

ANALYZING THE IMPACT OF A 1:1 INITIATIVE ON STUDENT LEARNING
OUTCOMES: A FOCUS ON LOW SOCIOECONOMIC STUDENTS IN THE HIGH
SCHOOL SETTING

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Abstract

This quantitative study analyzed the impact of a 1:1 initiative on English Language Arts (ELA) student learning outcomes for low socioeconomic students. The case study specifically analyzed achievement scores for 10th grade students at two different sites. Student learning outcomes included scale scores measured by the state summative end of course (EOC) exam, and student end of course grade point average (GPA). Student outcomes were also filtered by gender to better understand the impact of 1:1 on male and female ELA achievement.

Study results found a statistically significant negative relationship between technology implementation and student achievement when analyzing all EOC scale scores at each site. A statistically significant negative relationship was also found when student end of course GPA was examined for low SES students. Improvements in the mean of EOC scale scores was noted for low socioeconomic students, and for females in a 1:1 setting. However, these improvements were not found to be statistically significant.