

ODYSSEY CHARTER SCHOOL

ANNUAL REPORT

2020-2021



**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 2020-2021 ¹	1926
Approved Enrollment	1955
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	Elias Pappas
School Leader Email and Phone Number	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 2020-2021. (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	
	2020-2021 ¹
Total Enrollment	1926
# of Students on Waiting List	548
Gender	
% Male	51.30%
% Female	48.70%
Ethnicity/Race	
% African American	23.00%
% American Indian	0.47%
% Asian	18.80%
% Hispanic/Latino	7.32%
% White	45.38%
% Multiracial	4.78%
Special Populations	
%Special Education ²	8.26%
% English Language Learners	6.33%
% Low-Income	10.75%

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

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

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

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

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

1.4 School Enrollment:

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

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	184	184
Grade 1	184	184
Grade 2	184	184
Grade 3	184	185
Grade 4	184	184
Grade 5	184	184
Grade 6	184	184
Grade 7	179	175
Grade 8	170	178
Grade 9	90	83
Grade 10	88	72
Grade 11	75	69
Grade 12	65	60
Total	1955	1926

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 Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1	166	90.71%
Grade 2	161	87.03%
Grade 3	171	92.43%
Grade 4	176	95.65%
Grade 5	165	89.67%
Grade 6	146	79.35%
Grade 7	167	95.43%
Grade 8	176	95.14%
Grade 9	59	34.50%
Grade 10	66	81.48%
Grade 11	69	92.00%
Grade 12	60	96.77%
Total/Avg	1582	85.33%

** 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 the spring, 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:

-
-
- Established school sports traditions and larger programs.
 - Sports programs - Odyssey offers basketball, soccer, wrestling, volleyball, but some students have asked for football, and other sports not currently available.
 - Variety of course offerings – The High School currently offers a growing set of pathways and has expanded its AP, Dual enrollment, and electives as we continue to grow.
 - 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 focused our attention on launching the gymnasium project through the formation of our first ever development team. This team is currently identifying new revenue streams and community partnerships that can assist in creating a state of the art facility to serve the growing needs of our community.

Beginning with the graduating class of 2025, OCS began sending out welcome packages and acceptance letters. OCS has increased marketing through direct mail and billboard campaigns. The school also launched its first step up days, which are opportunities for 8th graders to experience a day in the life of a high schooler. Students have the opportunity to experience many of the unique programs the school has to offer while building relationships with current high school students. OCS also planned its first schoolwide academic fair, a showcase of project-based learning occurring throughout the entire school system. Families and community members have the opportunity to walk through all 4 schools and see the progression of learning throughout the years. OCS believes this comprehensive approach to showcasing the learning at the school will lead to improvement of the attrition rates.

To respond to the ongoing transportation needs, OCS purchased two new busses and an athletics van. These additions have provided OCS more flexibility and less reliance on third party vendors to complete its routes. As the transportation problem has grown to become a national issue, OCS has responded by increasing its hiring of full-time bus drivers and has committed to purchasing more busses as to become completely self-reliant with respect to meeting the transportation needs of the community.

As mentioned above, the school added an athletics bus and has increased its focus on facilities improvements. OCS reseeded its athletic field, added OCS branding to the fields and has purchased a scoreboard and bleachers to be installed next year.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at: [Charter School Report Card Link](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

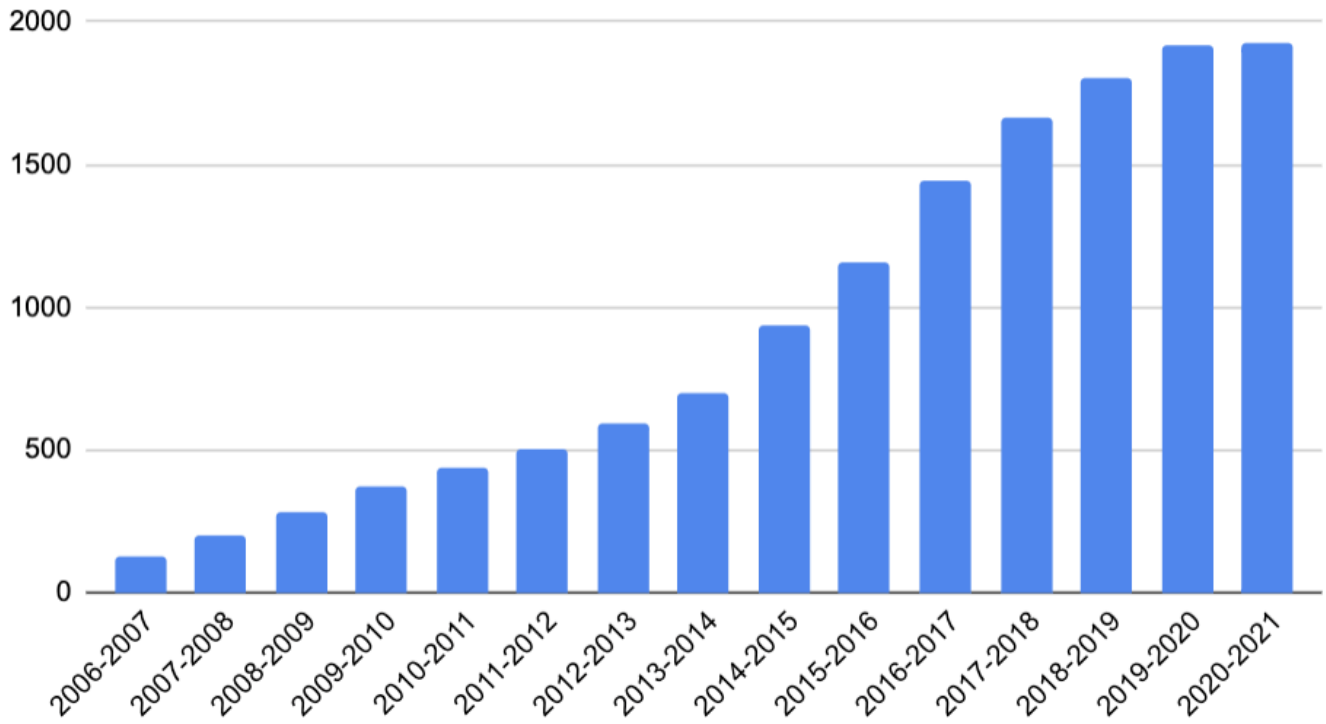
School Comments:

Overall the school successfully graduated all its 12th grade seniors for the second consecutive year, successfully kept SAT scores stable and above the state averages, and still successfully had 75% of the participating students pass the Ellinomatheia exams. SBAC scores remained at least 10% above state averages as well. OCS was also able to maintain a healthy enrollment during the height of the pandemic, seeing slight growth, but maintaining the overall trend of increasing enrollment. However, there was clear instructional loss as a result of the COVID 19 pandemic. Despite remaining above state averages, double digit declines in proficiency were observed for both Math and ELA scores on the SBAC. Added to the instructional loss due to the virtual model, the challenging logistics of administering the SBAC while maintaining the best mitigation strategies created a variable that is difficult to quantify but clearly problematic. With students beginning the year completely virtually, finding successful ways to instruct our students proved to be the greatest challenge. In semester 2 of the 2020-21 school year, OCS began to slowly return to in-person instruction through a hybrid model. Thanks in part to our partnership that provided antigen testing to our students, OCS was able to continue to increase the number of students who returned to in-person instruction, eventually welcoming back over 50% of its students by the end of April of 2021. However, the hybrid model continued to remain the greatest barrier to success as teachers felt ill equipped to teach students in zoom and students live in person simultaneously. In our observations and walkthroughs, it was

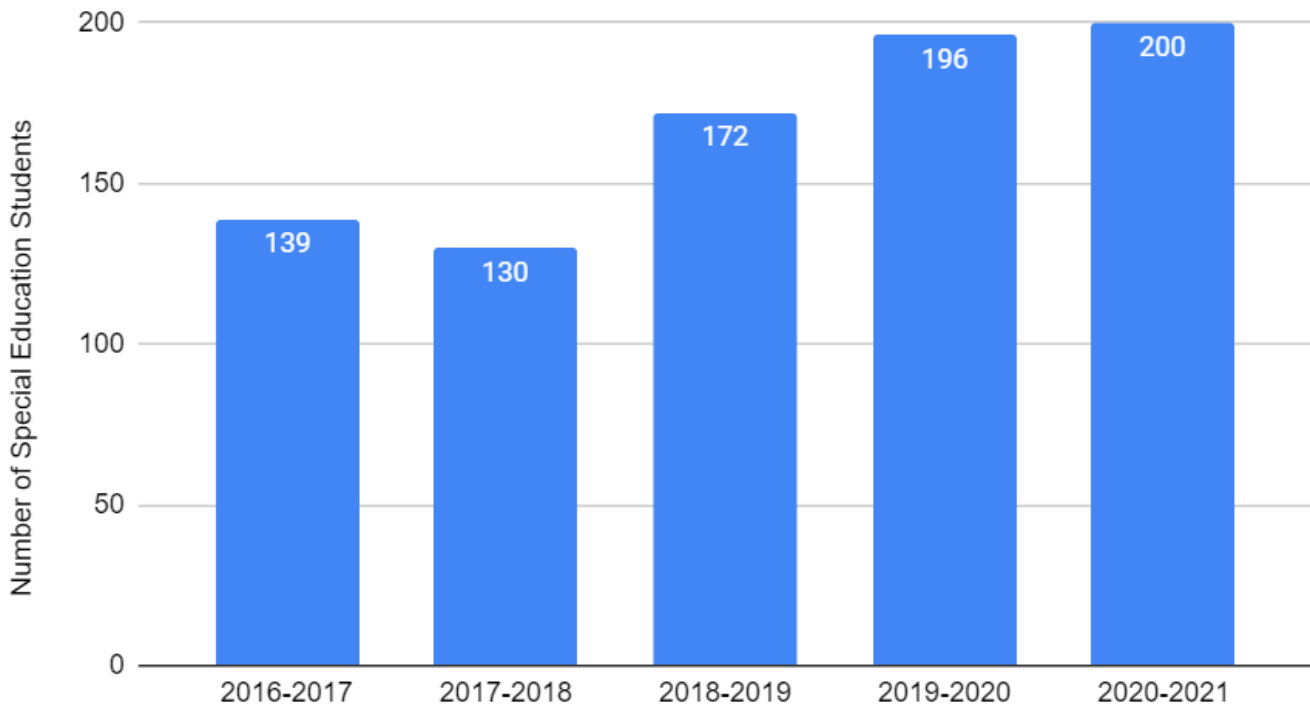
evident that providing the highest quality of differentiated instruction through these two distinctly different modalities simultaneously requires more practice and professional development.

Although challenging, OCS also was able to host an in-person graduation ceremony and expanded its celebrations to highlight important transition years, including a commencement for Kinder, 5th, and 8th grade. This proved to be a very successful community builder and the events were very well attended.

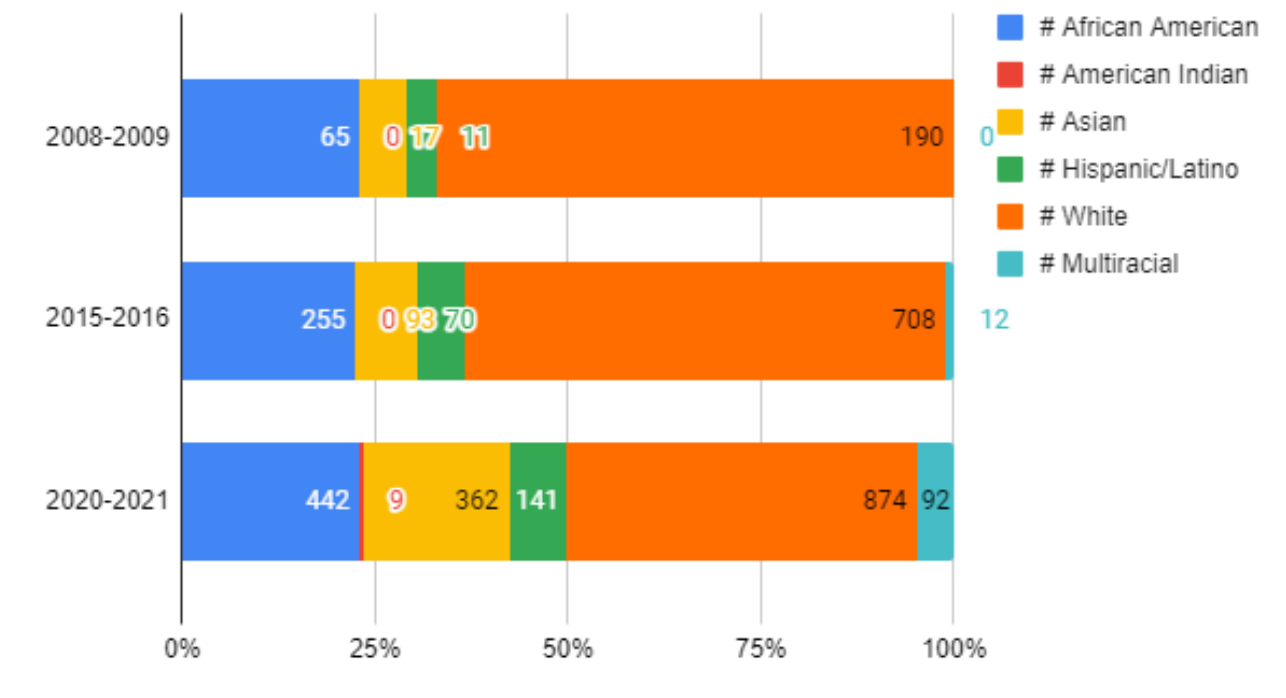
Odyssey Charter School Enrollment



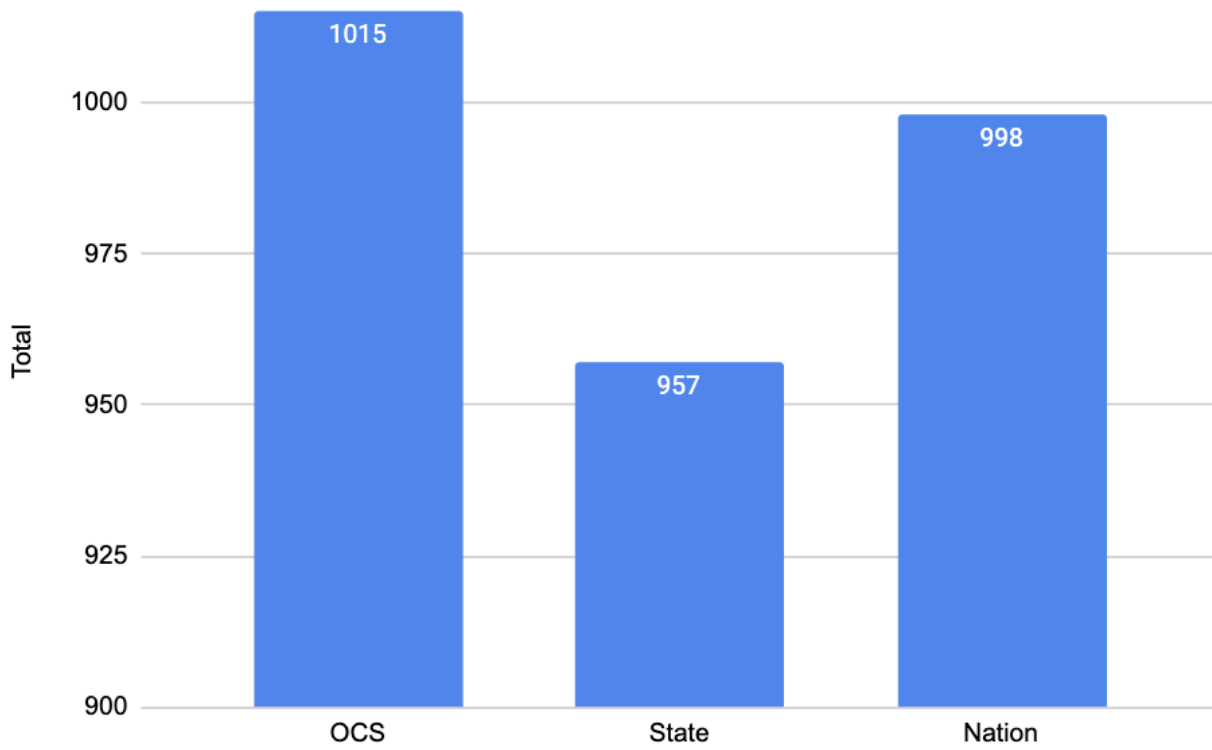
Growth of Special Education Population



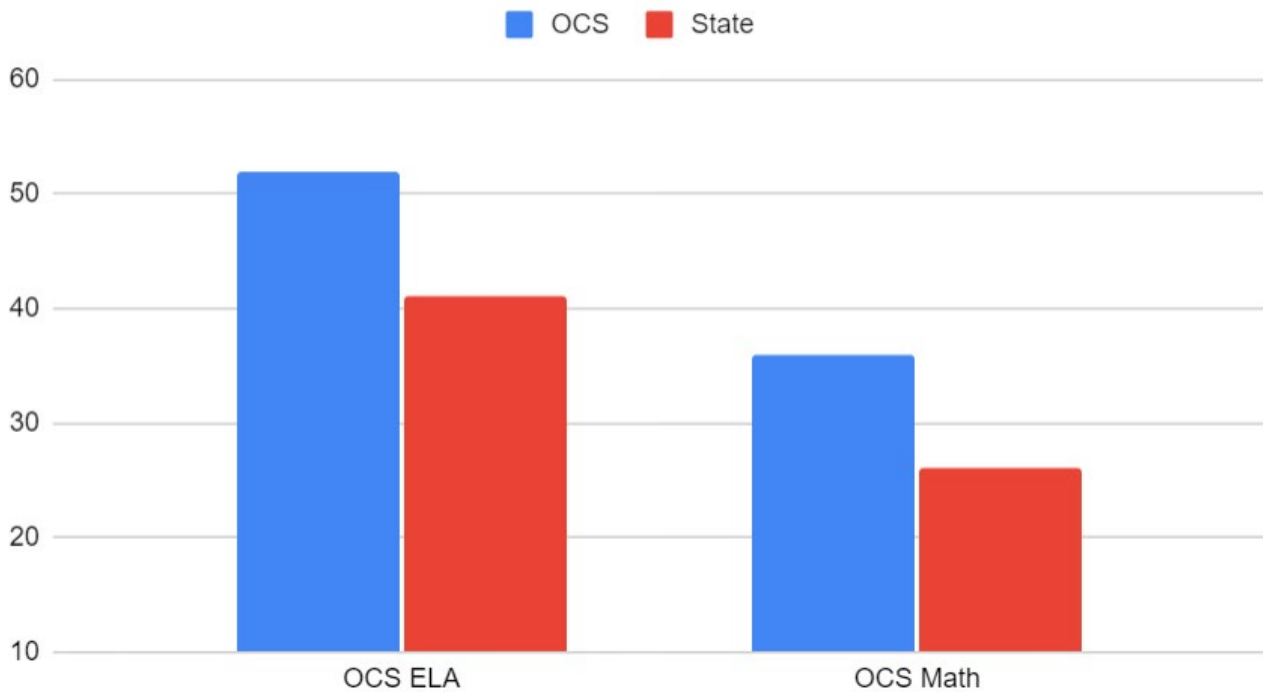
OCS Population by Ethnicity Trends



1025 Odyssey Composite SAT Scores vs. State and Nation



2020-21 SBAC Testing Comparison: OCS vs State of Delaware



Performance Agreement

Academic Performance Expectations

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.

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

Since measurable comparative metrics are unavailable, the most reliable data to use for reference here is the graduation rate for both 2019-2020 and 2020-21 which is 100%. Data from the 2020-21 SBAC and internal assessments are being used to create new growth metrics for the school to use until an updated scorecard is available.

School Comments

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?

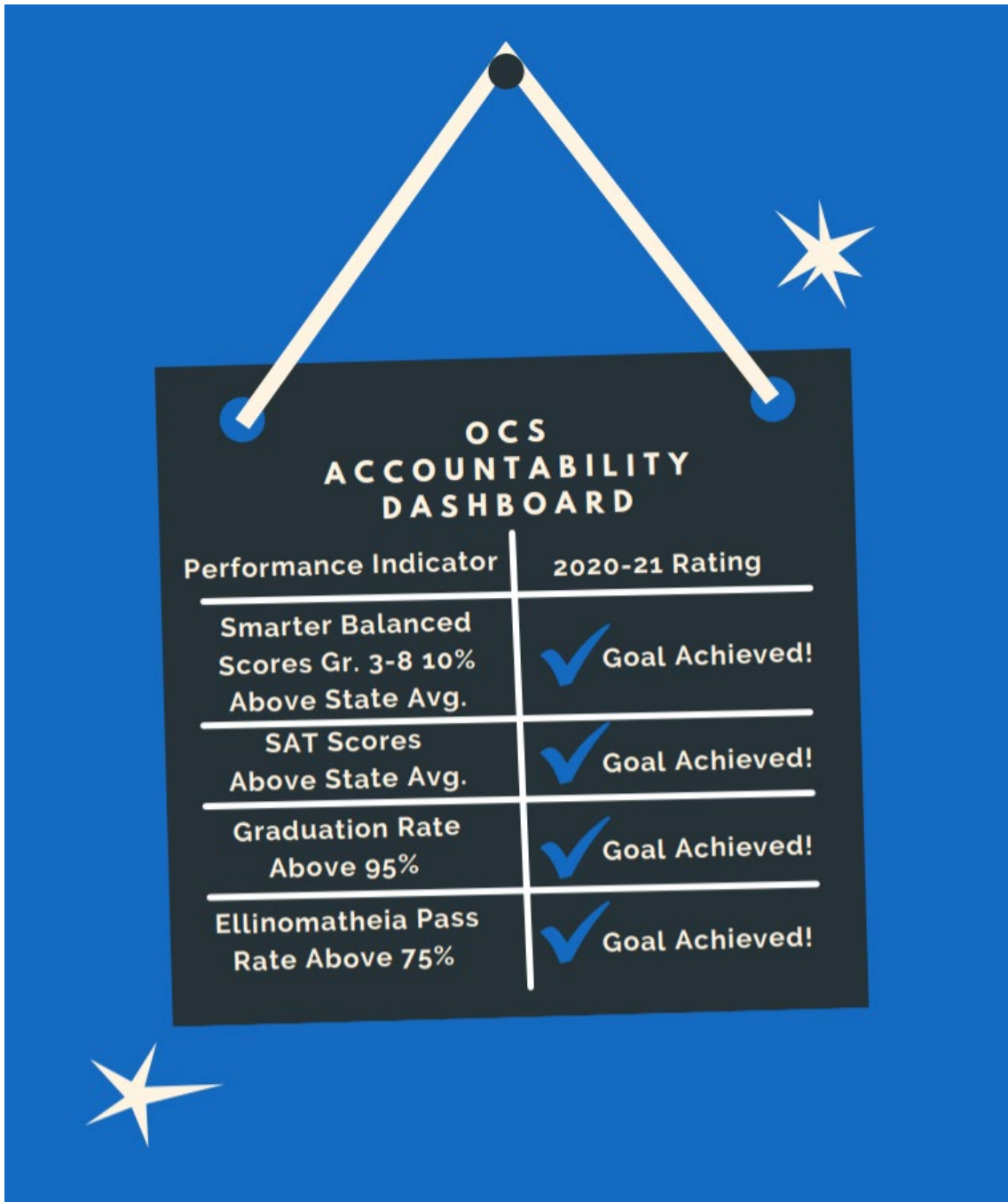
Odyssey Charter School continues to focus on raising achievement and progress for all students. Specifically, the school will meet or exceed the DSSF academic framework metrics over the course of the next charter term. Further, the school aims for Smarter Balanced proficiency rates systematically in response to the loss of instruction due to COVID 19. The school has instituted a daily reinforcement and enrichment block catered to address learning gaps that were identified through summative standardized testing. Furthermore, the school has adopted the i-Ready math screener to begin as a diagnostic tool in order to focus instruction to the specific needs of the students. The school has created a simple dashboard as a baseline measure of academic expectations. The dashboard includes comparative performance data versus the state both on SBAC and SAT. Additionally, the dashboard includes a 75% passage rate on the Ellinomatheia Exam.

As the school graduated its second 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 its students with financial aid as required. 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. The class of 2021 showed enormous promise and goals, with students being accepted to and attending schools such as Cornell, Northeastern, and Massachusetts Institute of Technology, earning a collective 1.4 million dollars in scholarships. The graduation rate is also included on the dashboard.

Aligned with its mission, Odyssey Charter School committed to the expansion of its innovative Greek immersion program by adding grade 4 immersion and increasing the immersion cohorts beginning in kindergarten to meet needs of our community and the demand for the program. Additionally, 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, Carnegie Learning, StudySync, 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 9th and 10th grade students and SAT to 11th grade students as an early measure of college and career readiness.

a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).



School Comments

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

3.2 Organizational Performance

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

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

SUMMARY AND OVERALL RATING

Odyssey Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2020-2021	M	M	AS	M	AS	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Overall the school has seen improvements in fiscal policies and met its targets in almost all categories. OCS did not receive a score of “F” in any category and has specifically addressed the areas remaining that are approaching standard. Within the education program, OCS has improved its structures to fully comply with IDEA Indicator 13 and has posted all its board meeting files to the website since the school was made aware of the issue. The school is prepared to “meet standard” for all criteria moving forward.

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

School Comments:

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

The school earned “approaching standard” due to non-compliance with IDEA (Individual with Disabilities Education Act) Indicator 13. OCS onboarded a Student Services Manager in Mid-February to help ensure all future compliance. As part of the process, the team created a new checklist for Indicator 13 that helps guide the support offered, highlighting best practices. The High School ED also attends the monthly transition cadres hosted by the DOE which helps align practices across districts.

1. EDUCATION PROGRAM

Measure 1c.

Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

DOE Rating Information:

Charter has been identified as non compliant for IDEA Indicator 13 and is engaged in a Corrective Action Plan.

School Response To Rating:

A corrective action plan was created in conjunction with the DOE Exceptional Children Working Group and the school engaged and completed implementation of all components. The school hired a Students Services Director in Mid February of 2021 to ensure all future compliance. The school started a checklist for indicator 13 that our educational diagnosticians use for best practices and compliance. The High School Educational Diagnostician attends the monthly transition cadres held by the DOE.

2. GOVERNANCE AND REPORTING

Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

DOE Rating Information:

Board audio and Board minutes were not posted within the required timeframe from September, 2020 - November, 2020. Board audio from December 16, 2020 was not posted within the required timeframe. CBOC minutes were not posted within the required timeframe from July, 2020 through November, 2020. CBOC minutes for January, February, and March of 2021 were not posted within

the required timeframe.

School Response To Rating: The Board minutes and audios were posted once the school was notified. They have been consistently posted since then.

Performance Agreement

Organizational Performance Expectations

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

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 section 1c, OCS underwent a full Special Education audit as it transitioned to a new director of student services. All the findings have been addressed and the school anticipates to meet the standard in upcoming years.

Section 2a was scored as Failed and it has improved to approaching standard. The board minutes are now consistently posted and OCS anticipates it will meet the standard next 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 training conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date	Board Governance Training Date
Elias	Rigas	President	10/27/2017	08/26,29/20
Anamaria	Anagnostou	VP	9/30/2019	08/26,29/20
Erin	Allard	Treasurer	6/4/2020	08/26,29/20
Ken	Przywara	Secretary		08/26,29/20
Eva	Jannelli	Member	4/20/2020	08/26,29/20
Helen	Anderson	Member	4/26/2020	08/26,29/20
Maryann	Yarram	Member	4/22/2020	08/26,29/20
Georgia	Halakos	Member	1/29/2021	08/26,29/20
Paul	Brooks	Member	9/15/2015	08/26,29/20
Valerie	Caras	Member	1/26/2021	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

First Name	Last Name	Role/Title	Financial Training Date
Erin	Allard	Board Treasurer	6/4/2020
Elias	Pappas	HOS	
Jason	Sheehan	Parent	11/3/2017
Richard	Riggs	DOE Represent	11/30/2015
Michael	Padavoni	Parent	
Hester	Sutton	Teacher	4/16/2020
Evan	Winokur	Chair	5/14/2020

School Comments:

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

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88.5	138	156

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:

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. The school has provided specific equity based training through 4th dimension to 4 cohorts of staff members including school leadership. 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 will undergo 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. 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.

Thus far, Odyssey has seen a positive impact with teacher retention moving from 81% last year to 88% this year. The school added teacher/staff years of service awards and revamped professional development increasing the focus on social emotional components and team building activities including whole staff outings to Lum’s pond as part of our PD cycle.

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

-
- 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 impact will leverage the strengths of the teachers to improve instruction.

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 mathematics 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	
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

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

School Comments: During Fiscal Year 2021, Odyssey's financial performance improvements 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 improving performance to its current level. In addition, there was an emphasis on efficiently planning academic operating costs to more closely align with budgeted operating revenues. Lastly, there were operational savings (i.e. energy and utility costs) in various departments from operating in a hybrid-learning environment.

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

Performance Agreement

Financial Performance Expectations

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

School Comments:

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

School Comments:

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:

In response to the considerable loss of learning students have suffered as a result of the COVID-19 pandemic, Odyssey has reimagined its school schedules to include daily reinforcement and enrichment blocks that focuses on supporting students mastery toward grade level standards or are impacted by COVID-19 quarantine protocols. Using proven research supported resources, teachers are able to create a customized program that meets students where they are and tracks their improvement and progress toward standards mastery.

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 Language in the Elementary School (FLES), and
 - (b) Dual Language Immersion education (DLI)
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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), © 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.

From our previous work 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.

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 the Data Service Center, but not inclusive of Component V. Teachers receive on average three walkthroughs a month.

In conjunction with academic leadership team classroom visits and observations, the OCS Senior Leadership Team has created a series of rubrics to conduct full operational and academic walkthroughs of the entire program, cycling through one building on a monthly basis. The OCS Senior Leadership team consists of all operational, finance, human resource, food services, technology, and academic leaders. These comprehensive walkthroughs will include a debrief with the dean to provide feedback and create goals for improvement based on the findings of the leadership team. The subsequent visit will measure the extent to which the goals have been achieved and create a new set of goals.

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
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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
Location:	Wilmington, DE

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

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

Print/Type Name:	Elias Rigas
Title (if designated):	President, Board of Directors
Date of approval by board of directors:	13 December 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.

