



How New York City Educators Have Used Grow® Reports to Transform Teaching and Learning

Highlights from: **The Grow Network Study Conducted by the Center for Children & Technology of the Education Development Center**

The Center for Children & Technology (CCT) of the Education Development Center conducted a comprehensive, multiyear study of the large-scale data reporting system operated by The Grow Network/McGraw-Hill (Grow) from 2001 to 2006 for the teachers of **more than 500,000 Grade 3–8 students in the New York City public schools**¹. Based on extensive teacher interviews and site visits, the researchers found that Grow’s print and online reporting tools succeeded in transforming educators’ planning and instructional practice.

Key report findings include:

- Grow has brought “high-stakes data directly to teachers and administrators **in a way that saves them time and energy...Grow has effectively transformed the test data so that the educator can use them when making classroom decisions.**”
- “As a tool that aligns test results with standards and instructional strategies, the Grow Reports appear to be **highly successful in creating a navigational framework** for educators. For teachers, the Grow Reports present data in a **meaningful format from which teachers can draw the information they need to support differentiating instruction and thinking about students’ weaknesses as well as their strengths**. In this sense, the Grow Reports can be said to be playing a critical role in helping teachers navigate the tensions that exist in a high-stakes climate between the accountability model of schooling, where data from standardized tests drive assessment and practically define the standards, and a reform model, where diversity is considered in the curriculum and defined by differentiated pedagogical practices.”
- “Throughout the survey and in the interviews, teachers across New York City reported using the Grow Reports in various ways to meet their overall classes’ as well as their diverse students’ academic needs by:
 - 1 **targeting instruction**, with decisions about class priorities, lesson plans, and the academic year;
 - 2 **meeting the needs of diverse learners**, seen in strategies such as grouping, creating Individualized Education Plans (IEPs), and giving individualized assignments and materials appropriate to the students’ levels;
 - 3 **supporting conversations with parents, students, fellow teachers, and administrators** about students’ learning;
 - 4 **shaping teachers’ professional development** by reflecting on their own practice; and
 - 5 **encouraging self-directed learning** by giving the data to students.”
- “[D]uring the interviews, we learned that teachers found the reports to be clear and comprehensible.... **As a company, The Grow Network was reported to be very responsive to suggestions from the teachers about clarifying and improving the reports.**”

¹ Brunner, Cornelia, et al., Linking Data and Learning: The Grow Network Study, *Journal of Education for Students Placed at Risk*, 10(3), 241–267 (2005); Light, Daniel, et al., *Keeping Teachers in the Center: A Framework of Data-Driven Decision-Making* (2005).

The Grow Network/McGraw-Hill

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