Lab 8 Group Committing to github

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Author Note

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Project completed using RStudio, GitKraken, GitHub, and papaja

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The authors made the following contributions. Janette Avelar: Writing - Review & Committing; David Fainstein: Writing - Review & Committing; Joe Swinehart: Writing - Review & Committing; Makayla Whitney: Writing - Review & Committing.

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Abstract

This project aims to explore the relationship between teacher experience and student math scores, with an additional look at how free/reduced price lunch status correpsonds to that relationship.

Keywords: teacher, experience, lunch, math, scores

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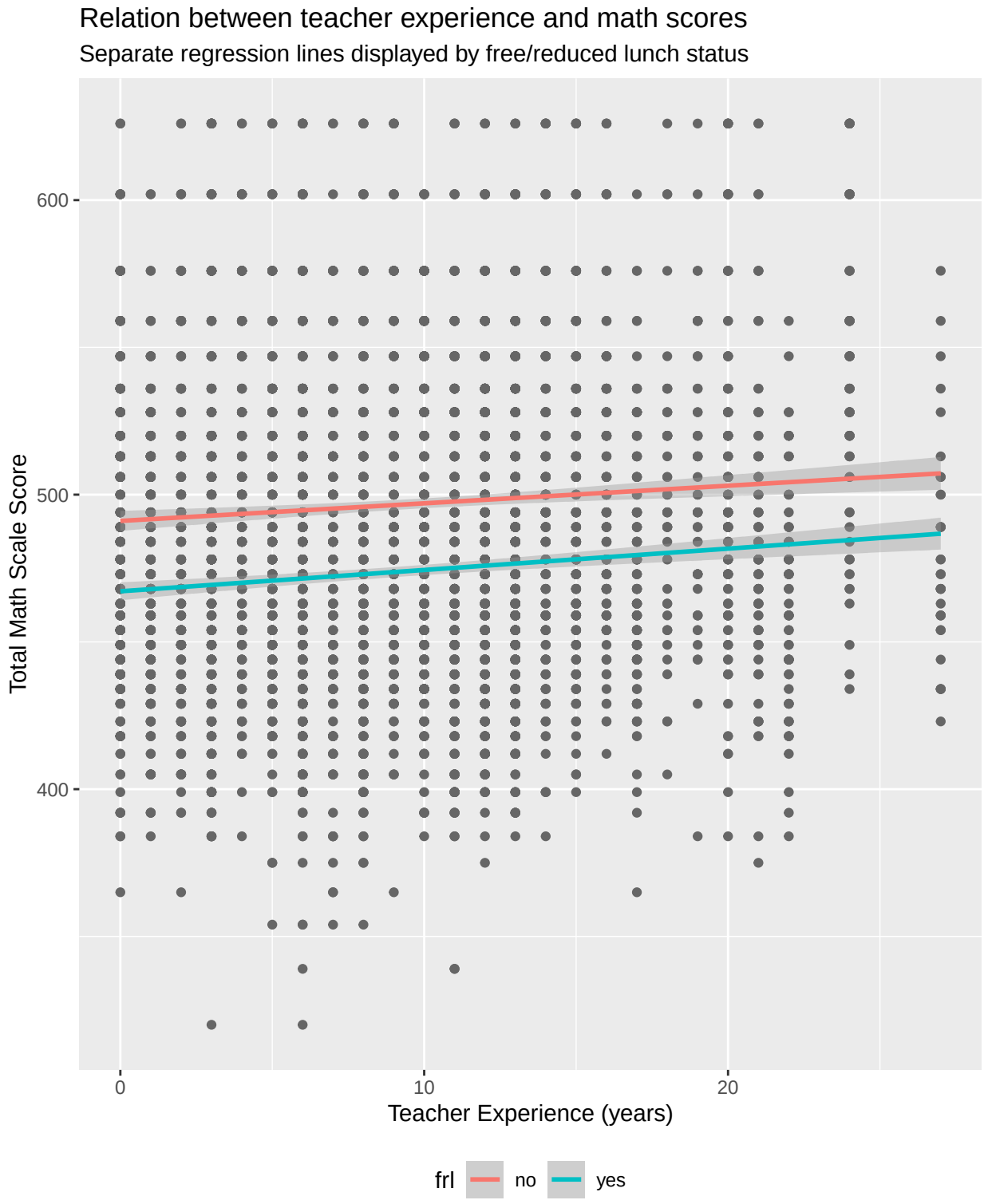
```
## # A tibble: 4 x 6
## # Groups:   sex [2]
##   sex   frl   math_mean math_sd read_mean read_ss
##   <chr> <chr>     <dbl>   <dbl>     <dbl>   <dbl>
## 1 boy   no         493.    46.3      441.    32.3
## 2 boy   yes        470.    46.1      425.    26.6
## 3 girl  no         501.    46.0      449.    34.5
## 4 girl  yes        478.    46.3      431.    27.4
```


Relation between teacher experience and math scores
Separate regression lines displayed by free/reduced lunch status
Total Math Scale Score
600
500
400
0
10
20
Teacher Experience (years)
frl
no
yes

Summary Statistics Table

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

There were some people involved.

Material

Here's some words.

Procedure

We did things and we did them well.

Data analysis

We used R (Version 4.0.2; R Core Team, 2020b) and the R-packages *}dplyr* [@}R-dplyr], *forcats* (Version 0.5.0; Wickham, 2020a), *foreign* (Version 0.8.80; R Core Team, 2020a), *ggplot2* (Version 3.3.2; Wickham, 2016), *here* (Version 0.1; Müller, 2017), *openxlsx* (Version 4.2.2; Schauberger & Walker, 2020), *packrat* (Ushey, McPherson, Cheng, Atkins, & Allaire, 2018), *papaja* (Version 0.1.0.9997; Aust & Barth, 2020), *purrr* (Version 0.3.4; Henry & Wickham, 2020), *readr* (Version 1.4.0; Wickham & Hester, 2020), *rio* (Version 0.5.16; Chan, Chan, Leeper, & Becker, 2018), *stringr* (Version 1.4.0; Wickham, 2019), *tibble* (Version 3.0.4; Müller & Wickham, 2020), *tidyr* (Version 1.1.2; Wickham, 2020b), and *tidyverse* (Version 1.3.0; Wickham et al., 2019) for all our analyses.

There was some data gathered and it was neat.

Results

Discussion

This fits into O'neil (2016) discussion about math stuff, we think. We didn't actually read it, but liked the name *Weapons of Math Destruction*.

Another article we didn't read investigates children's understanding of math and science, by Lehrer and Schauble (2002). It seems cool.

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