

## Dr. Darrin Slade

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**PROFESSIONAL POSITION SOUGHT:** To serve the Kalamazoo Public Schools (KPS) school district and community of learners as Superintendent.

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I am extremely pleased for this exceptional opportunity to apply for the position of Superintendent. The contents of my application, resume/curriculum vitae shall clearly show that I possess and have demonstrated in-depth knowledge, skills, achievement experiences, and leadership assets best fitted as the next leader for Kalamazoo Public Schools (KPS). With over thirty years in preK-12 education, and an unwavering commitment to the education of children and families, I am that standout candidate most qualified to serve KPS.

### **EDUCATION**

**Ed.D.**, Educational Leadership, University of Maryland, College Park, MD (2012)

**MA**, Executive in Leadership, Georgetown University (2013)

**MA**, Teaching, Johns Hopkins University (1994)

**BS**, Political Science, Towson University (1991)

### **SUPPLEMENTAL EDUCATION**

*National Superintendents Academy*- Long Beach, California (2019)

*Urban Superintendents Program*- AASA – Howard University (2017-2018)

*Advanced Professional Certificate* - Admin Leadership Johns Hopkins (1997)

### **PROFESSIONAL EXPERIENCE**

**Deputy Superintendent**, Hazelwood School District (2021- Present), (Pre-K-12; Population: 16,000 students) Hazelwood, MO

#### **Major Duties & Responsibilities:**

- Assist and support the superintendent in providing academic and operational leadership for the school district working in direct alignment with the superintendent and the school board.

#### **Noteworthy Accomplishments:**

- Increased student achievement rates on Missouri Assessment Program (MAP) and End of Course (EOC) Assessments. One of the most improved districts in the state. Significant gains made at every level (elementary, middle, high school). Math scores improved in 95% of the schools in the district. Double digit gains in math at every high school. Gains made in all core content areas: English, math, science, and social sciences. Ranked 4th in the state in math growth MAP / EOC (2022).

- Partnered with the superintendent, leadership team, and community to plan, manage and pass a \$120-million-dollar bond.
- Lead district-wide diversity, equity, and inclusion initiative.
- Led the development of the districts recently approved Strategic Plan.
- Led team to create a uniform instructional framework for the district K-12 thereby improving instructional programming and support for all teachers
- Increased graduation rates in all three high schools.
- Significant reduction in suspension rates at every grade level.

**Assistant Superintendent School Leadership**, Kansas City Public Schools, (2018 – 2021), (Pre-K-12; Population: 15,000 students), Kansas City, MO

**Major Duties & Responsibilities:**

- Responsible for the supervision of principals and overall management of sixteen schools (11 elementary, 2 middle, 3 high schools – 7,500 students). Assigned to the lowest performing schools in the district.
- Provided instructional coaching and other support for school principals. Responsible for ensuring that schools meet identified goals related to student achievement, attendance, reduced suspensions and graduation rates.
- Responsible for the overall operation and student achievement / climate rates for 16 schools. I work closely with the superintendent and school board to promote and support the systems instructional vision and mission.
- Engaged the community and collaborated with stakeholders. Conducted home visits weekly to improve student attendance and promote positive student behavior

**Noteworthy Accomplishments:**

- Improved student achievement rates in 15/16 schools. Highest attendance rate system wide in the history of KCPS schools.
- Played a key role in KCPS achieving **full accreditation** after more than 20 years. Responsible for student achievement in half of the district's schools. Supervised 50% of the district's principals.
- Responsible for all the historically low achieving schools. Increased student achievement, attendance and graduation rates.
- Increased attendance percentages in 14/16 schools. Highest attendance rate in KCPS system wide last 20 years (Central HS, Northeast HS, Troost Elementary – Increase by 10%+).
- Decreased suspension rates in 16/16 schools.
- Increased the level of instructional monitoring for district principals. Highest rate of documented principal / teacher feedback in KCPS history.
- Worked with principals to improve areas related to climate in all schools. Focused on reducing violence and bullying in all assigned schools.

- School systems APR (Annual Performance Report - score 82.9% highest in the history of KCPS).
- Worked closely with board members and state officials to present quantitative and qualitative data to develop improvement plans and promote student achievement / climate related goals.
- Managed budget and created budget plans and daily operation of 16 schools.
- Worked closely with districts chief financial officer to ensure that all assigned schools remained fiscally responsible.
- Responsible for graduation outcomes (Highest graduation rate 2020 in the history of KCPS schools).

**Principal**, District of Columbia Public Schools, (2002-2018), (Pre-K-12; Population: 54,000 students), Washington, DC.

**Major Duties & Responsibilities:**

- Supervised faculty and staff with diverse backgrounds, educational levels and work experiences Consistently created a professional learning community in every school.
- Lead the increase of student achievement rates by working closely with teachers to examine assessment data and develop plans of action to improve instruction and aid struggling students.
- Worked with staff to meet academic standards (AYP – Safe Harbor) in every school.
- Significantly reduced student discipline referrals and improved the climate and culture in every building.
- Mentor and coach for selected principal cohort of 120 for the region.
- Facilitated various school-based and district wide staff development sessions.
- Successfully led the consolidation process on three unique occasions due to school closings and successfully merged with the middle school I led.
- Successfully ran two urban schools at the same time (Ron Brown Middle School / Woodson 9th Grade Academy).
- Successfully organized and ran the district’s middle school, *Emotionally Disturbed Special Education* program (2011-2013).
- Increased high school graduation rate from 54% to 81% in five years (most improved graduation rate in the DC metro area – Washington Post)
- Led all high schools in decreased suspension rates.

**Noteworthy Accomplishments and Assignments:**

- Turn-around Principal” for five DCPS schools (Elementary, Pre-K - 8th, Middle, and High School)
- Shadd Elementary School (2002)

- Fletcher Johnson Educational Center (2002-2006)
  - Ron Brown Middle School (2006-2013)
  - Woodson 9th Grade Academy (2009-2011)
  - H.D Woodson High School (2013-2018)

Additional Noteworthy Achievements (2003 –2012)

- Middle School Principal of the Year, District of Columbia Public Schools (DCPS) (2003)
- Highlighted on multiple episodes of PBS – Michelle Rhee in DC episodes 8-10 – How to find Good Principals, (2009)
- Highlighted on Frontline, The Education of Michelle Rhee, (2012)
- One of 25 principals selected to take part in Georgetown’s Executive Leadership Program (2012)

**NOTABLE RELEVANT ACHIEVEMENTS**

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**High School Leadership (2013- 2017)**

- Most improved high school graduation rate DC Metro Area 3 years straight 44% - 76% (2013-2017) (Citation: Washington Post)
- Met all instructional reading / math goals 5 years straight.
- Most reduced secondary suspension rate (2013 – 2015)
- Three-year increased attendance rate – 20 points (Citation: Harris Hero’s Video- Channel 7 News)
- Most improved SAT Scores Citywide (2016)
- 95% college application rate (2016)
- Four years state / city championship football team
- Two years state championship basketball team

**Assistant Principal**, Highlandtown Middle School (1997- 2002), Baltimore City Public Schools, Baltimore, MD

**Major Duties & Responsibilities:**

- Responsible for student achievement and the daily operation of various grade levels (6th -8th). Assistant principals served as grade level principals and handled every aspect of student achievement, teacher evaluation, discipline, and all other items for improvement and evaluation of identified grade level teachers

**Classroom Teacher**, Arlington Elementary School (1991-1997), Baltimore City Public Schools, Baltimore, MD

- 3<sup>rd</sup> Grade (All Male Class)
- 4<sup>th</sup> Grade
- 5<sup>th</sup> Grade (Math and Science)

## **PROFESSIONAL DEVELOPMENT & PRESENTATIONS**

- District-wide Diversity, Equity and Inclusion (DEI) efforts: Received recognition by the Missouri State Board of Education (2022)
- Hazelwood School District Strategic Plan (2023-2028): Directed, Facilitated, Planned and Developed: Received recognition by the Missouri State Board of Education (2023)
- Ongoing principal training / staff development (Professional Learning Community (PLC) Model / Restorative Practices/Student Discipline (2018- Present)
- Presentations (2018 – Present)
  - Effective Instructional Practices
  - Classroom Management- Effective Methods to Address Challenging Students
  - Dealing with Difficult Students, Parents and Staff
  - Administrative Longevity – How is it Accomplished?
  - How to Meet your Instructional Goals
  - Real School Turnaround – How is it Achieved?
  - Difficult Conversations
  - Instructional Leadership in Turnaround Settings
  - Effective Team Building and Organization

## **Publications**

- Slade, Darrin. (2012). *A Case Study of the Perception of School Principals Regarding the Micropolitics of Consolidating Public Schools*. University of Maryland, College Park, MD.