

AN EXAMINATION OF THE RELATIONSHIP BETWEEN TEACHER
CHARACTERISTICS, SOCIOECONOMIC FACTORS AND
STATEWIDE TEST PERFORMANCE OF STUDENTS WITH INDIVIDUAL EDUCATION
PLANS

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ABSTRACT

Testing results from 2004 indicated that two of Missouri's 96 middle schools with a reportable number of students with IEPs met the math proficiency goal for adequate yearly progress. The purpose of this study was to examine the relationship between the performance of students with and without IEPs on the MAP mathematics examinations, socioeconomic factors, and teacher characteristics.

Findings indicated that teachers' average years of experience and mean household income failed to demonstrate a significant correlation to student achievement. Correlations demonstrated a significantly negative correlation between achievement for students with IEPs and per pupil expenditures for students with and without IEPs. There was a significantly negative correlation between the percent of student receiving free or reduced-price lunch and achievement for students both with and without IEPs. Findings indicated a significantly positive relationship between the percent of teachers with advanced degrees and achievement for students both with and without IEPs.