

Preface: Organizational Profile

P.1 Organizational Description

Deer Valley Unified School District (DVUSD), the sixth largest pre-kindergarten-12th grade public school system in Arizona (AZ). We serve the cities of Phoenix, Glendale, Peoria, Anthem, New River, Cave Creek, and the unincorporated areas of Maricopa County and cover more than 367 square miles, and educate over 34,000 students on 38 campuses. We have maintained an “A” rating, the state’s highest, since 2012.

P.1a Organizational Environment

P.1a (1) Educational Program and Service Offerings

Our curriculum stems from the Arizona College and Career Ready Standards (AZCCRS). We address individual student needs through rich and varied instruction, a wide range of sports and a full array of fine arts and extra-curricular activities. Teams of teachers, with input from parents and students, work together to ensure innovative, creative, rigorous, and relevant learning grounded in the AZCCRS.

Our instructional programs assure that student preparation enables a demonstration of proficiency in all content areas. Teachers utilize benchmark assessments in each academic level and content area to provide ongoing feedback regarding student progress. This allows for adjustments in the delivery of curriculum and differentiation to meet individual student needs. The district benchmark assessments align to the AZCCRS and provide one component of a balanced assessment system designed to provide ongoing data for improvement.

In FY15, district leadership formed a district committee to support the narrowing of our focus to three district initiatives: Assessment, AZCCRS, and Multi-Tiered System of Supports (MTSS). These three initiatives provide a coherent focus for continuous improvement and fulfill our district mission of building a collaborative and cohesive culture that systemically supports extraordinary achievement for all.

DVUSD provides a continuum of special education services to students with learning disabilities, behavioral and emotional disorders, physical or intellectual impairments, and developmental delays. Vista Peak (VP), our K-12 public day school serves exceptional students who qualify for specialized instruction. Our district also currently serves over 600 English Language Learners (ELL) using state-approved SEI models. Gifted students in K-8 have enrichment opportunities through gifted cluster classrooms and content replacement programs such as SAGE, Renaissance Highly/Profoundly Gifted Academies, advanced content middle school classes, and International Baccalaureate Middle Years Program (IBMYP). Community Education, Gifted Services and world language departments developed a Bright Child Gifted Kindergarten program. Additionally, Mandarin is offered at Gavilan Peak, Diamond Canyon, Desert Sage and Boulder Creek High School. Students may also opt to attend Career and Technology Education (CTE) courses with state certification programs. There are currently 22 Deer Valley programs with multiple course offerings, not including Western Maricopa Education Center (West-MEC) courses available. Other options include the International

Baccalaureate Diploma Program (IBDP), Advanced Placement (AP), and the opportunity to earn college credit in high school or the Arizona General Education Curriculum program, where students can earn their Associates degree while in high school. High school and middle school students may also choose from 198 course offerings within the DVUSD eSchool (online), or blended options. As an organization the primary focus is on nurturing students while maintaining high academic standards. This belief is reflected in our Vision, Mission, Core Value (MVV) statements, as well as our core competencies.

P.1a (2) Vision and Mission

Our District culture reflects a commitment to the principles and practices of Continuous Improvement (CI). Our vision is graduating lifelong learners who will successfully compete, lead and positively impact the world. Our mission is to provide extraordinary educational opportunities to every learner. In line with our mission, DVUSD provides quality in the following core competencies.

Our Core Competencies are:

- Learning organization
- Data driven culture
- Commitment to continuous improvement

Our Core Values are:

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| • Caring | • Visionary Leadership |
| • Student-Centered Excellence | • Organizational and Personal Learning |
| • Valuing Workforce Members and Partners | • Focus on Results and Creating Value |
| • Focus on the Future | • Managing for Innovation |
| • Management by Fact | • Societal Responsibility |
| • Agility | • Systems Perspective |

Stakeholder satisfaction and communication provide common threads within each of the core competencies. Aligned improvement efforts across all organizational systems fosters integration. This ensures a process and results oriented focus to achieve our mission. Students and staff embody performance excellence and high expectations. DVUSD makes a difference for our students, staff, and community by unlocking potential and creating lasting value. Our strategic plan serves as the foundation for our CI work.

The plan contains four key strategic priority areas:

- Excellence in Student Learning
- Excellence in Workforce Performance
- Excellence in Stakeholder Relationships
- Excellence in Organizational Improvement and Accountability

The 2016-2017 District Improvement Plan aligns to the Strategic Plan and leads the improvement work. The Campus and Department Improvement Teams (CIT/DIT) align improvement plans to the District Improvement Plan. All classified employees develop and align their Individual Professional Plan (IPP) goals to the Campus and Department Improvement plans (CIP/DIP). This alignment supports our mission, vision, and core values.

P.1a (3) Workforce Profile

We have 3,921 staff detailed in Figure P1. This equates to 2,195.5 Certified FTE and 1,495.3 Classified FTE. The varied educational requirements for employee groups and segments stem from those mandated by state and federal law. All certified employees must hold a minimum of a bachelor’s degree. Certified administrators hold a master’s degree or above. Classified staff must hold a high school diploma or GED, with the exception of Title I paraprofessionals who hold an Associate of Arts degree or have passed a state approved exam.

Support for our workforce to engage in our vision, mission and core values comes through coaching, recognition, mentoring, and professional learning opportunities. All employees align their individual work goals to support the strategic plan. The DV STAR workforce recognition program honors employees for exhibiting core values within their work environment.

Bargaining units that support employees include:

- Deer Valley Education Association (DVEA) for Certified
- Deer Valley Education Support Professionals Association (DVESPA) for Classified
- Building Leadership Team (BLT) for Administrators

Figure P1. Workforce Characteristics Diversity

Employee Groups	Number	Percent
Administrators	70	2%
Certified	2,131	53%
Classified	1,681	42%
Exempt	105	3%
Total Numbers	3,987	100%
Ethnicity	Number	Percent
White	3,821	89%
Hispanic	324	8%
Asian American	88	2%
African American	50	1%
American Indian	22	5%
Other/Pacific	3	.7%

P.1a (4) Assets

Our nearly 5 million square feet of facilities include 38 schools: 5 high schools (9-12), 3 middle schools (7-8), 14 K-8 schools, 15 K-6 elementary schools, and 1 public day school which is an alternative educational environment for grades 7-12 students who struggle in a large high school setting.

We have 4 specialized support facilities that house Transportation, Information Services & Technology (IS&T), Facility Maintenance, Purchasing Services, Material Distribution Center (MDC), Graphic Communications, Food & Nutrition and District Office. Community support is evident with the passing of the \$158 million bond in November, 2015, a new K-8 campus, as well as technology and capital improvements including conservation efforts, Capital override and modernization projects. Additionally, voters approved a 15% Maintenance & Operations (M&O) Override initiative in November of 2015.

DVUSD’s 16,485 computers, 2,486 Chromebooks and 16,260 iPads are on a five to seven year replacement cycle through the technology bond project. Interactive technologies

such as SMART Boards and student response systems engage students in the learning process. All 5 high schools have implemented a one-to-one Tech Rich initiative. Our website and intranet (portal) facilitate communication, knowledge sharing, and resources among parents, students, and staff. Parents access student grades and assignments online and staff access payroll and benefit information. My Learning Plan (MLP) provides an online catalog of district offered courses and allows employees to enroll and log their professional development. Canvas offers a system for online learning. The SchoolCity assessment system provides educators with the ability to create summative and formative assessments and analyze student assessment data.

P.1a (5) Regulatory Requirements

We received district-wide accreditation in FY13 through AdvancED, the premier accreditation organization for continuous improvement in PK-12 education. Accreditation requires annual reporting and a five year external review. Figure P2 lists legal and regulatory entities. The primary regulatory agencies include the U.S. Department of Education (DOE) and the Arizona Department of Education (ADE). Curriculum mandates by the state ensure all AZ school districts align to the AZCCRS. Additionally, adherence to building codes, fire marshal, and board policies are required. All staff must meet state and federal hiring requirements.

Figure P2. Regulatory Requirements

State	Federal
Arizona Administrative Code	Affordable Care Act
AZ Auditor General	Department of Transportation
AZ Instrument to Measure Standards (grades 3-10)	ESSA (Every Student Succeeds Act)
Arizona Interscholastic Association	FERPA, HIPPA, CIPA, EEOC, OCR OSHA, USDA, ADA, FMLA
A-F Letter Grade Accountability System	Freedom of Information Act
Arizona Open Meeting Laws	Government Accounting Standards Board
Arizona Public Records Law	Individuals with Disabilities Education Act
AZ Revised Statutes – Title 15	Section 504 (anti-discrimination of students with disabilities)
AZ State Retirement System	United States Code (Title I)
Uniform Systems of Financial Records	

P.1b Organizational Relationships

P.1b (1) Organizational Structure

We have a five member Governing Board (GB) elected by popular vote for alternating four year terms. Our GB sets overall direction and policy for district management to ensure academic integrity and protect stakeholders’ academic and financial interests. Management responsibilities include hiring and supervising the superintendent, approving all personnel and staffing changes, presiding over student and personnel appeals as requested, and oversight of all allocation and spending of district funds. Senior leadership consists of the Superintendent and Executive Cabinet (EC) as shown in Figure P3. Principals report to the Director of Administrative Leadership and Services (ALS).

Board policy and Administrative Management Guidelines (AMG) serve as the primary vehicles for process guidance in day-to-day operations. Senior leadership develop and use department plans and processes to ensure effective and efficient operations within the school district. The Superintendent and EC, with GB approval, oversee the implementation of the key strategic objectives through the district improvement plan to set direction for the district. District leaders report the progress of goals and processes to organizations such as Parent Organization Presidents and the Interfaith Advisory Council. Community events foster connections between school, district, and home.

Figure P3. Superintendent and Executive Cabinet

Core Function	Leaders Title	Major Supervision Area
Governance	Superintendent	Strategic Planning, Policy, Legal Compliance, Intergovernmental Relations
Curriculum, Instruction & Assessment	Deputy Superintendent	Curriculum, Instruction, and Assessment, Early Childhood, Online Classes, Fine Arts, Career & Technical Education, Instructional Technology, Gifted Services, Community Education, Programs, Library Media Services, Special Education, Federal Programs
Fiscal & Business Services	Deputy Superintendent	Payroll & Benefits, Facility Maintenance, Design & Construction, Transportation, Food & Nutrition, Purchasing Services, Graphic Communications, Material Distribution Center, Finance, HR, Information Services & Technology, Internal Audit
Administrative Leadership & Services	Director	School Operations, Supervision of Campus Administration, Succession Planning
Human Resources	Director	Hiring, Retaining & Evaluating Employees, Policy & Procedure Compliance, Mentoring, Induction, Employee Negotiations, Open Enrollment
Organizational Improvement	Director	District Continuous Improvement, District, Campus & Department Planning, Professional Learning
Data Analysis	Director	Research, Analytics, Data Management & Scorecards, Assessment Analysis, Survey Management & Reporting
Communications & Community Engagement	Director	Media Relations, Website, Production of Media, Public Information Requests, Business Partner, Parent Communication, Crisis /Issues Management, Marketing & Community Relations

P.1b (2) Students, Other Customers, and Stakeholders

Within the highly competitive educational environment DVUSD captures approximately 70% of the market segment and attracts a small percentage of its enrollment from outside the market area. The remainder of students attend charter, private, or are homeschooled. Parent groups strengthen productive partnerships in education. Through active participation on various district and campus committees, parents and parent organizations provide a communication bridge to achieve our mission and exceed key stakeholder requirements. Key stakeholder groups and their requirements are summarized in Figure P4.

Figure P4. Segment Requirements and Expectations

Market Segments	Key Requirements and Expectations
Students	Safe, secure & caring environment, Rigorous & engaging learning environment, 21 st Century skills, A quality education, Equal access to resources, Program choice, Activities, Positive relationships
Parents	Safe, secure & caring environment; Positive relationships, Volunteer opportunities, Highly qualified workforce, Fiscal responsibility, A quality education, Program choice
Employees	Competitive salary & benefits, Safe working environment, Technology, Resources & tools required for the job, Relevant professional development, Shared and ethical leadership, Communication, Opportunities for advancement
Governing Board	Sound procedures to support policy; Fiscal responsibility, Execution of policy & procedures with integrity, Communication
Community	Educated students, Social awareness & Responsibility, Operational and Fiscal responsibility, College & career ready graduates; Two-way communication
Business Partners	Workforce ready graduates, 21 st Century skills, Career & work ready graduates with effective work habits & ethics
Community Colleges and Institutions of Higher Education	21 st Century skills; College and career ready graduates with effective work habits & ethics, Partnership with educational programs, Students ready to succeed at the college level

P.1b (3) Suppliers and Partners

We actively seek and develop partnerships with businesses. A collaborative relationship with these businesses contributes to the cultural and financial support of public schools. DVUSD is dependent on local taxpayers to fund operating budgets. Sustaining community support of funding protects allocated resources. To ensure these efforts, relationships established with businesses enhance programs and services provided to students. We are members of Western Maricopa Education Center (West-MEC), a joint technical education district, offering expanded and innovative programs and CTE signature programs at our high schools. Partners and collaborators include parents, businesses, community members, booster clubs, Arizona Interscholastic Association (AIA), and multiple advisory committees. Our communication mechanisms for managing and maintaining relationships with suppliers, partners, and collaborators include both internal and external communication methods, stakeholder forums, owned media (website/portal), social media, traditional media (publicity), email, and surveys. Our partners

and collaborators participate on school and district improvement teams, advisory committees, and specific taskforces. The district uses their feedback and recommendations as input for the district planning and improvement processes. Partners and suppliers work with the district to develop innovative organizational processes (e.g., energy reduction through our utility management program).

We partner with volunteers who serve students as lunch monitors, trip chaperones, classroom support, and school office support. Volunteer training resulted in significant increases in the numbers of volunteers and volunteer hours since 2007.

District suppliers include vendors on our approved vendor list or through purchasing cooperatives that provide the best value for items and services supporting our priorities and goals. These vendors provide supplies including: educational resources, office supplies, technology hardware and software, food for our nutrition program, and building maintenance equipment and supplies. We have specific supply chain requirements to ensure student and staff safety through vendors providing quality products and services in a timely, economical manner.

P.2 Organizational Situation

P.2a Competitive Environment

P.2a (1) Competitive Position

Our reputation for educational excellence stems from being one of the highest rated school districts based on state accountability data. Despite this fact, we face competition in hiring quality staff, providing engaging programs and offering convenient school locations. Competition comes from surrounding school districts, 38 charter and private schools within our district boundaries, and an expanding virtual school presence. These schools have a combined enrollment of approximately 14,774 students. Charter schools compete based on size, academic performance, public funding, and specialized programs. Most private schools compete based on parochial factors. In order to effectively compete, we have aligned financial support to expand early childhood programs, fully fund full-day kindergarten, and publicize district achievements in an effort to increase market penetration. We leverage intelligent risk by implementing expanded early education programs, including full-day kindergarten in FY15, understanding it could take two years or longer to realize the payback with increased state funding. This decision helped reverse four years of declining enrollment to a 1.2% increase in enrollment the first year of implementation.

P.2a (2) Competitiveness Changes

We face emerging competition from online course programs, charter and private schools, homeschooling and the evolution of new innovative methods for technology-supported learning options. Additional online providers continue to enter the market and appeal to potential students, along with the educational services being offered by charter schools. Our primary competitive advantage is our reputation to deliver a higher quality of educational services and diverse programs that our competitors do not offer. Stakeholders choose us because of our extraordinary level of success in student learning and the ability to prepare students for a career or post-secondary education.

To sustain this advantage and increase rigor to improve student learning we:

- Commit to continuous improvements which support performance excellence
- Deliver a guaranteed and viable curriculum
- Ensure students achieve proficiency in reading, writing and mathematics as measured by state standards
- Exceed technological expectations for students and parents
- Expand collaborative efforts with post-secondary institutions
- Recruit, hire and retain highly qualified staff
- Implement teacher evaluations that include student achievement data
- Implement a compensation program for teacher performance based on student academic learning growth
- Provide compensated professional learning for classified staff members

P.2a (3) Comparative Data

Based on 2014 and 2015 feedback from Southwest Alliance for Excellence (SWAE), we have identified top performing competitors (benchmarks) to use for comparison of progress. Within individual CIPs/DIPs the top performers are documented and used to set goals that focus on excellence in support of the mission and vision. School districts, departments, schools, and businesses are used as viable benchmarks and partners in learning for future comparisons (Figure P5). At the regional and state level, we use comparison data of other districts similar in enrollment and funding. These comparative data points include state assessment results for math, reading, and science for grade levels 3-11. DIBELS results provide comparative data for primary reading. Nationally, we evaluate competitiveness in AP, SAT and ACT for our high schools. We make financial comparisons (e.g., funding per student) to comparable districts within Arizona. School-to-school academic comparisons are made with charter school data obtained from the state. A data source for private, parochial, virtual, and homeschool programs is not available to us at this time.

P.2b Strategic Context

Our systematic implementation of a district wide approach to continuous improvement began in 2008. The focus on the vision and implementation of the Baldrige framework serves as the backbone for aligning work systems and leveraging improvement. EC guides the development and implementation of goals and improvement plans (District Improvement Plan/CIP/DIP) to align with key strategic objectives. The current educational movement emphasizes the importance of higher education and career readiness in a global economy, providing more options for students upon graduation.

Our strategic challenges and advantages are identified in Figure P6. Our teaching and learning model ensures more students are taking rigorous and challenging courses. We provide more opportunities for students to excel at the highest academic levels in order to be college or career ready as high school graduates.

Figure P5. Comparative & Competitive Benchmarks

Key Academic Benchmark	Key Support Process Benchmark
State & Regional (Peoria, Paradise Valley, Dysart, Mesa, Cave Creek, Chandler, Scottsdale, Gilbert, Vail USD)	State & Regional (Peoria, Paradise Valley, Dysart, Mesa, Cave Creek, Gilbert, Chandler, Scottsdale)
State (AzMERIT), West-MEC	State (NVEC, West-MEC, EVIT, Tucson USD)
National (Cedar Rapids Community Schools, IA; Edmund PS, OK; Francis Howell PS, MO; Keller Independent SD, TX; Millard PS, NE; Naperville Community Unit SD, IL; Unified SD, KS; Williamson County, TN)	National (Mid-States) Benchmarking Consortium; Polk County; Minneapolis Public, MN; Menomonee Falls, WI; Gwinnett, GA; VA; Dept. of Ed. FL
National (ACT, SAT, Advanced Placement)	National Baldrige Recipients (Pewaukee SD, WI; Montgomery County PS, MD; Iredell-Statesville, NC)

P.2c Performance Improvement System

Our Performance Improvement System deployment and integration began in 2010. We use Baldrige criteria, our applications, site visits, and feedback reports for performance improvement and organizational learning. Annual cycles of improvement focus our employees on alignment within our systems as guided by the Baldrige Framework. Our EC operationalizes high expectations, shared goals, and peer accountability through the district improvement plan. This plan is reviewed quarterly with emphasis on long-term requirements needed to sustain and enhance our level of excellence and individual performance improvement.

We drive short cycles of improvement with *Plan Do Study Act* (PDSA) as part of our quarterly reviews of objectives, action plans, work systems and processes that support strategic goals. This key process has increased our integration, learning and results. We measure our improvements in quality, fidelity, intensity, and consistency (QFIC) of aligned instructional practices of student achievement.

Key cycles of improvement include:

- In FY10, we implemented a systems approach to CI requiring a data collection process, short cycle audits, external and internal reviews, workforce development, and intentional feedback to campus and department leaders. The Baldrige application process was used to gather external insights, as well as learn from site visits and feedback reports. Short cycles of learning were embedded within the improvement process.
- FY11, the PDSA process was embedded within CIP/DIP to guide the work. The CIP/DIP transitioned from a year-long plan to include short cycles monitored quarterly with actionable feedback provided. This resulted in improved classroom instruction and organizational effectiveness and efficiency. Campuses received written actionable feedback and structured protocols to support sharing of best practices.
- FY12, brought greater stakeholder input to process improvement. We learned more from our *Showcase in Excellence Award* application to Southwest Alliance for Excellence (SWAE) for the CIP process.

- FY13, systematic customized quarterly feedback reviews were provided for the CIP and DIP. Classroom teachers participated in a classroom learning walk-through protocol to observe best practices while experiencing job embedded coaching. DVUSD received system-wide district accreditation through AdvancED.
- FY14, the CIP transitioned to a web-based format through a partnership with Intel. The CIP process received the *Showcase in Excellence Award* from SWAE. The Classroom of Excellence Program was established to recognize exemplary instructional practices. The first organizational level application was submitted to SWAE.
- FY15, our collaborative partnership with Intel grew to include IS&T which resulted in a web-based CIP. Efforts than shifted to transition the DIP to a web-based format. DVUSD received the Level 2 Organization Commitment award through SWAE.
- FY16, the web-based DIP has been deployed. Senior leaders prioritized the actionable feedback gathered through three external audits: SWAE I, SWAE II, and Heinfeld, Meech & Co., lead to the development of the 2016-2017 DVUSD Improvement Plan. The feedback will lead to improved practices, knowledge sharing and increased integration and alignment. In preparation for the refinements to the strategic plan and AdvancED re-accreditation (FY17), stakeholders will be invited to attend focus groups that will elicit feedback and input.

Figure P6. Strategic Challenges & Strategic Advantages

Category	Strategic Challenges	Strategic Advantages
Programs & Services	The state accountability assessment, (AzMERIT); Meeting the social and emotional needs of all students through a Multi-Tiered System of Supports (MTSS)	Culture of CI, CTE On-line courses, Fine Arts, Fullday Kindergarten, Public Day School
Operations	Program evaluation process, Development and deployment of innovative processes	All improvement plans are aligned to the strategic plan, district improvement plan, (CIP/DIP/IPP)
Societal Responsibility	Reduction in state funding, Dependency on local funding initiatives, Benchmarking nationally for student Performance, Effective two way communication with all stakeholders, Percentage of homeowners without students, Systematic process to monitor unethical behavior	Award winning finance department, An “A-rated” district, supportive residents and business partners
Workforce	Statewide teacher shortage, Employee retention, Competitive salaries and Benefits, Succession planning for key employees	Certification Requirements, Experience of leadership, school administrators and teachers, Professional learning