

# HMH Professional Learning

## Meets ESSA Promising Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

### PROGRAM OVERVIEW

HMH Professional Learning helps schools and districts achieve measurable gains with a personalized approach to professional learning centered on student outcomes. With coaching, courses, consulting, and collaboration, HMH Professional Learning helps schools identify goals and create an explicit pathway to achieving them.

**PROMISING**  
ESSA EVIDENCE  
RATING



**DISTRICT:** One district in the Northeast and one district in the Midwest  
**STUDY YEAR:** 2018–2019  
**STUDY CONDUCTED BY:** RMC Research

### EVIDENCE CRITERIA

Correlational study with statistical controls for selection bias

Shows statistically significant & positive effects

### STUDY EVIDENCE & HIGHLIGHTS

RMC Research conducted a study to determine how HMH coaching affects teacher practice and student achievement and whether there are differences in impact based on the nature and extent of coaching.

The study was designed to provide evidence of the impact of coaching on teachers' knowledge, attitudes, engagement, mindset, and instructional practice and on outcomes for their students. The study also examined implementation factors associated with impact, including the nature and extent of teacher and student program participation and usage. Teachers received one of two types of coaching: (1) blended coaching (including in-person coaching, synchronous online coaching, and access to the HMH Coaching Studio) or (2) in-person only coaching. Findings in this report focused on 17 blended coaching teachers and 30 in-person only coaching teachers and their students.

Regression models were used to examine the relationship between teacher participation in online coaching sessions and student outcomes on the *Phonics Inventory*, *Reading Inventory*, and state assessments. Online coaching participation had a positive effect on student reading level scores on the *Reading Inventory*. For each online coaching session a teacher participated in, student reading level increased by an average of .06 points. Extent of teacher participation in online coaching sessions was also significantly related to students' state ELA assessment scores. For each coaching session a teacher participated in, scale scores on the state ELA assessment increased by .25 standard deviations, suggesting that with only four online coaching sessions student scores can, on average, be increased by a standard deviation.

To learn more about the research behind Professional Development, visit [hnhco.com/professionalservices](https://hnhco.com/professionalservices)