I am proud of our success in identifying, preparing and supporting over 850 exceptional, diverse leaders to improve public school systems – leaders who share our deep commitment to excellence and equity in public education. And I am deeply grateful for the phenomenal team members at TBC who dedicate their passion and skills to make this work possible.

In turn, these exceptional leaders are making a difference in the school systems and communities they serve through their focus on developing high-quality learning opportunities; attracting, retaining and developing exceptional talent; committing to cultures of inclusivity, continuous improvement and results; executing strong operations to support schools and staff and empowering and engaging their communities.

We also announced in December 2019 that The Broad Center would become The Broad Center at Yale School of Management (SOM).

A $100 million gift from The Eli and Edythe Broad Foundation, combined with Yale’s support, will enable TBC at Yale SOM to sustain and grow our commitment to improving public education by developing outstanding leaders, in perpetuity.

We will be able to build on our strong foundation and results, many of which you will read about in this report, with the unique resources and research capacity that Yale SOM can provide. We will also be able to elevate and shape the national conversation on what is required to ensure that all children have access to the public schools that they need and deserve.

I hope you enjoy reading about our team and network’s results, along with a deeper dive into our work in diversity, equity and inclusion (including the development of our current DEI statement which you’ll find in its entirety in this report); supporting system leaders and senior teams; strategic financial leadership and more. You’ll be inspired by the work of Edwindra Johnson, Daniel Anello, Vivian Lee, Analiza Quiroz Wolf, Jennifer Blaine, Roberto Padilla, our TBC team and others whose work is documented throughout this report and I encourage you to follow up with any of them to learn more.

We welcome any feedback, questions or requests for additional information in our efforts to learn from and share lessons with others committed to excellence and equity in public education.

Because of The Broad Center, I know I’m impacting young people every day, even in my role behind the scenes.”
VISION
Every family across the nation can access a great public school that meets their child’s needs, and every student can graduate ready for college, careers and life.

MISSION
To transform American public education into an engine of excellence and equity by identifying, preparing and supporting leaders in urban school systems.

CORE BELIEFS
Public education is the foundation of a just and thriving society.

- Every young person deserves a well-rounded, high-quality education.
- All students can succeed.
- Excellent public education is rooted in equity.
- Leadership is critical to building and sustaining successful school systems.

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THEORY OF ACTION
We build and sustain a high-performing organization
- We identify and develop school system leaders
- We provide school system supports and create strategic partnerships
- Our leaders enact meaningful and positive change in school systems
- School systems led by our leaders show improvements in excellence and equity
- School systems led by our leaders deliver improved student outcomes

DIRECT IMPACT
Large urban school systems are engines of equity and excellence; every student can graduate ready for college, careers and life.
ABOUT THE BROAD CENTER

Across entire cities and states — not just at individual schools — we need more than great teachers and principals. It also takes extraordinary people serving in the management and leadership roles in those school systems to ensure that every school, every classroom and every child gets what they need to be successful.

At The Broad Center, we identify, develop and support outstanding professionals who are inspired to work inside the system, in partnership with students, families and communities to help them open the doors to opportunity and bring their vision for educational excellence to life. Through our highly selective professional development programs, The Broad Academy and The Broad Residency in Urban Education, we are growing a diverse network of hundreds of leaders and managers in school systems across the nation — people who have the skills, knowledge and dedication necessary to ensure every student’s needs are met so that every family’s dream for their child can be achieved. As a nonprofit, nonpartisan organization, our work will be done when every family in every community can trust that their child will graduate ready for college, careers and life after high school. Until then, our team and our alumni network won’t rest.

THE BROAD ACADEMY

Created in 2002, The Broad Academy (TBA) is a two-year advanced fellowship for aspiring and current system leaders who are dedicated to creating the conditions that equitably address student needs while supporting and inspiring the people working in the system to do their best work.

THE BROAD RESIDENCY

Created in 2003, The Broad Residency in Urban Education (TBR) is an intensive two-year management development program for talented early- and mid-career professionals. During the program, Residents work in full-time roles in urban school districts, public charter school networks and state education agencies — allowing them to leverage their professional expertise and experience for immediate impact while developing their knowledge base and leadership. Upon completing the program, Residents earn a Master of Education in Educational Leadership degree.

ALUMNI AND NETWORK IMPACT

The Alumni and Network Impact (ANI) team provides professional development support and networking opportunities as Residency and Academy alumni progress in their careers, working with colleagues and communities to create urban public schools that allow for the success of all students.

PARTNER STRATEGY

The Partner Strategy team works to increase TBC’s impact by increasing our knowledge about the school systems we partner with and by strategically focusing supports to increase their effectiveness and outcomes for students. The team engages with school systems to better understand their context, strengths and needs and leverages other internal teams, our knowledge and resources, our network and strategic alliances to support school system leaders in addressing their system-level priorities.

HEADQUARTERS AND STRATEGIC INITIATIVES

The Headquarters and Strategic Initiatives team supports TBC’s internal staff and processes to ensure we can amplify our organization’s impact for our network and the field. The team’s priorities include managing operations and talent processes, executing communications strategies, implementing research and knowledge management systems and evaluating and sharing the impact of TBC.
OUR NETWORK’S REACH

More than 17 million students served by TBC network in local and state school systems

9 of the largest 10 U.S. districts have TBC network members working in impactful central office roles

3 of the largest 10 U.S. districts are led by TBC network members

Nearly 170 public school systems with network members

81 district or turnaround systems with 191 network members
77 public charter networks with 192 network members
11 state education agencies with 33 network members

151 other K-12 organizations

103 non-profit education organizations with 137 network members

612 Broad Residency graduates and current Residents
111 Current 501 Alumni

Our network leads impactful work outside of U.S. school systems in

860 leaders in our network*

255 Broad Academy graduates and current Fellows
18 Current 237 Alumni

Our network’s reach

81% in K-12

82% in K-12

52% school systems

30% other K-12

18% outside K-12

We are so proud of our ever-growing network of dedicated and talented K-12 education leaders

17 million students served by TBC network in local and state school systems

Our network leads impactful work outside of U.S. school systems in 151 other K-12 organizations

“Because of The Broad Center, I think bigger, dream bigger, lead with greater confidence and seek support and inspiration from colleagues from around the country.”

“The Broad Center network is full of individuals who are dedicated to excellence and I continue to learn from them and work to follow their examples.”

*Chart includes 7 network members who participated in both (1 current, 6 alumni)
IMPACT

Our network is driving toward impact in five priority areas. Within each area, the majority reported moving the needle toward improved and more equitable outcomes.

100%
OF NETWORK MEMBERS SAY THAT TBC HAS INCREASED THEIR INFLUENCE AND IMPACT IN PUBLIC K-12 EDUCATION

85%
OF ALL NETWORK MEMBERS MADE NOTABLE PROGRESS TOWARD AT LEAST ONE HIGH-IMPACT EXCELLENCE AND EQUITY PRIORITY AREA DURING THE 2018-19 SCHOOL YEAR

% MAKING PROGRESS IN THESE PRIORITY AREAS

Commit to a Culture of Inclusivity, Continuous Growth and Results
Attract, Develop and Retain Exceptional Talent
Empower and Engage Your Community
Execute Strong Operations to Support Schools and Staff
Deliver High-Quality Learning Opportunities

83%
82%
79%
78%
77%

“I launched a DEI Council. This shows our org’s commitment to equity and has held leadership accountable. It has empowered teammates to support new initiatives serving our most marginalized scholars.”

“We launched two new teacher residency programs and have grown them dramatically in advance of the 2019-20 academic year, from 26 Residents to nearly 90. These Residents are 70-80 percent people of color, and more than half were paraprofessionals or support staff now pursuing their teaching license thanks to the program.”

“We supported the launch of two grassroots parent organizations that are growing their voice, influence and impact in speaking up for parent needs in the school district. One of these groups was able to get a language access policy passed at the district level – a long overdue policy from an equity standpoint. And it was only possible because of the grassroots canvassing and speaking out that these parent groups are starting to do.”

“I led and/or supported various projects that either 1.) Helped reduce the operational burden on principals so they are able to spend more time focusing on teaching and learning, OR 2.) Helped reduce operational costs that enabled more funding to be directed to schools.”

“I am proud of the teaching and learning infrastructure that has been built in such a short period of time. With leaders, teachers, students and parents all feeling like they have had a part in the direction. And with that infrastructure, there is the first improvement in student performance outcomes on state-wide accountability metrics after five consecutive years of drastic decline.”

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Though we know there is still a lot of work to be done to improve outcomes for the students we serve, The Broad Center is proud to recognize our network members who saw NAEP gains for students in their districts and states.

Of the few states seeing gains on the 2019 NAEP assessment, the majority are led by TBC network members. Among those school systems are all five state education agencies currently led by TBC network members, along with three network member-led districts:

District of Columbia
OFFICE OF THE STATE SUPERINTENDENT
Led by Hanseul Kang
The Broad Residency 2012-14
D.C. PUBLIC SCHOOLS
Led by Lewis Ferebee
The Broad Academy 2017–18
Previously led by Antwan Wilson
The Broad Academy 2012–14
GAINS IN
4TH GRADE MATH
8TH GRADE MATH
8TH GRADE READING

Mississippi
DEPARTMENT OF DEFENSE EDUCATION ACTIVITIES (DODEA)
Led by Tom Brady
The Broad Academy 2004
GAINS IN
4TH GRADE MATH

Louisiana
DEPARTMENT OF EDUCATION
Led by Carey Wright
The Broad Academy 2018-19
GAINS IN
4TH GRADE MATH
3RD GRADE MATH
5TH GRADE READING

North Carolina
GUILFORD COUNTY SCHOOLS
Led by Sharon Contreras
The Broad Academy 2010
GAINS IN
5TH GRADE MATH

Tennessee
DEPARTMENT OF EDUCATION
Led by Penny Schwinn
The Broad Academy 2014–16
GAINS IN
4TH GRADE MATH

Colorado
DENVER PUBLIC SCHOOLS
Previously led by Tom Boasberg
The Broad Academy 2009
GAINS IN
4TH GRADE MATH
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EVERY YEAR WE INVITE OUR ALUMNI TO IDENTIFY AND NOMINATE THEIR PEERS WHO ARE DOING EXCELLENT WORK IN K-12 EDUCATION FOR AWARDS AND RECOGNITION. THIS YEAR, WE RECEIVED NEARLY 100 NOMINATIONS, WHICH DEMONSTRATES NOT ONLY THE OUTSTANDING WORK THAT OUR LEADERS ARE DOING, BUT ALSO HOW OUR MEMBERS SUPPORT AND LIFT UP EACH OTHER. IN ADDITION TO CELEBRATING THESE NETWORK MEMBERS DURING THE TBC FORUM, YOU CAN ALSO READ SOME EXAMPLES OF THEIR WORK.

DELIVER HIGH-QUALITY LEARNING OPPORTUNITIES
Provide every student with a learning environment that empowers them to reach their full potential.

ATTRACT, DEVELOP AND RETAIN EXCEPTIONAL TALENT
Develop and implement a comprehensive talent strategy with a focus on performance and diversity, equity and inclusion.

EXECUTE STRONG OPERATIONS TO SUPPORT SCHOOLS AND STAFF
Ensure all system-level operations work in service of the academic mission.

EVERY YEAR WE INVITE OUR ALUMNI TO IDENTIFY AND NOMINATE THEIR PEERS WHO ARE DOING EXCELLENT WORK IN K-12 EDUCATION FOR AWARDS AND RECOGNITION.

TBR 2011-13
Michael Rosskamm
“Has led AF’s efforts around social emotional learning. As a result, the network is leading the way in the shift away from a ‘no excuses’ model toward a more reflective and holistic educational model.”

TBR 2012-14
Devin Fletcher
“Launched and championed a transformational program, Tulsa Teacher Corps, which has been instrumental in helping Tulsa Public Schools deal with the teacher shortage.”

TBR 2015-16
Heather Anichini
“Finds resources and shares them with CPS and CMOs in Chicago in support of high-quality principals in all schools. Many of the advancements in principal pipelines and program partners are thanks to her.”

TBR 2013-15
Tamara Prather
“Lives the mission of Surge by being a connector and advocate for professionals of color working in education. Has quickly become known as a ‘go-to’ person in Chicago for advice, career transitions and thought partnership.”

TBR 2017-19
Biko Taylor
“Keeping taxpayer dollars in the neighborhoods where our kids go to school by setting a goal to invest a certain percentage of procurement dollars to go to the community, as well as POC and female business owners.”

TBR 2015-17
Marc Wilson
“Provides exemplary operations services to our network of 18 schools and influences huge policy decisions made by the second largest district in the country to better support schools serving high-need communities.”

TBA 2015-16
Lin Johnson
“Managed a huge budget for Shelby County ($1.5B) and has created positive surplus over the past three years that has then resulted in space for innovation amongst the school communities.”

TBA 2018-19
Leslie Torres-Rodríguez
“Developed an equity-centered budget process and formula that resulted in increased funding to schools that have the highest concentration of needs and have traditionally been underfunded.”

TBR 2016-18
Josh Cuaprky
“Developed a new system for academic curriculum available to the public.”

TBR 2005-07
Carmita Semaan
“Exceptionally impressed by Carmita’s bold leadership to enhance the pipeline of educators of color in Chicago and Oakland. Surge has now trained over 100 Fellows.”

TBR 2017-19
Davis Zaunbrecher
“Helping lead the launch of a Collegiate Academies college program. The mission is to continue cultivating and supporting post-secondary success for low-income, first-generation students of color.”

TBR 2015-17
Kelley Hampton
“Has elevated the school leader pipeline and has successfully staffed the teacher roles during a time of great need to fill these important positions.”

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CONTINUED ON NEXT PAGE
“Instrumental in integration of the 4 Texas regions into a state-level CMO. Has enabled the financial sustainability of the broader organization as well as the rapid deployment of instructional best practices.”

“Driving equity work within Blackstone Valley Prep (both within his work as an operations leader and ensuring our scholars have excellent facilities) and in helping to oversee our DEI work.”

“Creating a huge ($40MM) fund to support charter facilities expansion across the country (an under appreciated need).”

“Led improvements to Denver Public Schools’ approach to student transportation, while balancing the interests of families, autonomous schools and district resource efficiency.”

“Negotiated an agreement with the MBTA that expanded T passes to an additional 10k Boston students for next year at no cost to the students. Also built a first-of-its-kind budget transparency website.”

“Interviewed a new grant program that provides multi-year support for urban school systems to build capacity to provide professional learning experiences connected to high quality curriculum and CCRS standards.”

“A key member of Dr. Santelises’ direct leadership team, Theresa is pushing a stronger use of data and transparency to drive decisions while building an equity mindset throughout the organization.”

“Responsible for launching GoCPS, an online platform for Chicago Public Schools that streamlines the process for families to learn, research, explore and apply to nearly every CPS school and program.”

“Has been at the forefront of creating leading edge work to assist in developing and challenging our scholars to be their best version of themselves and to reach their full potential, no matter their preference for postsecondary direction.”

“EMPOWER AND ENGAGE YOUR COMMUNITY, Partner with families and the community to make the best decisions for students.”

“Considered how to deeply disrupt the post-secondary system and supports for all students and providing a robust set of support for Uplift students beyond the K-12 continuum.”

“Changing the landscape of education and the charter movement in the Bay Area. Listened to the community’s needs and is partnering with the communities to create schools of choice of which they are proud.”

“Supported 3 high schools and 1 small alternative school to complete a year-long design process, a bold experiment in community engagement and delegated decision rights.”

“Crucial to the success of equitable funding (SENI) and the end of must-place assignment in Los Angeles.”

“Railed out a new accountability framework that compares all DC schools under the same methodology. Consistent gains in PARCC and NAEP scores. And the agency has improved internal operations to provide better services and support to stakeholders.”

“Committed to a Culture of Inclusivity, Continuous Growth and Results, Execute a strategy centered on a shared vision and values.”

“TBA 2012-14, Richard Billings: Creating a huge ($40MM) fund to support charter facilities expansion across the country (an under appreciated need).”

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“TBA 2013-14, Andrea Castañeda: Supported 3 high schools and 1 small alternative school to complete a year-long design process, a bold experiment in community engagement and delegated decision rights.”

“TBA 2009-11, Ash Solar: Interviewed a new grant program that provides multi-year support for urban school systems to build capacity to provide professional learning experiences connected to high quality curriculum and CCRS standards.”

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“TBA 2010-12, Theresa Jones: Led improvements to Denver Public Schools’ approach to student transportation, while balancing the interests of families, autonomous schools and district resource efficiency.”

“TBA 2010-12, Theresa Jones: Interviewed a new grant program that provides multi-year support for urban school systems to build capacity to provide professional learning experiences connected to high quality curriculum and CCRS standards.”

“TBA 2005, William Hite: This system has never been stronger under Bill’s leadership. From our increased graduation rate to our restored credit rating – his leadership is exceptional.”

“TBA 2016-17, Sehba Ali: Interviewed a new accountability framework that compares all DC schools under the same methodology. Consistent gains in PARCC and NAEP scores. And the agency has improved internal operations to provide better services and support to stakeholders.”

“TBA 2013-14, Lewis Ferebee: As incoming Chancellor in DC, his community engagement strategy is superb.”

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“TBA 2013-14, Beth Sukus Thompson: Changing the landscape of education and the charter movement in the Bay Area. Listened to the community’s needs and is partnering with the communities to create schools of choice of which they are proud.”

“TBR 2012-14, Mike DeMatteo: Driving equity work within Blackstone Valley Prep (both within his work as an operations leader and ensuring our scholars have excellent facilities) and in helping to oversee our DEI work.”

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DIVERSITY, EQUITY & INCLUSION

OUR WORK
Diversity, equity and inclusion are vital to The Broad Center’s work – in our programs, with our partners and for our team members. We recognize that institutional racism and the historic oppression of people of color have resulted in the educational inequities we see across the country, and we believe that we have a responsibility to dismantle systems that perpetuate racism. To that end, we strive to identify, disrupt and change behaviors and practices – tacit or explicit – that lead to these inequities, so that all students thrive. We acknowledge that The Broad Center is in a privileged position given our resources and influence – and that deepens the responsibility and opportunity we have to effect social change.

We believe that education leaders must have the courage, knowledge and openness to replace the practices that have historically perpetuated injustices with equitable, culturally competent and accessible ones. We are dedicated to supporting those K-12 school system leaders who are driving impact and making a difference in the lives of students in our country’s urban centers. Our team works to elevate the voices and experiences of historically oppressed urban public-school populations, including Black, Latinx, immigrant, undocumented, English-language learner, people with disabilities, low-income and LGBTQIA+ perspectives and illuminate the way our school systems perpetuate those experiences today.

OUR COMMITMENT TO DIVERSITY, EQUITY & INCLUSION

This year, we unveiled a new Diversity, Equity and Inclusion statement for The Broad Center. Our decision to prioritize this initiative speaks to an evolution of our beliefs and approach to the work of dismantling the systems of oppression that have denied all students access to a well-rounded, high-quality education. After participating in a two-day, all-staff retreat with Overcoming Racism, we left inspired and better equipped with the knowledge and language to begin redefining our commitment to supporting K-12 leaders in building more equitable institutions. We found the statement revision process to be a challenging and refreshing reminder about the importance of consistent reflection and intentionality when working to embed DEI into the organizational culture.

For me, this process, along with our new statement, symbolizes an individual and organization-wide recommitment to knowing more and doing better every day to reach our goal of ensuring all students can succeed. It’s also a humbling reminder that our work is far from done.

TANDIA ELIJIO
TBC Diversity Council Co-Chair
Assistant Director, The Broad Academy
We believe that to make the improvements in public education that our country needs, leaders must reflect the students and families they serve. We are proud of our diverse network of leaders and staff and have prioritized increasing this diversity over time. Our staff members and most recent cohorts better reflect the student communities we serve and yet, there is still work to be done.

**CURRENT RACE/ETHNICITY BREAKDOWN**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.1%</td>
</tr>
<tr>
<td>Another category</td>
<td>2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>31%</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Two or more races</td>
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</tr>
<tr>
<td>TBC NETWORK</td>
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**STUDENTS IN LARGEST 100 DISTRICTS**

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
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</tr>
<tr>
<td>TBR INCOMING COHORT</td>
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**% LEADERS OF COLOR**

- TBC STAFF: 73% in 2019
- TBR INCOMING COHORT: 66% in 2019
- TBR INCOMING COHORT: 68% in 2019

**68% of 2019 TBA and TBR entering cohorts identify as people of color, with over one third identifying as Black or African American and over 20% identifying as Hispanic or Latinx.**

**73% of our staff identifies as people of color with over 30% identifying as Hispanic or Latinx.**

With a strong commitment to cohort diversity, it is not a surprise that our recruitment and selection teams continually ask, “who is missing”? The answer was clear: increased representation of Latinx leaders was needed in both our Broad Residency and Academy cohorts. Over the past two years, we have made significant strides to change this reality. Starting with aggressive and uncompromising goals; both selection teams expanded their recruitment strategies to ensure that we continuously held ourselves to a high standard of excellence when generating more interest from Latinx leaders. We conducted thorough research on best practices, brought together alumni to brainstorm ideas that would help refine our strategies, developed new partnerships and made specific referral requests. We reviewed all marketing materials and interviewers to guarantee that there was representation in how we talked about our programs and who showed up to assess candidates. In 2018-19, The Broad Academy set and met a 25% diversity goal for Latinx leaders, a 15% jump from the previous cohort, while The Broad Residency doubled Latinx representation over the past two years from 10% to meeting their goal of 20%. These efforts were a result of intentional goal setting, including working to eliminate any implicit bias in our processes while increasing supports for all candidates who went through our selection process.

Combined with efforts to recruit an increasingly more diverse set of candidates and participants, the selection teams have decreased the impact of implicit bias in candidate selection. In 2014, The Broad Residency team started a rigorous multi-year study of selection results, including comprehensive statistical and qualitative analysis. In the subsequent years, our teams researched talent best practices and developed new approaches to reducing bias in selection. These practices include the refinement of assessment tools and rubrics and the development of new interviewer training, calibration and debrief practices. As a result, our teams have made steady progress in reducing the number and magnitude of findings of implicit bias in both The Broad Residency’s and Academy’s selection processes during the past five years – ensuring a more diverse set of candidates have a seat at the interview table.

*The Broad Center helped me to develop an urgency around creating diverse teams without apology.*
ALUMNI SPOTLIGHT: ANALIZA QUIROZ WOLF

The Broad Residency 2014-16
Chief Operating Officer
East Harlem Tutorial Program (NY)

East Harlem Tutorial Program is a community-based and college-bound organization of schools, after-school programming, teaching residency and college access programs serving over 1500 students each year. We strive to become an anti-racist organization and have created a racial equity statement and five-year strategic plan focused on DEI to make our statement a reality.

One initiative I worked on was co-planning our high school that opened in the fall of 2019. Our goal was to create a high school that helps students develop positive identities, social consciousness and strong written and oral communication skills. Additionally, we wanted our students to have strong relationships with each other and staff in a place where they feel safe and cared for – where school feels like home.

We intentionally designed it to be grounded in our anti-racist practices, core values and guiding principles. I have been able to visit schools around the country, talk with experts about how to develop schools promoting racial equity and lead a process to gather feedback from our students, families, staff, community and board.

In the future, I hope that we will be able to continue to build and share our work – especially the work we are doing with anti-racism – since we believe it is critical to what we and others do. If we are truly to support our community members, who are majority people of color, we believe that it is important to face racism as the root of the inequity that many in our community inevitably face.

Analiza was recently selected as the new Executive Director of Neighborhood Charter Schools and is looking forward to continuing her DEI work.

I hope for a world that is more just, where your future is not dictated by your race or the color of your skin.”

“Because of The Broad Center, I’ve been able to enter the field of K-12 education and make an immediate impact in creating equitable educational opportunities for all kids.”
More than 75% of teachers across the nation are women, but this percentage drops precipitously for leadership roles in school systems, most noticeably at the superintendent/CEO level where research shows that under 30% of district superintendents are women.

Given The Broad Center’s commitment to building and supporting leadership diversity in our nation’s public schools, we have prioritized supporting women to reach and succeed in senior-level central office roles.

In 2019, all newly appointed system leaders in our network were women:

Jennifer Blaine
The Broad Academy 2010
Selected as the Spring Branch Independent School District (TX) Superintendent

Maria Pitre-Martin
The Broad Academy 2008
Selected as the Superintendent of Petersburg City Public Schools (VA)

Penny Schwinn
Appointed as Tennessee’s Commissioner of Education

Anjali Featherstone
The Broad Residency 2014-16
Selected as KPP Colorado Schools: Interim CEO

Angela P. Hairston
The Broad Academy 2017-19
Selected as the Winston-Salem/Forsyth County Schools (NC) Superintendent

Anjali Ruiz Wolf
The Broad Residency 2016-18
Selected as Executive Director of Neighborhood Charter Schools in New York City

Dozens of other women in our network are leading school systems across the country in cabinet roles and have been recognized for their exemplary leadership at that level. For example, Marie Izquierdo (The Broad Academy 2017-19) was awarded the prestigious Women in School Leadership Award at The School Superintendents Association, (AASA), National Conference on Education for her work at Miami-Dade County Public Schools.

We are also proud of the many women who are leading and influencing through roles outside of school systems and are always delighted to see others acknowledge their leadership. In 2019:

Aarti Dhupelia
The Broad Academy 2007-09
Selected by Mayor Lori Lightfoot as 1 of 11 women to lead the education transition team in Chicago

Andrea Saenz
The Broad Academy 2010-12
Selected as one of Crain’s Chicago’s most powerful Latinx leaders

Punita Dani Thurman
The Broad Residency 2006-08
Appointed to serve as a Commissioner with the Education Commission of the States

This year, we made space for extensive conversations with our network about the importance of women in leadership. The Broad Academy Fellows held multiple conversations about the unique challenges faced by women in senior-level roles and the complications often faced by women of color as issues of gender and race intersect. We sought to elevate and amplify these conversations across our full network, by facilitating a Women in Leadership keynote panel for all attendees at the 2020 Forum.

In 2019, Jennifer Blaine was selected by a unanimous vote as the new superintendent of Spring Branch Independent School District (SBISD), a 35,000 student district in the Houston, TX area. She began her career as a teacher and later served in various roles within SBISD. Jennifer remains focused on outcomes for her students through a commitment to high-impact initiatives.

As superintendent, Jennifer is focused on SBISD’s shared goal of T-2-4 for Every Child, meaning that every graduate will attain a technical certificate, military training or a two-year or four-year degree. She sees reading and writing on or above grade level as the linchpin to post-secondary preparation; it is foundational to most everything they do. Jennifer wants students in SBISD to be lifelong, confident readers and writers who display agency and independence and have access and opportunity to whatever path they choose to take.

Q: What inspires you to do this work?
A: I believe that education is the true equalizer for our students. No matter your socio-economic background, gender or ethnicity, everyone deserves to have access and opportunity to a great education. This means recruiting, hiring and retaining the very best teachers and leaders for our schools and a laser-like focus on the right initiatives. It also means that we ensure we are allocating resources in a way that meets the unique needs of every child in our district. I am truly inspired when I think about all 35,000 Spring Branch students prepared for post-secondary success. Our students and families deserve no less from us, and I wake up every day determined to make that happen.

Q: What advice do you have for other women who aspire to lead school systems?
A: At the end of the day, whether you are male or female, we work in a very people-centered environment. Relationships are important and your ability to connect with others, adapt to your situation and build trust will be critical to your success.

Clarity and focus are key! Stick to the knitting.

Do your best to maintain work-life balance (I am still working on this one) and encourage your staff to do the same. My mantra to my staff is, “family first - always.”
CONFRONTING RACISM

We believe that critical to one’s effectiveness as an education leader is a willingness to examine one’s own identity and beliefs and an openness toward understanding the impact of factors of identity on people, policies and practices in K-12 school systems. This work begins with an exploration of self and an awareness of relationship between self and others, and it ultimately expands to include the systems and power structures that enable institutional and systemic racism and oppression. Over the last two years, we began partnering with Matthew Kincaid and the organization that he founded, Overcoming Racism – first in The Broad Residency and then in The Broad Academy to support our ability to increase learning on diversity, equity and inclusion for education leaders. It was such a powerful learning opportunity that we also hosted Overcoming Racism workshops for our alumni, partner organizations and the TBC staff to enable and empower more individuals to fight against inequity within school systems and the communities we serve.

Our learning is guided by the following outcomes:

- Believe in eradicating inequity within school systems and actively align those beliefs with action.
- Understand and use basic terminology and concepts related to equity, inclusiveness, power, privilege, identity, culture, etc.
- Know and understand national and local history and recognize past and present manifestations of systems of inequity and oppression in public education.
- Examine the intersectionality of identities and recognize how one’s own identity, culture, power, privilege and access influence leadership, advocacy and decision-making.
- Communicate and collaborate across lines of difference and engage productively in conversations about diversity, equity and inclusiveness.
- Leverage the strength of diversity to build coalitions to positively impact policy and practice within school systems.

EVENT SPOTLIGHT: LEADING FOR EQUITY INTENSIVE

That was the central question asked of participants during The Broad Center’s Leading for Equity Intensive. Hosted by The Broad Center’s Partner Strategy and Alumni and Network Impact teams, the multi-day gathering led by Overcoming Racism brought together 20 people from seven of our partner organizations to reflect on their own leadership and to work with colleagues to identify and begin to confront the injustices within their systems.

Though we have been encouraged to see that almost every system we work with is actively pursuing a DEI agenda, very few leaders have the opportunity to examine how their leadership impacts their efforts to increase equity in their systems.

When we don’t take this opportunity, we miss a big piece of this work – understanding how our personal history and identity impact how we show up in and navigate equity work. That must then be combined with understanding the history of racism and how it has been and continues to be institutionalized in education.

A two-day convening is never going to eliminate racism, but it did allow senior leaders to begin to question if they are putting their comfort, or the comfort of those who are already in privileged positions, above creating a just and equitable system.

"The Broad Center has pushed me and my colleagues to think about equity across our schools in a more urgent way."
One of the most thought-provoking Academy sessions focuses on what it means to expand access to quality seats within a school system. Given the current state in which as little as only a quarter of seats may be considered high quality, school systems must develop ways to ensure that all students have equal access to those seats, while simultaneously working to increase the quantity and improve the seats themselves. Leaders face the challenge of ensuring that the students and families who already face disproportionate challenges get equal and/or higher access to the quality seats in a system.

To unpack this topic, our Academy Fellows held mini debates to help clarify their definition of a quality seat, arguing for diverse perspectives on quality that may have differed from their own. We brought in current and former system leaders who have made significant strides in expanding access for students, including Pedro Martinez (The Broad Academy 2009), Superintendent of San Antonio Independent School District, who shared how his district uses block-mapping of income levels to reserve seats in the highest performing schools for students of each socioeconomic group. The leaders challenged Fellows to look at their data to map the inequality that exists in quality seat access within their systems. They then offered perspectives on the challenges that come with redesigning access in a way that is equitable for all students. What resulted? The session started the important work of questioning and defining what a quality seat is and encouraging Fellows to think differently about what they can do as leaders to expand excellence to all students.

As we explored the concepts of quality seats and systems change management, I was able to identify several areas in our organization that needed improvement and a true revamp.”
We are committed to supporting the development of the exceptional leaders in our network through our programs and supports.

### THE BROAD RESIDENCY

**36** High-impact central office roles within 26 school systems were filled with Broad Residents in 2019

**15** Additional rising leaders already working within 15 school systems also joined the newest cohort receiving leadership development training

**111** Residents across two cohorts (TBR 2018-20 & TBR 2019-20) are currently receiving leadership development training

**62** Leaders graduated from The Broad Residency in 2019

### PROGRAM VALUE

**97%** Residents rate program sessions as extremely valuable or valuable

**94%** Residents indicate that they are satisfied or very satisfied with the overall Residency experience

***This is the best, most aligned program I’ve ever participated in. The Residency was phenomenal, and I didn’t want it to end. I plan to be connected to this network for life.”***

### PROGRAM IMPACT

**91%** Supervisors indicate that Residents demonstrated strength in overall contributions to the organization

**95%** Supervisors indicate that Residents make substantive contributions to increasing their department’s focus on impacting teachers, students and schools

***“This has been one of the most fulfilling and challenging two years of my life. I am forever grateful to The Broad Center staff, and its leadership, for giving me the opportunity to learn and grow.”***

### RESIDENT CAPSTONE SPOTLIGHT: EDWINDRA JOHNSON

**The Broad Residency 2017–19**

**Residency: Chief of Staff, Intrinsic Schools (IL)**

Upon the culmination of the program, all Broad Residents complete a capstone project to share learnings, best practices, resources and the incredible impact they’ve made within their school systems.

Edwindra Johnson started her Broad Residency experience as the Chief of Staff at Intrinsic Schools, a charter school network in Chicago whose mission is to create a revolutionary new school model that prepares all students for postsecondary success and world-changing endeavors. Her capstone focused on her critical work to increase the diversity of Intrinsic’s teaching staff, which serves a population with 96% students of color. Knowing the external challenges of teacher shortages nationwide, Edwindra focused her time on internal practices to see what levers could be adjusted.

After completion of The Broad Residency, Edwindra chose to continue her work in education as the Director of Talent for Chicago International Charter School.

#### THE JOURNEY TO INCREASING TEACHER DIVERSITY

When this project began, I was convinced that the current teacher shortage, both nationally and locally, was the main reason recruiting diverse talent was so challenging. Colleagues who had years more education experience also echoed this belief. This macro problem made it difficult to assess how I could impact Intrinsic’s need to increase the diversity of its teaching staff and ultimately better serve our student population. However, two main takeaways convinced me otherwise.

First, identifying the core competencies that an organization is recruiting for creates the foundation for not only recruiting a diverse team but any team that aligns with the overall mission and values of the organization. This body of work can take lots of time to develop, especially when factoring in the process of garnering feedback and buy-in. However, identifying the competencies and clarifying the description is critical when determining the type of candidate to recruit. Also, having a set of competencies enables the team to have competency-driven conversations when assessing candidates. When the team is required to justify its assessment with evidence tied to competencies, a more substantive discussion emerges when deciding whether to extend offers to candidates.

The second takeaway is that training interviewers to increase awareness of their personal biases can be extremely enlightening and impactful when assessing diverse candidates. We all have bias. It does not make someone a bad person. It becomes a matter of recognizing when bias arises and assessing diverse candidates. We all have bias. It does not make someone a bad person. It becomes a matter of recognizing when bias arises and incorporating strategies to mitigate the bias affecting various aspects of the recruitment and hiring processes.

Lastly, increasing diversity in the workplace takes time. Some members of the hiring team felt that we should have had bigger gains in a shorter period of time. However, this is an area that many organizations struggle with no matter what the industry. Intrinsic was early in its DEI commitment when this project began, and it is admirable that this type of project would even be attempted.

An excerpt from Edwindra’s capstone:

The biggest impact of this work on Intrinsic is that recruiting diverse candidates has become normalized. It is now part of Intrinsic’s DNA as an organization and is not going away.
LEADERSHIP DEVELOPMENT

The Broad Center was proud to be accredited in 2015 by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) for The Broad Residency program. Broad Residents completing all course requirements earn a Master of Education in Educational Leadership degree. In order to continue in good standing as an accredited degree-granting higher education institution, we must be reaccredited periodically—a process that includes extensive evaluation, documentation, and site visits by the accreditation body. This process not only allows us to maintain our accreditation, but provides a thorough, structured opportunity for us to reflect on our work through internal and external review.

Dominique Morris, The Broad Residency’s Director of Strategic Projects and a Broad Residency graduate (TBR 2011-13), led TBC’s reaccreditation process as our Accreditation Liaison Officer. This two-year undertaking required the collaboration and focus of the entire organization including the project’s Steering Committee (Albert Kim, Becca Bracy Knight, Brian Lin, Erin Keller, Julie Baker, Krupa Desai, Natalie Martin and Rakhee Patel), and our board, program faculty, program participants, partner school systems and alumni. A cornerstone piece of this process was a comprehensive institutional report, which allowed The Broad Center to reflect and share all we do to provide a rigorous, high-quality and impactful program for aspiring K-12 leaders and change agents. The report highlighted both strengths and areas of improvement for our program and was followed by an off-site review and on-site visit from an incredibly thoughtful and inquisitive WSCUC review team, comprised of leaders from other institutions of higher education.

The review team’s questions and feedback allowed us to both reflect on ways to continually evolve and improve our program and celebrate the impact we’ve had on our Residents, alumni and network at large. TBC was commended for its progress and achievements in areas including:

- Impacting urban public education with positive results directed by Residents, alumni and collaborative partners in service of our vision and mission
- Embedding diversity, equity and inclusion in all aspects of our work
- Exhibiting sincere and passionate dedication to creating and implementing an inclusive accreditation process
- Locating, empowering, and supporting an excellent leadership team who exhibits great depth and breadth of skills and creative expression at all levels of staffing
- Investing in a data, research and evaluation team who collect and provide meaningful data for review for continuous improvement

Caring for the student experience from the intentional selection of candidates, purposeful curriculum, plentiful resources and valuable supports that extend beyond the Residency

In addition to the benefits to our work and learning, the accreditation process and our engagement with WSCUC allows us to serve as an example of an academic graduate degree program where participants’ learning and development are further informed by practitioners, stakeholders and their own real-world experience—an innovative model that we hope will be a part of redefining higher education by its rigor, relevance and results.

One of the many promising opportunities in TBC’s transition to Yale School of Management is the potential to engage with and impact the higher education landscape in new and exciting ways.
Fellows demonstrated notable growth toward critical excellence and equity goals during the 2018-19 school year.

Fellows rate The Broad Academy experience as valuable or extremely valuable.

Leaders graduated from The Broad Academy in 2019.

18 Fellows in the TBA 2019-20 cohort are currently receiving executive-level leadership development training.

19 Leaders graduated from The Broad Academy in 2019.

THE BROAD ACADEMY

ACADEMY VALUE

- 100% Fellows rate The Broad Academy experience as valuable or extremely valuable.

ACADEMY IMPACT

- 94% Fellows said TBA significantly influenced the impact they’ve been able to have in K-12.
- 81% Graduating Fellows rated as exceptional by supervisors or board members on having a significant, positive impact on student outcomes.

“My learning experience with The Broad Center was a cornerstone to my development as an educational leader. The training was unparalleled to any graduate program or other formal training I had experienced before (or after). Every aspect of my current work is tied to the outstanding content, deep relationships and exceptional leadership development I experienced as a Broad Fellow.”

“My experience with The Broad Academy shaped my capacity to lead change. I will always be grateful for the growth opportunity and the influence TBA had on my skills and capacities to impact young people.”

“My understanding of equity has greatly evolved during the Academy. It has gone beyond a way of thinking to actually understanding the actions necessary to achieving equity. This includes quality seats for every student, engaging communities, having a solid theory of action around curriculum, being able to navigate the political landscape to drive the agenda forward and changing resource allocations.”

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“The data for Newburgh Enlarged School District, a 12,000 student school district 60 minutes outside of New York City, painted a familiar bleak picture – low student achievement, alarmingly high rates of unemployment leading to a decline in property-tax revenue and a seemingly direct link between schools and prisons.

When Roberto Padilla returned to the school district that he himself was a graduate of, this time as superintendent, he entered with a fully transparent and relentless commitment to rapidly dismantle the practices that allowed the system to continue to fail kids. Fully fluent in all of the system’s data, he began engaging in difficult and frank conversations with stakeholders throughout the system. Challenging them on the assumptions they had come to accept – that the most effective teachers would be at the wealthiest schools, that AP classes would consist of 90% White students despite a nearly 80% student body of color, he set forth an ambitious call to action – inclusive excellence.

In the years since, he has taken on a reallocation of financial resources through student-based budgeting, new options for early college, pathways to graduation and non-traditional learning options and most recently, redistricting teachers so that the most talented educators are in front of the students who need the most support. Throughout this unapologetic push for equity, he has also been relentless about maintaining relationships with the community, families and board to ensure that the team is with him. Most importantly, he has prioritized listening to and acting on the experiences of students to guide change. The organization continues to push for action from talk but will not stop talking about equity any time soon.

FELLOWS SPOTLIGHT: ROBERTO PADILLA

The Broad Academy 2019-20
Superintendent, Newburgh Enlarged City School District (NY)
Wendy is quick to say that she started in this work because teaching was in her blood, but what kept her going is the community. “Our tagline is ‘We are Your Schools’ and our community embodies that. Every time we run up against a brick wall, someone in the community comes to our aid, and many times they don’t even have children in our schools.”

Early on, the community’s commitment to her growth and development fueled her own drive. Raised in a Southern Baptist church, she said the members encouraged her education dreams in high school and college with words of support or the occasional $5 bill. “I will never forget on the night I was appointed superintendent, a group of ministers of my church came to explain to the board that they had raised me and they expected the board to take care of me. I was one of them.”

Wendy’s leadership within her district and community has led to a graduation rate of nearly 86% by focusing on academic excellence, fiscal responsibility and community engagement. She is known for her ability to form partnerships with state and local agencies and businesses, as well as her advocacy regarding state testing accountability and graduation requirements. She was recognized as Indiana’s 2018 superintendent of the year and was a finalist for national superintendent of the year.

“It’s impossible to walk into a classroom and not feel hopeful. Children are focused on learning. I’m proud of the work we’ve done.” She noted with pride that in annual student surveys, the district gets its highest scores for the sense of belonging. “We care about them, and they know it.”

While her extraordinary tenure as superintendent will be coming to an end, her career of service and leadership will continue to impact the Fort Wayne Community Schools for years to come.

“Know what you stand for and who you are. For me, ALL means ALL. Don’t tell me Black kids can’t learn because that’s saying I can’t learn.”
ALUMNI AND NETWORK IMPACT

Below are just some of the ways the ANI Career Supports team supported our alumni in 2019.

NEARLY 300
network members engaged by Career Supports team

OVER 100
network members received executive coaching

OVER A DOZEN
network members participated in 360-degree assessments

OVER 200
network members used TBC’s online alumni portal, TBC Community, to access these supports, including over 90% of the past 5 TBR graduating cohorts

HUNDREDS
of other engagements with alumni including 1:1 career consultation, resume review, interview support, talent match, networking connections, professional development planning and entry planning

In 2019, ANI’s Collaboration and Learning team helped build knowledge and skills in the following ways.

NINE CONVENINGS IN 2019, INCLUDING:

THE 2019 FORUM

(4) EMERGING PRACTICE EXCHANGES (EPE)
• Operations & Student Supports / HOUSTON / MARCH 2019
• DEI / WASHINGTON, D.C. / MAY 2019
• Community Engagement / LOS ANGELES / JULY 2019
• Talent Strategies / DENVER / OCTOBER 2019

CLASSROOM OBSERVATION INTENSIVE

LEADING FOR EQUITY INTENSIVE

(2) SYSTEM LEADER CONVENINGS
/ OAKLAND & ATLANTA

NEARLY 400
education leaders attended these convenings in 2019

IMPACT COACHING

In 2019, the Alumni and Network Impact team relaunched IMPACT, a program that identifies and supports school system alumni who serve as change agents in their organizations and aspire towards system leadership.

IMPACT begins with a selection process that identifies alumni who are working on high-impact projects with system-wide implications for student outcomes.

Throughout the program, participants receive monthly 1:1 coaching sessions designed to provide thought partnership and skill development necessary for success in their IMPACT projects along with support in career development and professional growth.

Through these in-person convenings, participants also have the opportunity to connect with each other, previous IMPACT participants and other inspirational and deeply experienced system leaders.

The 2019-20 IMPACT cohort includes nine incredible leaders working in project areas that span building an innovation coalition to spread old and new best-practices system-wide to strategically and equitably manage budget reductions by partnering with school sites and community members.

In 2019, the Alumni and Network Impact team helped build knowledge and skills in the following ways.

93%
Cited TBC’s convenings as inspirational

92%
Agreed that they will do something new and different in their work as a result of the convenings they attended

71%
EPEx attendees achieved the actions they committed to and achieved the desired impact for their organizations 6 months after the event.

IMPACT has provided invaluable coaching support as I’ve been working to implement the district’s recently adopted equity policy. I’ve been able to develop a framework for building the evaluation plan and for identifying focus areas for my office. We are further along in the work as a result of the support. I’ve also been able to strategize navigating important union relationships to be able to keep the work on track.”

OVER 80% OF PARTICIPANTS BELIEVE IMPACT HAS HELPED TO REINFORCE THEIR COMMITMENT TO WORKING IN K-12 AND SPECIFICALLY, SCHOOL SYSTEMS – CREATING AN INTENTIONAL PIPELINE FOR RISING SUPERINTENDENTS AND SYSTEM LEADERS

LEADERSHIP DEVELOPMENT

ALUMNI AND NETWORK IMPACT

The Alumni and Network Impact team has supported hundreds of alumni with career supports and professional development and networking opportunities to increase their impact and propel their career paths in order to improve student outcomes.
We continued our convening of system leaders in the fall of 2019 with an event focused on community engagement, where we partnered with TNTP. Their study, *The Opportunity Myth*, highlighted the urgent need for schools and leaders to focus on engaging parents more directly and deeply to better meet the high expectations that students have for their education.

System leaders, their colleagues and other leaders who partner with TNTP convened together in Atlanta to dive into a shared framework for community engagement, focusing on how authentic engagement can positively impact student achievement. Through reflection, discussion and consultancies, leaders candidly shared challenges and opportunities and helped one another identify actions and new approaches they could bring back to their school systems.

Alumni are a critical part of the work TBC does. We run TBA and TBR, not just to help people in their current roles, but to build their capacity to lead for many years to come. That investment in the future has paid off in ways we never could have anticipated. One of those ways is how engaged our alumni are in the work we do internally at TBC and in the strategies we pursue.

Alumni are engaged in nearly every part of the programs we run, nominating candidates, reviewing applications, serving as interviewers, facilitating sessions, speaking on panels and advising and serving on our Alumni Advisory Board. This type of engagement creates a collaborative relationship with our alumni through which we continue to invest in them, while also allowing them to authentically pay it back and pay it forward.

Our Alumni Advisory Board (AAB) is a specific instance where alumni turn their experience in the field into voices that help us determine strategy. During our board meetings, we often share data from our Network Member Impact Survey (another lever through which alumni inform the direction of our work). AAB members discuss the data with us, highlight perspectives we may have missed and identify opportunities for us to improve, evolve or hold firm.

Our alumni’s deep involvement creates a cycle in which we are constantly learning from them and improving our practices and strategies based on their insight and feedback. As we look to the future where TBC will find a new home at the Yale School of Management, we are excited that our alumni will continue to guide us through this next phase of our journey and will continue to be deeply engaged in shaping all that is to come.

**CHAKA BOOKER**
Managing Director, Alumni and Network Impact
We know that supporting effective senior leaders and leadership teams is of utmost importance for school systems to be able to enact positive and lasting change for the students and families they serve. Through our programs and our alumni and partner organization supports, The Broad Center has played a large role in supporting senior leadership – superintendents, executive directors, CEOs and their leadership teams – within dozens of school systems across the nation to think more critically about how to more effectively drive toward equity within their organizations.

How do we support senior teams if we have yet to define their role and effectiveness? This was a question faced by The Broad Center. The TBC theory of action relies on developing and supporting these leaders to achieve equity and excellence for all schools. TBC’s Partner Strategy team extends this support to our partner school systems’ senior teams to increase TBC’s impact. The TBC School System Equity and Excellence Framework outlines critical strategies for achieving excellence and equity that include committing to a culture of inclusivity, continuous growth and results. We know that school systems’ senior team members play a critical leadership role in owning this strategy and collectively the senior team drives equity and excellence across the system.

Many senior leaders are experts in their functional areas and high performers, yet as a senior team they are more than likely underperforming (Cahill, 2017). Underperformance impacts overall organizational outcomes and ranges from a variety of issues but often stems from a lack of clarity in role and understanding of what is required for their collective effectiveness (Landles-Cobb, 2018). If the Partner Strategy team hopes to support senior teams to be effective, we first had to define effectiveness and understand how it can be assessed.

With this in mind, the Partner Strategy team convened representatives from ten of our school system support partners – all of whom work extensively with senior leaders in school systems but represent different departments and/or viewpoints. At this convening, we collectively developed a list of competencies and traits, informed by both literature review and practitioner insights, that define effective senior teams for school systems as well as assessment options and follow-up supports to improve effectiveness. A finalized framework incorporating the work accomplished at the convening will be released in 2020.

In addition to assessing the effectiveness of teams, it is important to continue individual professional development within those teams. Last year, we developed 360-degree tools tailored for senior-level central office leaders, so we were excited to offer a handful of senior teams 360 assessments. The process involved individual leaders receiving feedback from their manager, peers, direct reports and other stakeholders. The summary report was then debriefed with a coach to identify strengths and areas for development, with identifying one to two professional learning goals. In most cases, the leaders would then continue to work with the coach to support the development goal and with their team on how to work together based on the feedback received.

The Broad Center has been intentional over the past year to extend our leadership development opportunities and supports to senior leaders outside of our network. This has involved individual supports such as administering 360-degree assessments or providing executive coaching to several senior leaders in our partner organizations. This also included inviting senior team and cabinet members such as Chief Academic Officers and Chief Financial Officers to join their superintendents who are Broad Fellows at Broad Academy sessions where relevant content is covered.

We continued our model of inviting TBR supervisors to attend one Broad Residency session each year, in part to support their Residents’ growth and development, but over time we have increased the focus on their own learning and networking. We incorporated a similar approach in our alumni and partner strategy programming by encouraging network members to bring colleagues to our EPEX events, system leader convenings and Leading for Equity intensive resulting in over 160 senior leaders in districts, CMOs and states engaging with our TBC network and in the content and consultancies we facilitate.

Senior leaders across 5 school systems or K-12 organizations received 360-degree assessments

Nearly 80

Senior leaders outside of the TBC network received leadership and professional development supports from TBC in 2019

161

Senior leaders outside of the TBC network received leadership and professional development supports from TBC in 2019

10

School systems receiving organizational-level or senior team supports

5

Strategic partnerships facilitated between school systems & other K-12 organizations

76

School system superintendents/CEOs

124

Other school system senior leaders

57

Other K-12 CEOs
Last year, we launched The Broad Center Community, an online portal to provide resources, supports and connection to our network. In 2019, over 200 network members logged into TBC Community to access resources such as our network directory, job postings and read updates about the network as well as to register for convenings and request supports.

We are continually looking to make improvements and were excited to add new features to TBC Community in 2019. We revamped our job board, allowing members to track jobs as well as set preferences to their job search profile that allowed our alumni team to curate and send jobs to network members interested. Additionally, we launched a new Resource Library to share curated readings, videos and other resources with our entire network.

Our 2019 Network Member Impact Survey and other recent research indicated that one of The Broad Center supports that network members value the most and wanted even more of is access to resources and best practices. Therefore, this year we launched TBC Learning – our enhanced online platform for distance learning for our current participants and alumni. In addition to new program content and assignment upload features for The Broad Academy and Residency programs, the TBC team developed a new Resource Library within TBC Community, which includes in-depth learning modules for all network members. The library includes resources such as toolkits, readings and videos that will increase network-member impact, develop more deeply within functional areas and support career growth. Our initial modules include a focus on three roles – Chief Operating Officer, Chief Talent Officer and Chief of Staff – and we plan to launch additional modules in 2020, including a module on DEI.

The strategic CFO is more than a chief accountant who ensures compliance—they are a strategist, leader and visionary. In November 2019, we published a new report with Education Resource Strategies (ERS), The Strategic CFO: A guide for school districts. The report includes three mindsets and five core functions shared by CFOs, including a few of our alumni, who help their districts change the status quo and align resources to strategy.

Leaders from superintendents to HR directors to principal supervisors can use the guide to understand how a CFO can be a partner in transforming school systems. The guide equips district leadership teams with questions to assess current CFO practices in school systems, as well as stories from other CFOs and resources.

“Too many times, the sole goal of the CFO office is ensuring the budget balances, payroll is accomplished and all of the other transactional tasks are executed, which are important, but there is space to be strategic and enhance the experience by providing more in-depth planning and analysis with robust service to school leaders.”

NOLBERTO DELGADILLO
The Broad Residency 2012-14
CFO of Tulsa Public Schools

In order to keep up with and share best practices in the field, we have continued to increase our research and knowledge sharing efforts. Below are additional resources and research we plan to share with the field in the upcoming months:

- We are in the final stages of publishing a research brief on linking leadership development to organizational outcomes and the development of TBC’s new 360 degree assessment tools. We partnered with RTI International to develop three custom-built tools tailored to TBC’s evidence-based Dimensions of Leadership and School System Excellence and Equity frameworks to support K-12 central office with professional leadership development. In addition to presenting this work and research at the December 2018 Learning Forward conference, we will present the statistical findings and assessment methodologies at the upcoming 2020 National Council of Measurement in Education (NCME) Conference. We look forward to sharing our approach with our network and the field at large to encourage others to take a rigorous approach to work in their organizations.

- As mentioned earlier in this report, we have made significant strides in our efforts to measure and reduce evidence of bias in our talent recruitment and selection practices. We are finalizing a video and toolkit to outline some of the best practices we’ve been employing and look forward to sharing more broadly.

- We are excited to partner with Urban Schools Human Capital Academy on a toolkit for human resources leaders. The toolkit will include an overview of the competencies, role and responsibilities required to be a strategic Chief Human Resources or Talent Officer. It will also include resources and tools for these leaders to address key elements of their portfolio of work.

- Finally, we will be sharing more resources on the most-desired content areas as cited by our network on TBC Learning via the TBC Community. Our next set of curated content modules will focus on DEI and career supports.

UPCOMING RESEARCH AND PUBLICATIONS

STRATEGIC CFO

TBC COMMUNITY & RESOURCES

TBC LEARNING

2019 YEAR IN REVIEW
CELEBRATING OUR TEAM’S ACCOMPLISHMENTS, ON AND OFF THE FIELD

None of The Broad Center’s work, supports or programs are possible without our dedicated, driven team of leaders. In addition to all the great work highlighted throughout this report, we are proud of these other accomplishments over the past year by our team members. While not exhaustive, the following list highlights the reach and work of our team members beyond the walls of TBC.

OUR WORK BEING RECOGNIZED IN THE FIELD

Ted Olivos (Deputy Director, Data, Research and Evaluation and Gavin Reagins (Operations Associate, Alumni and Network Impact) won the Fonteva Innovation Award at the 2019 Fonteva User’s Conference (“FUNnoon 19”) for their cutting-edge work on TBC’s event management system and its integration with Salesforce.

After working to develop a robust 360-degree feedback suite of tools, Rakhee Patel (Senior Director, Data, Research and Evaluation) and Andrea Foggy-Paxton (Managing Director, Partner Strategy) were selected to present their work on “Linking Leadership Development to Organizational Change” at the Learning Forward conference in December 2018 and their technical research to develop the assessment at the National Council on Measurement in Education (NCME) conference in April 2020.

Logan Contreras (Associate Director, Data, Research and Evaluation), Lesley Moreno (Associate Director, TBR), Erin Keller (Senior Director, TBR) and Rakhee Patel contributed to the work on identifying, analyzing and mitigating bias in admissions that was selected to be presented at the 2020 WSCUC Academic Resource Conference.

Rachel Shrouf (Director, Partner Strategy), Andrea Foggy-Paxton and Angela Thompson (Director, Communications) partnered with ERS to publish The Strategic CFO: A guide for school districts, a report aimed at helping education leaders to understand how a CFO can be a partner in transforming school systems.

OUR TEAM MEMBERS DEVELOPING THEIR LEADERSHIP

In September, TBC announced our fifth Diversity Council to guide organizational thought and growth. These 10 people will serve a one-year term: Fernando Ayalta Vaca, Taryn Campbell, Tandia Elijio, Andrea Foggy-Paxton, Rafael Reagins, Rachel Shrouf and Rachel Smookler. These additional team members completed their council tenures in September: Logan Contreras, Lesley Moreno, Dominique Morris and Maria Razo.

As part of a broader effort to bolster management talent across the organization and to support the next generation of education leaders, TBC hosted five undergraduate- and graduate-level Summer Associates to build and support impactful projects: Sharanya Balasubramanian, University of Pennsylvania; Brenda Benitez, University of California, Berkeley; Kat Chevalier, George Washington University; Tiffany Darden, University of California, Los Angeles; Keilern Yuzuki, University of California, Berkeley.

Rachael Shrouf completed Coro’s 2018-19 Lead LA program. Lead LA is designed for rising and established executives, thought leaders and innovators eager to expand their leadership capacity, knowledge and networks in Southern California.

Dominique Morris (Director, TBR) as selected to participate in the 2019 Leadership LA cohort, a program of the Southern California Leadership Network, which immerses fellows in the issues and assets that are essential to L.A.’s future.

Erin Keller completed Coro’s Women in Leadership program in 2019. The program focuses on enhancing leadership abilities, deepening professional networks, building strategic relationships, peer coaching, developing professional narratives and enhancing participants’ ability to affect positive change at work, at home and in their communities.

Archana Patel (Senior Director, TBA) graduated from the fall 2019 cohort of Pahara-NextGen. The Pahara-NextGen Fellowship is a 12-month leadership development program that aims to identify and develop a diverse group of exceptional emerging senior leaders with the potential to strengthen and shape the future of the educational excellence and equity movement.

PURSuing OUR PROFESSIONAL PASSIONS

One of our returning Summer Associates, Kat Chevalier, partnered with Gavin Reagins and Melody Moon (Assistant Director, TBR) to create TBC’s first podcast—Demystifying the Millennial in the Workplace.

We often have the pleasure of working with people who believe in our work—and in other passions as well. One of those people is Nomsa Mlambo, a long-term contractor supporting various TBC teams as a pinch-hitter on research and analysis. In 2019, Nomsa got to share her other passion with TBC and the world when she appeared on an episode of ABC’s “Black-ish.”

After more than a year of writing about leadership for Forbes, Chaka Booker (Managing Director, Alumni and Network Impact) announced that he will publish his first book exploring hiring in March 2020.

Because TBC takes our work and safety seriously, we prepped diligently for the 2019 building fire drill. The hard work paid off and our colleagues won the building’s Best Floor Warden Team award and our entire floor won the Fastest Customer Evacuation Response Team award, both given at an awards luncheon in November.
WHAT’S AHEAD IN 2020?

As we enter a new year, our mission and focus remain constant. Our team will continue to work hard every day to support the inspiring public education leaders in our network to help them think bolder, dream bigger and do better for the children, adults and organizations they serve.

We will continue to develop the leaders in our current Academy and Residency cohorts and to support our growing alumni network through career supports and convenings. We will continue to look for ways to expand our network, support our partner organizations, share useful research and insights with the field and maintain our strong and positive organizational culture.

At the same time, we will be working alongside Dean Kerwin Charles and his team at Yale School of Management to prepare for the successful launch of TBC at Yale SOM. We are grateful to have talented partners at SOM and the time and resources for a thoughtful transition of knowledge and relationships. We look forward to sharing more about our plans for the future of The Broad Center at Yale School of Management in the coming year.

Because of The Broad Center, I have a richer understanding of the challenges that exist in our public education systems and am prepared to spend a lifetime working toward overcoming them.”