

TOGETHER WE LEAD, TOGETHER CHANGE.

Changing the Narrative of Public Education



A LETTER FROM THE CEO AND BOARD CHAIR

Dear Friends and Partners,

We're proud to share this Chiefs for Change report, marking 10 years of work alongside leaders who serve our nation's students. What began as a small coalition is now a nonprofit, nonpartisan network of 54 current and former superintendents and commissioners supporting systems that educate more than five million students in more than 10,000 schools across 26 states.

Our conviction has never wavered: every student deserves an excellent education. Over the past decade, we have focused on what moves outcomes: developing courageous leaders, strengthening system capacity and elevating policy that advances equity and innovation. You'll see those priorities throughout this report in stories of leaders who turned ideas into improved results for students.

This moment demands urgency, transparency and collaboration. As we enter our second decade, we will deepen executive leadership development, expand side-by-side support for districts and states, and continue to amplify practitioner voices in policy debates—always with a clear line of sight to student success.

Thank you to our members, partners, funders and staff for your steadfast commitment. Together, we will build on this foundation and extend opportunity to every child in every community.

With gratitude,

Robert Runcie

Chief Executive Officer, Chiefs for Change

Pedro Martinez

Board Chair, Chiefs for Change



ABOUT CHIEFS FOR CHANGE

Chiefs for Change is a nonprofit organization, dedicated to transforming K–12 public education. We unite superintendents and system leaders in a national peer network that fosters collaboration and inspires bold, evidence-driven leadership. Guided by the belief that every student deserves an excellent education, we provide targeted support, executive coaching and customized resources to help leaders tackle urgent challenges and deliver lasting innovation. Beyond the network, we elevate practitioner voices and advocate for policies that expand equitable opportunity for all students.

POWERING PROGRESS IN PUBLIC EDUCATION



54
Members



5M+
Students
Represented



10K+
Schools
Represented



370K+
Teachers
Represented



\$60.1B
Total Budget



47
Active Members



44%
Women Leaders



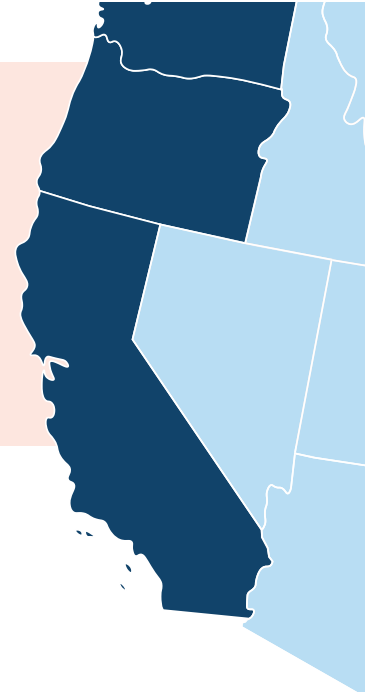
69%
Leaders of Color



6
State Members



41
District Members



This publication features superintendents nationwide who exemplify what it means to be change agents on persistent educational issues. Created to celebrate transformative work, the project highlights leaders committed to crafting positive change and finding innovative solutions to challenges that have long plagued the American education system. Their stories showcase dedication to measurable progress.

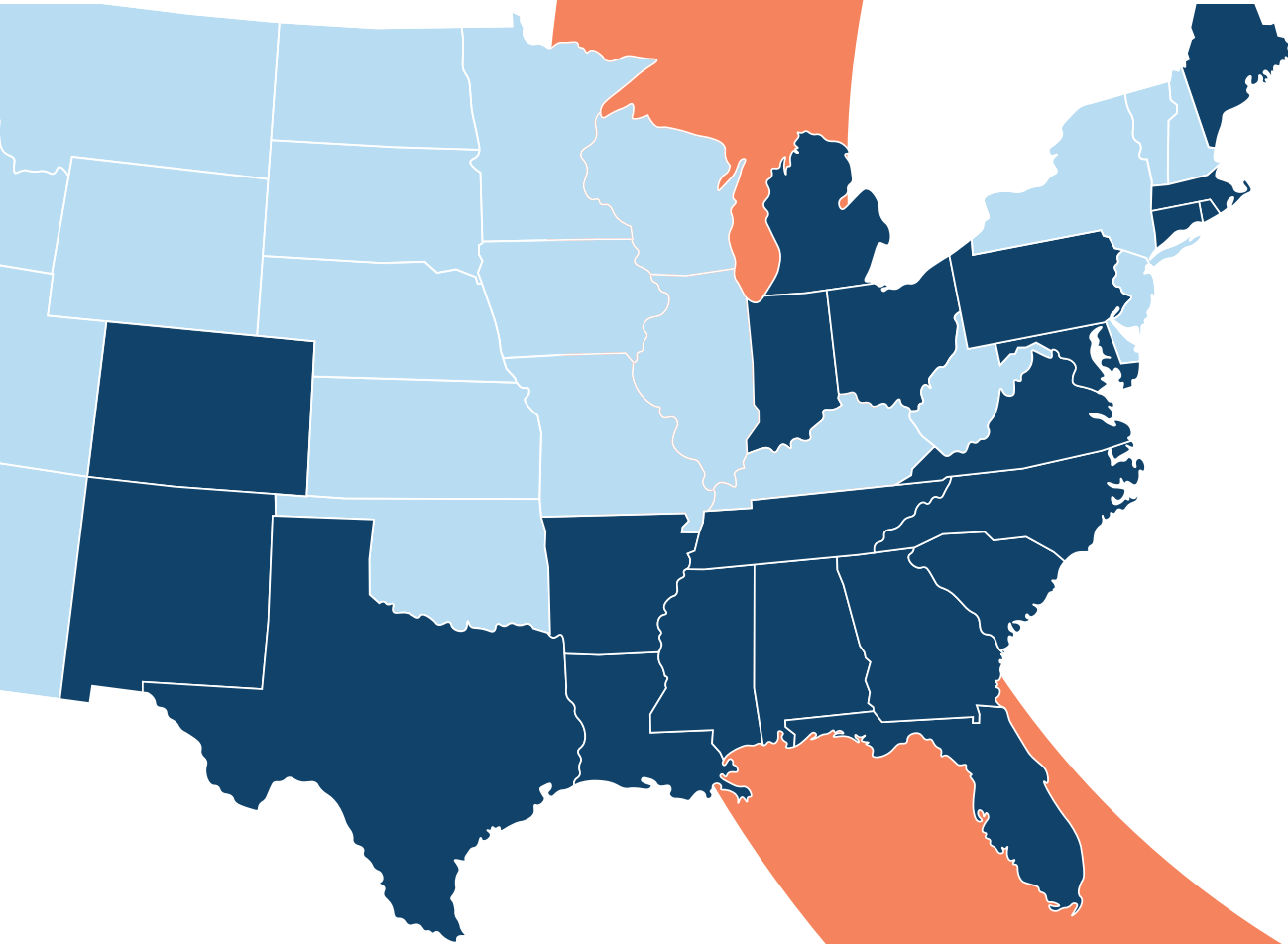
OVER THE YEARS



26

States

Includes District of Columbia



108

Members

Future Chief to Chief Statistics



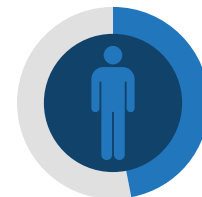
34

Future Chiefs



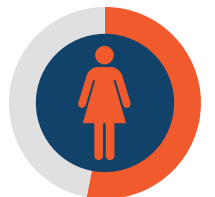
76%

Leaders of Color



47%

Male



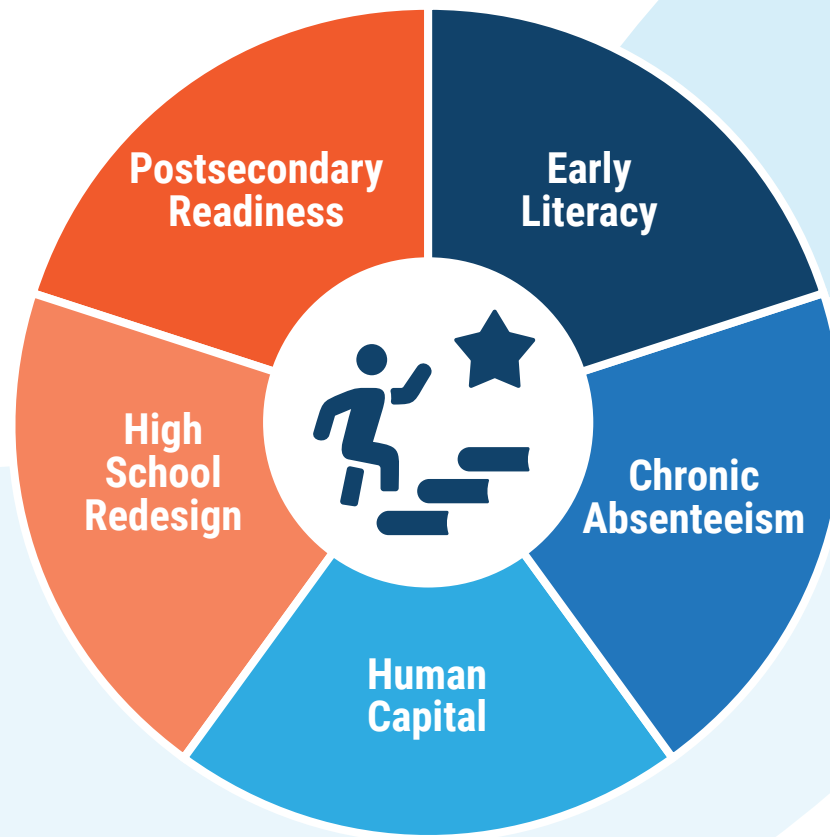
53%

Female

TARGETED SUPPORT FOR LASTING STUDENT SUCCESS

Every district is unique, and every community faces distinct challenges. That's why Chiefs for Change tailors support to meet leaders where they are and help them build effective solutions that work.

At the core of every engagement, whether a resource, convening or strategic consulting initiative, is a commitment to improving student outcomes in five critical areas:



These priorities are woven throughout all aspects of our system support work to ensure that efforts lead to meaningful and measurable improvements in student performance and long-term success.



“

The things that Chiefs for Change have highlighted: these aren't easy issues. These aren't things that happen when you pull this lever or push this button, and all of your issues go away, whether it's chronic absenteeism or early literacy. You have to stay the course with what we know, what works: **research-based data, and informed, community supported.** ”

Rob Anderson, Ed.D., *Boulder Valley School (Colo.) District superintendent*

CHANGING THE NARRATIVE ON **EARLY LITERACY**



LaTonya M. Goffney, Ed.D.
Aldine Independent School District

LaTonya M. Goffney, Ed.D., still remembers the moment she understood the power of words. Her grandfather, Walter McGowan, signed his name with a single, careful “X.” Though he never learned to read, he offered Goffney a lesson that shaped her life: “LaTonya, if you could read, you can go anywhere.”

That lesson became the heart of Goffney’s mission as superintendent of **Aldine Independent School District** in Texas to ensure the district’s 53,000 students have a strong foundation of early literacy. When Goffney arrived at Aldine in 2018, she saw more than just test scores that fell short. She found deep-seated beliefs among some staff that students growing up in poverty couldn’t handle academic rigor. That mindset hit home one day in conversation with the district’s literacy specialists.

“We talked about how our kids need to see on-grade-level texts and be able to engage with and learn a level of rigor that’s going to continue to help them to grow,” she said. But when one educator feared her fourth graders would become “frustrated” by challenging texts, Goffney pushed for a new perspective: “I challenged them to have the same standards they would have for their own children.”

Determined to set higher expectations, Goffney led Aldine through a comprehensive shift in reading instruction.

“We had to really just step back,” she said. “We built a whole framework design on building background knowledge. It’s about making sure and teaching phonics explicitly. It’s about making sure kids have access to complex text.”

Translating the vision into reality required more than policy change. Goffney made weekly visits to classrooms, taking pride in seeing even the youngest students engaged in thoughtful conversation and sophisticated vocabulary.

“To see everything come to life on all the things that we dreamed about and put in our literacy framework, but then actually see it in action ... we’re seeing growth in our literacy outcomes. It’s powerful, but it also takes time,” she said.

With investments in new curriculum materials and robust teacher support, students began to demonstrate measurable improvement on the state’s STAAR assessment. The new approach, which included interactive read-alouds and data-driven lessons, cultivated a culture in which literacy would not be left to chance.

However, the pandemic posed a daunting challenge, particularly affecting the Aldine community. But for Goffney, the choice was clear.

"We couldn't focus on COVID and not focus on literacy. We had to focus on both. I'm so glad that we did," she said. "That was the first time our kids had novels at the middle school that they were required to read."

Goffney's resolve is unwavering: "As long as kids aren't reading or aren't reading at their own grade level, I'm never going to be satisfied. We've got to continue to show what's possible too, for Black, Brown and students in poverty."

The work is making a difference, too. The superintendent said there are indications of success.

"They said we had one of the highest growth school districts in the state, in literacy. So that was pretty exciting, too," she said. "What we're thankful for is the ones who have gone from lowest to, now, we're seeing proficiency as well. So now we gotta do it again!"

Aldine ISD saw growth in early literacy across elementary grades. From the 2023–2024 to the 2024–2025 school year, third graders increased reading proficiency by 5%, fourth graders by 7%, and fifth graders by an impressive 11% on the STAAR.

That's work she will gladly sign her name to—carrying her grandfather's lesson forward, ensuring every student has the chance to "go anywhere" through the gift of literacy.

BVSD Early Literacy Strategies:

Weighted, Differentiated Funding Model

Dyslexia Screening of all Kindergarten Students

Targeted Interventions

High-Quality Curriculum

Common and Clear Expectations



Change in Action

EARLY LITERACY

Helping students learn to read starts with understanding if they have any barriers to reading, according to **Boulder Valley School District** officials. BVSD has pioneered the process of screening each kindergarten student for dyslexia. The novel approach has garnered support at the state level for legislation to require the process for all districts in the Centennial state. Boulder Valley's approach to tackling early literacy includes the use of a weighted, differentiated funding model to direct more resources to schools that need additional support, such as smaller class sizes or instructional materials. It's a strategy strongly supported by its community and Board of Education.

Boulder Valley's culture is rooted in the belief that every child deserves to succeed, and this is reflected in their efforts to close achievement gaps. This values-driven, research-based approach is yielding impressive results: in the latest Colorado Measures of Academic Success (CMAS) assessments for English Language Arts, Boulder Valley ranked among the top ten districts statewide for 3rd, 5th, and 7th grades. Notably, 3rd graders placed 7th, with 61.4% meeting or exceeding expectations, while 5th graders ranked 9th, with 67.4%, and 7th graders ranked 8th, with 69.8% achieving these standards.

"Our board has stated their continued support for this strategy, because they've seen their results. But you know, weighted funding can definitely get political, and it can be the thing that I think goes away when you have to start to make tougher budget decisions. For us, I think that's the last thing to go away."

Rob Anderson, Ed.D., Boulder Valley School District superintendent

CHANGING THE NARRATIVE ON HUMAN CAPITAL

As a school principal, **James Gray, Ed.D.** realized he had a knack for finding talent. Human resources colleagues often sought his help at job fairs to connect with strong candidates, a pattern that continued in later roles. Through these experiences, he began to recognize broader trends in recruitment and retention across the system. These “nuggets”, as he called them, revealed the teacher shortage wasn’t isolated.

“We started realizing the number of males decreased as time went on. The number of minorities started decreasing,” he said. “I pick up these nuggets all the time, and so I just throw them in, and eventually they start to paint a picture.”



Gray leads **Jefferson Parish Schools**, Louisiana’s most diverse district, facing challenges that require more than just policy—they demand heart, strategy and relentless commitment. As superintendent, Gray has embraced the responsibility of filling the vacancies. He isn’t looking for warm bodies, though.

“Just having a warm body in a seat does not resolve our issue. It actually can make things more complicated,” said Gray. “You truly, truly have to say kids are a priority for our school system.”

The COVID-19 pandemic exacerbated teacher shortages, but Gray and his team responded with creativity and urgency to a workforce that was beginning to retire earlier.

“We had a large number of retirements, for various reasons,” Gray said. “We did not understand it at the time, but we realized the shortage was getting worse because there weren’t enough people going into the field of education to fill in that gap.”

To address this, Jefferson Parish forged partnerships with local universities and developed in-house certification programs.

“We have avenues to get you certified through our school system and with the state,” Gray said.

The district also supports non-traditional educators, including paraprofessionals and retirees, offering flexible pathways to certification and employment.

“We want to have a support mechanism for those individuals who fit that non-traditional mold,” Gray said. “It’s the same thing we do with kids, just because you start there doesn’t mean you have to stay there. So, we want to build a pipeline for aspiring teachers.”

The district even has a grow-your-own program for high school students to address the issue in the future. The work is a result of letting the data point the direction for change. Gray’s leadership is rooted in data-driven decision-making and accountability.

“If you name something without giving out actual executable steps behind it, nothing gets done,” he said.

Under his guidance, the district’s strategic plan includes specific, measurable goals of hiring, growing and retaining top talent.

“We can monitor and measure, and then if we see something that’s not going well, we can deal with it to have a positive effect moving forward, starting the very next day,” Gray said.



James Gray, Ed.D.
Jefferson Parish Schools

He believes Jefferson Parish’s approach can be replicated elsewhere.

“It’s largely replicable. Even if you don’t have a college, university or even a two-year (institution) in your backyard, there’s one in the region, or an online option that can be leveraged,” he said.

The district’s best practices include leveraging grant funding, building partnerships, offering multiple certification pathways and celebrating successes publicly. Led by the human resources and teaching and learning team, the recruitment efforts in Jefferson Parish have expanded to include all employees as part of the solution.

“We have to make sure that we provide an environment that people feel comfortable with,” he said, “We can keep them here and they can become our spokesperson; our people to spread the message about how we function, to recruit more people here.”



OCPS Human Capital Strategies:

Grow Your Own Program

Paraprofessional Pipeline

Master’s Degree Cohort



Change in Action

“We have been growing for the last several years, there’s always been a need to have new teachers. Many of them have been with us for a number of years; they’ve built relationships at the schools. Ideally, we try to place them back at their school. They are huge advocates for others who want to be in the program.”

Maria Vazquez, Ed.D., Orange County Public Schools superintendent

HUMAN CAPITAL

A key human capital strategy for **Orange County Public Schools** is retaining the educators they have. In the era of critical teacher shortages, OCPS has offered a cohort model to allow paraprofessionals with a two-year degree to return to school and graduate as certified teachers. Participants complete coursework in a virtual setting and have access to OCPS curriculum experts to assist with resources and understanding of the internship, in which they can participate while employed.

What sets the Florida district’s approach apart is the proven track record of paraprofessionals, who already know the students and school communities they serve. This familiarity eases the transition to leading their own classrooms and strengthens student-teacher relationships from the outset.

The program has seen a high demand, with each cohort ranging from 18 to 24 participants. Despite a decline in student enrollment due to a voucher program, the district has maintained a steady number of new teachers by investing in human capital, addressing low teacher salaries and creating a supportive work environment to retain staff.

CHANGING THE NARRATIVE ON CHRONIC ABSENTEEISM

Angélica Infante-Green, Rhode Island's commissioner of education, doesn't mince words when she talks about chronic absenteeism and its deep impact. For her, it's more than just missed school days; it's a direct threat to a child's future and that is why Rhode Island has gone all in on promoting attendance to improve academic achievement statewide

"Education is really, really important. For these kids, this is their shot," she said. "If we don't prioritize it and figure this out, I think it is detrimental, and that's why this drives me."

Under her leadership, the **Rhode Island Department of Education (RIDE)** launched Attendance Matters RI, an "all-hands-on-deck campaign" that unites government, businesses and communities in a shared mission to get students to school daily. The state's data shows that the approach is working: chronic absenteeism has decreased by 2.6 percentage points between the 2023-2024 and 2024-2025 school years, marking three consecutive years of decline. Since chronic absenteeism peaked nationally, the Ocean State has slashed chronic absenteeism by 12 percentage points recovering nearly 3.7 million hours of learning.

One of the first challenges she worked to address was creating a common definition for chronic absenteeism across the state since "every district sort of had a

different definition of what that was." By establishing a common language and leveraging nationally recognized attendance data tools, RIDE was poised to address the root causes of absenteeism among students, beginning with a powerful public awareness campaign. It all boils down to simple math: missing 18 days, or just two days a month, makes a student chronically absent and it can have real, devastating effects, according to the research.

RIDE is putting students, parents, caregivers and community members in the driver's seat to help address the issue with innovative data portals where anyone can see the numbers and trends for themselves. RIDE also offers a live, real-time leaderboard—the first of its kind in the nation—that displays attendance data by schools and neighborhoods and ranks them. This tool not only informs the public but also holds local leaders accountable. The agency also unveiled a first-of-its-kind attendance calendar heatmap which shows time periods in which absenteeism becomes more pronounced showing heightened absences during the weekends and holidays.

"We can show the parents that if their kids are chronically absent from kindergarten, first, or second, they're not going to read on grade level by third grade," she said.

According to Infante-Green, chronically absent students can score as much as 20 percentage points below their peers on state assessments.

That's why it was so important to Infante-Green to create a coalition to support the work. Coming out of the pandemic, the tiny state of Rhode Island recognized that this problem was bigger than school leaders could solve on their own. The campaign's success hinges on a broad network of collaborative partnerships. RIDE partnered with state agencies, local businesses, faith-based organizations, and healthcare providers to get students in school where they learn best.

"The schools can't do it alone. It is too heavy a lift," Infante-Green explained.



The state even worked with the Executive Office of Commerce to have employers share the Attendance Matters messaging with employees and encourage employers not to hire students to work during school hours, tackling one of the barriers to attendance.

Additionally, RIDE's attendance campaign addresses underlying issues, such as student anxiety and stress. They partnered with Hazel Health to offer free, virtual multilingual mental health services to students. For older students who are caregivers, the state is encouraging schools to stagger start times and explore ways to give them academic credit for their responsibilities.

For Infante-Green, the fight to get students back to school is about more than just numbers—it's about providing a safe space and a pathway out of poverty for some of Rhode Island's most vulnerable students.



Angélica Infante-Green
Rhode Island Department of Education

BSD Chronic Absenteeism Strategies:

Targeted Public Awareness Campaign, Translated into 10 Languages

Business Incentive Program

Use of Family Survey Feedback



Change in Action

"The goal is for those kids to be able to see the purpose of coming to school and the engagement and have the families understand, because it truly is a partnership."

Gustavo Balderas, D.Ed., Beaverton School District superintendent

CHRONIC ABSENTEEISM

The **Beaverton School District (BSD)** has launched a comprehensive, data-driven strategy to combat chronic absenteeism, which had risen to double pre-pandemic levels. The Oregon district, serving 36,267 students, found through family surveys that student anxiety and adult-related barriers in the lower grades were significant factors contributing to absences.

In response, BSD introduced the "Belonging Begins Here" awareness campaign in 2023. The effort utilized video, social media and website resources to educate parents on the impact of anxiety and inform students about available mental health supports. Messaging was translated into 10 languages to reach the diverse community.

Following the initial push, the district saw measurable success, including an 11.2% increase in kindergarten attendance in the first year. BSD followed up by adding an incentive program in partnership with local businesses, providing rewards for improved student attendance. The district continues to integrate attendance efforts with its broader strategic focus on student belonging.

CHANGING THE NARRATIVE ON HIGH SCHOOL REDESIGN



Nestled in the shadows of major corporations such as Amazon, Microsoft, Costco and Boeing, the **Issaquah School District** in Washington is reimagining the high school experience with a renewed sense of purpose centered on student agency and belonging, aiming to prepare students not just for graduation but for life beyond school.

“We know that families, students and employers want something different,” said Superintendent **Heather Tow-Yick** of the nearly 19,000-student district. “We have greater uncertainty about the world after high school. At the same time, we have an incredible opportunity to design something better together.”

When Tow-Yick was named superintendent in 2022, the district was ready to build a new high school needed for nearly a decade to alleviate overcrowding, but construction had not yet begun because of escalating costs, even with land and permits secured.

“I started teaching through an alternative pathway, and my path to the role of superintendent has been nontraditional,” Tow-Yick said. “My experience as a teacher, then as an executive in nonprofits along with my MBA, shaped my belief that public education requires systems-level leadership to strengthen core instruction and provide tangible experiences. We must prepare students for tomorrow’s workforce by constantly asking, ‘What do students really need to thrive?’”

With high home prices and limited land availability in the Issaquah area, east of Seattle, the district had a rare opportunity to build its first new high school in decades. Tow-Yick and the school board saw this as a chance to rethink the high school experience.

She found inspiration at Gibson Ek High School, a choice high school where learning is personalized and rooted in authentic projects that help students find their passions and purpose. The school uses a mastery-based transcript and emphasizes internships and design thinking as a model for what’s possible.

Tow-Yick’s goal is to expand the spirit of innovation beyond Gibson Ek’s 200 students and bring purpose-driven learning to all high schools. “We know learning has to be connected to career and workforce development,” she said. Families told her they wanted their kids to have life skills, while students and alumni asked for more relevance and real-world learning.

Tow-Yick said Issaquah’s high-achieving students feel significant pressure from peers and themselves to succeed. The redesign focuses on meaningful learning tied to student interests and goals. The district is learning from pilot programs and internships already underway to identify what works and how to scale it through local employers while remaining mindful of budgets.

As a member of Chiefs for Change, Tow-Yick has leveraged this partnership throughout the district’s high school redesign process, combining leadership analysis with student and family feedback and lessons learned from other districts nationwide. The

nonprofit network provided technical assistance and guidance that shaped Issaquah's approach and helped align its work with national best practices. The district sees the redesign as an opportunity to also integrate a durable skills framework from elementary through high school, shaping its emerging "Profile of a Graduate."

In a region dominated by global corporations, Tow-Yick believes students should be prepared for enrollment, employment or enlistment. The high school redesign incorporates career pathways and industry certifications that promote success after high school.

"We want every student to see a clear path forward," Tow-Yick said. "Our goal is for students to leave Issaquah confident, capable and connected to their purpose."



Heather Tow-Yick
Issaquah School District



DCPS High School Redesign Strategies:

Community-Powered Problem Solving

Flexible Schedules

Real-World Application of Learning

Expanded College and Career Pathways

Workforce Integration and Exposure



Change in Action

"We believe that one of the ways that we can do that well is continue to innovate around the experience and rethinking the high school experience as we know it to have the most impact on student academic and personal lives."

Lewis Ferebee, Ed.D., DCPS chancellor

HIGH SCHOOL REDESIGN

DC Public Schools (DCPS) has implemented a major high school redesign aligned with its current strategic plan: *A Capital Commitment 2023-2028*. The redesign focuses on rethinking the student experience and supporting pathways to college and career. It's more than just classroom experience that matters.

At the heart of this work is a deep commitment to engaging students and empowering their voices to drive transformation. One result: flexible scheduling, which allowed scholars to start their day at a career technical hub, a college campus, or even an internship to get a jump on their futures. Additionally, DCPS offers evening programming and over 50 Career and Technical Education (CTE) programs and 24 career pathways.

Through this work, the district has championed community-powered problem-solving, engaging students and families to redesign school structures and align pathways with student needs. For example, direct student feedback led to a new financial literacy course serving over 1,200 students. Results are significant: 40% of high school students enrolled in CTE, some schools achieved a 100% dual enrollment pass rate, and student-led solutions boosted attendance from 20% to 50% at one school.

CHANGING THE NARRATIVE ON POSTSECONDARY READINESS

For Superintendent **Jill Baker, Ed.D.**, transforming education isn't just a job. It's a calling rooted in two decades of listening, learning and leading with purpose. Baker, who leads the **Long Beach Unified School District**, has spent her career championing student-centered pathways that connect classroom learning with real-world opportunity.

"We're probably a little more than two decades into the work, thinking of pathways as part of our high school transformation," Baker said. "It really started before we called it 'Linked Learning' in California.



Thinking about relevance and connection to the workforce and what we believed would ensure that students felt very connected in their classrooms and had continual exposure to the mindset of the world of college and career."

Under Baker's leadership, industry-connected pathways are embedded into every high school, ensuring that all students, regardless of their background or interests, have access to rigorous college preparatory coursework.

"All of our pathways have a default curriculum that is college-going curriculum," she said. "Regardless of whether you're interested in something that might be considered more technical or vocational, all of our pathways have what we call A through G, which ensures that every student has access to that course sequence that gets them ready for college."

Baker's approach is deeply personal. Early in her career, she shadowed students and asked "What drives you? What brings you to school? What matters to you?" That experience shaped her belief in the power of student voice.

"I am driven by what I hear students say, that I feel that when I feel I belong, when I see myself in my identity, in what my teachers talk about, and actually their representation. I, as a student, feel like I'm developing a sense of agency to make a difference

in my own life and to change what happens at my school," Baker said.

She believes that part of the district's success can be attributed to the establishment of robust partnerships with local industries, as well as a commitment to equity that has removed barriers for students.

"In the last five years, we've significantly expanded the opportunity with our city partners and business partners for actual paid internships, Baker said. "Prior to 2020, we had internships, but they weren't paid. Students who were working to support themselves and their families were not doing internships. So, the last five years, we've invested district dollars and really worked with the workforce to offer paid internships."

Baker also emphasizes data-driven strategies to close achievement gaps, particularly for students who have been historically marginalized.

"Our board set four goals, and those goals include literacy, closing the gap and accelerating learning for fourth through eighth graders, and improving our A through G proficiency, in particular for Black African American students," she said.

For districts looking to replicate Long Beach's success, Baker offers two pieces of advice: "One is to really deepen the connection with the workforce in the region, because regional workforce patterns are

important. The second is really figuring out ways to use student voice and the way that students speak about their interests alongside adults.”

As Baker looks to the future, she remains a “lead learner,” committed to evolving the system.

“If there’s something I think about the last five years, it is that tuning in to what we’re learning and how we’re experiencing our system has been really important,” she said. “We’re aspiring to something we haven’t achieved, which is ensuring that every student has equal levels of success.”



Jill Baker, Ed.D.
Long Beach Unified School District

GCS Postsecondary Readiness Strategies:

Community Input

Career Aptitude Assessment for 7th Graders

The Guilford Guarantee

Community and Higher Education Partners



Change in Action

“I think our job is to provide our community and our students with a future, and that can’t stop at graduation. I mean, a high school diploma is very, very valuable, but it’s not enough, and so we want to graduate students who are competitive in the job market, but we also know that there’s still going to be kids that pursue the traditional four-year degree college pathway.”

Whitney Oakley, Ed.D., Guilford County Schools superintendent

POSTSECONDARY READINESS

A North Carolina district is making a bold promise: every graduate will leave with more than a diploma. They call it The Guilford Guarantee. Under the plan, **Guilford County Schools** students are guaranteed one of three paths by graduation: at least a semester’s worth of college credit (up to an associate’s degree), an industry credential, or meaningful workplace experience (like internships or job shadowing).

The Guarantee was born from conversations with parents and business and industry leaders. Over 8,000 community members wanted clearer pathways for students’ futures, which will create a capable workforce for high-wage, high-demand jobs moving into North Carolina. For GCS, success begins as early as seventh grade, when middle schoolers take the YouScience assessment to discover their career aptitudes and interests. Families use these results and hands-on career exploration to personalize their child’s learning journey, making informed choices about careers and choosing courses that fit their goals.

District leaders emphasize the importance of personalized career development plans and their potential to break the cycle of generational poverty.

MEMBERS

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Boulder Valley School District (Colo.)

Kimberlee Armstrong, Ed.D.

Superintendent
Portland Public Schools (Ore.)

Jill Baker, Ed.D.

Superintendent
Long Beach Unified School District (Calif.)

Gustavo Balderas, D.Ed.*

Superintendent
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Adrienne Battle, Ed.D.

Superintendent
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Andrea Castañeda

Superintendent
Salem-Keizer Public Schools (Ore.)

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Superintendent
Sarasota County Schools (Fla.)

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Colorado Department of Education

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Toledo Public Schools (Ohio)

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DC Public Schools

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Duncanville Independent School District (Texas)

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Superintendent
Jefferson Parish Public School System (La.)

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Former Superintendent
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Bryan Johnson, Ed.D.

Superintendent
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Melanie Kay-Wyatt, Ed.D.

Superintendent of Schools
Alexandria City Public Schools (Va.)

Brian Kingsley

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Poudre School District (Colo.)

David Lawrence, Ph.D.

Superintendent
Dayton Public Schools (Ohio)

Pender Makin

Commissioner
Maine Department of Education

Pedro Martinez*

Commissioner
Massachusetts Department of Education

LaTanya McDade, Ed.D.

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Rachel Monárrez, Ph.D.

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Matt Montaña

Superintendent
Bernalillo Public Schools (N.M.)

Warren Morgan, Ed.D.

Superintendent
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Khalid Mumin, Ed.D.

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Deirdre Pilch, Ed.D.

Superintendent
Greeley-Evans School District 6 (Colo.)

Justin Robertson, Ed.D.

Superintendent
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New Mexico Public Education

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Superintendent
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Connecticut Department of Education

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Nikolai Vitti, Ed.D.

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