



10th Annual DC Data Summit Presenter Profiles



Adam Labay is a Data Specialist at EdOps, where he specializes in combining data systems and statistical models to produce comprehensive measures of student achievement and readiness. His current projects include psychometric alignments of benchmark, interim, and norm-referenced assessments, and early-warning models that address the unique populations served by DC charters. Prior to working at EdOps, Adam was a data specialist and Mathematics Instructional Lead in Prince George's County Public Schools.





Adarsh Mahesh is a Research & Communications Associate at the Center for Democracy & Technology working on EdTech and student privacy issues. Prior to joining CDT, Adarsh was involved in advocating for STEM education to be made mandatory in K-12 schools as a way to better prepare students for the workforce demand of the future as well as address the gender gap in STEM field. Adarsh received his Master's in Technology Management from the George Washington University.





Aimee Evan is committed to equity in education for all students. As a Senior Research Associate and School Improvement Specialist at WestEd, Evan works at the intersection of research, evaluation, and technical assistance. Evan designs and leads evaluations, program reviews, and successful technical assistance projects with schools, districts, and states to expand their capacity to use data and research to improve outcomes. She developed a series of technical assistance solutions for teachers and leaders, including an onsite learning lab for effective data use, and training and coaching for teachers and administrators.





Alexandra Pardo drives the performance outcomes of TenSquare's school improvement practice. She was the Executive Director of Thurgood Marshall Academy Public Charter School from 2011-2015 and the Academic Director of the school for the five years prior. Under her leadership, the school became the highest performing open-enrollment high school in Washington, DC and attained unparalleled outcomes on state (DC CAS, PARCC) and national (SAT, AP) standardized tests. Her use of data has been recognized nationally by the Department of Education in its *Doing What Works* series, and she is featured in the books, *Driven by Data* (Paul Bambrick-Santoyo) and the upcoming *From Good to Great: School Leadership* (Jim Collins). Alexandra received a Distinguished Educational Leadership award in 2013 from The Washington Post. She was a mayoral appointee to the DC Community Schools Advisory Committee and a contributing writer of the DC Social Studies Standards.





Ali Turro is the executive director of the ANet District of Columbia and Maryland networks. She and her team work alongside teachers and leaders at more than 200 schools across DC and Baltimore. Ali began her career in education as a bilingual teacher in Brownsville, Texas. Since then, she has served for more than a decade as a teacher, school leader, and leadership coach with ANet in district and charter school settings. Ali is a lifelong learner who is passionate about helping educators maximize their strengths and who believes that all children deserve the right to a high quality education.

Ali

is a native of Rutland, Vermont. She received her Bachelor's degree from Skidmore College in Saratoga Springs, NY and her Master of Public Service (MPS) degree from the University of Arkansas Clinton School of Public Service in Little Rock, Arkansas.





Amber Eby's experience in education and nonprofit research, program evaluation, and data management led to her current role as Director of Data, Analysis, and Evaluation at the adult education charter school, LAYC Career Academy. She has led workshops on nonprofit evaluation capacity building, presented research at national and international conferences, and published her research in peer-reviewed journals. She has also taught master's-level statistics and research courses at the University of North Texas (UNT) and Introduction to R for Data Analysis at the Montgomery College Workforce Development program. She holds a master's degree in educational psychology with an emphasis on research, measurement, and statistics from UNT. When not number crunching, she's wrangling dogs and toddlers!





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.





Dr. Bonnie Hain oversees design and development of CenterPoint's product and services to ensure they are of the highest quality and meet the needs of educators. She also works directly with districts and schools across the country to deliver high-quality professional learning on standards implementation, instruction, and assessment literacy. Bonnie has over 25 years of experience in the field of education as a teacher, administrator, and researcher. She began her career as a teacher of world languages and English language arts in grades 7-12. She spent seven years as a full-time college professor of English and English Education (first in California and then in Louisiana and Maryland). After several years of service at the Maryland State Department of Education as their K-12 English Specialist for Instruction and Assessment, she returned to K-12 work where she held positions as a teacher, reading coach, building administrator for both elementary and middle schools, and as district curriculum specialist. Bonnie served as a Director of Curriculum for a large urban district before joining Achieve to help design the Partnership for Assessment of College and Careers (PARCC) English language arts/literacy assessment.





Breanna Day currently serves as the **Regional Data Manager** for our schools in **New York City**. She has supported schools with everything from transitioning and setting up student information systems to development of standard reporting and reporting cycles for school leaders and **Boards**. Prior to EdOps, Breanna worked for an education technology company, where she managed marketing and strategy analysis for elite university graduate degree programs. Breanna holds a **B.A.** from **Dartmouth College** where she studied **Engineering Sciences** and **Studio Art**.





Chip Chase joined Capital City in April 2011 as the Upper School's Technology Integration Specialist. He has a Master of Science in Library Science, a Certificate in Educational Technology Leadership from George Washington University, and a Bachelor of Arts in English Language and Literature from the University of Maryland College Park. Before coming to Capital City, he was the Instructional Multimedia Coordinator and Web Editor at the National Cathedral School in Washington, DC for six years. Prior to that, he worked as a library assistant in Montgomery County Public Schools for three years.

Chip is a 2016 Citybridge Education Innovation Fellow, a yearlong program that introduces teacher leaders to the most promising practices in personalized learning. He enjoys reading, watching movies, playing video games, and spending much of his time in front of a glowing screen.





Cinthia Ruiz brings a wealth of public and charter operations experience with over 10 years of leadership in schools, first serving as a Director of School Operations at Achievement First in New York and currently working as a Manager, Strategic School Operations, where she manages the Strategy & Logistics program within DC Public Schools. Cinthia is passionate about the impact high quality education can have on a child's future. She has a true appreciation for equity for all students, families and communities.

Cinthia holds a Bachelor of Science in Accounting from Hampton University, and a Master of Public Administration from New York University. She is also a proud Education Pioneers Fellow alum. Cinthia currently resides in Washington, D.C. where she enjoys exploring new restaurants and trying new dishes.





Dan Wick currently serves as a Student Performance Specialist on the EdOps Data team and leads the Product and Tech team's efforts to create more efficient reporting for our school clients. He also works directly with school leaders to help them better utilize EdOps reports to improve student achievement. Prior to joining EdOps, Dan completed a Strategic Data Project Fellowship with New Haven Public Schools and the Connecticut RISE Network where he focused on building early warning systems to identify at-risk students. He holds an MPA from Princeton University and a B.A. from St. Olaf College in Northfield, MN.





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.





Elizabeth Eadie is a digital marketing leader and owner of Wellmade Design Company working with progressive groups and nonprofits in Washington, DC. Elizabeth helps her clients make the most use of digital assets and content marketing to achieve their organizational goals. She also mentors creative staff across Democratic politics and is passionate about attracting new creative talent to work in political and policy roles.

Previously, Elizabeth was the Director of Creative Services at Bully Pulpit Interactive and the Deputy Digital Director at the Democratic National Committee. She lives in Alexandria with her family where she enjoys gardening and taking her kids out for breakfast.





Emily Pytell currently serves as a Director of School Support for the Achievement Network. Emily started her career teaching 5th and 6th grade ELA in New Orleans. She then served in various roles at ReNEW Charter Schools, including being a founding literacy teacher, assistant principal, and network instructional coach. She joined ANet after working as the Manager of Implementation and Early Childhood Education for Turnaround Arts, a program of the President's Committee on the Arts and the Humanities and later the Kennedy Center. Emily earned her Bachelor's Degree in history and global studies from the University of Tennessee and a Master's Degree in Public School Building Leadership at Columbia University Teacher's College.





Dr. Hannah Quay-de la Vallee is a Senior Technologist at the Center for Democracy & Technology. While she brings her technical expertise to bear across CDT's projects, she is primarily focused on the student privacy project, dedicated to ensuring students are able to maintain the privacy of their data while still reaping the benefits of advances in educational technology. Hannah received her PhD in computer science from Brown University in 2017. For her dissertation, she designed and built tools that help users better manage privacy on their mobile devices.





Jenna Cohen supports CenterPoint's state, district, and school customers with custom assessment development, school turnaround, and professional learning services.

Jenna brings a unique combination of experience to her role at CenterPoint. Prior to joining the organization, she served as a consultant for UPD Consulting where she implemented K-12 performance and change management strategies using data through school improvement, developed an instructionally designed course curriculum, and performed training for teachers and staff for an online Special Education Database (SEDS) both virtually and in person. Previously, she worked for the Apollo Education Group as an account executive supporting high-profile companies with custom educational solutions.





From ten years experience as an educator, **Jess Lane** derives insight into the importance of self-care in the emotional work of teaching young children. In her path towards mindful teaching, Jess completed a 200-hour yoga teacher training program, as well as workshops on meditation and breathwork. Currently, Jess is a Teacher Effectiveness Instructional Coach at AppleTree Public Charter School in Washington, DC. As teacher-trainer, Jess intentionally incorporates mindfulness-based approaches into professional development trainings and coaching cycles. Prior to working as an Instructional Coach, Jess taught Pre-Kindergarten and Kindergarten in Washington DC's Wards 1, 5, and 7. Jess holds an undergraduate degree in English Literature from Miami University and a Masters in the Art of Teaching from Trinity University Washington.





Jessica Mellen Enos leads TenSquare's data practice and provides project management and data analysis support for school improvement projects. Prior to her time at TenSquare, Jessica spent four years at the Office of the State Superintendent for Education (OSSE) leading assessment and data analysis teams, and oversaw the transition to Next Generation Assessments in Washington, DC. She managed data verifications, appeals, and reporting processes, and played critical roles in the creation of DC's ESEA accountability waiver and annual enrollment audits. Jessica has 15 years of experience in the education sector, working with students from pre-K through college at the school, district, state, and independent agency levels. She holds a bachelor's degree from Connecticut College, and served as a Strategic Data Fellow with the Center for Education Policy Research at Harvard University. She holds a Master of Arts in Public Administration from the University of North Carolina at Charlotte.





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.





Jessica Tzucker is the Managing Director of Maryland for ANet's DC/ Maryland Network, overseeing the team's work in Baltimore. She has been a member of the ANet team for 6 years. Prior to coming to ANet, Jessica was a teacher, instructional coach, and assistant principal at Hyde-Addison Elementary School in Washington, DC



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**.





Josh Boots is the Founder and Executive Director of EmpowerK12. Prior to starting EmpowerK12, he served in a variety of education roles in DC over the last 16 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 serves on multiple school accountability system task forces, leads the EdFuel Data Professional Learning Community, and is appointed to the DC State Board of Education ESSA Taskforce. He consults for multiple charter LEAs on their integrated data systems, strategic data-driven plans, and coaches school and data leaders. Josh has also consulted with MySchoolDC, the District's common lottery system, during its first implementation year, running and auditing the lottery matching algorithm.

In his free-time, Josh nerds out over astrophysics, is frequently found at Nationals Park and Audi Field, and planning his trip into low-Earth orbit.





Julie Camerata is Executive Director of the DC Special Education Cooperative.





Katrina Gagliano is the Instructional Quality Program Coordinator at AppleTree Institute. As a member of the Research & Impact team, Katrina supports the Institute's current research initiatives in early childhood assessment, social-emotional development, and equity in early childhood education. Katrina holds a Master's degree in Developmental Psychology from George Mason University and has been working in the early childhood education field for 10 years.





Kelly Smith serves as Perry Street Prep Public Charter School's Director of Operations, where her work focuses on the organization's operations, finance, data management, compliance and accountability. Ms. Smith has served as a school administrator for over 13 years, in addition to serving as a founding charter school board member. She has worked in public, public charter and private schools in Philadelphia, PA; Seattle, Washington; and Washington, DC. She has a Masters of Education Administration from Seattle University and Bachelors degree from the University of Virginia. Ms. Smith is committed to building and sustaining public schools where all students can thrive.





Kenli Okada is a Partner at EmpowerK12. Before joining EmpowerK12, Kenli led the data team at E.L. Haynes Public Charter School, an award-winning school serving just under 1,200 students in Washington, DC. Through his tenure at E.L. Haynes, he worked in a range of functions, including operations, enrollment, strategy, performance management, and accountability, and he utilizes his broad understanding of school dynamics to focus on the key data needed to improve both instructional and operational practice. Kenli's main interest is in helping schools develop systems to fully understand how they are progressing against their goals - not just their assessment goals, but also their more nuanced goals such as culture, family engagement, and equity. He believes that developing an objective, complete picture of a school's performance is the first step to helping leaders take the highest impact actions.

Outside of the data world, Kenli manages a running club for Kenyan high school students and enjoys watching American Ninja Warrior with his two daughters.





Kendra Johnson- Tesch is a data analyst at The SEED Foundation. Her work includes data analysis, assessment management, data visualization, and training. She is passionate about using data to understand and improve educational outcomes and equity. Kendra earned her master's degree in education policy and management from the Harvard Graduate School of Education and received her bachelor's degree from St. Olaf College, where she studied mathematics, statistics, and management. In her spare time, Kendra enjoys traveling, biking, doing puzzles, and trying new foods.



Kirk Walters is Director of Math Education Research and Evaluation with WestEd's STEM Program. Dr. Walters leads projects that are designed to improve K-12 math teaching and learning. His work over the past 15 years includes designing and executing experimental evaluations of promising math interventions, developing and evaluating math teacher professional development (PD) programs, and leading research partnerships with math teachers and instructional leaders. Before entering graduate school, Walters spent nine years as an urban middle and high school math teacher, department chair, and professional development trainer. He received his PhD in Social Foundations of Education from the University of Maryland.





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.





Lashaunda Robinson was born and raised in the Bronx, NY to teen parents. She attended KIPP Academy in the Bronx as a child and later attended John Jay College of Criminal Justice and studied Global History. While at John Jay, she studied Ancient Egyptian history abroad in Cairo, Egypt. In 2012 she graduated and moved to DC to pursue her career in education at KIPP. In the summer of 2015, Ms. Robinson joined the IEARN Conference in Brasilia, Brazil to collaborate with educators globally on various projects. She was selected to the Gullah Voices: Traditions and Transformations Program through the National Endowment for the Humanities. In 2014 she co-founded a mentoring program with her friend, Luz Rivera, in Washington, DC. The United Sisters Mentoring Program is a positive program for young girls of color in grades 6th-9th, and its mission is to have mentors empower and influence young girls of color as they transition into womanhood. Lashaunda recently finished up her tenure as a Middle School Team Leader at Cesar Chavez PCS for Public Policy. She completed and was endorsed by the Emerging New Leaders Program, a program that guides educators to become effective leaders in the areas most needed across America. Lashaunda is studying Educational Leadership and Administration at George Washington University. During her free time, she enjoys traveling with her boyfriend and dog.





Laura Lund currently leads our team of data specialists in the Washington, DC region. She joined EdOps in 2017 as a Data Specialist, with a focus on providing actionable data analytics to schools. Prior to EdOps, she worked as Evaluation Manager at Teaching Trust in Dallas, TX, where she examined the quality and effectiveness of leadership development programs. She has also worked with the Achievement Network and MATCH Public Charter School in Boston, MA. Laura has a Bachelor's degree from the University of Notre Dame in Psychology.





Merav Yuravlivker is the founder and CEO of Data Society, a data science education company. She has over 10 years of experience as an educator for Teach for America, the International Baccalaureate, and Kaplan, but she started her career in public school classrooms in New York City. Since inception in 2014, Data Society has delivered data science training programs across Fortune 500 companies, government agencies, and multinational organizations. They have been recognized by FedScoop and Forbes for the innovative way that they develop and deliver data science trainings to unleash the workforce's potential to solve their organization's toughest problems and prepare for the future.





Molly France joined Two Rivers Public Charter School as an Instructional Guide in 2018. She has been teaching students, creating curriculum programs, and training educators since 2010. She started teaching in Northeast DC through Teach For America and later, was a founding teacher at Creative Minds International Public Charter School, helping it grow from seven to twenty-three classrooms. At CMI, she served as Director of Early Childhood and Academic Data and Interim Director of Inclusion. Molly holds a Master's in Curriculum and Instruction for Diverse Young Learners from George Mason University and most recently completed the Emerging Leaders Fellowship through New Leaders for New Schools. She is originally from New Orleans, LA, and lives with her husband, daughter, and a rescue dog in Southeast DC.





Pete Petrin works as a data analyst with the Financial and Academic Quality team at the DC Public Charter School Board (DC PCSB), with a focus on the development and production of the PK-8 and High School Performance Management Framework (PMF). Prior to joining DC PCSB, Pete taught high school math in Mississippi and California, and holds a M.Ed. in Learning Analytics from Northeastern University.





Phallon Lattimore is the Director of Strategy & Logistics (DSL) at Marie Reed Elementary School. A native Washingtonian, Phallon Lattimore is the second of three generations in her family to attend DC Public Schools. As a child she attended Amidon ES, Jefferson MS and Duke Ellington School of the Arts. After graduating Howard University in 2008, Ms. Lattimore returned to DCPS to begin her career in Education. Starting out as an After School Coordinator at Sousa Middle School and School Without Walls, she soon transitioned to Marie Reed ES, where she currently serves as the DSL. In 2015 Ms. Lattimore was a Standing Ovation recipient and was recognized as the School Staff Member of the Year. Ms. Lattimore is passionate about Education, Organizational Management and Entrepreneurship. In her spare time, she enjoys traveling to new places with crystal clear water and sand, cooking, running her skincare business and spending time with family.





Po-yee Pang is the **Data and Assessments Manager** at **DC International School**. Po-yee supports the school's work through assessment coordination, and in data collection and analysis for various stakeholders of the school. Prior to her role at DCI, she taught middle school mathematics in DC, finding great value in using data to inform and better instructional practices. Po-yee earned a bachelor's degree from **The Ohio State University** and a **Masters in Public Administration** from **American University**, focusing on education policy, specifically on secondary education equity and access.





Rachel Crouch serves as the Principal of Perry Street Prep Public Charter School in Washington, DC. Over the past 4 years, her acute focus on talent management, academics, and culture has been instrumental in the academic success of her students, putting Perry Street Prep on the path toward becoming a Tier I school. Ms. Crouch has more than 13 years of education experience as a certified high school Mathematics teacher, Mathematics Instructional Leader, Assistant Principal, Adjunct Professor, and Elementary School Principal. She has consistently been driven by her passion to ensure that children enjoy basic human rights, including healthy meals, safe spaces, and a high quality education – all in an effort to interrupt the cycle of poverty. Ms. Crouch holds a Bachelor of Science in Mathematics from Howard University and a Master of Science in Mathematics/Educational Leadership from the Illinois Institute of Technology. In her spare time, she spends time with her family, paints, and plays tennis.





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.





Roseanna Silva was drawn to a career in education after witnessing the impact of the opportunity gap on the academic achievement of elementary students she tutored at a neighborhood nonprofit in Washington, DC. As a teacher (grades PS-K), mentor, and instructional coach, for nearly a decade in DC's lowest-income neighborhoods, she has not wavered in her commitment to prepare early childhood students for success in later grades. Rose earned her undergraduate degree from the University of Delaware with majors in English and Psychology, and her Masters of Science in Education at Johns Hopkins with a certificate in Leadership for School, Family and Community Engagement. She believes in the power of connection, to others and to oneself.





Stu Smither Wilson is the Director of Data Analysis at E.L. Haynes PCS. His previous jobs include 7th grade math teacher, instructional coach, manager of advanced and enriched instruction, and Montessori experiential learning teacher. Stu credits the 2012 DC Data Summit with teaching him Excel skills that eventually enabled his transition from instruction to data analysis.





Tekia Stokes is a passionate human resources and operations professional and has served across the education sector for more than 10 years, working in public education, local government, and non-profit industries. Throughout her work in both leadership and consultative capacities, she is committed to supporting organizational development by leveraging the talents, strengths, and interests of its people. A true believer in the human-to-human approach to leadership, Tekia understands the importance of cultivating positive relationships and meeting the needs of your people to drive productivity.

Tekia holds a **Bachelor of Science** degree in **Psychology** from **Virginia State University**, and a **Master of Science in Administration** degree in **Human Resources Management** from **Trinity Washington University**. In her leisure, she enjoys reading literature on social justice and leadership, spending time with her two beautiful children and husband, and exploring new recipes to cook for her family.





Tovah Koplou builds capacity of school leaders and leads school improvement initiatives at TenSquare partner schools. She also manages the TenSquare instructional coaching team. She is a seasoned teacher, instructional coach, and administrator. She served as the Director of the Instructional Coaching Program for the District of Columbia Public Schools (DCPS) for four years where she directed the instructional coaching program for over 100 schools in Washington, DC. In addition, Tovah has been a teacher in NYC schools and a literacy coach in Boston Public Schools and in DC Charter Schools. She holds a Bachelor of Arts in Psychology from Brandeis University, a Master of Arts in Curriculum and Instruction from Lesley University, and a Master of Arts in Elementary Education from Lehman College.





Vashaunta Harris moved from South Carolina to the DMV area after graduating with a BA in Biology from College of Charleston to pursue a MA in Teaching Secondary Science. As a 2008 Baltimore corp member of Teach For America, she served as a high school biology teacher for 4 years. With a passion for making a broader impact for schools and students, she began her work as a coordinator in network school operations with Scholar Academies and now serves as Director, Strategic School Operations with DC Public Schools. With a passion for service and networking, moving to the DMV was a natural fit. In her personal time, she serves as a youth leader at her local church and enjoys traveling for leisure. Empowered to popularize the work of school operations staff and leaders, Vashaunta works to elevate and expand the school operations landscape.

