

ODYSSEY CHARTER SCHOOL

ANNUAL REPORT

2017-2018

**4319 Lancaster Pike
Wilmington, DE 19805
Phone:(302) 516-8000**

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 2017-2018 ¹	1662
Approved Enrollment	1582
School Address	Building #20 Barley Mill Plaza 4319 Lancaster Pike, Wilmington, Delaware 19805
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://odysseycharterschooldel.com/
Name of School Leader	Denise Parks, Head of School Riccardo Stoeckicht, Campus Operations Officer
School Leader Email and Phone Number	Denise.Parks@odyssey.k12.de.us riccardo.stoeckicht@odyssey.k12.de.us (302) 516-8000
Name of Board President	Josiah Wolcott
Mission Statement: The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus. *Odyssey Charter opened in 2006 and was authorized by Red Clay School District.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (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	
	2017-2018 ¹
Total Enrollment	1662
# of Students on Waiting List	1,660
Gender	
% Male	49.64%
% Female	50.36%
Ethnicity/Race	
% African American	22.14%
% American Indian	0.42%
% Asian	13.06%
% Hispanic/Latino	5.66%
% White	55.29%
% Multiracial	2.95%
Special Populations	
%Special Education ²	5.54%
% English Language Learners	3.55%
% Low-Income	15.52%

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

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
Dec 2013	Major - relocate school site	Approved
Dec 2015	Minor - increase enrollment (effective 2016-17)	Approved

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

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		
	2017-2018	
	Approved Enrollment	30-Sep Enrollment Count
K	161	188
Grade 1	161	191
Grade 2	161	183
Grade 3	161	184
Grade 4	161	184
Grade 5	161	176
Grade 6	132	160
Grade 7	132	142
Grade 8	116	115
Grade 9	132	68
Grade 10	104	71
Grade 11		
Grade 12		
Total	1582	1662

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

1.5 Reenrollment:

Reenrollment Rate² 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	1	
Grade 1	150	93.17%
Grade 2	150	94.34%
Grade 3	146	90.12%
Grade 4	147	90.74%
Grade 5	148	91.93%
Grade 6	139	85.80%
Grade 7	141	88.68%
Grade 8	114	95.80%
Grade 9	54	45.76%
Grade 10	71	92.21%
Grade 11		
Grade 12		
Total/Avg	1261	87.57%

** 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.

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.

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.

In order to minimize attrition, the school is engaged in a multi-pronged effort.

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.
 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.
 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.
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II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

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.

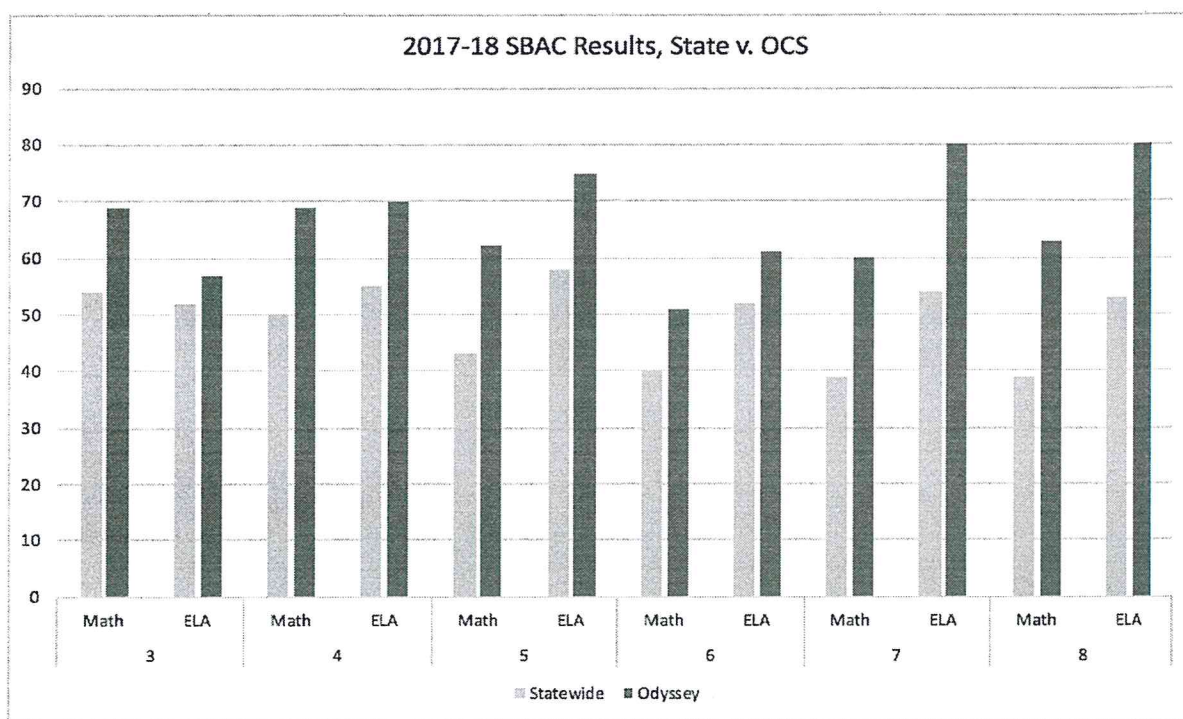
Overall Academic Ratings

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

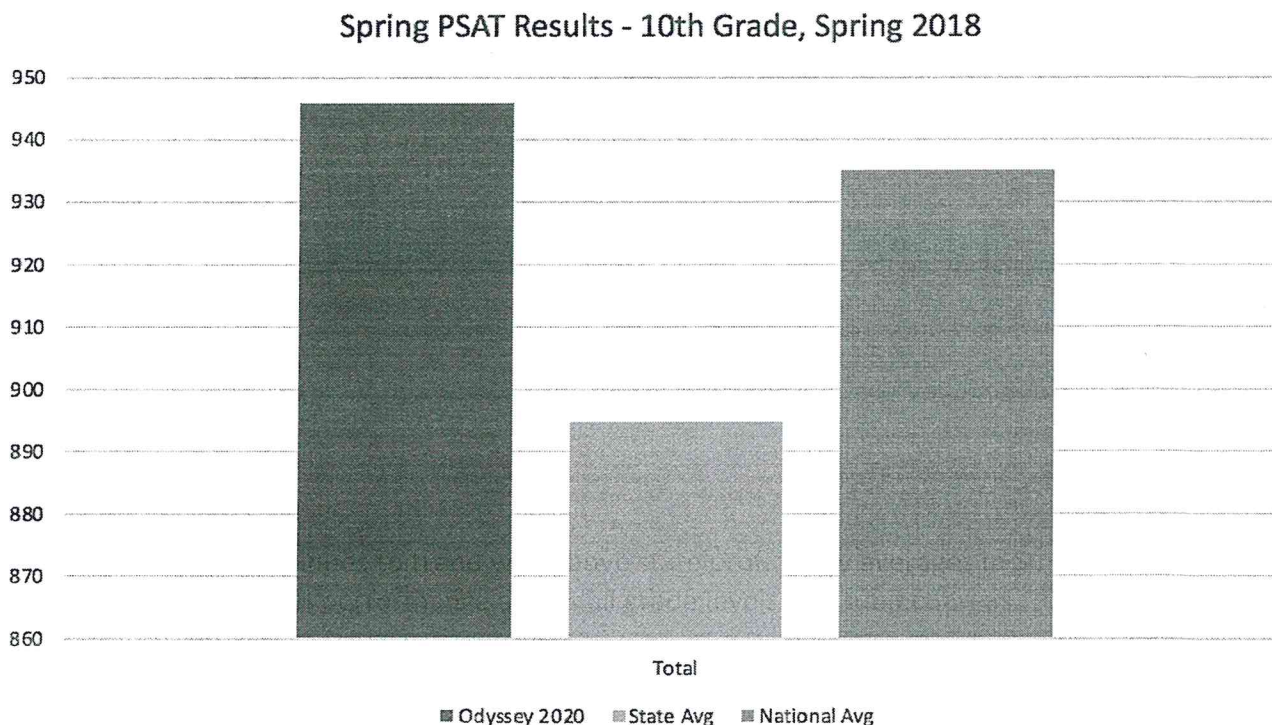
Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	66.00	66% Meets Expectations
Academic Progress	125.00	69.00	55% Approaching Expectations
School Quality/Student Success	37.50	37.00	99% Exceeds Expectations
Graduation Rate	n/a	n/a	Not Applicable
Progress Toward English Language 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 over the course of the school year.

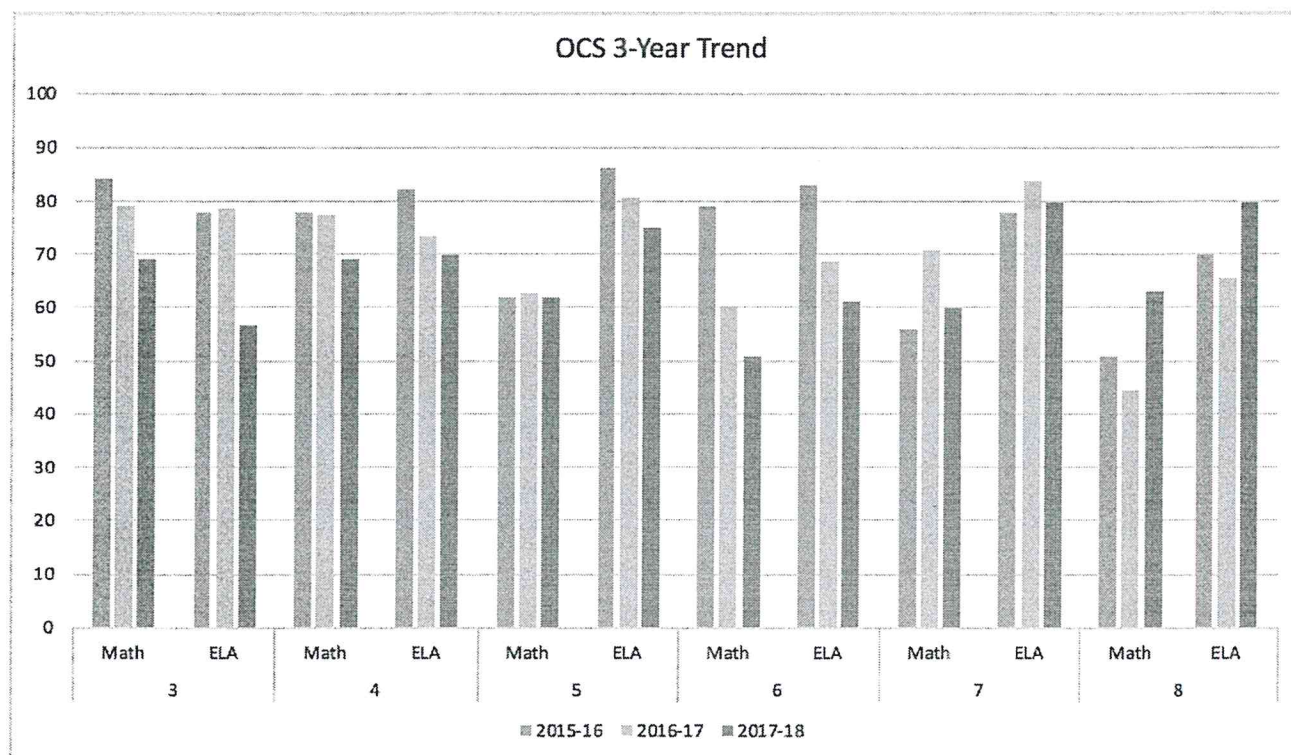
School Comments:



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

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

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

School Comments

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

Respond to the following questions.

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

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

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

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

Respond to the following questions.

- 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.)

School Comments

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.
 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.
 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.
-

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

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.

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

School Comments

The school will continue to monitor, analyze, and respond to the following metrics:

1. STAR data
 2. SBAC performance
 3. PSAT achievement
 4. RTI data
 5. NAEP scores
 6. RAP (discipline data)
 7. In-house new student cohort monitoring
-

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
On Track in 9th Grade(grade 9)	99.70%	25.00	25.00
Proficiency - Science(5,8 and Biology)		n/a	n/a
Proficiency - Social Studies(4,7 and HS)		n/a	n/a

Respond to the following questions.

- 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

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

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.

School Comments

The school will continue to monitor, analyze, and respond to the following metrics:

-
1. Attendance rates
 2. 9th grade academic standings
 3. PSAT achievement
-

2.5 Graduation Rate

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

Respond to the following questions.

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
N/A

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

School Comments
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
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

Respond to the following questions.

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.

School Comments

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?

School Comments

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.

School Comments

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>Mission: 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"> 1.) Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum. 2.) Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus. 3.) Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods. 4.) Assist students in the development of a broader world view through exposure to other World cultures, and 5.) Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity. 	<p>Meets Standard:</p> <p>Approaching Standard:</p> <p>Far Below Standard:</p>	<p>The academic achievement levels revealed in the Renaissance Learning STAR Scores, SBAC, NAEP, 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 of mathematics, English, science and other studies..." for goal. Additionally the International Emotions and Assessments are also an important 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 exceptional 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>Measure 1a1</p>

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 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).

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	
2017-2018	M	AS	M	F	M	M	M	AS	M	AS	Approaching 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:

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

School Comments:

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.

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.

Finally, the transition to new leadership and solidifying responsibilities has occurred. As such, the lack of reporting in ASV will be addressed moving forward.

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.

4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

DOE Rating Information:

School Response To Rating:

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 organizational performance based on its approved Performance Agreement (see above).

School Comments:

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.

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	Role/Title	Financial Training Date
Dimitri	Dandolos	President	10/24/2017
George	Hantzandreou	Treasurer	3/30/2017
Michael	Kirifidis	Member	11/6/2017
Michael	Klezaras, Jr.	Member	10/24/2017
Abigail M.	LeGrow	Member	10/24/2017
Nick	Manolakos	Ex-officio	10/30/2017
Elias	Rigas	Member	10/27/2017
Tami	Soltow	Teacher Representative	10/19/2017
Laura	Thompson	Parent Representative	3/30/2017
Josiah	Wolcott	Vice President	9/28/2017

*Please list only the most recent training date.

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

School Comments:

This list is an accurate updated listing and was submitted 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.

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 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	Role/Title	Financial Training Date
Renee	Beamer	Finance Specialist	10/27/2017
Paul	Brooks	President	9/15/2015
George	Hantzandreou	Board Representative	3/30/2017
Nick	Manolakos	Administration	11/17/2017
Michael	Padovani	Parent Representative	8/20/2015
Denise	Parks	Administration	10/30/2017
Jason	Sheehan	Community Representative	11/3/2017
Kevin	Smith	Parent Representative	10/28/2017
Loria	Teel	Parent Representative	11/8/2017
Richard	Riggs	DOE Representative	11/30/2015

School Comments:
The above list is accurate.

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

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

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.

School Comments:

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.

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

School Comments:

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.

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.

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	
2017-2018	M	M	M	F	M	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:

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

School Comments:

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) Address any measure where school did not meet standard or is approaching standard
- b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

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

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:

Total Liabilities divided by Total Assets

2017-2018
0.94

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

School Response To Rating:

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

Performance Agreement

Financial Performance Expectations

Odyssey Charter School's overall financial rating is Meets Standard. By 2013-2014, our expectation is to continue 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.

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

School Comments:

The school has met its committed overall financial rating for the past two school years, even as it continues to grow its enrollment and campus footprint.

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

School Comments:

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.

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).

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. 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).

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.

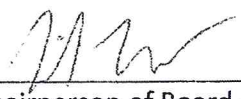
In addition to our foreign language components, OCS introduced the Leadership Learning Collaborative (LLC), a voluntary Professional Learning Community, to its staff to promote innovation and excellence across the school. With representatives from all areas of the organization, including teaching faculty, 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.

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.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Odyssey Charter School
Location:	Wilmington, DE

I hereby certify that the information submitted in this annual 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) 12/20/18
Date

Print/Type Name:	Josiah Wolcott
Title (if designated):	President of Board of Directors
Date of approval by board of directors:	12/11/18

References:

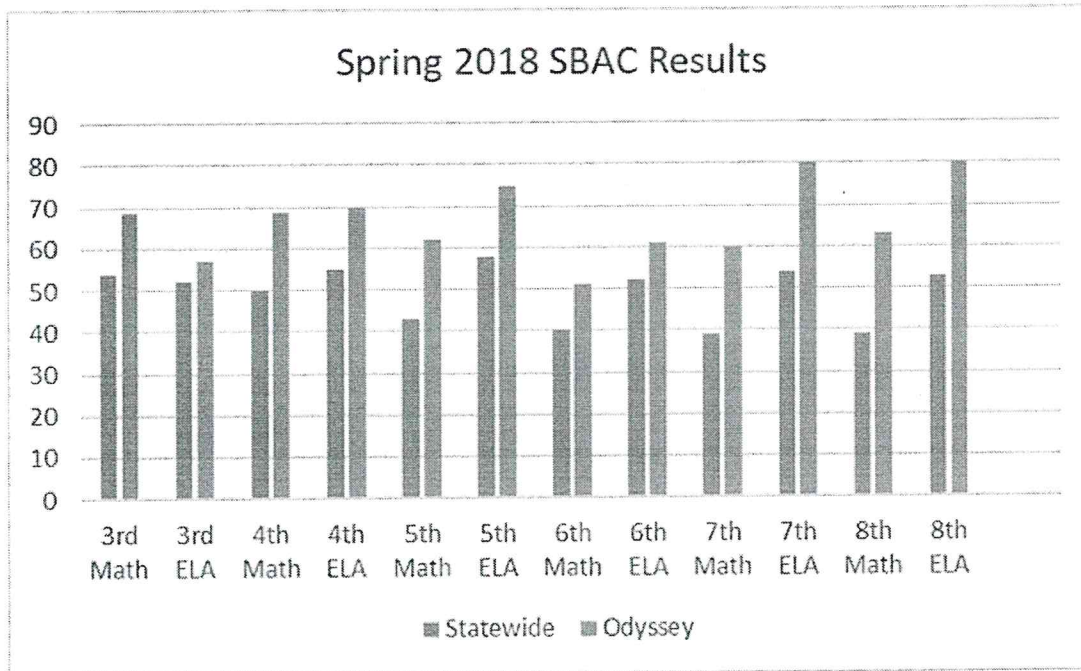
¹ Based on September 30th Unit Count

² 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.

³ 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.

Appendix 1



Science

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

Appendix 2

First Name	Last Name	Type	Term Begin Date	Term End Date	Role/Title	Financial Training Date
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
Renee	Beamer	CBOC	Aug-17		Finance	10/27/2017
Paul	Brooks	CBOC	Apr-15		President	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
Loria	Teel	CBOC	Aug-17		Parent	11/7/2017