



An Achievable Dream Academy (AADA) at Seatack Elementary School: *Comprehensive Evaluation*

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Executive Summary

The partnership between An Achievable Dream, Inc. (AAD, Inc.) and Virginia Beach City Public Schools (VBCPS) at Seatack Elementary School began in the 2014-2015 school year with implementation of the program in grades kindergarten through 2. The program expanded to include third grade in 2015-2016, fourth grade in 2016-2017, and fifth grade in 2017-2018. The sixth grade was added at Lynnhaven Middle School in 2018-2019 and operates as a school within a school. The School Board approved an evaluation of An Achievable Dream Academy (AADA) at Seatack Elementary School for the 2016-2017 school year on September 7, 2016, and the 2016-2017 comprehensive evaluation was presented to the School Board on October 24, 2017. On September 6, 2017, the School Board approved an evaluation of the program for the 2017-2018 school year. The current comprehensive evaluation focused on the actions taken regarding the evaluation recommendations from 2016-2017, operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of AADA to the division. Throughout the comprehensive evaluation, the implementation of AADA was assessed for alignment with the contract between AAD, Inc. and VBCPS. The evaluation was based on reviews of documents and interviews, data from the VBCPS data warehouse, and surveys.

Key Evaluation Findings

Actions Taken Regarding Evaluation Recommendations

- The first recommendation from the 2016-2017 comprehensive evaluation was to continue AADA with the following four recommendations requiring action.

Recommendation #2

- The second recommendation was to analyze academic data relative to the performance targets that AADA set for the program in 2016-2017 and investigate the reasons for declines to ensure the effectiveness of instruction and additional instructional time.
- Actions taken regarding the second recommendation included reviewing classroom data weekly to inform instruction throughout the school day, reviewing and adjusting student placement in remediation groups during extended day remediation and Saturday School Remediation based on relevant data, and creating an intersession team to plan for the 2018 summer intersession.
- In comparison to 2016-2017, there were slight improvements in academic performance seen across grades and content areas in 2017-2018 (i.e., reading achievement in grades 1 through 3 and 5 and math achievement in grades 3 and 5).

Recommendation #3

- The third recommendation was that the program leverage interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior.
- Actions taken regarding the third recommendation included adding a mindfulness and meditation social rotation, adjusting the mentor program to involve only students in need, reviewing small group interventions provided during the extended day, and creating a check-in/check-out system for students who needed behavioral support.
- With the addition of grade 5, there were increases in the number of students who had one suspension and major offenses from 2016-2017 to 2017-2018. However, when focusing exclusively on grades K through 4, the numbers remained the same or declined. The referral rate declined from 2016-2017 to 2017-2018.

- Survey responses regarding student behavior showed that parent and student perceptions remained stable or improved slightly from 2016-2017 to 2017-2018. However, there were notable declines in the percentages of instructional staff who agreed that AADA improved students' behavior at school, self-control, and conflict management skills.

Recommendation #4

- The fourth recommendation was to ensure the attendance procedures and parent educational contracts were followed.
- Actions taken regarding the fourth recommendation included having families review and sign educational contracts; calling parents of absent students on a daily basis; sending letters home on a weekly basis for students with three, five, or ten absences; implementing a program where students with more than seven absences are rewarded when they attend school; and holding four parent workshops during June and July 2018.
- In comparison to 2016-2017, there were declines in the percentages of students with five or more absences across all grade levels in 2017-2018. The daily attendance rate was consistent from the previous year, and the unexcused absence rate declined slightly.

Recommendation #5

- The final recommendation was focused on providing opportunities for clearer and more consistent communication between staff, administration, and AADA.
- Actions taken regarding the final recommendation included the principal forming a communication committee. The committee was formed in February 2018 and met once per month thereafter to discuss any issues. Following the meeting, information was emailed to all staff members to highlight what was discussed and any adjustments that were needed.
- The percentage of staff who agreed that there was clear and consistent communication with AADA remained low for the 2017-2018 school year at 55 percent, which was a decline from 61 percent in 2016-2017.

Operational Components

Additional Opportunities

- Four days each week, the school day was extended by 1 hour 20 minutes, making the full school day 7 hours and 50 minutes. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. The extended day included fewer hours than the 2 hours per day that were originally noted within the contract due to logistics with the bus schedules. This adjustment was a joint decision by VBCPS and AADA.
- All second through fifth graders were required to stay for the extended school day, whereas kindergartners were not included in the extended day programming and first graders were not involved until the second semester. Based on a joint decision by VBCPS and AADA, the participating grades were adjusted from what had been planned in the contract, which noted that extended day would start with kindergarten.
- The school year was also extended to include a required summer intersession for all students, which focused on academics (i.e., reading and mathematics) and social and moral curricula. Saturday sessions were held for students who needed additional academic instruction throughout the school year.
- Survey items showed that at least 80 percent of staff, parents, and students agreed that additional opportunities to learn were provided during the extended day. There was high agreement among parents (94%) and staff

(88%) that additional opportunities to learn were provided through the summer intersession; however, only 60 percent of students agreed that going to school in the summer helped them learn.

- When responding to a survey question regarding areas for improvement, an area of concern for staff and parents was the length of the extended day, including that students return home from school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. A suggestion provided by staff was changing the school from having a “B” school schedule to an “A” school schedule to allow students to arrive home 30 minutes earlier than the current schedule. This adjusted schedule would also allow instructional staff to attend divisionwide professional learning opportunities.
- The majority of instructional staff agreed that resources were provided that helped improve students’ skills in math (75%) and reading (78%). Almost all parents (96%) agreed that AADA helped improve students’ skills in reading and math. The majority of third- through fifth-grade students (89% or above) agreed that they are stronger readers and math students since being enrolled in AADA.

Respondents' Perceptions of Students' Growth in Academics

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2% ^a 80.6% ^b	91.8% ^c
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%

^aI can read better. ^bI understand my reading assignments better. ^cI am becoming a stronger reader.

- Opportunities were provided for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2017-2018 school year, there was a total of 66 field trips taken across all K-5 grades.
- First- through fifth-grade students had access to numerous clubs and extracurricular activities while at AADA. Examples of clubs included, athletics (e.g., golf), science- and math-related clubs (e.g., STEM Robotics), arts-related clubs (e.g., Little Theater), and various other club opportunities (e.g., Go Green club).
- Each morning, students recited the “Banners,” which were “positive affirmations that remind them of the school’s beliefs and expectations.” The goal of reciting the Banners each morning was to reinforce AADA’s values and standards for proper behavior as well as encourage self-confidence.
- During 2017-2018, two community partners (iFly and the Girl Scouts Association) worked directly with students. In addition, AADA had community partnerships with the following: Naval Air Station Oceana, Virginia Beach City Police, An Achievable Dream Community Advisory Council, An Achievable Dream Board, and Virginia Beach City Public Schools’ School Board.
- Students were matched with a mentor based on student need as part of the mentorship program. There were approximately 30 mentors from a variety of fields. Mentors met with their matched student individually for one hour every week throughout the school year.
- All community partners and mentors who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.

Specialized Curricula

- The Social, Academic, and Moral Education (SAME) curriculum emphasizes ethics, etiquette, peaceful conflict resolution, Speaking Green®, STEM, and mindfulness and meditation.
- Most parents indicated that AADA provided instruction on manners and etiquette (94%) and that AADA enhanced their child’s ability to collaborate and work with others (95%). The majority of students indicated they

were more polite and well-mannered with others (84%) and worked better with others (76%) since being enrolled in AADA. Lower percentages of staff indicated that AADA provided effective instruction in manners and etiquette (66%) and that AADA enhanced students' ability to collaborate and work with others (61%).

Perceptions Regarding Manners, Etiquette, and Collaboration

	Manners and Etiquette		Collaborate and Work With Others	
	2016-2017	2017-2018	2016-2017	2017-2018
Staff	75.0%	65.5%	78.1%	61.3%
Parent	91.6%	94.0%	92.9%	94.5%
Student	74.0%	84.4%	72.7%	75.8%

Parent and Student Educational Contracts

- To ensure that parents and students were aware of program expectations, all parents and students signed an educational contract with AADA each year. These contracts were agreements that students and parents would adhere to the responsibilities as outlined by the program, including ensuring that students come to school on time each day.
- An important component of the program reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. Most parents (94%) and 68 percent of staff indicated that AADA has developed a sense of structure among students through school uniforms. However, only 43 percent of students indicated that wearing their school uniform helped them feel like they belong.

Instructional Staff Selection Process and Staff Characteristics

- When AADA was first implemented in 2014-2015, all Seatack Elementary School instructional staff members (including kindergarten through fifth-grade teachers) were provided the opportunity to transfer to another school if they preferred. Instructional staff members who stayed went through the interview process.
- The selection processes for new instructional staff involved joint interviews with the principal and an AADA representative. In selecting teachers, AADA prioritized those with experience in Title I schools and those who were receptive to the social and moral program components. The instructional staff were also required to sign a contract with AADA.
- The majority of staff (63%) had a graduate-level education with a master's or doctorate degree, which was higher than instructional staff across elementary schools (56%). The average number of years teaching was 16, which was slightly higher than the division's elementary school average at 14. However, 12 percent of the AADA instructional staff members were new to VBCPS starting in the 2017-2018 school year, which was higher than the division's elementary school average (8%).

Professional Learning Opportunities and Communication

- All staff were provided with specialized professional learning opportunities related to working with the targeted population; learning about respect, relevancy and relationships; ways to motivate students; and incorporating behavioral expectations of the program and setting a culture of change.
- Select teachers at each grade level attended a training through Kagan. Classroom teachers for grades 2 through 5 were trained on the computer-based reading program, Velocity, which differentiates instruction based on reading levels.
- Select teachers attended the Virginia Society for Technology in Education conference, and the instructional technology specialist attended the Future of Education Technology conference. Select teachers also attended a training to help teachers with classroom management held by Bathsbeba.

- The majority of instructional staff (73%) who responded to the survey agreed that there was sufficient professional development.
- A communication committee was formed in February 2018 to create a systematic way to communicate with staff. However, only 55 percent of instructional staff agreed that there was clear and consistent communication with AADA.

Student Characteristics

- Within VBCPS, students from the Seatack, Birdneck, and Lynnhaven elementary school attendance zones were eligible to attend AADA. Students from other attendance zones could also attend if they met criteria based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.
- There were 436 students enrolled at any point during the 2017-218 school year, 389 of which were enrolled for at least half the school year.
- In comparison to students across the division, AADA students who were enrolled on October 1 (N = 385) were more likely to identify as African American or Hispanic and less likely to identify as Asian or Caucasian. There was also a higher percentage of students at AADA who were economically disadvantaged in comparison to the division and a lower percentage of gifted students.
- Between 50 and 62 percent of third through fifth graders enrolled at least half of the school year during 2017-2018 have been in the program since the first year of implementation (2014-2015 school year).

Opt-In and Opt-Out Data

- There were 100 kindergarten through fifth-grade students who lived in the designated Seatack Elementary School zone who were enrolled at a different school in 2017-2018. Therefore, these students may have opted out of AADA. The records of the majority of these students indicated that their reason for not attending AADA was “Other” rather than childcare hardships, moving, or required courses or programs. Of the 76 students whose reason was “Other,” 68 students (89%) attended a nearby school, Birdneck Elementary School.
- There were 65 kindergarten through fifth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school. Of those 65 students, 62 opted in for AADA. Forty-four percent (44%) of the students who attended for AADA were from the Birdneck or Lynnhaven elementary school attendance zones, but 20 other elementary school zones were also represented.

Progress Toward Meeting Goals and Objectives

- To be included in the outcome analyses, students must have been enrolled in the program for at least one-half of the school year and have data for the outcome variable being analyzed. Analyses with SOL data were conducted according to accreditation rules; therefore, there was no requirement that students be enrolled for at least one-half of the school year.

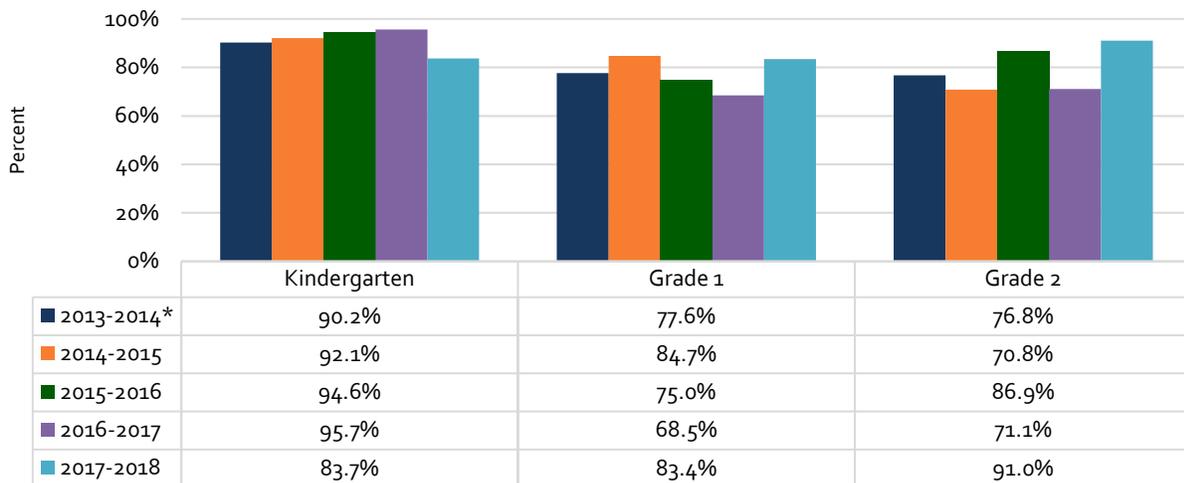
Progress Toward Meeting Goals

Goal #1: Reading Achievement

- In comparison to 2016-2017, there were improvements in the percentages of students in grades 1 and 2 who met or exceeded grade level benchmarks on the DRA, with 83 and 91 percent of students reading on or above grade level in 2017-2018, respectively. However, there was a decline in the percentage of kindergarten students who met or exceeded grade level benchmarks, with 84 percent of students reading on or above grade level in 2017-2018. Similar results were seen when comparing the percentages of students who met or exceeded grade

level benchmarks in 2017-2018 and 2013-2014, the year prior to AADA implementation in kindergarten through grade 2.

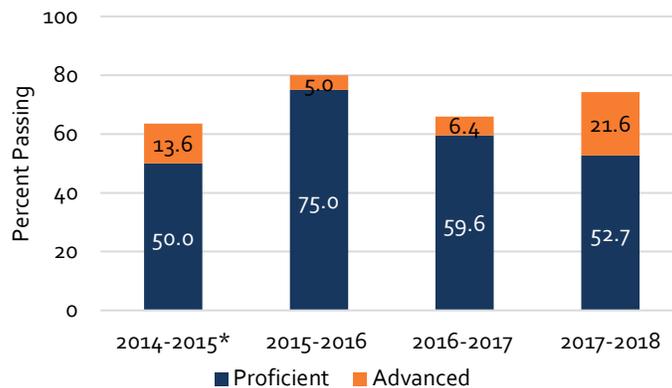
Percent of Students Meeting or Exceeding DRA Grade Level Benchmarks



*2013-2014 was the year prior to implementation for grades K through 2.

- There was improvement in grade 3 reading from 2016-2017 to 2017-2018, which was seen in the overall percentage of students passing the reading SOL test (66% to 74%, respectively) and in the percentage of students with an advanced passing score (6% to 22%, respectively). Similar patterns were seen when comparing the percentage of students passing in 2017-2018 and 2014-2015, the year prior to AADA implementation in grade 3.

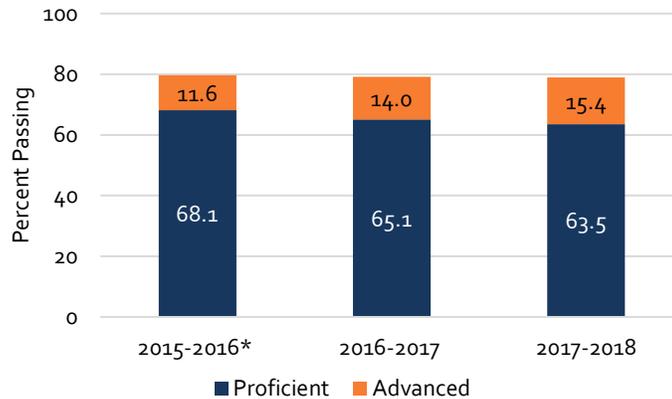
Grade 3 Reading SOL Proficient and Advanced Passing Scores



*2014-2015 was the year prior to implementation for grade 3.

- There was a slight improvement in the percentage of students in grade 4 with an advanced passing score on the reading SOL test in 2017-2018 compared to 2016-2017 (14% to 15%). The overall percentage of students with a passing score remained consistent (79%) in comparison to 2016-2017. In comparison to 2015-2016, the year prior to AADA implementation in grade 4, there was improvement in the percentage of students who earned an advanced passing score, but a slight decline (1%) in the percentage of students with a passing score in 2017-2018.

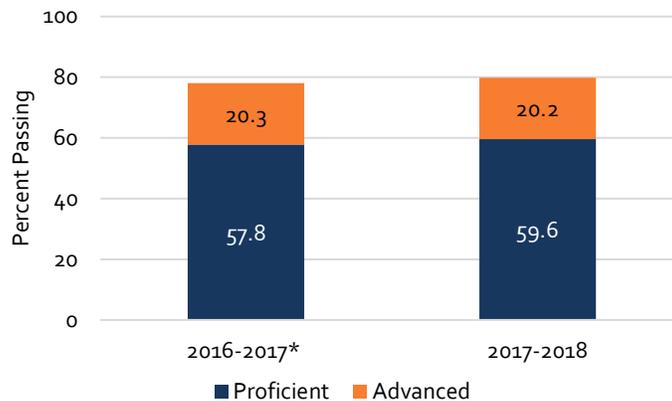
Grade 4 Reading SOL Proficient and Advanced Passing Scores



*2015-2016 was the year prior to implementation for grade 4.

- In comparison to 2016-2017, there was a slight improvement in the overall percentage of students with a passing score on the reading SOL test in 2017-2018 (78% to 80%). The percentage of students with an advanced score remained consistent.

Grade 5 Reading SOL Proficient and Advanced Passing Scores

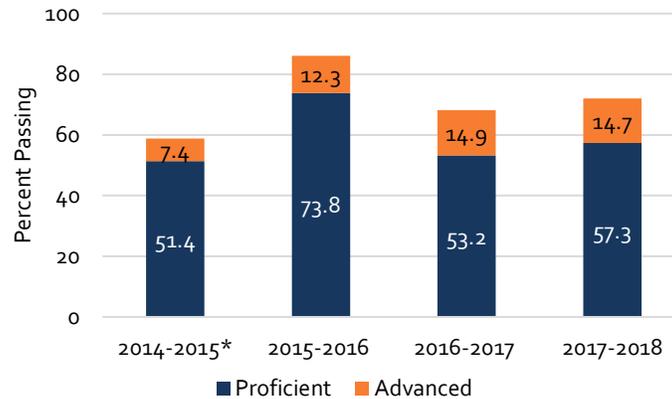


*2016-2017 was the year prior to implementation for grade 5.

Goal #2: Math Achievement

- In comparison to 2016-2017, there was an improvement in the overall percentage of students in grade 3 with a passing score on the math SOL test (68% to 72%). The percentage of students with an advanced score remained consistent. Improvements in both the overall percentage of students with a passing score and percentage of students with an advanced passing score on the math SOL were seen in 2017-2018 compared to 2014-2015, the year prior to AADA implementation in grade 3.

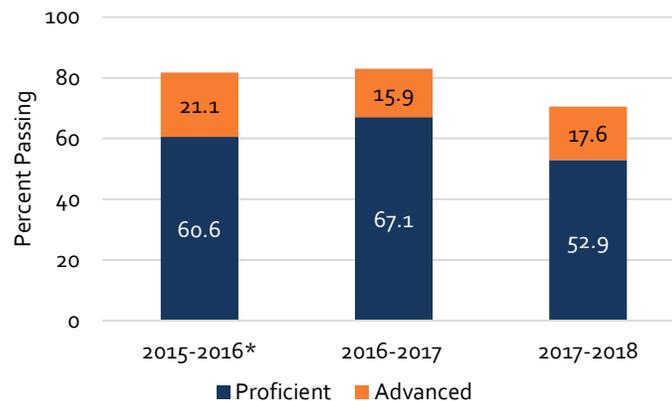
Grade 3 Math SOL Proficient and Advanced Passing Scores



*2014-2015 was the year prior to implementation for grade 3.

- For the grade 4 math SOL test, the percentage of students with an advanced passing score improved slightly from 2016-2017 to 2017-2018 (16% to 18%); however, the overall percentage of students in grade 4 with a passing score on the math SOL test declined (83% to 71%). In comparison to 2015-2016, the year prior to AADA implementation in grade 4, there were declines in the percentage of students with an advanced passing score and the overall percentage of students passing the math SOL test in 2017-2018.

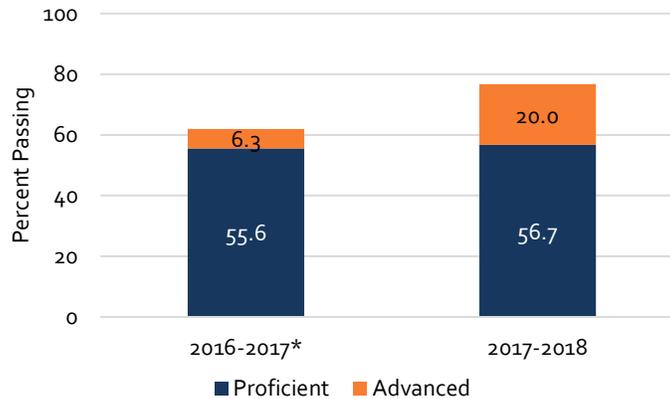
Grade 4 Math SOL Proficient and Advanced Passing Scores



*2015-2016 was the year prior to implementation for grade 4.

- There were notable improvements in the overall percentage of students passing the grade 5 math SOL test in 2017-2018 (77%) compared to 2016-2017 (62%) and in the percentage of students with an advanced passing score on the math SOL (6% in 2016-2017 to 20% in 2017-2018).

Grade 5 Math SOL Proficient and Advanced Passing Scores

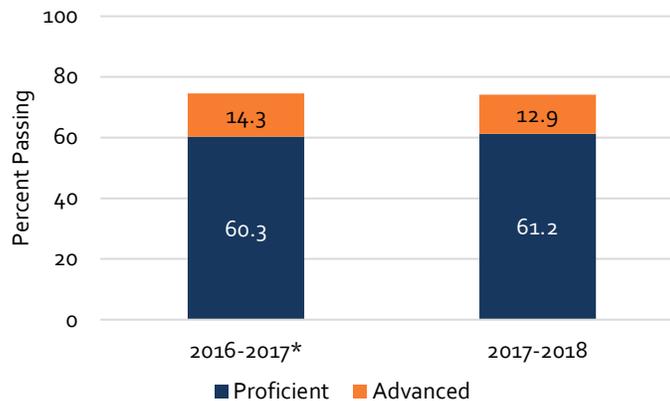


*2016-2017 was the year prior to implementation for grade 5.

Goal #3: Science and Social Studies Achievement

- There was a slight decline in the percentage of students passing the science SOL test in 2017-2018 (74%) compared to 2016-2017 (75%) and in the percentage of students with advanced passing scores (14% to 13%).

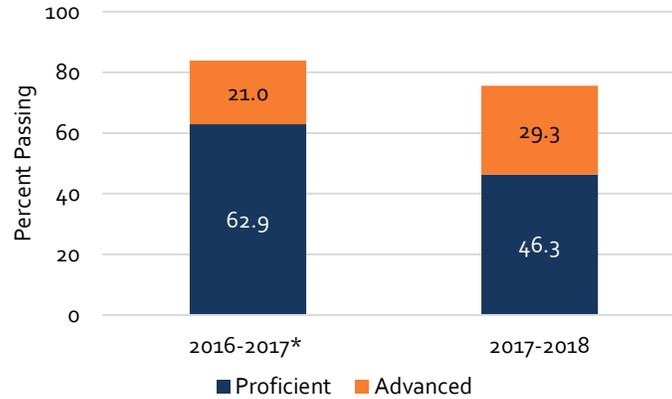
Grade 5 Science SOL Proficient and Advanced Passing Scores



*2016-2017 was the year prior to implementation for grade 5.

- Although there was improvement from 2016-2017 to 2017-2018 in the percentage of students with an advanced passing score on the social studies SOL test, from 21 to 29 percent, there was a notable decline in the overall percentage of students passing the social studies SOL (84% to 76%).

Grade 5 Social Studies SOL Proficient and Advanced Passing Scores



*2016-2017 was the year prior to implementation for grade 5.

Goal #4: Discipline

- With the addition of the fifth grade to the AADA program in 2017-2018, there was an increase from 2016-2017 in the number of students with a single suspension and in the number of suspension(s) resulting from a major offense. The number of students with multiple suspensions decreased by one. In comparison to 2013-2014, the year prior to any AADA implementation, there were large declines in the numbers of students with a single suspension, multiple suspensions, and suspensions resulting from a major offense in 2017-2018.
- When looking exclusively at grades K through 4 in 2017-2018, the number of students with a single suspension and suspension(s) resulting from a major offense remained consistent from 2016-2017. The number of students with multiple suspensions decreased from 5 to 2.

Number of Students by Suspensions

Number of Students	2016-2017 (K-4)	2017-2018 (K-4)	2017-2018 (K-5)
Single suspension	7	7	14
Multiple suspensions	5	2	4
Major offense suspension(s)	1	1	2

Note: In 2013-2014, prior to implementation of AADA, there were 26 students with a single suspension, 28 students with multiple suspensions, and 23 students with major offense suspensions.

- In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were declines in the referral, in-school suspension, and out-of-school suspension rates (17% to 5%, 13% to 3%, and 4% to 2%, respectively).
- When comparing referral and suspension rates for students in and out of the Seatack attendance zone, results showed that out of zone students had higher referral (11%) and suspension (9%) rates compared to those in zone (nearly 5% and 4%, respectively).

Percentage of Students Suspended and Referred by Attendance Zone

	% of Opt In Students (N = 53)	% of In Zone Students (N = 333)	% of All Students (N = 386)
Referred	11.3%	4.5%	5.4%
Suspended	9.4%	3.9%	4.7%

- At least 85 percent of parents agreed that AADA improved their child’s behavior at school, self-control, and conflict management skills. However, between 31 and 36 percent of staff agreed students showed improvement in these areas. The majority of students indicated that they behaved better at school (80%), controlled their behavior better (78%), and could resolve conflicts with other people (73%) since being enrolled in AADA.

Participants' Agreement Regarding Students' Behavioral Improvement

	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Behavior at school	78.8%	34.4%	88.3%	90.4%	78.2%	80.3%
Ability to demonstrate self-control	68.8%	31.3%	85.6%	85.6%	80.0%	77.7%
Ability to manage conflict	75.0% ^a	36.4%	86.1% ^a	84.7% ^a	65.0%	73.3%

Goal #5: Attendance

- The daily attendance rate was 95 percent and the unexcused absence rate was 2 percent in 2017-2018. The unexcused absence rate declined slightly from 2016-2017, when it was 3 percent, whereas the daily attendance rate remained the same. In comparison to 2013-2014, the year prior to any AADA implementation, the daily attendance rate increased by 1 percent and the unexcused absence rate decreased by 1 percent in 2017-2018.
- The percentages of students with more than five absences declined at all grade levels compared with results from 2016-2017, with the largest decline (68% to 56%) in kindergarten. In comparison to the years prior to AADA implementation at each grade level, with the exception of grade 4, all grades showed declines in the percentages of students with more than five absences.

Percent of Students With More Than Five Absences

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	76.2%	56.6%	72.2%	68.0%	56.4%
Grade 1	77.6%	56.4%	63.7%	73.3%	63.8%
Grade 2	76.8%	58.6%	68.1%	56.4%	53.7%
Grade 3	--	55.1%	61.7%	57.4%	54.1%
Grade 4	--	--	54.8%	61.5%	61.2%
Grade 5	--	--	--	65.6%	57.0%

Note: Shaded cells include data from the year prior to implementation for each grade.

Goal #6: Teacher Retention

- The retention of classroom teachers from 2017-2018 to 2018-2019 was 88 percent, which was a decline from the previous year when 95 percent of classroom teachers were retained from 2016-2017 to 2017-2018.
- Focusing more broadly on all instructional staff, 81 percent of staff were retained from 2017-2018 to 2018-2019. This was also lower than the previous year when 84 percent of staff were retained from 2016-2017 to 2017-2018.

Matched Comparison Group Analyses

- Based on the program’s goal areas, additional analyses compared AADA student performance to three matched groups of students from other comparable or nearby schools. The analyses focused on comparisons of students’ reading, mathematics, science, and social studies achievement; discipline; and attendance.
- Based on Comparison Group A, there were patterns to show that AADA students outperformed Comparison Group A students on 29 of 56 measures (51%), 9 (16%) of which reached statistical significance. Compared to

Group A, areas of strength for AADA were DRA scores; fourth-grade reading scores; and discipline referral, out-of-school suspension, and unexcused absence rates.

- Based on Comparison Group B, there were patterns to show that AADA students outperformed Comparison Group B students on 27 of 56 measures (48%), 4 (7%) of which reached statistical significance. In comparison to Group B, areas of strength for AADA students were discipline referral, out-of-school suspension, and unexcused absence rates.
- Based on Comparison Group C, there were patterns to show that AADA students outperformed Comparison Group C students on 33 of 56 measures (59%), 3 (5%) of which reached statistical significance. In comparison to Group C, areas of strength for AADA students were reading achievement and discipline referral, in-school suspension, and out-of-school suspension rates.
- Overall based on the matched comparison group analyses, the areas of strength for AADA students were in reading achievement, discipline referral, out-of-school suspension, and unexcused absence rates when general patterns were examined. However, few differences that were observed were statistically significant (5%-16% depending on the comparison group).

Stakeholders' Perceptions

Perceptions of Academics and Skills

- At least 75 percent of instructional staff agreed that AADA provided resources that helped students improve academically in the areas of reading, math, science, and social studies. At least 95 percent of parents agreed that AADA helped improve their child's skills in these academic areas.
- At least 89 percent of students agreed that they are becoming a stronger reader and math student since being enrolled in AADA; however, between 67 and 71 percent of students agreed they are becoming a stronger science and social studies student.

Participants' Percent Agreement Regarding Students' Academic Growth

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2% ^a 80.6% ^b	91.8% ^c
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%
Science	92.9%	80.7%	95.7%	95.8%	62.7%	71.3%
Social Studies	85.2%	76.7%	93.7%	95.2%	56.9%	66.9%

^aI can read better. ^bI understand my reading assignments better. ^cI am becoming a stronger reader.

- Between 88 and 97 percent of parents agreed that AADA established a daily schedule and needed level of support for academics and that AADA enhanced their child's academic skills (i.e., study skills, managing time). However, between 48 to 66 percent of staff agreed with these statements.

Participants' Percent Agreement Regarding Students' Academic Support and Growth

Area of Academic Growth	Staff		Parent	
	2016-2017	2017-2018	2016-2017	2017-2018
Provided the level of academic support students needed	83.9%	65.7%	91.2%	97.0%
Established a schedule of daily activities which met students' needs	73.3%	60.0%	91.6%	97.0%
Study skills	71.0%	51.5%	89.5%	93.4%
Ability to manage time	65.5%	48.4%	-	87.5%

General Perceptions

- At least 88 percent of parents agreed that the program maintained clear and consistent communication; that they felt welcomed; that they had opportunities for involvement in the program; and that AADA encouraged them to be involved in their child’s education and provided them with support handling attendance, academic, and/or discipline issues.

Parents' Perceptions Regarding Involvement and Impacts of Program

Survey Statement An Achievable Dream Academy has...	2016-2017	2017-2018
Been consistent and clear in its communications with me.	85.8%	88.0%
Made me feel welcomed.	95.4%	95.3%
Provided opportunities for me to be involved in my child’s education.	95.0%	95.9%
Encouraged me to participate in the activities at school.	94.0%	95.9%
Provided me with support handling student attendance, academic, and/or discipline issues.	85.5%	91.5%

- Almost all parents (96%) agreed that they would recommend AADA to other families, which was consistent from 2016-2017.
- Survey respondents were asked their level of satisfaction with AADA at Seatack Elementary School. Almost all parents (96%) and students (90%) indicated they were satisfied or very satisfied with the program, whereas 71 percent of staff survey respondents were satisfied.

Additional Cost

- According to the contract between VBCPS and AADA, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through Federal funding, and maintenance of school property.
- There were several additional AADA operational costs related to the longer school day and school year that were the responsibility of VBCPS such as utilities, maintenance, supplies, etc., as well as transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession.
- The total additional cost to VBCPS for AADA was \$39,810 during 2017-2018.
- According to the Department of Budget and Finance, following a review of financial records for 2017-2018, AADA reimbursed VBCPS a total of \$77,982. A total of \$60,095 was reimbursed for transportation costs for the extended day, students who opted out of the program, field trips, and Saturday school. A total of \$17,887 was reimbursed for staff stipends due to the extended instructional time.
- According to the President and CEO of AAD, Inc., AAD, Inc. contributed a total of \$1,182,360 to support the program at Seatack Elementary School during 2017-2018, including funding for the program’s operation, fundraising, and administration.

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 was five years and will automatically renew annually unless action is taken to cancel by either entity. The recommendation to continue the program with modifications is made to enhance efforts regarding academic achievement in specific areas; student behavior and consistency in applying discipline policies; communication and collaboration between staff, administrators, and AADA; and the school schedule.

The program appears to have been effective in terms of parent perceptions in all areas and student perceptions of their growth in reading and math achievement as well as the extended day and field trip opportunities. Consistent with 2016-2017, parent agreement percentages in 2017-2018 remained at least 90 percent on survey items related to AADA's impact across various areas, including general impacts of the program and improvement in student achievement and behavior. Additionally, student agreement percentages improved on almost all survey items from 2016-2017 to 2017-2018. Further, 96 percent of parents and 90 percent of students were satisfied with the program. In comparison to the year prior to AADA implementation in each grade, students in grades 1 through 3 and 5 showed improvements in reading achievement, and students in grades 3 and 5 showed improvement in math achievement in 2017-2018. Additionally, the overall attendance rate and percentages of students with five or more absences at each grade level improved from 2016-2017 to 2017-2018. Similarly, in comparison to the matched groups, areas of strength for AADA students included reading achievement and unexcused absence rates.

Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The second recommendation is to review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. Although there were general patterns of improvement in academic achievement in grades 1 through 3 and 5 reading and grades 3 and 5 math, there were achievement declines seen in grade 4 math and grade 5 science and social studies from 2016-2017 to 2017-2018. The AADA student performance in these areas in 2017-2018 was also lower in comparison to matched comparison groups. For the grade 4 math SOL, there was an 11 percent decline in the percentage of fourth-grade students passing the SOL test from 2015-2016, the year prior to grade 4 implementation, to 2017-2018. In 2017-2018, 71 percent of fourth-grade students passed and 82 percent of fourth-grade students passed in 2015-2016. The three fourth-grade matched comparison groups also outperformed AADA fourth-grade students in math achievement when comparing the percentage of students passing the math SOL. Two of the three matched comparison groups outperformed AADA fourth-grade students in math achievement when comparing average math SOL scores. For the grade 5 science SOL, there was a slight decline in the percentage of fifth-grade students passing from 2016-2017 to 2017-2018 (75% in 2016-2017 to 74% in 2017-2018). Further, the three fifth-grade matched comparison groups performed the same as or outperformed AADA fifth-grade students in science achievement when comparing the percentage of students passing the science SOL test and average science SOL scores. For the grade 5 social studies SOL test, although the percentage of fifth-grade students with an advanced passing score increased from 21 to 29 percent, the overall percentage of students passing the social studies SOL test declined from 84 to 76 percent from 2016-2017 to 2017-2018. Additionally, the three fifth-grade matched comparison groups outperformed AADA fifth-grade students in social studies achievement when comparing the percentage of students passing the social studies SOL test and average social studies SOL scores. Further, differences between the groups on five of the six measures were statistically significant and favored the comparison groups. Although the fourth and fifth grades were

just implemented over the past two years, approximately half of fourth- and fifth-grade students have participated in AADA since the first implementation year (2014-2015).

Recommendation #3: Ensure consistency in communicating and applying discipline policies. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The third recommendation is to ensure consistency in communicating and applying discipline policies. Overall, referral rates have declined from 2016-2017 to 2017-2018 and, when considering only students from grades K through 4, the number of students with single and multiple suspensions either remained the same or declined from the previous year. Additionally, the referral rates and out-of-school suspension rates were generally an area of strength for AADA students relative to the matched comparison groups. However, staff survey responses indicated major concerns about student behavior and the consistency of implementing discipline policies and holding students accountable. In particular, between 31 and 36 percent of staff agreed that AADA improved students' behavior at school, self-control, and conflict management skills. This was a substantial decline from agreement percentages in 2016-2017, which ranged between 69 and 79 percent. When responding to an open-ended question about areas for improvement, several staff noted that there was a lack of consistency when disciplining poor behavior. This lack of alignment between referral and suspension rates and staff perceptions may be related to communication with staff regarding discipline policies within the AADA. Additionally, parents mentioned concerns regarding the lack of enforcement of discipline policies, and students mentioned the need to address bullying.

Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. (Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The fourth recommendation is to implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. A recommendation from the previous evaluation included increasing opportunities for clearer and more consistent communication between staff. In response, a communication committee was established, which included five teachers and the administrators. The committee was formed in February 2018 and met once per month through the end of the school year. However, staff agreement regarding AADA being consistent and clear in communication with staff declined from 61 percent in 2016-2017 to 55 percent in 2017-2018. In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff indicated concerns about the timeliness of communication, such as with general event dates and details and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff. There was also a decline in the percentage of teachers who returned to Seatack following the 2017-2018 school year. In particular, following the 2017-2018 school year, 88 percent of classroom teachers and 81 percent of instructional staff returned, which was lower than after the 2016-2017 school year when 95 percent of classroom teachers and 84 percent of instructional staff returned. Additionally, in response to an open-ended question regarding suggestions for improvement, a few community partners indicated that communication and collaboration between teachers, staff, and AADA, as well as teacher retention, were areas of concern.

Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. (Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The fifth recommendation is to investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. In response to the open-ended item regarding areas for improvement, both parents and staff noted concerns about the length of the extended day, including that students return home from

school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. Currently, AADA has the schedule for a “B” school, which has the daily hours of 8:40 a.m. – 3:10 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. In response to areas for improvement, a few staff members suggested switching to the earlier schedule set for “A” schools, which begins at 8:10 a.m. This would allow students to arrive home 30 minutes earlier than the current schedule and staff to attend divisionwide professional learning opportunities. This suggestion was also mentioned as a step that would be beneficial for students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program.
(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)

Rationale: A final recommendation is to conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. Staff agreement levels on various survey items declined notably from 2016-2017 to 2017-2018; therefore, it is recommended to monitor the staff perceptions through the 2018-2019 school year. Additionally, approximately half of the measures showed patterns that AADA students outperformed matched comparison groups with few statistically significant differences; therefore, additional matched group comparison analyses for the 2018-2019 school year should be performed to examine whether AADA students demonstrate any additional areas of strengths. Because sixth-grade students began participating in AADA in 2018-2019, it is recommended that the evaluation update include data for the AADA students who continued into the middle school program.

Introduction

Background

An Achievable Dream Academy (AADA), which began in 1992 in Newport News Public Schools, conducts “a year-round, extended day public school program designed to close the achievement gap and allow all children to learn to succeed regardless of their socioeconomic background.”¹ The partnership between AADA and Virginia Beach City Public Schools (VBCPS) at Seatack Elementary School began in the 2014-2015 school year with implementation in grades kindergarten through 2. The program expanded to include third grade in 2015-2016, fourth grade in 2016-2017, and fifth grade in 2017-2018. The sixth grade was added at Lynnhaven Middle School in 2018-2019 and operates as a school within a school. The contract between Achievable Dream Academies, Inc. and VBCPS was presented to the School Board on June 18, 2013 and approved on July 16, 2013. According to the contract, a new grade will be added each year until the year 2025 with a full K-12 program.

An evaluation for the 2014-2015 school year was conducted by The College of William and Mary under contract with the Achievable Dream Academies, Inc., and an approved research project in VBCPS. In addition, academic, discipline, and attendance outcomes from the 2014-2015 and 2015-2016 school years were assessed by the VBCPS Office of Research and Evaluation (ORE) and presented in an Evaluation Brief, which is available online.² The School Board approved an evaluation of An Achievable Dream Academy at Seatack Elementary School for the 2016-2017 school year on September 7, 2016 and for the 2017-2018 school year on September 6, 2017.

The 2016-2017 comprehensive evaluation was presented to the School Board on October 24, 2017. The recommendations included continuing the program with modifications, including analyzing academic data relative to performance targets and investigating reasons for declines; leveraging the programs’ interventions, strategies, and supports to provide an environment highly conducive to learning; ensuring attendance procedures and parent educational contracts are being followed; and increasing opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. The School Board approved these recommendations on November 8, 2017.

Purpose

This comprehensive evaluation provides the School Board, Superintendent, and program managers at AADA with information about the final year of implementation of AADA at Seatack Elementary School and student outcome measures for the 2017-2018 school year. Because this initiative operates with local resources, evaluation of the program throughout the implementation period is required by Policy 6-26, and it was recommended by the VBCPS ORE that the program undergo a comprehensive evaluation during the program’s third (2016-2017) and fourth years (2017-2018) to build on data that had been collected during the program’s first two years. This comprehensive evaluation focused on actions taken regarding the 2016-2017 evaluation recommendations, the operation of the program, characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of the establishment and maintenance of AADA at Seatack Elementary School to the school division. Throughout the evaluation, the implementation of AADA was assessed for alignment with the contract between Achievable Dream Academies, Inc. and VBCPS.

Program Overview

The purpose of AADA is to “improve students’ academic performance in school, encourage appropriate behavior and citizenship, increase school attendance, decrease drop-outs, and ultimately to increase the likelihood the student would grow into a productive, law-abiding and responsible citizen.”³ More generally, An Achievable Dream’s mission is to ensure that children create their own individual dream leading them to future success. The program offers an extended school day and year as well as additional opportunities for students, such as field trips and numerous clubs. Students also participate in a specialized curriculum that provides opportunities to “develop social, academic, and moral skills that help them become strong adults.”⁴ The program also stresses high expectations through student and parent educational contracts as well as a dress code for students. Within VBCPS, students from the Seatack, Birdneck, and Lynnhaven elementary school attendance zones were eligible to attend AADA.⁵ Students from other attendance zones could also attend if they met criteria based on social factors, such as being on free or reduced lunch status.⁶

Program Goals and Objectives

Goals and objectives for this comprehensive evaluation were discussed with the Vice President of Academics for An Achievable Dream, Inc.⁷ The goals focused on performance on the Developmental Reading Assessment (DRA) and various Standards of Learning (SOLs) tests; discipline; attendance; and teacher retention. The goals were evaluated using two methods: change over time and matched group comparisons.

Evaluation Design and Methodology

Evaluation Design

The purpose of this comprehensive evaluation was to assess the implementation of the AADA during its year of full implementation from kindergarten through grade five, determine the extent to which the implementation aligned with the contract that was in place between Achievable Dream Academies, Inc., and VBCPS, and assess the progress toward meeting the goals of AADA. The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the school's operation. Data for academic performance, discipline, attendance, and teacher retention were used to assess the extent to which progress was made toward meeting goals. In addition, analyses were conducted to determine the effectiveness of AADA in terms of academic and behavioral outcomes compared to similar comparison groups of students. Survey data were collected to assess stakeholder's perceptions, and cost data were collected to determine the cost of the program to VBCPS.

Evaluation Questions

Evaluation questions for this report were crafted by evaluators with feedback from AADA staff. The evaluation questions established for the comprehensive evaluation follow.

- 1. What actions were taken as a result of the 2016-2017 evaluation recommendations from October 2017?**
- 2. What were the operational components of An Achievable Dream Academy (AADA) at Seatack Elementary School?**
 - a. What additional opportunities did AADA provide for students (e.g., extended day,

summer intersession, enrichment, field trips, mentors, etc.)?

- b. What specialized curricula were implemented?
 - c. What was included in the parent and student educational contracts?
 - d. What was the selection process and what were the staff members' characteristics?
 - e. What professional learning opportunities were provided for staff during 2017-2018?
- 3. What were the characteristics of the students enrolled at AADA in 2017-2018?**
 - a. How many students opted in or opted out of AADA?
 - 4. What progress was made toward meeting the goals of AADA at Seatack Elementary School?**
 - 5. What were the perceptions of stakeholders of AADA at Seatack Elementary School (i.e., students, parents, staff, and community partners)?**
 - 6. What was the additional cost of implementing AADA at Seatack Elementary School to the school division in 2017-2018?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2017-2018. Quantitative data for 2017-2018 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Where possible, data from the year prior to AADA implementation were used to assess trends. Data from the summer intersession were not included in the analyses, as they are not kept in the VBCPS data warehouse. Qualitative data were collected through document reviews, interviews, questionnaires, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

- Reviewed the An Achievable Dream and VBCPS websites, the partnership contract with VBCPS, and the AADA Parent Student Handbook to obtain information about the operational components of the program. There were no changes to the handbook for the 2017-2018 school year.⁸

- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress in the school and division (e.g., enrollment, academic performance, discipline, attendance).
- Administered surveys to students in grades 3 through 5, parents, instructional staff, and community partners.
- Collected staffing data for 2016-2017, 2017-2018, and 2018-2019 from the Department of Human Resources.
- Collected cost information from the departments of Budget and Finance and School Division Services (e.g., facilities, transportation).
- Conducted an interview with the Vice President of Academics for AADA and held a meeting with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Surveys

The Office of Research and Evaluation invited Seatack AADA students in grades 3 through 5, instructional staff, and community partners to complete an online survey regarding their perceptions of the program during May 2018. Students in grades kindergarten through 2 did not complete the survey due to the developmental level of the concepts being assessed. During May 2018, parents were invited to complete a paper survey that was sent home with their child regarding their perceptions of the program. The school offered incentives to classrooms with all parent surveys returned. Community mentors were also invited to complete a paper version of the community partner survey provided at the school and were asked to return it to the director of operations and student services who then forwarded them to the evaluator. Response rates to the surveys are shown in Table 1.

Table 1: Survey Response Rate for Students, Parents, Instructional Staff, and Partners

Participant	Surveys Returned		Response Rate (%)	
	2016-2017	2017-2018	2016-2017	2017-2018
Students (3-5)	104	124	81.9%	60.8%

Participant	Surveys Returned		Response Rate (%)	
	2016-2017	2017-2018	2016-2017	2017-2018
Parents	243	169	73.6%	44.0%
Instructional Staff	33	37	60.0%	62.7%
Community Partners	2	10	33.3%	27.7%

Note: In 2016-2017, third- and fourth-grade students as well as parents and instructional staff of kindergarten through fourth-grade students were invited to participate. In 2017-2018, third- through fifth-grade students as well as parents and instructional staff of kindergarten through fifth-grade students were invited to participate. In 2017-2018, there were 30 community mentors and 6 partners invited to participate in the survey.

- **Students** – The instrument gauged third- through fifth-grade student perceptions of AADA with a focus on instruction as well as academic and social/behavioral growth. Students responded to survey items using the two response options of Agree or Disagree. Students were also asked to indicate their satisfaction with the program on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Two open-ended response questions invited students to comment on the best thing about AADA at Seatack and recommend what could be different.
- **Parents** – The instrument gauged parent perceptions of AADA with a focus on children’s academic and social/behavioral growth, attendance, and communication with the school. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Parents were also asked to identify their satisfaction with the program on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Two open-ended response questions asked for comments about the benefits of AADA for their child and recommendations for improvement.
- **Instructional Staff** – An instrument gauged administrator, instructional staff, and classroom assistant perceptions of AADA with a focus on resources for instruction, their students’ academic and social/behavioral growth, professional development, and communication. Survey statements were rated on a 4-point Likert scale from Strongly Agree to Strongly Disagree. Staff were also asked to identify their satisfaction with the program on a 4-point Likert scale from Very

Satisfied to Very Dissatisfied. Two open-ended response questions asked staff to comment on the benefits of AADA and recommendations for improvement. An additional open-ended question was provided to staff if they indicated they disagreed that AADA had been consistent and clear in its communication. This question asked staff to note suggestions for improvement in this area.

- **Community Partners** – An instrument gathered information from partners regarding their partnership with AADA during the 2017-2018 school year. One item was a closed-ended question asking partners to rate their satisfaction with their partnership with AADA on a 4-point Likert scale from Very Satisfied to Very Dissatisfied. Seven open-ended items asked partners to describe their role and involvement in the partnership, perceptions and challenges of program implementation, what students gained from enrollment, strengths of the program, and recommendations on how the program might be improved.

Data Analysis

An Achievable Dream Academy at Seatack Elementary School student enrollment, demographic, and performance data as well as division demographic data were extracted from the VBCPS data warehouse using query statements. The data were exported to Microsoft Excel and SPSS spreadsheet files to allow for data analysis. To be included in the outcome analyses, students must have been enrolled in the program during 2017-2018 for at least one-half of the school year, which was 88 days of the 176 days in the school year. Of the 436 students who were enrolled in the program at any point during the 2017-2018 school year, 389 students (89%) met this criterion. When making comparisons to data from previous years, 2013-2014, 2014-2015, 2015-2016, and 2016-2017, enrollment criteria were also implemented. Standards of Learning (SOL) data were analyzed by the Office of Student Assessment based on accreditation rules, which allow adjustment for students who were included as recovery students from not passing the previous year. Due to providing SOL data based on accreditation rules, all students who took the test at Seatack are included in these analyses (i.e., no exclusionary criteria for days enrolled).

Research and evaluation staff downloaded survey results for the student, instructional staff, and

community partner surveys from SurveyMonkey. Parent and printed community partner survey responses were scanned into an Excel spreadsheet file. Closed-ended survey data were analyzed using frequency analyses in SPSS. Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Open-ended comments were analyzed for common themes. Staffing data for the 2017-2018 and 2018-2019 school years were compared to determine teacher retention. Teachers who were retained may have moved to a different grade level, but remained at Seatack Elementary School. Cost data were compiled and summarized for the evaluation.

Additional analyses were conducted to compare performance data for AADA students to three matched groups of students from comparable schools. The AADA students were matched with similar peers at three comparable schools through a statistical technique referred to as propensity score matching in SPSS. These matched groups effectively served as “control” groups when testing how the AADA program impacted student outcomes. The PSMatching program in SPSS uses a logistic regression model to measure the similarity of students who are not in a program with students that are in a program based on observable data. Demographic variables (i.e., gender, ethnicity, free and reduced lunch status, special education, gifted, and English learner) were used to construct comparison groups. Next, students in the AADA program were matched with students who did not participate in the AADA but had similar propensity scores to participants by grade. Overall, these comparisons produced a comparison group of students who were as similar as possible to the participants in the AADA program. Because the comparison groups were constructed separately for each comparable school, the final number of observations in each comparison was different for Comparison Groups A, B, and C. Outcomes were compared for AADA students and Comparison Groups A, B, and C students using t-tests and chi-square tests to uncover statistically significant differences in students’ academic and behavioral outcomes by grade and school.

Evaluation Results and Discussion

This evaluation describes the implementation of AADA at Seatack Elementary School, the adherence to the contract, and progress toward meeting program goals during the 2017-2018 school year. This section of

the report provides the results associated with each evaluation question and a discussion of the results.

Actions Taken Regarding Evaluation Recommendations

The first evaluation question focused on actions taken regarding the recommendations made following the 2016-2017 comprehensive evaluation. Information to address this evaluation question was provided by the director of operations and student services for AADA at Seatack Elementary School and during discussions that occurred at a meeting with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary. The first recommendation from the 2016-2017 comprehensive evaluation was to continue AADA with the following four recommendations requiring action:

Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective.

The second recommendation focused on student academic performance. It was recommended to analyze academic data relative to the performance targets that AADA set for the program last year and investigate the reasons for declines to ensure instruction and additional instructional time are effective. Over the past school year, teachers and coaches reviewed classroom data weekly to inform instruction throughout the school day.⁹ Further, to ensure the effectiveness of extended day instruction, at three points throughout the school year, AADA staff reviewed and adjusted student placement in remediation groups during extended day remediation based on relevant data. Additionally, at two points throughout the year, Saturday School Remediation groups and plans for remediation group instruction were developed based on student data and the need for additional reading and math instruction. To ensure effectiveness of the summer intersession, an intersession team, which consisted of members of the administration and a teacher from each grade level, was implemented during 2017-2018 with the goal of planning for the summer 2018 Intersession.¹⁰ The team worked toward developing a general theme for the summer to ensure that all grade levels were working toward the same goal.

Academic performance data were analyzed to examine comparisons from last year to the 2017-2018 school year. Overall, there were slight improvements seen across grades and content areas (see Progress Toward Meeting Goals and Objectives section). Additionally, survey items focused on the effectiveness of the additional instructional time showed that at least 80 percent of staff, parents, and students agreed that additional learning opportunities were provided during the extended day. There was high agreement regarding parent (94%) and staff (88%) perceptions of additional learning opportunities being provided through the summer intersession; however, only 60 percent of students agreed that going to school in the summer helped them learn (see Operational Components – Extended School Day and Summer Intersession section).

Recommendation #3: Leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior.

The third recommendation focused on student behavior. It was recommended that the program leverage the interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. As a step toward leveraging the Social, Academic, and Moral Education (SAME) curriculum to improve student behavior, a new social rotation was added in September 2017.¹¹ Students in grades 3 through 5 were given the opportunity to participate in a mindfulness and meditation rotation. Similar to the other social rotations, classes participated in this social rotation for two weeks at individual points during the year. In addition, adjustments were made to the mentor program such that a mentor was matched with an identified student to work with him/her weekly throughout the year. During these weekly visits, social and academic challenges were discussed and relationships were built between the mentor and mentee. At three points during the year, small group interventions were reviewed and implemented during the extended day utilizing classroom teachers and content coaches based on student need. Additionally, throughout the year, students who needed more behavioral support were identified to participate in a check-in/check-out system. When these students arrived each morning, they met with a uniquely assigned staff member for a few minutes to discuss their goals for the day, as well as reflect on the previous day.¹² At the end of the day, these students would also meet with that staff member to review their goals and

discuss the events of the day and how they could handle things differently in the future.

Overall, with the addition of grade 5 in 2017-2018, there were increases in the number of students who had one suspension and major offenses from 2016-2017 to 2017-2018. However, when focusing exclusively on students in grades K through 4, the numbers either remained the same or declined in 2017-2018. Additionally, the referral rate declined from the previous year and was lower than two of the three matched groups. Survey items focused on student behavior showed parent and student perceptions remained stable or improved slightly from the previous year. However, there were notable declines in the percentages for instructional staff who agreed that AADA helped improve students' behavior at school, conflict management skills, and self-control (see Progress Toward Meeting Goals and Objectives section). Additionally, a general theme across staff, parents, and students in response to an open-ended question about areas for improvement included discipline. In particular, staff and parents commented on a lack of consistency when disciplining poor behavior and students indicated a need for more discipline in regards to bullying.

Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed.

The fourth recommendation focused on student attendance. It was recommended that the attendance procedures and parent educational contracts be followed. In September 2017, parent and student contracts were signed and parent/student handbooks were sent home to be reviewed by families.¹³ On a daily basis, personal phone calls were made to parents of students who were absent. On a weekly basis, attendance letters were sent home if students had three, five, or ten absences. Similar to the previous year, the attendance policy was as follows: after three absences, a letter was sent home; after five absences, conferences were scheduled; and after ten absences, the social worker became involved.¹⁴ A new program implemented in 2017-2018 by the director of operations and student services involved any student who had more than seven absences.¹⁵ After seven absences, students were required to visit the office to put a sticker on a sheet of paper every time they attended school. Students were rewarded after a certain number of school days attended. Students received an ice cream after attending five days, ten days, and then every ten days thereafter.¹⁶ Additionally, four parent

workshops were held during June and July 2018.¹⁷ One parent workshop was offered at the end of the year and three parent workshops were held in conjunction with the summer intersession. During these parent workshops, a number of topics were discussed.¹⁸ Among these topics were the gains that the school has made; topics that parents had questions about; creating traditions, routines, and norms within families; and best practices for school which included attendance, discipline, helping students with their homework, social rotations, and the morning program.

In comparison to 2016-2017, there were declines in the percentages of students with five or more absences across all grades in 2017-2018 (see Progress Toward Meeting Goals and Objectives section). The daily attendance rate was consistent from the previous year, but the unexcused absence rate declined slightly. Additionally, AADA students had a lower unexcused absence rate compared to two of the three matched groups.

Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA.

The final recommendation focused on communication amongst staff, administrators, and AADA. It was recommended that opportunities for clearer and more consistent communication be increased. In February 2018, a Communication Committee was formed by the principal of Seatack Elementary.¹⁹ Committee members consisted of the administration and five teachers who self-selected.²⁰ In February, the committee met, discussed concerns, and a staff survey was created and implemented. The committee met once per month thereafter to discuss any issues, after which information was emailed to all staff members to highlight what was discussed and any adjustments that were needed.²¹ Issues discussed at committee meetings included communication expectations; communication forms for the following year, such as Schoology, email, and memos in boxes; potential trainings; and calendar protocol for events.

The percentage of staff who agreed that there was clear and consistent communication with AADA remained low for the 2017-2018 school year with 55 percent agreement, which was a decline from 61 percent in 2016-2017 (see Operational Components – Professional Learning section). In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff

indicated concerns about the timeliness of communication, such as with general event dates and details, and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff.

Operational Components

The second evaluation question focused on the operational components of AADA and adherence to the contract with VBCPS. This evaluation question included information about the types of additional opportunities provided for students, specialized curricula, parent and student educational contracts, selection processes for instructional staff and staff characteristics, and professional learning opportunities for staff.

Additional Opportunities

In addition to providing the public school curriculum, AADA offers additional opportunities that extend beyond the typical curriculum and school day. These opportunities included an extended school day and year with enrichment classes, field trips, Banners, community partnerships and mentors, focus on technology, numerous clubs and extracurricular activities, and a merit program.

Extended School Day and Summer Intersession

The first additional opportunity for students is extending the time spent at school to allow for additional instruction and out-of-classroom experiences. The contract noted that the extended day would be a total of 8 ½ hours, which is 2 hours longer than the typical day at Seatack Elementary School. As implemented during 2017-2018, the school day was extended by 1 hour 20 minutes each day except for Friday, making the full school day 7 hours 50 minutes (see Table 2 for 2017-2018 school year hours). This was the same schedule as in 2016-2017. The reason for this difference was due to logistics with the bus schedules. The adjustment of the extended time length was a joint decision by VBCPS and AADA after the contract was signed. On two of these days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. During the days where additional time was spent on academics, AADA also held instructional enrichment classes that focused on novel studies, coding activities, and math

problem-solving concepts. According to the contract, the extended day would start with kindergarten; however, as implemented, kindergartners were not included in the extended day programming and first graders were not involved until the second semester. This was a joint decision by VBCPS and AADA after the contract was signed. All second through fifth graders were required to stay for the extended school day.

Table 2: 2017-2018 School Hours

Grade	Hours
Kindergarten	Mon – Fri, 8:40 a.m. – 3:10 p.m.
Grade 1	Semester 1 – Mon – Fri, 8:40 a.m. – 3:10 p.m. Semester 2 – Mon – Thurs, 8:40 a.m. – 4:30 p.m. Fri, 8:40 a.m. – 3:10 p.m.
Grade 2 through 5	Mon – Thurs, 8:40 a.m. – 4:30 p.m. Fri, 8:40 a.m. – 3:10 p.m.

The year was also extended to include a required summer intersession and Saturday programming as needed. As reported in the contract, the program is “an 8 ½ hour day program that is 200 plus or minus days long, as deemed appropriate by AADA to carry out AADA’s extended learning calendar.” For the summer intersession following the 2017-2018 school year, there were an additional 19 days of school, equaling a total of 195 days for the full year (see Table 3 for summer days and hours). As implemented, the summer intersession provided four hours of instructional time each day. All students, including kindergartners, were required to attend the summer intersession. During the summer intersession, students were taught by their teachers for the upcoming 2018-2019 school year, which allowed the teachers to be thinking about curriculum for the next year and for them to be prepared for the school year when it began in September.²² During the summer intersession, there was a focus on academics (i.e., reading and mathematics) as well as the social and moral curricula.

Table 3: 2018 Summer Intersession Days and Hours

Grade	Days	Hours
Kindergarten through Grade 5	July 9 – August 2	Mon – Fri 8:00 a.m. – 12:00 p.m.

Only students who were identified as needing additional academic instruction were required to attend on Saturdays. This identification of need was based on previous SOL scores, current benchmark scores, and

teacher recommendations (i.e., classroom behavior or performance).²³ During the 2017-2018 school year, 95 students attended Saturday sessions in the fall, which occurred over seven Saturdays in October and November.²⁴ In the spring, 95 students attended over ten Saturdays from February through May.

When surveyed about whether being in school longer and going to school in the summer helped their learning, 80 percent of students agreed that the longer school day helped, but only 60 percent agreed that the summer intersession helped. Parents' perceptions were more positive with 95 percent agreeing that additional learning opportunities were provided during the extended day and 94 percent agreeing that additional learning opportunities were provided through the summer intersession. Similarly, 88 percent of staff who responded to the survey agreed that the program provided additional opportunities for students to learn during the summer and 87 percent of staff agreed that there were additional opportunities through the extended day. When responding to an open-ended survey item regarding areas for improvement, an area of concern for staff and parents was the length of the extended day, including that it may not be appropriate for the younger students. There were concerns noted regarding students returning home late, especially during day light savings time. A suggestion provided by staff was changing the school from having a "B" school schedule to an "A" school schedule. The "B" school schedule has the daily hours of 8:40 a.m. – 3:10 p.m., whereas the "A" school schedule has the daily

hours of 8:10 a.m. – 2:40 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. Switching to the earlier schedule set for "A schools" would allow AADA students to arrive home 30 minutes earlier than the current schedule.

Additionally, this was mentioned as a potential area of improvement that could benefit both students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary. According to the principal of Seatack, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events.²⁵ Adjusting the school schedule would allow instructional staff to attend divisionwide professional learning opportunities.

When surveyed about whether resources were provided that helped students improve in the areas of reading and math, 75 percent of instructional staff who responded to the survey agreed that resources were provided for math and 78 percent agreed that resources were provided for reading. Parents and students were asked about their perceptions of students' growth in these areas. As can be seen in Table 4, almost all parents who responded to the survey (96%) agreed that AADA helped improve skills in reading and math. High percentages of third- through fifth-grade students (89% or above) agreed that they are becoming a stronger reader and math student since being in AADA. Parent and student perceptions improved from last year, but staff perceptions declined.

Table 4: Respondents' Perceptions of Students' Growth in Academics

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2% ^a 80.6% ^b	91.8% ^c
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%

Note: Same items were provided unless indicated. ^a can read better. ^b understand my reading assignments better. ^c am becoming a stronger reader.

Field Trips

Another aspect of AADA is providing opportunities for students to attend field trips to locations throughout the community. The goal of these experiences was to help students understand their academics and make good decisions. Over the 2017-2018 school year, there was a total of 66 field trips taken across all grades K through 5.²⁶ This was similar to the 2016-2017 school year when there were 67 field trips for grades K through 5.²⁷ Instructional staff and parents were questioned about whether students were provided with these

opportunities to learn outside of school. Most instructional staff (94%) and parents (98%) who responded to the survey agreed that this opportunity was provided. Most third- through fifth-grade students who responded to the survey (85%) perceived these field trip opportunities to be beneficial in helping them understand their academics and in making good decisions.

Banners and Morning Program

Another opportunity for the students at AADA includes a daily morning routine. Each morning, students recited

the “Banners,” which are “positive affirmations that remind them of the school’s beliefs and expectations.” Portions of the sayings recited included “Decisions are up to me. Success in school – helps me be successful in life. I can go to college if I work hard. Being a success means doing my best. An Achievable Dream loves me. I am someone special. Believe in Yourself.”²⁸ The goal of reciting the Banners each morning was to reinforce AADA’s values and standards for proper behavior as well as encourage self-confidence. Physical banners with the affirmations were also placed in the building and served as an additional reminder for the students.

Community Partnerships & Mentors

During the 2017-2018 school year, two community partners worked directly with students. Throughout the year, AADA partnered with iFly, which involved allowing 12 fifth graders to meet with staff members from iFly on a weekly basis. This group of students was given lessons in indoor flying and listened to speakers who taught about a variety of topics, including physics; teamwork; and agility, balance, and coordination.²⁹ This year, AADA also partnered with Rachel Saddler with the Girl Scouts Association. Meetings with a group of six girls were held once per week to work on Girl Scout related work with the goal of building self-relevance.

In addition, AADA had community partnerships that were involved with the AADA program at Seatack Elementary. These partnerships, identified by the Vice President of Academics for An Achievable Dream, Inc., included leadership from Naval Air Station Oceana, Virginia Beach City Police, An Achievable Dream Community Advisory Council, An Achievable Dream Board, and Virginia Beach City Public Schools’ School Board.³⁰

As AADA continues implementation through grade 12, community sponsors may become a part of the program. To ensure students’ future success, the contract with VBCPS states, “AADA may, but shall not be obligated to, develop a merit college scholarship program.”³¹ As part of the merit scholarship program, every class of AADA students would receive a community sponsor that provides merit college scholarships to fund students’ college careers. Students would receive a scholarship contract that outlines the expectations to receive the scholarships.

Several community members served as mentors and role models to help ensure AADA students envisioned their own achievable dream. During the 2017-2018 school year, the mentorship program was restructured.

Previously only third graders were involved, but in 2017-2018, students from any grade were matched with a mentor based on student need.³² Currently there are approximately 30 mentors from a variety of fields. Mentors meet with their matched student individually for one hour every week throughout the whole school year. In addition to being mentors, sailors from Naval Air Station Oceana and Dam Neck provided other support to students at AADA. Sailors regularly visited AADA in the mornings to help welcome students and shake their hands while ensuring to look them in the eye. Sailors also had the opportunity to provide support in classrooms and on field trips.

Community partners and mentors were surveyed about their role as a partner. Partners and mentors who completed surveys indicated that their role as a partner was to be an ambassador/promoter for AADA, volunteer in classrooms, and assist/mentor students. All community partners viewed the progress of program implementation positively. The social-emotional impacts of the program on students’ sense of belonging, stability, security, self-esteem, self-worth, and responsibility were noted as the program’s primary strength. However, some community partners indicated the biggest challenge has been communication or coordination between the school staff and administration. Some additional ideas for areas of improvement included providing additional opportunities, such as counseling services, extracurricular opportunities over the summer, and academic help during mentoring. Additionally, a few partners mentioned the potential benefit of an orientation for mentors.

Technology Focus

As identified in the contract, AADA is to be used as a laboratory for technology; therefore, all technology used at the school is up to date. The instructional staff were expected to incorporate technology into their academic lessons with students. Two computer-based programs were used for reading and math instruction for second-through fifth-grade students. The reading program, Velocity, allowed for differentiated instruction based on a student’s reading level, and the math program, Reflex Math, addressed math facts for operations using games and quizzes. Two technology-related clubs were available to fourth and fifth graders, 3-D printing club and Google CS First club, which involved computer coding. Technology purchased in 2017-2018 for these clubs included six Sphero 2.0s, robotic balls that support coding; two micro printers; and a drone. The Sphero 2.0s were also used during the school day. Other

technology purchased included Bee-Bots for students in grades K and 1 and Go Guardian, which allowed parents to monitor student internet use. The computer lab at Seatack is also being transformed into a makerspace lab that will be used for coding in 2018-2019.

Clubs and Extracurricular Activities

Students had access to 26 different clubs and numerous extracurricular activities while at AADA during 2017-2018.³³ Examples of clubs included athletics (e.g., golf, dance, fitness), science- and math-related clubs (e.g., MakerSpace, STEM Robotics, Lego, Coding), arts-related clubs (e.g., Little Theater, photography, drama, arts and crafts), and various other club opportunities (e.g., Go Green club and book club).³⁴

As stated in the contract, a tennis program may have been implemented depending on the funding. Alternatively, a tennis club was offered as an option to students in first through fifth grades. Tennis has been viewed by AADA as a means of building students' level of self-esteem and encouraging social interactions. The tools that are needed for success in tennis extend to life, including "discipline, perseverance, confidence, sportsmanship, and teamwork."

There were several other extracurricular activities that AADA offered, including various field trips; opportunities for lessons or activities in athletics, such as lacrosse, swimming, tennis, and golf; and outreach experiences through local museums.

Dream Merit Program

To encourage positive behavior, students are also provided the opportunity to be rewarded with "dream merits."³⁵ Dream merits are reward points that students can earn to purchase items at the school shop, such as school supplies or small toys or gifts. These merits can be earned during any AADA activity when students engaged in appropriate school behavior. Staff members or sailor volunteers could have rewarded students for appropriate behavior or appropriate dress specifically during programming on character development or throughout the school day.

To educate third- through fifth-grade students about budgeting and finances, students managed their merits and could write checks to use merits to purchase items. Students in the younger grades had others who managed their merits, but were allowed to use them for designated opportunities.

Specialized Curricula

The Social, Academic, and Moral Education (SAME) Curriculum was adopted by AADA. Within this specialized curriculum, there was an emphasis on "ethics, etiquette, peaceful conflict resolution, and Speaking Green®."³⁶ The Speaking Green® aspect of SAME involved encouraging students to use Standard English, which could assist children in their efforts to succeed in business and college.³⁷ In addition, during 2017-2018, STEM components as well as mindfulness and meditation (for grades 3 to 5) were part of the curriculum.³⁸ Beyond the daily academic curriculum, AADA students had a rotation of classes that focused on each of these areas of social and moral education that lasted two weeks at a time. Grade levels took turns being assigned to each of these areas. The AADA values and standards for behavior were reinforced throughout these classes. In response to an open-ended survey item regarding benefits of the AADA program, many parents mentioned aspects of the SAME curriculum, including growth in their child's behavior, attitude, and social skills.

Most parents (94%) indicated that AADA provided instruction on manners and etiquette, and 84 percent of students indicated they are more polite and well-mannered with others since being in AADA (see Table 5). However, 66 percent of staff indicated that AADA provided effective instruction in manners and etiquette. Most parents (95%) also indicated that AADA improved their child's ability to collaborate and work with others, and the majority of students (76%) indicated that they worked better with others since being in AADA. However, a lower percentage of instructional staff who responded to the survey agreed that AADA improved their students' ability to collaborate and work with others (61%). In comparison to perceptions from last year, student agreement increased, parent agreement remained high, and staff agreement declined.

Table 5: Perceptions Regarding Manners, Etiquette, and Collaboration

	Manners and Etiquette		Collaborate and Work With Others	
	2016-2017	2017-2018	2016-2017	2017-2018
Staff	75.0%	65.5%	78.1%	61.3%
Parent	91.6%	94.0%	92.9%	94.5%
Student	74.0%	84.4%	72.7%	75.8%

Parent and Student Educational Contracts

To ensure that parents and students were aware of the program expectations, all students and parents signed an educational contract with AADA. This contract was an agreement that students and parents would adhere to the responsibilities as outlined by the program. For example, parents were requested to support their child's education through discussions with him/her about school and ensure their child attends school, dresses appropriately, follows school behavior and drug-free policies, and communicates with teachers. Students were asked to pledge to not use drugs or engage in criminal behavior, to be respectful, attend school on time, have good manners, and to try their best.

If students or parents do not adhere to the contract, there is a possibility that the student may be removed from the program.³⁹ For the 2017-2018 year, there were no students who were asked to leave the program for this reason, which was consistent with the 2016-2017 school year.

An important component of the program that was reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. Students were required to wear a shirt/sweatshirt with the AADA logo that is a specific color by grade level, dark navy pants or shorts, and all black shoes. There were also requirements to have well-groomed hair, limited jewelry, a black or brown belt, and dark or white socks.

Most parents (94%) and 68 percent of staff indicated that AADA has developed a sense of structure through school uniforms. However, only 43 percent of students indicated that wearing their school uniform helped them feel like they belong. Consistent with this level of agreement, several students indicated that the uniform policy was an area needing improvement. Parents also indicated that aspects of the uniform policy needed improvement, including providing more clothing items and adjusting the policy to be less strict. However, staff indicated that there was a lack of consistency in enforcing the uniform policy.

Instructional Staff Selection Process and Staff Characteristics

The process by which AADA selects their instructional staff was also examined. For these analyses, instructional staff members were included based on the Department of Human Resources classification of "Instructional," which does not include administrators or classroom

assistants. According to the contract with VBCPS, AADA would select instructional staff who had the necessary talents, experiences, and commitments for the target population and SAME enhancement. When AADA was first implemented in 2014-2015, all Seatack Elementary School staff members (including kindergarten through fifth-grade teachers) had the opportunity to transfer to another school if they did not want to be a part of the AADA program. Instructional staff members who stayed went through the interview process.

The selection processes for new instructional staff each year involved joint interviews with the principal and an AADA representative.⁴⁰ In selecting teachers, the AADA prioritized those with experience in Title I schools and being receptive to the social and moral program components. The instructional staff members were also required to sign a contract with AADA. Similar to contracts signed by parents and students, instructional staff members were provided with the mission of the program and asked to commit to specific aspects of the program, such as focusing students' attention on the Banners, integrating the SAME curriculum throughout the day, and wearing professional dress.⁴¹

The characteristics of AADA's instructional staff members as of October 3, 2017 in kindergarten through grade five were examined. As can be seen from Table 6, the instructional staff members were predominately female (81%) and identified as Caucasian (65%). In comparison to elementary school instructional staff members (K-5) across the division, there were higher percentages of male staff members (18%) and those who identified as African American (33%) at AADA. The average number of years teaching was 16, which was slightly higher than the division's elementary school average. AADA instructional staff had an average of 11 years teaching in VBCPS. However, 12 percent were new to VBCPS starting in the 2017-2018 school year, which was higher than at the elementary level across the division. The majority of AADA staff (63%) had a graduate-level education with a master's or doctorate degree, which was higher than instructional staff across elementary schools. Overall, staff characteristics in 2017-2018 were consistent with the 2016-2017 school year.

Table 6: AADA's Instructional Staff Characteristics for the 2017-2018 School Year

Characteristic	AADA Staff (N = 43)	ES Division (N = 2,329)
Male	18.6%	7.4%
Female	81.4%	92.6%
African American	32.6%	10.6%
Caucasian	65.1%	85.1%
Multiracial	3.6%	0.6%
Average Years Teaching	16.3	14.4
Master's or Doctorate	62.8%	56.0%
New to VBCPS	11.6%	7.9%

Professional Learning Opportunities and Communication

During 2017-2018, all staff members were provided with professional learning related to working with the targeted population for the program. In particular, a building-wide professional learning opportunity was provided to staff on equity. Additionally, trainings for all staff included learning about respect, relevancy, and relationships; ways to motivate students, with a particular emphasis on instilling intrinsic motivation; and incorporating behavioral expectations of the program and setting a culture of change. Select teachers at each grade level attended a training through Kagan, after which they provided professional learning to the remaining staff. Additional professional learning opportunities were provided to individual staff that focused on curriculum and technology. Classroom teachers for grades 2 through 5 were trained on the computer-based reading program that differentiates instruction based on reading levels. Select teachers attended the Virginia Society for Technology in Education conference and the instructional technology specialist attended the Future of Education Technology conference. Select teachers also attended a training on cage-free voices held by Bathsheba, which was to help teachers with classroom management.

In 2017-2018, AADA and Seatack administration also took steps toward creating a systematic method of communication between staff, AADA, and administration. In February 2018, the principal of Seatack Elementary formed a Communication Committee, which consisted of the administration and five teachers who self-selected.⁴² In February, the committee met, discussed concerns, and a staff survey was created and implemented. The committee met once per month thereafter to discuss any issues, after which information was emailed to all staff members to

highlight what was discussed and any adjustments that were needed.⁴³ Issues discussed at committee meetings included communication expectations; communication forms for the following year, such as Schoology, email, and memos in boxes; potential trainings; and calendar protocol for events.

Instructional staff respondents' perceptions of the professional learning and communication provided from AADA showed that 73 percent agreed that there was sufficient professional learning, which was a decline from 84 percent in 2016-2017. In addition, 55 percent of staff agreed that there was clear and consistent communication with AADA, which was a decline from 61 percent in 2016-2017. Staff members who indicated disagreement that communication was clear and consistent were asked an open-ended follow-up question regarding suggestions for improvement. The primary areas of concern involved the timeliness of communication, such as with general event dates and details, and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff.

Summary Regarding Operational Components and Adherence to Contract

In summary, the AADA offered several additional opportunities to students beyond the typical school day and utilized the SAME curriculum to enhance students' social and moral education. Parents and students were required to sign contracts with AADA, which included an agreement that students would follow academic, attendance, and behavioral expectations as well as the dress code. Instructional staff were selected based on joint interviews with the principal and an AADA representative with preferences to those with Title I school experience. During 2017-2018, all instructional staff received professional learning on how to work with the targeted population of the program. Regarding adherence to the contract with VBCPS, most AADA program components outlined within the contract were consistent with the actual program. The inconsistencies included shorter time for the extended day and not including kindergarten students and partial inclusion of first-grade students for the extended day, which were joint decisions by VBCPS and AADA.

Student Characteristics

The second evaluation question addressed the student characteristics at AADA at Seatack Elementary School

during the 2017-2018 school year. Within the contract, it was noted that students must meet historical performance criteria to be selected for the program; however, students from the targeted attendance zones were automatically accepted into the AADA program at Seatack Elementary School. Families within the Seatack Elementary School attendance zone may decide to opt out of the program and attend a nearby school. The AADA program also accepted students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools). Students from other attendance zones could also attend if they met criteria based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.⁴⁴ Table 7 shows the demographic characteristics of students enrolled at AADA as of October 1 for the 2017-2018 school year (N=385) in comparison to the division's kindergarten through grade five enrollment. In addition, characteristics of students used for outcome analyses who were enrolled at AADA for more than one-half of the school year (N=389) are included.

Table 7: Demographic Characteristics of K-5 Students

Characteristic	AADA	Division	AADA
	K-5 at Oct 1 N = 385	K-5 at Oct 1 N = 30,408	K-5 At Least Half of Year N = 389
Male	54.8%	51.6%	56.0%
Female	45.2%	48.4%	44.0%
African American	52.5%	22.5%	50.6%
American Indian	0.3%	0.2%	0.3%
Asian	0.5%	5.8%	0.8%
Caucasian	18.4%	48.2%	18.8%
Hispanic	20.0%	12.3%	21.3%
Native Hawaiian	0.3%	0.5%	0.3%
Multiracial	8.1%	10.5%	8.0%
Economically Disadvantaged	72.5%	40.6%	73.8%
Gifted	9.6%	15.3%	9.3%
Special Education	11.7%	10.1%	11.3%
English Learner	3.6%	2.5%	4.6%

Note: Based on October 1, 2017 enrollment data. Free/reduced lunch data based on identification at any point in the year.

The overall demographic distribution of students at AADA as of October 1 was similar to the division with respect to gender, special education, English Learner, and students who identified as American Indian, Native Hawaiian, and Multiracial. In comparison to the division, AADA had a higher percentage of students who identified as African American and Hispanic and a

lower percentage of students who identified as Asian and Caucasian. There was also a much higher percentage of students at AADA who were economically disadvantaged (73%) in comparison to the division (41%) and a lower percentage of AADA students who were gifted (10%) in comparison to the division (15%). The demographic characteristics of AADA students who were enrolled on October 1 were similar to the demographic characteristics of AADA students who were enrolled for more than one-half of the school year. Overall, student characteristics were consistent with the 2016-2017 school year.

In addition to the demographic characteristics shown above for students who were enrolled on October 1, Table 8 provides the enrollment by grade level at any time during the 2017-2018 school year and the three previous years. As a reminder, AADA began with grades K through 2 in 2014-2015, grade 3 in 2015-2016, and grade 4 in 2016-2017. These data do not include the summer intersession. Overall, there were 436 students who were enrolled at any time during the 2017-2018 school year.

Table 8: Student Enrollment by Grade Level Each Year Since 2014-2015

Grade	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	94	81	62	66
Grade 1	62	93	87	65
Grade 2	80	52	82	79
Grade 3	--	68	55	83
Grade 4	--	--	90	53
Grade 5	--	--	--	90
Total	236	294	376	436

According to the contract with VBCPS, no student may begin participating after grade 4 without the mutual approval of the representatives of VBCPS and AADA.⁴⁵ Of the 90 fifth-grade students enrolled at any point throughout the 2017-2018 school year, 15 fifth-grade students were new to the AADA program. All students who entered in fifth grade were discussed with building administration.⁴⁶

There was also an examination of how many students from 2017-2018 have remained in the program from previous years. To answer this question, the percentages of 2017-2018 students who were also enrolled in 2016-2017, 2015-2016, and 2014-2015 were calculated based on students enrolled for at least half of the year during each school year. As can be seen from Table 9 for each grade level, between 69 and 84 percent of those enrolled in grades 1 through 5 during 2017-2018 were

also enrolled in the program the previous year. Between 50 and 62 percent of third through fifth graders enrolled at least one-half of the school year during 2017-2018 have been in the program since the first year of implementation (2014-2015 school year).

Table 9: Percent of 2017-2018 Students Enrolled At Least Half the Year Also Enrolled Previous Years

Grade	Number of Enrolled Students	Percent Also Enrolled in 2016-2017	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	55	n/a	n/a	n/a
Grade 1	58	69.0%	^	n/a
Grade 2	67	83.6%	70.1%	^
Grade 3	74	82.4%	73.0%	62.2%
Grade 4	49	77.6%	55.1%	51.0%
Grade 5	86	81.4%	54.7%	50.0%

Note: ^ Students may have been retained from the previous year(s). These numbers are less than 10.

Opt-In and Opt-Out Data

Another aspect of the second evaluation question focused on how many students opted in or opted out of the program. Data were obtained for students enrolled at any point through the school year. Any other potential elementary school within the division was included, but special schools (e.g., Old Donation) or other programs (e.g., Southeastern Cooperative Educational Programs, [SECEP]) were excluded.

To examine the number of students who opted out of the program, the enrolled school and the designated attendance zone school based on home location were compared. There were 100 kindergarten through fifth-grade students who lived in the designated Seatack Elementary School zone but who were enrolled at a different school in 2017-2018. Therefore, these students may have opted out of AADA. Five possible reasons were provided for attending a school that was different from what was designated (see Table 10). The most common reason for not attending Seatack Elementary School was listed as “other” in the VBCPS data warehouse. Of the 76 students whose reason was “other,” 68 students (89%) attended a nearby school, Birdneck Elementary School. This was similar to the 2016-2017 school year when there were 67 students who were zoned for Seatack and had a reason as “other” for attending another elementary school. Of these 67 students, 56 attended Birdneck Elementary (84%).

To examine the number of students who opted into the program, data for students who attended Seatack Elementary School from other designated attendance zones were explored. As a reminder, the AADA program accepts students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools) and students from other attendance zones throughout the division. These students are generally selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.⁴⁷ For the 2017-2018 school year, there were 65 kindergarten through fifth-grade students who attended Seatack Elementary School, but lived in another attendance zone. Of those 65 students, 62 students (95%) had an opt-in reason for “Academy,” which was consistent with the reason code that AADA enters when students opt in to the program.⁴⁸ Of these students, 44 percent were zoned for schools nearby (i.e., 21 students zoned for Birdneck, 6 students zoned for Lynnhaven). The remaining 35 students were from 20 other attendance zones. Four students came from each of the following elementary school attendance zones: Fairfield, Ocean Lakes, and Windsor Oaks. Three or fewer students came from 17 other elementary school zones. More kindergarten students opted-in to the program for academy reasons (24%) than students in grades 1 through 5, which varied between 11 and 18 percent of opt-in students.

Table 10: Number of Students Who Opted-In or Opted-Out of AADA With Reasons

Reason Provided for Opt-In or Opt-Out	2016-2017 (K-4)	2017-2018 (K-5)
Opt-Out Total	103	100
Childcare hardships	21	15
In area (i.e., Lynnhaven)	1	-
Moving within school year	8	4
Other reasons	67	76
Required courses or Programs	6	3
No reason provided	-	2
Opt-In Total	20	65
Academy	14	62
Childcare hardships	-	2
In area (i.e., Birdneck)	5	-
Other reasons	1	-
Required courses or Programs	-	1
AADA Students From Seatack Attendance Zone	356	371

Note: Table includes students enrolled at any point throughout the year.

Progress Toward Meeting Goals and Objectives

The fourth evaluation question focused on progress made toward meeting the program’s goals. Six goal areas focused on reading achievement, mathematics achievement, science and social studies achievement, discipline, attendance, and teacher retention. Data for each goal area are provided in this section. To be included in the outcome analyses, students must have been enrolled in the program during the 2017-2018 year for at least one-half of the school year (389 students were enrolled at least 88 of the 176 days) and have data for the outcome variable being analyzed. There were 47 students excluded for not attending at least one-half of the school year. As previously noted, analyses with SOL data were conducted according to accreditation rules and provided by the Office of Student Assessment. For these analyses, there was no requirement that students be enrolled for one-half of the school year. For achievement and attendance data by grade, results for the year prior to implementation of the grade level are provided for reference. As a note, grades K through 2 were implemented in 2014-2015, grade 3 was implemented in 2015-2016, grade 4 was implemented in 2016-2017, and grade 5 was implemented in 2017-2018. Data for other areas are based on the two evaluation periods in 2016-2017 and 2017-2018. Data analyses for the overall school do not include data from prior years

due to differences in grade levels that were part of AADA each year.

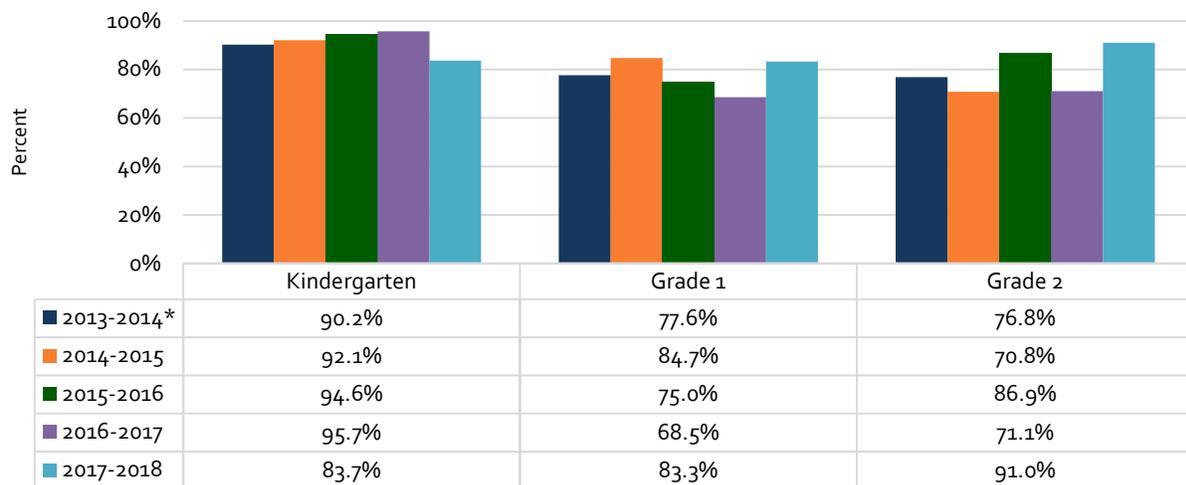
Progress Toward Meeting Goals

Goal 1: Reading Achievement

The first goal focused on improvement in reading achievement scores for students in grades K through 5 from 2016-2017 to 2017-2018. For grades K through 2, DRA scores were analyzed, and for grades 3 through 5, SOL scores were analyzed. In comparison to 2016-2017, there were improvements in the percentages of students in grades 1 and 2 who met or exceeded grade level benchmarks on the DRA, with 83 and 91 percent of students reading on or above grade level in 2017-2018, respectively (see Figure 1). However, there was a decline in the percentage of kindergarten students who met or exceeded grade level benchmarks, with 84 percent of students reading on or above grade level in 2017-2018.

Similar results were seen when comparing the percentages of students who met or exceeded grade level benchmarks in 2017-2018 and 2013-2014, the year prior to implementing AADA in grades K through 2. There were improvements in the percentages of students in grades 1 and 2 reading on or above grade level, but a decline in the percentage in kindergarten.

Figure 1: Percent of Students Meeting or Exceeding DRA Grade Level Benchmarks

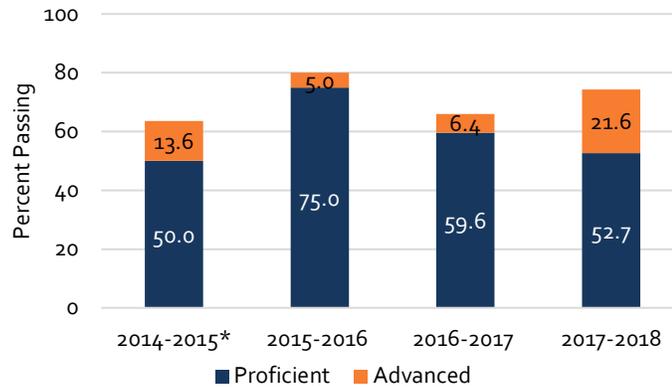


*2013-2014 was the year prior to implementation in grades K through 2.

As shown in Figure 2, there was improvement in grade 3 reading from 2016-2017 to 2017-2018, which was seen in the overall percentage of students passing the reading SOL test (66% to 74%) and in the percentage of students with an advanced passing score (6% to 22%). Similar patterns of results were seen when comparing the percentages of students passing the reading SOL test in 2017-2018 and 2014-2015, the year prior to the implementation of AADA

in grade 3. There were improvements in the percentage of students who passed the grade 3 SOL test and in the percentage who earned an advanced passing score. However, the overall percentage of students who passed the grade 3 SOL test in 2017-2018 (74%) was lower than in 2015-2016 (80%), which was the first year the program was implemented in grade 3.

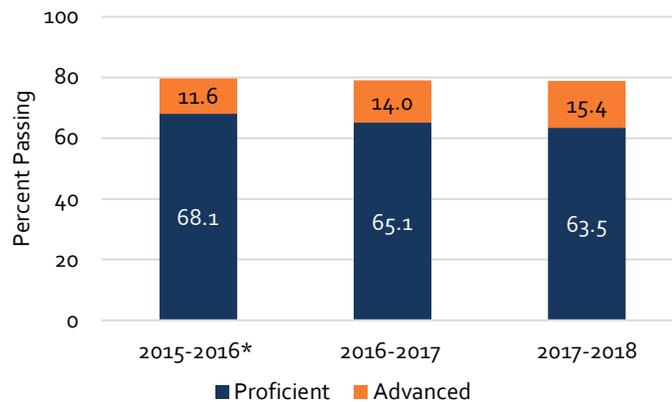
Figure 2: Grade 3 Reading SOL Proficient and Advanced Passing Scores



*2014-2015 was the year prior to implementation in grade 3.

As shown in Figure 3, there was a slight improvement in the percentage of students in grade 4 with an advanced passing score on the reading SOL test in 2017-2018 compared to 2016-2017 (14% to 15%). The overall percentage of students with a passing score remained consistent (79%) in comparison to 2016-2017. Similar patterns of results are seen when comparing performance on the reading SOL test in 2017-2018 and 2015-2016, the year prior to the implementation of AADA for grade 4. There was improvement in the percentage of students who earned an advanced passing score (12% to 15%); however, there was a slight decline in the percentage of students with a passing score (80% to 79%).

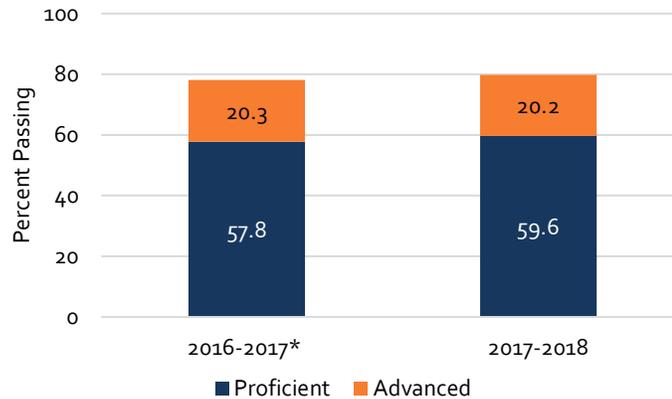
Figure 3: Grade 4 Reading SOL Proficient and Advanced Passing Scores



*2015-2016 was the year prior to implementation in grade 4.

As shown in Figure 4, in comparison to 2016-2017, there was a slight improvement in the overall percentage of students with a passing score on the reading SOL test in 2017-2018 (78% to 80%). The percentage of students with an advanced score remained consistent (20%) in comparison to 2016-2017.

Figure 4: Grade 5 Reading SOL Proficient and Advanced Passing Scores

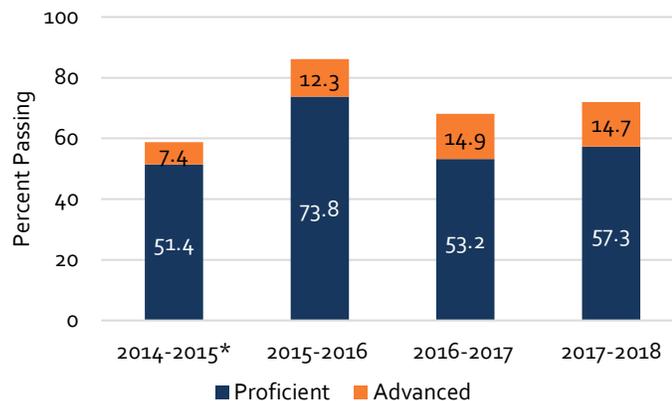


*2016-2017 was the year prior to implementation in grade 5.

Goal 2: Math Achievement

The second goal focused on improvement in math achievement for students in grades 3 through 5 from 2016-2017 to 2017-2018. Math SOL test scores were analyzed for each grade level. In comparison to 2016-2017, there was an improvement in the overall percentage of students in grade 3 with a passing score on the math SOL test in 2017-2018 (68% to 72%). The percentage of students with an advanced passing score remained consistent (see Figure 5). In 2017-2018, the percentages of students passing the math SOL test (59% to 72%) and those with an advanced passing score (7% to 15%) improved from 2014-2015, the year prior to the implementation of AADA for grade 3. However, the percentage of students passing the math SOL test was lower in 2017-2018 than in 2015-2016 (86%), which was the first year the program was implemented in grade 3.

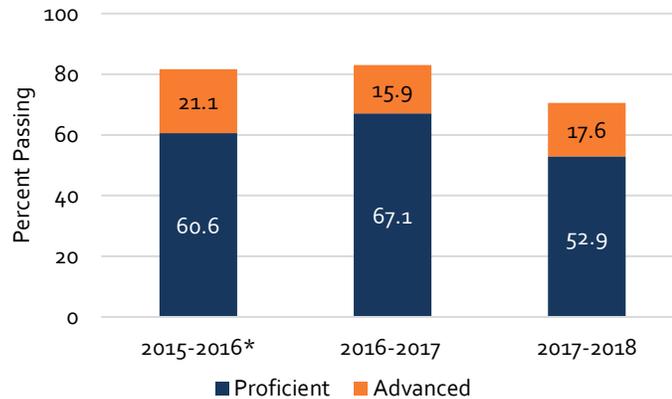
Figure 5: Grade 3 Math SOL Proficient and Advanced Passing Scores



*2014-2015 was the year prior to implementation in grade 3.

As shown in Figure 6, for the grade 4 math SOL test, the percentage of students with an advanced passing score improved slightly from 2016-2017 to 2017-2018 (16% to 18%); however, the overall percentage of students in grade 4 with a passing score on the math SOL test declined (83% to 71%). In comparison to 2015-2016, the year prior to the implementation of AADA for grade 3, there were declines in both the overall percentages of students passing (82% to 71%) and those with an advanced passing score (21% to 18%) in 2017-2018.

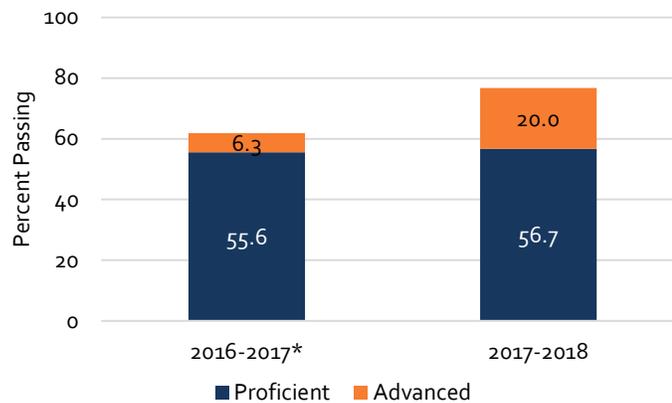
Figure 6: Grade 4 Math SOL Proficient and Advanced Passing Scores



*2015-2016 was the year prior to implementation in grade 4.

As shown in Figure 7, there were notable improvements in the overall percentage of students passing the grade 5 math SOL test in 2017-2018 (77%) compared to 2016-2017 (62%) and in the percentage of students with an advanced passing score (6% in 2016-2017 to 20% in 2017-2018).

Figure 7: Grade 5 Math SOL Proficient and Advanced Passing Scores

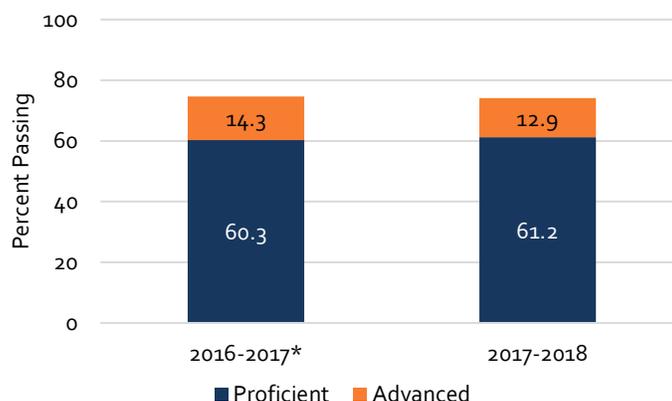


*2016-2017 was the year prior to implementation in grade 5.

Goal 3: Science & Social Studies Achievement

The third goal focused on improvement in science and social studies achievement for students in grade 5 in comparison to 2016-2017. There was a slight decline in the percentage of students passing the science SOL test in 2017-2018 (74%) compared to 2016-2017 (75%) and in the percentage of students with advanced passing scores (14% to 13%).

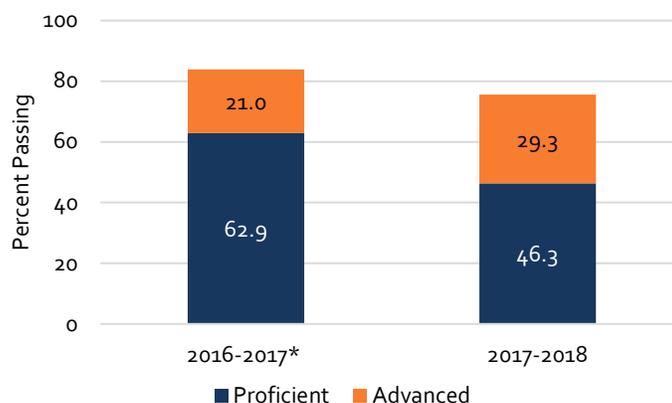
Figure 8: Grade 5 Science SOL Proficient and Advanced Passing Scores



*2016-2017 was the year prior to implementation in grade 5.

As shown in Figure 9, although there was improvement from 2016-2017 to 2017-2018 in the percentage of students with an advanced passing score on the social studies SOL test, from 21 to 29 percent, there was a notable decline in the overall percentage of students passing the social studies SOL test (84% to 76%).

Figure 9: Grade 5 Social Studies SOL Proficient and Advanced Passing Scores



*2016-2017 was the year prior to implementation in grade 5.

Goal 4: Discipline

The fourth goal focused on improving student discipline based on the number of students with a single suspension, the number of students with multiple suspensions, and students with suspension(s) resulting from a major offense in comparison to 2016-2017. Suspensions were defined as either in-school suspensions or out-of-school suspensions. Single suspension offenders were operationally defined as students who had only one incidence of a suspension throughout the year, whereas multiple suspension offenders were defined as students who had more than one incidence of a suspension. A major offense suspension included the following offense types: possession, use, or sale of alcohol, drugs, drug paraphernalia, or imitation drugs; firearms; weapons, explosives, or fireworks; or more than one incidence of a suspension for fighting or aggression. With the addition of the final grade level to the AADA program in 2017-2018, there was an increase from 2016-2017 in the number of students with a single suspension and in the number of suspension(s) resulting from a major offense (see Table 11). The number of students with multiple suspensions decreased by one. In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were large declines in the numbers of students with a single suspension, multiple suspensions, and suspension(s) resulting from a major offense across grades K through 5 in 2017-2018. In 2013-2014, there were 26

students with a single suspension, 28 students with multiple suspensions, and 23 students with major offense suspensions across grades K through 5.

Table 11: Number of Students by Suspensions

Number of Students	2016-2017 (K-4)	2017-2018 (K-4)	2017-2018 (K-5)
Single suspension	7	7	14
Multiple suspensions	5	2	4
Major offense suspension(s)	1	1	2

When looking exclusively at grades K through 4 in 2017-2018, the number of students with a single suspension and suspension(s) resulting from a major offense remained consistent from 2016-2017 (see Table 11). The number of students with multiple suspensions decreased from 5 to 2.

A total of 21 students were referred throughout the year with a total of 32 referrals. A total of 18 students were suspended with a total of 24 suspensions. Eight of the 32 referrals (25%) occurred on the bus, 4 of which resulted in suspensions (3 in-school suspensions and 1 out-of-school suspension). This was an increase in bus referrals from 2016-2017 when there were only 2 bus referrals and no bus suspensions. The overall referral rate, calculated by the number of students referred out of the total number of students who attended at least half the year, declined from 7 percent in 2016-2017 to 5 percent in 2017-2018, even with the addition of the final grade level. However, the in-school suspension (3.1%) and out-of-school suspension rates (2.3%) were higher in 2017-2018 than in 2016-2017 (2.4% and 1.5%, respectively). With just grades K through 4, the referral rate was 4 percent, which remained lower than the rate in 2016-2017 when it was 7 percent. For grades K-4, the in-school suspension (2.3%) and out-of-school suspension rates (1.0%) were lower in 2017-2018 than in 2016-2017 (2.4% and 1.5%, respectively). In comparison to 2013-2014, the year prior to AADA implementation in any grade, there were declines in the referral, in-school suspension, and out-of-school suspension rates (16.7% to 5.4%, 13.1% to 3.1%, and 4.4% to 2.3%, respectively).

Due to staff concerns regarding discipline for AADA students not in the Seatack attendance zone, suspension and referral rates were compared for students who opted in to the program and for students who were zoned for Seatack. A higher percentage of students who opted in to the program for academy reasons were suspended or referred compared to students who were zoned for Seatack (see Table 12). Approximately 11 percent of students who opted-in to Seatack were referred and 9 percent were suspended, whereas nearly 5 percent of students zoned for Seatack were referred and 4 percent were suspended.

Table 12: Percentage of Students Suspended and Referred by Attendance Zone

	% of Opt In Students (N = 53)	% of In Zone Students (N = 333)	% of All Students (N = 386)
Referred	11.3%	4.5%	5.4%
Suspended	9.4%	3.9%	4.7%

Note: Three students opted in to the program, but had reasons other than academy; therefore, they were not included in the opt-in group nor the in zone group. Nine students opted in to the program, but were not included due to not being enrolled in the program at least half of the year.

In addition, staff and parent surveys included questions regarding whether AADA helped to improve students' behavior at school, self-control, and conflict management skills. Approximately 85 to 90 percent of parents agreed that AADA helped improve their child's behavior in these areas (see Table 13). However, only 34 percent of staff agreed that AADA helped improve students' behavior at school, 31 percent agreed AADA helped improve student self-control, and 36 percent agreed AADA helped improve students' ability to manage conflict. Further, between 42 and 53 percent of staff indicated that strategies and resources were provided for improvement in each of these areas (see Table 14). The majority of students indicated that since being in AADA, they behaved better at school (80%), controlled their behavior better (78%), and could resolve conflicts with other people (73%). The perceptions of parents and students remained relatively consistent from 2016-2017 to 2017-2018; however, the percentage of staff agreement declined notably.

Table 13: Participants' Agreement Regarding Students' Behavioral Improvement

	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Behavior at school	78.8%	34.4%	88.3%	90.4%	78.2%	80.3%
Ability to demonstrate self-control	68.8%	31.3%	85.6%	85.6%	80.0%	77.7%
Ability to manage conflict	75.0% ^a	36.4%	86.1% ^a	84.7% ^a	65.0%	73.3%

Table 14: Staff Agreement Regarding Providing Strategies for Students' Behavioral Improvement in 2017-2018

	Staff Agreement
Provided strategies and consistency to improve my students' behavior at school.	41.9%
Provided strategies and resources to improve my students' ability to demonstrate self-control.	46.7%
Provided strategies and resources to improve my students' ability to ability to manage conflict.	53.1%

Goal 5: Attendance

The fifth goal focused on improvement in the average daily attendance rate and on reducing the percentage of students with more than five absences. The daily attendance rate was 95 percent and the unexcused absence rate was 2 percent in 2017-2018. The unexcused absence rate declined slightly from the previous year, when it was 3 percent, whereas the daily attendance rate remained the same. The daily attendance and unexcused absence rates improved in 2017-2018 in comparison to the 2013-2014 school year, prior to any AADA implementation (94% and 4%, respectively).

The percentage of students with more than five absences was also examined by grade level. The percentages of students with more than five absences declined at all grade levels compared with results from 2016-2017, with the largest decline (68% to 56%) in kindergarten (see Table 15). Comparisons to the years prior to implementation at each grade also showed declines in 2017-2018 at all grades except grade 4 (55% in 2015-2016 to 61% in 2017-2018).

Table 15: Percent of Students With More Than Five Absences

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	76.2%	56.6%	72.2%	68.0%	56.4%
Grade 1	77.6%	56.4%	63.7%	73.3%	63.8%
Grade 2	76.8%	58.6%	68.1%	56.4%	53.7%
Grade 3	--	55.1%	61.7%	57.4%	54.1%
Grade 4	--	--	54.8%	61.5%	61.2%
Grade 5	--	--	--	65.6%	57.0%

Note: Shaded cells include data from the year prior to implementation for each grade.

Of the students in grades 3 through 5 who responded to the survey, 81 percent indicated that they enjoyed coming to school more since being in AADA, which was a slight increase from the 78 percent who agreed last year. Similarly, consistent with last year, 87 percent of parents indicated that AADA increased their child's desire to attend school. However, a lower percentage of staff (64%) agreed that the program increased their students' desire to attend school, and the percentage declined from 2016-2017 (88%).

Goal 6: Teacher Retention

The last goal focused on teacher retention. The retention of classroom teachers from 2017-2018 to 2018-2019 was 88 percent, which was a decline from the previous year when 95 percent of classroom teachers were retained from the 2016-2017 to 2017-2018 school years (see Table 16). Focusing more broadly on all instructional staff, 81 percent of staff were retained from 2017-2018 to 2018-2019. This was also lower than the previous year when 84 percent of instructional staff were retained. Similar patterns of results were seen for retention after 2017-2018 when exclusively focusing on classroom teachers and all instructional staff for grades K through 4.

Table 16: Retention of AADA Instructional Staff

	Retention Following 2016-2017 (K-4)	Retention Following 2017-2018 (K-4)	Retention Following 2017-2018 (K-5)
Classroom teachers	95.0%	85.7%	88.0%
Instructional staff	83.7%	79.5%	81.4%

Matched Group Comparisons

Another set of analyses compared performance of AADA students and matched groups of students from three similar or nearby schools (i.e., Comparison Groups A, B, and C) during the 2017-2018 school year. Based on the program’s goal areas, these analyses focused on comparisons of students’ reading, mathematics, science, and social studies achievement; discipline; and attendance. The demographic variables used to match students across comparison groups included students’ gender, race/ethnicity, free/reduced lunch status, gifted status, English Learner (EL) status, and special education status. As a reminder, only students who attended at least half of the school year were included. Comparison groups were constructed separately for each comparable school using propensity score matching. Therefore, the final number of students in each comparison is different for Comparison Groups A, B, and C. There were 368 students from AADA who were compared with students in Comparison Group A, 381 students from AADA who were compared with students in Comparison Group B, and 377 students from AADA who were compared with students in Comparison Group C. Table 17 describes the demographic characteristics of AADA students and each comparison group. As can be seen from the table, differences remained between the AADA groups and two comparison groups in the percentages of African American and Hispanic students. In comparison to Comparison Group A, there was a lower percentage of African American students in the AADA group, whereas the opposite was true in comparison to Comparison Group C. In comparison to Comparison Groups A and B, AADA had a higher percentage of Hispanic students. Additionally, compared to Comparison Group C, there was a lower percentage of Caucasian students in AADA, and compared to Comparison Group B, there was a higher percentage of English Learners.

Table 17: Comparison of Demographic Characteristics for AADA Groups and Comparison Groups

Characteristics	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Male	56.8%	53.3%	57.0%	53.0%	56.8%	56.5%
Female	43.2%	46.7%	43.0%	47.0%	43.2%	43.5%
African American	51.4%	56.3%	49.6%*	61.9%*	52.3%*	31.6%*
Caucasian	19.8%	17.4%	19.2%	15.2%	17.2%*	29.7%*
Hispanic	22.6%*	8.7%*	21.8%*	11.5%*	21.8%	25.7%
Other	6.3%*	17.7%*	9.4%	11.3%	8.8%	13.0%
Economically Disadvantaged	75.0%	71.5%	74.5%	74.3%	74.3%	70.3%
Gifted	9.8%	7.3%	9.2%	1.5%	9.3%	9.8%
EL	4.9%	2.7%	4.7%*	1.0%*	4.8%	4.0%
Special Education	11.1%	11.4%	10.2%	8.9%	11.1%	10.1%

Note: Asterisks denote significant differences from comparison group.

Table 18 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group A (see Appendix A for tables showing all values in comparisons). In summary, of the 56 measures across grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group A students on 29 measures (51%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group A students on 9 measures (16%). See bolded and starred findings in Table 18 for statistically significant differences favoring AADA students. However, there were 4 measures (7%) for which there were statistically significant differences favoring Comparison Group A students (designated in Table 18 as No*). Compared to Group A students, areas of strength for AADA were DRA scores; fourth-grade reading scores; and discipline referral, out-of-school suspension, and unexcused absence rates.

Table 18: Summary of Patterns of AADA Students Outperforming Comparison Group A Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 62)	3 (N = 70)	4 (N = 49)	5 (N = 74)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group A: 0.4 Participation Rates AADA: 98% Group A: 98%	AADA: 8.8 Group A: 5.0 Participation Rates AADA: 93% Group A: 100%	AADA: 20.1 Group A: 17.1 Participation Rates AADA: 82% Group A: 100%	AADA: 25.3 Group A: 25.7 Participation Rates AADA: 63% Group A: 99%	AADA: 34.6 Group A: 33.4 Participation Rates AADA: 100% Group A: 100%	AADA: 44.0 Group A: 45.7 Participation Rates AADA: 95% Group A: 100%
Reading	DRA Benchmarks	AADA: 90%* Group A: 71%*	AADA: 72%* Group A: 38%*	AADA: 60% Group A: 57%	AADA: 44% Group A: 39%		
	RI Benchmarks				No	AADA: 67% Group A: 53%	AADA: 73% Group A: 71%
	RI Lexile Scores				No	AADA: 776 Group A: 699	No
	SOL Benchmarks				No	AADA: 78% Group A: 68%	No
	SOL Scores				No	AADA: 443 Group A: 423	No
Math	SOL Benchmarks				No	No	No
	SOL Scores				No	AADA: 435 Group A: 432	No
Science	SOL Benchmarks						No*
	SOL Scores						No*
Social Studies	SOL Benchmarks						No*
	SOL Scores						No*
Discipline	Referral Rates	AADA: 0%* Group A: 11%*	AADA: 7% Group A: 14%	AADA: 3% Group A: 5%	AADA: 3%* Group A: 16%*	AADA: 6%* Group A: 29%*	AADA: 11%* Group A: 27%*
	ISS Rates	No	No	No	No	AADA: 2% Group A: 10%	No
	OSS Rates	AADA: 0% Group A: 6%	No	AADA: 2% Group A: 3%	AADA: 0% Group A: 3%	AADA: 2% Group A: 14%	AADA: 7% Group A: 14%
Attendance	Attendance Rates	No	AADA: 94.9% Group A: 94.6%	No	No	No	No
	Unexcused Absence Rates	AADA: 1.9%* Group A: 3.0%*	AADA: 2.0% Group A: 2.9%	AADA: 1.4%* Group A: 2.6%*	AADA: 1.9% Group A: 2.4%	AADA: 2.9%* Group A: 3.0%*	AADA: 2.1% Group A: 2.4%

Note: Asterisks denote significant differences from comparison group.

Table 19 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group B (see Appendix A for tables showing all values in comparisons). Of the 56 measures across various grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group B students on 27 measures (48%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group B students on 4 measures (7%). See bolded and starred findings in Table 19 for statistically significant differences favoring AADA students. However, there were 2 measures (4%) for which there were statistically significant differences favoring Comparison Group B students (designated in Table 19 as No*). In comparison to Group B students, areas of strength for AADA students were discipline referral, out-of-school suspension, and unexcused absence rates.

Table 19: Summary of Patterns of AADA Students Outperforming Comparison Group B Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 67)	3 (N = 74)	4 (N = 49)	5 (N = 78)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group B: 0.5 Participation Rates AADA: 98% Group B: 100%	AADA: 8.7 Group B: 9.0 Participation Rates AADA: 95% Group B: 100%	AADA: 19.7 Group B: 19.2 Participation Rates AADA: 81% Group B: 99%	AADA: 25.7 Group B: 30.0 Participation Rates AADA: 62% Group B: 100%	AADA: 34.6 Group B: 35.8 Participation Rates AADA: 100% Group B: 100%	AADA: 43.6 Group B: 55.6 Participation Rates AADA: 96% Group B: 96%
Reading	DRA Benchmarks	No	No	No	No*		
	RI Benchmarks				No	No	AADA: 77%* Group B: 58%*
	RI Lexile Scores				No	No	AADA: 908 Group B: 883
	SOL Benchmarks				No	No	No
	SOL Scores				AADA: 435 Group B: 433	No	No
Math	SOL Benchmarks				AADA: 71% Group B: 68%	No	No
	SOL Scores				AADA: 425 Group B: 422	No	No
Science	SOL Benchmarks						No
	SOL Score						No
Social Studies	SOL Benchmarks						No
	SOL Scores						No*
Discipline	Referral Rates	AADA: 0% Group B: 6%	AADA: 7% Group B: 9%	AADA: 3% Group B: 8%	AADA: 4% Group B: 10%	AADA: 6% Group B: 12%	AADA: 10% Group B: 17%
	ISS Rates	AADA: 0% Group B: 2%	No	AADA: 3% Group B: 5%	No	No	AADA: 6% Group B: 8%
	OSS Rates	AADA: 0% Group B: 6%	AADA: 2% Group B: 9%	AADA: 2% Group B: 3%	AADA: 0% Group B: 3%	AADA: 2% Group B: 4%	AADA: 6% Group B: 14%
Attendance	Attendance Rates	No	No	AADA: 95.4% Group B: 94.7%	No	No	No
	Unexcused Absence Rates	AADA: 1.9%* Group B: 3.8%*	AADA: 2.2% Group B: 2.9%	AADA: 1.4%* Group B: 3.0%*	AADA: 1.9% Group B: 2.7%	AADA: 2.9% Group B: 3.1%	AADA: 2.0%* Group B: 3.1%*

Note: Asterisks and bolded text denote significant differences from comparison group.

Table 20 presents a summary of comparisons that were made between AADA students and the matched group of students in Comparison Group C (see Appendix A for tables showing all values in comparisons). Of the 56 measures across various grade levels and goal areas, there were patterns to show that AADA students outperformed Comparison Group C students on 33 measures (59%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AADA students outperformed Comparison Group C students on 3 measures (5%). See bolded and starred findings in Table 20 for statistically significant differences favoring AADA students. However, there were 8 measures (14%) for which there were statistically significant differences favoring Comparison Group C students (designated in Table 20 as No*). In comparison to Group C students, areas of strength for AADA students were reading achievement and discipline referral, in-school suspension, and out-of-school suspension rates.

Table 20: Summary of Patterns of AADA Students Outperforming Comparison Group C Students

Goal Area	Measure	K (N = 55)	1 (N = 58)	2 (N = 67)	3 (N = 74)	4 (N = 49)	5 (N = 74)
Matched Groups	Initial Fall Reading Performance: DRA Scores	AADA: 1.0 Group C: 0.5 Participation Rates AADA: 98% Group C: 95%	AADA: 8.7 Group C: 7.5 Participation Rates AADA: 95% Group C: 91%	AADA: 19.7 Group C: 16.7 Participation Rates AADA: 81% Group C: 97%	AADA: 25.7 Group C: 16.7 Participation Rates AADA: 62% Group C: 99%	AADA: 34.6 Group C: 33.0 Participation Rates AADA: 100% Group C: 100%	AADA: 43.9 Group C: 50.9 Participation Rates AADA: 96% Group C: 99%
Reading	DRA Benchmarks	AADA: 90% Group C: 85%	AADA: 73% Group C: 71%	AADA: 57% Group C: 43%	No		
	RI Benchmarks				AADA: 58% Group C: 57%	AADA: 67% Group C: 59%	AADA: 74% Group C: 61%
	RI Lexile Scores				AADA: 562 Group C: 559	AADA: 776 Group C: 740	AADA: 891 Group C: 890
	SOL Benchmarks				AADA: 74% Group C: 65%	AADA: 78% Group C: 63%	No
	SOL Scores				AADA: 435 Group C: 426	AADA: 443 Group C: 423	No
Math	SOL Benchmarks				No	No	No
	SOL Scores				No	No	AADA: 434 Group C: 433
Science	SOL Benchmarks						No
	SOL Scores						No
Social Studies	SOL Benchmarks						No*
	SOL Scores						No*
Discipline	Referral Rates	AADA: 0% Group C: 6%	AADA: 7% Group C: 9%	AADA: 3% Group C: 10%	AADA: 4%* Group C: 22%*	AADA: 6% Group C: 12%	AADA: 12%* Group C: 32%*
	ISS Rates	AADA: 0% Group C: 2%	AADA: 3% Group C: 5%	AADA: 3% Group C: 5%	AADA: 3%* Group C: 14%*	AADA: 2% Group C: 8%	AADA: 7% Group C: 15%
	OSS Rates	AADA: 0% Group C: 2%	AADA: 2% Group C: 3%	AADA: 2% Group C: 3%	AADA: 0% Group C: 4%	No	No*
Attendance	Attendance Rates	No	AADA: 94.7% Group C: 94.1%	No	No	AADA: 94.7% Group C: 94.5%	AADA: 94.9% Group C: 94.7%
	Unexcused Absence Rates	No	No*	No*	No*	No*	No*

Note: Asterisks and bolded text denote significant differences from comparison group.

To summarize, based on the matched comparison group analyses overall, the areas of strength for AADA students were in reading achievement, discipline referral, out-of-school suspension, and unexcused absence rates when general patterns were examined. However, few differences that were observed were statistically significant (5%-16% depending on the comparison group).

Stakeholder Perceptions

The fifth evaluation question focused on stakeholders' perceptions. As noted previously, third- through fifth-grade students, parents, and instructional staff were surveyed regarding their perceptions of AADA. Perceptions related to specific operational components of the program were presented previously where appropriate. Survey results in this section of the report include perceptions of academics and general perceptions of the program as well as satisfaction.

Perceptions of Academics and Skills

Instructional staff were asked about their perceptions regarding resources provided by AADA to improve students' academic skills, including areas specifically targeted by the program (i.e., reading, math) and other areas (i.e., science, social studies). Parents and students were asked about their perceptions of students' growth in academic areas. Between 75 and 81 percent of instructional staff agreed that resources were provided that helped students to improve in the four academic areas (see Table 21). At least 95 percent of parents agreed that AADA helped to improve their child's skills in the four academic areas. Third- through fifth-grade students' perceptions varied with the highest percentages agreeing that they were becoming a stronger reader (92%) and math student (89%). However, lower percentages of students agreed that they were becoming a stronger science student (71%) and social studies student (67%). Overall, staff agreement percentages declined, parent agreement percentages remained high, and student agreement percentages improved from 2016-2017 to 2017-2018.

Table 21: Participants' Percent Agreement Regarding Students' Academic Growth

Area of Academic Growth	Staff		Parent		Student	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Reading	96.6%	78.1%	92.9%	96.4%	88.2% ^a 80.6% ^b	91.8% ^c
Mathematics	86.7%	75.0%	94.5%	96.4%	84.3%	89.4%
Science	92.9%	80.7%	95.7%	95.8%	62.7%	71.3%
Social Studies	85.2%	76.7%	93.7%	95.2%	56.9%	66.9%

^aI can read better. ^bI understand my reading assignments better. ^cI am becoming a stronger reader.

Staff were also asked whether AADA provided resources for improvement in students' skills more generally (i.e., study skills and time management skills). There was relatively low staff agreement that AADA provided resources and time to enhance students' study skills (73%) and to manage time (55%). Staff and parents were asked whether AADA provided the needed level of academic support and a daily schedule that met students' needs. At least 60 percent of staff and 97 percent of parents agreed that AADA provided students the level of academic support the students needed and that AADA established a schedule of daily activities which met students' needs (see Table 22).

Additionally, staff and parents were asked whether AADA enhanced students' skills in the areas of studying, time management, and setting and achieving goals, and students were asked about goal setting and achievement. Staff had relatively low agreement that AADA enhanced students' ability to study, manage time, and set goals and seek to achieve them, with 48 to 66 percent agreeing with these statements (see Tables 22 and 23). Between 88 and 95 percent of parents agreed that AADA enhanced their child's ability to study, manage time, and set goals and achieve them. High percentages of third- through fifth-grade students agreed that they worked to achieve their goals (91%) and that they set high goals (87%) since enrolling in AADA. Overall, the staff perceptions declined notably; however, parent perceptions improved or remained consistent from 2016-2017 to 2017-2018 (see Tables 22 and 23). Additionally, overall, student agreement percentages improved (see Table 23).

Table 22: Participants' Percent Agreement Regarding Students' Academic Support and Growth

Area of Academic Growth	Staff		Parent	
	2016-2017	2017-2018	2016-2017	2017-2018
Provided the level of academic support students needed.	83.9%	65.7%	91.2%	97.0%
Established a schedule of daily activities which met students' needs.	73.3%	60.0%	91.6%	97.0%
Study skills	71.0%	51.5%	89.5%	93.4%
Ability to manage time	65.5%	48.4%	-	87.5%

Table 23: Participants' Percent Agreement Regarding Students' Ability to Set Goals and Achieve Them

	2016-2017	2017-2018
Staff	71.0%	65.6%
Parent	91.1%	94.6%
Student	72.8% ^a 87.4% ^b	86.6% ^a 90.9% ^b

^a I set high goals for myself. ^b I work to achieve my goals.

Third- through fifth-grade students were also asked whether they utilized their teacher as a resource in school. Most students who responded to the survey (86%) agreed that they asked their teacher *questions*, but fewer students agreed that they felt comfortable doing so (79%). The same percentage of students (79%) agreed that they felt comfortable asking their teacher *for help*, but only 65 percent agreed that they asked their teacher for extra help.

General Perceptions

Parents were provided additional questions about perceptions of their involvement with the program and their perceptions of the program's impact. See Table 24 for agreement percentages for statements related to parental involvement. At least 88 percent of parents agreed that the program maintained clear and consistent communication with them; that they felt welcomed; that they had opportunities for involvement in the program; and that AADA encouraged them to be involved in their child's education and provided them with support handling attendance, academic, and/or discipline issues.

Parents were also asked more detailed questions regarding how AADA has impacted their lives at home, including the relationship with their child. Overall, between 81 and 91 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home in these ways (see Table 24). While 81 percent of parents agreed that AADA helped to improve their child's behavior at home, only 69 percent of students agreed that they behaved better at home. Additionally, almost all parents (96%) agreed that they would recommend AADA to other families, which was consistent from 2016-2017. The agreement percentages for these parent perception items remained consistent or increased slightly from the previous year (see Table 24).

Table 24: Parents' Perceptions Regarding Involvement and Impacts of Program

Survey Statement	2016-2017	2017-2018
An Achievable Dream Academy has...		
Been consistent and clear in its communications with me.	85.8%	88.0%
Made me feel welcomed.	95.4%	95.3%
Provided opportunities for me to be involved in my child's education.	95.0%	95.9%
Encouraged me to participate in the activities at school.	94.0%	95.9%
Provided me with support handling student attendance, academic, and/or discipline issues.	85.5%	91.5%
Had a positive impact on the relationship between me and my child.	86.5%	91.0%
Led to positive outcomes for my child which helped me at home.	-	89.6%
Helped improve my child's behavior at home.	79.6%	80.8%

Survey respondents were also asked their level of satisfaction with AADA at Seatack Elementary School. Almost all parents (96%) and students (90%) indicated they were satisfied or very satisfied with the program, whereas 71 percent of staff survey respondents were satisfied (see Table 25). All community partners who responded to the survey either strongly agreed or agreed that they were satisfied that the program was meeting expectations in serving the community.

Table 25: Percentage Indicating Satisfaction With Program in 2017-2018

	Percent Very Satisfied or Satisfied
Staff	71.0%
Parent	95.8%
Student	90.2%
Community Partner	100%

Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about program benefits and areas for improvement. Several themes emerged from responses about the benefits of the program. In particular, third- through fifth-grade students primarily indicated that the staff, especially their teachers, was what they liked best about the program. Students also noted that they liked specific academic content areas best, such as math, art, PE, or learning in general, as well as the clubs that were offered. Several parents indicated that the benefits of AADA involved visible growth in their children’s academic achievement, increased time spent on academics, smaller class sizes, and the structure of the program. As previously noted, many parents indicated that the SAME curriculum was a strength of the program. Staff commented on the variety of experiences and opportunities students are provided, including field trips and clubs, as well as the structure provided by uniforms.

When asked about areas for improvement, several parents and students responded that there was nothing to improve. Of the comments mentioning areas for improvement, general themes emerged. As previously noted, most students and some parents indicated that the uniform policy was an area needing improvement, including providing more clothing items and adjusting the policy to be less strict. Alternatively, staff indicated a lack of consistency with the enforcing the uniform policy. Students indicated a need for more discipline, especially in regards to bullying. Some parents and several teachers also indicated that discipline was an area for improvement. In particular, parents and staff noted a lack of consistency when disciplining poor behavior. Parents also commented that communication with teachers could be improved, including more frequent communication and more open house nights. As previously noted, staff also requested more timely and clear communication with administration and AADA. Another area of concern for staff and parents was the length of the extended day, including that it may not be appropriate for the younger students.

Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing AADA during 2017-2018. The contract between AAD, Inc. and VBCPS outlined the cost responsibility for each party, and a summary of responsibilities is included in Appendix B. According to the summary of responsibilities in Appendix B, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school and tutors payroll provided through federal funding, and maintenance of school property.

The school division was responsible for funding support staff for the extended day and year if they already were scheduled to work during those times. Additionally, VBCPS was responsible for ensuring staff maintained technology at the school. However, there were no additional costs to VBCPS as computer maintenance personnel were offered to all schools in the division. In addition, VBCPS was responsible for the highest level of appropriate technology and educational supplies that are typically offered in all of its schools. The curriculum design and

specialized support was the responsibility of VBCPS, which included any teams based on math, academic interventionist, coaches, reading specialists, curriculum coach, and oversight of the instructional program. There were no additional costs to VBCPS for technology, educational supplies, or curriculum design as these are offered to all schools in the division. The support, supplies, and services required for administrative or health clinic purposes were also the responsibility of VBCPS. However, there were no additional costs to VBCPS beyond those for any of the division’s schools. Costs for transportation to each AADA location, including extracurricular activities, were funded by VBCPS, but were not additional costs because these services are provided for all division schools.

There were several additional operational costs of AADA that were the responsibility of VBCPS. The agreement stated that “VBCPS agrees to fund the additional operational (i.e., utilities, maintenance, supplies, etc.) costs” of the longer day and longer school year. The additional utilities cost totaled \$8,250, whereas there were no additional costs for building maintenance or enhancements.⁴⁹ In addition, transportation costs for students who opted into the program from Birdneck and Lynnhaven elementary schools attendance zones and daily transportation costs during the summer intersession were the responsibility of VBCPS, which totaled \$31,560.⁵⁰ These additional costs to VBCPS for AADA implementation are presented in Table 26.

Table 26: Additional Cost of AADA to VBCPS

Category of VBCPS Additional Cost Responsibility	Amount 2016-2017	Amount 2017-2018
Utilities (e.g., for extended-day and/or extended-year)	\$7,500	\$8,250
Building maintenance/enhancements (e.g., for extended-day and/or extended-year)	No additional cost	No additional cost
Transportation (e.g., opt-in students, summer intersession)	\$31,953	\$31,560
Total Additional Cost	\$39,453	\$39,810

According to the agreement, AAD, Inc. was responsible for paying for additional enhancements (e.g., technology, professional learning), needs for specific programming provided by AAD, Inc. (e.g., field trips, clubs, physical banners, student awards and incentives, uniforms, program-specific personnel), and costs for the extended day, summer intersession (except transportation), Saturday School, administration, and fundraising. In addition, AAD, Inc. was to reimburse VBCPS for certain costs incurred such as field trips beyond typical allocations, any enhancements to technology, and incremental costs to VBCPS for support, supplies, or services. According to the Department of Budget and Finance, following a review of financial records for 2017-2018, AAD, Inc. reimbursed VBCPS for the costs that should have been reimbursed.⁵¹ The transportation costs for the extended day, students who opted out of the program, field trips, and Saturday school were initially paid by VBCPS; however, per the contract, AAD, Inc. reimbursed VBCPS for these costs totaling \$60,095.⁵² In regards to personnel, according to the contract, AAD, Inc. was to pay a stipend to staff who worked during the extended day and extended year. It was confirmed by the Department of Budget and Finance that the stipends were being paid by AAD, Inc., which totaled \$17,887.⁵³ According to the President and CEO of AAD, Inc., costs paid by AAD, Inc. for the Seatack program for the 2017-2018 school year included \$196,399 for administration, \$143,288 for fundraising, and \$842,673 for the program.⁵⁴ The total cost paid by AAD, Inc. for the program during 2017-2018 was \$1,182,360.

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The first recommendation is to continue An Achievable Dream Academy with modifications that are reviewed in the recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The term of the contract that was signed in July 2013 was five years and will automatically renew annually unless action is taken to cancel by either entity. The recommendation to continue the program with modifications is made to enhance efforts regarding academic achievement in specific areas; student behavior and consistency in applying discipline policies; communication and collaboration between staff, administrators, and AADA; and the school schedule.

The program appears to have been effective in terms of parent perceptions in all areas and student perceptions of their growth in reading and math achievement as well as the extended day and field trip opportunities. Consistent with 2016-2017, parent agreement percentages in 2017-2018 remained at least 90 percent on survey items related to AADA's impact across various areas, including general impacts of the program and improvement in student achievement and behavior. Additionally, student agreement percentages improved on almost all survey items from 2016-2017 to 2017-2018. Further, 96 percent of parents and 90 percent of students were satisfied with the program. In comparison to the year prior to AADA implementation in each grade, students in grades 1 through 3 and 5 showed improvements in reading achievement, and students in grades 3 and 5 showed improvement in math achievement in 2017-2018. Additionally, the overall attendance rate and percentages of students with five or more absences at each grade level improved from 2016-2017 to 2017-2018. Similarly, in comparison to the matched groups, areas of strength for AADA students included reading achievement and unexcused absence rates.

Recommendation #2: Review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The second recommendation is to review academic performance in grade 4 math and grade 5 science and social studies and develop plans to improve achievement in these areas. Although there were general patterns of improvement in academic achievement in grades 1 through 3 and 5 reading and grades 3 and 5 math, there were achievement declines seen in grade 4 math and grade 5 science and social studies from 2016-2017 to 2017-2018. The AADA student performance in these areas in 2017-2018 was also lower in comparison to matched comparison groups. For the grade 4 math SOL, there was an 11 percent decline in the percentage of fourth-grade students passing the SOL test from 2015-2016, the year prior to grade 4 implementation, to 2017-2018. In 2017-2018, 71 percent of fourth-grade students passed and 82 percent of fourth-grade students passed in 2015-2016. The three fourth-grade matched comparison groups also outperformed AADA fourth-grade students in math achievement when comparing the percentage of students passing the math SOL. Two of the three matched comparison groups outperformed AADA fourth-grade students in math achievement when comparing average math SOL scores. For the grade 5 science SOL, there was a slight decline in the percentage of fifth-grade students passing from 2016-2017 to 2017-2018 (75% in 2016-2017 to 74% in 2017-2018). Further, the three fifth-grade matched comparison groups performed the same as or outperformed AADA fifth-grade students in science achievement when comparing the percentage of students passing the science SOL test and average science SOL scores. For the grade 5 social studies SOL test, although the percentage of fifth-grade students with an advanced passing score increased from 21 to 29 percent, the overall percentage of students passing the social studies SOL test declined from 84 to 76 percent from 2016-2017 to 2017-2018. Additionally, the three fifth-grade matched comparison groups outperformed AADA fifth-grade students in social studies achievement when comparing the percentage of students passing the social studies SOL test and average social studies SOL scores. Further, differences between the groups on five of the six measures were statistically significant and favored the comparison groups. Although the fourth and fifth grades were

just implemented over the past two years, approximately half of fourth- and fifth-grade students have participated in AADA since the first implementation year (2014-2015).

Recommendation #3: Ensure consistency in communicating and applying discipline policies. (Responsible Groups: An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The third recommendation is to ensure consistency in communicating and applying discipline policies. Overall, referral rates have declined from 2016-2017 to 2017-2018 and, when considering only students from grades K through 4, the number of students with single and multiple suspensions either remained the same or declined from the previous year. Additionally, the referral rates and out-of-school suspension rates were generally an area of strength for AADA students relative to the matched comparison groups. However, staff survey responses indicated major concerns about student behavior and the consistency of implementing discipline policies and holding students accountable. In particular, between 31 and 36 percent of staff agreed that AADA improved students' behavior at school, self-control, and conflict management skills. This was a substantial decline from agreement percentages in 2016-2017, which ranged between 69 and 79 percent. When responding to an open-ended question about areas for improvement, several staff noted that there was a lack of consistency when disciplining poor behavior. This lack of alignment between referral and suspension rates and staff perceptions may be related to communication with staff regarding discipline policies within the AADA. Additionally, parents mentioned concerns regarding the lack of enforcement of discipline policies, and students mentioned the need to address bullying.

Recommendation #4: Implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. (Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The fourth recommendation is to implement new strategies to provide timely and informative communication to staff and to improve collaboration between instructional staff, administrators, and AADA. A recommendation from the previous evaluation included increasing opportunities for clearer and more consistent communication between staff. In response, a communication committee was established, which included five teachers and the administrators. The committee was formed in February 2018 and met once per month through the end of the school year. However, staff agreement regarding AADA being consistent and clear in communication with staff declined from 61 percent in 2016-2017 to 55 percent in 2017-2018. In response to open-ended questions regarding suggestions for communication and areas of improvement, several staff indicated concerns about the timeliness of communication, such as with general event dates and details and summer intersession dates; lack of detailed information regarding expectations, especially related to discipline and enforcing the uniform policy; and concerns regarding collaboration between AADA and school staff. There was also a decline in the percentage of teachers who returned to Seatack following the 2017-2018 school year. In particular, following the 2017-2018 school year, 88 percent of classroom teachers and 81 percent of instructional staff returned, which was lower than after the 2016-2017 school year when 95 percent of classroom teachers and 84 percent of instructional staff returned. Additionally, in response to an open-ended question regarding suggestions for improvement, a few community partners indicated that communication and collaboration between teachers, staff, and AADA, as well as teacher retention, were areas of concern.

Recommendation #5: Investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. (Responsible Groups: Department of School Leadership, An Achievable Dream Academy, Inc., Seatack Elementary School)

Rationale: The fifth recommendation is to investigate the feasibility of changing the school from a "B" schedule school to an "A" schedule school. In response to the open-ended item regarding areas for improvement, both parents and staff noted concerns about the length of the extended day, including that students return home from

school late in the afternoon, especially during day light savings time. In addition, with the current schedule, instructional staff have difficulty attending divisionwide professional learning and other events. Currently, AADA has the schedule for a “B” school, which has the daily hours of 8:40 a.m. – 3:10 p.m. With the extended time, AADA students attend school from 8:40 a.m. – 4:30 p.m. In response to areas for improvement, a few staff members suggested switching to the earlier schedule set for “A” schools, which begins at 8:10 a.m. This would allow students to arrive home 30 minutes earlier than the current schedule and staff to attend divisionwide professional learning opportunities. This suggestion was also mentioned as a step that would be beneficial for students and staff during meetings with the director of curriculum and collegiate services for AADA, director of operations and student services for AADA at Seatack Elementary, and principal of Seatack Elementary.

Recommendation #6: Conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program.
(Responsible Group: Planning, Innovation, and Accountability – Office of Research and Evaluation)

Rationale: A final recommendation is to conduct an evaluation update during 2018-2019 focused on staff perceptions, matched group analyses for elementary students, and an update on the AADA students who continued into the middle school program. Staff agreement levels on various survey items declined notably from 2016-2017 to 2017-2018; therefore, it is recommended to monitor the staff perceptions through the 2018-2019 school year. Additionally, approximately half of the measures showed patterns that AADA students outperformed matched comparison groups with few statistically significant differences; therefore, additional matched group comparison analyses for the 2018-2019 school year should be performed to examine whether AADA students demonstrate any additional areas of strengths. Because sixth-grade students began participating in AADA in 2018-2019, it is recommended that the evaluation update include data for the AADA students who continued into the middle school program.

Appendices

Appendix A: Tables for Matched Group Comparison Analyses

Comparisons of Average Fall DRA Scores by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	1.0	0.4	1.0	0.5	1.0	0.5
Grade 1	8.8*	5.0*	8.7	9.0	8.7	7.5
Grade 2	20.1*	17.1*	19.7	19.2	19.7*	16.7*
Grade 3	25.3	25.7	25.7*	30.0*	25.7	23.6
Grade 4	34.6	33.4	34.6	35.8	34.6	33.0
Grade 5	44.0	45.7	43.6*	55.6*	43.9*	50.9*
Total	23.1	22.3	23.2*	26.4*	23.1	23.5

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 1: Reading Achievement

Percentage of Students Who Performed At or Above Grade Level on Spring DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	89.8%*	70.9%*	89.8%	90.6%	89.8%	85.2%
Grade 1	72.4%*	37.9%*	73.3%	77.6%	73.3%	71.4%
Grade 2	59.7%	56.5%	56.7%	62.1%	56.7%	43.3%
Grade 3	43.6%	39.1%	45.6%*	68.4%*	45.6%	47.3%
Total	64.6%*	50.4%*	64.0%*	73.9%*	64.0%	59.8%

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Percentage of Students Who Performed At or Above Grade Level on RI by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	55.1%	68.2%	57.5%	61.1%	57.5%	56.9%
Grade 4	66.7%	53.2%	66.7%	73.5%	66.7%	59.2%
Grade 5	73.2%	71.2%	77.3%*	57.9%*	73.6%	60.9%
Total	64.5%	65.6%	67.0%	62.9%	65.4%	59.2%

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Lexile Scores on RI by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	553.4	632.4	562.1	585.7	562.1	559.3
Grade 4	776.2	699.0	776.2	833.5	776.2	739.6
Grade 5	894.8	945.5	908.3	882.9	891.3	890.0
Total	734.6	772.1	742.7	762.0	733.7	725.5

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Percentage of Students With Advanced or Proficient Scores on English SOL

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	73.5%	79.7%	73.6%	75.0%	73.6%	65.3%
Grade 4	77.8%	68.1%	77.8%	85.7%	77.8%	62.5%

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 5	80.6%	86.3%	82.9%	83.1%	76.4%	78.6%
Total	77.3%	79.4%	78.2%	80.8%	75.7%	69.5%

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Scores on English SOL by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	432.1	437.5	434.5	432.6	434.5	425.5
Grade 4	442.5	422.8	442.5	447.8	442.5	423.1
Grade 5	440.6	463.4	442.1	447.4	434.3	441.6
Total	437.9	443.8	439.3	442.1	436.3	430.8

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group..

Goal 2: Math Achievement

Percentage of Students With Advanced or Proficient Scores on Math SOL

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	69.6%	75.4%	71.2%	68.1%	71.2%	70.8%
Grade 4	71.1%	72.3%	71.1%	81.6%	71.1%	72.3%
Grade 5	75.0%	86.3%	77.6%	80.5%	75.0%	75.7%
Total	72.0%	78.8%	73.7%	76.3%	72.6%	73.0%

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Average Scores on Math SOL by Grade

Grade	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Grade 3	423.3	423.5	424.9	422.2	424.9	431.5
Grade 4	434.6	432.4	434.6	455.7	434.6	443.5
Grade 5	439.4	455.0	442.7	451.8	434.0	433.3
Total	432.3	437.9	434.2	442.0	430.7	435.2

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 3: Science and Social Studies Achievement

Percentage of Students With Advanced or Proficient Scores on Grade 5 Science and Social Studies SOL

Test	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Science	72.2%*	90.4%*	78.9%	81.8%	73.6%	75.7%
Social Studies	73.9%*	87.7%*	79.5%	86.8%	73.9%*	91.3%*

Note: Asterisks denote significant differences from comparison group.

Average Scores on Grade 5 Science and Social Studies SOLs

Test	AADA Comparison A	Comparison Group A	AADA	Comparison Group B	AADA Comparison C	Comparison Group C
Science	428.6*	467.0*	436.6	456.0	426.4	425.6
Social Studies	448.4*	478.9*	452.8*	490.4*	444.1*	481.3*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 4: Discipline

Behavioral Referral Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	0.0%*	10.9%*	0.0%	5.5%	0.0%	5.5%
Grade 1	7.0%	13.8%	6.9%	8.6%	6.9%	8.6%
Grade 2	3.2%	4.8%	3.0%	7.5%	3.0%	10.4%
Grade 3	2.9%*	15.7%*	4.1%	9.5%	4.1%*	21.6%*
Grade 4	6.1%*	28.6%*	6.1%	12.2%	6.1%	12.2%
Grade 5	10.8%*	27.0%*	10.3%	16.7%	12.2%*	32.4%*
Total	5.2%*	16.8%*	5.2%*	10.2%*	5.6%*	16.2%*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

In-School Suspension Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
Grade 1	3.5%	1.7%	3.4%	0.0%	3.4%	5.2%
Grade 2	3.2%	0.0%	3.0%	4.5%	3.0%	4.5%
Grade 3	1.4%	1.4%	2.7%	1.4%	2.7%*	13.5%*
Grade 4	2.0%	10.2%	2.0%	2.0%	2.0%	8.2%
Grade 5	6.8%	5.4%	6.4%	7.7%	6.8%	14.9%
Total	3.0%	3.0%	3.1%	3.1%	3.2%*	8.5%*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Out-of-School Suspension Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	0.0%	5.5%	0.0%	5.5%	0.0%	1.8%
Grade 1	1.7%	1.7%	1.7%	8.6%	1.7%	3.4%
Grade 2	1.6%	3.2%	1.5%	3.0%	1.5%	3.0%
Grade 3	0.0%	2.9%	0.0%	2.7%	0.0%	4.1%
Grade 4	2.0%*	14.3%*	2.0%	4.1%	2.0%	2.0%
Grade 5	6.8%	13.5%	6.4%	14.1%	8.1%*	0.0%*
Total	2.2%*	6.8%*	2.1%*	6.6%*	2.4%	2.4%

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Goal 5: Attendance

Attendance Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	93.3%	93.5%	93.3%	93.9%	93.3%	93.3%
Grade 1	94.9%	94.6%	94.7%	94.9%	94.7%	94.1%
Grade 2	95.4%	95.7%	95.4%	94.7%	95.4%	95.8%
Grade 3	95.5%	95.9%	95.3%	95.7%	95.3%	95.3%
Grade 4	94.7%	95.3%	94.7%	95.3%	94.7%	94.5%
Grade 5	94.6%	95.9%	94.8%	95.5%	94.9%	94.7%
Total	94.8%	95.2%	94.8%	95.1%	94.8%	94.7%

Note: No significant differences were found. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Unexcused Absence Rate by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B	AADA Comparison C	Comparison Group C
Kindergarten	1.9%*	3.0%*	1.9%*	3.8%*	1.9%	1.0%
Grade 1	2.0%	2.9%	2.2%	2.9%	2.2%*	0.5%*
Grade 2	1.4%*	2.6%*	1.4%*	3.0%*	1.4%*	0.8%*
Grade 3	1.9%	2.4%	1.9%	2.7%	1.9%*	0.8%*
Grade 4	2.9%	3.0%	2.9%	3.1%	2.9%*	1.2%*
Grade 5	2.1%	2.4%	2.0%*	3.1%*	2.0%*	0.8%*
Total	2.0%*	2.7%*	2.0%*	3.0%*	2.0%*	0.8%*

Note: Asterisks denote significant differences from comparison group. Bolded numbers indicate evidence of AADA student outperforming comparison group.

Appendix B: Matrix of AADA Cost Responsibility

	AAD	VBCPS
PROGRAMS		
Awards & Incentives for Students	X	
Book Store	X	
Clubs	X	
Computers/Printers/Software-Highest level of technology as would be offered in any of its schools.		X
Computers/Printers/Software-Any enhancements to technology in the school.	X	
Computer Maintenance Personnel		X
Educational supplies as would be provided by schools		X
Educational supplies needed for additional programming provided by AAD.	X	
Field Trips and transportation as would normally be provided by schools.		X
Field Trips and transportation needed as a result of additional programming provided by AAD.	X	
Snacks	X	
Food - Breakfast & Lunch		X
Program Administration Costs	X	
Program Staff Professional Development as would normally be provided by schools.		X
Program Staff Professional Development needed as a result of programming provided by AAD.	X	
Daily Transportation		X
Program Payroll & Benefits	X	
Rotation Teachers Payroll	X	
Messages/Banners Throughout the School	X	
Extended Day Program		
After School and Tutors Payroll	X	
After School and Tutors Payroll that would be provided through Federal funding.		X
Teacher Stipends for Extended Day	X	
Educational supplies for Extended Day program	X	
Snacks	X	
Intersession		
Intersession Payroll for Supervision by AAD	X	
Stipends for Intersession Teachers Payroll	X	
Curriculum Development	X	
Educational Supplies	X	
Field Trips/Enrichment	X	
Snacks	X	
Transportation		X
Saturday School		
Saturday School - Payroll	X	
Saturday School - Snacks	X	
Saturday School - Supplies	X	
Saturday School - Transportation	X	
Uniforms	X	
Tennis Program	X	***
Maintenance of School Property		X
ADMINISTRATION		
Admin & General Payroll	X	****
Admin & General Operational Costs	X	
Insurance	X	

	AAD	VBCPS
Accounting/Auditors	X	
Legal	X	
FUNDRAISING		
Development & Donor Relations	X	
P/R & Marketing	X	
*** If applicable		
**** These are management positions at AAD		

Endnotes

- ¹ Source: VBCPS and An Achievable Dream Academy Partnership contract.
- ² Brief obtained on the VBCPS website: <https://www.vbschools.com/common/pages/DisplayFile.aspx?itemId=284809>
- ³ Source: VBCPS and An Achievable Dream Academy Partnership contract.
- ⁴ Source: <http://achievabledream.org>
- ⁵ Source: C. Middleton, personal communication, September 6, 2018.
- ⁶ Source: C. Middleton, personal communication, September 18, 2018.
- ⁷ Source: L. Vreeland, personal communication, May 9, 2018.
- ⁸ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ⁹ Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.
- ¹⁰ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ¹¹ Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.
- ¹² Source: C. Middleton, personal communication, September 6, 2018.
- ¹³ Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.
- ¹⁴ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ¹⁵ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ¹⁶ Source: C. Middleton, personal communication, September 18, 2018.
- ¹⁷ Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.
- ¹⁸ Source: C. Middleton, personal communication, September 6, 2018.
- ¹⁹ Source: Actions toward recommendations document provided in electronic format from Chris Middleton, August 24, 2018.
- ²⁰ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ²¹ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ²² Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ²³ Source: L. Vreeland, interview, September 13, 2017.
- ²⁴ Source: C. Middleton, personal communication, September 18, 2018.
- ²⁵ Source: V. Darby, personal communication, October 3, 2018.
- ²⁶ Source: C. Middleton, personal communication, September 6, 2018.
- ²⁷ Source: L. Vreeland, interview, September 13, 2017.
- ²⁸ Source: Academy Banners provided in electronic format from Lee Vreeland, September 13, 2017.
- ²⁹ Source: Seatack students learn their 'ABCs' and more at iFLY, The Core. Retrieved from: <http://www.vbcpsblogs.com/core/seatack-students-learn-their-abcs-and-more-at-ifly/>
- ³⁰ Source: L. Vreeland, personal communication, May 7, 2018.
- ³¹ Source: Exhibit A (AAD Rules) found within the VBCPS and An Achievable Dream Academy Partnership contract.
- ³² Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ³³ Source: Seatack An Achievable Dream Academy 2017-2018 Club List provided by Chris Middleton, April 20, 2018.
- ³⁴ Source: Seatack An Achievable Dream Academy 2017-2018 Club List provided by Chris Middleton, April 20, 2018.
- ³⁵ Source: C. Middleton, personal communication, May 3, 2018.
- ³⁶ Source: <http://anachievabledream.org>
- ³⁷ Source: A regional solution in education, The Virginian-Pilot, Retrieved from: https://pilotonline.com/opinion/columnist/guest/a-regional-solution-in-education/article_fce7969e-c079-59c3-9465-0273fe12b6b8.html
- ³⁸ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.
- ³⁹ Source: Exhibit 8(c) (Selection Criteria) found within the VBCPS and An Achievable Dream Academy Partnership contract.
- ⁴⁰ Source: L. Vreeland, interview, September 13, 2017.
- ⁴¹ Source: VBCPS and An Achievable Dream Academy Partnership contract.

⁴² Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

⁴³ Source: A. Runge, C. Middleton, and V. Darby, personal communication, April 20, 2018.

⁴⁴ Source: L. Vreeland, interview, September 13, 2017.

⁴⁵ Source: VBCPS and An Achievable Dream Academy Partnership contract.

⁴⁶ Source: C. Middleton, personal communication, September 6, 2018.

⁴⁷ Source: L. Vreeland, interview, September 13, 2017.

⁴⁸ Source: C. Middleton, personal communication, September 21, 2017.

⁴⁹ Source: E. Woodhouse, personal communication, September 20, 2018.

⁵⁰ Source: D. Pace, personal communication, September 12, 2018.

⁵¹ Source: R. Bourn-Delgado, personal communication, September 24, 2018.

⁵² Source: R. Bourn-Delgado, personal communication, September 24, 2018.

⁵³ Source: R. Bourn-Delgado, personal communication, September 24, 2018.

⁵⁴ Source: L. Vreeland, personal communication, October 8, 2018.

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