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A Mixed-Methods Investigation of the Turnaround Model in a Midwestern Public High School

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by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Dedication

This study is dedicated to my mother, Inell Joyner; she has been instrumental in my development as a person and as a professional. She has always been there in my time of need and given me the support with all the endeavors I pursued throughout my career. As I went through maturity, I always reflect on the days how she would play basketball in the backyard with me and my brothers, not knowing then she was preparing me for my journey through life. She kept me and my younger siblings in church until I finished high school; I did not understand the reasons back then, but as I went through life I am thankful of her for her connecting me with GOD and the Church.

My father, Eula Gene Joyner, passed (April 20, 1934 – November 23, 2003), and his persistent to instill the importance of education as the pathway for success has driven me to pursue and accomplish many goals I never thought I could reach. His support systems kept me driven, resilient, and confident when I encountered tough times, whether it was with my basketball performances on the court or in the arena of a leading professional.

I want to also dedicate this research study to my family and friends; they kept encouraging me when I did not see the light at the end of the tunnel. The conversations were always inspiring and motivational, which gave me that extra boost to never give up.

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"Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen" (*The Bible: New International Version,* Ephesians 4:29).

I want to first give thanks and honor to GOD, and also to Jesus Christ, who is my lord and savior. It is through GOD that I was able to accomplish my goals and work through many obstacles faced during this journey to complete my research study.

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Abstract

School reforms in the 21st century led the educational systems in the United States to raise levels of achievement in order to compete globally with international students. The intention of the No Child Left Behind (NCLB) initiative was to reduce the achievement gap among student subgroups, compared to high achieving students. The School Improvement Grant (SIG) served as a funding resource for underperforming schools to quickly improve academically. Schools underperforming for five consecutive years received mandates from the state and federal governments to select a turnaround model to increase student achievement.

This mixed methods study investigated the implementation of the turnaround model, while improving leadership characteristics, raising student achievement, engaging professional learning communities, and retaining teachers in a Midwestern public high school. A qualitative study was conducted with two focus groups, one with parents and the other with teachers. Both groups were critical with EGJ High School regaining its accreditation status. The themes that emerged were similar across both focus groups and featured theories of educational frameworks needed to increase student results.

A quantitative study was also conducted by surveying parents, teachers, assistant principals, and instructional coaches to analyze their perceptions on the way leadership guided turning around the school. Underperforming schools were always seeking ways for school improvement. The data and results from this study specified support systems required for a successful turnaround school.

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

Overview

School Reforms in the 21st Century led the educational system in the United States to raise the achievement levels with students versus their international counterparts, to be competitive and move up in the ranks amongst the top in an ever changing global society. The No Child Left Behind (NCLB) Act intention was to assess students with standardized assessments which governed schools' Adequate Yearly Progress (AYP), used to identify achievement or failure within their state standards. Under the Obama administration in 2009, the NCLB Act was highly publicized to end the underperformances of 5,000 schools and rapidly turn them around (Trujillo & Rénee, 2012). The factors associated with measuring AYP were performances by students on their state's standardized assessments, based on the following subgroups: African American, Hispanic and low socioeconomic status, English Language Learners, and students with special needs (Duke, 2012). The aforementioned subgroups were obligated to reach standards specified by the state to meet AYP.

The turnaround restructuring plan for schools underperforming over a five-year span required replacing the principal, retaining 50% of the staff, and providing educators professional development geared toward raising achievement amid student subgroups. The School Improvement Grants (SIGs) under NCLB provided an increase for school leaders to turn around underperforming schools with skill sets to raise levels of student achievement. Previous principal's roles involved staffing of the school, maintaining the building, and providing reports to the Board of Education. However, the role of the instructional leader entailed disaggregating data, forming professional learning

communities (PLCs), and improving student outcomes as part of the school improvement plan. Rhim (2012) proposed in school turnaround, educational leaders participated in effective change. "Having intentionally selected the leader – be it existing or a new principal – to initiate the turnaround effort in partnership with the district, ideally will demonstrate measureable gains on externally accountability measures within the first 18 – 24 months" (p. 2). Fisher, Frey, and Nelson (2012) identified "educators and researchers have long sought the keys to raising student achievement and recognize there is no single answer" (p. 552). Closing the gap in achievement with students of color and students of need, compared to their White counterparts, challenged the education system to address the equity and sufficiency. The NCLB Act mandated that student performance goals were to be governed by the state, and schools were required to meet adequate yearly progress measures in order to satisfy these goals. Each student's performance assessment results was utilized to evidence progression of the school as a whole.

The desired results of the PLCs were to improve pedagogy and student outcomes. In any educational institution, its educational staff mission needed to focus on increasing student achievement. Effective PLCs entailed collaboration, job-embeddedness, and continuity, which supported the development of teachers. Therefore, improving teachers and their professional practices were the keys to improving student achievement. School districts across the United States sought ways to overcome the challenge to employ qualified teachers and retain them in their underperforming schools.

Teachers sought schools that were high-performing, offered better salaries, and provided support from the administration team. For teachers to improve, sound professional development was required, especially for student achievement. Teachers

play an important role, often being the students' first encounter with education and then propelling them on to be college and career ready.

Rationale of the Study

There was a high demand for school districts, schools, and teachers to increase achievement in alignment with the standards initiated by Educational Reforms for underperforming schools. As reported by McLester (2011), the turnaround model of President Obama's school restructuring plan started by directing replacement of the principal, then rehiring only half of the teaching staff. Underperforming schools were seeking solutions to restore accreditation with leadership, provide professional learning, and lower the turnover rate for teachers as platforms for increasing achievement.

The U.S. Secretary of Education, Duncan (2012), revealed that lowering the achievement gaps and holding schools accountable for all students' learning were the main objectives associated with the NCLB Act. Under NCLB, the general expectation was that schools would be improving via the measurements of students' academic annual progress. The Midwestern public high school was labeled as failing, because of these circumstances. The urgency for school turnaround had never been more prevalent. The goal of NCLB was to have all students proficient with state standard testing by 2014; this put intense pressures on schools that were underperforming (Duke, Tucker, & Salmonowicz, 2014).

Underperforming schools implemented the turnaround model to improve academically, and utilized the best practices within the turnaround model to guide leadership with improving student achievement (Fairchild & DeMary, 2011).

The turnaround model also guided underperforming schools with professional development to improve student outcomes.

The turnaround was one the four models displayed in Figure 1.

THE FOUR TURNAROUD MODELS
TURNAROUND MODEL: Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
RESTART MODEL: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
SCHOOL CLOSURE: Close a school and enroll the students who attended that school in the other schools in the district that are higher achieving.
TRANSFORMATION MODEL: Implement each of the following strategies: **(1)** replace the principal and take steps to increase teacher and school leader effectiveness; **(2)** institute comprehensive instructional reforms; **(3)** increase learning time and create community-oriented schools; and **(4)** provide operational flexibility and sustained support

*Figure 1***.** The four turnaround models. (Regenstein, Romero-Jurado, Cohen, & Segal, 2014, p. 11).

A school could select a model, when it had underperformed for three or more consecutive years, as a reform intervention to increase student outcomes (Holmes & Maiers, 2012). The model was designed to lessen the achievement gaps and improve the school's overall academic performance. Leadership, PLCs, and teacher retention were key components within the models to lead and elevate a school to meet or exceed goals to become a higher-performing educational institution.

Previous studies had not addressed the relationship of the turnaround model to increased student achievement. In addition, studies had not looked at the relationship of the turnaround model to improving leadership, PLCs, and teacher retention. This study

was needed because there was a gap with the turnaround model and its possible relationship to leadership characteristics, PLCs that fostered student achievement, and teacher retention.

This study attempted to fill this gap and determine the relationship of the turnaround model with leadership characteristics, PLCs, and teacher retention during this process. The study also addressed the following: (a) potential relationships between attendance rates while implementing the turnaround model, (b) potential relationships between graduation rates while implementing the turnaround model, and (c) the potential relationships between discipline rates while implementing the turnaround model.

Purpose of Study

There were four purposes of this study: (a) to investigate the relationships between attendance rates while implementing the turnaround model, (b) to investigate potential relationships between graduation rates while implementing the turnaround model, (c) to investigate potential relationships between discipline rates while implementing the turnaround model; and (d) to investigate the relationship of the turnaround model to characteristics of leadership, PLCs, and teacher retention. The researcher also used data and case studies to examine if characteristics of leadership, PLCs, and teacher retention in a Midwestern high school improved student achievement. The historical data and research included information for case studies within the Midwestern public high school utilized as the study site.

At the time of this study, the high school was listed as underperforming because of a failure to meet Adequate Yearly Progress over a five-year period; part of the requirement for the high school was to gain full accreditation. The methods for collecting

data included: review of secondary data, focus groups, and surveys. The results were based on data collected from administrators, teachers and parents of a Midwestern public high school during years of 2010 through 2016.

Research Questions

1) What was the role of school leadership during implementation of the turnaround model?

2) How did the implementation of the turnaround model provide growth for professional learning communities?

Hypotheses

Hypothesis 1:

H1: There is a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Hypothesis 2:

H2: There is a significant increase in the graduation rate between the year before the turnaround model was implemented and each year of its implementation.

Hypothesis 3:

H3: There is a significant decrease in the discipline rate between the year before the turnaround model was implemented and each year of its implementation.

Study Limitations

The descriptive statistics in this case study and results were limited to one Midwestern public high school. Survey data collected were from volunteer participants consisting of parents, teachers, instructional coaches, assistant principals and principals

during the 2010 through 2016 school years associated with the high school. Additional data were collected through observing a parent focus group engaged in the leadership characteristics discussions; the other focus group consisted of teachers engaged in dialogue regarding professional development of the school.

The surveys measured perceptions of the leadership characteristics from parents, teachers, and the administration team for data and limited bias while being involved with the school. The collected data came from only parents and guardians of students enrolled during the time of the study; then-currently enrolled students were not included in the study. Four parents participated in the parent focus group. Participants in the teacher focus group were all employed as teachers and worked with the researcher during the 2010 through 2016 school years.

Significance of the Study

The study came from an underperforming high school which lost its accreditation and implemented the turnaround reform model. The school was located in the Midwestern region of the United States. The literature review of the study contributed by revealing how leadership, PLCs, and teacher retention improved student achievement. The researcher was employed at the school during the study and taught business education classes during the school's transition into reform strategies. The reform model implemented at the Eula Gene Justice (EGJ) High School (a pseudonym) was to improve the school from one of underperforming and then provide the fundamentals needed for the school's student outcomes to increase.

Definition of Terms

Attendance rate – The state measured attendance by calculating the share of students who were in school 90% of the time (Missouri Department of Elementary and Secondary Education [MODESE], n.d.).

Adequate Yearly Progress – As required by No Child Left Behind, an indication if the school: received federal Title I funding; achieved Adequate Yearly Progress (AYP) in the previous year; and if the school had been identified as 'in school improvement' or other special status. In 2013, with the department's NCLB waiver, this measure was changed to ESEA-Annual Measurable Objective (MODESE, n.d., para. 24).

Graduation rate – The four-year adjusted cohort graduation rate was the number of students who graduated in four years with a regular high school diploma, divided by the number of students who formed the adjusted cohort for the graduating class, rounded to the nearest 10th. From the beginning of ninth grade, students who were entering that grade for the first time formed a cohort that was subsequently 'adjusted' by adding any students who transferred into the cohort later during the ninth grade and over the next three years and subtracting any students who transferred out, emigrated to another country, or died during that same period (MODESE, n.d., para. 7).

School leadership – An individual who possesses the leadership skill set to create dramatic results in the improvement of student achievement results and of a school's culture within a brief window of time (Hassel, Hassel, & Steiner, 2008). According to Bryk, Seebring, Allensworth, Luppescu, and Easton (2010), these school-based leaders built agency for change at the community level, nurtured the leadership of others through

a shared vision for local reform, and provided the necessary guidance over time to sustain a coherent program of school wide improvement.

Teacher retention – According to Hughes, Matt, and O'Reilly (2015), keeping good teachers should be one of the most important agenda items for any school leader. This was especially true for placements in urban areas and underperforming schools. Principals played a vital part in improving teacher retention by providing support in the following domains: environmental, instructional, technical, and emotional (p. 129). For the purposes of this study, teacher retention was the amount of time teachers stayed employed with or left a school district.

Turnaround Model – This model required a school to "replace the principal and rehire no more than 50 percent of the school staff, implement a research-based instructional program, provide extended learning time, and implement new governance structure" (Papa & English, 2011, p. 41).

Turnaround school – This was the concept of turning the school around from an underperforming school to one which generated an ongoing increase in student achievement (Leithwood & Strauss, 2009).

Underperforming – To identify schools in danger of not meeting this goal, states must establish student performance benchmarks and identify schools not making Adequate Yearly Progress (AYP). Those consistently failing to make AYP could be ordered into 'radical restructuring,' which may include having the state intervene in running the school (U.S. Department of Education [USDOE], 2002).

Summary

Chapter One was an introduction for research related to the Turnaround Model, leadership characteristics, student achievement, Professional Learning Communities, and teacher retention. Educational reforms necessitated an increase in the levels of achievement for all students. Educational leaders associated with the turnaround model had the task of reviving underperformance of schools to be successful. The PLCs, when done correctly, improved teachers, which ultimately impacted positive student development.

This study attempted to investigate how EGJ High School implemented the turnaround model with leadership, student achievement, PLCs, and teacher retention of this EGJ High School. Chapter Two reviews the literature of the turnaround model within the 10 years previous to this writing, and also reviews the literature associated with teacher retention, PLCs, leadership characteristics, and student achievement.

Chapter Two: Review of Literature

Turnaround Model

The turnaround policy enabled school districts to focus on using assessments as the method of measuring student achievement and disregard other factors, in spite of poverty and race (Trujillo & Renée, 2012). Duke (2014) defined the term turnaround as a reform effort to improve chronically low student achievement on standardized tests in rapid manner, over a period of two or more consecutive years. Turnaround, according to Mette (2013), was a highly prescriptive process that focused on data-driven instruction to produce results and revamp the organizational instructional process.

Turnaround Model history. In 2001, the Bush administration reauthorized the Elementary and Secondary Education Act of (1965) as the No Child Left Behind Act (NCLB, 2002). NCLB, Title I, Part A, Section 116, defined escalating sanctions against borderline failing schools, including adequate yearly progress (AYP) or minimum level of school improvement (NCLB, 2002). Other sanctions included a revised plan, a formal announcement to the community that the school was low performing, and release of all students with the options to transfer to other schools (NCLB, 2002). In 2009, the Obama administration increased school improvement funds provided to State Education Agencies under the American Recovery and Reinvestment Act of 2009, targeted for the persistently lowest achieving schools to support rapid improvement using four perspective intervention models (USDOE, 2013).

Under President Obama, the educational administration announced its policy to turnaround 5,000 of the lowest performing schools in the United States. In doing so it depended on the School Improvement Grant (SIG) program to fund states and school

districts and mandate school reforms. One such reform was the turnaround model option, requiring layoffs with school leaders and teachers with the aim of improving student achievement (Trujillo & Renee, 2015).

The expectation was that each federally funded school would take no more than three years to show dramatic positive gains in student achievement (Holmes & Maiers, 2012). Under NCLB, schools that did not meet AYP for three or more consecutitive years were labled as 'failing,' and were mandated to implement the same strategies for all schools which did not improve student outcomes (USDOE, 2013). Hines et al. (2017) posited, the major goal of NCLB was all students would be proficient by 2020. At the state level, the focus for schools are to meet AYP toward the goal of all students being proficient. Under this updated version of NCLB, greater accountability measures were placed on teachers and administrators to meet both AYP and state level benchmarks (p. 2).

Background of Turnaround Model. The concept of the school turnaround originated in the private sector as a set of strategies used to recognize or rejuvenate ailing companies. In contrast to many approaches to reform, which assumed that change happened incrementally, school turnarounds strove for quick and dramatic transformation. At its core, the approach assumed that real improvements could only occur when schools were free from earlier patterns of failure and dysfunction (Cucchiara, Rooney, & Robertson-Kraft, 2015).

Holmes and Maiers (2012) examined four models offered by the U.S. Department of Education (USDOE) for school improvement. They were:

- Turnaround: Replace the principal; rehire no more than 50% of the staff; and grant the principal sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student outcomes.
- Restart: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization selected through a rigorous review process.
- School closure: Close a school and enroll the students who attended that school in other higher-achieving schools in the local educational agencies.
- Transformation: Replace the principal and take steps to increase teacher and school leader effectiveness; institute comprehensive instructional reforms; increase learning time and create community-oriented schools; and provide operational flexibility and sustained support. (p. 40)

Cucchiara, Rooney, and Robertson-Kraft (2015) stated a turnaround model involved one of the four models aforementioned, which was replacing the principal, rehiring no more 50% of the teachers, implementing new governance structures and curricula, and making other programmatic changes (p. 3). Districts and schools chronically underperforming more than two consecutive years were priority for the government to enforce turnaround interventions. The state classified districts and schools by performance levels with student achievement first; next, districts and schools underperforming were mandated to quickly implement improvement plans, and lastly, the State Board and Commissioner of Education took over the school district performing at the lowest levels with student achievement (Schueler, Goodman, & Deming, 2017).

Schools in California received the School Improvement Grant (SIG) funds and implemented the turnaround model (Estrada, Hammer, & Murray, 2014),

> The first cohort included 89 schools. Schools that implemented the turnaround and transformation models increased their API by roughly 34 points more than expected. The 29 schools that used the turnaround model – which involves replacing the principal and half the staff – improved the most. (p. 18)

Challenges of the Turnaround Model. According to Klein (2015), President Obama's administration had been maligned as too prescriptive, too complicated, and ultimately not effective enough when it came to improving the required outcomes for the nation's underperforming schools (p. 21). The reform-based intervention did not work for historically underperforming schools. Historically underperforming schools did not make the transitions needed to implement the reform movement's changes. Reform-based intervention efforts were marked by: inadequate design, lack of ambition, low results on assessments, not meeting state standards, teachers working in isolation, and school districts not reaching AYP (Reyes & Garcia, 2014).

According to Herman (2012), schools in the turnaround process were often referred to as schools in transformation, to make changes through organizational structures by the district to provide changes immediately. Hines et al. (2017) examined research studies, which evidenced turnaround schools were continuing to underperform, mandated staff changes, removed leadership and evidence of academic improvement over a designated time period (p. 3). However, turnaround school policy provided a pejorative focus on using standardized tests as the main method of measuring school improvement performance and typically ignored socioeconomic factors, such as poverty and race

(Reneé & Trujillo, 2012). The turnaround model intent was to improve student achievement first; and with this reform intervention strategy, it brought change by employing new leadership and retained only 50% of the teaching staff from the previous school year. Kemper (2018) found in order for schools to reach high levels of performance and student growth, it took years of commitment, beliefs, and instructional practices.

Solutions to the Turnaround Model. Research indicated that family and community participation was a crucial resource, not only for individual student achievement, but also for catalyzing and sustaining school improvement and for building school cultures that supported all students (McAlister 2013, p. 35). Previous research detailed the importance of turnaround schools, clearly communicating with turnaround consultants and support personnel, providing district support and promoting community involvement, and the necessity of employing a shared leadership and shared accountability approach (Mette, 2013). There was a need to understand not just what school reform efforts worked, but just as importantly, how a school system involved in implementing School Improvement Grant (SIG) funded efforts translated theory into practice (Mette, 2014).

Mette and Stanoch (2016) stated that by studying how school districts planned for and implemented change in their lowest performing schools, researchers could better identify why some school turnaround efforts were able to address issues of social inequities, cultural issues, and technical aspects of improvement, while simultaneously increasing academic outcomes (p. 39). The turnaround of a school came with great challenges, desired objectives, and the knowledge that change was hard (Kaufman &

Pettersson, 2016). It inferred that to dramatically improve student learning, the educators that worked in the schools must take commensurately bold changes in their daily practices (p. 2). Corry and Carlson-Bancroft (2014) identified strategies for implementing quick school turnarounds, including additional time for teaching and collaboration, strong and aligned instructional programs, data for continued improvement, supportive and safe school environments, more engaged and supportive communities, operational flexibility and capacity building, strong leadership and effective teachers (p. 5). According to researchers, conditions of a successful turnaround program were comprising clear and visibly supported for dramatic changes.

> Turnaround schools provide an important mechanism to address inequality in school education. Drawing together five critical success factors:
>
> 1) Strong leadership that raises expectations,
> 2) Effective teaching with an emphasis on professional collaboration,
> 3) Measurement and development effective learning behaviours outcomes,
> 4) Positive school culture, [and]
> 5) Engaging parents and the community,
>
> from the evidence of turnaround schools provides a blueprint for school leaders and allows policy makers and system leaders to shape policies and programs to address poor performing schools (Jensen, 2013, p. 7).

Duke (2012) determined the best way to turn around schools was to employ benchmark assessments to monitor student progress, data-driven decisions, targeted interventions, school wide foci on literacy and math, and scheduling PLCs during school hours. Trujillo and Renee (2015) stated,

> District-specific studies of effectiveness, turnaround studies advocate for schools to focus on the technical dimensions of reform that are presumed to yield quick boosts in test scores: curriculum alignment, test preparation, and a sharp focus on test-based student achievement goals. (p. 17)

Turnaround model intervention and strategies were paramount with the high school seeking ways to increase student results and help students living in poverty alternatives to deal with their conditions. One particular turnaround high school in Massachusetts, Brockton High School, made significant improvements by placing priority on literacy and having teachers track student achievement (Thielman, 2012).

Student Achievement

Since 2012, the United States public education system had witnessed the responsibilities of principals evolve. Under the NCLB Act, the principal's role as instructional leader was brought to the forefront. This role was critical, and next to the teacher, the principal existed as the most powerful factor affecting student's academic performance (Lynch, 2012, p. 40). With heightened accountability, the sense of urgency to improve chronically underperforming schools was a continual topic of conversation in the education and public setting (Anderson, Jensen, & Paul, 2014). In order to begin to address this issue of chronic underachievement, the performance of the principal must be examined (p. 29). According to Lee and Reeves (2012), the goal of NCLB was to guide proficiency with student achievement in the United States, and close the achievement gap between students identified in subgroups. "Crucially, the policy is grounded in theory that establishing measurable student standards with consequences for schools will motivate the improvement of student achievement outcomes" (Lee & Reeves, 2012, p.

211). NCLB mandated students' achievement levels be proficient, and the evaluations of schools were based on performances of students from standardized assessment results (Parke & Kanyongo, 2012). "The No Child Left Behind Act, directed states and districts to report the performance of their underperforming schools and identify schools for improvement that missed annual performance targets for all students or particular subgroups of students" (USDOE, 2015, p. 48).

Overview of achievement. Changing the course of underperforming schools was a national initiative combined with raising students' achievement. The USDOE and the Obama administration made turning around low-performing schools a major priority in national education reform (Hansen, 2012). The United States made guidelines for increasing students' attendance in schools while preparing them to be successful (Rhim, 2012). "Both state and local school districts have outlined actions and improvement benchmarks for their respective schools where these initiatives stem from No Child Left Behind (NCLB)" (Hines et al., 2017, p. 2). According to Fisher et al. (2012), "Educators and researchers, having long sought the key to raising student achievement, recognize there is no single answer" (p. 551). The staff of turnaround schools were critical elements with improving graduating rates and student achievement in underperforming high schools across the United States (Hines et al., 2017). Leaders from districts and schools sought ways to increase achievement of all students by employing teachers with advanced degrees; having the vision and goals to acquire these types of highly qualified instructors led into a broader knowledge base of teaching pedagogy and professional development geared toward improvement on student performances (Jacob, 2012). "Ideally, a master's degree in education or similar qualification signals of a deeper

understanding on how students learn and develop the pedagogical implications to maximize student learning" (Jacob, 2012, p. 8). To address the specific challenges other than students underperforming, information generalized the developing structures for deficient students to overcome and become proficient with state standards (Herman, 2012; Peck & Reitzug, 2014).

Challenges of student achievement. Every day in which a student was absent from school, learning experiences were missed. Time away from the classroom led to students missing instructional that ultimately caused students to underperform academically, which were detrimental components of learning and became a major concern for student achievement (Parke & Kanyongo, 2012). Government leaders introduced systemic reforms to improve student achievement and the turnaround around policy was at the center of national debates. According to Strunk, Marsh, Hashim, Bush-Mecenas, and Weinstein (2016),

> The Obama administration had highlighted school turnaround as a priority strategy for low-performing schools and U.S. Secretary of Education Arne Duncan has called for states and districts to "turn around" their lowest performing schools and "transform" them into higher performing organizations. (p. 1)

Underperforming high schools continued to produce an increasing number of dropouts and graduates with deficiencies for college and career readiness. The problems started with underperforming middle and elementary schools that moved students to the next level without the proper fundamentals and knowledge for success to be college and career ready (USDOE, 2015). Even with the best attempt from school leaders, educators and staff, schools labeled as underperforming remained in a constant state. Schools

defined as underperforming dealt with a history of academic failures, high discipline, poor attendance, low graduation rates, and involved impoverished neighborhoods (Hurlburt, Therriault, & Le Floch, 2012). Elias, White, and Stepney (2014) further stated,

> If the adults, whose professional role is to educate them, accept them through open school doors for 180 days each school year but cannot provide a welcoming and supportive environment, or at least keep them safe, what can these students reasonably expect from the wider society? (p. 20)

It was common to use scores from assessments to analyze student results; however, states across the United States used different measurement instruments for student proficiencies in accordance with standards. The challenge researchers faced dealt with how student results could be analyzed with a national measurement instrument (Lockridge, 2012). According to Meyers (2012),

> Across the U.S., white students and students from wealthy, well-educated families have consistently outperformed students from most ethnic backgrounds and students from impoverished families on virtually every indicator of academic achievement in the host of studies that have addressed this issue. (p. 469)

Increasing student achievement. President Obama's educational reform initiatives offered four million dollars to reshaping the educational systems for states committed to ensuring every student graduating, including students with disabilities, would be college and career ready (USDOE, 2015). "A strong education opens doors to opportunity — and all children with dreams and determination should have the chance to reach their full potential" (p. iv). According to Turnbull and Arcaira (2012), schools

provided evidence for improving student performances by displayed policies, demonstrated best practices, and illustrated upgraded programs. The focus of these factors included consensus from the staff on school goals, realignment of the expectation for student success, and data analysis of student achievement.

Hansen (2012) addressed some of the key issues involved with empirically identifying chronically low performing and turnaround schools by the following:

- Whether to use school-or-student-level data to identify low performing schools,
- How to measure school performance based an achievement levels (status) and gains (growth),
- How long low performance must persist to warrant being labeled as a low performing school and,
- How to recognize turnaround empirically when it occurs. (p. 56)

This would also be the premise for policy makers and education officials attempting to select schools for turnaround (Hansen 2012). When students results were linked to characteristics of teachers, researchers discovered students had lower outcomes when teachers turnover rates were high (Ronfeldt, Loeb, & Wyckoff, 2013). To improve on student achievement in schools, principals and teachers needed to focus on student learning (Dufour & Mattos, 2013).

The mission of the educational institution was to develop ways to increase achievement with students. The schools with high achievement levels centered all activities on student learning, utilizing PLCs (Dufour, 2015). Elias et al. (2014) stated, “Our findings are sobering, and do not absolve those in power and those who make

policy from reducing the socioeconomic inequalities in our society, creating more and more visible pathways to success for our most disadvantaged youth, and rethinking an inherently unfair testing regimen" (pp. 21-22).

Academic remediation was compelled to be nurturing and control climates in underperforming schools, then provide a solid emphasis on student learning and character development which would provide students with fortitude and grit to face challenges of life (Elias, White, & Stepney, 2014). "Establishing purpose is an essential element for all students, as it alerts them to what will be taught and what they will do with it" (Fisher, Fry, & Nelson, 2012, p. 554).

Leadership Characteristics

Turnaround leadership defined. According to Kouzes and Posner (2012), the definition of leadership was the relationship between those who desired to step into the forefront to lead and those who chose to step in line and follow. School leaders delegated autonomy to others to get extra ordinary results. These leaders put others in position to shared leadership for the reward of overcoming obstacles with student outcomes.

"Lack of leadership can anchor solidly in mediocrity, or worse. After more than 40 years in education, I am certain that this principle also holds true for schools and school systems" (Mendels & Mitgang, 2013, p. 26). School leaders needed development with knowledge and skill sets in order to effectively turnaround underperforming schools; this became a critical goal toward vastly improving on student outcomes (Brown, 2016 p. 101). Researchers and practitioners alike had long recognized the importance of strong school leadership in underperforming achieving schools. "Almost all reform research on

turnaround schools have concluded the nation cannot progress toward excellence in education without effective leadership" (Brown, 2016, p. 104).

Dodman (2014) articulated that researchers made it clear, leadership must be at the front line when attempting to turnaround underperforming schools (p. 56). A driving motivation to achieve, persistence in the face of obstacles and inspiring self-confidence, principals needed to eliminate failing tactics quickly; understanding their own challenges could help them make those changes (Steiner & Barrett, 2012, p. 28). Turnaround efforts needed principals who displayed these patterns of thinking, feeling, acting, and speaking the competencies that caused a leader to succeed. Hoppey and McLeskey (2013) examined how one principal pointed out the importance of trust when they said, "The degree to which we trust each other determines the degree to which we can actually get together and solve problems and figure things out" (p. 249).

According to McLeskey and Waldron (2015), with building trust, the principal made it a major priority to build relationships with teachers by personally investing time and working closely with them (p. 70). Westerberg (2013) found that educational leaders clearly articulated a vision of effective instruction and assessment and provided precise examples of what this vision looked like. Additionally, leaders needed to be willing to share what they had learned with teachers as colleagues and partners with a common goal. Barrett and Breyer (2014) revealed effective school leadership and the notion that educational leadership guided teaching and learning through modeling effective strategies, building positive collaborative relationships, and demonstrating support for teachers as they implemented new strategies in the classrooms.

To gain knowledge of staff who were consistent with the progressions of the school reform efforts, principals embedded their surroundings with like-minded individuals. The principals then completed walkthroughs, conversed with students and analyzed data from the walkthroughs before making decisions on student achievement (Dodman, 2014, p. 58).

Challenges with leadership. Secretary of Education, Duncan (2012), in his presentation to the National Association of Secondary School Principals, directly addressed the need to strengthen school leadership and find better ways to train school principals. Duncan (2013) reported that 70% of principals stated traditional school leadership training programs were "out of touch with the realities of what it takes to run today's schools" (para. 32). In closing, Duncan (2013) stated, "Great principal's nurture, retain, and empower great teachers and poor principals run them off" (p. 1). As pressure escalated for the educational system to raise student achievement, principals' challenges increased and the role of instructional leadership became more crucial (Lynch, 2012, p. 41).

A similar persistent effect was discovered with ineffective leaders; the effects of the dysfunctional leadership persisted after the leadership change (Jones, 2014). This subtractive leadership could yield both short term and long-term consequences. Subtractive leadership was in effect the additive leadership model of poor quality (Larwin, Thomas & Larwin 2015 p. 3). The concept of subtractive leadership extended the understanding of dysfunctional leadership patterns and revealed intentional, conflict-inducing, and self-promoting behaviors. These patterns were operated in concert within

each other to produce an interaction that magnified their deleterious effect on organizational missions, goals, and productivity of leadership (p. 6).

An educational leader who was underperforming could leave long lasting damages on any school system. Because of many culminating factors, school leaders were increasingly in a difficult situation and must find innovative ways to increase academic achievement, as well as develop, nurture, and retain effective teachers (DuFour & Mattos, 2013).

Solutions for leaders. According to Barrett and Breyer (2014), administrators instilled passion in teachers and provided effective leadership to motivate teachers for engagement and energizing their students. Although principals were stuck with punitive accountability policies, they did not have to be stuck with a punitive mind-set (DuFour & Fullan, 2013). A highly effective principal would look for ways to align the process to a culture of collective responsibility for learner-focused outcomes. The value of theory and research with respect to constructive leadership patterns and characteristics seemed obvious; organizations had an inherent interest in such knowledge, and the goal of applying such knowledge to enhance organizational productivity and success (Larwin et al., 2015, p. 6).

Central to school effectiveness was the ability to build and maintain trusting, positive relationships among school staff and leadership (Price, 2012). "When principals establish trusting school spaces, serious school improvement and success can occur" (Price, 2012, p. 42). For substantial progress of a turnaround school to evidence gains, leaders in the schools must pay close attention to past failures then counter with a strong

vision for the school. The leaders would then take victories earned throughout the turnaround process to illustrate it did indeed work (Steiner & Barrett, 2012).

Ferris (2012) declared, seeking and retaining highly qualified teachers presented the biggest challenge to turnaround schools being successful. "Without teachers and administrators who bring the needed combination of skills and passion, nothing else will achieve the desired effect" (para. 1). Peck and Reitzug (2014) demonstrated principals in turnaround schools placed great emphasis on distributed leadership and principals were placed in the forefront, then responsible for success or failures in the schools. It may even be framed that a turnaround principal's duties were seemingly confronting endless paradoxes.

"The role of principals in fostering student learning is an important facet of education policy discussions. Strong leadership is viewed as especially important for revitalization of failing schools" (Branch, Hanushek, & Rivkin, 2013, para. 29). Turnarounds only materialized with bold leadership. Leaders in turnaround schools were proven and had the pedigree to lead underperforming performing schools to successful transitions (Reform Support Network, 2014, p. 1).

Professional Learning Communities

DuFour (2015) identified "the predominant strategy to improve schooling in high-performing nations is to develop the capacity of educators by embracing and implementing the principles of the Professional Learning Communities at Work process" (p. 97). In the face of increased accountability, many schools and districts were implementing professional learning communities (PLCs) to support teachers in collaboratively analyzing assessment data and student work.

History of Professional Learning Community. The 'Highly Qualified Teacher' requirement of the 2001 NCLB Act put significant pressure on school districts to staff every classroom with a highly qualified teacher (Wallace, 2014). The pressure to turn around schools that were not serving the educational needs of their students felt it more acutely over the decade previous to this writing. The call for accountability and increased rigor and student achievement was not an American phenomenon, but one that was inspiring research on the topic worldwide (Sugg, 2013, p.24). The turnaround model required the replacement of 50% of the staff, job-embedded professional development, increased learning time for both staff and students, and the selection of a curriculum model based on student need.

It was based on a model pioneered by the Chicago 29 Public Schools from 2001 through 2008 (Duncan, 2015). Within the turnaround reform model, requirements were to have job embedded professional development for staff to raise student achievement of the underperforming school. The PLCs established a model to increase academic performance of the school and provided development for professionals working within the educational institution. Research on PLCs defined them as an educational construction focused on student learning and based on heightened collaboration within and between subjects/grades, designed to improve achievement (Mercer, 2016).

PLCs operated under the assumption that for improved student learning, the key was continuous job-embedded learning for educators (All Things PLC, 2012). The PLC model operated differently, depending on the district/building in which the model existed. It was important to note that while PLCs may appear dissimilar, they were based on the same foundations (Phillips, 2014).

Theory Behind the Turnaround Model and PLCs. Stewart (2014) proposed teacher learning was most impactful when participants were part of a community of practice with others from their program or those who taught the same student levels and type of content. Teachers wanted access to high-quality professional learning that was relevant, interactive, teacher-led, and sustained (Center for the Future of Teaching and Learning, 2015). Killion (2013) acknowledged a blended professional learning model gave teachers multiple opportunities, both in person and virtually, to connect and learn from one another. It offered teachers professional learning experiences that included peer-to-peer engagement and timely information that was actionable and relevant to then-current instructional needs.

PLCs that demonstrated success were comprised of teachers from the same school who had autonomy to select their learning objectives and had gone through training on how to collaborate (Mindich & Lieberman, 2012). Activities recommended for professional learning groups included "examining data on student progress, analyzing student work, determining effective strategies to facilitate learning, designing and critiquing powerful lessons, and developing classroom-based common assessments to measure progress" (Mindich & Lieberman, 2012, p.12). An active PLC, according to Easton (2016), had overlapping levels of accountability among members and between the PLC within the school, and district leadership, as well as other stakeholders, were more effective with moving students to proficient on standardized assessments (p. 43). Strategic accountability worked when it came from within a PLC and was tied to school and district missions, visions, goals, and action plans (p. 44).

Challenges with PLCs. Through the platform of the turnaround model, teacher learning reformed over the last 10 years, linking high-quality professional development to higher-quality teaching, and high-quality teaching to student achievement (Stewart, 2014). According to Easton (2016), more than one administrator said that PLCs were a waste of time and money, calling them 'gripe and gossip' sessions that took time away from teaching. One final pitfall mentioned by DuFour (2004) himself was one inextricably embedded in the nature of education was change. Practitioners in education viewed change as unavoidable with trends in regards to improvement. The misconception of the PLCs was that it did help with increasing student outcomes but immediate results did not surface along the pathway of the school reaching its goals in the shortcomings.

> In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative followed by inevitable implementation problems, the conclusion that the reform has failed…and the launch of a new search for the next promising initiative. (DuFour, 2004, p. 6)

Teachers dialogued about how PLCs were a waste of their time and that it did not have any relevance on the content area they were teaching (DuFour and Marzano, 2011). Leane (2014) stated, "There's lots of talk about PLCs, but execution often is lacking. It's really a straightforward concept that when done with consistency can yield dramatic gains in student achievement" (p. 44).

According to Thessin (2015), the essential supports that educational leaders must provide for PLC teams to work effectively to improve instruction, were often overlooked in the process of reform (p. 16). Accountability imposed from outside a PLC usually

stemming from a top-down, albeit worthy, initiative did not lead to the most effective PLCs (Easton, 2016, p. 44). Nevertheless, despite of the negative connotation presented by educational leaders and teachers, both envisioned the positives of PLC with the intent to raise achievement for all students. "Moreover, because they had also received a lot of professional development in purposeful collaborative team time and building a collaborative culture, they were perhaps more ready to take on the State Turnaround Schools Project training" (Mette, 2014, para. 29).

Solutions. The ultimate goal of professional development was continuous student achievement (Thessin, 2015). Data gathered from both high-functioning and struggling PLC teams made it clear that additional preconditions needed to be in place before the guidance of an improvement process, and the provision of professional development would foster collective work to improve instruction (p. 18). The process of the PLCs were developed to assist teachers in understanding the challenges with student learning for the purpose of adjusting and improving instruction. The six steps of the PLC process used to guide a district in designing a differentiated implementation plan for PLCs were the following: (1) Inquiry; (2) Analyze Data; (3) Look at Student Work; (4) Examine Instruction; (5) Assess Student Progress; and (6) Reflect (Thessin, 2015, p. 23). Wallace (2014) offered the following recommendations:

1) Districts and schools should establish professional development planning committees, to be actively involve teachers in planning their professional development activities. These committees should take into consideration both academic and nonacademic data of their school population when planning activities.

2) An emphasis should be placed on both content knowledge and pedagogy. Districts and schools should move away from a 'one size fits all' method of professional development where all teachers in the building participate in the same training.
3) Based on information from Athans and Devine (2013), the use of technology such as computers, Smart Boards, blogs, slideshow software, and document cameras excites and motivates most students. Wallace (2014) found that districts and schools should ensure teachers have adequate training on use of instructional technology in the classroom.
4) Districts and schools should designate someone to monitor and ensure adequate follow up were being provided and teachers were not left to implement the training on their own (Wallace, 2014).

Accountability for change that benefits students was what happened in classrooms and the school as a whole, leading to academic improvement, as well as classroom and school cultures that supported learning (Easton 2016). When PLC members worked together to establish norms, they set up standards for behavior leading to learning and taking action on learning to help students succeed and thrive (p. 48). The most powerful strategy for improving both teaching and learning, however, was not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (DuFour& Mattos, 2013). Educators in PLCs must be relentless in striving for ultimate accountability, which was student data both quantitative and qualitative that show improvement and well-being (Easton, 2016, p. 48).

The PLC orchestrated correctly delivered improved teaching and learning. Often PLCs were not followed appropriately and progress with student achievement did not

materialize. In PLC meetings, only addressing standards and concentrating on student discipline and complaints from parents was not a representation of a true professional learning community (Dufour & Reeves, 2016).

The best way to address challenges of PLCs was to engage teachers in establishing the four essential pillars of the PLCs foundation; shared mission, vision, collective commitments, and goals. After establishing, the foundation utilized it to drive the daily work of the school (DuFour, 2015).

Teacher Retention

Schools and students suffered significantly when teachers made the decision early in their careers to leave underperforming schools right after gaining valuable teaching experiences (Johnson, Kraft, & Papay, 2012). Students paid a price when early-career teachers acquired valuable teaching experiences and left their high-needs schools after two or three years of service. It became impossible for schools with ongoing turnover to build instructional capacity and to ensure that students in all classrooms had effective teachers. The mandates of NCLB placed policies emphasizing all students could evidence achievement and challenged teachers to educate children on all levels.

Teachers took on great amounts of stress, knowing they were being evaluated on the growth of low performance and high needs students (which affected retention). Knox and Anfara (2013) reported, “Since the introduction of No Child Left Behind, teachers are held at a high level of accountability, and we need to know how accountability and the incumbent stress associated with the heightened pressure to perform affect job satisfaction” (p. 62).

Teacher retention. "The No Child Left Behind Act (NCLB) has stirred efforts to recruit highly qualified teachers for every classroom, however, efforts might be better directed to keeping quality teachers" (Greenlee & Brown 2009, p. 96). According to Kraft, Marinell, and Shen-Wei Yee (2016), educational reforms over the decade previous to this writing increasingly focused on efforts to recruit, select, develop, evaluate, and retain effective teachers. District and school administrators quickly discovered guarantees were not promised by teachers to remain with the school once hired. This was represented when teachers continued to leave underperforming schools with limited resources to assist with raising achievement (Johnson et al., 2012).

Underperforming schools were most in need of effective teachers, which had become very difficult to attract and retain. Students in classrooms across the United States had unfavorable chances of having an experienced teacher (Coggins & Diffenbaugh, 2013). According to Ingersoll (2012), during the 1987-1988 school year a U.S. student was most likely to be assigned to a 15-year veteran teacher. Many new teachers left the teaching profession too early and did not acquire the skill sets and knowledge to become veterans in the profession. Bland, Church, and Luo (2016) proclaimed, "All teachers are significant leaders of their students, and when the teachers are allowed take part in overall school leadership the teacher moves from being an employee to a managing partner of the school" (para. 31). Teachers needed personal satisfaction; this served as a guide, along with leadership opportunities, for the essentials with motivating to be retained, especially in schools underperforming (Barth, 2013).

Challenges of teacher retention. Researchers demonstrated that, in hard to staff schools, principals and teachers had opposing perceptions of support. Hughes et al.

(2015) examined, "principals' support for teachers was greater than the support the teachers felt they received. The differences in these views of support could potentially have a negative effect on teacher retention in hard -to-staff schools" (p. 132). Teachers that were underpaid typically worked in educational settings without resources, no support from administration, and with low socioeconomic students. These practitioners also lacked the skill sets needed to be productive with encountering students performing low academically (Krasnoff, 2014, p. 23).

Recruiting and maintaining highly qualified teachers presented major challenges for school districts, along with mandates to increase accountability and having limited resources for student learning (Bland, Church, & Lou, 2016). According to Ronfeldt, Loeb, and Wyckoff (2013), it was often assumed teacher turnover destroyed student achievement with reason to believe the institutional memory was lost and the cost associated with replacing experience teachers.

Krasnoff (2014) revealed, teachers' specified reasons for leaving the educational industry mostly involved non-salary related dissatisfactions. "Teachers most frequently cite excessive workloads and high-stakes testing, disruptive student behavior, poor leadership and administration within schools, and views of teaching as a temporary profession" (p. 25).

Moore (2012), suggested teachers experienced increased difficulties in their profession, such as the demands to improve student outcomes on state-mandated tests; therefore, contributing to more dissatisfaction in the teaching profession. Krasnoff (2015) generalized, the turnover rates amongst schools serving under achieving student populations could be extremely high. "One mechanism by which turnover may directly

affect students is compositional, there is a difference in quality between teachers who leave and those who replace them, and then student achievement can change" (Krasnoff, 2015, p. 5).

Working conditions included the policy formed by administration and the school's physical condition, leaving reasons teachers may be unable to present appropriate tools for delivering instructions to students in inadequate facilities (Knox & Anfara, 2013). The levels of stress which teachers took on daily came directly from the high demands and pressure to increase student achievement and standardized assessment scores place. According to Moore (2012), the profession of teaching was the leading industry of stress and had a high rate of turnover, thus serving as the reason new teachers left the profession. "Such turnover costs money for districts and schools that already have constrained budgets. Moreover, the overall level of satisfaction and attitudes of teachers are related to school performance" (Moore, 2012, p. 1). Drawing on interviews with teachers in high poverty urban schools, Kraft et al. (2015) found that teachers consistently described the ways in which the quality of instructional support from administrators and approaches to school wide discipline affected their ability to deliver high-quality instruction.

Solving the problem. Evidence of research showed beginning teachers terminated the profession within the first five years of their careers when administration and colleagues support was not prevalent; therefore, reinforcement systems from schools were needed for novice teachers to be encouraged, develop professionally, and to remain in the industry (Ingersoll, 2012). Fatima (2012) extended clarification for teachers to be successful in the classroom, job satisfaction must be first and foremost. The school would

benefit when teachers were satisfied and effective. In Knox and Anfara's (2013) research on the knowledge of job satisfaction, the researchers claimed satisfaction with a job was the most studied behavior within an organization, and the main focal point on the success or failure of the organization.

The successes or failures of any organization were prohibited without satisfied employees; researchers Thibodeaux, Labat, Lee, and Labat, (2015) suggested, "Principal leadership plays a critical role in the retention of teachers, and also suggests that administrators should be knowledgeable of leadership style and behaviors which influence teachers they lead" (p. 246). Providing teachers with feedback went beyond the evaluation component; it also gave the necessary support for success. Educational leaders helped teachers reach ambitions and know their purpose in the school by first outlining the mission, vision, and goals of the school according, to Knox and Anfara (2013). One promising approach for teacher retention would be to include teachers when providing customized school reports for perception and feelings of ownership. The reports utilized by district leaders to identify weaknesses and seek specific targets of needed to be strengthened for organizational growth (Kraft, Marinell, W. H., & Shen-Wei Yee, 2016).

Summary of Literature Review

The main reason teachers came into the education industry was much more than to educate students; the art of teaching provided passion, gave skill sets and the fulfillment of student growth, and prepared them to be productive citizens. Curtis (2012) noted, "71% of teachers entered the profession for the enjoyment of teaching, 70% enjoyed the subject, and 66% enjoyed working with children" (p. 780). It was imperative

to note and understand why teacher attrition interrupted consistencies in the classroom and how it diminished student achievement (Curtis, 2012). According to Knox and Anfara (2013), "Increasing teacher job satisfaction can improve teacher retention and encourage the best prospects to enter the field" (p. 58). "Examples of responsibility that teachers have reported as motivating include working without supervision, supervisory roles, and new job tasks without formal title advancement" (Knox & Anfara, 2013, p. 61).

Research proved the organizational capacity of businesses in the private sector evidenced the cause and effect with productive organizational practices (Bloom, Eifert, Mahajan, McKenzie, & Roberts, 2013). The objective was to recruit qualified teachers, then improve them by establishing targets with on-going professional learning, and then retain them as an asset for the students they served (Bland et al., 2016). "Districts can retain teachers by looking at the total work situation to identify ways of making the adult experience in schools more meaningful, more satisfying, and, ultimately, more productive" (Bland et al., 2016, para. 36). In order for the education system to assure all students received the best instructions from effective teachers, schools must become a staple of support for cross curricular in all subject areas (Johnson et al., 2012).

Conclusion

The turnaround model was a reform strategy for the underperforming Midwestern public high school. The review of the literature provided components that guided successful student outcomes. Additional information from the literature confirmed successful schools had a clear mission and vision, professional development improved teachers, and continued to explore ways to increase student achievement.

The literature researched with school reform called for student achievement to guide school success by utilizing student outcomes to help schools meet or exceed state standards. When educational leaders worked in collaboration with teachers to utilize best practices for improving the learning environment, there was a direct connection with positive student outcomes. The intent of the literature review was to have an in-depth look at the high school, while employing strategies of the turnaround model. Chapter Three presents the method, design of the research, participants, and techniques used to collect data and analytics of this study.

McLeskey and Waldron (2015) concluded that principals played a critical role in transforming schools as they became effective. Indeed, these successful programs would not develop without strong, active principal support (p. 6). The principal was expected to know how to implement quality instruction, and to have knowledge of curriculum to meet the needs of all students.

Johnson, Kraft, and Papay (2012) revealed, teachers as the most important factor in student achievement levels. Although there were several factors distracting students from learning inside the classroom, factors such as curricular materials and instructional practices developed the school and teachers that worked as supplements toward increased student achievement. Fisher et al. (2012) also conveyed schools that progressed away from instruction led via the textbooks and were driven by responsive teaching improved academically. In addition, many studies revealed structured approaches to teaching had a direct correlation with the improvement of student achievement.

The turnaround model's overall objective was to increase student learning. To meet the goals, leadership had to take control and make bold decisions to support student

achievement. Engaging teachers in PLCs helped with collaborative efforts to grow schools in order to meet state measurable goals. The turnaround model brought about supportive intervention strategies to underperforming schools, implementation turned the schools around, and required distributed leadership, collaboration among staff, and retaining staff to attain student achievement.

Chapter Three delineates the methodology used for implementing the turnaround model with a Midwestern public high school. This methodology is outlined by design of the study, participants, researcher's role, trustworthiness, data collection, and data analysis.

Chapter Three: Research Method and Design

Introduction

Chapter Three introduces the research methodology for this mixed-methods investigation of the implementation regarding the turnaround model and how it addressed leadership, student achievement, PLCs, and teacher retention. This approach provided in-depth understanding of the turnaround model experiences aided with the school developing to meet standards necessary for accreditation. The utilization of the turnaround model and its approach to increase student achievement with this Midwestern public high school was discussed for a much deeper understanding of the processes followed.

Eight years ago, EGJ High School status changed to unaccredited, mainly because student achievement decreased and the school was underperforming in various areas in accordance to the state standards. The school's average total enrollment was 1,520 students from 2010 through 2016, and the average percentage of students receiving free and reduced lunch was 88.5%. Many of property values of the surrounding municipalities declined, causing some areas to become impoverished. Also, more than 50% of the students during time of the study had deficiencies in the English and Mathematics content areas. The NCLB initiatives allowed states to select measures for schools to evidence accountability of student achievement levels to meet standards.

Research Questions and Null Hypotheses

Research Question 1: What was the role of school leadership during the implementation of the turnaround model?

Research Question 2: How did the implementation of the turnaround model provide growth for professional learning communities?

Null Hypothesis 1: There is no significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 2: There is no significant increase in the graduation rate between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 3: There is no significant decrease in the discipline rate between the year before the turnaround model was implemented and each year of its implementation.

Methodology

A mixed-methods research was selected to be the most appropriate of the three research types and produces a deeper understanding of the research problems than the other two approaches alone (Fraenkel, Wallen, & Hyun, 2015). The use of mixed-methods research clearly defined the terms, experiences and perceptions with leadership, student achievement, PLCs, and teacher retention by implementing the phenomenon of the turnaround model. "A mixed-methods research involved the use of both quantitative and qualitative methods in a single study" (Fraenkel et al., p. 555).

Design of the Study

Design of this study utilized both the survey-based and focus group questions. The surveys compared the perspectives of administrators, parents, and teachers on the leadership characteristics of the high school to support student achievement. The focus

groups were divided into two groups, parents and teachers. The questions for the parents focused on leadership, while the teachers' questions focused on PLCs and, both were significant with student results. Hayenga (2015) stated, "The current study might help educational leaders better understand what supports teachers need from their administrators" (p. 40).

The setting of this study came from EGJ High School, located in the Midwestern region of the United States. The researcher's then-current employment in the district and collegial and professional relationships with then-current employees of the school assisted with communicating information in regards to the study. An organizational consent to conduct the study in the school was approved by the superintendent of schools.

Table 1

EGJ High School Enrollment and Free/Reduce Lunch Percentage (2010 – 2016)

Year	Total Enrollment	Free/Reduce Lunch (%)
2016	1,137	-
2015	1,066	-
2014	978	87.0%
2013	1,526	86.0%
2012	1,371	85.0%
2011	1,526	81.3%
2010	1,711	78.5%
Total	9,122	-
Average per year	1,520	88.3%

Note. Missouri Department of Elementary and Secondary Education (MODESE), 2018. The demographics previously mentioned were approved by the MODESE.

EGJ High School resided in a district, which was located in the eastern section of Missouri. The district had seven kindergarten through fifth grade elementary schools,

two sixth through eighth grade middle schools and one high school, grades nine through twelve. EGJ High school, from 2010 through 2016 school years, average, enrollment of 1,520 students and percentage of free and reduced lunch of 88.3% (see Table 1).

Participants

The purposive sampling consisted of participants, such as parents, teachers, instructional coaches, and administrators involved with EGJ High School during 2010 through 2016 school years. The parents participating in the study requirements were the parents or guardians of a student enrolled at the high school during the period of the research. The administrators, instructional coaches, and teachers' criteria for the study was to have been working at EGJ High School during the period of the research.

All participants were recruited through the researchers' working experiences as a teacher at the high school. The researcher emailed participants in his working network and the school database, utilizing email and seeking participants (see Appendix C and Appendix J). In addition, the researcher contacted potential candidates via the telephone to participate in the study (see Appendix M).

The participants were asked to answer questions with three different surveys, which were the parent survey and teacher survey, along with assistant principal and instructional coach survey. All surveys were based on the characteristics of leadership at the high school during the 2010 through 2016 school years. There were also two focus groups participating in the research, both parents and teachers. The parent focus group discussed seven questions, and the teacher focus group had dialogue centered around nine questions.

The anticipation of participants for the study was 90 for the surveys, of which 60 completed the surveys combined. Of the anticipated five members for parent focus group, four participated. For the teacher focus group, the goal was to have nine members; however, seven participated.

Researcher's Role

The researcher worked at EGJ High School as a Business Education and Engineering Instructor for 12 years. The participants in the study did have a professional working relationship with the researcher. An additional role of the researcher was to remain objective during the two focus group discussions and use protocols to assist with remaining unbiased. The researcher also maintained authenticity throughout views, which were recorded and would recede any biases from the research in the study to remove pre-notions of participants' values and perspectives, as the researcher made great efforts to maintain objectivity throughout the study.

Trustworthiness

The researcher administering the case study utilized the appropriate measures in validating the data collected, and the analyses were accurate results obtained from the participants. Approval was requested from Institutional Review Board (IRB) from Lindenwood University. Once the researcher attained approval, emails to individuals within the professional and working network were sent using an email message script (see Appendix C and Appendix G). The researcher delivered follow-up phone calls with potential participants explaining the procedures to print and sign only page four of the consent form and return it to the researcher. Once the researcher received the signed document, an email was sent to only participants who correctly returned the forms to the

researcher to complete the on-line surveys. The survey did not request or need any information regarding demographics from the participants and results remained anonymous.

During the time of the study, participants identities were kept confidential, and they also had knowledge of withdrawal relating to the fact that participating with the study could be done at any time. The data collected were kept in a secure location and destroyed five years after the study was completed.

Data Collection

To make sure the characteristics of leadership were substantive during the turnaround model implementation within the Midwestern public high school involved in the study, it was significant to utilize a survey to gather information. Those participants invited to take the survey were involved as a parent, and either worked as a teacher, instructional coach, or assistant principal during the period related to the study. Invitations were sent via email with consent forms (see Appendix C). The surveys were created through *Qualtrics,* and the results included each participant in the sample populations. As a reminder, calls were made to any participant who signed the consent and who had not having completed the survey.

The principal granted the researcher permission to conduct two separate focus groups at the high school site in one of the labs on campus. Both focus groups were informed of the policies, procedures, and that withdrawal could be done at any time during the discussion. The researcher audio recorded each session with an electronic recording device for clarity and to be transcribed later. The questions posed to each group were open-ended for coding purposes and to formulate themes and patterns.

Research Questions were aligned to the questions utilized in the focus groups to provide consistency in the data collection with this case study.

Data Analysis

The researcher selected descriptive statistics to analyze the responses from the surveys. Fraenkel, Wallen, and Hyun (2015) described descriptive statistics as information calculated from a sample of the population to summarize the data. Survey responses from parents, teachers, instructional coaches, and assistant principals were collected and analyzed to identify perceptions from each group.

The tools to present the survey items were administered on-line utilizing *Qualtrics*. The items in the surveys were collected and also analyzed through *Qualtrics*. After the analytics were available, data were compiled and imported into the Excel software program.

The responses from the focus groups questions were aligned to research questions then formulated into themes. Using a coding system allowed the researcher to discover patterns that could be in association with the phenomenon of the study. The commonalities in each group were ranked according to responses, to provide an in-depth understanding with leadership and PLCs.

Viewing the transcribed data from both focus groups' key phrases were used as themes, in addition to the research questions for grouping categories. The researcher also looked at similarities and difference amongst the two focus group responses.

Summary

The researcher conducted a mixed-methods investigation on implementing the turnaround model and provided an acumen with leadership, student outcomes,

professional development, and teacher attrition attributes. The purposive sample from the study included 12 assistant principals, 20 parents, 30 teachers, all completing the on-line surveys. The goal of surveys were to obtain perceptions on leadership characteristics evidenced while the turnaround model was implemented. Two focus groups were formed to align questions from the group discussions with the research questions.

Chapter Three provided overall information on the research design, along with data collection procedures, analytics of the data, and trustworthiness. Chapter Four provides results of the analyzed data and presents conclusions to research questions.

Chapter Four: Results

Introduction

Chapter Four examines the results of both qualitative and quantitative analysis for collected data when the turnaround model was implemented and its relationship with four areas; leadership characteristics, student achievement, PLCs, and teacher retention. To address the research questions, the researcher analyzed responses from two focus groups, one of parents and one of teachers. The researcher also analyzed data collected from surveys of three groups; parents, teachers, assistant principals and instructional coaches on the characteristics of leadership. Both research study methods responded to the research questions and hypotheses.

The purpose of this research study was to examine the implementation of the turnaround model and its relationship with leadership, student achievement, PLCs, and teacher retention, which improved an underperforming Midwestern high school to the point at which it regained its accreditation. The researcher attempted to answer the following questions: (a) What was the role of school leadership during the implementation turnaround model? (b) How did the implementation of the turnaround model provide growth for professional learning communities?

Under the NCLB, turnaround schools were required each year to meet measurable standards provided from each of states' departments of education and provide evidence of student achievement growth. This study was orchestrated to reveal an understanding of the turnaround model implemented by one high school. EGJ High School was underperforming in 2009 and lost its accreditation status during the 2010 through 2016

school years. The high school was turned around and regained accreditation status in the 2016 school year, via improved student results.

The state of Missouri utilized an Annual Progress Report (APR) through the Missouri School Improvement Plan (MSIP5), which calculated through five components: Academic Achievement, Subgroup Achievement, College and Career Readiness, Graduation Rate, and Attendance Rate. For the purpose of this research study, attendance rate, graduation rate, and discipline referrals during the 2010 through 2016 school years were analyzed to demonstrate any significant change.

EGJ High school represented a small population of turnaround high schools. In 2009, the high school was notified by Missouri Department of Elementary and Secondary Education (MODESE) that it would begin the 2010 school year as unaccredited. MODESE then appointed the school district with a Special Administrative Board (SAB) to oversee the district's daily operations. From 2010 through 2016, the high school increased its APR scores and earned provisional accreditation status.

Participants

Then-current and former teachers of EGJ High School were solicited to participate in this study, along with then-current and previous assistant principals and instructional coaches who worked at the high school. A sample of parents who had students enrolled during the 2010 through 2016 school years were also solicited to participate.

Seven out of 30 teachers participated in the teachers' focus group. This focus group was represented by four females and three males with diverse teaching experiences. Their identities were protected by being coded as Teacher 1, Teacher 2,

Teacher 3, Teacher 4, Teacher 5, Teacher 6 and Teacher 7. Each teacher answered each question throughout a 70-minute focus group interview.

Five out of 20 parents of EGJ High School students participated in the focus group. All parents in this group were females and had various levels of engagement with the school. The parents' identities were protected by being coded as Parent 1, Parent 2, Parent 3, Parent 4 and Parent 5; one parent was unable to attend the focus group session. Each parent in attendance did answer all of the questions during the 47-minute focus group.

Research Questions

Research Question 1: What was the role of school leadership during implementation of the turnaround model?

Parent focus group. The parent focus group had four participants, all of whom were parents of students who graduated from EGJ High School during the implementation of the turnaround model. The participants of this focus group were all females. Three themes emerged from this focus group; expectations, goals, and communications. See Table 2 for themes aligned to the parent focus group questions.

Table 2

Emerging Themes from Parent Focus Group Questions

Themes	Questions	Code
Expectations	Describe the expectations for behavior in your child's classes.	PFGQ1
	How does the teacher communicate expectations for behavior?	PFGQ2
	What happens when these expectations are not met?	PFGQ3

Continued

Table 2. Continued.

Goals	What are the goals at the school? Are these the same goals you have for your child?	PFGQ5
	Who set these goals? If you wanted to discuss these goals, with whom would you speak?	PFGQ6
Communication	How does the professional development address the instructional needs of the teachers and students?	PFGQ2
	What professional development is offered to teachers at your school?	PFGQ3
	What adult at school knows your child well and cares about their well-being?	PFGQ4

Expectations. This theme emerged through participant discussions of PFQ1, PFQ2, and PFQ3. Two parents clarified the importance of setting the tone at the beginning of the school year with expectations that let students know what they were going to learn and the procedures of the learning process. The educational institution prepared students with skill sets when expectations were shared often from the participants.

In the parent focus group discussion on expectations, one parent responded with, 'I guess my expectation for my child in the classroom is to be fully engaged in the activities, and conversations that present the way he will be able to get the understanding that he needs' (Parent 4). As the discussion continued with expectations, another parent responded with, 'The expectation does not form cohesively with discipline especially

when the educator has expectations in the classroom that are not met which intended to prepare students for life after high school' (Parent 3).

Goals. The participants of the focus group spoke on PFQ5 and PFQ6. All four participants discussed the impact goals had on them professionally, as well as their students, that was necessary for a school to regain its accreditation status. It was clear that for the EGJ High School to improve in areas of academics, goals had to be a shared component to elevate the school academically.

When participants in the focus group dialogued on goals for student achievement, Parent 2 stated, 'So who do you set the goals with? I start with my children because the teacher have already told what the expectations are and when they don't happen I'm speaking with the teacher.' Parent 4 shared, 'I absolutely believe it's the parent responsibility. We set goals and then I went to the teacher and let them know we need to work together, not with just the student but the three of us.' Parent 1 responded, 'With me, who sets the goals in relation to my child I think him and I do, I put structures in place so he knows these are my expectations and then we come up with a plan.' Parent 3 expressed, 'On the personal level I usually listen to what they want for as the children then for as the school listen to what it is and work then as conduit to kind of facilitate for my children.'

Sharing goals with all stakeholders resulted in increased student scores, which led to meeting state standards in improving its Annual Progress Report (APR). All of the parents were involved and participated with the school to increase achievement levels.

Communication. The last theme that emerged from the parent focus group was communication, based on the discussions from PFQ2, PFQ3, and PFQ4. Parents

dialogued the importance of communication at EGJ High School for clarity to the students and parents in moving the school from underperforming, to increasing student results.

During the focus group discussion relating to communication and increasing student results, Parent 4 stated, 'There has to be a consistent communication throughout the school year um meaning that with posting and verbally saying it you have to follow through because if you lose it midway then it just dies.' Parent 2 added,

> But like with anything that we are teaching consistency what's needed we have to be consistent so I'm going to teach what my expectation are I need to be consistent no matter who is in the classroom who's my favorite it has to be consistent a lot of times we look at kids who are children but adults are older children so we all have the same issues you get what you accept.

Concluding remarks on communications came from Parent 1,

> I agree with that and um once it's not met you know you have to kind of say something about it and I think if teachers were able you know I don't know if they really pull kids to the side anymore or do it like a one on one with them at some point you know to kinda build a relationship with them and I'm not just your teacher I'm not just telling you what to do but kinda communicating um you know I'm here for you and that this leadership position that I'm in you know I get to build you or tear you down.

All participants acknowledged that communication was one of the components that was often misinterpreted and disconnected when it traveled among the staff in the

educational environments. Communication should be clear and concise, so that everyone is on the same page with sharing the mission and obtaining the goals of the school.

Parent surveys. The researcher administered a survey to the participants to collect data on the characteristics of leadership, while the turnaround model was implemented. The participants included in this research were the parents of students enrolled at EGJ High School during the implementation of the turnaround model. A survey with a Likert scale was utilized to collect data on the perceptions regarding leadership. Participants in the study answered with strongly agree, agree, neutral, disagree, or strongly agree.

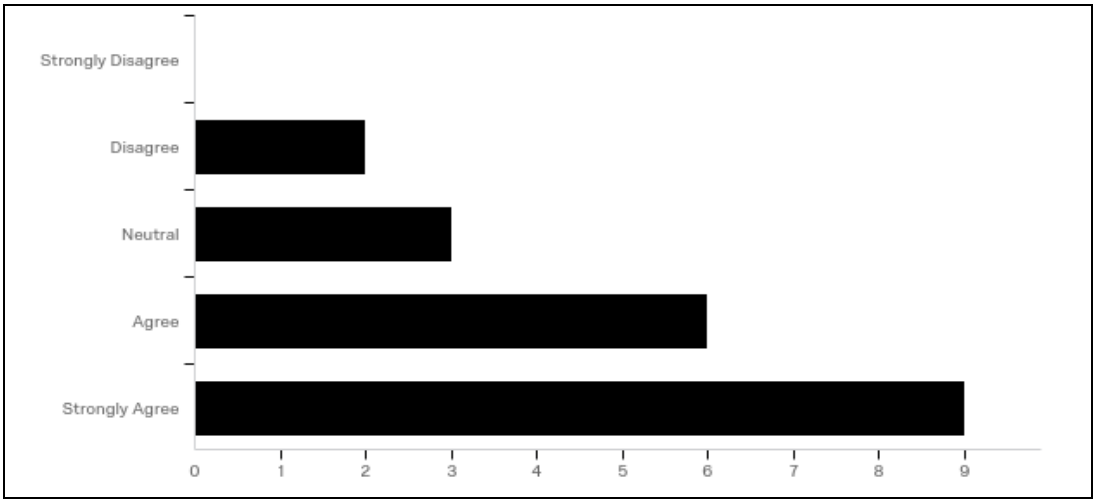

Figure 2. Parent Survey: Question 6 - The leadership places students learning needs as priority ahead of other interest.

The parent survey question number six asked participants to rank their perceptions on leadership placing student learning needs as priority ahead of other interests. Figure 2 displays 40% of the participants strongly agreed, 35% of the participants agreed, and 10% disagreed with leadership placing emphasis on student learning as priority ahead of any other interest.

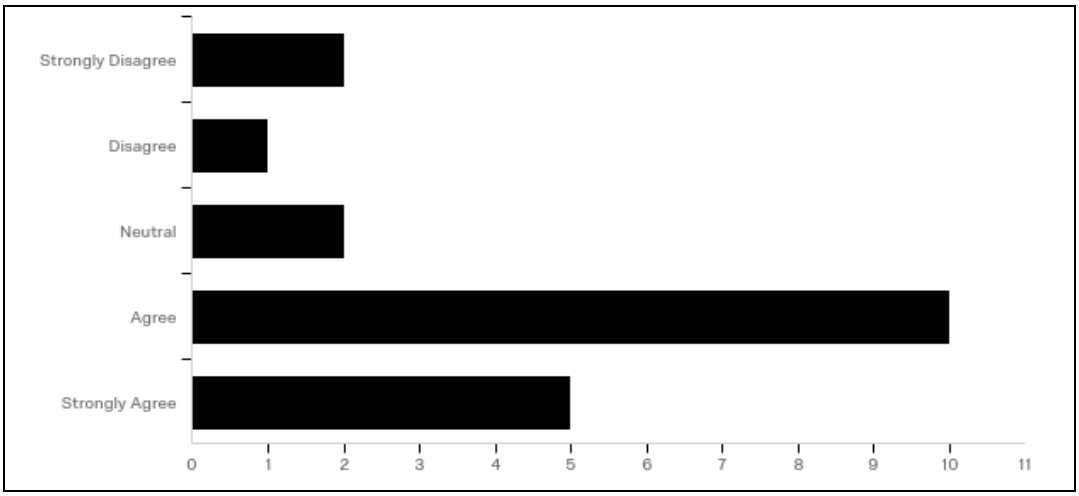

Figure 3. Parent Survey: Question 7 - Leadership handles student discipline matters in a fair and consistent.

The parent survey question number seven asked participants to rank their perceptions on leadership's handling of student discipline fairly and consistently. Figure 3 displays 50% of the participants strongly agreed, 25% of the participants agreed, 10% strongly disagreed, and 5% disagreed with leadership's handling of student discipline fairly and consistently.

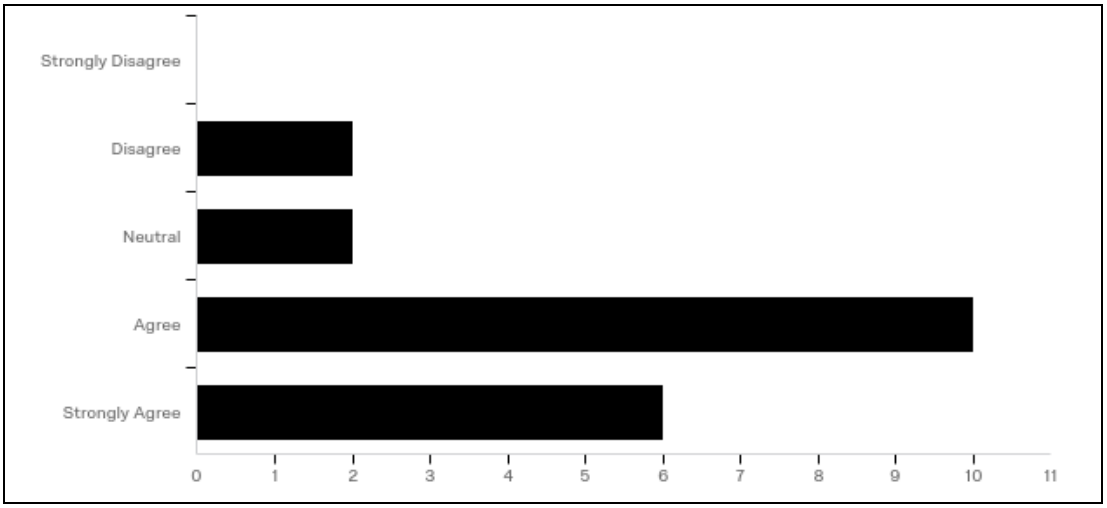

Figure 4. Parent Survey: Question 11 - Leadership takes responsibility for student achievement at this school.

The parent survey question number 11 asked participants to rank their perceptions on leadership taking on the responsibility for student achievement at school. Figure 4

displays 50% of the participants strongly agreed, 30% of the participants agreed, and 10% disagreed with leadership taking on the responsibility for student achievement at school.

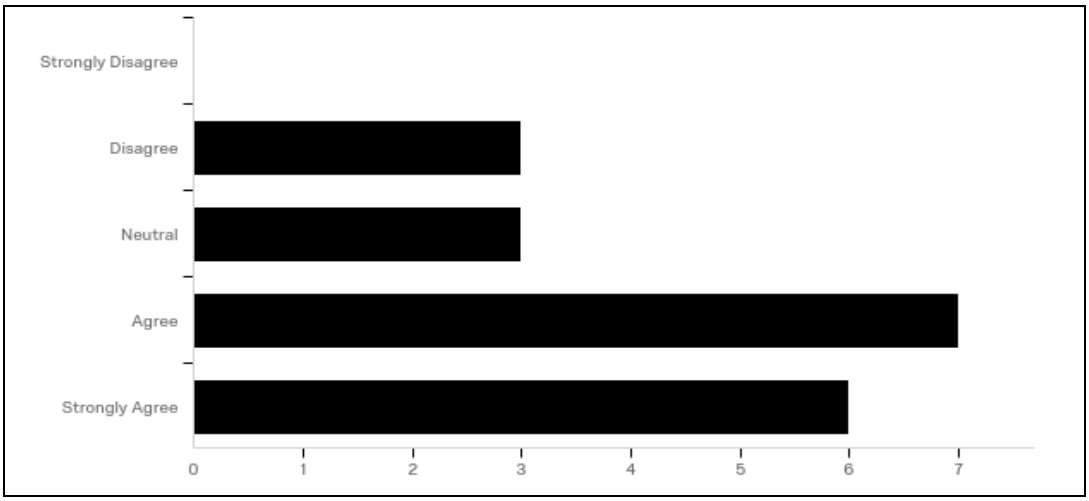

Figure 5. Parent Survey: Question 12 - Leadership works with parents, staff, and students to develop a school vision, and implements a plan to achieve it.

The parent survey question number 12 asked participants to rank their perceptions on leadership working with parents, staff, and students to develop a school vision, and implement a plan to achieve it. Figure 5 displays 32% of the participants strongly agreed, 37% of the participants agreed, and 16% disagreed with leadership working with parents, staff, and students to develop a school vision, and implements a plan to achieve it.

The parent survey question number 14 asked participants to rank their perceptions on leadership facilitating the participation of parents as partners in the education of their children. Figure 6 displays 35% of the participants strongly agreed, 50% of the participants agreed, 5% strongly disagreed, and 5% disagreed with leadership facilitating the participation of parents as partners in the education of their children.

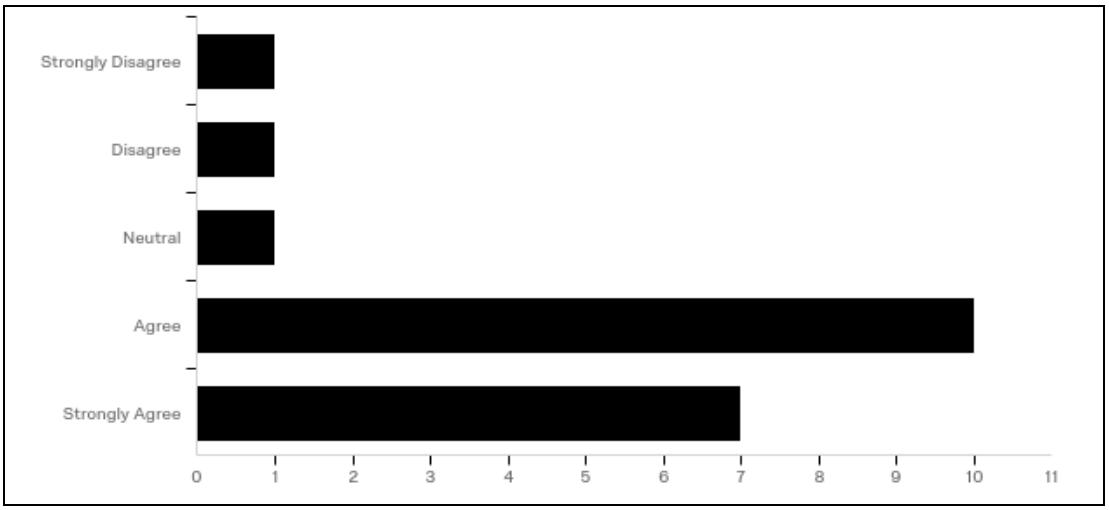

Figure 6. Parent Survey: Question 14 - Leadership facilitates the participation of parents as partners in the education of their children.

The parent survey question number 15 asked participants to rank their perceptions on the way leadership communicated effectively with everyone. Figure 7 displays 30% of the participants strongly agreed, 30% of the participants agreed, and 20% disagreed on the way leadership communicated effectively with everyone.

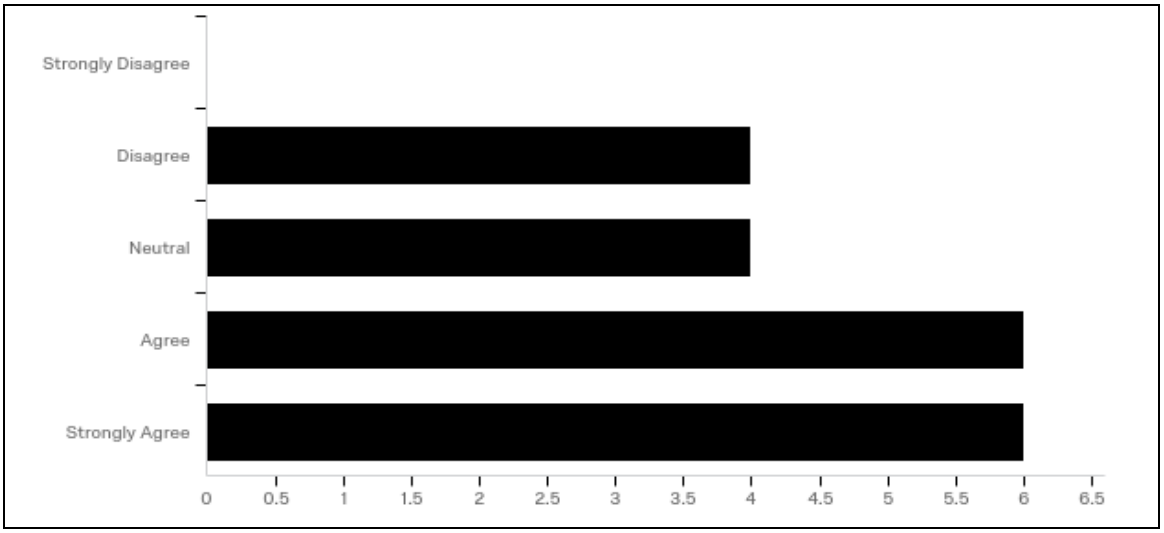

Figure 7. Q15 - Leadership communicates effectively with everyone.

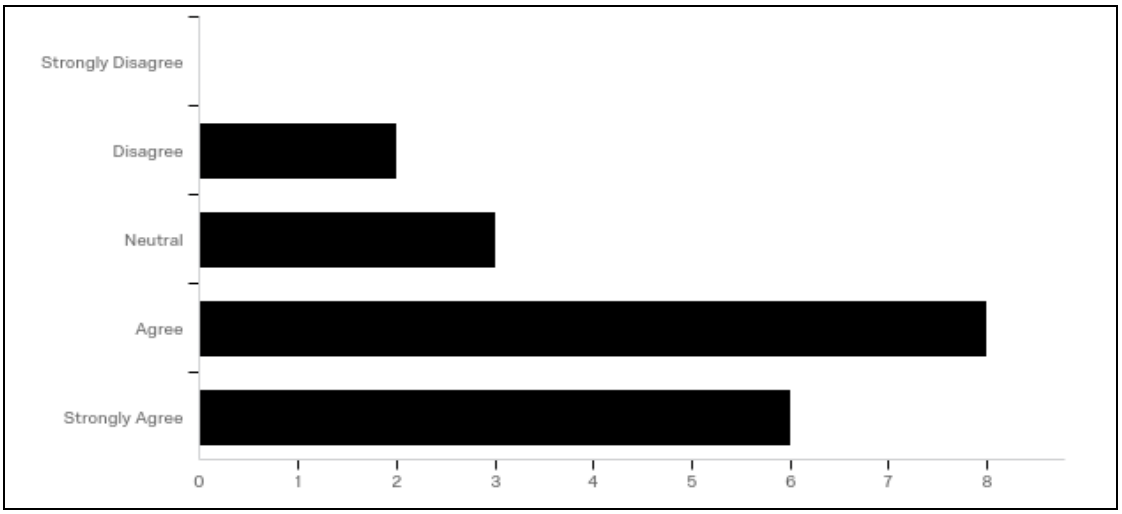

Figure 8. Question 16 - Leadership has a strong work ethic and models positive behavior for our students and staff.

The parent survey question number 16 asked participants to rank their perceptions on leadership's work ethic and the modeling of positive behavior for students and staff. Figure 8 displays 32% of the participants strongly agreed, 41% of the participants agreed, and only 11% disagreed on leadership's work ethic and the modeling of positive behavior for students and staff. One of the participants did not answer question 16.

Assistant Principal and Instructional Coach Surveys. The researcher administered a survey to the participants to collect data on the characteristics of leadership while the turnaround model was implemented. The participants included the assistant principals and instructional coaches who worked at EGJ High School during the implementation of the turnaround model. A survey with a Likert scale was utilized to collect data on the perceptions regarding leadership. Participants in the study answered with strongly agree, agree, neutral, disagree or strongly agree.

The assistant principal and instructional coach survey question number seven asked participants to rank their perceptions on the way their principal symbolized success and accomplishments within the education profession.

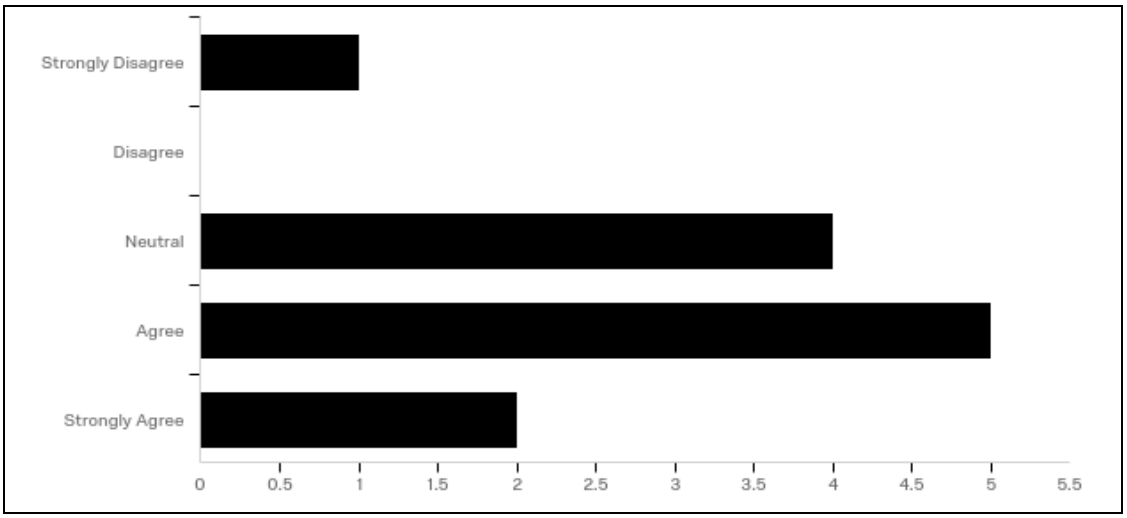

Figure 9. Assistant Principal and Instructional Coaches Survey: Question 7 - My principal symbolizes success and accomplishments within the profession of education.

Figure 9 displays 17% of the participants strongly agreed, 42% of the participants agreed, and only 8% disagreed on the way their principal symbolized success and accomplishments within the education profession.

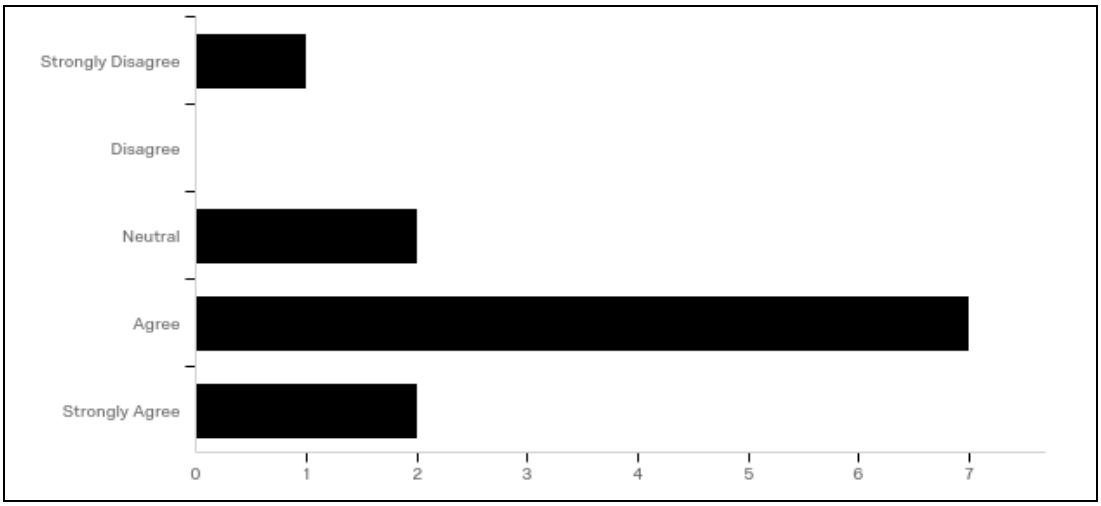

Figure 10. Assistant Principal and Instructional Coaches Survey: Question 8 - My principal provides good models for faculty members to follow.

The assistant principal and instructional coach survey question number eight asked participants to rank their perceptions on the way their principal provided a good model for faculty members to follow. Figure 10 displays 17% of the participants strongly

agreed, 59% of the participants agreed, and only 8% disagreed on the way their principal provided a good model for faculty members to follow.

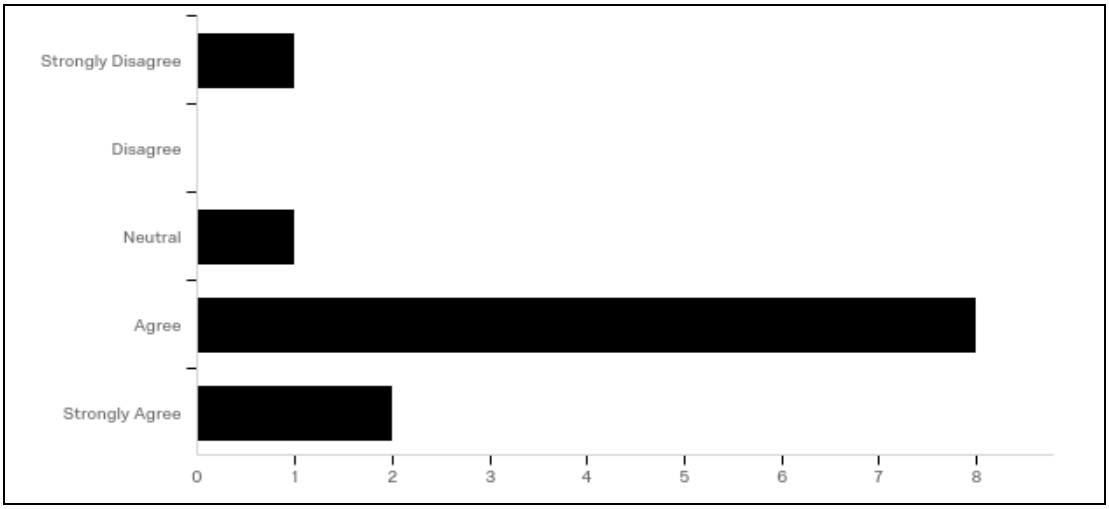

Figure 11. Assistant Principal and Instructional Coaches Survey: Question 9 - My principal encourages faculty members to work toward the same goals.

The assistant principal and instructional coach survey question number nine asked participants to rank their perceptions on the way their principal encouraged faculty members to work toward the same goals. Figure 11 displays 17% of the participants strongly agreed, 67% of the participants agreed, and only 8% disagreed on the way their principal encouraged faculty members to work toward the same goals.

Research Question 2: How did the implementation of the turnaround model provide growth for professional learning communities?

Teacher Focus Group. The teacher focus group had seven participants, three were then-current employees at EGJ High School, and four had retired from EGJ High School. The participants of this focus group were all females. The teacher focus group was created to answer Research Question 2. Three themes emerged from this focus group; discipline, communication, and professional development. See Table 3 for themes aligned to the teacher focus group questions.

Table 3

Emerging Themes from Teacher Focus Group Questions

Themes	Questions	Code
Discipline	What improvements could be made to ensure that PD focuses on content, pedagogy, and reflection?	TFGQ3
	What barriers exist to prevent teachers from meeting, planning, reflecting, and working together?	TFGQ7
	What types of meetings do teachers attend? How are these meetings aligned with content, pedagogy, collaboration, and reflection?	TFGQ4
Communication	Do you meet, plan, reflect, and/or work together with other teachers and/or administrators? If yes, please describe what you do together, what typically happens, and how much time a week you meet. If no why not?	TFGQ1
	Who set these goals? If you wanted to discuss these goals, with whom would you speak? What barriers exist to prevent teachers from meeting, planning, reflecting, and working together?	TFGQ7
	What improvements could be made to ensure that PD focuses on content, pedagogy, and reflection?	TFGQ3
Professional Development	How does the professional development address the instructional needs of the teachers and students?	TFGQ9
	What professional development is offered to teachers at your school?	TFGQ8
	What is the content or structure of these types of collaboration sessions? How effective are collaboration sessions?	TFGQ6
	How does professional development impact your classroom? Please provide examples.	TFGQ2

Discipline. The theme of discipline emerged from the participants' discussions of TFQ3, TFQ4, and TFQ7. Teachers describing the impact of discipline and consequences for violating policies at EGJ High School started this section. The teachers also shared their perceptions on when this school's discipline was out of control, there were struggles with the academics and getting support from the administration. These actions had a correlation with the school meeting the state standards in order to improve accreditation status. Within the teachers' focus group discussion on discipline, Teacher 4 shared,

> Number one rule with all teachers we must first establish discipline first in order to achieve accomplishment anything we do and we must teach are children discipline and teach them direction on how to be discipline and the importance of it and what it accomplishes for their success.

The focus group discussion produced additional topics to help teachers with discipline, and Teacher 3 stated,

> I thought some of the professional development we had here on special education was good for me it help me with my classroom management, I knew nothing about kids with autism, ADHD things like that so I uh was valuable information uh I don't think we put enough emphasis uh on discipline.

Additional information shared by Teacher 5 included,

> I've learned a lot on discipline, obsceniraries action but I think that the main thing we have to keep in the forefront when we are doing any type of professional development that relates to any subject area is k teacher have to be flexible we have to sometimes let things get a little messy I know um I'm more of um a disciplinary I like order around me I don't like chaos.

Teacher 1 expressed how professional development on discipline needed to be aligned with standards for schools to increase student achievement and stated,

> In your professional development if you don't get the discipline set up you will have continue mass chaos so if you look at some of the standards of districts that are successful and progressive you will see find a structure, standards, outcomes, discipline, parents um strategies for students to modify their behaviors.

The pervasiveness of issues with discipline at EGJ High School was apparent to teachers. All acknowledged how discipline at the high school impacted students' learning and the school as a whole. Effective educational leadership support of teachers dealing with discipline helped classroom management and provided classrooms conducive to learning.

***Communications*.** The next theme to emerge from the parent focus group was communications. The participants of the focus group spoke on TFQ1, TFQ3, TFQ4, and TFQ7. All agreed that communication was ineffective at the high school. The teachers felt the communication was unclear and often resulted with teachers not knowing the school's pathway to student achievement.

Teacher 2 stated, 'Teachers would come in and share what they learned from different professional developments, pacing charts, lesson plans to make sure students in common classes were learning the same things.' Teacher 3 pointed out that by being more developed as an educator, and increasing your skills affected the classroom stating,

> If gives you more tools for your toolbox more techniques, more communication strategies to use what you out into it on the flip side of that if you go in there with the mentality I heard this before you won't get anything out of it.

When communication with teachers was effective and efficient, it made a difference with delivering instruction to students. Communication, when conveyed correctly, placed the school in position to meet standards, meet student needs, and increase parent involvement.

Professional Development. The last theme that emerged from the teacher focus group was professional development, through discussions of TFQ2, TFQ6, TFQ8, and TFQ9. All teachers agreed it was important to have the opportunities for professional growth, even with the way in-service was provided to teachers. In addition, teachers felt the district administration was responsible for providing models for improving pedagogical practices.

Teacher 4 stated, 'We met at least four times a week because we had meetings about collaboration and curriculum and we had meetings about our students.' Teacher 3 commented on how in-service training led to achievement goals and stated, 'Every choice in professional development needs to be aligned with our long term goal which is to earn our accreditation and we need to also look at the cost savings strategies on professional development presented to us.'

Teachers indicated that raising awareness about true PLCs should be a focus of the high school surrounding the urgency to display consistency with Adequate Yearly Progress (AYP). Working collaboratively was essential to share results, create assessments, and target areas for improvement.

Teacher surveys. The researcher administered a survey to the participants to collect data on the characteristics of leadership while the turnaround model was implemented. The participants included in this research were the teachers who worked at

EGJ High School during the implementation of the turnaround model. A survey with a Likert scale was utilized to collect data on the perceptions regarding leadership. Participants in the study answered with strongly agree, agree, neutral, disagree or strongly agree.

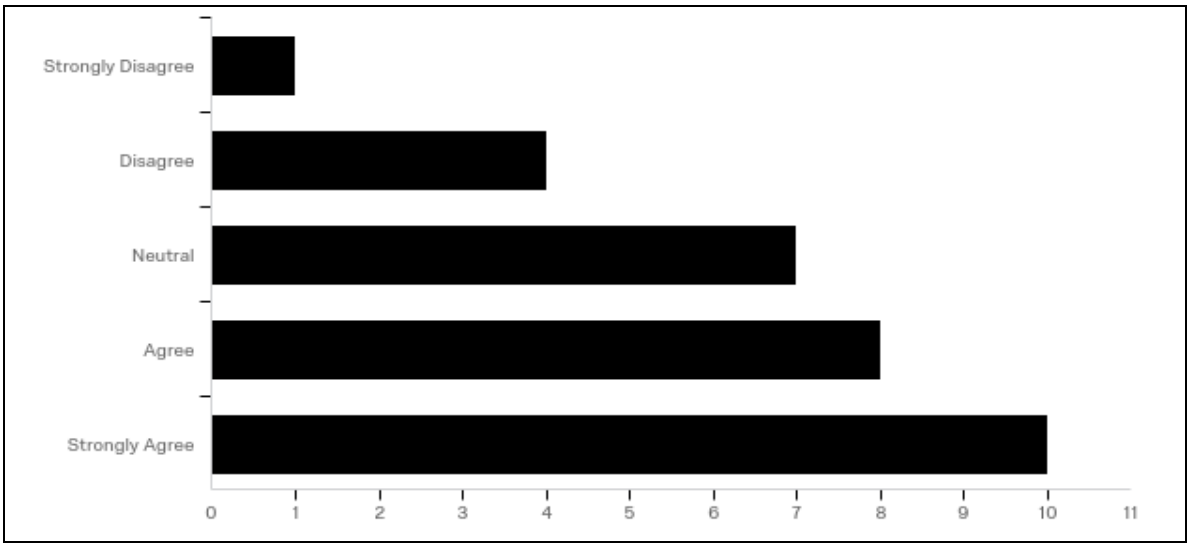

Figure 12. Teacher Survey: Question 2 - Use needs assessment or other formal and informal methods to secure staff input on goal development.

The teacher survey question number two asked participants to rank their perceptions on the way their principal provided needs assessment or other formal and informal methods to secure staff input on goal development. Figure 12 displays 33% of the participants strongly agreed, 43% of the participants agreed, and 17% disagreed on the way their principal provided needs assessment or other formal and informal methods to secure staff input on goal development.

The teacher survey question number three asked participants to rank their perceptions on the way their principal utilized data on student performance when developing the school's academic goals.

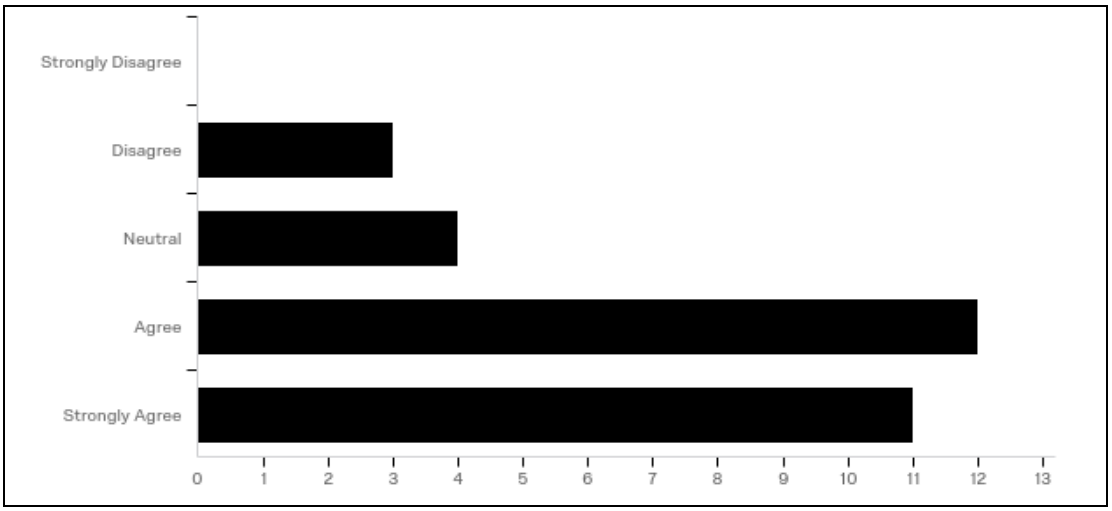

Figure 13. Teacher Survey: Question 3 - Use data on student performance when developing the school's academic goals.

Figure 13 displays 37% of the participants strongly agreed, 40% of the participants agreed, and 10% disagreed on the way their principal utilized data on student performance when developing the school's academic goals.

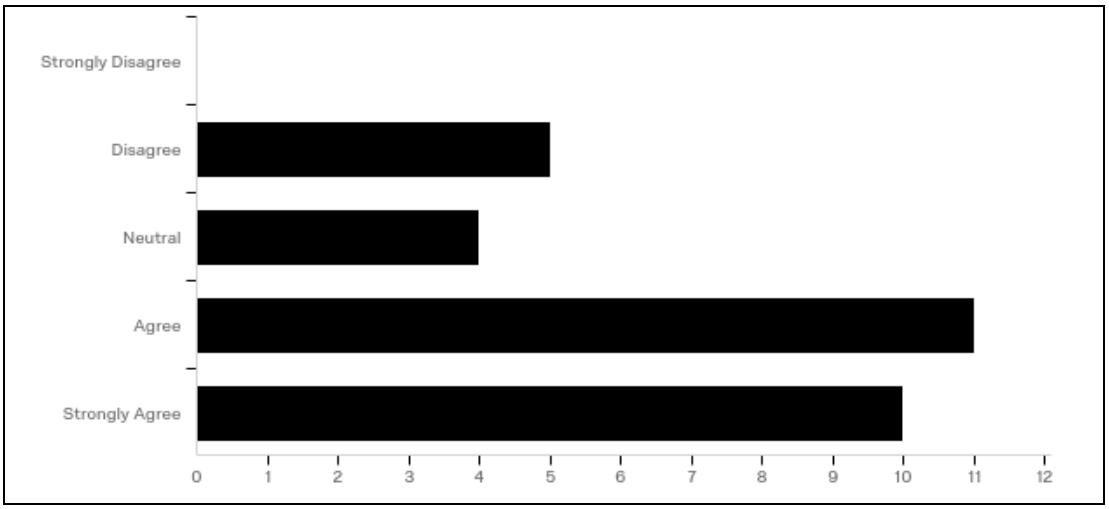

Figure 14. Teacher Survey: Question 4 - Discuss the school's academic goals with teachers at faculty meetings.

The teacher survey question number four asked participants to rank their perceptions on the way their principal discussed the school's academic goals with teachers at faculty meetings. Figure 14 displays 33% of the participants strongly agreed, 37% of the participants agreed, 13% of the participants were neutral, and 17% disagreed

on the way their principal had discussion about the school's academic goals with teachers at faculty meetings.

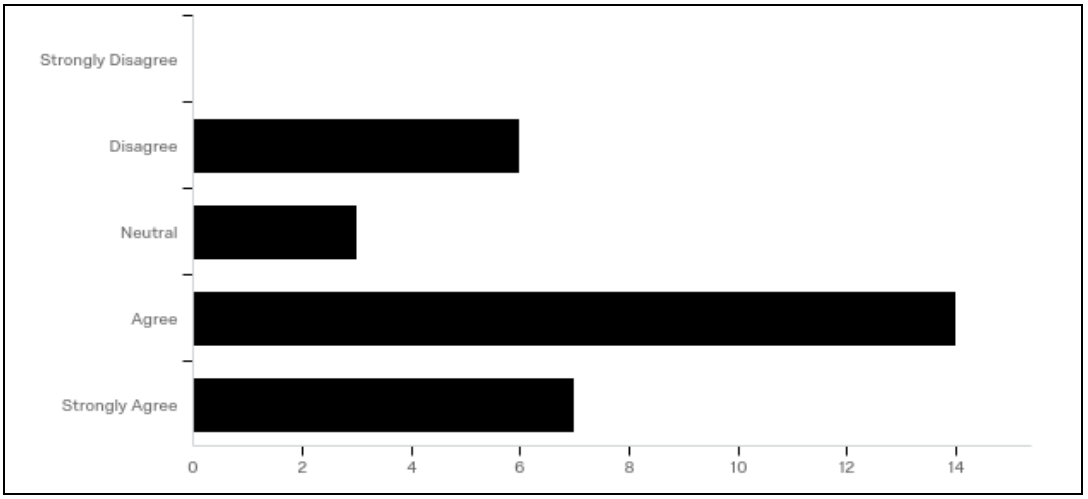

Figure 15. Teacher Survey: Question 9 - Draw upon the results of school-wide testing when making curricular decisions.

The teacher survey question number nine asked participants to rank their perceptions on the way their principal drew upon the results of school-wide testing when making curricular decisions. Figure 15 displays 23% of the participants strongly agreed, 47% of the participants agreed, and 20% disagreed on the way their principal drew upon the results of school-wide testing when making curricular decisions.

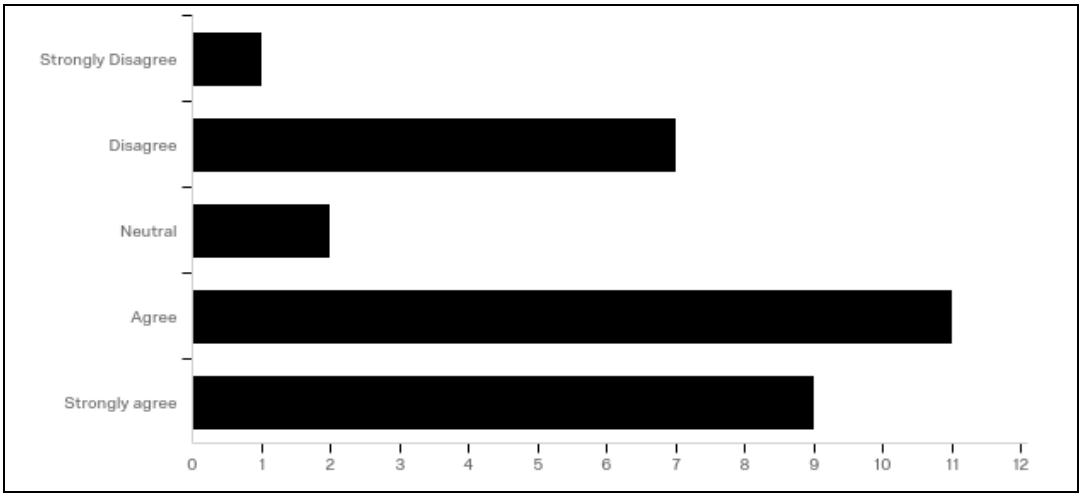

Figure 16. Teacher Survey: Question 11 - Discuss academic performance results with the faculty to identify curricular strengths and weaknesses.

The teacher survey question number 11 asked participants to rank their perceptions on the way their principal had discussion about academic performance results with the faculty to identify curricular strengths and weaknesses. Figure 16 displays 30% of the participants strongly agreed, 37% of the participants agreed, and 23% disagreed on the way their principal had discussion about academic performance results with the faculty to identify curricular strengths and weaknesses.

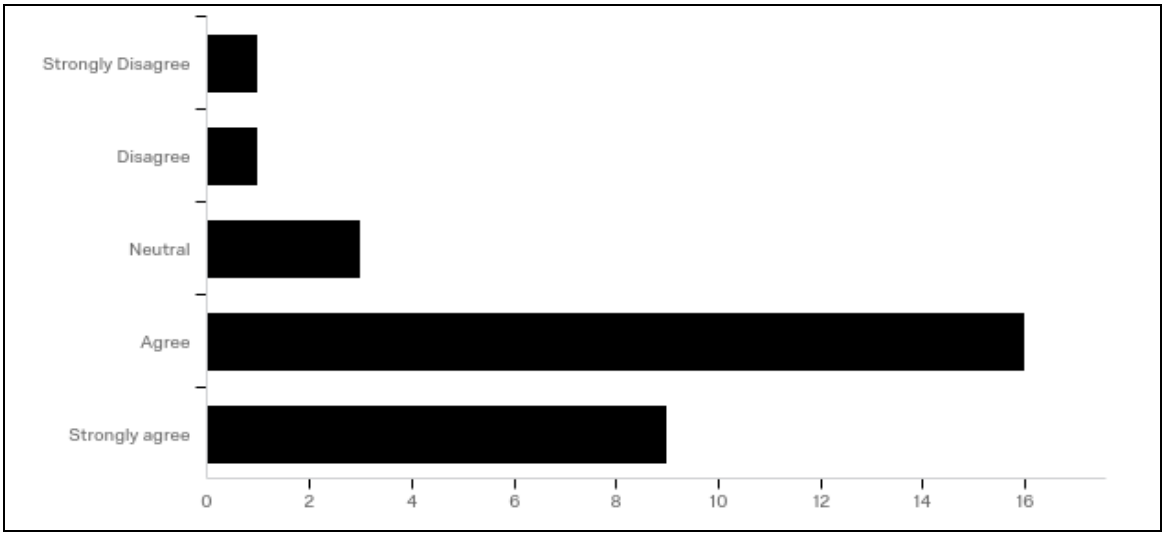

Figure 17. Teacher Survey: Question 12 - Use tests and other performance measure to assess progress toward school goals.

The teacher survey question number 12 asked participants to rank their perceptions on the way their principal utilized tests and other performance measures to assess progress toward school goals. Figure 17 displays 30% of the participants strongly agreed, 53% of the participants agreed, and 10% were neutral on the way their principal utilized tests and other performance measures to assess progress toward school goals.

The teacher survey question number 23 asked participants to rank their perceptions on the way their principal set aside time at faculty meetings for teachers to share ideas or information from in-service activities.

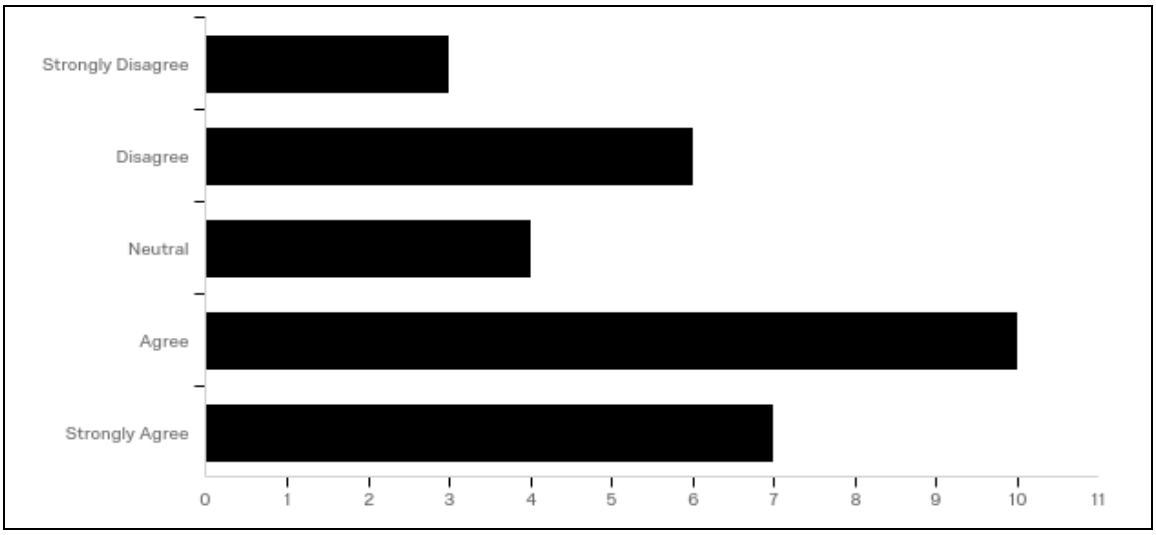

Figure 18. Teacher Survey: Question 23 - Set aside time at faculty meetings for teachers to share ideas or information from in-service activities.

Figure 18 displays 23% of the participants strongly agreed, 33% of the participants agreed, 20% of the participants disagreed, 10% of the participants strongly disagreed, and 13% of the participants were neutral on the way their principal set aside time at faculty meetings for teachers to share ideas or information from in-service activities. The perception on how the teachers felt out of the entire survey question was the closest.

Assistant principal and instructional coach surveys. The researcher administered a survey to the participants to collect data on the characteristics of leadership while the turnaround model was implemented. The participants included in this research were the assistant principals and instructional coaches who worked at EGJ High School during the implementation of the turnaround model. A survey with a Likert scale was utilized to collect data on the perceptions regarding leadership. Participants in the study answered with strongly agree, agree, neutral, disagree or strongly agree.

The assistant principal and instructional coach survey question number 11 asked participants to rank their perceptions on the way their principal provides for extended

training to develop my knowledge and skills relevant to being a member of the school faculty.

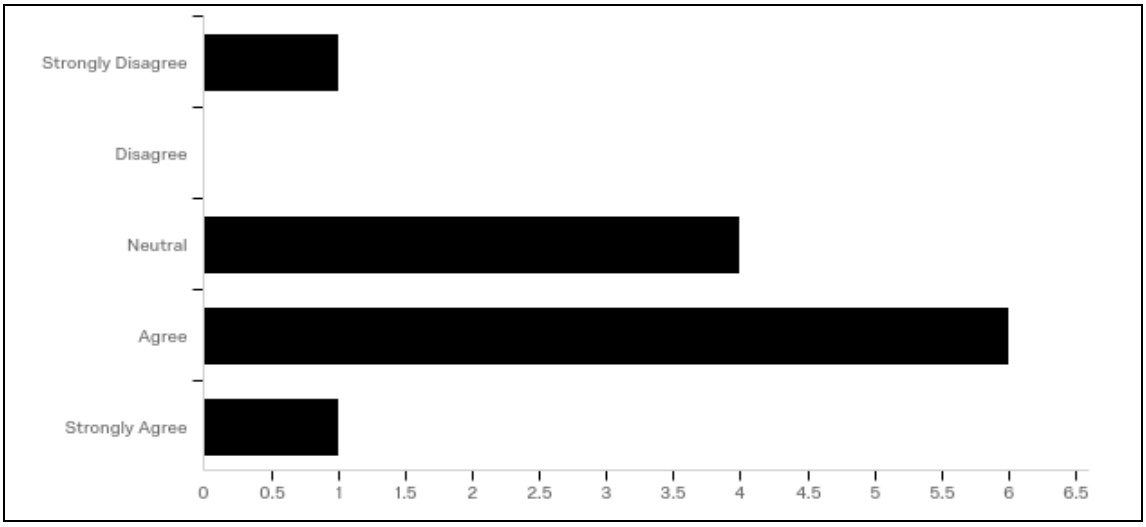

Figure 19. Assistant Principal and Instructional Coaches Survey: Question 11 - My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.

Figure 19 displays 8% of the participants strongly agreed, 50% of the participants agreed, 33% of the participants were neutral, and 8% strongly disagreed on the way their principal provided for extended training to develop knowledge and skills relevant to being a member of the school faculty.

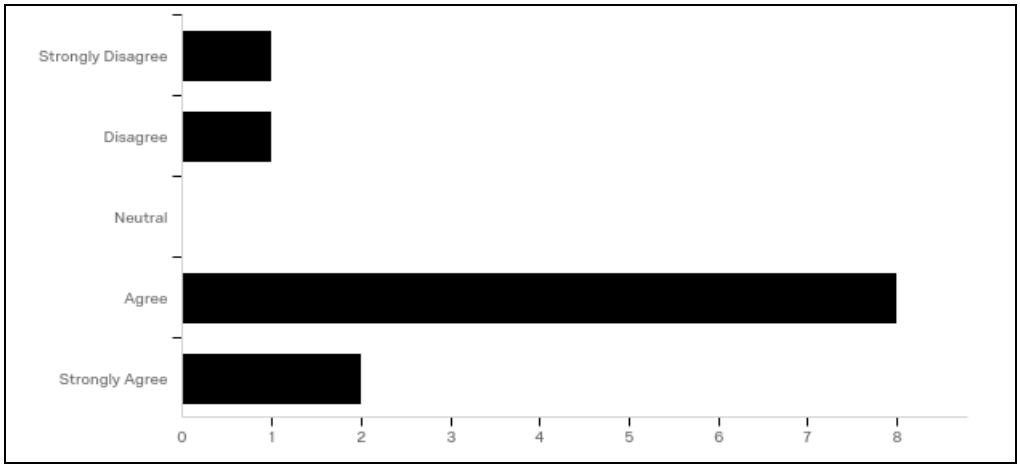

Figure 20. Assistant Principal and Instructional Coaches Survey: Question 12 - My principal provides the necessary resources to support my implementation of the school's program

The assistant principal and instructional coach survey question number 12 asked participants to rank their perceptions on the way their principal provided for extended training to develop knowledge and skills relevant to being a member of the school faculty. Figure 20 displays 17% of the participants strongly agreed, 67% of the participants agreed, 8% of the participants strongly disagreed, and 8% disagreed on the way their principal provided for extended training to develop knowledge and skills relevant to being a member of the school faculty.

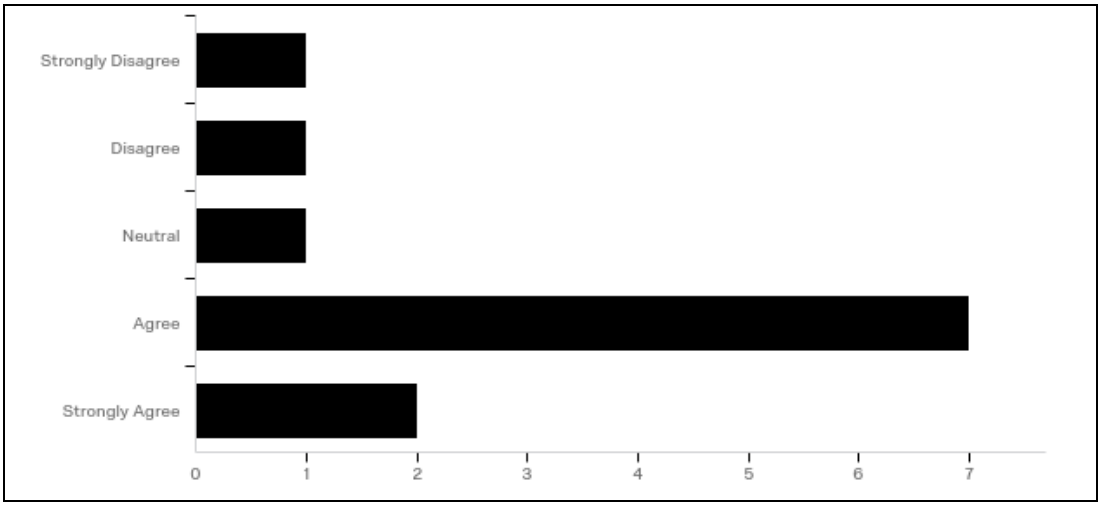

Figure 21. Assistant Principal and Instructional Coaches Survey: Question 18 - My principal provides information that helps me think of ways to implement the school's program.

The assistant principal and instructional coach survey question number 18 asked participants to rank their perceptions on the way their principal provided information that helped them think of ways to implement the school's program.

Figure 21 displays 17% of the participants strongly agreed, 58% of the participants agreed, and all other participants perception was 8%, respectively with strongly disagreed, disagreed, and neutral on the way their principal provided information that helped them think of ways to implement the school's program.

Null Hypotheses

Null Hypothesis 1: There is no significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 2: There is no significant increase in the graduation rate between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 3: There is no significant decrease in the discipline rates between the year before the turnaround was implemented and each year of the implementation.

Results

Null Hypothesis 1: There was not significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 1a: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2010 (the first year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2010 (51.2%) was not significantly higher than before implementation (48.9%; $z = 1.317$, $p = .0939$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the

proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2010.

Null Hypothesis 1b: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2011 (the second year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2011 (47.2%) was not significantly higher than before implementation (48.9%; $z = 0.8285$, $p = .0939$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2011.

Null Hypothesis 1c: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2012 (the third year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2012 (49.3%) was not significantly higher than before implementation (48.9%; $z = 0.217$, $p = .4139$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2012.

Null Hypothesis 1d: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2013 (the fourth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2013 (47.1%) was not significantly higher than before implementation (48.9%; $z = -0.972$, $p = .8345$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2013.

Null Hypothesis 1e: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2014 (the fifth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2014 (60.9%) was significantly higher than before implementation (48.9%; $z = 5.870$, $p = < .0001$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2014.

Null Hypothesis 1f: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2015 (the sixth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2015 (66.4%) was significantly higher than before implementation (48.9%; $z = 8.8937$, $p = < .0001$. Therefore, the researcher rejected the null hypothesis and concluded that there was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2015.

Null Hypothesis 1g: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2016 (the seventh year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the proportion of students with attendance rates of 90% or higher in 2016 (51.2%) was significantly higher than before implementation (48.9%; $z = 15.819$, $p = < .0001$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before implementation of the turnaround model and 2016. The results of the seven *z*-tests for difference in proportions for Null Hypothesis 1 are summarized in Table 4.

Table 4

The Results of the Seven z-tests of Proportions for Hypothesis 1.

Year	Enrollment	Proportion of Students with 90% Attendance	z-Score	p-Value	Reject Null
2009	1699	48.9%			
2010	1584	51.2%	1.317	.0939	No
2011	1431	47.2%	0.948	.8285	No
2012	1307	49.3%	-0.217	.4139	No
2013	1274	47.1%	-0.972	.8345	No
2014	918	60.9%	5.870	<.0001	Yes
2015	1023	66.4%	8.897	<.0001	Yes
2016	1025	79.5%	15.819	<.0001	Yes

Null Hypothesis 2: There is no a significant increase in the graduation rate between the year before the turnaround model was implemented and each year of the implementation.

Null Hypothesis 2a: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2010 (the first year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the graduation rate for 2010 (82.5%) was not significantly higher than before implementation (84.1%; $z = -0.495$, $p = .6896$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2010.

Null Hypothesis 2b: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2011(the second year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in in proportions. The analysis revealed that the graduation rate for 2011 (74.0%) was not significantly higher than before implementation (84.1%); $z = -3.064$, $p = .9989$). There was a significant drop in graduation rate. Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2011.

Null Hypothesis 2c: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2012 (the third year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the graduation rate for 2012 (72.9%) was not significantly higher than before implementation (84.1%; $z = -3.276$, $p = .9995$). There was a significant drop in graduation rate. Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2012.

Null Hypothesis 2d: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2013 (the fourth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the graduation rate for 2013 (71.2%) was not significantly higher than before implementation (84.1%; $z = -3.616$, $p = .9999$). There was a significant drop in graduation rate. Therefore, the researcher failed to reject

the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2013.

Null Hypothesis 2e: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2014 (the fifth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in two proportions. The analysis revealed that the graduation rate for 2014 (79.8%) was not significantly higher than before implementation (84.1%; $z = -1.241$, $p = .8927$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2014.

Null Hypothesis 2f: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2015 (the sixth year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the graduation rate for 2015 (84.0%) was not significantly higher than before implementation (84.1%; $z = -0.030$, $p = .5121$). Therefore, the researcher failed to reject the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2015.

Null Hypothesis 2g: There was not a significant increase in the graduation rate between the year before the turnaround model was implemented and 2016 (the seventh year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the graduation rate for 2016 (89.5%) was not significantly higher than before implementation (84.1%; $z = 1.710$, $p = .0436$). Therefore, the researcher rejected the null hypothesis and concluded that there was no significant increase in the graduation rate between the year before implementation of the turnaround model and 2016. The results of the seven *z*-tests for difference in proportions for Null Hypothesis 2 are summarized in Table 5.

Table 5

The results of the seven z-tests of proportions for Hypothesis 2.

Year	Enrollment	Graduation Rates	z-Score	p-Value	Reject Null
2009	246	84.1%			
2010	291	82.5%	-0.495	.0939	No
2011	341	74.0%	-3.064	.9989	No
2012	282	72.9%	-3.276	.4139	No
2013	232	71.2%	-3.616	.9999	No
2014	197	79.8%	-1.241	.8927	No
2015	244	84.0%	-0.030	.5121	No
2016	244	89.5%	1.710	.0436	Yes

Null Hypothesis 3: There is no significant decrease in the discipline rate between the year before the turnaround model was implemented and each year of its implementation .

***Null Hypothesis 3a*:** There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2010 (the first year after implementation.)

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2010 (17.9%) was not significantly lower than before implementation (15.7%; $z = 1.741$, $p = .0408$).

Therefore, the researcher did not reject the null hypothesis and concluded that there was not a significant decrease in discipline rate between the year before implementation of the turnaround model and 2010.

Null Hypothesis 3b: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2011(the second year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2011 (12.5%) was significantly lower than before implementation (15.7%; $z = -2.360$, $p = .9957$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2011.

Null Hypothesis 3c: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2012 (the third year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2012 (5.5%) was significantly lower than before implementation (15.7%; $z = -8.988$, $p = 1.0000$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2012.

Null Hypothesis 3d: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2013 (the fourth year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2013 (4.2%) was significantly lower than before implementation (15.7%; $z = -10.256$, $p = 1.0000$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2013.

Null Hypothesis 3e: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2014 (the fifth year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2014 (5.4%) was significantly lower than before implementation (17.9%; $z = -7.960$, $p = 1.0000$). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2014.

Null Hypothesis 3f: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2015 (the sixth year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2015 (3.3%)

was significantly lower than before implementation (15.7%; z = -10.229, p =1.0000). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2015.

Null Hypothesis 3g: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2016 (the seventh year after implementation).

After aggregating the data from both years, the researcher conducted a *z*-test for difference in proportions. The analysis revealed that the discipline rate for 2016 (1.5%) was significantly lower than before implementation (15.7%; z = -12.398, p = 1.0000). Therefore, the researcher rejected the null hypothesis and concluded that there was a significant decrease in discipline rate between the year before implementation of the turnaround model and 2016. The results of the seven *z*-tests for difference in proportions for Null Hypothesis 3 are summarized in Table 6.

Table 6

The results of the seven z-tests of proportions for Hypothesis 3

Year	Enrollment	Discipline Rates	z-Score	p-Value	Reject Null
2009	1789	15.7%			
2010	1711	17.9%	1.741	.9592	No
2011	1526	12.5%	-2.630	.0043	Yes
2012	1371	5.5%	-8.988	<.0001	Yes
2013	1333	4.2%	-10.256	<.0001	Yes
2014	978	5.4%	-7.960	<.0001	Yes
2015	1066	3.3%	-10.229	<.0001	Yes
2016	1137	1.5%	-12.398	<.0001	Yes

Triangulation

The researcher utilized triangulation from three sources of data collection within the study as a way of strengthening the credibility from the findings (Yin, 2016). "In the

triangulation design, the researcher uses both quantitative and qualitative methods to study the same phenomenon to determine if two converge upon a single understanding of the research problem being investigated" (Fraenkel et al., 2015, p. 559). The researcher assessed results from the Parent Focus Group (qualitative), Parent Survey questions (quantitative), and the *z*-test for difference in proportions from the attendance rates, graduation rates, and discipline rates (quantitative). Each source was cross-verified with research question one for a single understanding.

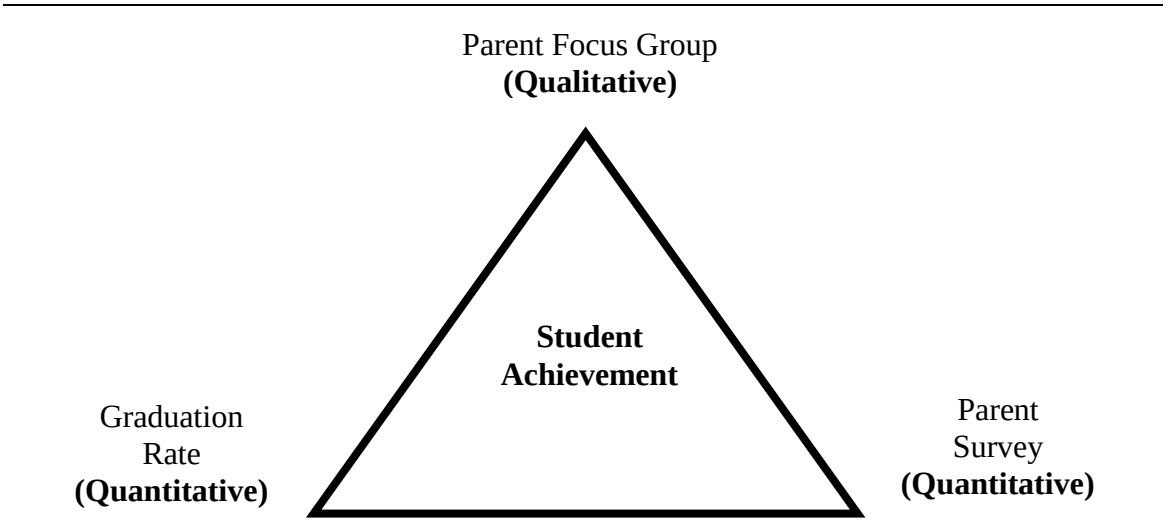

Figure 22. Triangulation Chart for Research Question 1

The findings from the Parent Focus Group supported the need for the school leadership to set goals for student achievement. The Parent Survey results verified the parents' perceptions that school leadership took on the responsibility to make sure students achieved. The *z*-test for difference in proportions from the attendance, graduation, and discipline rate data presented contrast within the study pertaining to student achievement. Attendance rates were significantly increased over the first year of the turnaround model for the years 2014, 2015, and 2016, immediately before

accreditation was reinstated. The role of school leadership did not prove to be conclusive with the graduate rate years examined except for the 2016 school year; therefore, it was the only school year to validate school leadership's role of meeting goals to evidence student achievement, regard to graduation rates. Discipline rates were significantly decreased, in comparison to the rate prior to the first year of the turnaround model, when considering each year from 2011 through 2016, which indicated the most notable change for the school during the model implementation. The findings from the three sources did provide results on school leadership's role during the implementation of the turnaround model to be effective with student achievement at EGJ High School.

Summary of Chapter Four

Chapter Four outlined the qualitative and quantitative results of a mixed methods investigation the researcher conducted to study the implementation of the turnaround model and its relationship to leadership characteristics, student achievement, PLCs, and teacher retention in Midwestern Public High School.

Quantitative results yielded evidence that the leadership characteristics were perceived as positive with all three surveys, (a) Parents, (b) Teachers, and (c) Assistant Principals and Instructional Coaches. The research surveys were all completed on-line by parents of students, teachers, assistant principals, and the instructional coach who worked at EGJ High School during the 2010 through 2016 school years. The surveys responses provided quantitative data, and the researcher utilized inferential statistics to draw inferences from the results of *z*-tests for difference proportions applied to the percentage of agreement to survey statements.

The qualitative results of the study were conducted with two focus groups, parent focus group to support Research Question 1 and teacher focus group to support Research Question 2. From the parent focus group, the themes of expectations, goals, and communications emerged, which assisted in the collection of data for coding and identifying patterns. From the teacher focus group, the themes of discipline, communications, and professional development emerged, which assisted in the collection of data for coding and identifying patterns.

Chapter Five presents an overview of the study, a summary of findings, implications for practice, and recommendations for future research.

Chapter Five: Discussion

Introduction

The contents of Chapter Five includes six major areas: an overview of the study, a discussion of the literature review, a summary of findings, implications for practice, recommendations for future studies, and concluding remarks.

Overview of Study

To investigate the turnaround model and its effectiveness with leadership, student achievement, PLCs, and teacher retention, the researcher evaluated the implementation of the turnaround model at EGJ High School. The process of evaluating the turnaround model was utilized to assist the potential changes needed within the model to ensure its effectiveness. The model's objective was to guide the high school to regain its accreditation status. The researcher investigated the model by administering voluntary surveys to parents of students enrolled at the high school during the 2010 through 2016 school years, teachers employed at the high school during the 2010 through 2016 school years, and assistant principals and instructional coaches working at the high school during the 2010 through 2016 school years.

The study featured two focus groups. The first focus group was led by teachers who discussed PLCs during the implementation of the turnaround model. The second focus group discussion was led by parents on the topic of student achievement. Both focus group discussions were evaluated, recorded and transcribed by the researcher to discover commonalities. The investigation of the research included both quantitative and qualitative data, where the researcher examined if the turnaround model implementation

improved leadership, increased student achievement, provided effective PLCs, and retained teachers needed for the high school to meet standards of the state.

Discussion

The major significance of this study was that the project addressed the gap in literature associated with the turnaround model, leadership characteristics, student achievement, PLCs and teacher retention. The purpose of the turnaround model was to improve the following areas: leadership characteristics, student achievement, PLCs, and teacher retention. The concept of turning around an underperforming school was to obtain quick and dramatic results. The model arrogated that real improvements occurred when schools were removed from previous patterns of failure and dysfunctions (Cucchiara et al., 2015).

A school would not display turnaround unless the leader was successful with actions that led to quick, dramatic, and sustained improvement efforts (Copeland & Neeley, 2013, p. 4). For substantial progress of a turnaround school, leaders of the school needed to pay attention to past failures, and then counter with a strong vision for the school. The leaders would then take victories earned throughout the turnaround process to illustrate the model did indeed work. There was a significant amount of research to point out teachers played a pivotal role with student learning. "Educational reforms over the past decade have increasingly focused on efforts to recruit, select, develop, evaluate, and retain effective teachers" (Kraft, Marinell, & Shen-Wei Yee, 2016, p. 1412).

The biggest mission of educational institutions was to develop ways to increase achievement with students. The schools with high achievement levels centered all activities on student learning utilizing PLCs (Dufour, 2015). "Success would require

collaborating, diagnosing student learning needs, learning from their efforts, and sharing accountability for results" (David & Talbert, 2013, p.8). Student outcomes provided lenses on how schools needed to approach increasing student achievement. Duke (2012) stated, the best ways to turn around schools were through benchmark assessments to monitor student progress, decisions derived from disaggregating data, targeted interventions, and a school wide focus on literacy and math. Also allowing scheduling for teachers to work in PLCs during school hours supplemented the turnaround schools' targets for improvement. The reform expectations were for schools and districts to produce increased student achievement immediately and to continue to produce improvements long-term (Strunk, Marsh, Hashim, Bush-Mecena, & Weinstein, 2016).

Questions and Hypotheses

Research Question 1: What was the role of school leadership during the implementation of the turnaround model?

Research Question 2: How did the implementation of the turnaround model provide growth for professional learning communities?

Hypothesis 1: There is a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Hypothesis 2: There is a significant increase in the graduation rate between the year before the turnaround model was implemented and each year of its implementation.

Hypothesis 3: There is a significant decrease in the discipline rate between the year before the turnaround model was implemented and each year of its implementation.

Sub Hypotheses

Hypothesis 1: There is a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround model was implemented and each year of the implementation.

Hypothesis 1a: There was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2010 (the first year after implementation).

Hypothesis 1b: There was significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2011 (the second year after implementation).

Hypothesis 1c: There was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2012 (the third year after implementation).

Hypothesis 1d: There was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2013 (the fourth year after implementation).

Hypothesis 1e: There was not a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2014 (the fifth year after implementation).

Hypothesis 1f: There was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2015 (the sixth year after implementation).

Hypothesis 1g: There was a significant increase in the proportion of students with attendance rates of 90% or higher between the year before the turnaround was implemented and 2016 (the seventh year after implementation).

Hypothesis 2: There is a significant increase in the graduation rate between the year before the turnaround model was implemented and each year of its implementation.

Hypothesis 2a: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2010 (the first year after implementation).

Hypothesis 2b: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2011(the second year after implementation).

Hypothesis 2c: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2012 (the third year after implementation).

Hypothesis 2d: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2013 (the fourth year after implementation).

Hypothesis 2e: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2014 (the fifth year after implementation).

Hypothesis 2f: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2015 (the sixth year after implementation).

Hypothesis 2g: There was a significant increase in the graduation rate between the year before the turnaround model was implemented and 2016 (the seventh year after implementation).

Hypothesis 3: There is a significant decrease in the discipline rate between the year before the turnaround model was implemented and each year of its implementation.

Hypothesis 3a: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2010 (the first year after implementation).

Hypothesis 3b: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2011(the second year after implementation).

Hypothesis 3c: There was not a significant decrease in the discipline rates between the year before the turnaround was implemented and 2012 (the third year after implementation).

Hypothesis 3d: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2013 (the fourth year after implementation).

Hypothesis 3e: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2014 (the fifth year after implementation).

Hypothesis 3f: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2015 (the sixth year after implementation).

Hypothesis 3g: There was a significant decrease in the discipline rates between the year before the turnaround was implemented and 2016 (the seventh year after implementation).

Summary of Findings

For the qualitative section of study, data were collected through focus groups and surveys. Participants were parent, teachers, assistant principals, and instructional coaches in the turnaround at EGJ high School. Two research questions guided this study: (a) What was the role of school leadership during the implementation of the turnaround model; and (b) How did the implementation of the turnaround model provide growth for professional learning communities? The supportive components implemented by the turnaround model surfaced major themes from discussion of the focus groups. In addition, data collected for this study revealed that the turnaround model developed effective leadership, improved student achievement, fostered strong PLCs, and increased teacher retention.

Research Questions one and two were utilized as the guides for both focus groups and all surveys. The researcher examined student data that were necessary for the high school to evidence growth and provided the results needed to regain its accreditation. To examine the improvement with student results necessary for the high school to evidence growth in order to meet or exceed state requirements for the purpose of regaining accreditation the data were analyzed by the researcher.

Research Question 1: What was the role of school leadership during the implementation of the turnaround model?

Research Question one aligned with the parent focus group, the parent survey questions, and the assistant principals and instructional coaches' survey questions.

Parent focus group. When parents were involved with students' education, it illustrated strong support along with other positive outcomes, such as student achievement, motivation, and decreasing classroom behaviors, truancy and dropouts (Reynolds, Crea, Medina, Degnan, & McRoy, 2015). Three themes emerged from the parent focus group: expectation, goals, and communications.

According to Trujillo and Renee (2015),

> Over time, school-effectiveness researchers identified seven common correlates of effective schools: a safe and orderly environment, high expectations for students, strong instructional leadership, frequent monitoring of student progress, time on task, positive community relations, and a clear mission or vision. (p. 9)

Expectations emerged as the center of EGJ High School's turnaround and progress of the school. The roles of the school leaders and expectations were the driving forces that led to the turnaround process.

Parent 4 stated,

> My expectation when I had children at this school stay focus and not be distracted by their surrounding uh and communicate and especially what you said communicate with their teacher when they don't understand something and you know just ask questions and engage for real.

The results demonstrated all four parents were impacted by goals as third most important component with turning around the high school for student achievement. Each parent in the group shared experiences and goals related to why it was imperative to

reach goals. The schools with a history of underperforming would seek quick goals for student achievement, which was vital to get buy-in from the staff, that consistent improvement was likely to produce success (Cosner & Jones, 2016).

Parent 2 shared,

> Since I have two boys that graduated my goals was for them to get the best while they are in the school I've wanted them to set their goals high and achieve whatever they could achieve a 'C' was never good enough for me because I thought that they were better than that and I pushed them hard and I wanted the school to push them along with me and don't handicap them by allowing them to do the bare minimum.

On the macro levels, building positive relationship and communicating with the school communities had proven implications for underperforming schools that could create paths for school improvement (Regenstein et al., 2014). Communication translation needed to be an extension of the way parents spoke with their students at home. The role of the parent liaison included keeping lines of communication open between home and school to foster an effective relationship.

Parent 4 added on to the response of Parent 3, stating,

> Along with what she said that um posting it and all that there has to be a consistent communication throughout the school year um meaning that with posting and verbally saying it you have to follow through because if you lose it midway then it just dies.

Parent surveys. The survey questions six, seven, eight, 11, 12, 14, and 16 were aligned to Research Question one and asked assistant principals and instructional coaches

to rate their perceptions on the leadership characteristics while the turnaround model was implemented at EGJ High School. Question number six wanted the participants' perceptions on whether the leadership placed student-learning needs as a priority ahead of other interests. The results revealed 75% of the participants agreed with leadership placing student-learning needs as a priority ahead of other interests while the turnaround model was implemented at EGJ High School.

Question number seven asked participants to rate their perceptions on leadership's handling of student discipline fairly and consistently. The results revealed 75% of the participants believed leadership handled student discipline fairly and consistently, while the turnaround model was implemented at EGJ High School. Survey question number 11 asked participants to rate their perceptions on whether leadership took on the responsibility for student achievement at school. The results revealed 80% of the participants perceived that leadership took on the responsibility for student achievement, while the turnaround model was implemented at EGJ High School.

The survey question number 12 asked participants to rate their perceptions on leadership working with parents, staff, and students to develop a school vision, and implementation of a plan to achieve it. The results revealed 69% of the participants were in agreement with leadership working with parents, staff, and students to develop a school vision, and implementing a plan to achieve it while the turnaround model was implemented at EGJ High School. The survey question number 14 asked participants to rate their perceptions on leadership facilitating the participation of parents as partners in the education of their children. The results revealed 85% of the participants recognized

that leadership facilitated the participation of parents as partners in the education of their children while the turnaround model was implemented at EGJ High School.

The survey question number 15 asked participants to rate their perceptions on the way leadership communicated effectively with everyone. The results revealed 60% of the participants agreed with the way leadership communicated effectively with everyone during the turnaround model was implemented at EGJ High School. The survey question number 16 asked participants to rate their perceptions on leadership's work ethic and the modeling of positive behavior for students and staff. The results revealed 73% of the participants believed leadership's work ethic and the modeling of positive behavior for students and staff during the turnaround model was implemented at EGJ High School.

Assistant Principals and Instructional Coaches Surveys. Survey questions six, eight, and nine were aligned to Research Question one and asked assistant principals and instructional coaches to rate their perceptions on the leadership characteristics, while the turnaround model was implemented at EGJ High School. Question number seven wanted the perception on whether the principal symbolized success and accomplishments with the profession of education. The results revealed 59% of the participants perceived the leadership characteristics symbolizing success and accomplishments were evidenced during the implementation of the turnaround model.

Question number eight wanted the perception on whether the principal was a good model for faculty members to follow. The results revealed that 75% of the participants believed that the principal provided good models for the staff to follow, while the turnaround model was implemented at EGJ High School. Question number nine wanted participants to rate whether their perceptions on the way their principal encouraged

faculty members to work toward the same goals The results revealed that 84% of the participants felt the principal did encourage faculty members to work toward the same goals during the implementation of the turnaround at EGJ High School.

Research Question 2. How did the implementation of the turnaround model provide growth for professional learning communities?

Teacher focus group. Many of the participants of the teacher focus group perceived student discipline as the most explored problem at EGJ High School, and with more favorable support from the school leadership it could be well-managed and learning in the classroom could be conducive. Thibodeaux et al. (2015) examined an article on teacher retention and reported the major reason teachers left the education industry was student discipline that constrained their effectiveness in the classroom. Schools with high numbers of discipline problems had more teachers leave the education profession (Ramos, 2018).

Teacher 4 responded on the discussion of student discipline by stating,

> When you first walk in a place you have to have discipline first and if you don't have discipline first you're going to have a hard time getting discipline for the get go because you don't have no direction on why you coming and know your purpose and why are you walking into the facilities what facilities you walking into is it about education or is it about working or whatever the rest may be job life skills period my always focus was to be with the kids and let the kids know one on one hey here are the expectation what do have for yourself and if you don't have expectation for yourself you're going to be the one to fail more than

> mom, dad, brother, sister, uncle, grandma, grandpa the system whomever where's your discipline.

As a result of NCLB and educational reform interventions, high expectations were placed on teachers, and there was increased pressure to perform their duties well, ultimately leading to job satisfaction (Knox & Anfara, 2013).

Teacher 1 responded in the focus group discussion on accountability with,

> Therefore, the professional development should drive all that it should relative to what parent need to do with student or what teachers need to do in the classroom what the class and community do cohesively to be meaningful professional development.

PLCs had become the norm for all schools with goals of increasing student achievement. The routine of the PLCs was for teachers to collaborate, collect data and set goals to continue improving student learning (Teague & Anfara, 2012).

In the focus group discussion on professional development, several teachers perceived the school did provide meaningful training for teachers to improve with instructional strategies to the students.

Teacher 3 responded,

> Last year titled professional development had nothing to do with the long term of goal of getting our accreditation so they have to get aligned to their goals here is a prime example saying this wasn't a bad idea but yoga and ok what does that have to do with the big picture that something I can do elsewhere I thought the idea was great and relaxing but come on.

Teacher surveys. Survey questions two, three, four, nine, 11, 12 and 23 were aligned to Research Question two, and asked assistant principals and instructional coaches to rate their perceptions on the leadership characteristics while the turnaround model was implemented at EGJ High School.

The teacher survey question number two asked participants to share their perceptions on the way their principal provided needs assessment or other formal and informal methods to secure staff input on goal development. The survey results revealed 76% of the participants felt the principal did provide needs assessment or other formal and informal methods to secure staff input on goal development during the implementation of the turnaround model at EGJ High School. The survey question number three asked participants to rate their perceptions on the way their principal utilized data on student performance when developing the school's academic goals. The survey results revealed 77% of the participants felt the principal did utilize data on student performance when developing the school's academic goals during the implementation of the turnaround model at EGJ High School.

The survey question number four asked participants to rate their perceptions on the way their principal discussed the school's academic goals with teachers at faculty meetings. The survey results revealed 70% of the participants did agree that the principal discussed the school's academic goals with teachers during faculty meetings, while the turnaround model was implemented at EGJ High School. The teacher survey question number nine asked participants to rate their perceptions on the way their principal drew upon the results of school-wide testing when making curricular decisions. The survey results revealed 70% of the participants agreed that the principal did draw upon the

results of school-wide testing when curricular decisions were made during the turnaround model implementation at EGJ High School.

The survey question number 11 asked participants to rate their perceptions on the way their principal discussed academic performance results with the faculty to identify curricular strengths and weaknesses. The survey results revealed 67% of the participants believed that principal had discussed the academic performance results with the faculty to identify curricular strengths and weaknesses during the turnaround model implementation at EGJ High School.

The survey question number 12 asked participants to rate their perceptions on the way their principal utilized tests and other performance measure to assess progress toward school goals. The survey results revealed 83% of the participants perceived that principal did utilize tests and other performance measure to assess progress toward the school goals during the turnaround model implementation at EGJ High School. The teacher survey question number 23 asked participants to rate their perceptions on the way their principal set aside time at faculty meetings for teachers to share ideas or information from in-service activities. The results revealed 53% agreed and the other 47% were either not sure or did not agree that the principal set aside time at faculty meeting allowing for time to share ideas or information from in-service activities.

Assistant Principals and Instructional Coaches surveys. The survey questions 11, 12, and 18 were aligned to Research Question two and asked assistant principals and instructional coaches to rate their perceptions on the leadership characteristics while the turnaround model was implemented at EGJ High School.

The assistant principal and instructional coach survey question number 11 asked participants to rate their perceptions on the way their principal provided for extended training to develop their knowledge and skills relevant to being a member of the school faculty. The results evidenced 59% of the participants believed the principal provided for extended training to develop their knowledge and skills relevant to being a member of the school faculty during the implementation of the turnaround model at EGJ High School. The assistant principal and instructional coach survey question number 12 asked participants to rank their perceptions on whether the principal provided the necessary resources to support the implementation of the school's program. The survey revealed 84% of the participants' perceptions was that the principal did provide the necessary resources to support implementation of the turnaround model while at EGJ High School. The assistant principal and instructional coach survey question number 18 asked participants to rank their perceptions on the way their principal provided information that helped them think of ways to implement the school's program. The survey revealed 84% of the participants felt that the principal did provide information that helped them think of ways to implement the turnaround model while at EGJ High School.

Hypotheses. The results of Hypothesis 1 (see Table 4) evidenced there was a significant increase in the attendance rate at EGJ High School between the year before the turnaround model was implemented and only the 2014 through 2016 school years. Hypothesis 2 results (see Table 5) revealed that 2016 school year graduation rate was the only year that EGJ High School had a significant increase. The attendance rate and graduation rate were standards of the state utilized to measure the school's growth toward accreditation.

The discipline rate analysis of Hypothesis 3 (see Table 6) evidence the discipline rate had decreased each year after the implementation of the turnaround model except for the 2010 school year. On the importance of discipline, students were able to be at school in essence to learn which helped the school with increasing student achievement.

Implications for Practice

According to Duke (2012) there were recommendations for those engaged in turning around an underperforming school: (a) communicate dramatic change with strong leadership; (b) stay consistent by focusing on improving instruction; (c) provide evidence early in the turnaround process; and (d) build a staff committed to increasing student achievement. This case study proposed an in-depth understanding of the reform interventions utilized to improve one underperforming Midwestern high school. Improving one of the lowest performing high schools in the state of Missouri included student learning as the focal point along with better leadership, teachers working collaboratively, and retaining teachers involved with improving the school. The case study findings provide a deeper understanding of the turnaround model utilized by schools underperforming through improved leadership, student achievement focus, PLCs, and teacher retention supported one underperforming high school.

The first implication of the study is for high schools in failing status; EGJ High School implemented a late start day every Wednesday of the month for professional development for teachers to collaborate and analyze data from student outcomes to create learning targets. Additional results of the study also indicated the interventions of the turnaround model could provide strategies for schools seeking to increase student achievement in areas that were in need of improvement. The second implication is for

PLCs; based on the research, this study helps with professional development needs by focusing on student achievement and growing teachers professionally. School districts should transition away from placing all the teachers in the same building into the same trainings and offer teachers the opportunity to select trainings that best meet their needs. This initiative provided clearer understanding of objectives needed to turnaround the school and PLCs.

The third implication is employing principals that are strong leaders, which is essential for turning around a school. School leaders endeavored to be the most ethical advocates for all stakeholders and committed to supplement students with highest quality of education (Tyler, 2014). It is essential for school leaders to apply the mission of the district and school, and then deliver the message to educators and staff to ensure change initiatives become a reality.

The last implication for educational practice is the need to retain teachers, when schools have high turnover with teachers, it ultimately effects the whole school; but, more importantly students suffer during their learning from having to receive instructions with new teachers and new systems being instituted to them. With attempting to move a school from an underperforming status, teachers are the main components that are necessary for students to improve on learning and schools seeking greater student outcomes. It is imperative for schools to value their teachers and make them feel appreciated. When teachers feel undervalued it brings down the overall morale of the school and teachers tend seek employment from other schools conducive to their satisfaction.

One of the most supportive data from EGJ High School evidenced teachers believed in the school leaders and were committed to seeing the school regain its accreditation status. There were positive relationships with effective leadership characteristics, improved student results, successful PLCs, and retention of effective teachers when turnaround model strategies were implemented. Interventions of the turnaround model were processes that fostered connections between improved educational professionals and the purpose to increase student achievement.

Limitations of the Study

The biggest limitations with this case study were that it only examined one turnaround high school and former students did not participate in the study. To get surveys and perceptions from the students view would have made the case study stronger. The high school had four different principals during the 2010 through 2016 school years, and only one of them completed the principal's survey. As a result, the survey was eliminated from the results.

The researcher conducted one parent focus group with all female participants, and no males participated. Each parent in the group was, or had been, actively involved with the school in some capacity. The researcher also conducted a focus group composed of seven teachers, four who were retired from the high school, and the other three were then-currently employed at the high school. Each of the teachers was part of the turnaround process. The teachers all taught within various subject areas and had at least 10 years of experience in teaching.

The surveys were only sent to parents that had students enrolled during the turnaround process from the 2010 through the 2016 school years; teachers, assistant

principals, and instructional coaches employed during the turnaround process from the 2010 through the 2016 school years also were the only ones to receive the surveys.

Recommendations for Future Studies

This case study of an underperforming high school utilizing the turnaround model strategies revealed further research is needed in four areas. The turnaround model needs to be modified by replacing the school leader only when given at least two years to evidence improvements; give the school leader the autonomy to hire committed staff members that have interest in student achievement. The school leader should oversee the master schedule to make sure teachers in common content have the same plan to collaborate. Next, there is a need to get parents more involved with the school curriculum efforts, by having parents help with creating a mission statement complimenting toward the success of students and the school. Also mandating all parents participate with the Parent Teacher Organizations meetings at least twice a school year for requirements of their students to graduate is recommended. Another area to extend research on is professionally developing teachers and building capacity amongst teachers to get buy-in, improve morale leading to job satisfaction, a major factor for retaining effective staff. This also should be utilized to identify future school leaders in the building.

The final need for recommending future research is to seek ways to develop partnership with parents, the business communities, and local churches to support the schools with preparing students for college and career readiness; we must all come together to create a village to move students toward 21st century skills in order to compete globally and be college and career ready.

Concluding Remarks

The federal government and state educational agencies sought education reform interventions to close achievement gaps within subgroups while increasing student achievement. Schools were being held accountable for students meeting or exceeding learning targets set by state standards to earn Annual Progress Report points that identified a school's accreditation status. The turnaround model was implemented by one Midwestern public high school focusing on (a) utilizing leadership to guide the process, (b) creating focused goals on student achievement, (c) instituting meaningful professional learning communities to allow teachers working time for improving student deficiencies, and (d) retaining teachers and keeping continuity among students to avoid loss of instructional time.

This mixed-methods research case study took place at EGJ High School located in the Midwestern region of the United States. The results of the study revealed there was a relationship between the turnaround model and effective leadership, combined with the following: (a) increased student achievement; (b) professional learning communities; and (c) teacher retention. The researcher's purpose was to explore the successful strategies and methods utilized to implement the turnaround model. The research questions were utilized to further explore relationships among components that guided EGJ High School to regain its accreditation through implementation of the turnaround model.

The conclusion drawn from this mixed methods investigation illustrated the need to provide time for teachers to work in collaboration to increase student achievement, retain turnaround leaders, and for teachers to enhance student learning, and implement interventions to increase attendance and graduation rates. It is urgent that the United

States improve the way our students are educated, especially competing against students abroad. The students and teachers need to stay abreast with latest technology and techniques for living in the future and having knowledge for survival in the future. Schools that are underperforming with various deficiencies need to recruit and retain effective teachers by providing them with a culture of collaboration, professional growth opportunities, strong leadership, and student support (Godt, 2012).

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Appendix A

(NATIONAL INSTITUTES OF HEALTH CERTIFICATE)

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Ronald Joyner** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 06/02/2017.

Certification Number: 2356554.

Appendix B

(RGSD ORGANIZATIONAL CONSENT FORM)

Dr. Scott Spurgeon
Superintendent of Schools

Mr. Ronald Joyner
Riverview Gardens
High School

1218 Shepley Drive
St. Louis, MO 63137
Office 314.869.4700
Fax 314.388.6025
rjoyner@rgsd.k12.mo.us

MISSION

The Riverview Gardens School District, along with families and the community, nurtures academic excellence in all students, preparing them to be college and career ready in an ever-changing society.

VISION

The Riverview Gardens School District creates a community of learners equipped to be competitors in a global society and leaders demonstrating social and civic responsibility.

ORGANIZATIONAL APPROVAL

A mixed method investigation of the turnaround model in a Midwestern public high school and its relationship to student achievement, leadership characteristics, professional learning communities and teacher retention.

Principal Investigator **Ronald E. Joyner**
Telephone: **3149518069** E-mail: **rej468@lindenwood.edu**

1. The organization is invited to participate in a research study conducted by Ronald E. Joyner under the supervision of Dr. Bob Steffes. The purpose of this research is to investigate current information on the Turnaround Model's relationship with the Characteristics of leadership, Professional Learning Communities and Teacher Retention.

2. a) The organization's participation will involve:

   - ✓ Allowing the researcher to utilize APR Scores
   - ✓ Allowing administration, teachers and parents from the 2010 through the 2016 school years to participate in focus groups and surveys. In order to not compromise the integrity of the study, these methods will conducted by another trained and certified individual other than the researcher as to not allow any measure of coercion to be present during the data collection.

   b) This research study will take place from December 2017 through December 2018

CREED

WE are the Riverview Gardens High School empowered through education. We respect ourselves, our school, and our community. We are leaders of excellence focused on success in every area. We are the Mighty RAMS.

Darius Kirk, Principal
Traci J. Nave, Associate Principal
Tiandra E. Bland, Assistant Principal
Keena S. Moore, Assistant Principal
Dominic Lenoir, Assistant Principal

Special Administrative Board

Lynn Beckwith, Jr., Ed.D.
Chair, C.B.M.

Veronica Morrow-Reel
Vice-Chair, C.B.M.

Mark Tranel, Ph.D.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge on the Turnaround Model and leadership, professional learning communities and teacher retention.
5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location. Your organization name will be referred to as *Resilient & Driven Academy* in all publications.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may

call the Investigator **Ronald E. Joyner, (314)951-8069** or the Supervising Faculty, **Dr. Bob Steffes, (636)949-4744**. You may also contact the Institutional Review Board (IRB) for any questions and concerns regarding your participation with the study.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

4-17-18	Scott D. Spurgeon
Superintendent's Signature Date	Superintendent's Printed Name
Dissertation Chair's Signature Date	Dissertation Chair's Printed Name
4-18-18	Ronald Joyner
Investigator's Signature Date	Investigator's Printed Name

Appendix C

(CONSENT FORM FOR PARTICIPATION)

LINDENWOOD

Research Study Consent Form

A mixed method investigation of the turnaround model in a Midwestern public high school and its relationship to student achievement, leadership characteristics, professional learning communities and teacher retention.

Before reading this consent for, please know:

- Your decision to participate is your choice
- You will have time to think about the study
- You will be able to withdraw from this study at any time
- You are free to ask questions about the study at any time

After reading this consent form, we hope that you will know:

- Why we are conducting this study
- What you will be required to do
- What are the possible risks and benefits of the study
- What alternatives are available, if the study involves treatment or therapy
- What to do if you have questions or concerns during the study

Basic information about this study:

- We are interested in learning about the two purposes of the proposed study: (a) to investigate the potential relationship between the pre and post APR scores while implementing the turnaround model; and (b) investigate the relationship of the turnaround model to the following factors: Characteristics of Leadership, Professional Learning Communities and Teacher Retention.
- The voluntary participant will receive an access code to log on and complete a survey, all your responses will be kept confidential. Risks of participation include
- There are no known risk if you decide to participate in this research study and no cost will be associated for participating in this study.

LINDENWOOD

Research Study Consent Form

A mixed method investigation of the turnaround model in a Midwestern public high school and its relationship to student achievement, leadership characteristics, professional learning communities and teacher retention.

You are asked to participate in a research study being conducted by Ronald E. Joyner, under the supervision of Dr. Bob Steffes at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

There are two purposes of the proposed study: (a) to investigate the potential relationship between the pre and post APR scores while implementing the turnaround model; and (b) to investigate the relationship of the turnaround model to the following factors: Characteristics of Leadership, Professional Learning Communities and Teacher Retention. The researcher will also use data and case studies to examine if Characteristics of Leadership, Professional Learning Communities, and Teacher Retention in a Midwestern high school improved student achievement. The historical data and research will include information for case studies with this Midwestern public high school. The high school is currently listed as underperforming because of a failure to meet Adequate Yearly Progress over a five-year period; part of the requirement for the high school is to gain full accreditation. We will be surveying approximate 30 people for this study.

The voluntary participant will receive an access code to log on and complete a survey; all your responses will be kept confidential. Only people directly involved with this research will be able to access the surveys or view individual responses. Completing the survey indicates voluntary consent to participate in this project. Your voluntary participation to complete the survey should take between 30-45 minutes.

Some participants will be selected to participate in focus groups and focus groups will be conducted in person and meet one time. The location will take place at the high school for approximately 45 minutes to an hour. The focus groups will be audiorecorded by a notetaker and responses will remain confidential and no names will be in the final report. Focus group members will be asked to respect the privacy of others by not disclosing any content discussed in the study.

There are no known risks if you decide to participate in this research study, and no cost will be associated for participating in this study. The information collected may not benefit you directly, but the data collected will be directly analyzed in order to address the researcher's hypotheses and research questions.

We will be collecting data from you using the internet. We take every reasonable effort to maintain security. It is always possible that information during this research study may be captured and used by others not associated with this study.

There will be a $25 gift card from a local merchant raffled for participating in the online survey. A name will be drawn by someone other than the researcher.
It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decided to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from a study, please use the contact information found at the end of this form.

If you think you have been injured as a result of taking part in this research study, tell the person in charge of the research study as soon as possible. Please use the contact information at the end of this form.

Decisions to pay you or give you other compensation for the injury will be made by Lindenwood University. You do not give up your legal rights by signing this form.

During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are: members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

Your participation in this study may be observed by a student enrolled in a course taught by the faculty supervisor, Dr. Bob Steffes. Please let us know if you are willing to be observed by checking one of the boxes below:

---- It is okay if others observe my participation
---- It is not okay if others observe my participation

Notify the researcher immediately if you would like to withdraw from this research study.

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or mleary@lindenwood.edu. You can contact the researcher, Ronald E. Joyner directly at (314)951-8069 or rej468@lindenwood.edu. You may also contact Dr. Bob Steffes, rsteffes@lindenwood.edu.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____	_____
Participant's Signature	**Date**
_____	
Participant's Printed Name	

_____	_____
Signature of Principal Investigator or Designee	**Date**
_____	
Investigator or Designee Printed Name	

Appendix D

(SURVEY FOR PARENTS)

PARENT SURVEY ON CHARACTERISTICS OF LEADERSHIP

To help me complete the analytics, please complete this survey and return it to **Ronald E. Joyner** by May 14, 2018.

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel respected by the school leadership team	1	2	3	4	5
2. I feel supported by the school leadership team	1	2	3	4	5
3. The administration team members are inspiring leaders.	1	2	3	4	5
4. Leadership deals with daily tasks and daily problems in an effective and efficient manner.	1	2	3	4	5
5. Leadership has a good rapport with the staff.	1	2	3	4	5
6. Leadership places the learning needs of students ahead of other interests.	1	2	3	4	5
7. Leadership handles student discipline matters in a fair and consistent manner.	1	2	3	4	5
8. I feel my child is safe at this school.	1	2	3	4	5
9. This school communicates well with parents.	1	2	3	4	5
10. The school is a caring and nurturing place.	1	2	3	4	5
11. Leadership takes responsibility for student achievement at this school	1	2	3	4	5
12. Leadership works with parents, staff, and students to develop a school vision, and implements a plan to achieve it	1	2	3	4	5
13. Leadership ensures that facilities are safe, clean and orderly, as part of the learning	1	2	3	4	5

environment.					
14. Leadership facilitates the participation of parents as partners in the education of their children.	1	2	3	4	5
15. Leadership communicates effectively with everyone	1	2	3	4	5
16. Leadership has a strong work ethic and models positive behavior for our students and staff.	1	2	3	4	5
17. Leadership coordinates services for my child	1	2	3	4	5
18. Leadership has high expectations of staff.	1	2	3	4	5
19. Leadership has high expectations of students.	1	2	3	4	5
20. Leadership makes sure families have opportunities to participate in the creation, review, and revision of the school's mission and goals	1	2	3	4	5

Appendix E

(SURVEY FOR TEACHERS)

TEACHER SURVEY ON CHARACTERISTICS OF LEADERSHIP

To what extent does your leadership …?

To help me complete the analytics, please complete this survey and return it to **Ronald E. Joyner** in by May 14, 2018.

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Develop a focused set of annual school-wide goals	1	2	3	4	5
2. Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
3. Use data on student performance when developing the school's academic goals	1	2	3	4	5
4. Discuss the school's academic goals with teachers at faculty meetings	1	2	3	4	5
5. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	1	2	3	4	5
6. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
7. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	1	2	3	4	5
8. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	1	2	3	4	5
9. Draw upon the results of school-wide	1	2	3	4	5

testing when making curricular decisions					
10. Meet individually with teachers to discuss student progress	1	2	3	4	5
11. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	1	2	3	4	5
12. Use tests and other performance measure to assess progress toward school goals	1	2	3	4	5
13. Limit interruptions of instructional time by public address announcements	1	2	3	4	5
14. Ensure that tardy and truant students suffer specific consequences for missing instructional time	1	2	3	4	5
15. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
16. Take time to talk informally with students and teachers during recess and breaks	1	2	3	4	5
17. Visit classrooms to discuss school issues with teachers and students	1	2	3	4	5
18. Attend/participate in extra- and co-curricular activities	1	2	3	4	5
19. Compliment teachers privately for their efforts or performance	1	2	3	4	5
20. Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5
21. Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
22. Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
23. Set aside time at faculty meetings for teachers to share ideas or	1	2	3	4	5

information from in-service activities					
24. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	1	2	3	4	5

Appendix F

(SURVEY FOR ASSISTANT PRINCIPALS AND INSTRUCTIONAL COACHES)

ADMINISTRATION SURVEY ON CHARACTERISTICS OF LEADERSHIP

To help me complete the analytics, please complete this survey and return it to **Ronald E. Joyner** in by May 14, 2018.

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My principal has both the capacity and the judgment to overcome most obstacles.	1	2	3	4	5
2. My principal commands respect from everyone on the faculty.	1	2	3	4	5
3. My principal excites faculty with visions of what we may be able to accomplish if we work together as a team.	1	2	3	4	5
4. My principal makes faculty members feel and act like leaders	1	2	3	4	5
5. My principal gives the faculty a sense of overall purpose for its leadership role.	1	2	3	4	5
6. My principal leads by “doing” rather than simply by “telling.”	1	2	3	4	5
7. My principal symbolizes success and accomplishment within the profession of education.	1	2	3	4	5
8. My principal provides good models for faculty members to follow	1	2	3	4	5
9. My principal encourages faculty members to work toward the same goals.	1	2	3	4	5
10. My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals.	1	2	3	4	5

11. My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty	1	2	3	4	5
12. My principal provides the necessary resources to support my implementation of the school's program.	1	2	3	4	5
13. My principal treats me as an individual with unique needs and expertise.	1	2	3	4	5
14. My principal takes my opinion into consideration when initiating actions that affect my work.	1	2	3	4	5
15. My principal behaves in a manner thoughtful of my personal needs.	1	2	3	4	5
16. My principal challenges me to reexamine some basic assumptions I have about my work in the school.	1	2	3	4	5
17. My principal stimulates me to think about what I am doing for the school's students.	1	2	3	4	5
18. My principal provides information that helps me think of ways to implement the school's program	1	2	3	4	5
19. My principal insists on only the best performance from the school's faculty.	1	2	3	4	5
20. My principal shows us that there are high expectations for the school's faculty as professionals.	1	2	3	4	5

Appendix G

(SURVEY FOR PRINCIPALS)

ADMINISTRATION SURVEY ON CHARACTERISTICS OF LEADERSHIP

To help me complete the analytics, please complete this survey and return it to **Ronald E. Joyner** in by May 14, 2018.

STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have both the capacity and the judgment to overcome most obstacles.	1	2	3	4	5
2. I command the respect from everyone on the faculty.	1	2	3	4	5
3. I excite the faculty with visions of what we may be able to accomplish if we work together as a team.	1	2	3	4	5
4. I make faculty members feel and act like leaders	1	2	3	4	5
5. I give the faculty a sense of overall purpose for its leadership role.	1	2	3	4	5
6. I lead by “doing” rather than simply by “telling.”	1	2	3	4	5
7. I symbolize success and accomplishment within the profession of education.	1	2	3	4	5
8. I provide good models for faculty members to follow	1	2	3	4	5
9. I encourage faculty members to work toward the same goals.	1	2	3	4	5
10. I regularly encourage faculty members to evaluate our progress toward achievement of school goals.	1	2	3	4	5
11. I attend extended training to develop my knowledge and skills relevant to being a member of the school	1	2	3	4	5

faculty					
12. I provide the necessary resources to support my implementation of the school's program.	1	2	3	4	5
13. I treat myself as an individual with unique needs and expertise.	1	2	3	4	5
14. I take others opinion into consideration when initiating actions that affect my work.	1	2	3	4	5
15. I behave in a thoughtful manner of my personal needs.	1	2	3	4	5
16. I challenge myself to reexamine some basic assumptions I have about my work in the school.	1	2	3	4	5
17. I stimulate myself to think about what I am doing for the school's students.	1	2	3	4	5
18. I provide information that helps me think of ways to implement the school's program	1	2	3	4	5
19. I insists on only the best performance from the school's faculty.	1	2	3	4	5
20. I display high expectations for the school's faculty as professionals.	1	2	3	4	5

Appendix H

(FOCUS GROUP QUESTIONS FOR PARENTS)

PARENT (FOCUS GROUP) QUESTIONS ON CHARACTERISTICS OF LEADERSHIP

	CATEGORY	**SAMPLE QUESTIONS**
FOCUS ON THE IMPLEMENTATION OF THE TURNAROUND MODEL AND ITS RELATIONSHIP WITH STUDENT ACHIEVEMENT	CHARACTERISTICS OF LEADERSHIP	1. Describe the expectations for behavior in your child's classes. 2. How does the teacher communicate expectations for behavior? 3. What happens when these expectations are not met? 4. What adult at school knows your child well and cares about their well-being? 5. What are the goals at the school? Are these the same goals you have for your child? 6. Who set these goals? If you wanted to discuss these goals, with whom would you speak? 7. How often are parents or community members involved in activities that mutually benefit participants and the school?

Appendix I

(FOCUS GROUP QUESTIONS FOR TEACHERS)

TEACHER (FOCUS GROUP) QUESTIONS ON CHARACTERISTICS OF LEADERSHIP

	CATEGORY	SAMPLE QUESTIONS
FOCUS ON THE IMPLEMENTATION OF THE TURNAROUND MODEL AND ITS RELATIONSHIP WITH STUDENT ACHIEVEMENT	PROFESSIONAL LEARNING COMMUNITIES	1. Do you meet, plan, reflect, and/or work together with other teachers and/or administrators? If **yes,** please describe what you do together, what typically happens, and how much time a week you meet. If **no** why not. 2. How does professional development impact your classroom? Please provide examples. 3. What improvements could be made to ensure that PD focuses on content, pedagogy, and reflection? 4. What types of meetings do teachers attend? How are these meetings aligned with content, pedagogy, collaboration, and reflection? 5. How often do teachers in your school meet, plan, reflect, and work together? 6. What is the content or structure of these types of collaboration sessions? How effective are collaboration sessions? 7. What barriers exist to prevent teachers from meeting, planning, reflecting, and working together? 8. What professional development is offered to teachers at your school? 9. How does the professional development address the instructional needs of the teachers and students?

Appendix J

(EMAIL FOR PARTICIPATION)

Dear Parent

This is an invitation to participate in a study that I am conducting as part of Doctoral degree in the Department of Education at Lindenwood University under the supervision of Dr. Bob Steffes.

There are two purposes of the proposed study: (a) to investigate the potential relationship between the pre and post APR scores while implementing the turnaround model; and (b) investigate the relationship of the turnaround model to the following factors: Characteristics of Leadership, Professional Learning Communities and Teacher Retention. The researcher will use also data and case studies to examine if Characteristics of Leadership, Professional Learning Communities, and Teacher Retention in a Midwestern high school improved student achievement. The historical data and research will include information for case studies with this Midwestern public high school. The high school is currently listed as underperforming because of a failure to meet Adequate Yearly Progress over a five-year period; part of the requirement for the high school is to gain full accreditation. The methods for collecting data will include: interviews, focus groups, and surveys. The results will be based on data collected from administrators, teachers and parents of a Midwestern public high school during years of 2010 through 2016.

Participation in this study is voluntary. Also, with an online survey to take place in a designated location. You may decline to answer any of the interview questions if you so wish. Also, you may decide to withdraw from this study any time without any consequences by informing the researcher. All information you provide will be confidential. Your name will not appear in any of the reports resulting from this study. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information in regards to your participation with this study, please contact me at (314)951-8069 or by e-mail at rej468@lindenwood.edu. You may also contact my supervisor, Dr. Bob Steffes at (636)949-4744, rsteffes@lindenwood.edu.

I want to thank you in advance for your assistance in this research project.

Sincerely,

Ronald E. Joyner
Doctoral Candidate

Dear Teacher

This is an invitation to participate in a study that I am conducting as part of Doctoral degree in the Department of Education at Lindenwood University under the supervision of Dr. Bob Steffes.

There are two purposes of the proposed study: (a) to investigate the potential relationship between the pre and post APR scores while implementing the turnaround model; and (b) investigate the relationship of the turnaround model to the following factors: Characteristics of Leadership, Professional Learning Communities and Teacher Retention. The researcher will use data and case studies to examine if Characteristics of Leadership, Professional Learning Communities, and Teacher Retention in a Midwestern high school improved student achievement. The historical data and research will include information for case studies with this Midwestern public high school. The high school is currently listed as underperforming because of a failure to meet Adequate Yearly Progress over a five-year period; part of the requirement for the high school is to gain full accreditation. The methods for collecting data will include: focus groups and surveys. The results will be based on data collected from administrators, teachers and parents of a Midwestern public high school during years of 2010 through 2016.

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Sincerely,

Ronald E. Joyner
Doctoral Candidate

Dear Administrator

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There are two purposes of the proposed study: (a) to investigate the potential relationship between the pre and post APR scores while implementing the turnaround model; and (b) investigate the relationship of the turnaround model to the following factors: Characteristics of Leadership, Professional Learning Communities and Teacher Retention. The researcher will use also data and case studies to examine if Characteristics of Leadership, Professional Learning Communities, and Teacher Retention in a Midwestern high school improved student achievement. The historical data and research will include information for case studies with this Midwestern public high school. The high school is currently listed as underperforming because of a failure to meet Adequate Yearly Progress over a five-year period; part of the requirement for the high school is to gain full accreditation. The methods for collecting data will include: focus groups and surveys. The results will be based on data collected from administrators, teachers and parents of a Midwestern public high school during years of 2010 through 2016.

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I want to thank you in advance for your assistance in this research project.

Sincerely,

Ronald E. Joyner
Doctoral Candidate

Appendix K

(THANK YOU LETTERS FOR PARTICIPATION)

Dear Parent

Thank you for your consideration and time to complete the surveys about your recent experiences with my research.

The information you provided for the study will make a valuable contribution to public education. This is an important reform model utilized to with the characteristics leadership, professional learning communities and teacher retention. By providing information about your experiences, you have helped with possibly identifying ways to improve student achievement for others in the future.

Should you have any questions in regards to your participation with the study, please contact me Ronald E. Joyner, Doctoral candidate at (314)951-8069.

Again I would like to thank you for so generously sharing the details of your experiences.

Sincerely,

Ronald E. Joyner
Doctoral Student
Lindenwood University

Dear Teacher

Thank you for your consideration and time to complete the surveys and participate with focus group about your recent experiences with my research.

The information you provided for the study will make a valuable contribution to public education. This is an important reform model utilized to with the characteristics leadership, professional learning communities and teacher retention. By providing information about your experiences, you have helped with possibly identifying ways to improve student achievement for others in the future.

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Sincerely,

Ronald E. Joyner
Doctoral Student
Lindenwood University

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Should you have any questions in regards to your participation with the study, please contact me Ronald E. Joyner, Doctoral candidate at (314)951-8069.

Again I would like to thank you for so generously sharing the details of your experiences.

Sincerely,

Ronald E. Joyner
Doctoral Student
Lindenwood University

Dear Parent

Thank you for your participating in the focus group and sharing your recent experiences with my research.

The information you provided for the study will make a valuable contribution to public education. This is an important reform model utilized to with the characteristics leadership, professional learning communities and teacher retention. By providing information about your experiences, you have helped with possibly identifying ways to improve student achievement for others in the future.

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Sincerely,

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Lindenwood University

Dear Teacher

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Again I would like to thank you for so generously sharing the details of your experiences.

Sincerely,

Ronald E. Joyner
Doctoral Student
Lindenwood University

Appendix L

(LETTER SEEKING PERMISSION TO USE SURVEY/QUESTIONNAIRE TOOL)

LINDENWOOD

Name:
Institution:
Department:
Address:
City/State/Zip Code

Dear Sir/Madam:

I am a doctoral student from Lindenwood University writing my dissertation titled: A mixed method investigation of the turnaround model in a Midwestern public high school and its relationship to student achievement, leadership characteristics, professional learning communities and teacher retention, under the direction of my committee chaired by Dr. Bob Steffes, who can be reached at (636) 949-4744 or via email, rsteffes@lindenwood.edu.

I would like your permission to use the *XXXXX* survey/questionnaire instrument in my research study. I would like use and print your survey under the following conditions:

- I will modify the surveys to fit the purposes of my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and condition, please indicate so reply to me via email: rej468@ lindenwood.edu

Respectfully,

Ronald E. Joyner
Doctoral Candidate

Vitae

Ronald E. Joyner

ADDRESS 5869 Julian Avenue
Saint Louis, MO 63112
rej468@lindenwood.edu

EDUCATION

Ed.D.	2019	Lindenwood University Educational Leadership
MEA	2009	Lindenwood University Education Administration
MAT	2006	Lindenwood University Arts in Teaching
MBA	2002	Fontbonne University Business Administration
BA	1993	Missouri Southern State University General Business

PROFESSIONAL EXPERIENCES

2004 – Present	Career and Technical Education Teacher Project Lead the Way Teacher Riverview Gardens School District Saint Louis, MO
2017 – 2018	District Administration Internship Riverview Gardens School District Saint Louis, MO
2011 – 2013	Career and Technical Education Coordinator Riverview Gardens School District Saint Louis, MO