

# ODYSSEY CHARTER SCHOOL

## ANNUAL REPORT

2016-2017



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

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*Dr. Nick T. Manolakos Headmaster*

**Building #20, Barley Mill Plaza  
4319 Lancaster Pike,  
Wilmington, DE 19805  
Phone:(302) 994-6490**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Odyssey Charter School
Year School Opened	2006
Enrollment 2016-2017 <sup>1</sup>	1440
Approved Enrollment	1416
School Address	Building #20 Barley Mill Plaza 4319 Lancaster Pike, Wilmington,
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="http://odysseycharterschooldel.com/">http://odysseycharterschooldel.com/</a>
Name of School Leader	Nick Manolakos
School Leader Email and Phone Number	nick.manolakos@odyssey.k12.de.us (302) 994-6490
Name of Board President	Dimitris Dandolos
<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.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2016-2017. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2016-2017 <sup>1</sup>
Total Enrollment	1440
# of Students on Waiting List	1,376
Gender	
% Male	49.24%
% Female	50.76%
Ethnicity/Race	
% African American	22.43%
% American Indian	0.49%
% Asian	10.56%
% Hispanic/Latino	6.04%
% White	57.71%
% Multiracial	2.08%
Special Populations	
%Special Education <sup>2</sup>	5.49%
% English Language Learners	1.53%
% Low-Income	17.92%

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

- 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.
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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.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
N--A	--	--

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.3

- 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.

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#### 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.
- Our next renewal application is due on September 30, 2019.
- Minor Modification March 17, 2016

#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	2016-2017	
	Approved Enrollment	30-Sep Enrollment Count
K	161	161
Grade 1	161	159
Grade 2	161	162
Grade 3	161	162
Grade 4	161	161
Grade 5	138	162
Grade 6	138	159
Grade 7	116	119
Grade 8	115	118
Grade 9	104	77
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>1416</b>	<b>1440</b>

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Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

- This year's September 30<sup>th</sup> count reflects the success Odyssey encountered in meeting the enrollment projections described in our minor modification. Where demand and capacity allowed, the Administration and Board authorized enrollment growth-that exceeded original projections under the provisions of the 2016 OCS Minor Modification by 24 students.
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### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school's reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
	Odyssey Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1	132	97.78%
Grade 2	129	94.85%
Grade 3	134	97.10%
Grade 4	130	94.20%
Grade 5	124	89.86%
Grade 6	103	76.87%
Grade 7	106	91.38%
Grade 8	108	93.91%
Grade 9	47	42.34%
Grade 10		
Grade 11		
Grade 12		
Total/Avg.	1013	87.25%

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

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

- The percentage of students reenrolled at grade 6 has continued to increase over the past four years. Initially the reenrollment percentage was in the low 40 percentiles, similar to what we are seeing in our ninth grade experience this past year.
- The retention of enrolled students appears to closely parallel the following factors:

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Challenges:

- The year-by-year buildout in school facilities and the delay in provision of the gymnasium and additional high school science and other classrooms.
- The restraints on our athletic program due to the lack of a full-scale DIAA gymnasium, which results in a continued reliance on the use of the gymnasium at St. Thomas school. The school's athletic Association provided statistics that showed more than half of the school's student athletes chose to attend other school was for one of the two factors listed above.
- Growing and significant dissatisfaction with the contracted transportation services by First Student Transportation. In response, the school has initiated a workgroup committee to conduct a full-scale study of possibly initiating an OCS Bus Service for the campus.

Successes:

- The growing confidence in the school's middle grade program.
  - OCS School Board has initiated a professional capital campaign to assist with securing the funding needed to complete the Gymnasium, classroom and other athletic facilities to be built on the site of Building #23.
  - Additionally, the school board has reached agreement with the Bond investors and the Longwood Foundation to release the \$1.4 million dollars held in escrow for the school. The funds will be dispersed in three steps, the first of which occurred this past spring. The next phase is dependent upon Odyssey raising \$500,000 in matching capital campaign funds to secure the second release of \$500,000. Finally, the last \$400,000 will be released at the end of this school year dependent upon the success of the school's capital campaign.
  - The Bond Investors conducted a site visit in mid- November to review the school's progress to date in meeting capital campaign commitments and see the capital improvements to the Odyssey facilities this past year.
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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Overall Academic Ratings

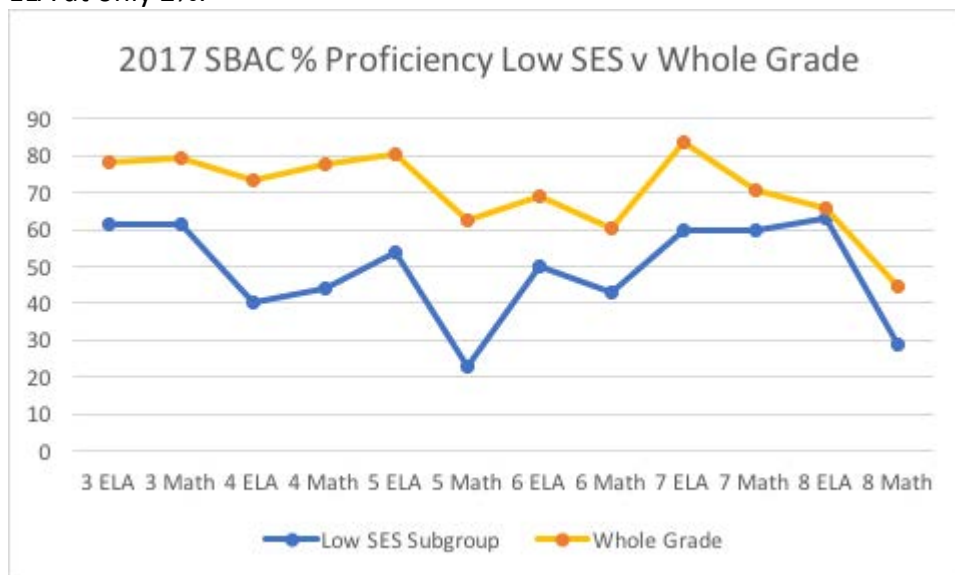
Metrics	Delaware School Success Framework (DSSF)
	2016-2017
Academic Achievement	4 Stars (108/150pts) Meets Standard
Growth	3 Stars (82/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds
College and Career Preparation	4 Stars (67/100pts) Meets Standard

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#)

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

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%.

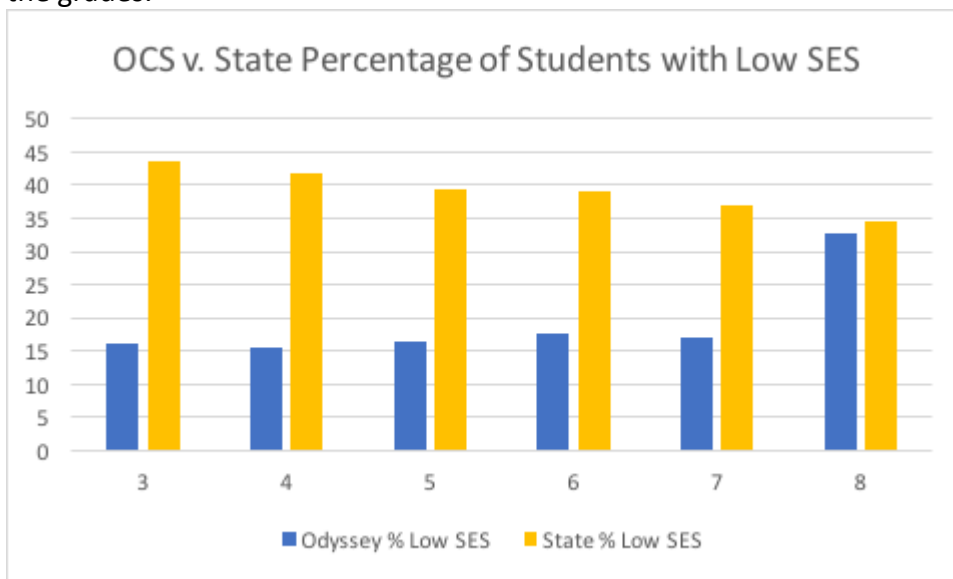




When PLI is accounted for, our rankings are all top 10. 8<sup>th</sup> grade even goes up to 2<sup>nd</sup> in ELA and 6<sup>th</sup> in Math. 5<sup>th</sup> Grade math is lowest at #9.

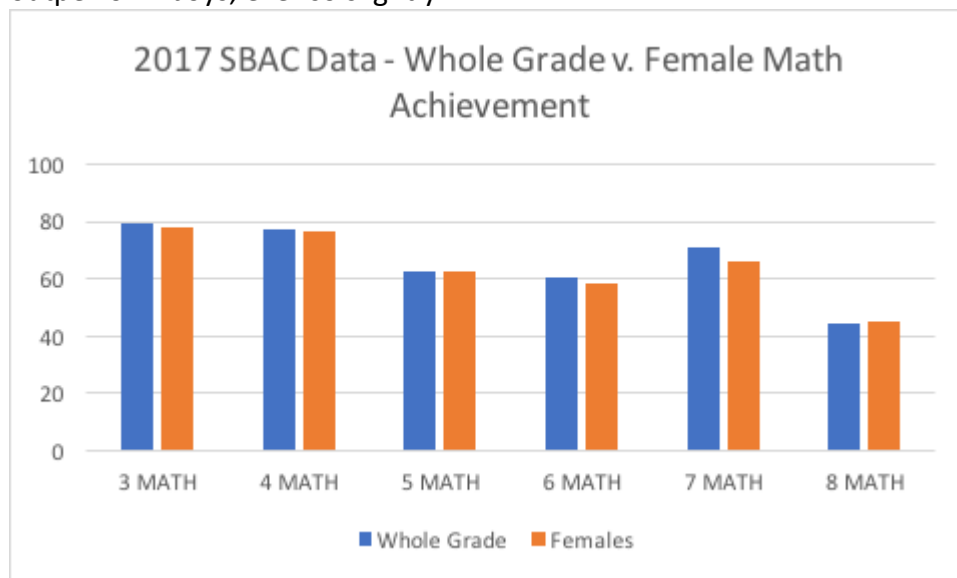


8<sup>th</sup> grade has roughly double the amount of low SES students than the rest of the grades.



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.



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#### 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

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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
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## 2.2 Academic Achievement/Proficiency Data

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	4 Stars (108/150pts) Meets Standard	
	School	State
ELA	78.40 %	56.63%
Math	69.42%	45.13%
Science	61.01%	47.45%
Social Studies	n/a	n/a

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

The table above lists the school's available DSSF 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. Please include local assessment data if applicable.

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

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### School Comments

- 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
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grades 3-8 and our major expansion in those grades is entering the final year or organic growth.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

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School Comments

- 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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## 2.3 Growth Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

Academic Achievement	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	3 Stars (82/200pts) Approaching	
	School	State
ELA	45.00 %	50.00 %
Math	37.00 %	50.00 %

The table above lists the school's available DSSF Growth ratings.

Respond to the following questions.

- a) Based on the school's Growth ratings 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.)

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### School Comments

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

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#### School Comments

- 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:
    1. Increased organic enrollment growth. There will be a slowing of the number of new students entering Odyssey next year by over 100 students.
    2. Improved instructional Practices and meaningful feedback by the Administrative Team.
    3. There will be significantly less new staff added in the next two –three years.
- 

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

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#### School Comments

- The growth metrics account for 40% of elementary and middle school performance and 45% of high school performance on the DSSF.
    1. The first step will be PLC ongoing analyses of student STAR scores prior to NAEP and SBAC examinations.
    2. Our Annual analysis next summer of the SBAC testing
    3. The PSAT testing for our inaugural year of 10<sup>th</sup> grade students will serve as the most important benchmarks.
    4. Our RTI pullouts for reading using STAR Testing
    5. ACE for supplemental
    6. New curricular initiatives in ELA and Math, Next Gen science trainings
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## 2.4 On Track to Graduation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

On Track to Graduation	Delaware School Success Framework (DSSF)	
	2016-2017	
Rating	5 Stars (49/50pts) Exceeds	
	School	State
Attendance	98.92 %	94.75 %
On-Track in the 9th grade	**	89.45 %
4-year Cohort Graduation Rate <sup>3</sup>	**	84.66 %
5-year Cohort Graduation Rate	**	85.60 %
6-year Cohort Graduation Rate	**	*Not calculated at the state level

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

The table above lists the school's available DSSF On Track to Graduation ratings.

Respond to the following questions.

a) Based on the school's On Track to Graduation 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.

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

- Our high school is only two years old. This year we have our first tenth grade class. On Track in 9<sup>th</sup> 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 9<sup>th</sup> 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%.

## 2.5 College & Career Preparation Data

Note: Please utilize the hyperlinks in this sentence for more information about the [Academic Performance Framework](#) or the [Delaware School Success Framework \(DSSF\)](#).

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

The table above lists the school's available DSSF College and Career Preparation ratings.

Respond to the following questions.

Based on your College and Career Preparation 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.

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### School Comments

- 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 11<sup>th</sup> grade are necessary to calculate proficiency data for ELA literacy.

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

### School Comments

- 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.
- 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.

- 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.

c) Describe how you will measure progress to determine whether you are on track to meet your expected College and Career Preparation outcomes.

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We will use the following criteria to determine our progress toward College and Career Preparation outcomes:

- SBAC testing results
- College Board PSAT/SAT testing results
- RTI
- Discipline data
- Attendance data
- Student grades
- Percentage of students in Gifted and Talented Program, as well as AP and Dual Credit enrollment

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

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### 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	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, MAP, 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 per-merge 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 Baccalaureate 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.</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 content areas 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>

a) Rate the school's performance according to the criteria established by the school for its 2016-2017 mission specific goal(s).

#### School Comments

- Odyssey Charter School is meeting standards as established through our mission specific goals.

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).

- See Appendix 1 at end of report.

### 3.2 Organizational Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

## SUMMARY AND OVERALL RATING

### Odyssey Charter School

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

a) Describe the school's organizational performance over the current school year (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.)

School Comments:

- 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.

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

School Comments:

- 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.

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

School Comments:

See response in item a.

## **2. GOVERNANCE AND REPORTING**

### **Measure 2a.**

**Is the school fulfilling essential governance and public stewardship responsibilities?**

#### **DOE Rating Information:**

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There is one or more members of the school's Board and/or CBOC that did not obtain Fiscal Training within the allotted timeframe

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#### **School Response To Rating:**

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The school has written an appeal to DDOE to revisit the financial training completion by the Board members and CBOC. We have documentation to support the completion of all members of the Board and CBOC. This should adjust the "Approaching Standard" to "Meets Standard".

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## Performance Agreement

### Organizational Performance Expectations

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

Odyssey Charter School's overall organizational rating is Meets Standard. By 2013-14, 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.

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

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#### School Comments:

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.

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### 3.3 Board Financial and Governance Members and Training

- a) Please complete the chart 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.

#### Board Financial and Governance Training

First Name	Last Name	Type	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training
Dimitri	Dandolos	Board	8/15/2016		President	10/24/2017	
George	Hantzandreou	Board	8/15/2016		Treasurer	3/30/2017	
Michael	Kirifidis	Board	8/15/2016		Member	11/6/2017	
Michael	Klezaras	Board	8/15/2017		Member	10/24/2017	
Abigail M.	LeGrow	Board	8/15/2016		Member	10/24/2017	
Elias	Rigas	Board	8/15/2016		Member	10/27/2017	
Tami	Soltow	Board	8/15/2016		Member	10/19/2017	
Laura	Thompson	Board	8/15/2016		Secretary	3/30/2017	
Josiah	Wolcott	Board	8/15/2016		V. Pres.	9/28/2017	
Nick	Manolakos	Board	10/1/2012		Ex-Officio	10/30/2017	

\*Please list only the most recent training date.

**Please attach all certificates or evidence of Board Governance Training for active board members.**

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#### School Comments:

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

Odyssey has provided the attached spreadsheet with updated names and completion dates to the DOE Charter School Office.

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- b) Please complete the chart below with the necessary information. 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 three (3) months of subsequent 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	Type	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training
Sheryl	Zitzelberger	CBOC-Pres.	Apr-15		Parent-Pres.	8/20/2015	
Renee	Beamer	CBOC	Aug-17		Finance	10/27/2017	
Paul	Brooks	CBOC	Apr-15		Parent	9/15/2015	
George	Hantzandreou	CBOC	Aug-16		Board	3/30/2017	
Nick	Manolakos	CBOC	Aug-17		Admin	10/30/2017	
Michael	Padovani	CBOC	Apr-15		Parent	8/20/2015	
Denise	Parks	CBOC	Aug-17		Admin	10/30/2017	
Jason	Sheehan	CBOC	Aug-17		Parent	11/3/2017	
Kevin	Smith	CBOC	Aug-17		Parent	10/28/2017	
Loia	Teel	CBOC	Aug-17		Parent	11/7/2017	

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The above list is accurate and was updated in early November 2017. It was submitted to the Department of Education. See Appendix 2.

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**3.4 <sup>Teacher</sup> Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
92	92	100

Review the table above with the school's teacher retention trends and answer the following questions.

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

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**School Comments:**

The school enjoys a relatively high retention rate at 92%. We have grown from 30 teachers to over 100, and some attrition is to be expected. This attrition is often due to family relocation and/or administrative action to replace ineffective instructors.

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- b) Describe how the school's professional development plans support teachers and leadership.

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**School Comments:**

Developing and supporting first year teachers and/or first year-to-Odyssey teachers continues to be a need in our ever-growing school. During the 2016-2017 school year, Odyssey hired 25 new teachers, not including new foreign language staff. In the 2017-2018 school year, the school will hire over 30 new teachers, again not including our foreign language staff. To provide support to this 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.

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 will send a team of administrators and teachers to the National Charter School Conference, as well as setting aside funds to provide teacher leaders and administrators with professional development in five categories: Governance, Instruction, Leadership, Operations and Policy. Odyssey also provides professional development and support to teacher leaders and administrators by offering professional development opportunities in young adolescent development. OCS is also engaged in providing training around restorative practice techniques to better serve our student body.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

The following tables will be completed by the Charter School Office. Please review for accuracy.

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	
2016-2017	M	M	M	F	AS	AS	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (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.)

School Comments:

#### Measure 1d – Default, Loan Payment and Debt Service

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.

The loan covenants for the bond issue were met.

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.

1.

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

School Comments:

We have continued to implement the financial practices approved by our Board and vetted through

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our CBOC. We strive to increase our transparency with our families and greater community.

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

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

2016-2017
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.

**School Response To Rating:**

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1. Three loans with WSFS, each having the same two ratios: a.) debt coverage ratio and b.) Tangible net worth ratio. In 2016, the school did not meet either of the two ratios. In 2017, the school met the debt coverage ratio but did not meet the tangible net worth ratio.
  2. As the tangible net ratio formula is defined, it is unlikely that the school will meet this performance measure until Odyssey significantly reduces the bond debt on its books, or sells the St. Thomas property. However, the ratio was greatly improved in 2017.
  3. The school made considerable progress on the WSFS requirements with the tangible ratio reducing from 30.55 to 11.17 (see excel spreadsheet WSFS covenants) and request that the measure should be considered for a change from Far Below Standard to Approaching Standard. The target for the ratio is 4.0.
- 

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2016-2017
1 YR: 3.02%
3 YR: -1.36%

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

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If we look at cash flow based total margin, the school has improved each year with 2.11% in 2015, 5.13% in 2016 and 5.41% in 2017.

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

*Total Liabilities divided by Total Assets*

2016-2017
0.97

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:**

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Unfortunately, this ratio will continue to fall short of standard for the foreseeable future given the size of the investment made to support the expansion of the school. The school continues to assess its options whether to retain the revenue streams being generated via the lease of vacant buildings or to contemplate a sale of the asset to the tenants, which in turn would allow the school to reduce the outstanding bond debt by proceeds of the sale. Strategically, at this time, due to the cash flow benefits of having tenants in the buildings, the school is choosing to engage in leasing arrangements.

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## Performance Agreement

### Financial Performance Expectations

Odyssey Charter School's overall finance rating is Meets Standard, which is a significant improvement over the prior three years. Our expectation is to continue to achieve the overall rating of Meets Standard as measured by the Financial Performance Framework. Each year, we will demonstrate financial viability and achieve our expectations.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

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#### School Comments:

During 2017 Odyssey continued to maintain strong financial management practices that were developed in recent years:

- Monthly financial reporting, including a month by month cash flow analysis which is reviewed by school leadership, the Board, the CBOC and the bond investors. The budget and monthly reporting is controlled through the use of cost centers (or as known in FSF Operating Units) so that school administration and the Board can monitor key departments (e.g. School Operations, Facilities Management, Food Services, Tenant Operations, Before & After Care, etc).
- A major capital and operating fundraising campaign is underway to fund the further development of the campus and to support the operating budget.
- Financial consultants continue their work with school leadership and the Board to monitor and assess its operations and evaluate opportunities for cost optimization and quality control.
- Monthly bond investor calls continue to assess the progress of the school's financial performance and review the plans to continue delivering its mission while maintaining financial viability. A five-year projection is monitored and updated as needed.

The Board, school leadership and financial advisors continue to be committed to the continued management and strengthening of school operations to ensure its educational mission and financial commitments are successfully achieved.

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

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#### School Comments:

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

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## V. INNOVATION

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).

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### School Comments:

- 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.
  - 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.
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## VII. ANNUAL REPORT CERTIFICATION STATEMENT

<b>Name of School:</b>	Odyssey Charter School
<b>Location:</b>	4319 Lancaster Pike Building #22 Barley Mill Plaza Wilmington De. 19805

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

\_\_\_\_\_  
Signature: Chairperson of Board of Directors (or designated signatory authority)      Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of directors:	

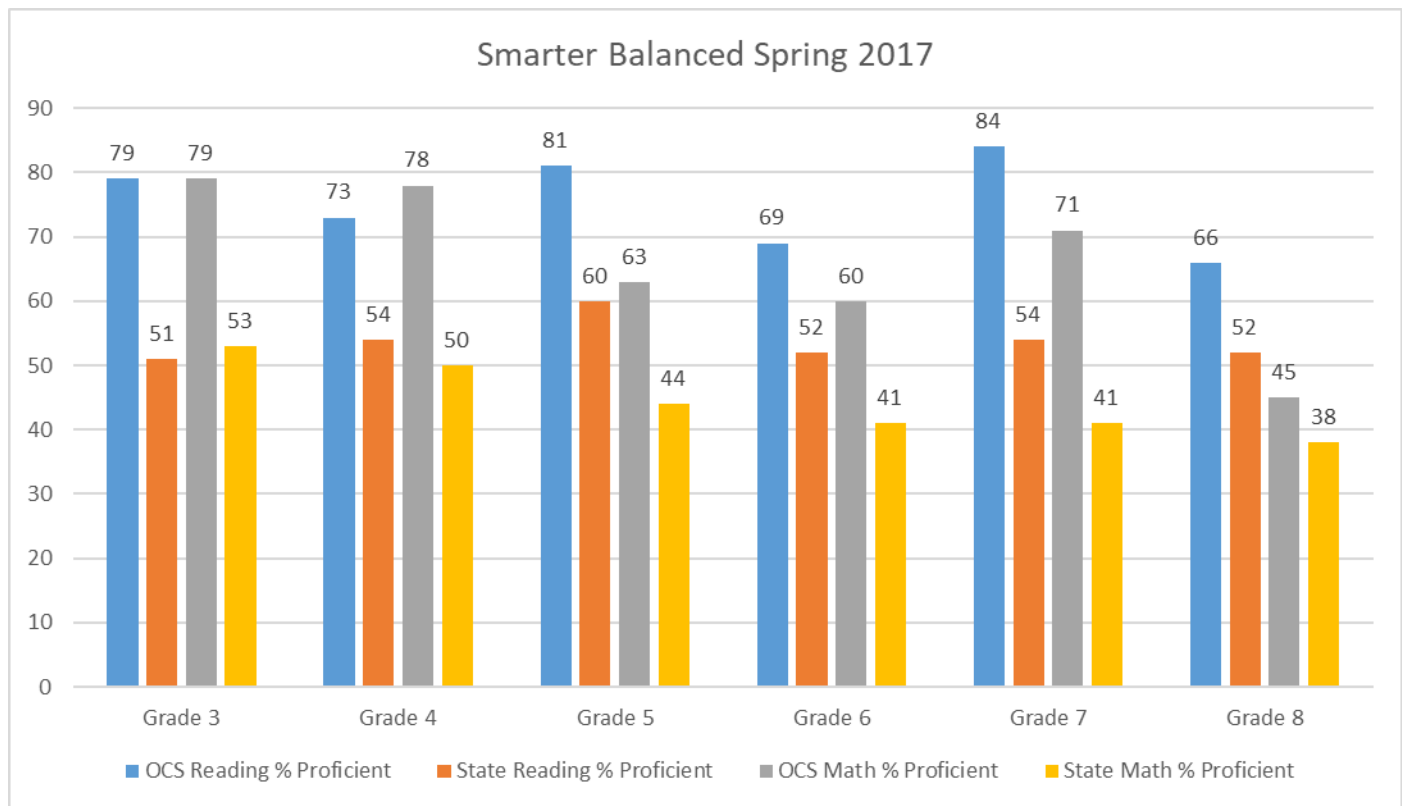
## References:

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

<sup>2</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>3</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.



**Overall Performance on the DCAS test, by Subject, Grade: Odyssey Charter School, Spring 2016-2017**

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	155	63%
Grade 8	114	51%

First Name	Last Name	Type	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training
Dimitri	Dandolos	Board	8/15/2016		President	10/24/2017	
George	Hantzandreou	Board	8/15/2016		Treasurer	3/30/2017	
Michael	Kirifidis	Board	8/15/2016		Member	11/6/2017	
Michael	Klezaras	Board	8/15/2017		Member	10/24/2017	
Abigail M.	LeGrow	Board	8/15/2016		Member	10/24/2017	
Elias	Rigas	Board	8/15/2016		Member	10/27/2017	
Tami	Soltow	Board	8/15/2016		Member	10/19/2017	
Laura	Thompson	Board	8/15/2016		Secretary	3/30/2017	
Josiah	Wolcott	Board	8/15/2016		V. Pres.	9/28/2017	
Nick	Manolakos	Board	10/1/2012		Ex-Officio	10/30/2017	
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Renee	Beamer	CBOC	Aug-17		Finance	10/27/2017	
Paul	Brooks	CBOC	Apr-15		Parent	9/15/2015	
George	Hantzandreou	CBOC	Aug-16		Board	3/30/2017	
Nick	Manolakos	CBOC	Aug-17		Admin	10/30/2017	
Michael	Padovani	CBOC	Apr-15		Parent	8/20/2015	
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Jason	Sheehan	CBOC	Aug-17		Parent	11/3/2017	
Kevin	Smith	CBOC	Aug-17		Parent	10/28/2017	
Loia	Teel	CBOC	Aug-17		Parent	11/7/2017	