Raising Achievement and Closing Gaps

Conceptualizing Whole-District Reform

Stupski Lessons from 31 Urban District Redesign Efforts

Fourth Annual State-of-the-Research Conference
of the Achievement Gap Initiative at Harvard University  
16 June 2008
Challenges to **systems thinking**

**Tools** for systemic reform

Emerging **non-negotiables**

Alternative institutional **structures**

**Strategic planning** processes
partner districts

ATLANTA
Baltimore City
Bellevue
Bellingham
Clarksville-Montgomery
Cleveland
Cumberland
Duval
East Baton Rouge
Elk Grove
Gilroy
Jackson
Laramie
Long Beach
Montgomery
New Haven
Oak Grove
Pasadena
Paterson
Pittsburgh
Pomona
Prince George’s
Salem-Keizer
San Antonio
San Francisco
Santa Monica-Malibu
U-46
West Contra Costa
Yakima
“The District and the Foundation have entered into a relationship to improve critical district systems in order to generate significant improvement in student achievement, to close the achievement gap for target students and to build the District’s capacity to sustain and extend these improvements.”

- Early Foundation MOU
High Performing Learning Organizations

Whole Systems Alignment

Change Management Capacity
organizational assessment tool

How do you measure up?

- Leadership
- Strategic Planning and Results
- Curriculum and Teaching
- Stellar People
- Stakeholder Engagement
- Effective and Efficient Processes
- Accountability
System diagnostic tools

Tools for continual improvement
comprehensive aligned instructional systems

Aligning Instructional Systems
- rigorous standards
- instructional strategies
- curriculum & materials
- specialized instruction
- assessment & data
- professional development

Aligning Systems to Support Instruction
- accountability
- planning
- personnel
- use of funds
- special programs
- operations
Stupski 2.0
lessons

Clear Goals

Compelling Logic

Meaningful Measures
goals

Grade level?
Proficient?

State Standards?
Other Standards?

What’s the “gap”?
21st Century College Readiness

AP/IB/TIMMS/PISA

Content Behavioral Agency Cognitive Contextual
“It’s easy to do central office reform and community engagement without ever getting to the classroom.”

“How can it be that the OA shows improvement over the years but our district’s student achievement has not gone up? Is that progress?”
the instructional core

indicators of 21st century college readiness

system diagnostic tools

curricular components
adaptive assessments
exemplar pedagogy
student supports

change leadership models
Capacity at the district level to Engage in R&D, tool-building Around the instructional core

Systems Architecture
What data?

Does it actually change practice?
Meaningful Data

Massive Customization Through Modularity
opportunities for partnership

- instructional core
- design
- collaborative

- learning community

- district redesign portfolio
- innovation venture
- capital fund