



ORGANIZATIONAL PROFILE

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Preface: Organizational Profile

P.1 Organizational Description

Welcome to Deer Valley Unified School District (DVUSD) and our commitment to continuous improvement (CI) using the Baldrige Criteria for Performance Excellence as a systems approach. CI in DVUSD is non-negotiable; it is the way we frame our work and is based on higher expectations for all staff and students. Our district is located in Arizona (AZ) serving Phoenix, Glendale, Peoria, Anthem, New River, Cave Creek and unincorporated areas of Maricopa County. DVUSD covers over 367 square miles, has 37 campuses and is one of the largest prekindergarten through grade 12 (PK-12) districts in AZ. DVUSD is one of the top school districts in Maricopa County and has received the state's highest rating of an A for the past 3 years.

P.1a Organizational Environment

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

DVUSD offers a public school education for students PK-12. Individual student needs are addressed through a rich and varied curriculum, 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 through the curriculum department to ensure innovative, creative, rigorous and relevant curriculum grounded in Arizona state standards. Delivery of the Arizona College and Career Ready Standards (AZCCRS) assures students are well prepared to demonstrate proficiency in all content areas. Teachers create benchmark assessments in each academic level and content area to give ongoing information regarding student progress, allowing for curriculum delivery adjustments and differentiation to meet each learner's needs. In 2014, we will begin national benchmarking for other grades with the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. In DVUSD, we measure each student based on a year-to-year growth model. Academic service delivery results in increased student growth targets.

For FY15, DVUSD is deploying a Multi-Tiered System of Support (MTSS) focused on tiered instruction to better meet student needs. MTSS provides a coherent system for continuous improvement to fulfill our district mission, a collaborative and cohesive culture that systematically support success for all students.

Instructional programs include a continuum of special education services for students with disabilities. DVUSD schools provide services to students with learning disabilities, behavioral and emotional disorders, physical or intellectual impairments, and developmental delays. The district will repurpose one campus to a Public Day School (PDS) in the 2014-2015 school year (FY15) to serve students currently attending out-of-district private facilities. DVUSD serves 178 English Language Learners (ELL). A continuum of services for gifted students in K-8 include gifted cluster classrooms, SAGE content replacement, Renaissance Highly/Profoundly Gifted Academies, advanced content middle school classes, and International Baccalaureate Middle Years (IBMY). Community Education will collaborate with Gifted Services and World Language divisions to offer Bright Child Gifted Prekindergarten programs in FY15. High school students may

opt to attend Career and Technology Education (CTE) courses with state certification programs; the International Baccalaureate (IB) program; Advanced Placement (AP); and high school juniors and seniors may earn college credits while in high school through dual enrollment programs. High school and middle school students may choose from 275 course offerings within the DVUSD eSchool (online) program. Extended learning for half day kindergarten students has been offered since 2011 through our Community Education department. FY15 the Board approved funding for all-day kindergarten at all campuses.

P.1a (2) Vision and Mission

DVUSD is committed to a culture based on the principles and practices of CI, which embodies performance excellence and high expectations for students and staff. Our strategic plan is our stake in the ground. 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

Campus and Department Improvement Teams (CIT/DIT) align improvement plans to the DVUSD Strategic Plan. DVUSD's purpose is to make a difference for our students, staff and community by unlocking potential and creating lasting value. We deliver on this purpose via our vision, core values and mission:

Vision Statement

Graduating lifelong learners who will successfully compete, lead and positively impact the world.

Core Values

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

Mission Statement

Our mission is to provide extraordinary educational opportunities to every learner. In line with our mission, DVUSD also provides quality in the following core competencies:

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

Stakeholder satisfaction and communication are common threads within each of the core competencies. Aligned



improvement across all organizational systems builds internal capacity and focuses the organization on becoming more process and results oriented in order to achieve our mission.

P.1a (3) Workforce Profile

The district has 3,680 staff detailed in **Figure P1**. The educational requirements for employee groups and segments are varied as mandated by state and federal law. All certified employees must hold a minimum of a bachelor’s degree, administrators hold a master’s degree or above. Classified staff must hold a high school diploma or GED with the exception of Title 1 paraprofessionals who may hold an associate of arts degree or have taken a state approved exam.

Our workforce is engaged in our vision, mission and core values through coaching, mentoring and professional learning opportunities. Additionally, all employees learn to align their goals to support the strategic plan. The DV STAR workforce recognition program honors employees for demonstrating core values.

Bargaining units that support employees include:

- Deer Valley Education Association (DVEA)
- Deer Valley Education Support Professionals Association (DVESPA)

Figure P1. Workforce Characteristics Diversity

Ethnicity	Number	Percent
White	3382	92%
Hispanic	200	5%
Asian American	52	1%
African American	30	.8%
American Indian	14	.3%
Other/Pacific	2	.5%

Education

Employee Groups	Number	Percent
School Administrators	64	2%
Doctorate	9	15%
Master’s	51	80%
District Office Admin	46	1%
Doctorate	4	9%
Master’s	16	35%
Certified	1787	49%
Doctorate	7	4%
Master’s	832	47%
Other Professional Staff	192	5%
Doctorate	12	6%
Master’s	106	55%
Exempt Staff	62	2%
Doctorate	1	2%
Master’s	1	2%
Classified Staff	1529	42%

P.1a (4) Assets

Our nearly 5 million square feet of facilities include 37 schools: 5 high schools (9-12), 3 middle schools (7-8), 13 K-8, and 16 K-6 elementary schools with one school repurposed as an alternative blended-learning environment. Additionally, the district has six specialized support facilities to house Transportation, Information Services & Technology (IS&T), Facility Maintenance, Purchasing/MDC/Print Shop, Food & Nutrition and District Office.

Our community demonstrated support for the district by approving the 2008 bond sale of \$148 million for capital improvements to facilities, health, safety, security, cost saving conservation efforts, and modernization projects enabling the district to modernize five campuses and install solar panels at several facilities. In November 2013, the community supported our district by passing the \$158 million bond to continue capital improvements and to maintain our current technology replacement cycle. In partnership with Western Maricopa Education Center (West-MEC) we are able to provide CTE signature programs at our high schools.

DVUSD’s 21,455 computers, laptops and tablets 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. The district’s website and intranet (Portal) facilitate communication, knowledge sharing, and resources among parents, students, and staff. Examples include parent access to student grades and assignments and staff access to payroll and benefit information. My Learning Plan and Blackboard provide learning courses for employees and students.

P.1a (5) Regulatory Requirements

DVUSD 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. DVUSD is accountable and responsible to numerous legal and regulatory entities, a sample listing is provided in **Figure P2**. The primary regulatory agencies are the US Department of Education (DOE) and the Arizona Department of Education (ADE). Curriculum mandates by the state ensure all districts align their curricula to the AZCCRS. All staff must meet state and federal hiring requirements.

Figure P2. Regulatory Requirements

State	Federal
Uniform Systems of Financial Records	Government Accounting Standards Board
AZ Revised Statutes – Title 15	Individuals with Disabilities Education Act
Arizona Interscholastic Association	NCLB (Adequate Yearly Progress)
AZ Auditor General	Race to the Top
Move on When Reading	Freedom of Information Act
Arizona Instrument to Measure Standards (grades 3-10)	FERPA, HIPPA, CIPA, EEOC, OCR, OSHA, USDA, ADA, FMLA
Arizona Administrative Code	Affordable Care Act
A-F Letter Grade Accountability System	Teacher Advancement Program (TAP)
Arizona Open Meeting Laws	Department of Transportation
Arizona Public Records Law	United States Code (Title I)
Arizona State Retirement System	Section 504 (anti-discrimination of students with disabilities)

P.1b Organizational Relationships

P.1b (1) Organizational Structure

DVUSD is governed by a five member Governing Board (GB) elected by popular vote to alternating four year terms. The



GB sets overall direction and policy for district management to ensure academic integrity, and protects 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 overseeing of overall 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 Associate Superintendent of Administrative Leadership and Services (ALS). Board policy and Administrative Management Guidelines (AMG) serve as the primary vehicles for guidance in day to day operations. Senior leadership develops and uses 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 strategic plan to set direction for the district.

Figure P3. Superintendent and Executive Cabinet

Core Function	Leaders Title	Major Supervision Area
Governance	Superintendent	Strategic Planning, Policy, Legal Compliance, Intergovernmental Relations
Administrative Leadership & Services	Associate Superintendent	School Operations, Special Education, Early Childhood Services, Federal Programs, Supervision of Campus Administration and Programs
Curriculum, Instruction & Assessment	Associate Superintendent	Curriculum, Instruction, Assessment, Online Classes, Career & Technical Education, Instructional Technology, Other Special Programs, Community Education Programs
Fiscal & Business Services	Associate Superintendent	Payroll & Benefits, Facility Maintenance, Design & Construction, Transportation, Food & Nutrition, Purchasing, Printing & Graphics, Material Distribution Center, Budget, Finance, Accounts Payable, Information Systems & Technology
Human Resources	Associate Superintendent	Hiring, Retaining & Evaluating Employees, Policy & Procedure Compliance, Employee Negotiations
Continuous Improvement & Professional Learning	Director	District Continuous Improvement, Campus & Department Planning, Professional Learning
Data Analysis & Accountability	Director	Research, Analytics, Data Management and Dashboard, Assessment Analysis, Survey Management & Reporting
Communication & Community Engagement	Manager	Media Relations, Production of Media, Public Information Requests, Business Partner Alliance

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

Our key market segment is children in PK-12 grades. Key stakeholder groups and their requirements are summarized in

Figure P4. The ethnicity for our total student population of 34,187 includes: Asian/Pacific Islander 3%, African-American 3%, Hispanic 14%, American-Indian 1%, White 78%, Male 17,792 and Female 16,395. Our special education population is 9%, ELL 2% and our gifted population 9% of our total student enrollment.

Figure P4. Key Stakeholder Requirements

Key Stakeholder	Key Requirements	Expectations
Students	Safe & secure environment; Rigorous & engaging learning environment; 21 st Century skills	Quality of education; Embedded use of technology; Program choice; Activities (co-curricular, extracurricular); Positive relationships
Parents	Safe & secure environment; 21 st Century skills; Highly qualified workforce; Fiscal responsibility	Quality of education; Embedded use of technology; Program choice; Positive relationships
Employees	Competitive salary & benefits; Safe working environment; technology, resources & tools required for the job	Relevant & embedded PD; Shared leadership; Communication; Ethical leadership; Conditions conducive to student learning
Governing Board	Sound procedures to support policy; Fiscal responsibility	Execution of policy & procedures with integrity; Pro-active communication
Community	Well educated students; Social awareness & responsibility; Operational accountability; Fiscal responsibility	Communication; College and career ready graduates
Business Partners	Workforce ready; 21 st Century skills	Minimal retraining; Effective student work habits & ethics
Community Colleges and Institutions of Higher Education	21 st Century skills; College and career ready graduates	Partnership for educational programs; No remediation required; Effective student work habits and ethics

P.1b. (3) Suppliers and Partners

We actively seek and develop partnerships with a variety of stakeholder groups and organizations to achieve our mission and exceed key stakeholder requirements. DVUSD is a member of West-MEC, a joint technical education district, to offer expanded and innovative CTE programs. Other partners and collaborators include parent, business, community partners, extracurricular booster clubs, Arizona Interscholastic Association (AIA) and multiple advisory committees. Our communication mechanisms for managing and maintaining our relationships with suppliers, partners, and collaborators include both internal and external communication methods such as



email, social media, stakeholder forums and surveys. Partners and collaborators participate on school and district improvement teams, advisory committees, and specific task forces. The district uses their feedback and recommendations as input for the strategic 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 also partner with volunteers who serve students as lunch monitors, trip chaperones, classroom support, and perform school office clerical tasks. Volunteer training and support resulted in significant increases in the numbers of volunteers and volunteer hours over the past several years.

Our suppliers include vendors on our approved vendor list or through purchasing cooperatives which provide the best value for items and services supporting our strategic 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.2 Organizational Situation

P.2a Competitive Environment

P.2a (1) Competitive Position

DVUSD has the sixth largest student population in AZ covering 367 square miles, making it the largest geographic school district out of 58 located in Maricopa County. We have a total of 37 campuses with 34,187 students currently enrolled. Enrollment dropped from a high of 36,528 students in FY10, to a 6% reduction over the last four years. The drop in enrollment is evidence of a highly competitive environment coupled with lower population growth as a result of an economic recession. DVUSD is one of the highest rated school districts based on state accountability data; only one other contiguous district shares the highest possible rating. Local competition for quality staff and students is based on program offerings, school location, commute, and environment. Competition includes surrounding school districts, charter schools, private schools and an expanding virtual school presence. There are 45 charters and private schools located within or bordering district attendance boundaries. These schools have a current enrollment of approximately 12,900 students, representing 28% of the potential student body for DVUSD. Charter schools compete based on academic performance, all-day kindergarten, public funding, and specialized programs. Most private schools compete based on parochial factors. In order to compete with these schools, DVUSD has prioritized financial support for FY15 to expand early childhood programs, fund full day kindergarten, and be more intentional about publicizing district achievements.

P.2a (2) Competitiveness Changes

The primary factor determining our success relative to our competitors and comparable organizations is our ability to increase rigor and continue to improve the level of student learning, improve student readiness for a career or post-

secondary education, and close the gap for all students so student achievement outcomes are not predictable by race, ethnicity, disability, gender, English language proficiency, or socioeconomic status. The key changes impacting our ability to continue to increase rigor and close achievement gaps include:

- Maintaining a guaranteed and viable curriculum while changing content standards and deploying AZCCRS.
- Implementing Move On, When Ready (MOWR) a federal requirement impacting all third grade students who fall far below on the AIMS reading assessment.
- Implementing teacher evaluations which include a student achievement component, using student learning objectives at the classroom level.
- Implementing a compensation program for teacher performance based on student achievement.
- Maintaining and exceeding technological expectations for students and parents in an environment where many students bring their own devices and desire to use them.
- Pursuing performance excellence using a systems approach to CI.
- Adjusting to significant financial resource reductions over the past five years.
- Recruiting, hiring, and retaining highly qualified staff in the current financial environment of continued cut-backs of state funding and only a 1% salary increase during the past five years.
- Expanding collaborative efforts with post-secondary institutions (state universities, community colleges, and private universities).

P.2a (3) Comparative Data

DVUSD identified school districts, departments, schools, and businesses to benchmark against and are developing partnerships for future comparisons (**Figure P5**). At the regional and state level, we use comparison data to other districts similar in enrollment and funding. Financial comparisons (e.g., funding per student) are obtained through data sharing with comparable districts. School to school comparisons are made with charter school data provided by the state; however, data are not available regarding private, parochial, virtual and home school programs, services or academic results. Comparative data are available through AIMS for math and reading for grade levels third through eighth and tenth grades. Academic benchmarking is performed using AIMS for math and reading in grades third through eighth and tenth grades. DIBELS results provide comparative data for primary reading. Nationally, we evaluate competitiveness in AP, SAT and ACT for our high schools.

P.2b Strategic Context

DVUSD is intentional and purposeful about using a district wide approach to CI with specific systematic and systemic processes used at the district, school, and classroom levels. Our continuous focus on the vision and implementation of the Baldrige criteria has been critical in aligning work systems. EC guides the development and implementation of campus/division/departments goals and improvement plans (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, therefore providing more options for students upon graduation. Our strategic challenges and advantages are identified in **Figure P6**. We are restructuring the current teaching and learning model to ensure more students take rigorous and challenging courses and have opportunities to excel at the highest academic levels to be college or career ready as high school graduates.

Figure P5. Comparative and Competitive Benchmarks

Key Academic Benchmark Data	Key Support Process Benchmark Data
State & Regional (Peoria, Paradise Valley, Dysart, Cave Creek, Mesa, Chandler, Scottsdale, Gilbert, Vail USD)	State & Regional (Peoria, Paradise Valley, Dysart, Cave Creek, Mesa, Chandler, Scottsdale, Gilbert, Vail USD)
State (AIMS Ranking)	State (NVEC, WestMEC, EVIT, Tucson USD)
National (Cedar Rapids Community Schools, IO; 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; Bethel Park, PA; Gwinnett, GA; HS/Virginia, VA; 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

The improvement process encompasses the senior leadership focus on alignment and integration with input from administrators and CI teams. The CI process is driven by student formative and summative assessment results as well as process implementation data based on the expected quality, fidelity, intensity, and consistency of aligned instructional practices geared to impact student results. In 2010, DVUSD began implementing a systems approach to CI using a data collection process, short cycle audits, external and internal reviews, workforce development, and providing intentional and purposeful feedback to campus and department administrators. While integrating planning, implementation, and results, we ensure improvement is aligned into effective instruction in the classroom and effective and efficient department processes for the district. The following year, campus and department leaders utilized a Plan Do Study Act (PDSA) format as a tool to plan for improvement. The DIP and CIP transitioned from a year-long plan to short cycles monitored quarterly for action steps, process and results. Our systems approach to CI increased awareness for implementation of short-cycle PDSA to improve the process and transfer knowledge at the campus and department levels. In 2012, the district submitted *Showcase in Excellence Award* applications to Southwest Alliance for Excellence (SWAE) for the CIP and DIP processes to receive feedback and to make refinements and improvements. During FY13 additional external reviews with feedback were utilized for both campus and department improvement plans. Building administrators and

district employees conduct weekly Classroom Walk-Throughs (CWT) and results are used to provide aligned and integrated professional development. The Director of CI revised the process in 2013 using actionable feedback from teachers and campus administrators, the customers of the process. During 2014, we deployed weekly Continuous Improvement Learning Walks (CILW) providing immediate feedback to teachers and administrators at each campus.

There is an intentional focus on sharing knowledge using a systematic approach to enhance school performance in student results and teacher practices. This change is shifting the organizational focus from independent schools to a system of schools focused on continuous organization-wide improvement.

Figure P6. Strategic Challenges and Advantages

Category	Strategic Challenges	Strategic Advantages
Programs & Services	Development of formative and summative assessments across all grade levels and content areas Establishing clear and concise focus to increase expectations and results Meeting the social and emotional needs of all students	Culture of CI; Targeted PD; eSchools online program; All day kindergarten; Pre-K language immersion and bright child gifted programs; Public Day School
Operations	Documenting district processes Program evaluation process	Department and campus improvement planning process; Facilities
Stakeholders	Nationally benchmarking student performance Effective two way communication with stakeholders	34,187 students and 3,680 staff ; sheer # of people in district; Sense of community
Finances	Reduction in State funding Due to declining enrollment Percentage of homeowners without students	Award winning finance dept.; Supportive residents & business partners
Technology	Bring your own device program 1 to 1 Initiative	Bring your own device program; Equity & productivity
Workforce	Employee retention in high stress, competitive and entry level positions Changing legal requirements regarding evaluation Reallocating finances to stay competitive in salaries and benefits Succession planning for key employees	Recognized for best practices in hiring process; Commitment to staff improvement through mentoring, training, personal and professional development; Individual expertise