

107TH CONGRESS  
1ST SESSION

# S. 469

To provide assistance to States for the purpose of improving schools through the use of Assistance Teams.

---

IN THE SENATE OF THE UNITED STATES

MARCH 6, 2001

Mr. EDWARDS introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

---

## A BILL

To provide assistance to States for the purpose of improving schools through the use of Assistance Teams.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “School Support and  
5       Improvement Act of 2001”.

6       **SEC. 2. FINDINGS.**

7       The Congress finds—

8               (1) The percent of low-performing schools in  
9       this country is cause for national concern.

1           (2) Low-performing schools may not be in a po-  
2           sition, on their own, to make the kinds of changes  
3           necessary to turn themselves around and improve  
4           student achievement.

5           (3) The Federal Government, States, and  
6           school districts must collaborate with schools to help  
7           them improve to meet the needs of their students.

8           (4) Schools must be held accountable for their  
9           performance and improvement, but must also be  
10          given the tools and resources they need to succeed.

11 **SEC. 3. FUNDING FOR SCHOOL IMPROVEMENT.**

12          Each State educational agency shall reserve 5 percent  
13 of the amount the State educational agency receives under  
14 subpart 2 of part A for fiscal years 2002 through 2008,  
15 to carry out the State agency's responsibilities under sec-  
16 tions 1116 and 1117 (20 U.S.C. 6318), including carrying  
17 out the State educational agency's statewide assistance  
18 and support for local educational agencies, provided that  
19 an adequate percentage of that reservation is passed to  
20 local educational agencies.

21 **SEC. 4. PRIORITY FOR SCHOOL ASSISTANCE TEAMS.**

22          Sec. 1117 (20 U.S.C. 6318) is amended—

23           (1) in section (a) by adding at the end the  
24          following—

1           “(3) PRIORITY.—In assigning and placing  
2 school assistance teams and providing additional  
3 support and technical assistance as described in sub-  
4 section 1117 (c)(1)(B), a State educational agency  
5 shall give priority in assigning the State assistance  
6 teams under this paragraph to schools in which the  
7 educational performance of the students is farthest  
8 from meeting the State standards as determined by  
9 the State—

10                   “(A) first, to schools subject to corrective  
11 action under section 1116(c)(5);

12                   “(B) second, to schools identified for  
13 school improvement under section 1116(c); and

14                   “(C) third, to schools that have failed to  
15 make adequate yearly progress under section  
16 1111 for 1 year and where placement of a State  
17 assistance team is appropriate and requested by  
18 the local education agency or the school.”.

19           (2) section 1117(c) is amended to read as  
20 follows—

21           “(c) SCHOOL ASSISTANCE TEAMS.—In order to  
22 achieve the purpose described in subsection (a), each  
23 State—

24                   “(1) shall give priority in its use of program  
25 improvement funds for the establishment of school

1 assistance teams for assignment to and placement in  
2 schools in the State in accordance with 1117(a)(3)  
3 and for providing such support as the State edu-  
4 cational agency determines to be necessary and  
5 available to assure the effectiveness of such teams;

6 “(A) COMPOSITION.—Each school assist-  
7 ance team shall be composed of persons knowl-  
8 edgeable about successful schoolwide projects,  
9 school reform, and improving educational op-  
10 portunities for low-achieving students  
11 including—

12 “(i) teachers;

13 “(ii) pupil services personnel;

14 “(iii) parents;

15 “(iv) distinguished teachers or prin-  
16 cipals;

17 “(v) representatives of institutions of  
18 higher education;

19 “(vi) regional educational laboratories  
20 or research centers;

21 “(vii) outside consultant groups; or

22 “(viii) other individuals as the state  
23 educational agency, in consultation with  
24 the local educational agency, may deem ap-  
25 propriate;

1           “(B) FUNCTIONS.—Each school assistance  
2 team assigned to a school under this Act  
3 shall—

4           “(i) review and analyze all facets of  
5 the school’s operation, including the design  
6 and operation of the instructional program,  
7 and assist the school in developing rec-  
8 ommendations for improving student per-  
9 formance in that school;

10           “(ii) collaborate with school staff and  
11 the local educational agency serving the  
12 school in the design, implementation, and  
13 monitoring of a plan that, if fully imple-  
14 mented, can reasonably be expected to pro-  
15 vide student performance and help the  
16 school meet its goals for improvement, in-  
17 cluding adequate yearly progress under  
18 section 111(b)(2)(B) of the Elementary  
19 and Secondary Education Act of 1965 (20  
20 U.S.C. 6311(b)(2)(B));

21           “(iii) evaluate, at least semiannually,  
22 the effectiveness of school personnel as-  
23 signed to the school, including identifying  
24 outstanding teachers and principals, and  
25 make findings and recommendations (in-

1 including the need for additional resources,  
 2 professional development or compensation)  
 3 to the school, the local educational agency,  
 4 and where appropriate, the State edu-  
 5 cational agency; and

6 “(iv) make additional recommenda-  
 7 tions as the school implements the plan de-  
 8 scribed in paragraph (b) to the local edu-  
 9 cational agency and the State educational  
 10 agency concerning additional assistance  
 11 and resources that are needed by the  
 12 school or the assistance teams;

13 “(C) CONTINUATION OF ASSISTANCE.—  
 14 After 1 school year, the school assistance team  
 15 may recommend that the school support team  
 16 continue to provide assistance or that the local  
 17 educational agency or the state educational  
 18 agency, as appropriate, take alternative actions  
 19 with regard to the school; and

20 “(2) may provide additional technical assistance  
 21 and support through such approaches as—

22 “(A) the designation and use of distin-  
 23 guished teachers and principals, chosen from  
 24 schools served under this part that have been

1 especially successful in improving academic  
2 achievement;

3 “(B) providing assistance to the local edu-  
4 cational agency or school in the implementation  
5 of research-based comprehensive school reform  
6 models;

7 “(C) a review process designed to increase  
8 the capacity of local educational agencies and  
9 schools to develop high-quality school improve-  
10 ment plan; and

11 “(D) other approaches as the state edu-  
12 cational agency may deem appropriate.”.

○