**Franco,** S. (2006). *The relationships among building level school/non school factors and value-added scores in Ohio.* Unpublished doctoral dissertation, University of Cincinnati, Ohio.

Abstract

An ex post facto research design controlling for alternative hypotheses is the framework for this exploratory analysis of the relationships among school/non school factors and grade level/content value-added scores in Ohio. Building level, non school, student data such as socio-economic status, ethnicity, mobility, attendance and gender were matched with grade level/content value added scores in Ohio. School level data such as numbers of teachers, teacher experience and training were also matched with grade level/content value-added scores in Ohio.

Initial analysis included scatterplots, boxplots, and correlations. The absolute value of the correlation *r* values hovered around 0.15. Boxplots revealed a reduction in range of value-added scores as the grade levels increase; also, AYP status does not represent value-added scores. As a result of the correlation studies, seven factors were used in a general linear modeling analysis. The seven factors were: %Free and Reduced Lunch (FRL), %Black, Teacher attendance rate, %Teachers with a Masters, Teacher experience, Teacher experience squared and %Teachers fully certified. Of these, %FRL and teacher attendance have consistent relationships with grade level/content value added scores in Ohio. The effect size of the various models and factors were generally classified as small.

The conclusions are that there are relationships among building level school/non school factors and grade level/content value-added scores in Ohio. Student socio-economic status, teacher training and teacher attendance have a significant relationship with grade level/content value-added scores, although the effect size is small.