

## Curriculum Vitae

East Carolina University  
Doctorate of Education, Educational Leadership

The George Washington University  
Master of Arts, School Administration and Supervision

North Carolina Central University  
Bachelor of Arts, Elementary Education (cum laude)

## Professional Vitae

### Superintendent

Indianapolis Public Schools | Indianapolis, IN | 32,000 students

Chief executive officer and instructional leader for the largest and most diverse school corporation in the state of Indiana. Indianapolis, the 14th largest city in the U.S. is home to the Indianapolis Public Schools corporation, which encompasses over 60 campuses and employs over 4,500 educators and staff with a budget in excess of \$502 million. Ensures the development of high performance standards in educational achievement.

Strategically aligns and develops personnel to achieve desired outcomes. Maintains service leadership, public responsibility, and operating efficiency throughout the district. Develops long-range plans consistent with population trends, cultural needs, and the appropriate use of district facilities and other resources; ensures that such plans are consistent with Board goals. Cultivates positive relationships with other school districts, the State Education Department, colleges and universities, the U.S. Department of Education, local businesses and community agencies. Collaborates with the Mayor of Indianapolis, City County Council and state legislators to introduce new funding, learning, accountability and school models to advance student outcomes.

### Notable Accomplishments

- Collaborated with business, university and other partners to establish high school College and Career-Themed Academies in each of the high schools empowering students to choose their high school experience based on their skills, interests and aspirations.
- Bargained one of the most innovative teacher contracts in the nation establishing a 3-year trend of over \$20 million in compensation and teacher leadership investments.
- Created a new compensation system for teachers that rewards effectiveness, creates new leadership opportunities for high-performing teachers and enables strong teachers to earn more.
- Led transformational legislation focused on eradicating chronically low-performing schools by providing greater school autonomy and agility.
- Downsized the district's central office and shifted resources to schools while simultaneously increasing district leadership capacity in critical functions.
- Implemented a nationally recognized entry plan catalyzing the development of the district's comprehensive strategic plan.
- Founded the Indianapolis Public Schools Business Alliance – an active membership including Fortune 100 and Fortune 500 companies – to advance strategic priorities, workforce development and corporate partnerships.
- Designed implementation process for Student-Based Budgeting, which will enable schools to create innovative school designs that meet the unique needs of their students, while also creating new levels of transparency and improving equity in how resources are distributed across the system.
- Established Innovation and Autonomous schools, which have additional flexibilities in how they re-organize school-level resources for maximum benefit to students.
- Established an intensive *Priority School* model serving the district's lowest performing schools and a strategic *Transformation Zones* school design plan addressing feeder patterns of persistently underperforming schools.

- Developed and launched *IPS Strategic Plan 2015*, a 98-component, 3-year directional guide for district improvement through School Autonomy and Accountability, Efficient and Streamlined Business Practices, Leadership and Talent Development, and providing a Storefront of Support Services for the Community.

### Outcomes

- Exited from state designated "F" status after three consecutive years
- Reduced the number schools rated as failing by 56%
- Reduced at-risk absences (10-17 days) by 17%
- Reduced out-of-school suspensions by 41%, expulsions by 83% and arrests by 57%
- Twenty-four of the district's 59 schools (or 41%) increased their accountability letter grade by one or more grades within two years
- Increased scholarship dollars by 60%
- Increased professional internships for students by 33%
- Increased professional certifications earned by students by 18%
- Increased the district's 4-year graduation rate from 68.3% to 82.9%

### Chief of Staff

Durham Public Schools | Durham, NC | 33,000 students

Chief officer for academics and operations for a district of 56 schools employing over 4,600 licensed staff members with a budget in excess of \$451 million. Instructional visionary and leader responsible for directing, supervising, and evaluating area superintendents who oversee the implementation of all education programs, support services, and business and compliance functions for all schools. Leadership facilitator for area superintendents and assistant superintendents to develop organizational capacity for focused continuous improvement plans and instructional systems designed for high student achievement. Lead strategist for functions related to curriculum, instruction, assessment, research and evaluation, student assignment, federal programs, grants, exceptional children and magnet programs.

### Notable Accomplishments

- Established area support teams under the direction of the area superintendents that provide direct and specific support to schools focused on job-embedded coaching and fostering Professional Learning Communities (PLCs).
- Supported the Superintendent on the development and implementation of the district's first comprehensive strategic plan.
- Aligned support for teaching and learning through a system of timely curriculum coaching and feedback for schools based upon school needs.
- Acquired over \$4.8 million in Race to the Top funds to support three schools' reform efforts.
- Acquired over \$5 million in School Improvement Grant funds to support two schools' reform efforts.
- Facilitated the development and implementation of a robust magnet school plan to utilize school facilities more effectively, provide relevant and high interest program offerings, and expand student-learning opportunities.

### Outcomes

- Reduced schools designated by the state as low-performing from 5 to none
- Increased district's 4-year graduation rate from 69.8% to 77%
- Increased elementary math proficiency from 72% to 77%
- Increased elementary and middle school science proficiency from 59.7% to 66.9%
- Increased high school proficiency (Algebra, Biology, English) by an average of 6 percentage points while exceeding the state average increase in proficiency in each content area
- Increased the percent of middle schools meeting Expected Growth Targets to 100%
- Increased the percent of high schools meeting High Growth Targets to 80%
- Increased middle school Algebra I proficiency from 86% to 92%

## Regional Superintendent

Guilford County Schools | Greensboro, NC | 72,000 students

Superintendent of a region of schools needing intensive support with 864 licensed staff members serving over 7,000 students. The region was comprised of elementary, middle and high schools within shared feeder patterns that were targeted to receive intensive support as a result of a history of persistent under achievement. The operating budget for the region was approximately \$44.5 million. All of the schools were eligible for Title I funding. Employed transformation efforts to drive success: differentiated professional learning for teachers, cooperative instructional planning, curriculum coaching and a comprehensive collaborative assessment for learning design to measure and report student mastery to inform instructional practice.

### Notable Accomplishments

- Acted as lead architect for the reorganization and decentralization of the district into regions to heighten support and supervision of schools. The regional support structure spawned more responsive central services efforts to promote optimal efficiency and unity of purpose. This structure included five regional offices that provided direct supervision of schools and supplied schools and the community with customized support as needed.
- Served as a member of the Superintendent's council, in which five executive officers for the organization facilitated the implementation and monitoring of the district's strategic plan and other district operations.
- Implemented a staff performance management model to heighten accountability in school improvement efforts.
- Empowered school leaders, staff and parents to assume an active role in the turnaround and/or transformation and ongoing support of schools through a vigorous school improvement planning process.
- Designed a regional professional learning model centered on virtual learning communities and peer curriculum coaching.

### Outcomes

Achieved the highest scale score growth on North Carolina End-of-Course assessments among the regions in the district

Achieved the highest increase in student proficiency on North Carolina End-of-Grade assessments among the regions in the district

Increased math proficiency by an average of 9 percentage points

Increased reading proficiency by an average of 7 percentage points

## Instructional Improvement Officer (Area Superintendent)

Guilford County Schools | Greensboro, NC | 72,000 students

Chief instructional leader and manager for a division of 13 middle schools with over 9,500 students, 1,200 licensed staff members and a cumulative operating budget of over \$65 million. Several of the schools in the division offered magnet or choice options covering themes such as Performing Arts, Global Studies, Science and Technology, English Language Learning, Over-aged Student Acceleration and Spanish Immersion. Thirty-three percent of the schools served were eligible for Title I funding with a cumulative Title I budget of over \$1.5 million.

### Notable Accomplishments

- Redesigned the middle school instructional day for expanded professional learning time, greater consistency and extended learning opportunities to better meet students' needs.
- Established cross-departmental intervention teams to investigate and problem solve specific gaps in student performance. The teams then deployed resources, wrap-around services and supports to address identified needs.

- Launched a blended literacy intervention model in all middle schools. The model leveraged adaptive technology to individualize instruction for students, small group instruction and research proven professional learning.
- Instituted a mastery learning approach to address significant gaps in math achievement. Mastery learning is a concept by which students must capture 80% of the content by providing the appropriate amount of instructional time.
- Introduced and implemented an integrated pre-Advanced Placement (AP) curriculum from College Board at the middle school level to boost students' higher-order thinking and college readiness skills.

### Outcomes

Led the state in the number of middle schools meeting Adequate Yearly Progress among the large urban school districts in North Carolina for two consecutive years

Increased the number of schools achieving the North Carolina School of High Growth Status from 33% to 73%

Increased the percentage of schools meeting Adequate Yearly Progress from 18% to 55%

Increased the percentage of schools meeting North Carolina Expected Growth status from 27% to 82%

Improved performance of priority Title I schools by an average of 15 percentage points in Math

### Additional Professional Experience

Principal, Otis L. Hairston Sr. Middle School, Greensboro, NC

Principal, Fairview Elementary School, High Point, NC

Assistant Principal, Granville County Schools, Creedmoor, NC

Elementary Teacher, Newport News Public Schools, Newport News, VA

### Enhancement Programs and Organizations

Indiana University-Purdue University Indianapolis, Board of Advisors

The Broad Academy, Fellow

Chiefs for Change, Member

Ascend Indiana, Member

College Board, Board of Trustees

TeenWorks, Board Member

Communities in Schools of Durham, Board Member

College Board, Academic Assembly Council

Visiting Assistant Professor, University of North Carolina at Greensboro

Leadership Development Academy, Center for Creative Leadership

School Development Program Leadership Academy, Yale University

### Honors and Awards

Marian University, John A. Purdie Innovator and Mentor of the Year Award

*Education Week*, Leader to Learn From

Featured guest, White House School Discipline Convening

North Carolina Central University, 40 Under 40 Alumni Award

40 Leaders Under 40 of the Triad, *The Business Journal*

Featured guest, *NPR: National Public Radio*, New Lures for Better Teachers

Wachovia Principal of the Year, Guilford County Schools

Outstanding Young Educator Award, Greensboro Jaycees

Featured in the *Wall Street Journal*, Results of the No Child Left Behind legislation

William McGuinn Leadership Award, Greater High Point Community in Schools