Odyssey Academy

Developing Leaders for a Sustainable World

2008-2009
Annual Report

Prepared by Odyssey Academy

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I. Introduction

Mission statement: Odyssey Academy is committed to providing a nurturing, innovative, and challenging environment emphasizing independent thinking, active learning, high academic achievement, and social responsibility through partnerships with families, teachers and community.

Odyssey Academy is committed to academic excellence and to improving student achievement through proven educational models that use the world we live in as the context for learning basic skills in reading, writing, and mathematics, as well as a rich curriculum in science, social studies, thinking skills, music, art, physical education and wellness, and interpersonal abilities.

School essentials: Odyssey Academy completed its 11th year of operations during 2007-08, and is pleased to present this 11th-year Annual Report. Odyssey Academy is dedicated to offering an innovative, progressive public education for students and families in our community. Odyssey serves a diverse group of students from the communities of Brooklyn Park, Brooklyn Center, Columbia Heights, Crystal, Coon Rapids, Minneapolis, Plymouth, Spring Lake Park, Maple Grove, Champlin, Anoka, Blaine, Robbinsdale, St. Louis Park, New Hope, Rogers, and Chaska.

During 2008-09, Odyssey served 270 K-8 students. This was our seventh year in an elementary school site leased from the local school district. The school is adjacent to an environmental nature preserve area in Brooklyn Center. The proportion of students of color began to stabilize in 2005-06, moving from 58% in 2005-06 to 61% in 2007-08 (50% African American, 5% Asian, and 5% Hispanic). Students from low income families, however, continue to increase significantly: from 56% to 70% from fall 2005 to fall 2008. The number of students identified as English Language Learners (ELL) also increased significantly from under 10% to 23%. The home languages identified were primarily Creolized English/Liberian, Hmong and Spanish.

Summary of the learning program: Odyssey Academy's vision is to provide students with rich, experiential, hands-on learning opportunities that are personalized as much as is practical to the child's interests and abilities. Minnesota state educational standards serve as the basic curriculum map for the curricular program. Direct instruction within a differentiated curriculum in literacy and math develops the students' skills necessary for both a) classroom projects and learning activities, and b) the culminating project for each trimester. Teachers at Odyssey work collaboratively to generate thematic learning experiences which are integrated standards from two or more curricular areas. Students plan and execute projects based on their particular interests within these themes and which meet the standards and performance requirements outlined in rubrics.

Students in the primary and intermediate levels (K-5) focus on standards which build foundational skills in the areas of reading, listening, and viewing; writing and speaking; mathematics and its applications; science and its applications; and arts. Students in the middle level expand their skill-based learning into areas of inquiry and application. Since its inception, Odyssey's instructional staff has met frequently with representatives from the Department of Education and independent educational consultants for training and developmental activities designed to assist with the implementation of standards-based instruction and assessment. They continued to do so during 2008-09.

Odyssey continues to examine other standards-based programs that are commercially available in order to build the foundation of the standards that are used to guide students' learning and to assist the school's efforts in curriculum development. These standards and

benchmarks are integrated into the objectives that guide the development of student projects and performances and are evaluated on teacher-generated rubrics or checklists. Professional development activities and training have been targeted to address a standardization of the process for looking at and evaluating student work.

The body of this report consists of four sections:
- Accountability Data, where we report on the year's academic and nonacademic goals and results;
- Descriptive Data, which provides more statistics on several important aspects of the Odyssey program;
- Program Successes and Challenges, which describes successful or best-practices areas of the program and also areas which have proved challenging; and finally,
- Compliance Reporting, which addresses other required annual report components.

II.   Accountability Data: School Goals & Results

II.A. Student Learning Goals and Results

After reviewing the 2007-08 academic goals and results, Odyssey identified reading and math as continuing academic goal areas for 2008-09. The staff adjusted goal statements developed the previous year and made minor modifications in the indicators used to measure achievement of the goals.

In this section we look first at the reading goals and results and then at the math goals and results.

II.A.1 Odyssey Reading Goals and Results

II.A.1.a Reading Growth Goal – At least 60% of Odyssey students will achieve growth in reading at or above the growth achieved by students in the same grade nationally as measured by the mean growth NWEA MAP target RIT scores.

Indicator:

- NWEA's Measures of Academic Progress (MAP) reading assessment results in fall 2008 and spring 2009, for grades 3-8.

Overview of MAP Assessment:

The Northwest Evaluation Association's Measures of Academic Progress (MAP) provides a series of computer-adaptive tests that measure students' general knowledge in reading, language arts, and mathematics. In a computerized adaptive test, the difficulty of the test is continually adjusted to the student's performance. This means that the difficulty of each question is based on how well the student has answered the questions up to that point. Unlike other norm-referenced tests, this allows every student to work with material at his or her present level of ability. For Minnesota, NWEA provides MAP tests that are aligned with the state academic standards.

The RIT scale is the scale score employed by NWEA to report results. The RIT scale was normed for grades 2 through 10 in 2005.

Results:

Results and analysis are reported for grade 3-8 students who took the assessment both in fall 2008 and in spring 2009 (Table 1). No students were exempted from the assessment.

Table 1: Reading Growth 2008-09; MAP Assessment

Grade (2008-09)	Number Assessed for Growth Target fall 08-fall 09	Number Meeting Target RIT Growth Score or Higher
3rd	24	10 (42%)
4th	13	7(42%
5th	24	9(37%)
6th	26	19(73%)
7th	27	11(47%)
8th	19	15(79%)
Total:	109	61 (56%)

Analysis:

On this measure of growth, grades three, four, five and seven did not achieve the goal of achieving growth in reading at or above the growth achieved by students in the same grade nationally as measured by the mean growth NWEA MAP target RIT scores. Grades six and eight did achieve the goal.

Analyzing the growth scores by ethnicity, it appears that Odyssey continues to struggle to close the achievement gap. Table 4 and Table 5 show that a higher percentage of white students met the growth goal in reading than African American students. During the 2007-2009 school year, African American students outperformed white students 75% to 68%. This decrease in scores may be a reflection of our increased number of ELL students. Odyssey continues to find strategies to address the disparity between the two groups.

Table 4: Black/African American Reading Growth 2008-09; MAP Assessment

Grade (2007-08)	Number tested fall 07 & fall 08	Number gaining target growth RIT score or more
3rd	13	7 (50%)
4th	7	3(43%)
5th	13	4 (30%)
6th	14	9 (64%)
7th	21	6 (28%0
8th	11	7 (63)
Total:	79	36 (46%)

Table 5: White Reading Growth 2008-09; MAP Assessment

Grade (2008-09)	Number tested fall 08 & fall 09	Number gaining target growth RIT score or more
3rd	9	5 (55%)
4th	6	3 (50%)
5th	9	5 (55%)
6th	12	10 (83%)
7th	8	5 (63%)
8th	9	5 (55%)
Total:	53	33 (62%)

II.A.1.b Reading Grade Level Goal – At least 60% of Odyssey students in grades K-8 will have a RIT score range at or above the mean RIT scores of students nationally in their grade and scores of "meets or exceeds standards" on the MCA–II.
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Indicator:

- NWEA's Measures of Academic Progress (MAP) reading assessment results in spring 2008, for grades 3-8.
- Minnesota Comprehensive Assessments II in reading for grades 3-8.

Odyssey Results using MAP as a Grade Level Measure in Reading, Spring 209:

To define whether a student has achieved the grade level target RIT score, NWEA has linked normed RIT scores to normed scores on the Minnesota Comprehensive Assessments. Based on a study of results from Minnesota school districts which use NWEA's tests, RIT scores which equate to the levels on the MCA for grades 3-8 were identified. The 50% percentile is the average score of students in a specific grade level. Odyssey students whose high end of their RIT score range was above the 50th percentile were determined to have met the goal. No students were exempted from this assessment.

Table 6: Spring 2009 MAP Reading Results

Grade	# of Students Assessed	Number and Percent of Students At or Above Average National Grade Level Norm
3rd	22	5 (23%)
4th	13	6 (46%)
5th	22	9 (41%)
6th	26	16 (62%)
7th	29	7 (24%)
8th	20	7 (35%)
Totals	132	50 (38%)

The results of the MCA–II in reading are presented in Table 7 on the following pages.

Table 7: Using MCA–II as a Grade Level Measure in Reading, Spring 2008

Grade	Sub Group		Does Not Meet Standards		Partially Meets Standards		Meets Standards		Exceeds Standards		Meets or Exceeds Standards	
		N	N	%	N	%	N	%	N	%	N	%
3	All Students	27	7	25.0%	6	22.2%	6	22.0%	7	25.0%	13	25.0%
	Female	14	4	29%	4	29%	2	29%	4	29%	6	43%
	Male	13	3	23%	2	15%	4	30%	3	23%	7	54%
	African American	17	5	29%	4	24%	3	18%	4	24%	7	41%
	White	10	2	20%	2	20%	3	30%	3	30%	6	60%
	FRP	19	7	37%	3	18%	3	18%	5	26%	8	42%
	Non-FRP	8	0	0%	3	38%	3	38%	2	25%	5	63%
4	All Students	14	5	36%	4	29%	1	7%	4	29%	5	36%
	Female	5	1	20%	1	20%	1	20%	2	40%	3	60%
	Male	9	4	44%	3	33%	0	0%	2	22%	2	22%
	African American	8	3	38%	1	13%	1	13%	2	25%	3	38%
	White	6	2	33%	3	50%	0	0%	2	33%	2	33%
	FRP	9	4	44%	3	33%	1	11%	2	22%	3	33%
	Non-FRP	5	1	20%	1	20%	0	0%	2	40%	2	40%
5	All Students	27	7	26%	7	26%	10	37%	3	11%	13	48%
	Female	14	3	22%	3	21%	7	50%	1	7%	8	57%
	Male	13	4	23%	4	30%	3	23%	2	15%	5	38%
	African American	13	5	38%	4	30%	3	23%	1	7%	4	31%
	White	14	2	14%	3	21%	7	50%	2	14%	9	64%
	FRP	20	5	25%	6	30%	6	30%	2	1%	8	40%
	Non-FRP	7	2	29%	1	14%	4	57%	1	14%	5	71%
6	All Students	26	6	23%	8	31%	6	23%	6	23%	12	46%
	Female	12	4	33%	5	42%	4	33%	3	25%	7	58%
	Male	14	2	14%	5	26%	2	14%	3	21%	1	7%
	African American	14	4	29%	4	29%	2	14%	3	21%	5	36%
	White	12	2	17%	4	33%	4	33%	3	25%	7	58%
	FRP	16	6	38%	4	25%	3	19%	4	25%	7	44%
	Non-FRP	10	0	0%	4	40%	1	10%	2	20%	3	30%
7	All Students	29	13	45%	9	31%	2	6%	5	17%	7	24%
	Female	15	4	27%	4	27%	1	6%	5	33%	6	40%
	Male	14	9	64%	5	36%	1	7%	0	0%	1	7%
	African American	20	11	55%	6	30%	1	5%	2	10%	3	15%
	White	9	2	22%	3	33%	1	11%	3	33%	4	44%
	FRP	22	10	45%	8	36%	1	5%	3	14%	4	18%
	Non-FRP	7	2	29%	1	14%	1	14%	2	29%	3	43%

Table 7: Using MCA–II as a Grade Level Measure in Reading, Spring 2008 CONTINUED

Grade	Sub Group		Does Not Meet Standards			Partially Meets Standards		Meets Standards		Exceeds Standards		Meets or Exceeds Standards	
		N	N	%	N	%	N	%	N	%	N	%
8	All Students	20	8	40%	2	10%	7	35%	3	15%	10	50%
	Female	9	2	22%	1	11%	4	44%	2	22%	6	67%
	Male	11	6	55%	1	9%	3	27%	1	9%	4	36%
	African American	11	7	64%	2	18%	0	0%	2	18%	2	18%
	White	9	1	11%	0	0%	7	78%	1	11%	8	89%
	FRP	12	5	42%	1	8%	5	42%	2	17%	7	58%
	Non-FRP	8	3	38%	1	13%	2	25%	1	13%	3	38%

Grade	Sub Group		Does Not Meet Standards			Partially Meets Standards		Meets Standards		Exceeds Standards		Meets or Exceeds Standards	
		N	N	%	N	%	N	%	N	%	N	%
3 - 8	All Students	143	46	32%	36	25%	32	22%	28	20%	60	42%
	Female	69	18	26%	16	23%	19	28%	17	25%	36	52%
	Male	74	28	38%	20	27%	13	18%	11	15%	24	32%
	African American	83	35	42%	21	25%	10	12%	14	17%	24	29%
	White	60	11	18%	15	25%	22	37%	14	23%	36	60%
	FRP	98	37	38%	25	26%	20	20%	18	18%	38	39%
	Non-FRP	45	9	20%	11	24%	12	27%	10	22%	22	49%

Analysis:

All students are included in this measure regardless of their tenure at Odyssey. This has been done because we believe that Odyssey should be accelerating the achievement of all students, regardless of the number of years they have attended Odyssey.

Furthermore, the growth in reading achievement goal (II.A.1.a) already provides a measure of how well students at Odyssey are meeting their target growth for any given year. The growth target RIT score accounts for the level of achievement with which the student enters Odyssey and compares his or her growth with students having initial scores in the same RIT score range. This means that the large national sample has already accounted for such factors as mobility, previous achievement, poverty, and attitude.

Summary Analysis of Results on Reading Goals

An analysis of both the growth goal and the grade level achievement goal results by Odyssey staff members identified four trends to track in 2008-09:

1. The high percentage of students identified for special education services at Odyssey in 2008-09 may have skewed the school-wide results on both the growth scales and the grade level achievement goal (nearly 30% school-wide in grades 4 - 8 and over 30% in some grades). The target RIT growth score accounts for students with learning disabilities in the national norms. An individual student's RIT growth target score will reflect students nationally who have been identified with similar disabilities making the growth target apples to apples.

   However, while factored into individual student scores, the percentage of special education students is not factored into school-wide percentages. To assess whether or not Odyssey is achieving its school-wide goals, Odyssey would need to be compared to schools with similar percentages of students identified for special education. No such sample for comparison is available.

2. Gender appears to be less of a factor than in past years. During the 2008—09 school year, both genders seem to be performing at similar levels in most grades.

3. Poverty appears to be associated with the achievement of grade level norms but to have a much lower association with growth targets in reading. Whereas students who qualify for free and reduced lunch benefits (FRP) scored nearly 35% lower on meeting or exceeding the standards for their grade level on the MCA–IIs than students who do not receive FRP, students receiving FRP actually outperformed non-FRP students by a small margin on the growth goal in reading.

4. The significant increase in English Language Learners may have had an impact of test performance. Odyssey staff took part in Sheltered Instruction training during the 2008-09 school year, and it is expected that some of the strategies gained during this training will help to address the needs of ELL students. Odyssey will collect data during the 2009-10 school year to measure the effectiveness of Sheltered Instruction strategies.

These trends along with the overall results in reading may be summarized as follows:

Odyssey is missing its goals in reading growth and grade level achievement school wide, and continues to work on developing strategies to improve achievement levels of students of color, students in poverty and ELL students.

II.B.2 Odyssey Mathematics Goal and Results

II.B.1.a Mathematics Growth Goal – At least 60% of Odyssey students will achieve growth in mathematics at or above the growth achieved by students in the same grade nationally as measured by the mean growth NWEA MAP target RIT score.

Indicators:

- NWEA's Measures of Academic Progress (MAP) mathematics assessment results in fall 2008 and spring 2009, for grades 3-8.

MAP Mathematics Results, 2008-09

Results

Results and analysis are reported for grade 4-8 students who took the assessment both in fall 2008 and in Spring 2009 (Table 1). No students were exempted from the assessment.

Table 8: Mathematics Growth 2008-2009; MAP Assessment

Grade (2008-09)	Number Assessed for Growth Target Fall 08-Fall 09	Number Meeting Target RIT Growth Score or Higher
3rd	24	10(42%)
4th	13	7(54%)
5th	26	9(35%)
6th	24	19(79%)
7th	27	11(40%)
8th	19	15(79%)
Total:	133	71(53%)

II.B.1.b Mathematics Grade Level Goal – At least 60% of Odyssey students in grades K-8 will have a RIT score range at or above the mean RIT scores of students nationally in their grade and scores of "meets or exceeds standards" on the MCA – II.

Indicators:

- NWEA's Measures of Academic Progress (MAP) mathematics assessment results in spring 2008, for grades 3-8.
- Minnesota Comprehensive Assessments II in mathematics for grades 3-8.

To define whether a student has achieved the grade level target RIT score, NWEA has linked normed RIT scores to normed scores on the Minnesota Comprehensive Assessments. Based on a study of results from Minnesota school districts which use NWEA's tests, RIT scores which equate to the levels on the MCA for grades 3-8 were identified. The 50% percentile is the average score of students in a specific grade level. Odyssey students whose high end of their RIT score range was above the 50th percentile were determined to have met the goal. No students were exempted from this assessment.

Grade	# of Students Assessed	Number and Percent of Students At or Above Average National Grade Level Norm
3rd	26	26(46%)
4th	14	6(43%)
5th	13	11(84%)

6th	26	17(65%)
7th	29	8(28%)
8th	20	9(45%)
Totals	128	77(60%)

Analysis:

On this measure of grade level achievement, three out of seven grade levels met the mathematics grade level goal with 60%.

Analyses of the results by ethnicity show a picture similar to the results in reading. In reading, white students outperformed African American students by a significant margin. In mathematics, white students outperformed African American students at about the same rate as in reading.

These results are presented in Tables 12 and 13. The percentages for each grade level are not reported because of the small sample size. A breakdown by ethnicity was not included due to the small sample size as well.

Table 12: Black/African American Students Mathematics Growth 2008-09; MAP Assessment

Grade (2008-09)	Number tested fall '08 & spring '09	Number gaining target growth RIT score or more
3rd	15	3(20%)
4th	9	4(44%)
5th	13	8(62%)
6th	14	4(29%)
7th	20	4(20%)
8th	11	4(36%)
Total:	83	27(33%)

Table 13: White Mathematics Students Growth 2008-09; MAP Assessment

Grade (2008-09)	Number tested fall '08 & spring '09	Number gaining target growth RIT score or more
3rd	9	6(67%)
4th	4	2(50%)
5th	10	8(80%)
6th	12	69(50%)
7th	9	2(22%)
8th	9	2(22%)
Total:	31	23 (74%)

The results of the MCA–II in mathematics used as a measure of grade level achievement are presented in Table 14 on the following pages.

Table 14: Using MCA – II as a Grade Level Measure in Mathematics, Spring 2008

Grade	Sub Group		Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards	Meets or Exceeds Standards

		N	N	%	N	%	N	%	N	%	N	%
3	**All Students**	**27**	**6**	**22%**	**7**	**26%**	**11**	**41%**	**3**	**11%**	**14**	**52%**
	Female	14	4	29%	4	29%	5	36%	1	7%	6	43%
	Male	13	2	15%	3	23%	6	46%	2	15%	8	62%
	African American	17	5	29%	6	35%	4	24%	2	12%	6	35%
	White	10	1	10%	1	10%	7	70%	1	10%	8	80%
	FRP	19	6	32%	4	21%	8	42%	1	1%	9	47%
	Non-FRP	8	0	0%	3	38%	3	38%	2	25%	5	63%
4	**All Students**	**14**	**4**	**29%**	**3**	**21%**	**5**	**36%**	**1**	**14%**	**6**	**43%**
	Female	5	1	0%	0	0%	4	80%	0	0%	4	80%
	Male	9	3	44%	3	33%	1	11%	1	11%	2	22%
	African American	8	3	38%	0	0%	4	50%	0	0%	4	50%
	White	6	1	17%	3	50%	1	16%	1	16%	2	33%
	FRP	9	4	44%	2	22%	3	33%	0	0%	3	33%
	Non-FRP	5	0	0%	1	20%	2	40%	1	20%	3	60%
5	**All Students**	**27**	**13**	**48%**	**4**	**15%**	**8**	**30%**	**2**	**7%**	**10**	**37%**
	Female	14	5	36%	3	21%	6	43%	0	0%	6	43%
	Male	13	8	62%	1	13%	2	15%	2	15%	4	31%
	African American	13	8	62%	2	15%	3	23%	0	0%	3	23%
	White	14	5	36%	2	14%	5	36%	2	14%	7	50%
	FRP	20	8	40%	2	10%	6	30%	0	0%	6	30%
	Non-FRP	7	5	71%	2	29%	2	29%	2	29%	4	57%
6	**All Students**	**26**	**9**	**35%**	**10**	**38%**	**5**	**19%**	**1**	**2%**	**6**	**23%**
	Female	12	4	33%	5	42%	2	17%	1	8%	3	25%
	Male	14	5	36%	5	36%	3	21%	0	0%	3	21%
	African American	14	6	43%	5	36%	1	14%	0	0%	1	7%
	White	12	3	25%	5	42%	3	25%	1	8%	4	33%
	FRP	16	7	44%	6	38%	1	6%	1	6%	2	13%
	Non-FRP	10	2	20%	4	40%	2	20%	0	0%	2	20%
7	**All Students**	**29**	**17**	**59%**	**7**	**24%**	**4**	**14%**	**1**	**3%**	**5**	**17%**
	Female	15	9	60%	2	13%	3	20%	1	6%	4	27%
	Male	14	8	57%	5	36%	1	7%	0	0%	1	7%
	African American	20	15	75%	4	20%	1	5%	0	0%	1	5%
	White	9	2	22%	3	33%	3	33%	1	11%	4	44%
	FRP	22	15	68%	5	22%	2	9%	0	0%	2	9%
	Non-FRP	7	0	0%	2	29%	2	29%	1	14%	3	43%

Grade	Sub Group		Does Not Meet Standards		Partially Meets Standards		Meets Standards		Exceeds Standards		Meets or Exceeds Standards	
		N	N	%	N	%	N	%	N	%	N	%
8	**All Students**	**20**	**8**	**40%**	**7**	**35%**	**2**	**10%**	**2**	**10%**	**4**	**20%**
	Female	9	2	22%	4	44%	0	0%	1	11%	1	11%
	Male	11	6	55%	3	27%	2	18%	1	9%	3	27%
	African American	11	7	64%	4	36%	0	0%	0	0%	0	0%
	White	9	1	11%	3	33%	2	22%	2	22%	4	44%
	FRP	12	4	33%	7	58%	1	8%	0	0%	2	17%
	Non-FRP	8	4	50%	1	12%	1	12%	2	25%	3	38%
Grade	Sub Group		Does Not Meet Standards		Partially Meets Standards		Meets Standards		Exceeds Standards		Meets or Exceeds Standards	
		N	N	%	N	%	N	%	N	%	N	%
3 - 8	**All Students**	**143**	**57**	**40%**	**38**	**27%%**	**35**	**24%**	**10**	**5%**	**37**	**26%**
	Female	69	25	36%	19	13%	20	29%	4	6%	20	29%
	Male	74	32	43%	20	27%	15	20%	6	8%	21	28%
	African American	83	44	53%	21	20%	14	17%	2	2%	16	19%
	White	60	13	22%	17	28%	21	35%	8	13%	29	48%
	FRP	98	44	45%	26	27%	21	21%	2	2%	23	20%
	Non-FRP	45	18	40%	2	4%	12	27%	8	18%	20	44%

Analysis:

On this measure of grade level achievement, the achievement gap becomes more evident, with white students outperforming students of color by nearly 29 percentage points. The gap during the 2007-08 school year was 50%, so while the gap is still significant is improving as measured by the MCA IIs. Odyssey also continues to struggle to meet the needs of students who qualify for free and reduced lunch benefits, who scored 24 percentage points lower than those who did not qualify for free and reduced lunch benefits.

Summary Analysis of Results on Mathematics Goals

An analysis of the both the growth goal and the grade level achievement goal results by Odyssey staff members identified four trends to track in 2008-09:

1. As with reading results, the high percentage of students identified for special education services at Odyssey in 2008-09 may have skewed the school-wide results on both the growth scales and the grade level achievement goal (nearly 25% school wide in grades 4 - 8 and over 30% in some grades). As stated in the reading analysis, the target RIT growth score accounts for students with learning disabilities in the national norms. An individual student's RIT growth target scoe

will reflect students nationally who have been identified with similar disabilities making the growth target apples to apples.

However, while factored into individual student scores, the percentage of special education students is not factored into school-wide percentages. To assess whether or not Odyssey is achieving its school-wide goals, Odyssey would need to be compared to schools with similar percentages of students identified for special education. No such sample for comparison is available.

2. Gender appears to be less of a factor than in past years. During the 2008—09 school year, both genders seem to be performing at similar levels in most grades.

3. Poverty appears to be associated with the achievement of grade level norms but to have a much lower association with growth targets in reading. Whereas students eligible for free and reduced lunch benefits scored nearly 25% lower on meeting or exceeding the standards for their grade level on the MCA–II than students who do not receive FRP, students receiving FRP actually outperformed non-FRP students by a small margin on the growth goal in reading.

4. While still falling short of achieving its goal in reading, significant improvement was made in 2008-2009.Overall, 6% more Odyssey students met their target growth RIT score than in 2007-08. Although few students met grade standards as measured by the MCA II during the 2008-09 school year, there continued to be improvement in students who were not new to Odyssey. The achievement gap between white students and students of color seems to correlate wih the number of new and ELL students Odyssey added during the 2008-09 school year.

5. The significant increase in English Language Learners may have had an impact of test performance. Odyssey staff took part in Sheltered Instruction training during the 2008-09 school year, and it is expected that some of the strategies gained during this training will help to address the needs of ELL students. Odyssey will collect data during the 2009-10 school year to measure the effectiveness of Sheltered Instruction strategies.

These trends along with the overall results in mathematics may be summarized as follows:

Odyssey is missing its goals as measured by the MCA II in mathematics growth and grade level achievement school wide, and it continues to develop strategies to make adequate yearly progress for all students in every measured category.

II.B. Non-Academic School Goals and Results

Odyssey identified four non-academic school goals for the 2008-09 school year:

1. Teachers will increase knowledge and application of standards-based instruction including content and performance standards; formative and summative assessment; rubrics; and alignment of assessments with standards.

2. Teachers will continue to increase their knowledge and application of data driven goals for the school, professional development, and students which are specific and measurable.

3. Administration will continue with the formal performance appraisal system for all staff that was developed and implemented during the 2008-09 school year.

4. Student enrollment will stabilize and sustain the vitality of the educational program and the diversity of the student population.

5. Further improve financial management which will result in improved financial systems and procedures and an increase the long term fund balance.

II.B.1 Teachers will increase knowledge and application of standards based instruction including content and performance standards; formative and summative assessment; rubrics; and alignment of assessments with standards.

Informal observations of teaching staff are done in the fall of the year. These observations resulted in increased understanding of each teacher's framework for teaching learning; an increase in teachers' self awareness of strengths and areas they want to target for improvement; and ensured that teachers' understanding of students' needs and goals of the school were informing the goals that were set for professional development.

In 2007-2008 teachers developed Personalized Professional Development Plans (PDPs). These PDPs were aligned with student achievement data, school goals and personal improvement targets; use teachers' strengths as stepping stones for improvement; and identify support mechanisms from a menu of options including coaching, monthly team meetings and targeted staff development.

In the spring of the year PDPs were implemented. Staff development around PDPs will be ongoing. Student achievement data in the coming school year will reflect whether or not PDPs are an effective means of improving teacher and student performance.

II.B.2 Teachers will increase their knowledge and application of data driven goals for the school, professional development, and students which are specific and measurable.

The school Data Assessment Coordinator (DAC) took part in data driven goal setting training provided by the Department of Education. The DAC then provided the rest of the staff with information about setting data driven goals. Administration and teaching staff analyzed MCAII and NWEA data to set school goals around and reading. Using our school goals as a guide, we organized staff development around meeting specific grade level math and reading goals, and then individual and class goals.

During the 2009-10 school year we will continue to expand on the use of data to drive decision making and goal setting.

II.B.3 Administration will develop and implement a formal performance appraisal system for all staff.

A formal appraisal system was developed for all staff during the 2007-08 school year. Not all teachers were evaluated during the school year, but a schedule was put in place to rectify this situation during the 2008-09 school year.

A mentoring system will be developed during the 2009-10 school year. This system will assist new teachers in developing effective teaching strategies, and will assist more experienced teacher who are determined to be in need of additional resources in their classrooms.

II.B.4 Student enrollment will stabilize and the school will sustain the vitality of the educational program and the diversity of the student population.

Heavy recruiting efforts in the spring and summer of 2008 resulted in expected enrollment of 300 for the fall of 2008. Although this increase in enrollment was encouraging, it presented significant challenges with regard to assimilating new students into the Odyssey Academy culture. Some of these challenges were seen in test scores and other measures of student performance, other challenges were seen in behavior and student culture.

The dean of students and the behavior specialist, together with the cultural liaison, worked to develop methods of helping this large number of new students assimilate into the Odyssey culture.

It is anticipated that the addition of an ELL teacher during the 2009-10 teacher will help with both the assimilation process and with student performance.

Efforts in the 2009-10 school year will be to stabilize enrollment, ith the goal of 90% of families returning.

II.B.4 Improved Financial Management

The school made a successful transition to financial software which complies with MDE's UFARRS requirements. Financial procedures were also improved. Specifically, improvements were made in the checks and balances in the handling and processing of expenditures, and an official financial policies manual was developed.

The fund balance did not increase due to spending based on the anticipated revenue of bonds issued to the nonprofit building company established to purchase the building from the Osseo school district. Due to market conditions, the bonds were not issues and the additional expenses were absorbed by the general fund.

III. Odyssey Goals and Strategies to Improve in 2009-10

III. A Odyssey Academic Goals for 2009-10

    Data analysis of student assessment results made it clear that the academic goals needed to continue to concentrate of reading and mathematics achievement. The school did not make adequate yearly progress (AYP) in reading for the "all" student group, in math for the "all" student group. A review of the April 2009 test results show that the school did not make AYP in reading in the free and reduced price student group and did not make AYP in math for the black and special education student groups. This places the school in Stage 2, the "supplemental services/school choice" consequence phase. As

a requirement of not making AYP in the above areas, the school will provide students with supplemental educational opportunities. The school has devised a School Improvement Plan which has been submitted to the Department of Education.

The academic goals for 2008-09 are:

III.A.1.a Reading Growth Goal – At least 60% of Odyssey students will achieve growth in reading at or above the growth achieved by students in the same grade nationally as measured by the mean growth NWEA MAP target RIT scores. In addition, the goal of increasing the proficiency of all students in reading by 10% annually to be on track to 100% as measured by the MCA-II in reading by 2013-14 was added.

Indicators:

- NWEA's Measures of Academic Progress (MAP) reading assessment results in spring 2008 and spring 2009, for grades 4-8.
- NWEA's Measures of Academic Progress (MAP) reading assessment results in fall 2008 and spring 2009, for grade 3.
- MCAII reading assessment results in the spring of 2009 for grades 3-8.

III.A.1.b Reading Grade Level Goal – At least 60% of Odyssey students in grades 3-8 will have a RIT score range at or above the mean RIT scores of students nationally in their grade and scores of "meets or exceeds standards" on the MCA–II.

Indicators:

- NWEA's Measures of Academic Progress (MAP) reading assessment results in spring 2009, for grades 3-8.
- MCA II in reading for grades 3-8.

III.B.1.a Mathematics Growth Goal – At least 60% of Odyssey students will achieve growth in mathematics at or above the growth achieved by students in the same grade nationally as measured by the mean growth NWEA MAP target RIT score. In addition, the proficiency of all students, black students and special education students will increase by 10% annually to be on track to 100% as measured by the MCA-II in math by 2013-14.

Indicators:

- NWEA's Measures of Academic Progress (MAP) mathematics assessment results in spring 2008 and spring 2009, for grades 4-8.
- NWEA's Measures of Academic Progress (MAP) mathematics assessment results in fall 2008 and spring 2009, for grade 3.
- MCA-II in math for grades 3-8.

II.B.1.b Mathematics Grade Level Goal – At least 60% of Odyssey students in grades K-8 will have a RIT score range at or above the mean RIT scores of students nationally in their grade and scores of "meets or exceeds standards" on the MCA–II.

Indicators:

- NWEA's Measures of Academic Progress (MAP) mathematics assessment results in spring 2008, for grades 3-8.

- Minnesota Comprehensive Assessments II in mathematics for grades 3-8.

III. B Strategies to Improve in the Goals Areas

At least three strategies will be employed to achieve the academic goals in 2009-10. These strategies are part of the School Improvement Plan (SCIP).

The following goals and objectives have been developed into a comprehensive school continuous improvement plan with strategies based in proven practices.

The goals and objectives of the SCIP are:

1. **Formulate and implement a school-wide staff development plan that focuses specifically on the school goal of increasing reading and math scores.**

   Strategies:

I.1 Assess teacher knowledge and application through self evaluation, classroom observations, and structured interview.
I.2 Continue use of Personalized Professional Development Plans (PPDP) within Odyssey's team structures and a school-wide community of learners framework.
I.3 Structure and schedule individual teacher meetings, team support mechanisms, and monthly professional learning community activities to implement PPDPs.
I.4 Design and conduct formative evaluation of implementation of PPDPs, team and learning community support.
I.5 Modify, based on formative evaluation, individual teacher PPDPs, and team and community of learners structures and implementation activities.
I.6 Conduct summative evaluation of implementation of PPDP school-wide staff development plan focusing on student assessment.

2. **Implement a school-wide data driven improvement plan to increase student achievement in reading and mathematics.**

   Strategies:

II.1 Organize reading and mathematics achievement data into teaching team reports and reports informing an analysis by: A) k-2, 3-5, and 6-8 grade level staff, B) special education, and C) support staff.
II.2 Analyze reading and mathematics achievement by class, team, program levels (k-2, 3-5, 6-8), and sub-groupings reported for AYP.
II.3 Establish team, program level, AYP sub-groupings, and school-wide achievement long-range goals in reading and mathematics.
II.4 Establish long-range team, program level, AYP sub-groupings, and school-wide improvement plans in reading and mathematics achievement.
II.5 Establish 2009-10 team, program level, AYP sub-groupings, and school-wide achievement goals in reading and mathematics.
II.6 Establish 2009-10 team, program level, AYP sub-groupings, and school-wide improvement plans in reading and mathematics achievement.
II.7 Implement 2009-10 team, program level, and school-wide improvement plans in reading and mathematics achievement.

3. **Implement teaching strategies the specifically address the goals of improving math and reading scores.**

   Strategies:

III.1 Develop a systematic approach for identification, implementation and alignment of effective instructional strategies to accommodate learning levels, styles and family cultures.
III.2 Plan staff development around instructional differentiation, sheltered instruction, the modeling-impress methods, and teaching test taking skills.
III.3 Align our math instruction to current state standards.

III. A Odyssey Non-Academic Goals for 2009-10

Odyssey will have five non-academic goals for 2009-10:

III.1   Maintain Professional Learning Communities

This will be accomplished by:

1. Continued staff development around the elements of effective professional learning communities (PLCs), and
2. Scheduling time every other week for PLCs to meet.

III.2   Increase leadership and management effectiveness

This will be accomplished by:

1. Implementing a new leadership organizational structure, and
2. Continuing to develop the internal capacity of staff and parent/community to perform functions which are critical to the school's success.

III.3   Implement an ongoing strategic plan

This will be accomplished by:

1. Implementing a comprehensive strategic planning process, and
2. Determining a schedule for ongoing planning for the future.

III.4   Continue to improve financial reporting systems and capacity to forecast financial viability within the strategic plan to be developed.

This will be accomplished by:

1. Increasing skill and comfort level with the SMART finance software system,
2. Refining monthly financial reports for the board, and
3. Developing financial scenarios based on stated assumptions for long-range strategic planning.

III.5   Improve the financial viability of the school

This will be accomplished by:

1. Developing and implanting a comprehensive communication and marketing plan,
2. Stabilizing enrollment which provides the foundation for integrating new program opportunities, and
3. Increase financial viability of the school which will allow for the cooperating non-profit building corporation to purchase the building.

IV.   Program Successes and Challenges

Here are summaries of some of the program successes, or best practices, which were in place at Odyssey during 2008-09, followed by a discussion of some of the challenges confronting the program.

IV.A. Program Successes/Best Practices

IV.A.1 Participation in L.E.A.D. for Charters, sponsored by Cargill, Inc. and
Larson Allen, Inc. has offered significant support in school administration.
   o Collaboration among the eight school involved offers significant support for director, business manager and school board
   o Expert training has been made available to Odyssey's business manager and business systems and policies have been improved
   o Training in marketing and recruiting has assisted significantly in school development
   o Assistance has been offered in the review of site proposals
   o Board training has been enhanced

IV.A.2. Odyssey Project Presentations continue to improve resulting in increased interdisciplinary teaching and learning. Project rubrics were strengthened, particularly in middle and upper grades, resulting in increased differentiation as students identified specific personal learning goals to be addressed in each project. Parents, staff and students celebrated improvement in project depth and presentation. Odyssey Adventure Week resulted in extensive hands-on science and social studies learning, particularly in the lower grades as the study of biomes immersed students in four diverse environments and cultures. In the upper grades students traveled to Wolf Ridge and the Audubon Center of the North Woods. These trips allowed students to have hands on learning experiences in an outdoor environment.

IV.A.3 Faculty retention – faculty turnover was greatly reduced in 2008-09. We replaced only two teachers, one of whom moved out of state. To accommodate our increased enrollment, we hired two new first and second grade teachers, one new third grade teacher, a Spanish teacher, a cultural liaison, an additional special education teacher, three paraprofessionals, a custodial assistant, and due to a change in position, an office manager.

IV.A.4 Parent involvement and volunteerism continued to increase during the 2008-09 school year. At school wide events, 51% of our families participated. Of particular interest was the increase in attendance of families with middle school students. Historically, these families did not attend activities in high numbers, but during the 2008-09 school year 59-61% of middle school families attended school wide events. Odyssey also saw an increase in the number of community members volunteering their time at the school. Our Dog reader program, for example, expanded from two readers once each week to four readers twice each week.

IV.B. Program Challenges

IV.B.1 The school continues to struggle with effective strategies to increase student performance. Staff development around instructional differentiation and teaching strategies should address these performance issues during the 2008-09 school year.

IV.B.2. Although the demographics of the school have stabilized, addressing the needs of the high concentration of students living in poverty and the high number of ELL students will continue to be a challenge. There seems to be a correlation between students in poverty and ELL students, a lack of parental involvement in the educational process, and student performance. The school will continue to develop strategies for engaging parents in the educational process of their students.

IV.B.3. Site concerns will continue to dominate discussion in 2009-10. Odyssey's current lease with the Osseo school district is a month to month lease in anticipation of the school's purchase of the building. The school continues to work with a third party organization to purchase the building, with an anticipated sale made by the end of the 2009-10 school year.
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V. Compliance Reporting

V. A. Staff Information

Faculty positions at Odyssey for 2007-08 were as listed:
- Pamela Matuseski, 1-2 Grade Teacher (file folder #392532), at Odyssey 9 years
- Jessica Driscoll, 1-2 Grade Teacher (file folder #388745), at Odyssey 9 years
- Ashley DeGreeff, 1-2 Grade Teacher (file folder #) at Odyssey 1 year.
- Vonyee Dahnkuan, 1-2 Grade Teacher (file folder #   ) at Odyssey 1 year.
- Laura Montray, Kindergarten Teacher (file folder #320779), at Odyssey 5 years
- JaLene Rosengren, 4-5 Grade Teacher (file folder #375949), at Odyssey 9 years
- Steve Skramstad, 4-5 Grade Teacher (file folder #381502), at Odyssey 8 years
- Jeni Holm, Title One Teacher (file folder #377085), at Odyssey 11 years
- Jessica Grabe, 3rd Grade Teacher (file folder #414837), 5 years at Odyssey
- Laura Kalmes, 3rd Grade Teacher (file folder #   ), 1 year at Odyssey
- Jodie Hardenbrook, 6-8 Grade Science Teacher (file folder#422315), at Odyssey 3 years.
- Katherine Busch, 6-8 Grade Math Teacher (file folder #426955), at Odyssey 2 years.
- Christopher Nordmann, 6-8 Grade Teacher(file folder #396782), at Odyssey 3 years.

- Cynthia Swanson, 6-8 grade Language Arts Teacher (file folder #   ), at Odyssey 1 year.
- Scott Fritschel, Physical Education Teacher (file folder#396664), at Odyssey 1 years
- Jen Maki, General Music Teacher (file folder #435439), first year at Odyssey
- Heather Ziemer, Art Teacher (file folder #435613), 1 year at Odyssey
- Sheila Prokott, Special Education (file folder #290215), at Odyssey 4 years.
- Linda Bladine-Hageseth, Special Education (file folder #413618), at Odyssey 3 years.
- Christine Wohlwend, Counselor (file folder #405620), at Odyssey 6 years.
- Rick Wolf, Psychologist (file folder #206041), at Odyssey 5 years.

Support Staff positions at Odyssey during 2007-08 were:
- Shannon Lindgren, Paraprofessional
- Lisa Roubal, Paraprofessional
- Rae Gordon, Paraprofessional Marcia Eliason, Paraprofessional
- Robert Jones, Paraprofessional
- Wade Wheat, Paraprofessional
- Maibee Dalmeida, Paraprofessional
- Abigail Dalmeida, Paraprofessional
- Paul Zondo, Cultural Liaison
- Doreen Thomas, Health Paraprofessional
- Kari Mitchell, Director of Operation
- Denise Young, Office Manager
- Lorrie Semmelink, Business Manager
- Zack Fox, Technology Coordinator
- Eddie Washington, Custodian
- Hannah Barney, Custodial Assistant
- Jeoffrey Reed, Dean of Students

The administrator at Odyssey for 2008-09 was John Sedey (file folder 284044). This was Mr. Sedey's first year at Odyssey. He has served on the Odyssey Academy Board of Directors for seven years.

V. B Governance Information

The Odyssey Academy Board of Directors includes representation by licensed and non-licensed staff, and by parents/guardians and community members. Board members serve three-year terms. Odyssey has again applied for a waiver from the statutory requirement to have a majority of teacher representation on the Board. There was an election in the fall of 2007 closing on November 2, 2007 for three positions on the Board. The following were the members of the Board during 2007-08:

- Mike Auld (parent) Chair
- Rochelle Barclay Gredvig (parent)
- John Sedey, (community member) (resigned January 2009)
- Steve Skramstad, (teacher) vice chair
- Jesica Driscoll (teacher)
- Tim Hedberg (community) treasurer
- Heather Wincek (parent) secretary
- Kari Mitchell (staff)

V. C. Sponsor Information

Odyssey Academy has been sponsored by the Osseo School District since it began in 1998. This contract was renewed for a three-year term by the Osseo School Board on July 20, 2004. On June 16, 2008 Osseo School District approved a three-year sponsorship renewal, due to expire June 16, 2011. We look forward to developing our relationship with the Osseo School District further in 2008-2009.

Board Approval and Board Chair Signature

The Board of Odyssey Academy approved this Annual Report at its meeting of January 28, 2009.

As the Board Chair, I verify that this Annual Report was reviewed and approved by the Board at its meeting of January 28, 2009.

Signature:

_____   Date: January 28, 2009
    Mike Auld, Board Chair, Odyssey Academy