



CLOSING THE GAPS

**Using a Collaborative Model
to Make a Real Difference
in Student Achievement**

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Associate Superintendent, Retired



CCSD Conditions

- Last 4 Negotiations—Arbitration
- Board Distracted
- Demands and Expectations Growing
- Union Lost 1700 Members in 2 years
- Low Morale; High Attrition



No Opportunity — No Thought

- To Use Negotiated Agreement As Tool to Improve Student Achievement



How IBB Works— Principles

- Focus on issues, not personalities
- Focus on interests, not positions
- Creates options
- Evaluate options by standards, not by power
- Focus on present and future, not past



How IBB Works— Assumptions

- Bargaining can enhance relationships
- Both parties can win
- Parties should help each other win
- Open discussion expands mutual interests and options
- Standards can replace power in solving problems



Interest-Based Bargaining Process

- Not solution in and of itself
- A tool when both sides ready for change



District's First Issue:

- Recruiting and Retaining High Quality Teachers in At-Risk Schools



First Step:

- Discuss why the issue is important to both sides, problems caused to current status, and barriers to solutions



Second Step:

- Brainstorm how to meet needs, overcome barriers, and solve problems



Third Step:

- **Weighted voting**



Fourth Step:

- Develop criteria for evaluation of possible solutions
- Is Step 4 out of place--you may ask?



Fifth Step:

- Apply criteria to find most viable solutions



Examples of Solutions

- Examples of solutions which became tools for recruiting and retaining teachers in at-risk schools



Solution: Allowing Faculties Freedom to Do What They Know Will Make a Difference--

- **Negotiated Agreement:**
 - Waiver
 - Empowerment Schools



Solution: Improve Teaching and Learning Conditions

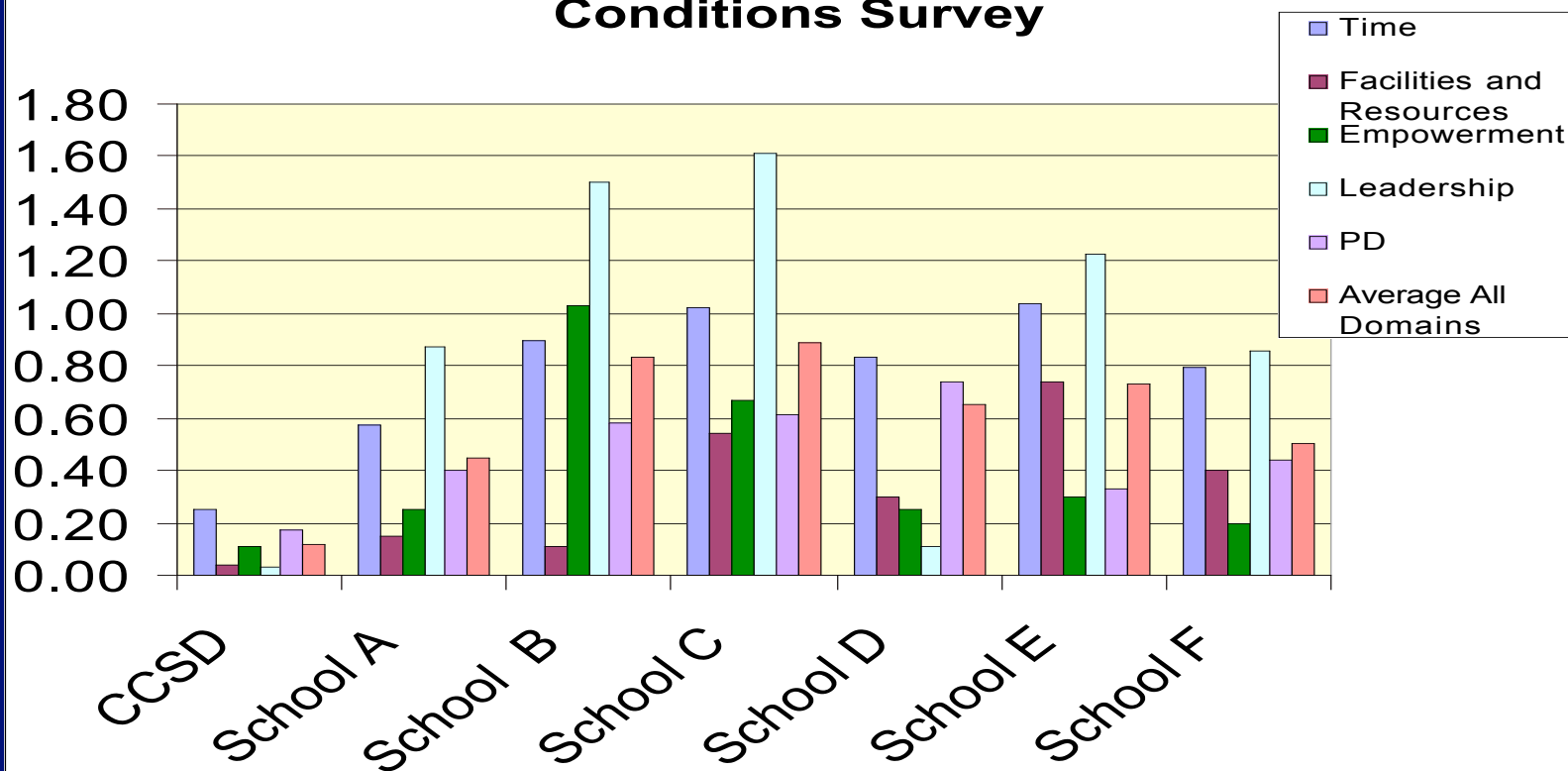
■ Negotiated Agreement:

- Online Surveys
- Focus Groups
- TLC Teams
- Attract Best Principals
- Skill Development
- Leadership Training



Teaching and Learning Conditions Team

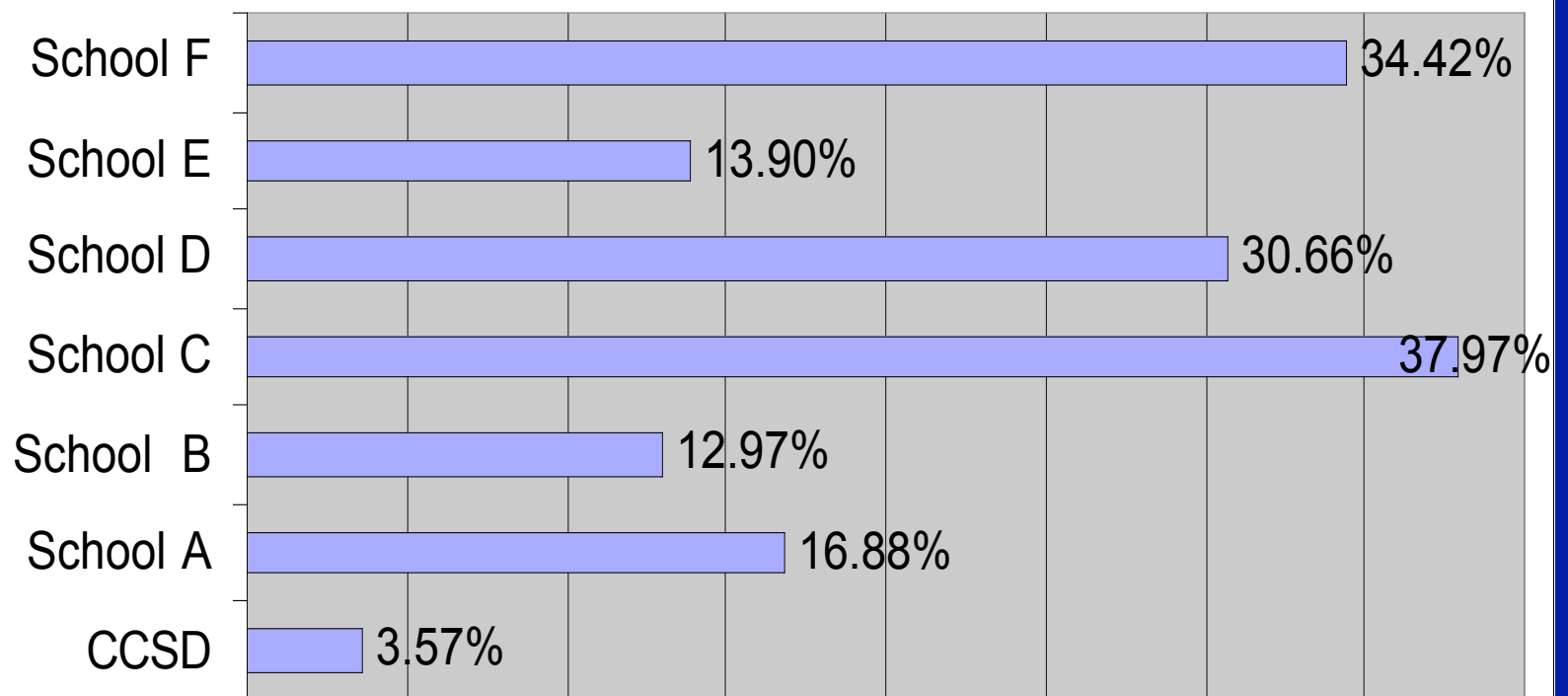
**TLC Schools: Change in domain scores on the
2006 and 2007 Teaching and Learning
Conditions Survey**





Teaching and Learning Conditions Team

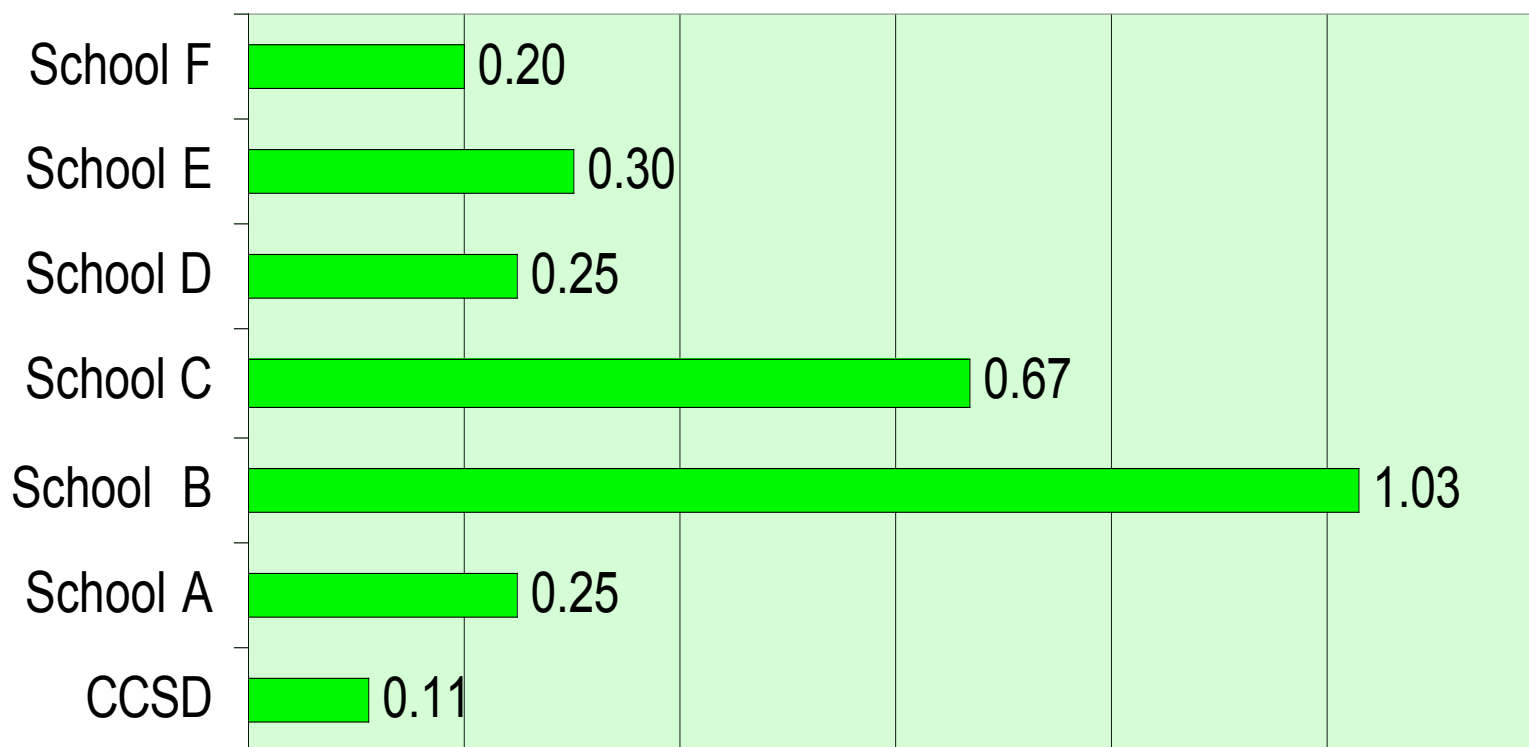
TLC Schools: Stayers/Percent Change





Teaching and Learning Conditions Team

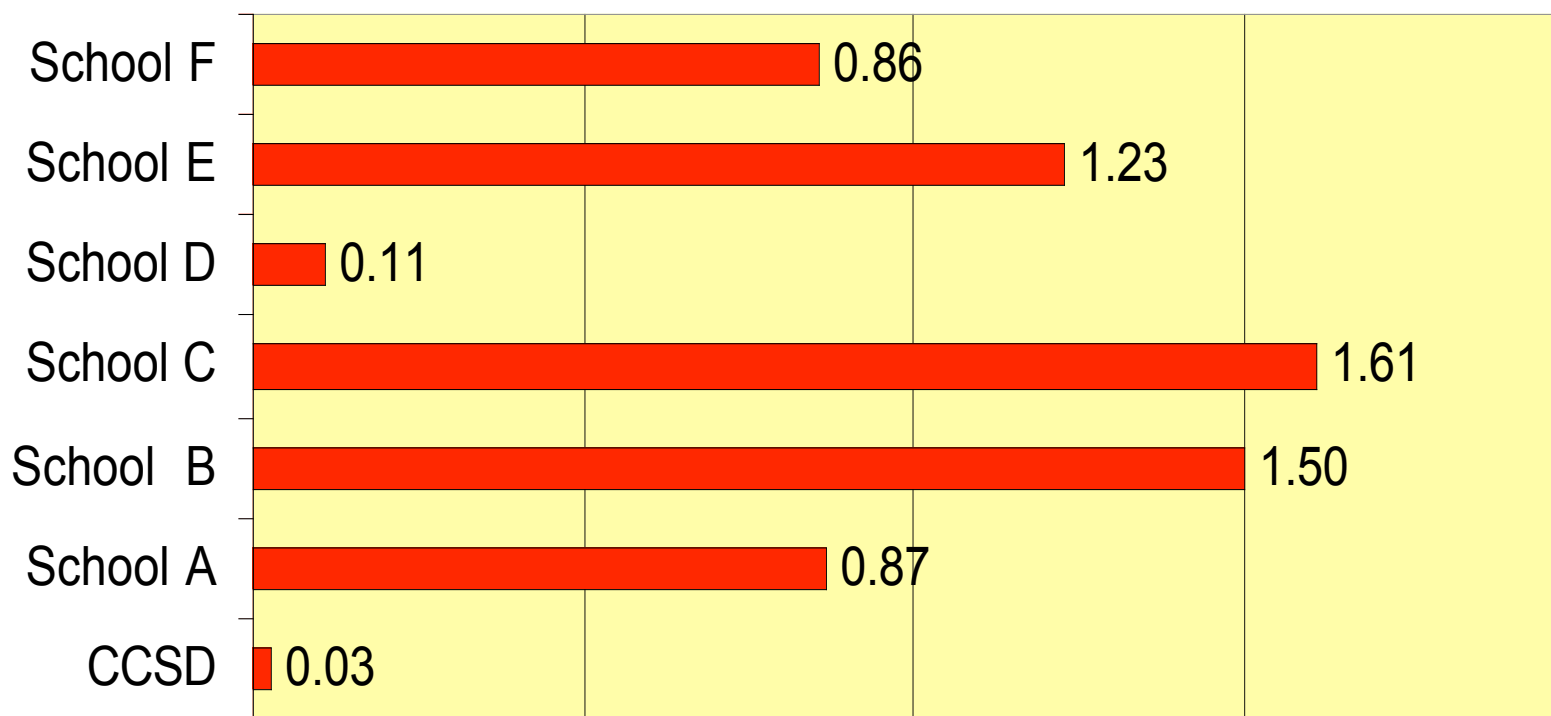
TLC Schools: Empowerment





Teaching and Learning Conditions Team

TLC Schools: Leadership





Solution: Don't Force Teachers into At-Risk Schools

- **Negotiated Agreement:**
 - Early Transfer
 - Early Hiring
 - Urban Teacher Academy
 - Professional Learning Communities
 - Full Time Mentors
 - Special Education Agreements



Improvement in Student Achievement

- The number of schools meeting AYP increased by 12 percent (from 183 in 2005 to 216 in 2006);
- The number of schools not meeting AYP decreased (from 149 in 2005 to 123 in 2006);
- Proficiency in math and reading in every grade from 3rd to 8th increased (as high as 14 percent);



Improvement in Student Achievement

- A greater percent of high school graduates passed the Nevada High School Math Proficiency exam, moving from 86.9 percent in 2005 to 88.4 percent in 2006;
- A decrease in the drop out rate for 9th-12th grade students has been reflected in the past three years (from 7.6 percent in 2004 to 5.9 percent in 2006);
- Of the 11,642 students who graduated from CCSD schools, 2,373 earned advanced diplomas and 2,103 honors diplomas were awarded;



Improvement in Student Achievement

- More than \$108 million was awarded in scholarships to 2006 CCSD graduates compared to \$97.5 million in 2005;
- In 2006, 11 CCSD schools were designated “exemplary” compared to 6 in 2005; and
- The number of “high achieving” schools increased from 34 in 2005 to 44 in 2006.