

VI.B.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

March 4, 2020

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Common Ground High School from July 1, 2020, through June 30, 2023, subject to the Commissioner's March 4, 2020, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this fourth day of March, Two Thousand and Twenty.

Signed: _____

Dr. Miguel A. Cardona, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: March 4, 2020

SUBJECT: Renewal of State Charter – Odyssey Community School, Manchester

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Odyssey Community School (Odyssey) opened in the fall of 1997, and is completing its twenty-third year in operation. The latest CSDE audited student enrollment data from 2018-19 reported 329 students in Grades K-8 with 80.9 percent residing in Manchester (the host district), 7.9 percent residing in East Hartford, 4.3 percent residing in Vernon, and 6.9 percent residing in 10 other towns. Odyssey has a maximum approved student enrollment of 328 seats. Table 1, on page 11, of the attached Charter Renewal Report provides 2018-19 student enrollment and demographic data. Forty point one percent of Odyssey students qualify for free or reduced price meals and 8.5 percent of the students receive special education services. The mission of Odyssey is it “strives to support the development of our students into successful, well-respected members of the community by promoting academic excellence, self-confidence, and the internalization of our core values: Courage, Integrity, Respect, Curiosity, Leadership, and Excellence.”

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of Odyssey’s charter on September 6, 2019. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. Odyssey submitted data and evidence to substantiate the charter school’s written responses.

A renewal team comprised of the CSDE staff with expertise in curriculum, assessments, special education, English learners (ELs), school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On November 19, 2019, the CSDE renewal team conducted an on-site visit at Odyssey. The purpose of the visit was to observe Odyssey’s programs, policies, practices, and procedures to assess their efficacy and fidelity to the school’s charter and aligned operating systems. Evidence was collected through on-site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, parents, and community members. The team used this process to ensure the school is functioning in compliance with the law and the school’s mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE’s performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of Odyssey from the Superintendent of Manchester Public Schools and from contiguous school districts: Bolton, East Hartford, Glastonbury, South Windsor and Vernon. The CSDE received a letter supporting the renewal of Odyssey’s charter from Mr. Matthew Geary, Superintendent, Manchester Public Schools (see Attachment A). The CSDE also received a letter supporting the renewal of Odyssey’s charter from The Honorable Jay Moran, Mayor, Town of Manchester (See attachment B).

Public Hearing: Estela López, Vice Chairperson of the SBE, and the CSDE staff held a public hearing on December 10, 2019, in the city of Manchester, and heard from individuals on the potential charter renewal of Odyssey and the impact it is having on the community. Public hearing participants included members of the Odyssey community, including family members, students, school staff and community members. Over 65 people attended the public hearing. Twenty-one individuals offered testimony supporting the school's efforts and the renewal of the charter. No one spoke against the renewal of the school's charter.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report (beginning on page 5), indicates Odyssey's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents during the site visit.
- School website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- Overall, the student body reflects the demographics of the surrounding community.
- Odyssey's 2018-19 Next Generation Accountability Index shows an on-track high school graduation rate of 93.8, which exceeds the state rate of 88.0 percent.
- Odyssey's 2018-19 school culture and climate data (Table 2), reports a chronic absenteeism rate of 5.9 percent which is below the state rate of 10.4 percent, average daily attendance rate of 96.1 percent which is above the CSDE's goal of 95 percent and a suspension rate of 2.1 percent, which is below the state rate of 6.7 percent.
- The school has exceeded the 2018-19 state testing participation rate of 95 percent, with 100 percent of all students tested in English Language Arts (ELA) and 99.5 percent of all students tested in Mathematics on the Smarter Balanced Assessment.
- The 2018-19 Smarter Balanced Assessment percentage of Odyssey students achieving at or above proficiency (level 3 and 4) in ELA for all students (Table 4), is 56.0 percent, 20.8 percentage points above Manchester's 35.2 percent, the host district and 3 tenths of a percentage point above the state's 55.7 percent.
- The 2018-19 Smarter Balanced percentage of Odyssey students achieving at or above proficiency (level 3 and 4) in Mathematics for all students (Table 4), is 46.5 percent, 17.8 percentage points above Manchester's 28.7 percent, and 1.6 percentage points below the state's 48.1 percent.
- The 2018-19 Smarter Balanced Assessment percentage of Odyssey students achieving at or above proficiency (level 3 and 4) in ELA for all students Grade 4 (Table 4), is 61.1 percent, 6.5 percentage points above the state's 54.6 percent.
- The 2018-19 Smarter Balanced Assessment percentage of Odyssey students achieving at or above proficiency (level 3 and 4) in Mathematics for all students Grade 3 (Table 4), is 62.2 percent, 7.2 percentage points above the state's 55.0 percent.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved of Odyssey students in ELA is 66.9 percent for all students exceeding Manchester's 50.0 percent by 16.9 percentage points and the state's 59.9 percent by 7.0 percentage points.

- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved of Odyssey students in Mathematics is 68.4 percent for all students exceeding Manchester's 54.4 percent by 14.0 percentage points and the state's 62.5 percent by 5.9 percentage points.
- Odyssey's 2018-19 Accountability Index of 74.0 percent is 0.2 percentage points below the state average of 74.2 percent and outperforms Manchester's 64.9 index score by 9.10 points.

Areas of Concern:

- A review of Odyssey's independent audit for the year ending June 30, 2019, noted the deficiencies in internal control over financial reporting, property and equipment capitalization and accrued payroll. The school has developed and implemented a corrective action plan to address the deficiencies.
- A review of Odyssey's Accounting Policies and Procedures Manual (APPM) determined the APPM requires policy amendments that include bidding thresholds and personal use of school facility.
- A review of Odyssey's policies regarding conflict of interest and nepotism determined the policies require amendments to fully align with the CSDE administrative oversight guidelines.
- A review of Odyssey's English learner policy determined minor adjustments must be made to reflect the statewide identification procedures.

Charter Renewal Recommendation

Odyssey Community School is providing its students, families and community with a viable public school choice option, achieving its mission and making strides in closing Connecticut's achievement gap. The average daily attendance rate exceeds the state goal of 95 percent and its chronic absenteeism and suspension rates are well below the state averages. Odyssey's 2018-19 Smarter Balanced Assessment average percentage of growth targets achieved, exceeds the host district and the state in both ELA and Mathematics. Based on Odyssey's performance indicators, together with the CSDE's evaluation of the charter, the CSDE recommends that the SBE renew the school's charter for a period of five years, July 1, 2020, through June 30, 2025.

The CSDE will notify Odyssey of action taken by the SBE following its meeting on March 4, 2020. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure Odyssey is addressing the issues raised in this memorandum.

Prepared by: Robert E. Kelly, Charter School Program Manager
Turnaround Office

Reviewed by: Lisa Lamenza, Bureau Chief
Turnaround Office

Approved by: Desi D. Nesmith, Deputy Commissioner
of Academics and Innovation

CHARTER RENEWAL REPORT | 2020

Charter School Information:			
Charter School Name:	Odyssey Community School		
School Director:	David Harding		
School Board Chairperson:	Miriam Lewis		
Location (City/Town):	Manchester		
Rating Key:			
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.		
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.		
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.		
Standard 1: School Performance Indicators		Points/Max	% Points Earned
Accountability Index:		740.5/1000	74.0
Notes and Evidence:			
Odyssey Community School’s 2018-19 Accountability Index of 74.0, is 0.2 percentage points below the state school Accountability Index of 74.2 percent. Schools that meet Standard 1: are schools earning an accountability index from 85 to 100 (Category 1), schools earning an accountability index from 70 to 84.9, (Category 2) and schools earning an accountability index of 69.9 or lower and have not been identified as a Turnaround or Focus School (Category 3). Odyssey’s Accountability Index score of 74.0 places its performance in Category 2, which earns a pending action for Standard 1 . Odyssey’s 2018-19 Next Generation Accountability Report is shown in detail on the next page.			

Next Generation Accountability, 2018-19
Odyssey Community School (Grades: K-8)
School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	69.1	75	46.0	50	92.1	90.2
1b. ELA Performance Index - High Needs Students	64.3	75	42.9	50	85.7	77.5
1c. Math Performance Index - All Students	65.2	75	43.5	50	87.0	84.1
1d. Math Performance Index - High Needs Students	61.7	75	41.1	50	82.3	70.2
1e. Science Performance Index - All Students	65.8	75	43.9	50	87.7	85.0
1f. Science Performance Index - High Needs Students	62.1	75	41.4	50	82.7	72.2
2a. ELA Academic Growth - All Students	66.9%	100%	66.9	100	66.9	59.9
2b. ELA Academic Growth - High Needs Students	64.5%	100%	64.5	100	64.5	55.1
2c. Math Academic Growth - All Students	68.4%	100%	68.4	100	68.4	62.5
2d. Math Academic Growth - High Needs Students	64.7%	100%	64.7	100	64.7	55.2
2e. Progress Toward English Proficiency - Literacy	51.0%	100%	25.5	50	51.0	60.0
2f. Progress Toward English Proficiency - Oral	51.2%	100%	25.6	50	51.2	52.1
4a. Chronic Absenteeism - All Students	5.9%	<=5%	48.2	50	96.5	78.3
4b. Chronic Absenteeism - High Needs Students	7.2%	<=5%	45.5	50	91.1	55.7
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	56.7
7. On-track to High School Graduation	93.8%	94%	49.9	50	99.7	93.6
8. 4-year Graduation: All Students (2018 Cohort)	.	94%	.	.	.	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	.	94%	.	.	.	88.6
10. Postsecondary Entrance (Graduating Class 2018)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = 99.1%)	33.6%	75%	22.4	50	44.9	70.6
12. Arts Access	.	60%	.	.	.	86.5
Accountability Index	.	.	740.5	1000	74.0	74.2

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Gap Indicators

Indicator	Non High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standad Deviation	Is Gap an Outlier?
ELA Performance Index Gap	73.9	64.3	9.6	15.3	N
Math Performance Index Gap	68.9	61.7	7.2	17.4	N
Science Performance Index Gap	69.6	62.1	7.6	16.3	N
Graduation Rate Gap (2016 Cohort)

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	99.5
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> Indicator 2.1: The CSDE site visit staff reviewed Odyssey Community School's (Odyssey) last three certified financial audits. The independent audit for the year ending June 30, 2019, noted two deficiencies in internal control over financial reporting, property and equipment capitalization and accrued payroll, which were not considered to be material weaknesses. In response to the audit findings the school has developed and implemented a corrective action plan to address the deficiencies. The CSDE awaits the receipt of the certified financial audit for the year ending June 30, 2020 to determine its effectiveness. Indicator 2.2: The CSDE site visit staff reviewed Odyssey's last three certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, and interviewed the school accounting manager, executive director, principal, assistant principal and governing board members. Staff from the CSDE's Office of Internal Audit determined the APPM requires policy amendments, including bidding thresholds and personal use of school facility. The reviewers determined Odyssey completed on-time submission of certified audits and annual budgets. The school is in the process of amending the APPM. Indicator 2.3: Staff from CSDE's Office of Internal Audit reviewed Odyssey's latest certified financial audit and determined Odyssey's debt to asset ratio (total liabilities/total assets), current asset ratio (current assets / current liabilities) and days of unrestricted cash (unrestricted cash / ((total expenditures – depreciation) / 365 days)) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. Indicator 2.4: A review of Odyssey's school policies regarding anti-nepotism and conflict of interest were found to not be in compliance with the CSDE administrative oversight guidelines. The school is in the process of amending the anti-nepotism and conflict of interest policies. Odyssey's policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulations. This finding is supported by a review of background checks, board training records, school website, and the Governing Board meeting minutes. Indicator 2.5: As evidenced during the site visit, Odyssey has a safe and well-maintained school facility to support teaching and learning. The facility has been approved by the Manchester Fire Marshal and Building Department. The school has proof of property insurance. 	

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> • Indicator 3.1: The latest CSDE audited student enrollment data from 2018-19 reported 329 students in Grades K-8 with 80.9 percent residing in Manchester (the host district), 7.9 percent residing in East Hartford, 4.3 percent residing in Vernon, and 6.9 percent residing in 10 surrounding towns. A review of the school's student enrollment policy, and interviews with school staff, board members and parents determined all students are admitted through a blind lottery. • Indicator 3.2: A review of Odyssey's waitlist information (Table 3, page 11) determined it maintains a waitlist of families beyond the available number of seats. In 2019-20, 140 students were on the waiting list. The waitlist has included more than 139 students each year for the past three years. • Indicator 3.3: A review of Odyssey's 2018-19 Public School Information System (PSIS) data reports 40.1 percent of students qualify for free and reduced-price meals. The English Learner (EL) population is 10.9 percent. The percentage of special education students at Odyssey is 8.5 percent. Overall the student body reflects the demographics of the surrounding community. • Indicator 3.4: Odyssey demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE's renewal team. Parent focus groups described the communication between the school and families as strong. All expressed support for what they perceive is a strong curriculum and the school's dedication to ensuring that each child's needs are met. Students testified during the public hearing that they are happy with the educational choice opportunity that the school provides. Over 65 individuals attended the December 10, 2019, renewal public hearing, and 21 individuals offered testimony supporting the school's efforts and the renewal of its charter. No one spoke out against the renewal of the school's charter. • Indicator 3.5: School culture and climate policies reviewed by the CSDE's site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior management model. A review of Odyssey's 2018-19 school culture and climate data reports a chronic absenteeism rate of 5.9 percent, which is below the state rate of 10.4 percent, and an average daily attendance rate of 96.1 percent is above the CSDE's goal of 95 percent. Odyssey's 2018-19 student suspension rate of 2.1 percent is below the state rate of 6.7 percent. 	

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
Notes and Evidence:	
<ul style="list-style-type: none"> • Indicator 4.1: The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agendas are posted on the school's website. Education records and testing data are kept in locked file cabinets in a secure room. • Indicator 4.2: A review of Odyssey 2018-19 Public School Information System (PSIS) data reports the percentage of special education students at the school is 8.5 percent. To address student needs, Odyssey employs five certified special education staff, which provide instruction and individualized services to identified students. <p>Odyssey provides special education supports and services within the least restrictive environment continuum as determined by the identified student's Individualized Education Plan (IEP). Odyssey is an inclusive school and children receive as much instruction in the general education environment as possible. When a student is not able to make effective educational progress with appropriate supports and services in the general education classroom pull-out support is available. Many students have a combination of push-in and pull-out services. The school employs a special education paraeducator. The paraeducator provides accommodations, modifications, and behavior supports. Related services including speech and language, physical therapy, psychology and social work services are provided through private contractors or district of residence staff as required.</p> <p>Student education files are kept in locked file cabinets in a secure room. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained. Planning and Placement Team (PPT) meetings are held by the school district in which the student resides. Parents/Guardians, students (as appropriate) and required PPT members from Odyssey are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student's individualized needs. The CSDE is offering special education professional development and technical assistance. Odyssey has indicated it would benefit from technical assistance regarding behavioral interventions for specific student needs. The school is currently in the process of arranging training in these areas with the State Education Resource Center (SERC) facilitated by the CSDE, Bureau of Special Education.</p> <ul style="list-style-type: none"> • Indicator 4.3: A review of Odyssey's 2018-19 PSIS data reports the percentage of students identified as English learners (ELs) at the school is 10.9 percent. The school is not required to provide a bilingual program as it does not enroll 20 or more ELs with the same non-English native language. Odyssey has taken actions that affirm its commitment to ELs by developing an EL service model, employing a Teaching English to Speakers of Other Languages (TESOL) certified teacher, English as a Second Language (ESL) tutor, and demonstrating the integration of EL supports in the core curriculum. The school is commended for taking these actions and providing a comprehensive collection of the EL forms, procedures and assessments in its Charter Renewal Application materials. Minor adjustments must be made to the school policies to reflect the statewide EL identification procedures. Odyssey ensures that translation/interpretation continues to be available to families as needed, as it is the parents' right to receive information in a language that they understand. 	

- **Indicator 4.4:** Odyssey student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- **Indicator 4.5:** Staff from the CSDE Bureau of Educator Standards and Certification reviewed the state certified staff file and the school's employee roster. A review of Odyssey's staff file of November 26, 2019, reports 100 percent of the staff is in compliance with certification.

Odyssey is in compliance with the Teacher Education and Mentoring (TEAM) Program.

Odyssey is in compliance with the Educator Evaluation and Support Plan (EESP).

- **Indicator 4.6:** A review of legal actions brought against Odyssey determined that no government agency alleged the violation of any law by the school, or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly, Charter School Program Manager	Lisa Lamenzo, Turnaround Office, Bureau Chief	Desi D. Nesmith, Deputy Commissioner of Academics and Innovation

ODYSSEY COMMUNITY SCHOOL DATA

Table 1: 2018-19 Student Enrollment and Demographic Information (latest audited student data)

Grades served:	K-8
Total enrollment:	329
Percentage of students qualifying for free or reduced price meals:	40.1
Percentage of special education students:	8.5
Percentage of students with limited English proficiency:	10.9
Percentage American Indian or Alaska Native:	N/A
Percentage of Asian students:	16.4
Percentage of Black students:	20.1
Percentage of Hispanic students:	19.2
Percentage of Two or More Races:	7.6
Percentage of Caucasian students:	36.8

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Culture and Climate Data

Performance Metric:	School 2016-17:	School 2017-18:	School 2018-19:	State 2018-19:
Average daily attendance rate:	96.0%	96.2%	96.1%	94.9%
Chronic absenteeism rate:	7.3%	5.6%	5.9%	10.4%
Number of in-school suspensions:	12	7	7	
Number of out-of-school suspensions:	12	16	*	
Suspension rate (% students with 1+ suspension):	3.5%	3.4%	2.1%	6.7%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

Table 3: Student Waitlist and Mobility Information

Performance Metric:	2017-18:	2018-19:	2019-20:
Waitlist number:	141	146	140
Number of enrolled students who left during the school year, or who did not re-enroll the next school year and did not complete the highest grade at the school:	30	27	N/A

ODYSSEY COMMUNITY SCHOOL STATE TEST DATA

Table 4
Grades 3-8
Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)

	ELA				MATH			
GRADE	School 2017-18	School 2018-19	District 2018-19	State 2018-19	School 2017-18	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	46.5	56.0	35.2	55.7	35.0	46.5	28.7	48.1
3	*	*	40.3	54.3	*	62.2	45.1	55.0
4	*	61.1	39.7	54.6	34.3	*	33.8	52.5
5	*	54.1	29.1	58.1	39.5	40.5	22.5	46.5
6	29.7	*	34.2	55.3	24.3	44.4	28.7	45.4
7	*	*	32.5	56.1	*	*	21.8	46.1
8	*	*	34.3	55.8	35.3	*	16.9	43.5

Odyssey Community School Next Generation Science Standards Assessment Data

Table 5: Next Generation Science Standards (NGSS)
Assessment-Percentage of students at level 3 and 4 (met/exceeded)

GRADE	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	*	29.5	51.2
5	*	33.3	53.6
8	*	29.1	52.2

*The data are suppressed to ensure confidentiality.



Manchester Public Schools

Kennedy Education Center
45 North School Street
Manchester, CT 06042
860-647-5041

www.mpspride.org

August 5, 2019

Mr. Robert Kelly
Charter Schools Program Manager
CT State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Mr. Kelly,

I have recently been informed that the Connecticut State Board of Education will soon be reviewing Odyssey Community School's application for renewal. As you know, Odyssey Community School has been providing a successful, alternative choice-education program to the children and families of Manchester for more than a decade. As the Superintendent of Manchester Public Schools, I am happy to give my support for Odyssey to receive renewal of their charter.

Since the start of my tenure with MPS, I have been in consistent communication with Dave Harding, Executive Director to brainstorm potential collaborations between of our programs. These communications have most recently included discussions about both building use and student support services. I look forward to continuing this positive relationship and discussing new and innovative ways that we can collaborate to better the lives of the children and families of Manchester.

It is with great pleasure that I support Odyssey Community School in seeking renewal of its charter with the Connecticut State Board of Education. I look forward to knowing that the future of education for the children and families of Manchester includes the opportunities that are provided by Odyssey Community School as the school meets the needs of students and families looking outside Manchester Public Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew Geary".

Matthew Geary
Superintendent of Schools
Manchester, CT Public Schools



SCOTT SHANLEY, GENERAL MANAGER

Town of Manchester

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SARAH L. JONES

August 29, 2019

To Whom It May Concern,

As Mayor of the Town of Manchester, this letter of support is written for Odyssey Community School as the CT State Board of Education considers their application for charter renewal.

Odyssey Community School is one of the first charter schools in Connecticut and has operated in Manchester for 20 years. The school provides education for nearly 330 students grades K-8. I am proud of all the public schools in Manchester and Odyssey Community School adds another great option for some of our students. I support Odyssey Community School in its desire to continue to invest in our students in achieving a good education, an accomplishment beneficial to our community.

On behalf of the Town of Manchester, it is an honor to write this letter of support for Odyssey Community School

Sincerely,

Jay Moran
Mayor

JM:ll

