

1 **R277-920-5. Superintendent's Identification of Schools for Targeted Needs Status**
2 **and Elevate Schools.**

3 (1) As used in this section, "student groups" means a group of ten or more
4 students:

5 (a) who are economically disadvantaged;

6 (b) with disabilities;

7 (c) who are English learners;

8 (d) who are African American;

9 (e) who are American Indian;

10 (f) who are Asian;

11 (g) who are Hispanic;

12 (h) who are Multiple races;

13 (i) who are Pacific Islander; or

14 (j) who are White.

15 (2)(a) Subject to Subsection (2)(b), the Superintendent shall identify for targeted
16 needs status any school with one or more student groups who:

17 (i) for two consecutive years, is assigned a percentage of possible points in the
18 state's accountability system that is equal to or below:

19 _____ (A) 35.5% of the total points possible for a school that is an elementary or middle
20 school; or

21 _____ (B) 38% of the total points possible for a school that enrolls students who are in
22 grade 12[the percentage of possible points associated with the lowest rating in the
23 state's accountability system]; and

24 (ii) is not currently identified for critical needs status under Section R277-920-4.

25 (b) The Superintendent shall make the identification under Subsection (2)(a)
26 beginning with the 2018-2019 school accountability results and every year thereafter.

27 (3) A school identified under Subsection (2) shall develop and implement a plan
28 to improve performance of the student group that was the subject of the identification

29 under Subsection (2), in accordance with the Elementary and Secondary Education Act
30 of 1965, 20 U.S.C. Sec. 6301 et seq.

31 (4) To exit targeted needs status, a school shall demonstrate that the school no
32 longer meets the criteria for which the school was identified for two consecutive years
33 within four school years after the month in which the school was identified.

34 (5) The Superintendent shall identify a Title I school that does not meet the exit
35 criteria described in Subsection (4) as a school with chronically underperforming student
36 groups as described in Section R277-920-4.

37 (6) For each year the Board is required to identify elevate schools as described
38 in Section [53E-5-302.1](#), the Superintendent shall:

- 39 (a) accept applications as described in Subsection [53E-5-302.1\(1\)\(a\)](#);
40 (b) identify elevate schools as described in Subsection [53E-5-302.1\(1\)\(b\)](#); and
41 (c) conduct a needs assessment for each elevate school as described in
42 Subsection [53E-5-302.1\(1\)\(c\)](#).

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44 **R277-920-12. Exit Criteria for a Springboard School and Schools in Critical Needs**
45 **Status -- Extensions -- More Rigorous Interventions.**

46 (1) To exit the springboard school program, a springboard school shall
47 demonstrate, in the third or fourth year after which the school was identified as a
48 springboard school, that the school:

49 (a) meets individualized exit criteria that is calculated by reducing the gap in
50 performance by one-third between:

51 _____ (i) the springboard school's baseline performance; and

52 _____ (ii)(A) 55% of the total points possible for a school that is an elementary or
53 middle school; or

54 _____ (B) 57% of the total points possible for a school that enrolls students in grade
55 12[the threshold score for a 'B' letter grade, as described in Section R277-497-2, by
56 one-third]; and

57 (b) exceeds the lowest 5% of all schools in the ranking of schools from the year
58 the school was identified.

59 (2) In determining whether a school has met the criteria described in Subsection
60 (1), the Superintendent shall apply the indicators, weightings, and threshold scores
61 described in the version of [Title 53E, Chapter 5, Part 2](#), School Accountability System
62 that was in place when the school was identified.

63 (3) If a school does not meet the exit criteria described in Subsection (1) in the
64 fourth year after which the school was identified as a springboard school, the school
65 may qualify for an extension to continue current school improvement efforts for up to
66 two years if the school:

67 (a)(i)(A) reduced the gap in performance by one-fourth between:

68 (I) the school's baseline performance; and

69 (II)(Aa) 55% of the total points possible for a school that is an elementary or
70 middle school; or

71 (Bb) 57% of the total points possible for a school that enrolls students in grade
72 12[the threshold for a 'B' letter grade, as described in Section R277-497-2, by at least
73 one-fourth]; and

74 (B) exceeds at least the lowest 3% of all schools in the ranking of schools from
75 the year the school was scheduled to exit; or

76 (ii) has met only one of the exit criteria described in Subsection (1); and

77 (b) electronically files an extension request with the Superintendent within 15
78 days of the release of school accountability results, that provides rationale justifying an
79 extension.

80 (4) If a school identified as a springboard school does not meet the exit criteria
81 described in Subsection (1) or qualify for an extension as described in Subsection (3)
82 the following groups shall make a recommendation to the Board on what action the
83 Board should take:

84 (a) a state review panel, described in Subsection (6);

85 (b) if the school is a district school, the local school board, with input from the
86 community as described in Subsection (7); and

87 (c) if the school is a charter school, the charter school authorizer with input from
88 the community as described in Subsection (7).

89 (5) The groups described in Subsection (4) shall make a recommendation within
90 90 days of the release of school accountability results on whether the Board should:

91 (a) require personnel changes, including replacement of school leaders or
92 teachers;

93 (b) if the school is a district school:

94 (i) require involuntary transfers of school leaders or teachers;

95 (ii) require the local school board to change school boundaries;

96 (iii) temporarily appoint a public or non-profit entity other than the local school
97 board to manage and operate the school; or

98 (iv) permanently transfer control of a school to a public or non-profit entity other
99 than the local education board;

100 (c) if the school is a charter school:

101 (i) require that the charter school governing board be replaced; or

102 (ii) require that the charter school authorizer close the school; or

103 (d) if the school is a charter school, require that the charter school authorizer:

104 (i) replace some or all members of the charter school governing board;

105 (ii) transfer operation and control of the charter school to:

106 (A) a high performing charter school; or

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

108 (iii) close the school; or

109 (e) take other action.

110 (6)(a) The Superintendent shall appoint members of a state review panel.

111 (b) The state review panel shall critically evaluate at least:

- 112 (i) whether the local education agency has the capacity to implement the
113 changes necessary to improve school performance;
- 114 (ii) whether the school leadership is adequate to implement change to improve
115 school performance;
- 116 (iii) whether the school has sufficient authority to implement change;
- 117 (iv) whether the plan is being implemented with fidelity;
- 118 (v) whether the state and local education board provided sufficient resources to
119 the school to support school improvement efforts, including whether the local school
120 board prioritized school district funding and resources to the school in accordance with
121 Section [53E-5-303](#);
- 122 (vi) the likelihood that performance can be improved within the current
123 management structure and staffing; and
- 124 (vii) the necessity that the school remain in operation to serve students.
- 125 (7) An LEA and charter school authorizer shall develop recommendations under
126 this section in collaboration with:
- 127 (a) parents of students currently attending the springboard school;
- 128 (b) teachers, principals, and other school leaders at the school;
- 129 (c) stakeholders representing the interests of students with disabilities, English
130 learners, and other vulnerable student populations; and
- 131 (d) other community members and community partners.
- 132 (8) A school in critical needs status that does not exit critical needs status shall
133 engage in more rigorous interventions consistent with the ESSA state plan.

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135 **KEY: principals, school improvements, school leaders**

136 **Date of Last Change: February 8, 2023**

137 **Notice of Continuation: June 4, 2021**

138 **Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-3-401\(4\)](#); [Title](#)
139 [53E, Chapter 5, Part 3](#)**