

TUSD

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Superintendent

Superintendent Evaluation 2013-2014

Introduction:

We are at the end of the final month for the 2013-14 school year. A year ago at this time, I was preparing to meet with the public at Catalina High School. It's been 11 months since I arrived in July of 2013. There is much work that has been done with much more that remains. We have addressed long-standing items but have a long list of items that await careful attention and swift action. As opposed to focusing on what we can't do as a result of diminishing State funding for public education, we focused on what we would do, and in turn, we accomplished much.

Upon arriving, I had key executive leadership vacancies to fill. I hope to have no vacancies or interim titles remaining on the superintendent's leadership team after the June 10, 2014 Board meeting. We have assembled a strong team from across Southern Arizona in addition to two leaders who joined me from Texas. We have spent quite a bit of time getting to know our in-district leaders and have promoted principals to central leadership roles, assistant principals to principal roles, and teachers and other educators to assistant principal roles.

Through the collaborative energy created via the Instructional Leadership Academies (ILA) held twice a month with all principals, assistant principals, and central office instructional staff, I learned as much from our leaders as I hope they learned from me. And, through this dynamic interaction, the next set of district-level leaders arose to take on the challenges we worked through during our learning sessions. By the end of the year, we had developed a good level of trust and a stronger understanding of how student-learning information can guide our staffing, scheduling, intervention, and campus decision-making processes.

As many Board members shared their concerns about vacancies at the campus and district leadership levels, we used the ILA meetings to identify potential district-level leaders and created the Leadership Preparation Academies (LPA). We began this work the second semester of the school year and sought out a dynamic and diverse group of candidates. The candidates were recommended by sitting principals and central office leadership. The success of the LPA became evident when over $\frac{3}{4}$ of our new principals and assistant principals came from the LPA.

Another key area of focus centered upon our Culturally Relevant Curriculum (CRC) work. The team has spent a lot of time working to develop a model curriculum in this area with a clear scope-and-sequence, Board approved resources, and measures of student success. As a key aspect of the Unitary Status Plan (USP), we have made CRC courses in social studies and English language arts available across the district and have identified and trained staff. We have done a lot of work in this area and will continue to refine the curriculum, practice, and impact of our CRC courses. Along with this work, the Board approved the return of seven texts for use in the district that had previously been removed from classrooms to libraries.

Support for our teachers was highlighted in every conversation I had with Board members as I came into TUSD. I conveyed how we had raised salaries in my previous district and how I would work with our TUSD team to find a way to do the same. As I began looking at teacher salaries, it

became clear that we had a major issue with the salary schedule. I noted, as many Board members did, that we paid competitively at the starting salary level, but there was little separation in compensation from year-to-year as teachers gained experience. In other words, we had raised the starting salary but done very little with the remainder of the salary schedule beyond longevity pay points.

After much research and budget analysis, we rolled out 1 million dollars to begin fixing the salary schedule. We touched over 600 teachers the first year, and with 4.9 million approved by the Board, we will provide salary adjustments and a predictable \$500.00 a year step increases. This work will be completed within the next two years. Thereafter, teachers will have a predictable, set salary schedule with annual increases in play. We are looking at compensation for all TUSD staff going forward.

Class size was brought to my attention as a new superintendent, but also as a parent. After a careful analysis of the district budget, we found a way to move 4.4 million dollars out of central office and onto the campuses to drop class size to a 27:1 student-to-teacher ratio. While anticipating a decrease of 1,500 students, we maintained 60 teachers. In this, we truly maintained 60 teachers, as we did not lay teachers off this year. Instead, we spent our energy matching existing TUSD teachers with existing or new vacancies.

Communication was cited as an area in need of improvement. Taking this very seriously, I have been consistent in writing a very detailed newsletter to communicate with the public and all TUSD. These newsletters are emailed to all TUSD team members and posted on the TUSD website under the superintendent's page. They will be linked to TUSD's Facebook page moving forward. I have also made it intentional to set multiple meetings to obtain feedback from parents and community members. We have a good beginning and will continue our work in this area. We have deployed Parentlink, a tool cited as incompatible with our existing system upon my arrival, and communicated with parents on topics from magnet meetings to emergencies on school grounds. We have big plans for Parentlink moving forward.

In terms of advisement, I meet with one campus teacher from every TUSD school once a month. We began these meetings the second semester of the school year, and the Superintendent's Teacher Advisory Council assisted by providing solutions and ideas to consider during the strategic planning process. My intention is to continue this work. As we prepare for the next school year, I will hold standing meetings with members of the African American community and Native American community. We began meeting this year, and we want to ensure standing meetings. I have maintained a standing meeting with University High School parent leaders to support UHS in a collaborative effort to look to the future of one of the Nation's best schools.

The items I have shared above are only a fraction of the work we have done this year in TUSD. We have committed much effort to build curriculum and to update our technology capacity. We have provided support for two comprehensive audits, and have begun to use the audits to drive our strategic planning solutions and vision. The audits have also informed organizational restructuring and key aspects of our Enterprise Resource Program (ERP) exploration, Board recommendation, and procurement.

We have been busy this year. I built this list of priorities from working with you, the Board. I have continuously shared the progress in these areas through my one-on-one meetings with each of you, as well as through my written updates, Board reports, and the agenda items put before you. As you look through the priority goals, you will see the item and what has been

accomplished. It's amazing what we have been able to do in eleven months, and we have much more good work in store. I thank you, my supervisors and guides, for your effort, energy, support, and desire to make TUSD the district our community demands and deserves.

Initiatives and Rubric:

*From my conversations with each Board member, **15 Key Initiatives** were identified. I have cited the initiatives, below, as well as detailed criteria that had to be addressed to move the initiatives forward. I included USP requirements, below. Though they existed before I arrived, I wanted to share that above and beyond the 15 Key Initiatives, I have led the work in addressing the USP.*

Initiative 1: HR and Finance to complete Phase I of the teachers' salary compression.

1. This process involved several meetings with TEA.
2. The process required extensive data queries from Technology Services.
3. The process required collaboration with Finance, TS, HR and Payroll to complete implementation.

Initiative 2: Implement a no-RIF decision to ensure the district maintains and honors our teachers.

1. Created a central pool for teachers without a position in the school sites.
2. This process required major change in business procedure and required a high level of collaboration among several Operations departments including Payroll, Finance and HR.
3. Established system by which teachers who are not assigned to a campus will remain as long-term substitute teachers for a year to help with substitute teacher vacancies in the district.

Initiative 3: Complete the efficiency audit to review all Operations function in the district.

1. This process entailed an RFP process, surveys, interviews, data gatherings and analysis, as well as benchmarking against more effective and efficient districts which provided recommendations for best practices that will help the district improve operationally.
2. This process required the coordination of multiple meetings across the district.
3. This process required gathering data from existing files as well as data generation as required by the auditors.
4. This process required the coordination of multiple meetings with educators, administrators, and Board members.

Initiative 4: Complete the Strategic Plan launch.

1. Coordinated event for February 25, 2014 Strategic Planning launch.
2. Aggregated data from February 25, 2014 Strategic Planning launch.
3. Created web link to obtain community feedback regarding five Strategic Planning areas.
4. Worked with principals, teachers and students to obtain feedback for Strategic Planning purposes.
5. Coordinated four meetings with general public to create strategic priorities and SMART goals for Strategic Plan.
6. Completed four meetings with the community to analyze their input and formulate the district's strategic priorities for the next five years.
7. Kept Board updated with progress regarding the Strategic Plan.
8. Used the Curriculum Audit to identify direction and solutions for the five Strategic Plan

areas.

9. Used the Efficiency Audit to identify direction and solutions for five Strategic Plan areas.
10. Present plan to the Board for approval. *Scheduled for July 22, 2014*

Initiative 5: Reduce class sizes to the average ratio of 1:27 across all grades except for K-1 where the average class size is 1:24.

1. Reviewed all funding sources line item by line item within the district.
2. Identified 4.4 million of centrally allocated dollars to move to campus.
3. Made appropriate budget shifts for the 2014-15 budget.
4. Worked with middle schools to build master schedules with 27 students as the average.
5. Work with high schools to build master schedules with 27 students as the average.
6. Worked with elementary schools to establish 27 students as the average
7. Worked with K-8 schools to establish 27 students as the average
8. Identified central office support staff to assign to schools for behavioral and academic support
9. Created data-dashboard view to monitor 1:27 initiative.
10. Created protocol to adjust staffing numbers should student enrollment increase or decrease significantly.

Initiative 6: Establish clearly understood processes for compliance with local regulation and policy, as well as state and federal laws.

1. Payroll conducted training regarding time record keeping for overtime and compensatory time; child labor law working hours and type of work restriction; and overtime blended rate calculation.
2. HR created annual and monthly contract procedures regarding contract issuing.
3. Completed second-year hiring process requirements for diverse committee membership composition as required by the USP.
4. HR completed the Central Leadership Application/Hiring Process.
5. HR reviewed, revised and reclassified the USP related job descriptions.

Initiative 7: Establish consistently communicated and executed measures for internal control and accountability.

1. A draft of a Purchasing Handbook has been completed, which is accessible by every Purchasing team member. By July 1, 2014, we will have a Purchasing Handbook containing updated and consolidated purchasing procedures to improve the efficiency and effectiveness of the Purchasing Department as well as the District with a basis derived from the Efficiency Audit.
2. A School Finance Manual has been drafted and is aligned to Efficiency Audit recommendations.
3. Operations streamlined the receiving and distribution process.
4. School Safety created a communication protocol for lost students, as well as a protocol for searching for lost students.
5. School Safety created a protocol for occasion when, by accident, Transportation leaves or picks up students at incorrect locations.
6. Completed a process to get information to and from parents regarding lost students.
7. School Safety created a process to notify school and/or district leadership when students are involved in situations regarding School Safety.
8. Finance, HR and IT collaborated to create an electronic form that is being tested for employment action activities such as hiring, transferring, etc.

9. HR developed an administrative leave protocol and administrative internal procedure that includes notification to the Board via the legal office.
10. TS developed a Technology Condition Index (TCI) to comply with the USP. The application has been created and will be executed twice during the 2014-2015 school year.
11. Operations established professional development regarding existing, refined, and/or new operational protocol and standards that enhance services in TUSD.

Initiative 8: Enhance or establish quality, technology-based system automation to allow for better service and turnaround time.

1. Finance implemented the first phase of credit card machines in Sahuaro, Pueblo, Food Services, Finance and the Infant Care Centers. This phase is a test before we implement the program District-wide, which will start in the 2014-2015 fiscal year.
2. Technology Services implemented Phase 1 of Microsoft Office 365. This phase includes assessment of the environment, creation plan for conversion and building of a supporting environment.
3. Technology Services implemented Phase 1 of Microsoft Application Server. This phase includes assessing the environment, creating a plan, and upgrading of: datacenter, core network, security, virtual server environment, 2012 Network Services Architecture, Windows XP elimination and computer refresh/imaging.
4. Finance completed Phase 1 of the ERP implementation. This phase includes assessment of needs, evaluation of solution and recommendation to the Governing Board.
5. Technology Services built the infrastructure to support the new ERP installation.
6. Technology Services completed the anticipated tasks for the ITIMI project as assigned for the 2014 fiscal year.
7. Technology Services implemented SharePoint to help the organization share information more effectively and efficiently. For instance, we now use SharePoint for Requests for Information, meetings, shared calendars and shared documents.
8. Technology Services developed the dashboard model. TUSD also partnered with ADE in their development of a dashboard solution.
9. The Deputy Superintendent's Office implemented Phase I of digital archiving which covered Payroll, Benefits and student records of closed schools.

Initiative 9: Establish student-centered operational protocol and standards that enhance student learning and instructional delivery.

1. Food Services increased the speed of their meal service line and participation with site operations. Food Services reduced key punches at all stations, created new station logos and signs, added new menu items and developed twelve new entrée and/or side item recipes.
2. Operations created protocols for boundary changes and demographics. The Governing Board approved the policy related to boundary.
3. Student services modified the enrollment process to incorporate the USP requirements. The Governing Board approved the related policy.
4. Operations developed and modified School Choice Lottery for student enrollment, incorporating the USP requirements.
5. Technology Services completed the technology setup for the Professional Development Center at Duffy Student Support Center, setting up model classrooms for training. The Maroon conference room has likewise been equipped.

6. Operations created the Adopt-a-School program and serviced four schools in the 2013-2014 fiscal year.
7. Technology Services provided instructional technology professional development for all classroom personnel: SuccessMaker and Promethean Board training were provided to a wide range of instructional staff.
8. School Safety, Technology Services and Communications created a district Emergency Notification System. Implementation is complete and the system is now being utilized for emergency notification.
9. Technology Services assisted School Improvement by accepting an ADE Computer Grant. 2,300 computers were deployed in a tight deadline as well as training teachers about laptop cart use and management.
10. Technology Services completed PARCC Field Testing: 43 campuses successfully conducted an online assessment of the PARCC for the first time.

Initiative 10: Establish an aligned curriculum management system throughout the district, PK-12, which supports a clearly defined written, taught, and assessed curricular process.

1. Oversaw the support, process, and rollout of the district-wide curriculum audit.
2. Finalized the development of Culturally Relevant Curriculum (CRC) frameworks.
3. Hired a CRC Director.
4. Hired a MC Director.
5. Developed and established a Dual-Language model (will go live in the fall of 2014).
6. Developed a district-wide assessment calendar for benchmarking.
7. Determined what will be the district's Fine Arts program and staffing standard for all campuses and added fine arts on all k-12 campuses.
8. Determined what standard specials/electives will be offered at all elementary and middle school campuses.
9. Determined the district's school staffing standard for all campuses.
10. Develop a comprehensive magnet plan to strengthen the integration and educational quality of all magnet schools and programs.
11. Determined what will be district's standard format and structure for its Infant Early Learning Centers.

Initiative 11: Establish a system for planning and sharing among teachers and administrators based on student data and analysis.

1. Developed plan to implement culturally responsive (SAIL) training.
2. Provide SAIL training to all instructional staff in March. Train-the-Trainer dates are set for June & July.
3. Provided training to all administrators on the process for interpreting student data, e.g. data disaggregation and follow-up steps.
4. Provided training to instructional staff on using the district-created data analysis system.
5. Analyzed current information systems to determine the best solution for a centralized Learning Management System, Master Scheduler, Grade Book, etc.
6. Provided training to instructional support personnel and campus administrators on the district-wide Multi-Tiered System of Support (MTSS/RTI) plan.
7. Developed a rollout plan and training dates for campuses that have yet to implement PBIS; and for ongoing Restorative Practices training.
8. Provided ongoing PBIS and RP support to campuses through LSCs.
9. Reviewed and assessed existing ALE programs and strategies.

10. Developed (and will implement) an ALE Access and Recruitment Plan.
11. Set Danielson training dates for all newly appointed administrators.
12. Set Teachscape and 301 training dates.
13. Set training dates for Business and Operations PD.

Initiative 12: Establish an instructional delivery model that is engaging, relevant, and focused on the production of 21st century skills, with the intent of graduating students who are college, career, and or military ready.

1. Provided ongoing training and support of Advanced Academic Courses within ALEs.
2. Implemented and supported Move on When Reading for 3rd grade across the district.
3. Provided on-going support for beginning and new-to-the-district teachers through the district's New Teacher Induction Program.
4. Provided on-going support for new principals through the district's New Principal Induction Program.
5. Provided on-going SEI training and support for teachers of ELLs.
6. Determined the standard technology set-up for each TUSD classroom, including assistive technology.
7. Developed a model for Exceptional Education services to be provided in inclusive collaborative settings based on the Integrated Services Model (Fratura & Capper).
8. Developed a plan for necessary training for general education and special education teachers.
9. Developed an implementation roll-out plan and timeline for 2014-2015.

Initiative 13: Establish a fully aligned district-wide curriculum, assessment and professional development plan.

1. Offered CRC courses at 3 high schools.
2. Offered CRC courses at all high schools via course options (2014-2015).
3. Worked with principals and assistant principals throughout the year, through ILA sessions.
4. Worked with teachers and support personnel through district-wide PD.
5. Determined the PD components for new teacher induction program.
6. Developed and implemented a plan to support underperforming or struggling teachers.
7. Developed and implemented a plan for identifying and developing internal leadership capacity.
8. Developed a district-wide professional development catalog.
9. Determined and streamlined the district's major instructional initiatives.
10. Conducted an assessment of the district's family and engagement programs and practices.
11. Facilitated and promoted annual student information sessions for students and parents, through quarterly parent meetings for African-American and Latino students and families.

Initiative 14: Create and implement the district's Leadership Prep Academy (in which a number of LPA participants will serve as principals and assistant principals for the 2014-2015 school year).

1. Obtained Board feedback regarding lack of in-district quality administration applicants.
2. Established a system by which sitting principals and/or administrators recommended candidates for leadership professional development.
3. Worked with members of the superintendent's leadership team to present information in

the areas of HR, finance, facilities, legal, curriculum, vision, change leadership, and organizational systems integration.

4. Worked within the USP to identify a diverse candidate pool.
5. Of new principals hired, over $\frac{3}{4}$ were Leadership Preparation Academy graduates.
6. Gathered data of success of progress to be included in the 2014-15 USP compliance report.
7. Sent out call for new candidates to be identified across the district.
8. Created the syllabus for the 2014-15 LPA.
9. Identified presenters to match the syllabus for the 2014-15 LPA.
10. Established partnership with the University of Arizona for a graduate program to help increase the number of minority candidates for administrative positions.

Initiative 15: Reorganize the superintendent's leadership team to reflect recommendations identified in the Curriculum Audit and Efficiency Audit without adding cost to the administrative budget for the superintendent's leadership team structure.

1. Reviewed the Curriculum and Efficiency audits and merged recommendations to establish a SLT structure in line with best practice and highest level of efficiency.
2. Reviewed existing positions, personnel, open position, and retirements to adjust funding to meet new SLT structure.
3. Created new job descriptions to meet both audit recommendations with clear lines of supervision and levels of authority.
4. Established organizational charts and appropriate changes at the assistant superintendent division level to ensure appropriate directors, coordinators, and leaders are in place to enact the recommendations of the Curriculum and Efficiency audits.
5. Established communication structure for the instructional leadership team, business leadership team, and the superintendent's leadership team to ensure information tied to the Strategic Plan flows and is addressed by all persons and departments as necessary.

In addition to the 15 initiatives, the district developed USP plans and other critical operational tasks to help the district comply with the USP. Those fully-completed plans include:

- Demographic study
- Student assignment
- Development of an Extracurricular Activity Equitable Access Plan
- Budget process
- Technology Condition Index
- Facility Condition Index
- Recruitment and Retention Plan
- USP budget criteria
- Reduction in Force process
- Developed a School Choice Calculator
- Developed an admissions process for oversubscribed schools
- Consolidated staffing in multiple areas
- Hired multiple executive positions in Human Resources, Finance and Operations
- Consolidated the district purchasing authority under the central purchasing office. Forms and templates were updated to be used by all departments to ensure consistency