

PARTNERSHIPS IN EDUCATION

How Labor-Management Collaboration Is Transforming Public Schools



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Partnerships In Education: How Labor-Management Collaboration Is Transforming Public Schools

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INTRODUCTION

Public education has always been a path to achieving the American Dream. And if education is the blueprint to the dream, then our nation's teachers are the architects. Educating America's children is not only about individual student achievement; it's about building the next generation of thinkers, leaders, workers, and citizens who will sustain our nation's greatness.

But today, our nation's future is on the line. As state and local governments with cash-strapped budgets consider cost-saving strategies that involve ending collective bargaining rights for educators, they are essentially compromising the education of our children and the future of our communities. How? Because the partnerships that come out of teachers' unions provide a way for teachers and administrators to work together to build great schools. Revoking the right of teachers to collectively bargain significantly undermines their ability to focus on what's most important—our children's success.

In American Rights at Work Education Fund's *Partnerships in Education: How Labor-Management Collaboration Is Transforming Public Schools*, we highlight strong labor-management partnerships between teachers' unions, represented by the American Federation of Teachers (AFT) and the National Education Association (NEA), and administrations that are transforming schools in communities from coast to coast. For these students, collective bargaining has provided a path for their teachers and administrators to work together to find solutions and create opportunities. And their success points to the urgent need to protect teachers' right to collectively bargain—not just for the sake of a dwindling middle class, but for students and their communities, too.

The report focuses on nine school districts from across the country where student achievement is flourishing through the work of labor-management partnerships. In these schools, teachers' unions are working together as equal partners with school offi-

cial to provide a better education for all students, using collective bargaining as a tool to foster innovation and problem solving at a time when America's schools need it most. Through coordination, collaboration, and partnership, these districts have made students' needs their number one priority. And as a result, children, their families, and their communities are thriving.

At these schools districts, responsibility for student success is shared—together, teachers and administrators celebrate what works and identify areas that need improvement. The result has been improved academic performance across socio-economic divides, increased parent engagement, and more resilient communities.

At **John Muir Elementary** in Merced, California, the administration and the union refocused reform efforts based on a strategy of “meeting students where they're at.” The school has created targeted professional development programs, reduced class sizes, and provided intervention assistance for kids who are struggling. Similarly, the labor-management partnership in the **Charlotte County Public Schools** in Florida establishes core curriculums and the best teaching methods for all ages of learning, with priorities like a balanced curriculum, flexible on-site teams, and family involvement. At **Taylor Allderice High School** in Pittsburgh, Pennsylvania, the teachers' union and administrators established the Promise-Readiness Corps, enabling teachers to offer students the academic, social, and emotional support they need to develop a sense of ambition for success beyond high school.

These partnerships also promote increased involvement from parents, leading to greater student success. In Los Angeles County, California, at **Pharis F. Fedde Middle School**, administrators, teachers, and parents work together to ensure school learning remains consistent with the changing needs of their students. Meanwhile, union members and manage-

ment jointly redeveloped **Delaware Elementary School** in Evansville, Indiana, into an equity school, where teachers and the administration maintain consistent communication with parents. At both schools, increased interaction between parents and the school has enabled educators to get to the heart of what their children are experiencing in the classroom, resulting in more effective instruction and more engaged students.

Even beyond parents, these partnerships have a track record of bringing entire communities together. After all, public schools remain the heart of local communities. They bring families together to share in the common goals of educating children and keeping communities inclusive and strong. Partnerships among parents, families, and communities are essential to quality public education and student success. At the **Ignacio Cruz Early Childhood Center** in Perth Amboy, New Jersey, the administration and the union agree that community engagement is a priority. From the first day of student registration to graduation and beyond, parents are provided opportunities to increase their stake in their child's education. Meanwhile, at **Ethel M. Taylor** in Cincinnati, Ohio—one of nine Community Learning Centers in the district—administrators and teachers developed a

comprehensive program of services, including physical and mental health care, arts and culture, and adult education that has unified the Cincinnati community and improved student performance.

In Columbus, Ohio, the discussion surrounding **Linden McKinley STEM Academy's** ability to close the achievement gaps was community-wide, involving more than 300 parents, business leaders, teachers, administrators, and faith and political leaders in community meetings. Likewise, *Compadres in Education*, a program based at **Putnam City West High School** in Oklahoma City, Oklahoma, to address low academic achievement among Hispanic students, has experienced a surge of interest and involvement from the community since its inception. Since community engagement became a priority, student performance and graduation rates have been on the rise.

As a whole, the schools in *Partnerships in Education* feature a culture of collaboration based on trust and professional integrity. These labor-management partnerships create benefits not just for schools and students, but families and communities. And they're a testament to the fact that when everyone has a seat at the table, our children thrive and communities flourish.

ABC Unified School District: Pharis F. Fedde Middle School

Los Angeles, California

ABC Federation of Teachers, AFT

Since 1993, the ABC Federation of Teachers and the ABC Unified School District have worked to cultivate a labor-management partnership focused on continuing student and community success. Fedde Middle School models the partnership's district-wide emphasis on communication and collaboration between teachers and administration. Guided by a set of 12 principles, the school's administration and its teachers devised a strategic plan establishing what they want to accomplish together in the areas of student performance, parental involvement, community partnership, professional development, and facility modernization.

Along with increasing communication between teachers and administrators, the labor-management partnership program at Fedde Middle School also engages parents and community members. Administrators, teachers, and parents work together in formal committees to ensure school learning remains consistent with the needs of students and their families. The partnership also encourages parents to volunteer both in and out of the classroom through a number of different programs.

One such program, the School Site Council, allows school staff, parents, and community members to meet regularly and discuss how effective different learning components are at increasing academic achievement. Along with maintaining an active dialogue between the community and the school, the group is instrumental in adding new school curriculum, such as a program designed around the skills and knowledge students need in a global society.

Every indication suggests that the efforts of the joint labor-management partnership have borne success for Fedde Middle School, its students, and the community. According to Laura Rico, president of the ABC Federation of Teachers, "The ABC Partnership at Fedde Middle School gives students, teachers, administration, parents, and the community a voice on how to create a school environment that lets teachers teach and students learn. The challenges that a school faces are easier to resolve when everyone is working together."

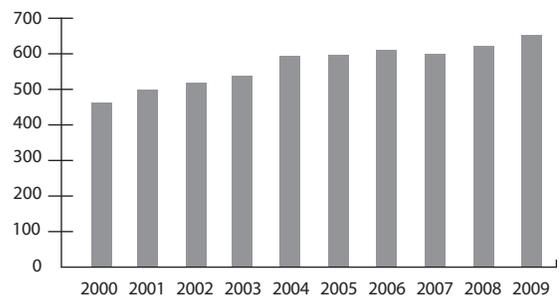
STUDENT DEMOGRAPHICS

- 5% African American
- 87% Hispanic
- 88% of students qualify for free or reduced price lunch programs

LABOR-MANAGEMENT PRINCIPLES

1. We will work hard to understand the core of each other's job.
2. We will respect each other.
3. We will be honest with each other.
4. We will not "sugar coat" difficult issues.
5. We will disagree without being disagreeable.
6. We will reflect on each other's comments, suggestions, and concerns.
7. We will seek clarification until we understand.
8. We will maintain confidentiality.
9. We will both "own the contract."
10. We solve problems rather than win arguments.
11. We don't let each other fail.
12. We will laugh at ourselves and with each other.

ACADEMIC PERFORMANCE INDEX



SOURCE: California Department of Education, Policy and Evaluation Division. The California Academic Performance Index (API) measures the academic performance and growth of schools on a variety of academic measures.

The percent of students performing at the proficient or advanced levels of California's standardized testing has increased, and the school's Academic Progress Index, a composite measure of school performance, grew over 187 points from 1999, averaging 17 points a year.

Charlotte County Public Schools

Charlotte County, Florida

Charlotte Florida Education Association, AFT & NEA

In Charlotte County, Florida, everyone understands that communities and students benefit when collaborative decision making becomes the norm. That's why in 2002, the Charlotte County Public Schools (CCPS) invited members of the community to join the Charlotte Florida Education Association (CFEA) in constructing a comprehensive vision for the district. The partnership at the core of "Student Success" has transformed this lower-income district into one with strong student achievement.

Student Success uses a collaborative approach to create a new and improved labor-management culture and seek out innovative programs and practices. Partnership and performance committees at the district and school levels include credible representatives from labor and management who understand the issues, make joint decisions, and are committed to a long-term partnership. "Without the partnership with the unions, Charlotte County would not have the consistent improvement in student achievement that we have enjoyed for eight years," says Dr. Doug Whittaker, CCPS superintendent of schools.

The labor-management partnership works together to establish core curriculums and the best teaching methods for all stages of learning, focusing on priorities like student and family accountability, flexible on-site teams, and opportunities for students at all achievement levels.

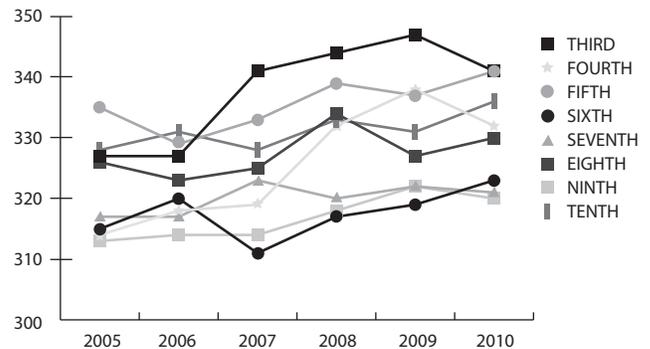
The collaboration focuses on strong, joint leadership as a way to improve student success. With guidance from the Federal Mediation and Conciliation Service, the two groups undergo continuous training to become better problem solvers. Together, they inspire more effective teamwork, employee involvement in decisions that affect them, and communication between labor and management. As veteran middle school teacher Molly Anderson explains, "It's been a game-changer in schools throughout the district... We now come together to find solutions that can provide remedies and increase student success."

The partnership has also found collaboration with parents is integral to the success of the students. Together they have created family reading, science, and math

STUDENT DEMOGRAPHICS

- 10% African American
- 10% Hispanic
- 50% of students qualify for free or reduced price lunch programs

CHARLOTTE SCALE SCORES ON THE FCAT SUNSHINE STATE STANDARDS TESTS



SOURCE: Florida Department of Education

The Florida Comprehensive Assessment Test® is administered to students in grades 3–11, approximately 200,000 students per grade level. The FCAT measures the Sunshine State Standards in reading and mathematics.

events to encourage parent involvement and have asked parents to provide input as members of school planning teams and district advisory committees.

CCPS and CFEA also created Charlotte Academy of Professional Educators (CAPE) to raise accountability for teaching and learning and improve employee performance in an effort to advance student success. Since its inception, the voluntary, tuition-based alternative to university programs has developed and retained more than 500 high-quality instructional personnel. John Klenovic, an English teacher with 39 years of classroom experience, sums it up well: "The skills and techniques I've learned in differentiating instruction through CAPE courses have taught this 'old dog' some great new tricks to help my students be more active and engaged learners."

The results speak for themselves: Across all age groups student achievement is up. This meaningful partnership between the CCPS and CFEA has made a difference for the students throughout the district.

Cincinnati Public Schools: Ethel M. Taylor Academy

Cincinnati, OH

Cincinnati Federation of Teachers (AFT)

In 2006, a partnership between the Cincinnati Public Schools and the Cincinnati Federation of Teachers created nine Community Learning Centers within the district. The idea behind these centers is simple—schools act as hubs for community services. They provide access for both students and families to health, safety, and social services, as well as recreational, educational, and cultural opportunities. The rationale behind it is even simpler—as parental and community involvement increases, students become more successful. Community schools are important resources that address children’s out-of-school needs.

Together, the administration and the union developed a comprehensive program of services including physical and mental health care, exposure to nature and the environment, college access, adult education, after-school activities, tutoring and mentoring, early childhood education, and arts and culture to help students succeed. Each school determines the specific nature and structure of the centers through a committee of three parents, three community members, three teachers, and three administrators. All groups are equally represented and take a stake in the development, maintenance, and future of the Community Learning Centers.

The Community Learning Center at Ethel M. Taylor Academy acts as a hub for community services for students and their families. Together the union and administration approached numerous community organizations and businesses to help. Central Clinic, the lead agency, provides staff and coordinates the after-school program that includes a hot dinner and a variety of academic and enrichment programs. Other businesses, agencies, and churches provide mental health, primary and dental health, tutoring, college access, and parent and community engagement.

STUDENT DEMOGRAPHICS

- 93% African American
- 1% Hispanic
- 99% of students qualify for free or reduced price lunch programs

“The Ethel M. Taylor Academy Community Learning Center has been able to make great community engagement, parent engagement, and academic gains thanks to prescriptive and intentional academic instruction and integrated partnerships that work seamlessly together,” says Annie Bogenschutz, the Community Learning Center resource coordinator. With help from the partners, Taylor also provides the 5th Quarter—a summer program during the month of June. The program extends students’ learning time to focus on math, reading, and academic and cultural enrichment, which includes everything from CPR to ballroom dancing to meteorology.

As a result of the partnerships formed among the teachers, the administration, and the community, Taylor has seen tremendous progress: enrollment is up, attendance has increased, and academic performance is improving. “I am thrilled with the academic progress that Ethel M. Taylor is making. This progress is possible because of their dedicated and hard working staff and the strong partnership they have formed with their Community Learning Center,” says Julie Sellers, president of the Cincinnati Federation of Teachers.

The Community Learning Centers in Cincinnati have already begun to encourage students to reach their full potential by supporting student achievement, revitalizing neighborhoods, and maximizing the return on the community’s investment.

Columbus City Schools District: Linden McKinley STEM Academy

Columbus, Ohio
Columbus Education Association, NEA

With graduation rates low and student achievement even lower in the Linden-McKinley feeder pattern, the Columbus City School District in Ohio knew that it needed to change its educational approach. The district decided to adopt a new curriculum built around STEM—science, technology, engineering, and mathematics—which would emphasize 21st century skills like critical thinking and problem solving.

Sensing skepticism to the change, the Columbus Education Association stepped in to start a community-wide conversation. With the help of NEA's Public Engagement Program, the local union convened a meeting of more than 300 parents, business leaders, teachers, administrators, and faith-based and political leaders to learn about the new curriculum that was expressly designed to close achievement gaps, a high priority for a school that serves a predominately impoverished and black community. One potential long-term gain really stood out for those at the meeting: Workers in STEM occupations have the potential to earn about 70 percent more than the national average.

Seeing the success community engagement brought them, the administration and teachers' union built it into the new model for Linden-McKinley STEM Academy. Quarterly roundtables bring administrators, teachers, parents, and community members together in a collaborative effort aimed at continuous school improvement. The school works with mentors from nearby Nationwide Children's Hospital and participates in the "I Know I Can" program, which

STUDENT DEMOGRAPHICS

- 95% African American
- 2% Hispanic
- 82% of students qualify for free or reduced price lunch programs

provides support programs where teachers and guidance counselors offer college-planning advice, FAFS assistance, grants, and resources once a student is college bound. Linden McKinley also works closely with colleges and universities in the region to develop curriculum and provide scholarships.

The school's revamped curriculum enables students to create science experiments, earn college credit, use high-tech educational tools and equipment, and get on-the-job learning experiences. Students walk away with a solid foundation in research, public speaking, the art of asking probing questions, and critical thinking, skills that are all useful to solving problems. Since implementing the program, the graduation rate increased from 52.5 percent in 2009 to 62.5 percent in 2010, and Superintendent Gene Harris expects the entire district's graduation rate to increase from 73 percent to 78 percent. By January 2012, the fully renovated infrastructure will have classrooms, science labs, and special education rooms updated with the latest audiovisual and technology systems. The building will also be environmentally sustainable and energy efficient.

Evansville-Vanderburgh School Corporation: Delaware Elementary School

Evansville, Indiana

Evansville Teachers Association, NEA

As late as 2009, Delaware Elementary School in Evansville, Indiana, stood as one of the state's three lowest performing schools. That year, the Evansville Teachers Association and the school district began work on improving the school's performance. Jointly, union members and management developed the Equity Academy and three Equity Schools, a program enabling teachers and school administrators in each school to foster a culture of participatory leadership. This proactive approach to school improvement, in which all parties are involved in development, is "much healthier than one of takeover," says Dan Hartz, a staff member for the Evansville Teachers Association.

Using input from parents, the union and administration designed the Equity Academy to equip teachers with the skills necessary to work together more effectively for the good of the children. School staff is required to attend 40 hours of training outside of regular class time on communication styles, decision making, and using data to raise student achievement. In addition, teachers are observed in their classroom setting, interviewed to discuss findings, and must complete an independent professional development project. Educators take what they learn in the academy and apply it in the classroom through programs and strategies that serve the needs of their students. What results is more effective instruction and more engaged students.

Because of the union and administration's joint efforts, parents are also more engaged in their children's learning. At the Equity Schools, teachers and the administration maintain more consistent communication with parents to get to the heart of what their

STUDENT DEMOGRAPHICS

- 13% African American
- 2% Hispanic
- 93% of students qualify for free or reduced price lunch programs

children are experiencing in the classroom. To this end, they also created formal compacts to commit parents and school staff to improved student performance. The administration agrees to support learning through a safe and secure environment, enhanced communication with parents, and respect for cultural and individual differences. Teachers agree to hold high expectations for students, encourage parent involvement in students' school and classroom activities, provide continual feedback on student performance, work cooperatively with support staff to meet student needs, respect the cultural and individual differences of students and families, and help parents play a role in their children's education. Parents agree to support and participate with their child in school activities when possible, establish a regular routine for learning at home, and support the school's efforts to improve academic achievement and maintain proper discipline.

The new improvement programs developed as a result of labor-management collaboration at Delaware Elementary are still in their infancy, but the buzz surrounding them is palpable. Evansville-Vanderburgh Superintendent Vincent Bertram says it best: "The outcome is going to be great, and our children will benefit."

Merced City School District: John Muir Elementary

Merced, CA

Merced City Teachers Association, NEA

John Muir Elementary has made remarkable progress over the past five years. In 2005, it was the lowest performing school in its district, and now it is one of four best performing schools in the 17-school district. In 2006, new principal Sandi Hamilton brought together the Merced City Teachers Association and the Merced City School District to refocus on reform efforts needed for students to succeed, with the strategy of “meeting students where they’re at.”

The school began making significant improvements when educators and the administration started collaborating and working together. They advocated for Muir Elementary to receive a seven-year grant from California’s Quality Education Investment Act, which gave extra funding to lower-performing schools for staff development and other proven reforms. The school has used the funds for targeted professional development, reducing class sizes, and providing intervention assistance for kids who are struggling.

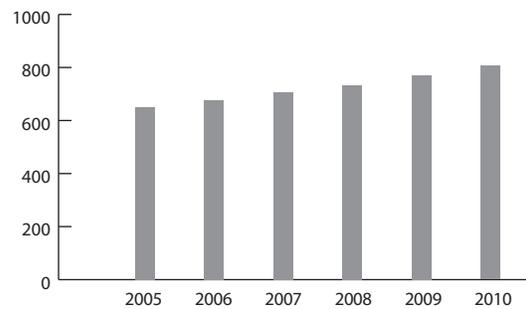
“The legislation, which was supported strongly by the California Teachers Association, has created major changes to schools like John Muir Elementary. Teachers are critical to implementing this change,” says Justo Robles, manager of instruction and professional development for CTA. “There is a high level of accountability throughout the program and this shows in our members’ work and the results for the students.”

Collaboration is built into the educational strategy at Muir Elementary: administrators work closely with educators to determine the best classroom structures and curriculums; educators meet to share data and to present summaries of effective lessons; and both invite students to set and evaluate their own goals for the future. They have shifted long-term thinking at the school from the traditional teacher’s position of “my kids” to “our kids.” Together, these two groups developed an English language arts program, which places students in reading classes based on the

STUDENT DEMOGRAPHICS

- 13% African American
- 56% Hispanic
- 92% of students qualify for free or reduced price lunch programs

ACADEMIC PERFORMANCE INDEX



SOURCE: California Department of Education, Policy and Evaluation Division
The Academic Progress Index is a composite measure of school performance

strengths and resources of personnel. They are in constant discussion, sharing results of common assessments and making decisions to help each student succeed. The consistent work across grade-level groups and across the table has helped both learn more about what makes students thrive.

Parents are also encouraged to actively participate in their children’s education. The school asks parents to take report cards as an opportunity to reflect on accomplishments and encourage their children in areas where they may struggle and also suggests building reading and math time into their daily home routines. Both the administration and educators agree that parental involvement is key. In such an economically disadvantaged community, maintaining momentum is going to be a daily and yearly struggle—but everyone at Muir Elementary is focused on continuing to help students and their communities succeed.

Perth Amboy City: Ignacio Cruz Early Childhood Center

Perth Amboy, NJ

Perth Amboy Federation (AFT)

Ignacio Cruz Early Childhood Center's success can be traced back to the clear lines of communication between the administration and the union and a climate of respect for each other's professional judgment. The homegrown principal and vice principal have a literal open-door policy and work directly with the Perth Amboy Federation in creating a learning environment where children can grow intellectually, socially, emotionally, and physically.

The administration and teachers constantly share knowledge. Throughout the year, teachers at the preschool meet with the local kindergarten teachers to review state standards and outline what children should be learning in each grade. Administrators and teachers meet with one another in monthly staff meetings and align to review the knowledge and skills that children should acquire. The union and the administration work collectively to address the needs of the students and the needs of the teachers to create a school that is "good for kids and fair for adults," says Donna Chiera, president of the Perth Amboy chapter of the American Federation of Teachers.

Both the teachers' union and the administration agree that community engagement is a priority—from the first day of student registration to beyond graduation to elementary school. Parents are engaged in discussions about expectations and the role that they can play, and are provided opportunities for them to increase their stake in their children's education.

STUDENT DEMOGRAPHICS

88% Hispanic

74% of students qualify for free or reduced price lunch programs

In 2008, teachers proposed a need for increased parental literacy, and Literacy Nights began. On these nights, teachers model how to read to young students by reading both Spanish and English books to parents and students. Teachers show different ways of engaging the students through both words and the presentation of visuals. Last year, as part of the Read Across America campaign, the Cruz ECC held a Saturday morning breakfast where parents, students, teachers, administrators, and members of the community came together and celebrated a morning of reading with Doctor Seuss.

As third year Principal Susan Murizto argues, "Every year presents different challenges, but we can address those well together." As a result of a visible administration and an active staff interest, the Cruz ECC has become a model for labor-management partnerships in a preschool setting.

Pittsburgh Public Schools: Taylor Allderdice High School

Pittsburgh, Pennsylvania

Pittsburgh Federation of Teachers, AFT

Because of the collaborative efforts of the Pittsburgh Federation of Teachers (PFT) and the Pittsburgh Public Schools (PPS), the city's schools stand as a national leader in transforming education for the better. Through a jointly created plan, the PFT and PPS devised a model for supporting and empowering effective teaching across the district in order to improve student achievement.

The PFT and PPS began with the objective of preparing every student for post-secondary education. To achieve this objective, the plan empowers teachers to be strong leaders and to foster a culture of ambition, resilience, and college readiness among students. Its three main goals are to increase the number of highly effective teachers, expand the exposure of high-need students to highly effective teachers, and ensure that all teachers work in learning environments that support their ability to be highly effective.

The PFT and PPS established the Promise-Readiness Corps (PRC), designed and shaped by teachers in professional development sessions over the past year. The team of teachers and staff work with ninth-grade students as they enter high school, support them through tenth grade, and deliver them to eleventh grade "Promise-Ready." A Promise-Ready student succeeds in the classroom and displays behaviors and habits consistent with success in college or a career.

PRC curriculum is centered on the core content areas of social studies, math, science, and English. In addition, teachers and staff help students develop a sense of ambition for success beyond high school and a desire to explore the world around them. Students who

STUDENT DEMOGRAPHICS

- 37% African American
- 1% Hispanic
- 39% of students qualify for free or reduced price lunch programs

become Promise-Ready will be eligible for the Pittsburgh Promise Program—a scholarship they can use at any accredited higher education institution in Pennsylvania.

Taylor Allderdice High School has a long history of high achievement and successful programs, including a strong commitment to world language education. The school has received the prestigious Pennsylvania State Modern Language Association Exemplary Program Award four times in recognition of Allderdice's commitment to post-secondary education. The PRC will be able to build on this foundation to provide the opportunity for post-secondary education to students who otherwise would not go to college or receive a workforce certification.

"The teaming of teachers and students into cohorts, as well as the advisory component of the PRC, has enabled teachers and other staff members to build solid relationships with students throughout the year. Through these relationships, we have been able to offer students the academic, social, and emotional support they need to be successful and move toward Promise-Readiness," says Amy Davies a social studies teacher at Allderdice.

Putnam City Schools: Putnam City West High School

Oklahoma City, Oklahoma
Putnam City Association of Classroom Teachers, NEA

In 2007, Putnam City West High School combined targeted academic programs, parental involvement, and professional development into its Compadres in Education program to address low academic achievement among Hispanic students. Since the program began, graduation rates have more than doubled and English test scores increased by more than 20 percent.

Initially made possible because of an NEA Public Engagement Project grant, Compadres in Education has experienced a surge of interest and involvement from the community since its start. The most recent event drew hundreds of administrators, members of the Putnam City Association of Classroom Teachers, parents, students, community leaders, and local businesses and organizations. At each meeting, these stakeholders identify primary factors contributing to achievement gaps locally and create plans to address them.

“The partnership with NEA and Oklahoma Education Association has been essential in our work with our Hispanic population,” says Melanie Pealor, assistant principal at Putnam City West High School. “They have supported us with resources, professional development, volunteers, and organizing events. I am very pleased to say the partnership has continued to grow and we continue to collaborate on more projects.”

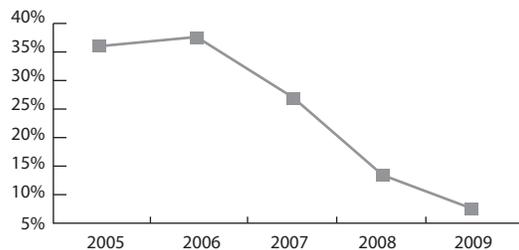
A leading program that came from these conversations trains teachers to shift their emphasis from thinking about teaching to focusing on learning. Teachers and administrators partner in Professional Learning Communities, where members evaluate best practices for reaching students and develop skills to create a more trusting, inclusive environment for learning. They also learn ways to better teach the students personal responsibility and multicultural awareness.

At quarterly Noche de Padres Hispánicos (Hispanic Family Nights), students and their families meet with the administration, bilingual teachers, and community volunteers to address topics such as the legal rights of immigrants and to give advice on how to fill out financial aid forms and applications for state scholarship programs for students from low-income families.

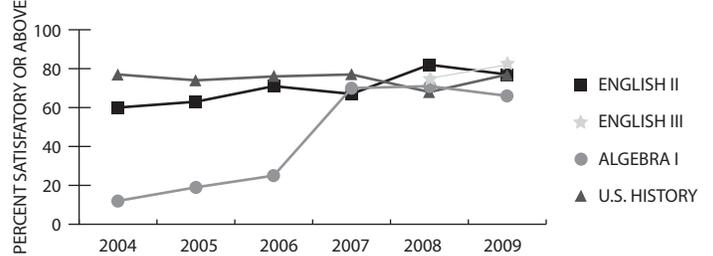
STUDENT DEMOGRAPHICS

- 25% African American
- 24% Hispanic
- 5% American Indian
- 72% of students qualify for free or reduced price lunch programs

FOUR YEAR DROPOUT RATE



HIGH SCHOOL END-OF-INSTRUCTION TESTS



SOURCE: Oklahoma Education Oversight Board Office of Accountability
The Oklahoma Core Curriculum Test End-of-Instruction (OCCT EOI) is based on the Oklahoma state standards, which define what students should be learning each year. The OCCT EOI is a high school graduation requirement, with the goal for all students to score at or above the satisfactory level on the OCCT EOI exam.

Putnam City West also started the Club Med program, in which students receive guidance on selecting courses and applying for scholarships to secure future jobs in health services. They even take field trips to hospitals to see bilingual employees at work. In another initiative, students complete community service projects like tutoring students at the local elementary school or volunteering at the regional food pantry.

Because of this program, the school is seeing improved attendance records, higher graduation rates, and higher test scores. With the success of the community conversation approach, Compadres in Education now serves as a model for driving school improvement and closing achievement gaps throughout Oklahoma.

ABOUT AMERICAN RIGHTS AT WORK EDUCATION FUND

The American Rights at Work Education Fund is an educational and outreach organization dedicated to promoting the freedom of workers to form unions and bargain collectively.

Socially Responsible Business Program

Launched in the summer of 2005, American Rights at Work Education Fund's Socially Responsible Business Program promotes awareness of socially responsible and ethical corporate labor practices. The Program engages forward-thinking business and labor leaders to develop and encourage sound policies and collaborative efforts that sustain workers, businesses, and society at large. This report and the annual Labor Day List: Partnerships that Work are projects of American Rights at Work Education Fund's Socially Responsible Business Program.



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