



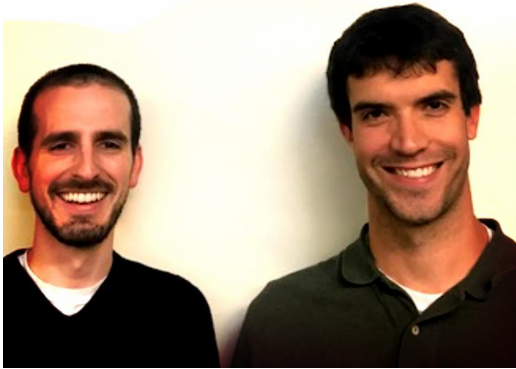
8th Annual DC Data Summit Presenter Profiles

Listed Alphabetically



As a senior associate at the Data Quality Campaign, **Abby Cohen** works across a number of DQC's policy priority areas, conducting project specific research, writing, and policy analysis. In this role, Abby combines her love of policy with her passion for education reform. Before joining DQC in 2015, Abby was the Director of Program Partners at Higher Achievement, a Washington, DC-based nonprofit that provides year-round academic support to middle school students. In this role, Abby managed all of the extracurricular programming provided to the more than 500 students in the program. She holds an M.P.P from Duke University and a B.A. in International Studies from the University of Richmond.





Adam Bethke supports DC PCSB's data management, governance, and engineering operations. Prior to joining the Finance, Operations and Strategic Initiatives team, Mr. Bethke supported the production of DC PCSB's Performance Management Framework, analyzing and reporting on charter academic performance. He has also served as an instructor for applied graduate laboratories in research statistics and public budgeting. He holds a Bachelor of Arts and Master of Public Administration, both from the George Washington University.

Brandon Sibilias assists in the production of the Performance Management Framework (PMF) by analyzing and reporting on charter academic performance, focusing on grades Pre-K through 12. Additionally, he examines Partnership for Assessment of Readiness for College and Careers (PARCC) data, and provides support to DC PCSB's data management system. Previously, Mr. Sibilias served as a research and teaching assistant in Emory University's Department of Political Science, and worked as a research analyst for a cybersecurity consulting company in the healthcare industry. He holds a Bachelor of Arts and a Master of Arts in Political Science, both from Emory University.





Adam Dowell is a Data Coordinator at DC Public Schools in the Office of the Chief of Schools. He primarily works as a data architect supporting internal teams to plan and build custom databases. Past projects have focused on student-athlete management, mental health assessments and intervention tracking, and school deadline management. He previously worked as a recruiter for Teaching Trust, a Texas-based non-profit focusing on principal development. He also served as an Algebra and Geometry teacher in Irving, TX. Adam holds a bachelor's in Economics from Northwestern University.





Amponsah Nkansah is the Director of Instructional Leadership at AppleTree Early Learning PCS. She designs, trains, and supports Instructional Coaches in their teacher effectiveness coaching program and develops Resident Principals in their impact to improve their instructional leadership capacity at their schools. Amponsah was previously a School Leadership and Data Specialist, Instructional Coach, Curriculum Specialist, and classroom teacher and has worked in DC Charters, DCPS and Montgomery County Public schools.





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.





Apeksha Goonewardena is a Data Analyst at the Flamboyant Foundation. In this role she collects, manages, and analyzes data as part of organizational-wide evaluation plans. Apeksha also develops trainings and instructions for teachers, the Family Engagement Leadership Team (FELT) and Flamboyant staff for data entry and online tools.

Prior to her time at Flamboyant, Apeksha served as a research assistant in the Health Cognitions and Behavior Research Lab. In this role, she applied social psychology theories to examine cognitive, affective, and situational factors that affect health decisions.

Apeksha received her Bachelor's Degree with Honors in Psychology from the George Washington University (GWU) in 2016. At GWU, she worked on a National Institute of Health funded research project focused on the relationship between racial discrimination and HIV/AIDS contraction in young African-American adults. Apart from these accomplishments, she was also an active member of the Elizabeth J. Somers Women's Leadership Program and an outreach mentor at Community for Hope.





Caitlin Daly is an Education Wellbeing Consultant with Move This World, a global organization that equips educators and students with tools to strengthen their social and emotional wellbeing in order to create healthy school climates where effective teaching and learning can occur. A graduate of Wagner College, Caitlin has facilitated educator professional development sessions and presented at conferences across the Northeast.





Chris Daniels is a Project Director with TNTP, where he focuses on early literacy academic strategy with a consortium of districts in Tennessee and cross-LEA collaboration on staffing policies in Washington, DC. Prior to working with TNTP, Chris served at the U.S. Department of Education, at the Bill and Melinda Gates Foundation, and as a seventh grade math teacher in Philadelphia. He holds a BA in religion from Columbia University, an MS in Education from the University of Pennsylvania, and an MBA from Harvard Business School.





Dereck Norville currently fills the role of Improvement Analytics Manager 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.





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.





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.





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 7th-grade math for seven years at Chavez Prep and DC Prep charter schools.





Kaitlyn Walker is Manager of Strategy and Analysis for Ampersand Education, a national education strategy and advocacy consulting firm. Prior to joining Ampersand Education, Kaitlyn was the Manager of Policy and Special Projects for The Mind Trust. During her more than three years with The Mind Trust, she managed the organization’s policy work and provided strategic direction on national and local education policy trends and issues. She pioneered systems to track and project city-wide education metrics to ensure the organization was on track to meet or exceed its goals of providing high-quality school options in Indianapolis. Additionally, she oversaw the development and release of a report about charter innovation titled, “Raising the Bar: Why Public Charter Schools Must Become Even More Innovative,” challenging the charter sector to meet the needs of tomorrow’s students. Kaitlyn also is a co-founder of Women Partnering for Progress, a nonprofit supporting the advancement of women in politics, business, and nonprofit fields in Indianapolis, where she lives. Kaitlyn graduated from Indiana University where she studied mathematics and policy analysis.





Laura Dallas McSorley serves as Raise DC's first Senior Director of Early Childhood Initiatives. She uses her skills in connecting people around a purpose to manage all work related to Raise DC's high-level goal of kindergarten readiness, including advocacy, special initiatives, and Change Network development.

McSorley 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. McSorley also spent five years teaching Head Start and pre-K in both DCPS and DC Public Charter Schools.

McSorley holds a B.A. in urban studies from Rhodes College and an M.Ed. in early childhood education from George Mason University.





Larry Jerome works as a business intelligence and analytics consultant at InterWorks, an all-in-one IT and data consulting firm. Previously, he spent about 5 years on the data team at KIPP DC and has continued to work with a variety of education clients in his current role.





Lysa L. Scott is a Director of School Support for the DC Network. Prior to ANet, she served as the Resident Principal at McKinley Technology High School and the Associate Principal at McKinley Middle School within the DC Public School system. Lysa brings her experience serving in the New Leaders for New Schools residency program and taught middle school English and Social Studies in Chicago and Florida for five years prior to her administrator role. She has a B.A. in public relations and a doctoral degree in law from Florida A&M University, in addition to a Masters in Business Management from Troy University in Alabama.





Maya Martin is a fifth-generation Washingtonian who resides in DC's Ward 6.

Currently, Maya serves as the Executive Director of PAVE, which she founded in 2016 as an Entrepreneur in Residence with New Schools Venture Fund from November 2015 to April 2016. Prior to PAVE's founding, Maya served as the Chief of Staff at Achievement Prep, a public charter school network located in Ward 8, where she focused on developing and leading the organizational infrastructure as the network grew. In her role, she managed operations, enrollment, board relations, development, data, compliance, external relations, and special projects. Prior to her role at Achievement Prep, Maya served as the Director of Policy and Special Programs for Center City PCS, another DC charter network with six campuses throughout DC, as a Senior Program Manager for Sponsors for Educational Opportunity (SEO), a nonprofit that places students of color in corporate financial internships, and as an Assistant Director of Admissions for her alma mater, Dartmouth College.

Maya received her bachelor's degree in Sociology and History from Dartmouth College and a Master in Public Policy from the Harvard Kennedy School of Government. Maya serves on the Advisory Board of the DC chapter of Democrats for Education Reform (DFER) and on the Alumni Board of the DC chapter of Education Pioneers.





Patrick Byrnett is a Partner with TNTP, where he oversees the organization's work in DC and Baltimore, including alternative teacher preparation programs, teacher recruitment campaigns, leadership development, and community engagement. He also worked with the New York City Department of Education on teacher evaluation and development, as well as on teacher preparation policy at the state- and national-level. Patrick is a former federal and state regulatory attorney, and also worked as a civic educator in the Washington, D.C. area. He holds a B.S.F.S. from Georgetown University, a M.P.P. from Duke University, and a J.D. from the University of Virginia.





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.

