



**Delaware Department of Education  
2019-2020 Renewal Report  
Odyssey Charter School**

## Table of Contents

### **Charter School Renewal Report**

#### **I. Overview**

#### **II. Academic Performance**

#### **III. Organizational Framework**

#### **IV. Financial Framework**

#### **Attachments**

#### Attachments:

- i. 2015-2016 Annual Report
- ii. 2016-2017 Annual Report
- iii. 2017-2018 Annual Report
- iv. 2015-2016 Academic Performance Report
- v. 2016-2017 Academic Performance Report
- vi. 2017-2018 Academic Performance Report
- vii. 2015-2016 Financial Performance Report
- viii. 2016-2017 Financial Performance Report
- ix. 2017-2018 Financial Performance Report
- x. 2015-2016 Organizational Performance Report
- xi. 2016-2017 Organizational Performance Report
- xii. 2017-2018 Organizational Performance Report

## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 Del.

C. § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 Del. Laws, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	Odyssey Charter School
Year School Opened	2006
Enrollment 2018-2019 <sup>2</sup>	1803
Approved Enrollment	1892 (SY 2019-20)
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://odysseycharterschoodel.com/">http://odysseycharterschoodel.com/</a>
Name of School Leader	Denise Parks
School Leader Email and Phone Number	Denise.parks@odyssey.k12.de.us (302) 516-8000
Name of Board President	Josiah R. Wolcott, Esquire
Board President Email	Josiah.wolcott@odyssey.k12.de.us
<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 School Demographic Data:

Review the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

ENROLLMENT & DEMOGRAPHIC INFORMATION				
	2015-2016 <sup>2</sup>	2016-2017 <sup>2</sup>	2017-2018 <sup>2</sup>	2018-2019 <sup>2</sup>
Total Enrollment	1161	1440	1662	1803
Gender				
% Male	49.01%	49.24%	49.64%	49.97%
% Female	50.99%	50.76%	50.36%	50.03%
Ethnicity/Race				
% African American	22.31%	22.43%	22.14%	23.24%
% American Indian	0.43%	0.49%	0.42%	0.72%
% Asian	8.27%	10.56%	13.06%	13.09%
% Hispanic/Latino	5.86%	6.04%	5.66%	7.82%
% White	61.15%	57.71%	55.29%	51.47%
% Multiracial	1.12%	2.08%	2.95%	3.27%
Special Populations				
%Special Education <sup>3</sup>	4.91%	5.49%	5.54%	6.54%
% English Language Learners	0.26%	1.53%	3.55%	4.22%
% Low-Income	17.40%	17.92%	15.52%	13.26%

<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
--------------------------------------	--

<b>School Comments 2016-2017</b>	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.
--------------------------------------	--

<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
--------------------------------------	--

### 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

<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
--------------------------------------	--

<b>School Comments 2016-2017</b>	<p>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.</p> <p>Notes: 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.</p> <p>Our next renewal application is due on September 30, 2019.</p> <p>Minor Modification March 17, 2016</p>
--------------------------------------	--

<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
--------------------------------------	--

## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
Cells highlighted in gray were grade levels not serviced by this school.								
	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
K		135	161	161	161	188	161	184
Grade 1		136	161	159	161	191	161	185
Grade 2		138	161	162	161	183	161	185
Grade 3		138	161	162	161	184	161	183
Grade 4		138	161	161	161	184	161	183
Grade 5		134	138	162	161	176	161	184
Grade 6		116	138	159	132	160	132	176
Grade 7		115	116	119	132	142	132	162
Grade 8		111	115	118	116	115	132	159
Grade 9			104	77	132	68	136	71
Grade 10					104	71	132	65
Grade 11							104	66
Grade 12								
<b>Total</b>	1122	1161	1416	1440	1582	1662	1734	1803

### 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 2016-2017</b>	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.
--------------------------------------	--

<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
--------------------------------------	--

### 1.5 Reenrollment Trends

Review the following chart with the school's reenrollment data. The reenrollment rate<sup>3</sup> is the % of students continuously enrolled in the school from one year to the next.

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	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	871	93.35%	1013	87.25%	1261	87.57%	1479	88.99%

\*\* School entry grade level. Reenrollment data not collected for this grade level.

<b>DOE Summary:</b>
Odyssey Charter School's reenrollment rate has ranged from 87% to 93.35% over the course of its charter term.



<b>School Comments 2017-2018</b>	<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 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.</li> </ol>
--------------------------------------	---

<b>School Comments 2016-2017</b>	<p>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.</p>
--------------------------------------	---

<b>School Comments 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>
--------------------------------------	---

## 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

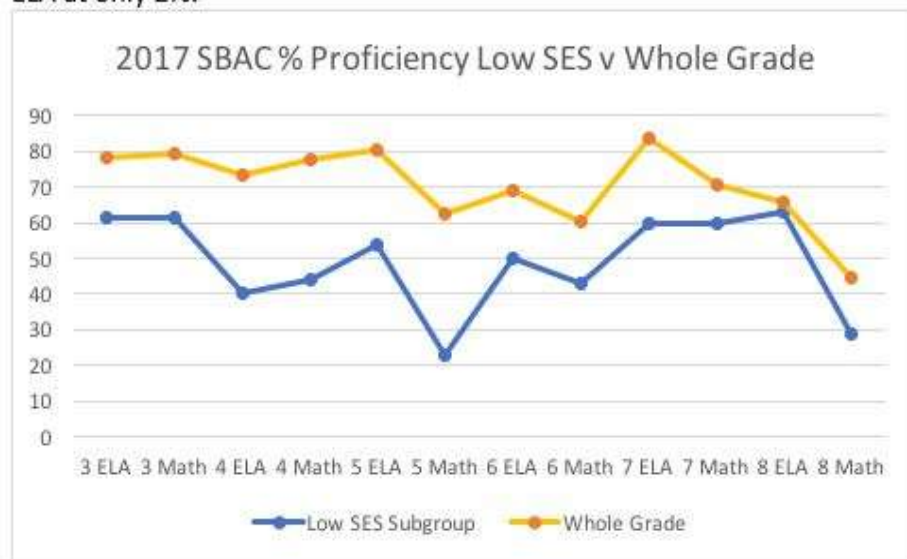
##### Overall Academic Ratings

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

## School Comments 2016-2017

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

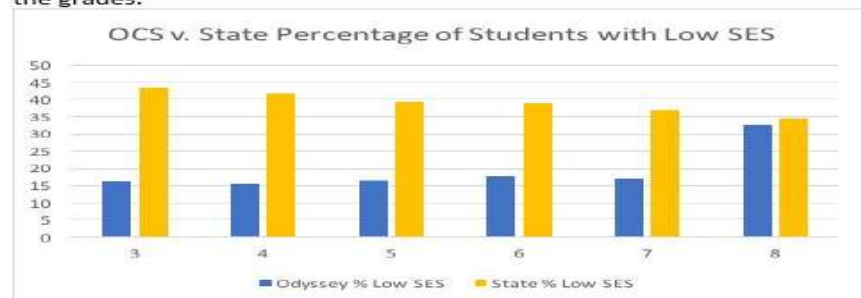
There are significant (greater than 15%) gaps between low SES students and whole grade proficiency in most grades. The smallest gap came in 8<sup>th</sup> grade ELA at only 2%.



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.



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



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.



#### 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:
  - 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.
  - It is also possible that scores are in a topping process across grade level cohorts, but more

#### Upper Grades:

- 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.
  - 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.
  - 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

*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.*

<b>School Comments 2016-2017</b>	School did not provide a response
--------------------------------------	-----------------------------------

**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**

<b>School Comments 2016-2017</b>	<ol style="list-style-type: none"><li>1. The school's mission and values emphasize a unique learning opportunity that is built upon early acquisition of Greek language and an emphasis on mathematics and science.</li><li>2. The instructional staff are focused on delivering high quality daily lessons that challenge and engage students in a safe and nurturing environment.</li><li>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.</li></ol>
--------------------------------------	---

**b) Expected outcomes for Academic Achievement**

<b>School Comments 2016-2017</b>	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 in 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 of organic growth.
--------------------------------------	--

**c) Progress measures to track expected Academic Achievement outcomes**

<b>School Comments 2016-2017</b>	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.
--------------------------------------	--

**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

<b>School Comments 2016-2017</b>	<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>
--------------------------------------	---

### b) Expected outcomes for Growth for all students

<b>School Comments 2016-2017</b>	<p>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:</p> <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>
--------------------------------------	--

### 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.</li> </ul> <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>
--------------------------------------	---

**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

<b>School Comments 2016-2017</b>	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.
----------------------------------	---

### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	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
----------------------------------	---

	<p>attendance data. Our attendance schoolwide is traditionally very high in the 98% plus range.</p> <p>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.</p> <p>3. As we have presented earlier, we expect our SBAC data to improve and our first year PSAT scores exceeded statewide averages by 10%.</p>
--	---

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

<b>School Comments 2016-2017</b>	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

<b>School Comments 2016-2017</b>	<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>
--------------------------------------	--

### b) Expected outcomes for College and Career Preparation

<b>School Comments 2016-2017</b>	<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>
--------------------------------------	---

### c) Progress measures to track College and Career Preparation outcomes

<b>School Comments 2016-2017</b>	<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</li></ul>
--------------------------------------	--

Credit enrollment  
Particular attention will be given to disaggregated group data to determine the progress of various demographic groups.

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

## SY 17/18

### 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	Points	Point Earned	Percent Point
Academic Achievement	100.00	66.00	66% Meets Expectations
Academic Progress	125.00	69.00	55% Approaching Expectations
School Quality/Student Success	37.50	37.00	99% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable
Progress Toward English Language Proficiency	50.00	33.00	66% Exceeds Expectations
Overall	312.50	205.00	66% Approaching Expectations

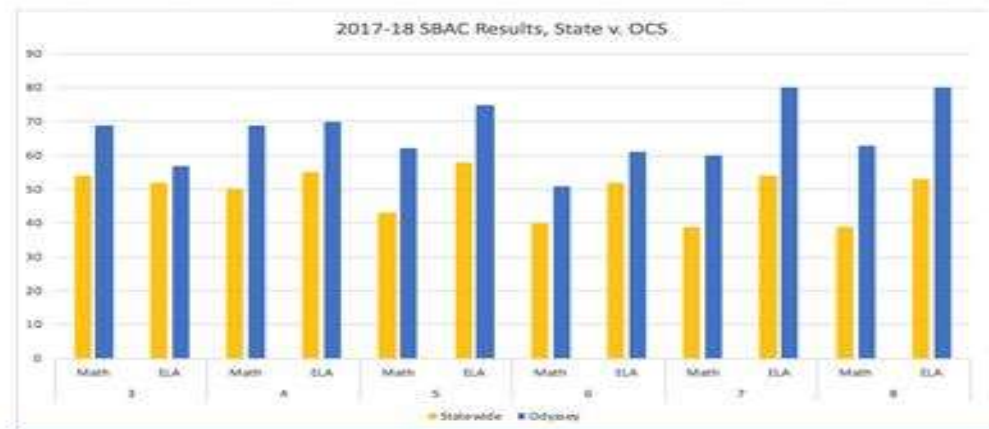
- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments

## DOE Summary:

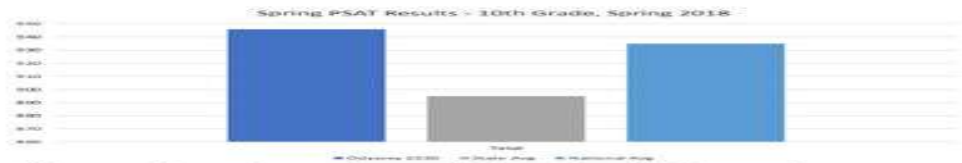
In SY 15/16 and SY 16/17, prior to the implementation of ESSA, Odyssey Charter School received 3 of 4 ratings of “Meets” or “Exceeds” on the DSSF, respectively. From SY 15/16 to SY16/17, the school’s points earned for Academic Achievement improved slightly from 105/150 points (“Meets Standard”) to 108/150 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.

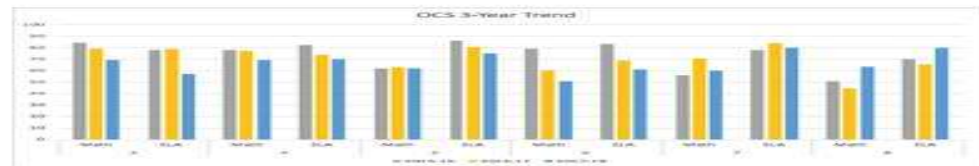
## School Comments 2016-2017



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 students' 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 Focus* book for the 17-18SY. This approach emphasizes a narrow set of identified goals and "look for's" 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.

## 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.*

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

#### 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.

## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA(grades 3-8 and 11)	69.87%	50.00	35.00
Proficiency - Math(grades 3-8 and 11)	62.28%	50.00	31.00

### 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) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

#### School Comments 2017-2018

1. 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.  
2. 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.  
3. 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.

b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

#### 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.

c) Describe how you will measure progress to determine whether you are on track to meet your 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.



## 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA(grades 4-8)	59.40%	50.00	30.00
Growth - Math(grades 4-8)	50.42%	50.00	25.00
Growth of Highest Quartile - ELA(4-8)	58.39%	6.25	4.00
Growth of Highest Quartile - Math(4-8)	55.20%	6.25	3.00
Growth of Lowest Quartile - ELA(4-8)	64.92%	6.25	4.00
Growth of Lowest Quartile - Math(4-8)	46.80%	6.25	3.00

### 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) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

<b>School Comments 2017-2018</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
--------------------------------------	---

b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<b>School Comments 2017-2018</b>	<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>
--------------------------------------	--

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

<b>School Comments 2017-2018</b>	<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>
--------------------------------------	---

## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
Chronic Absenteeism (K-12)	96.72%	12.50	12.00
College and/or Career Preparedness(9-12)	n/a	n/a	n/a
On Track in 9th Grade(grade 9)	99.70%	25.00	25.00
Proficiency - Science(5,8 and Biology)	n/a	n/a	n/a
Proficiency - Social Studies(4,7 and HS)	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 9<sup>th</sup> 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) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

### 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.

b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

### 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.

c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

<b>School Comments 2017-2018</b>	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>
--------------------------------------	--

## 2.5 Graduation Rate

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

### DOE Summary:

Odyssey Charter School will have its first graduating class in SY 19/20.

- a) Based on your Graduation Rate ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

**School Comments  
2017-2018** N/A

- b) Looking ahead, what are your expected outcomes for Graduation Rate and what steps will you take to achieve them?

**School Comments  
2017-2018** N/A

- c) Describe how you will measure progress to determine whether you are on track to meet your expected Graduation Rate outcomes.

**School Comments  
2017-2018** N/A

## 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	Value	Points	Points Earned
Progress Toward English Language Proficiency	66.22%	50.00	33.00

### 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) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

<b>School Comments 2017-2018</b>	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.
--------------------------------------	---

b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<b>School Comments 2017-2018</b>	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.
--	--

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

<b>School Comments 2017-2018</b>	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.
--------------------------------------	--

### 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?

Essential Question Indicator 1a: Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?				
Staff Measure	Definition of Rating	Data Source	Data Collection Process	Measure
<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></p> <p><b>Approaching Standard:</b></p> <p><b>Far Below Standard:</b></p>	<p>The academic achievement levels revealed in the Renaissance Learning STAR Scores, SBAC, MAEP, DCAS Social Studies and Science scores all support the notion of exceptionally high academic achievement at the school. (Goal #1.)</p> <p>Typically Odyssey's mathematics schools have been slightly higher across the same cohorts on a percentage proficiency level, which anecdotally supports the idea that the extra periods of Greek mathematics are supporting the school's goal of "enhancing each student's understanding on mathematics, English, science and other studies..." for goal. Additionally the International Ellinika Assessments are also an important data source in tracking student foreign language acquisition #2.</p> <p>Goal #3 uses the same data sources noted above to</p> <p>A series of international partnerships through the Greek Ministry and Odyssey have provided students and faculty with have provided experiential cultural exchanges. The inclusion of cultural awareness across the curriculum and conferences have contributed to the growth of global citizenship at our school. Goal #4.</p> <p>The teaching of core Hellenistic values are also interwoven across the school culture and in our curriculum. #5.</p>	<p>PDF Upload and entry into system by DOE.</p>	<p>1a1</p>

#### DOE Summary:

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.
----------------------------------	--

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



### 3.2 Organizational Performance

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

#### HISTORICAL DATA (SY 14/15- SY 15/16)

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	
2014-2015	M	M	*	D	M	M	M	M	M	N/R	M	M	M	Does Not Meet standard
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

#### SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	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

**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**

<b>School Comments 2017-2018</b>	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.
--------------------------------------	--

**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2017-2018</b>	<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>
--------------------------------------	--

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

#### School Comments 2015-2016

School comments for SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 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.

**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>

### 3.3 Board Financial and Governance Members and Training

a) 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.

#### Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Dimitri	Dandolos	8/15/2016	6/30/2018		10/24/2017	
George	Hantzandreou	8/15/2016		Treasurer	3/30/2017	
Michael	Kirifidis	8/15/2016		Member	11/6/2017	
Michael	Klezaras, Jr.	8/15/2017			10/24/2017	
Abigail M.	LeGrow	8/15/2016	12/19/2018		10/24/2017	
Nick	Manolakos	10/1/2016	6/30/2018	Ex-officio	10/30/2017	
Elias	Rigas	8/15/2016			10/27/2017	
Tami	Soltow	8/15/2016		Teacher Representative	10/19/2017	
Laura	Thompson	8/15/2016		Parent Representative	3/30/2017	
Josiah	Wolcott	8/15/2016		President	9/28/2017	

#### 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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) 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.

#### Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Renee	Beamer	8/15/2017			10/27/2017
Paul	Brooks	8/15/2015		CBOC	9/15/2015
George	Hantzandreou	8/15/2016		Board Representative	3/30/2017
Nick	Manolakos	10/1/2016	6/30/2018	Ex-officio	11/17/2017
Michael	Padovani	8/15/2015		Parent Representative	8/20/2015
Denise	Parks	8/15/2017			10/30/2017
Jason	Sheehan	8/15/2017			11/3/2017
Kevin	Smith	8/15/2017			10/28/2017
Loria	Teel	8/15/2017			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.

<b>School Comments 2017-2018</b>	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 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92	92	100	93	111	121

#### 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 2017-2018</b>	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.
--------------------------------------	---

**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>

#### b) School's professional development plans support teachers and leadership.

<b>School Comments 2017-2018</b>	<p>To provide support to our cohort of new teachers (and those ""new to Odyssey""), Odyssey has enhanced and continued the in-house mentoring program known as the ""New Teacher Support Program,"" aimed at bringing new teachers on-board with existing curricular initiatives, intervention strategies and classroom management techniques in place at Odyssey.</p> <p>Odyssey's needs assessment continues to identify building leadership capacity and providing professional development to administrators and teacher leaders as a main area of need. Odyssey has traditionally been a small school community; as the school has expanded to include additional students and teachers, the need for additional leadership expanded as well. To this end, Odyssey initiated an administrator-specific leadership series aimed at initiating meaningful dialogue around best practices in leadership. Odyssey also provides professional development and support to teacher leaders and administrators by offering learning opportunities in ACEs, self-care, and trauma-informed teaching practices. OCS is also engaged in providing training around restorative practice techniques to better serve our student body.</p>
--------------------------------------	---

**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>



## 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

#### 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**

<b>School Comments 2017-2018</b>	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.
--------------------------------------	---

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<b>School Comments 2017-2018</b>	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.
--------------------------------------	--

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) WSFS 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:

**2017-2018**

0.94

*Total Liabilities divided by Total Assets*

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 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>
--------------------------------------	--

<b>School Comments 2015-2016</b>	School comments for SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
--------------------------------------	--

## 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.

**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)**

<b>DOE Summary:</b>
Odyssey Charter School has not had any audit findings in the past two years.

<b>School Comments 2017-2018</b>	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.
<b>School Comments 2016-2017</b>	The school has not had any audit findings in the past two years.
<b>School Comments 2015-2016</b>	

## V. INNOVATION

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

<b>School Comments</b> <b>2017-2018</b>	<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>
--	---

<b>School Comments</b> <b>2016-2017</b>	<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. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>School Comments</b> <b>2015-2016</b>	<p>School comments for SY 14/15 can be found at:  <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a></p>



## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</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.