

## Preface: Organizational Profile

### P.1 Organizational Description

Welcome to Deer Valley Unified School District (DVUSD) and our commitment to Continuous Improvement (CI), performance excellence, and quality and equity for all staff and students.

DVUSD is located in Arizona and serves Phoenix, Glendale, Peoria, Anthem, New River, Cave Creek and unincorporated areas of Maricopa County. DVUSD covers over 367 square miles, and is one of the largest PreK-12 districts in the state with 38 schools. DVUSD is one of the top school districts in Maricopa County with currently 84% of schools receiving A or B state ratings. The district offers a prekindergarten through grade 12 public school education for students. The primary service provides curriculum, instruction, and assessment in the core areas.

### 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 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 Arizona state standards.

Our instructional program assures that our students' preparation enables them to demonstrate proficiency in all content areas. Teachers utilize benchmark assessments in each academic level and content area to give ongoing feedback regarding student progress. This allows for adjustments in the delivery of curriculum and differentiation to meet individual 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 stakeholder committee to support the narrowing of our focus by determining three district initiatives: Assessment, AZCCRS, and Multi-Tiered System of Supports (MTSS). The three initiatives remain and provide a coherent focus for continuous improvement to fulfill our district mission by 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 currently serves approximately 600 English Language Learners (ELL).

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. Other options include the International Baccalaureate Diploma Program (IBDP); Advanced Placement (AP), and the opportunity to earn college credit in high school through dual enrollment coursework, early college, the Ace Plus Program or the Associate degree program. High school and middle school students may also choose from 175 course offerings within DVOnline (online), online and blended options. DVUSD has 14 Title I schools and 5 of these schools offer extended day services through the 21<sup>st</sup> Century Grant.

#### P.1a (2) Vision and Mission

Our District culture reflects a commitment to the principles and practices of Continuous Improvement (CI). CI in DVUSD is non-negotiable; it is the way we frame our work and is based on high expectations for all staff and students.

**DVUSD Vision:** *Graduating lifelong learners who will successfully compete, lead and positively impact the world.*

**DVUSD Mission:** *To provide extraordinary educational opportunities to every learner.*

#### **Our Core Values include:**

**RAISE** the bar of Extraordinary!

- **Respect:** We treat each other with dignity.
- **Accountability:** We fulfill our commitments.
- **Integrity:** We are honest and ethical.
- **Student Driven:** We put students first.
- **Excellence:** We strive to be extraordinary.

Aligned improvement 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. Our strategic plan serves as the foundation for our Continuous Improvement 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 2017-2018 District Integrated Action Plan and Campus and Department Improvement plans align to the DVUSD Strategic Plan. Employees develop and align their Individual Professional Plan (IPP) goals and Student Learning Objectives (SLO) to Improvement plans (CIP/DIP). This alignment ensures that our entire district is supportive of our mission, vision, and core values.

### P.1a (3) Workforce Profile

We have 3,862 staff detailed in Figure P1. This equates to 2129 Certified FTE and 1733 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.

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 and Building Leadership Team (BLT) for Administrators.

**Figure P1. Workforce Characteristics Diversity**

Ethnicity	Ethnicity	Ethnicity
White	3547	88%
Hispanic	310	8.0%
Asian American	98	2.0%
African American	54	1.0%
American Indian	20	.05%
Other/Pacific	1	.02%
Employee Groups	Number	Percent
Administrators	102	3%
Certified	2,129	53%
Classified	1,733	42%
Exempt	65	2%
Total Numbers	4029	100%

### P.1a (4) Assets

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

We have four 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.

DVUSD’s 6,500 desktops computers, 8,100 laptops, 8,000 Chromebooks and 13,500 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 high schools have implemented a 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 and staff access to 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 PK12 education. Accreditation requires annual reporting and a five year external review. Figure P2 lists the many 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)	Freedom of Information Act
Arizona Interscholastic Association	FERPA, HIPPA, CIPA, EEOC, OCR OSHA, USDA, ADA, FMLA
Arizona Open Meeting Laws	Government Accounting Standards Board
Arizona Public Records Law	Individuals with Disabilities Education Act
AZ Revised Statutes –Title 15	Every Student Succeeds Act (ESSA)
AZ State Retirement System	Office of Civil Rights (OCR)
Uniform Systems of Financial Records	Section 504 (anti-discrimination of students with disabilities)
	United States Code (Title I)

### 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 Administration Leadership and Services (ALS).

Board policy and Administrative Management Guidelines (AMGs) 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 Integrated Action 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, Assessment, Early Childhood Services, Online Classes, Fine Arts, Career & Technical Education, Instructional Technology, Gifted Education Services, Community Education Programs, Library Media Services, Special Education, EL
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 and Strategic Planning, Campus & Department Planning, Professional Learning, Federal Programs
Data Analysis	Director	Research, Analytics, Data Management & Dashboard, Assessment Analysis, Survey Management & Reporting
Communication & Community Engagement	Director	Media Relations, Production of Media, Public Information Requests, Business Partner Alliance, Marketing & Community Relations

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

Within the highly competitive educational environment DVUSD captures approximately 70% (2016) 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 environment; Rigorous & engaging learning environment; 21 <sup>st</sup> Century skills; A quality education; Access to technology; Program choice; Activities; Positive relationships
Parents	Safe, secure & caring environment; Positive relationships; Volunteers, Support engagement in student learning; 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 PD; Shared leadership; Communication; Ethical leadership; Opportunities for advancement
Governing Board	Sound procedures to support policy; Fiscal responsibility; Execution of policy & procedures with integrity; Communication
Community	Well educated students; Social awareness & responsibility; Operational accountability; Fiscal responsibility; College & career ready graduates; Two-way communication
Business Partners	Workforce ready graduates; 21 <sup>st</sup> Century skills; Career & work ready graduates with effective work habits & ethics
Community Colleges and Institutions of Higher Education	21 <sup>st</sup> 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, and a number of partners enhance programs and services provided to students. We are a member 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 (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 perform school office clerical tasks. Volunteer training resulted in significant increases in the numbers of volunteers and volunteer hours since 2007.

District suppliers include vendors on our awarded 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 and for vendors to provide quality products and services in a timely and economical manner.

## **P.1 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 (2016). These schools have a combined enrollment of approximately 14,774 students (2016). 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. 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 high level of success in student learning and the ability to prepare students for a career or post-secondary education.

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

- Focus on a commitment to continuous improvements that support performance excellence
- Deliver a guaranteed and viable curriculum
- Ensure students exceed reading, writing and mathematics proficiency as measured by state standards
- Maintain and 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's 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 feedback from Southwest Alliance for Excellence (SWAE), we have identified top performing competitors (benchmarks) to use for comparison of progress. School districts, departments, schools, and businesses are used to benchmark against and develop partnerships 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 testing for math, reading, and science for grade levels third through eleventh. 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 with charter school data is obtained from the state. A data source for private, parochial, virtual, and home school programs does not exist.

### **P.2b Strategic Context**

Our systematic implementation of a district wide approach to CI began in 2008. Executive Cabinet, under the direction of the Data Analysis and Organizational Improvement department, guides the development and implementation of goals and improvement plans. Our strategic plan serves as the backbone for aligning work systems and leveraging improvement. 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, Chandler, Scottsdale, Gilbert, Vail USD)
State (AzMERIT), WEC, Mid-States of Arizona	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; Olathe Unified SD, KS; Williamson County Schools, TN)	National (Mid-State Benchmarking Consortium; Polk County; Minneapolis Public, MN; Menomonee Falls, WI; Gwinnett, GA; HS/Virginia, VA; Dept. of Ed, Florida; MNPS, TN)
National (ACT, SAT, Advanced Placement)	National Baldrige Recipients (Pewaukee SD, WI; Montgomery County PS, MD; Iredell-Statesville Schools, 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. 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).

Key cycles of improvement include:

- 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.
- 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, we began providing systematic quarterly feedback

reviews for the CIP and DIP. Classroom teachers participate in a classroom learning walk-through protocol in order to observe best practices while experiencing job embedded coaching.

- In FY14, a partnership with Intel was formed to transition the CIP process to a web-based approach. The CIP process received the *Showcase in Excellence Award* from SWAE. The Classroom of Excellence Program was established to recognize and honor teachers for best instructional practices. Also submitted the first organizational level application to SWAE.
- FY15 a collaborative partnership with Intel and IS&T resulted in a web based CIP document. A web based DIP was under construction.
- FY16 senior leaders prioritized the SWAE feedback leading to improved practices and increased integration and alignment among departments. The web based DIP document has been deployed.
- FY16 a Level 2 application was submitted to SWAE. DVUSD applied for and received the Organization Commitment award through SWAE. The actionable feedback gathered through the three external feedback audits, SWAE I, SWAE II, and Heinfeld, Meech & Co., Deer Valley developed the 2016-2017 DVUSD Improvement Plan.
- FY18 AdvancED systemic accreditation application and visit.

**Figure P6. Strategic Challenges & Strategic Advantage**

Category	Strategic Challenges	Strategic Advantages
Programs & Services	The state accountability assessment, AzMERIT; Meeting social & emotional needs of all students; Transition to Multi-Tiered System of Supports	Culture of CI; On-line courses; CTE; Fine Arts; Full-day Kindergarten; Public Day School, Tech Rich Environments
Operations	Documenting district processes; Program evaluation process. Development and deployment of innovative processes.	Aligned improvement plans (CIP/DIP, IPP, SLO)
Societal Responsibility	Reduction in state funding; Dependency on local funding initiative; Benchmarking nationally for student performance; Effective two way communication with stakeholders; Percentage of homeowners without students; Systematic process to monitor unethical behavior	Award winning finance department; 84% of district with A or B rating Supportive residents and business partners
Workforce	Statewide teacher shortage; Employee retention; Competitive salaries and benefits; Succession planning for key employee	Certification Requirements; Experience of leadership, school administrators and teachers; Professional Learning