

The School Achievement - Socioeconomic Disadvantage Relationship: Examining Outliers Through Standardized Test Results In Public Schools

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Abstract

Standardised achievement tests in primary schools are used as a central variable when studying the relationship between global school scores and socioeconomic disadvantage. A sample of 13 406 primary school students enrolled in 317 primary schools in the province of Quebec, Canada, took part in this study aimed at measuring this relationship on a large scale, with fine grained measures. Students' achievement scores on standardized provincial tests administered in the last year of primary schooling and socioeconomic disadvantage scores compiled for each school were used to generate a dispersion matrix and descriptive statistics indicating the presence of a large variations of the direction and strength of this relationship from one school to the other. Implications of these results are discussed on two planes : links between school efficacy and the future performance of students, and the introduction of results based management in education.

Keywords: Socioeconomic disadvantage; school achievement; primary schools.