

CSR Conference Presentation 5/12/06 - Rose Raynak - Notes

- What have I learned about working with CSR?
 - Stormy seas
 - Just joined BSI in late March 04 from 8 years in WFE
 - No knowledge of NCLB or Title I or what FIE was
 - CSR position vacant for 4 months and was way behind on reporting and rollout
 - No knowledge of CSR but lots of grant background and project management
 - Database not updated for over a year
 - Didn't even know what it was asking for and/or where to find some of the information
 - Money waiting to be allocated and had to get out fast
 - Needed to learn what CSR was fast
 - Needed to learn what CSRD was too
 - Needed to learn what a vendor fair was
 - Calls coming in every day asking
 - Needed to develop an RFA fast
 - No idea of CSR components or way to set things up
 - No good model to follow
 - Had to be out to general public by May for application due date in July
 - bureaucracy
 - Had to set up review committee
 - Needed to set up a teleconference
 - No clue how to do historical piece
 - Contacted DC for information and staff there relatively new too but very helpful
 - Needed to set up a review process
 - Contacted Region XIV Comprehensive Center
 - Did an outstanding job of developing the training
 - Solicited help from other teacher organizations and past CSR schools as reviewers
 - Needed to set up award process after review and recommendations
 - Needed to set up second chance process and workshop
 - University partners in other grants assisted with this process
 - Schools greatly appreciated second chance and chance to work out the same procedures that reviewers had to do
 - Region XIV assisted with training and drive-in workshop to write the new application

- Most of my school districts were jumping at the chance to compete for the money
 - Most of the districts could use the help to assist with overcoming poor student achievement
 - Most of the schools totally unaware of most federal models and thought the money was strictly for personnel
 - Tremendous amount of paperwork and monitoring involved
 - 293 projects since 1998 in 4 cohorts for almost \$87M
 - Accountability was tenuous at best
 - 1st federal report alone (after only 8 months experience) 750 pages of intense longitudinal analysis of student achievement broken out by grade level, subject, subgroup, for over 100 schools for 4 years (baseline included)
 - Proving impact was and continues to be difficult even with good data
 - Too many other factors play in the game
 - MODELS
 - Way too many to choose from
 - No reliable way to evaluate effectiveness
 - No formula to match model with issues
 - No one size fits all
 - Only purchasing model does not solve the problem
 - Some problems require more than one model
 - Hugh and Maggie have been invaluable in their assistance and ready to help with developing solutions at the drop of a dime or a flash of an email
 - Hugh gave me my first true look at what CSR really was
 - I had lots of questions that were pertaining to the guidance but not necessarily addressed
 - USDOE guidance – while not having the force of the law still allowed me to ‘softly manipulate’ the project RFA to make it match what the state of Florida needed to have done – addressing the lowest performing schools and students
 - ...
- What is compelling about the work we do?
 - Definition of compel is to force, drive, require, necessitate, oblige, make, give no choice but...
 - Urgently requiring attention
 - Drivingly forceful
 - Several things are ‘compelling’
 - Making a difference is utmost
 - Making schools truly assess needs and develop solutions to issues
 - Finding solutions to raise student achievement for all students and subgroups
 - Collapsing silos
 - Gaining buy-in of ALL stakeholders

- Making schools and all stakeholders personally accountable for all facets of CSR and education
 - Finding other solutions and sustainability since the money has dried up
 - ...
- How is CSR connected to SI?
 - One should be asking how is NOT connected...
 - CSR IS the reality of SI put into one package – as Jerry says it best, it should be the bigger of the NCLB Title I focus and funding instead of it being just part of a smaller rider issue – that even though has been ingrained for the past 8 years is now not funded
 - In Florida, the RFA we developed was based on high stakes test school grades that indicated a school was more than ready for school reform
 - In Florida we require a school needing reform to complete an online school improvement process which requires them to do an in-depth needs assessment and to look at each component of their school, its staff, its student body and its community – mirroring the components of CSR.
 - In Florida we mandate that the schools constantly set goals, use scientifically research-based models and do constant yearlong assessments to determine progress and make adjustments as necessary (especially using comparable data gained from a model or the state test resources) – mirroring the evaluation process of CSR
 - In Florida we link CSR with JRF and secondary school reform
 - In Florida we strongly encourage processes be put in place to sustain the efforts when the school has reached a reasonable level of achievement – taking it out of the SINI process which provides additional resources and technical assistance
 - In Florida we base legislation on school reform and target resources and technical assistance to the lowest performing schools (which include CSR schools)
- What keeps me going?
 - Ultimately being able to and in a position to make a difference
 - If I don't leave any other mark on this world, I want to at least be able to say something I did made a difference in someone else's life and if I help a student – directly or indirectly to be self-sufficient then I have made a difference
 - Give them a fish versus teach them to fish versus teach them to go pro
 - Intrinsic satisfaction is the primary motivator for me – although money would be good too....
 - Helping schools meet unmet goals through funding
 - Helping schools analyze their issues and search for a whole school reform model/belief/vision/mission....
 - Helping unify inter school factions and take them out of the traditional silos – getting everyone on the same page fighting for the same things

- Finding ways to get student buy-in and participation with school achievement goals
 - Getting requests for help to solve problems and having potential solutions available to address these requests
 - Getting praised for what little help I give them and them not realizing that their efforts were what made the difference not just me pointing them into a single direction.
 - Feeling like a parent who has carefully guided each of the stakeholders to reach a step above where they were before in achievement and accountability
 - Being part of their family and fighting for the same things so that all of us can make a difference
 - Personal Professional Development is also important to me
 - Didn't know what CSR was
 - Didn't know what NCLB was
 - Didn't know how they were related and how everything was related to SI
 - Not coming from classroom or secondary school setting didn't know how they connected at the school level
 - Dealing with USDOE and federal regulations/guidance has been most interesting and helpful in my other jobs at the DOE
 - Enhancing project management skills
 - Enhancing my portfolio for next moves
- In Florida of the 187 CSR schools I have personally assisted with we have seen great gains in most of them. Only a few did poorly and only a few held their same achievement status
 - Gains of moving up one or two accountability grades
 - Significant gains of earning more performance points even if school grade does not change
 - Significant gains of the lowest 25% of students impacting the ability to meet AYP
 - Significant increases in raising student achievement of all students
 - Significant increases in raising subgroup performance
- In general we have found
 - CSR schools compete very well with the state average performance where before they were well below it
 - Elementary schools do better with school reform than other school levels
 - Combination schools do better than traditional level schools
 - Most schools do better in year two and start to fall off in year three which indicates the need to re-energize the school in its efforts after the second year
 - Three years is not long enough to make a real true sustainable difference in most schools – but not all
 - Positive results of CSR and other SI efforts have led to revamped legislation to further address issues of school reform, increased student achievement and increased school/student accountability

