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Does the Use of Data Analysis Teaming for Student Achievement and Level of Student Work Improve Student Performance in Reading?

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DOES THE USE OF DATA ANALYSIS TEAMING FOR STUDENT ACHIEVEMENT

AND LEVEL OF STUDENT WORK IMPROVE STUDENT PERFORMANCE IN

READING?

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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ii

Title: Does the Use of Data Analysis Teaming for Student Achievement
       and Level of Student Work Improve Student Performance in Reading?

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The current study analyzed the use of data analysis teaming to improve student performance in reading as assessed by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Participants included 174 elementary school students from a school in eastern Pennsylvania. The results of the one-sample t-test showed that although students in the study had comparable reading performance to the DIBELS national sample, they did now show as much improvement in reading when DIBELS data only were being collected. Results of an analysis of variance – repeated measures, Friedman Test, and Wilcoxon Test, indicate that student reading performance improved over time; however, the improvement rates from prior to and after data analysis teaming for DIBELS data were not significantly different. In addition, the analysis of variance – repeated measures, Freidman Test, and Wilcoxon Test show that even though student reading performance improved after data teaming for DIBELS and Walkthrough data occurred, significant reading improvements were not found once data teaming occurred. Overall, the use of data analysis teaming did not lead to significant improvements in the student level of risk from first grade to fourth grade.