

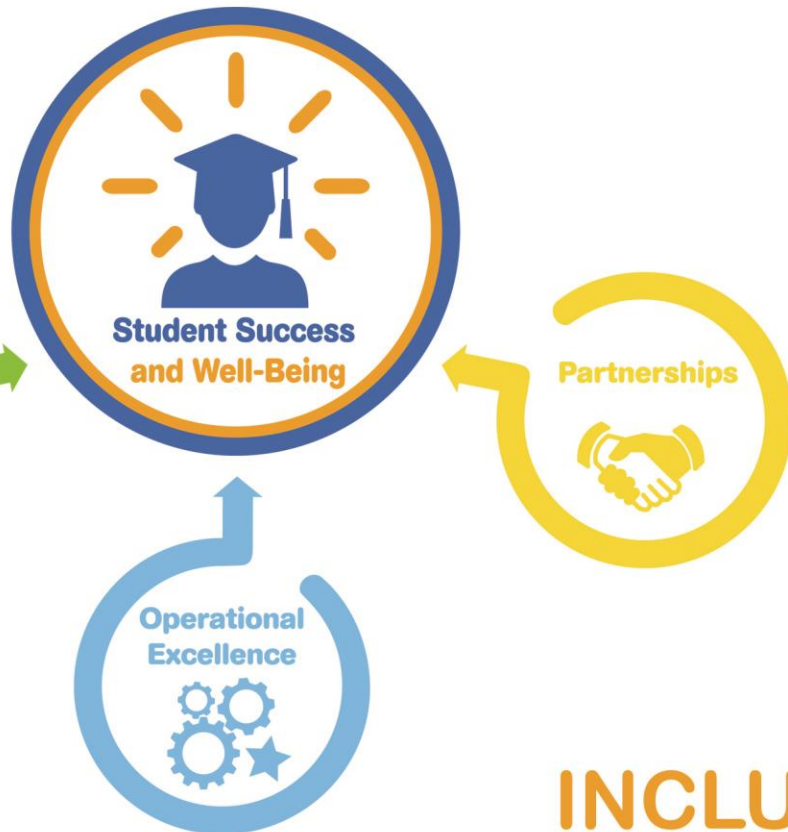
APS Strategic Plan
2018-2024

APS Strategic Plan – Monitoring Report

Jonathan Turrisi, Special Projects Advisor, Chief of
Staff Office

February 2, 2023

INCLUSION * EXCELLENCE * INNOVATION





- Purpose
- Key Takeaways
- Progress Update Summary
- Strategic Plan Implementation
- Next Steps
- Appendix
 - Summary of Monitoring Reports
 - Progress Monitoring Data



- Summary of 2022 Updates to Strategic Plan
- Update on progress toward Strategic Plan goals and objectives
- Examples of activities and initiatives being implemented
- Outline of next steps in process to develop the 2024-2030 Strategic Plan



Develop Strategic Plan Foundations

- Community Process
- Mission, Vision, Values, Goals

October 2017 – June 2018



Strategic Plan Implementation and Monitoring

- Staff Process
- Strategies, Performance Objectives

June 2018 – March 2019

Tuning the Strategies & Performance Objectives

- Staff develops revisions
- Paused during Pandemic

Completed February 2022



Strategic Plan Implementation and Monitoring

- Implementation of Tuned Strategic Plan

July 2022 – June 2024

<https://www.apsva.us/strategic-plan>



Student Success & Well-Being

Bright Spots

- Improved reporting and transparency via revamped Strategic Plan website
- School and Central Office Department Action Plans are explicitly linked to and support implementation of the Strategic Plan

Opportunities for Improvement

- Implementation of Strategic Plan strategies with fidelity division-wide
- Strengthen progress monitoring practices

Recommendation(s)/Next Steps

- Provide leaders with training and resources needed to effectively implement the Strategic Plan and utilize effective progress monitoring practices to drive improvement



- Used the Capital Improvement Plan planning horizon approach:
 - The Strategic Plan is adjusted biennially and always looks out 6 years.
 - Ex. 2022 tuning process extended the Strategic Plan to 2028
- Established a two-level Tuning process:
 - Staff tune the Strategies and Performance Objectives every two years.
 - The Board and Cabinet solicit community input on tuning the Foundations (Mission, Vision, Values, and Goals) every six years.
- Transitioned to having the Cabinet write the Strategic Plan Foundations
 - Shift from advisory and community groups as primary authors to Cabinet
 - Staff gathers feedback from community and staff that is considered by Cabinet
 - Cabinet’s proposed revisions are then shared with community for feedback
 - Process managed by the Chief of Staff’s office
- Policy & PIP revisions reflected above and some additional alignment with Standards of Quality (SOQ) in the Code of Virginia



- Revised School Action Plan template
- Created a framework to guide development of 3-year action plans across Central Office Depts.
- Revised the School Board Monitoring Report template
- Revamped the Strategic Plan website

- High level overview with menus to learn more
- Reporting on progress toward performance objectives at the division level



Student Success

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

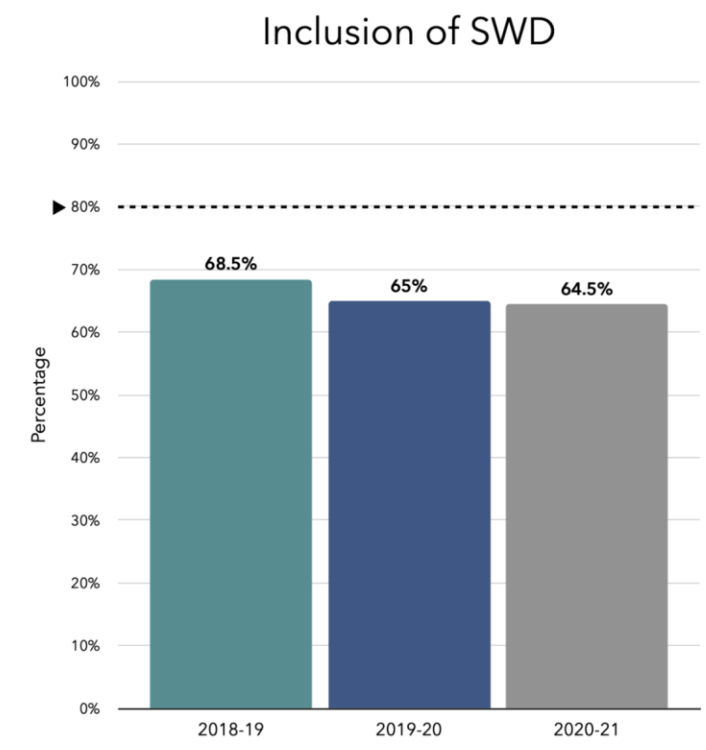
Description	+
Performance Objectives	+
Strategies	+
Desired Outcomes	+
Additional Data	+

<https://www.apsva.us/strategic-plan/>

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)

Students with Disabilities (SWD) have historically spent much of their school day in separate instructional settings. Research indicates that all students who spend more time with their non-disabled peers, both for academics and non-academic activities, have positive outcomes. This performance objective is a key measure of APS's success in achieving higher levels of inclusion, that is students with disabilities accessing instruction in the general education setting.

The graph and data table below shows trend data on APS's progress toward this performance objective.





- **PO-SS-1:** By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.
- **PO-SS-2:** 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-SWB-1:** Disproportionality 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-2:** 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-3:** Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.



- **PO-EW-1:** 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-2:** 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-3:** By 2024, all staff participate in training that meets or exceeds industry standards for their position.
- **PO-OE-1:** Organizational operations will continuously improve their effectiveness as measured by identified KPIs.
- **PO-P-1:** By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.



Strategic Plan – Performance Objective	Progress Update (Baseline vs. Present)	Supporting Data in Appendix
PO-SS-1 (SOL - Opportunity Gaps)	Limited Decline	<i>See slides 29-43</i>
PO-SS-1 (One Year Growth)	<i>Available Summer 2023</i>	
PO-SWB-1 (Disproportionality in Suspensions)	Minimal Change	<i>See slides 45-51</i>
PO-SWB-2 (Inclusion)	Minimal Change	<i>See slide 52</i>
PO-SWB-3 (Student Health)	Limited Decline	<i>See slide 53</i>
PO-EW-1 (Professional Learning)	Limited Decline	<i>See slide 54</i>
PO-EW-2 (Staff Engagement & Climate)	Limited Decline	<i>See slides 55</i>
PO-EW-3 (Training – Industry Standards)	<i>TBD</i>	
PO-OE-1 (Organizational Operations)	Significant Progress	<i>See slide 57</i>
PO-P-1 (Partnerships)	Significant Progress	<i>See slide 58</i>

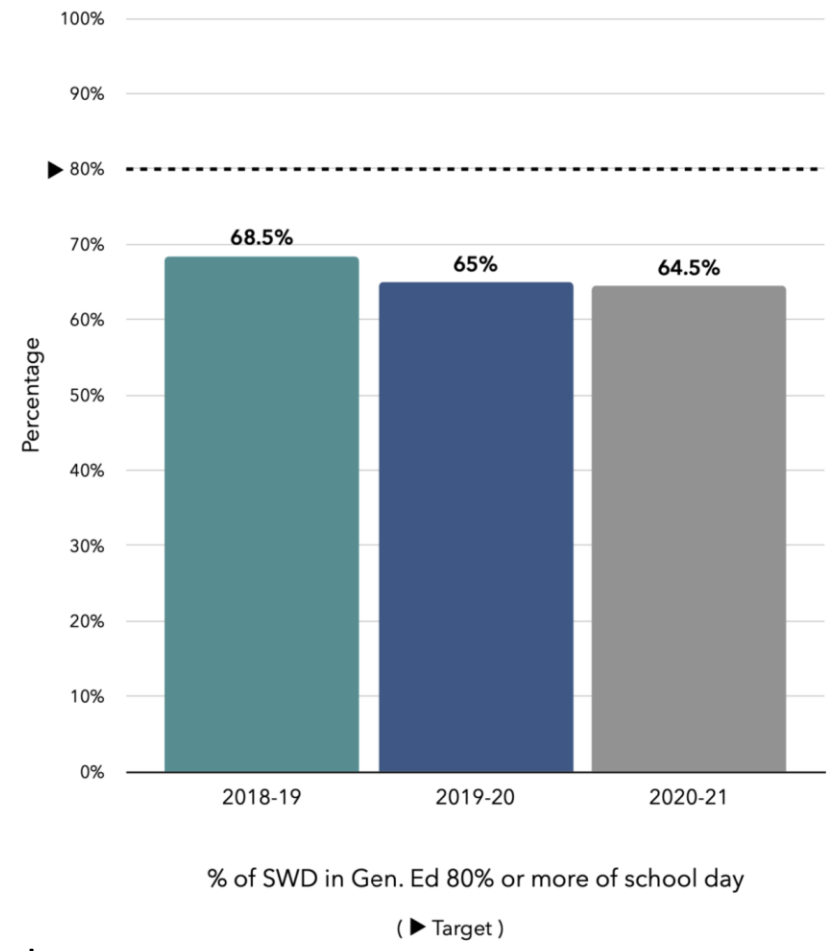
Progress Update	Progress Description
Goal Met	Data shows goal has been met
Significant Progress	Data shows significant progress toward goal
Limited Progress	Data shows some progress toward goal but lower than needed to achieve goal by current target date
Minimal Change	Data shows minimal change (+/- 4%)
Limited Decline	Data shows a declining trend (btw 5 - 10%)
Significant Decline	Data shows significant declining trend (greater than 10%)



Student Well-Being

Graph shows % of Students with Disabilities (SWD) who spend at least 80% or more of their school day in the general education setting

Inclusion of SWD



Source: APS Data Warehouse

For additional information: Special Education Monitoring Report (4/13/23)



- Strategic Plan includes 25 Strategies that are being implemented division-wide through School and Central Office Departments action plans
- Action Plans include activities and initiatives that support implementation of the 25 Strategic Plan Strategies
- Department monitoring reports provide additional details on how strategies are being implemented within the department
- Budget requests align with adopted budget direction, SB Priorities and Strategic Plan Performance Objectives and Strategies



- **S-SS-1:** Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.
- **S-SS-2:** Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
- **S-SS-3:** Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- **S-SS-4:** Address unconscious racial bias by implementing implicit bias training throughout APS.



Student Success

**Recent/Upcoming
Monitoring Reports:**
[Academics](#) (8/18/22)
[Mathematics](#) (10/27/22)
 CTAE (2/7/23)
 English Learner (3/2/23)
 DEI (3/16/23)
 Special Education (4/13/23)
 ELA (4/27/23)

Activities/Initiatives (to achieve goals and objectives)	Office/Dept leading work	Performance Objective	Timeline
<ul style="list-style-type: none"> Professional learning & implementation of new resources <ul style="list-style-type: none"> Amplify Core Knowledge Language Arts (CKLA) (ELA) Into Literature Virginia (ELA) Literacy Summit & Principal Institutes EnVision Math Enhanced curriculum documents Expand benchmark assessments 24/7 On-demand Virtual Tutoring (6-12) 	Academics	PO-SS-1 PO-SS-2	2022-ongoing
<ul style="list-style-type: none"> Refocus CLT's on data usage Instructional Walkthroughs Enact tiered support with fidelity Increased advanced courses in MS Expand work-based learning opportunities 	Academics School Support	PO-SS-1 PO-SS-2	2022-ongoing
<ul style="list-style-type: none"> Implicit Bias Training 	DEI	PO-SS-1 PO-SS-2	2022-ongoing



- **S-SWB-1:** Integrate culturally relevant concepts and practices into all levels of school interactions.
- **S-SWB-2:** Establish and promote a culture of physical, social, emotional, and mental health wellness.
- **S-SWB-3:** Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
- **S-SWB-4:** Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.
- **S-SWB-5:** Placeholder strategy to reduce discipline disproportionality.
- **S-SWB-6:** Increase co-taught sections of courses and classes to support the inclusion of students.



Student Well-Being

Recent/Upcoming Monitoring Reports:
[Counseling Services](#) (7/19/22)
[School Climate and Culture](#) (10/13/22)
[Human Resources](#) (9/22/22)
 DEI (3/16/23)
 Special Education (4/13/23)
 Professional Learning (5/11/23)

Activities/Initiatives	Office/Dept leading work	Performance Objective	Timeline
<ul style="list-style-type: none"> Trauma Informed Care Positive Behavior Interventions & Supports Tiered Instructional Framework Restorative Practices Student Success and Well-Being Teams Training for School Safety Coordinators 	School Climate & Culture	PO-SWB-1 PO-SWB-3	2022-ongoing
<ul style="list-style-type: none"> Professional learning on SEL Evidenced-based curriculum SEL Survey Needs Assessments by CASEL Develop & Implement K-12 SEL Curriculum Strengthen community partnerships Master Schedule development to support inclusion 	Student Services	PO-SWB-1 PO-SWB-1 PO-SWB-3 PO-P-3	2022-23 - 2023-24
<ul style="list-style-type: none"> Proposed revision to planning factors Professional learning on co-teaching models and inclusion 	Special Education	PO-SWB-2	2022-23 - 2023-24
<ul style="list-style-type: none"> Support implementation of Standard 6 	DEI, PL	PO-SWB-1 PO-SWB-3	2022-ongoing



- **S-EW-1:** Recruit, retain, and advance high-quality employees.
- **S-EW-2:** Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.
- **S-EW-3:** Grow and develop current and future high-quality leader/managers.
- **S-EW-4:** Develop integrated approaches that promote employee health and wellness.
- **S-EW-5:** Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce.
- **S-EW-6:** Ensure leader/managers have access to high-quality workforce data.



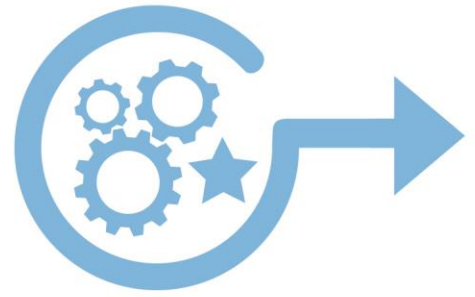
Engaged Workforce

**Recent/Upcoming
Monitoring Reports:**
[Human Resources](#) (9/22/22)
[Operations](#) (11/20/22)

Activities/Initiatives	Office/Dept leading work	Performance Objective	Timeline
<ul style="list-style-type: none"> • Strengthen APS marketing/recruitment plan • Revised staffing timeline to support earlier recruitment and hiring efforts • Established “Grow Your Own” programs • Support to schools with significant turnover • Review retention data • Stay Interviews • Schedule for regular review of compensation and classification specs • Develop competencies for all scales • Develop career pathways and growth opportunities for each job type through competency based professional learning • Bid proposal (RFP) for medical, dental, and vision healthcare plan 	Human Resources	PO-EW-1 PO-EW-2 PO-EW-3	2022-ongoing



- **S-OE-1:** Manage available resources equitably.
- **S-OE-2:** Provide high-performance learning and working environments that support Universal Design for Learning standards.
- **S-OE-3:** Identify and redesign or eliminate inefficient services.
- **S-OE-4:** Use long-term and systematic processes to ensure academics and operations are financially sustainable.
- **S-OE-5:** Systematically improve the quality of organizational operations.



Operational Excellence

**Recent/Upcoming
Monitoring Report:**
[Operations](#) (11/20/22)
[DEI](#) (3/16/23)

Activities/Initiatives	Office/Dept leading work	Performance Objective	Timeline
<ul style="list-style-type: none"> Planning Factors Budget Study Evaluation of services 	Finance	PO-OE-1	Fall 2022-ongoing
<ul style="list-style-type: none"> ERP Upgrade Wireless infrastructure updates Integrated 40+ new/updated digital resources to support instruction 	Information Services	PO-OE-1	2021 – 2025 2022-23
<ul style="list-style-type: none"> Prioritization of Minor Construction/Major Maintenance Expand Solar Arrays Sustainability Liaison Program 	Facilities & Operations	PO-OE-1	Annually
Transportation Efficiencies <ul style="list-style-type: none"> Bell Time Changes (2022-23) Hub Stops Where's the Bus/School View APP 	Facilities & Operations	PO-OE-1	2021 - present
<ul style="list-style-type: none"> Equity Assessment of Budget 	DEI	PO-OE-1	Annually



- **S-P-1:** Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
- **S-P-2:** Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.
- **S-P-3:** Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.
- **S-P-4:** Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.



Partnerships

Recent/Upcoming Monitoring Reports:
[Counseling Services](#) (7/19/22)
[School & Community Relations](#) (1/19/23)
[DEI](#) (3/16/23)

Activities/Initiatives	Office/Dept leading work	Performance Objective	Timeline
FACE Initiatives <ul style="list-style-type: none"> Professional Learning for Action Team Coordinators Professional Learning to staff on FACE framework Parent Leadership Facilitation Workshop 	S&CR	PO-P-1	2022-23 - ongoing
<ul style="list-style-type: none"> Revamp APS Engage 101 Revise APS website 	S&CR	PO-P-1	2022-23 - ongoing
<ul style="list-style-type: none"> Establish a district level DEI Committee 	DEI	PO-P-1	2023-24
<ul style="list-style-type: none"> Quarterly progress updates to identify gaps in accessed services 	Student Services	PO-P-1	2022-23 - ongoing
<ul style="list-style-type: none"> Establish criteria for a ‘Strategic Partner’ and identify division needs 	Chief of Staff	PO-P-1	2022-23 – 2023-24

Strategic Plan - Next Steps

Date	Activities/Milestones
Spring 2023	<ul style="list-style-type: none"> Establish a Steering Committee <ul style="list-style-type: none"> Application process Members appointed by Superintendent - Will include students, parents, community members and staff
Summer 2023	<ul style="list-style-type: none"> Annual Report on Strategic Plan progress Launch of Strategic Plan Dashboard
Summer 2023 - Fall 2023	<p>“Tuning” of the Strategic Plan Foundations</p> <ul style="list-style-type: none"> Refinements to the Mission, Vision, Core Values, and Goals Community engagement process to gather input from students, staff and the community
December 2023	SB Adoption of 2024-2030 Strategic Plan Foundations
Spring 2024	<p>“Tuning” of the Strategic Plan Implementation and Monitoring Elements</p> <ul style="list-style-type: none"> Refinements to the Performance Objectives, Desired Outcomes, Strategies Completed by staff with opportunities for community to provide feedback <p>SB Adoption of 2024-2030 Strategic Plan Monitoring Elements</p>
July 1, 2024	2024-2030 APS Strategic Plan goes into effect

Questions?

Appendix



Data sources used to monitor progress toward goals and effectiveness of strategies at the division level

Strategic Plan	Data Collection Tool	Frequency
PO-SS-1 (SOL - Opportunity Gaps)	SOL	Annually
PO-SS-1 (One Year Growth)	DIBELS, MI, HMH	3x/year
PO-SWB-1 (Disproportionality in Suspensions)	Suspension Data	Annually
PO-SWB-2 (Inclusion)	VDOE	Annually
PO-SWB-3 (Student Health)	Your Voice Matters	Every 2 years
PO-EW-1 (Professional Learning)	Your Voice Matters	Every 2 years
PO-EW-2 (Staff Engagement & Climate)	Your Voice Matters	Every 2 years
PO-EW-3 (Training – Industry Standards)	Frontline	Annually
PO-OE-1 (Organizational Operations)	Various	Annually
PO-P-1 (Partnerships)	Your Voice Matters	Every 2 years

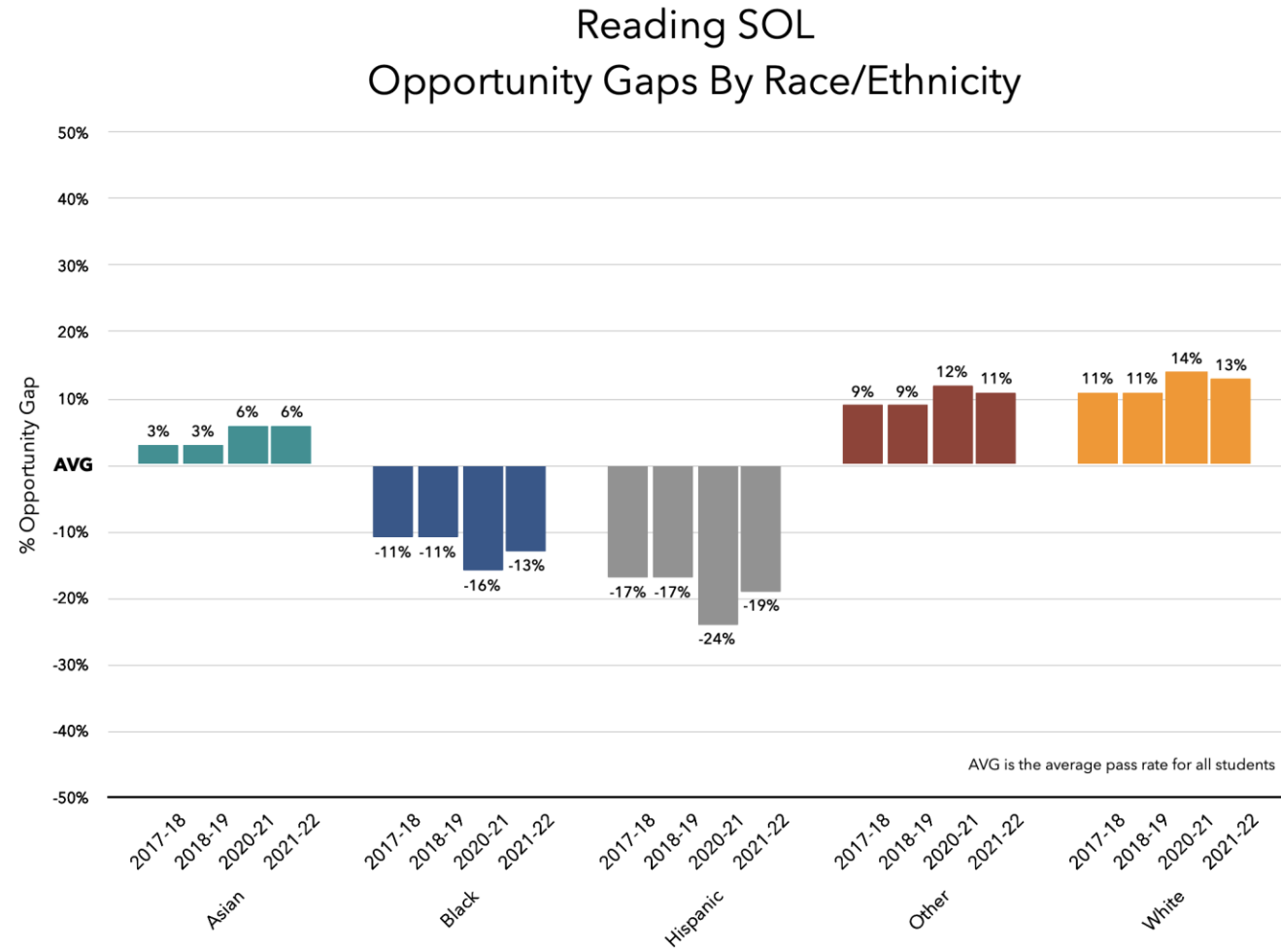
Monitoring Reports – 2022-23

Date	Monitoring Report	Performance Objectives	Strategies
7/19/22	Counseling Services	PO-SWB-3 (Student health)	S-SWB-2,3,4 S-P-3
8/18/22	Office of Academics	PO-SS-1 (SOL Opportunity Gaps) PO-SS-2 (Academic Growth)	S-SS-1,2
9/22/22	Human Resources	PO-EW-2 (Staff Engagement/Climate)	S-EW-1,4,5.6
10/13/22	School Climate and Culture	PO-SWB-1 (Disproportionality)	S-SWB-5
10/27/22	Mathematics	PO-SS-1 (SOL Opportunity Gaps)	S-SS-1,2
11/20/22	Operations	PO-OE-1 (Organizational Operations)	S-OE-5
1/19/23	School & Community Relations	PO-P-1 (Partnerships)	S-P-1
2/7/23	Career, Technical, Adult Ed.		S-P-2 S-SS-3
3/2/23	English Learners	PO-SS-1 (SOL Opportunity Gaps) PO-SS-2 (Academic Growth)	S-SS-1,2
3/16/23	Diversity, Equity, Inclusion		S-SS-4 S-SWB-1
4/13/23	Special Education	PO-SWB-2 (Inclusion)	S-SWB-6
4/27/23	English Language Arts	PO-SS-1 (SOL Opportunity Gaps) PO-SS-2 (Academic Growth)	S-SS-1,2
5/11/23	Professional Learning	PO-EW-1 (Professional Learning) PO-EW-3 (Training Industry Standards)	S-EW-1 S-EW-2



Student Success

Graph shows trend data on opportunity gaps for the Reading SOL by Race/Ethnicity



Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)

Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

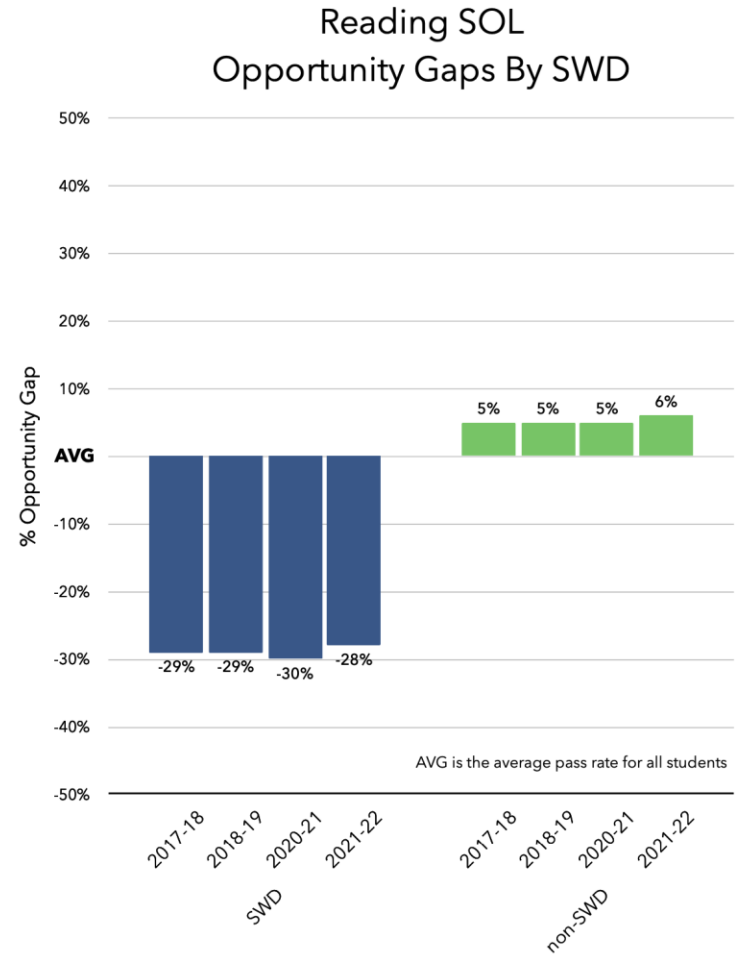
0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)



Student Success

Graph shows trend data on opportunity gaps for the Reading SOL for Students With Disabilities (SWD)



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

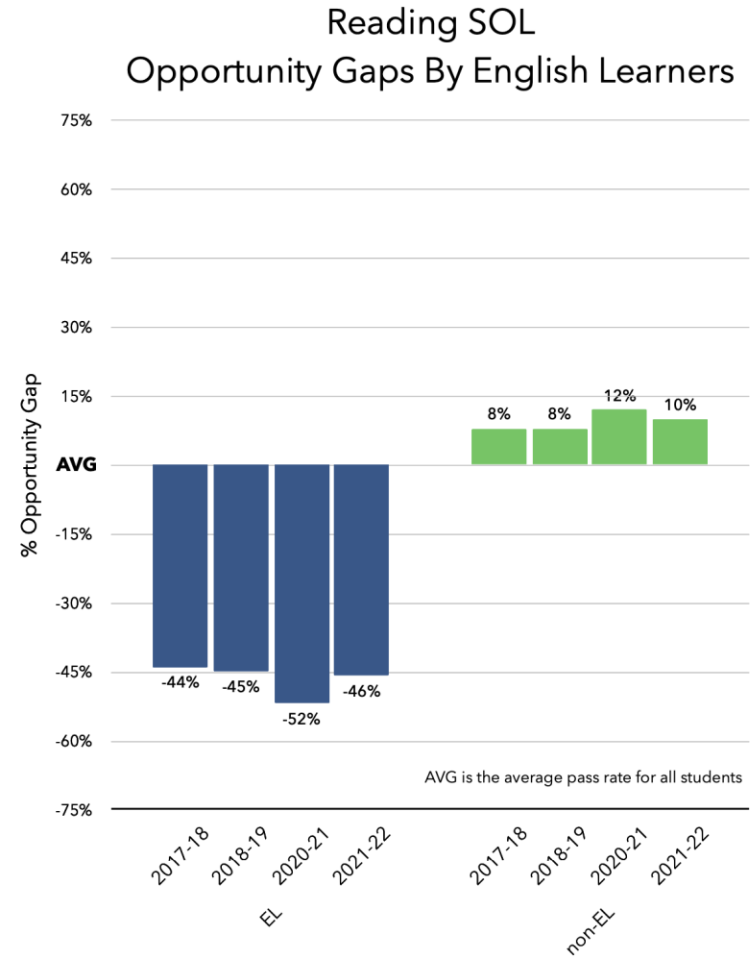
Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

Source: VDOE, APS Data Warehouse
 For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Reading SOL for English Learners



Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)

Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

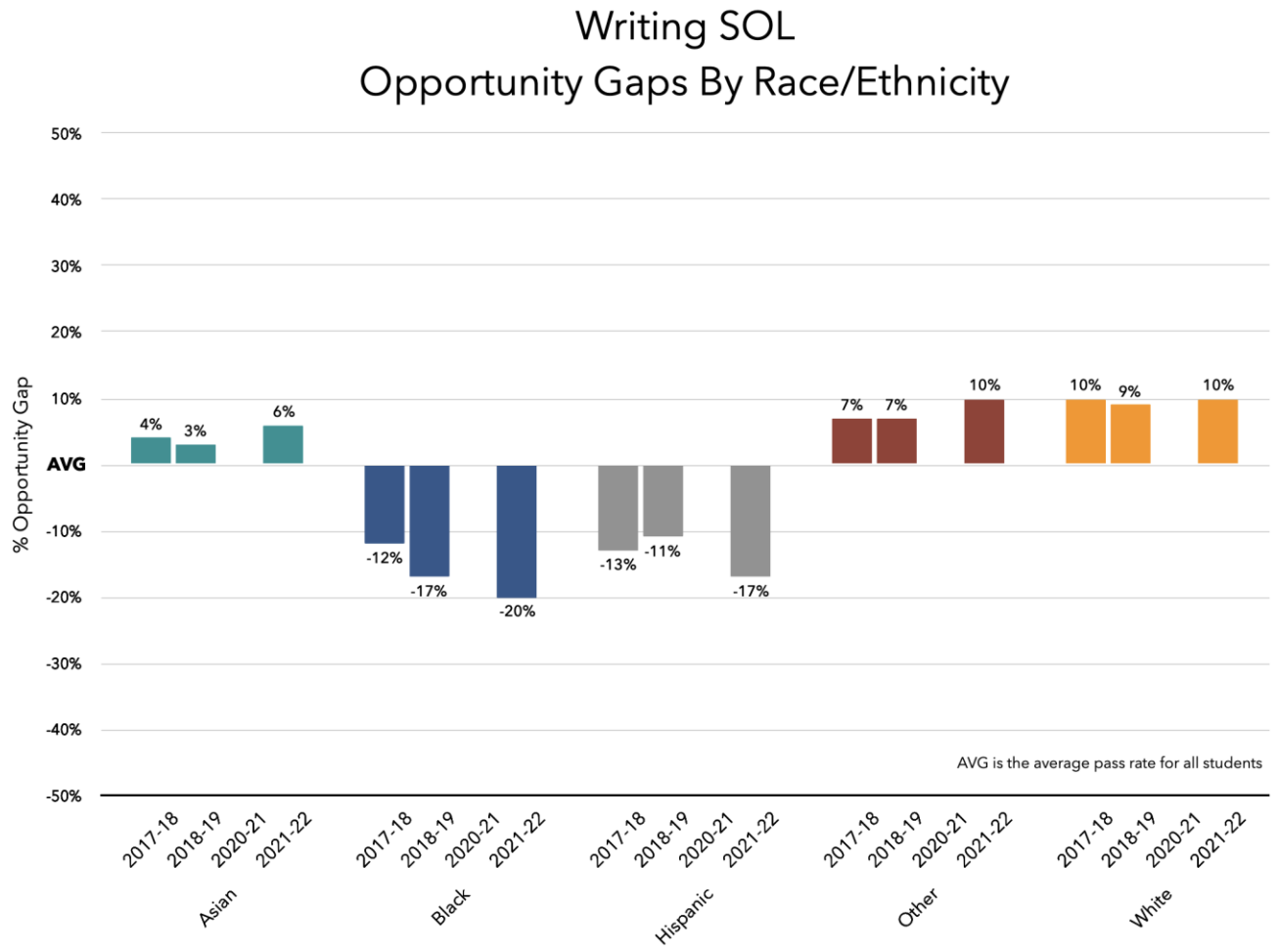
0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)



Student Success

Graph shows trend data on opportunity gaps for the Writing SOL by Race/Ethnicity
 *Alternate writing assessments administered in 2020-21 due to pandemic



Greater than 0%
 Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
 Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
 Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

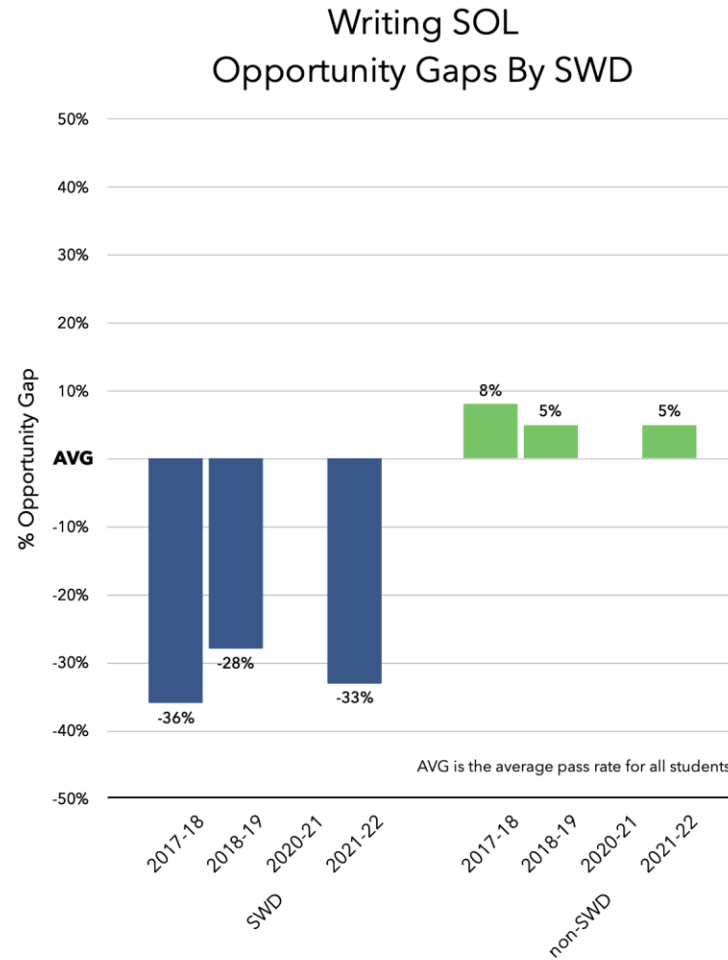
Source: VDOE, APS Data Warehouse
 For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Writing SOL for Students With Disabilities (SWD)

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



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

Source: VDOE, APS Data Warehouse

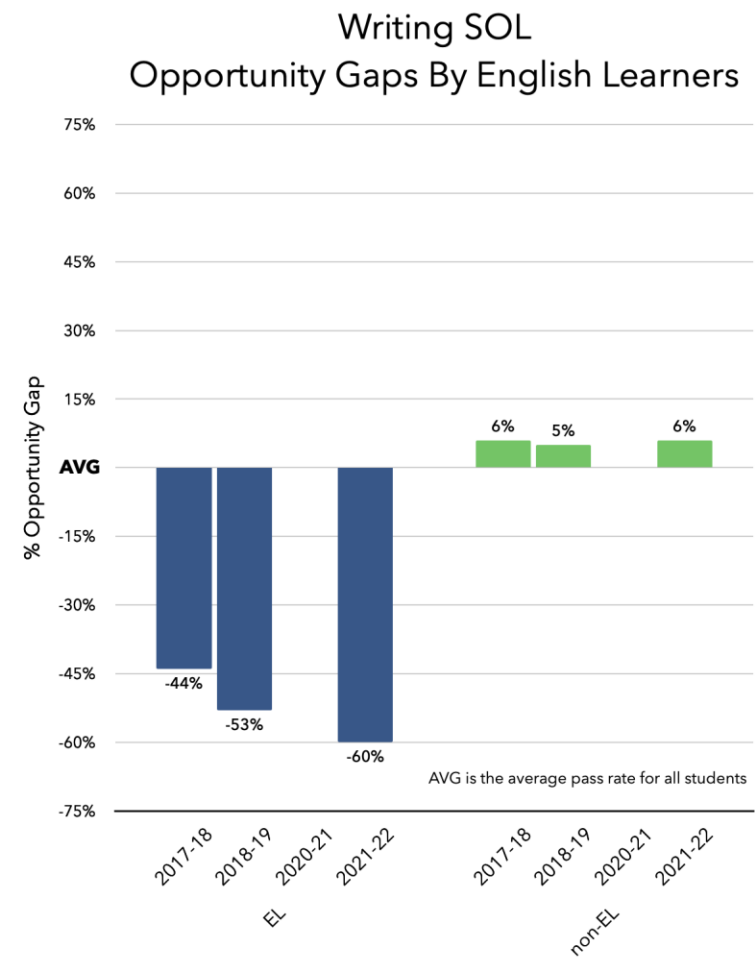
For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Writing SOL for English Learners

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



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

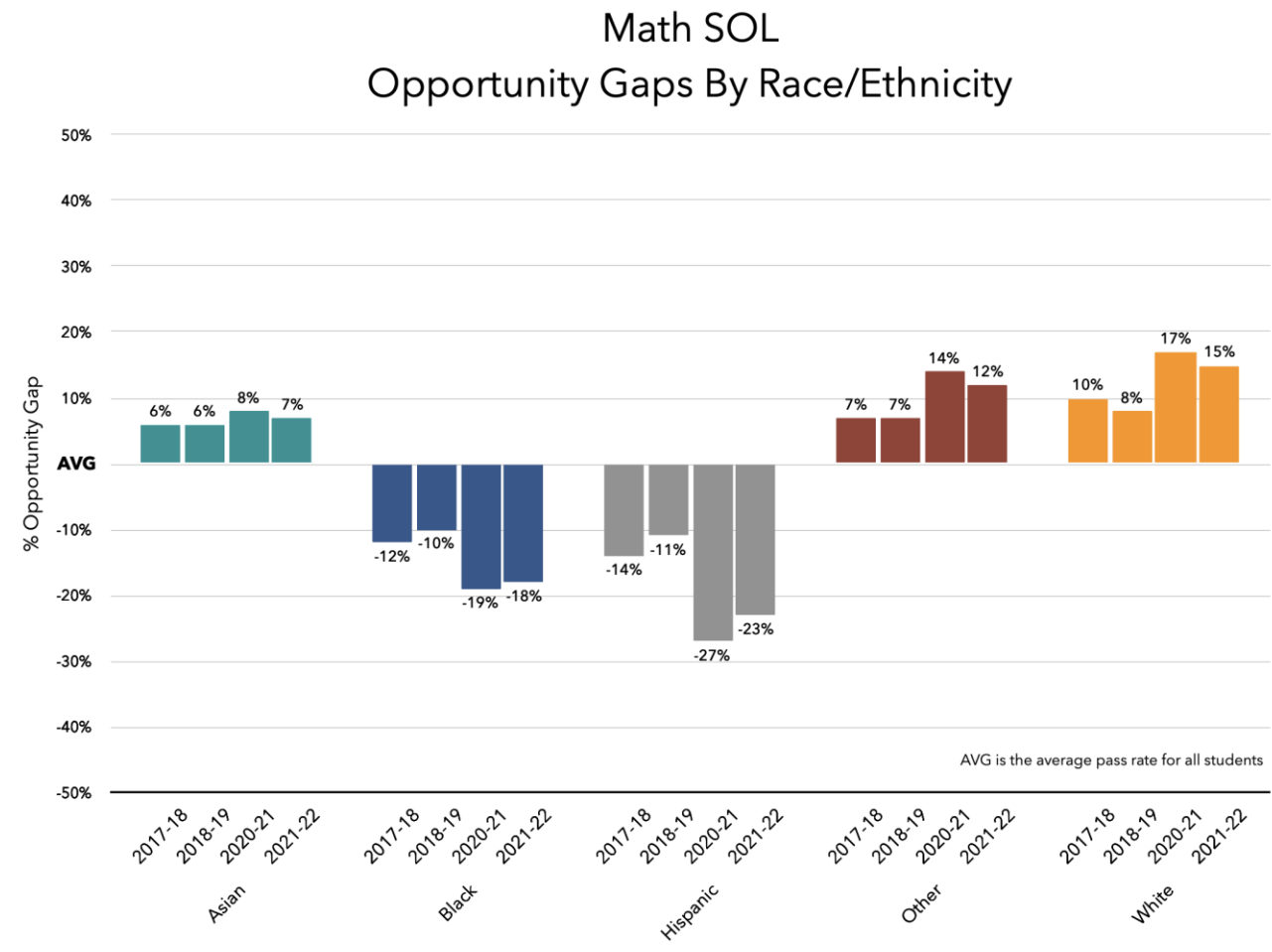
Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Math SOL by Race/Ethnicity



Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#); [Mathematics \(10/27/22\)](#)

Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

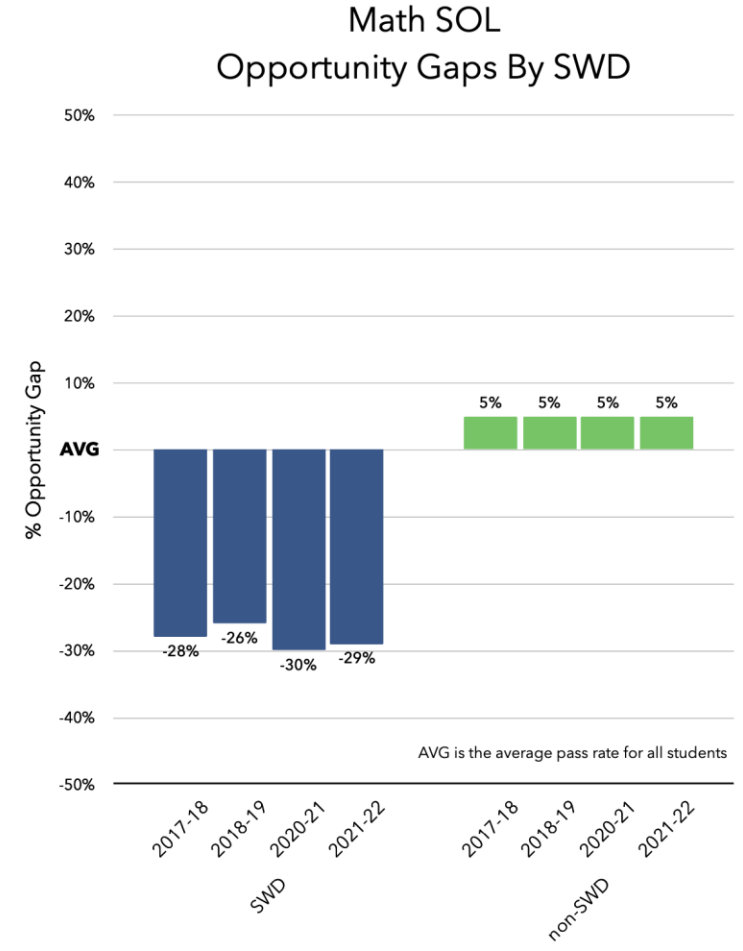
0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)



Student Success

Graph shows trend data on opportunity gaps for the Math SOL for Students With Disabilities (SWD)



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

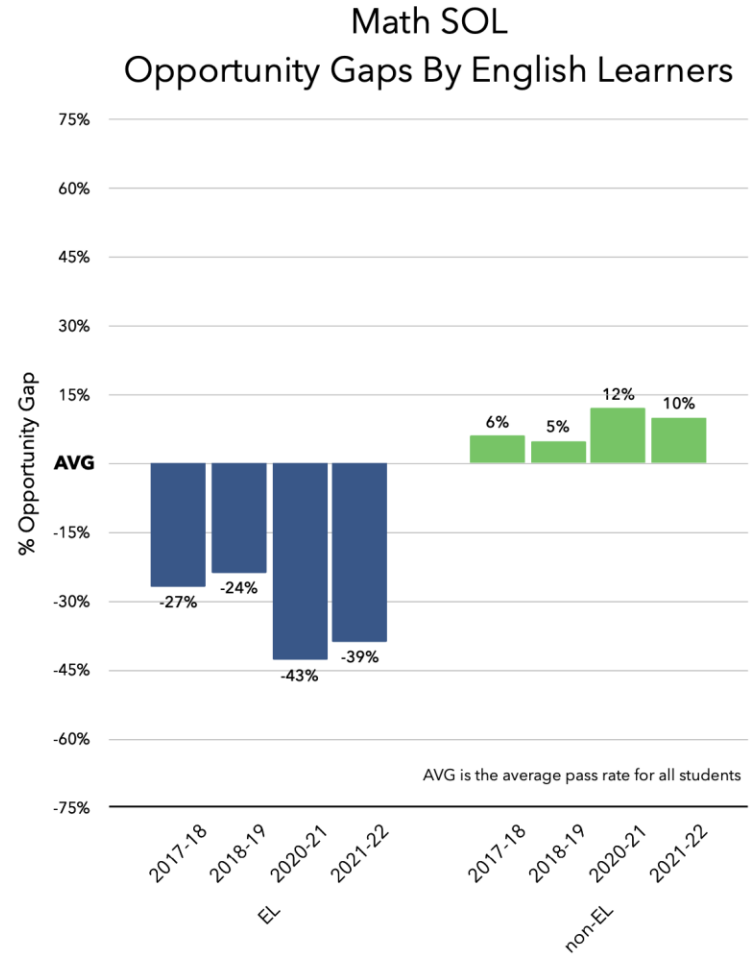
Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#); [Mathematics \(10/27/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Math SOL for English Learners



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

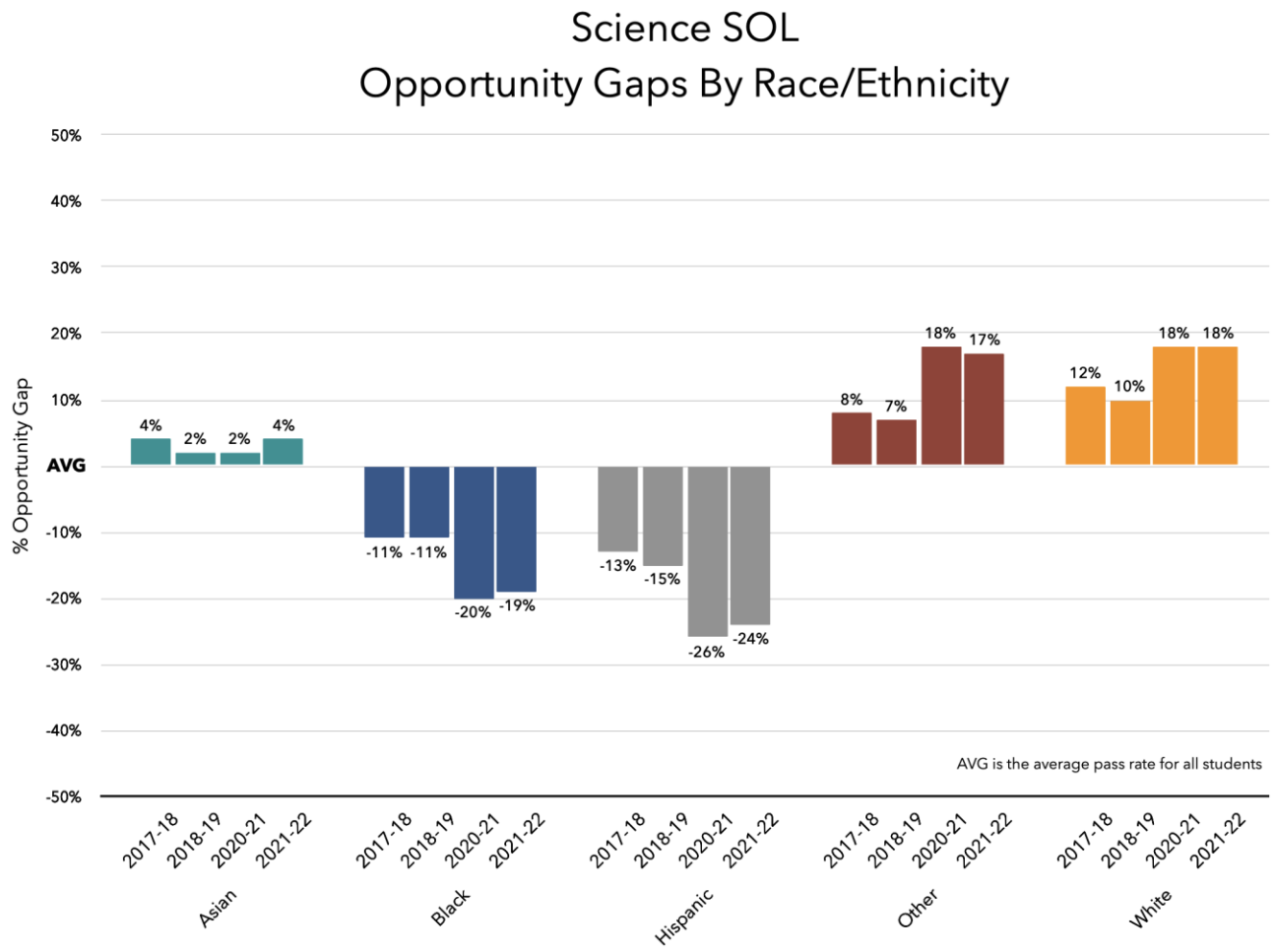
Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#); [Mathematics \(10/27/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Science SOL by Race/Ethnicity



Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)

Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

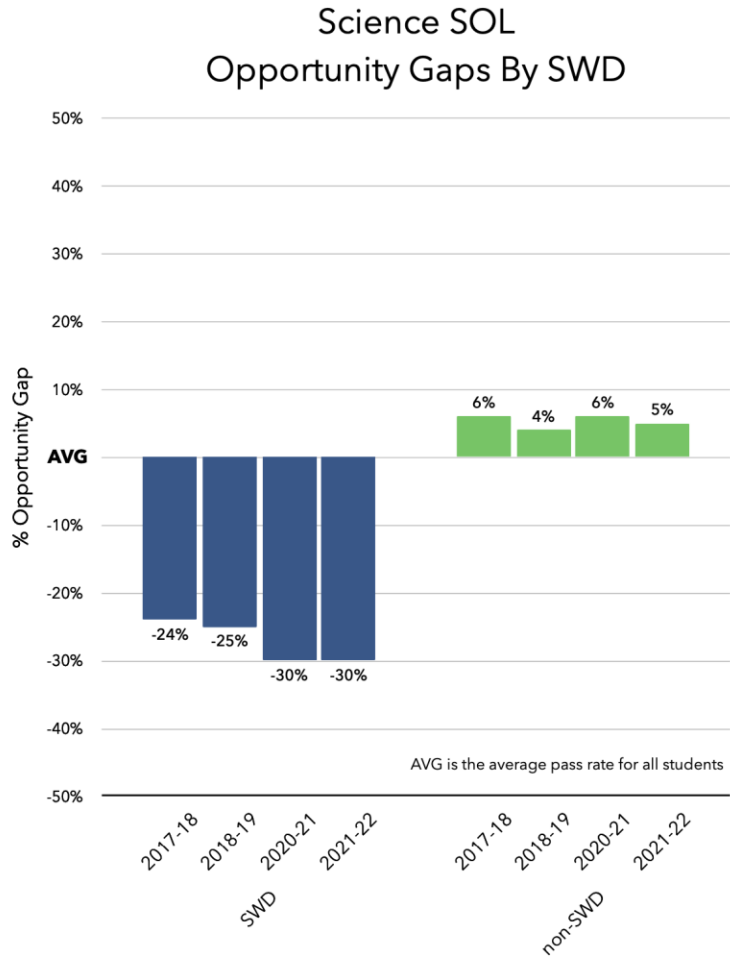
0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)



Student Success

Graph shows trend data on opportunity gaps for the Science SOL by Students with Disabilities (SWD)



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

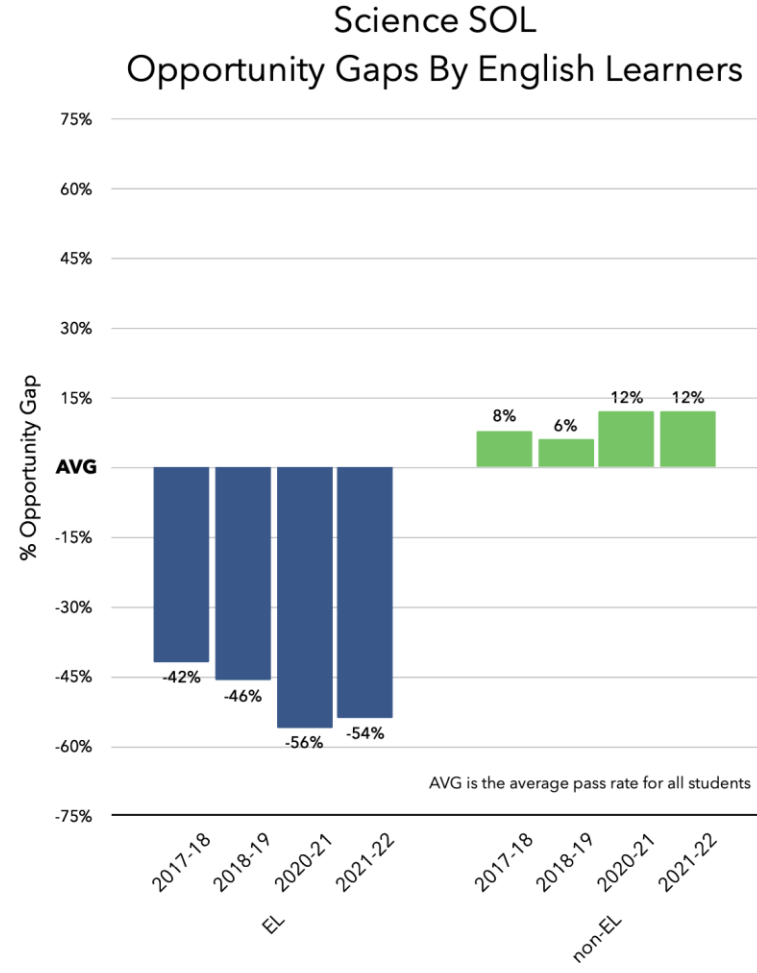
Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Science SOL for English Learners



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

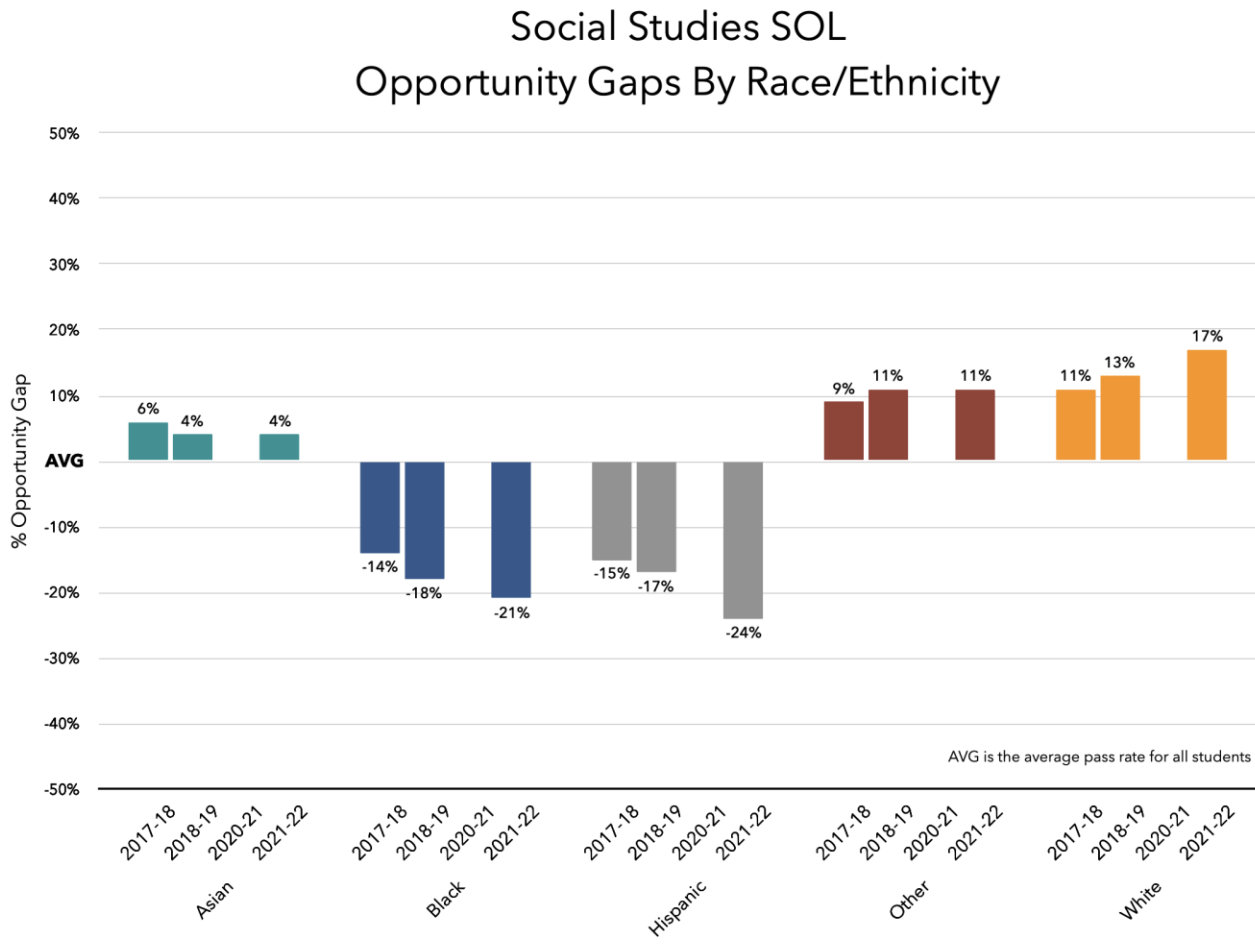
Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Social Studies SOL by Race/Ethnicity
 *Social Studies SOL not administered in 2020-21 due to pandemic



Source: VDOE, APS Data Warehouse

For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)

Greater than 0%
 Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
 Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
 Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)



Student Success

Graph shows trend data on opportunity gaps for the Social Studies SOL for Students with Disabilities (SWD)
**Social Studies SOL not administered in 2020-21 due to pandemic*



Greater than 0%
 Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
 Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
 Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

Source: VDOE, APS Data Warehouse

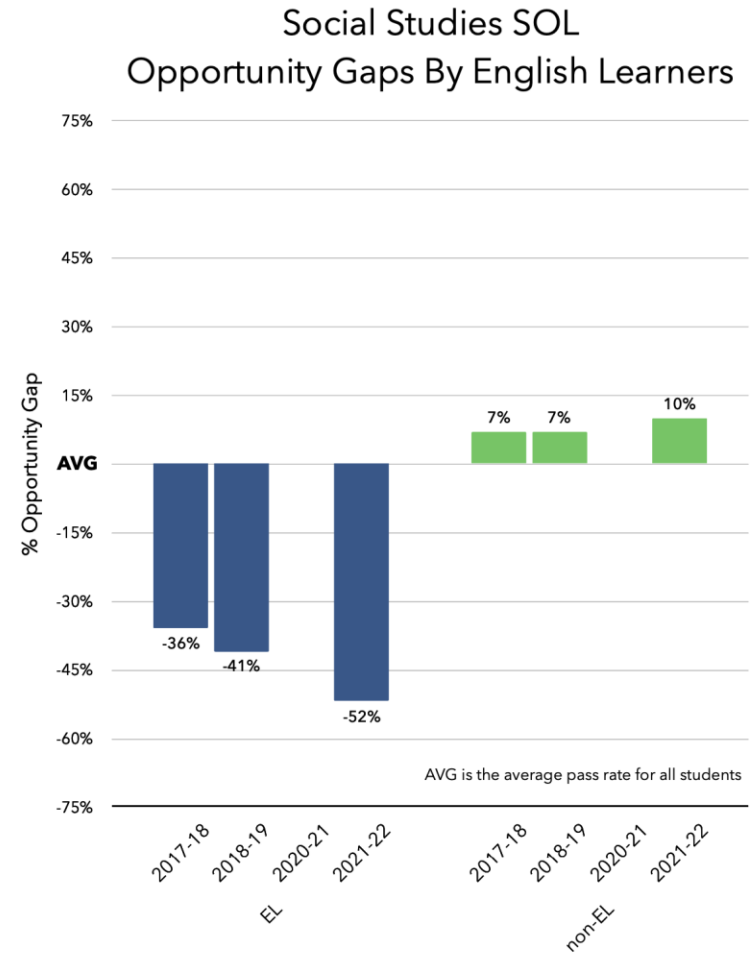
For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



Student Success

Graph shows trend data on opportunity gaps for the Social Studies SOL for English Learners

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



Greater than 0%
Indicates groups SOL pass rate is higher than comparison group. (All Students)

0% (Target)
Indicates there is no gap. Groups SOL pass rate is the same as comparison group. (All Students)

Less than 0%
Indicates opportunity gap present. Groups SOL pass rate is lower than comparison group. (All Students)

Source: VDOE, APS Data Warehouse
 For additional information: [Office of Academics Monitoring Report \(8/18/22\)](#)



**Student
Success**

PO-SS-1: 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.

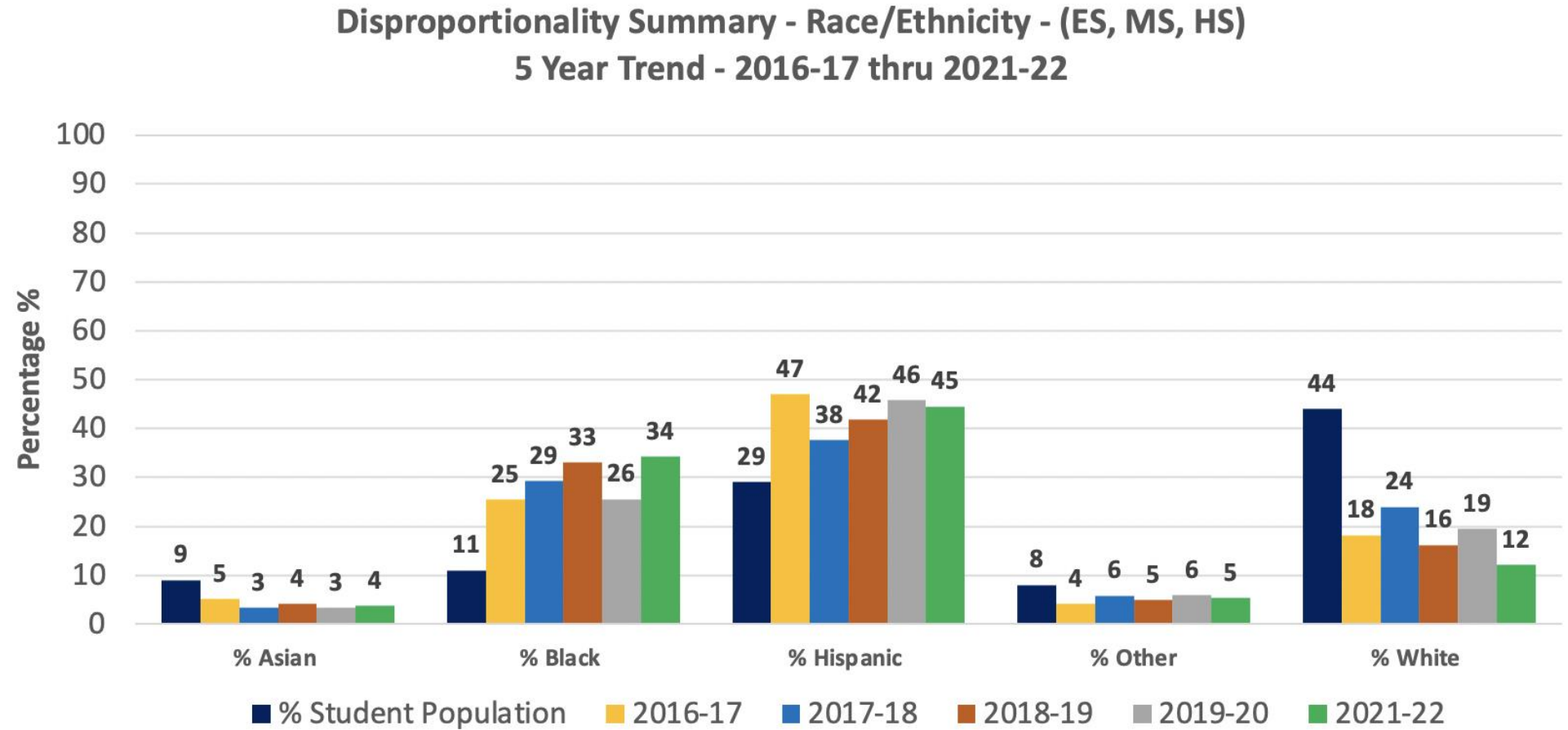


Data will be available in Summer 2023



Student Well-Being

Graph shows trend data on % suspensions relative to % student population - By Race/Ethnicity



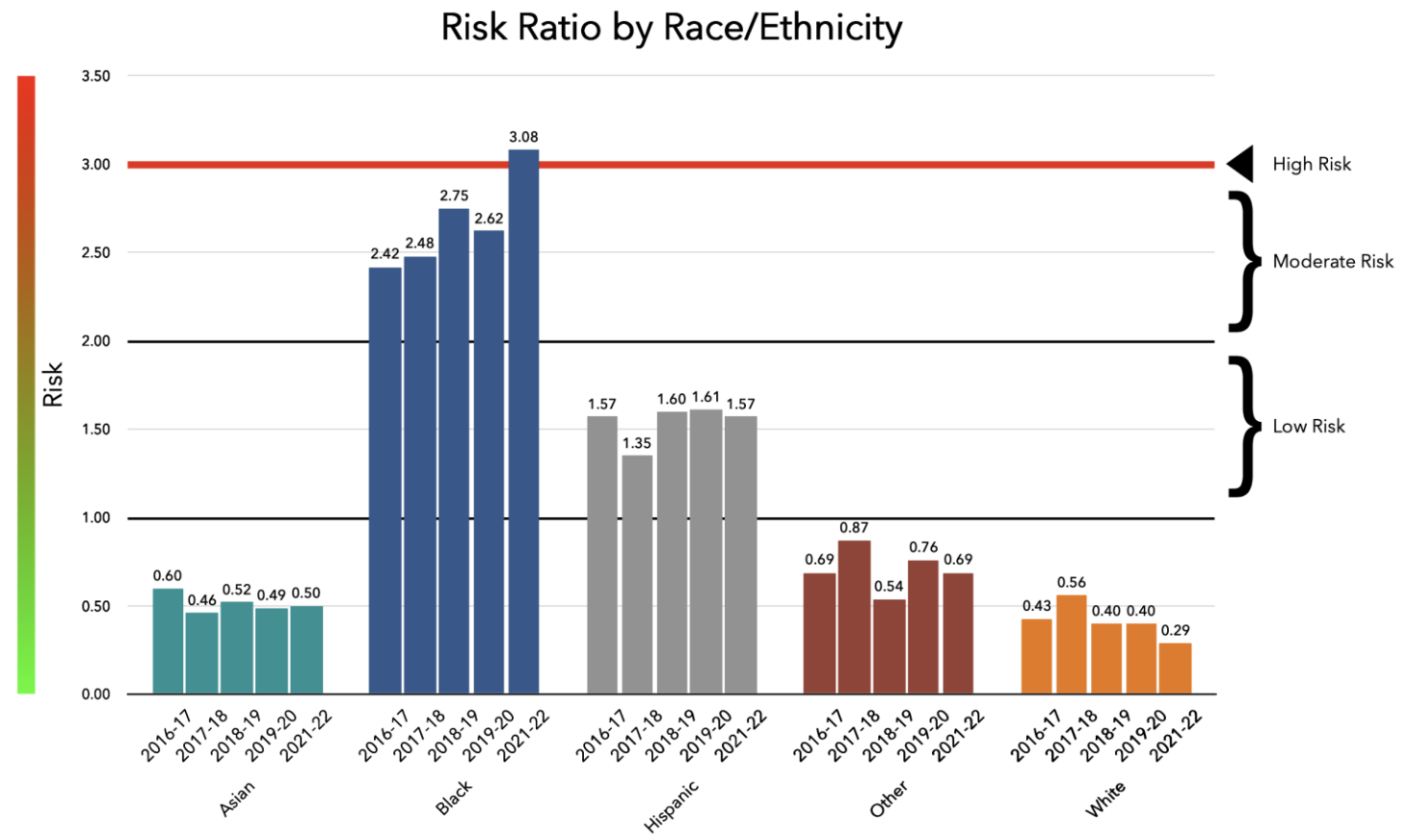
Source: APS Data Warehouse

For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows trend data on the relative risk of student groups being suspended compared to their peers. The risk ratio is calculated using the formula provided by the Virginia Department of Education.



High: 3.0+
indicates group is 3 times as likely to be suspended as their peers

Moderate: 2.0 – 2.9
indicates group is 2 times as likely to be suspended as their peers

Low: 1.0 – 1.9
indicates group is 1 – 1.9 times as likely to be suspended as their peers

Source: APS Data Warehouse

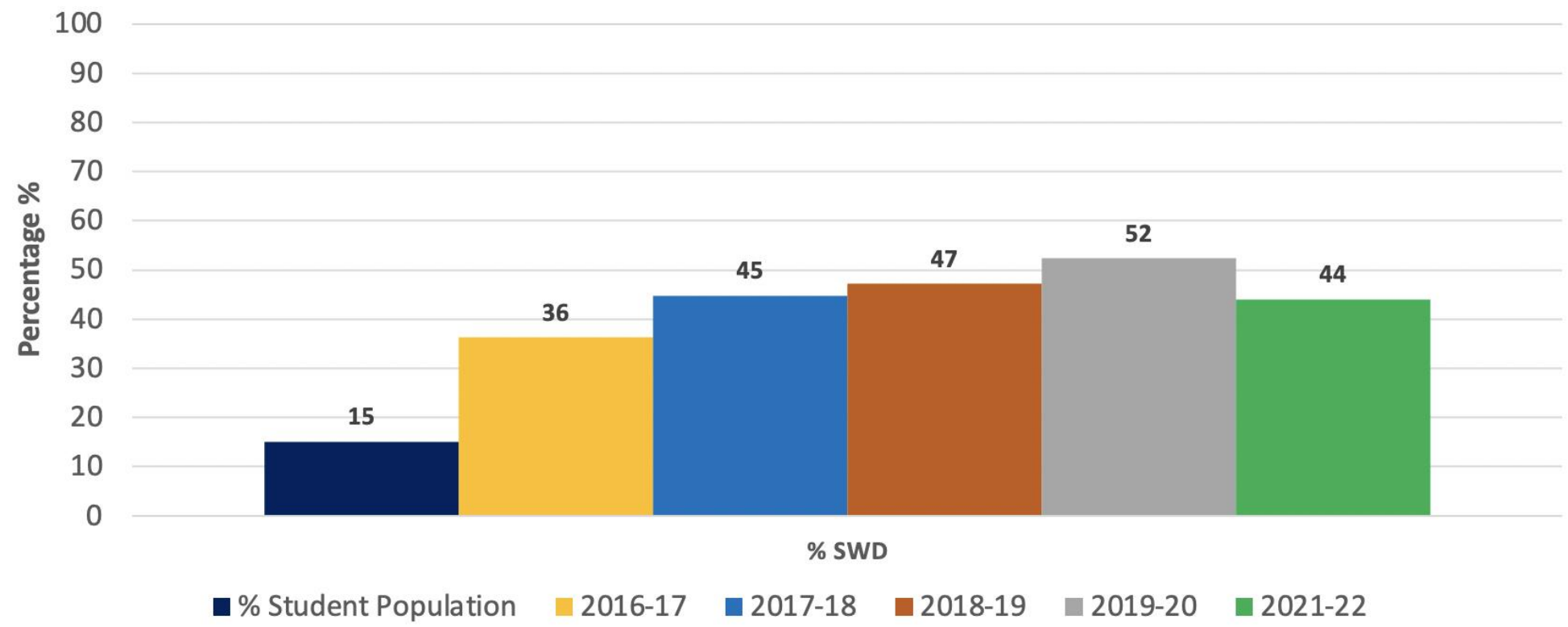
For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows trend data on % suspensions relative to % student population for Students with Disabilities

Disproportionality Summary - Students With Disabilities (ES, MS, HS) 5 Year Trend - 2016-17 thru 2021-22



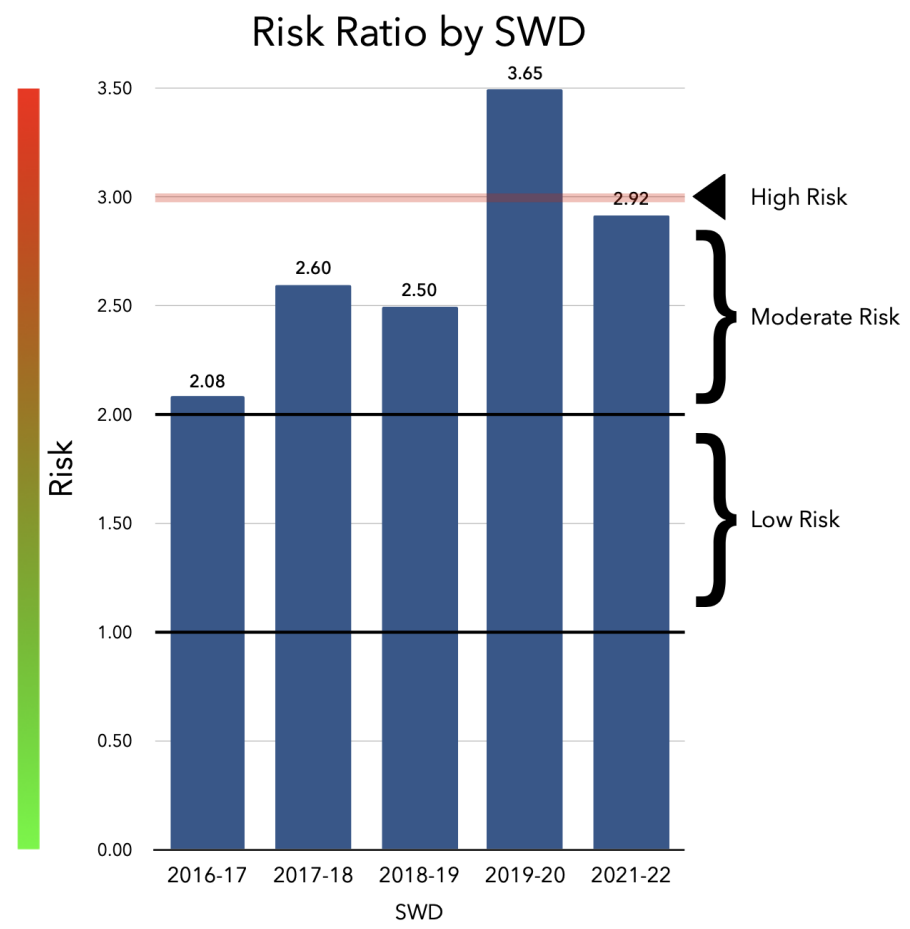
Source: APS Data Warehouse

For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows trend data on the relative risk of student groups being suspended compared to their peers. The risk ratio is calculated using the formula provided by the Virginia Department of Education.



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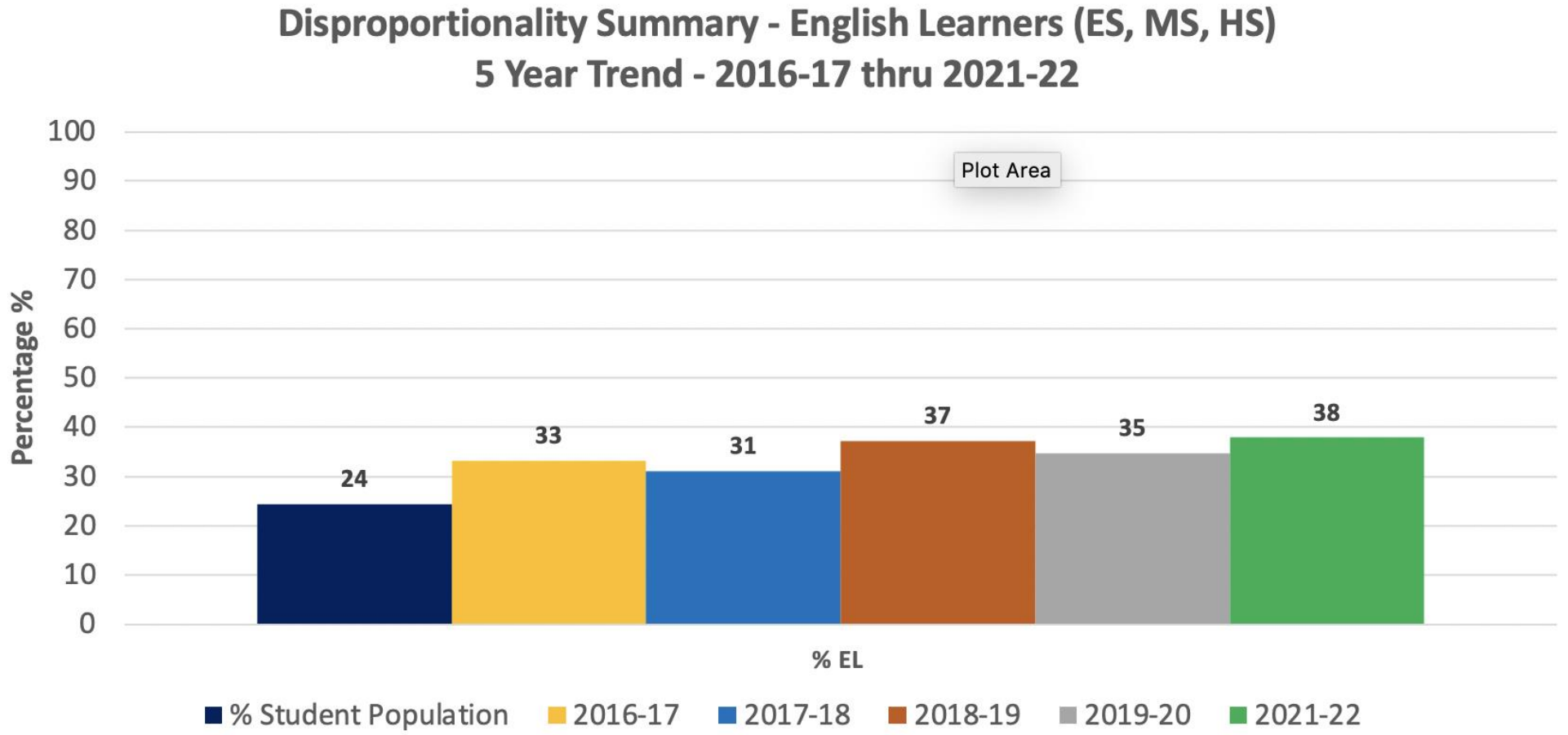
Source: APS Data Warehouse

For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph show % suspensions relative to % student population for English Learners



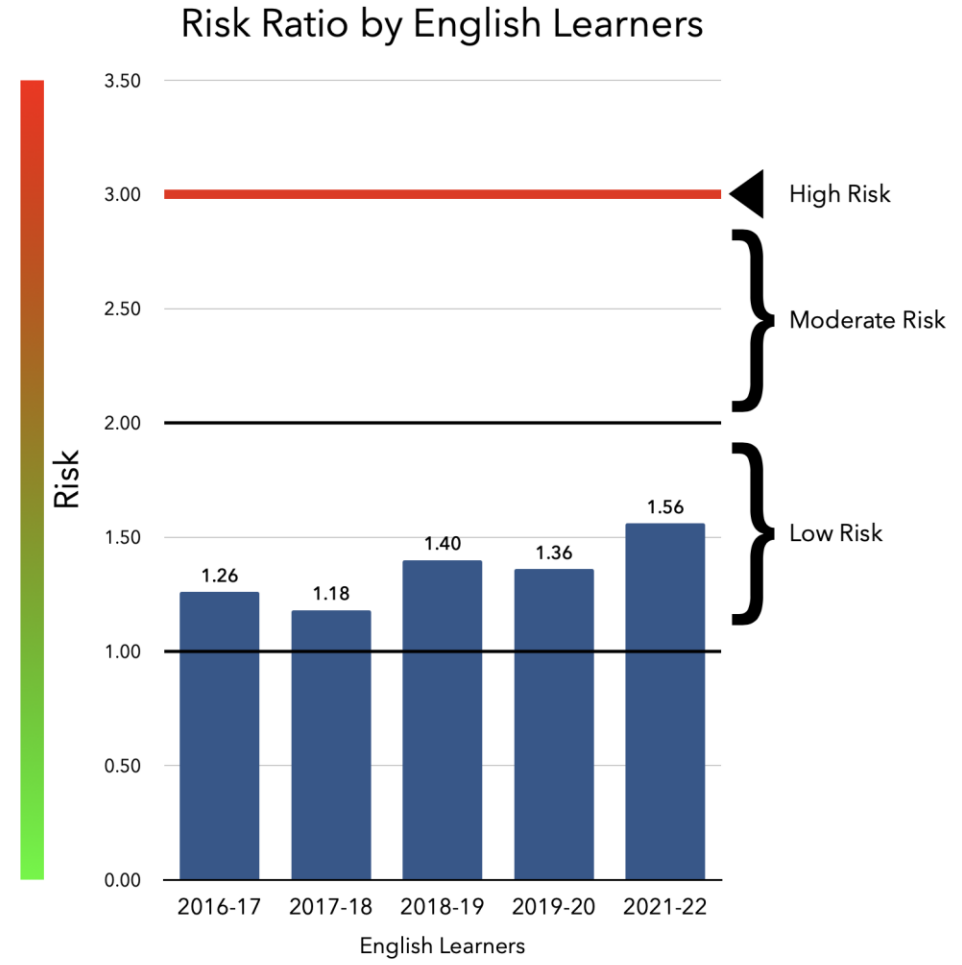
Source: APS Data Warehouse

For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows trend data on the relative risk of student groups being suspended compared to their peers. The risk ratio is calculated using the formula provided by the Virginia Department of Education.



High: 3.0+
indicates group is 3 times as likely to be suspended as their peers

Moderate: 2.0 – 2.9
indicates group is 2 times as likely to be suspended as their peers

Low: 1.0 – 1.9
indicates group is 1 – 1.9 times as likely to be suspended as their peers

Source: APS Data Warehouse

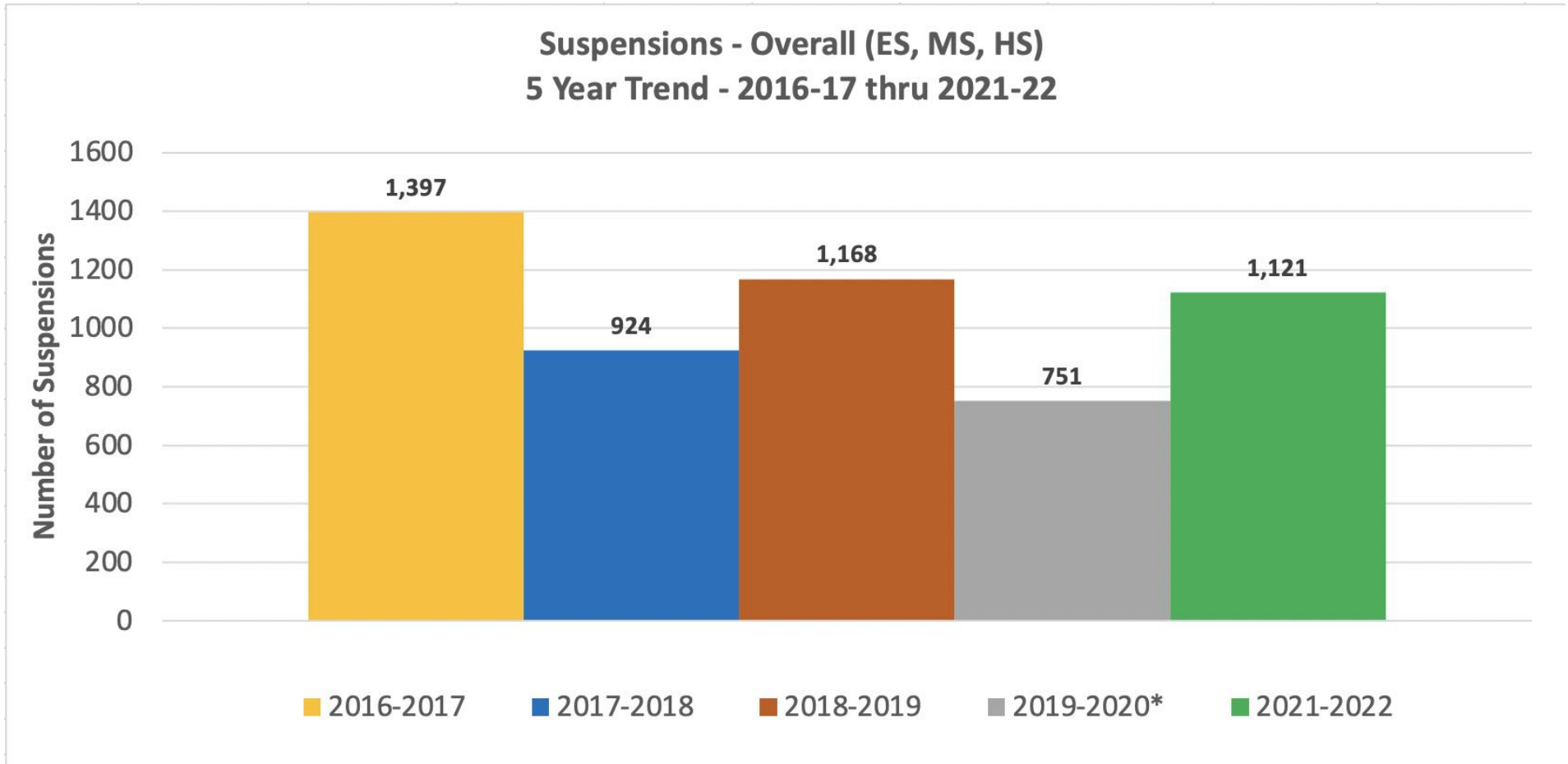
For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows trend data on total number of suspensions division-wide

**March 2020 - Transition to virtual instruction*
**2020-21 – omitted (less than 20 total suspensions)*



Source: APS Data Warehouse

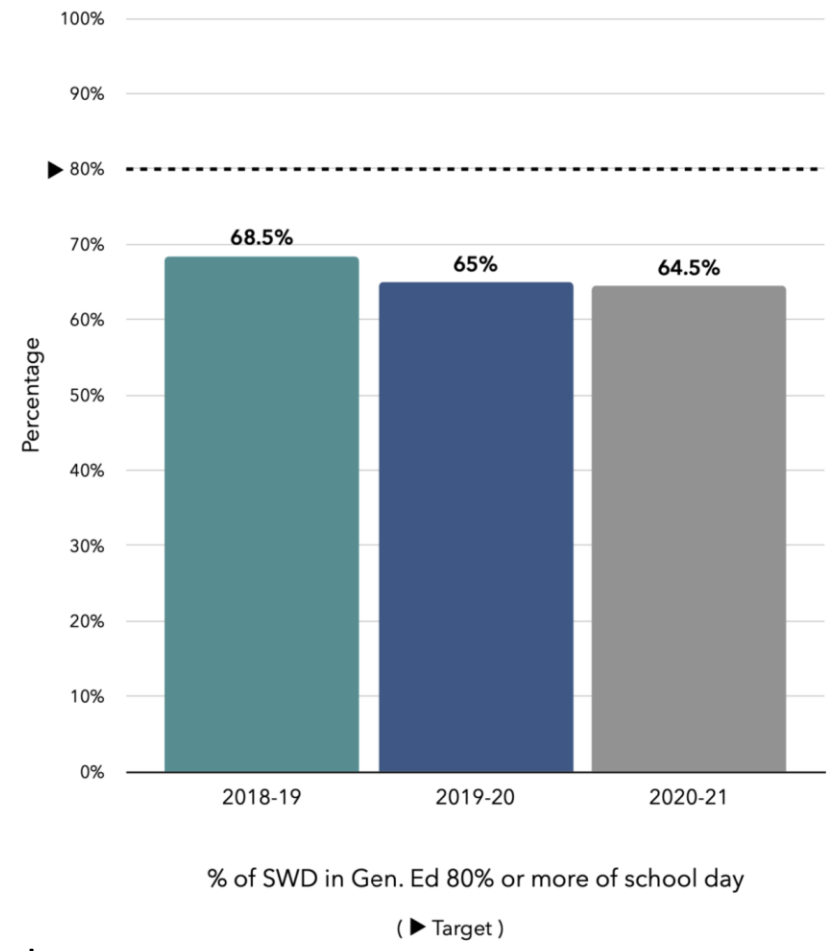
For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Student Well-Being

Graph shows % of Students with Disabilities (SWD) who spend at least 80% or more of their school day in the general education setting

Inclusion of SWD



Source: APS Data Warehouse

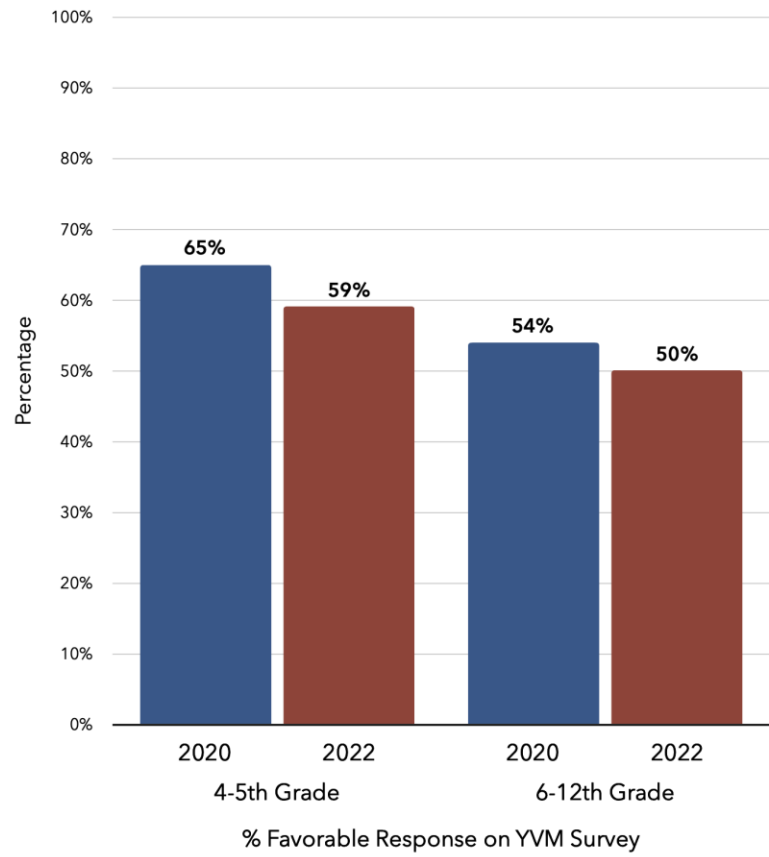
For additional information: Special Education Monitoring Report (4/13/23)



Student Well-Being

Questions in the YVM survey are grouped thematically by topic. Topic scores are then calculated as an average of the % favorable responses to each question within the topic.

Student Social, Emotional and Mental Health



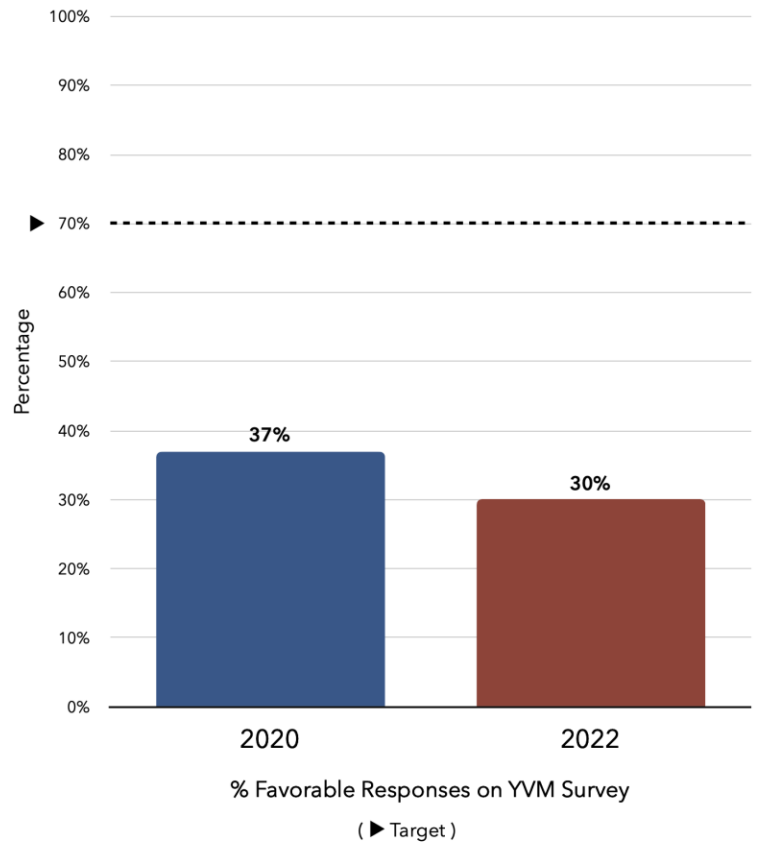
Source: *Your Voice Matters (YVM) 2020 & 2022 survey results*
 For additional information: [School Climate and Culture Monitoring Report \(10/13/22\)](#)



Engaged Workforce

Questions in the YVM survey are grouped thematically by topic. Topic scores are then calculated as an average of the % favorable responses to each question within the topic.

Professional Learning



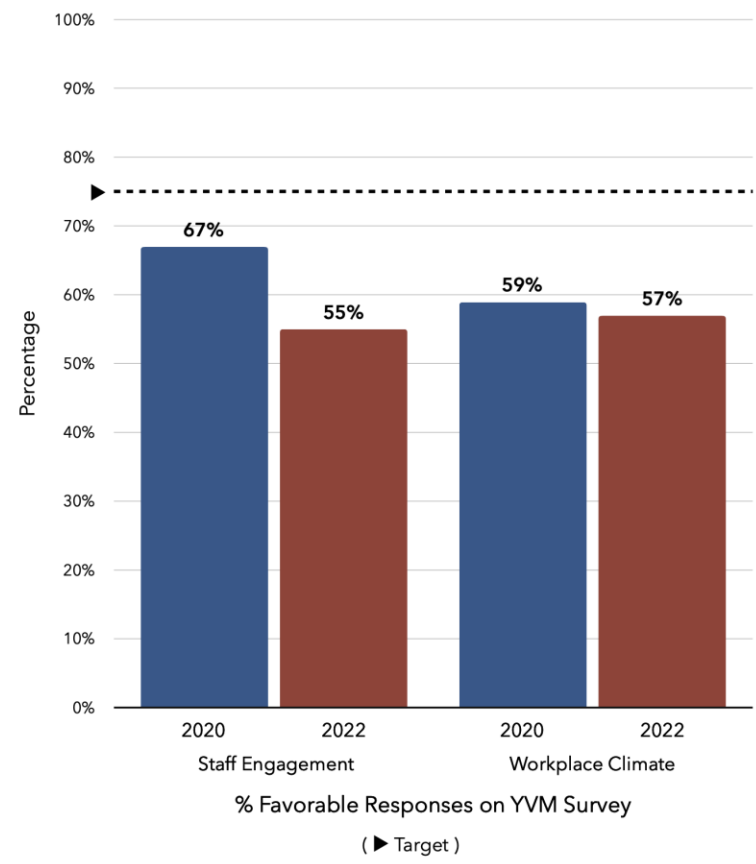
Source: *Your Voice Matters (YVM) 2020 & 2022 survey results*
 For additional information: [Human Resources Monitoring Report \(9/22/22\)](#)



Engaged Workforce

Questions in the YVM survey are grouped thematically by topic. Topic scores are then calculated as an average of the % favorable responses to each question within the topic.

Staff Engagement & Workplace Climate



Source: *Your Voice Matters (YVM) 2020 & 2022 survey results*
 For additional information: [Human Resources Monitoring Report \(9/22/22\)](#)

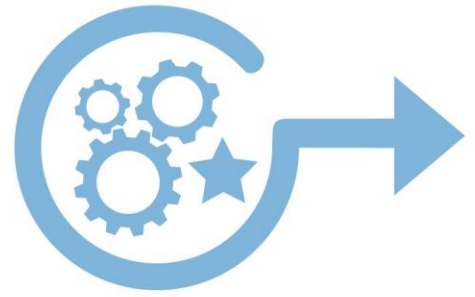


Engaged
Workforce

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



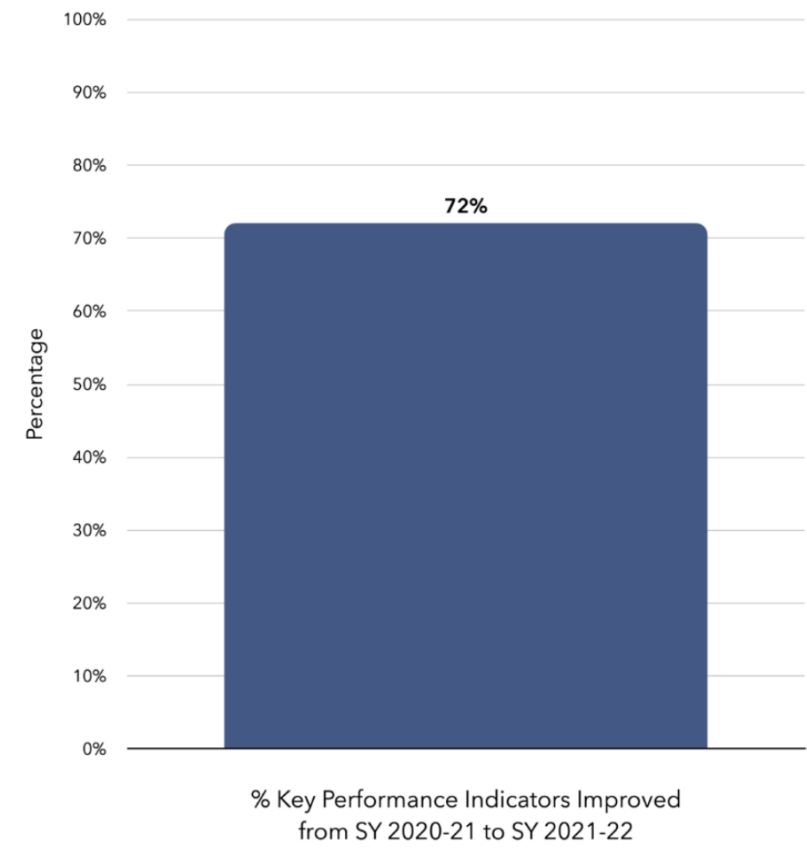
Internal work in progress. Availability is TBD



Operational Excellence

The graph shows the percentage of Key Performance Indicators that were improved from 2020-21 to 2021-22.

Operational Effectiveness



Source: Multiple internal data collection sources
For additional information: [Operations Monitoring Report \(11/20/22\)](#)

What is a KPI?
Key Performance Indicators (KPI) are indicators of progress toward an intended result. KPIs provides a focus for strategic and operational improvement.

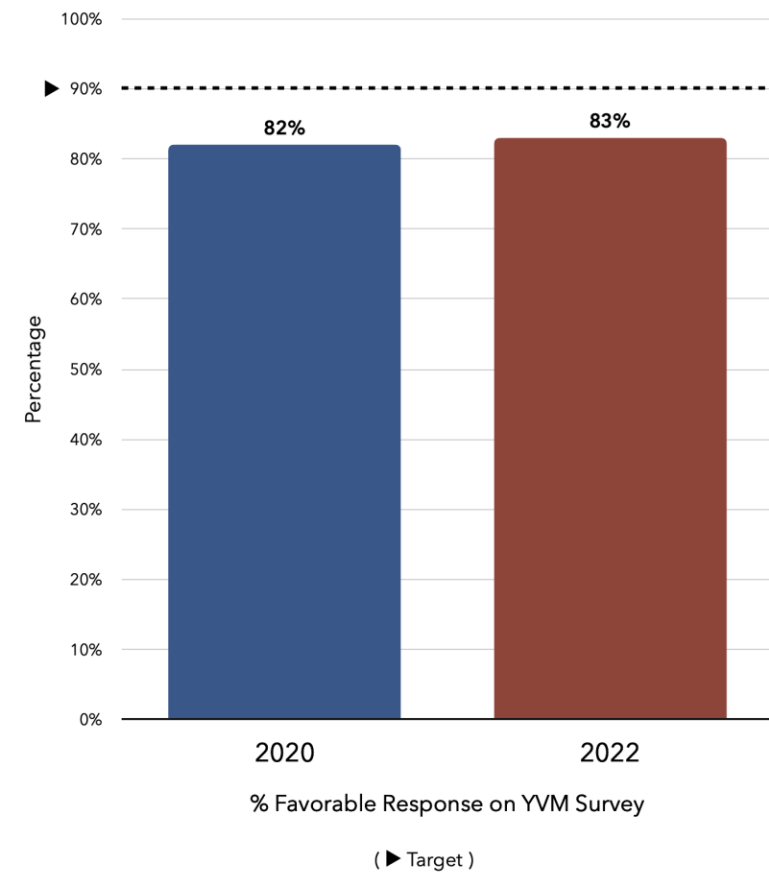
Each Department within Operations has identified KPI(s)



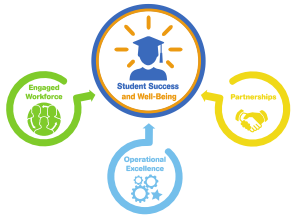
Partnerships

Questions in the YVM survey are grouped thematically by topic. Topic scores are then calculated as an average of the % favorable responses to each question within the topic.

Family Engagement



Source: *Your Voice Matters (YVM) 2020 & 2022 survey results*
For additional information: [School & Community Relations Monitoring Report \(1/19/23\)](#)



The Arlington Public Schools Strategic Plan guides our work as a school division, providing measurable goals and objectives to assess our progress and to systematically improve student outcomes for all children.

This update to the 2018-24 Strategic Plan is part of the “tuning process” that happens every two years.

To stay up to date and learn more, please visit www.apsva.us/strategic-plan.

OUR MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments

OUR VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures

OUR CORE VALUES

- **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student’s unique needs.
- **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.
- **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.
- **Stewardship:** Manage our resources to honor the community’s investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

OUR GOALS



STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



STUDENT WELL-BEING

Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.



ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is a place where talented individuals choose to work.



OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.



PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

PERFORMANCE OBJECTIVES – How we measure our progress

- 1) By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments
- 2) 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.

- 1) 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.
- 2) By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.
- 3) Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.

- 1) 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.
- 2) 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.
- 3) By 2024, all staff participate in training that meets or exceeds industry standards for their position.

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

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

APS Strategic Plan
2018-2024

APS Strategic Plan – Monitoring Report

Jonathan Turrisi, Special Projects Advisor, Chief of
Staff Office

February 2, 2023

INCLUSION * EXCELLENCE * INNOVATION

