



# 9th Annual DC Data Summit Presenter Profiles

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**Aaron Parrott** has been on staff from day one of the My School DC lottery, managing the collection of applications, aggregation and analysis of data, and dissemination of demand reports to participating schools. He prepares and runs the My School DC lottery for almost 25,000 applicants to DC schools. He also manages the data controlled through the centralized waitlist management system connecting over 200 schools and over 35,000 applicants with real time offers and status updates. Aaron also oversees the design and operation of the School Finder tool. Prior to My School DC, Aaron worked at the US Bureau of Labor Statistics and the US Peace Corps. Aaron holds a MSc in Social and Spatial Inequalities.





**Adam Maier** works as an **Analytics Adviser** within TNTP's Research and Evaluation team. He currently leads the methodology design and implementation for TNTP's next signature research report focusing on students' classroom experiences, which uses a comprehensive set of measures, including reviews of over 4,000 student assignments, 30,000 real-time student surveys, hundreds of classroom observation, and multiple years of historical district data. He led the analysis of teacher growth and returns to experience for *The Mirage* (August 2015), a large-scale TNTP research study exploring teacher professional development activities in three large school districts and one charter management organization. Prior to joining TNTP, Adam worked as a public school math teacher.





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**Alex-Rose Henig** has been a teacher and school administrator for 5 years working in both public and public charter schools in DC. His background is in both research academics and education, receiving his BA from American University, a Master of Arts in Psychology/Neuroscience and a Master of Arts in Education from American University. Before becoming a teacher he conducted research in the science of human vision and perception, placing in three consecutive years in the “Best Illusion of the Year” contest held by the Neural Correlate Society. He developed and used his illusions to better understand learning disabilities, even getting some of his work on National Geographic’s TV show “Brain Games.” His interest in learning disabilities deepened for nearly three years while he worked as a therapist for severely autistic children at local non-profit CSAAC. After becoming a teacher, he developed his leadership skills working for OSSE’s 2014-2015 Science Educators Leadership cadre. Additionally, he works closely with other city leaders through his appointment to the Mayor’s city wide bullying prevention task force, and the State Board of Education ESSA(Every Student Succeeds Act) task force. He also has multiple years of school leadership experience as the Director of Student Interventions, and Dean of Students for the Tier I public charter school BASIS DC PCS.





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**Allison Kerbel** is a Senior Data Analyst at KIPP DC, where she provides data management and data analysis support for teachers, principals, and school and district leadership, with a particular focus on academic and behavior data at the secondary level. Before joining KIPP DC, Allison did program evaluation and policy communications work for school districts and nonprofits. She holds a Master of Public Policy from Brown University, and a B.A. in English Literature from Hamilton College.





# Amanda Lumnah





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**Amponsah Nkansah** is the Director of Teacher Effectiveness at AppleTree Early Learning PCS. She manages a team that oversees the quality of the Teacher Effectiveness team's training, development and coaching of teachers to improve their instructional practice. Amponsah designs, trains, and manages the Instructional Coach program and supports professional development for teaching staff roles at AppleTree. Amponsah was previously a Director of Instructional Leadership, School leadership and Data Specialist, Instructional Coach, Curriculum Specialist, and classroom teacher and has worked in DC Charters, DCPS and Montgomery County Public schools.





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**Angela Morgan** joined the KIPP Foundation in April 2017 after spending three years on KIPP DC's Data and Analytics team. As Data Solutions Architect for the Research and Evaluation team, she is responsible for ensuring KIPP regions and schools have the right data systems and processes in place to support high quality, data-driven instruction. Angela brings diverse data experience in academia, politics, and education to her role on the R&E team. She began her career in politics and data analytics as the manager of data and program reporting at the Voter Participation Center, a mail-based voter registration non-profit that worked alongside the NAACP and NCLR to generate nearly 1 million voter registration applications in 2012. During the 2016 election, Angela conducted polling analyses for races across the country, including the presidency and key senatorial and gubernatorial races.

In her role as Associate Director of Data Strategy at KIPP DC, Angela was responsible for establishing the organization-wide vision and structure for the collection of data and development of tools to effectively monitor student, school, and organizational progress toward goals. She also trained and coached teachers and staff on using these tools to effectively drive instructional practices.

Angela received her master's in Political Science from the University of Georgia, where her concentrations were in Minority Politics and Political Methodology.





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**Alexandra Resch** is a senior researcher and deputy director of state and local partnerships at Mathematica Policy Research. She is an expert in program evaluation, teacher evaluation, and capacity building. Alex works closely with school districts to make research more accessible to end users and to develop local capacity to use complex methods to improve programs and policies. She leads the team that developed the Ed Tech Rapid Cycle Evaluation (RCE) Coach, a free, online toolkit that allows school districts and other users conduct rigorous, quick-turnaround evaluations of education technologies and other interventions or practices. Dr. Resch holds a PhD in Economics and Public Policy from the University of Michigan.





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**Aryan Bocquet** has led partnership and engagement efforts with My School DC since its launch in 2013, developing and implementing targeted citywide outreach strategies, coordinating hundreds of community, government and LEA partners, and managing My School DC's communications vendors. She also spearheads EdFEST – the city's annual public school fair serving 5,000 attendees, steers the My School DC Parent Advisory Council – a voluntary parent policy council with representatives from each ward of the city, and manages the content for My School DC's website, social media accounts, and information campaigns. Prior to My School DC, Aryan worked at the DC Office of Human Rights and the Humanity United foundation. Aryan holds a MPA in Policy Analysis and Evaluation.





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**Carol Brady** is a Director, School Partnerships Coach at Flamboyan Foundation. In her role, she partners with elementary schools across Washington, D.C. to support the development of practices and tools that educators can use to engage and academically partner with families. Prior to joining Flamboyan, Carol spent seven years as an early childhood teacher in Texas and Washington, D.C. Carol began her teaching career in D.C. as a Teach for America corps member, where she taught in both charter and public schools. In 2013, Carol became a founding Leading Educators fellow and served as a curriculum and instruction coach at Garrison Elementary School, where she also led their Teacher Leadership Initiative (TLI) program. Carol's success as a classroom teacher was closely tied to the strong relationships she continually built with families. During her career, Carol has led dozens of teacher trainings on home visits and parent-teacher engagement with Flamboyan. Carol holds a Master of Education in Curriculum and Instruction from George Mason University and a Bachelor of Science in Education from The University of Texas. Carol lives in Washington, D.C. with her Wife.





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**Dereck Norville-Bowie** currently fills the role of Senior Manager of Improvement Analytics at the National Board for Professional Teaching Standards. The role works specifically with the Network to Transform Teaching (NT3) to support 9 state and 2 district partners in the work to infuse accomplished teaching into the fabric of schools and ensure that every student has access to an accomplished teacher. In this role he designs a system of improvement measures that support partners in making real-time decisions about their work. This entails working with partners to define measures, build data collection methods, create data visualizations, and coach sites in being able to identify improvement. Prior to this role, he worked as a Senior Research and Assessment Specialist for Hostos Community College in the City University of New York. There, his work heavily focused on the manipulation, analysis, and utilization of large quantities of data for planning and assessment purposes within the college and the surrounding community. Additionally, much of his work involved utilizing analyses to support the college's divisions assess progress toward their intended outcomes and make future decisions.





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**Dominique Cooté** currently serves as the Student Performance Data Manager at Capital City Public Charter School. In this role, she drives change by integrating data and instructional practices to improve educational outcomes across the PreK-12 school. Her systems and analysis ensure faculty, staff and students have access to meaningful and actionable data. Dominique has a variety of past experiences that help inform her current work, ranging from direct marketing at a large non-profit to working in development at a D.C. think tank. She also served seven years in the classroom, teaching math at a public high school in Broward County, FL. Dominique is the recipient of the DC Public Charter School Board's inaugural Excellence in Data Practices award.





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**Ignacio Martinez'** (Ph.D., Economics, University of Virginia) is a researcher at Mathematica Policy Research, his focus is to help decision makers use data to inform the choices they make. For example, Dr. Martinez helped develop the Rapid Cycle Evaluation Coach from Mathematica Policy Research. Many school districts use this free online tool to learn if new classroom technologies are moving the needle or not on student outcomes. Currently, Dr. Martinez is working on a new tool for school districts to use as an early warning system to predict end of year academic performance of their students.





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**Jacob Fishbein** is an innovative educator with nearly two decades of experience in urban schools. He is guided by a core belief that schools have a duty to empower each student with the knowledge, skills, and character necessary to live a fulling and purposeful life. As a middle school teacher in Baltimore City, Jacob led his students in community-based projects on topics such as gentrification and local history. Students in Jacob's classes produced compelling work such as podcasts featuring community elders, historical documentaries and digital maps of Baltimore monuments, while consistently outperforming other city schools on state reading assessments. Since then, Jacob has served as a school designer and leader, working with thousands of educators across the country to implement new educational structures such as project-based learning, data-driven assessment, and social-emotional learning strategies. His work has been featured by Education Weekly, The Aspen Institute, EL Education and more. Jacob is the Director of Instruction at Capital City Public Charter School in Washington, D.C.





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**Jessica Boyd** is a Vice Principal at KIPP DC: Connect Academy. She helped to found the school as a resident teacher 5 years ago. She joined KIPP DC after college, after finishing her BS in Psychology with a minor in Education at Haverford College. Since then, she has taught PK3 and PK4, and added an additional certification in Special Education as she transitioned into a PK inclusion role. Last year, Jessica completed her leadership program as she moved into an administrative position at Connect Academy. As a VP, she currently manages and coaches PK3 and PK4 classrooms. Connect is going into its 3<sup>rd</sup> year using the Tools of the Mind Curriculum, and paired with regular data collection and analysis, Connect staff have seen the benefits of truly meeting scholars where they are!





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**Jessica Jackson** is the Project Director for the Bridge to High School Data Exchange at OSSE, where she leads the development of the Data Exchange and serves as a liaison for support and technical assistance to LEAs. Prior to her arrival at OSSE, Jessica supported various school districts and SEAs while working at Schoolzilla and PARCC Inc. Jessica is a certified Program Management Professional and holds both a Masters in Education Policy from Brown University and MBA from Florida A&M University.





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**Jessica Peters** saw firsthand the impact technology could have on students while teaching high school math in the Arkansas Delta with a class set of iPads. Students' heightened focus and interest while working on a device in her math classes showed her that technology really can be a game changer both for engagement and the ability to personalize content to student needs. When she moved on to Achievement First in Connecticut, teaching middle school math with Chromebooks allowed her to personalize learning even further and let students practice math on their level. Her passion for educational technology led her to KIPP DC as the Instructional Technology Coach and now the Associate Director of Personalized Learning. Jessica has a BA in International Relations from Boston University and MA in Peace Education from European Peace University. In addition to loving edcamps and other unconferences, Jessica enjoys learning from her PLN on twitter and meeting other awesome educators at conferences such as ISTE and NCSC.





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**Jessica Taguding** is a Data Analyst on the Equity and Fidelity Team of the DC Public Charter School Board. In her role, Jessica oversees the collection and analysis of data focused on student discipline, attendance, enrollment, and equity. Prior to joining DC PCSB, Jessica was a data manager at a DC charter school, and a consultant with a private sector analytics firm. She completed the Education Pioneers Data Analyst Fellowship in 2014, and holds a Master of Science in Business Analytics from the George Washington University.





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**Jill Kahane** is the Manager of Reporting and Data Science at DeansList. Before joining the DeansList team, she spent six years at UP Education Network in Massachusetts, first as a founding data and operations manager at UP Academy Boston and then as the network's data analyst. Prior to that, she lived in and worked at a high school in Boston as a member of the Match Corps.





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**Jimmy Henderson** is a Managing Director at EdOps and leads the firm's consulting practice. He has 10 years of experience in school management, finance, leadership development and governance. Prior to EdOps he was the CFO/COO of E.L. Haynes Public Charter School in Washington, D.C. during which time the school expanded to a second campus, launched the innovative Capital Teaching Residency with KIPP DC and re-designed its teacher compensation model. More recently, Jimmy served as the CEO of EdFuel, a national education non-profit focused on leadership development and primarily serving growing charter networks. Jimmy led all aspects of EdFuel's growth, including as the lead author of EdFuel's leadership competency maps for Data professionals and other types of leadership roles. Prior to his work with schools, Jimmy spent nearly six years as a consultant at The Boston Consulting Group. He is a graduate of the Stanford University Graduate School of Business (MBA), the Stanford University School of Education (MA) and the Georgia Institute of Technology. (BS ISyE)

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**John Roussel** currently serves as a **Director of Market Development** for EdOps and leads the firm's student data support practice. In this role, he not only coordinates the expansion of EdOps' service offerings in new markets, but also manages our student data services team that currently supports 16 schools clients across Washington, D.C .and New York City. Prior to assuming this role, John served as a **Senior Charter School Finance Specialist** at EdOps providing financial, accounting and operational support to various charter schools in Washington, D.C. John has previously served as an **Education Pioneers Fellow** with the New York City Department of Education and a **Teacher For America corps member** in Atlanta, GA. He holds an **MBA** from **Howard University** and a **Bachelor of Arts** degree in **Mass Communications** from the **University of California at Berkeley**.





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**Josh Boots** is the Founder and Executive Director of EmpowerK12, a DC nonprofit supporting the implementation of data best practices across multiple education agencies in the District since 2013. Prior to starting EmpowerK12, Josh served in a variety of education roles in DC over the last 14 years, including teaching 7th grade math in a DC Public School, leading the KIPP DC data team as their first Data Director, and contributing as a member of OSSE's Assessment & Accountability team.

Josh is recognized as a leader in DC assessment and data analytics. He has served on multiple school accountability system task forces and leads the EdFuel Data Professional Learning Community. He consults for multiple charter LEAs on their integrated data systems and for FOCUS on analytical projects. School leaders and teachers use the dashboards Josh creates to analyze student academic, behavior, attendance, and assessment trends. Josh has also consulted with MySchoolDC, the District's common lottery system, on the creation of its first demand reports and data business rules.





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**Kamille Seward** is a Director, School Partnerships Coach at Flamboyan Foundation. In this role, she provides educators and school leaders with tools, resources, and best practices that will guide them in partnering with and engaging families to support student learning. Kamille began her career in education as a Teach For America corps member teaching second grade at an all-girls charter school in Southeast, Washington, D.C. In this role, Kamille strategized and developed innovative ways to form trusting relationships and academic partnerships with families, which yielded student success. Kamille also served as grade-level lead, reading assessment coach, and family engagement teacher lead. After leaving the classroom, Kamille joined the IMPACT team at the District of Columbia Public Schools (DCPS). As a policy coordinator, Kamille developed and implemented process improvements to increase the efficiency of IMPACT, the performance-based evaluation system for DCPS employees. During this role, Kamille continued to serve as a teacher trainer for Flamboyan Foundation, co-facilitating a professional development series for charter school teachers. Kamille holds a Bachelor of Arts in Government from the University of Virginia, and a Master of Public Policy from the University of Virginia.





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Since August 2015, **Katie Newmark** has worked as a Data Specialist at KIPP DC, focused on data for early childhood schools and the student support team. She previously taught 7<sup>th</sup>-grade math for seven years at Chavez Prep and DC Prep charter schools.





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**Kenneth Tam** is the Executive Director of Personalized Learning and Assessment and works nationally for Curriculum Associates. He advises districts on their implementation of Assessment and Instruction systems and helps educators develop Assessment Literacy to improve their ability to connect data to instruction. Ken is a former teacher and district administrator with more than 20 years of practice in educational technology with a primary focus on building the culture and settings that support successful application of new pedagogical approaches in classrooms. He serves as a thought leader on Assessment and Personalized Learning and speaks widely at regional and national conferences on how districts can Assess Less, Know More and Adapt Teaching and Learning.





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**Lara Burt** is the Academic Coordinator at AppleTree Early Learning PCS. In this role, Lara supports with qualitative and quantitative data collection and analysis to measure program effectiveness, guide resources and improve practices. She also supports with programming and events at AppleTree. Prior to coming to AppleTree in 2017, Lara earned her Master's in Social Work at the University of Chicago where she focused on community-based treatment of youth and family support efforts, as well as on program evaluation.





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**Laura Dallas McSorley** serves as the Senior Director of Early Childhood Initiatives at Raise DC. In this role, she works alongside government, schools, and community partners to use shared indicators to spur action from birth to age eight. Laura most recently served as the Vice President of Strategic Initiatives and Partnerships at Teach For America (TFA), where she managed a team that supported national initiatives across 52 regions. Prior to this role, she was TFA's Senior Managing Director for its Early Childhood Education Initiative, working to cultivate successful outcomes for low-income preschoolers and their families. Laura has also taught Head Start and pre-K in both DC Public Schools and public charter schools. Laura holds a B.A. in urban studies from Rhodes College and an M.Ed. in early childhood education from George Mason University. She lives on Capitol Hill with her husband and two young children.





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**Luis Gallego** is a Lead Training Specialist for Tools of the Mind for the last 4 years. He brings 13 years of experience as a classroom teacher to his role in Tools of the Mind. He taught in Denver Public Schools for 5 years as an Early Childhood Education and First Grade teacher, where he specialized in supporting Dual Language Learners in his classroom. Before that, he taught for 7 years in his native country of Colombia, teaching students from pre-kindergarten to Fifth Grade in bilingual schools. He received his Masters degree in Linguistically and Culturally Diverse Education from the University of Colorado Denver and his bachelors degree from University de Valle, where he majored in Foreign Language Teaching. He enjoys working with teachers of all backgrounds and helping them support their students and their own professional learning.





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**Marlene Tempchin** is dedicated to improving outcomes for all students. After college, she joined Teach for America, teaching high school special education in the Bronx. DeansList has given Marlene the opportunity to expand her impact through the development of great software that helps teachers, administrators, and parents better address student needs.





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**Rebecca Kimport** is the Director of Professional Development and Data Accountability at AppleTree Early Learning PCS, supporting leaders, principals, and teachers in collecting, analyzing and creating change based on student achievement and teacher quality data. Before joining AppleTree, Rebecca served as Assistant Principal, grade-level chair, and classroom teacher at DC Charters as well as Research Analyst, Program Manager, and Assistant Director at non-profits in and around DC. She began her education career as a classroom teacher in Helena, Arkansas with Teach For America.





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**Shannon Lindstedt** is a Site Manager with TNTP, a national nonprofit that works at every level of the public school system to end the injustice of educational inequality. She currently spends half her time working on TNTP's next signature research report on K-12 students' academic experiences and the other half of her time supporting staff training for a new teacher residency program in Los Angeles. Prior to joining TNTP, Shannon worked for several years in coaching and training new teachers at Teach For America and as a fifth grade teacher in Atlanta Public Schools. She holds a BS in history and an MA in social service administration from the University of Chicago.





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**Steven Glazerman** is a senior fellow at Mathematica Policy Research, director of the Educator Impact Laboratory, and the applied research lead for the Mid-Atlantic Regional Educational Laboratory. His research focuses on measures of teacher and school effectiveness, including growth models and value added analysis, predictive analytics, and experimental design. He has published studies on teacher incentives, school choice, and methods for program evaluation. His work in DC includes development of the individual value added component of DCPS IMPACT, an audit of My School DC in its first year, a study of rankings data submitted to My School DC data, and an evaluation of DC school reform as part of the DC Education Consortium for Research and Evaluation (DC EdCORE). For the REL Mid-Atlantic, Dr. Glazerman works with DCPS, DC charter LEAs, and OSSE on a variety of topics including school report cards, measuring socio-emotional learning, Advanced Placement course availability, and parent-teacher home visits.

