School Turnaround and Leadership Development

Budget Review

What is it? Why is the State involved?
In this program the State Board annually identifies low-performing district and charter schools. The school board or charter school authorizer of the low-performing school establishes a school turnaround committee which, in partnership with the school, selects an independent school turnaround expert who will work with the committee to develop and implement a school turnaround plan. The program includes a school recognition and reward program which provides incentives to schools and educators to improve the school grade of the low-performing school. Through the program the State Board also identifies providers to develop or provide leadership development training for school leaders. The goal of the program is to improve the schools that are struggling the most.

Organization
The Utah State Board of Education administers the School Turnaround and Leadership Development program. USBE selects turnaround providers through a request for proposal (RFP) process. Currently, there are four providers: Catapult Learning, Education Direction, Innovations Educational Consulting, and Tetra Analytx.

Funding
- The appropriation for the program in FY 2018 is $7.0 million ongoing.
- The school board or charter school authorizer of the low-performing school establishes a school turnaround committee which, in partnership with the school, selects an independent school turnaround expert from the contracted providers.

Reporting
Statute, 53A-1-1210, requires USBE to report annually on this program, on or before November 30, to the Education Interim Committee.

School Turnaround and Leadership Development Appropriations, FY 2016—FY 2018

2016 $8.0

2017 $7.0

2018 $7.0

S.B. 234, School Turnaround Amendments, 2017 General Session
- Schools designated as turnaround are in the bottom three percent for two consecutive years
- Tasks USBE with conducting a needs assessment analyzing the root cause of a school's low performance
- School success is defined as statistically significant improvement over the number of points awarded the school rather than school letter grades