



ELEVATE is an executive leadership program developed and supported by the Arizona Department of Education and WestED. The program focuses on developing the knowledge, competencies and skills of leaders as they work toward systemic change within schools and districts.

ELEVATE is a Tier 2 (Moderate) evidence-based program based on the Rand review used to determine the UVA School Turnaround Specialist Program (STSP) meets the second tier of ESSA evidence standards (moderate),

The study describes the UVA program core components as a two-year intensive program with off-site training and on-site support for district staff and school leaders including:

- executive education sessions (of varying lengths)
 - such topics as the root causes of low performance, using data for decision making and instructional support, planning for change, and motivating organizations to reinvigorate change processes
- development of 90 day plans two times a year aiming to improve student performance
- staff site visit to assess progress towards the plan
- regular district staff visits to the sites
- “real-time support” from staff customized to needs to overcome systemic and local barriers

The Rand report states, the program was not particularly prescriptive nor resource intensive.... Instead, it was largely an intense 2-year embedded professional development program in which leaders were given support in making goals, using data to make decisions about student performance, and motivating teachers. The observed improvement is promising initial evidence to support models like these.”

ELEVATE follows the same model using all the same components.

Study citation: Player, D., & Katz, V. (2016). Assessing school turnaround: Evidence from Ohio. *The Elementary School Journal*, 116(4), 675-698.

The study looked at 20 schools in Ohio that participated in the UVA STSP program. The study is a well-designed and well-implemented quasi-experimental design with a meaningful baseline measure and a well-matched comparison group. All but one of the schools was K-8 and all were located within Cincinnati or Columbus. The participating schools had significant improvements in student achievement both in the two years of the program and in the two years after the program concluded. In all four years, STSP schools saw statistically significant improvements in the percent of students scoring Proficient and statistically significant decreases in the percentage of students scoring Below Basic (so not just a concentration of improvements for “bubble students”). It is important to note that these schools were among the lowest performing schools, so even with these notable and statistically significant improvements, the schools were still below the state average in terms of student performance scores and some continued to be “F, D, C” etc. schools on the state performance index. Yet, their growth trajectory was positive, and the schools were three times as likely to be in the top 10% of growth compared to other Ohio elementary schools. Notably, they were able to sustain that growth trajectory even after completing the program.