



Bradley Roberson

Oxford School District, Oxford, Mississippi

INTRODUCTION

Education

He holds a Bachelor's and Master's degree in Secondary Mathematics Education from the University of Mississippi.

Experience

Bradley Roberson is the superintendent of the Oxford School District in Oxford, Mississippi, where he has served for 25 years in a variety of roles, including mathematics teacher, high school principal, assistant superintendent, and now superintendent. Over the course of his career, he has built a reputation as a visionary leader who values relationships, data-driven decision-making, and strategic innovation. Bradley's work is guided by an unwavering commitment to continuous improvement, equity, and innovation, with a strong emphasis on achieving measurable outcomes that lead to lasting, positive impacts for students. Under his leadership, the district has implemented groundbreaking initiatives in standards-based learning, career readiness, and community-based accountability, setting a model for other districts across the state and nation.

In addition to leading the Oxford School District, Bradley serves as the Program Coordinator for the National Center for School-University Partnerships at the University of Mississippi School of Education. In this role, he partners with school districts across Mississippi to tackle complex educational challenges through improvement science, collaborative problem-solving, and the development of networked improvement communities. His work at the state and national levels reflects his belief that lasting educational change comes from empowering educators, engaging communities, and creating systems that adapt and improve over time.

Areas of Expertise

Continuous Improvement Leadership in the Oxford School District

Under Bradley's leadership, the Oxford School District has transformed its academic outcomes, systems, and culture through the principles of continuous improvement. Highlights of this work include:

- **District-Wide Implementation of Improvement Science:** Bradley has embedded plan-do-study-act (PDSA) cycles across every level of the district. This approach empowers schools and departments to identify problems, test change ideas, and scale successful strategies, resulting in measurable gains in student outcomes and operational efficiency.
- **Cascading Scorecards:** Scorecards at the district, school, and department levels align goals and track progress on key metrics, including academic proficiency, student engagement, parent satisfaction, employee engagement, and chronic absenteeism. This transparency drives accountability and data-informed decisions.
- **Closing Achievement Gaps:** Bradley's leadership in integrating language acquisition with mathematics instruction has reduced the math proficiency gap for non-English speakers by 9.7% over three years. These efforts also positively impacted ELA proficiency.
- **Standards-Based Learning and Grading:** Oxford School District is the only district in Mississippi to implement standards-based learning and grading practices district-wide (PreK-12), emphasizing mastery and equity across all grade levels.
- **Innovative Scheduling:** A district-wide 5x5 block schedule provides 5,400 additional instructional minutes annually in state-assessed courses. This schedule also increases inclusion opportunities for special education students, addressing the barrier of time in learning.
- **Redefining Ready: PreK to Professional Initiative:** The district tracks college, career, and life readiness metrics, starting in PreK. Metrics include attendance, internships, and career certifications, offering a more comprehensive measure of student success than standardized test scores.
- **Stakeholder Engagement and Feedback Loops:** Engaging families, staff, and community members in decision-making has improved trust and collaboration. Parent satisfaction and employee engagement survey results have improved each year of his superintendency.
- **Partnerships for Innovation:** Bradley has partnered with organizations like Studer Education and the Carnegie Foundation to bring best practices in continuous improvement to Oxford. The district has been recognized as a spotlight district by Studer Education for its success in this work.

- **Career and Technical Education (CTE) Expansion**

Under Bradley's leadership, CTE enrollment has more than doubled, and partnerships with local businesses have created internship and work-based learning opportunities aligned with the district's Portrait of a Graduate skills. This expansion connects classroom learning to real-world career paths and strengthens community ties.

Statewide Leadership: Work with the National Center for School-University Partnerships

As Program Coordinator for the National Center for School-University Partnerships, Bradley has extended his expertise beyond Oxford, supporting eight Mississippi school districts—Tupelo, New Albany, South Tiptah, North Tiptah, Booneville, Pearl, Alcorn, and Pontotoc County. His work focuses on helping these districts adopt improvement science practices to address common educational challenges, such as improving mathematics proficiency for students receiving special education services.

Bradley has facilitated the development of networked improvement communities among these districts, creating opportunities for educators to share insights, test change ideas, and refine strategies collaboratively. This collaborative approach has empowered districts to address systemic challenges, foster professional growth, and improve student outcomes.

The National Center's work also aligns with national efforts to tackle critical issues like chronic absenteeism. His leadership has positioned Mississippi districts as innovators in leveraging improvement science to overcome barriers and ensure equity and excellence for all students.

Leadership: Bradley's leadership extends beyond his district through his involvement in state and regional committees and initiatives, where he helps shape educational policy and practice. His current roles include:

- **Trainer for Mississippi Superintendent Certification Program**
- **Board Member of the Mississippi Association of School Administrators**
- **Blogger for American Association of School Administrators**
- **Create Foundation Commission Member for North Mississippi**
- **Mississippi Board of Directors for the Gulf Comprehensive Network**
- **Mississippi State Superintendent Advisory Board**
- **Mississippi Department of Education K-12 Workforce Development Task Force**
- **Mentor for Mississippi Association of School Superintendents**
- **Program Coordinator, National Center for School-University Partnerships**
- **Board of Directors, Northeast Mississippi Education Consortium**
- **Mississippi Department of Education Accountability Task Force**
- **University of Mississippi Teacher Education Advisory Board**

Outstanding Achievement(s)

- [US Secretary of Education Visits Oxford School District](#)
- Oxford School District recognized at a “[Best Managed School District 2025](#)” by *Business View Magazine*
- Named one of [NSPRA’s 2025 25 National Superintendents to Watch](#)
- OSD is one of 7 districts in MS in the top 10 in math, English, and science proficiency in 2025
- Oxford School District has been an “[A” rated district](#) 10 years in a row
- Top 5 ACT average composite score in Mississippi
- [91% pass rate on AP exams in 24-25](#) (highest in school history) while increasing enrollment is AP courses
- [AP Honor Roll for AP Participation and Performance](#) (1 of 2 public schools in MS in 2023)
- Established a [middle college program](#) where students earn an Associates Degree while in high school
- First school in MS to establish an [Artificial Intelligence Career Pathway](#) for students
- Increased Oxford School District accountability totals from 701 in 2021-22 to 732 in 2023-24 with a projected total of at least 749 points in 2024-25
- Increased Reading/English proficiency from 53% in 2021 to 64% in 2025
- Increased mathematics proficiency from 56% in 2021 to 73% in 2025
- [National Spotlight District by Studer Education](#) in 2024 for continuous improvement work
- Authored *Learning Forward Magazine*: “[School-university partnerships foster lasting change in Mississippi](#)” (2024).
- Contributed to *Improving America’s Schools Together: How District-University Partnerships and Continuous Improvement Can Transform Education* (2023).

AN INTERVIEW

Tell us about how you see today’s superintendent.

Today’s superintendent must be an adaptive, forward-thinking leader who serves as a unifying force in their district and community. Superintendents face a dual challenge of maintaining operational excellence while preparing students for an unpredictable future. This requires balancing immediate needs—such as academic achievement and equity—with long-term goals like ensuring students are career-ready, globally competent, and resilient.

As a superintendent, I view myself as a systems leader. My work centers on fostering a culture of continuous improvement, building trust among stakeholders, and using data to inform decisions. Leadership in today’s educational landscape requires being a collaborative problem-solver, a visionary advocate for students, and a connector who brings together diverse voices to drive positive change.

What new understandings did you acquire after two or three years on the job?

After three years as superintendent, I've come to appreciate the depth of influence that systems have on outcomes—and the importance of approaching problems with both urgency and patience. For instance, improvement science has taught me that addressing root causes rather than symptoms leads to lasting solutions. This mindset has transformed how we tackle issues such as achievement gaps, communication barriers, and resource allocation.

I've also learned the critical importance of listening. Building trust with families, teachers, and community members requires creating opportunities for their voices to be heard and incorporating their feedback into decisions. For example, stakeholder input led to meaningful changes in our district's discipline matrix and attendance policies. Finally, I've realized that successful leadership is about empowering others—equipping principals, teachers, and students to own and lead improvement efforts.

Share an idea to use or something you've learned with your colleagues.

One of the most impactful strategies for a new superintendent is embedding a culture of continuous improvement at every level of the organization. Start with a clear vision, like a Portrait of a Graduate, and use that as a north star for decisions. Establish scorecards to monitor progress and align goals across departments and schools. For instance, in the Oxford School District, our scorecards track metrics for academic achievement, attendance, and engagement, enabling us to identify trends and act quickly.

Another critical strategy is investing in professional development. For example, coaching principals and assistant principals on improvement science tools has empowered them to lead change efforts in their schools. Lastly, new superintendents should focus on transparency—regularly communicating progress, challenges, and next steps to build trust and shared ownership among stakeholders.

Submitted by:



Name/Signature

Date