

1 State of Arkansas
2 84th General Assembly
3 Second Extraordinary Session, 2003
4

As Engrossed: H1/17/04
A Bill

Call Item 4

HOUSE BILL 1088

5 By: Representatives Pickett, Cleveland, Roebuck
6
7

For An Act To Be Entitled

9 AN ACT TO CREATE EDUCATION ASSISTANCE TEAMS FOR
10 SCHOOLS IN SCHOOL IMPROVEMENT; TO ALLOW THE STATE
11 BOARD OF EDUCATION TO INTERVENE WHEN NECESSARY TO
12 RESTORE SAFETY AND AN ORDERLY LEARNING
13 ENVIRONMENT IN A SCHOOL; AND FOR OTHER PURPOSES.
14

Subtitle

15 AN ACT TO CREATE EDUCATION ASSISTANCE
16 TEAMS FOR SCHOOLS IN SCHOOL IMPROVEMENT.
17
18
19

20 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
21

22 *SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 4 is amended*
23 *to add an additional section to read as follows:*

24 6-15-433. Education assistance teams.

25 In accordance with §§ 6-15-1901 through 6-15-1915, the school
26 improvement section of the Department of Education, or its successor, shall
27 create education assistance teams to provide public schools in school
28 improvement status under § 6-15-425 with additional resources to evaluate the
29 school and to provide services that will improve the education of children in
30 the school.
31

32 *SECTION 2. Arkansas Code Title 6, Chapter 15, is amended to add an*
33 *additional subchapter to read as follows:*

34 6-15-1801. Education assistance teams – Creation.

35 (a)(1) The school improvement section of the Department of Education,
36 or its successor, shall create education assistance teams to provide public



1 schools in school improvement status under § 6-15-425 with additional
2 resources to evaluate the school and to provide services that will improve
3 the education of children in the school.

4 (2) The Department of Education may contract with other entities
5 to provide the services of education assistance teams as set forth under this
6 subchapter.

7 (b) The education assistance teams shall consist of the following
8 members:

9 (1) Currently practicing teachers and staff;

10 (2) Representatives of higher education;

11 (3) School administrators; and

12 (4) Others that the school improvement section of the Department
13 of Education, or its successor, considers to be appropriate.

14 (c) The school improvement section of the Department of Education, or
15 its successor, shall select team members who possess a high degree of
16 knowledge and skill in the following areas:

17 (1) School leadership;

18 (2) Curriculum and instruction;

19 (3) Classroom management and discipline;

20 (4) Academic assessment;

21 (5) Home and school relations; and

22 (6) Evaluation and research.

23 (d)(1) Education assistance team members shall have the following
24 qualifications:

25 (A) Either:

26 (i) Be certified in elementary or middle school
27 education to serve on an education assistance team at the grades kindergarten
28 through eight (K-8) level; or

29 (ii) Have teaching experience in either English,
30 mathematics, social studies, science, or grades kindergarten through twelve
31 (K-12) reading to serve on an education assistance team at the high school
32 level; and

33 (B) At least four (4) years of successful experience in
34 classroom instruction in reading, writing, and mathematics, or in the
35 appropriate content area for high school.

36 (2) Preference is given to applicants whose performance has been

1 recognized as exemplary.

2
3 6-15-1802. Duties.

4 Education assistance teams shall:

5 (1) Conduct a comprehensive needs assessment of all facets of
6 the school;

7 (2)(A) Evaluate teachers and administrators.

8 (B)(i) When evaluating teachers and administrators, the
9 education assistance team may make recommendations of methods and strategies
10 for teachers and administrators to improve classroom instruction or school
11 administration to include, but not be limited to, recommending specific
12 professional development objectives.

13 (ii) Specific professional development objectives
14 may include requiring the teacher or administrator to obtain additional
15 course work in subjects taught or administration duties;

16 (3) Collaborate with the school's faculty and staff to revise
17 and assist with the implementation of the school improvement plan, as
18 necessary;

19 (4) Be mentors to the teachers and administrators of the school
20 by providing hands-on instructional leadership in the classrooms and in the
21 administration of the school;

22 (5) Make recommendations for continuous improvement as the plan
23 is implemented;

24 (6) Review the school's progress; and

25 (7) Make appropriate progress reports to the following:

26 (A) The superintendent;

27 (B) The local school board;

28 (C) The State Board of Education; and

29 (D) The school improvement section of the Department of
30 Education, or its successor.

31 (b) An education assistance team placed in a public school that is in
32 school improvement status shall remain in the school on a continuous basis
33 for a minimum of one (1) year or until the school is no longer in need of the
34 type of assistance that is being provided by the education assistance team.

35
36 6-15-1803. Comprehensive needs assessment.

1 (a) The education assistance teams shall:

2 (1) Review and investigate all facets of the school improvement
3 plan and school operations; and

4 (2) Assist in developing recommendations for improving student
5 performance.

6 (b) Information about the school may be gathered by using any of the
7 following:

8 (1) Surveys;

9 (2) Classroom observations;

10 (3) Questionnaires;

11 (4) Focus group interviews with students, parents, staff, or
12 community members;

13 (5) Historical student achievement data and goal summaries;

14 (6) Previous school improvement plans;

15 (7) Student promotion data;

16 (8) Attendance, discipline, and school violence reports;

17 (9) Dropout data; or

18 (10) Other data as may be available and relevant.

19 (c) A comprehensive review shall include, but is not limited to, the
20 following:

21 (1) Curricula and program offerings;

22 (2) Instruction and scheduling;

23 (3) Student services;

24 (4) School and community relations;

25 (5) School climates;

26 (6) Achievement results;

27 (7) Staff development opportunities;

28 (8) School improvement planning process;

29 (9) School-based management practices; and

30 (10) Human and fiscal resources.

31 (d) Once the education assistance team and the school improvement team
32 have carefully reviewed all available data, the education assistance team
33 shall recommend specific actions to improve student achievement at the
34 school.

35
36 6-15-1804. Recommendations for improvement – Review progress – Report

1 progress.

2 (a)(1) The education assistance team shall make recommendations as the
3 school develops and implements the school improvement plan.

4 (2) The team and the school staff may accept the school's
5 original plan or develop a new, more focused plan.

6 (3) Continuous assessment of the school improvement plan and the
7 progress of the school improvement plan is required.

8 (4) The team and the school staff shall identify areas of the
9 plan for adjustment.

10 (5) The plan may be modified as necessary to serve as a working
11 guide for the school improvement process.

12 (b)(1) The education assistance team shall review the school's
13 progress under the school improvement plan.

14 (2) The review should include an analysis of student
15 achievement.

16 (3) The review should be conducted monthly.

17 (c)(1) The education assistance team shall report, as appropriate, to
18 the local school board of each community and the State Board of Education on
19 the school's progress.

20 (2) Monthly reports shall be submitted by education assistance
21 team leaders to the school improvement section of the Department of
22 Education, or its successor.

23 (3) The progress reports shall be provided to the principal and
24 the staff of the school, the superintendent, and the local school board
25 chairperson.

26 (4) The progress reports to the state board shall include the
27 following information:

28 (A) The identified challenges and needs;

29 (B) Recommendations; and

30 (C) The level of cooperation exhibited by the principal,
31 school staff, and the superintendent.

32 (d)(1) The education assistance team shall provide feedback to the
33 low-performing school at least monthly.

34 (2) The monthly report shall include a status report on
35 benchmarks, findings, and recommendations.

36

1 6-15-1806. Schools showing lack of progress.

2 (a) If a school fails to improve student performance after assistance
3 is provided under this subchapter, the education assistance team may
4 recommend that assistance continue as consistent with the Quality Education
5 Act of 2003 and State Board of Education rules and regulations.

6
7 6-15-1807. Compensation and composition.

8 (a)(1) The members of the education assistance teams who are teachers
9 and administrators shall be compensated and shall receive employment benefits
10 for twelve (12) months.

11 (2) The compensated education assistance team members shall
12 serve a minimum of one (1) full school year.

13 (b) The compensated members shall assist designated public schools in
14 school improvement status.

15 (c) Typical education assistance teams may have up to five (5)
16 members, but the number of team members may vary depending on the needs of
17 the school or school district, and shall, whenever possible, include
18 educators from the same geographic area of the school that is in school
19 improvement status.

20
21 6-15-1808. Training.

22 (a) Training for education assistance team members shall include the
23 following:

24 (1) Effective intrapersonal, interpersonal, and communication
25 skills;

26 (2) School leadership;

27 (3) Curriculum and instruction;

28 (4) Classroom management and discipline;

29 (5) Academic assessment;

30 (6) Home-school relations; and

31 (7) Evaluation and research.

32 (b)(1) The training required under this section shall be provided
33 through the Department of Education.

34 (2) To the extent possible, the Department of Higher Education
35 and state institutions of higher education shall provide assistance in
36 developing, locating, or providing appropriate training programs for

1 education assistance team members as requested by the Department of
2 Education.

3
4 SECTION 3. Arkansas Code Title 6, Chapter 15, is amended to add an
5 additional subchapter to read as follows:

6 6-15-1901. Safe and orderly schools.

7 (a)(1)(A) A local school board may request the State Board of
8 Education to help restore safety and an orderly learning environment of a
9 persistently dangerous school.

10 (B) A "persistently dangerous school" shall be as defined
11 by the state board in keeping with the requirements of the federal No Child
12 Left Behind Act of 2001, 20 U.S.C. § 6301 et seq., as in existence on
13 December 1, 2003.

14 (2) The local school board shall file a copy of the request with
15 the state board.

16 (b) The state board may provide an education assistance team as
17 provided under this subchapter to a persistently dangerous school if the
18 local school board or the superintendent requests that the state board
19 provide an education assistance team to the school and the state board
20 determines that the school needs assistance.

21 (c)(1) If an education assistance team is assigned to a school under
22 this section, the team shall spend a sufficient amount of time at the school
23 to:

24 (A) Assess the problems at the school;

25 (B) Assist school personnel with resolving those problems;

26 and

27 (C) Work with school personnel and others to develop a
28 long-term plan for restoring and maintaining safety and an orderly learning
29 environment at the school.

30 (2)(A) The education assistance team shall also make
31 recommendations to the local school board and the superintendent on the
32 actions or steps that the local school board and the superintendent shall
33 consider taking to resolve problems at the school.

34 (B) The recommendations shall be in writing and are public
35 record.

36 (d) If an education assistance team is assigned to a school under this

1 subchapter, the powers given to the state board and the powers given under
2 this subchapter shall apply as if the school had been identified as a school
3 in school improvement status, except in cases in which the Department of
4 Education and the school agree that the request is a preemptive intervention
5 to address emerging disciplinary concerns.

6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36

/s/ Pickett, et al