

Early Outcomes Study

# HMH Performance Suite

December 2025

## Study Profile

**Grades:**

7, 8

**Evaluation Period:**

2024–2025 school year

**Study Conducted by:**

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**Outcome Measures:**

State English language arts assessment

## The Study

*HMH Performance Suite*® was launched in fall 2024. This study is a comparison of two middle schools within the same school district. One school used Performance Suite with fidelity during the 2024–2025 school year, and the other school did not have access to *Performance Suite*. Schools were selected based on similar geographic location, student demographic characteristics, and spring 2024 (pre-intervention) state test scores.

### Performance Suite Overview

*Performance Suite* is a unified ecosystem designed to support educators throughout the entire instructional cycle. It integrates with NWEA MAP® Growth™ assessment results with HMH high quality curriculum materials from *HMH Into Reading*®, *HMH Into Literature*® and *HMH Into Math*® to provide real-time recommendations for classroom instruction.

Key features of *Performance Suite* include:

- **Real-time planning support** is enabled by the *Planning Assistant*, which continuously updates as new assessment data becomes available.  
  
This tool synthesizes performance information from interim and formative classroom assessments and uses these data to surface relevant insights and instructional resource recommendations.
- **Ready-to-teach lessons** that are delivered through *Classcraft*®.

- **A comprehensive view of student performance** through the *Student Summary Report*. This report centralizes MAP Growth data and program assessment results to monitor progress and proficiency.
- **Wraparound teacher support** through *Coachly*<sup>®</sup>, which offers on-demand access to instructional coaching via video chat or 1:1 messaging. Coaches support educators and administrators with program implementation, best teaching practices, and more.

Collectively, these features of *Performance Suite* work in concert to provide educators with coordinated planning, instructional, assessment, and professional learning supports within a single, integrated digital environment.

## Study Design

To assess the effects of *Performance Suite* on student outcomes, the study used school-level state assessment data to compare same-cohort changes in proficiency rates between the *Performance Suite* school and the comparison school. These aggregate cohort change analyses examined changes from spring 2024 to spring 2025 for the 2024–2025 Grades 7 and 8 cohorts combined. Additionally, the analyses examined changes in proficiency rates for each grade level cohort and demographic subgroup. Due to the small number of English learner students, analyses were not conducted for the English learner subgroup. Additional qualitative data was gathered through interviews with *Performance Suite Into Literature* teachers to describe their experiences with the product.

## School Characteristics

Both middle schools—one implementing *Performance Suite* with their core program and the other not—are demographically similar schools within the same large district. Table 1 presents school characteristics for both schools. Just over 40% of the enrolled students in both schools identify as a person of color, and approximately 50% of families are economically disadvantaged. The percentages of students at or above proficiency on spring 2024 state assessments were 81% in math and 67% in English language arts in the *Performance Suite* school, compared to 75% in math and 66% in English language arts in the non-*Performance Suite* school.

**Table 1. School Characteristics**

Characteristic	Performance Suite	Comparison
<b>Grade</b>		
6	38%	34%
7	37%	35%
8	25%	31%
<b>Race</b>		
Asian	23%	23%
Black	1%	1%
Hispanic	15%	16%
Native American	0%	0%
White	59%	58%
Multiracial	2%	2%
<b>Gender</b>		
Female	47%	49%
Male	53%	51%
<b>English learner</b>		
Ever	17%	20%
Current	2%	4%
<b>Special education</b>		
Yes	18%	19%
<b>Economically disadvantaged</b>		
Yes	48%	53%

Notes. Spring 2024 *N* = 2,383. Spring 2025 *N* = 2,501. Group *n*s are not included to preserve anonymity of the schools.

# The Results

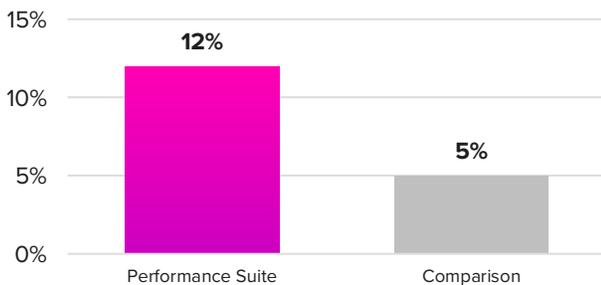
This study uses school-level state assessment data to answer the following questions:

- Does the percentage of students scoring at or above proficiency on the state English language arts assessment increase more in a school implementing *Performance Suite* than in a comparable school not using the product?
- How do changes in proficiency rates compare across demographic subgroups?

## All Students

This study compared student outcomes on the state English language arts assessment—measured in spring 2024 (pre-implementation) and spring 2025 (post-implementation)—between students in the *Performance Suite* school and the comparison school. The combined 2024–2025 Grade 7 and Grade 8 cohorts in the *Performance Suite* school demonstrated a 12% increase from the spring prior in students scoring at or above proficiency. In contrast, the comparison school in the same district saw only a 5% average increase.

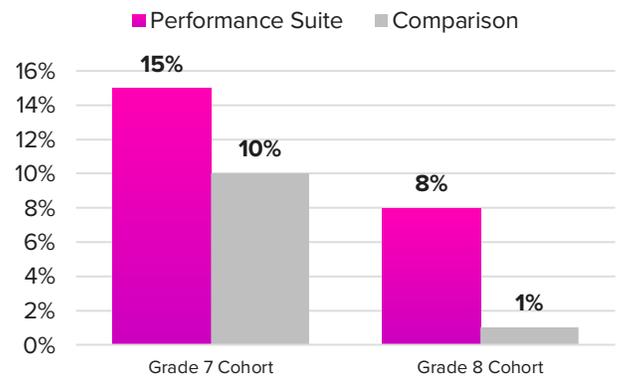
**Figure 1.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025 [Grades 7–8 Combined]



## Students by Grade Level

In the school implementing *Performance Suite*, the increase in the percentage of students scoring at or above proficiency on the state English language arts assessment was 15% for the Grade 7 cohort and 8% for the Grade 8 cohort. These cohort increases exceeded those in the comparison school (10% for Grade 7 and 1% for Grade 8).

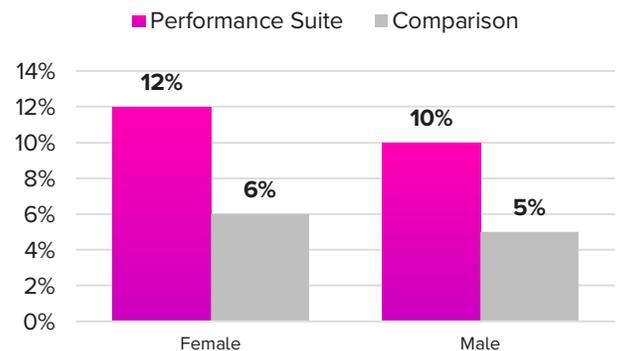
**Figure 2.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025 [Grades 7–8 Combined by Grade Level Cohort]



## Students by Gender

In the school implementing *Performance Suite*, the increase in proficiency rates across the combined Grade 7–8 cohorts was relatively consistent for females and males (12% and 10%, respectively). In the comparison school, the increases in proficiency rates were lower for both genders—6% for females and 5% for males.

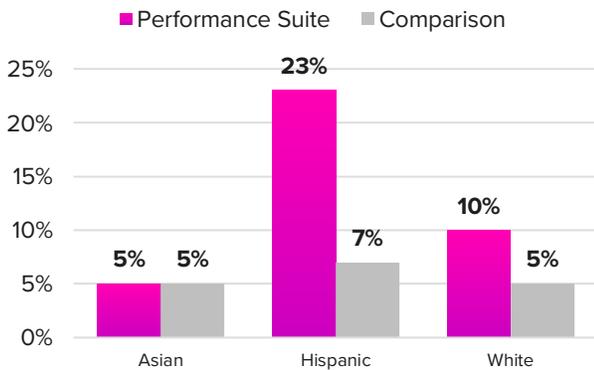
**Figure 3.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025 [Grades 7–8 Combined by Gender]



## Students by Race

In the *Performance Suite* school, the increase in English language arts proficiency rates across the combined Grade 7–8 cohorts were particularly pronounced for students who identified as Hispanic (23%). In contrast, in the comparison school the percentage increase for students identifying as Hispanic was only 7%. The percentage increase in proficiency for students identifying as White was greater in the *Performance Suite* school than in the comparison school (10% vs. 5%), and the increases in proficiency rates were similar between the *Performance Suite* and comparison schools for students identifying as Asian (5% for both the *Performance Suite* and comparison school). Table 2 shows that the starting proficiency of Asian students (83% in the *Performance Suite* school and 77% in the comparison school) was already quite high relative to the combined Grade 7–8 cohorts as a whole (67% in the *Performance Suite* school and 66% in the comparison school).

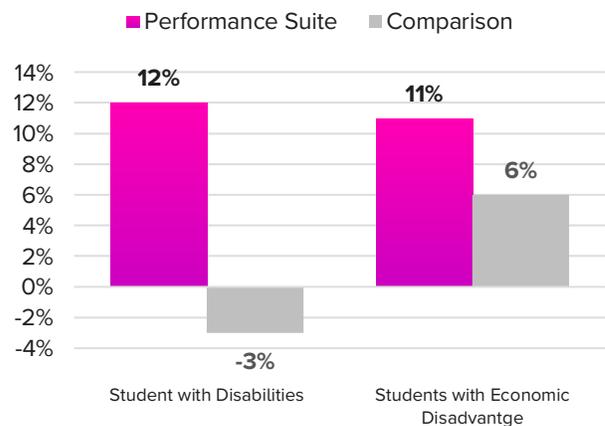
**Figure 4.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025 [Grades 7–8 Combined by Race]



## Students by Special Program Eligibility

In the school implementing *Performance Suite*, the increase in proficiency rates across the combined Grade 7–8 cohorts was 12% for students with disabilities and 11% for students with economic disadvantage, consistent with the overall student sample. In the comparison school, the increase in proficiency rates was negative 3% for students with disabilities and 6% for students with economic disadvantage.

**Figure 5.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025 [Grades 7–8 Combined by Program Eligibility]



**Table 2.** Increase in Percent of Students Achieving Proficiency on State ELA Assessment: Spring 2024 to Spring 2025

Group	Performance Suite			Comparison		
	S2024 % at or above	S2025 % at or above	Change in % at or above	S2024 % at or above	S2025 % at or above	Change in % at or above
<b>Grades 7–8 Combined<sup>a</sup></b>	67%	79%	<b>12%</b>	66%	71%	<b>5%</b>
<b>2024–2025 grade</b>						
Grade 7	65%	80%	<b>15%</b>	66%	76%	<b>10%</b>
Grade 8	69%	77%	<b>8%</b>	65%	66%	<b>1%</b>
<b>Gender</b>						
Female	70%	82%	<b>12%</b>	70%	76%	<b>6%</b>
Male	65%	75%	<b>10%</b>	61%	66%	<b>5%</b>
<b>Race/ethnicity</b>						
Asian	83%	88%	<b>5%</b>	77%	82%	<b>5%</b>
Hispanic	59%	82%	<b>23%</b>	45%	52%	<b>7%</b>
White	64%	74%	<b>10%</b>	68%	73%	<b>5%</b>
<b>Students with disabilities</b>	30%	42%	<b>12%</b>	30%	27%	<b>-3%</b>
<b>Economic disadvantage</b>	65%	76%	<b>11%</b>	60%	66%	<b>6%</b>

<sup>a</sup> Combined Grades 7 and 8 cohorts—those transitioning in 2024–2025 from Grade 6 to 7 and from Grade 7 to 8. Spring 2024 *n* = 1,516. Spring 2025 *n* = 1,698.

## Teacher Perceptions

To better understand educators’ experiences with *Performance Suite*, qualitative data were collected through interviews with teachers and school administrators. Their feedback reflects how the program supported core components of the instructional cycle, from planning through professional learning.

### What are teachers’ experiences using *Performance Suite* and embedded tools and their perceptions of that experience?

#### Planning for Instruction

Teachers described *Performance Suite* as improving the planning process by reducing the time spent searching for materials and clarifying how to sequence instruction. One teacher shared that, prior to implementation, planning often involved “scrambling for resources and texts,” whereas *Performance Suite* enabled them to redirect that time toward thinking about “the teaching and... the instruction.” Teachers consistently appreciated the structure and organization of the ready-to-teach lessons, noting that essentialized, standards-aligned materials made the volume of available resources easier to navigate. Lessons that followed the core program sequence helped create coherence across units while still allowing space for teachers to personalize delivery. A couple of teachers specifically highlighted the *Get Ready* session as useful for preparing students for the *Quick Check* formative assessments, strengthening the connection between planning and daily instruction.

Teachers highlighted the *Planning Assistant* as a key differentiator because it both saved planning time and helped them better support individual student needs. Teachers reported using the *Planning Assistant* as a diagnostic bridge between student needs and instructional resources. They viewed the tool as effective for identifying specific skill gaps and surfacing relevant materials, which they then integrate into their lesson plans. One teacher described their use of the *Performance Suite* real-time planning assistant as a “skills coach” for addressing students’ individual needs. Teachers felt that *Performance Suite* gave them the tools to adjust “in the moment with confidence,” shifting planning from a rigid, upfront process into a flexible, responsive one based on student performance. Together, the planning supports embedded across the *Performance Suite* enabled teachers to approach instruction more efficiently, with a clearer understanding of what to teach when and how to align resources to student needs.

## Delivering Whole-Class Instruction

Teachers were positive about their instruction using *Performance Suite* and spoke about its benefits. One teacher mentioned that the user interface is adaptable for students and manageable for teachers, helping to support instruction. Although structured, teachers felt they were able to add their own spin to lessons. One co-teaching pair indicated it was helpful to have both the digital and print versions of the Teacher's Guide. One teacher noted that the predictable flow of the whole-class sessions helped the students feel more confident. Another highlighted the clear, well-crafted layout of *Performance Suite*, which made it easier for students on IEPs to feel less overwhelmed. This teacher also appreciated the dedicated resources for ELL students, which helped them to support their individual student's needs.

In addition to the structure provided by the lessons themselves, teachers also highlighted the tools embedded into *Classcraft* that supported classroom management and engagement. One teacher shared that these tools provided "more control over your classroom in the moment." Teachers mentioned the *Quick Checks*, which provided teachers with immediate data for small group formation and allowed teachers to address misconceptions on the spot without singling out students. Another noted the *Digital Teacher Guides within the Teacher Panel* as a virtual "script" to guide their instruction. Other tools cited were the *student picker*, which improved participation across a class; the *timer*, which was helpful for managing students' accountability; the *Turn and Talk* routine, which was used in one class to engage students by turning it into a competition. Some teachers mentioned student functionality favorites: (a) the *annotation tools*, which allowed them to mark down notes and engage with the literature; and (b) the *words to learn* routines, which encouraged actual word use rather than rote memorization.

Beyond routines and tools, teachers commented on the impact of the *HMH Into Literature* curriculum itself. One teacher commented on the depth of the texts in *Into Literature* and how the texts have not only engaged the students but have also inspired the teacher themselves to become "more of a reader." This teacher, due to the depth of the texts, rated *Performance Suite with Into Literature* as the best of

four curricula they had taught in the past eight years. They appreciated students' engagement in the readings, connecting with students on a deeper level, and having meaningful conversations about texts covering diverse genres (e.g., horror, nonfiction, drama). The program prompted some to use pedagogical approaches they had not previously considered, such as having students verbally discuss synonyms and antonyms for vocabulary words before writing, which provided a framework for collaboration and choice they wouldn't have planned otherwise.

## Assessing Student Learning

Teachers reported that *HMH Into Literature Performance Suite* assessment resources effectively prepared students for state assessments. Some mentioned that the language used in *Performance Suite with Into Literature* mirrored that of their state's English language arts assessment language, which helped students to "feel a little bit more confident" when approaching the official tests. Teachers also reported that the curriculum consistently pushed students to think critically about difficult content and do quality work, which puts them at an advantage when facing questions on assessments.

## Adjusting Instruction Using Data

Teachers noted that insights surfaced through both the *Planning Assistant* and the *Student Summary Report* were central to adjusting instruction throughout the school year. The *Student Summary Report*, which consolidates MAP scores, embedded assessment results, and session history, was described as significantly enhancing practice by shifting teachers toward more collaborative, targeted, evidence-based instruction. Teachers reported that this holistic view of student performance allowed them to pinpoint specific skill gaps, such as deficiencies in analysis or critical thinking. Teaching teams were able to utilize weekly planning times to analyze assessment reports, "tweak" curriculum pacing, and refine review strategies. Ultimately, the data empowered teachers to adjust their methods to ensure students were genuinely learning and improving over time, rather than simply being coached to pass a specific test.

## Professional Learning and Coaching Experience

Teachers' perceptions of the professional development and coaching received were overwhelmingly positive. Key focus areas of training and coaching that teachers identified were (a) the use of assessment data to guide instructional decisions, (b) a comprehensive overview of essential teaching and planning resources, and (c) guidance on the structure of unit plans and how to adapt them across different units. Teachers were able to schedule live virtual sessions or chat with their dedicated coach on an as

needed basis to support their individual needs as they evolved throughout the school year. Teachers felt that the coach was knowledgeable and informative and that the coaching style was collaborative and focused on building on their existing strengths. The coach was praised for listening to their feedback, understanding their challenges, and dedicating time to addressing areas of challenge. Teachers indicated that the coaching helped them feel comfortable with the new curriculum and well equipped to use the program's full potential. The school administrator shared that having the coaching was "so beneficial for the teachers" and that their dedicated coach was "tremendous in supporting us."

## Final Thoughts

Teachers praised the *HMH Into Literature Performance Suite* for balancing instructional structure with the flexibility required to support diverse demographic subgroups. By streamlining planning through *Performance Suite*, educators reported shifting their focus from resource management to high-quality instruction, resulting in deeper student engagement with complex texts across various genres. Specific features of *HMH Into Literature*—such as translations for ELL students and adapted layouts for students on IEPs—ensured that rigorous content was accessible to all learners. This adaptability allowed teachers to address individual needs "in the moment," fostering a responsive learning environment. This was reinforced by collaborative professional development that empowered teachers to utilize student data to help inform instructional planning.

Furthermore, *Performance Suite*'s interactive features like the *student picker* and *quick checks* improved classroom management and engagement, while the curriculum's alignment with state testing language helped prepare students across grade levels for external assessments. The combination of engaging literature, interactive tools, and supportive coaching equipped the teachers to use the program effectively.

State assessment data in the *Performance Suite* school showed increases in English language arts proficiency—increases that exceeded that of a demographically similar school in the same district that was not using *Performance Suite*. The increased proficiency rates consistently favored the *Performance Suite* school for both grade cohorts and all demographic subgroups with only one exception: the percent proficient went up 5% for Asian students at both the *Performance Suite* school (from 83% to 88%) and the comparison school (from 77% to 82%) because most Asian students were already proficient to start. Also of note, the increase in proficiency rates for students identifying as Hispanic was 23% in the *Performance Suite* school, which far exceeded the increase of 7% in the comparison school. The teachers' perceptions of their experience combined with state assessment results suggest that the school was able to successfully implement *Performance Suite* and effectively engage and instruct students to impact learning.

This analysis is restricted to publicly available, aggregate school-level demographic and performance data. Although a peer school was identified as a comparison based on similar school demographics and performance at baseline, the internal validity and claims of causality are constrained by the retrospective design and the inability to account for student-level variance.