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QUEST ACADEMY BOARD OF DIRECTORS

Teacher and Student Success Act

LEA Governing Board Student Success Framework

Adopted pursuant to Utah Code § 53G-7-1304 and Utah Administrative Rule R277-927

Document	LEA Governing Board Student Success Framework
Governing Board	Quest Academy Board of Directors
Originally Adopted	June 11, 2019
Amended	November 10, 2026 — Early Literacy Allocation Requirement added
Statutory Authority	Utah Code §§ 53G-7-1301 through 53G-7-1306; § 53E-3-1001; Title 53G, Chapter 10, Part 8
Administrative Rule	Utah Admin. Code R277-927
Related Legislation	S.B. 241, Early Literacy (2026 General Session), effective July 1, 2026
Review Cycle	Annually, prior to submission of the Framework to the Utah State Board of Education

Section 1. Authority and Purpose

1.1 Pursuant to Utah Code § 53G-7-1304, the Quest Academy Board of Directors (the "Board") adopts this LEA Governing Board Student Success Framework (the "Framework") to provide guidelines and processes for the development of a Teacher and Student Success Plan (the "Plan").

1.2 The school's Director will develop the Plan in accordance with this Framework and submit the Plan to the Board for approval. The Plan will be developed by integrating school-specific goals and criteria for improving the school's performance within the state accountability system.

1.3 The goal of the Plan shall be to improve school performance and student academic achievement.

1.4 This Framework is further adopted in accordance with Utah Administrative Rule R277-927, which governs the distribution of Teacher and Student Success Act ("TSSA") program money to local education agencies ("LEAs"), an LEA's allocation of program money to each school, and the accountability standards applicable to the program.

1.5 This Framework was amended in 2026 to incorporate the early literacy requirements enacted by S.B. 241, Early Literacy (2026 General Session), including the requirement codified at Utah Code § 53G-7-1304(2)(e) that a school performing below the statewide third grade reading goal allocate at least 50% of its total distribution to evidence-based literacy strategies and reading interventions.

1.6 Consistent with R277-927-3, the Board shall submit this Framework, and any amendment to it, to the Utah State Board of Education through the Board's grant management system.

Section 2. Definitions

As used in this Framework:

"Benchmark reading assessment" means the statewide benchmark assessment in reading described in Utah Code § 53E-4-307, administered to students in kindergarten through grade 3 at the beginning, middle, and end of the school year.

"Reading on grade level" means that a student scores at or above the benchmark for the relevant grade level on the benchmark reading assessment, as provided in Utah Code § 53E-3-1001.

"Statewide third grade reading goal" means the statewide goal established in Utah Code § 53E-3-1001 that 80% of students read on grade level on the end-of-year benchmark reading assessment in grade 3 by July 1, 2030.

"Performing below the statewide goal" means that fewer than 80% of the school's grade 3 students scored at or above benchmark on the most recent end-of-year benchmark reading assessment in grade 3.

"Science of reading" means the same as that term is defined in Utah Code § 53G-10-801.

"Reading intervention" means an evidence-based instructional strategy, methodology, technique, or resource described in Utah Code § 53G-10-801 that assists a student in becoming a successful reader able to read at or above grade level.

"Individualized reading plan" means a plan described in Utah Code § 53G-10-802 that identifies the reading interventions a student will receive to remediate a reading deficiency identified by the benchmark reading assessment.

"School allocation" means the portion of the LEA distribution allocated to the school in accordance with Utah Code § 53G-7-1304(2) and R277-927-5.

Section 3. Approved Strategies

The Plan may contain any of the following strategies, consistent with Utah Code § 53G-7-1304(1)(b):

1. school personnel stipends for taking on additional responsibility outside of a typical work assignment;
2. professional learning;
3. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
4. technology;
5. before- or after-school programs;
6. summer school programs;
7. community support programs or partnerships;
8. early childhood education, including preschool programs;
9. class size reduction strategies;
10. augmentation of existing programs;
11. evidence-based literacy strategies, practices, and reading interventions aligned with the science of reading, as described in Section 5 of this Framework;

12. the pilot program described in Utah Code § 53G-7-1307; or
13. any other strategy reasonably designed to improve school performance or student academic achievement.

Section 4. Prohibited Uses of Program Funds

Consistent with Utah Code § 53G-7-1304(1)(c) and (4)(c) and R277-927-4, funding received pursuant to the Plan may not be used:

1. to supplant funding for existing public education programs;
2. for administrative costs;
3. for capital expenditures; or
4. for a purpose that is not supported by this Framework.

In addition, no portion of the school allocation may be used to purchase, adopt, or support curriculum or pedagogical practice that includes a three-cueing model, except as expressly permitted for an individual student by that student's IEP or Section 504 accommodation plan under Utah Code § 53G-10-806.

Section 5. Early Literacy Allocation Requirement

This Section is adopted to implement Utah Code § 53G-7-1304(2)(e) and § 53G-7-1305(1)(a)(iv), as enacted by S.B. 241 (2026), and governs the distribution of TSSA funds to a school performing below the statewide third grade reading goal.

AT A GLANCE	Early Literacy Allocation Requirement
Trigger	Fewer than 80% of the school's grade 3 students read on grade level on the end-of-year benchmark reading assessment
Required allocation	At least 50% of the school's total TSSA distribution
Permitted purposes	Evidence-based strategies and practices addressing low literacy rates in alignment with the science of reading; and reading interventions under Title 53G, Chapter 10, Part 8
Applies to	The Teacher and Student Success Plan for the school year following the assessment results that trigger the requirement
Authority	Utah Code §§ 53G-7-1304(2)(e), 53G-7-1305(1)(a)(iv), 53E-3-1001; Utah Admin. Code R277-927

5.1 Annual Determination of Performance

5.1.1 Following the release of end-of-year benchmark reading assessment results each spring, the Director shall calculate the percentage of the school's grade 3 students who scored at or above benchmark on the end-of-year benchmark reading assessment and shall report that percentage to the Board.

5.1.2 If that percentage is below 80%, the school shall be deemed to be performing below the statewide goal described in Utah Code § 53E-3-1001 for third-grade reading, and the requirements of this Section 5 shall apply to the Plan for the following school year.

5.1.3 The determination shall be made annually. The requirement continues in each successive year in which the school performs below the statewide goal and ceases to apply for the school year following any year in which the school meets or exceeds the statewide goal.

5.2 Mandatory Allocation

5.2.1 When the school is performing below the statewide goal, the Board shall ensure that the Plan it approves under Utah Code § 53G-7-1305 allocates not less than 50% of the school's total TSSA distribution for:

(a) evidence-based strategies and practices for addressing low literacy rates in alignment with the science of reading; and

(b) reading interventions in accordance with Title 53G, Chapter 10, Part 8, Literacy Interventions.

5.2.2 The 50% figure is a floor, not a ceiling. The Director may, and is encouraged to, propose a larger allocation where the school's literacy data warrant it.

5.2.3 The Board will not approve a Plan that does not satisfy this Section while the requirement is in effect. If a submitted Plan does not comply, the Board shall disapprove the Plan, explain the reason in writing, make recommendations for revision, and allow the Director to resubmit a revised Plan, consistent with Utah Code § 53G-7-1305(2)(b)(iii).

5.3 Qualifying Expenditures

Expenditures that may be counted toward the 50% allocation include, without limitation:

- literacy coaching and literacy paraprofessional support for kindergarten through grade 3;
- formal professional learning in the science of reading for teachers of kindergarten through grade 3 and for school administrators;
- evidence-based intervention and supplemental instructional materials, and evidence-informed core instructional materials, consistent with Utah Code § 53E-4-307(4);
- personnel time and stipends directly attributable to the delivery of reading interventions, including tutoring and small-group instruction;
- before- and after-school, extended-day, and summer literacy programs;
- progress monitoring, formative assessment, and data analysis tools that support the benchmark reading assessment and individualized reading plans;
- the development, implementation, and monitoring of individualized reading plans and the work of literacy teams under Utah Code § 53G-10-802; and
- dyslexia screening and related parent information and resources.

5.4 Non-Qualifying Expenditures

The following may not be counted toward the 50% allocation: administrative costs; capital expenditures; expenditures that supplant funding for existing public education programs; base salary increases and salary-driven benefits taken under Utah Code § 53G-7-1304(2)(a)(i); materials or practices employing a three-cueing model, except as permitted by Utah Code § 53G-10-806; and expenditures not aligned with the science of reading.

5.5 Plan Content and Documentation

5.5.1 A Plan subject to this Section shall state (a) the school's total TSSA distribution for the year; (b) the dollar amount and corresponding percentage allocated to early literacy under Section 5.2; (c) the specific strategies, interventions, and expenditures funded by that allocation; and (d) measurable literacy goals, with the data sources used to evaluate progress.

5.5.2 Literacy goals in the Plan shall be tied to performance on the benchmark reading assessment and shall be aligned with the school's individualized reading plans and the statewide third grade reading goal.

5.5.3 The Director shall retain documentation sufficient to demonstrate that the early literacy allocation was budgeted and expended as required, and shall make that documentation available to the Board and to the Utah State Board of Education upon request.

5.6 Interaction with Other Requirements

5.6.1 This Section does not alter the limits on the use of the LEA distribution for increases to base salary and salary-driven benefits under Utah Code § 53G-7-1304(2), or the school's discretionary use of up to 5% of its school allocation for school personnel retention under Utah Code § 53G-7-1304(4)(b).

5.6.2 Where the school also operates under a school turnaround plan, the Plan shall be developed in accordance with both that plan and this Section.

Section 6. Distribution of Program Money

6.1 The Board shall use the LEA distribution in accordance with Utah Code § 53G-7-1304(2) and R277-927-5, including any amount applied to increases in base salary and salary-driven benefits for school personnel within the limits allowed by statute.

6.2 The remaining amount of the LEA distribution shall be allocated to the school in accordance with Utah Code § 53G-7-1304(2)(a)(ii), and shall be released only to a school with a Plan approved by the Board.

6.3 The allocation of the school's distribution within the Plan is subject to the Early Literacy Allocation Requirement in Section 5 whenever that requirement is in effect.

6.4 Consistent with R277-927-4(4), unexpended restricted program funds may be carried over into the next fiscal year to support a purpose identified in this Framework. Carryover funds allocated to early literacy shall remain restricted to that purpose.

Section 7. Monitoring, Reporting, and Accountability

7.1 The Board shall annually monitor student performance regarding the statewide third grade reading goal and school performance regarding literacy instruction, science of reading training, and the provision of reading interventions, consistent with Utah Code § 53G-10-805.

7.2 The school shall annually submit to the Board a description of the budgeted and actual expenditures of its school allocation, how those expenditures relate to the Plan, and how the school measures the success of its participation in the program, as required by Utah Code § 53G-7-1304(5)(a).

7.3 The school shall post on its website its approved Plan, a description of budgeted and actual expenditures of the school allocation and how those expenditures help accomplish the Plan, and the school's current level of performance, as required by Utah Code § 53G-7-1304(5)(b).

7.4 The Board shall annually review the Plan and shall approve or disapprove the Plan in a regularly scheduled Board meeting, making its best efforts to complete the approval process on or before June 30 of each year.

7.5 The Board shall submit the annual assurances required under R277-927-3 and shall comply with the accountability performance standards described in R277-927-6.

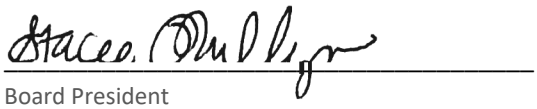
Section 8. Framework Review and Amendment

8.1 The Board shall review this Framework annually and may amend it at any regularly scheduled meeting.

8.2 Any amendment shall be submitted to the Utah State Board of Education through the grant management system in accordance with R277-927-3(1)(b).

Adoption

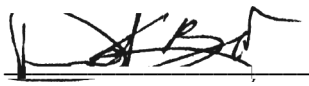
This amended Framework was reviewed and adopted by the Quest Academy Board of Directors at a duly noticed public meeting held on November 10, 2026.



Board President

November 10, 2026

Date



Director

November 10, 2026

Date