

# **ODYSSEY CHARTER SCHOOL**

**ANNUAL REPORT**

**2021-2022**



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

## I. OVERVIEW

### 1.1 School Overview:

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

BASIC INFORMATION	
Name of School	Odyssey Charter School
Year School Opened	2006
Enrollment 2021-2022 <sup>1</sup>	1988
Approved Enrollment	1972
School Address	Barley Mill Plaza 4319 Lancaster Pike, Wilmington, DE 19805
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="http://odysseycharterschooldel.com/">http://odysseycharterschooldel.com/</a>
Name of School Leader	Elias Pappas
School Leader Email and Phone Number	Elias.pappas@odyssey.k12.de.us (302) 994-6490
Name of Board President	Anamaria Anagnostou
<b>Mission Statement:</b> The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus. *Odyssey Charter opened in 2006 and was authorized by Red Clay School District	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (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	
	2021-2022 <sup>1</sup>
Total Enrollment	1988
# of Students on Waiting List	647
<b>Gender</b>	
% Male	50.55%
% Female	49.45%
<b>Ethnicity/Race</b>	
% African American	24.20%
% American Indian	0.50%
% Asian	20.52%
% Hispanic/Latino	7.60%
% White	42.25%
% Multiracial	4.83%
<b>Special Populations</b>	
%Special Education <sup>2</sup>	8.10%
% English Language Learners	9.91%
% Low-Income	10.11%

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

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### 1.3 Approved Minor and Major Modifications:

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

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

Date	Modification Requested	Outcome
April 2022	Minor - increase enrollment	Approved

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

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**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>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K	184	184
Grade 1	184	185
Grade 2	184	184
Grade 3	184	183
Grade 4	184	186
Grade 5	184	195
Grade 6	184	196
Grade 7	184	192
Grade 8	179	182
Grade 9	100	89
Grade 10	90	78
Grade 11	88	69
Grade 12	75	65
<b>Total</b>	<b>2,004</b>	<b>1988</b>

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

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### 1.5 Reenrollment:

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

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

School Re-enrollment Trends		
<i>Cells highlighted in gray were grade levels not serviced by this school</i>		
Odyssey Charter School		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	1	
Grade 1	162	88.04%
Grade 2	165	89.67%
Grade 3	166	90.22%
Grade 4	165	89.19%
Grade 5	178	96.74%
Grade 6	144	78.26%
Grade 7	170	92.39%
Grade 8	167	95.43%
Grade 9	64	35.96%
Grade 10	73	87.95%
Grade 11	68	94.44%
Grade 12	65	94.20%
<b>Total/Avg</b>	1588	85.10%

\*\* School entry grade level. Re-enrollment data not collected for this grade level.

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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 upgrading our campus facilities through the efforts of our 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 8<sup>th</sup> 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 four new buses 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 buses to become completely self-reliant with respect to meeting the transportation needs of the community.

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## 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 ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: Odyssey Charter School Report Card**

a) 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.

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#### School Comments:

As the first full year back in the building with in-person instruction after the COVID-19 Pandemic, Odyssey committed to return to previous success with internal and external assessments.

Odyssey Charter School consistently demonstrates success on standardized tests comparative to the state. A breakdown of results can be found in the table below dating back to SY 2018-2019 through SY 2021-2022. Standardized assessments were not taken in Spring 2020 due to the COVID-19 pandemic.

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	Science					
	2019		2021		2022	
Grade Level	OCS	State of Delaware	OCS	State of Delaware	OCS	State of Delaware
5th	41.53%	26.52%	36.44%	17.58%	29.32%	20.08%
8th	32.69%	27.4%	14.47%	17.58%	30.73%	16.75%
9th	57.89%	48.15%	33.33%	53.6%	22.35%	31.04%

	Social Studies					
	2019		2021		2022	
Grade Level	OCS	State of Delaware	OCS	State of Delaware	OCS	State of Delaware
4th	53.3%	39.88%	38.68%	26.68%	53.04%	31.80%
7th	57.32%	40.17%	35.35%	30.44%	39.89%	28.73%
11th	60.32%	35.65%	55.56%	35.46%	33.33%	24.40%

	ELA					
	2019		2021		2022	
Grade Level	OCS	State of Delaware	OCS	State of Delaware	OCS	State of Delaware
3rd	66.3%	50.52%	42.62%	35.01%	60.57%	40.01%
4th	64.84%	53.52%	42.59%	36.59%	58.56%	40.52%
5th	74.86%	56.94%	61.48%	43.98%	59.69%	45.47%
6th	70.29%	51.94%	41.11%	38.72%	48.17%	38.12%
7th	71.34%	54.62%	59.60%	47.25%	59.46%	44.18%
8th	62.82%	52.11%	47.37%	44.15%	58.33%	41.65%

	Math					
	2019		2021		2022	
Grade Level	OCS	State of Delaware	OCS	State of Delaware	OCS	State of Delaware

3rd	70.11%	53.01%	51.28%	32.7%	55.43%	41.44%
4th	60.99%	50.77%	28.85%	27.81%	61.67%	35.34%
5th	60.66%	44.39%	34.71%	22.93%	44.21%	29.24%
6th	45.71%	37.58%	34.44%	22.10%	37.17%	25.12%
7th	52.23%	41.00%	36.14%	27.82%	36.07%	27.17%
8th	46.79%	38.02%	26.39%	23.82%	32.39%	23.54%

Grade Level	SAT-11			
	2019-20		2021-22	
	OCS	State of Delaware	OCS	State of Delaware
ELA	68.75%	47.82%	72.92%	49.32%
Essay	51.56%	42.17%	60.42%	43.6%
Math	29.69%	27.79%	41.67%	27.67%

Nationwide we are seeing the results of the COVID-19 Pandemic evident in the scores' results dropping compared to previous years. Through the use of High Quality Instructional Materials and targeted professional development, we are working to improve student understanding and rectify the negative academic implications of the pandemic.

One measure we use internally is Renaissance STAR testing. STAR is an online assessment platform developed by Renaissance Learning that provides valid, reliable data related to individual students' learning. From the assessment, reports measure growth over time, as well as articulate exact supports and standards that teachers can implement to target instruction. Below you will see a comparison between our average Grade-Level Equivalency from Fall 2021 to Spring 2022. This is a norm-referenced score ranging from 0.0 to 12.9 to represent a students' test performance compared to other students nationally.

Grade Level	STAR			
	Avg. Grade Equivalency Fall 2021 - Spring 2022			
	Math		ELA	
	Fall	Spring	Fall	Spring
1st	1.3	2.5	N/A	N/A
2nd	2.2	3.2	1.8	2.9
3rd	3.4	4.5	3.4	4.2

4th	4.3	5.7	4.3	4.9
5th	5.2	6.8	5.1	5.8
6th	6.3	6.9	5.7	6.2
7th	6.6	7.3	6.1	6.4
8th	7.8	8.5	7.4	7.6

It is important to OCS that we support all our students and ensure that all subgroups of students are making adequate progress. Disaggregated data below articulates the levels of proficiency for the Smarter Balanced Assessment and the SAT-11 in Spring 2022 compared to the state.

Subgroup	Smarter Balanced 2022 Results by Subgroup			
	ELA		Math	
	OCS	State of Delaware	OCS	State of Delaware
All Students	57.39	41.68	44.38	30.20
African American	37.18	27.14	20.44	14.83
Asian	78.38	73.66	74.19	70.98
Hispanic/Latino	56.00	32.36	36.00	20.68
Native American	87.50	45.11	75.00	27.78
Native Hawaiian/ Pacific Islander	100.00	47.00	100.00	31.73
White	60.59	53.90	47.82	42.45
Multi-Racial	55.32	42.60	36.17	30.13
Female	61.31	46.24	41.18	28.89
Male	53.51	37.30	47.55	31.45
English Learners	39.71	16.84	44.78	13.86
Non-EL Students	56.23	43.32	41.67	31.32
Students with Disabilities	17.82	12.02	14.14	9.17
Non-SWD	61.38	47.70	47.39	34.43
Low Income	27.50	24.56	11.97	14.50
Non-Low Income	61.04	48.75	48.26	36.61

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Homeless	N/A	15.44	N/A	8.06
Foster Care	N/A	18.10	N/A	13.68
Military Dependent Youth	50.00	56.62	0.00	41.36

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## 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).

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## School Comments

The above chart was constructed prior to the COVID-19 Pandemic. Odyssey Charter School is continuing to commit ourselves to the high academic rigor and success. We are consistently moving to accelerate our progress to the above levels. As noted above, you can see the individual progress of our students within the assessment from Spring 2019 through Spring 2022.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

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

#### 3.1 Mission Specific Goal(s)

The Mission Specific Goal of Odyssey Charter School includes providing students with an enriched learning environment that will:

Enable students to excel academically by providing a structured dual language program (specifically targeted for the expanding immersion program in grades K-4 ) integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills. through a focus on mathematics competencies as measured by performance on the annual STAR testing platform for Mathematics. By implementing the program with fidelity, OCS anticipates students enrolled in the immersion program will exceed the performance of students in the mainstream program by a minimum of 20%.

Odyssey Charter School continues to focus on raising achievement and progress for all students. Specifically, the school has set a goal to 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 third 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 2022 showed enormous promise and goals, with students being accepted to schools across the country, earning over one 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 5 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.

Valuing our commitment to high-quality academics, we are currently implementing a curriculum pilot year to determine our best resource for K-5 English Language Arts programming. Odyssey's current reading curriculum is inadequate for responding to learning loss needs and does not meet the 'science of learning' requirement per Senate Bill 4. Acknowledging this, in October 2021 through February 2022, select teachers visited schools in Appoquinimink and Caesar Rodney School Districts where they viewed the Amplify Core Knowledge Language Arts curriculum in action. During that visit, teachers were able to dialogue with those using Amplify and met with district curriculum leaders. From November 2021 to April 2022, Odyssey teachers implemented various curriculum units via the kits provided by several vendors.

Based on preliminary piloting, Odyssey chose to continue with a one-year pilot of the Amplify Core Knowledge Language Arts (CKLA) curriculum. Built on the science of reading, the CKLA sequences deep content knowledge with research-based foundational skills. With new digital features and multimedia resources, it's now more remote-learning friendly and flexible than ever. Selected teachers will be receiving training in August 2022 to complete the piloting process with validity.



A part of our practices when finding Highly Qualified Instructional Materials is to ensure that it meets the needs of all of our students. Odyssey has formed a committee to ensure that our curriculum is equitable, diverse and accessible to all of our students; regardless of their background. As such, it is imperative that we implement a curriculum that has EL and special education components, in addition to the differentiated opportunities. Based on preliminary exposure of materials, we note the diverse content knowledge and support to phonics instruction to engage every learner in authentic learning experiences.

Upon completion of the pilot, Odyssey will need to purchase the curriculum for all K-5 teachers and students for a full curriculum adoption, or repeat the cycle of decision making to better fit the needs of our students and programming.

a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

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School Comments

The school was able to achieve and exceed its goal across all four grade levels that offer Greek Immersion.

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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).

Grade Level	% Proficient on Star in Math: Traditional	% Proficient on Star in Math: Immersion	% Improvement by Grade Level
1	58	98	69
2	43	95	121
3	64	82	28
4	66	95	44



### OCS ACCOUNTABILITY DASHBOARD

Performance Indicator	2021-22 Rating
Smarter Balanced Scores Gr. 3-8 10% Above State Avg.	✓ Goal Achieved!
SAT Scores Above State Avg.	✓ Goal Achieved!
Graduation Rate Above 95%	✓ Goal Achieved!
Ellinomatheia Pass Rate Above 70%	✓ Goal Achieved!

### 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		
2021-2022	M	M	M	M	M	M	M	M	M	M	M

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.)

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

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

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School Comments:

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

## 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).

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

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance 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
Anamaria	Anagnostou	President	9/30/2019	08/26,29/20
Erin	Allard	Vice-President	6/4/2020	08/26,29/20
Ken	Przywara	Secretary	4/1/2022	08/26,29/20
Paul	Brooks	Treasurer	9/15/2015	08/26,29/20
Eva	Jannelli	Member	4/20/2020	08/26,29/20
Helen	Anderson	Member	4/26/2020	08/26,29/20
Jessica	Inskeep	Member		
Georgia	Halakos	Member	1/29/2021	08/26,29/20
Kristin	Turner	Member		
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.**

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School Comments:

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b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within 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	3/10/2022
Jason	Sheehan	Parent	11/3/2017
Richard	Riggs	DOE Represent	11/30/2015
Michael	Padavoni	Parent	8/20/2015
Hester	Sutton	Teacher	4/16/2020
Evan	Winokur	Chair	5/14/202

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School Comments:

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### 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
83.7	123	147

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

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

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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 4<sup>th</sup> 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 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 chat and chew meetings with all levels of staff every month and 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

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feedback including mission specific professional development, classroom culture, grading, and high leverage practices The school also added ALICE training for all staff.

Some feedback administration has received regarding teacher departures is listed below with pay being the number 1 reason for departing: :

- 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

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

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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 PLC's and Back to School Professional Development Week, inclusive of New Teacher Orientation and monthly academic administrative walkthroughs

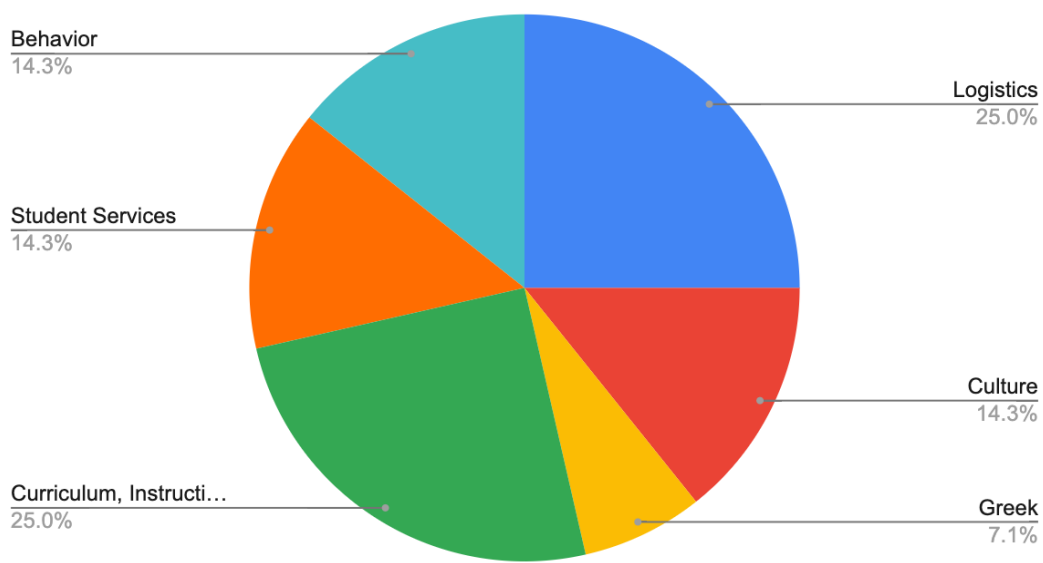
Suggestions for PLC topics were collected from teachers and staff to streamline a more effective use of PLC time. The CIA team used the school calendar and important dates to create the PLC Topic Schedule for the school year. When a specific topic is on the PLC schedule, the designated school leader will attend the PLC meeting to address concerns, lead improvement activities, and engage teachers in data analysis and other various activities that align with the specific PLC topic. A

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breakdown of the tentative and projected PLC topics is below:

### Breakdown of PLC Topics



The presenters will be able to target their information to the specific departments and grade bands. For example, when the Curriculum, Instruction, and Assessment leaders conduct PLCs with the Science department, they will be able to focus on science curriculum and instructional best practices proven effective in science classrooms.

This new system will help to prioritize collaborative implementation of the school’s curriculum, instruction, technology, data systems, and assessment practices in a timely, systematic manner. The topics that have the largest distribution of time are “Curriculum, Instruction, and Assessment” and “Logistics.” The school leadership team felt that these two topics needed to be the focus of most PLC meetings in order to ensure the school is running smoothly and effective curriculum, instruction, and assessment strategies are being used. For example, during CIA PLCs, the team may discuss any of the following: instructional best practices, curriculum implementation, technology resources, testing updates, classroom contracts, and data-analysis. Logistics can cover all the day-to-day happenings, upcoming events, and pertinent information. In addition to CIA and Logistics, the leadership team believes that student services are a necessary topic to review in order to appropriately implement curriculum, instruction, and assessment with all learners. The schedule breaks down this topic to cover best practices with students with disabilities, best practices with students that identify as English Language Learners, and diving into IEPs and 504s to ensure proper implementation of accommodations to curriculum, instruction, and assessment for accessibility. While behavior, Greek, and culture do not seem directly tied to curriculum, instruction, and assessment, these topics are necessary to cover during PLC meetings in order to support teachers in their implementation of the school’s curriculum, instruction, and assessment practices, as well as the school’s mission and vision. Teachers will have much more success in their classroom if they have a good system for working with problem behaviors and have created an environment where students feel safe and comfortable to engage in the learning process. Being that Odyssey is a Greek Charter School, it’s important that the

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Greek Dean is able to discuss cultural competencies and Greek implementation and integration in all core content classes.

Over the summer, the CIA team met to brainstorm necessary elements to include in the Back-to-School Professional Development Week. During this time, the team focused on choosing professional development sessions that would promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. As the team was brainstorming, the following ideas were brought up to include in the PD Week: Head of Schools updates, Recognition of Service, Building Level Faculty Meetings, Building Level Team Building, Human Resources, Social Emotional Learning & Building Relationships during the first two weeks of school, Student Services, Odyssey Reimagined, OCSEA (Odyssey's Union), Greek Programming, Immersion Development, Greek Math Professional Development, Data Dive from Previous School Year, IT, Facilities, and LAIRP Restorative Practices. The team felt that if these professional development sessions were included during the Back-to-School PD week, school leadership is showing a commitment to promoting reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Once the team brainstormed and finalized what would ideally be included in the professional development schedule, they began to put together the finalized schedule based on available timing. It's important to note that Odyssey's back-to-school PD week was only planned to have 3 days with the entire staff. The Monday and Tuesday of the PD Week were reserved for New Teacher Orientation.

The professional development schedule engages school staff in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Specifically, reflection is targeted during the Odyssey Reimagined sessions that focused on Odyssey's new Grounding Pillars of Success and vision for the school and how teachers would be able to implement these philosophies in their classrooms and interactions at Odyssey. Distributed leadership is targeted due to the fact that these sessions are not led by only one person. Staff members will be participating in professional development led by the Head of Schools, building level deans, building level counselors, building level student advisors, building level educational diagnosticians. Cultural responsiveness is addressed throughout many of the PDs that are scheduled throughout the week; SEL, LAIRP Restorative Practices, Safety and Security, Greek Programming, etc. It was decided that the SEL presentation would be led by the building level counselors. The counselors were going to lead the staff through training to encourage teachers to prioritize building relationships during the first two weeks of school, as well as classroom contracts to encourage students to buy-in to the rules and procedures set forth in each classroom. Every session that was planned for this week was designed to start the school year off strong and focused on school improvement and student success.

The academic leadership walkthroughs happen on a monthly basis with a lens to focus the observation through. During these observations, leadership has carved out intentional time to be able to visit classrooms and gain an overall understanding of school culture and activities. Feedback is then used during PLC's to guide instructional strategies and priorities to focus on within the next month.

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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.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

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

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

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2021-2022	M	M	M	M	M	M	M	M	M	M

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.)

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School Comments: During Fiscal Year 2022, 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 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.

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

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School Comments:

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

## Performance Agreement

### Financial Performance Expectations

By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Financial 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 financial performance based on its approved Performance Agreement.

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

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

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School Comments:

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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### School Comments:

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 80 minutes per day in grades K-5, while in grades 6-8 students receive Modern Greek language instruction for approximately 60 minutes on a daily basis. In Middle School, this is reinforced with an exploratory Greek course ("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) while High School students with advanced Greek language proficiency may opt for the "Greek Studies" class which is a History & Art content based course. 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 ("Ellinomatheia") offered by the Center for the Greek Language.

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

The goal of the DLI track is to provide improved learning outcomes in Greek language to our students, as well as the linguistic, academic, and cognitive benefits of foreign language immersion programs. The Curriculum for the Greek Language, Math and Science in the DLI program is based on (a) the Common Core State Standards (b) the World-Readiness Standards for Learning Languages (ACTFL), (c) the ACTFL "Can Do" benchmarks which state the performance indicators for foreign language learners, and (d) the certification of attainment in Greek/"Ellinomatheia" (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. In 2021, the "Kangaroo Competition" organizing office in Greece decided not to run it this year due to covid implications, although the competition questions were provided to all interested schools. Odyssey chose to run it and offer the opportunity to its scholars. Forty-four students were enrolled, finally 40 participated in the competition from the three grade levels (2nd to 4th), and 11 students received an Honorable Mention from the School.

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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.

May 2021 Ellinomatheia exams were postponed again due to COVID, marking a first in OCS's history as an official testing site, since the exams were held twice during the 2021-22 school year: in October 2021 and in May 2022. In October, we had 20 students who applied for the exam, and in May, we had a 150% increase in participation, with 55 candidates coming from a wide span of grade levels (5, 6, 7, 8, 9 & 10) and we had applicants for the first time in all proficiency levels, spanning from A1 junior level to C2 level, which is evidence of absolute fluency in the Greek language. A large group of 16 5th-grade students who applied for the A1 junior diploma succeeded with 94% passing the exam. Moreover, in October 2021, OCS proudly received, for the first time in its Ellinomatheia history, "Seals of Biliteracy" for two 9th-grade students. Furthermore, in May 2022, Odyssey received two more "Seals of Biliteracy" for two 9th-grade students marking an increase of 400% in Seals of Biliteracy between 2020 and 2022. Finally, an OCS student succeeded for the first time at the highest proficiency levels of the Greek language, passing the exams of C1 and C2 Ellinomatheia.

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. The program will resume in summer 2023 after the restrictions due to pandemic. 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 work virtually on shared projects with students from Athens.

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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. The partnership between those two schools has also given the opportunity to Middle School students to implement a project with the use of padlet and students worked collaboratively on the ideas of independence and freedom. In 2020-2021, middle school students from four different classes partnered with classes from Pierce and worked collaboratively throughout the year. They used the padlet platform to introduce themselves and their schools and they passed into presentations of the school system in Greece and the United States, recording and comparing cultural and practical similarities and differences. Finally, they had the opportunity to hold some live zoom sessions, overcoming the problems of the time difference and engaging themselves in interesting live conversations with their peers in Athens about their educational systems.

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 tour, held in 2019 and again in the spring of 2022, visited a variety of cities in Greece and reinforced student learning from their Greek Language and Greek Studies coursework. Students had the opportunity to visit important archeological sites in different parts of Greece and to be exposed to the cultural differences of another country serving the mission and the vision of our school's about fostering world citizenship.

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. In 2021-2022, our 4th grade immersion students had the opportunity to exchange cards and essays with their peers from the American Farm School on the occasion of winter holidays and when studying the wildlife in Europe and America. Also, our kindergarten immersion students created videos with winter holiday greetings in Greek that they exchanged with their peers from the KN at the AFS.

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

- We have a 750 sq. ft. vegetable garden with 24 raised beds that engages KN-12th grade students. Students consume the produce in the cafeteria and we also donate it to a local food closet.
- We participate in the Farm to School program with Fifer Orchards.
- We have 6 Golden Comet Hens on campus, 2 goats, a hydroponic plant system along with a pollinator garden, and 3 outdoor classrooms.
- Our students recycle in the cafeteria and in the classroom. This year we added four water bottle filling stations, collected over 700 pounds of plastic film, and replaced our Styrofoam trays in the cafeteria with recyclable ones. We also participate in the Crayola Marker Recycling program. This year alone we recycled over 30 pounds of used markers.
- We offer multiple field trips throughout the year for students to learn about sustainability, including but not limited to visits to Delaware State Waste Authority and educational farms in the greater Wilmington area.
- We celebrate “Green Week” in November and host a school-wide “Zero Waste” fair every year.
- Our students actively engage in environmental advocacy. Most recently, our students testified in favor of a bill to greatly reduce the consumption of single-use plastic bags.
- This school-year we upgraded our indoor and outdoor lighting to LED lights.
- Provided HelloFresh inspired meals for students and families in need during the holidays

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







## References:

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

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

