EVALUATION BRIEF

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY
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An Achievable Dream Academy – An Update on Outcomes

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ABSTRACT

The purpose of this evaluation brief is to provide data regarding the An Achievable Dream (AAD) Academy's first two years of operation at Seatack Elementary School. The program began in 2014-2015 in kindergarten through second grade and expanded to third grade in 2015-2016. An Achievable Dream Academy is founded on a premise that developing social and moral skills along with academic skills will ultimately lead to greater scholastic achievement. Accordingly, behavioral data such as attendance and discipline referrals as well as academic indicators were examined. Data interpretation was enhanced by identifying comparison groups from two elementary schools with demographic characteristics similar to Seatack Elementary School.

Behaviorally, the AAD students had lower rates of discipline referrals and suspensions than both comparison groups in 2015-2016, the second year of operation. However, the pattern of results showed that the AAD's attendance rate was lower and the unexcused absence rate was higher than the two comparison groups both years of operation.

On multiple academic indicators during the first two years of operation, AAD students generally performed relatively similar to or higher than students in the two comparison groups.

KEY TOPICS:

BACKGROUND

In partnership with the Newport News-based An Achievable Dream Academies, Inc., Virginia Beach City Public Schools (VBCPS) has offered the An Achievable Dream program for students at Seatack Elementary School since 2014-2015. The program began in kindergarten to grade two, with the addition of one grade level per year in both 2015-2016 (third grade) and 2016-2017 (fourth grade). The goal is to continue the expansion of the program with one grade level added annually through 2024-2025, when a full K-12 complement will be achieved at Seatack and a middle school and high school to be determined.

As the VBCPS school division website notes, the AAD program, which began in 1992 at the elementary level and is now offered K-12 in the Newport News Public Schools, provides participants "many additional opportunities for school success…(to) develop social, academic and moral skills that help them become strong adults." The program "provides an extended-day and year-round education with enrichment classes; field trips; the support of community partners and mentors who are dedicated to the welfare of students; and of course, high quality academic instruction." The program seeks to "give our students who are at risk of failure in school due to socioeconomic factors a chance to succeed" and "develop a personal achievable dream that will light the way for success… in life as a productive citizen" (http://achievabledream.org/). In addition to its academic focus, the program seeks to help students "learn important life skills through specialized curriculum that includes ethics, etiquette, peaceful conflict resolution, healthy living, financial know-how, and Speaking Green" (http://achievabledream.org/).

Based on VBCPS School Board Policy 6-26, all new programs that operate with local resources are evaluated to ensure the operation of high-quality programs. The College of William and Mary, under contract with the An Achievable Dream Academies, Inc., conducted an evaluation of the program's first year of operation in 2014-2015 through an approved research application from VBCPS. One focus of the evaluation was the extent to which students in the program demonstrated observable gains on behavioral and academic measures including attendance, discipline referrals, and academic achievement. In 2015-2016, the AAD staff conducted an internal analysis of data to evaluate goals related to behavior and achievement that they monitor on a regular basis. Data from the first two years of program operation were not shared publicly. Therefore, the purpose of this evaluation brief is to provide the results of the data that were collected during the first two years of operation while the Office of Research and Evaluation currently conducts the year-three evaluation during 2016-2017. The year-three comprehensive evaluation of the AAD Academy was approved by the School Board on September 7, 2016 when the 2016-2017 Program Evaluation Schedule was adopted.

METHODOLOGY FOR ASSESSING STUDENT OUTCOMES

To be a part of the outcome analyses, students must have been enrolled in the AAD Academy for at least one half of the school year. Of the 236 students who were enrolled in the program during 2014-2015, 208 (88%) met the criteria to be included in the analysis of student outcomes. Of the 294 students who were enrolled in the program during 2015-2016, 259 (88%) met the criteria to be included in the analysis.

Two comparison groups of students were established to evaluate the academic performance of AAD program students. The same criteria were applied when identifying the two comparison groups at two schools with demographic characteristics similar to Seatack Elementary School where AAD is located. Within the two comparison schools, propensity score matching was used to select the most comparable group of students for assessing student outcomes. Both demographic characteristics and available academic data (i.e., fall Developmental Reading Assessment [DRA] scores) were included in the matching process for 2014-2015. Students in 2014-2015 who did not have fall DRA scores were not included in the matching process or the outcomes analysis. Only demographic characteristics were used for matching in 2015-2016 due to missing academic data and due to the potential that academic scores in the fall of the program's second year could have been impacted by program enrollment during the first year. Table 1 contains a summary of the demographic characteristics of the AAD students and comparison group students as of September 30 for each school year. After the comparison groups were identified, the behavioral and academic data were analyzed.

Table 1: Characteristics of Achievable Dream and Comparison Groups for Assessing Student Outcomes

Demographic Characteristics	2014-2015			2015-2016		
	AAD Students (N=187)	Comparison Group A (N=154)	Comparison Group B (N=181)	AAD Students (N=259)	Comparison Group A (N=209)	Comparison Group B (N=259)
Male	41.2%	46.1%	45.3%	45.2%	47.8%	47.1%
Female	58.8%	53.9%	54.7%	54.8%	52.2%	52.9%
African American	59.9%	64.9%	61.9%	57.9%	65.1%	63.7%
Asian/Native Hawaiian	0.5%	0.0%	1.1%	0.4%	0.5%	0.8%
Caucasian	18.7%	16.2%	16.6%	18.1%	16.3%	17.4%
Hispanic	18.2%	11.7%	14.4%	18.5%	11.5%	12.0%
Multiracial	2.7%	7.1%	6.1%	5.0%	6.7%	6.2%
Economically Disadvantaged	83.4%	78.6%	75.7%	79.5%	79.4%	72.2%
Gifted	2.1%	2.6%	2.2%	3.5%	2.4%	5.4%
Limited English Proficiency	2.7%	0.6%	1.1%	3.1%	1.9%	0.8%
Special Education	8.0%	5.8%	9.4%	8.5%	7.2%	10.0%

As evidenced in Table 1, the AAD and the comparison groups had relatively similar demographic characteristics. No differences were more than 10 percentage points, and most differences between the AAD and comparison groups were less than 5 percentage points. Differences that were between 5 and 8 percentage points were for some African American percentages, Hispanic percentages, and economically disadvantaged percentages.

When compared with the rest of the division's elementary population, the AAD group, as well as the two comparison school groups, had much higher percentages of economically disadvantaged students than the overall division's elementary school percentages (39% in 2014-2015 and 40% in 2015-2016).

RESULTS

Enrollment

In the inaugural year of the AAD program at Seatack Elementary School, the program served 236 kindergarten, first, and second graders, as noted in Table 2. In 2015-2016, with the addition of third grade to the program, it served a total of 294 students. Currently, and with the addition of fourth grade to the program in 2016-2017, the AAD program serves approximately 336 students.

Table 2: Achievable Dream Academy Enrollment by Grade Level

School Year	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total in Academy
2014-2015	94	62	80				236
2015-2016	81	93	52	68			294
2016-2017	52	77	79	48	80		336

Note: Numbers are based on enrollment at any time during the school year with the exception of 2016-2017.

Attendance and Behavior

Attendance and other behavioral data were analyzed for 2014-2015 and 2015-2016 and are displayed in Tables 3 and 4, respectively. Referral, in-school suspension (ISS), and out-of-school suspension (OSS) rates are based on the number of individual students who received at least one referral, ISS, or OSS of the group. Each year, the AAD students had lower attendance rates and higher unexcused absence rates than the two comparison groups. However, in the program's second year, AAD students had lower rates of discipline referrals, as well as in-school and out-of-school suspensions, compared to both comparison groups.

Table 3: Achievable Dream and Comparison Group Behavioral Data (2014-2015)

Group	Attendance Rate	Unexcused Absence Rate	Referral Rate	ISS Rate	OSS Rate
AAD (n=187)	95.0%	3.1%	9.1%	5.9%	1.1%
CG-A (n=154)	96.3%	1.8%	13.0%	8.4%	5.2%
CG-B (n=181)	95.9%	1.8%	8.3%	2.8%	1.7%

Table 4: Achievable Dream and Comparison Group Behavioral Data (2015-2016)

Group	Attendance Rate	Unexcused Absence Rate	Referral Rate	ISS Rate	OSS Rate
AAD (n=259)	94.8%	3.0%	6.2%	2.7%	0.8%
CG-A (n=209)	95.8%	2.1%	12.9%	2.9%	6.2%
CG-B (n=259)	95.2%	2.7%	11.6%	3.5%	2.7%

Academic Performance

The academic performance data of the AAD program students were compared to the performance of the students in the two comparison groups. Performance was measured based on the Developmental Reading Assessment, 2nd Edition (DRA) in kindergarten through grade three; the Reading Inventory (RI) in grade three; and grade three Standards of Learning (SOL) assessments in reading and mathematics. The analyses that follow are based on the data from students who were enrolled in the AAD program or the comparison schools for at least one-half of the school year and completed the assessments during the specified testing window during the 2014-2015 or 2015-2016 school year.

Developmental Reading Assessment (DRA) Results

The DRA assesses individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling, and word meaning. The DRA is administered to students in kindergarten through fifth grade in the fall to measure reading level to inform instructional practice and again in the spring to assess attainment of end-of-year benchmarks.

Reading on Grade Level. Figures 1 and 2 display the percent of students who were reading above, on, or below grade level based on fall and spring DRA scores for those who took the assessment at each time period. Results are presented for all students in the groups who took the DRA, and fall and spring scores are not necessarily from the exact same students. Because there was no specified reading on grade level benchmark for the kindergarteners who took the fall DRA assessment, more students had a designation of either meeting or not meeting the grade-level DRA benchmark in the spring compared to the fall (and as a result are included in the percentages in Figures 1 and 2). It should be noted that benchmarks change from fall to spring.

As shown in Figure 1 for overall 2014-2015 DRA results, the total percentage of AAD students who were reading above or on grade level based on the spring DRA benchmark was relatively similar to the percentages in the two comparison groups (82% versus 83% and 81%, respectively). The percentage of AAD students scoring *above* the spring benchmark (67%) was higher compared to the two comparison groups (57% and 59%, respectively). As shown in Figure 2 for 2015-2016 including the addition of third graders, the total percentage of AAD students who were reading above or on grade level based on the spring DRA benchmark was somewhat higher than the percentages in the two comparison groups (79% versus 65% and 75%, respectively). The percentage of AAD students scoring *above* the spring benchmark (57%) was higher compared to Comparison Group A (45%) and lower compared to Comparison Group B (59%).

Figure 1: DRA – Reading on Grade Level (2014-2015)

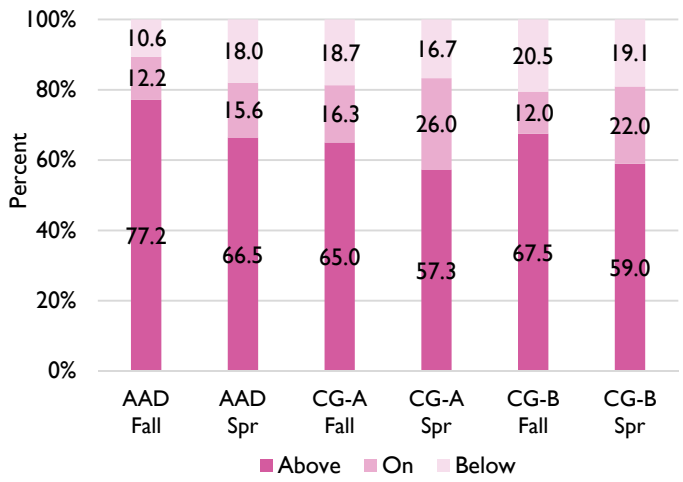
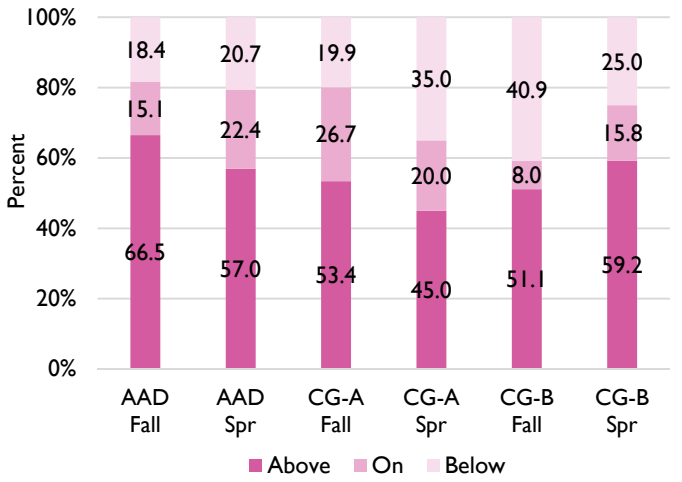


Figure 2: DRA – Reading on Grade Level (2015-2016)



The detailed DRA results by grade level are shown in the tables below for each year.

Table 5: DRA Reading on Grade Level by Grade (2014-2015)

Grade Level	AAD		CG-A		CG-B	
	Fall	Spring	Fall	Spring	Fall	Spring
K	N/A	92.1 (n=63)	N/A	93.3 (n=30)	N/A	96.5 (n=58)
1	98.1 (n=53)	84.7 (n=39)	88.7 (n=53)	84.6 (n=52)	100 (n=53)	78.4 (n=51)
2	82.8 (n=70)	70.8 (n=65)	75.7 (n=70)	77.9 (n=68)	62.5 (n=64)	68.8 (n=64)
Overall	89.4 (n=123)	82.1 (n=167)	81.3 (n=123)	83.3 (n=150)	79.5 (n=117)	81.0 (n=173)

Table 6: DRA Reading on Grade Level by Grade (2015-2016)

Grade Level	AAD		CG-A		CG-B	
	Fall	Spring	Fall	Spring	Fall	Spring
K	N/A	94.6 (n=56)	N/A	86.2 (n=58)	N/A	97.1 (n=70)
1	93.4 (n=76)	75.0 (n=76)	89.3 (n=56)	55.8 (n=52)	Not Tested (n=1)	64.1 (n=64)
2	86.7 (n=45)	86.9 (n=46)	84.1 (n=44)	72.8 (n=44)	65.1 (n=43)	65.2 (n=46)
3	62.1 (n=58)	64.4 (n=59)	65.2 (n=46)	41.3 (n=46)	54.5 (n=44)	66.7 (n=48)
Overall	81.6 (n=179)	79.4 (n=237)	80.1 (n=146)	65.0 (n=200)	59.1 (n=88)	75.0 (n=228)

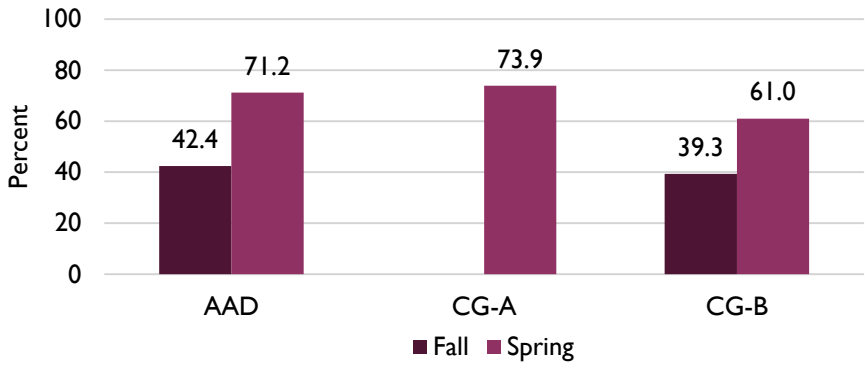
Reading Inventory (RI)

The Reading Inventory (RI) is a multiple-choice, computer-adaptive reading assessment that uses authentic passages of literature and non-fiction texts for its selections. Administered by the school division to elementary students in grades three through five, the RI measures students' reading comprehension using the Lexile Framework for Reading and provides a Lexile measure of reading ability. Although literature from MetaMetrics indicates that Lexile measures should not be linked directly to grade levels due to a range of readers at a given grade level, typical Lexile score ranges by grade level have been developed based on several research studies. Reading Inventory data were used to determine if the third-grade students in the AAD program and the two comparison groups were reading within the band of proficiency for their grade level and the extent to which they experienced growth in their Lexile

scores from fall to spring. Third-grade students were required to take the assessment in the spring during 2015-2016. The reading on grade-level benchmark was the same from fall to spring, allowing for the assessment of growth.

Reading on Grade Level. Figure 3 displays the percent of third-grade students in 2015-2016 who were reading on grade level based on their fall assessment score and also the percent of students who were reading on grade level at the end of the school year based on their spring RI score. Results from each time period are based on the students who took the assessment and are not necessarily from the same students.

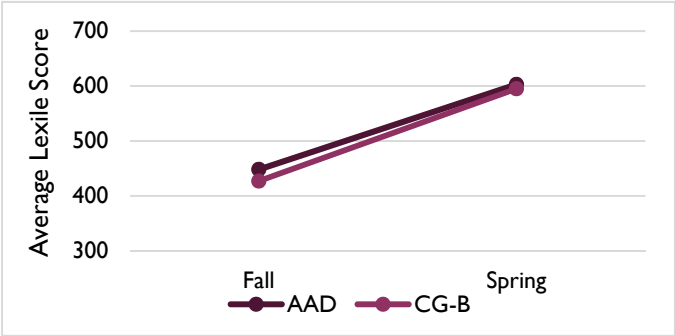
Figure 3: RI Percent Reading on Grade Level (2015-2016)



As shown in Figure 3, the percentage of third-grade students reading on grade level in the AAD program was relatively similar to one comparison group, but 10 percentage points higher than the other comparison group in the spring. The fall-to-spring increase was somewhat greater for the AAD group (28.8%) than for Comparison Group B (21.7%). No increase from fall to spring for Comparison Group A could be calculated because the school did not administer the test in the fall.

Lexile Growth. Academic performance in reading was further assessed at grade three in terms of growth in average Lexile scores from fall to spring. Results from each time period are based on the students who took the assessment and are not necessarily from the same students. Because Lexile scores have more possible values than reading above, on, or below grade level, they are a more precise metric. Consequently, differences in Lexile scores and changes in those scores from fall to spring might be expected to be more sensitive to small differences among the AAD and comparison groups. However, analysis of the fall, spring, and change scores revealed no significant differences in average Lexile scores.

Figure 4: Fall and Spring Average RI Lexile Scores (2015-2016)

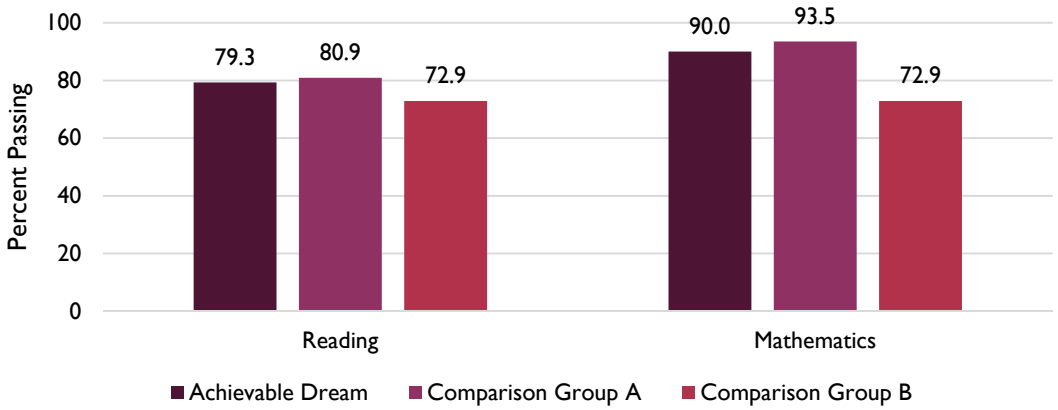


As Figure 4 shows, both the AAD students and the Comparison Group B students started at about the same level in the fall and the average Lexile score increased at about the same rate in the spring. The AAD students gained 155 points and the comparison group gained 168 points on average. The 13-point difference between the third-grade AAD and comparison group students spans less than 1 percent of the Lexile score scale and is not significant.

Grade 3 Standards of Learning (SOL) Reading and Mathematics Results

Percent Passing. Academic performance was also evaluated based on the percentage of grade three students earning a passing score on the SOL reading and mathematics assessments in 2015-2016 for the AAD and comparison group students. Figure 5 indicates that the differences between the AAD students and Comparison Group A were negligible. In both reading and mathematics, the percentages of students earning passing SOL scores were relatively similar. In both reading and mathematics, Comparison Group B had lower passing rates.

Figure 5: Grade 3 SOL Performance – Percent Passing (2015-2016)



Average Scale Scores. The average SOL scale scores for each group are presented in Table 7. For reference, a scale score of 400 is needed to pass the SOL. Table 7 shows that the three schools performed relatively similarly on the SOL tests in both reading and mathematics, with the AAD students performing slightly lower in reading and slightly higher in mathematics. The differences in scores were not significant.

Table 7: Average SOL Scale Scores (2015-2016)

Group	Reading	Mathematics
AAD	422 (n=58)	455 (n=60)
CG-A	437 (n=47)	445 (n=46)
CG-B	429 (n=59)	446 (n=59)

Stakeholder Perceptions[1]

In addition to conducting a quantitative examination of the behavioral and academic performance of AAD and comparison group students, qualitative data in the form of interviews and survey results were also collected by the College of William and Mary as part of the approved research application with VBCPS for their evaluation of the program. In April 2015, the first year of the program, researchers from the College of William and Mary conducted group interviews with nine first- and second-grade teachers chosen by the AAD staff in two small groups at the school. Further, 15 parents of first- and second-grade students chosen by the AAD staff voluntarily participated in interviews during April 2015. In addition, Seatack's three building administrators who were directly involved in the implementation of the program in 2014-2015 were each interviewed individually. Interviews were also individually conducted with external stakeholders, including central office administrators and advisory boards in VBCPS, by the research team from the College of William and Mary in April 2015. All interviews were recorded and transcribed and analyzed to identify specific themes. Additionally, a survey developed by the AAD staff was administered to parents in December 2014, with 112 of 212 parents participating, for a response rate of 53 percent.

[1] This section of the brief is based on an executive summary and summary of interview responses provided by the College of William and Mary regarding the survey and interview data they collected and analyzed as part of their independent evaluation for An Achievable Dream Academies, Inc.

Achievable Dream Teacher Perceptions

According to the College of William and Mary researchers, six major themes emerged from the 2015 interviews with first- and second-grade teachers. The summary of results prepared by the research team from the College of William and Mary reported the following perceptions among teachers:

- Significant changes in students were observed which they felt could be attributed to the program, including improvements in reading and writing skills primarily through participation in "Speaking Green."
- Improved behavior was observed which they felt could be due to the teaching of etiquette, conflict resolution, and "Speaking Green."
- Participation in the AAD had changed the way teachers approached the curriculum, with an increased focus on building relationships and changing the nature of student-teacher and parent-teacher interactions.
- The summer program was important for themselves, students, and parents, especially because it gave teachers the opportunity to become more aware of students' strengths and areas in need of improvement.
- The summer opportunities also helped parents better understand what was expected of them.
- Engaging parents in both school and after-school activities was essential and some early success had been noted.
- While no formal in-services were offered, teachers were quite positive about the support they received from the AAD staff.

Achievable Dream Parent Perceptions

The researchers from the College of William and Mary identified several themes based on the 2015 interviews with parents of first and second graders. Their summary of results reported the following among parents:

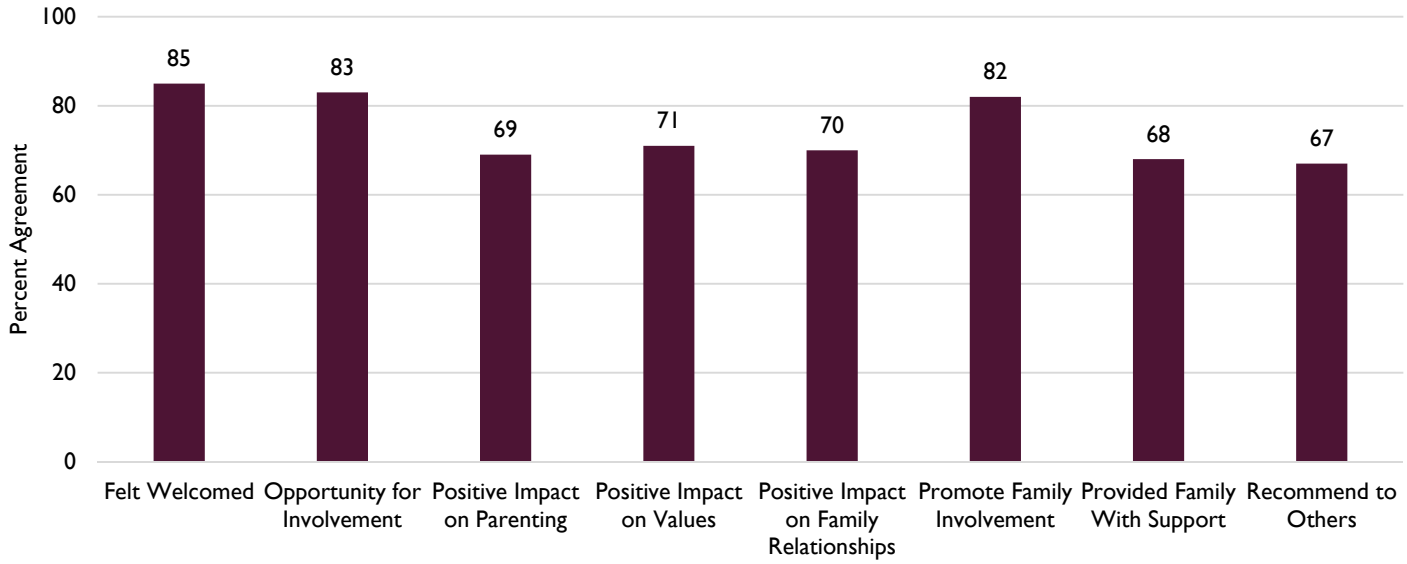
- Parents thought that their children benefited from being part of the program.
- Parents indicated that their children were more outgoing, friendly, and sociable and appeared to be getting along with teachers and family members, demonstrating the "carryover" social effects in the home and community.
- Parents observed that their children appeared more willing to get along with others, to work collaboratively, and to exhibit increased self-control.
- Parents noted that the program had promoted increased parental participation in school-based activities.
- Parents thought that activities such as field trips and the morning welcome provided structure that had a positive effect on their children.
- Parents enjoyed the after-school club activities, particularly for their younger children, who had previously had fewer such opportunities than the older children.
- Parents appreciated the longer school day, but also expressed concern over the impact of that extension on family time, including evening dinner.
- Parents felt that wearing uniforms promoted a sense of unity and pride. However, they were an additional cost to parents as their children outgrew school attire.

Parent perceptions based on the December 2014 parent survey were summarized as follows by the College of William and Mary researchers:

> The majority of parents responded quite positively to the questions contained in the survey. Parents believed that they had been welcomed and offered ample opportunities to become involved in the Seatack Achievable Dream program. They felt they had been encouraged to become involved in their child's education and to further their own education. Parents responding to the survey believed that the Achievable Dream Program had a positive impact on their parenting techniques, the values they instill at home, and their relationships with their children.

Figure 6 displays the rate of parent agreement with eight specific aspects of AAD Academy. The survey responses were based on a four-point agreement scale with an additional Not Applicable response option (between 4 and 15 percent of respondents selected the Not Applicable response option for the items shown in Figure 6).

Figure 6: Achievable Dream Survey Results - Parents' Agreement Percentages



Achievable Dream Administrator Perceptions

The researchers from the College of William and Mary focused their interview with the administrators around three questions regarding why the program was attractive to VBCPS and Seatack Elementary School, perceived benefits of the program, and issues that arose during the first year of implementation. The College of William and Mary research team identified the following themes from the administrators' responses:

- The program enabled the school and division to address the whole child through the SAME (social, academic, moral education) program. While Virginia Beach had always been interested in the social and moral aspects of education, it did not have a formal curriculum to address this need until implementation of the AAD Academy. Administrators expressed a desire for further expansion of the SAME curriculum.
- The program allowed for more focused engagement of the community, and its extended day gave students more time to concentrate on remediation.
- While it was too soon to assess academic gains, they had seen significant improvement in student behavior, both in school and on the bus; improved attendance; and less conflict between students and teachers and among students themselves.
- Social gains were attributed to classes such as conflict resolution and "Speaking Green."
- Some issues were noted in the program's first year. Some of those issues were attributed to running two programs simultaneously, including the normal Seatack program and the new Achievable Dream program, including some scheduling conflicts early in the school year.
- While summer in-servicing in 2014 was well-done and well-received, no additional in-services were offered.
- A formal checklist of activities for teaching the SAME curriculum would be beneficial in assessing the degree to which teachers had implemented the SAME curriculum in their classrooms.

External Stakeholder Perceptions

According to the College of William and Mary research team, six major themes emerged from the individual interviews with central office administrators and members of key leadership and advisory boards in VBCPS. These external stakeholders described the following:

- There was a strong intention to maintain the integrity of the AAD Academy while also allowing Seatack Elementary to retain its identity as a Virginia Beach public school.
- The support for the AAD Academy centered on the expanded opportunities for students.
- There was increased family involvement because of the explicit AAD Academy commitment to partnering.
- There was increased support for teachers, and this enabled them to feel more hopeful and effective.

- Ongoing communication about the Seatack AAD Academy was important, along with their leadership responsibility for "telling the story."
- There was a need for long-term planning for expansion into middle and high schools, and there was a personal commitment to "keeping the promise" for student access to college.

SUMMARY

The AAD program has operated at Seatack Elementary School since the fall of the 2014-2015 school year where it was implemented in kindergarten through second grade. In 2015-2016, third grade was added, and a total of 294 students were enrolled at some time during the school year. Compared to the division's elementary school enrollment, the students participating in the AAD program were more likely to be African American and more likely to be economically disadvantaged. Therefore, to evaluate the behavioral and academic outcomes of AAD students, two comparison groups of students were identified from comparable elementary schools, and behavioral and academic outcomes for each group were analyzed.

Analyses of behavioral data showed that during both of the first two years of operation, the AAD students had lower attendance rates and higher unexcused absence rates than the two comparison groups. However, in the program's first year, AAD students had consistently lower discipline rates compared to one of the comparison groups, and during the second year, AAD students had lower referral, ISS, and OSS rates compared to both comparison groups.

With respect to academic performance, four academic indicators were examined at applicable grade levels – Developmental Reading Assessment (DRA) results, grade three Reading Inventory (RI) results, grade three SOL reading results, and grade three SOL mathematics results. For overall 2014-2015 DRA results across grade levels, the percentage of AAD students who met or exceeded the spring DRA benchmark was relatively similar to the percentages in the two comparison groups (82% versus 83% and 81%, respectively). The percentage of AAD students scoring *above* the spring benchmark was higher (67%) compared to the two comparison groups (57% and 59%, respectively). For 2015-2016 with the addition of third graders, the percentage of AAD students who met or exceeded the spring DRA benchmark was somewhat higher than the percentages in the two comparison groups (79% versus 65% and 75%, respectively). Results for the percentage of students scoring *above* the benchmark were mixed. On the RI, the percentage of third-grade students reading on grade level in the AAD program was relatively similar to one comparison group, but 10 percentage points higher than the other comparison group in the spring. The fall-to-spring increase was somewhat greater for the AAD group (28.8%) than for one of the comparison groups (21.7%). Finally, on both the reading and mathematics grade three SOL assessments, the percentages of AAD students earning passing SOL scores were relatively similar to one comparison group, and somewhat higher than the second comparison group. In summary, on multiple academic indicators during the first two years of operation, AAD students generally performed relatively similar to or higher than students in the two comparison groups.

Parents, staff, and administrators involved with the AAD program during 2014-2015 participated in interviews with the College of William and Mary evaluators during the first year of operation regarding their perceptions of the program and its implementation. Overall, the results were positive, with improvements in students' social skills being noted. Participants also noted possible academic gains that they felt could be attributed to participation in the program. Participants also expressed what they perceived to be improvements in school culture and increases in parental involvement in both in-school and after-school activities. Mixed reactions to school uniforms were noted, and there was a perceived need for a formal observation system to assess the implementation of social, academic, and moral education (SAME) in the classroom. A desire for additional formal professional development beyond the summer and throughout the school year was also articulated.

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Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Guidance Services and Student Records at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456 0038. Telephone 263-1199 (voice); fax 263-1131; 263-1240 (TDD) or email Mary Ann Morrill at maryann.morrill@vbschools.com.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

May 2017