

Making Adequate Yearly Progress (AYP): North Dakota School Success Stories

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Introduction

The North Dakota Department of Public Instruction (DPI) requested assistance from the North Central Comprehensive Center (NCCC) in highlighting and documenting seven schools in the state of North Dakota that have made substantial improvement in their student achievement scores. Interviews of seven school administrators were conducted by the NCCC in August and September 2008. The purpose of the interviews was to gather information on the specific strategies each school employed to improve student achievement. The interviews targeted the goals and strategies schools used, how data was used to inform and accomplish those goals, and what specific steps were taken by the school and the school administrators.

A protocol was developed using existing protocols and research from the Center on Innovation and Improvement, North Dakota DPI, and from NCCC protocols that had been used for similar initiatives in other states. Questions from these sources were pulled together that would respond to PDI's request, and additional items were added to fill in the spots that had could not be fully addressed by the existing protocols. Interviews were conducted by NCCC staff over the phone; all seven interviews were then transcribed. The transcriptions were used to analyze the information collected from the school administrators and pull out the strongest themes found in the interview. A summary capturing the most important processes and initiatives was created for each school. This provides a unique glimpse at each individual schools challenges and strategies to address those challenges. The summaries show that although each administrator faced different challenges and had different goals there were some common strategies employed to improvement student achievement. One strategy that all schools found essential for improvement was using data to make decisions. Administrators found data helped them focus their efforts on setting goals and creating strategies to address specific needs. Other areas that emerged across multiple schools were leadership, use of research based programs and initiatives, and collaborative time for teachers.

These interview summaries can provide valuable information to administrators who are beginning the improvement process. The elementary and middle schools that are highlighted in this summary report are as follows: Jeanette Myhre Elementary School, Edwin Loe Elementary School, Madison Elementary School, St. John Elementary School, Minnie H. Elementary School, Williston Middle School, and Wachter Middle School.

We would like to acknowledge and thank the following North Dakota Principals for their time in assisting with this project:

- Bill Demaree
- Jean Hall
- Chris Triggs
- Paul Frydenlund and Title I coordinator, Jessie Neameyer
- Lynn Goodwill
- Marcia Armogost
- Brian Beehler

School Summaries

Jeanette Myhre Elementary School Bismarck Public School District

The Jeanette Myhre Elementary School in Bismarck, North Dakota, was immediately categorized as a school in need of improvement when No Child Left Behind (NCLB) legislation was passed in 2001. The school was already struggling with poor student performance on reading and mathematics assessments. Bill Demaree, then principal of Myhre Elementary, had already begun to think about various strategies designed to raise student achievement scores; and, under Demaree's 12 year administration, Myhre did finally realize significant improvements. In order to share with other school leaders the strategies and initiatives he believes helped the school make significant improvements, Demaree granted an interview with NCCC on August 25, 2008.

Strategies That Led to Improvement

Research-based Programming. Demaree's first goal as Myhre Principal was to improve student proficiency in reading. After looking at the little data that was available, Demaree knew that reading was not an area of strength. As part of his reform efforts, Demaree adopted the Carbo Reading Styles Program. The program, developed by Marie Carbo, had received national validation as a research-based language arts program and a school reform model that produced consistently high achievement results. Demaree's school reform grant provided the resources to purchase program materials and to provide the necessary professional development for his staff.

Use of Time. Another early change strategy implemented at Myhre was a common planning time for teachers. Demaree worked with consultants from the Comprehensive Center, at the time located in Wisconsin, to bring collaboration to his school. Demaree recalls when a common planning time was foreign to staff, "I remember the teachers saying 'what are we going to do for 30 minutes?'" Initially, he admitted, he spent a great deal of time attending those grade level meetings with teachers, even helping to write the agendas. "I had to really get my hands dirty... it was stressful because of all the other things that were going on." However, Demaree was committed to this element of the change process, and now, that 30 minute period once a week for common planning has become a dedicated 90 minute period. Demaree was very clear about the importance of providing his teachers a consistent planning period to the success of his improvement efforts.

Data Use. Demaree recognized the importance of making decisions grounded in data. Although data was scarce when Demaree arrived at Myhre he utilized whatever was available, including demographic data. Whatever achievement data they did have came from the state mandated Terra Nova administered at that time only in grades four and six. As part of Myhre's comprehensive school reform, the school adopted the Gates-MacGinitie Test at the primary grades. This was the same tool utilized throughout the district, which allowed him to gauge his students' performance with those of other schools in the district. Next he engaged staff in studying data to determine which kids needed help and in which areas. "[W]e ... allocate resource time, teacher time, and grab professional time based on our data."

When asked what specific steps he would recommend to other principals wanting to achieve significant improvement, Demaree advised, "... [You] need to know your school's data quite well." Demaree went on to say that principals have to also be able to assist staff in reading and understanding student data in order to better meet their individual needs. The second recommendation Demaree offers principals is to "take ownership of your building's time." When collaborative time is needed for staff to plan and study data together, principals must be willing to adjust the building's schedule to accommodate that need, "you have to look at it and say, 'I own the time in that building and [I] can move things around to make it work.'"

Edwin Loe Elementary School New Town Public School District

In 1991, Jean Hall began a 14 year commitment to raising student proficiency at Edwin Loe Elementary School in New Town, North Dakota. In 2005, the school was recognized for the significant improvements made to the school under Hall's leadership. During an interview, held August 25, 2008, Hall shared her experience in turning around a school whose proficiency level "had been flat-lined" for years, hovering between 40 and 48 percent. Hall identified for the NCCC key strategies and initiatives implemented during her administration which she credits for the significant improvements seen at Edwin Loe.

Strategies That Led to Improvement

Increased Instructional Time. With 98 percent of kindergarteners scoring below the fiftieth percentile on the Bracken basic concept scale at enrollment, Hall recognized the importance of providing these young students with more instructional time. Too many students were entering Kindergarten one to two years below grade level; it was Hall's goal to put them back on track. With the support of the local school board, Hall was able to obtain funding for two powerful initiatives that provided young students with increased instructional time. The first initiative implemented was an all day, every day kindergarten. However, even with a full year of daily instruction many students were still not performing at grade level. It was at this point Hall advocated for another program, Junior First Grade. The program's main goal was intended to provide students with the extra time they needed to master the skills necessary to be successful in first grade. "Our first group of fourth graders that attended all day, every day kindergarten was the first group of kids to make adequate yearly progress."

Data Use. Data use also came to Edwin Loe under the leadership of Jean Hall. When Hall first began her tenure at Edwin Loe Elementary School "...people didn't pay much attention to data." However, that changed when the school won a Reading First grant. "Reading First...was probably one of the most positive things we did that put us on the road to improvement." Hall credits the program with providing her staff with the tools and training to make data-based decisions.

Improved Professional Development Programming. Hall also credits a shift in thinking, regarding professional development, as key to improvement efforts. Under Hall's administration, several changes were made to professional development practices at Edwin Loe. Before Hall's arrival, professional development was chosen by teachers based on interest alone; it was not aligned to improvement goals or embedded in math and reading programs, both of which Hall perceived as important. The changes brought about under Hall's leadership ensured that "Professional development was tied to all of the activities we wanted to implement...Having a math coach and a reading coach was probably one of the major ways to ensure that teachers were working with fidelity." Other changes to professional development programming included a school schedule that ensured teachers at Edwin Loe had common planning time every day. According to Hall, the common planning time allowed her team of teachers the ability to sit down and examine student work and study data to identify students who weren't making progress.

Parent Involvement. During her interview, Hall acknowledged the positive impact of parental involvement on the school's success, especially the success of the afterschool program. "Parental involvement was a really big piece...getting these kids to the afterschool program, picking them up after that...they really had to be committed."

Shared Ideas and Strategies. With the increase in instructional time for kindergarteners, time set aside for teachers to collaborate and plan, a professional development program dedicated to increasing student achievement, and strong community support, Hall and her team were able to increase student performance significantly. Hall identifies structure, proper tools, and support as vital to successful improvement efforts. The school improvement planning process, coupled with the additional supports and structures brought with a Reading First grant, provided these important elements for change. When asked what

specific steps she would recommend to other principals wanting to see significant gains in student achievement, Hall replied, "...first...they need to look at their data, pay attention to where the weak areas are and [drill] down to the students; then decide how you're going to intervene."

Madison Elementary School Fargo Public School District

Madison Elementary School in Fargo, North Dakota was struggling to raise the performance levels of its students in the areas of both reading and mathematics when Chris Triggs became the principal in 2000. By 2003, under Triggs's leadership, Madison Elementary had made significant gains in student achievement. Triggs granted an interview with NCCC to discuss the strategies that were employed, and which brought significant gains to student achievement at Madison Elementary School, during his administration.

Triggs's first challenge was to overcome a complacent school culture. When Triggs arrived at Madison, less than 50 percent of students were considered proficient in reading and/or mathematics. According to Triggs, staff at Madison just "didn't react strongly" to poor results on major assessments. Triggs made it his goal to change the school's unworried climate. "It's taken six or seven years to finally change ... how we respond to student needs." But change has occurred. Triggs turned Madison's once hesitant staff into a team of "problem solvers" who feel confident in knowing that they can provide effective instruction and respond specifically to the needs of individual students.

The diversity of the student population at Madison, which includes "a mix of refugee students and families from Somalia, Sudan, Liberia, Africa and Egypt, Kurdistan, Afghanistan, China, Vietnam, Haiti, Cuba" and a significant Native American population, may have given pause to other reformers. However, armed with research-based programming, a transformative leadership philosophy, data use, and a highly qualified staff, Chris Triggs led Madison down the path of improved student achievement.

Strategies That Led to Improvement

School-wide Programming. For immediate help, Triggs turned to the federal guidelines for comprehensive school reform. "It really laid out a process for decision making." As a new principal, Triggs found having this structure extremely beneficial. It allowed him to ensure that issues were identified based on data, goals were set to address those issues, and a comprehensive plan was written and followed.

Highly Qualified Staff. Triggs told the NCCC that, in the eight years since he became principal of Madison, they've "turned over a number of staff" which allowed him to add a number of strong leaders in key positions. Triggs now believes he has a staff of experienced, skilled people who have energy and enthusiasm. "[It's] definitely a strength area of our building."

Transformative Leadership. When asked about his role in the change process, Triggs described a transformative leadership style. From day one, Triggs became what he called "overly involved" in all aspects of the building; but this involvement was purposeful. It was his intent to know the "leaders" in the building and know the jobs that he would ask others to do. Over the past three years however, Triggs's role has changed. Putting strong leaders in key positions allowed Triggs to begin to shift the leadership into the hands of his team. Triggs now sees himself as more of a facilitative leader. "...Your role definitely shifts as change progresses and more staff is on board with that change."

Data Use. Another big shift at Madison came with the practice of using data, "and more than just state assessments." Triggs added more formative assessments that provided teachers with the information they needed to determine which strategies were working and which weren't, and for whom. The use of data also allowed staff to identify individual students for targeted interventions. In the last three years, the

school has emphasized a “growth model.” Triggs explains that, while looking at proficiency is still important, the growth model both provides good information regarding individual students and excites teachers. “[I]t’s more motivational and exciting to see kids make that progress while you instruct them for a year.”

St. John Elementary School St. John Public School District

The students at St. John Elementary School showed significant improvement between the years 2000 and 2003 under the leadership of Paul Frydenlund and Jessie Neameyer. Paul Frydenlund is the principal at St. John Elementary School and Jessie Neameyer is the district’s Title I coordinator. The student population at St. John Elementary is usually between 73 to 80 percent Native American with 100 percent of its students having reduced lunch status. Although the school is located within a defined school district, some students may need to travel over 20 miles to attend St. John. During an interview on August 26, 2008, with the NCCC, Frydenlund and Neameyer shared their strategies for increasing student achievement. Frydenlund listed several steps that their school took to increase reading and math achievement from which other principals and school leaders may benefit.

Strategies That Led to Improvement

Implementation of New Curriculum Guided by Student Data. Frydenlund became principal of St. John Elementary School in 2000 and immediately partnered with Neameyer. Knowing that the school was struggling with student achievement in reading, Frydenlund states, “We sat down and took a hard look at the data.” The student data pointed to a weakness in reading and became the primary target of their intervention efforts. The school implemented Success for All, a research-based literacy improvement program, which includes a quarterly assessment of student reading skills.

Solicited District and School Support. Frydenlund continuously credits the support he received from Neameyer, the Title 1 coordinator. Frydenlund said, “She helped us get funding for [the] curriculum [and] program improvement.” Through Title 1, St. John Elementary received funding for a myriad of supports. However, Frydenlund said he did not rely solely on Title 1 funds. “We’ve gone everywhere we can to bring in different people.” Frydenlund received grants from the state and solicited support from local universities as well as the business community. “We’ve just gone...everywhere we can.”

Supplemental Supports for Struggling Students. Frydenlund and Neameyer repeatedly described their approach for supporting student achievement as “relentless” using a “no excuses” approach. Under Frydenlund’s leadership and with the assistance of Title 1 funding, students were provided with numerous instructional supports. Through Success for All, Grades 1 – 3 received tutoring in reading. Additionally, students had access to before and after school tutoring, small math groups, summer school, and summer book-mobile, an initiative that brings reading instruction by teachers to students in their home.

Professional Development. Teachers received professional development through the Success for All program and secured funding for additional out-of-state professional development workshops. Using a train-the-trainer model, teachers would return and share what they learned with their colleagues. The principal also funded substitute teachers for up to two weeks so that teachers could observe instructional best practices from other teachers within their school.

End-Results. The strategies listed above, when operated in tangent, resulted in the removal of St. John Elementary from program improvement status, the ability to sustain improvement over the course of eight years, an increase in teacher salary from the school board in reward for the teacher’s excellent work, and a remarkable reputation in the district for the continued success of its students.

Minnie H Elementary School

Devils Lake Public School District

Minnie H Elementary School, located in Devils Lake, North Dakota, worked long and hard to bring about significant improvement to the achievement levels of their students. Lynn Goodwill was one of the school leaders that found success in raising student achievement. Goodwill described Minnie H as a school with “high poverty,” with a “high[ly] minority” population, and a high turnover of students and staff.” In 1999, a school leadership team, including Goodwill began the long process of making systemic improvements that would allow students to meet expected performance levels. Working with the school’s Title I teacher and a small group of teachers, Goodwill, the school’s reading coach, secured a Comprehensive School Reform Design (CSR) grant for the school. During an interview held on September 9, 2008, Goodwill identified three fundamental elements that were missing at Minnie H that negatively impacted student achievement and described the team’s strategies for addressing the issues that contributed to the significant increase in student achievement over the past ten years.

Strategies That Led to Improvement

Success for All. The first goal for the team was to put a cohesive reading program in place. After carefully considering various effective research-based programs, Goodwill and her team chose to use their grant monies to adopt and implement the Success for All program. She believes that adopting such a program was essential in raising performance levels of students. Goodwill explained, “That model allowed us to be school-wide, to be systematic ... and focus all of our efforts on improving reading instruction for our students.” The program, Goodwill describes, is truly comprehensive, with elements such as professional development and family support built in. Goodwill credits the support of the school community as a whole, including outside stakeholders, with coming together ensuring success for the program but reminded the NCCC that they couldn’t have done it without the CSR grant. Goodwill claims the school began to see improvements immediately.

Data Use. The next problem the team grappled with was a lack of significant data to drive the decision making process. Goodwill recalls the unreliable way the former state test was administered stating that it was not systemic enough to be useful. When asked about the supports that were created so that all levels of the school could analyze achievement data, Goodwill cites again the Success for All program, “[It] truly is one of the strong pieces of the Success for All program.” Goodwill claims that the program brings in multiple levels of data ... there are lots of curriculum based assessments built right into the program.” But the program doesn’t simply allow teachers to collect data; cross grade component meetings are embedded twice a month for staff to study data.

Collaboration & Early Intervention. Goodwill talked about two major changes that further impacted student achievement at Minnie H. First, there was a new philosophy of collaboration in the school; one that placed the responsibility for every child’s learning on every teacher. With the implementation of flexible reading groups in grades one through four, students could receive reading instruction designed to meet their needs. “With the component meetings and the grade level meetings and the fact that you have a reading coach pulling it all together and visiting classrooms frequently, it really became a collaborative team with a team approach to problem solving.” Also, Goodwill credits the strong Kindergarten program at the school with preparing students, both academically and developmentally, for success.

Williston Middle School

Williston Public School District

Marcia Armogost, principal at Williston Middle School in Williston, North Dakota, knows that “you can’t keep doing the same thing and expect something different.” When Armogost came to the school seven

years ago it was under the auspice of helping to transform the junior high into an effective middle school, which was something she felt confident doing.

During an interview with the NCCC on August 26, 2008, Armogost described the student population at Williston as primarily Caucasian, with a Native American student population of anywhere between 11 and 17 percent. Further, approximately 35 percent of students at Williston are eligible for free or reduced lunch. The school had struggled with low student performance for several years. Under Armogost's leadership, however, by 2008 Williston Middle School made significant improvements.

Strategies That Led to Improvement

Building Staff Capacity. When Armogost began her tenure at Williston, she knew immediately that her school would need to make major changes. Armogost also recognized her school's inability to sustain large and costly school reform programs or support personnel like reading specialists or coaches. Instead, she focused the additional program improvement funds on professional development. Armogost strategically used both internal and external resources to build the capacity of the school staff. With the cooperation and dedication of her language arts teachers, Armogost brought the idea of reading across the curriculum to the school, and made every content teacher a reading teacher. Writing and differentiated instruction were also a focus. Armogost understands that "one size doesn't fit all." She insisted on finding consultants who were experts in their field, even when that meant looking outside of her own state. She said, "I'm going to the best for the best." Armogost was committed to attending to the needs of her teachers so they, in turn, could better attend to the needs of their students. Teachers became familiar with research-based instructional strategies as well as the use of data to guide instruction. Overall she said, "We've gone from where things feel foreign to... it's nothing new." This year, Armogost's school improvement funds run out, however, by investing the improvement funds to build capacity of current staff, Armogost "is left with a school that's empowered to do the work themselves."

Program Changes. One of the first program changes implemented by Armogost was a standards-based curriculum. When Armogost arrived at Williston, the middle school had no written curriculum in place and implementing standards-based instruction was unheard of. She said, "People were basically shutting their door, working in isolation, and using their textbook. That was our curriculum." Armogost also instituted an extended school day, mandatory for students performing two or more grade levels below expectations in math or reading and focused instruction directly on state standard and benchmark requirements. She also made changes in the summer school program so that instruction was more standards-driven. Additionally, special education teachers learned to administer alternative assessments to more fairly test the academic knowledge of their special education students.

Strong Vision and Relationship-Building. Armogost attributed her success to the communication of a strong vision that went beyond meeting federal guidelines and effectively moving her staff to a higher level without losing their trust in her vision and abilities. She also acknowledged that student buy-in is important. Armogost directly spoke with students whose academic performance was inconsistent. She would tell individual students, "Ok, no more goofing around." Armogost also instituted student-led conferences to allow students more ownership over their academic progress. Through building a strong emotional and social relationship with each student and maintaining consistent instructional procedures, students are motivated towards higher academic achievement.

Wachter Middle School Bismarck Public School District

Wachter Middle School serves students in grades seven through nine in Bismarck, North Dakota. It is one of three middle schools in the Bismarck school district. Of the three, Wachter serves the most diverse student population in terms of economic status. The school struggled specifically with meeting the needs of students with disabilities and Native American students which was evident in the achievement gaps of

those subgroups compared to the general population. The district, historically, had never served their middle or high schools with Title I funds. However, Wachter Middle School became a Title I school in 2002, Brian Beehler's first year as principal. Beehler's initial goal was to address the poor reading level of his students. He engaged the entire school community (staff, parents, and students), by way of survey, to generate ideas for improvement efforts. Since that time, and under Beehler's leadership, Wachter Middle School has made significant gains in student achievement. Beehler granted an interview with the NCCC to discuss the strategies he utilized to raise student proficiency levels at Wachter during his administration.

Strategies That Led to Improvement

Integrating Technology. Perhaps the biggest change at Wachter in the past five years has been the integration of technology. "We have acquired ... 33 interactive whiteboards ... that's had a huge impact on our student population." Beehler credits the technology with the increased engagement of the students at Wachter, "It's been a huge success." And it seems that parents, students, and teachers would wholeheartedly agree. When asked about the resources used to purchase this kind of technology, Beehler points to a number of funding sources both internal and external. Besides the funding that comes from more traditional district resources, Beehler sought a variety of alternative resources to support the move toward technology, including funds contributed by the schools' parent advisory committee, the student council, and student fundraising efforts. "Our parents take a lot of pride in the money that they helped to raise to purchase technology ... that's probably our biggest partnership." Parents have been very involved in acquiring the new technology, even coming into the school to see demonstrations of the interactive whiteboards.

Professional Development. Professional development is embedded into the school's structure. Beehler reported his building teams meet everyday all year long; much of the team time is used for collaboration, however, two to four times a month, team times are reserved for specific professional development activities. Beehler believes that providing some uniform professional development ensures his staff is "on the same page" which he finds has a positive impact on team culture.

Beehler acknowledges that being a part of a large district has offered him some advantages, particularly in the area of professional development. For instance, the extra training for teachers in the use of technology was supported through the district's technology department. Data use was another key area for which Beehler called upon his district for help. Beehler reports that he and his staff "spent quite a lot of time" with data experts from the district who would come to the school to help them learn to analyze their data more effectively. Since Beehler's arrival, both the quality of data being used and teacher knowledge of how to use data have increased. "We're fortunate that we have a lot of good trainers within our own district and our own system ... there's nothing worse than asking a person to change and then not giving them the resources or finding a way to help them learn how to change."

Conclusion

As can be seen in the summaries provided, there is no single strategy, program, initiative, or combination of the above administrators can follow to ensure increased student achievement. While commonalities exist and parallels can be drawn, each school faced unique situations and responded with strategies that would meet the schools needs and goals for improving achievement. These strategies used the schools strengths and responded to the climate and situation of that school. The administrators highlighted in this report identified improvement efforts that began with identifying those strengths and needs; focusing goals that target key areas; implementing strategies, many that were research based; and monitoring improvement efforts. These steps were all taken based on the evidence provided by their schools data and using it to inform the decision making process. All districts talked about using data to make decisions for school planning or classroom instruction, and it was clear that most used data to inform both. We also see in the summaries how effective leadership and appropriate professional development can play a key role in supporting improvement efforts. Although schools use different names for collaborative teacher time, teachers at some of the school participate in professional learning communities which often included targeted professional development and analyzing student data. The summaries also show that many of the schools used at least one research based strategy or program in their improvement efforts.

It is clear through the varied experiences of these schools that there is no single strategy or path that will lead to school improvement. The summaries also show that schools facing myriad of issues including; different student achievement struggles, different demographics, rural and urban, using different funding sources, and having started their school improvement efforts within the last few years or a decade ago or longer can affect change in student achievement. School administrators can use these summaries as a source for ideas, and a rallying point. The strongest connections between the seven schools that participated in this study is the use of data to identify strengths and weaknesses and develop goals, and from there finding strategies and initiatives that research and school data can support to make change.

Appendix A

North Dakota Principal Interview Protocol

North Dakota Significant School Improvement Interview

I'm _____ from the North Central Comprehensive Center and am one of the interviewers conducting the Significant School Improvement Interviews as requested by the North Dakota Department of Public Instruction, Title I office. We will be interviewing seven different principals in schools that have made significant improvements in student achievement or have made AYP. This interview will take about 30 minutes. I would like to tape record this interview to be sure I have recorded the conversation accurately. Is this alright?

1. Please describe the history/background of your school along with the school profile i.e.; student group populations, staffing and any additional information that would frame how your school operates.
 - 1a. When exactly did the improvement process begin? Please describe the timeline of events.
 - 1b. What issue was initially addressed, and what goals were established to address the issue?
 - 1c. Who did you engage/involve in the decision making process?
 - 1d. Once the improvement process began, was there an initial dip in student achievement scores? If so, how did you address this issue?

(Q's from 2007-2008 ND School-Program Improvement Template)

2. Initially, how did you as a principal analyze student achievement data to identify high-priority problems to fix quickly? After the initial analysis, what supports did you create for your school so that all levels at the school could analyze student achievement data? (School Turnarounds, CII)
 - 2a. How/what was your role, as principal, in the change process? (School Turnarounds, CII)
3. What specific levels of support (strategies/approach) did you create to address the needs of students in the school building? (Adapted from North Central Comprehensive Center, 2007)

Additional probing questions

- In what specific areas did your school make significant gains during the 2007-2008 school year? (North Central Comprehensive Center, 2007)
- How were supports funded?

- What partnerships were created either internally or externally to move this work forward?
 - How were attitudes and behaviors changed in the building to provide support toward student achievement?
4. What specific steps would you recommend to other principals, wanting to make significant gains in student achievement?
 - 4a. What theory of action or logic model did you use to create specific steps of toward change? First, second, third...
 5. How was professional development embedded into your school structure to support student achievement? How did professional development create a positive team culture in your school? (School Turnaround, CII)
 6. Is there anything else you would like to share about your school and the work that you have done? (North Central Comprehensive Center, 2007)

That concludes our interview. Thank you very much for your time.

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