



Significant Positive Impact of Grow Reporting on Student Achievement in Ohio

Highlights from: **A Randomized Evaluation of Ohio's Personalized Assessment Reporting System** (Consortium for Policy Research in Education, 2007)

In December 2007, the Consortium for Policy Research in Education (CPRE) published an independent study on Grow's implementation of the Personalized Assessment Reporting System (PARS), a data-driven reporting program that The Grow Network/McGraw-Hill (Grow) launched in selected Ohio districts as part of a state-sponsored research study.¹

The primary goal of PARS, as articulated by the Ohio Department of Education, was to increase student achievement on the retakes of the Ohio Graduation Test (OGT). Through PARS, Ohio educators in randomly selected districts received Grow's innovative customized print and online reports based on students' results from the high-stakes Ohio Graduation Tests, together with specific instructional guidance and professional development tools for prioritizing and differentiating instruction for specific students. Students also received personalized guidance about their strengths and needs.

This study overwhelmingly confirmed the strength and impact of Grow's action-oriented reporting tools. CPRE found **"numerous large and statistically significant positive effects on the performance of students retaking the OGT."**

Key report findings include:

- The students in districts implementing PARS performed significantly better on the retests than did similar students in similar schools and districts that did not implement PARS.
 - The researchers state that "[s]tudents in PARS districts also scored significantly higher on retakes compared to their counterparts in control districts. **The largest effects occurred in Science and Social Studies, where students in treatment districts were 27% more likely to score proficient in Science and 22% more likely to score proficient in Social Studies than were students in control districts.**"
- These findings were particularly robust for African-American students and students with limited English proficiency.
 - **African-American students were "about 40% more likely to score proficient on a retake of the OGT than their counterparts in control districts."**
 - The researchers also found, "an exceptionally large positive effect in Writing . . . for students with limited English proficiency. **LEP students were nearly four times more likely to score proficient in Writing if they attended a school in a PARS district.**"
- In summary, the researchers conclude that **"As an intervention for improving performance on the OGT, the PARS program appears to have been successful in affecting the retake rates and performance of students who initially failed one or more OGT sections."**

¹ May, Henry and Marian A. Robinson. 2007. A Randomized Evaluation of Ohio's Personalized Assessment Reporting System (PARS). Consortium for Policy Research in Education. http://www.cpre.org/images/stories/cpre_pdfs/cpre%20ohio%20pars%20report.pdf