

# YOLONDA C. BROWN

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*Experienced and outcomes-focused educational leader with a proven track record of transforming systems that result in improved student growth and performance within an urban school district.*

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- Chief Academic Officer for Atlanta Public Schools (50,000 + students), who has served as a classroom teacher, district level model teacher leader/facilitator, principal, and associate superintendent of schools in a large urban district.
- A member of the district's senior cabinet team involved in all major decisions involving accountability, operations, finance, human resources, facilities, communication, public engagement, and governmental affairs.
- Constructed the district's three-year COVID-19 Academic Recovery Plan that provided specific interventions, acceleration, and support to elementary, middle, and high school students.
- Designed and implemented the district academic strategy that resulted in historic year over year gains in student performance in literacy and numeracy.
- Redesigned the district's whole child framework which resulted in the dramatic expansion of social, emotional, and mental health supports for students and families.
- Strong fiscal leader with experience supporting the implementation of a \$1.6B District Budget and directly overseeing a \$55M division budget, \$76M ESSER and \$33M ESSER-ARP budgets.

## LEADERSHIP EXPERIENCE

### **Atlanta Public Schools**

**August 1993- Present**

*APS is an urban public school district, serving approximately 50,000 students across 91 schools and five programs (71.9% African American/Black, 15.9% White, 7.8% Hispanic, 3.1 Multi Race, 1.1% Asian, 0.2% Indian, 0.1% Pacific Islander); Organized into nine Pre-K-12 Clusters with 61 traditional schools, 19 charter schools, five partner schools, two alternative schools and five alternative programs. 74.4% Academically Disadvantaged.*

### **Chief Academic Officer**

**November 2020- Present**

*Provide strategic leadership, vision, and direction of departments including the offices of curriculum and instruction, multilingual services, gifted and talented, IB, STEM, CTAE, college and career readiness, social emotional learning (SEL), fine and performing arts, academic enrichment, special education, health services, student supports, student discipline, Title IX, student assignment, psychological services, afterschool, and summer programming, instructional technology, media services, virtual learning programs, and professional learning.*

### **Key Impact/Outcomes**

- Developed and led the academic strategy to meet the board of education's strategic plan and student performance goals which included:
  - Instituting a district-wide K-3 early literacy initiative inclusive of adopting a high quality, science of reading aligned curricular resource and focused literacy instruction.
  - Extending the district elementary school day by 30 min to implement intervention and acceleration in ELA and Math.
  - Implementation of the "APS 5" comprehensive framework that consisted of five evidenced based practices implemented in all schools to improve student performance and fulfill the district's equity commitments (Data, Curriculum and

Instruction, Whole Child and Intervention, Personalized Learning and Signature Programming).

- Achieved the largest year-over-year gains in grades 3-5 students performing proficient and above in ELA on the Georgia Milestones Assessment since 2015 (+3.6).
  - Achieved the largest year-over-year gains in grades 3-5 students scoring proficient and above in Math on the Georgia Milestones Assessment since 2015 (+4.7).
  - Achieved the largest year-over-year gains in the percentage of students scoring proficient and above in Algebra 1 on the Georgia Milestones Assessment (+4.1).
  - 66.0% students in grades 4-8 experienced typical or high growth in Math on the Georgia Milestones Assessment.
  - 68.0% students in grades 4-8 experienced typical or high growth in ELA on the Georgia Milestones Assessment.
  - 62.0% students experienced typical or high growth in Algebra I.
  - Consistent 4-year graduation rate increases (2021) 83.1% (2022) 84.01% to (2023) 86.6% (+3.5) which for the first time surpassed the state of Georgia.
  - 10 traditional elementary schools recognized as 2023 Literacy Leaders by the Georgia Department of Education for growth of 15+% or achievement over 90% on the Georgia Milestones Assessment.
- Restructured the academics division resulting in more streamlined and consistent spans of control across the division, the elimination of overlapping teaching and learning functions, reduction of operational silos and inconsistent deployment of academic and student support resources to schools and students which led to
    - 70% increase in direct instructional support to schools.
      - Increase in the percentage of school leaders who perceived the division as effectively providing support and services (+5).
  - Led the expansion of physical and mental health telehealth services for more than 35,000 students.
    - Increased access to onsite and at home physical and mental health *telehealth services*, from two school campuses to 63.

### **Instructional Leadership**

- Set the strategic long term and short-term vision for the district instructional framework and pedagogical approach which resulted in district-wide instructional coherence that reduced the adverse impact of the district's 20.2% mobility rate.
- Designed and implemented the district strategy to meet the board of education's five-year student outcomes focused goals (SOFG) in literacy, numeracy, college and career readiness and profile of a graduate.
- Led the selection and implementation of the district's first district-wide standards aligned elementary math curriculum since 2015.
- Increased student access to advanced coursework offerings in middle school by 87%, from 8 to 15 courses.
- Co-led the strategic initiative to provide tiered support to the district's state identified improvement schools which resulted in 60% of the elementary schools exiting the state identified list.
- Led the development and implementation of the district's first K-12 synchronous virtual learning program.
- Partnered with Georgia Metro Resa to offer the first *Instructional Coaching* endorsement to improve instructional coaching practices across the district.
- Instituted a district IB and STEM/STEAM signature program accountability structure which resulted in an increase in the number of IB Authorized Schools (+9) and STEM Certified Schools (+10).

- Overhauled the district Multi-Tiered System of Support (MTSS) department which resulted in 80% (2023) of school leaders rating the department as effective or very effective as compared to 68% (2022).

### **System Leadership**

- Serves on the Council of the Great City Schools Trial Urban Districts Assessment (TUDA) Taskforce.
- Works closely with the superintendent and senior cabinet members to make district decisions and to develop administrative regulations and guidelines.
- Reorganized the office of student discipline to streamline alignment to the student code of conduct, SEL, and district restorative practices and address the requirements of Title IX.
- Realigned district resources to upgrade the district student electronic assignment and records system.
- Collaboratively overhauled the district grading administrative regulation to streamline expectations and align to the district's equity philosophy.
- Works collaboratively with Superintendent's Student Advisory to develop and implement programming that supports the individual needs of students which resulted in the expansion of student mental health supports at 66 school campuses.
- Increased district compliance rates for initial psychological evaluations for students needing specialized instruction, from 87% to 98%.
- Awarded the ISTE 2023 Distinguished District Award for demonstrating effectiveness and innovation using technology (Instructional Technology).

### **Finance and Human Capital**

- Works cross functionally with the Chief Financial Officer to develop budget parameters and meet the needs of departments within the academic division in alignment with the board of education goals and priorities using general, federal, and local funds of \$1.6B.
- Provides strategic oversight of ESSER and ARP ESSER funding in the amount of \$108M.
- Works cross functionally with the Chief Human Resources Officer to maintain pay incentives for special education teacher recruitment and retention.
- Increased the number of full-time school social workers to allocate one to 63 school campuses.
- Increased the number of school psychologists to provide direct services to students by 38%.
- Redesigned the job descriptions for Associate Superintendents of Schools and Assistant Superintendents to align with best practices and the district's strategic direction.
- Increased instructional supports for special education by allocating (5) Special Education Inclusive Practices Specialist positions.
- Increased the number of media specialists by allocating one to 66 school campuses.
- Expanded the number of professional endorsement offerings to increase the content expertise of teachers from 7 to 16 over a three-year period, 2021-2023.

### **Board and Governmental Engagement**

- Works with the superintendent and senior cabinet members to develop and implement district initiatives aligned to the strategic plan, equity commitments, and student achievement goals.
- Develops and presents school board agenda items, presentations, and Student Outcomes Focused Goals Monitoring (SOFG) strategies at monthly school board work sessions, meetings, and retreats.
- Responds to board member inquiries, questions and concerns which provide board members with strategic information and resources to respond to their constituents.
- Works collaboratively with board members, as requested to support specific district initiatives.
- Works with the Atlanta Mayor's Office to develop and implement programming to support the academic and social emotional needs of students which have resulted in:

- Partnership between APS and Atlanta Mayor's Office to implement a city-wide early learning initiative which provided pre-school students and families with increased access to quality rated childcare options (\$5M APS investment).
- Continued growth and expansion of the APS and City of Atlanta Cultural Experience Project (CEP) where 40,900 students were provided access to 511 cultural experience trips to 22 venues around the city during 2022-2023 school year.

**Associate Superintendent of Schools**

**2016-2020**

- Provided direct supervision, coaching and leadership development for 12 elementary and middle school principals within three assigned feeder clusters.
  - Increased the percentage of students who performed at proficient and above in 13 out of 16 (80%) of the 3-8 Georgia Milestones Assessments.
  - Increased the percentage of students in grades 3-5 who performed at proficient and above in ELA on the Georgia Milestones Assessments (+4.5), 2017-2019.
  - Increased the percentage of students in grades 6-8 who performed at proficient or above in ELA on the Georgia Milestones Assessments (+7.0), 2017-2019.
  - Increased the percentage of students in grades 3-5 who scored at the proficient or above Math on the Georgia Milestones Assessments (+7.6), 2017-2019.
  - Increased the percentage of students in grades 6-8 who scored proficient or above in Math (+3.3), 2017-2019.
  - Supervised 3 of the 6 APS schools that received the highest performing award from the Governor's Office of Student Achievement (GOSA), 2017.
  - Supervised 2 of the 4 APS schools that received the highest performing award from the Governor's Office of Student Achievement (GOSA), 2018.
  - Supervised 2 of the 4 APS schools that received the highest performing award from the Governor's Office of Student Achievement (GOSA), 2019.
  - Three principals were selected for the Cahn Fellows Distinguished Principals program at Columbia University.
- Guided the implementation of continuous improvement to support the district turnaround strategy which resulted in 4 of 4 state identified schools increasing their Georgia College Career Ready Performance Index (CCRPI) Score, 2017 to 2018.
- Conducted professional learning and coaching sessions with principals during monthly principal meetings.
- Worked with school leaders to analyze school staffing needs and develop strategies to attract and retain highly qualified educators.
- Monitored the development and implementation of school budgets to ensure the alignment of resources to the school and district priorities.
- Managed the reconstitution of one of the district's lowest performing schools including rehiring staff and redesigning the instructional program.
- Managed the opening of one new elementary school and the district's only traditional K-8 school within assigned cluster.
- Designed and co-led the new school-based leaders orientation sessions which provided strategic leadership training and professional development for newly appointed principals and assistant principals.
- Responded to parent and community concerns related to assigned clusters and schools.
- Developed and fostered parent and community partnerships to motivate parents and community around the district's theory of change.

**Principal**

**2005-2016**

CW Hill ES and Springdale Park ES

- Implemented Comprehensive Reading Reform Model Direct Instruction (DI).
- Top 10 highest achieving schools in the state (First year of existence).
- Springdale Park ES Ranked # 22 out of 1,233 Georgia Elementary Schools.

**Model Teacher Leader/Facilitator****1999-2005**

Served on the district-level school support team of the Executive Director of Schools; provided instructional support to elementary and middle school principals and teachers to implement an effective instructional program that supported continuous improvement.

**MS Science/Social Studies Teacher****1993-1999****EDUCATION, CERTIFICATIONS AND TRAINING****Certificate of Completion, Harvard Institute for School Leadership - 2010**

*Harvard University Graduate School of Education, Cambridge, Massachusetts*

**Educational Leadership Certification - 2002**

*Clark-Atlanta University, Atlanta, Georgia*

**Instructional Supervision Endorsement - 2000**

*Clark-Atlanta University, Atlanta, Georgia*

**Master of Education, Middle Grades Education -1998**

*Mercer University, Atlanta, Georgia*

**Bachelor of Arts, Elementary Education- 1993**

*Clemson University, Clemson, South Carolina*

**The Forum for Educational Leadership - 2023****OTHER PROFESSIONAL EXPERIENCE**

Strategic Support Team Member, Council of the Great City Schools - 2003

Adjunct Instructor, Graduate Education, Mercer University - 2001

**PROFESSIONAL AFFILIATIONS AND ASSOCIATIONS**

- Association for Supervision and Curriculum Development (ASCD)
- American Association of School Administrators (AASA)
- Atlanta Association of Educators (AAE)
- Council of the Great City Schools (CGCS)
- Georgia Association of Educators (GAE)
- Delta Sigma Theta Sorority, Inc.

**AWARDS and DISTINCTIONS**

- Selected as the Atlanta Public Schools District Middle School Teacher of the Year – 2000.
- Nominated to be a member of Cohort 2 of the Council of the Great City Schools Michael Casserly Institute for Aspiring Superintendents – 2023.