

ELEVATING EVIDENCE

Does urbanicity impact the outcome of the successful implementation of computer based literacy and math programs?

Project Summary

As schools seek to purchase new computer based literacy and math programs, many are finding it difficult to find research that accurately reflects their population. The Every Student Succeeds Act (ESSA) provides clear expectations for the use of research in decision making processes; one of which is that research is conducted in like schools with like populations. As schools work through these challenges, the Kentucky Department of Education (KDE) is working to determine how much of an impact urbanicity has on the outcome of these programs. If urbanicity is found not to have a significant impact, than schools in rural districts may be able to use research conducted in urban settings to inform their purchases; and vice versa.

What are we doing?

KDE is expanding upon the existing meta-analytic literature on this topic to determine the impact of urbanicity on computer based literacy and math programs. KDE is compiling literature that documents the impact of these programs. Once the literature is compiled, KDE will use statistical tools to combine the results from multiple studies to determine the overall size of the effect of the tools. By sorting the literature by urbanicity, KDE hopes to gain insight into the impact of urbanicity on student outcomes.

What have we learned already?

This study is in its early stages, however, we know that, broadly speaking, computer based literacy and math programs do have a statistically significant and positive impact on student achievement.

What comes next?

KDE is working to collect literature and complete the analysis. We hope to be able to share the results of this study with the public in the summer of 2020.