Public Abstract

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This case study presents data to support the notion that turnaround school policy can improve the efficiency of how traditionally low-performing schools function. The schools that were successful in implementing the UVA Turnaround Program training developed a clear understanding of the expectations for participating in the UVA Turnaround Program training, developed a clear process of communication between the UVA personnel and RPDC staff, openly promoted the school turnaround process within the community, and developed a strong relationship between the district and building leaders. However, the successful schools seemed to make sense of the policy by developing a school culture based on the notion of shared leadership and shared accountability. Thus, the two participating schools that were successful implementing turnaround efforts went beyond technical change and transformed the intentions of the turnaround school policy by supporting cultural change that involved the community in the process.