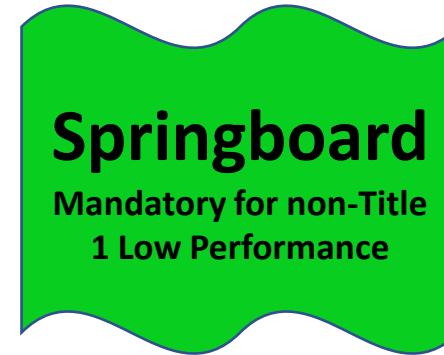


Utah School Improvement Programs

State Identified Elevate and Springboard Schools



Federally Designated CSI and TSI Schools





State Utah 53E-5-3 – State
Legislation



Identification begins 2022/2023 and each
following year except when Springboard Schools
are Identified



Exit after 4 years – must remain in
the program for all 4 years



Continuous Improvement Expert selected for
Comprehensive Needs Assessment, Root
Cause Analysis and implementation support

Elevate

**Voluntary for non-Title 1
with identified TSI groups**

Elevate

- Non-Title 1 schools with at least one TSI group
- Voluntary application process
- 6 schools selected



State Utah 53E-5-3 – State Legislation



First cohort identified in 2025/2026 and every 4 years thereafter



Exit: Reduce gap between school's baseline data and the score for a letter B grade by one third and rank above the lowest 5%

Can exit either in the third or fourth year



Continuous Improvement Expert selected for Comprehensive Needs Assessment, Root Cause Analysis and implementation support



Springboard

- Lowest 5 non-Title I elementary or junior high/middle schools for three years on average
- Lowest 2 non-Title I high schools for three years on average



Every Student Succeeds Act (ESSA)
– Federal Legislation



Identified fall of 2022/2023 as a result of
being in the lowest 5% of Title 1 schools
averaged over 3 years



Exit Criteria – School will perform above the
lowest 15% of Title I schools in the third year
after which the school was identified



Turnaround Expert Vendor Optional – Schools
can select an expert vendor if they wish.



**CSI - Low
Performance**

**Comprehensive Support and
Improvement (CSI)**

- Low Performance
*(In Utah Statute and Rule, CSI Schools are
defined as "Schools in Critical Needs Status")*
- A new cohort is identified every 4 years



Every Student Succeeds Act (ESSA)
– Federal Legislation



Identified fall of 2022/2023 as a result of
being at or below 67% graduation rate when
averaged over 3 years.



Exit Criteria – Graduation rate above 67%
for the second and third year after which
the school was identified.



Turnaround Expert Vendor Optional – Schools
can select an expert vendor if they wish.



Comprehensive Support and Improvement (CSI)

- Low Graduation (*In Utah Statute and Rule, CSI Schools are defined as "Schools in Critical Needs Status"*)
- A new cohort is identified every 4 years



Every Student Succeeds Act (ESSA) – Federal Legislation



Identified annually when a school has at least one student group that scores below the lowest 5% of schools for two consecutive years.



Exit Criteria – Student group will perform above the lowest 5% of schools for two years consecutively within the four years.



Turnaround Expert Vendor Optional – LEAs and schools are responsible to select an expert vendor if they choose..



Targeted Support and Improvement (TSI) Student Groups

- 10 Student Groups Considered
 - African American
 - American Indian
 - Asian, Caucasian
 - Economically Disadvantaged
 - English Learners,
 - Hispanic, Multiracial
 - Pacific Islander
 - Students with Disabilities

***NOTE:** If a student group in a Title I school does not exit after 4 years, that school will become a newly identified CSI School

If Schools Do Not Exit State or Federal Programs:

A local school board and charter school authorizer shall develop recommendations to USBE for More Rigorous Interventions in collaboration with:

- Parents of students currently attending the school
- Teachers, principals, and other school leaders at the school
- Stakeholders representing the interests of students with disabilities, English learners, and other vulnerable student populations
- Other community members and community partners

State Review Panel Final Recommendations:

- The State Review Panel shall make a recommendation to the USBE board within 90 days of the release of school accountability results.
- This recommendation for more rigorous intervention shall include the input from the local board or charter school authorizer.
- This input will also include a resource allocation review and levels of support the school has received throughout this process. Consideration will also take into account those factors that contribute to school improvement as outlined in R277-920-11(7)(b).