

A STUDY OF TWO TURNAROUND SCHOOLS:  
WHERE ARE THEY NOW?

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ABSTRACT

Despite the research on school turnaround, there is a gap in the research regarding rural districts with high poverty levels . This dissertation uses a bounded systems multi-cite case study using the triangulation method introduced by Merriam and Tisdell (2016), to provide validity and reliability of the research presented through interviews, field notes, and public access data.

This dissertation research examined two rural schools located in Southeast Missouri who made progress during the two year University of Virginia Turnaround Program. A comparison three years later was completed to examine the sustainability of both districts. The research found commonalities regarding buy-in, school climate, data analysis, and political factors which contributed to the success. However, both schools had different results when examining sustainability of the program.

After the research was concluded further implications for further research into schools which did not see improvements and the causes for the discontinuation of the program. Another aspect to research is the relevance of effectiveness and sustainability of the turnaround program through annual updates between participating schools.