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A QUANTITATIVE STUDY ON THE INFLUENCE OF POVERTY ON SCHOOL
AND TEACHER PENNSYLVANIA VALUE-ADDED ASSESSMENT SCORES

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirement for the Degree

Doctor of Education

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Indiana University of Pennsylvania
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schools PVAAS scores in mathematics, reading, and science and the percentage of students identified as economically disadvantaged within the schools.

Additionally, analysis of variance (ANOVA) were conducted in each subject after grouping schools based on the percentage of students who were economically disadvantaged.

The findings and conclusions of this study show that PVAAS scores may be influenced by poverty. Correlation coefficients suggest a small, negative relationship between poverty and PVAAS scores in math and a large, negative relationship in science. Additionally, ANOVA results indicate that statistically significant differences exist between groups based on concentration of poverty in all subjects studied. In total, the results suggest that as poverty within a school increases, PVAAS scores decline. Recommendations are based on how the relationship between the two might be further explored and how it can be shared with those skeptical of the value-added measure.