

Out of Sight, Out of Mind: Location Effects on EQAO Test Results in Ontario

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Abstract

Why do some schools perform better than others on standardized testing? What effect does the location of the school have on these test results? We address these issues by analyzing Grade 6 EQAO test results for 3,788 unique elementary schools over a period of six academic years from 2005 to 2011. An average mark for the school is calculated based on the number of results scored at each level. These average tests scores are then regressed against various location variables in order to identify which variables correlate with the greatest increase in test score. We find that the variables that have the largest positive effects are population size, school size, and diversity, therefore a location with a large population and the largest range of schools available, tend to perform the best. The effects of median income, and both isolation measures were relatively small if the population was large enough to compensate. We found that within the diversity measure French schools scored much higher than English schools and Catholic schools performed better in both English and French language schools. The model is then used to predict potential test scores of First Nation schools in Ontario, which have the option of participating in EQAO testing since they have not funded by the provincial government.