

ODYSSEY CHARTER SCHOOL

ANNUAL REPORT

2019-2020



**Barley Mill Plaza 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 2019-2020 ¹	1916
Approved Enrollment	1892
School Address	Barley Mill Plaza 4319 Lancaster Pike, Wilmington, DE 19805
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://odysseycharterschooldel.com/
Name of School Leader	Riccardo Stoeckicht (Elias Pappas - effective 1/4/21)
School Leader Email and Phone Number	riccardo.stoeckicht@odyssey.k12.de.us elias.pappas@odyssey.k12.de.us (302)) 516-8000
Name of Board President	Elias Rigas
<p>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.</p> <p>*Odyssey Charter opened in 2006 and was authorized by Red Clay School District</p>	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2019-2020. (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	
	2019-2020 ¹
Total Enrollment	1916
# of Students on Waiting List	GRADE - WAITLIST TOT.SCHOOL 906
Gender	
% Male	50.78%
% Female	49.22%
Ethnicity/Race	
% African American	23.38%
% American Indian	0.57%
% Asian	14.87%
% Hispanic/Latino	7.67%
% White	49.06%
% Multiracial	4.07%
Special Populations	
% Special Education ²	7.52%
% English Language Learners	4.12%
% Low-Income	12.11%

[

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

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2019-2020	
	Approved Enrollment	30-Sep Enrollment Count
K	161	183
Grade 1	161	185
Grade 2	161	185
Grade 3	161	184
Grade 4	161	184
Grade 5	161	184
Grade 6	154	175
Grade 7	132	185
Grade 8	132	171
Grade 9	136	81
Grade 10	136	75
Grade 11	132	62
Grade 12	104	62
Total	1892	1916

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		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Odyssey Charter School		
	Number of Students Re-enrolled Count	Percentage of Students Re-enrolled %
K**	1	
Grade 1	164	89.13%
Grade 2	176	95.14%
Grade 3	169	91.35%
Grade 4	172	93.99%
Grade 5	172	93.99%
Grade 6	159	86.41%
Grade 7	166	94.32%
Grade 8	154	95.06%
Grade 9	64	40.25%
Grade 10	62	87.32%
Grade 11	59	90.77%
Grade 12	62	93.94%
Total/Avg	1580	87.63%

** School entry grade level. Re-enrollment 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.

In March, a student intent survey is sent to families indicating whether or not they will return the following school year. The majority of 8th graders leave prior to high school as they begin to explore other high schools that meet their academic, activity and personal needs. Listed below are some of the reasons students choose to go to another school:

- Enhanced school facilities for sports and other related activities.
- Sports programs - Odyssey offers basketball, soccer, wrestling, volleyball, but some students have asked for football, and other sports not currently available.
- Staff retention - A comment made by middle school parents related to teacher retention. When students had experienced multiple teachers in a year at the middle school, parents were likely to identify this as a reason for not enrolling in the high school
- Course offerings – The High School currently offers a limited, but growing selection of pathways.
- Managing schedules of siblings at different schools
- Transportation - parents cannot provide transportation to more than one school

Odyssey is using the survey results to prioritize future expansion projects to continue to improve the course offerings, facilities, and programs to meet the needs of all our learners. We have identified the gymnasium as one of the higher priorities and are exploring new avenues to identify a revenue stream in order to achieve the goal of opening a state-of-the-art gymnasium for students.

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 published 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 the 2017-18 school year.

Overall Academic Ratings

Indicator	Points	Percent Point
-----------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

- a) **Since all assessment and accountability requirements for SY 19/20 have been waived due to the COVID-19 pandemic, please describe the school's performance against its remote learning plan and address the following areas (2 pages will suffice):**
- i. **Content mastery;**
 - ii. **Addressing learning gaps (e.g. serving students with disabilities);**
 - iii. **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
 - iv. **Student engagement;**
 - v. **Student wellness (e.g. challenges at home);**
 - vi. **Assessment and measures of success;**
 - vii. **Grade level differences;**
 - viii. **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**

School Comments:

- **Content mastery;**
 - Accelerated Learning - the idea of supporting grade-level work by only teaching students what they need to know when they need to know it. For example, teachers should not be remediating their content from learning loss that did not occur in the spring of 2019. Instead, teachers should be targeting content right before prior knowledge is needed to access content. [Here](#) is a presentation that was delivered to the Math department heads K-12 to address these ideas. AR tests measure student reading success in grades 2-5.
 - Curriculum office provided professional development, coaching, PLC support and resources around the following areas to Improve experiences for all students
 - Looking at student work - collaboratively look at what students are producing on tasks as an opportunity to refine instruction
 - Preparation - Engaging with the materials to prepare to do the world with the students
 - Analyzing instructional tasks - PLCs and departments collaboratively analyze texts to deeply understand what the task is asking students to do
 - Providing student opportunities to work on targeted, standard aligned, mastery based assignments
 - Teachers utilize research based instructional practices that provide opportunities for students to engage in collaborative learning through break out rooms, padlet, peardeck (or similar) and Google docs
 - Creating opportunities for students to engage deeply with what they are learning during instruction (see above)
 - Holding high expectations for students and believing that they can meet grade level standards (Instructors display growth mindset)
 - Identifying power standards and prioritizing them)
 - Revised scope and sequence to address content not addressed at the end of SY20
 - Leveraging the structure and emphases of college and career ready mathematics and ELA standards
 - Cross grade level and grade level conversations during PLCs and department meetings
 - What does unfinished learning look like for your content area?
 - What was not taught in the spring of 2020?
 - Is the unaddressed content a priority for the SY 2020/2021?
 - How can this be incorporated into the next grade level or course?
 - Prioritizing the scope and sequence documents for all grade levels after revisions
 - **Addressing learning gaps (e.g. serving students with disabilities);**
 - Invitation for early return to address needs of complex learners for in-person learning as safely appropriate based on state guidelines
 - Responses above also address learning gaps in addition to content mastery
 - Breakout rooms with para or special education teacher
 - Small group instruction twice a week
 - Mandatory office hours
-

- **Equity (e.g. measuring and addressing the technology gap, technological literacy)**
 - Surveying families on internet access and devices
 - Providing students with devices and internet that do not have them at home
 - Providing families with live information sessions via Zoom on how to access instructional technology
 - Providing screencastify videos to support new platforms and procedures for visual aide
 - Creating a call center and ticket system for families who have technological needs
 - If needs are not met, via the ticket system, phone calls, zoom or dropping off the device to evaluate have been used to find solutions
- **Student engagement;**
 - Live classes with Zoom norms and expectations

K-4 Virtual Learning Schedule		Example
8:00 - 9:00	Report Time	Report Time
9:00 - 9:15	Morning Meeting	Morning Meeting
9:15-9:45	S1	Science/SS
10:00 - 10:30	S2	Greek language/Greek Math
10:45 - 11:15	S3	Math
11:30 - 12:00	S4	ELA
12:00 - 1:00	Lunch/ Social Hour	Lunch/ Social Hour
1:00 - EOD	Office Hours Small Group	Asynchronous learning Small Group Instruction

Fifth Grade Student Schedule						
		Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:40	Period 1	Period 1 Synchronous	Period 1 Synchronous	Period 4 Synchronous	Period 5 Synchronous	
8:50 - 9:30	Period 2	Period 2 Synchronous	Period 2 Synchronous	Period 5 Synchronous	Period 6 Synchronous	T1 Office Hour
9:40 - 10:20	Period 3	Period 3 Synchronous	Period 3 Synchronous	Period 6 Synchronous	Period 7 Synchronous	T2 Office Hour
10:30 - 11:10	Period 4	Period 4 Asynchronous	Period 4 Synchronous	Period 7 Synchronous	Period 1 Asynchronous	T3 Office Hour
11:20 - 12:00	Period 5	Period 5 Asynchronous	Period 5 Asynchronous	Period 1 Asynchronous	Period 2 Asynchronous	T4 Office Hour
12:10 - 12:50	Period 6	Period 6 Asynchronous	Period 6 Asynchronous	Period 2 Asynchronous	Period 3 Asynchronous	Greek Office Hour
1:00 - 1:40	Period 7	Period 7 Asynchronous	Period 7 Asynchronous	Period 3 Asynchronous	Period 4 Asynchronous	
1:50 - 2:30	Asynchronous Specials Small Group	PE	Music	Art	Second Step	

Middle School Student Schedule					
	Mon. A day	Tues. B Day	Wed. A	Thurs. B	Flex Fri.
8:00 - 9:00	Per. 1 (Synchronous)	Per. 1 (Synchronous)	Per. 1 (Asynchronous)	Per. 1 (Asynchronous)	Science Office Hours
9:15-10:15	Per. 2 (Synchronous)	Per. 2 (Synchronous)	Per. 2 (Asynchronous)	Per. 2 (Asynchronous)	SS Office Hours
10:30 - 11:30	Per. 3 (Asynchronous)	Per. 3 (Synchronous)	Per. 3 (Synchronous)	Per. 3 (Asynchronous)	ELA Office Hours
11:45 - 12:45	Per. 4 (Asynchronous)	Per. 4 (Asynchronous)	Per. 4 (Synchronous)	Per. 4 (Synchronous)	Greek Office Hours
1:00 - 2:00	Per. 5 (Asynchronous)	Per. 5 (Asynchronous)	Per. 5 (Synchronous)	Per. 5 (Synchronous)	Elective Office Hours
2:15 - 3:15	ELA Office Hours	Sci/SS Office Hours	Math Office Hours/ Greek Office Hours	Elec Office Hours	Math Office Hours

High School Staff Schedule						
	Monday A	Tuesday B	Flex Wednesday	Flex Wednesday Times	Thursday B	Friday B
9:00 - 10:15	Block 1 (Synchronous)	Block 1 (Synchronous)	Planning 1 Office Hour	9:30 - 10:30	Block 1 (Asynchronous)	Block 1 (Asynchronous)
10:30 - 11:45	Block 2 (Synchronous)	Block 2 (Synchronous)	Planning 2 Office Hour	10:30 - 11:30	Block 2 (Asynchronous)	Block 2 (Asynchronous)
12:00 - 1:15	Block 3 (Asynchronous)	Block 3 (Asynchronous)	Planning 3 Office Hour	11:30 - 12:30	Block 3 (Synchronous)	Block 3 (Synchronous)
1:30 - 2:45	Block 4 (Asynchronous)	Block 4 (Asynchronous)	Planning 4 Office Hour	1:00 - 2:00	Block 4 (Synchronous)	Block 4 (Synchronous)

- All assignments housed in Schoology (accessibility for families?)
- Office hours offered 1-2 times a week depending on grade level
- All classes offer small group instruction (grades K-5)
- K-5 held a social hour during lunch where students play games, listen to read alouds, engage in conversation, etc.
- Purchase of instructional technology materials to increase student engagement during virtual learning such as Newsela, HelloSmart, Freckle, Schoology, Google Suite, Reading A-Z, Vocabulary Spelling City, Kami, etc.
- Small groups on campus for enrichment activities such as soil activity, cooking, gardening club, etc.
- Weekly videos from the school deans - shared each Monday during the morning meeting/advisory
- **Student wellness (e.g. challenges at home);**
 - Weekly social-emotional check-in done by student advisors (Tuesday) Creating weekly meetings for students with the guidance counselors and student advisors as a safe space
 - Home visits for struggling students
 - Students who may be in danger of failing
 - Students with low attendance rates
 - Students who have been identified as a concern by the teacher or the counselor due to other outside factors
 - Continuing parent conferences virtually
 - Mental Health assembly for eleventh and twelfth grade students
 - Can Do U Training for all High School Staff
- **Assessment and measures of success;**
 - Grading policies - see below
 - Attendance policies adjusted for virtual learning to accommodate when students cannot access Zoom meetings or attend synchronous sessions
- **Grade level differences;**
 - Appropriate screen time for students based on grade band
 - Schedules (K-5 half day vs 6-12 full day)
 - Amount of asynchronous work provided to students
 - Grading
 - Minimum and maximum number of grades
 - Formative vs summative weights
 - K-5 - 40% formative; 60% summative
 - 6-12 - 30% formative; 70% summative

-
- Electives (O, S, N in grades K-5)
 - **Lessons learned and improvements for school year 2020-2021 (e.g. preparation, content, synchronous vs. asynchronous learning, etc.)**
 - Created a group on Schoology - “OCS Teacher Resources” to house instructional resources, lesson plans, and ideas to be shared and accessed by all OCS staff
 - Substitute plans
 - Virtual emergency lesson plans (2 weeks/8 days) are uploaded and unpublished in Schoology
 - Changes in grading policy for specialists grades K-5 - no longer give letter grade
 - Teaching live using Zoom instead of Google Meet
 - Structured schedule for all buildings
 - Purchased/ introduced additional instruction technology for teachers to enhance their content in a virtual setting such as Newsela, Reading A-Z, Vocabulary Spelling City, HelloSmart, Freckle, Schoology, Google Suite, Kami, etc.
 - Asynchronous learning time by grade band
 - K-2: 10-15 minutes a day
 - 3-5: 15-20 minutes a day
 - 6-8: Minimum of 30 minutes per course; no more than 45 minutes (per day?)
 - 9-12: Minimum of 45 minutes per course; no more than 60 minutes (is this per day?)
-

Performance Agreement

Academic Performance Expectations

Odyssey Charter School's DSSF ratings are:

Indicator	2018-2019		
	Points	Point Earned	Percent Point
Academic Achievement	100.00	61.00	61% Meets Expectations
Academic Progress	125.00	80.00	64% Meets 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	38.00	76% Exceeds Expectations
Overall	312.50	216.00	69% Meets Expectations

Mission Specific Goal(s):

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

As the school prepares to graduate its first senior class (did this not already happen?), metrics concerned with graduation rates and college and career readiness are of particular importance. Regarding graduation rates, Odyssey Charter School plans to meet or exceed graduation rate expectations and surpassing state averages. (Can we provide data here compared to the state?) Although our small cohort makes such goals more challenging, it underscores Odyssey's commitment to its high school students and preparing them for college and careers.

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

Odyssey Charter School aspires to have all students appropriately challenged through our rigorous curriculum and high standards for all. This will result in students meeting or exceeding grade-level expectations and graduating students who are college and career ready. Further, we aim to create world citizens with well-developed critical thinking and problem-solving skills. The school utilizes a battery of assessments designed to assess student learning needs and track progress. Specifically, Odyssey Charter School uses Renaissance Learning's STAR assessment for benchmark and progress monitoring purposes. In addition, through its core curriculum materials from Benchmark Literacy, EngageNY/Eureka Math, and DOE-supported materials in the other content areas, interim assessments currently exist that are aligned to the Common Core and State of Delaware standards. The school supplements these instruments with common formative and summative assessments to track progress. Odyssey continues to work with classroom teachers to develop/revise common assessments aligned to current curriculum for classroom-based measures. Last, the school administers the PSAT to all 8th and 9th grade students as an early measure of college and career readiness.

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

School Comments

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

This combination of collective efficacy and unique programming has delivered academic achievement for Odyssey Charter School students. Due to the pandemic OCS has most of its data from the SY18-19 school year. The SBAC testing data reveals that 33% of Odyssey students are performing at the highest level (PL 4) in Smarter ELA. Further, 30% are earning a PL 4 in Smarter Math. Odyssey Charter High School students are excelling, as well. All three classes (Class of 2020, 2021, and 2022) performed above the state and national averages on the Spring 2019 PSAT/SAT. The first graduating cohort, the Class of 2020, has consistently improved their PSAT/SAT growth year to year, for a 137-point increase over five administrations. Our first graduation ceremony was held on June 13, 2020 and awarded diplomas to 100% of the graduating class.

Locally Odyssey administers the STAR assessment in ELA and mathematics. This assessment is used to benchmark student progress toward standards and to determine those students who are in need of tiered supports. In addition to the benchmark assessments students may take STAR assessments more frequently as a means of progress monitoring. BOY, MOY and EOY data are reviewed and discussed in PLCs to make tiered intervention placements and decisions. End of the year data showed a decrease in the number of students who needed tier II instruction by 37% and an increase of 6.5 % of tier III instruction for mathematics. In ELA the data showed a 27% decrease in the students needing tier II instruction and 1% increase for tier III instruction.

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

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

In addition, Odyssey Charter School has met all growth targets in reading and mathematics, resulting in a "Meets Expectations" rating in the SY18-19, an improvement from the 2018-19 "Approaching Expectation" rating in the SY17-18. The school's focus on Greek language acquisition at the elementary level, along with rigorous, standards-based has allowed the school to offer a quality, comprehensive program to over 1,800 students in grades K-12.

2.2 Academic Achievement

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: This section is not being completed per guidance by DDOE

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

School Comments: This section is not being completed per guidance by DDOE

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

School Comments

Even though there is a lack of current state level proficiency data, Odyssey uses the STAR assessments and curriculum-based measures aligned to standards to determine students on-track to proficiency measures and to determine Response to Intervention needs.

2.3 Academic Progress

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: This section is not being completed per guidance by DDOE

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

School Comments: This section is not being completed per guidance by DDOE

- 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: Even though there is a lack of current state level proficiency data, Odyssey uses the STAR assessments and curriculum-based measures aligned to standards to determine students on-track to proficiency measures and to determine Response to Intervention needs.

2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: This section is not being completed per guidance by DDOE

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

School Comments: This section is not being completed per guidance by DDOE

- 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: Progress for student success will be measured by report cards, benchmark assessments, graduation data, attendance data and state assessment data.

2.5 Graduation Rate

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: This section is not being completed per guidance by DDOE

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

School Comments: This section is not being completed per guidance by DDOE

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

School Comments: Odyssey had 100% of the first graduating class receive their diploma. The graduation rate will be determined once OCS has had additional graduating classes.

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.

Metric	Value	Points	Points Earned
--------	-------	--------	---------------

Due to COVID-19, all SY 19/20 assessment and accountability requirements have been waived by the U.S. Department of Education.

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: This section is not being completed per guidance by DDOE

- 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: This section is not being completed per guidance by DDOE

- 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

While Odyssey does not have current ACCESS scores due to COVID, several strategies have been implemented to improve the instruction to ELs. A part time person has been put in place to coordinate EL programs and services. Back to Basics has been contracted to deliver high quality instruction to ELLs. Back to Basics instructors complete curriculum based assessments to progress monitor student's English language development. A specific schedule has been developed for students to receive services while in remote learning. These are small group settings being provided by Back to Basics. A The coordinator meets regularly with Back to Basics and has held meetings with parents to discuss EL services. Four parent meetings to support their students were held during the week of January 11. The purpose of these meetings was to create an understanding for parents about the current program and guidelines. We also discussed how the ACCESS scores determine the level of instruction provided to their children throughout the year .

The ELD program at Odyssey has expanded every year in response to the increasing numbers of ELL students enrolling in our school. Our approach to supporting all students has historically been rooted in providing a holistic education, focusing on the social emotional and academic needs of the student. As part of our program, Odyssey's Student Support Manager and the ELL Coordinator evaluate the assessment data and disseminate information to the teachers providing the ELL supports. ELL teachers review our ELL data and use it to provide individual and/or group support to our students. These engagements help strengthen the student teacher relationships and create a safe environment for our ELL students.

Although a subgroup of students that make up our ELL population include students with IEPs, Odyssey has focused its attention on differentiating the support for these students into bands that include Level 1 or 2, and the mid-level 3s to 4s. With some of our ELL population being LTELs, the school focuses specifically on interventions to accelerate their progress. As part of the WIDA consortium, Odyssey uses Delaware's criteria to determine the level of proficiency and exit scores for the ELL program. Odyssey incorporates differentiation strategies within their classes. Strategies include graphic organizers, sentence starters, and a focus on reading and writing skills within the context of the courses.

Odyssey Charter is setting very high expectations and creating robust goals to support our students. Based on last year's ACCESS scores we seek to increase English proficiency levels with at least 20% of our students being reclassified upwards for the 2020-21 school year. To continue the growth of a more effective, collaborative program, we look forward to building a core of dual-certified ELL teachers while optimizing the need for outsourcing companies for instruction.



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:

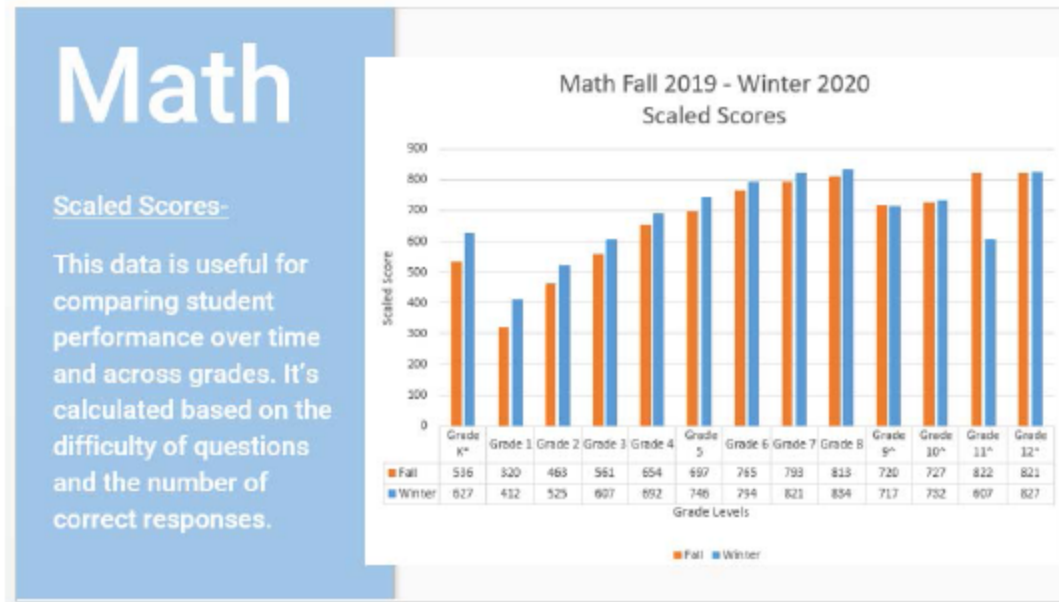
- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

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?

Odyssey's mission focuses on critical thinking and problem solving with a focus in mathematics while also developing students who are proficient in the Greek language.

This data reflects the internal assessment measure (STAR) that was administered in the fall and winter showing growth during that time. Unfortunately Odyssey is not able to share with DDOE their end of year growth or summative data as schools closed due to the pandemic prior to the test being able to be re-administered. In addition, Odyssey does not have DCAS, SBAC, or Ellinomatheia (locally administered Greek language test) as these would have been completed after the date of school closure due to the pandemic.



- a) Rate the school’s performance according to the criteria established by the school for its 2019-2020 mission specific goal(s).

School Comments: Performance for the mission specific goals was not measured due to EOY assessments not being able to be administered. However previous year’s data show that students' ELA performance has exceeded that of math. To support the mathematics focus of Odyssey and to improve mathematics achievement data, Odyssey purchased Carnegie Learning for the secondary grades. This math resource is aligned to CCSS and provides students with mathematics experiences that engage them in critical thinking and problem solving in real world contexts. Teachers were provided professional development prior to implementation. SY 20-21 will be the first full year of implementation. Odyssey will use instructional walkthrough data and online student assessment data to evaluate the success of the first year of implementation. PLCs meetings focus on planning and professional development to support implementation. All data will be reviewed at the end of year and compared to previous year’s student performance to identify areas of need and support for the 21-22 SY.

Student achievement data for Greek language acquisition will be measured using the Ellinomatheia. Data will be used to determine strengths and needs for the Greek language program.

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).

Currently there is no SY 20 data to present due to assessments not being administered at the end of the year

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		
2019-2020	M	M	M	M	F	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: N/A

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

School Comments: The Board of Directors has been expanded, and has met, and implemented/is implementing according to agreed-upon timelines all corrective actions agreed-upon with the DOE. More recently, a new bilingual, bicultural HOS has been hired, and is now leading the school as of 01/04/21.

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

The school was under two formal reviews during the school year, having met all DOE conditions and requirements by the end of May, 2020. Many of the actions implemented strengthened a number of areas covered by the Organizational Framework Measure 2a. They are:

1. Board composition - All board seats were filled, meeting the requirement to flip control from an AHEPAN to a non-AHEPAN majority,
2. Board training - Given the new board membership training was postponed, and completed in August with the support of DANA.
3. By-Law revision - By-laws were revised, and published in December, 2019, after which all the required changes were subsequently implemented leading to the above-mentioned release.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

School Response To Rating:

In May of 2020 the DOE released Odyssey from formal review, and related charter renewal conditions, resulting in the rating falling “far below standards”. It is the belief of the board and school administration that the school will not repeat this rating in the coming year.

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

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

School Comments: In spite of the challenges of being placed on formal review during the year, the organization continued its successful school operations, while continuing its HS expansion, and met its targeted overall rating for the year.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Elias	Rigas	7/1/2020		President	10/27/2017	08/26,29/20
Erin	Allard	2/1/2020		2nd VP	6/4/2020	08/26,29/20
Anamaria	Anagnostou	12/1/2018		1st VP	9/30/2019	08/26,29/20
Eva	Jannelli	2/1/2020		Member	4/20/2020	08/26,29/20
Helen	Anderson	7/1/2020		Member	4/26/2020	08/26,29/20
Rodrigo	Torres	2/1/2020		Treasurer	5/17/2020	08/26,29/20
Maryann	Yarram	7/1/2020		Member	4/22/2020	08/26,29/20
Georgia	Halakos	7/1/2020		Member		08/26,29/20
Ken	Przywara	7/1/2020		Secretary		08/26,29/20
Paul	Brooks	10/1/2020		Member	9/15/2015	08/26,29/20
Valerie	Caras	7/1/2020		Member		08/26,29/20

*Please list only the most recent training date.

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

School Comments:

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
(to be completed by final submission)**

First Name	Last Name	Role/Title	Financial Training Date
Paul	Brooks	Chair	9/15/2015
George	Hantzandreou	Board Treasurer	3/30/2017
Denise	Parks	HOS	10/26/2017
Jason	Sheehan	Parent	11/3/2017
Kevin	Smith	Member	10/28/2017
Richard	Riggs	DOE Represent	11/30/2015
Hester	Sutton	Teacher	4/16/2020
Evan	Winokur	Staff	5/14/2020
Rodrigo	Torres	OCS Board	5/17/2020

School Comments:

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

2019-2020		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
81.6	120	147

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:

Plans the school has implemented and will continue to do so are:

Odyssey Charter School has set into place a series of actions to help promote a positive work culture, where teachers feel valued and continue to develop professionally. The highlights of the approach is creating a collaborative work environment focused on building a positive school culture, but also providing ongoing professional development for teachers. Additionally Odyssey provides both formal and informal systematic, cyclic feedback to help teachers reflect on their practices, identify areas of strength, and create action steps for annual goals. The goals are based on the Danielson framework , with teachers having the flexibility to choose focuses within the four domains. Odyssey conducts feedback surveys twice a year in order to help the school determine what areas the teachers would like to see more support, and implements these changes each semester. Odyssey Charter also hosts an annual Leadership Learning Collaborative where interested teachers have the opportunity to work through case studies and build skills that can positively impact their classroom environment and can create a pathway toward school leadership. .

Some feedback administration has received regarding teacher departures is listed below:

- Pay (leave to go to district schools)
 - Family planning (being a stay-at-home mom)
 - Wanting to work part time
 - Opportunity for growth/new positions
 - Lack of support/trust/instability of school, leadership, board: more structured support and leadership
 - Work life balance
-

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

School Comments: OCS is using the Principles of Instruction as a driving force to enhance teaching in all subjects and grades. Using best practices that have a high effect size will leverage the teaching that is occurring.

Specifically for mathematics, OCS has participated in accelerating the curriculum for SY20/21 to help decrease the 'Covid-slide' and ensure that students are working on grade-level material. Internal professional development was given to mathematic department heads to work with their teams to revise the scope and sequence to reflect the necessary acceleration for this school year. In the secondary levels, on-going professional development with Carnegie Learning has been and continues to be provided to allow for accurate implementation of the new curriculum.

In regard to ELA instruction, OCS also participated in a mirrored training for accelerating the curriculum for SY20/21 to help decrease the 'Covid-slide' and ensure that students are working on grade-level material. ELA department heads revised their scope and sequence to reflect necessary acceleration, grade-level content and equal distribution between fiction and non-fiction resources.

OCS has been working to obtain a culturally responsive education and content for all material. This is on-going work that is spearheaded by the Diversity, Equity and Inclusion committee that was created in the Summer of 2020.

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	
2019-2020	M	AS	M	F	AS	AS	F	AS	M	Approaching 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:

During the 2020 fiscal year, Odyssey Charter School invested in building upgrades, specifically at the High School to meet the expansion into 12th grade. In light of fundraising constraints, OCS had to cover these expenditures in its school-operating budget. This resulted in a decrease of the cash reserve, thus affecting this and several other financial performance metrics for the year. In addition, fiscal year 2019-2020 represented the first year of a ratified collective bargaining agreement for the majority of Odyssey's staff, resulting in a material increase to personnel expenditures.

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

School Comments:

Odyssey has reinstated regular meetings of the Fundraising and Grants Committee of the Board of Directors. With the School no longer under formal review, the ability to raise capital for future campus improvements becomes crucial for meeting (and exceeding) the State Financial performance standard going forward. In addition, with a High School now fully constructed on campus, School leadership will focus on retention and recruitment efforts to maximize filling the available seats in 9th – 12th grade, ensuring the maximization of services and revenue streams.

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

Measure 1b. Days Cash:

Cash divided by (Total Expenses / 365)

2019-2020
50

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

School Response To Rating:

During the 2020 fiscal year, Odyssey Charter School High School building upgrades needed to house all HS students had to be covered through the school-operating budget. This resulted in a decrease of the cash reserve. In addition, fiscal year 2019-2020 represented the first year of a ratified collective bargaining agreement for the majority of Odyssey's staff, resulting in a material increase to personnel expenditures.

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

2019-2020
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 FY20 independent audit identified that the school has not been compliant with certain financial covenant requirements related to their outstanding bonds (Note 4).

School Response To Rating:

During the 2020 fiscal year, Odyssey Charter School was not in default of its outstanding loans and was not delinquent with its debt service payment. However, Odyssey did not meet the loan covenant requirements associated with the Days Cash and Debt Service Coverage Ratios. The associated responses for those can be found in Measure 1b and 2d responses.

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2019-2020
1 YR: -1.12%
3 YR: 2.77%

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:

During the 2020 fiscal year, Odyssey's Total Margin metric was negatively impacted as its net income swung to a net loss. Capital expenditures flowing through the School's operating budget is identified as a primary cause for the net loss, which is also detailed in the Measure 1b response.

Measure 2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

2019-2020
0.93

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:

The debt the school incurred to purchase the site of its current campus drives its non-compliance of this metric. As the School pays the debt, OCS Administration expects it to come into compliance on this ratio, unless it funds future expansions with additional debt. Odyssey has also incurred some additional debt to purchase school buses, which once paid for, will enhance the School's cash flow.

Measure 2c. Cash Flow

2019-2020
1 YR: \$-651597
3 YR: \$-301836

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

School Response To Rating:

During the 2020 fiscal year, Odyssey’s Cash Flow metric was negatively impacted by the need to deficit spend due to HS capital expansion needs, understanding the short- and long-term impact of the decision. Now that the HS building has been completed, it is our expectation that this situation will be reversed as the school’s construction needs will drop over the coming years.

Measure 2d. Debt Service Coverage Ratio:

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2019-2020
0.97

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

School Response To Rating:

In addition to the items mentioned in the previous responses, Odyssey monitors this metric closely on a cash basis throughout the fiscal year. Over time, the School has continued to meet investor thresholds for the cash-based Debt Service Coverage Ratio metric.

Performance Agreement

Financial Performance Expectations

Odyssey Charter School's overall financial rating is Meets Standard.

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

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

School Comments:

The management capital investment decisions made by the Odyssey Charter School Board of Directors and the School Administration, regarding the School's FY 2020 budget, negatively affected cash flow and other financial performance metrics. These decisions made to ensure the continued delivery against the school's academic and charter mission, were made with the knowledge of the impact, and that the 5-year planning projections demonstrate that the cash flow will turn positive after FY 2021.

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

School Comments:

Prior year audit findings were cured during the 2019 - 2020 school year, and there were no new audit findings in the FY2020 annual 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: SY 2019 - 2020

The cornerstone to Odyssey Charter School's vision and mission is its commitment to infusing the Greek language and culture to students across Delaware. Odyssey is, in fact, the only school in the United States to offer two models of foreign language programming in Modern Greek. Attainment of the Greek language provides many benefits to Odyssey students. Throughout history, Greek has played an integral part in the development of the English language (40% of the English Language is rooted in Greek). From the structure of its alphabet, to the word derivations in the sciences, mathematics and beyond, the English language is directly linked to Greek. Students who learn Greek are able to make connections between English vocabulary and their Greek counterpart words by breaking apart and analyzing root words.

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

OCS offers two Greek language education programs:

- (a) Foreign Languages in the Elementary School (FLES), and
- (b) Dual Language Immersion education (DLI)

The Foreign Languages in the Elementary School (FLES) model has enhanced Odyssey's curriculum and is an integral part of our students' academic achievements in grades K-12. FLES students receive Modern Greek language and Math in Greek for a total of approximately 90 minutes per day in grades K-4, while in grades 5-8 students receive Modern Greek language instruction for approximately 45 minutes on a daily basis. In Middle School, this is reinforced with two exploratory Greek courses ("Greek Arts" in grade 6, and "Culinary Studies, with an emphasis on the Mediterranean diet" in grades 7 and 8). In addition, in High School (grades 9-12) the Greek Language is a core subject of the curriculum (90 minutes per day) and High School students also have the option to take an elective course in Greek Studies. 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).

Since the school year 2017-2018, students entering Kindergarten have had the opportunity to be part of the Dual Language Immersion (DLI) track. DLI education is now in its fourth year of implementation. In the immersion classrooms, students receive instruction in Greek for approximately half of the instructional day and the core academic content is split by subject area between Greek and American teachers. In particular, immersion students are taught Math and Science exclusively in Greek; ELA and Social Studies are taught in English.

The goal of the DLI 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. The Curriculum for the Greek Language, Math and Science in the DLI program is based on (a) the Common Core State Standards (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). Through innovative programs such as the "school within a school" model, positioning FLES and immersion side by side, the school accelerates achievement, both in the target and the native language, for all Odyssey Charter School students.

As OCS students receive Math instruction in Greek as well as in English in grades K-4, they are encouraged to participate in "The Kangaroo Competition" organized in Greece. This is an International Math and Logic Competition for students in grades 2 to 12. Around 50 countries participate in the Competition each year with millions of participants. The questions are written in Greek and the papers are graded by the Kangaroo office in Greece. In 2019, the first year we held the competition, there were 94 participants from the three grade levels (2 to 4) and 14 students across these grades received an International Level of Honors. In 2020, 102 students registered for the competition. However, due to the difficulties of Covid 19 and the virtual setting, only 53 OCS students eventually participated.

Evidence of the positive effects of our foreign language programming is found in our above state average proficiency and achievement results on Smarter Balanced Assessments and PSAT/SAT. Further, increased participation in Ellinomatheia and students' pass rate confirm that the dual model approach is a pathway for success for all Odyssey students. Between 2017 and 2020, the number of OCS students taking the Ellinomatheia exams increased by 400%: In 2017, only 6 OCS students participated in the exams; in 2018 this number doubled and in 2019 and 2020 we had 22 and 23 students respectively who applied for the Ellinomatheia exams. In 2019 the success rate was 77% but unfortunately, due to the pandemic, no OCS students participated in last year's exams and participation has been postponed for the school year 2020-2021. Noteworthy is that up until now, OCS students participated only in the A1 exams; for the first time this year we have applicants for the A2 and B1 level as well.

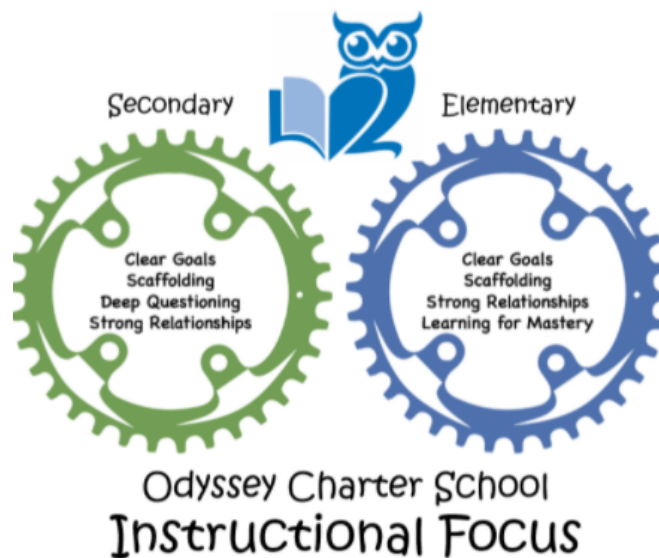
The school also serves as an innovative model for partnerships, aligned with Odyssey's central mission to share the Greek language and Hellenistic beliefs with Delaware students. Odyssey students benefit from the rich cultural ties and professional relationships it has cultivated over the years. In particular, high school students participate in the High School Summer Program (HSSP) of the Center for Hellenic Studies, Harvard University, in Nafplio, Greece. Yearly, a high school student selected by Harvard University, as well as an Odyssey Charter School teacher selected by the school to serve as the

chaperone participates in this three-week educational event. In addition, the school has partnered with Pierce College, the American College of Greece in Athens and Odyssey students have the opportunity either to host Greek students from Athens or visit Greece and be hosted by Pierce College families in Athens.

In 2018-2019 Odyssey Charter School welcomed high school students from Pierce College as part of our exchange student initiatives. Numerous Odyssey families supporting this initiative hosted visiting students. Greek students spent a week with the OCS families and had the opportunity to travel to Philadelphia, Washington, D.C., and New York. In 2019-2020, OCS Middle and High School students were going to travel to Athens but due to the pandemic this trip has been postponed for the spring 2021. The partnership between those two schools has also given the opportunity to Middle School students to implement a project with the use of padlet; this year students are going to work collaboratively on the ideas of independence and freedom. In the high school, Odyssey also hosts a yearly educational international trip. This educational tour visits Greece every other year in odd years (2019, 2021, etc.) and the tour visits other countries and continents in even years. The inaugural tour, held in 2019, visited a variety of cities in Greece and reinforced student learning from their Greek Language and Greek Studies coursework.

Additionally, OCS has partnered with the 3rd Experimental Primary School (K-6) in Thessaloniki Greece. This is a bilingual state school in Greece and this partnership provides OCS K-6 students with the opportunity to communicate via Skype with similar-aged students or to participate in cultural projects. Through such bilingual experiences, OCS students practice their oral and written production in Greek but most importantly, they have the opportunity to meet Greek students of a similar age and familiarize themselves with the Greek culture. An "etwinning" project was also implemented in 2019-2020 in collaboration with the American Farm School in Thessaloniki, Greece. Kindergarteners as well as 1st, 2nd and 5th graders skyped with fellow students from the American Farm School In advance of their conversation, Greek and American students exchanged cards and shared examples of their culture through songs and dance. This partnership extended between Middle School students in both schools as part of the exploratory course on "Culinary studies: emphasis on Mediterranean diet", offered in grades 7 and 8.

Working closely with The Schoolhouse 302, Odyssey Charter School developed our academic pillars and focus for the school year. We collectively decided to call them the Principles of Instruction. Starting with over 32 best practices, our faculty narrowed them down to 16, calling them the "Sweet 16 Strategies." Once these strategies were identified, we had the faculty work in their respective groups (Elementary K-5; Secondary 6-12). They met and discussed which 8 strategies of the 16 are the most important in their respective grade bands. At that point, we had two sets of "Elite 8 Strategies" that would be our core focus for teachers during their instruction. Each year moving forward, we have teachers identify what "Final 4 Strategies" they would like to focus on throughout the year. Shown below are the final four selected for the 2019-2020 school year.



During the school year, the academic leadership team frequently visits classrooms to provide feedback to teachers. The form that teachers receive includes any identified Principles of Instruction being addressed in the lesson, as well as sections for the observer to take notes: “I noticed,” “I wondered,” and “I would.” The basis of the feedback focuses on one or more of the observed Principles of Instruction. The form for the teachers is received through Data Service Center, but not inclusive of Component V. Teachers receive on average three walkthroughs a month. During virtual learning, administration is able to complete their walkthroughs via Zoom.

Last year, our Coordinators of Learning and Development, now the Curriculum, Instruction and Assessment Coordinators, completed a monthly Coaching Corner. This Coaching Corner was applicable to all staff and hung throughout all four buildings on campus. Within each Coaching Corner, there was a feature on a Tech Tip of the Month, a focus on one of our Principles of Instruction as well as an engaging question that allowed for conversation over social media tools. The Tech Tip of the Month leveraged different platforms that teachers could integrate into teaching. Tech tips were then used within further Coaching Corners to promote the success and practicality of the tool. Staff discussed how this unknowingly supported them for Virtual Learning that began in March 2020. A variety of articles, videos, and webinars were also shared that centered around the Principle of Instruction for the month. Focus questions were included and posed to staff, known as the #OCSslowchat. This was a way to foster collaboration and share ideas amongst staff across all buildings on campus. The ability to share ideas with a hashtag allowed for staff to follow one another and grow their professional learning community outside their building.

Odyssey Charter Schools is an Eco-School currently pursuing five pathways to sustainable development including Sustainable Foods, Energy, Waste and Consumption, Healthy Living, and Schoolyard Habitat. At Odyssey, we are deeply committed to providing our KN-12th grade students with hands-on and real-world opportunities to be environmental stewards of our planet.

- We have a 750 sq. ft. vegetable garden with 24 raised beds that engages KN-12th grade students. Students consume the produce in the cafeteria and we also donate it to a local food closet.

-
- We participate in the Farm to School program with Fifer Orchards.
 - We have 6 Golden Comet Hens on campus, 2 goats, a hydroponic plant system along with a pollinator garden, and 3 outdoor classrooms.
 - Our students recycle in the cafeteria and in the classroom. This year we added four water bottle filling stations, collected over 700 pounds of plastic film, and replaced our Styrofoam trays in the cafeteria with recyclable ones. We also participate in the Crayola Marker Recycling program. This year alone we recycled over 30 pounds of used markers.
 - We offer multiple field trips throughout the year for students to learn about sustainability, including but not limited to visits to Delaware State Waste Authority and educational farms in the greater Wilmington area.
 - We celebrate “Green Week” in November and host a school-wide “Zero Waste” fair every year.
 - Our students actively engage in environmental advocacy. Most recently, our students testified in favor of a bill to greatly reduce the consumption of single-use plastic bags.
 - This school-year we upgraded our indoor and outdoor lighting to LED lights.
 - Provided HelloFresh inspired meals for students and families in need during the holidays

Students in 6th-12th grades currently participate in a weekly extracurricular club titled "Girls Grow Greens." They have been equipped with advanced farming technology, including Sananbio Radix Kits to explore how urban agriculture can be a viable solution for feeding a global population. Students participate in choosing the growth media; select and plant seeds; combine plants and nutrients and water; monitor plant growth; compost; control pests; and harvest 3,000 fresh vegetables and herbs every 5-6 weeks. In total, these students will grow 4,000 pounds of produce in one school year. To date, this fall, the students have harvested close to 1,000 pounds of fresh produce. 100% of it has been donated to homebound seniors, displaced people, and families living in poverty with no access to traditional food bank programs. Through this program, they learn about food justice, healthy eating, and eco-citizenship. Moreover, this program provides rich opportunities for students to learn more about their own career interests, to develop life skills, to help their families make healthier food choices, and to make positive changes in their community. As cities increase in population and water becomes more scarce, growing food hydroponically in a modern solution that lowers the input of water and energy will be needed to sustain our food system.

Once Odyssey went Virtual, teachers and staff collaborated using Schoology, our learning management system. The Curriculum Coordinators create a group called OCS Teacher Resources as a platform to share resources. Here there were folders created to help separate resources by grade, subject or topic. Topics included but not limited to Google training, instructional technology, screencasts, webinars, and other virtual learning resources. Fostering a sense of community even while working virtually, teachers and staff continue to share materials, ideas, ask questions and support one another throughout the virtual learning process.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Odyssey Charter School, Inc.
Location:	4319 Lancaster Pike Wilmington, DE 19808

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)

Date

Print/Type Name:	Elias Rigas
Title (if designated):	Board President
Date of approval by board of directors:	January 20, 2021

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.