

2022-2028 - APS Strategic Plan

Data Tables for Strategic Plan Performance Objectives

By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. [\(PO-SS-1\)](#)

Reading SOL

Reading SOL – Opportunity Gaps by Race/Ethnicity

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Asian	3%	3%	6%	6%
Black	-11%	-11%	-16%	-13%
Hispanic	-17%	-17%	-24%	-19%
Other	9%	9%	12%	11%
White	11%	11%	14%	13%

Reading SOL – Opportunity Gaps by Students With Disabilities (SWD)

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Students With Disabilities (SWD)	-29%	-29%	-30%	-28%
Non – Students With Disabilities (SWD)	5%	5%	5%	6%

Reading SOL – Opportunity Gaps by English Learners

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
English Learners	-44%	-45%	-52%	-46%
Non- English Learners	8%	8%	12%	10%

Writing SOL

Writing SOL – Opportunity Gaps by Race/Ethnicity

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Asian	4%	3%		6%
Black	-12%	-17%		-20%
Hispanic	-13%	-11%		-17%
Other	7%	7%		10%
White	10%	9%		10%

*Alternate writing assessments administered in 2020-21 due to pandemic

Writing SOL – Opportunity Gaps by Students With Disabilities (SWD)

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Students With Disabilities (SWD)	-36%	-28%		-33%
Non – Students With Disabilities (SWD)	8%	5%		5%

*Alternate writing assessments administered in 2020-21 due to pandemic

Writing SOL – Opportunity Gaps by English Learners

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
English Learners	-44%	-53%		-60%
Non- English Learners	6%	5%		6%

*Alternate writing assessments administered in 2020-21 due to pandemic

Math SOL

Math SOL – Opportunity Gaps by Race/Ethnicity

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Asian	6%	6%	8%	7%
Black	-12%	-10%	-19%	-18%
Hispanic	-14%	-11%	-27%	-23%
Other	7%	7%	14%	12%
White	10%	8%	17%	15%

Math SOL – Opportunity Gaps by Students With Disabilities (SWD)

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Students With Disabilities (SWD)	-28%	-26%	-30%	-29%
Non – Students With Disabilities (SWD)	5%	5%	5%	5%

Math SOL – Opportunity Gaps by English Learners

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
English Learners	-27%	-24%	-43%	-39%
Non- English Learners	6%	5%	12%	10%

Science SOL

Science SOL – Opportunity Gaps by Race/Ethnicity

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Asian	4%	2%	2%	4%
Black	-11%	-11%	-20%	-19%
Hispanic	-13%	-15%	-26%	-24%
Other	8%	7%	18%	17%
White	12%	10%	18%	18%

Science SOL – Opportunity Gaps by Students With Disabilities (SWD)

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Students With Disabilities (SWD)	-24%	-25%	-30%	-30%
Non – Students With Disabilities (SWD)	6%	4%	6%	5%

Science SOL – Opportunity Gaps by English Learners

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
English Learners	-42%	-46%	-56%	-54%
Non- English Learners	8%	6%	12%	12%

Social Studies SOL

Social Studies SOL – Opportunity Gaps by Race/Ethnicity

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Asian	6%	4%		4%
Black	-14%	-18%		-21%
Hispanic	-15%	-17%		-24%
Other	9%	11%		11%
White	11%	13%		17%

*Social Studies SOL not administered in 2020-21 due to pandemic

Social Studies SOL – Opportunity Gaps by Students With Disabilities (SWD)

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
Students With Disabilities (SWD)	-26%	-28%		-30%
Non – Students With Disabilities (SWD)	5%	6%		5%

*Social Studies SOL not administered in 2020-21 due to pandemic

Social Studies SOL – Opportunity Gaps by English Learners

Reporting Group	2017-18 (Gap %)	2018-19 (Gap %)	2020-21 (Gap %)	2021-22 (Gap %)
English Learners	-36%	-41%		-52%
Non- English Learners	7%	7%		10%

*Social Studies SOL not administered in 2020-21 due to pandemic

By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)

Available in Summer 2023

Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1)

Risk Ratio by Race/Ethnicity

Year	Asian	Black	Hispanic	Other	White
2016-17	0.60	2.42	1.57	0.69	0.43
2017-18	0.46	2.48	1.35	0.87	0.56
2018-19	0.52	2.75	1.60	0.54	0.40
2019-20	0.49	2.62	1.61	0.76	0.40
2021-22	.5	3.08	1.57	.69	.29

Disproportionality Summary by Race/Ethnicity

Year	% Asian	% Black	% Hispanic	% Other	% White
2016-17	5.2	25.5	47.0	4.2	18.2
2017-18	3.4	29.2	37.7	5.8	23.9
2018-19	4.1	33.0	41.8	5.0	16.2
2019-20	3.3	25.6	45.8	5.9	19.4
2021-22	3.8	34.3	44.5	5.4	12.1
% Student Population	9.0	11.0	29.0	8.0	44.0

Risk Ratio by SWD

Year	SWD
2016-17	2.08
2017-18	2.60
2018-19	2.50
2019-20	3.65
2021-22	2.92

Disproportionality Summary by SWD

Year	% SWD
2016-17	44.07
2017-18	52.33
2018-19	47.17
2019-20	44.8
2021-22	36.2
% Student Population	15.11

Risk Ratio by English Learners

Year	English Learners
2016-17	1.26
2017-18	1.18
2018-19	1.40
2019-20	1.36
2021-22	1.56

Disproportionality Summary by English Learners

Year	English Learners
2016-17	37.9
2017-18	34.8
2018-19	37.2
2019-20	31.2
2021-22	33.2
% Student Population	24.4

By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2)

Inclusion of Students with Disabilities (SWD)

Year	2018-19	2019-20	2020-21
% of SWD in Gen. Ed setting 80% or more of school day	68.5%	65%	64.5%

Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental health. (PO-SWB-3)

Student Social, Emotional and Mental Health

Year	4-5th Grade% Favorable Response	6-12th Grade% Favorable Response
2020	65%	54%
2022	59%	50%

By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (PO-EW-1)

Professional Learning

Year	% Favorable Response
2020	37%
2022	30%

By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. (PO-EW-2)

Staff Engagement and Workplace Climate

Year	Staff Engagement% Favorable Response	Workplace Climate% Favorable Response
2020	67%	59%
2022	55%	57%

By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3)

Data collection in progress – available TBD

Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1)

Operational Effectiveness

Year	% KPI's improved
2020-21 to 2021-22	72%

By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1)

Family Engagement

Year	% Favorable Response
2020	82%
2022	83%