

A wooden ladder is leaning against a textured, light-colored wall. The wall has a mottled appearance with various shades of beige and brown, suggesting peeling paint or natural stone. A dark shadow of the ladder is cast onto the wall to its left. The ground in the foreground is dark and appears to be dirt or gravel. The overall scene is simple and evocative, symbolizing reaching for a goal or climbing a challenge.

The Broad Superintendents Academy



Concerned
about the
future of our
country?

Your leadership can make the difference.

What if one job allowed you to have a big impact on every aspect of society that matters to you—the economy, jobs, health, housing, crime, poverty, the environment?

Across America, prominent leaders from military, government, civic and business backgrounds—as well as education—have taken on the challenge of running large, urban school districts. Find out more about this growing trend—and how you can be the next great leader of America's public schools.

Transforming Urban School Districts



In 2002, entrepreneur and philanthropist Eli Broad started The Broad Superintendents Academy to recruit, train and place proven leaders with the passion and experience necessary to transform urban school districts into effective public enterprises. By bringing the best practices in hiring, operations and management into their districts, these leaders are freeing up millions of dollars that can be pushed down to the classroom to serve students.

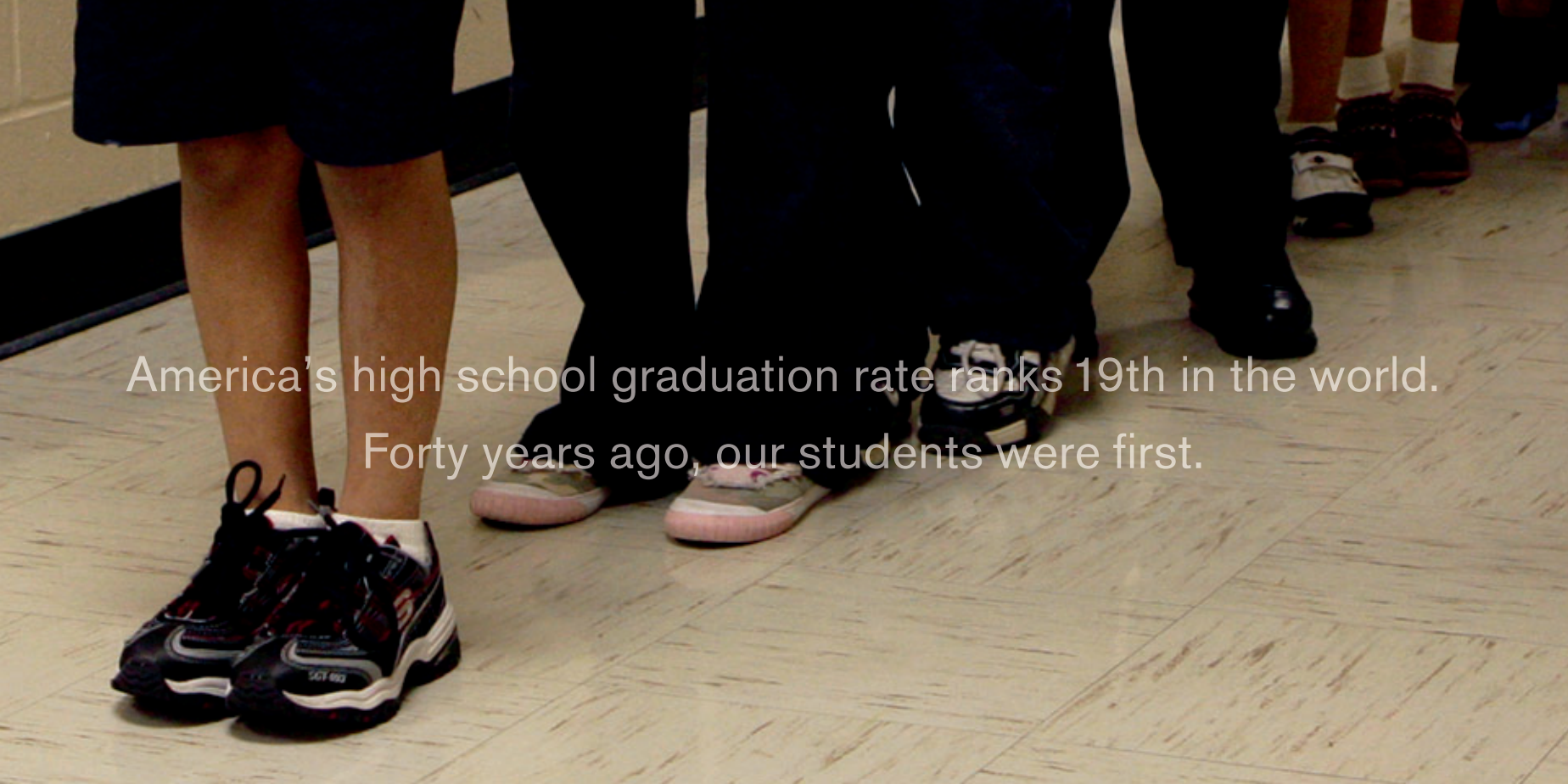
Academy Fellows keep their current jobs while attending seven extended weekend training sessions around the country that cover CEO-level skills in the best practices in education reform and leadership.

Fellows receive intense exposure to the best thinking and most effective practices in public school systems today. Together, they analyze case studies, visit major urban districts with great leaders and discuss their observations with the best minds in the field. The experts who serve as faculty advisors, mentors and guest speakers include school board presidents, union leaders, leading educational practitioners, researchers, corporate CEOs, high-level government officials and accomplished current and former urban superintendents from Boston, Chicago, Washington, D.C., Philadelphia, Houston, Miami, New York and San Francisco. In addition, Fellows learn from each other's leadership experience and style and have the opportunity to develop a close professional and personal network that they rely on throughout their career.

“Superintendents have the power to address a variety of critical priorities we face as a nation: to be more economically competitive, to end poverty, to give poor and minority youth a chance to succeed and to curb crime before it has the chance to take root.”

—FORMER PRESIDENT WILLIAM J. CLINTON

Above: Former President William Jefferson Clinton and Broad Academy founder Eli Broad share a concern for the future of the 50 million students who are educated in American public schools every year.



America's high school graduation rate ranks 19th in the world.
Forty years ago, our students were first.

The Broad Superintendents Academy is an executive training program that identifies and prepares prominent leaders—executives with experience successfully leading large organizations and a passion for public service—then places them in urban school districts to dramatically improve the quality of education for America's students.

Resolve to Act: End the Crisis in America's Schools

American schools are in crisis: every year 1.2 million students drop out of high school, 50 percent of the nation's chronically unemployed are not functionally literate and 65 percent of U.S. convicts are dropouts. Over their lifetimes, dropouts from the class of 2008 alone will cost our nation \$300 billion in lost wages, lost taxes and lost productivity.

Every child deserves an education that prepares them for success as an adult. To ensure this happens, school districts need bold and courageous leaders. The Broad Superintendents Academy has trained over 100 leaders—who currently serve more than 4 million students—to take on this challenge. With the training and support from the Academy, these graduates are improving student achievement faster than their peers:

90% of Academy graduates who have served as superintendents for at least two years have improved student achievement in reading and math at nearly all grade levels.

More than 80% are outperforming comparison groups in reducing the percentage of students at the lowest proficiency levels on state achievement exams.

60% are outperforming comparison groups in increasing the percentage of students meeting or exceeding proficiency standards.

The improvements are not limited to the classroom. Academy graduates are also making significant changes in district management and operations:

Houston Independent School District Superintendent Abelardo Saavedra, a 2002 Broad Academy graduate, saved nearly \$100 million by reorganizing the district's central office to operate more leanly and efficiently—and then gave his teachers their highest pay raise in seven years.

In one year, Miami-Dade County Public Schools Deputy Superintendent Ofelia San Pedro, a 2005 Broad Academy graduate, turned a \$13 million deficit into a \$62.5 million budget surplus.



“We have no greater obligation to the future of our nation than to make sure that every single child has the opportunity to live their dreams so the next generation can keep moving this nation forward.”

—RETIRED GEN. COLIN POWELL, FORMER CHAIRMAN OF THE JOINT CHIEFS OF STAFF AND FOUNDER OF AMERICA'S PROMISE ALLIANCE

One-fifth of large urban school districts searching for superintendents in 2006 – 2007 filled their positions with graduates of The Broad Superintendents Academy.

ABCs and 1-2-3s: Data Driven Decisions Boost Student Achievement



After retiring from a successful career as a sales vice president at AT&T and attending The Broad Superintendents Academy, Paula Dawning became superintendent of the Benton Harbor Area Schools, one of the poorest and most chronically underperforming urban school systems in Michigan.

When she arrived in 2002, the school district had the highest dropout rate and some of the lowest test scores in the state. Dawning quickly instilled a corporate sense of urgency and the expectation of immediate progress. The results were dramatic—fourth grade reading test scores improved more than 100 percent in just two years, and the dropout rate decreased 20 percent.

My first month on the job, I asked all principals to meet with me so we could see how they were performing against their objectives.

The first principal came in, and I waited for him to hand me a packet of information. Instead, he held only a pen.

I said, “Excuse me, but where is your data?”

“What data?” he said.

“The data you use in your school to make decisions?” I said.

“We talk through it,” he said.

After every other principal who walked through the door said the same thing, it became apparent that my district would need to start from square one to do what had been my ‘everything’ in the corporate world—using data to make decisions. Over the next four years, my district began to use data to track our students’ progress, create our strategy, goals and tactics, and comb through it to uncover trends and concerns.

I am grateful I was afforded this opportunity to apply my business skills to substantially alter the course of young people’s lives.

Above: Paula Dawning, who served as superintendent of Benton Harbor Area Public Schools from 2002 to 2007, made reading proficiency a top priority for her students. She was named 2006 State Superintendent of the Year by the Michigan Association of School Administrators.



70 percent of 8th graders can't read at their grade level—and most will never catch up. Under Paula Dawning's leadership, fourth grade reading test scores in Benton Harbor improved more than 100 percent in just two years.

A MILLION POINTS OF IMPACT: Leading Reform in the Nation's Biggest City



The largest urban school districts are the size of Fortune 500 companies. The New York City Department of Education has a \$20 billion budget, 140,000 employees and over 1,200 facilities—more than Eastman Kodak, Sun Microsystems or Continental Airlines.

Marcia Lyles rose through the ranks of the nation's largest school district, from high school teacher to regional city superintendent. After Lyles graduated from The Broad Superintendents Academy in 2006, Chancellor Joel Klein appointed her deputy chancellor of teaching and learning for the entire school system.

When I was a principal, I could not imagine working at the district level. I didn't see myself in a central office management position, much less one responsible for more than 1 million students.

But over the years, I saw the kind of change that could happen when successful practices are widely shared across schools. There is nothing like being able to move an agenda forward on behalf of children.

While my doctoral studies in educational administration at Columbia were invaluable for theory, the Academy experience was, in contrast, intensely practical, and it became an important complement.

If you want to take the work you are doing squarely to the next level, The Broad Superintendents Academy can't be matched.

Even today, the Academy continues to connect me to a deep, national network that includes some of the smartest minds in education reform. When Joel Klein says to me, "Do you know what they are doing in Boston?" I not only know what they are doing, I also know how well it is working. I can pick up the phone, and I know exactly who to contact.

Above: Marcia Lyles, New York City Department of Education deputy chancellor for teaching and learning



“As chancellor, I am responsible for helping more than 1 million schoolchildren learn, progress and achieve.”

—JOEL KLEIN, FORMER FEDERAL PROSECUTOR, CHANCELLOR OF THE NEW YORK CITY DEPARTMENT OF EDUCATION

Above: New York City Mayor Michael Bloomberg (second from left) made education reform a cornerstone of his administration. To lead the effort, he appointed Joel Klein (second from right) chancellor of the New York City Department of Education. Klein tapped two Broad Academy graduates—Chris Cerf and Marcia Lyles—to be his deputy chancellors, and together the leadership team has made significant progress in raising student achievement in the nation’s largest school system.



PILOTING A NEW COURSE: Discovering a Successful Career as Education CEO

Our nation's urban school district CEOs include former legislators, governors, private sector CEOs, COOs, litigators, chief academic officers, state superintendents, admirals, colonels and generals.

Aurora Public Schools Superintendent John Barry is just one example of someone who made a successful career transition to become an education CEO.

After 30 years of serving in the Air Force, leading the largest fighter aircraft training base in the world and directing strategic planning for the entire Air Force, Barry retired in 2003 as a two-star general.

In the Air Force, I helped defend this nation for three decades. I knew when I retired that I wanted to spend the rest of my life on what I saw as necessary to keep our country strong: defending the right of every child to learn.

The Broad Superintendents Academy became the path that would take me from military leadership to educational leadership. In 2006, I was hired as superintendent of Aurora Public Schools in Colorado, with responsibility for 33,000 students, 72 percent of whom are minority and 69 percent of whom live in poverty. In the last two years, my team has worked hard to find solutions to meet the needs of our students. Today, I am proud that we have a new transformational strategic plan in place to guide our work. And under that plan, we are already seeing increases in student achievement and closure in socio-economic gaps for our kids.

When I retired from the Air Force, I thought I might never find a challenge that would top my military career. But today, I find myself waking up every morning more excited than the day before about the work ahead of me and the impact I can have.



“Successful military leaders, of different ranks and at different points in their career, have found The Broad Superintendents Academy to be a valuable stepping stone into a career that allows them to continue to serve their country and grow as leaders in a challenging environment.”

—RETIRED GEN. WESLEY CLARK, U.S. ARMY, MEMBER OF THE BROAD SUPERINTENDENTS ACADEMY EXECUTIVE ADVISORY COUNCIL

FILLING IN THE GAPS: Preparing for the Toughest Job in America



Mark Roosevelt, a 2003 Broad Academy graduate, is a former Massachusetts state legislator who took the lead in crafting Massachusetts' landmark education reform act to restructure the way the state funds and manages its public schools. Since 2005, Roosevelt, the great-grandson of President Teddy Roosevelt, has served as superintendent of Pittsburgh Public Schools. Among his accomplishments, he has upgraded the district's curriculum, closed 22 underperforming schools, reached an agreement to provide principals with raises based primarily on increased student achievement rather than on tenure and raised \$100 million to send every Pittsburgh public school student to college.

When I got a call to consider applying to The Broad Superintendents Academy in 2002, I had just started thinking that I wanted to become an urban school district superintendent. I very much wanted to see if I could make what I had been doing on the policy level in Massachusetts work on the ground level. In a school district I saw the possibility of affecting thousands and thousands of kids—in an economy that is relentlessly cruel to poor folks—in ways that are possibly profound.

For me, the Broad Academy training helped fill in critical gaps in my existing knowledge, showing me what being a superintendent really encompasses. I was able to learn deeply with and from leaders from mixed backgrounds with diverse perspectives. I had the opportunity to build skills in areas I didn't feel as confident, like evaluating principals. And I had immediate access to the best education leaders in the country to learn from their successes.

“Although I went to Harvard College and Harvard Law School, The Broad Superintendents Academy is the highest quality educational experience I have had.”

—PITTSBURGH PUBLIC SCHOOLS SUPERINTENDENT AND 2003 BROAD ACADEMY GRADUATE MARK ROOSEVELT





TOOLS OF THE TRADE: Leveraging Support Systems to Maximize Student Success

Even after graduating, Broad Academy alumni receive access to the counsel of leading superintendents and a full menu of alumni/career services, which may include an executive coach, expert instructional and operational teams to review and/or audit underperforming district functions, a weekend strategy session with several of the nation's top urban superintendents, assistance filling district cabinet positions and assistance with school board retreat preparation and facilitation.

Thelma Meléndez de Santa Ana, a 2006 Broad Academy graduate and career educator, is the first Latina superintendent of the Pomona Unified School District near Los Angeles, with more than 31,000 students. As a first-year superintendent, Meléndez de Santa Ana utilized many of these services to accelerate her work in the district.

Nothing I have ever been involved in has had such a huge impact on my career as The Broad Superintendents Academy.

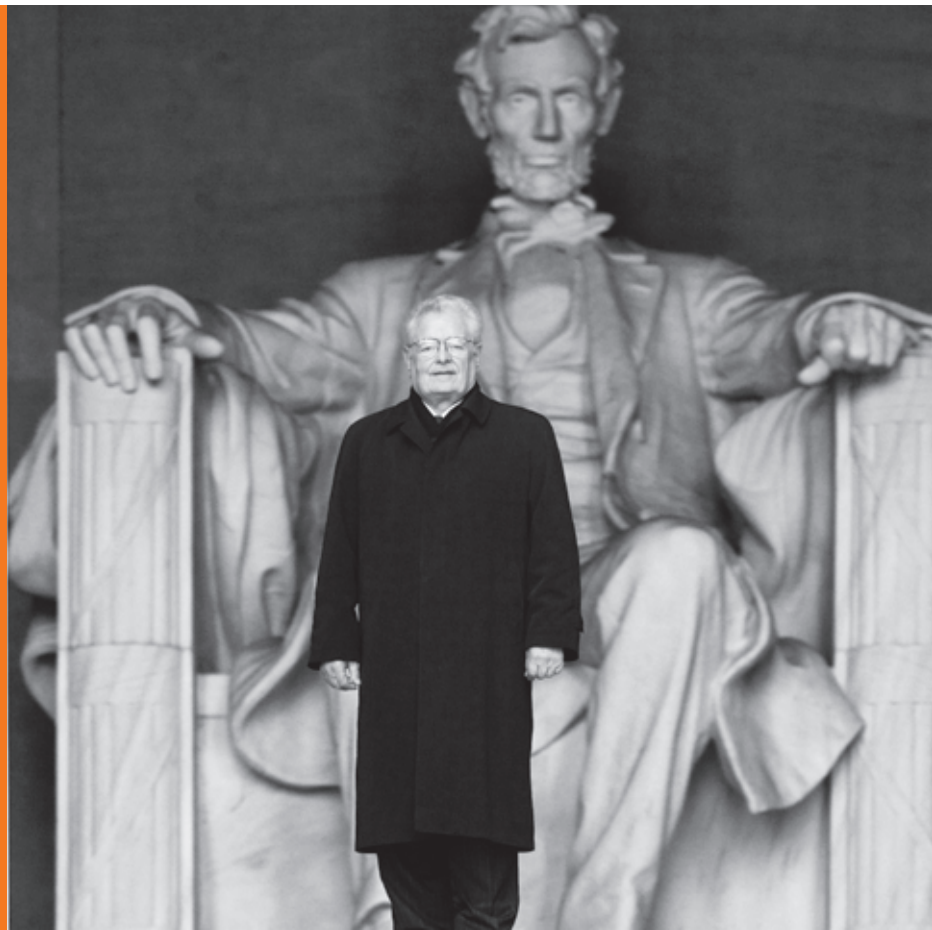
As a new superintendent, I have received tremendous Academy support. During my first year, the Academy helped me fund critical audits of my district's instructional, human resources, communications, facilities and operational capacities that would not have otherwise been possible. I have also received support from executive coaches—successful urban superintendents who I refer to as 'celebrity superintendents'—as well as from my former Academy classmates. Whether they are helping me problem-solve or fine-tune my thinking, they continue to make me a better leader. This network has been simply invaluable as my district undergoes significant reforms.

What other organization gives you the opportunity to visit and interact with successful education leaders of this caliber on a national level?

Above: Pomona Unified School District Superintendent Thelma Meléndez de Santa Ana's motivation to make sure every student succeeds is personal. She remembers struggling to learn English as a first-grader attending public school in California.

“This is not someone else’s problem. This is an American problem that affects us all.”

—ROY ROMER, FORMER GOVERNOR OF COLORADO AND FORMER SUPERINTENDENT OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT, THE COUNTRY’S SECOND LARGEST SCHOOL DISTRICT



“Being an urban superintendent is the most rewarding job
you will ever have.”

—RODERICK PAIGE, FORMER U.S. SECRETARY OF EDUCATION AND FORMER SUPERINTENDENT
OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT

Do you know another talented, experienced leader who would make a great superintendent?

Encourage them to read this brochure and nominate them for The Broad Superintendents Academy. For more information on the application and nomination process, please visit: www.broadacademy.org.

The Broad Superintendents Academy values diversity and seeks Fellows from a wide variety of backgrounds and perspectives. Accordingly, The Broad Superintendents Academy does not discriminate on the basis of race, color, religion, ethnic or national origin, age, disability, gender or sexual orientation with regard to employment opportunities, admissions policies, or the administration of its educational programs.

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