

PAHSCI By the Numbers

16

School Districts

26

High Schools

32,198

Total Student Enrollment

96

Coaches:
one Math and
one Literacy Coach
for every 600 students

80% women

77% white

14% black

3% Hispanic

17.5 average years
of teaching experience

92% teaching students or
working as teacher-leaders
right before coaching

51%

of PAHSCI
coaches hired by
August 2005

82%

of PAHSCI
coaches hired by
September 2005

87%

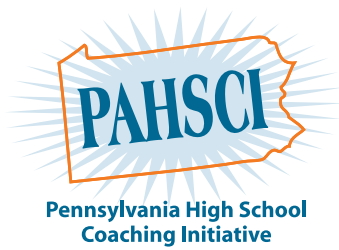
of teachers
surveyed believe their
school district and
administration supports
teacher participation
in PAHSCI

81%

of teachers
surveyed believe their
school principal expects
to see PLN strategies
implemented

72%

of teachers
surveyed believe their
school principal provides
leadership for PAHSCI



Year One At-a-Glance

COACHING IS NO LONGER JUST FOR ATHLETES. INSTRUCTIONAL COACHING—WHERE TRAINED TEACHER-LEADERS, OR “COACHES,” PROVIDE ONGOING, SITE-BASED, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT FOR TEACHERS—IS SHOWING GREAT PROMISE AS AN EFFECTIVE EDUCATIONAL REFORM STRATEGY NATIONWIDE.

PAHSCI Distinctive Features

- Statewide
- Geared to high-need high schools
- A focus on improving classroom instruction
- Key enabling conditions created in schools and districts
- Professional, collaborative learning communities strengthened with teams of school-based coaches
- Onsite mentors who support district administrators and coaches provided by Foundations, Inc., an educational nonprofit organization
- Content based professional development in the Pennsylvania Literacy Network (PLN) framework
- A research and development cycle of documentation, assessment and reflection to inform ongoing refinements provided by Research for Action

Did You Know?

Pennsylvania has earmarked \$23,367,000 for professional development during the 2006-2007 school year. (Source: Pennsylvania Department of Education Summary of State Appropriations, 2006-2007 Enacted Budget, July 2006)

PAHSCI Year One

Developing and retaining high-quality teachers in all schools are critical to ensuring equitable education to children nationwide. Coaches provided professional development support through one-on-one interactions, small groups and school-wide forums. Over the course of the year, coach and teacher interactions increased as did coach engagement in activities that were more directly connected to instructional change.

21

Average number of teachers coached by each coach during year one

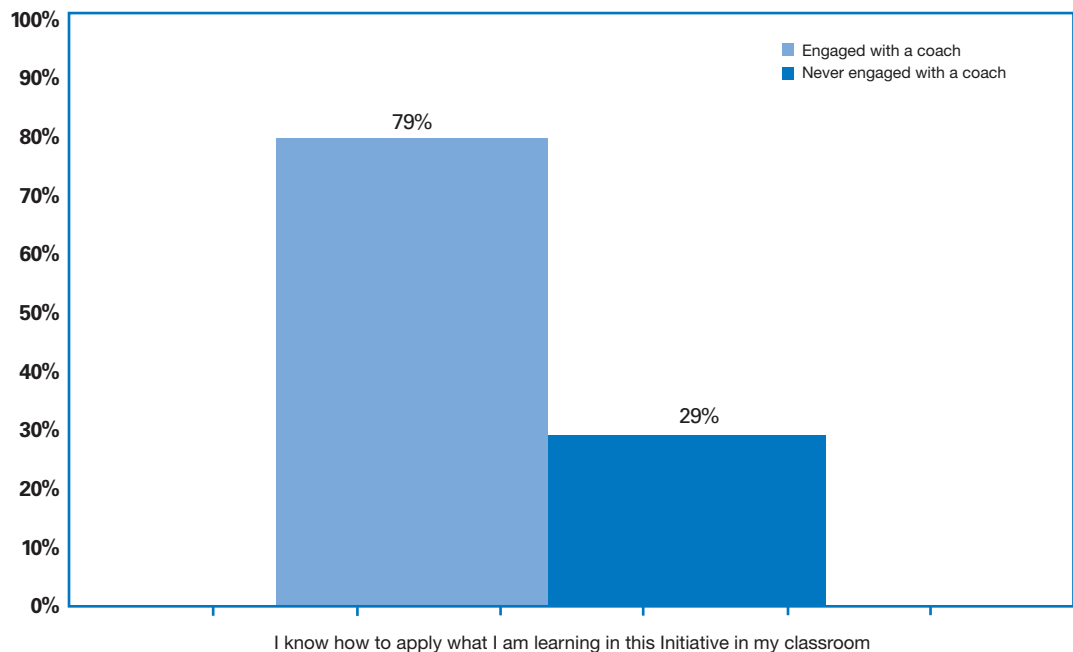
70

Percent of time spent by coaches on communicating PLN pedagogy and modeling, co-teaching, in-classroom lesson modeling and constructing lessons

Work With Coaches and Application of Learnings to the Classroom

Teacher Survey Data, Spring 2006

**Statistically significant
N=538 teachers



Unless otherwise noted, research findings are based on Promising InRoads: PAHSCI Year One Report, prepared by Research for Action.

PAHSCI By the Year

2005

- PLN1 Centralized Coaches' Training
- Foundations Training in "The Art of Coaching"
- PAHSCI Kickoff
- Foundations' Mentor Team School/District Visits
- Regional Courses Facilitated by PLN
- Statewide Networking Meetings

2006

- PLN2 Centralized Coaches' Training
- Foundations' Mentor Team School/District Visits
- Regional Courses Facilitated by PLN
- Administrators' Retreat
- Regional Networking Meetings
- Advisory Board Meeting

2007

- Statewide Regional Networking Meetings
- PLN3 Centralized Coaches' Training
- Foundations' Mentor Team School/District Visits

Student Achievement

The reading skill deficits of students must be addressed in high school. Without intervention, millions of adolescents will have their futures largely foreclosed because they will lack the skills needed for the workplace, for further education or to take their place as citizens and heads of household. PAHSCI was designed to help organize schools and districts so that they could help teachers across subject areas develop the knowledge and skills they need to engage their students in literacy-rich instructional activities.

Upcoming Data Analyses. Statistical data analyses will be conducted by Research for Action to study any relationship between PAHSCI program components and gains in student achievement as measured by Adequate Yearly Progress (AYP) reports, PSSA test results, a student writing assessment, and student attendance, promotion and graduation rates.

PAHSCI Schools Show Progress.

- Reading PSSA. Across PAHSCI schools, 52.5 percent of the eleventh graders who took the Reading PSSA in 2006 (Year One of PAHSCI) scored at proficient/advanced levels. This represents a 3.3 percentage point increase from 2005, a gain that outpaces that of the state which was 0.1 percent between the two years (from 65.0 to 65.1 percent).
- Math PSSA. Across PAHSCI schools, 35.4 percent of the eleventh graders who took the Math PSSA in 2006 (Year One of PAHSCI) scored at proficient/advanced levels. This represents a 3.4 percentage point increase from 2005, a gain that outpaces that of the state which was only 1.0 percent between the two years (from 51.0 to 52.0 percent).

(Source: Forthcoming report in January 2007 by Research for Action, ANALYTICA, and Frontier 21.)

PAHSCI At Work

"PAHSCI is already serving as a catalyst for significant organizational and cultural change..."

Early evidence shows that students' reactions to PLN instructional strategies are promising. Students overall found the new PLN strategies to be more fun and active and teachers concurred."

Teachers Use of Strategies and Report of Student Response

Teacher Survey Data, Spring 2006

