

**SCHOOL TURNAROUND PROGRAM REVISIONS**

2022 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Ann Millner**

House Sponsor: \_\_\_\_\_

**LONG TITLE**

**General Description:**

This bill makes changes to the school turnaround program.

**Highlighted Provisions:**

This bill:

- ▶ requires the State Board of Education (state board) to:
  - identify the lowest performing non-Title I schools as springboard schools;
  - accept applications to be designated as an elevate school from non-Title I schools that are implementing targeted support and improvement activities under federal requirements; and
  - identify at least six elevate schools in each year the state board does not designate springboard schools;
- ▶ permits the state board to hire or contract with individuals to conduct a needs assessment for springboard schools or elevate schools;
- ▶ repeals provisions related to turnaround school teacher recruitment and retention;
- ▶ defines terms; and
- ▶ makes technical and conforming changes.

**Money Appropriated in this Bill:**

None

**Other Special Clauses:**

None



28 **Utah Code Sections Affected:**

29 AMENDS:

30 **53E-5-301**, as last amended by Laws of Utah 2020, Chapters 146 and 408

31 **53E-5-302**, as last amended by Laws of Utah 2021, Chapter 439

32 **53E-5-303**, as last amended by Laws of Utah 2019, Chapters 186 and 451

33 **53E-5-304**, as last amended by Laws of Utah 2019, Chapters 186 and 451

34 **53E-5-305**, as last amended by Laws of Utah 2021, Chapter 346

35 **53E-5-306**, as last amended by Laws of Utah 2020, Chapters 146 and 408

36 **53E-5-309**, as last amended by Laws of Utah 2020, Chapter 408

37 **53E-5-311**, as renumbered and amended by Laws of Utah 2018, Chapter 1

38 ENACTS:

39 **53E-5-302.1**, Utah Code Annotated 1953

40 REPEALS:

41 **53E-5-308**, as last amended by Laws of Utah 2020, Chapter 408



43 *Be it enacted by the Legislature of the state of Utah:*

44 Section 1. Section **53E-5-301** is amended to read:

45 **Part 3. School Improvement and Leadership Development**

46 **53E-5-301. Definitions.**

47 As used in this part:

48 (1) "Charter school authorizer" means the same as that term is defined in Section

49 **53G-5-102**.

50 (2) "Cohort" means all district schools and charter schools identified as [~~low~~

51 ~~performing~~];

52 (a) springboard schools based on school [~~accountability~~] accountability results from the

53 same school year[-]; or

54 (b) elevate schools based on school accountability results from the same school year.

55 (3) "Continuous improvement expert" means a person identified by the state board

56 under Section 53E-5-305.

57 [~~(3)~~] (4) "Educator" means the same as that term is defined in Section **53E-6-102**.

58 (5) "Elevate school" means a district school or charter school that:

59 (a) is not a Title I school;

60 (b) is implementing targeted support and improvement activities under 20 U.S.C. Sec.  
61 6311; and

62 (c) has applied and been designated by the state board as an elevate school as described  
63 in Section [53E-5-302.1](#).

64 ~~[(4)]~~ (6) "Final remedial year" means the second or third school year following the  
65 initial remedial year, as determined by the state board.

66 ~~[(5) "Independent school turnaround expert" or "turnaround expert" means a person~~  
67 ~~identified by the state board under Section [53E-5-305](#).]~~

68 ~~[(6)]~~ (7) "Initial remedial year" means the school year a district school or charter school  
69 is designated as a ~~[low performing]~~ springboard school under Section [53E-5-302](#) or elevate  
70 school under Section [53E-5-302.1](#).

71 ~~[(7)]~~ (8) "LEA governing board" means a local school board or charter school  
72 governing board.

73 ~~[(8) "Low performing school" means a district school or charter school that has been~~  
74 ~~designated a low performing school by the state board because the school is:]~~

75 ~~[(a) for two consecutive school years in the lowest performing 3% of schools statewide~~  
76 ~~according to the percentage of possible points earned under the school accountability system;~~  
77 ~~and]~~

78 ~~[(b) a low performing school according to other outcome-based measures as may be~~  
79 ~~defined in rules made by the state board in accordance with Title 63G, Chapter 3, Utah~~  
80 ~~Administrative Rulemaking Act.]~~

81 (9) "School accountability system" means the school accountability system established  
82 in Part 2, School Accountability System.

83 (10) "School grade" or "grade" means the letter grade assigned to a school as the  
84 school's overall rating under the school accountability system.

85 (11) "School ~~[turnaround]~~ improvement committee" means a committee established  
86 under:

87 (a) for a district school, Section [53E-5-303](#); or

88 (b) for a charter school, Section [53E-5-304](#).

89 (12) "School ~~[turnaround]~~ improvement plan" means a plan described in:

90 (a) for a district school, Section [53E-5-303](#); or

91 (b) for a charter school, Section [53E-5-304](#).

92 (13) "Springboard school" means a district school or charter school that has been  
 93 designated a springboard school by the state board because the school:

94 (a) is not a Title I school; and

95 (b) when ranked according to the percentage of possible points the state board awards  
 96 under Title 53E, Chapter 5, Part 2, School Accountability System, averaged over three school  
 97 years is:

98 (i) one of the five lowest performing elementary, middle, or junior high schools  
 99 statewide; or

100 (ii) one of the two lowest performing high schools statewide.

101 Section 2. Section **53E-5-302** is amended to read:

102 **53E-5-302. State board to designate springboard schools -- Needs assessment.**

103 (1) ~~[Except as provided in Subsection (4), the]~~ The state board shall:

104 (a) ~~[annually]~~ beginning in the 2025-2026 school year, and every four years thereafter,  
 105 designate a school as a [low performing] springboard school; and

106 (b) conduct a needs assessment for a [low performing] springboard school by  
 107 thoroughly analyzing the root causes of the [low performing] springboard school's [low]  
 108 performance qualifying the school for designation as a springboard school.

109 (2) The state board may use up to 5% of the appropriation provided under this part to  
 110 hire or contract with one or more individuals to conduct a needs assessment described in  
 111 Subsection (1)(b).

112 ~~[(3) A school that was designated as a low performing school based on 2015-2016~~  
 113 ~~school year performance that is not in the lowest performing 3% of schools statewide following~~  
 114 ~~the 2016-2017 school year is exempt from the provisions of this part.]~~

115 ~~[(4) (a) The state board is not required to designate as a low performing school a school~~  
 116 ~~for which the state board is not required to assign an overall rating in accordance with Section~~  
 117 ~~[53E-5-204](#).]~~

118 ~~[(b) The requirement to designate a school as a low-performing school described in~~  
 119 ~~Subsection (1) does not apply in the school year immediately following the 2020-2021 or~~  
 120 ~~2021-2022 school year.]~~

121 Section 3. Section **53E-5-302.1** is enacted to read:

122 **53E-5-302.1. State board to designate elevate schools -- Needs assessment.**

123 (1) Beginning in the 2022-2023 school year, in every year that the state board does not  
124 designate a springboard school, the state board shall:

125 (a) accept applications to be designated an elevate school from schools that:

126 (i) are not Title I schools; and

127 (ii) are implementing targeted support and improvement activities under 20 U.S.C. Sec.  
128 6311;

129 (b) identify at least six schools as elevate schools; and

130 (c) conduct a needs assessment for an elevate school by thoroughly analyzing the root  
131 causes of the school's previous performance of targeted support and improvement student  
132 groups.

133 (2) The state board may use up to 5% of the appropriation provided under this part to  
134 hire or contract with one or more individuals to conduct a needs assessment described in  
135 Subsection (1)(c).

136 Section 4. Section **53E-5-303** is amended to read:

137 **53E-5-303. Required action for district springboard schools and district elevate**  
138 **schools -- Notification to parents and municipality for springboard schools.**

139 (1) In accordance with deadlines established by the state board, a local school board of  
140 a [~~low performing~~] springboard school or elevate school shall:

141 (a) establish a school [~~turnaround~~] improvement committee composed of the following  
142 members:

143 (i) the local school board member who represents the voting district where the [~~low~~  
144 ~~performing~~] springboard school or elevate school is located;

145 (ii) the school principal;

146 (iii) three parents of students enrolled in the [~~low performing~~] springboard school or  
147 elevate school appointed by the chair of the school community council;

148 (iv) one teacher at the [~~low performing~~] springboard school or elevate school appointed  
149 by the principal;

150 (v) one teacher at the [~~low performing~~] springboard school or elevate school appointed  
151 by the school district superintendent; and

- 152 (vi) one school district administrator;
- 153 (b) solicit proposals from a [turnaround] continuous improvement expert identified by  
154 the state board under Section 53E-5-305;
- 155 (c) partner with the school [turnaround] improvement committee to select a proposal;
- 156 (d) submit the proposal described in Subsection (1)(b) to the state board for review and  
157 approval; and
- 158 (e) subject to Subsections (3) and (4), contract with a [turnaround] continuous  
159 improvement expert.
- 160 (2) A proposal described in Subsection (1)(b) shall include a:
  - 161 (a) strategy to address the root causes of the [low performing] springboard school's or  
162 elevate school's low performance identified through the needs assessment described in Section  
163 53E-5-302; and
  - 164 (b) scope of work to facilitate implementation of the strategy that includes at least the  
165 activities described in Subsection (4)(b).
- 166 (3) A local school board may not select a [turnaround] continuous improvement expert  
167 that is:
  - 168 (a) the school district; or
  - 169 (b) an employee of the school district.
- 170 (4) A contract between a local school board and a [turnaround] continuous  
171 improvement expert:
  - 172 (a) shall be based on an explicit stipulation of desired outcomes and consequences for  
173 not meeting goals, including cancellation of the contract;
  - 174 (b) shall include a scope of work that requires the [turnaround] continuous  
175 improvement expert to at a minimum:
    - 176 (i) develop and implement, in partnership with the school [turnaround] improvement  
177 committee, a school [turnaround] improvement plan that meets the criteria described in  
178 Subsection (5);
    - 179 (ii) monitor the effectiveness of a school [turnaround] improvement plan through  
180 reliable means of evaluation, including on-site visits, observations, surveys, analysis of student  
181 achievement data, and interviews;
    - 182 (iii) provide ongoing implementation support and project management for a school

- 183 [~~turnaround~~] improvement plan;
- 184 (iv) provide high-quality professional [~~development~~] learning personalized for school  
185 staff that is designed to build:
- 186 (A) the leadership capacity of the school principal;
- 187 (B) the instructional capacity of school staff;
- 188 (C) educators' capacity with data-driven strategies by providing actionable, embedded  
189 data practices; and
- 190 (v) leverage support from community partners to coordinate an efficient delivery of  
191 supports to students inside and outside the classroom;
- 192 (c) may include a scope of work that requires the [~~turnaround~~] continuous  
193 improvement expert to:
- 194 (i) develop sustainable school district and school capacities to effectively respond to  
195 the academic and behavioral needs of students in high poverty communities; or
- 196 (ii) other services that respond to the needs assessment conducted under Section  
197 [53E-5-302](#);
- 198 (d) shall include travel costs and payment milestones; and
- 199 (e) may include pay for performance provisions.
- 200 (5) A school [~~turnaround~~] improvement committee shall partner with the [~~turnaround~~]  
201 continuous improvement expert selected under Subsection (1) to develop and implement a  
202 school [~~turnaround~~] improvement plan that:
- 203 (a) addresses the root causes of the [~~low performing~~] springboard school's or elevate  
204 school's low performance identified through the needs assessment described in Section  
205 [53E-5-302](#);
- 206 (b) includes recommendations regarding changes to the [~~low performing~~] springboard  
207 school's or elevate school's personnel, culture, curriculum, assessments, instructional practices,  
208 governance, leadership, finances, policies, or other areas that may be necessary to implement  
209 the school [~~turnaround~~] improvement plan;
- 210 (c) includes measurable student achievement goals and objectives and benchmarks by  
211 which to measure progress;
- 212 (d) includes a professional development plan that identifies a strategy to address  
213 problems of instructional practice;

214 (e) includes a detailed budget specifying how the school [~~turnaround~~] improvement  
215 plan will be funded;

216 (f) includes a plan to assess and monitor progress;

217 (g) includes a plan to communicate and report data on progress to stakeholders; and

218 (h) includes a timeline for implementation.

219 (6) A local school board of a [~~low performing~~] springboard school or elevate school  
220 shall:

221 (a) prioritize school district funding and resources to the [~~low performing~~] springboard  
222 school or elevate school;

223 (b) grant the [~~low performing~~] springboard school or elevate school streamlined  
224 authority over staff, schedule, policies, budget, and academic programs to implement the  
225 school [~~turnaround~~] improvement plan;

226 (c) assist the [~~turnaround~~] continuous improvement expert and the [~~low performing~~]  
227 springboard school or elevate school with:

228 (i) addressing the root cause of the [~~low performing~~] springboard school's or elevate  
229 school's low performance; and

230 (ii) the development or implementation of a school [~~turnaround~~] improvement plan;  
231 and

232 (d) for a springboard school, provide initial and annual notice:

233 (i) that includes the following information regarding the [~~low performing~~] springboard  
234 school:

235 (A) the school's [~~turnaround~~] improvement status;

236 (B) the goals, benchmarks, and timetable in the school's [~~turnaround~~] improvement  
237 plan and any progress toward the goals, benchmarks, and timetable; and

238 (C) how the community may provide support to the school and students of the school  
239 inside and outside the classroom; and

240 (ii) to:

241 (A) parents of students enrolled in the school, using the same form of communication  
242 the local school board regularly uses to communicate with parents; and

243 (B) the governing council and the mayor of the municipality in which the school is  
244 located.



245 (7) (a) On or before June 1 of an initial remedial year, a school [~~turnaround~~]  
246 improvement committee shall submit the school [~~turnaround~~] improvement plan to the local  
247 school board for approval.

248 (b) Except as provided in Subsection (7)(c), on or before July 1 of an initial remedial  
249 year, a local school board of a [~~low performing~~] springboard school or elevate school shall  
250 submit the school [~~turnaround~~] improvement plan to the state board for approval.

251 (c) If the local school board does not approve the school [~~turnaround~~] improvement  
252 plan submitted under Subsection (7)(a), the school [~~turnaround~~] improvement committee may  
253 appeal the disapproval in accordance with rules made by the state board as described in  
254 Subsection [53E-5-305\(6\)](#).

255 (8) A local school board, or a local school board's designee, shall annually report to the  
256 state board progress toward the goals, benchmarks, and timetable in a [~~low performing school's~~  
257 ~~turnaround~~] springboard school's or elevate school's improvement plan.

258 Section 5. Section **53E-5-304** is amended to read:

259 **53E-5-304. Required action for a springboard charter school or elevate charter**  
260 **school -- Notification to parents and municipality for a springboard charter school.**

261 (1) In accordance with deadlines established by the state board, a charter school  
262 authorizer of a [~~low performing~~] springboard school shall initiate a review to determine  
263 whether the charter school is in compliance with the school's charter agreement described in  
264 Section [53G-5-303](#), including the school's established minimum standards for student  
265 achievement.

266 (2) If a [~~low performing~~] springboard school is found to be out of compliance with the  
267 school's charter agreement, the charter school authorizer may terminate the school's charter  
268 agreement in accordance with Section [53G-5-503](#).

269 (3) A charter school authorizer shall make a determination on the status of a [~~low~~  
270 ~~performing~~] springboard school's charter agreement under Subsection (2) on or before a date  
271 specified by the state board in an initial remedial year.

272 (4) In accordance with deadlines established by the state board, if a charter school  
273 authorizer does not terminate a [~~low performing~~] springboard school's charter agreement under  
274 Subsection (2), a charter school governing board of a [~~low performing~~] springboard school or  
275 elevate school shall:

276 (a) establish a school [~~turnaround~~] improvement committee composed of the following  
277 members:

278 (i) a member of the charter school governing board, appointed by the chair of the  
279 charter school governing board;

280 (ii) the school principal;

281 (iii) three parents of students enrolled in the [~~low performing~~] springboard school or  
282 elevate school, appointed by the chair of the charter school governing board; and

283 (iv) two teachers at the [~~low performing~~] springboard school or elevate school,  
284 appointed by the school principal;

285 (b) solicit proposals from a [~~turnaround~~] continuous improvement expert identified by  
286 the state board under Section 53E-5-305;

287 (c) partner with the school [~~turnaround~~] improvement committee to select a proposal;

288 (d) submit the proposal described in Subsection (4)(b) to the state board for review and  
289 approval; and

290 (e) subject to Subsections (6) and (7), contract with a [~~turnaround~~] continuous  
291 improvement expert.

292 (5) A proposal described in Subsection (4)(b) shall include a:

293 (a) strategy to address the root causes of the [~~low performing~~] springboard school's or  
294 elevate school's low performance identified through the needs assessment described in Section  
295 53E-5-302; and

296 (b) scope of work to facilitate implementation of the strategy that includes at least the  
297 activities described in Subsection 53E-5-303(4)(b).

298 (6) A charter school governing board may not select a [~~turnaround~~] continuous  
299 improvement expert that:

300 (a) is a member of the charter school governing board;

301 (b) is an employee of the charter school; or

302 (c) has a contract to operate the charter school.

303 (7) A contract entered into between a charter school governing board and a  
304 [~~turnaround~~] continuous improvement expert shall include and reflect the requirements  
305 described in Subsection 53E-5-303(4).

306 (8) (a) A school [~~turnaround~~] improvement committee shall partner with the

307 [~~independent school turnaround~~] continuous improvement expert selected under Subsection (4)  
308 to develop and implement a school [~~turnaround~~] improvement plan that includes the elements  
309 described in Subsection [53E-5-303\(5\)](#).

310 (b) A charter school governing board shall assist a [~~turnaround~~] continuous  
311 improvement expert and a [~~low performing charter~~] springboard school or elevate school with:

312 (i) addressing the root cause of the [~~low performing~~] springboard school's low  
313 performance; and

314 (ii) the development or implementation of a school [~~turnaround~~] improvement plan.

315 (9) (a) On or before June 1 of an initial remedial year, a school [~~turnaround~~]  
316 improvement committee shall submit the school [~~turnaround~~] improvement plan to the charter  
317 school governing board for approval.

318 (b) Except as provided in Subsection (9)(c), on or before July 1 of an initial remedial  
319 year, a charter school governing board of a [~~low performing~~] springboard school or elevate  
320 school shall submit the school [~~turnaround~~] improvement plan to the state board for approval.

321 (c) If the charter school governing board does not approve the school [~~turnaround~~]  
322 improvement plan submitted under Subsection (9)(a), the school [~~turnaround~~] improvement  
323 committee may appeal the disapproval in accordance with rules made by the state board as  
324 described in Subsection [53E-5-305\(6\)](#).

325 (10) The provisions of this part do not modify or limit a charter school authorizer's  
326 authority at any time to terminate a charter school's charter agreement in accordance with  
327 Section [53G-5-503](#).

328 (11) (a) A charter school governing board or a charter school governing board's  
329 designee shall annually report to the state board progress toward the goals, benchmarks, and  
330 timetable in a [~~low performing school's turnaround~~] springboard school's or elevate school's  
331 improvement plan.

332 (b) A charter school governing board of a [~~low performing~~] springboard school shall  
333 provide initial and annual notice:

334 (i) that includes the following information regarding the [~~low performing~~] springboard  
335 school:

336 (A) the school's [~~turnaround~~] improvement status;

337 (B) the goals, benchmarks, and timetable in the school's [~~turnaround~~] improvement

338 plan and any progress toward the goals, benchmarks, and timetable; and

339 (C) how the community may provide support to the school and students of the school  
340 inside and outside the classroom; and

341 (ii) to:

342 (A) parents of students enrolled in the school, using the same form of communication  
343 the charter school governing board regularly uses to communicate with parents; and

344 (B) the governing council and the mayor of the municipality in which the school is  
345 located.

346 Section 6. Section 53E-5-305 is amended to read:

347 **53E-5-305. State board to identify continuous improvement experts -- Review**  
348 **and approval of school improvement plans -- Appeals process.**

349 (1) ~~[The]~~ Beginning with the 2023-2024 school year, and every three years thereafter,  
350 the state board shall identify two or more approved [~~independent school turnaround~~  
351 continuous improvement experts, through a standard procurement process, that a [~~low~~  
352 performing] springboard school or elevate school may contract with to:

- 353 (a) respond to the needs assessment conducted under Section 53E-5-302; and
- 354 (b) provide the services described in Section 53E-5-303 or 53E-5-304, as applicable.

355 (2) In identifying [~~independent school turnaround~~] continuous improvement experts  
356 under Subsection (1), the state board shall identify experts that:

357 (a) have a credible track record of improving student academic achievement in public  
358 schools with various demographic characteristics, as measured by statewide assessments  
359 described in Section 53E-4-301;

360 (b) have experience designing, implementing, and evaluating data-driven instructional  
361 systems in public schools;

362 (c) have experience coaching public school administrators and teachers on designing  
363 data-driven school improvement plans;

364 (d) have experience working with the various education entities that govern public  
365 schools;

366 (e) have experience coordinating the services provided to participating schools by other  
367 experts or providers;

368 ~~[(e)]~~ (f) have experience delivering high-quality professional development in

369 instructional effectiveness to public school administrators and teachers; and

370 ~~[(f)]~~ (g) are willing to partner with any ~~[low performing]~~ springboard school or elevate  
371 school in the state, regardless of location.

372 (3) (a) The state board shall:

373 (i) review a proposal submitted for approval under Section 53E-5-303 or 53E-5-304 no  
374 later than 30 days after the day on which the proposal is submitted;

375 (ii) review a school ~~[turnaround]~~ improvement plan submitted for approval under  
376 Subsection 53E-5-303(7)(b) or under Subsection 53E-5-304(9)(b) within 30 days of  
377 submission; and

378 (iii) approve a school ~~[turnaround]~~ improvement plan that:

379 (A) is timely;

380 (B) is well-developed; and

381 (C) meets the criteria described in Subsection 53E-5-303(5).

382 (b) The state board may not approve a school ~~[turnaround]~~ improvement plan that is  
383 not aligned with the needs assessment conducted under Section 53E-5-302.

384 (4) (a) Subject to legislative appropriations, when a school ~~[turnaround]~~ improvement  
385 plan is approved by the state board, the state board shall distribute funds to each LEA  
386 governing board with a ~~[low performing]~~ springboard school or elevate school to carry out the  
387 provisions of Sections 53E-5-303 and 53E-5-304.

388 (b) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
389 state board shall make rules establishing a distribution method and allowable uses of the funds  
390 described in Subsection (4)(a).

391 (5) The state board shall:

392 (a) monitor and assess progress toward the goals, benchmarks and timetable in each  
393 school ~~[turnaround]~~ improvement plan; and

394 (b) act as a liaison between a local school board, ~~[low performing]~~ springboard school  
395 or elevate school, and ~~[turnaround]~~ continuous improvement expert.

396 (6) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,  
397 the state board shall make rules to establish an appeals process for:

398 (i) a ~~[low performing]~~ springboard district school or elevate district school that is not  
399 granted approval from the district school's local school board under Subsection

400 ~~53E-5-303~~(7)(b);

401 (ii) a [~~low performing~~] springboard charter school or elevate charter school that is not  
402 granted approval from the charter school's charter school governing board under Subsection  
403 ~~53E-5-304~~(9)(b); and

404 (iii) a local school board or charter school governing board that is not granted approval  
405 from the state board under Subsection (3)(a) or (b).

406 (b) The state board shall ensure that rules made under Subsection (6)(a) require an  
407 appeals process described in:

408 (i) Subsections (6)(a)(i) and (ii) to be resolved on or before July 1 of the initial  
409 remedial year; and

410 (ii) Subsection (6)(a)(iii) to be resolved on or before August 15 of the initial remedial  
411 year.

412 (7) Except as provided in Subsection (8), if the amount is approved by the state board  
413 in an open meeting, the state board may use [~~up to 4%~~] a portion of the funds appropriated by  
414 the Legislature to carry out the provisions of this part for [~~administration if the amount for~~  
415 ~~administration is approved by the state board in an open meeting.~~];

416 (a) administration; or

417 (b) other school improvement supports for all public schools, including for data  
418 resources.

419 (8) For the 2020-21, 2021-22, and 2022-23 school years, if the state board approves the  
420 use in an open meeting, the state board may use funds the Legislature appropriated in prior  
421 years to carry out the provisions of this part:

422 (a) for administration;

423 (b) up to \$1,000,000 to contract with a provider, through a request for proposals  
424 process, to pilot complementary approaches to school improvement that draw on community  
425 resources and engagement; and

426 (c) to analyze the effectiveness of supports provided:

427 (i) under this part; and

428 (ii) by other school improvement programs.

429 Section 7. Section **53E-5-306** is amended to read:

430 **53E-5-306. Implications for failing to improve school performance.**

431 (1) As used in this section, "high performing charter school" means a charter school  
432 that:

433 (a) satisfies all requirements of state law and state board rules made in accordance with  
434 Title 63G, Chapter 3, Utah Administrative Rulemaking Act;

435 (b) meets or exceeds standards for student achievement established by the charter  
436 school's charter school authorizer; and

437 (c) has received at least a B grade under the school accountability system in the  
438 previous two school years.

439 (2) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,  
440 the state board shall make rules establishing:

441 (i) the final remedial year for a cohort;

442 (ii) exit criteria for a ~~[low performing]~~ springboard school or elevate school;

443 (iii) criteria for granting a school an extension as described in Subsection (3); and

444 (iv) implications for a ~~[low performing]~~ springboard school that does not meet exit  
445 criteria after the school's final remedial year or the last school year of the extension period  
446 described in Subsection (3).

447 (b) In establishing exit criteria for a ~~[low performing school identified based on school~~  
448 ~~accountability results from the 2018-19 school year and later]~~ springboard school, the state  
449 board shall:

450 (i) determine for each ~~[low performing]~~ springboard school the number of points  
451 awarded under the school accountability system that represent a substantive improvement over  
452 the number of points awarded under the school accountability system in the school year  
453 immediately preceding the initial remedial year; and

454 (ii) establish a method to provide a target for each ~~[low performing]~~ springboard  
455 school.

456 (c) The state board shall through a competitively awarded contract engage a third party  
457 with expertise in school accountability and assessments to verify the exit criteria adopted under  
458 Subsections (2)(a)(i) and (ii).

459 (3) (a) A ~~[low performing]~~ springboard school may petition the state board for an  
460 extension to continue school improvement efforts for up to two years if the ~~[low performing]~~  
461 springboard school does not meet the exit criteria established by the state board as described in

462 Subsection (2).

463 (b) A school that has been granted an extension under this Subsection (3) is eligible  
464 for[:]

465 [(i)] continued funding under Section 53E-5-305, [~~and~~]

466 [(ii) ~~the school teacher recruitment and retention incentive under Section 53E-5-308.~~]

467 (4) If a [~~low performing~~] springboard school does not meet exit criteria after the  
468 school's final remedial year or the last school year of the extension period, the state board may  
469 intervene by:

470 (a) restructuring a district school, which may include:

471 (i) contract management; or

472 (ii) conversion to a charter school; [~~or~~]

473 [(iii) ~~state takeover~~];

474 (b) restructuring a charter school by:

475 (i) terminating a school's charter agreement;

476 (ii) closing a charter school; or

477 (iii) transferring operation and control of the charter school to:

478 (A) a high performing charter school; or

479 (B) the school district in which the charter school is located; or

480 (c) other appropriate action as determined by the state board.

481 Section 8. Section 53E-5-309 is amended to read:

482 **53E-5-309. School Leadership Development Program.**

483 (1) As used in this section, "school leader" means a school principal or assistant  
484 principal.

485 (2) There is created the School Leadership Development Program to increase the  
486 [~~number~~] supply of highly effective school leaders capable of:

487 (a) initiating, achieving, and sustaining school improvement efforts; and

488 (b) forming and sustaining community partnerships as described in Section 53F-5-402.

489 (3) The state board shall identify one or more providers, through a request for  
490 proposals process, to develop or provide leadership development training for school leaders  
491 that:

492 (a) may provide in-depth training in proven strategies to [~~turn-around low performing~~]



493 improve springboard schools and elevate schools;

494 (b) may emphasize hands-on and job-embedded learning;

495 (c) aligns with the state's leadership standards established by state board rule;

496 (d) reflects the needs of a school district or charter school where a school leader serves;

497 (e) may include training on using student achievement data to drive decisions;

498 (f) may develop skills in implementing and evaluating evidence-based instructional

499 practices;

500 (g) may develop skills in leading collaborative school improvement structures,

501 including professional learning communities; and

502 (h) includes instruction on forming and sustaining community partnerships as

503 described in Section [53F-5-402](#).

504 (4) Subject to legislative appropriations, the state board shall provide incentive pay to a  
505 school leader who:

506 (a) completes leadership development training under this section; and

507 (b) agrees to work, for at least five years, in a school that received an F grade or D  
508 grade under the school accountability system in the school year previous to the first year the  
509 school leader:

510 (i) completes leadership development training; and

511 (ii) begins to work, or continues to work, in a school described in this Subsection

512 (4)(b).

513 (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the  
514 state board shall make rules specifying:

515 (a) eligibility criteria for a school leader to participate in the School Leadership  
516 Development Program;

517 (b) application procedures for the School Leadership Development Program;

518 (c) criteria for selecting school leaders from the application pool; and

519 (d) procedures for awarding incentive pay under Subsection (4).

520 Section 9. Section **53E-5-311** is amended to read:

521 **53E-5-311. Coordination with the Partnerships for Student Success Grant**  
522 **Program.**

523 If a [~~low performing~~] springboard school or elevate school is a member of a partnership

524 that receives a grant under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant  
525 Program, the school [~~turnaround~~] improvement committee shall:

526 (1) coordinate the school [~~turnaround~~] improvement committee's efforts with the  
527 efforts of the partnership; and

528 (2) ensure that the goals and outcomes of the partnership are aligned with the school  
529 [~~turnaround~~] improvement plan described in this part.

530 Section 10. **Repealer.**

531 This bill repeals:

532 Section **53E-5-308, Turnaround school teacher recruitment and retention.**