

**UNIVERSITY OF VIRGINIA**  
**SCHOOL TURNAROUND SPECIALIST PROGRAM**  
**ANNUAL REPORT**  
**EXCERPTS (2004-2008)**

**Key Findings 2004-2008**

- ❖ Across the first three cohorts (i.e., those principals trained between 2004-06, 2005-07, and 2006-08), a majority of the schools engaged in turnaround under the leadership of a UVA-STSP trained principal demonstrated gains in student achievement and some have arguably successfully turned around.
- ❖ Upon completion of the two-year program, approximately 60% of schools demonstrated at least a 10% boost in reading proficiency while 53% demonstrated at least a 10% boost in math proficiency.
- ❖ 16 of the 25 schools for which we were able to identify meaningful comparisons are exceeding student learning gains in comparable schools.<sup>1</sup>
- ❖ Turnaround initiatives in UVA-STSP-led schools appear to be having a greater impact upon student performance in reading than in mathematics.
- ❖ Schools led by UVA-STSP principals demonstrated AYP at a greater rate than their peers in comparable schools.

**Aggregate Performance Data**

Examining performance according to number of years of intervention provides insight regarding students' growth over time. Across the three cohorts, there appears to be a positive trend in both reading and mathematics proficiency rates over time. The growth is noteworthy because it confirms that substantive and consecutive growth is possible (see Table 1). Aggregate performance data show that:

- ❖ Over 20 percent of the UVA-STSP-led schools demonstrated more than a 20 percent boost in reading proficiency after two years and that proportion increased with each additional year of intervention,
- ❖ 20 percent of the schools demonstrated at least a 20 percent boost in mathematics proficiency after two years and that proportion increased in the third year of intervention.

Conclusions based on examining results across cohorts are somewhat limited, due to multiple factors that may potentially influence principal leadership and school performance (including principal attrition, district support, presence of a cohort within a district, and baseline school performance). For instance, a greater percentage of students in Cohort 1 and 2 schools demonstrated proficiency in reading and mathematics before the turnaround than students in Cohort 3 schools.

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<sup>1</sup> Findings regarding the effects of the UVA-STSP are limited due to 1) evolving program focus, 2) participant attrition, and 3) variability of schools identified for turnaround in the first three cohorts.

**Table1: Change in Overall Reading and Math Proficiency Rates by Years of Intervention**

Average Performance <sup>a</sup>			Percent of Schools by Amount of Change In Each Year of Intervention <sup>b</sup>						
	Year Prior to UVA-STSP	After	Increase >20%	Increase 10% to 20%	Increase <10%	No Change	Drop by <10%	Drop by 10% to 20%	Drop by >20%
<b>Four Years of Intervention (n=3)</b>									
<b>Reading</b>	58.2%	76.4%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Math</b>	64.1%	75.2%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%
<b>Three Years of Intervention (n=8)</b>									
<b>Reading</b>	63.5%	80.4%	25.0%	62.5%	12.5%	0.0%	0.0%	0.0%	0.0%
<b>Math</b>	67.3%	78.5%	25.0%	37.5%	12.5%	0.0%	12.5%	12.5%	0.0%
<b>Two Years of Intervention (n=31)</b>									
<b>Reading</b>	42.2%	54.7%	22.6%	35.5%	32.3%	0.0%	9.7%	0.0%	0.0%
<b>Math</b>	42.4%	54.3%	20.0%	33.3%	33.3%	0.0%	6.7%	3.3%	3.3%
<b>One Year of Intervention (n=41)</b>									
<b>Reading</b>	44.8%	50.9%	7.3%	22.0%	36.6%	0.0%	34.1%	0.0%	0.0%
<b>Math</b>	42.7%	48.8%	15.4%	20.5%	38.5%	0.0%	12.8%	7.7%	5.1%

<sup>a</sup> In light of fact that schools, as opposed to students, are the unit of analysis, performance data represent unweighted averages

<sup>b</sup> The Percent of Schools by Amount of Change in Each Year of Intervention section of this table shows the breakdown of the schools in each group according to how many percentage points the school as a whole improved in reading or math performance in each year of intervention. For example, if one out of ten schools improved its overall math performance by 25 percentage points after one year of intervention and no other school improved more than 20 percentage points, that row would show 10% in the column marked "Increase >20%".

Based on research conducted by Public Impact for the University of Virginia School Turnaround Specialist Program with funding from Microsoft™. To read the full report and associated appendices, contact Deborah Harriman, harrimand@darden.virginia.edu.

Public Impact is an education policy and management consulting firm based in Chapel Hill, NC, [www.publicimpact.com](http://www.publicimpact.com).