2018 YEAR IN REVIEW

For more than 15 years, The Broad Center (TBC) has worked to improve urban public school systems by identifying, developing and supporting a nationwide network of phenomenal leaders and managers. Their unwavering commitment to making a difference inspires our team to work hard every day to help them to think bolder, dream bigger and do better for the children, adults and organizations they serve.

I am incredibly proud of our network and the work TBC does to support them and am excited to share some highlights from 2018 in this report. The stories and data we include are only a handful of the hundreds of examples of impact that our 800+ network members are having in their school systems, organizations and communities across the country.

We recognize that leadership is just one piece of the incredibly complex landscape that enables school systems to succeed, but it is a critical piece. While significant and lasting change will require hard work from people in many different roles and in many different fields, we are more committed than ever to doing our part.

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.

BECCA BRACY KNIGHT
Executive Director

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.
WE SUPPORT EXCEPTIONAL LEADERS TO HAVE MEANINGFUL AND LASTING IMPACT ON SCHOOL SYSTEMS AND THE STUDENTS THEY SERVE

Our theory of action outlines how our direct work contributes to the achievement of our broader mission.

Large urban school systems are engines of equity and excellence; every student can graduate ready for college, careers and life

School systems led by our leaders deliver improved student outcomes

School systems led by our leaders show improvements in excellence and equity

Our leaders enact meaningful and positive change in school systems

We leverage our network to provide school system supports and create strategic connections

We identify and develop school system leaders

We build and sustain a high-performing organization

99% OF TBC NETWORK MEMBERS SAY TBC HAS BEEN INFLUENTIAL IN INCREASING THEIR IMPACT IN K-12
BECAUSE OF THE BROAD CENTER, I NOW ...

“... lead with a relentless sense of purpose to transform public education and advance learning for all children.”
THERE ARE **806** LEADERS IN OUR NETWORK

Each year new cohorts of The Broad Academy (TBA) and The Broad Residency in Urban Education (TBR) join the alumni in our growing national network.

![Graph showing the breakdown of network members](image)

NEARLY **85%** OF THE NETWORK WORK IN K-12 ROLES WITH **OVER HALF** IN SCHOOL SYSTEMS

**NETWORK BY ORGANIZATION TYPE**

- School System: 53%
- Other K-12: 30%
- Outside K-12: 17%

**SCHOOL SYSTEM SUBTYPES**

- Public Charter Network: 24%
- District: 22%
- State / Gov't Education Agency: 4%
- Turnaround System: 1%
- School: 1%
- Charter Authorizer: 0.4%
- Service District: 0.3%

**OTHER K-12 ORGANIZATION SUBTYPES**

- Non-Profit Education: 17%
- Private Sector Education: 13%
- K-12 Governance: 0.3%
OUR NETWORK INCLUDES HUNDREDS OF ASPIRING AND SENIOR K-12 EDUCATION LEADERS

73 SCHOOL SYSTEM SUPERINTENDENT/CEOs
100 OTHER SCHOOL SYSTEM SENIOR LEADERS
51 OTHER K-12 CEOs
63% OF THOSE INTENDING TO WORK IN SCHOOL SYSTEMS ASPIRE TO BE SYSTEM LEADERS

ALUMNI SPOTLIGHT
CRISTINA DE JESUS
THE BROAD ACADEMY 2016-17
PRESIDENT AND CHIEF EXECUTIVE OFFICER
GREEN DOT PUBLIC SCHOOLS CALIFORNIA

ON SCHOOL TURNAROUND

Green Dot’s first turnaround effort began in 2008 at Alain LeRoy Locke High School in South Los Angeles, the first school in the Los Angeles Unified School District where the teachers themselves petitioned the district to be turned into a charter school. Up until this point, Green Dot had served students facing very challenging circumstances, but at Locke, they faced a level of intense need they had not faced before.

“We made mistakes thinking we could go into Locke and use the same strategies we’d used in our other schools,” Cristina said. The lessons came quickly. Some students faced extremely difficult realities, including living in circumstances of poverty, homelessness and foster care or returning from juvenile detention centers.

Green Dot needed to build a model that included psychologists and social workers, in addition to counselors, after students showed exposure to multiple traumatic events causing post-traumatic stress. They evolved their academic model and shifted investments network-wide to better address social and emotional learning and student mental health needs.

This work has led to success at Locke: Green Dot reduced the dropout rate by 40% and Locke’s college-ready graduation rate is now higher than the California state average. More broadly, the lessons learned from turning around Locke can help improve all types of schools so that students are served equitably and can grow and thrive.

We understand more completely what it takes to turn schools around and to truly serve students with the highest needs. It has opened our eyes to what it means to serve every child, no matter what, and to provide differentiated programming and support based on those needs.

PHOTO CREDIT: GREEN DOT PUBLIC SCHOOLS, CALIFORNIA
NETWORK DIVERSITY MATTERS

We believe that to make the improvements in public education that our country needs, public education leaders must better reflect the students and families they serve.

53% OF THE NETWORK IDENTIFIES AS PEOPLE OF COLOR

- 2% Middle Eastern or North African
- 11% Hawaiian or Other Pacific Islander
- 9% American Indian or Alaska Native
- 32% Another Category
- 48% Hispanic or Latino/A/X
- 11% Asian
- 32% Black or African American
- 48% White

This compares to the just over 50% students of color in public K-12 districts nationwide and just over 70% students of color in the nation’s largest 100 districts.

WOMEN MAKE UP HALF OF OUR NETWORK, INCLUDING HALF OF SCHOOL SYSTEM SENIOR-LEVEL AND DISTRICT SUPERINTENDENT ROLES

NETWORK MEMBER IMPACT ON SCHOOL SYSTEM TALENT PRACTICES

“We hired 96% of all vacancies before the first day of school and increased staff diversity by ensuring more than 50% of hires identify as people of color.”

Nationwide, fewer than 30% of district superintendents are women, according to AASA and Broad Center research, so we value the importance of ensuring women in our network are well-supported to reach and succeed in senior-level central office roles.
BECAUSE OF THE BROAD CENTER, I NOW ...

“... have a lifelong network of courageous, smart leaders.”
WE SUPPORT EDUCATION LEADERS IN OVER 150 SCHOOL SYSTEMS ACROSS THE COUNTRY

The Broad Center focuses on large, urban public school systems, including school districts, public charter school networks and state departments of education. Strong leadership both inside school systems and in other organizations that support them is critical to meaningful and lasting improvement.

79 DISTRICTS OR TURNAROUND SYSTEMS WITH: 184 Network Members
74 PUBLIC CHARTER NETWORKS WITH: 192 Network Members
13 STATE AND GOVERNMENT EDUCATION AGENCIES WITH: 29 Network Members

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

OUR NETWORK MEMBERS ALSO LEAD IN 149 OTHER K-12 ORGANIZATIONS

101 NON-PROFIT EDUCATION ORGANIZATIONS WITH: 131 Network Members
48 PRIVATE SECTOR EDUCATION ORGANIZATIONS WITH: 54 Network Members
OUR NETWORK WORKS TO IMPROVE SCHOOL SYSTEMS IN SEVERAL KEY AREAS

IN WHICH AREAS IS OUR NETWORK DRIVING TOWARD CHANGE?

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<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
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<td>OPERATIONS</td>
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<td>COMMUNITY ENGAGEMENT</td>
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<td>Empower and Engage Your Community</td>
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NETWORK MEMBER IMPACT ON HIGH-QUALITY LEARNING

"88% of our students enrolled in college — the highest enrollment rate that the organization has experienced. 85% persisted into the spring semester."

"I authored our state’s ESSA plan — I believe it will have a wide-ranging impact in helping to govern nearly all aspects of our state education."

"We launched a network-wide SEL and community building initiative that will create stronger school culture, strengthen students’ sense of self, and empower their futures."

WHAT IMPACT IS OUR NETWORK MAKING?

95% Of network members reported they made progress toward high-impact excellence and equity initiatives during the 2017-18 school year

60% Reported that the school systems they serve are 80% or more of the way to meeting key excellence and equity goals that positively impact all students

IMPACT ON STUDENT OUTCOMES OVER TIME

TBC strives to hold itself accountable to making a measurable, positive difference for students. In 2018, The Eli and Edythe Broad Foundation funded an independent research study conducted by RMC Research to better understand the impact of TBC-trained school system leaders on student outcomes.

This proved challenging for many reasons. We support leaders in over 150 school districts, public charter networks and state education agencies in multiple states. Our work is several steps away from the classroom. There is a lack of consistent, comparable nationwide data on student outcomes. The publicly available, quantifiable measures that do exist only tell a partial story — both of our impact and of student outcomes.

For now, the most widely available and consistent dataset across the systems led by our network members is graduation rate data. Here were some key findings related to high school graduation rates:

- 8% of districts led by TBC network members showed growth in 4-year Adjusted Cohort Graduation Rate (ACGR) during their tenures
- At least 70% showed growth in ACGR for underserved student subpopulations
- Two-thirds of TBC network member-led districts increased graduation rates for all students more quickly than the national average of 1.02 percentage points per year, with close to 60% exceeding the large city average annual growth rate of 1.53 percentage points per year
- Through 2016 (the most recent data available), 27 school systems led by TBC network members have ACGR exceeding 80% and 20 school systems have growth rates exceeding 2% per year since 2011

Going forward, we will continue to seek data and methods that enable us and others working in education to better measure and increase student success.
BECAUSE OF THE BROAD CENTER, I NOW ...

“... have valuable learning experiences that have created a great foundation for me to be a national leader in reimagining and transforming K-12 education.”
OUR NETWORK MEMBERS ARE RECOGNIZED BY THE FIELD FOR THEIR LEADERSHIP AND RESULTS

HIGHLIGHTS FROM 2018:

**DONALD FENNOY** (TBA 2015-16) was selected to lead the School District of Palm Beach County in Florida. He is the first African American to serve as superintendent in this district.

**CARMITA SEMAAN** (TBR 2005-07) was selected to the Aspen Institute Braddock Scholars Program and was featured as a "limit breaking" female founder.

**CADE BRUMLEY** (TBA 2016-17) was appointed as superintendent of Jefferson Parish Schools in Louisiana.

**ANA PONCE** (TBA 2015-16), **TOM TORKELESON** (TBA 2015-16) and current TBA 2018-19 Fellow **JOANN GAMA** were inducted into The National Charter Schools Hall of Fame.

**BILL KURTZ** (TBA 2015-16) and **DSST PUBLIC SCHOOLS** won the 2018 Broad Prize for Public Charter Schools. Four of the past seven winners are led by TBC network members.

**JONATHAN KLEIN** (TBR 2006-08), **CAROLYN DAVIES LYNCH** (TBR 2011-13), **VICTOR DE LA PAZ** (TBR 2008-10), **HANNAH DIETSCHE** (TBR 2008-10), **ELLIOT SMALLEY** (TBR 2009-11, TBA 2016-17) and **PEDRO MARTINEZ** (TBA 2009) were selected as Pahara Institute Fellows.

**HEATHER ANICHINI** (TBA 2015-16) received Teach For America’s Peter Jennings Award for Civic Leadership.

**ROBERT RUNCIE** (TBA 2009) was recognized for the "Courage under Crisis" award from the Council of Great City Schools for his leadership in the aftermath of the school shooting at Marjory Stoneman Douglas High School.

**EMMANUEL CAULK** (TBA 2017-18) of Fayette County Public Schools was named 2018 Kentucky State Superintendent of the Year (he is the 9th TBC network member to be recognized as a State Superintendent of the Year).

**LEWIS FEREBEE** (TBA 2017-18) was chosen to lead the District of Columbia Public Schools.

**T. NAKIA T. EDWARDS** (TBR 2010-12) and **PENNY SCHWINN** (TBA 2014-16) were selected as Chiefs for Change “Future Chiefs”.

**MARIE IZQUIERDO** (TBA 2017-18) was named a finalist for the AASA Women in School Leadership Awards.

**EMMANUEL (MANNY) CAULK**

**KENTUCKY SUPERINTENDENT OF THE YEAR**

"Our promise to the community is that every student who enters the doors of the district graduates academically prepared, college and career ready, civically engaged, culturally competent and equipped for the future. We will continue to bend the arc of justice toward equity until every child reaches his or her unlimited potential."
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.

HIGHLIGHTS FROM 2018:

131 CURRENT RESIDENTS
   62 in 2017-19 Cohort
   69 in 2018-20 Cohort

48 RESIDENTS GRADUATED FROM PROGRAM (89%)

91% RATE PROGRAM SESSIONS AS VALUABLE OR HIGHLY VALUABLE

70% OF RESIDENTS DEMONSTRATED SIGNIFICANT GROWTH TOWARD RESIDENT LEARNING OUTCOMES

EXTERNAL PROGRAM EVALUATION

The Broad Residency in Urban Education (TBR) conducts periodic external program evaluations to ensure we remain a high-quality program that continually improves to maximize our impact in K-12 public education.

In 2018, we conducted an external program review and it informed our preparation for reaffirmation of WASC accreditation in 2020.

Commendations of external reviewers included:
- Commitment to equity
- An exemplary self-study report
- TBR staff’s transparent and authentic engagement and reflection
- TBR and leadership described as an impressive team of professionals that has led to a robust and comprehensive program with confidence that the right people are in place to ensure continued success

NETWORK MEMBER IMPACT IN OPERATIONS

“We designed and launched a reconfiguration of our school support model to more equitably and effectively support schools, resulting in a shift of resources to highest need schools.”

“I re-envisioned how our network views safety by rolling out new school safety protocols. If kids don’t feel safe at school, or staff don’t know how to react, it ultimately affects learning.”
AMONG RESIDENT SUPERVISORS:

91% INDICATED THAT RESIDENTS DEMONSTRATED STRENGTH IN OVERALL CONTRIBUTIONS TO THE ORGANIZATION

94% INDICATED THAT RESIDENTS MAKE SUBSTANTIVE CONTRIBUTIONS TO INCREASING THEIR DEPARTMENT’S FOCUS ON IMPACTING TEACHERS, STUDENTS AND SCHOOLS

RESIDENT SPOTLIGHT
WILLIAM EGER
THE BROAD RESIDENCY 2017-19
SENIOR STRATEGIC PROJECTS MANAGER
OFFICE OF FINANCE
BOSTON PUBLIC SCHOOLS

“These projects are all designed to support and reinvest in schools to equitably and effectively boost student learning.”

ON KEY STRATEGIC INITIATIVES AT BOSTON PUBLIC SCHOOLS

Our finance department’s goal is to put every dollar where it can have the biggest impact on boosting student learning and closing achievement gaps.

In 2017, we hosted a multi-month transportation routing challenge. The result was a novel routing system that empowered us to reduce our bus fleet by 8% without impacting the students’ experience. We will continue to improve the solution, which was honored as one of six finalists, along with companies including Microsoft and IBM, for the top prize in Optimization Research. To manage this and other projects in transportation, we brought on another Broad Resident in 2018. This school year, we also negotiated an innovative partnership with our local transit agency that gives 10,000 Boston students a free T-pass for the 10-month school year, at just $5 per student per month (6% of the normal cost of the pass).

Our department also works to find new ways to invest equitably and transparently in schools. Over the last two years, we created the Opportunity Index (OI), a composite index that incorporates a range of data representing factors that are outside of the schools’ control yet are predictive of students’ academic outcomes. Through the OI, we’ve put $12m into school budgets that is targeted at supporting our highest need students. We also launched an online and interactive budget tool that allows community members unprecedented access to where our spending is going, in plain language.

Looking forward, we plan to launch two new data challenges which will, hopefully, turn into a research clearinghouse where we can find systematic ways to partner with the great talent and minds around Boston to help solve more historically intractable problems.

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ON THE TBA EXPERIENCE

I used to think I was innovative. Then I went to Broad and have a completely different view of what innovation can look like in education.

I believe that I am a fundamentally different, and better, leader as a result. The Academy helped empower me to become a bolder leader.

Hands down, no question, the BEST professional learning experience I have been honored to be a part of.

The Academy experience has made me much more self-aware and better prepared to push an aggressive agenda to improve outcomes for children. As a result, I’ve taken on new leadership roles that provide a larger platform for advancing change.

Since I joined the Academy EQUITY has moved to the heart of everything we do.

ON LEADING IMPACTFUL WORK IN MIDDLE SCHOOL REDESIGN

We spent a year and a half developing an understanding of the journey and experiences of our 6th, 7th and 8th graders in our 49 middle schools.

We utilized design thinking as the vehicle to get a new perspective and ultimately, design a new future of what middle school learning could look like. Members of my team and senior staff spent days shadowing students and putting themselves in the shoes of middle school students.

What came out of that research was a myriad of things, such as ensuring students had access to technology, providing transportation for students to stay after school so they can participate in sports and clubs, and revamping our class offerings to provide more elective choices that align to what our students are interested in.

We also did training on understanding the adolescent child for not only our instructional personnel but our non-instructional personnel—like security monitors, food service managers and clerical staff—emphasizing the way they interact with children to focus on their needs and their experiences.

FELLOW SPOTLIGHT

MARIE IZQUIERDO
THE BROAD ACADEMY 2017-18
CHIEF ACADEMIC OFFICER
MIAMI-DADE COUNTY PUBLIC SCHOOLS

The hypothesis is: if we build it, they will come; and if they enjoy it, they will be engaged and have improved academic outcomes.
ON THE BROAD ACADEMY’S OVERALL IMPACT

“

I now have a strong network of dynamic, diverse colleagues who I can call on for advice and support. I have new knowledge and skills as a result of the content, discussions and speakers. I am part of an alumni network that will continue to support and assist me in my future endeavors and challenges.

”
ALUMNI & NETWORK IMPACT

The Alumni and Network Impact 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.

LEADERSHIP DEVELOPMENT

From peer mentoring and 360-degree feedback to study trips, shadow days and coaching, we offer a wide range of individualized alumni supports.

HOW VALUABLE ARE TBC SUPPORTS?

(\% RATING VALUABLE/EXTREMELY VALUABLE)

- 86\% 360-degree feedback
- 82\% Executive or Impact coaching
- 80\% Study trips to learn from other school systems

KNOWLEDGE & SKILL BUILDING

At our Emerging Practices Exchange (EPEx) convenings our network members, their colleagues and other experts in the field share early results and receive real-time feedback on new ideas and efforts to support their schools and communities.

2018 EPEx TOPICS:
- DIVERSITY, EQUITY & INCLUSION
- COMMUNITY ENGAGEMENT & ADVOCACY
- TALENT

90\% OF PARTICIPANTS RATE EPEX AS VALUABLE OR EXTREMELY VALUABLE

ALUMNI SUPPORT SPOTLIGHT

SYSTEM LEADER CONVENING

Superintendents and CEOs of public school systems have unique challenges and opportunities for impact given their unique roles. We convene school system leaders in our network to provide an opportunity for focused learning with their peers to help them better serve the systems they lead.

Leaders are often pulled in every direction except forward. Our 2018 convenings focused on leading in the present with an eye to the future and the changing landscape of education, work and life. System leaders visited and learned from organizations across a variety of sectors that are preparing for and shaping the future to bring insight and lessons back to their work in public school systems.

"The educators we met had spectacularly innovative ideas that charged my creative side and excited me to return to the work."

"
**STAYING CONNECTED**
We bring people together throughout the year to maintain relationships and support peer-to-peer learning. Our annual alumni Forum provides unique opportunities to explore promising practices and get re-inspired to do the work.

202 **ALUMNI ATTENDED THE ANNUAL TBC FORUM**

99% **OF FORUM ATTENDEES AGREED OR STRONGLY AGREED THAT THE FORUM WAS INSPIRATIONAL**

82% **OF FORUM ATTENDEES AGREED THAT THEY WILL DO SOMETHING NEW AND DIFFERENT IN THEIR WORK AS A RESULT OF THE FORUM**

**NETWORK MEMBER IMPACT IN COMMUNITY ENGAGEMENT**

“We engaged 1000+ families to design new school report cards. Through community partnerships and supports to convene families, we ensured that parent voice is at the heart of this tool.”

**TBC COMMUNITY**
In August 2018, TBC launched The Broad Center Community, an online portal for alumni to deliver on-demand professional development, increase their ability to collaborate, and provide access to K-12 career opportunities.

361 network members joined the Community in its first five months.
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.

ACROSS TBC, THE SCHOOL SYSTEM EXCELLENCE AND EQUITY FRAMEWORK GUIDES OUR WORK WITH LEADERS AND SCHOOL SYSTEMS

EXCELLENCE
We believe every child deserves a future of limitless possibilities. To get there, we need high-performing school systems to open the doors of opportunity so every school, every classroom and every student gets what they need to be successful. In service of that mission, The Broad Center focuses on research-based strategies we believe to be integral in successfully transforming an organization or system to produce radically different and significantly better results for all students.

EQUITY
Equity is essential to ensure the needs of every student are met. It is therefore integrated in all aspects of our program and this framework. To help every child reach their full potential, school systems:
- Acknowledge the history behind the systems and structures that drive inequities and how they manifest in education today, and actively work to dismantle them
- Hold themselves accountable to ensure that the students and communities who need the most get the resources they need to succeed and thrive
- Commit to equity-focused decision making throughout the school system and communities served

SYSTEM-LEVEL PRIORITY AREAS
The system-level goals outlined in this framework are organized into the following system-level priority areas:

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 focus on performance and diversity, equity and inclusion.

COMMIT TO A CULTURE OF INCLUSIVITY, CONTINUOUS GROWTH AND RESULTS
Execute a strategy centered around a shared vision and values.

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

EMPOWER AND ENGAGE YOUR COMMUNITY
Partner with families and the community to make the best decisions for students.
PARTNER STRATEGY SCHOOL SYSTEM SPOTLIGHT
SCHOOL DISTRICT OF PHILADELPHIA

The Partner Strategy team uses its deep knowledge of school systems’ context, goals and challenges to leverage resources across the TBC organization and our extended network to provide high-impact supports to school systems. These supports align to TBC’s School System Excellence and Equity Framework and are intended to drive increased effectiveness and improved student outcomes. Our work with the School District of Philadelphia (SDP) provides an example of what this looks like in practice.

To support the district’s work to deliver high quality learning opportunities, the team provided support by convening a “critical friends visit” that engaged a network member from a different organization to serve as a thought partner for SDP’s academic and schools leaders.

The ability to attract, develop and retain exceptional talent is critical to any school system’s success and SDP is no exception. After conversations with district leaders, we were able to facilitate a strategic partnership that enabled their human capital team to address a key pain point: meeting teacher hiring goals in time for the start of the new school year.

We also directly provided new talent for the system. As part of our work to source roles and supervisors for The Broad Residency, Partner Strategy matched three new Residents over the past two years to open roles in operations and the charter school office. We were also able to identify a diverse group of candidates from our alumni network which resulted in an alum serving as the district’s new Chief of Communications and External Relations.

Members of the Partner Strategy team continue to spend time on the ground with district leadership, serve as thought partners, and connect the district with other experts in the field to address other areas of need.
MEDIA SPOTLIGHT
HIRE EXPECTATIONS
BIG-DISTRICT SUPERINTENDENTS STAY IN THEIR JOBS LONGER THAN WE THINK

At education conferences and meetings held throughout the country, people often lament turnover in school-system leadership, arguing that the average superintendent only lasts about three years in the job. A report from The Broad Center, released in May 2018, shows that bit of conventional wisdom may be frequently repeated, but it does not bear out in the data.

“It’s clear that we need to do a better job of holding all parties accountable for creating the conditions that can lead to more sustained improvement and raise our expectations for how long a superintendent can and should stay.”

COMMUNICATIONS

We share best practices, research and network impact through several media and communications platforms. Our goal is to leverage what our team and network members are learning and doing so that we can advocate for change and help to inform and improve work across the K-12 education field.

HIGHLIGHTS FROM 2018:

69 BLOG POSTS
4 PUBLICATIONS
3 NATIONAL CONFERENCE PRESENTATIONS

SUPERINTENDENT SEARCH FIRM GUIDE
In September 2018, The Broad Center released a guide to help school districts understand their options when selecting a superintendent who is well-matched to the needs of the educators, students, families and community served.

CRISIS COMMUNICATIONS
The Broad Center released a template in November 2018 for public school systems to develop a crisis communications plan for use in any situation.
WE CONDUCT RESEARCH TO CONTINUOUSLY IMPROVE AND KEEP UP WITH BEST PRACTICES AND TRENDS IN THE FIELD

HIGHLIGHTS FROM 2018:

REDUCING BIAS IN RESIDENT RECRUITMENT

The Broad Center is deeply committed to diversity and representation in educational leadership and simply stating that is not enough. We proactively seek ways to ensure we are recruiting, selecting and retaining diverse cohorts of leaders in all of our programs; this includes examining our internal practices and data to hold ourselves accountable to our goals. For the past several years, The Broad Center has analyzed data from The Broad Residency selection process to surface and analyze evidence of potential selection biases to ensure equitable and best-in-class practices.

The team conducted robust statistical analysis of interview data and advance rates each year related to candidates’ demographic subgroups such as race/ethnicity, gender, degree and experience. This has resulted in various adjustments to our interview and selection processes, along with anti-bias training for anyone who will be interacting with candidates before each interview day.

In 2018, a year over year analysis revealed that the number of significant gaps between subgroups has steadily decreased over time since the start of these practices – a promising outcome as we continue this work for both The Broad Residency and The Broad Academy.

NEW TBC 360-DEGREE ASSESSMENTS

Over the past year, The Broad Center partnered with Summit Consulting and RTI International to conduct research studies to refresh our Dimensions of Leadership framework, the basis for our leadership development programming.

This work resulted in the revision and development of three 360-degree assessment tools for network members at all career stages:

- Rising Leaders (newer K-12 leaders)
- Breakthrough Leaders (seasoned K-12 leaders)
- Transformative Leaders (senior K-12 leaders)

The studies ensure that our frameworks are grounded in research from the field and our feedback tools are validated by robust data analysis to ensure reliable measures to help our network members with their professional development.

In addition to ongoing administration of the 360-degree assessment with Residents over the past decade, we also piloted new tools for Academy Fellows and alumni of both programs, with 33 Rising Leaders, 18 Breakthrough Leaders and 27 Transformative Leaders in our network and nearly 1,000 professional colleagues providing valuable feedback. The Broad Academy has now also adopted the 360 assessment as a key element to our programming and support for Fellows.
APPROXIMATELY 40 TEAM MEMBERS ACROSS FIVE TEAMS WORK HARD TO GROW AND SUPPORT OUR NETWORK OF K-12 EDUCATION LEADERS

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<th>HEADQUARTERS &amp; STRATEGIC INITIATIVES</th>
<th>THE BROAD RESIDENCY</th>
<th>THE BROAD ACADEMY</th>
<th>ALUMNI &amp; NETWORK IMPACT</th>
<th>PARTNER STRATEGY</th>
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<td>RECRUITMENT &amp; SELECTION</td>
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<td>CAREER SUPPORTS</td>
<td>TALENT MATCH</td>
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<td>DATA, RESEARCH &amp; EVALUATION</td>
<td>PROGRAM</td>
<td>PROGRAM</td>
<td>COLLABORATION &amp; LEARNING</td>
<td>SUPPORT MATCH</td>
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<td>COMMUNICATIONS</td>
<td>SPECIAL PROJECTS</td>
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OUR TEAM IS DIVERSE

For The Broad Center and other nonprofit organizations that work to improve American public education, we believe we must better reflect America and the students and families we serve.

- **74%** identify as people of color
- **63%** have worked in a K-12 school system
- **45%** identified as low-income K-12 students
- **33%** identified as K-12 English-language learners
- **11%** immigrated to the U.S.

DIVERSITY IN PROGRESS
BEST PRACTICES AND LESSONS LEARNED FROM THE BROAD CENTER

As an understanding of the power of diversity and inclusion grows nationwide, The Broad Center released a publication in January 2018—*Diversity in Progress: Best Practices and Lessons Learned from The Broad Center*—to offer a transparent look into its growth on this front.

The main takeaway from The Broad Center’s efforts is that the work to expand diversity and inclusion is never done: “We have not yet perfected our processes. But we know we are better off than when our organization was founded more than a decade ago, and we are committed to exploring and refining our diversity and inclusion efforts every day.”
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.

Learn more about us, our programs and our network at www.broadcenter.org.

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BECAUSE OF THE BROAD CENTER, I NOW ...

“... have a leadership position that allows me to have large scale impact in public education.”