



ODYSSEY CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Odyssey Charter School Barley Mill Plaza 4319 Lancaster Pike, Wilmington, DE 19805 Building #23 (High School), Building #22 (Intermediate), Building #21(Middle), Building #26 (Lower) http://odysseycharterschooldel.com/			
Year Opened	2006	District(s) of Residence	Red Clay Consolidated School District
2022-23 Enrollment	2,123	Approved Enrollment	2,135
Current Grade Span	K-12	Approved Grade Span	K-12
School Leader(s)	Elias Pappas	School Leader Phone & Email	(302) 516-8000 Elias.Pappas@odyssey.k12.de.us
Board President	Anamaria Anagnostou	Board President Email	anamaria.anagnostou@odyssey.k12.de.us
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.			

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	2,192
Students on Waiting List	1099
% Male	51.06%
% Female	48.94%
% African American	30.89%
% American Indian	0.41%
% Asian	18.66%
% Hispanic/Latino	9.58%
% White	34.95%
% Multiracial	5.47%
% Native Hawaiian or Other Pacific Islander	0.05%
%Special Education	12.32%
% English Language Learners	16.51%
% Low-Income	17.56%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
April 2022	Minor – increase enrollment	Approved

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		187	
1		189	
2		207	
3		181	
4		193	
5		192	
6		221	
7		196	
8		203	
9		116	
10		93	
11		73	
12		72	
Total	2,135	2,123	99%

1. Explain successes or challenges of implementing the school’s recruitment plan.

School Comments:

The school has been able to achieve at least 98% of its enrollment target since the modification was approved in the spring of 2022. As such the enrollment has grown from 1988 to 2192 for the 2023-24 school year. The school has also increased its retention rate among 8th graders, from a historic rate of about 34% to 44% for the 2023-24 school year. This has helped with the continuity of the program and planning for the school year.

In terms of challenges, the greatest single concern has been the ability of families to decommit as late as September 30th based on fluctuations in waitlists from other institutions. This singular change has posed unique challenges that were otherwise

mitigated by the signed year-long commitments in place prior to legislative changes impacting the 2022-23 and 2023-24 school years.

1.5 SCHOOL RE-ENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	187	
1	189	155
2	207	167
3	181	149
4	193	161
5	192	165
6	221	146
7	196	165
8	203	167
9	116	60
10	93	80
11	73	71
12	72	70
Total/Avg	1,556	80.92%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

As mentioned above, the greatest success has been the marked improvement in 8th grade retention which has helped create continuity in the program and helps with providing the most adaptive program for our student needs.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeding expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	49 Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	53.42%	50	27
Proficiency Math (grades 3-8 and 11)	10%	43.52%	50	22
Academic Progress	25%		125	77 Meet Expectations
Growth in ELA (grades 4-8)	10%	62.89%	50	31
Growth in Math (grades 4-8)	10%	60.90%	50	30
Growth of lowest quartile ELA (grades 4-8)	1.25%	71.52%	6.25	4
Growth of highest quartile ELA (grades 4-8)	1.25%	59.83%	6.25	4
Growth of lowest quartile Math (grades 4-8)	1.25%	68.73%	6.25	4
Growth of highest quartile Math (grades 4-8)	1.25%	63.46%	6.25	4
School Quality/Student Success	25%		125	87 Meets Expectations
On Track Attendance (grade K-12)	3%	90.16%	12.5	11
Proficiency Science (grade 8 and Biology)	5%	23.22%	25	6
Proficiency Social Studies (Grades 7 and 11)	5%	30.00%	25	8
College and/or Career Preparedness (9-12)	8%	98.03%	37.5	37
On Track in 9th Grade	5%	100.71%	25	25
Graduation Rate	20%		100	100 Exceeds Expectations
4-Year Cohort Graduation Rate	15%	100.00%	75	75
5-Year Cohort Graduation Rate	3%	100.00%	13	13
6-Year Cohort Graduation Rate	2%	100.00%	12	12
Progress toward English Language Proficiency	10%	47.32%	50	24 Below Expectations
Total	100%		500	337
Overall Percentage / Rating				67.40% Meeting Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

Odyssey Charter School's DSSF ratings for 2018/2019 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

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds" on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

- a. Academic Achievement

The Delaware School Success Framework was developed and implemented well before the pandemic, and as such, does not take into consideration the significant learning and instructional loss adversely impacting students nationally. Odyssey has adopted significant structural changes to programming to help mitigate the impact of COVID. One major adjustment has been embedding specific learning time for reinforcement and enrichment during the school day, a program we call WIN time, where students receive the customized support needed to bridge the gap in learning because of lost instruction. This program has allowed Odyssey students to accelerate their academic recovery by over 40% compared to state and district averages. In 2022-23, the Delaware state proficiency rate for ELA is approximately 40%, while Odyssey Charter is at 53.42%, which translates to 34% better outcomes. In Mathematics, the Delaware state average proficiency is 31% while Odyssey Charter is at 44%, translating to 42% better outcomes.

- b. Academic Progress

The 2018-19 metric predicted our academic progress to be approximately 66%, and Odyssey’s 2022-23 data indicates a rate of 70%, which exceeds the metric goal, and supports the positive impact of our recovery program discussed in section a.

- c. School Quality/Student Success

The school quality and student success metric were also met due to the positive impact of the recovery program implemented by the school.

- d. Graduation Rate (if applicable)

Odyssey Charter School continues to exceed expectations in this category boasting a 100% graduation rate every year it has graduated high school seniors, compared to the Delaware state and national averages among public schools of 91%.

- e. Progress toward English Language Proficiency

The goal set for Odyssey Charter in 2018-19 was 76%, and Odyssey’s 2022-23 rate is below this goal at 47%. However, the metric provided does not consider the significant shifts in our enrollment. Since 2018, the number of Multiple Language Learners has increased from approximately 130 throughout the district to 312 for 2022-23, translating to a 140% increase in Multiple Language Learners across our schools. In response, the school has increased MLL support personnel and adopted new programming to support our students.

Further context below:

School Comments:

Academic Achievement: Odyssey Charter School consistently demonstrated success on standardized tests comparative to the state. A breakdown of results can be found in 2.3 - Question #4.

Academic Progress: One measure we used internally during the 2022-2023 school year is Renaissance STAR Testing. Due to the inconsistencies with student performance and lack of alignment with standardized testing, we decided to switch platforms. Odyssey Charter School will be implementing i-Ready in Math and ELA as an assessment and instruction program during the 2023-2024 school year. This will provide all students with personalized instruction for an average of 60 minutes or more per subject per week over the school year. i-Ready will also provide teachers with data that will pinpoint student needs down to the sub-skill level through a valid and reliable adaptive Diagnostic. The assessment will identify learning loss and skills gaps and receive recommendations for immediate solutions with i-Ready reports.

School Quality and Student Success: All students completed a Panorama Survey in the fall and spring of 2022. Students were asked questions about academic expectations, school belonging, teacher-student relationships, and overall climate. The highest scored area in grades 3-12 was rigorous expectations contributing to the overall academics being provided at Odyssey. Areas that we are currently looking to improve are the school climate and belonging.

Graduation Rate: As the school graduated its fourth class, metrics related to graduation rates and college and career readiness are of particular importance. Regarding graduation rates, Odyssey Charter School has set a goal of creating a post-secondary path for all students with financial aid as required. The class of 2023 showed continued success with our program. The graduation is included on the dashboard and in the image below.

Graduation Rates



100%

100% of the class of 2022 graduated high school in 4 years with a regular high school diploma.

Graduation rates show the percentage of students who have graduated high school in 4 years, 5 years and 6 years with a regular high school diploma.

4-Year Graduation Rate (Class of 2022)	100%
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5-Year Graduation Rate (Class of 2021)	100%
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6-Year Graduation Rate (Class of 2020)	100%
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Progress toward English Language Proficiency: Odyssey Charter School expanded our ML department which now includes one coordinator, one ML teacher, and one ML paraprofessional. In addition to expanding the department, Odyssey implemented the Lexia English curriculum for its students. This provides both school-based and home support for emergent bilinguals, ongoing student progress monitoring, and individualized instructional materials and lessons. This supported our students receiving ML services in acquisition of skills that can be supported in the general education curriculum and classroom.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

Smarter Balanced ELA			
2023			
Grade Level	Number of Students Tested	OCS	State of Delaware
3rd	175	43.43%	38.43%
4th	187	51.87%	39.92%
5th	184	63.59%	44.13%
6th	214	47.20%	35.00%
7th	185	56.76%	42.58%
8th	199	57.79%	41.27%

Smarter Balanced Math			
2023			
Grade Level	Number of Students Tested	OCS	State of Delaware
3rd	175	49.14%	42.17%
4th	188	53.19%	39.11%
5th	184	52.17%	32.34%
6th	214	37.38%	26.49%
7th	188	44.68%	28.92%
8th	199	34.17%	24.32%

DeSSA Science			
2023			
Grade Level	Number of Students Tested	OCS	State of Delaware
5th	184	42.39%	24.34%
8th	199	27.14%	16.12%
9th	110	16.36%	28.17%

DeSSA Social Studies			
2023			
Grade Level	Number of Students Tested	OCS	State of Delaware
8th	199	33.17%	28.19%
11th	70	30.00%	25.88%

SAT-11			
2023			
Grade Level	Number of Students Tested	OCS	State of Delaware
ELA	71	43.66%	44.23%
Essay	71	40.58%	41.53%
Math	71	23.94%	22.88%

	State of Delaware/Odyssey Charter School Comparison
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	2023	
Subject (includes SBAC & SAT)	State of Delaware	Odyssey Charter School
ELA	40%	53%
Math	31%	44%

Grade Level	STAR Avg. Grade Equivalency Fall 2022 - Spring 2023			
	Math		ELA	
	Fall	Spring	Fall	Spring
1st	1.3	2.2	N/A	N/A
2nd	2.3	3.3	1.9	2.9
3rd	3.3	4.3	2.9	3.6
4th	4.3	5.4	4.0	4.9
5th	5.6	6.9	5.4	5.9
6th	5.9	6.7	5.4	6.3
7th	6.4	7.8	6.3	7.2
8th	6.5	7.0	6.4	7.5

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Aligned with our mission, Odyssey Charter School committed to the expansion of its innovative Greek Immersion Program by adding 5th grade immersion and increasing the immersion cohorts in 1st grade to meet the needs of our community and the demand for the program.

Odyssey Charter School aspires to have all students appropriately challenged through our rigorous curriculum and high standards for all. This results in students meeting or exceeding grade-level expectations and graduating 100% of all 12th grade students who are college and career ready.

Valuing our commitment to high-quality academics, we implemented Amplify CKLA in 50% of our ELA classrooms K-5 as our year one pilot. Due to the successes of the program and the growth shown by the students, we plan to purchase the entire program for all students in grades K-5 for the 2023-2024 school year.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

Odyssey Charter has adopted a new ELA curriculum and undergone specific training for the implementation of the Amplify's CKLA curriculum (K-5) and McGraw Hill's Study Sync curriculum (6-12). This year has served as a pilot and the data indicated students who participated in the pilot saw improved outcomes on standardized testing and overall literacy.

Odyssey has also implemented more restorative practices to help our school be proactive in student support. Teachers received restorative circles training and began implementing these practices into the daily and weekly routines. Odyssey Charter hired more staff to support students with social emotional needs and mental health, including the addition of two counselors, another student advisor, and an additional school psychologist. These additions have allowed us to better support our students who need greater social, emotional, and mental support.

Overall, the school has worked specifically to help increase its retention rate among students who graduate our 8th grade and move into high school. Historically, the Odyssey's retention rate hovers around 34%, but for the incoming class of 2023-24, the rate increased to over 44%. The school adapted its programs to meet more of the needs of incoming students, while also making sure our

students knew just how much the high school program has to offer. Through the implementation of the enhanced program, including the honors academy, increased AP and honors offerings, more sports offerings, and our reinstated global life experience lessons, Odyssey strives to create well rounded graduates that are ready to positively impact the adult world they are entering.

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 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

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 & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2024, our expectation is to achieve an 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.

7. Describe the school's organizational performance during school year 2022-23. (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:

Overall, the school has seen improvements in fiscal policies and met its targets in all categories.

8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Consistency of key positions between the administration and the Board of Directors continued during SY2022-23. The school's operations performed at a high level when enrollment expansion was taking place. Additional redundancy added to the transportation, food services, and facilities departments helped accomplish these goals for Odyssey. In addition, SY2022-23 was the inaugural year of the OCS Parent Council, which became a valuable resource for continuing to support the mission and vision of the organization.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

As Odyssey continues to expand, we have created new positions to increase our capacity to serve and support students with diverse needs. We also have developed Multi-Lingual Learner/Literacy focused support positions in response to an increased population of active ML students in grades 3-12, as well as additional interventions, special education, and related service positions to provide a continuum of services and supports for students with disabilities and other diverse learning needs. These positions are strategically designed to provide both small group and in class support. To meet the increased behavioral needs in our buildings, we have budgeted for a Behavior Interventionist to serve students in grades k-12.

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

School Comments:

Odyssey continues to build upon the solid foundation of proactive, data-driven student support by creating a distributed model of leadership for MTSS across all four school buildings, designating an MTSS Admin Lead and problem-solving team at each building to implement MTSS systems to conduct data analysis, team-based problem solving, and intervention planning. The MTSS Team in each building includes teachers, counselors, and administrators that meet monthly to review student data and progress. We have increased research-based intervention programs to improve progress monitoring data collection, including school-wide use of iReady and programs such as Read Naturally and Spire.

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

School Comments:

The school continues to follow the state procedures for identifying Multilingual Learners (MLs). The most significant change to this process was the introduction of a new Kindergarten screening assessment (the WIDA Kindergarten Screener) in lieu of the previous Kindergarten Model Test in order to increase the validity the assessment and qualification of Kindergarten MLs. Additionally, we created a more streamlined system to share enrollment information relevant to ML identification by collaborating with office administrators in all four schools to manage eligibility documentation.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

Board members serve on the CBOC committee and hold regular, quarterly committee meetings to support the governance of the school. The board also utilizes a finance committee and an accountability committee that meets with school leadership to help support its needs. Of course, the board conducts monthly board meetings that are regularly attended by its officers where the schools report on academics, finances, operations, and governance, and provide action plans to support proper implementation. All board meetings comply with Roberts rules as applicable. All meetings are publicly posted and held in a hybrid setting of in-person and online.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:
- Membership and recruitment
 - New member induction and ongoing governance training
 - Meeting attendance
 - Board self-evaluation
 - Progress on board-level projects

School Comments:

The Board brings complimentary skillsets to the group that include corporate finance, State-level education, legal, and much more. Meeting attendance does well, always meeting quorum and

usually close to all member present in-person or online. Major Board projects include strategic planning, capital projects, budgetary oversight, and any required bylaw adjustments.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The board collaborates with the head of schools to review the mid-year and end of year evaluations of the school leadership and advise on next steps. The evaluations are conducted through DPAS for administrators, with specific goals set around academic and culture outcomes.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

Odyssey Charter's Board has been involved in the development and fostering of new leadership that aligns with the continued success of the school and its recent growth. The Board participated in the hiring process for new administrators and worked with the head of schools to increase administrator salaries to help maintain continuity and retention rates. Board leaders have participated in strategic planning sessions and have overseen the facilities expansion project that includes the building of a new sports multiplex scheduled to open in fall of 2024 and a new innovative learning center scheduled to open in fall 2025 to help support our expansion and provide better resources for our students.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The Board is heavily involved in all major events on behalf of Odyssey, as well as many of the smaller celebrations on campus. Outside of the committee collaboration for hiring and capital projects, they attend events such as the Annual Golf Outing Fundraiser, Gala Fundraiser, and the OCS Greek Heritage Night with the 76ers Fundraiser. Their championing of Odyssey Charter School within the community is a large part of what makes Odyssey a successful organization.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

Odyssey Charter School provides parents and students surveys twice throughout the year, asking questions not only about their satisfaction with the school, but also questions regarding academic expectations, teacher and student relationships, school climate and school belonging.

The highest scored area in grades 3-12 was rigorous expectations contributing to the overall academics being provided at Odyssey. Areas that we are currently looking to improve are the school climate and belonging.

Our instructional leaders use the data from the survey to drive their goals for the school year.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23	86%	168	192

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

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 are creating a collaborative work environment focused on building a positive school culture, but also providing ongoing professional development for teachers. Additionally, OCH has partnered with industry leading restorative practices institutes to provide certificated training to all staff regarding Affective language, Trauma Informed Practices and Restorative Justice. Each staff member has undergone two levels of certification as the school progresses to create a more positive work environment with a focus on constant growth, improvement, and equitable practices.

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. The school has also expanded its feedback through the launching of coffee with the principals and head of schools. The feedback is used to make adjustments to programming and culture to help create the best possible work environment. 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. The school added teacher/staff years of service awards and revamped professional development increasing the focus on social emotional components, while also featuring new aspects based on feedback including mission specific professional development, classroom culture, grading, and high leverage practices. The school continued ALICE training for all staff.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

Odyssey Charter School has worked to make professional learning more impactful, ongoing, and applicable to reflect the needs of our teachers and students. This was done through Back-to-School Professional Development Week, New Teacher Orientation, PPLCs (Professional Learning Community) and monthly academic administrative walkthroughs.

Back to School Professional Development sessions include Head of Schools updates, Recognition of Service, Building Level Faculty Meetings, Building Level Team Building, Human Resources, SEL (Social Emotional Learning), Greek Programming, Immersion Development, Data Dive, and Restorative Practices. By including these sessions in the beginning of the year in-service schedule, school leadership is showing a commitment to promoting cultural responsiveness, overall school improvement, and student success.

Suggestions for PLC (Professional Learning Community) topics are collected from teachers and staff and then decided upon by the academic leadership team. The CIA team uses the school calendar and important dates to create the PLC Topic Schedule for the school year. When a specific topic is on the PLC schedule, the designated school leader will attend the PLC meeting to address concerns, lead improvement activities, and engages teachers in data analysis and other various activities that align with the specific PLC topic.

The new system helps the leadership team prioritize the implementation of the school curriculum, instruction, technology, data systems, and assessment practices in a timely, systematic manner. The topics include:

- Curriculum, Instruction, and Assessment
- Greek Programming
- Student Services (IEPs (Individualized Education Program), 504s, ML, MTSS (Multi-Tiered System of Supports))
- School Culture
- Student Behavior
- Building Level Conversations

OCS Senior Leadership Walkthroughs happen on a monthly basis in each building. Leadership carves out intentional time to be able to visit classroom, walk the buildings, and gain an overall understanding of school culture and activities. Feedback is then used during PLCs and Faculty Meetings to guide instructional strategies and priorities to focus on within the next month.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

Odyssey Charter School has adopted the DTGSS evaluation system. The academic leadership team has worked closely with Angela Socorso (Delaware Department of Education) in order to train and implement the new system with our staff and leadership team.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2022-23	M	M	M	M	M	AS	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

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

22. Using the results contained in the Financial Performance Framework, describe the school's financial performance during the school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

During Fiscal Year 2023, Odyssey's financial performance continued to meet standards and can be attributed to several factors. A continued strive to utilize supplemental revenue (either fundraising or grants) to support capital additions was a key factor to continuing performance at its current level. In addition, there was a continued emphasis on efficiently planning academic operating costs to closely align with budgeted operating revenues.

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

School Comments:

There were no major changes to financial practices in Fiscal Year 2023, though there was more of an emphasis in identifying supplemental revenue sources through the development department and other operations departments.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

During Fiscal Year 2023, cash flow decreased primarily due to the spend down of advanced federal funding (ESSER/ARP), additional services to support student services and the increase in identified students compared to the budgeted amounts and adding supplementary supports to the buildings to assist with behavioral interventions.

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

School Comments:

N/A, no audit findings.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:
- Leadership
 - Professional Learning
 - Instructional Transformation
 - Equity
 - Culture and Climate Shift
 - Collaboration/Partnerships

School Comments:

Odyssey Charter School is a Greek Charter School where we have an emphasis on teaching the whole child. OCS launched the first dual language immersion program in English and Greek in the state of Delaware; this decision marked the beginning of a new era in the history of OCS regarding the foreign language educational model it promotes. OCS follows a one-way immersion program since English is either the L1 or the main language of communication for all students. The program follows a two-teacher model: one teacher is instructing students entirely in English, while the other—a Greek or a Greek American – is teaching entirely in Greek. The school implements the partial immersion type of education: 50% of instruction is provided in Greek and this percentage remains constant throughout elementary school. Thus, the school day is equally divided between mother tongue classes and L2 classes and for half the day students are in the English language classroom while for the other half they are in the Greek language classroom. Similarly, the core academic content is split by subject area between the Greek and the American teacher. The Greek teacher teaches math, science, and Greek language arts and the English teacher teaches social studies and English language arts. A typical day for immersion students includes Math and Science in Greek (35%), Greek Language Arts (15%), English Language Arts and Social Studies (35%), and content transfer (15%). The immersion students are following the same standards-based curriculum in all content areas as non-immersion students. Our OCS students receive top quality education in Greek language and culture at no cost to their families. Our programs are free to all students who enter the school, and our High School graduates are expected to have the credits required to waive the foreign language requirement in college.

The impact the immersion program has on literacy skills is transformational as students develop metalinguistic awareness and critical literacy sub-skills such as phonological awareness and knowledge of letter-sound correspondences for word decoding. There is clear evidence that the development of decoding sub-skills in a student's L2 can transfer

and benefit decoding sub-skills in their native language. Our data indicates that as OCS immersion students grow older and input in both languages increases, their reading skills in both English and Greek increase exponentially greater than their non-immersion peers. This data is consistent with meta-analyses which found bilingual education to have positive outcomes when compared with English-only programs. Even more importantly, is that our immersion students are provided with the rare opportunity to familiarize themselves with the Greek culture, which is also part of the European culture, and thus develop their intercultural competence. By 'intercultural competence' we refer to a set of practices, skills, and attitudes rather than to a body of knowledge. Students' immersion in a bilingual and bicultural setting helps them become aware of their own culture, and therefore are able to interpret, understand, and respect other cultures. American and Greek immersion teachers at OCS work very closely together in order to promote students' intercultural competences. They co-organize and/or participate in cultural events that aim to immerse students in Greek culture. By doing so, teachers raise students' awareness of all cultural diversity and thus further opportunities arise to celebrate events and holidays related to other cultures represented in class

Research on the impact of immersion on content learning has indicated that immersion students' scores in all tests in mathematics, science and social studies are high and the conclusion is that teaching school subjects in another language does not negatively impact content learning. With respect to the OCS students, in particular, our data indicates that learning content in Greek as L2 has important benefits for students' academic performance in Math and in Reading. OCS students attending the immersion program in grades 1-4 were found to be able to demonstrate their knowledge successfully regardless of the language in which they were tested. When comparing the percentages of immersion students at/above benchmark against the state average, the immersion students outperform by 131% to over 218% in Reading and in Math compared to their grade-level peers in the state. This data suggests that intensive foreign language instruction has a highly positive impact on students' academic scores and that the longer and the more intensive students' exposure to L2 is, the higher their academic scores are in Math and in Reading. Students currently in grades 4 and 5 of the immersion program have developed problem-solving skills and are able to perform complex calculations in Math by using exclusively the Greek language; these are students who have been receiving math instruction exclusively in Greek since Kindergarten.

Here at OCS, we have the opportunity to thrive on innovative ideas. Empowering the staff, students, and community to think creatively about traditional educational principles has led Odyssey to the incredible whole student educational model we present. In the school year 2017–2018, OCS launched the first dual language immersion program in English and Greek in the state of Delaware; this decision marked the beginning of a new era in the history of OCS regarding the foreign language educational model it promotes. As citizens of the 21st century, students will be required to live and work in a multilingual and multicultural world; they need to be curious to discover other cultures, they need to be open and respectful to

diversity, which may be related to race, culture, language, among other things. Thus, the ability to relate and communicate effectively in a multicultural setting is of utmost importance. Immersion is a strong form of bilingual education that aims at additive bilingualism and is designed to help majority language speakers (i.e., English speaking students) become bilingual and biliterate. The value of bilingualism is clearly reflected in the realization of our need "... to communicate in other languages at higher levels of proficiency and with greater cultural competence than ever before" (The Delaware World-Readiness Standards for Learning Languages, 2016: 3). By raising students' awareness of those important aspects of intercultural communication, we enable them to develop intercultural competence and thus become successful global citizens.

As Odyssey Charter School is not a traditional public school, we are funded and operate under a public charter school model. State funding for charter schools is based on the unit funding formula used for traditional public schools. Local funding is based on the previous year's per-pupil expenditure in a student's school district of residence. The breakdown of funding is 60% state, 30% local, 10% federal. To ensure budgetary sustainability, we operate within the means that we are provided. This becomes complex as no specific funding is provided for capital infrastructure. We have begun supporting ourselves by creating and maintaining our own transportation department. We were able to purchase our own buses that we use for our students and the greater community. We currently own and operate 24 buses within our fleet. Additionally, we contract our services to other schools to offer opportunities our neighboring schools are limited to by the scarcity of these resources. It also provides a supplemental source of income for the school. Although not monetarily sustainable, OCS values our contributions to the community. We utilize an Outreach Committee that organizes our farm to table program, works with local pantries to feed struggling families, provides supplies, and resources, and ultimately increases the community footprint of Odyssey Charter.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

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

