An Achievable Dream Academy at Seatack Elementary School:
Comprehensive Evaluation

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Comprehensive Evaluation Report
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Executive Summary

The School Board approved a comprehensive evaluation of An Achievable Dream Academy (AADA) at Seatack Elementary School for the 2016-2017 school year on September 7, 2016. The comprehensive evaluation focused on the 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 Achievable Dream Academies, Inc. and Virginia Beach City Public Schools (VBCPS). The evaluation was based on reviews of documents and interviews, data from the VBCPS data warehouse, and surveys.

Key Evaluation Findings

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 fourth 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 included grades were in contrast to 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, and Saturday programming as needed.

➢ When surveyed about whether resources were provided for improvement in the areas of reading and math, 87 percent of instructional staff who responded to the survey agreed that resources were provided for math and 97 percent agreed that resources were provided for reading. When surveyed about students' growth in these areas, almost all parents who responded to the survey (93% or above) agreed that AADA helped improve skills in reading and math. The majority of third- and fourth-grade students (81% or above) agreed that they can read better or understand their reading and math assignments better.

Participants' Perceptions of Students' Growth in Academics

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2%[a] 80.6%[b]
Mathematics	86.7%	94.5%	84.3%

[a] I can read better. [b] I understand my reading assignments better.

➢ Opportunities were provided for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2016-2017 school year, there was a total of 67 field trips taken across all K-4 grades. When providing responses to an open-ended survey question about strengths of AADA, a main theme across students, parents, and instructional staff was the opportunity for field trips.

➢ 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 high standards for proper behavior as well as encourage self-confidence.

- During 2016-2017, AADA had six community partnerships, which included leadership from Naval Air Station Oceana, Virginia Port Authority, and Virginia Beach City Public Schools' School Board. The two 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.

- Sailors from Naval Air Station Oceana and Dam Neck served as role models and mentors for students by regularly visiting AADA in the mornings.

- First- through fourth-grade students had access to numerous clubs and extracurricular activities while at AADA. Examples of clubs included, athletics (e.g., golf), science- or math-related clubs (e.g., STEM Robotics), arts-related clubs (little theater), and various other club opportunities (e.g., go green club).

Specialized Curricula

- The Social, Academic, and Moral Education (SAME) curriculum emphasizes ethics, etiquette, peaceful conflict resolution, Speaking Green®, and STEM.

- Over 86 percent of parents who responded to the survey perceived that AADA enhanced students' conflict management skills and provided instruction on manners and etiquette. However, a somewhat lower percentage of instructional staff who responded to the survey agreed that the resources provided enhanced their students' ability to manage conflict (75%) or that effective instruction was provided in manners and etiquette (75%). In addition, lower percentages of students who responded to the survey agreed that they could resolve conflicts with other people (65%) or that they were more polite and well-mannered with others (74%).

Parent and Student Educational Contracts

- To ensure a high-expectation level, all parents and students sign 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 instructional staff (88%) perceived that AADA developed a sense of structure among students through school uniforms. However, many students and some parents identified the dress code as being an area that needed improvement in survey comments.

Instructional Staff Selection Process and Staff Characteristics

- For the first year, 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 employees involved joint interviews with the principal and an AADA representative. In selecting teachers, AADA set desired talents, experiences, and commitments to include 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 (60%) had a graduate-level education with a master's or doctorate degree and had been with VBCPS for an average of 12 years. However, 15 percent of the AADA instructional staff members were new to VBCPS starting in the 2016-2017 school year.

Professional Learning Opportunities

➢ All staff were provided with a specialized professional learning opportunity on working with students in poverty, the targeted population for the program. Classroom teachers for second, third, and fourth grades were also trained on the computer-based reading program that differentiated instruction based on reading levels.

➢ Most instructional staff (84%) who responded to the survey agreed that there was sufficient professional development; however, only 61 percent agreed that there was clear and consistent communication with AADA.

Student Characteristics

➢ 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 zone were automatically accepted into the AADA at Seatack Elementary School.

➢ The AADA also accepted students from nearby attendance zones (i.e., Birdneck and Lynnhaven elementary schools). These students were selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.

➢ There was a total of 376 students enrolled at any point during the 2016-2017 school year, 328 of which were enrolled for at least half the school year.

➢ In comparison to students across the division, AADA students who were enrolled on September 30, 2016 (N=335) were more likely to identify as African American or Hispanic, and less likely to identify as Asian or Caucasian. There was also a much higher percentage of students at AADA who were economically disadvantaged (74%) in comparison to the division (41%).

➢ Between 64 and 87 percent of those enrolled in grades 1 through 4 for at least one-half of the school year during 2016-2017 were also enrolled in the program the previous year. Between 58 and 71 percent of second through fourth graders enrolled during 2016-2017 have been in the program since the beginning (2014-2015 school year).

Percent of 2016-2017 Enrolled Students Who Also Enrolled in Previous Years

Grade	Number of Enrolled Students	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	50	^	n/a
Grade 1	75	75.7%	^
Grade 2	78	87.2%	70.5%
Grade 3	47	68.1%	59.6%
Grade 4	78	64.1%	57.7%
Total	328	63.3%	40.1%

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

Opt-In and Opt-Out Data

➢ There were 88 kindergarten through fourth-grade students who lived in the designated Seatack Elementary School zone who were enrolled at a different school as of September 30. 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 59 students whose reason was "Other," 51 students attended a nearby school, Birdneck Elementary School.

➢ There were 12 kindergarten through fourth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school. One-half of the students attended AADA from the Birdneck or Lynnhaven elementary school attendance zones, but six other elementary school zones were also represented.

Progress Toward Meeting Goals

Progress Toward Meeting Targets Set by AADA

Goal #1: Reading Achievement

➢ The third-grade reading Standards of Learning (SOL) goals (80% pass rate, 10% advanced) were not met, with 66 percent of third-grade students passing the assessment, and only 6 percent of those students scoring in the pass advanced range.

Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Reading SOL
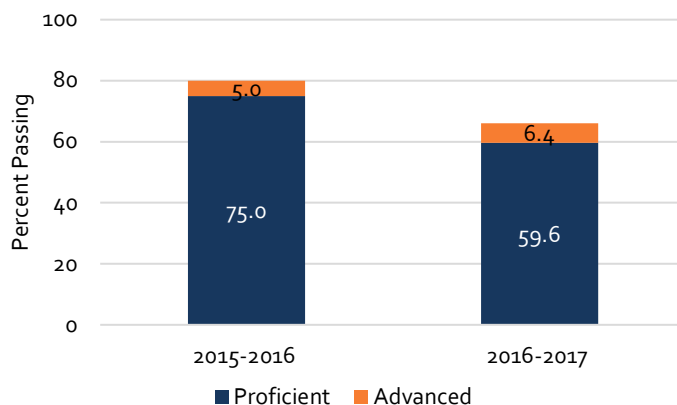
➢ The overall pass rate for the fourth-grade reading SOL was 79 percent, which was slightly lower than the goal of 80 percent. Additionally, 14 percent of those students scored within the pass advanced range, which was also slightly lower than the goal of 15 percent.

Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Reading SOL
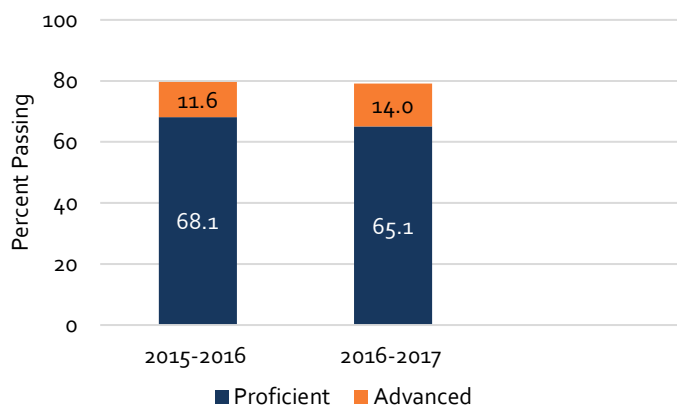
➢ The goal of 90 percent of kindergarten students reading on or above grade level was met and exceeded with 96 percent of kindergartners achieving this reading level on the Developmental Reading Assessment (DRA).

- The goals of 80 percent of first and second graders reading on or above grade level were not met. Only 68 percent of first graders and 71 percent of second graders were reading on or above grade level at the end of the year based on the DRA.

Goal #2: Mathematics Achievement

- Overall, 68 percent of third-grade students passed the third-grade math SOL assessment, which did not meet the passing rate goal of 80 percent; however, 15 percent of students scored in the pass advanced range, which met the pass advanced goal of 10 percent.

Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Math SOL
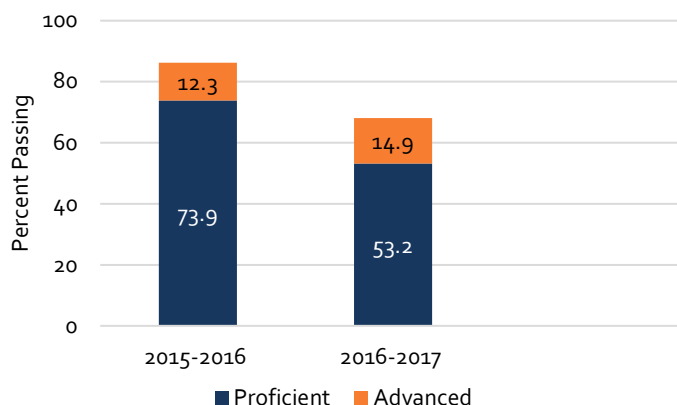
- In 2016-2017, 83 percent of fourth-grade students passed the fourth-grade math SOL assessment, which did not meet the passing rate goal of 85 percent; however, 16 percent of students scored in the pass advanced range, which met the pass advanced goal of 10 percent.

Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Math SOL
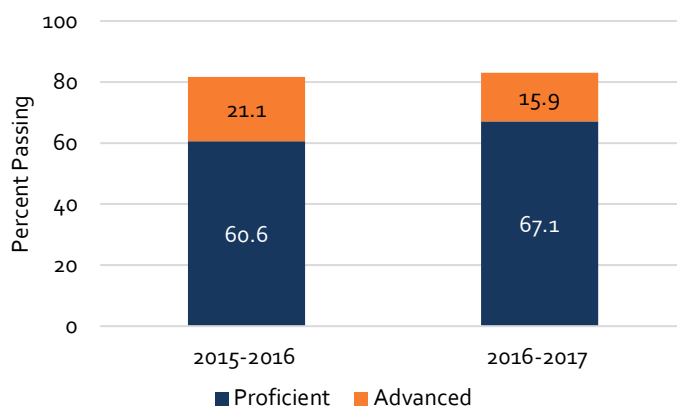
Goal #3: Discipline

- Seven students had a single offense suspension, which was slightly higher than the goal of six or less. Additionally, there were five students who had multiple offenses, which was higher than the goal of two or less. There was also one occurrence of a major offense as defined by AADA.

- More than 78 percent of all participants agreed that the program helped students' behavior at school. However, only 69 percent of staff agreed that the program helped students' ability to demonstrate self-control and 73 percent of students agreed that the program helped their ability to work better with others.

Participants' Agreement in Area of Students' Behavioral Growth

Area of Behavioral Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Behavior at school	78.8%	88.3%	78.2%
Ability to demonstrate self-control	68.8%	85.6%	80.0%
Ability to collaborate and/or work with others	78.1%	92.9%	72.7%

Goal #4: Attendance

- The first attendance goal was met with AADA students having an average daily attendance rate of 95 percent.

- During 2016-2017, 68 percent of kindergarten students had more than five absences, which was higher than the goal of 49 percent.

- During 2016-2017, 73 percent of first graders and 56 percent of second graders had more than five absences, which was higher than the goal of 40 percent for each grade level.

- For third and fourth graders, the goal for the percentage of students with more than five absences was set to 30 percent; however, 57 percent of third graders and 62 percent of fourth graders had more than five absences.

Goal #5: Teacher Retention

- For classroom teachers (e.g., first-grade teacher, second-grade teacher, etc.), the retention rate from the 2016-2017 to 2017-2018 school year was 95 percent; therefore, the goal was met (90%).

- When examining retention for all instructional staff, including positions such as specialists and Title I resource teachers, the retention rate was 83 percent.

Comparison Group Performance

- Hanover Research compared academic performance, discipline, and attendance of AADA students to two matched groups of students from two similar schools during the 2016-2017 school year.

- Comparisons of reading achievement using the DRA were mixed. In comparison to one group, students from AADA performed better than the comparison group at all grade levels. In comparison to the other group, there were mixed results at each grade level.

- As measured by the Reading Inventory (RI), AADA third- and fourth-grade students overall outperformed students from both comparison groups in terms of the percentage of students reading on grade level. While the general pattern showed that AADA students outperformed the comparison groups of students, no differences were found to be statistically significant.

- Third- and fourth-grade AADA students performed slightly higher than one comparison group, but slightly lower than the other comparison group on the reading SOLs. However, no differences were found to be statistically significant.

- The third- and fourth-grade math SOL scores showed that AADA students performed higher than both comparison groups in terms of the percent of students passing and generally had higher average math SOL scale scores than both comparison groups, although these differences were not statistically significant.

- The referral rate for AADA students was higher than one comparison group, but lower than the other comparison group. There were also trends for AADA students to have higher rates of in-school suspensions compared to both comparison groups, but lower rates of out-of-school suspensions.

- The students from AADA had slightly better attendance rates than the comparison groups and lower unexcused absence rates, although the differences were not statistically significant.

Stakeholders' Perceptions

Perceptions of Academics

- Over 85 percent of instructional staff agreed that AADA provided resources to help students improve academically. Similarly, at least 93 percent of parents agreed that AADA helped to improve their child's skills in academics.

- From 81 to 88 percent of students agreed that they could read better and understand their reading and mathematics assignments better.

- Instructional staff were less likely to agree that the AADA enhanced students' ability to manage time, set goals and achieve them, develop study skills, and that the AADA established a schedule of daily activities that met their students' needs with 66 to 73 percent agreeing with these statements.

Participants' Percent Agreement Regarding Students' Academic Growth

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2%[a] 80.6%[b]
Mathematics	86.7%	94.5%	84.3%
Science	92.9%	95.7%	62.7%
Social Studies	85.2%	93.7%	56.9%
Ability to set goals and achieve them	71.0%	91.1%	72.8%[c] 87.4%[d]
Study skills	71.0%	89.5%	--
Ability to manage time	65.5%	--	--
Provided the level of academic support my students needed.	83.9%	91.2%	--
Established a schedule of daily activities, which met my students' needs.	73.3%	91.6%	--

[a]I can read better. [b]I understand my reading assignments better. [c]I set high goals for myself. [d]I work to achieve my goals.

General Perceptions

- Over 86 percent of parents agreed that the program maintained clear and consistent communication with them and that parents had opportunities for involvement in the program and in their child's education.

- Between 86 and 90 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home (e.g., parenting techniques, values instilled at home, and relationship with child). Additionally, almost all parents (96%) agreed that they would recommend AADA to other families.

Additional Cost

➢ According to the agreement, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of it 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 $39,453.

➢ According to the Department of Budget and Finance, following a review of financial records for 2016-2017, AADA reimbursed VBCPS for the costs that should have been reimbursed and AADA paid for staff stipends due to the extended instructional time.

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. *(Responsible Groups: An Achievable Dream, 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 is five years and will automatically renew annually unless action is taken to cancel by either entity. Therefore, the recommendation to continue the program with modifications is made to enhance efforts toward meeting the goals set by AADA, especially related to academic achievement.

The program appears to have been effective in terms of reports of student social-emotional growth, high daily student attendance rate, high parent satisfaction, and remarkable teacher retention. An emphasis of the program is social and moral education. Many instructional staff and parents indicated this was a beneficial aspect of the program as well as agreeing that there was improvement in students' behavior. However, there are additional concerns in regards to the discipline data as reviewed in Recommendation 3. The average daily attendance rate for students was high, meeting the goal of 95 percent. Additionally, students, parents, and instructional staff who responded to the survey agreed that AADA increased students' desire to attend school. However, the goals set by grade for the percentages of students who had several absences were not met. Reports of satisfaction with AADA was high for parents and instructional staff. In particular, almost all parents would recommend the program, which has increased since the program began. Many parents also indicated that there were no perceived areas of improvement for the program. Additionally, the 95 percent classroom teacher retention rate from 2016-2017 to 2017-2018 shows that classroom teachers stayed with the program, although staff noted the need for improvements in communication.

Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The second recommendation is to analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. In comparison to matched groups of students from similar schools, which takes into account demographic variables, there were some mixed results for academic outcomes. In comparison to both schools, a higher percentage of AADA students passed the mathematics SOLs and generally had higher average math SOL scores, although these differences were not statistically significant. Results for reading achievement were mixed for AADA in comparison to the matched groups. However, only 3 of the 11 academic goals set by AADA were met, and overall academic performance was notably lower than the performance targets. When examining variation in academic achievement from the previous year, it was also found that grades 1, 2, and 3 had declines in reading achievement and grade 3 had a decline in math achievement. In particular, these grades exhibited between a 7 and 16 percent decline in students passing/on grade level for reading and an 18 percent decline in students passing the mathematics assessment. This trend is in contrast to the pattern of SOL scores across the division from 2015-2016 to 2016-2017, which had only slight increases or decreases in scores. It is also important to note that the extended day, a portion of which is spent on academics, included fewer hours than were originally noted within the contract due to logistics with the bus schedules. The declining scores are noteworthy, and it is recommended to continue to review and analyze the academic data relative

to performance targets throughout the year, investigate the reasons for the declines in scores, and review whether additional instructional time is adequate to meet the needs of the students both in terms of the amount of time and the use of instructional time.

Recommendation #3: Leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The third recommendation is to leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. In comparison to matched groups of students at similar schools, AADA students had a higher in-school suspension rate (but a lower out-of-school suspension rate). The referral rate for AADA students was higher than one matched group, but lower than the other matched group. In addition, the disciplinary goals set by AADA were to maintain the number of suspensions from the previous year. However, none of the three disciplinary goals were met. There was an increase in the number of students who had a single offense (one additional student) and who had multiple offenses (three additional students), along with one additional major offense. Although 88 percent of parents agreed there was improvement in positive behavior at school, there were some concerns in survey results from students and teachers. Between 65 and 74 percent of students agreed that they have the ability to manage conflict, use good manners, and work with others. Also noteworthy is only 69 percent of teachers agreed that AADA helped to improve students' ability to demonstrate self-control, and 75 percent agreed that AADA enhanced students' ability to manage conflict.

Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The fourth recommendation is to ensure the attendance procedures and parent educational contracts are being followed. Although the average daily attendance rate met the overall goal (95%), the grade-level goals set for the percentage of students with more than five absences were not met. In particular, during the 2016-2017 school year, between 56 and 73 percent of kindergarten through fourth-grade students had more than five absences. Although most percentages declined from the previous year, the percentages are still noteworthy. It is also important to note that these data do not include attendance for the summer intersession or Saturday programming offered by AADA. As noted within the Parent and Student Handbook, AADA's current procedures involve creating attendance committees, which identify students who have accumulated three or more absences on a monthly basis. Additionally, AADA provides phone calls and letters to parents to combat absences.[1] Parents sign educational contracts that include sending their child to school on time, each day. There should be a thorough review of attendance procedures, division guidelines, and other potential interventions available to the program as well as procedures for ensuring that parents follow the educational contracts that are signed annually.

Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The last recommendation is to increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. Only 61 percent of instructional staff agreed that there was clear and consistent communication with AADA. Additionally, when providing comments on areas for improvement, several instructional staff members indicated the need for clearer, more consistent, and timely communication between the instructional staff, administrators, and AADA. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing.

There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and on-site programs. More generally, there was a desire for collaboration with the administration to make decisions that benefit students and staff.

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."[2] 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 kindergarten through second grades. The program expanded to include third grade in 2015-2016 and fourth grade in 2016-2017. The term of the contract is five years and will automatically renew annually unless action to cancel the contract is taken by either entity.[3] 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. The fifth grade has been added for the 2017-2018 school year and a "phase-in" model with sixth grade will continue the following year.[4]

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 included an approved research application from 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.[5] The School Board approved a comprehensive evaluation of An Achievable Dream Academy at Seatack Elementary School for the 2016-2017 school year on September 7, 2016.

Purpose

This evaluation provides the School Board, Superintendent, and program managers at AADA with information about the implementation of AADA at Seatack Elementary School and student outcome measures for the 2016-2017 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 year to build on data that had been collected during the program's first two years. The comprehensive evaluation focused on 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 comprehensive 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."[6] More generally, An Achievable Dream's mission is to ensure that children create their own individual dream leading them to future success. The program uniquely offers an extended school day and year as well as additional opportunities for students, such as field trips and numerous clubs. Students are also offered a specialized curriculum that provides opportunities to "develop social, academic, and moral skills that help them become strong adults."[7] The program also stresses high expectations through the use of 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.

Program Goals and Objectives

Goals and objectives were developed by the AADA staff and were provided to VBCPS program evaluation staff by the Vice President of Academies for An Achievable Dream, Inc.[8] The goals were focused on reading and mathematics achievement, student discipline, student attendance, and teacher retention. The goals were provided in a matrix format with

performance targets determined by AADA staff. They are included below in narrative form.

Goal #1: Reading Achievement

Goal #1a: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade reading Standards of Learning (SOL) test, with 10 percent of those students passing achieving a pass advanced.

Goal #1b: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the fourth-grade reading SOL test, with 15 percent of those students passing achieving a pass advanced.

Goal #1c: By the end of the 2016-2017 school year, An Achievable Dream Academy will achieve 90 percent of kindergarten students reading on or above grade level, and 80 percent of first and second graders reading on or above grade level, as measured by the Developmental Reading Assessment, Second Edition (DRA).

Goal #2: Mathematics Achievement

Goal #2a: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

Goal #2b: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 85 percent (when calculated by accreditation rules) on the fourth-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

Goal #3: Discipline

Goal #3: For the 2016-2017 school year, An Achievable Dream Academy will:
- Maintain the number of suspensions based on a single offense to six or less.
- Maintain the number of suspensions based on multiple offenses to two or less.
- Maintain the number of major offenses (e.g., weapons, drugs, multiple fights) at zero.

For monitoring purposes, in addition to the goals listed previously, data regarding bus disciplinary incidents and overall referral rates will also be analyzed and presented.

Goal #4: Attendance

Goal #4a: For the 2016-2017 school year, An Achievable Dream Academy will maintain an average daily attendance rate of 95 percent.

Goal #4b: For the 2016-2017 school year, An Achievable Dream Academy will reduce the percentage of students with more than five absences to:
- Forty-nine percent among kindergarten students.
- Forty percent among first- and second-grade students.
- Thirty percent among third- and fourth-grade students.

For monitoring purposes, unexcused absence rates will also be analyzed and reported.

Goal #5: Teacher Retention

Goal #5: For the 2016-2017 school year, An Achievable Dream Academy will secure a teacher retention rate of 90 percent.

Data related to these areas will be presented throughout the Evaluation and Results section of this report where appropriate.

Evaluation Design and Methodology

Evaluation Design

The purpose of the comprehensive evaluation was to assess the implementation of the AADA during its third year of operation from kindergarten to grade four, 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 the 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 were the operational components of the An Achievable Dream Academy (AADA) at Seatack Elementary School?**
   a. What additional opportunities did the 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 staff selection process and what were the staff's characteristics?
   e. What professional learning opportunities were provided for staff?

2. **What were the characteristics of the students enrolled at AADA in 2016-2017?**
   a. How many students opted in or opted out of the AADA?

3. **What progress is being made toward meeting the goals of AADA at Seatack Elementary School?**

4. **What were the perceptions of stakeholders of AADA at Seatack Elementary School (i.e., students, parents, staff, and community partners)?**

5. **What was the additional cost of implementing AADA at Seatack Elementary School to the school division during 2016-2017?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. Quantitative data

for 2016-2017 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Data from the previous year were used as a comparison where possible. 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 Department of Planning, Innovation, and Accountability employed the following data collection methods:

➢ Reviewed the An Achievable Dream and VBCPS websites, the partnership contract with VBCPS, and the 2016-2017 AADA Parent Student Handbook to obtain information about the operational components of the program.
➢ 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 third- and fourth-grade students, parents, instructional staff, and community partners.
➢ Collected staffing data for 2016-2017 and 2017-2018 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 Academies for AADA and collected information from AADA staff via questionnaires.

Surveys

The Department of Planning, Innovation, and Accountability invited Seatack AADA instructional staff, community partners, and third- and fourth-grade students to complete an online survey regarding their perceptions of the program during May 2017. Students in kindergarten through second grades did not complete the survey due to the developmental level of the concepts being assessed. Parents were invited to complete a paper survey that was sent home with their child during May 2017 regarding their perceptions of the program. The school offered incentives to classrooms with the highest parent survey return rates. Response rates to the surveys are shown in Table 1.

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

Participant	Surveys Sent	Surveys Returned	Response Rate (%)
3rd and 4th Grade students	127	104	81.9%
K – 4 Parents	330	243	73.6%
Instructional Staff	55	33	60.0%
Community Partners	6	2	33.3%

For this evaluation, the evaluators used the following survey instruments that included both open- and closed-ended survey items:

- **Students** – The instrument gauged third- and fourth-grade student perceptions of AADA with a focus on instruction and academic and social/behavioral growth. Students responded to survey items using the two response options of Agree or Disagree. Two open-ended response questions invited students to identify 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. 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. Two open-ended response questions asked staff to identify the benefits of AADA and recommendations for improvement.
- **Community Partners** – An instrument gathered information from partners regarding their partnership with AADA during the 2016-2017 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. These 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 2016-2017 for at least one-half of the school year. Of the 376 students who were enrolled in the program during the 2016-2017 school year, 328 students (87%) met this criterion. When making comparisons to data from the previous year in 2015-2016, 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 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 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 2016-2017 and 2017-2018 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 from various departments were compiled and summarized for the evaluation.

Additional analyses were conducted by Hanover Research under contract with VBCPS to compare performance data for AADA students to two matched

groups of students from comparable schools. Hanover first matched AADA students with similar peers at two comparable schools through a statistical technique referred to as propensity score matching. These matched groups effectively served as "control" groups when testing how the AADA program impacted student outcomes. Propensity score matching 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. Hanover used both demographic variables and students' fall 2016 DRA scores to construct comparison groups. Next, Hanover matched students in the AADA program with students who did not participate in the AADA but had similar propensity scores to participants. Overall, these comparisons produced a comparison group of students who were, on average, similar to the participants in the AADA program. Since Hanover constructed the comparison groups separately for each comparable school, the final number of observations in each comparison was different for Comparison Groups A and B. Hanover Research then compared outcomes for AADA students and Comparison Groups A and B students using t-tests to uncover statistically significant differences in students' academic and behavioral outcomes by grade and school level.

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 2016-2017 school year. This section of the report provides the results associated with each evaluation question and a discussion of the results.

Operational Components

The first evaluation question focused on the operational components of the AADA and adherence to the contract. Part of the evaluation question included 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 a 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. When surveyed, most instructional staff (97%) and parents (94%) agreed that the AADA program provided students with additional opportunities to learn beyond the traditional school day. These additional opportunities are reviewed below.

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 2016-2017, 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 2016-2017 school year hours). 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 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 fourth graders were required to stay for the extended school day.

Table 2: 2016-2017 School Hours

Grade	Hours
Kindergarten, Grade 5	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, Grade 3, Grade 4	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 2016-2017 school year, there were an additional 17 days of school, equaling a total of 197 days for the full year (see Table 3 for summer days and hours). As implemented, the summer intersession provided four hours of instructional time. All students, including kindergartners, were required to attend the summer intersession. During the summer intersession, there was a focus on academics (i.e., reading and mathematics) as well as the social and moral curricula. Only students who were identified as needing additional academic instruction were required to attend on Saturdays. This identification of need is based on previous SOL scores, current benchmark scores, and teacher recommendations (i.e., classroom behavior or performance).[9]

Table 3: 2017 Summer Intersession Days and Hours

Grade	Days	Hours
Kindergarten through Grade 4	July 5 – July 27, 2017	Mon. – Fri., 8:00 a.m. – 12:00 p.m.

In response to an open-ended survey question about benefits of the AADA program, instructional staff indicated the extended day and year as one of the benefits. In particular, instructional staff noted that it allowed for additional time for academic support and intervention as needed. When surveyed about whether resources were provided for improvement in the areas of reading and math, 87 percent of instructional staff who responded to the survey agreed that resources were provided for math and 97 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 (93% or above) agreed that AADA helped improve skills in reading and math. The majority of third- and fourth-grade students (81% or above) agreed that they can read better or understand their reading and math assignments better.

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

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2%[a] 80.6%[b]
Mathematics	86.7%	94.5%	84.3%

[a] I can read better. [b] I understand my reading assignments better.

Field Trips

Another aspect of AADA is providing opportunities for students to learn outside of the classroom by attending field trips to locations throughout the community. Over the 2016-2017 school year, there were a total of 67 field trips taken across all K-4 grades.[10] Instructional staff and parents were questioned about whether students were provided with these opportunities to learn outside of school. All instructional staff (100%) and most parents (96%) who responded to the survey agreed that this opportunity was provided. Most third- and fourth-grade students who responded to the survey (86%) perceived these field trip opportunities to be beneficial to understanding their academics. When providing responses to an open-ended question about strengths of the AADA program, a main theme across students, parents, and instructional staff was the opportunity for field trips. For example, students indicated enjoying learning new things as a result of these trips, and parents and staff indicated that field trips provided opportunities for new experiences.

Banners

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."[11] The goal of reciting the Banners each morning was to reinforce AADA's values and high standards for proper behavior as well as encourage self-confidence. Physical banners with the affirmations placed in the building served as an additional reminder for the students.

Community Partnerships

During 2016-2017, AADA had six community partnerships, which included leadership from Naval Air Station Oceana, Virginia Port Authority, and Virginia Beach City Public Schools' School Board. Community partners who completed surveys indicated that their role as a partner was to benefit the division, support the community, and assist/mentor students. Partner respondents' involvement had included attending fundraisers, assisting when visitors tour the program, and employing mentors of the students. Overall, implementation of the program was viewed positively by community partners, except for concerns that the community may not be taking advantage of the program and ensuring that there is continuity in the volunteers who assist with the program. Academic achievement was indicated as a strength of the program. Partner respondents indicated that students in the program gain more opportunities for success in the areas of academic achievement and social development as well as interactions with supportive adults. 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.

As AADA continues implementation through grade 12, community sponsors may become a part of the program. To ensure students' future success, AADA may, but shall not be obligated to, develop a merit college scholarship program. 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.

Mentors

The emphasis on ensuring AADA students envision their own achievable dream is supported by providing mentors and role models who are successful individuals from the community. Sailors from Naval Air Station Oceana and Dam Neck provided support to students at AADA. Sailors regularly visited AADA in the mornings to welcome students to the school 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.

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. For first graders, SMART tablets and individual student Chromebooks were provided, which allowed students to have a 1:1 ratio. Two computer-based programs were used for reading and math instruction for second- to fourth-grade students. The reading program allowed for differentiated instruction based on a student's reading level, and the math program addressed math facts for operations using games and quizzes. There was also technology that supported several technologically related club offerings, including a 3-D printing club and Google CS 1st club, which was based on computer coding.

Clubs and Extracurricular Activities

Students had access to 49 different clubs and numerous extracurricular activities while at AADA during 2016-2017.[12] The clubs were offered to first through fourth graders and were changed every nine weeks.[13] Examples of clubs included athletics (e.g., golf, dance, fitness), science- or 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 communication club).

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 fourth 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, such as various field trips; opportunities for lessons or activities in athletics, such as lacrosse, swimming, tennis, and golf; and outreach experiences through local museums, such as Mad Science, Virginia Aquarium, Virginia Museum of Contemporary Art and Virginia Air and Space Center.

Dream Merit Program

To encourage positive behavior, students are also provided the opportunity to be rewarded with "dream merits."[14] These merits were 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- and fourth-grade students about budgeting and finances, third and fourth graders managed their merits and could write checks to use merits to purchase school supplies or activities. 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®."[15] In addition, during 2016-2017, STEM components were part of the curriculum.[16] Beyond the daily academic curriculum, AADA students had a rotation of classes that focused on each of these areas of social and moral education. High values and standards for behavior have been set by AADA, which were reinforced throughout these classes. The Speaking Green® aspect of SAME involved encouraging students to use Standard English, which would allow children to succeed in business and college.[17]

Over 86 percent of parents who responded to the survey perceived that AADA improved students' conflict management skills and provided instruction on manners and etiquette (see Figure 1). However, a lower percentage of instructional staff who responded to the survey agreed that the resources provided by AADA enhanced their students' ability to manage conflict (75%) or that effective instruction was provided in manners and etiquette (75%). In addition, lower percentages of students who responded to the survey agreed that they could resolve conflicts with other people (65%) or that they were more polite and well-mannered with others (74%).

Figure 1: Survey Participants' Perceptions of Students' Conflict Management and Manners
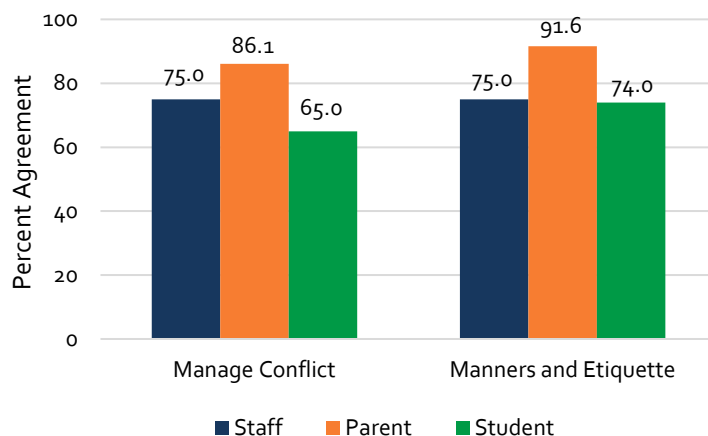
When providing open-ended responses regarding program strengths, many parents and instructional staff noted aspects of the SAME curriculum. For example, parents indicated they liked the focus on morals, etiquette, manners, and respect. Parents also often noted that they saw an increase in their children's self-esteem, confidence, positive attitude, and general social ability. Instructional staff also made references to the SAME curriculum. For example, staff noted that they enjoyed the social rotations, which offered students life-long skills.

Parent and Student Educational Contracts

To ensure a high expectation level, 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 ensuring that 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.

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, dark navy pants or shorts, and all black shoes. There were also requirements of having well-groomed hair, limited jewelry, black or brown belt, and dark or white socks.

Most instructional staff (88%) who responded to the survey perceived that AADA has developed a sense of structure among students through school uniforms. Consistent with this level of agreement, several staff indicated uniforms as a strength of the program when responding to the open-ended question, such as noting they provided a source of pride and unity. However, most students and some parents indicated the dress code as being an area that needs improvement. Students noted that either there should be no uniforms or there should be adjustments to the policy. Students' suggestions for adjusting the dress code policy included allowing students to choose their own shoes or accessories (e.g., socks, jewelry, belt); not to require uniforms on certain days, such as Fridays; or to change the color of the uniforms. Parents also indicated that a way to improve the program was to generally make the dress code less strict.

If students or parents do not adhere to the contract, there is a possibility that the student may be removed from the program.[18] For the 2016-2017 year, there were no students who were asked to leave the program for this reason.

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. For the first year, 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 employees involved joint interviews with the principal and an AADA representative.[19] In selecting teachers, the AADA program identified desired talents, experiences, and commitments, which included 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.[20]

The characteristics of AADA's instructional staff members in kindergarten through grade four were also examined. As can be seen from Table 5, the instructional staff members were predominately female (85%) and identified as Caucasian (70%). In comparison to elementary school instructional staff members (K-5) across the division, there were higher percentages of male staff members and those who identified as African American at AADA. The average number of years teaching was 16, which was slightly higher than the division's elementary school average. Of the average 16 years taught by AADA instructional staff, 12 years have been spent working with VBCPS. However, 15 percent of the AADA instructional staff members were new to VBCPS starting in the 2016-2017 school year, which was higher than at the division level. The majority of AADA staff (60%) had a graduate-level education with a master's or doctorate degree.

Table 5: AADA's Instructional Staff Characteristics for the 2016-2017 School Year

Characteristic	AADA Staff (K-4) (N = 40)	ES Division (K-5)[21] (N = 2,349)
Male	15.0%	7.2%
Female	85.0%	92.8%
African American	27.5%	10.1%
Caucasian	70.0%	85.5%
Multiracial	2.5%	0.5%
Average Total # of Years Teaching	16.2	14.3
Average # of Years Teaching in VBCPS	11.6	n/a
Bachelor's Degree	40.0%	n/a
Master's or Doctorate	60.0%	n/a
New to VBCPS	15.0%	10.0%

Professional Learning Opportunities

All staff members were provided with professional learning on working with the targeted population for the program. In particular, a building-wide professional learning opportunity was provided to staff on Students in Poverty. Additional professional learning opportunities were provided to individual staff and administrators that focused on curriculum and technology. Classroom teachers for second, third, and fourth grades were also trained on the computer-based reading program that differentiates instruction based on reading levels.

Instructional staff respondents' perceptions of the professional learning and communication provided from AADA showed that 84 percent agreed that there was sufficient professional learning; however, only 61 percent agreed that there was clear and consistent communication with AADA. Instructional staff also indicated this as an area for improvement in response to an open-ended survey question. Staff indicated that more timely and clear communication was needed between staff, administration, and the AADA program. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing. There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and onsite programs. More generally, there was a desire for collaboration with the administration to make decisions that benefit students and 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 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 2016-2017, 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 2016-2017 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 zone 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). These students were selected based on social factors, such as free and reduced lunch status, single parent households, and public/subsidized housing.[22] Table 6 shows the demographic characteristics of students enrolled at AADA as of September 30 for the 2016-2017 school year (N=335) in comparison to the division's kindergarten through fourth-grade enrollment, as well as students used for outcome analyses who were enrolled at AADA for more than one-half of the school year (N=328).

Table 6: Demographic Characteristics of K-4 Students

Characteristic	AADA K-4 at Sept 30	Division K-4 at Sept 30	AADA K-4 More Than Half Year
	N=335	N=25,383	N=328
Male	51.0%	51.5%	51.5%
Female	49.0%	48.5%	48.5%
African American	54.6%	22.7%	53.0%
American Indian	0.6%	0.2%	0.6%
Asian	0.3%	5.5%	0.3%
Caucasian	15.8%	48.8%	16.8%
Hispanic	20.6%	12.4%	21.6%
Native Hawaiian	0.3%	0.5%	0.3%
Multiracial	7.8%	10.0%	7.3%
Economically Disadvantaged	74.0%	41.1%	77.4%
Gifted	7.2%	8.1%	7.0%
Special Education	9.6%	9.1%	10.1%
Limited English Proficient	4.2%	2.4%	4.0%

Note: Based on September 30, 2016 data. Free/reduced lunch division data based on November 2016 data for elementary schools.

The overall demographic distribution of students at AADA as of September 30 was similar to the division with respect to gender, special education, gifted, limited English proficiency, 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 (74%) in comparison to the division (41%). The demographic characteristics of AADA students who were enrolled on September 30 were relatively similar to the demographic characteristics of AADA students who were enrolled for more than one-half of the school year.

In addition to the demographic characteristics shown above for students who were enrolled on September 30, 2016, Table 7 provides the enrollment by grade level at any time during the 2016-2017 school year and the two previous years. As previously noted, these data do not include the summer intersession. Overall, there were 376 students who were enrolled at any time

during the 2016-2017 school year. The number of kindergarten students who were enrolled at any time during the school year declined each year that the program was implemented.

Table 7: Student Enrollment by Grade Level Since 2014-2015

Grade	2014-2015	2015-2016	2016-2017
Kindergarten	94	81	62
Grade 1	62	93	87
Grade 2	80	52	82
Grade 3	--	68	55
Grade 4	--	--	90
Total	236	294	376

There was also an examination of how many students from 2016-2017 have remained in the program from previous years. To answer this question, the percentages of 2016-2017 students who were also enrolled in 2015-2016 and 2014-2015 were calculated based on students enrolled for at least half of the year during these school years. As can be seen from Table 8, which is broken down by grade, between 64 and 87 percent of those enrolled in grades 1 through 4 during 2016-2017 were also enrolled in the program the previous year. Between 58 and 71 percent of second through fourth graders enrolled during 2016-2017 have been in the program since the beginning (2014-2015 school year).

Table 8: Percent of 2016-2017 Enrolled Students Who Also Enrolled in Previous Years

Grade	Number of Enrolled Students	Percent Also Enrolled in 2015-2016	Percent Also Enrolled in 2014-2015
Kindergarten	50	^	n/a
Grade 1	75	75.7%	^
Grade 2	78	87.2%	70.5%
Grade 3	47	68.1%	59.6%
Grade 4	78	64.1%	57.7%
Total	328	63.3%	40.1%

Note: ^ Students may have been retained in 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 as of September 30 for the 2016-2017 school year. The data only included students from

kindergarten through fourth grade. Any other potential elementary school within the division was included, but special schools 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 87 kindergarten through fourth-grade students who lived in the designated Seatack Elementary School zone; however, they were enrolled at a different school. Therefore, these students may have opted out of AADA. There were four possible reasons provided for attending a school that was different from what was designated (see Table 9). The most common reason for not attending Seatack Elementary School was listed as "other" in the VBCPS data warehouse. Of the 59 students whose reason was "other," 51 students attended a nearby school, Birdneck Elementary School.

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. There were 12 kindergarten through fourth-grade students who attended Seatack Elementary School, but lived in an area that was designated as a zone for another elementary school (i.e., three students from each Birdneck and Lynnhaven; one student from each of the following schools: Fairfield, Newtown, Pembroke Meadows, Tallwood, Windsor Oaks, Windsor Woods). The most common reason was due to the "Academy," which was consistent with the reason code that AADA enters when students opt in to the program[23] (see Table 9).

Table 9: Number of Students Who Potentially Opted-In or Opted-Out of AADA With Reasons

Reasons Provided for Opt-In or Opt-Out	Number of Students K-4
Potential Opt-out Total	87
Childcare hardships	18
Moving within school year	8
Other reasons	59
Required courses or Programs	2
Potential Opt-in Total	12
Other reasons	1
Academy	11
Total K-4 Seatack in School Zone	323

Progress Toward Meeting Goals

The third evaluation question focused on progress made toward meeting the goals set by AADA and additional comparison analyses conducted by Hanover Research. Five goal areas focused on reading achievement, mathematics achievement, discipline, attendance, and teacher retention data. Data for each goal area are provided in this section, and a summary table in Appendix A provides a synopsis of the results. To be included in the outcome analyses, students must have been enrolled in the program during the 2016-2017 for at least one-half of the school year (328 students were enrolled at least 90 of the 180 days) and have data for the outcome variable being analyzed. 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.

## Progress Toward Meeting Targets Set By Program

Goal #1: Reading Achievement

Standards of Learning (SOL) data

Goal #1a: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade reading SOL test, with 10 percent of those students passing achieving a pass advanced.

The third-grade reading SOL goals were not met, with 66 percent of third-grade students passing the assessment, and only 6 percent of those students scoring in the pass advanced range (see Figure 2). There was a decline in the percent of students who passed in 2016-2017 compared to 2015-2016 (80%). However, the percentage of students who scored in the pass advanced range was similar to the previous year (5%).

Figure 2: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Reading SOL
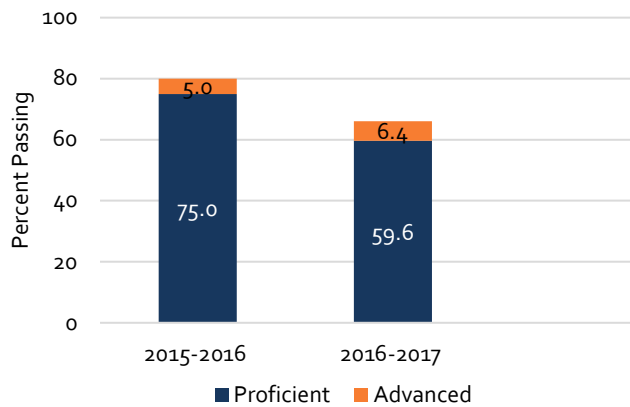
Goal #1b: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the fourth-grade reading SOL test, with 15 percent of those students passing achieving a pass advanced.

The overall pass rate for the fourth-grade reading SOL was 79 percent, which was slightly lower than the goal of 80 percent (see Figure 3). Additionally, 14 percent of those students scored within the pass advanced range, which was also slightly lower than the goal. The percentage of students who passed the fourth-grade reading SOL was relatively similar compared to the 2015-2016 school year (80%). The percentage of those who scored in the pass advanced range was slightly higher in 2016-2017 compared to the previous year (12%).

Figure 3: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Reading SOL
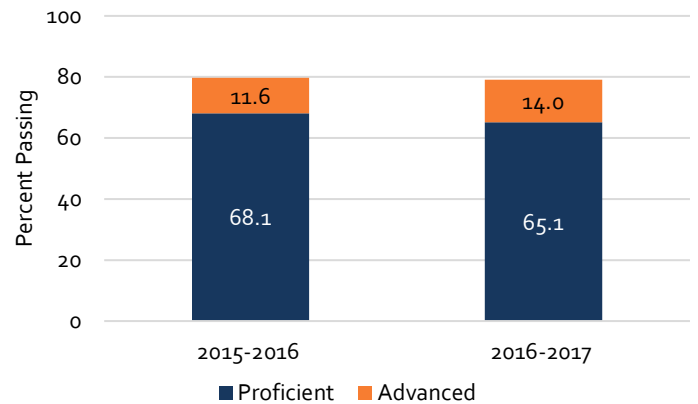
Developmental Reading Assessment (DRA) Data

Goal #1c: By the end of the 2016-2017 school year, An Achievable Dream Academy will achieve 90 percent of kindergarten students reading on or above grade level, and 80 percent of first and second graders reading on or above grade level, as measured by the Developmental Reading Assessment, Second Edition (DRA).

The next goals for reading achievement focused on kindergarten through second-grade students. The goal of 90 percent of kindergarten students reading on or above grade level was met and exceeded with 96 percent of kindergartners achieving this reading level (with 87% above grade level). This percentage was relatively similar to the percentage in 2015-2016, when 95 percent of kindergartners were reading on or above grade level.

However, the goals of 80 percent of first and second graders reading on or above grade level were not met. Only 68 percent of first graders and 71 percent of second graders were reading on or above grade level (with 64% and 49% reading above the grade level for first and second graders, respectively). There were declines in the percentages from 2015-2016, with 75 percent of first graders and 87 percent of second graders reading on or above grade level.

Goal #2: Mathematics Achievement

SOL Data

Goal #2a: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 80 percent (when calculated by accreditation rules) on the third-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

There were mixed results for the third-grade mathematics SOL results. Overall, 68 percent of third-grade students passed, which does not meet the passing rate goal; however, 15 percent of students scored in the pass advanced range which met the pass advanced goal. There was a decline in the percentage of students who passed the math SOL from 2015-2016 when 86 percent of the students passed. However, there was a slight increase in students who scored in the pass advanced range compared to 2015-2016 (12%).

Figure 4: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Third-Grade Math SOL
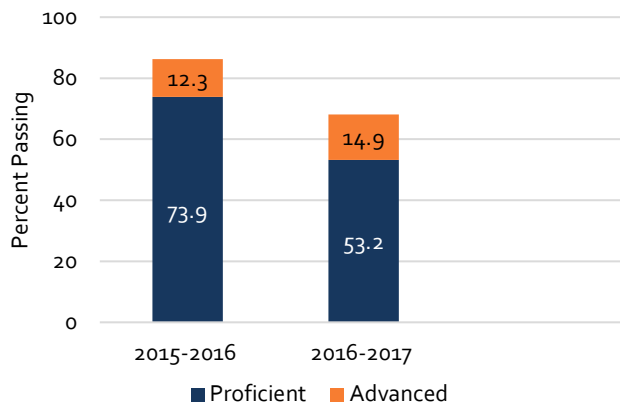
Goal #2b: By the end of the 2016-2017 school year, An Achievable Dream Academy will secure a pass rate of 85 percent (when calculated by accreditation rules) on the fourth-grade mathematics SOL test, with 10 percent of those students passing achieving a pass advanced.

There were also mixed results for the fourth-grade mathematics SOL results. In 2016-2017, 83 percent of fourth-grade students passed, and 16 percent scored in the pass advanced range. The passing rate goal was not met, but the goal for the pass advanced rate was met.

The percentage of students who passed the mathematics SOL in 2016-2017 was similar to the passing rate in 2015-2016 (82%); however, there was a decline in the percentage of students who scored in the pass advanced range (21% in 2015-2016).

Figure 5: Percent of Students Who Achieved Proficient and Advanced Passing Scores on the Fourth-Grade Math SOL
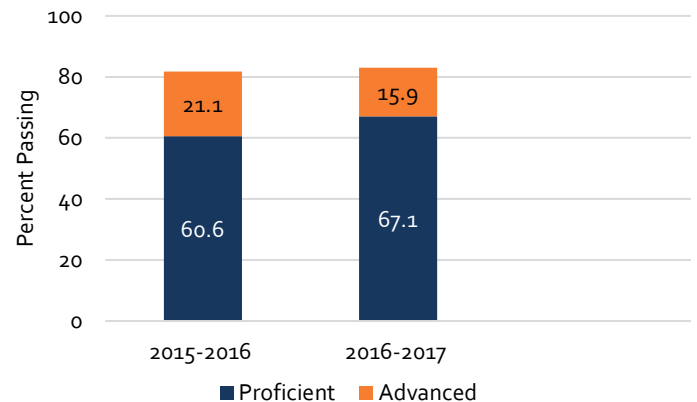
Goal #3: Discipline

Goal #3: For the 2016-2017 school year, An Achievable Dream Academy will:
- ➢ Maintain the number of suspensions based on a single offense to six or less.
- ➢ Maintain the number of suspensions based on multiple offenses to two or less.
- ➢ Maintain the number of major offenses (e.g., weapons, drugs, multiple fights) at zero.

For monitoring purposes, in addition to the goals listed above, data regarding bus disciplinary incidents and overall referral rates will also be analyzed and presented.

In addition to the academic goals, AADA set goals for maintaining the following from the 2015-2016 school year: the number of single offense suspensions at six or less, multiple offense suspensions at two or less, and major offenses at zero. Suspensions were generally defined as either in-school suspensions or out-of-school suspensions. Single offense suspensions were operationally defined as students who had only one incidence of a suspension throughout the year, whereas multiple offense suspensions were defined as students who had more than one incidence of a suspension. Major offenses 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.

Overall, the discipline goals were not met. As shown in Table 10, seven students had a single offense suspension, which was slightly higher than the set goal of six or less. Additionally, there were five students who had multiple offenses, which was higher than the goal of two or less. There was also one occurrence of a major offense.

There was a total of 33 referrals throughout the year, which equates to a referral rate of 10 percent for students enrolled for at least one-half of the school year. However, these referrals were for only 22 students (7% of the student body enrolled for at least one-half of the school year had one or more referral). Two of these 33 referrals occurred on the bus; however, there were zero school suspensions that resulted from these bus discipline referrals.

Table 10: Number of Suspensions

Discipline Type	Number or Percent of Students
Single offense suspensions	7
Multiple offense suspensions	5
Major offenses	1
Referral rate	10.1%

In addition to behavioral discipline data, instructional staff, parents, and students who responded to the survey were asked whether the program helped students' improve their behavior at school, self-control, and ability to work with others. Overall, the majority of parents agreed that growth was seen in these three areas (see Table 11). In particular, 93 percent agreed that AADA helped improve their child's ability to collaborate and work with others, 88 percent of parents agreed that it helped improve their child's behavior at school, and 86 percent agreed that it helped their child's ability to demonstrate self-control. Slightly lower percentages of instructional staff (79%) and students (78%) agreed that AADA helped students' behave better at school. Although 80 percent of students agreed that they controlled their behavior better, only 69 percent of staff agreed that the program helped students demonstrate self-control. In contrast, 78 percent of instructional staff agreed the program

helped students' collaborate and work with others, while 73 percent of students agreed that they worked better with others.

Table 11: Participants' Agreement Students' Behavioral Growth

Area of Behavioral Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Behavior at school	78.8%	88.3%	78.2%
Ability to demonstrate self-control	68.8%	85.6%	80.0%
Ability to collaborate and/or work with others	78.1%	92.9%	72.7%

Goal #4: Attendance

Goal #4a: For the 2016-2017 school year, An Achievable Dream Academy will maintain an average daily attendance rate of 95 percent.

Another goal indicated by AADA staff focused on student attendance. One attendance goal for the 2016-2017 school year was to maintain an average daily attendance rate of 95 percent. This goal was met with AADA students having an average daily attendance rate of 95 percent. The rate of unexcused absences was 3 percent. These rates were maintained from the 2015-2016 school year.

Goal #4b: For the 2016-2017 school year, An Achievable Dream Academy will reduce the percentage of students with more than five absences to:
➢ Forty-nine percent among kindergarten students.
➢ Forty percent among first- and second-grade students.
➢ Thirty percent among third- and fourth-grade students.

There were also attendance goals set by grade for the percentage of students with more than five absences. Overall, these attendance goals were not met for total absences (see Table 12). For kindergarten students, the goal for the percent of students with more than five absences was 49 percent; however, this percentage was 68 percent. Only 36 percent of kindergarten students had more than five unexcused absences.

The percentages of first- and second-grade students with more than five absences was 73 percent for first

graders and 56 percent for second graders, which were higher than the goal of 40 percent. The percentage of students with more than five unexcused absences was 37 percent for first graders and 26 percent for second graders.

For third and fourth graders, the goal for the percentage of students with more than five absences was set at 30 percent; however, the percentage of students with more than five absences was 57 percent for third graders and 62 percent for fourth graders. The goal was still not met for unexcused absences, with 32 percent of both third and fourth graders having more than five unexcused absences.

Table 12: Percent of Students With More Than Five Absences in Comparison to Goal

Grade	Goal	Percent of Students More Than 5 Absences	Percent of Students More Than 5 Unexcused Absences
Kindergarten	49%	68.0%	36.0%
Grade 1	40%	73.3%	37.3%
Grade 2	40%	56.4%	25.6%
Grade 3	30%	57.4%	31.9%
Grade 4	30%	61.5%	32.1%

In comparison to 2015-2016, most grade levels had a decline in the percentage of students who had more than five absences (see Table 13). However, there was an increase in the percentage of first graders with more than five absences.

Table 13: Percent of Students With More Than Five Absences From 2015-2016 and 2016-2017

Grade	2015-2016	2016-2017
Kindergarten	72.2%	68.0%
Grade 1	63.8%	73.3%
Grade 2	68.1%	56.4%
Grade 3	61.7%	57.4%
Grade 4	--	61.5%

Instructional staff and parents were asked their perceptions of whether AADA had increased students' desire to attend school. The majority of instructional staff (88%) and parents (85%) agreed with this, and 78 percent of students agreed that they enjoyed coming to school more since being in AADA.

Goal #5: Teacher Retention

Goal #5: For the 2016-2017 school year, An Achievable Dream Academy will secure a teacher retention rate of 90 percent.

The final goal was focused on teacher retention rate. For classroom teachers with positions such as kindergarten or first-grade teacher, the retention rate from the 2016-2017 to 2017-2018 school year was 95 percent; therefore, the goal was met. When examining retention for all instructional staff based on the Department of Human Resources classification, with inclusion of positions such as specialists and Title I resource teachers, the retention rate was 83 percent.

Comparison Group Performance

Another set of analyses conducted by Hanover Research for VBCPS compared performance of AADA students and matched groups of students from similar schools during the 2016-2017 school year. Similar to the goals, these analyses focused on comparisons of students' reading and mathematics 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, limited English proficiency (LEP) status, and special education status. Hanover Research constructed the comparison groups separately for each comparable school using propensity score matching. Therefore, the final number of observations in each comparison is different for Comparison Groups A and B. There were 207 students from AADA who were compared with students in Comparison Group A, and 204 students from AADA who were compared with students in Comparison Group B. Table 14 describes the demographic characteristics of AADA students and each comparison group. As can be seen from the table, there remained differences between the AADA groups and both comparison groups in the percentage of students who identified as Hispanic and who were identified as economically disadvantaged (ranging from between 7 and 11 percentage points), although these differences were only marginally significant. There were higher percentages of AADA students who identified as Hispanic and who were economically disadvantaged than the two comparison groups.

Table 14: Comparison of Demographics for AADA Groups and Comparison Groups A and B

Characteristics	AADA Comparison A (N=207)	Comparison Group A (N=207)	AADA Comparison B (N=204)	Comparison Group B (N=204)
Male	52.2%	48.3%	50.5%	46.6%
Female	47.8%	51.7%	49.5%	53.4%
African American	58.0%	64.7%	59.8%	64.7%
Caucasian	18.4%	15.0%	17.7%	17.2%
Hispanic	15.5%*	8.7%	16.2%*	9.3%
Two or More Ethnicity	8.2%	11.6%	6.4%	8.8%
Economically Disadvantaged	78.7%*	68.1%	80.4%*	72.1%
Gifted	7.7%	5.8%	8.3%	9.3%
LEP	0.0%	0.0%	1.0%	0.5%
Special Education	10.6%	9.2%	11.8%	14.2%

Note: Asterisks denote significant differences from comparison group. *$p < .1$ **$p < .05$, ***$p < .01$.

Three measures were used to draw comparisons for reading achievement: DRA, spring Reading Inventory (RI), and reading SOLs. Overall, the results using the DRA were mixed (see Table 15). In comparison to Group A, students from AADA performed better. At the school level and each individual grade level, more AADA students scored on or above grade level than Comparison Group A students. In contrast, compared to Comparison Group B, AADA students performed higher on the DRA at the school level. However, there were differences in rates for reading on grade level across these two groups by grade. Higher percentages of AADA kindergarteners, first graders, and second graders scored at or above grade level than those in Comparison Group B. However, AADA third and fourth graders performed slightly lower than Comparison Group B students. See Appendix B for group differences for percentages of students who achieved at, above, and below grade level scores. Significance testing was conducted for these individual performance levels.

Table 15: Percent of Students Who Performed at or Above Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	100%	92.6%	100.0%	92.9%
Grade 1	71.9%	59.4%	71.9%	54.8%
Grade 2	77.6%	50.0%	77.6%	75.6%
Grade 3	66.7%	53.9%	66.7%	70.6%
Grade 4	75.0%	66.0%	71.4%	75.4%
School Level	77.5%	64.7%	74.6%	72.7%

Note: Significance testing was not conducted on these combined percentages of students performing "at" or "above" grade level.

The remaining two reading assessments only measured reading for third and fourth graders. As measured by the RI, a higher percentage of AADA third- and fourth-grade students performed at grade level than both comparison groups (see Table 16). This was consistent with the overall Lexile scores on the RI; however, the Lexile scores were slightly lower for AADA third graders in comparison to Group B (see Table 17). While the general pattern showed that AADA students outperformed the comparison groups of students, no differences were found to be statistically significant.

Table 16: Percent 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
Grade 3	81.5%	57.7%	81.5%	77.8%
Grade 4	75.0%	74.1%	71.4%	55.4%
School Level	77.0%	69.1%	74.2%	62.0%

Note: No significant differences were found.

Table 17: RI Average Lexile Scores by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Grade 3	635.5	603.7	635.5	645.8
Grade 4	837.7	827.5	817.7	764.9
School Level	775.0	758.2	767.0	729.9

Note: No significant differences were found.

The reading SOL scores showed that AADA students performed slightly higher than or similar to Comparison Group A, but slightly lower than Comparison Group B. This was the case for both average scale scores and percent of students passing (see Table 18). However, no differences were found to be statistically significant.

Table 18: Percent of Students Who Passed Reading SOL and Average Scores by Grade

Grade	AADA Comparison A		Comparison Group A		AADA Comparison B		Comparison Group B	
	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score
Grade 3	74.1%	422.1	69.2%	416.9	74.1%	422.1	85.2%	442.3
Grade 4	85.0%	441.1	79.3%	441.3	80.0%	435.1	81.5%	445.4
School Level	81.6%	435.2	76.2%	433.7	78.4%	431.5	82.6%	444.5

Note: No significant differences were found.

The mathematics achievement measure was the math SOL. The third- and fourth-grade math SOL scores showed that AADA students performed higher than both comparison groups in terms of the percent of students passing, although these differences were not statistically significant (see Table 19). Average math SOL scores were also generally higher than both comparison groups, although they were more similar to Comparison Group B for fourth graders and at the school level.

Table 19: Percent of Students Who Passed Math SOL and Average Scores by Grade

Grade	AADA Comparison A		Comparison Group A		AADA Comparison B		Comparison Group B	
	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score	Percent Passed	Average Score
Grade 3	77.8%	434.9	73.1%	415.8	77.8%	434.9	66.7%	417.3
Grade 4	90.0%	450.0	77.6%	437.6	87.1%	446.7	78.5%	449.8
School Level	86.2%	445.3	76.2%	430.9	84.5%	443.4	75.0%	440.2

Note: No significant differences were found.

There were mixed results in the comparison of behavioral performance. The referral rate for AADA students was higher than Comparison Group A, but lower than Comparison Group B. There were also trends for AADA students to have a higher rate of in-school suspensions, but a lower rate of out-of-school suspensions (see Table 20). However, in general, AADA participants had better attendance than the comparison groups, including higher attendance rates and lower unexcused absence rates (see Table 21).

Table 20: Discipline Rates for AADA Groups and Comparison Groups A and B

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Referral Rate - School	**10.1%**	**7.7%**	**7.8%**	**8.33%**
Grade K	3.6%	3.6%	0.0%	0.0%
Grade 1	6.3%	12.5%	6.3%	6.3%
Grade 2	5.1%	8.5%	5.1%	8.5%
Grade 3	14.8%	11.1%	14.8%	11.1%
Grade 4	9.8%	13.1%	9.9%	9.9%
ISS Rate - School	**3.9%**	**1.9%**	**3.9%**	**1.5%**
Grade K	0.0%	0.0%	0.0%	0.0%
Grade 1	3.1%	3.1%	3.1%	0.0%
Grade 2	3.4%	1.7%	3.4%	3.4%
Grade 3	11.1%	3.7%	11.1%	0.0%
Grade 4	3.3%	1.6%	2.8%	1.4%
OSS Rate - School	**1.5%**	**2.9%**	**1.5%**	**3.4%**
Grade K	0.0%	0.0%	0.0%	0.0%
Grade 1	3.1%	3.1%	3.1%	6.3%
Grade 2	1.7%	0.0%	1.7%	3.4%
Grade 3	0.0%	0.0%	0.0%	3.7%
Grade 4	1.6%	8.2%	1.4%	2.8%

Note: No significant differences were found.

Table 21: Attendance Rates for AADA Groups and Comparison Groups A and B

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Attendance Rate - School	**95.3%**	**94.5%**	**95.5%**	**95.1%**
Grade K	94.2%	92.6%	94.8%	94.6%
Grade 1	94.2%	94.0%	94.2%	94.3%
Grade 2	95.9%	94.3%	95.9%	95.1%
Grade 3	96.5%	95.0%	96.5%	96.0%
Grade 4	95.3%	95.6%	95.3%	95.2%
Unexc Absence Rate - School	**2.5%**	**3.2%**	**2.5%**	**2.7%**
Grade K	2.9%	4.3%	2.8%	2.9%
Grade 1	3.1%	3.5%	3.1%	3.0%
Grade 2	2.3%	3.4%	2.3%	2.3%
Grade 3	1.8%	2.7%	1.8%	2.9%
Grade 4	2.7%	2.6%	2.7%	2.7%

Note: No significant differences were found.

Stakeholder Perceptions

The fourth evaluation question focused on stakeholders' perceptions. As noted previously, third- and fourth-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.

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 areas that were not (i.e., science, social studies) and whether AADA had enhanced students' skills more generally (i.e., setting and achieving goals, study skills, time management). Parents and students were asked about their perceptions of

students' growth in these academic areas and more general skills. Over 85 percent of instructional staff agreed that resources were provided to students to improve in their academics (see Table 22). Similarly, at least 93 percent of parents agreed that AADA helped to improve their child's skills in academics. However, instructional staff had low agreement that the AADA enhanced students' ability to manage time, to set goals and achieve them, develop study skills, and that the AADA established a schedule of daily activities that met their students' needs with 66 to 73 percent agreeing with these statements. Between 90 and 92 percent of parents were in agreement that AADA enhanced their child's study skills, set goals and achieve them, and that AADA established a schedule of daily activities that met their child's needs. The majority of staff (84%) and parents (91%) agreed that AADA provided the needed level of support for academics. Third- and fourth-grade students' perceptions varied with the highest percentage agreeing that they worked to achieve their goals (87%), that they could read better (88%), and that they understood their math (84%) and reading (81%) assignments better. However, lower percentages of students agreed that they set high goals (73%) or that they understood their science (63%) and social studies (57%) assignments better.

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

Area of Academic Growth	Staff Percent Agree	Parent Percent Agree	Student Percent Agree
Reading	96.6%	92.9%	88.2%[a] 80.6%[b]
Mathematics	86.7%	94.5%	84.3%
Science	92.9%	95.7%	62.7%
Social Studies	85.2%	93.7%	56.9%
Ability to set goals and achieve them	71.0%	91.1%	72.8%[c] 87.4%[d]
Study skills	71.0%	89.5%	--
Ability to manage time	65.5%	--	--
Provided the level of academic support my students needed.	83.9%	91.2%	--
Established a schedule of daily activities which met my students' needs.	73.3%	91.6%	--

[a]I can read better. [b]I understand my reading assignments better. [c]I set high goals for myself. [d]I work to achieve my goals.

General Perceptions

Third- and fourth-grade students were asked whether they utilized their teacher as a resource. Most students who responded to the survey (90%) agreed that they asked their teacher questions, but fewer students agreed that they felt comfortable doing so (80%). A similar percentage of students (78%) agreed that they felt comfortable asking their teacher for help, but only 59 percent agreed that they asked their teacher for extra help.

Parents who responded to the survey were questioned about perceptions of their involvement with the program. See Table 23 for percentages of agreement with statements related to parental involvement. Over 86 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 were also asked more detailed questions regarding how AADA has impacted their lives at home, including their parenting techniques, values instilled at home, and the relationship with their child. Overall, between 86 and 90 percent of parents who responded to the survey agreed they saw a positive impact on their lives at home in these ways (see Table 23). While 80 percent of parents agreed that AADA helped to improve their child's behavior at home, 68 percent of students agreed that they behave better at home. Additionally, almost all parents (96%) agreed that they would recommend AADA to other families.

Table 23: Parents' Perceptions Regarding Impacts of Program

Survey Statement An Achievable Dream Academy has…	Percent Agree
Been consistent and clear in its communications with me.	85.8%
Made me feel welcomed.*	95.4%
Provided opportunities for me to be involved in the program.*	95.0%
Encouraged me to be involved in my child's education.*	94.0%
Provided me with support handling student attendance, academic, and/or discipline issues.*	85.5%
Had a positive impact on my parenting techniques.*	85.6%
Had a positive impact on the values that I instill at home.*	89.8%
Had a positive impact on the relationship between me and my child.*	86.5%
Helped improve my child's behavior at home.	79.6%

*Questions also asked in a parent survey administered in December 2014.

In comparison to responses from a parent survey given in December 2014 (see Table 23 for questions previously asked), all parent perceptions of the program's impacts were more positive during the 2016-2017 school year. The statements with the largest positive change in perception were AADA's impact on values instilled at home and the relationship between parent and child, with an approximate 8 percent increase in percent agreement. There was also a drastic increase in the percentage of parents who would recommend AADA to other families from approximately 77 percent in 2014 to 96 percent in the 2016-2017 school year.

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- and fourth-grade students primarily indicated that the staff, especially their teachers, was what they liked best. 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. As previously noted, a common benefit that was mentioned by students, parents, and staff was field

trips. Parents also mentioned that they noticed visible growth in their children's academic achievement and increased time spent on academics. As previously noted, many parents and staff indicated that the SAME curriculum was a strength of the program. Staff also commented on the benefits of the uniforms and the extended day and year.

When asked about areas for improvement, many parents responded that there was nothing to improve. For the remaining parent responses and comments from students and instructional staff, several general themes emerged for improvement. As previously noted, most students and some parents indicated the dress code as an area needing improvement. Students also indicated a need for variety in the types of snacks and food provided at the school and more discipline, especially in regards to bullying. Parents also commented that communication with teachers could be improved. For example, parents suggested that communication should be more frequent and occur in various ways, such as through electronic posts. As previously noted, staff also requested more timely and clear communication with administration and AADA. Staff's other area of concern was that the extended day was not appropriate for the younger students.

Additional Cost

The fifth and final evaluation question focused on the additional cost to VBCPS of implementing AADA during 2016-2017. The contract between AADA and VBCPS outlined the cost responsibility for each party, and a summary of responsibilities is included in Appendix C. According to the summary of responsibilities in Appendix C, 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 $7,500, whereas there were no additional costs for building maintenance or enhancements. 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 $31,953. These additional costs to VBCPS for AADA implementation are presented in Table 24.

According to the agreement, AADA was responsible for paying for additional enhancements (e.g., technology, professional learning), needs for specific programming provided by AADA (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, AADA 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 2016-2017, AADA reimbursed VBCPS for the costs that should have been reimbursed.[24] The transportation costs for the extended day, students who opted out of the program, and summer intersession field trips were initially paid by VBCPS; however, per the contract, AADA reimbursed VBCPS for these costs totaling $38,961. In regards to personnel, according to the contract, AADA 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 after consultation with the Department of Human Resources that the stipends were being paid by AADA.[25]

Table 24: Additional Cost of AADA to VBCPS During 2016-2017

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

Recommendations and Rationale

Recommendation #1: Continue An Achievable Dream Academy with modifications noted in recommendations 2 through 5. *(Responsible Groups: An Achievable Dream, 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 is five years and will automatically renew annually unless action is taken to cancel by either entity. Therefore, the recommendation to continue the program with modifications is made to enhance efforts toward meeting the goals set by AADA, especially related to academic achievement.

The program appears to have been effective in terms of reports of student social-emotional growth, high daily student attendance rate, high parent satisfaction, and remarkable teacher retention. An emphasis of the program is social and moral education. Many instructional staff and parents indicated this was a beneficial aspect of the program as well as agreeing that there was improvement in students' behavior. However, there are additional concerns in regards to the discipline data as reviewed in Recommendation 3. The average daily attendance rate for students was high, meeting the goal of 95 percent. Additionally, students, parents, and instructional staff who responded to the survey agreed that AADA increased students' desire to attend school. However, the goals set by grade for the percentages of students who had several absences were not met. Reports of satisfaction with AADA was high for parents and instructional staff. In particular, almost all parents would recommend the program, which has increased since the program began. Many parents also indicated that there were no perceived areas of improvement for the program. Additionally, the 95 percent classroom teacher retention rate from 2016-2017 to 2017-2018 shows that classroom teachers stayed with the program, although staff noted the need for improvements in communication.

Recommendation #2: Analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The second recommendation is to analyze academic data relative to performance targets and investigate the reasons for declines to ensure instruction and additional instructional time are effective. In comparison to matched groups of students from similar schools, which takes into account demographic variables, there were some mixed results for academic outcomes. In comparison to both schools, a higher percentage of AADA students passed the mathematics SOLs and generally had higher average math SOL scores, although these differences were not statistically significant. Results for reading achievement were mixed for AADA in comparison to the matched groups. However, only 3 of the 11 academic goals set by AADA were met, and overall academic performance was notably lower than the performance targets. When examining variation in academic achievement from the previous year, it was also found that grades 1, 2, and 3 had declines in reading achievement and grade 3 had a decline in math achievement. In particular, these grades exhibited between a 7 and 16 percent decline in students passing/on grade level for reading and an 18 percent decline in students passing the mathematics assessment. This trend is in contrast to the pattern of SOL scores across the division from 2015-2016 to 2016-2017, which had only slight increases or decreases in scores. It is also important to note that, the extended day, a portion of which is spent on academics, included fewer hours than were originally noted within the contract due to logistics with the bus schedules. The declining scores are noteworthy, and it is recommended to continue to review and analyze the academic data relative

to performance targets throughout the year, investigate the reasons for the declines in scores, and review whether additional instructional time is adequate to meet the needs of the students both in terms of the amount of time and the use of instructional time.

Recommendation #3: Leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The third recommendation is to leverage the program's interventions, strategies, and supports to provide an environment highly conducive to learning that will improve student behavior. In comparison to matched groups of students at similar schools, AADA students had a higher in-school suspension rate (but a lower out-of-school suspension rate). The referral rate for AADA students was higher than one matched group, but lower than the other matched group. In addition, the disciplinary goals set by AADA were to maintain the number of suspensions from the previous year. However, none of the three disciplinary goals were met. There was an increase in the number of students who had a single offense (one additional student) and who had multiple offenses (three additional students), along with one additional major offense. Although 88 percent of parents agreed there was improvement in positive behavior at school, there were some concerns in survey results from students and teachers. Between 65 and 74 percent of students agreed that they have the ability to manage conflict, use good manners, and work with others. Also noteworthy is only 69 percent of teachers agreed that AADA helped to improve students' ability to demonstrate self-control, and 75 percent agreed that AADA enhanced students' ability to manage conflict.

Recommendation #4: Ensure the attendance procedures and parent educational contracts are being followed. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The fourth recommendation is to ensure the attendance procedures and parent educational contracts are being followed. Although the average daily attendance rate met the overall goal (95%), the grade-level goals set for the percentage of students with more than five absences were not met. In particular, during the 2016-2017 school year, between 56 and 73 percent of kindergarten through fourth-grade students had more than five absences. Although most percentages declined from the previous year, the percentages are still noteworthy. It is also important to note that these data do not include attendance for the summer intersession or Saturday programming offered by AADA. As noted within the Parent and Student Handbook, AADA's current procedures involve creating attendance committees, which identify students who have accumulated three or more absences on a monthly basis. Additionally, AADA provides phone calls and letters to parents to combat absences.[26] Parents sign educational contracts that include sending their child to school on time, each day. There should be a thorough review of attendance procedures, division guidelines, and other potential interventions available to the program as well as procedures for ensuring that parents follow the educational contracts that are signed annually.

Recommendation #5: Increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. *(Responsible Groups: An Achievable Dream, Inc., Seatack Elementary School)*

Rationale: The last recommendation is to increase opportunities for clearer and more consistent communication between the instructional staff, administrators, and AADA. Only 61 percent of instructional staff agreed that there was clear and consistent communication with AADA. Additionally, when providing comments on areas for improvement, several instructional staff members indicated the need for clearer, more consistent, and timely communication between the instructional staff, administrators, and AADA. For example, some staff indicated issues that have occurred, such as being told two conflicting ideas, decisions being made without all stakeholders being

present, and instances when pieces of communication between VBCPS, Title I, and AADA have been missing. There was concern about collaboration on issues, such as needs of the building and involvement in planning and decision making for field trips and on-site programs. More generally, there was a desire for collaboration with the administration to make decisions that benefit students and staff.

Appendices

Appendix A: Summary of AADA Student Outcomes and Progress Toward Meeting Goals

Goal	Met/ Not	Comparison Groups	2015-16 Change*
Goal 1: Reading Achievement			
Goal #1a: 3rd grade Reading SOL			
80% Pass rate	✕	? AADA higher & lower	✕ Decline
10% Advanced passing	✕	n/a	✓ Maintain
Goal #1b: 4th grade Reading SOL			
80% Pass rate	✕	? AADA higher & lower	✓ Maintain
15% Advanced passing	✕	n/a	✓ Increase
Goal #1c:			
Kindergarten Reading DRA			
90% Reading on or above grade	✓	✓ AADA higher	✓ Maintain
1st grade Reading DRA			
80% Reading on or above grade	✕	✓ AADA higher	✕ Decline
2nd grade Reading DRA			
80% Reading on or above grade	✕	✓ AADA higher	✕ Decline
Goal #2a: 3rd grade Math SOL			
80% Pass rate	✕	✓ AADA higher	✕ Decline
10% Advanced pass	✓	n/a	✓ Increase
Goal #2b: 4th grade Math SOL			
85% Pass rate	✕	✓ AADA higher	✓ Maintain
10% Advanced pass	✓	n/a	✕ Decline
Goal 3: Discipline			
Single offense suspensions: 6 or less	✕	? AADA higher & lower Referral Rate	✕ Increase
Multiple offense suspensions: 2 or less	✕	✕ AADA higher ISS Rate	✕ Increase
Major offenses: 0	✕	✓ AADA lower OSS Rate	✕ Increase
Goal #4a: 95% Daily attendance rate	✓	✓ AADA higher Attend Rate	✓ Maintain
Goal #4b: More than 5 absences			
49% Kindergarten	✕	n/a	✓ Decline
40% 1st grade	✕	n/a	✕ Increase
40% 2nd grade	✕	n/a	✓ Decline
30% 3rd grade	✕	n/a	✓ Decline
30% 4th grade	✕	n/a	n/a
Goal 5: Teacher Retention			
90% Returned	✓	n/a	n/a
3rd grade Reading Achievement			
DRA – at or Above Grade Level	n/a	? AADA higher & lower	✕ Decline
RI – on Grade Level	n/a	? AADA higher & lower	✕ Decline
4th grade Reading Achievement			
DRA – at or Above Grade Level	n/a	? AADA higher & lower	n/a
RI – on Grade Level	n/a	✓ AADA higher & similar	n/a

*Differences in scores that were less than 1.5 percentage points are indicated as maintained.

Appendix B: Student Performance Levels on the DRA

Percent of Students Who Performed Above Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	96.30%**	70.37%	100.00%**	57.14%
Grade 1	68.75%	46.88%	68.75%	48.39%
Grade 2	55.17%	45.83%	55.17%	60.00%
Grade 3	37.04%*	11.54%	37.04%	47.06%
Grade 4	28.33%	36.17%	25.71%**	52.31%
School Level	52.45%*	41.67%	47.76%	53.49%

Note: Asterisks denote significant differences from comparison group. $*p < .1$ $**p < .05$, $***p < .01$

Percent of Students Who Performed at Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	3.70%*	22.22%	0.00%*	35.71%
Grade 1	3.13%	12.50%	3.13%	6.45%
Grade 2	22.41%*	4.17%	22.41%	15.56%
Grade 3	29.63%	42.31%	29.63%	23.53%
Grade 4	46.67%	29.79%	45.71%*	23.08%
School Level	25.00%	23.08%	26.87%	19.19%

Note: Asterisks denote significant differences from comparison group. $*p < .1$ $**p < .05$, $***p < .01$

Percent of Students Who Performed Below Grade Level on DRA by Grade

Grade	AADA Comparison A	Comparison Group A	AADA Comparison B	Comparison Group B
Kindergarten	0.00%	7.41%	0.00%	7.14%
Grade 1	28.13%	40.63%	28.13%	45.16%
Grade 2	22.41%*	50.00%	22.41%	24.44%
Grade 3	33.33%	46.15%	33.33%	29.41%
Grade 4	25.00%	34.04%	28.57%	24.62%
School Level	22.55%**	35.26%	25.37%	27.33%

Note: Asterisks denote significant differences from comparison group. $*p < .1$ $**p < .05$, $***p < .01$

Appendix C: Matrix of AADA Cost Responsibility

	AAD	VBPS
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	
Accounting/Auditors	X	
Legal	X	

	AAD	VBPS
FUNDRAISING		
Development & Donor Relations	X	
P/R & Marketing	X	
*** If applicable		
**** These are management positions at AAD		

Endnotes

[1] Source: An Achievable Dream Organization Response.

[2] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[3] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[4] Source: L. Vreeland, interview, September 13, 2017.

[5] Brief obtained on the VBCPS website:
http://www.vbschools.com/accountability/evaluation_briefs/AchievableDream1415-1516Brief.pdf

[6] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[7] Source: http://achievabledream.org

[8] Source: L. Vreeland, personal communication, October 4, 2016.

[9] Source: L. Vreeland, interview, September 13, 2017.

[10] Source: L. Vreeland, interview, September 13, 2017.

[11] Source: Academy Banners provided in electronic format from Lee Vreeland, September 13, 2017.

[12] Source: http://www.vbschools.com/aad/index.asp

[13] Source: http://www.seatackes.vbschools.com/pages/news/

[14] Source: An Achievable Dream 2016-2017 Parent & Student Handbook. Retrieved from
http://www.seatackes.vbschools.com/pages/content/pdfs/Handbook.pdf

[15] Source: http://anachievabledream.org

[16] Source: C. Middleton, personal communication, October 12, 2017.

[17] Source: https://pilotonline.com/opinion/columnist/guest/a-regional-solution-in-education/article_fce7969e-c079-59c3-9465-0273fe12b6b8.html

[18] Source: Exhibit 8(c) (Selection Criteria) found within the VBCPS and An Achievable Dream Academy Partnership contract.

[19] Source: L. Vreeland, interview, September 13, 2017.

[20] Source: VBCPS and An Achievable Dream Academy Partnership contract.

[21] Source: School report card data for 2016-2017. Characteristics are based on all instructional staff in K-5.

[22] Source: L. Vreeland, interview, September 13, 2017.

[23] Source: C. Middleton, personal communication, September 21, 2017.

[24] Source: F. Hanzaker, personal communication, September 26, 2017.

[25] Source: F. Hanzaker, personal communication, September 26, 2017.

[26] Source: An Achievable Dream Organization Response.

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