

## ABSTRACT OF THE DISSERTATION

### THE EFFECTS OF ONE-TO-ONE LAPTOP PROGRAMS IN LOW SOCIOECONOMIC PHILADELPHIA PUBLIC SCHOOLS

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THE BOYER SCHOOL OF EDUCATION, 2018

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This study analyzed 4 different schools in urban Philadelphia that were utilizing 1-to-1 laptops within their classrooms for at least 3 years. The study focused on Grade 11 students in 3 high schools, 2 of which were district-run and 1 charter school. The 1 charter middle school was also analyzed for Grades 6, 7, and 8. These schools were compared to similar schools that were not utilizing 1-to-1 laptops. Keystone and Pennsylvania System of School Assessment (PSSA) scores in Math and English were compared for the years 2015, 2016, and 2017 to distinguish any differences in state scores and any other measurable differences. This study provides data from the Pennsylvania Board of Education and the Pennsylvania School Performance Web site as well as survey data collected via Google Forms from 118 students in 6<sup>th</sup> and 7<sup>th</sup> grades at a charter middle school and 11 staff members. The data were compiled, coded, reviewed, and analyzed using a mixed-methods approach. The significant findings indicated that each of the 4 schools

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utilizing the 1-to-1 laptops, both district and charter run, had higher scores in every tested subject. The 3 high schools that used 1-to-1 laptops also had higher graduation rates, and the middle school that used 1-to-1 laptops had students who felt more comfortable using technology, as well as working both collaboratively and independently with their laptops.