

February 18, 2017

Members of the Search Committee:

After carefully reviewing the posting for superintendent and researching your district and community, I am forwarding my resume for your consideration. With over twenty-three years in education, currently serving as Superintendent Designee and Executive Director of Curriculum and Schools with Robbinsdale Area Schools in Minnesota, I believe I bring the requisite education and skill to this position. Specifically, I offer demonstrated leadership ability, a commitment to equity and improving students' academic achievement, and experience working in high-poverty, urban school districts with large refugee and English Language Learner student populations. Likewise, I have well-developed organizational and administrative expertise.

Throughout my career, I have enhanced and refined my leadership skills as I interfaced both with my fellow educators and with members of the communities in which I have served. In each assignment, I focused on bringing diverse groups, with varied interests, together to address academic challenges and celebrate successes.

As a direct reflection of my support to schools and my strategic leadership, while with Atlanta Public Schools, I increased the 2015 graduation rate in one year to an all-time high of 71.5 percent, up 12.4 percentage points from the previous year, prior to my arrival. I also increased the rate of students with disabilities graduating with general education diplomas by 22.7 percentage points. Further, I reduced the gap between African American and white student graduation rates in Atlanta by 7.7 percentage points. In similar fashion, I was able to maintain this increase in 2016 and even graduated 150 more students than in 2015. This is an improvement on my accomplishments with Austin Independent School District where I garnered a 4.1 percentage point increase in the graduation rate in two years. I reduced the gap between African American and white student graduation rates by 2.5 percentage points over two years. Likewise, I reduced the gap between Hispanic and white student graduation rates by 5 percentage points in the same time span.

Additionally, I have been able to work closely with grassroots organizations to increase male presence in our schools. In Milwaukee, Wisconsin where I served as Chief Transformation Officer, I was able to leverage local, state and federal resources to increase the number of economically disadvantaged and students of color in advanced placement classes and I improved student performance in literacy and mathematics at each school where I led turnaround initiatives. This work and the results have continued in Atlanta and now in Robbinsdale.

By sharing knowledge, and promoting dialogue, I know that a leader generates consensus and support among stakeholders. I have found that a leader must be transparent and honest when providing information, listen to others' viewpoints and ideas, and encourage an inclusive approach to addressing issues that arise. As an educator, I have chosen to work in urban school districts with student populations that are underperforming academically. Too many young people, through no fault of their own, lack the support systems that propel them and their counterparts on to excellence in academic achievement. To remedy this, I have established partnerships with local businesses, faith based organizations, local colleges and universities, and

social service agencies. Together we provided tutoring, SAT/ACT and financial aid workshops, mentoring, summer and after school enrichment programming, and social-emotional support networking for students. To expose students to the demand and rigor of college course work, I have partnered with colleges and universities to provide post-secondary opportunities both on our school campuses and at the colleges and universities.

As Superintendent Designee and Executive Director, it is my responsibility, under the direction of the District Superintendent of Schools to supervise the overall operation of district administration and instructional programs and schools including direct line responsibility for K -12 schools, the Division of Curriculum, Office of State and Federal Programs, Career and Technical Education, Office of Achievement, Integration, Indian Education and College and Career Readiness, Advanced Academics, Alternative Education, and Therapeutic Care Centers, Professional Learning Language Services and the Welcome Center. Additionally, it is my responsibility to monitor several budgets, determine district needs, develop and maintain safety plans, train principals on the "Walk Through" process for instructional improvement, train staff in item analysis, data driven and standards-aligned planning, curriculum alignment and implementation.

Success is not accidental. A superintendent must be a mission-focused leader able to build consensus around the strategic initiatives of the district and community being served. I welcome the opportunity to meet with the board to share how I may contribute to making Hamilton County Schools a national and international model for educational excellence.

Sincerely,

A handwritten signature in blue ink, appearing to read "Timothy Gadson III". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Timothy Gadson III, Ph.D.

Timothy Gadson III, Ph.D.

Curriculum Development, Implementation, and Monitoring, Teacher and Leader Development and Support, Literacy Leadership, School Improvement Planning and Facilitation, Continuous Improvement Planning and Facilitation, Program Development, Professional Learning Planning, Implementation, Facilitation, and Monitoring, Personnel Management, Recruitment and Retention, In Depth Data Analysis Skills, Strong Budget Management Skills, Collaborative and Cross Functional Team Development and Facilitation, Change Management, Key Performance Indicator Development and Monitoring, Results Driven Accountability Management, Crisis Management, Long Range and Strategic Planning, Technology Leadership, Transformation and Turnaround Management, Partnership Development, and Community Relations and Stakeholder Engagement Development

Proven Record: All major school based leadership functions, school transformation and turnaround, and district curriculum, academic, grants and operations

Experience – PK - 12

7/2016 - ROBBINSDALE AREA SCHOOLS, New Hope, MN – 12,032 students
4148 Winnetka Avenue North, New Hope, MN 55427

Superintendent Designee and Executive Director, Curriculum and Schools

- Lead and support cabinet level officers
- Direct, coordinate, and supervise overall operation of district administration and instructional programs
- Direct, coordinate and supervise the daily operations and staff in the Division of Curriculum, Office of State and Federal Programs, Career and Technical Education, Office of Achievement, Integration, Indian Education and College and Career Readiness, Advanced Academics, Alternative Education, and Therapeutic Care Centers, Language Services and the Welcome Center, Professional Learning and K -12 principals and alternative education staff
- Provide curriculum leadership and support for 10 elementary schools and 9 secondary schools/programs, including 2 high schools, 2 middle schools, 1 combination middle/elementary school, 2 secondary alternative programs and 2 Therapeutic Centers
- Facilitated districtwide implementation of standards-aligned instructional and assessment program
- Developed and implemented a three-year professional learning plan
- Developed and implemented a Birth - 12 graduation plan, including a cohort tracking/monitoring system
- Manage over \$1.2 million in office operating funds and over \$28 million in school operating budgets and state and federal funds -Title I, Title II, Title III, Compensatory Funds and several grants including Math Compensatory, Carl Perkins, and Literacy Grant

7/2014 – 6/2016 ATLANTA PUBLIC SCHOOLS, Atlanta, GA – 50,253 students
130 Trinity Avenue SW, Atlanta, GA 30303

Associate Superintendent

- Directed, coordinated, supervised the operations and staff in the Office of High Schools, Athletics, Career, Technical and Agricultural Education, JROTC, College and Career Readiness, Adult Education and Alternative Education, including directors, coordinators and specialists
- Directed, supervised, and evaluated 6 -12 and alternative education principals
- Developed a K-12 graduation plan, including a cohort tracking/monitoring system
 - Maintained graduation rate during the 2015 -2016 school year at 71.1
 - Graduated 151 more students than during the 2014 - 2015 school year
 - Hispanic students increased by 15.2 percentage points, from 58.7 to 73.9 percent;
 - Economically disadvantaged students increased by .1 percentage points from 69.3 to 69.4 percent;
 - Special education students increased by 5.8 percentage points from 41.6 to 47.4 percent; and
 - English language learners increased by 15.2 percentage points from 46.3 to 61.5 percent.
 - Five schools posted graduation rates above the state rate 79.2, including one charter school

- Carver Early College, 98.7 percent;
- KIPP Atlanta Collegiate, 92.9 percent;
- Coretta Scott King Young Women's Leadership Academy, 89.7 percent;
- North Atlanta High, 88.3 percent; and
- Grady High, 86.4 percent.
- Four schools achieved significant increases in their graduation rates:
 - B.E.S.T. Academy, 12.2 percentage point gain, 78.8 percent graduation rate;
 - Douglass High, 10.1 percentage point gain, 68.8 percent graduation rate;
 - North Atlanta High, 6.8 percentage point gain, 88.3 percent graduation rate; and
 - Maynard H. Jackson, 5.9 percentage point gain, 76.9 percent graduation rate.
- Increased the 2014-2015 graduation rate to an all-time high of 71.5 from 59.1, a 12.4 percentage point increase in one year,
 - Hispanic students increased by 5.9 percentage points, from 52.8 to 58.7 percent;
 - African-American students increased by 13.2 percentage points from 57.4 to 70.6 percent;
 - Economically disadvantaged students increased by .1 percentage points from 54.3 to 69.3 percent;
 - Special education students increased by 22.7 percentage points from 18.9 to 41.6 percent; and
 - English language learners increased by 11 percentage points from 35.3 to 46.3 percent.
- Implemented a strategic dropout prevention and dropout retrieval program
- Oversaw high school transformation and improvement efforts
 - Improved 2014 -2015 accountability rating, 15 of 19 schools met or exceeded state expectations
- Managed over \$18 million in office operating funds and over \$180 million in high school operating budgets including Title I, Title II, School Improvement Funds, Flexible Learning Program dollars and several grants

10/2012- 6/2014 AUSTIN INDEPENDENT SCHOOL DISTRICT, Austin, TX – 84,591 students
1111 W 6th Street, Austin, TX 78703

Director, High School Operations

- Directed, coordinated, and supervised the operations and staff of the Office of High Schools, including directing, supervising, and the evaluation of high school principals
- Increased graduation rate to an all time high of 84.1 from 80, a 4.1 percentage point increase over two years
 - Hispanic students increased by 1.3 percentage points, from 79.6 to 80.9 percent;
 - African-American students increased by 3.5 percentage points from 78.6 to 82.1 percent;
 - Economically disadvantaged students increased by 4.4 percentage points from 77.1 to 81.5 percent;
 - Special education students increased by 5.6 percentage points from 60.9 to 66.5 percent; and
 - English language learners increased by 8.9 percentage points from 60.6 to 69.5 percent
- Collaboratively managed over \$2 million in office operating funds and over \$120 million in high school operating budgets

8/2010 - 10/2012 CAMBIUM LEARNING/NAEP, Miami Lakes, FL
6625 Miami Lakes Drive, Suite 376, Miami Lakes, FL 33014

Chief Transformation Officer

- Initiated transformation efforts that resulted in improved student achievement in three low performing Milwaukee, WI comprehensive high schools as evidenced by the WKCE state high stakes test results
 - Reading Improvement – students performing at proficient and advanced levels: Bradley Technology and Trade High School 6 percentage point increase over 2 years, Bay View High School, 11 percentage point increase over 2 years and Washington High School, 25 percentage point increase in one year
 - Mathematics Improvement – students performing at proficient and advanced levels: Bradley Technology and Trade High School 6 percentage point increase over 2 years, Bay View High School, 12 percentage point increase over 2 years and Washington High School, 7 percentage point increase in one year
- Led school culture and discipline reform initiatives that resulted in improved teaching and learning in 4 low performing Milwaukee, WI comprehensive high schools
- Facilitated the successful restart of a low performing Milwaukee, WI comprehensive high school, closed in 2011 and reopened in 2012

7/2006 - 8/2010 PALM BEACH COUNTY SCHOOL DISTRICT, West Palm Beach, FL - 171,692 students
3300 Forest Hill Boulevard, West Palm Beach, FL 33406

District Director, Secondary Education and School Improvement, *Department of Curriculum*
District Director, Middle School Curriculum and School Improvement, *Department of Curriculum*
Principal, *Gold Coast Community School*
Assistant Principal, *Palm Beach Central High School*

7/2003 - 7/2006 BROWARD COUNTY PUBLIC SCHOOLS, Ft. Lauderdale, FL - 255,738 students
600 Southeast Third Avenue, Fort Lauderdale, FL 33301

Principal, *Boyd H. Anderson High School*

8/1993 - 7/2003 PALM BEACH COUNTY SCHOOL DISTRICT, West Palm Beach, FL - 171,692 students
3300 Forest Hill Boulevard, West Palm Beach, FL 33406

Assistant Principal, *Santaluces High School and Delray Full Service Center*
Teacher/Coordinator, *Woodlands Middle School and Lantana Middle School*

Experience – University

1/2010 – 7/2015 GRAND CANYON UNIVERSITY, Phoenix, AZ
3300 W Camelback Road, Phoenix, AZ 85017

Adjunct Professor and Field Experience Supervisor
Masters and Doctoral Education Program, College of Education

8/1995 - 8/1997 WASHINGTON STATE UNIVERSITY, Pullman, WA
Wilson Road, Pullman, WA 99164

Instructor and Student Teacher Supervisor
College of Education, Department of Teaching and Learning

Education and Certifications

1997	PhD	Washington State University, Pullman, WA	Higher Education Administration and Curriculum and Instruction
1996	Ed.M.	Washington State University, Pullman, WA	Educational Leadership, Personnel Management, and Organizational Behavior
1993	B.S.	Florida A&M University, Tallahassee, FL	Business Economics and Secondary Education

Florida Educator Certificate: School Principal (All Levels), Economics (grades 6-12), Exceptional Student Education (grades K-12), Middle Grades Integrated Curriculum (grades 5-9), Prekindergarten/Primary Education (age 3 - Grade 3), and Reading Endorsement

Georgia Educator Certificate: Early Childhood Education (P-5), Economics (6-12), Middle Grades (4-8) with concentration areas in Language Arts, Math, Science, Social Science and Special Education Adapted and General Curriculum (P-12), Consultative certificate, and Professional Educational Leadership (P-12)

Texas Educator Certificate: Principal (EC-12)

Minnesota Educator Certificate: Provisional Principal (K-12)

Harvard University: School Turnaround Leader

American Association of School Administrators National Certificate: Urban Superintendent (pending May 2017)

Supplemental Certifications: Project CRISS District Trainer
Danielson District Trainer, Milwaukee Public Schools
Trainer and Mediator, Managing Workplace Conflict

Professional and Service Memberships

American Association of School Administrators (AASA)

Minnesota Association of School Administrators (MASA)
Minnesota School Boards Association (MSBA)
Minnesota Association of Administrators of State & Federal Education Programs (MAASFEP)
National Association of Federal Education Program Administrators (NAFEPA)
Association for Supervision and Curriculum Development (ASCD)
Phi Delta Kappa
Alpha Phi Alpha Fraternity, Inc. (ΑΦΑ)
The SUPES Academy, Superintendent Preparation Program

Select Community Involvement

Mayor of New Hope Prayer Breakfast
Twin West Golf Charity
Board Chair, Big Kidz Matter

Select Presentations and Publications

Gadson, T., Jenkins, C., Reeck, C., and Gregory, R. (October 2016) Transforming a District Through Standards Based Instruction: Reaching All Children Ranging from IEPs to Gifted. The Minnesota Association of Administrators of State & Federal Education Programs Annual Conference, Brooklyn Park, MN (Barbara Marchetti, Specialist).

Gadson, T., Sparks, I. Lane-Warren, F. (December 2015) Literacy Support and Acceleration via Reading Plus: District Fidelity of Implementation. Educational Learning Systems, Atlanta, GA (Virginia Stoner, Partner).

Gadson, T., Thompon, S., Van Wyhe, T., Hau, M. (November 2014) From Alaska to Texas to Oklahoma to Georgia: Keys to Successful Personalized Learning in Every District. iNACOL Blended and Online Symposium, Long Beach, CA.

Gadson, T. (August 2012) A 21st Century Classroom Inside and Out: The Power of an Effective Teacher in A Student's Life. For the Providence Public School District, Providence, RI (Kathy Baich, Literacy Content Area Director).

Gadson, T. (July 2012) The Foundation of Transformation: Closing the Achievement Gap for All Students. For the Cambium Learning Smokey Mountain Best Practices Institute, Gatlinburg, TN (Jan Babcock, Conference Content and Materials Manager).

Gadson, T. (April 2011) Leading Successful School Turnaround and Transformation: A Comprehensive Approach. For the Cambium Learning Solutions Conference, Tucson, AZ (Jan Babcock, Conference Content and Materials Manager).

Gadson, T. (June 2011) Leading Teachers Toward Effective and Reflective Practice. For the St. Croix School District, St. Croix, VI (Gary Molloy, Superintendent of Schools).

Gadson, T. (August 2011) Teacher Effectiveness Via Evaluation for Growth. For the St. Croix School District, St. Croix, VI (Gary Molloy, Superintendent of Schools).

Gadson, T. (February 2011) Engaging Students. Paper presented and training for Barringer High School, Newark, NJ (Connie Colbaugh, Senior Consultant).

People Who Can Verify My Qualifications

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