

# Donyall D. Dickey, Ed.D.

## EDUCATION:

### **The George Washington University**

Doctorate - Educational Leadership & Policy, 2016

### **Loyola University - Maryland**

Master of Education in Administration & Supervision, 2000

### **The University of Texas at Austin**

Bachelor of Journalism in Public Relations, 1996

## PROFESSIONAL CERTIFICATIONS/ENDORSEMENTS:

### Superintendent

- *Maryland State Department of Education*
- *Pennsylvania Department of Education*
- *Georgia Department of Education*

## PROFESSIONAL EXPERIENCE:

### **Chief Schools Officer and Chief Academic Officer**

7/2015-Present

#### **Atlanta Public Schools**

- Manage the daily operations of 100 schools/programs and 6,000+ employees, including the cross-functional management of transportation, facilities, maintenance, budget development & management, talent management, employee relations, technology integration, school turnaround, crisis management, safety & security, day one readiness, and student nutrition
- Oversee 24 departments: (1) Office of Schools, (2) Leadership Development, (3) Title I, (4) Principal Support, (5) School Turnaround, (6) Signature Academic Programs (STEM, IB, and College Readiness), (7) Adult Education, (8) After & Summer School Programs, (9) School Support, (10) Student Discipline, (11) Career & Technical Education, (12) Athletics, (13) Dual Enrollment, (14) Special Education, (15) Student Services, (16) Title II, (17) Title III, (18) Curriculum, Instruction, and Assessment, (19) Organizational and Professional Learning, (20) Early Childhood Education, (21) Gifted Education, (22) Multilingual Programs, and (23) World Languages, and (24) The Arts
- Supervise a cadre of 6 Associate Superintendents and 2 Assistant Superintendents
- Provide direct oversight of a \$500M budget
- Ensure equitable access to curricula, high-quality instructional materials, the balanced assessment system, and effective implementation of District-wide instructional practices
- Represent the voice of school leaders, teachers, and students in District decision-making
- Engage federal, state, local, business, and community partners

*Served as Chief Schools Officer and was asked by the Superintendent to take on expanded responsibilities as the Chief Schools Officer and Chief Academic Officer.*

**Chief Academic Officer**

7/2014-7/2015

**The School District of Philadelphia**

- Served as the lead academic officer and spokesperson for 218 public and 84 charter schools, 10,000+ employees, and 150,000 students
- Managed 8 departments, including: (1) Curriculum, Instruction, and Assessment, (2) Specialized Services/Special Education, (3) Early Childhood Education, (4) School Improvement, (5) School Scheduling & Organization, (6) College Readiness, (7) Career & Technical Education, and (8) Academic Enrichment
- Provided direct oversight of a \$1B budget
- Supported site-based school leaders in the implementation of academic initiatives
- Managed the District-wide implementation of the Common Core State Standards
- Co-developed and implemented the District-wide Professional Development Plan
- Provided capacity building professional learning experiences for 8 Regional Superintendents and 8 Deputy Chiefs

**Regional Superintendent**

7/2013-7/2014

**The School District of Philadelphia**

- Served as a key leader and spokesperson for 218 public and 84 charter schools, 10,000+ employees, and 150,000 students
- Provided direct oversight of a \$300M budget
- Managed a cohort of 33 elementary, middle, and high schools with a focus on instructional leadership, on-going feedback, needs-based professional development, and managing operations
- Established and maintained communication systems and structures to ensure collaboration between and among central personnel, school administrators, teacher leaders, teachers, and bargaining units
- Supported school leaders by co-developing goals, objectives, strategies, action plans, and accountability metrics
- Supported school leaders to ensure high-quality implementation of whole-child development, standards-based instruction, and school climate/culture initiatives
- Engaged federal, state, local, business, and community partners in order to ensure their voices were represented in the District's on-going work to develop and support high performing schools focused on preparing students for college and careers
- Led instructional leadership capacity building for 8 Regional Superintendents

**Principal**

7/2007-7/2013

**Murray Hill Middle School****Howard County Public Schools**

- Articulated a clear and concise vision for school culture and climate
- Managed a multi-million dollar annual operating budget
- Provided timely and meaningful feedback for 100+ instructional and non-instructional faculty and staff
- Established research-driven (multiple measure) data analysis protocols for effectively utilizing information to promote student achievement and school improvement
- Developed and facilitated data-driven professional development workshops for faculty and staff with an emphasis on effective delivery models
- Implemented data-driven instructional action plans for English/reading and mathematics
- Related effectively with parents, faculty, support staff, and students to establish a sense of community and distributive leadership

*Recognized for most significant gains on state mandated assessments in the state – 2007-2008.*

*School removed from School Improvement Status 2008-2009 and closed the achievement gap by 2013.*

**Principal  
Pimlico Middle School**

8/2006-7/2007

**Baltimore City Public Schools**

- Provided leadership for the school community by building/maintaining a shared vision
- Managed a multi-million dollar (decentralized, site-based) school budget
- Supervised and provided timely and meaningful feedback for 100+ instructional and non-instructional faculty and staff
- Assessed and analyzed student performance data to drive decisions related to curricula, scope & sequence of skills addressed, instructional grouping, the master schedule, and needs-based tutorial programs
- Developed and facilitated departmental & school wide, needs-based professional development in order to build teacher capacity to plan effective instruction
- Developed and implemented school wide behavior management program characterized by opportunities for student recognition and celebration of milestones
- Supervised the maintenance of accurate records on academic progress & student attendance
- Organized public relations campaign and parental & community involvement initiatives

*Recognized for most significant gains in the school system on state mandated assessments – 2006-2007.*

*School closed as a part of the building consolidation program.*

**Assistant Principal  
Southwest Academy Arts & Science  
Baltimore County Public Schools**

12/2001-07/2006

- Communicated effectively with students, staff, administrative and supervisory personnel, parents, and community groups for a 1,500-student comprehensive/magnet middle school
- Assisted the principal with the acquisition of funding for the business management functions of local school finances, including federal & state grants, magnet & departmental budgets, third party billing, and county staffing allowances
- Aided the principal in supervising and evaluating the effectiveness of 120+ school personnel
- Assisted the principal in defining the school's mission, communication of goals and expectations of the total school program, and the facilitation of continuous improvement
- Monitored and assessed student achievement through the use of research-driven data protocols for the purpose of evaluating school-wide initiatives and programs
- Provided instructional leadership, supervision, and evaluative feedback for a 20-member special education department, ensuring compliance with federal regulations and guidelines
- Provided leadership, professional development, and evaluative feedback for a 12-member reading department and a 14-member English department
- Facilitated school-wide professional activities with a focus on literacy and writing across the content areas and grade levels
- Coordinated school disciplinary policies and procedures, including school expulsion hearings

*Recognized for the most significant gains on standardized assessments in the county 2005-2006.*

**Coordinator of Magnet Programs  
Randallstown Senior High School  
Baltimore County Public Schools**

7/1999-12/2001

- Supervised the preparation of the specialized budget, including the identification and subsequent allocation/procurement of federal, state, and local funding
- Interpreted cite-based and central administration directives, policies, and regulations
- Provided leadership for the direction of the magnet programs, including curricular decisions, staff development, recruiting, and admissions policies
- Developed programmatic communication tools and structures
- Monitored student progress, evaluated course offerings, developed the master schedule, integrated advisory protocols, and ensured the efficient use of a shared facility with comprehensive high school

**English Literature Teacher**  
**Randallstown Senior High School**  
**Baltimore County Public Schools**

- Facilitated quality instruction in the area of English literature
- Developed and implemented data-driven school-wide instructional programs designed to increase student achievement on the Scholastic Aptitude Test (SAT)
- Developed and implemented professional development for English department and SAT Prep teachers

*100-point gains on the SAT, 1999-2000*

**Teacher/Team Leader**  
**City Springs Elementary School**  
**Baltimore City Public Schools**

11/1997-8/1999

**PUBLISHED BOOKS:**

1. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards ELA (K-2), 2014
2. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards Social Studies, Science, and the Technical Subjects (6-12), 2014
3. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards: Mathematics (Grades 6-Algebra I), 2014
4. Next Generation Graphic Organizers and Instructional Snapshots for Teaching & Assessing the Texas Essential Knowledge and Skills – Reading (3-6), 2014
5. Complex Texts for Teaching & Assessing the Common Core Standards ELA (K-2), 2011
6. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards ELA (3-5), 2013
7. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards ELA (6-8), 2013
8. Next Generation Graphic Organizers for Teaching & Assessing the Common Core Standards ELA (9-12), 2013
9. Complex Texts for Teaching & Assessing the Common Core Standards ELA (3-5), 2013
10. Complex Texts for Teaching & Assessing the Common Core Standards ELA (6-8), 2013
11. Complex Texts for Teaching & Assessing the Common Core Standards ELA (9-12), 2013
12. Next Generation Graphic Organizers and Instructional Snapshots for Teaching & Assessing the Texas Essential Knowledge and Skills – Reading (6-8), 2013
13. Next Generation Graphic Organizers and Instructional Snapshots for Teaching & Assessing the Texas Essential Knowledge and Skills – Reading (9-11), 2013
14. Next Generation Graphic Organizers for Teaching & Assessing the Texas Essential Knowledge and Skills – Mathematics: (3-6), 2013

15. The Integrated Approach to Student Achievement, 2009

**NATIONAL PRESENTATIONS/LECTURES:**

- Building a Comprehensive Plan to Transition to the Common Core State Standards
  - Building a Comprehensive Plan to Transition to the Texas Essential Knowledge & Skills
- Presented in Nevada, Maryland, Michigan, Maryland, Massachusetts, District of Columbia, New Mexico, Georgia, New Jersey, California, Pennsylvania, Tennessee, and Texas.*

**COMMUNITY & PROFESSIONAL ASSOCIATIONS:**

American Association of School Administrators  
National Association of Black School Educators  
Association for Supervision and Curriculum Development  
Kappa Alpha Psi Fraternity (Community Service Association)