

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION**

Submitted September 30, 2019



**Odyssey Charter School**  
Nurturing a Lifelong Love of Learning

**ODYSSEY CHARTER SCHOOL**

Barley Mill Plaza 4319 Lancaster Pike,  
Wilmington, DE 19805  
Phone:(302) 516-8000

<http://odysseycharterschooldel.com/>

## Table of Contents

## Page

I. Overview	3
II. Academic Performance	11
III. Organizational Framework	47
IV. Financial Framework	70
V. Innovation	77
VI. Five-Year Planning	81
VII. Compliance certification statement	87
VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT	88
IX. PERFORMANCE AGREEMENT TEMPLATE	89

## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

5-year charter

10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in "Current Enrollment" at time of application submission.

BASIC INFORMATION	
Name of School	Odyssey Charter School
Year School Opened	2006
Current Enrollment	1,915
Approved Enrollment	1,892
School Address	Barley Mill Plaza 4319 Lancaster Pike, Wilmington, DE 19805
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="http://odysseycharterschooldel.com/">http://odysseycharterschooldel.com/</a>
Name of School Leader	Denise Parks, Head of School Riccardo Stoeckicht, Campus Operations Officer
School Leader Email and Phone Number	<a href="mailto:Denise.Parks@odyssey.k12.de.us">Denise.Parks@odyssey.k12.de.us</a> <a href="mailto:Riccardo.Stoeckicht@odyssey.k12.de.us">Riccardo.Stoeckicht@odyssey.k12.de.us</a> (302) 516-8000
Name of Board President	Josiah R. Wolcott
Board President Email	<a href="mailto:Josiah.Wolcott@odyssey.k12.de.us">Josiah.Wolcott@odyssey.k12.de.us</a>
<p><b>Mission Statement:</b> The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.</p> <p>*Odyssey Charter opened in 2006 and was authorized by Red Clay School District</p>	

**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2015-2016 <sup>1</sup>	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup> *
Total Enrollment	1161	1440	1662	1803	1915
<b>Gender</b>					
% Male	49.01%	49.24%	49.64%	49.97%	50.81%
% Female	50.99%	50.76%	50.36%	50.03%	49.19%
<b>Ethnicity/Race</b>					
% African American	22.31%	22.43%	22.14%	23.24%	23.34%
% American Indian	0.43%	0.49%	0.42%	0.72%	0.57%
% Asian	8.27%	10.56%	13.06%	13.09%	14.88%
% Hispanic/Latino	5.86%	6.04%	5.66%	7.82%	7.68%
% White	61.15%	57.71%	55.29%	51.47%	49.09%
% Multiracial	1.12%	2.08%	2.95%	3.27%	4.07%
<b>Special Populations</b>					
% Special Education <sup>3</sup>	4.91%	5.49%	5.54%	6.54%	9.92%
% English Language Learners	0.26%	1.53%	3.55%	4.22%	4.18%
% Low-Income	17.40%	17.92%	15.52%	13.26%	*Not Yet Calculated

<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"> <li>In the past five years, Odyssey Charter School's student population has almost tripled. The school has grown from 400 students to over 1440 students. Odyssey operates a true lottery with an employee and a sibling preference for open seats. The lottery has generated representation among the student population that is closely aligned to state demographics, and in particular, New Castle County.</li> </ul>
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.**

Odyssey Charter School enjoys robust, consistent demand for its K-12 programming. The school has grown approximately 40% in enrollment between September 2015 and September 2019. This is due to both the expansion to high school, comprising approximately 290 students, as well as horizontal growth at the Lower and Intermediate Schools. This increased enrollment at the lower grades was fueled by rising demand in Odyssey programming. Transitioning to a unified campus and expanding facilities allowed the school to respond to strong demand by adding one or more sections of approximately 23 students in grades K-5.

In addition, Odyssey's wait list continues to grow through this expansion, particularly at the elementary and middle school grades. The school currently holds 1,343 active applications for the K-5 program, and 419 active applications for middle school (grades 6-8). Odyssey continues to focus on building the high school program, both through new student acquisition, as well as retaining middle school students as they transition to high school ("organic growth"). School leadership is pleased to observe high school demand increasing, as evidenced by the 25% increase in 9<sup>th</sup> grade applications from the 2016-2017 school year when the high school commenced to those applying for 9<sup>th</sup> grade seats in the 2019-2020 school year.

Odyssey Charter School embraces its diverse student body and celebrates this as the hallmark of a genuine choice process. Any student residing in Delaware, regardless of one's home school location or academic performance, is welcome to apply for a seat at Odyssey. Students are invited to the school through random lottery selection. As such, the school's demographic data is a true reflection of both the community, those who apply to our school, and the random selection of invitees. The school views this diversity, which fluctuates when comparing one division (Lower, Intermediate, Middle, and High Schools) to another, as a strength of Odyssey Charter School.

The school has worked diligently to address the changing demographics and needs as it has grown. Specifically, the special education program has grown in both professional staff and enrollment. Through training in best practices in special education services and identification, as well as training around federal and state regulations to support our special education students, Odyssey Charter School has refined its student services division to support this special population.

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**1.3 Approved Minor and Major Modifications:** The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

Date	Modification Requested	Outcome
Dec 2015	Minor - increase enrollment (effective 2016-17)	Approved

School Comments 2017-2018	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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School Comments 2016-2017	<ul style="list-style-type: none"> <li>• There are no school comments to add other than to point out the notes listed below with information regarding our charter renewal and our minor modification renewal of March 17, 2016.</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The Department of Education renewed the Odyssey Charter School’s charter on December 18, 2014. The new charter will be in effect from July 1, 2015 to June 30, 2020.</li> <li>• Our next renewal application is due on September 30, 2019.</li> <li>• Minor Modification March 17, 2016</li> </ul>
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School Comments 2015-2016	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

As a result of growing demand for the school, as well as our relocation to a unified 35-acre campus and accompanying classroom space, our school applied for a minor modification to increase overall enrollment by 14.92%.

**1.4 Enrollment Trends:** Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

School Enrollment Trends									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	2015-2016		2016-2017		2017-2018		2018-2019		
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Current Wait list for 2019-2020 *
K		135	161	161	161	188	161	184	505
Grade 1		136	161	159	161	191	161	185	190
Grade 2		138	161	162	161	183	161	185	177
Grade 3		138	161	162	161	184	161	183	179
Grade 4		138	161	161	161	184	161	183	135
Grade 5		134	138	162	161	176	161	184	157
Grade 6		116	138	159	132	160	132	176	222
Grade 7		115	116	119	132	142	132	162	125
Grade 8		111	115	118	116	115	132	159	72
Grade 9			104	77	132	68	136	71	136
Grade 10					104	71	132	65	38
Grade 11							104	66	37
Grade 12									
<b>Total</b>		<b>1161</b>	<b>1416</b>	<b>1440</b>	<b>1582</b>	<b>1662</b>	<b>1734</b>	<b>1803</b>	<b>1973</b>

**DOE Summary:**  
 Odyssey Charter School has met its authorized enrollment over the course of its charter term. The school’s enrollment variance has exceeded 95%: 104% (SY 15/16), 102% (SY 16/17), 105% (SY 17/18), and 104% (SY 18/19).

**School Comments 2017-2018:** This data element was added in the SY 16/17. The school was not required to provide a response to this information

<b>School Comments</b> <b>2016-2017</b>	<ul style="list-style-type: none"> <li>In the past five years, Odyssey Charter School's student population has almost tripled. The school has grown from 400 students to over 1440 students. Odyssey operates a true lottery with an employee and a sibling preference for open seats. The lottery has generated representation among the student population that is closely aligned to state demographics, and in particular, New Castle County.</li> </ul>
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<b>School Comments</b> <b>2015-2016</b>	<p>This data element was added in the SY 16/17. The school was not required to provide a response to this information</p>
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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.

The authorized enrollment targets for Odyssey Charter School have been exceeded within the >5% range for the entire charter term. Odyssey is proud of its enrollment trends and its waiting list that approaches 2,000 students. The natural attrition that occurs at the high school level is reflected in our funnel of reduced enrollment of 159 students in 8<sup>th</sup> grade to 71 students in 9<sup>th</sup> grade. This approach encourages organic growth and continued opportunity to remain an OCS student for one's complete K-12 education.



**1.5 Reenrollment Trends:** Please review the following table with the school's reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
Total/Avg	871	93.35%	1013	87.25%	1261	87.57%	1479	88.99%

**DOE Summary:**

Odyssey Charter School's reenrollment rate has ranged from 87% to 93.35% over the course of its charter term.

<p>School Comments 2017-2018</p>	<p>Retaining Odyssey Charter School (OCS) students at the 6th grade transition year continue to improve as our middle school program matures. In fact, our retention percentage increased from 76.9% in the 16-17SY to 85.8% in the 17-18SY. Our 9th grade retention rate grew marginally from 42.3% to 45.8% in the same time frame. We are pleased to note that those who join Odyssey Charter High School remain here, with 92.2% of students returning in 10th grade.</p> <p>We monitor anticipated and actual retention rates closely through the Choice application and enrollment periods, as well as through the summer months when families may make late decisions regarding school selection. We actively recruit our current students to 6th and 9th grades through programs such as open house events, parent nights, and shadowing opportunities.</p> <p>In order to minimize attrition, the school is engaged in a multi-pronged effort.</p> <ol style="list-style-type: none"> <li>1. Facilities build out: OCS continues to build out its campus facilities to accommodate its growing population. In addition to securing funds to build out new grades, the Board and leadership team work diligently to move forward with building a DIAA-regulation gymnasium for athletics. Providing proper athletic facilities is highly influential in retaining students, particularly at the high school level. In order to secure funding for the gymnasium build, a capital campaign was launched. The school is committed to identifying and securing donations from a variety of sources, including high net worth individuals, grants, community partners, and families.</li> <li>2. Program development: the true success of a school is measured in its student growth and development. Our growing academic programs, including high school Innovation course and Immersion offerings, serve a wide range of student abilities and interests. We have also increased our extracurricular offerings to include programs such as Archery Club and Color Guard. OCS was recognized in April 2018 as the Top School in Delaware by MSN.com.</li> <li>3. Community engagement: OCS has engaged partnerships with a variety of</li> </ol>
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	community organizations to attract and retain students. The school works closely with Delaware Charter School Network in recruitment efforts across New Castle County, including targeted appearances at city (Community Education Building) and suburban (Bear-Glasgow YMCA) settings. In addition, relationships with the Boy and Girls Scouts of America have brought new students onto campus and provided opportunities for new groups of students to experience the Odyssey way.
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<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"> <li>In the past five years, Odyssey Charter School’s student population has almost tripled. The school has grown from 400 students to over 1440 students. Odyssey operates a true lottery with an employee and a sibling preference for open seats. The lottery has generated representation among the student population that is closely aligned to state demographics, and in particular, New Castle County.</li> </ul>
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.**

Over the course of the charter term, Odyssey has built out its high school program, adding one grade level per school year. The attrition rate from 8<sup>th</sup> to 9<sup>th</sup> grade has largely held steady during that time. Captured in exit surveys with families, attrition is attributed to several factors: older siblings attending/parents’ attendance at other high schools (the “alma mater effect”), lack of sports teams/facilities, and program-specific choices (military focus, vocational skills). Odyssey continues to work its multipronged efforts of facilities build out, programmatic diversity, and community engagement to mitigate the experienced attrition.

In the K-8 program, the divisions consistently enjoy high retention rates from year to year. Few students leave in the K-8 or 10-12 programs, a testament to the quality of programs and staff employed at Odyssey. Of those students who do move on from Odyssey, the most common reason is that of moving to a different district or out of state. The transition year from fifth to sixth grade continues to improve in retention. In the 2019-2020 school year, Odyssey retained 86% of its fifth grade students when they matriculated to sixth grade. Further, 42% of our Kindergarten students are siblings of older Odyssey students. This is a reflection of families’ support of the Odyssey Charter School program and community.

The school monitors retention rates closely to meet enrollment targets and to provide maximum return on investment of staffing and resources. The choice application and enrollment windows are critical periods to monitor enrollment and re-enrollment trends, as well as through the summer months. Odyssey reaches out to current families through the latter part of the school year to confirm enrollment intentions and continues contact heading into the upcoming school year. Recruitment efforts include open house events, parent nights, and shadowing opportunities.

## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

### HISTORICAL DATA (SY 15/16-16/17)

#### 2.1 Delaware School Success Framework

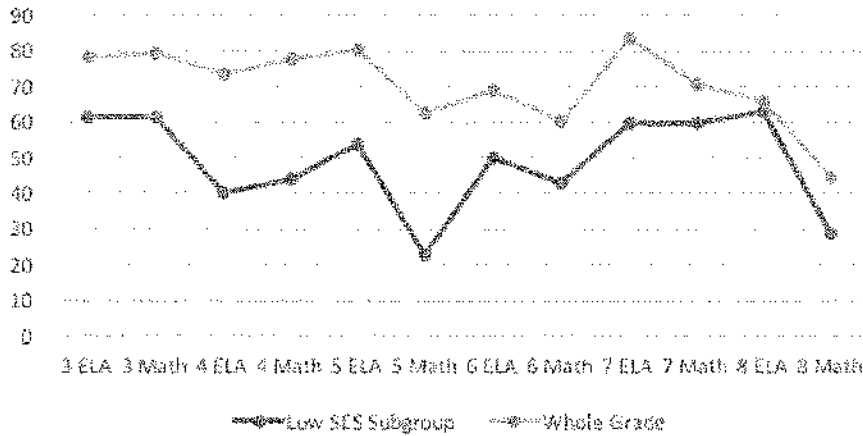
##### Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	4 Stars (105/150pts) Meets Standard	4 Stars (108/150pts) Meets Standard
Growth	3 Stars (48/200pts) Approaching	3 Stars (82/200pts) Approaching
On Track to Graduation	5 Stars (48/50pts) Exceeds	5 Stars (49/50pts) Exceeds
College and Career Preparation	4 Stars (75/100pts) Meets Standard	4 Stars (67/100pts) Meets Standard

Listed below are key metrics in looking at Odyssey's Academic progress this past year.

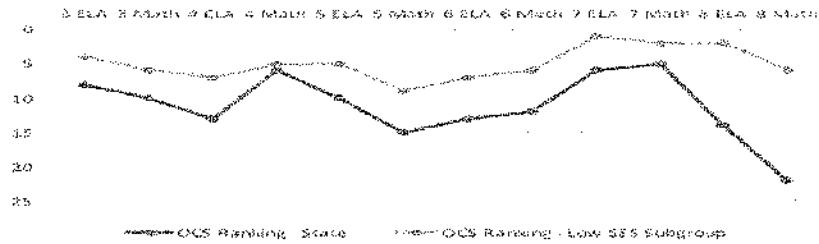
There are significant (greater than 15%) gaps between low SES students and whole grade proficiency in most grades. The smallest gap came in 8<sup>th</sup> grade ELA at only 2%.

2017 SBAC % Proficiency Low SES v Whole Grade



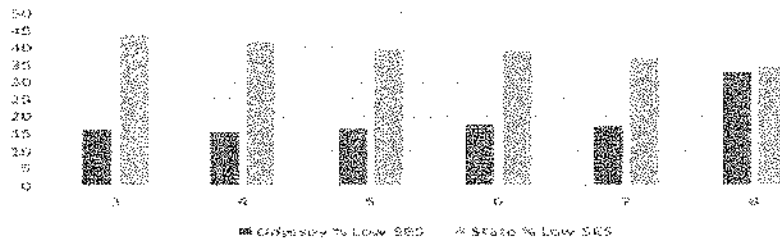
When PLI is accounted for, our rankings are all top 10. 8<sup>th</sup> grade even goes up to 2<sup>nd</sup> in ELA and 6<sup>th</sup> in Math. 5<sup>th</sup> Grade math is lowest at #9.

OCS 2017 SBAC State-Level Rankings



8<sup>th</sup> grade has roughly double the amount of low SES students than the rest of the grades.

OCS v. State Percentage of Students with Low SES



8<sup>th</sup> grade has 32.8% low SES, the state level is 34.7%, yet the 8<sup>th</sup> grade outperformed the state by 13% in ELA and 6% in Math.

Girls' performance in math is close to that of boys – in two grades, girls outperform boys, ever so slightly.

2017 SBAC Data - Whole Grorow, Female Math Achievement



**School Comments:**

- Odyssey's Administration and staff use all of the listed data points below and others, in creating our annual School Improvement Plan (SIP). All of our educational strategies and major themes are based on identified needs from our numerous data points and they are the foundation for our annual Professional Development Programs and curricular themes.
- Our SBAC test scores appear to be in a long-term topping process across most grade levels with a slight upward trend. Last year's eighth grade seems to be the only possible exception to this trend across all other grades 3 through 7 in both ELA and Mathematics.
- A review of the grade level ELA and math data points supports the notion that OCS needs to continue to meet the needs of the large numbers of new students as quickly as possible. We are expending more PD efforts targeting classroom instruction and administrative support for behavioral interventions to better meet the needs of the many new students now arriving at the school's doors.
- The staff and administration have also identified a number of initiatives to help motivate all of Odyssey's students to demonstrate consistent and continued academic growth on multiple measures of academic achievement. This is occurring both individually, class level and as grade level cohorts to meet the DOE developed school-wide goals.
- The staff and Administration have also begun Professional Development to better understand students from trauma backgrounds and to better engage and challenge students by creating and supporting reluctant learning environments. This PD could help school officials in employing more effective discipline strategies to better support our students, staff and families.
- These and other analyses led to the selection of Restorative Practices and Effects of Trauma Professional Development Programs for the next year's PD (2017-18).
- The large influx of new students annually appears to be a constraint on our continued growth in meeting our DOE Academic benchmarks for growth as determined by the results of our annual standardized test scores. A review of the longitudinal data trends reveals that it often requires a one to three year transition of time at Odyssey for students' academic achievement trends to stabilize and take on a more positive direction.
- There are also other challenging academic hurdles to overcome in expanding enrollment in the Upper Grades:
  1. The SBAC grade level scores trended higher across reading and math. They appear to have leveled off in the 8<sup>th</sup> grade, where there was a slight dip in proficiency levels.
  2. It is also possible that scores are in a topping process across grade level cohorts, but more

**Upper Grades:**

1. The SBAC grade level scores trended higher across reading and math. They appear to have leveled off in the 8<sup>th</sup> grade, where there was a slight dip in proficiency levels.
  2. It is also possible that scores are in a topping process across grade level cohorts, but more longitudinal data will be needed to firm up that conclusion.
  3. OCS scores compared to schools with similar percentages of low SES students are strongly above the state averages across all grade levels.
- Anecdotally, we hear from our new students that our curriculum is generally considered significantly more challenging than many of the feeder schools.
  - In addition, the parental commitment to support students' studies in the Greek Program has significantly reduced the challenges faced by our Greek Instructional Staff and students in the past at the middle levels for Greek language study.

Odyssey Charter School Data Points

- School Improvement Plan 2015, 2016
- OCS Board's Strategic Plan Goals 2016 – 19
- LEA Grant Goals Summary Report Goals 2016, 2017
- DOE Performance Frameworks Report 2015 – 16, 2016 - 17
- Greek Program – Data Points & Immersion Pilot
- Odyssey Charter School Climate Survey 2015 – 16, 2016 - 17
- Disciplinary and Attendance Data –LS, US and HS
- STAR Reading Data 2015 – 16, 2016 - 17
- Smarter Balanced Assessments (SBAC)– 2015 - 16
- NAEP DATA – 4<sup>th</sup> & 8<sup>th</sup> Grade 2016
- Annual Reports to DOE 2015 and Special Education Student Compliance/DOE

Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Academic Performance Expectations

Odyssey Charter School's overall academic rating is Meets Standard. By 2013-14 our expectation is to continue to achieve the overall rating of ""Meets"" or ""Exceeds"" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

School Comments: School did not provide a response  
2016-2017

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	4 Stars (105/150pts) Meets Standard		4 Stars (108/150pts) Meets Standard	
	School	State	School	State
ELA	80.25 %	54.91%	78.40 %	56.63%
Math	68.68%	42.87%	69.42%	45.13%
Science	70.53%	60.41%	61.01%	47.45%
Social Studies	83.59%	76.82%	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

School Comments	1. The school's mission and values emphasize a unique learning opportunity that
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2016-2017	isbuilt upon early acquisition of Greek language and an emphasis on mathematics and science. 2. The instructional staff are focused on delivering high quality daily lessons that challenge and engage students in a safe and nurturing environment. 3. There is a strong collaborative working relationship between the instructional, administrative and parents groups. Additionally, there is an exceptionally strong bond between the PTO and the school staff.
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**b) Expected outcomes for Academic Achievement**

School Comments 2016-2017	<ul style="list-style-type: none"><li>• The past five years have seen a rapid growth in the school’s enrollment. It was expected that it would take some time to digest the large numbers of new students and that academic achievement may initially slow down. We also learned that it is better to try to enroll younger students and transition them to the Odyssey expectations. As a result, we are seeking more stable and steady improvements inn academic achievement over the next few years as our organic growth from within expands. Delaware Standardized Tests are applied in grades 3-8 and our major expansion in those grades is entering the final year or organic growth.</li></ul>
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**c) Progress measures to track expected Academic Achievement outcomes**

School Comments 2016-2017	<ul style="list-style-type: none"><li>• The school will use a variety of standardized tests such as the SBAC, STAR, NAEP and others to calibrate our performance with schools across the state and nationally.</li></ul>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>



### 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (112/200pts) Approaching		3 Stars (82/200pts) Approaching	
	School	State	School	State
ELA	60.00 %	50.00 %	45.00 %	50.00 %
Math	52.33 %	50.00 %	37.00 %	50.00 %

#### a) School's Growth ratings for all students over the course of the charter term

School Comments 2016-2017	<p>1. We continue to believe that the rapid expansion has had a slight adverse effect on academic achievement as we seek to emphasize the educational values espoused by the school's mission. We continue to emphasize personalization of the learning environment via advisory periods, PD on Families in Trauma, and the school-wide adoption of Restorative Practices.</p> <p>2. We have hired over 50 new staff members to accommodate the growth over the past two years. Many of these are newer teachers in the profession and generally begin to hit their stride after 1 to 3 years. Acclimatizing new students to a strict environment of on task activities has also been somewhat challenging to some of our new students. This has been reflected in our disciplinary statistics as well.</p> <p>3. We have adopted core components in our SIP that emphasize simplified, yet rigorous lesson daily planning, a process of curricular chunking and an increase in daily literacy activities. We believe that these efforts will reap dividends as the year unfolds with focused instruction and learning. Overall, we believe we have packaged a coherent plan for reform at our school making use of some of the most progressive instructional and school climate initiative available.</p>
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"><li>• The growth category measure how well schools are doing at improving student learning over time. Growth within school for each content area is the relative calculations of student progress in each content area as compared to their peers. Growth data is available for students in grades 4-8 and 11, with grade 3 assessment results serving as a baseline for growth measures. We expect to see improvements in growth due to three outcomes:<ol style="list-style-type: none"><li>1. Increased organic enrollment growth. There will be a slowing of the number of new students entering Odyssey next year by over 100 students.</li><li>2. Improved instructional Practices and meaningful feedback by the Administrative Team.</li><li>3. There will be significantly less new staff added in the next two –three years.</li></ol></li></ul>
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"><li>• The growth metrics account for 40% of elementary and middle school performance and 45% of high school performance on the DSSF.<ol style="list-style-type: none"><li>1. The first step will be PLC ongoing analyses of student STAR scores prior to NAEP and SBAC examinations.</li><li>2. Our Annual analysis next summer of the SBAC testing</li><li>3. The PSAT testing for our inaugural year of 10th grade students will serve as the most important benchmarks.</li><li>4. Our RTI pullouts for reading using STAR Testing</li><li>5. ACE for supplemental</li><li>6. New curricular initiatives in ELA and Math, Next Gen science trainings</li></ol></li></ul>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (48/50pts) Exceeds		5 Stars (49/50pts) Exceeds	
	School	State	School	State
Attendance	95.21 %	94.40 %	98.92 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	<ul style="list-style-type: none"> <li>The only OCS data point at this time is the exceptionally high attendance rate. We do not yet have metrics for the other criteria that comprise the On Track to Graduation rating. We attribute our high attendance rate to parental involvement, engaging curriculum, and committed staff. We acknowledge that our transportation contractor continues to cause challenges with regard to student attendance. We hope that it does not evolve into a larger problem in the future.</li> </ul>
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### b) Expected outcomes for On Track to Graduation

School Comments  
2016-2017

• Our high school is only two years old. This year we have our first tenth grade class. On Track in 9th grade, is the percent of students taking and earning credits necessary to be on track to graduate from school on time. Students who are on track at end of 9th have a greater chance of graduating on time and less likely to drop out.

1. The curricular information is derived from a very well defined and accurate content area articulation document approved by our Board for each of the core content areas and Greek studies. eSchool Plus provides our curricular and attendance data. Our attendance schoolwide is traditionally very high in the 98% plus range.
2. Our course credit tracking is well defined and overseen by guidance and the school administration thus supporting strong on track credit for courses undertaken and passed.
3. As we have presented earlier, we expect our SBAC data to improve and our first year PSAT scores exceeded statewide averages by 10%.

**c) Progress measures to monitor On Track to Graduation outcomes**

School Comments  
2016-2017

School did not provide a response

**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. *For elementary and middle schools*, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. *For high schools: College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	4 Stars (75/100pts) Meets Standard		4 Stars (67/100pts) Meets Standard	
	School	State	School	State
Growth to Proficiency ELA	88.30 %	57.10 %	81.25 %	59.19 %
Growth to Proficiency Math	62.41 %	34.42 %	52.62 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

School Comments 2016-2017	<ul style="list-style-type: none"> <li>The College and Career Preparation category measures aggregate student preparation for education, training and careers beyond high school. The metrics include whether students are growing enough to be proficient in the future as well as how many have demonstrated career and college preparation while in high school. Metrics from the 11th grade are necessary to calculate proficiency data for ELA literacy.</li> </ul>
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### b) Expected outcomes for College and Career Preparation

<p>School Comments 2016-2017</p>	<ul style="list-style-type: none"> <li>• Since opening its doors in 2006, Odyssey Charter School has provided the families of Delaware with a classical approach to public education. A rigorous standards-based curriculum and instruction in the Greek language is delivered in a challenging, yet nurturing, learning environment.</li>   <li>• Odyssey Charter School employs Delaware certified teachers to instruct the core subjects of language arts, mathematics, science, and social studies. In addition, a Greek language class and a second unit of math are taught each day. These added exclusive features of Odyssey Charter School are provided by credentialed instructors from Greece. Students also experience specialized instruction in art, physical education, and music, and are encouraged to maximize their second language and foreign culture experience.</li>   <li>• Our growth proficiency for ELA was 81.25% versus the state average of 59.19%. Our growth to math proficiency was 52.62% while the state average was 35.41%. We are only in our second year as we have previously stated and do not have a rating for college and career preparation at this time. Our academics continue to be strong and tightly aligned with the state, core standards, our instruction remains focused and engaging, and are a high performing school on state and national standardized test measures. We therefore have multiple measures as we build out our high school to monitor our readings for career and college preparation and will formulate guidance and action based on these results.</li> </ul>
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**c) Progress measures to track College and Career Preparation outcomes**

<p>School Comments 2016-2017</p>	<p>We will use the following criteria to determine our progress toward College and Career Preparation outcomes:</p> <ul style="list-style-type: none"> <li>• SBAC testing results</li> <li>• College Board PSAT/SAT testing results</li> <li>• RTI</li> <li>• Discipline data</li> <li>• Attendance data</li> <li>• Student grades</li> <li>• Percentage of students in Gifted and Talented Program, as well as AP and Dual Credit enrollment</li> </ul> <p>Particular attention will be given to disaggregated group data to determine the progress of various demographic groups.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## SY 2017-18 & SY 2018-19

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. K-12)

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	100.00	66.00	66% Meets Expectations	100.00	61.00	61% Meets Expectations
Academic Progress	125.00	69.00	55% Approaching Expectations	125.00	80.00	64% Meets Expectations
School Quality/Student Success	37.50	37.00	99% Exceeds Expectations	37.50	37.00	99% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable	n/a	n/a	Not Applicable
Progress Toward English Language Proficiency	50.00	33.00	66% Exceeds Expectations	50.00	38.00	76% Exceeds Expectations
Overall	312.50	205.00	66% Approaching Expectations	312.50	216.00	69% Meets Expectations

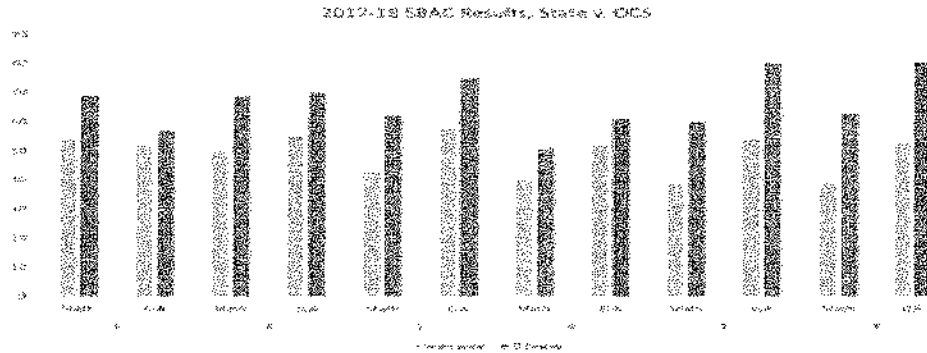
#### DOE Summary:

In SY 15/16 and SY 16/17, prior to the implementation of ESSA, Odyssey Charter School received 3 of 4 ratings of "Meets" or "Exceeds" on the DSSF, respectively. From SY 15/16 to SY16/17, the school's points earned for Academic Achievement improved slightly from 105/150 points ("Meets Standard") to 108/150 points ("Meets Standard"). From SY15/16 to SY 16/17 the school's points earned for Growth increased from 48/200 points ("Approaching") to 82/200 points ("Approaching"). From SY 15/16 to SY 16/17, the school's points earned for On Track to Graduation remained consistently high at 48/50 points ("Exceeds") and 49/50 points ("Exceeds"), respectively. From SY 15/16 to SY 16/17, the school's points earned for College and Career Preparation decreased from 75/100 points ("Meets") to 67/100 points ("Meets"), respectively.

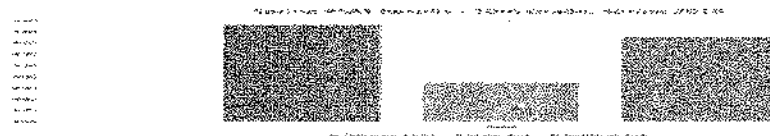
In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Odyssey Charter School's overall rating was "Approaching Expectations." At the indicator level, the school was rated "Meets Expectations" for Academic Achievement; "Approaching Expectations" for Academic Progress; "Exceeds Expectations" for School Quality/Student Success; and "Exceeds Expectations" for Progress Toward English Language

Proficiency.

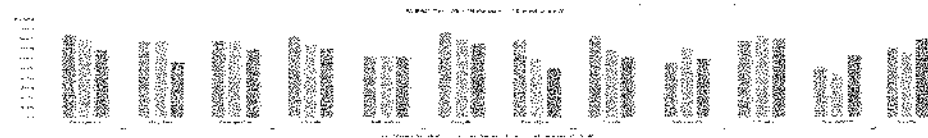
School Comments  
2016-2017



As evidenced above, OCS continues to trend well above state proficiency averages in Smarter Balanced Assessment Consortium (SBAC) performance across all grade levels and subject areas.



This trend continues in our high school PSAT performance, where students performed well above state and national averages.



Yet, as evidenced above, our three-year trends show overall flattening or dip in performance at many grades.

We attribute this trend, in part, to the large influx of new students we have enrolled annually and posit this to be a constraint on meeting our performance benchmarks for growth. Our internal review of longitudinal data trends reveals that student successful academic transition to Odyssey typically is a multiyear process; student performance stabilizes and improves after a two- to three-year period.

The administrative team focused instructional and curriculum strategies around Mike Schmoker's *Leading with a Few* for the 17-18SY. This approach emphasizes a narrow set of identified goals and "look fors" to improve student achievement. Through meta-analysis of research by



Dufour and Dufour, Marzano, and other prominent educational researchers, Schmoker identified a specific format for lesson planning (as well as tight curriculum and a prominent emphasis on writing and informational text reading in all content areas) that the school leadership employed for the 17-18SY in effort to coordinate the large amount of new teachers onboarded in the past two years, as well as a renewed focus on daily lesson planning in all grades and content areas.

In addition to this initiative, teachers participated in professional development led by the Department of Education in the areas of ELA, Math and Science. Our Teacher Leaders continued to collaborate with other professionals in the state to develop sound professional development and source resources to best meet the needs of our faculty and students.

a. Based on the table above discuss the school's overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.

Odyssey Charter School is proud of its academic performance and student achievement, including the school's pioneering Modern Greek language acquisition programs. The school's deep belief that all students are welcome and can achieve at the highest levels is evidenced in the diversity and performance during the charter term. Odyssey's commitment to meeting students at their readiness level and challenging them appropriately has insured that students grow and learn.

Odyssey has consistently scored above state averages in all content areas and grade levels in Smarter Balanced assessments. Through the course of the charter term, Odyssey Charter School has averaged 19% above the state average in Smarter ELA and 21% above the state average in Smarter Math. This has resulted in the school earning "Meets" or "Exceeds" in the DSSF in SY15-16 and SY16-17 in the Academic Achievement, On Track to Graduation, and College and Career Preparation criteria. Using the ESSA High School Plus formula, Odyssey again earned "Meets Expectations" or "Exceeds Expectations" in the areas of Academic Achievement, School Quality/Student Success, and Progress Towards English Language Proficiency.

Digging deeper into the most recent testing data, 33% of Odyssey students are performing at the highest level (PL 4) in Smarter ELA. Further, 30% are earning a PL 4 in Smarter Math. Our high school students are excelling, as well. All three classes (Class of 2020, 2021, and 2022) performed above the state and national averages on the Spring 2019 PSAT/SAT. Our first graduating cohort, the Class of 2020, has consistently improved their PSAT/SAT growth year to year, for a 137-point increase over five administrations.

The Greek program continued to improve and excel over the course of the charter term. As evidenced

by the most recent Ellinortheia exam results in May 2019, students at OCS who participated in this internationally recognized certification of Greek Language attainment ( $n=22$ ) had a 75% success rate at the Novice and Intermediate levels. Longitudinally, our exam pass rate has climbed steadily with each administration, from 60% (SY16-17: 3/5 students) to 70% (SY17-18: 7/10 students) to this year's 75% success (SY18-19: 18/24 students). This steady improvement is a result of the curriculum refinement, educator preparation and support, and fidelity of implementation across the entire program.

One of the school's major accomplishments is also a challenge. During the course of the charter term, Odyssey Charter School's enrollment has grown from 933 students in September 2015 to 1915 students in September 2019. This trend represents a 105% increase in enrollment over a five-year term. Upon closer inspection, our middle school grades have enjoyed a 31% increase in enrollment, and our K-5 program grew by 25%. The build out of the high school program represents 11% of overall enrollment.

These numbers are significant, as they illuminate the challenge OCS experiences in acclimating and scaling students up to proficiency when they enter the school "midstream" in their academic careers. Research shows that growing by multiple grade levels within one or two school years, particularly when transitioning to a new school, is challenging. Given the rapid growth the school has experienced over the past four years, it is understandable that our longitudinal proficiency has experienced an incremental dip. The largest percentage of students added to the program was at the middle grades, where proficiency rates typically fall across the state.

Odyssey's major academic hurdle is accelerating acclimation and achievement of our new students. The school leadership has developed a multi-pronged plan to support both students and staff through this period of massive growth. Further, this plan is multi-year in scope and commits to incorporating evidence-grounded strategies and curricula. Long-term focus and engagement to this plan, along with empowered division and teacher leaders to inform implementation, positions the school for lasting and continued improvement.

## Performance Agreement

### Academic Performance Expectations

*The Odyssey Charter School's overall academic rating is Exceeds Standard . By September 2019, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

#### DOE Summary:

In SY 17/18, Odyssey Charter School earned an overall rating of "Approaching Expectations."

#### School Comments 2017-2018

As detailed in the previous question, OCS is focusing on accelerating progress with students in targeted cells, as well as in our new students, to maintain its academic growth and strong performance.

**b. Discuss the school's academic performance based on its approved Performance Agreement (see above).**

Odyssey Charter School continues its focus on academic excellence and welcoming students of all backgrounds and experiences, as well as its mission to promote the Modern Greek language and culture through its unique programming. During school years 2015-2016 and 2016-2017, the school met or exceeded standard, with the exception of the Growth metric where the school approached standard. Although the school's overall rating in SY 17-18 was Approaching Standard, Odyssey continued to meet or exceed expectations in all areas, again except for the progress metric. The entire school community worked tirelessly through strong academic curriculum, committed faculty, and focused professional development and support. These efforts enabled Odyssey students, especially those entering the school during the charter term in grades two through ten, to meet or exceed standards established in our academic performance expectations.

This commitment was evidenced in our SY18-19 ratings, which improved to an overall Meets Standard rating. Indeed, each of the Indicators within the DSSF framework received a "Meets" or "Exceeds" standard for the SY18-19. The school continues its focus on research-based best practices in curriculum, instruction, assessment. Further, the school's mission remains at the forefront of our efforts, as reflected in our commitment to accelerating students' acquisition of the Modern Greek language.

## 2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency - ELA(grades 3-8 and 11)	69.87%	50.00	35.00	68.57%	50.00	34.00
Proficiency - Math(grades 3-8 and 11)	62.28%	50.00	31.00	54.82%	50.00	27.00

### DOE Summary:

In SY 17/18, the school was rated “Meets Expectations” for Academic Achievement. ELA proficiency was at 69.87%, which was 15.35% higher than the State average (54.52%). Math proficiency was at 62.28%, which was 19.39% higher than the State average (42.89%).

### a) Academic Achievement ratings over the course of the charter term

School Comments 2017-2018	<ol style="list-style-type: none"> <li>Investments in professional development and a keen focus on fundamental, high leverage teaching strategies are critical to ensuring consistent, pervasive curriculum and instructional practices across our classrooms.</li> <li>In addition, maintaining focus on the school’s mission and values, with its emphasis on early acquisition of Greek language and Mathematics, allows the school to attain proficiency levels well above state averages.</li> <li>Further, the school looks to strengthen and build on the relationships between the instructional, administrative and parent groups. The Parent-Teacher Organization continues to be a source of support for the school.</li> </ol>
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### b) Expected outcomes for Academic Achievement

School Comments 2017-2018	OCS continues to grow both horizontally and vertically as we have expanded our reach to an even greater amount of students and families. We recognize that this growth has an impact on our academic performance and are working diligently to accelerate student growth and progress within the school year, especially with students new to OCS.
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### c) Progress measures to track expected Academic Achievement outcomes

School Comments 2017-2018	The school will use a variety of standardized tests such as the SBAC, STAR, NAEP and others to calibrate our performance with schools across the state and nationally.
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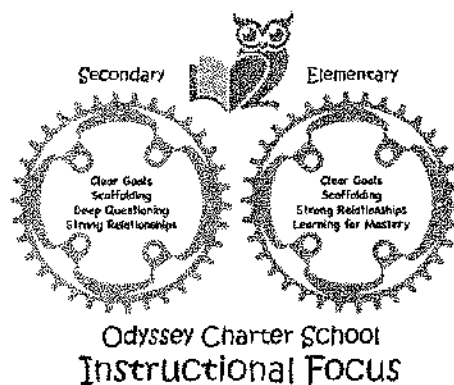
The table above lists the school's available Academic Achievement ratings. Respond to the following questions.

- a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

Odyssey Charter School earned a "Meets Standard" in the most recent Academic Achievement ratings. Historically, the school has performed well above statewide proficiency rates in both ELA and Math Smarter Balanced testing. This longitudinal perspective reinforces the impact of the unique programming and quality faculty that reside at Odyssey.

The school ascribes the success of its students to several sources. First, the acquisition of a foreign language at an early age, in our case the Modern Greek language, has significant impact of a student's cognitive and academic development. Both the Foreign Language in the Elementary School (FLES) and Immersion programs at Odyssey support these efforts. Odyssey's launch of the Greek immersion program in SY17-18 was pioneering in that two foreign language acquisition programs are running in parallel in the same school environment. This provides myriad opportunities for Greek teachers to collaborate and analyze efficacy of programming. Ultimately, this variety of foreign language models benefits our students by matching a program that best suits their learning profile.

In addition, the quality and solid educational foundation and model put in place by the Board and leadership have enabled the school to effectively scale by nearly 100% in five years while maintaining a culture founded in excellence and collaboration. Identifying and implementing consistent and pervasive instructional strategies, grounded in best practices and research, has been a focus in all school divisions. Faculty identified Principles of Instruction, specific to Elementary and Secondary Schools, and these principles have created a blueprint of instructional moves to be incorporated into each lesson.



Utilizing the research of John Hattie, Robert Marzano, Mike Schmoker, Jennifer Donohoo, and others, the Principles of Instruction are designed to incorporate best practices across all classrooms and disciplines. The use of instructional rounds as professional development for the Principles of Instruction allows the school to tap into its faculty expertise and drive meaningful conversation. Through these efforts, high-leverage instructional moves will be scaled across over 160 teachers in four school divisions.

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Finally, the combined efficacy of the Odyssey families, students, staff, administration, Board, and broader community has enabled the school to build on its strengths and address shortcomings. Odyssey enjoys a strong relationship with its Parent-Teacher Organization (PTO), and the PTO has contributed both financially and culturally to the school. By organizing events such as the Welcome Back picnic, Donuts with Dad/Muffins with Mom, and the Family-Student formal dance, there are many opportunities for families to engage with the school community and environment. Through these activities, a strong rapport is established between school and home, and that leads to better learning outcomes and improved relationships.

As described earlier, the school's challenge is to provide cohesive, rigorous programming in the context of growth and change. The school continues its focus on research-based best practices in curriculum, instruction, assessment. Further, the school's mission remains at the forefront of our efforts, as reflected in our commitment to accelerating students' acquisition of the Modern Greek language.

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**b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?**

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Odyssey Charter School is prepared to improve its Academic Achievement and surpass the proficiency rates it has achieved in the past. With the School Improvement Plan as its guide, Odyssey will implement various efforts to address areas of need and expand programs that show promise and success.

Specifically, to address the dip in math scores, the school is implementing a Math block in the middle school grades. By increasing instructional time in Math by 100%, the school will provide teachers will adequate time to pursue more meaningful instruction and mathematical discourse. In addition, the school has hired a full-time Instructional Coach with a focus on K-12 mathematics. This effort will insure that both new-to-Odyssey and experienced teachers will receive targeted professional development and feedback from a content expert. Finally, Odyssey has rearranged its master schedule so that middle school and high school teachers meet in content-area PLCs twice weekly. This frequent, content-driven conversation will allow teachers to share best practices, analyze data, and refine scope and sequence documents to improve learning outcomes.

As the school's enrollment stabilizes, the organic growth of students matriculating from Kindergarten through middle and high school will have positive impact on academic achievement across the grade levels. Of note is that 46% of the SY19-20 Kindergarten class is a sibling of an OCS student. That is the organic growth that Odyssey Charter School has nurtured and developed into top-performing students in the state. This transition will take time, and efforts such as the ones listed above will position the school to accelerate progress in all students as the organic growth takes hold.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

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The school will continue to use a variety of standardized tests such as the SBAC, STAR, NAEP and others to calibrate our performance with schools across the state and nationally. Renaissance Learning's STAR assessments will be administered three times per year to formatively assess progress within and across school years and cohorts. Smarter Balanced and DCAS assessments will be used to measure annual growth and levels of proficiency. PSAT/SAT, Dual Enrollment performance, AP exams, and Performance Plus End-of-Course assessments will all be used to monitor and assess the high school's progress toward expected academic achievement outcomes.

In addition, Odyssey will closely monitor learning outcomes and acquisition through its Greek Language programs. Both the FLES and Immersion programs will be tracked to assess student progress and achievement. This will be analyzed by using the pre-/post-test instruments, as well as Ellinomatheia exam participation and pass rates.

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## 2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA(grades 4-8)	59.40%	50.00	30.00	69.06%	50.00	35.00
Growth - Math(grades 4-8)	50.42%	50.00	25.00	57.89%	50.00	29.00
Growth of Highest Quartile - ELA(4-8)	58.39%	6.25	4.00	69.95%	6.25	4.00
Growth of Highest Quartile - Math(4-8)	55.20%	6.25	3.00	64.32%	6.25	4.00
Growth of Lowest Quartile - ELA(4-8)	64.92%	6.25	4.00	65.94%	6.25	4.00
Growth of Lowest Quartile - Math(4-8)	46.80%	6.25	3.00	57.68%	6.25	4.00

### DOE Summary:

In SY 17/18, Odyssey Charter School earned a rating of "Approaching Expectations" for Academic Progress.

#### English Language Arts - SY17/18

- 59.40% of Odyssey Charter School students met growth targets in English Language Arts, which was slightly lower than the State average (62.24%).
- 58.39% of students in the highest quartile met growth targets in English Language Arts, which was slightly lower than the State average (61.80%).
- 64.92% of students in the lowest quartile met growth targets in English Language Arts, which matched the State average (64.92%).

#### Math - SY17/18

- 50.42% of Odyssey Charter School students met growth targets in math, which was 6.81% lower than the State average (57.23%).
- 55.20% of students in the highest quartile met growth targets in math, which was 3.94% lower than the State average (59.14%).
- 46.80% of students in the lowest quartile met growth targets in math, which was 12.05% lower than the State average (58.85%).





**a) School's Academic Progress ratings for all students over the course of the charter term**

<b>School Comments</b> 2017-2018	<p>1. Our horizontal and vertical expansion has impacted the trajectory of our academic achievement. We are building our repertoire of services for our new-to-OCS students through our enhanced advisory periods, continued relationships with Compassionate Schools, and the maturation of Restorative Practices efforts.</p> <p>2. With the increased student population, so has our teaching ranks grown. As a result, we have refocused our efforts to create consistent, pervasive curriculum and instructional practices. Schmoker's Focus provides just that: "hedgehog" discipline in excellence in teaching and learning.</p> <p>3. During this growth period, there have been leadership changes announced that may have been distracting, particularly as students and staff prepared for high-stakes testing. The stability of school and Board leadership may have impacted attention and focus in the latter half of the school year.</p>
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**b) Expected outcomes for Academic Progress for all students**

<b>School Comments</b> 2017-2018	<p>We expect to see improvements in growth due to several factors. First, our organic enrollment is expected to increase in the coming years. Our lower grades are not planned to expand significantly, and our middle school program will be fully enrolled in the 18-19SY. As such, there will be fewer "mid-stream" students enrolling in OCS. This, too, will minimize the number of new OCS staff members to train and acclimate to the "Odyssey way." Further, the maturing OCS staff will refine and improve their teaching performance and become more effective at delivering services to our students.</p>
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**c) Progress measures to track Academic Progress for all students**

<b>School Comments</b> 2017-2018	<p>The school will continue to monitor, analyze, and respond to the following metrics:</p> <ol style="list-style-type: none"><li>1. STAR data</li><li>2. SBAC performance</li><li>3. PSAT achievement</li><li>4. RTI data</li><li>5. NAEP scores</li><li>6. RAP (discipline data)</li><li>7. In-house new student cohort monitoring</li></ol>
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The table above lists the school's available Academic Progress ratings. Respond to the following questions.

- a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Odyssey Charter School has met all growth targets in reading and mathematics, resulting in a "Meets Expectations" rating in the SY18-19, an improvement from the "Approaching Expectation" rating in the SY17-18. The school's focus on Greek language acquisition at the elementary level, along with rigorous, standards-based has allowed the school to offer a quality, comprehensive program to over 1,800 students in grades K-11.

As previously discussed, the rapid horizontal and vertical expansion affected the overall growth of Odyssey students. Acclimation to the "Odyssey Way" is a process that takes time, and the school instituted various measures to integrate our new students. The repertoire of services for new-to-OCS students include enhanced advisory periods, schoolwide training and implementation of Compassionate Schools strategies (addressing ACEs and social emotional learning), and the maturation of Restorative Practices efforts. These efforts serve to create a culture of trust and community among students, both veteran and new to Odyssey,

With the increased student population, so has the teaching ranks grown. Odyssey strives to recruit a diverse faculty, and this diversity is reflected in the ethnicity, experience, and trainings each teacher and specialist brings to the school. Much like the student population, there is an acclimation period to Odyssey teaching methodology, curriculum, and culture.

Moreover, Odyssey Charter School is committed to accelerating the achievement of its students who have already met proficiency targets. The Academic Acceleration and Enrichment (ACE) serves these students through unique programming designed to improve learning outcomes through an academically challenging curriculum.

In third through eighth grades, ACE programming is provided during the enrichment sessions. Students identified for ACE services will receive differentiated instruction to deepen their understanding and expression of grade-level and above grade-level standards and learning outcomes. ACE is differentiated education that is taught by two grade-level teachers in each grade during the enrichment block.

Beginning in third grade, students receive enrichment options to extend and deepen learning opportunities. These enrichment activities will occur during the special enrichment class periods. The ACE curriculum was built on the foundation of the idea that the differentiated education will help students to realize their contribution to self and society — an idea promoted by the Delaware Department of Education for the Gifted and Talented. As a result, it incorporates projects that help increase self-awareness, independent research projects, and service learning projects.

This program, along with the differentiated instruction provided within the regular classroom and in

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Honors and AP curricula, has delivered results for this cohort of students. Our Highest Quartile Growth performance is indicative of the school's commitment to all learners. It is important to note, too, that OCS allows all students to enroll and participate in AP courses at the high school level, ensuring that all students have access to rigorous and challenging programs. Odyssey Charter High School students scored above the state and global mean score in both AP Human Geography and AP English Language. Moreover, in the 2018-2019 school year, 67% of 11<sup>th</sup> grade students completed one or more college-level classes.

Differentiated programming is also provided in the Greek classes, as well. Students who are new to OCS in "mid-stream" grades (2-5) are provided with beginners Greek Language classes. These classes are typically small group in scope in an effort to accelerate language acquisition through targeted instruction. In addition, middle and high school students have a variety of leveled Greek Language courses available throughout the grades. This, too, allows instruction to be tailored to the readiness level of the student.

Through these differentiated offerings, Odyssey is proud to offer a continuum of courses to serve our student below, at, and above proficiency. Odyssey operates on a true lottery system, and that diversity is embraced through the wide range of levels across the disciplines available to students.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

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Odyssey expects that future years' efforts will result in a "Meets Expectations" or "Exceeds Expectations" rating in our Academic Progress rating.

Odyssey looks to continue employing the programs and services that has helped in achieving the results it has earned over the past charter term. However, this school has never been one to be complacent with status quo, and the School Improvement Plan guides the way for future improvement. Several initiatives will aid in this process, such as fidelity to curriculum (Benchmark and EngageNY) and instructional rounds.

In addition, Odyssey offers a variety of support services to our students to help in their academic growth. For example, Response to Intervention (RTI) efforts are strategically aligned to students' needs, and grouping within RTI services can be multiage to best serve students. High school students have access to summer credit recovery in the event they fail core classes. The school also has a wide range of counseling services available to address various student situations that may impede their ability to perform academically.

The repertoire of services for our new-to-OCS students include enhanced advisory periods, schoolwide training and implementation of Compassionate Schools strategies (addressing ACEs and social emotional learning), and the maturation of Restorative Practices efforts.

As a result, the school has refocused efforts to create consistent, pervasive curriculum and instructional practices in all Odyssey classrooms.

**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

Odyssey will continue to use a broad range of measures to track progress toward Academic Progress outcomes. Specifically, the school uses standardized measures such as Smarter Balanced, PSAT/SAT, STAR, and DCAS to measure progress toward learning outcomes. In addition, internal measures aligned to curriculum resources such as Benchmark Literacy and EngageNY will be used to monitor achievement within discipline-specific or grade-level cohorts. At the high school level, Odyssey will measure academic progress through measures such as AP and Dual Enrollment coursework and pass rates, as well as Greek language proficiency as evidenced in Ellinomatheia pass rates and those earning diplomas with the Certificate of Multiliteracy.

## 2.4 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism (K-12)	96.72%	12.50	12.00	94.41%	12.50	12.00
College and/or Career Preparedness(9-12)	n/a	n/a	n/a	n/a	n/a	n/a
On Track in 9th Grade(grade 9)	99.70%	25.00	25.00	100%	25.00	25.00
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies(4,7 and HS)	n/a	n/a	n/a	n/a	n/a	n/a

### DOE Summary:

In SY 17/18, Odyssey Charter School earned a rating of "Exceeds Expectations" for School Quality/Student Success. 96.72% of students demonstrated on-track attendance, which was 10.27% higher than the State average (86.45%). 99.70% of students were on track in 9th grade, which was 6.78% higher than the State average (92.92%). The State assessments for social studies and science were not administered in SY 17/18.

### a) School's School Quality/ Student Success ratings over the course of charter term

School Comments 2017-2018	OCS continues to mitigate its chronic absenteeism and emphasize on track in 9th grade metrics through parent engagement, rigorous and meaningful teaching and learning, and staff dedication.
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### b) Expected outcomes for School Quality/ Student Success

School Comments 2017-2018	Our focus remains the same to improve outcomes for School Quality/Student Success. OCS will implement enhanced advisory periods, continue relationships with Compassionate Schools, and further the maturation of Restorative Practices efforts. From an instructional standpoint, we have refocused our efforts to create consistent, pervasive curriculum and instructional practices.
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### c) Progress measures to track School Quality/ Student Success

School Comments 2017-2018	The school will continue to monitor, analyze, and respond to the following metrics: <ol style="list-style-type: none"> <li>1. Attendance rates</li> <li>2. 9th grade academic standings</li> <li>3. PSAT achievement</li> </ol>
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The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

- a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Odyssey Charter School has earned ratings that Meet or Exceed Expectations within the School Quality/Student Success rating throughout the charter term. The school focuses on developing strong, honest, and meaningful relationships with its families, and that has aided the school in mitigating attendance issues. Further, guidance and support services are designed to work with families to find solutions to challenges that impede school attendance (i.e., work schedules, health concerns, etc.).

As the high school program has expanded, school leadership remained committed to providing a wide range of courses and levels to meet the needs and interests of its students. Through these efforts, the On Track in 9<sup>th</sup> Grade metric has earned an Exceeds Expectations rating throughout the charter term. Although a young high school, this diversity in offerings enable all OCHS students to leave their freshman year with the credits they need to be successful later in their academic careers.

In addition, Odyssey Charter High School promotes academic excellence through its varied course offerings and flexible course tracking. Students are encouraged to enroll in AP and Dual Enrollment classes, and faculty provides regular opportunities within and beyond the school day to support students in rigorous coursework. The high school also offers multiple levels of Greek language classes to support those who are new to the school, as well as providing rigorous, challenging level material to those students with advanced Greek language acquisition.

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- b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

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Odyssey Charter School expects to Meet or Exceed Expectations in the areas addressed in the School Quality/Student Success metric. Further, we plan to meet or exceed the State of Delaware's annual percentage in the indicators within this criterion. The school will provide differentiated and challenging coursework while providing supports such as after-school tutoring and RTI services within the school day. The wide range of services and settings offered to our students with disabilities will also provide appropriate supports for all learners at the school. Finally, a variety of student support services through the counseling staff will insure that attendance rate are maintained at the high levels currently in place.

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- c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.

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Odyssey Charter School will use a variety of data points to monitor progress toward Student Quality/Student Success outcomes. Using the EdInsights Dashboard and Reports Portal, the school will track a variety of points, including test scores, attendance, discipline, and at-risk factors, to monitor and anticipate students with propensity for attendance or graduation concerns. The school also

warehouses data in the Data Service Center to identify trends or anomalies within cohorts. Through these efforts, Odyssey will track progress in the current indicators.

**2.5 Graduation Rate**

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
4-Year Cohort Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a
5-Year Cohort Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a
6-Year Cohort Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a

**DOE Summary:**  
 Odyssey Charter School will have its first graduating class in SY 19/20.

**a) Graduation Rate ratings over the course of the charter term**

School Comments 2017-2018:	N/A
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**b) Expected outcomes for Graduation Rate**

School Comments 2017-2018:	N/A
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**c) Progress measures to determine to track Graduation Rate outcomes**

School Comments 2017-2018:	N/A
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The table above lists the school's available Graduation Rate ratings. Respond to the following questions.

a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Not applicable, as the school will not graduate its first 12<sup>th</sup> grade class until May 2020.

b. Looking ahead, what are the school's expected outcomes for Graduation Rate for all students and what steps will the school take to achieve them?

The school welcomes its first graduating class in June 2020. Odyssey expects graduation rates to exceed both state average and 90% over the future charter term. The school will work closely with the high school students and continue to offer the variety of services outlined earlier to assure that students are prepared to graduate on time and prepared.

c. Describe how the school will measure progress to determine whether the school is on track to meet expected Graduation Rate outcomes for all students.

Odyssey Charter School continues to use a variety of data points to measure progress toward on-track graduation for all high school students. Specifically, the school will begin tracking students' performance in 8<sup>th</sup> grade when all OCS students take the PSAT. Odyssey will continue to monitor student achievement through subsequent administrations of the PSAT and SAT as they progress through the high school grades. Furthermore, all students have access to Advanced Placement coursework, and many high schoolers have taken advantage of our growing Dual Enrollment offerings through Delaware State University. Moreover, the school will work to have more students prepare for attainment of the Certificate of Multi-Literacy upon graduation.

As the school prepares to graduate its first senior class, Odyssey will closely monitor college application and acceptance rates, as well as college enrollment and retention rates as the charter term progresses. In addition, school leadership will track our graduating students' entry into workforce and careers and look forward to strong alumni relations in the future.

**2.6 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student’s Attainment Target (AT).

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	66.22%	50.00	33.00	75.18%	50.00	38.00

**DOE Summary:**

In SY 17/18, 66.22% of Odyssey Charter School’s English learners demonstrated English language proficiency, which was 4.2% lower than the State average (70.42%).

**a) English language proficiency (ELP) ratings over the course charter term**

School Comments 2017-2018	Based on Odyssey’s 2018 data for ELL Progress towards English Language Proficiency Attainment, 24 out of 82 students met their targets for ELP. Therefore, 34% of ELL students made adequate progress towards English Language Proficiency. The majority of students assessed were either in their first year at Odyssey, or in Kindergarten receiving EL instruction for the first time. During the 2017-18 school year, Odyssey’s EL population grew by approximately 60%. Additionally, 35% of students were Kindergarteners. Therefore, the root cause of 34% of students meeting targets can be that the majority of students assessed were new to Odyssey this school year.
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**b) Expected outcomes for Progress toward English language proficiency (ELP)**

School Comments 2017-2018	For the 2018-19 school year, we are expecting outcomes of greater than 60% of students will meet targets for ELP when assessed in the spring 2019. To achieve this goal, we have created a formalized policy for the identification, assessment, notification, parent communication, and delivery of services for ELL students. We have made improvements in our policies for identifying EL learners. We have hired additional instructors to provide students with EL instruction throughout the school day. We are utilizing ELL certified teachers within our building to provide staff training and development on the needs of ELL students.
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c) Progress measures to track English language proficiency (ELP) outcomes

School Comments 2017-2018	Data collection and evaluation will occur throughout the school year, to determine if students are on track to meet ELP outcomes. EL instructors will collaborate with general education teachers to review classroom data and determine if the student is meeting grade level expectations, or if additional interventions/supports are needed. Additionally, EL instructors will provide assessment data and anecdotal information to determine if students are on a trajectory to meet targets.
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The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.

- a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

Odyssey Charter School earned an "Exceeds Expectations" rating on the SY18-19 results and in SY17-18.

The school notes that more students are entering OCS with a home language other than English. This increase in EL students presented a challenge for the school's teaching staff. To address this issue, the school adjusted schedules and staffing to provide appropriate services to the EL population. This resulted in an increase in ACCESS testing results.

- b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

Odyssey Charter School expects to continue its positive trend to Meet or Exceed Expectations in the areas of EL proficiency.

The school has created a formalized policy for the identification, assessment, notification, parent communication, and delivery of services for ELL students. Improvements have been made to policies for identifying EL learners. Furthermore, additional instructors were hired to provide students with EL instruction throughout the school day. The school is utilizing ELL certified teachers within the divisions to provide staff training and development on the needs of ELL students.

- c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

EL proficiency and progress will be closely monitored throughout the charter term. Specifically, the school will use iTracker program in Data Service Center to capture intervention strategies and processes, and then to monitor progress toward outcomes. WIDA ACCESS scores will be used to track progress across grades, as well.

### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

School Question Indicator (3): Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?			
Indicator	Definition of Performance Standard	Date Selected	Data Collection Process
<p><b>Mission:</b> The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, to develop a keen awareness of world citizenship and culture, and to establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and mathematics focus.</p> <p>The additional goals of Odyssey Charter School are to provide students with an enriched learning environment that will:</p> <ol style="list-style-type: none"> <li>1.) Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum.</li> <li>2.) Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus.</li> <li>3.) Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.</li> <li>4.) Assist students in the development of a broader world view through exposure to other World cultures, and</li> <li>5.) Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.</li> </ol>	<p><b>Meets Standard:</b> The school's academic achievement levels revealed in the standardized Learning STAR Scores, ELAC, NAEP, DCAS Social Studies and Science scores all support the notion of exceptionally high academic achievement at the school. (Goal #1.)</p> <p><b>Approaching Standard:</b> Typically Odyssey's mathematics schools have been slightly higher across the same periods on a per-grade proficiency level, which are slightly higher in 10th than the extra periods of Greek mathematics are supporting the school's goal of retaining such students understanding in mathematics, English, science and other subjects.</p> <p><b>Far Below Standard:</b> For goal, additionally the internal student achievement scores in working with foreign language acquisition is.</p> <p><b>COACHES ON SAME DATA SOURCES HAVE A POW TO</b></p> <p><b>A series of international partnerships through the Greek Ministry and Odyssey have provided students and faculty with have provided exceptional cultural exchange. The inclusion of curriculum and content areas have contributed to the growth of global citizenship at our school. Goal #4.</b></p> <p><b>The teaching of core Humanities values is also integrated across the school's entire curriculum.</b></p>	<p>2017-2018</p> <p>2016-2017</p>	<p>PDF Upload and entry into system by DOE.</p>

<b>DOE Summary:</b>
Odyssey Charter School met the criteria for a "Meets Standard" rating for its mission specific goal.

#### a) mission specific goal(s).

<b>School Comments 2017-2018</b>	Odyssey Charter School is meeting standards as established through our mission specific goals.
<b>School Comments 2016-2017</b>	• Odyssey Charter School is meeting standards as established through our mission specific goals.

**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

Odyssey Charter School has successfully earned the "Meets Standard" rating, as evidenced by STAR Math percentile rank distribution. As evidenced below, grade-level percentages of percentile ranking 50<sup>th</sup>+ and 75<sup>th</sup> and above in the STAR assessment are strong throughout the grades. This evidence supports the school's mission-specific goal of high academic achievement in mathematics through the added learning of mathematics in the course sequencing and Greek Math coursework.

<b>Gr</b>	<b>PR 50+ %</b>	<b>PR 75+ %</b>
1	93	71
2	86	69
3	81	60
4	71	54
5	82	66
6	71	47
7	67	37
8	46	18
9	75	35
10	74	30
11	67	26

b. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

Year	Education Program				Governance & Reporting			Students & Staff			OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2016-2017	M	M	M	M	AS	M	M	M	M	M	Meets Standard
2017-2018	M	AS	M	F	M	M	M	AS	M	M	Approaching Standard
2018-2019	M	M	M	M	F	M	M	M	M	M	Approaching Standard

DOE Summary:

Odyssey Charter School has earned overall ratings of "Approaching Standard" in SY 17/18 and "Meets Standard" in SY 16/17 and SY 15/16. In SY 16/17, the school was rated "Approaching Standard" for measure 2a. (Governance and Public Stewardship). In SY 17/18, the school was rated "Approaching Standard" for measure 1b. (Applicable State and Federal Requirements); "Far Below Standard" for measure 1d. (English Learners); and "Approaching Standard" for measure 3a. (Student Rights).

**a) School's organizational performance over the current charter term**

School Comments 2017-2018	OCS has received an Approaching Standard based on two Approaching Standard and one Failing rating. Due to leadership changes and the related transition process, as well as deficiencies English Learner policies, these measures did not meet standard.
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School Comments 2016-2017	<ul style="list-style-type: none"> <li>All of the school's Board and CBOC Members completed the required training. Unfortunately, not all of the members completed the training within a one-year minimum length of time. As a result, the school has an Approaching Standard rating for item 2a.</li> </ul>
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

School Comments 2017-2018	<p>The school has established a robust Request for Proposal (RFP) policy to address deficiencies in Measure 1b. The school has been following this policy for the 18-19SY.</p> <p>In addition, the school followed and implemented the corrective action plan in the timeframe recommended by the Department of Education to improve processes for our English Learner population.</p> <p>Finally, the transition to new leadership and solidifying responsibilities has occurred. As such, the lack of reporting in ASV will be addressed moving forward.</p>
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School Comments 2016-2017	<ul style="list-style-type: none"> <li>Odyssey Charter School adopted new Board bylaws, successfully transitioned a new Board in July 2016, and all Board and CBOC members have completed financial training. This should provide momentum to improve the school's organizational practices in the future.</li> </ul>
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2017-2018

## 1. EDUCATION PROGRAM

### Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

#### DOE Rating Information:

Federal Program Compliance Monitoring found that the school failed to go out to RFP for a contract

#### School Response To Rating:

The school has established a robust Request for Proposal (RFP) policy to address deficiencies in Measure 1b. The school has been following this policy for the 18-19SY.

### Measure 1d.

Is the school fulfilling responsibilities for English Learners (ELs)?

#### DOE Rating Information:

The school was notified in writing by the Department of Education to be out of compliance in their annual monitoring but completed their corrective action plan on or prior to the due date.

#### School Response To Rating:

OCS followed and implemented the corrective action plan in the timeframe recommended by the Department of Education to improve processes for our English Learner population.

### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

#### DOE Rating Information:

The school did not participate in the ASV process.

#### School Response To Rating:

The transition to new leadership and assignment of responsibilities has occurred. As such, the lack of reporting in ASV will be fulfilled moving forward.

School Comments 2016-2017	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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School Comments 2015-2016	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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a. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Odyssey Charter School has experienced tremendous growth and change over the current charter term. The school has worked to strengthen its processes and procedures to address the challenges that appear when an organization doubles its student population. Odyssey's ratings over the current charter term reflect these areas of growth and improvement. Due to leadership changes and the related transition process, as well as deficiencies in its English Learner policies, some measures did not meet standard but were promptly addressed. As such, these metrics improved in the most recent school year. In addition, the Board has addressed measures concerning training and certifications and currently is working to improve in the areas of governance and oversight.

b. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

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The school successfully completed a leadership transition in the SY18-19 and implemented processes and procedures to rectify the issues presented in the previous school year.

In addition, the Board created a Compliance Committee with several sub-committees to address the areas needing improvement in the most recent school year. This work is supported by the Board's engagement with the Delaware Alliance for Non Profit Associations (DANA) to revisit bylaws and governance matters.

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**c. Address any measure where school did not meet standard or is approaching standard.**

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OCS has received an Approaching Standard based on two Approaching Standard and one Failing rating in SY17-18. Due to leadership changes and the related transition process, as well as deficiencies English Learner policies, these measures did not meet standard. Further, while of the school's Board and CBOC Members completed the required training not all of the members completed the training within a one-year minimum length of time. As a result, the school has an Approaching Standard rating for item 2a in SY16-17.

The 18-19SY reflected a rating of Far Below Standard in 2a. The board intends to improve its effectiveness practices including, but not limited to, those intended to address conflicts of interest, and address the conditions imposed as part of its Probationary status. The Board has formed committees to improve processes and compliance, and DANA is supporting this process.

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## Performance Agreement

### Organizational Performance Expectations

The Odyssey Charter School's overall organizational rating is Meets Standard. By September 2019, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

#### DOE Summary:

In SY 17/18, Odyssey Charter School earned an overall rating of "Approaching Standard."

#### School Comments 2017-2018

The transition to new leadership, addressing deficiencies in the ELL programming, and policy creation and implementation around the RFP process will position the school to be on track to earn "Meets" or "Exceed" ratings as measured by the Organizational Performance Framework.

#### School Comments 2016-2017

The strengthening of our Board through the three actions noted in a previous question should provide support and guidance to the school's administration and staff in continuing its academic growth and strong performance.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

#### d. Discuss the school's organizational performance based on its approved Performance Agreement.

As discussed earlier, Odyssey Charter School desire to address the growing demand for its programming created challenges. The school has improved processes and procedures to ensure compliance with all Organizational Performance Expectations. The Board and school leadership are poised to improve in the ratings that were deficient and earn a "Meets Standard" rating in all areas in the future.

### 3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

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The school does not plan to initiate any changes to the education program or curricula prior to renewal.

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b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red)
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning

and strategic use of curricular resources.

- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition *and* evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from nextgenscience.org.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.
- Questions:
  - 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
  - 2) Can you describe how you ensure accessibility for all students in science?
  - 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	AS	M	F
2018-2019	M	M	M

\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

Odyssey has improved its programming for both English Language Learners and students with disabilities based on the finding of statewide monitoring during the 17-18 school year. Odyssey created a formalized ESL plan that outlines Identification, Assessment, Notification, Parent Communication, Delivery of Services, Standards, Special Education, Curriculum, Transition procedures, and Annual Review for English Language Learners. Given Odyssey’s increasing population of English Language Learners, having a written policy allows for consistency and fidelity of services.

Odyssey has continued to use the results of monitoring to improve its procedures for students with disabilities. One area of improvement noted was the Evaluation Summary Reports, when identifying students for special education services. The special education team has worked in collaboration with the school psychologists to ensure that multiple data sources are being provided when identifying students for special education. Additionally, the special education leadership team has provided training and resources to the special education teachers, based on the results and recommendations of monitoring. The special education team continues to improve its compliance procedures and services for students with disabilities.

- b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

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Odyssey is able to accurately identify at-risk students and provide appropriate resources through a variety of measures. Students that are at-risk for low academic performance are identified and serviced through the Response to Intervention process. All students are assessed within the first three weeks of school to identify students that are not meeting Benchmarks for academic achievement. Teachers receive individualized instructional planning reports so that they can focus in on each individual student's needs.

Odyssey implements a team approach to intervention, allowing for collaboration between the classroom teacher and interventionists. The school has found that this approach allows for greater student progress, since the classroom teacher is more intimately involved with the interventions and supports. Students are monitored through both standardized assessment and classroom data, allowing the team to make informed decisions regarding appropriate interventions and services.

Odyssey has increased its resources and services for students that are at-risk for behavioral and mental health challenges. As the school has continued to grow, school leaders have recognized the need for increased services in the area of mental health well-being. Odyssey now employs a full-time family crisis therapist to assist school counselors in providing services to students and families. Odyssey has also implemented Restorative Practices in the middle school and is piloting a mindfulness program in our 4<sup>th</sup> and 5<sup>th</sup> grade classrooms.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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As Odyssey has continue to grow, the English Language Learner population has grown significantly. Therefore, the school has improved our procedures to meet the needs of our students. Odyssey also created a process to ensure that all new families complete the Home Language Survey. Students with a language other than English are administered the WIDA screener or WIDA MODEL according to given timelines. ELL services are provided to allow for meaningful access to the curriculum. Moreover, parents are informed of the process and notified regarding evaluation, assessment, and delivery of services. In addition, all ELL students participate in the Spring ACCESS testing to evaluate the student's English language proficiency.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Odyssey Charter School has enhanced its policies and procedures for student identification for special education. For example, the school has expanded its Child Study Team to include specialists in multiple grade levels. Their contributions to the team add variety of expertise and alternate perspectives to the problem solving process. The team meets regularly to ensure follow-through and accurate data collection is occurring.

In addition, Odyssey has implemented an approach to RTI specifically related to Behavioral Interventions. In this model, students demonstrating significant behaviors are provided with

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interventions and supports prior to identification for special education. Furthermore, Odyssey has increased its staffing of school psychologists, allowing for more collaboration and support between the teachers, students, and psychologists.

### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	AS	M	M
2017-2018	M	M	M
2018-2019	F	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

The Board evaluates school leadership, both the Head of School (HOS) and Campus Operations Officer (COO), annually. For the HOS, the Board uses the state-mandated DPAS evaluation system, while for the COO it will use a new web-based system, Success Factors. Operating staff will also use this system for the performance reviews of some 50 employees. It integrates goal planning/management with a performance assessment tool. For both positions, incumbents will send their self-assessments to the board president, who will share the drafts with the board, obtaining inputs to incorporate in the board president's performance review of the position incumbents. Once completed, HR will archive the reviews as required.

In addition, informal discussions occur on an as-needed basis throughout the year.

**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

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Historically, the Board has not systematically addressed its progress or success. Three years ago it had a turnover of seven of its nine board members, who had to ramp up their efforts in their new roles. It is currently engaged in addressing DOE-mandated probationary conditions, which include the restructuring of the composition of the current board. This could also lead to a number of new members joining the board, in a similar situation as mentioned above.

It is the commitment of this board, working together with external consultants, (e.g., DANA) to establish a Board self-assessment process that would be implemented on a look-back basis. This will ensure a strengthened review process for the school's board, as well as enhanced accountability in its own continuous improvement journey.

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**c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

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It is the intention of the current board to strengthen its effectiveness practices, as it successfully addresses the DOE's probationary compliance conditions. This will entail the continued engagement of DANA for a 12-month period to assist, not only with the updating of the board's by-laws and basic governance training, but also in ensuring that it will proactively manage any conflicts of interests, while building a positive and strong governance culture.

Additionally, the board will seek to recruit new members with core competencies to address school needs (e.g. fundraising, PR and marketing, etc.) while striving to create a balanced composition of members.

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**d. Describe the school's process for succession planning including identification, development and retention of school leaders.**

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Historically the OCS board has engaged in as needed succession planning initiatives, both at the board and school leadership levels. The board addressed replacement needs by creating search and/or nominating committees, populated by board members and other OCS community members, including staff.

Moving ahead, the board will continue to follow closely the By-Law requirements for succession planning matters. As part of this effort, the Board will re-engage on an as-needed basis the standing Succession Committee to address fundamental needs of the school and the capacity of the Board and school leaders to satisfy those needs. It will also schedule a succession-planning meeting during the first six months of each calendar year to assess its board composition needs for the coming school year. This will allow for the development of rotation, renewal and/or recruitment plans, as needed, while providing adequate time for implementation.

Current school leadership is working closely with their senior leadership team, providing coaching and organizational leadership development opportunities so that Head of School and Campus Operations Officer can focus more on strategic, longer-term school initiatives, while the leadership team in managing the day-to-day operations. They are working on mapping their subordinates to assess their short and long-term readiness to grow into senior leadership positions.

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Concerning the Head of School and Campus Operations Officer positions, the board president is working closely with the current leadership team to assess how to fill their positions (should it be needed) immediately, in one year, or in three to five years. At this time, and should it be necessary, the most likely strategy should replacements be needed for either position, the board would likely conduct a regional/national search to fill them.

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**e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

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Board members actively support the school in many fronts, from attendance at town hall meetings and numerous events, to participating in the planning and discussions around campus asset optimization, to engaging with staff in walk-throughs when on campus, as well as fundraising activities. The Board also works closely with the PTO to support and coordinate efforts.

The school is fortunate that many Board members are also parents and grandparents of Odyssey students. This provides many opportunities for the Board to attend sporting and family events, as well as visit during the school day to assist with functions and celebrations.

More specifically, board members help to coordinate the annual 5K run, or similar fundraising event, usually sponsored by AHEPA.

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**f. Appendix 3: Current Organizational Chart**

**g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;**

**h. Please complete the Citizen Budget Oversight Committee Membership and Training table below.**

**i. Please include:**

- Appendix 4 Board Governance Training Certificates and/or Documentation.**
- Appendix 5 Board member and school leader succession plans.**
- Appendix 6 Current board bylaws**

### **Board Financial and Governance Members and Training**

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Anamaria	Anagnostou			Member		06/11/2019
George	Hantzandreou	8/15/2016		Treasurer	3/30/2017	06/26/2019
Michael	Kirifides	8/15/2016		Member	11/6/2017	05/22/2019
Michael	Klezaras, Jr.	8/15/2017		Member	10/24/2017	06/26/2019
Elias	Rigas	8/15/2016			10/27/2017	06/26/2019
Tami	Soltow	8/15/2016		Member	10/19/2017	06/26/2019
Josiah	Wolcott	8/15/2016		President	9/28/2017	06/26/2019

\*Please list only the most recent training date.

**DOE Summary:**

Odyssey Charter School's board of directors is currently in compliance with membership, Governance Training, and financial training requirements.

School Comments  
2017-2018

This list is an accurate updated listing and was submitted to the Charter School Office at the Department of Education. See Appendix 2.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**Citizen Budget Oversight Committee Membership & Trainings**

Pursuant to 14 Del. Admin. Code 736.6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Renee	Beamer	8/15/2017		Member	10/27/2017
Paul	Brooks	8/15/2015		President	9/15/2015
George	Hantzandreou	8/15/2016		Board Representative	3/30/2017
Michael	Padovani	8/15/2015		Member	8/20/2015
Denise	Parks	8/15/2017		Vice President	10/30/2017
Jason	Sheehan	8/15/2017		Member	11/3/2017
Kevin	Smith	8/15/2017		Member	10/28/2017
Hester	Sutton	9/18/2019		Teacher Representative	Newly appointed
Loria	Teel	8/15/2017		Member	11/8/2017
Richard	Riggs	8/9/2015		DOE Representative	11/30/2015

**DOE Summary:**  
 Odyssey Charter School's Citizen Budget Oversight Committee is currently in compliance with membership and financial training requirements.

**School Comments:** 2017-2018  
 The above list is accurate.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	AS	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

In SY17-18, Odyssey received an “Approaching Standard” rating in metric 3a Student Rights. During the transition in leadership, the ASV process was not properly handled. The school rectified the error and is now compliant in this measure.

b. Provide information about the best practices the school uses to meet standards in the above noted areas.

Odyssey Charter School is committed to following the governing regulations and laws that address student rights, teacher certification and hiring, and facilities, transportation and health and safety measures. The Head of School and Campus Operations Officer are charged with complying with such local, state, and federal expectations. Working with the respective divisions and hiring a talented staff has allowed a large charter school such as Odyssey to address these needs without the need of significant administrative costs.

**c. Include the following documents as appendices:**

- Appendix 7 Up-to-date Certificate of Occupancy**
- Appendix 8 Up-to-date Fire Inspection Certificate**
- Appendix 9 Up-to date Insurance Certificate(s)**
- Appendix 10 ERIP Reporting SY17/18 and SY18/19**



**3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017			2017-2018			2018-2019*		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92	92	100	93	111	121	86	145	168

*Note: Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.*

**DOE Summary:**

From SY 16/17 to SY 17/18, Odyssey Charter School's teacher retention rate remained consistently high at decreased from 92% to 93%, respectively.

**a) School's plans to monitor and minimize teacher attrition rates**

<b>School Comments:</b> 2017-2018	The school enjoys a relatively high retention rate at 93%. Our teaching ranks have grown by over 20 teachers in the 17-18SY, and some attrition across our growing staff is to be expected. This attrition is often due to family relocation and/or administrative action to replace ineffective instructors.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**a. Review the table above with the school's teacher retention trends.**

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Odyssey Charter School continues to enjoy strong retention among its faculty. School leadership believes in a culture of high expectations coupled with meaningful, diverse support. This ensures that faculty are treated as professionals and feel connected and contributing to the overall success of the school. This foundation of collective efficacy builds buy-in and long-term commitment to Odyssey.

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**b. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.**

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Although we are pleased with the overall teacher retention trends, school leadership is committed to improving retention rates as a measure of organizational wellness. The most oft-cited reasons for leaving Odyssey are out-of-state moves, communication concerns, and wages. The school has little control over the faculty's decision to relocate, but it is working to mitigate the other areas. First, the school leadership has increased communications through different channels to promote dialogue. For example, the Board and school leadership instituted Town Hall meetings to create a forum for conversation about topics that are of importance to staff. In addition, the school has increased social media posts to keep faculty apprised of current events. In addition, the school is working to improve working conditions and wages through their discussions with the Odyssey Charter School Education Association.

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**c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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Over the course of the past three years, Odyssey Charter School's teaching staff has expanded by 38%. The school leadership recognizes the significant need to develop and support first-year teachers and/or first year-to-Odyssey teachers to create a guaranteed, viable curriculum, as well as best practices in instructional strategies, to all students. To provide support to this cohort of new teachers (and those "new to Odyssey"), Odyssey developed the in-house mentoring program known as the "New Teacher Support Program," to assist new teachers on-board with existing curricular initiatives, intervention strategies and classroom management techniques in place at Odyssey.

Odyssey also provides support to faculty, specialists, and administrators by offering professional development opportunities in a variety of topics. While there is continued focus on curriculum understanding and implementation by training offered by program developer (i.e., Benchmark Literacy and Holt McDougal), there is equal emphasis on best practices in instructional strategies used in the classroom. As previously discussed, Odyssey Charter School identified Principles of Instruction, which serve as guideposts for lesson planning and implementation. Leveraging research-based strategies such as clear goals, scaffolding, and deep questioning, faculty commit to pervasive instructional strategies that are implemented with precision.

Furthermore, Odyssey's needs assessment early in the charter term identified building leadership capacity and providing professional development to administrators and teacher leaders as a main area

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of need. Odyssey's expansion necessitated both the addition of faculty and support staff, but also leaders. Past practice had Odyssey administrators and teachers attending the National Charter School Conference. The school has grown its leadership development to include institutional programs such as the Harvard University School of Education's *DataWise* training and the American Council for the Teaching of Foreign Language's annual conference.

The school continues to offer its tuition reimbursement benefit to all faculty to support their personal professional development efforts. This allows teachers to pursue advanced degrees that align to their goals to further support the school and students. This also aligns with the school's mission to foster a lifelong love of learning.

In addition, the school leadership team, which includes the Head of School, Deans, Student Advisors, Student Services Manager, Guidance Lead, and Instructional Coaches, participates in quarterly leadership development sessions aligned to the School Improvement Plan. Examples of leadership topics include goal setting and monitoring, providing effective feedback, and self-care for the school leader. Book studies supplement these efforts, and the leadership team engages in weekly Professional Learning Community opportunities to keep these topic top-of-minds and enhanced through dialogue and accountability.

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

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In the event that Odyssey Charter School be required to close by the DOE, the Board and Administration will immediately develop a Closure Plan based on the Department's published Closure protocols/table. A team consisting of the positions identified below will immediately be constituted to ensure the orderly transition of students, the honoring of financial commitments and obligations, and a closing audit, among other things.

- **Board President** – Since the Board is the authorized holder of the school's charter, this person will have ultimate oversight of the closure process.
- **Board Treasurer** – This individual will have the oversight for the orderly winding down of the school's financial obligations with its employees, vendors, etc.
- **School Administration** – These individuals will oversee the execution process of the winding down of school operations and will be supported by select members of the academic and operating staff. Given the size of the school, the Head of School would initially work closely with each of the building deans, and one administrative staff member to ensure that students and their records are transferred to other schools.
- **Business Office** – The Business Manager, together with the Senior Specialist – HR Services, and the Supervisor of Financial and HR Systems, would provide the on-the-ground support to ensure a disciplined transition of staff away from the school, and the dispensation of all financial obligations the school would have with employees, vendors and other creditors (e.g. bond holders). The team will also work with the state and auditors to conduct the school's final audit.
- **Facilities and I.T. Management** – Given the size of the campus and the school's operating complexity, Administration would retain a small team of facilities and I.T. staff to ensure that buildings are maintained until their disposition and all electronic operations can be effectively processed.
- **External Consultants/Advisors** – Given that the school has investors holding some \$35 million in bonds, the Board and Administration could require external advisors in addressing any bond related matters with the bondholders.

As the school nears its final closure or dissolution, the above team representation will be whittled down to a skeleton group with representation of all the above-mentioned groups. Finally, a vendor

payment strategy, should negotiations be required, would be presented by members of the above team for board approval.

The table below presents the FSF balances of the school's year-end cash funds for the past three years together with its accrued summer pay liabilities owed should be the school be closed at the end of a given school year.

YEAR	YEAR-END CASH BALANCES - FSF	SUMMER PAY LIABILITIES
June 2019	\$4,775,066	\$2,517,120
June 2018	\$3,977,647	\$2,153,519
June 2017	\$2,294,446	\$1,664,435

In the event that school cash balances, after the honoring of all financial obligations to the school's employees, are insufficient to meet all other creditor obligations, the Board Treasurer, Administration and the Business Manager will start discussions with all school vendors/creditors for a negotiated solution to the outstanding obligations/commitments the school would have with them.

A closure of Odyssey Charter School will also have to take into consideration the disposition of the campus assets with the bondholders to ensure minimal disruption of the on-going operations of the school's campus tenants.

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	F	F	F	M	D	M	Falls Far Below Standard
2016-2017	M	M	M	F	AS	AS	M	M	M	Meets Standard
2017-2018	M	M	M	F	M	AS	M	M	M	Meets Standard
2018-2019	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

#### DOE Summary:

In SY 16/17 and SY 17/18, Odyssey Charter School received overall ratings of "Meets Standard." In SY 15/16, the school received an overall rating of "Falls Far Below Standard." In SY 15/16, the following measures did not meet standard: 1d. Default, Loan Covenants, and Debt Service Payments ("Falls Far Below Standard"); 2a. Total Margin ("Falls Far Below Standard"); 2b. Debt Asset Ratio ("Falls Far Below Standard"); and 2d. Debt Service Coverage Ratio ("Falls Far Below Standard").

In SY 16/17, the school's rating for measure 2a. Total Margin improved from "Falls Far Below Standard" to "Approaching Standard" and measure 2b. Debt Asset Ratio improved from "Falls Far Below Standard" to "Approaching Standard." Measure 1d. Default, Loan Covenants, and Debt Service Payments remained at "Falls Far Below Standard."

In SY 17/18, the school's rating for measure 2a. Total Margin improved from "Approaching Standard" to "Meets Standard." Measure 1d. Default, Loan Covenants, and Debt Service Payments remained at "Falls Far Below Standard."

a) School's financial performance over the current charter term

School Comments 2017-2018	The school continues its growth into a full K-12 configuration, expanding its facility footprint while improving its financial performance metrics, and retaining an overall "Meets Standard" rating.
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School Comments 2016-2017	<p>Measure 1d – Default, Loan Payment and Debt Service</p> <p>The school has loans with WSFS in addition to a bond issue. The loans with WSFS have two ratios: a.) debt coverage and b.) Tangible net worth ratio. In 2016, the school did not meet either ratio while in 2017 the school met the debt coverage ratio but did not meet the tangible net worth ratio. However, the school made considerable progress on the WSFS requirement with the tangible net worth ratio reducing from 30.55 to 11.17. The target for the ratio is 4.0.</p> <p>The loan covenants for the bond issue were met.</p> <p>Although the school may not be meeting its loan covenants on an accrual basis, bond investors are satisfied with the school's financial position and results.</p> <p>1.</p>
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**b) Financial practices that the school has implemented to improve the school's financial outcomes**

School Comments 2017-2018	Given the growing complexity of school operations, during this school year the finance team developed departmental budgets and reporting systems to ensure that all aspects of operations are measured, and leadership held accountable for the performance of areas under their direct responsibility. The management process is being fully implemented for the 2018 – 2019 school year.
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School Comments 2016-2017	Given the growing complexity of school operations, during this school year the finance team developed departmental budgets and reporting systems to ensure that all aspects of operations are measured, and leadership held accountable for the performance of areas under their direct responsibility. The management process is being fully implemented for the 2018 – 2019 school year.
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2017-2018

## 1. NEAR TERM INDICATORS

### Measure 1d. Default, Loan Covenants, & Debt Service Payments

2017-2018
YES

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

#### DOE Rating Information:

The FY18 independent audit identified that the school has not been compliant with certain financial covenant requirements related to their outstanding bonds and loans (Note 4).

#### School Response To Rating:

This is the result of (a) lenders assessing their clients on an accrual versus operating reporting basis, and (b) WSPS having a total debt to assets ratio covenant that will not be met due to the school's bond service obligations. On an operating basis the school continues to demonstrate a strengthening in its financial position.

## 2. SUSTAINABILITY INDICATORS

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2017-2018
0.94

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

#### School Response To Rating:



As the school honors its bond debt service commitments we expect this ratio to continue to improve. This past school year it improved from 0.97 to 0.94.

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

As the school continues to expand, it maintains a laser sharp focus on its financial performance based on the school's monthly reporting in FSF. In preparation for quarterly investor calls, the school calculates (on a cash basis) the bond covenants it is accountable for and discusses them with the bondholders. Odyssey uses FSF cash-driven information (instead of accrual accounting) to assess performance against objectives. Over the term of this charter, the school has improved its financial performance from falling far below standard in the 2015 – 2016 school year to meeting standards for the next two school years.

The school achieved a rating of "XXXXXXXXXX" this past school year, in spite of having experienced limited fundraising success in light of board transitions, governance challenges and the DOE's formal review process this past spring.

**b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.**

This past year the organization has strengthened the bandwidth of the Business Office, both in the finance and the human resources areas. In addition, operations department (Facilities, Transportation, I.T. and Food Services) managers have access to their monthly results in FSF, as reported by the business office. This allows for the tracking of the different school operations, and gives management the ability to make proactive course corrections during the school year.

The school has strengthened several policies and procedures (e.g. cash collection and management, fee payment system for improved tracking of parent payment for food or programmatic services, such as after school, etc.)

The senior leadership team works closely with the HOS and the COO to ensure that resources are

invested taken into consideration both the academic and operating needs of the school, as well as the bond covenants that must be met every year.

**c. Address any measure where school did not meet standard or is approaching standard**

The school continues to improve its performance in its Debt to Asset Ratio. This has been the case for all the years since it acquired 35 acres on the Barley Mill campus. In 2015 – 2016 it fell Far Below Standard, and for the past three years has been Approaching Standard, evolving from a ratio of 0.97 in 2016 – 2017 to 0.92 for the 2017 – 2018 school year. The school expects that this metric will continue to improve over the coming years.

Measurement 1.d - Default, Loan Payment and Debt Service has historically been Far Below Standard, driven by the fact that WSFS Bank required the school to meet a Tangible Net Worth covenant that the school could not meet given its financing of the property purchase.

School leadership recently learned that the bank actually lifted the above covenant as of March 8, 2016.

## Performance Agreement

### Financial Performance Expectations

The Odyssey Charter School's overall financial rating is Meets Standard. By September 2019, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

#### DOE Summary:

In SY 17/18, Odyssey Charter School earned an overall rating of "Meets Expectations."

#### School Comments 2017-2018

Given the growing complexity of school operations, during this school year the finance team developed departmental budgets and reporting systems to ensure that all aspects of operations are measured, and leadership held accountable for the performance of areas under their direct responsibility. The management process is being fully implemented for the 2018 – 2019 school year.

#### School Comments 2016-2017

We have continued to implement the financial practices approved by our Board and vetted through our CBOC. We strive to increase our transparency with our families and greater community.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

#### DOE Summary:

Odyssey Charter School has not had any audit findings in the past two years.

#### School Comments 2017-2018

There were no material findings for the SY 2018 audit. However, the school did not meet the DOE-required audit submission deadline, and will be meeting with Barbacane Thornton to discuss an improved process for the coming year's audit.

#### School Comments 2016-2017

The school has not had any audit findings in the past two years.

d. Discuss the school's financial performance based on its approved Performance Agreement.

e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

As presented in Appendix 11, the school incurred in audit findings in its SY2015 audit and in its most recent audit for SY 2019.

The SY 2015 findings were immediately addressed through a Business Office initiative to ensure that the reporting and documentation requirements were in place, as recommended by the auditors. As such, the auditors concluded that all the issues were adequately addressed and mitigated by their SY 2016 audit.

f. As appendices, please provide the following documents:

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2019 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2020 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2019 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

## V. INNOVATION

School's innovative practice(s) that could be replicated at other schools in Delaware

<p>School Comments 2017-2018</p>	<p>Since its inception, Odyssey Charter School has taught Modern Greek language and Math in Greek to students starting in Kindergarten for approximately 90 minutes per day. This Foreign Language in the Elementary School (FLES) model has enhanced our curriculum and is an integral part of our students' academic achievements. The FLES curriculum is based on (a) the Common Core State Standards in ELA and mathematics, (b) the World-Readiness Standards for Learning Languages (ACTFL), (c) the ACTFL can-do benchmarks which state the performance indicators for foreign language learners, and (d) the certification of attainment in Greek (Center for the Greek Language).</p> <p>Beginning in the 17-18SY, students entering Kindergarten have the opportunity to be part of the immersion track, where students will receive instruction in Greek for approximately half of the instructional day. Students in the immersion track will learn Math and Science primarily in the Greek, in addition to Greek Language Arts instruction, and English Language Arts and Social Studies primarily in English. The goal of the Greek immersion track is to provide improved learning outcomes in Greek language to our students, as well as the linguistic, academic, and cognitive benefits of foreign language immersion programs. Through innovative programs such as our "school within a school" model, positioning FLES and immersion side by side, we accelerate achievement, both in the target and native language, for all Odyssey Charter School students.</p> <p>In addition to our foreign language components, OCS introduced the Leadership Learning Collaborative (LLC), a voluntary Professional Learning Community, to its staff to promote innovation and excellence across the school. With representatives from all areas of the organization, including teaching faculty, operations, business, and administrative staff, the LLC has become a vibrant community within the school. Over 60 staff members have engaged in LLC content in its first year.</p> <p>Providing venues, both face-to-face and online, to learn about and discuss leadership skills has created capacity within the OCS staff. Past topics have included Professional Dialogue, Energy and Enthusiasm, and Listening as a Leader. Resources include scholarly journals, book studies, and online resources from leadership and education experts. In addition, local speakers have visited the face-to-face meetings to augment the book studies and conversations. Perhaps most successful is the structure of the monthly topics, which starts with a discussion of theory and then evolves to its application in practice. The LLC provides studies centered around research-based best practices while engaging OCS leaders by making the content practical and relevant.</p>
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<p>School Comments 2016-2017</p>	<p>• Since its inception, Odyssey Charter School has taught Modern Greek language and Math in Greek to students starting in Kindergarten for approximately 90</p>
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minutes per day. This Foreign Language in the Elementary School (FLES) model has enhanced our curriculum and is an integral part of our students' academic achievements. Beginning in the 17-18SY, students entering Kindergarten will have the opportunity to be part of a new immersion track, where students will receive instruction in Greek for approximately half of the instructional day. Students in the immersion track will learn Math and Science primarily in the Greek, in addition to Greek Language Arts instruction, and English Language Arts and Social Studies primarily in English. Just as FLES students, immersion students attend the same specials as other students outside of their regular bilingual classroom time.

- Odyssey Charter School is pleased to forge a new pathway to foreign language acquisition. The goal of the Greek immersion track is to provide improved learning outcomes in Greek language to our students, as well as the linguistic, academic, and cognitive benefits of foreign language immersion programs. Through innovative programs such as our "school within a school" model, positioning FLES and immersion side by side, we aim to accelerate achievement for all Odyssey Charter School students.
- When examining longitudinal standardized assessment data, as reported by DOE for the SBAC and DCAS assessments, Odyssey Charter School had historically produced strong achievement as compared with the state and neighboring schools. However, our overall SBAC gr 3-8 combined scores have dropped approximately 3% over the past three years. While we have added approximately 400 new students in that time, we still believe in a collective, well-defined mission to maintain our upward trajectory of achievement in the midst of rapid growth. Knowing the school's culture of intrinsic motivation and pursuit of excellence, the administrative team identified a "back to basics" approach to curriculum and instruction improvement. We know our teachers have the ability to advance achievement in a meaningful way; the focus on research-proven, high-leverage lesson planning was determined to be the focus of the upcoming school year.
- To that end, utilizing Mike Schmoker's Leading With Focus book as a guide, our teachers will receive training on the curricular materials already in place in the school. Because of our rapid growth, many teachers have not been formally trained on the reading, literature, and math programs in place in our school. Working with our publishers, teachers will receive two trainings during the school year on the respective programs, as well as engage in book study around Schmoker's Focus: Elevating the Essentials work.

School Comments  
2015-2016

School comments for SY 15/16 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

**a. Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).**

The cornerstone to Odyssey Charter School's charter and mission is its commitment to infusing the Greek language and culture to students across Delaware. Odyssey is, in fact, the only school in the United States to offer two models of foreign language programming in Modern Greek. Attainment of the Greek language provides many benefits to Odyssey students. Throughout history, Greek has played an integral part in the development of the English language. From the structure of its alphabet,

to the word derivations in the sciences, mathematics and beyond, the English language is directly linked to Greek. Students who learn Greek are able to make connections between English vocabulary and their Greek counterpart words by breaking apart and analyzing root words.

In addition to the cognitive and linguistic benefits, Greek culture also serves as a model for instruction. The concepts of democracy and citizenship, as well as the teaching of classical literature and art, provide students with a unique, well-rounded education and the basis for understanding the modern world. The skills associated with this dual-language acquisition, combined with high quality instructors using a focused curriculum, and strong parent support are credited with helping to enable Odyssey's students to exceed expectations in all required content and performance standards analyzed by the State DOE. Studies consistently associate early acquisition of a second language with equal and/or higher academic achievement than students who do not participate in any language programs.

The Foreign Language in the Elementary School (FLES) model has enhanced Odyssey's curriculum and is an integral part of our students' academic achievements. In grades Kindergarten through fifth grade, FLES students receive Modern Greek language and Math in Greek for approximately 90 minutes per day. The FLES curriculum is based on (a) the Common Core State Standards in ELA and Mathematics, (b) the World-Readiness Standards for Learning Languages (ACTFL), (c) the ACTFL can-do benchmarks which state the performance indicators for foreign language learners, and (d) the certification of attainment in Greek (Center for the Greek Language).

Now in its third year of implementation, students entering Kindergarten have the opportunity to be part of the immersion track. In the immersion classrooms, students receive instruction in Greek for approximately half of the instructional day. Immersion students learn Math and Science primarily in the Greek, in addition to Greek Language Arts instruction, and English Language Arts and Social Studies primarily in English. The goal of the Greek immersion track is to provide improved learning outcomes in Greek language to our students, as well as the linguistic, academic, and cognitive benefits of foreign language immersion programs. Through innovative programs such as the "school within a school" model, positioning FLES and immersion side by side, the school accelerates achievement, both in the target and native language, for all Odyssey Charter School students.

Evidence of the positive effects of our foreign language programming is found in our above state average proficiency and achievement results in Smarter Balanced and PSAT/SAT. Further, increased participation in Ellinomatheia and students' pass rate confirm that the dual model approach is a pathway for success for all Odyssey students.

In addition, the school serves as an innovative model for partnerships aligned with Odyssey's central mission to share the Greek language and Hellenistic beliefs with Delaware students. Odyssey students benefit from the rich cultural ties and professional relationships it has cultivated over the year. For example, high school students participate in the High School Summer Program (HSSP) of the Center for Hellenic Studies, Harvard University, in Nafplio, Greece. High school students are selected by Harvard University to participate, as well as an Odyssey Charter School teacher to serve as the chaperone for a two-week educational event. In addition, Odyssey students interact via Skype with the similar-aged students from Mandoulides School in Thessaloniki, Greece. Students converse and share information in Greek and English, respectively. An "e-twinning" project was initiated with the American Farm School in Thessaloniki. Two classes of kindergarteners Skyped with fellow kindergarteners from the American Farm School. In advance of their conversation, Greek and

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American students exchanged drawings and shared examples of their culture through songs and dance. Furthermore, Odyssey Charter School welcome high school students from Pierce College in Athens as part of our exchange student initiatives. Numerous Odyssey families supporting this initiative hosted visiting students. Greek students spent a week with the OCS families and had the opportunity to travel to Philadelphia, Washington, D.C., and New York.

Another area in which Odyssey Charter School provides innovative practices is through its leadership professional development. The school creates opportunities for staff to take on leadership roles for their personal growth and that of the school. Two years ago, school leadership introduced the Leadership Learning Collaborative (LLC), a voluntary Professional Learning Community, to its staff to promote innovation and excellence across the school. With representatives from all areas of the organization, including teaching faculty, operations, business, and administrative staff, the LLC has become a vibrant community within the school. Over 129 staff members have engaged in LLC content in its first two years.

Providing venues, both face-to-face and online, to learn about and discuss leadership skills has created capacity within the OCS staff. Past topics have included Professional Dialogue, Energy and Enthusiasm, and Listening as a Leader. Resources include scholarly journals, book studies, and online resources from leadership and education experts. In addition, local speakers have visited the face-to-face meetings to augment the book studies and conversations. Perhaps most successful is the structure of the monthly topics, which starts with a discussion of theory and then evolves to its application in practice. The LLC provides studies centered on research-based best practices while engaging OCS leaders by making the content practical and relevant.

Through the conversations and efforts of the LLC, many improvements have been implemented across the campus. Staff Feature Fridays highlight different staff members and are shared on social media venues. To build trust and community, an "Amazing Race"-style team building session was created by LLC members. To show appreciation, "Praise While You Print" stations were created at the printers across the school so staff can provide some positive feedback to a colleague while waiting for copies. All these activities were inspired by LLC readings and conversations, then created and supported by LLC members.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	184	184	184	184	184	168*
Grade 1	184	184	184	184	184	184
Grade 2	184	184	184	184	184	184
Grade 3	184	184	184	184	184	184
Grade 4	184	184	184	184	184	184
Grade 5	184	184	184	184	184	184
Grade 6	179	184	184	184	184	184
Grade 7	170	179	184	184	184	184
Grade 8	161	170	179	184	184	184
Grade 9	88	90	100	110	110	110
Grade 10	75	88	90	100	110	110
Grade 11	65	75	88	90	100	110
Grade 12	63	65	75	88	90	100
Total	1905	1955	2004	2054	2066	2070

**Note:** This will become the school's authorized enrollment for the new charter term.

\* Beginning in SY2024-2025, the school will reduce class size in Kindergarten and 1<sup>st</sup> grade from 23 students per section to 21 students per section in an effort to align with DOE regulations.

**Note:** An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application including budget sheets, and budget narrative reflecting the new enrollment figures.

## 6.2 The school's plans for the next five years of the charter.

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

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Over the course of the charter term, Odyssey Charter School will use a panel of measures to track academic progress of individual students, cohorts, and the school as a whole. These tools will be used within the school year, as annual measures, and across the charter term to inform curriculum and instruction decisions, as well as resource allocation. Data-informed determinations are critical to the school's success.

The Board and school leadership will review progress in academics throughout the school year. These discussions will take place at monthly Board meetings, as well as Strategic Plan Committee gatherings. The school leadership team will develop both whole-school, division-wide, and department-specific goals and then meet weekly to assess progress toward these established goals. School leadership is most interested in goal *getting*, not only goal setting. This framework supports the recursive process that recognizes learning acceleration opportunities, identifies ways to capitalize on these opportunities, and then builds in accountability for results and further refinement.

The leadership team also commits to a culture of feedback and transparency that will further support the measurement and evaluation of academic progress. School leaders visit classrooms every day, at various times, to support implementation of principles of instruction and core curricula. These observations are aggregated and analyzed for trends, which then is communicated and supported through Professional Learning Community conversations. In addition, the school is engaged in instructional rounds so that feedback within and across teacher cohorts is used to improve what occurs in the classroom. This, of course, ultimately ties to student achievement and progress.

- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

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Odyssey Charter School continues to focus on raising achievement and progress for all students. Specifically, the school will meet or exceed the DSSF academic framework metrics over the course of the next charter term. Further, the school aims for Smarter Balanced proficiency rates above the state averages.

As the school readies to graduate its first senior class, metrics concerned with graduation rates and college and career readiness are of particular importance. Regarding graduation rates, Odyssey

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Charter School will position itself to meet or exceed graduation rate expectations and surpass state averages. Although our small cohort makes such goals more challenging, it underscores Odyssey's commitment to its high school students and preparing them for college and careers.

Aligned with its mission, Odyssey Charter School sets out to have more students participating in and passing the Ellinomatheia Greek Language exam. Building on its current success, the school will increase participation so that enrollment in the exam increases by 200% (66 students) over the course of the charter term. Further, of those students participating, we will maintain or surpass the current 75% pass rate.

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- b. Describe the student performance standards for the school as a whole.

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Odyssey Charter School aspires to have all students appropriately challenged through our rigorous curriculum and high standards for all. This will result in students meeting or exceeding grade-level expectations and graduating students who are college and career ready. Further, the school aims to create world citizens with well-developed critical thinking and problem solving skills.

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- c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

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Odyssey Charter School utilizes a battery of assessments designed to evaluate student learning needs and track progress. Specifically, the school uses Renaissance Learning's STAR assessment for benchmark and progress monitoring purposes. In addition, through its core curriculum materials from Benchmark Literacy, EngageNY/Eureka Math, and DOE-supported materials in the other content areas, interim assessments currently exist that are aligned to the Common Core and State of Delaware standards. The school supplements these instruments with common formative and summative assessments to track progress. Odyssey continues to work with classroom teachers to develop/revise common assessments aligned to current curriculum for classroom-based measures. Last, the school administers the PSAT to all 8<sup>th</sup> and 9<sup>th</sup> grade students as an early measure of college and career readiness.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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The first and most critical location for data analysis is within the grade-level or department-specific Professional Learning Communities. This "on the ground" data review is instrumental to determine prescriptive action based on the data review. The data reviewed at these meetings also informs the department and division to develop cohesive and pervasive improvement processes.

Meanwhile, systems thinking occurs at the school leadership level. From a schoolwide perspective,

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the Head of School reports out the previous year's data at the beginning of each school year and tie this data to the improvement plan. Deans then articulate this information in division-specific reflection and goals. Instructional Coaches ensure that the data collection and interpretation is consistent across the division.

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3. Describe the corrective actions the school will take, pursuant to 14 *Del. C. § 512(5)*, if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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Odyssey Charter School closely monitors student achievement progress and goals through a variety of sources and groups. Monitoring data, however, is not enough. The school understands that action is what affects results, and the nimble character of any school, but especially Odyssey, allows for swift change.

Classroom teachers and interventionists work closely with students daily, and the relatively small class size that Odyssey enjoys allows for meaningful insight. Whether the data is elicited from classroom work samples or RTI monitoring, student-specific deficiencies would trigger corrective action. Both the teacher, interventionist, Child Study Team, and support services would participate to identify root causes and construct a plan of action to remedy academic challenges for individual students.

The school also offers a host of support services for students struggling academically. For example, the Extra Time program provides after-school support to students in grades 1-12 in the areas of Reading and Mathematics. Extra Time allows students to work in small groups with classroom teachers to support their specific needs. In addition, our aftercare program provides a tutoring session for any student who may need homework help or academic assistance.

Should the review of school data (Smarter Balanced, PSAT/SAT, NAEP, STAR, etc.) reveal division-wide challenges, the team would look to curricular materials to understand where the gaps in learning occur, and if the program is aligned to state and national standards. Refinement in curriculum and scope and sequence documents would be a corrective action the school would take in the event of division-wide academic challenges.

Finally, targeted professional development would be an intervention if classroom- or school-wide academic achievement concerns were discovered. Research supports the critical importance of teacher quality as it relates to student achievement. If systemic achievement issues occur, the school will invest in training and support for the staff to improve learning outcomes.

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4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

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The school utilizes numerous state systems to make data-informed decision in the following areas: **Academic Performance:** Odyssey encourages its staff to take advantage of the robust reporting systems available through the Department of Education. Staff regularly use eSchool, IEPPlus and the DeSSA portal to track and monitor student achievement. In addition, the school uses the Schoology platform to both track student progress and collaborate and communication online. Finally, the administration was recently trained on the EdInight Dashboard and will share these learnings with the faculty and support staff.

**Organizational Management:** The school uses programs such as PDMS to track professional development efforts and capture trainings for re-certification purposes. The school also utilizes DEEDS to collect and track data on staff certification and licensure needs. Our campus operations team supports the school safety efforts in using ERIP to track our safety activities. Student safety and health information is also captured in the eSchool through our nursing and support staff. Refresher trainings and trainings for new staff are available on a regular basis so that all staff have access to these portals.

**Financial Viability:** The school runs financial transactions through the FSF portal. All appropriate staff are trained through the state in these areas. Reports generated through FSF are shared at monthly Board and Citizens Budget Oversight Committees to monitor financial performance.

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5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

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The Board and school administration collaborate to ensure compliance with the Delaware Organizational Performance framework. Furthermore, the Head of School and Campus Operations Officer work together to promote school safety and comply with the facilities, transportation, and health and safety needs of the school. Other key personnel including the Deans, Student Services Manager, Business Office, and Pupil Accounting Coordinator work together to address the various organizational performance metrics.

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6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

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The school continues on its facilities expansion path to ensure that its full K-12 student body has adequate classrooms and ancillary support spaces (cafeterias, activities, specials, etc.). Three of the school's four 60,000 square foot buildings have been completely retro-fitted, with the High School building to be completed by the summer of 2020 with the addition of 9 classrooms and supporting office, media, and meeting rooms.

Beyond 2020, school leadership is implementing two additional facilities expansion phases based on the success of both internal and external fundraising activities. Phase III will consist in creating a 20,000 plus square foot gymnasium, attached to the High School building (B#23). Phase IV consists of a final expansion in building 23 (HS) with the addition of both new classrooms and an auditorium, and the repurposing of certain existing spaces/classrooms resulting from the phase IV expansion.

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These next phases will be critical to ensure the long-term success of a full-scale High School education program with comprehensively supported athletics and theater arts programs.

In addition, building 27 on the Odyssey campus is currently vacant. The board and school leadership are actively pursuing strategies to maximize the impact of the 60,000 square foot asset. It can be made available to potential tenants should new charters be approved in New Castle County, leased to Academia Antonia Alonso, should the school pursue its own expansion plans, or be utilized by Odyssey to grow its school given the persistently high waiting list it has had over the past 5 years, especially at the kindergarten level.

Finally, the school will still have some 3-acres of space at the back of its property, currently an unused parking area that can be redeveloped to complement the current infrastructure or address specific programmatic needs that might arise over the coming years.

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7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

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As noted above, the Odyssey Board is committed, working together with external consultants, (e.g., DANA) to establish a periodic Board self-assessment process, annually or more frequently as needed. The Board will also establish and implement, with the help of DANA, a rigorous process to monitor Board terms, and cycle off or renew Board members as required in the school's by-laws. Finally, we will also implement the annual conflict of interest reporting, with member reports collected and filed for future reference.

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**VII. Compliance certification statement**

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

9/30/19  
Date of Signature

Odyssey Charter School  
Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

[Signature]  
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Josiah Wolcott
Title (if designated):	President of Board





## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School Odyssey Charter School

This Performance Agreement ("Agreement" is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as "DDOE") and \_\_\_\_\_, a public charter school of the State of Delaware (hereinafter referred to as "School"), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as "DSBE").

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school's charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school's charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework ("Framework") as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School's charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE may place the school's

charter on formal review pursuant to 14 *Del. C.* §515 (b).

***Background Information (Characteristics of school, current location, summary of student population and grades served by the school, etc.)***

Odyssey Charter School serves over 1,900 students across Delaware. Housed on a 33-acre campus in Wilmington, Odyssey Charter School students are provided with a continuum of services from grades Kindergarten through twelfth grade. Operating a true lottery system, any Delaware resident is invited to apply for enrollment. This open enrollment policy allows the school to reach a broad, diverse population.

***Mission Statement***

The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

***Vision Statement***

The vision and goals of Odyssey Charter School are to provide students with an enriched learning environment that will:

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills.
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories.
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other World cultures.
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.
- Nurture and value the special qualities and abilities of each student in a way that will foster a desire to become academically and educationally successful.
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

## Academic Performance Expectations

Odyssey Charter School DSSF ratings are:

Metric Area/Metrics	Points	Point Earned	Percent Point
<i>Academic Achievement</i>			
<i>Academic Progress</i>			
<i>School Quality/Student Success</i>			
<i>Graduation Rate</i>			
<i>Progress toward English Language Proficiency</i>			
<i>Overall Percentage/Ratings</i>			

### *Mission Specific Goal(s):*

Odyssey Charter School continues to focus on raising achievement and progress for all students. Specifically, the school will meet or exceed the DSSF academic framework metrics over the course of the next charter term. Further, the school aims for Smarter Balanced proficiency rates above the state averages.

As the school readies to graduate its first senior class, metrics concerned with graduation rates and college and career readiness are of particular importance. Regarding graduation rates, Odyssey Charter School plans to meet or exceed graduation rate expectations and surpassing state averages. Although our small cohort makes such goals more challenging, it underscores Odyssey's commitment to its high school students and preparing them for college and careers.

Aligned with its mission, Odyssey Charter School sets out to have more students participating in and passing the Ellinomatheia Greek Language exam. Building on its current success, the school will increase participation so that enrollment in the exam increases by 200% (44 students) over the course of the charter term. Further, of those students participating, we will maintain or exceed the current 75% pass rate.

Odyssey Charter School aspires to have all students appropriately challenged through our rigorous curriculum and high standards for all. This will result in students meeting or exceeding grade-level expectations and graduating students who are college and career ready. Further, we aim to create world citizens with well-developed critical thinking and problem solving skills.

The school utilizes a battery of assessments designed to assess student learning needs and track progress. Specifically, Odyssey Charter School uses Renaissance

Learning's STAR assessment for benchmark and progress monitoring purposes. In addition, through its core curriculum materials from Benchmark Literacy, EngageNY/Eureka Math, and DOE-supported materials in the other content areas, interim assessments currently exist that are aligned to the Common Core and State of Delaware standards. The school supplements these instruments with common formative and summative assessments to track progress. Odyssey continues to work with classroom teachers to develop/revise common assessments aligned to current curriculum for classroom-based measures. Last, the school administers the PSAT to all 8<sup>th</sup> and 9<sup>th</sup> grade students as an early measure of college and career readiness.

### **Financial Performance Expectations**

*Odyssey Charter School's overall financial rating is \_\_\_\_\_. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

### **Organizational Performance Expectations**

*Odyssey Charter School's overall organizational rating is \_\_\_\_\_. By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

[NAME OF SCHOOL]

DELAWARE DEPARTMENT OF EDUCATION

BY: \_\_\_\_\_  
President

BY: \_\_\_\_\_  
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

## References:

<sup>1</sup>Based on September 30<sup>th</sup> Unit Count

<sup>2</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.