

MATTHEW FRANK

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Lifelong learner and educator dedicated to supporting student achievement through innovative school design, leadership coaching, technology implementation, dual language implementation and school visits.

EDUCATION

University of Texas at Austin
Master of Education in Educational Administration

Austin, TX
June 2011

University of Texas at Austin
Master of Education in Curriculum & Instruction (focus on Bilingual Education)

Austin, TX
June 2006

University of Texas at Austin
Bachelor of Science in Communications

Austin, TX
December 1999

EXPERIENCE

KIPP Austin Public Schools
KIPP Austin Obras

June 2010 – Present
Fisher Fellow, Founder, and Principal

Austin, TX
July 2012 – Present

As the founding school leader of KIPP Austin Obras, I planned all aspects of opening a school (instructional vision, culture vision, and operational vision) in July 2013 for 240 students and 18 staff members and scaling up to 590 students and a staff of 53 by 2016.

Leadership - Using data from semi-annual TNTP Stakeholder Engagement surveys, brought Obras to the top quartile (89th percentile) overall among KIPP's 209 schools, and among top 10 schools in distinct categories such as Operations.

- Responded to areas of the survey that indicated greatest needs on campus, such as 'providing more leadership opportunities' and 'individualized professional development'.
- Developed my founding Assistant Principal to become a school leader, developed 3 experienced teachers to become high performing Assistant Principals, and created dozens of leadership opportunities for classroom teachers who aspired to future leadership roles.
- Developed 2 distinct professional development scope & sequences: one for novice teachers and one for experienced teachers allowing them to choose content to fit the needs of their practice.
- Set and evaluated performance and development goals for all staff, directly or through secondary leaders.
- Managed \$3 million budget to drive student growth and achievement.

Academics - Through the selection of rigorous content, teacher development, use of technology, and education of students' families, Obras consistently met or exceeded expectations on STAAR (Texas's state test), MAP, and other measures.

- Researched & designed a partner-teacher based, 50/50 Two-Way Dual Immersion program for our specific student population aimed at teaching students to become bilingual and biliterate in English and Spanish, while simultaneously learning new content in a second language.
- Created school-wide systems for teachers to easily collect and record whole group and reteach data, as well as systems for Assistant Principals for how to review the data and use it to drive student achievement.
- Set and managed annual school-wide priorities based on student growth and achievement data, student and staff surveys, and family feedback.
- Through specific expectations for teachers regarding reteach and intervention (including minutes per day, data collection, and guidance on which students to serve), all teachers provided additional instruction to students who needed support.

Technology Implementation - Obras used technology to individualize instruction for students, facilitate teachers' ability to capture data for reteach lessons, and engage students in instruction.

- Established an in-class blended learning program in which students used adaptive software to learn at their unique instructional levels, allowing teachers to conduct small group reteach or intervention.
- Established routines wherein teachers instantly collected data using student voting hardware in order to check for mastery and identify students who required further instruction.

- Developed a weekly technology enrichment class in which all students learned to access email, communicate online, learn beginning coding, basic word processing skills, and typing.

Results

- Met or exceeded Texas's state test (STAAR) requirements each year.
- Consistently had $\pm 75\%$ of classrooms meeting our district's "College Ready Growth Targets" each year in Reading and/or Math, indicating that teachers we growing students towards the top quartile of performance on the MAP test and making between 1.25-1.5 years' growth each year.
- Met or exceeded yearly staff retention goal of 85% (retention of high performing teachers)
- Exceeded student retention goal every year with $<1\%$ regrettable attrition. (Goal was to have $<6\%$)

KIPP Austin Comunidad

Founding Assistant Principal

July 2010 – June 2012

Roles and Responsibilities

- Developed teachers through professional development, observation, and feedback cycles.
- Set and evaluated performance and development goals for direct reports.
- Created safe and efficient systems for arrival, dismissal, lunch, duties and other daily operations.
- Created spreadsheets and dashboards for recording data and displaying it in ways pertinent to efficient analysis.

Austin Independent School District September 2001- June 2006, January 2009 – June 2010

Austin, Texas

Galindo Elementary

1st Grade, 3rd Grade, & 5th Grade Bilingual Teacher

Roles and Responsibilities

- Designed curriculum & assessments to develop and measure students' critical thinking.
- Set goals for each student, both for grade-level mastery, as well as individualized growth goals.
- Ran an after-school program open to all students. Responsibilities including writing a grant to secure funds, hiring teachers and vendors to teach, and managing logistics related to running a successful and safe enrichment program.
- Served as Grade Level Chair, a PTO/PTA liaison, after school tutor, Chess club teacher.

Results

- 93% of G5 students passing Texas state test in Math, and 33% scoring exemplary scores (3 or fewer errors).
- 85% of G5 students passing Texas state test in Reading.

McGraw Hill/Booklinks

September 2006 – December 2008

New York City, New York

Copy Editor/ Freelance Curriculum Writer

Roles and Responsibilities

- Created original & boilerplate content for upcoming adoptions for various major textbook publishers.
- Created content for whole group reading, small group reading intervention, math computation (word problems), and phonics.
- Created ancillary materials (blackline masters and practice books) to accompany some of the above content.

ADDITIONAL SKILLS

- Bilingual (Spanish & English)
- Big picture thinker
- Highly detail-oriented
- Managing people through conflicts & challenges
- Managing adults/large teams
- Creating/Leading engaging Professional Development
- Designing new systems and programs
- Promoting project-based learning & developing critical thinking in students
- Experience with Sheltered Instruction techniques for teachers of English Language Learners
- Knowledge of Dual Language (Two-Way Dual Immersion)
- Experience establishing Blended Learning programs/routines, using technology to drive instruction