Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
The Odyssey Preparatory Academy, Inc.

CTDS:
07-85-61-000

Mailing Address:
6500 South Apache
Buckeye, AZ 85326

› View detailed info

Representative

Name:
Megan Olson

Phone Number:
602-663-2516

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Alegebra II).

For K-8
Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the required template and instructions.

For 9-12
Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the required template and instructions. Each course must align with the State's graduation requirements.

Add Grade Levels

12th

Curriculum Samples

Download File — ELA 12th grade curr sample
Download File — ELA Sample
Download File — Final OI DSP

Effective Date
08/17/2015

Attachments

Board Minutes — Download File

Narrative — Download File

Timeline for implementation — Download File

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
Megan Olson 11/14/2014

Board Minutes

The Odyssey Preparatory Academy

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of The Odyssey Preparatory Academy and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.
Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.
Pursuant to A.R.S. § 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.
Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Mary Yanke at (602) 680-0967. Requests should be made as early as possible to allow time to arrange the accommodation.

Meeting Location: 1495 S. Airport Road, Buckeye, AZ 85326
January 21, 2014
Meeting Time: 9:00 a.m.

Chairman: Megan Olson

Other Board Members: Mary Yanke, Holly Johnson

I. Call to order

* Meeting called to order by Olson at 9:00 a.m.

II. Roll call

* Megan Olson, Holly Johnson and Mary Yanke present

III. Call to public

IV. Open issues

V. New business

1. Approve grade 12 for The Odyssey Institute for Advanced International Studies for academic year 2015-2016

- Yanke motions to approve grade 12 for The Odyssey Institute for Advanced and International Studies for the academic year of 2015-2016
- Johnson seconds the motion
- Unanimously approved

VI. Adjournment

- Olson motions to adjourn meeting at 9:05 a.m.
- Johnson seconds the motion
- Unanimously approved
- Meeting adjourned at 9:05 a.m.

Adding Grade Levels To Charter Amendment Request

The Odyssey Preparatory Academy, Inc.

Authorized Representative for Applicant: Holly Johnson

Title/Relationship to Applicant: Co-Founder

Authorized Representative Mailing Address:

1495 S. Verrado Way
Buckeye, AZ 85326

County: Maricopa

E-mail: admin@topamail.com

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Amendment Narrative

The Odyssey Preparatory Academy

The amendment narrative below seeks to gain approval by the Arizona State Charter Board to amend the current K-11th grade charter of The Odyssey Preparatory Academy to include a subsequent 12th grade by satisfactorily discussing the following items: 1) The rationale for the increase in grade levels served; 2) how the additional grades support the mission, educational philosophy, and methods of instruction; 3) mastery of coursework and grade-level promotion (for K-8 grades only); 4) course offerings, proficiency level required for course credit, policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives (for 9-12 grades only); and 5) changes in staffing that comply with the Highly Qualified federal guidelines.

1) The rationale for the increase in grade levels served:

In 2009 the Founders of The Odyssey Preparatory Academy were awarded a charter to open a K-5 elementary school in Buckeye, Arizona. The original plan was to add a grade level every year through grade 12. Due to high demand in the community and a waitlist of 300 scholars, it was decided to request an amendment to the 2009 charter to add 6th grade for the 2009-2010 school year. We were fortunate to have the charter board expedite our application and amend it before we even opened our doors for the first time. In keeping with our vision to add a grade level each year, our subsequent amendments have been approved. The amendment to add a 7th grade was approved for the 2010-2011 school year as was the amendment to add an 8th grade for the 2011-2012 school year. In the 2012-2013 school year, the 9th grade amendment was approved to continue matriculating our current 8th graders through the Odyssey district. In 2013, the 10th grade amendment was approved to continue moving the freshman through the Odyssey program into a 10th grade. In order to accommodate the projected more than one hundred 12th grade

Odyssey scholars, it is necessary to once more amend the charter to add an 12th grade for the 2015-2016 school year. In the five years since our inception, we have grown from 420 scholars to over 2,000 scholars. This growth has been based upon a re-enrollment percentage of 98% at our K-5 Buckeye campus, a re-enrollment percentage of 99% at our K-5 Goodyear campus, and overwhelming attendance by our stakeholders in the Goodyear and Buckeye communities at numerous community informational meetings. The current projected junior, senior classes have spent multiple years with Odyssey and fully intend to continue on through the program in 12th grade.

TOPA continually exhibits solid test results on all testing not withstanding its growth. The testing data and the NCLB standard of adequate yearly progress suggests that students in the Buckeye/Goodyear area will be better served educationally in an Odyssey classroom than the local school district classrooms.

Testing:

Preliminary SAT Scoring Service (PSSS):

In 20112-13, Odyssey 8th and 9th graders took the PSSS to begin preparing for the PSAT and the SAT. Their scores were compared against college bound sophomores around the nation, we could not be more excited about the results:

-For 2013 Preliminary SAT Scoring Service (PSSS) 100 of approximately 230 scored in the 50th percentile or higher.

Stanford 10:

Odyssey Scholars also participated in the 9th grade Stanford 10 testing. The following percentages reflect those at or above the 50th percentile for the Stanford 10:

-Reading Comp (41%)

-Mathematic Problem Solving (61%)

-Language (49%).

AIMS Testing:

-For the 2013 AIMS Science 55% passed.

2) How the additional grades support the mission, educational philosophy, and methods of instruction:

The Odyssey Governing Board is responsible for ensuring the mission of The Odyssey Preparatory Academy is maintained. The Board also manages school policy and oversees the annual budget and auditory processes. Additionally, the Board measures accountability goals and objectives reporting all to the non-profit corporate board; who reports to the Arizona State Board for Charter Schools.

It is the mission of The Odyssey Preparatory Academy to develop inquiring, knowledgeable, and caring scholars who work to create a more peaceful community through intercultural awareness, understanding, and respect. Our scholars will grow as part of a challenging environment that facilitates creativity and fun. Our scholars will be empowered to use their unique talents to become active, compassionate, lifelong learners who understand that other people, with their differences, contribute to solutions. It is the philosophy of the Board of The Odyssey Preparatory Academy to prepare scholars, not just to get to college, but, to graduate from the top universities in the world and compete in the most competitive global economy to date. In grades K-11 current scholars at Odyssey work cooperatively and individually to develop creative problem solving skills, common sense, wisdom, ethics, dedication, honesty, teamwork, hard work, how to win and lose, fair play, and lifelong learning. The Odyssey Preparatory Academy uses a variety of programs, curricula, and labs to create this culture of excellence.

Current programs that support the mission, philosophy, and methods of instruction at our Goodyear and Buckeye campuses, and that will continue on in the 12th grade, required participation in the arts, foreign language including Mandarin and Spanish, daily emphasis on physical fitness, uniforms, continuity of

staffing, and a unified Scholar Responsibility policy. One integral part of the continuity in our mission and programs is the implementation of the International Baccalaureate Middle Years Program (MYP). In July of 2013 Odyssey was awarded the official title of an MYP school, making it one of 8 schools in Arizona to have this distinction. The comments by the verification team went above and beyond what the founders could have hoped for. Part of this approval process from the IB organization includes a plan for MYP scholars to have the opportunity to matriculate into the IB Diploma Program for 11th and 12th graders. Odyssey is in the candidacy phase of the DP program in 2014.

The Odyssey Academy will offer the International Baccalaureate (IB) program to provide a rigorous, inquiry-based curriculum based upon problem solving. The IB program is a framework consistent with the holistic approach valued at Odyssey. While there is an emphasis on subject matter scholars also work to develop character traits, skills, community service, and an International mindedness. Each unit plan will incorporate a driving question the scholars will seek to answer as they consider the content. In addressing the question scholars will apply such methods as experimentation, research, self-reading, directed instruction, cooperative learning, compare & contrast, reporting, and real world applications / perspectives / relevance.

The IB program is internationally recognized by universities worldwide as offering a rigorous course of instruction that prepares students for both university studies and for the global challenges current-day students may face. Such recognition is supported and validated statistically as IB students' acceptance rates are 20-30% higher than non-IB students. Additionally, IB Diploma holders have higher college admission scores, higher college-graduation rates, higher GPA's in college, and many are also offered sophomore status upon college entry (IB, 2007). Consider the following:

•Universities consider the IB Diploma to be one of the most demanding secondary school curricula, offering ideal preparation for post-secondary studies. A student's participation in IB courses is, therefore, a very

important consideration in admission decisions. It is to a student's distinct advantage to have completed IB courses, but especially so if the student is completing the IB Diploma. (College & University Task Force, 2009)

The Middle Years Program spans the 6th through 10th grades and is currently in place in grades 6 through 10 at OIAIS. Odyssey has great confidence that this program will provide comprehensive support and consistency for our scholars as they make the transition between elementary, middle, and high school.

The proposed 12th grade curriculum will be aligned with the Arizona College and Career Readiness standards and will build on the Core Knowledge sequence that is taught from Kindergarten through 8th grade. The math program, The University of Chicago School Mathematics Project, which is currently being implemented in grades 7-10 will continue to be implemented in 12th grade. This program is research based and provides a smooth transition from Singapore math that is taught in grades kindergarten through 6th grade.

The Odyssey's philosophical approach values the learning ability of each scholar, believes every scholar can be successful; and works to provide a stimulating learning environment that will engage and inspire students to reach their full potential. Additionally, each Odyssey scholar is expected to be a life-long learner while contributing to the local community through service and action. The importance of community service is an essential component of TOPA's K-11 program and is currently emphasized by such programs as Water Is Life, National Jr. Honor Society, Interact, and Youth 4 Youth. Community service will also be a core component of the curriculum in the 12th grade.

Current Odyssey students are immersed in an environment of active, not passive, learning. Examples of this project-based learning are proudly displayed in every classroom on our K-5 campuses and on our 6-10 campus, and were recently demonstrated at a Core Knowledge Night where parents were given the experience being an Odyssey scholar first hand. Core Knowledge Night(s) allowed over 1,000 parents to participate in everything from building pyramids

from sugar cubes to becoming an interactive audience at a scholar-led performance of Caesar. At Odyssey we firmly believe that students learn best by doing, and our 12th grade will foster this principle by facilitating a project-based approach to education. The proposed 12th grade curricula include opportunities for scholars to build upon these rich educational experiences by conducting a variety of hands-on labs, extensive research projects, re-enactments, and real-world simulations.

The Arts will be a core component of the curricula whereby each scholar's creative and cognitive abilities are nurtured and students are empowered to grow academically and emotionally. The K-8 Core Knowledge curricula of the Odyssey seeks to imbed the arts into each core concept presented, thereby engaging and stimulating scholars creatively. Building upon this foundation in the arts, the proposed 12th grade will allow scholars the opportunity to specialize in areas of strength and will give them the adequate prerequisite background to explore new artistic venues. This emphasis is built into the Middle Years Program of the International Baccalaureate program through the inclusion of a required Arts component.

3) K-8 Specific, not applicable

4) Course offerings, proficiency level required for course credit, policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives (for 9-12 grades only):

Proposed 11th grade course offerings are outlined below:

Honors Language & Literature - Grades 11 & 12: A two-year survey of World Literature. This course will emphasize detailed literary interpretation of national and international texts and reinforce the critical thinking, speaking, and writing skills of the students. The purpose is to develop an international perspective on literature and to promote global understanding. The course includes the investigation and appreciation of cultural influences upon literature.

1 Credit per Year

Language B: (*Choose one Language)*

Spanish IV (Grades 11 and 12): The aim of the course is to prepare scholars to use the language appropriately in a range of situations and contexts and for a variety of purposes. The course also allows scholars to develop an awareness and appreciation of the culture(s) of the countries in which the target language is spoken. The skills of listening, speaking, reading and writing are equally emphasized, and are taught and developed through the study of a range of authentic oral and written texts chosen by the teacher. Scholars in either level will interact with a variety of written texts such as articles, poems, lectures, etc., but those at the higher level will also be focusing their work within the context of a specific reading. A variety of oral and written examinations are used to assess students' listening, speaking, reading, and writing skills. Prior to enrolling in a Language B course, it is assumed that scholars have studied the target language for at least two years. **1 Credit**

Native Spanish - This course is designed to prepare students for entrance into the Diploma Program. This course stresses the development of oral reading and writing skills for the intermediate bilingual student. Students will research various topics, analyze texts, and write essays and compositions, and read

narratives, short stories, and novels. Advanced grammar structures and language such as the present, present progressive, past (including preterit and imperfect), imperative, future, conditional, subjunctive, past progressive, pluperfect, and past subjunctive will be reinforced and emphasized. In addition, students will learn and compare Spanish speaking cultures. Upon successful completion of this course, students will read, write, listen, and speak Spanish at the Distinction level, as stated in Arizona College and Career Ready Standards.

1 Credit

Mandarin – III (Grade 11 and 12): The course will be a continuation of Mandarin III through speaking, writing, reading, and understanding Mandarin's influence on a global scale. Mandarin is based upon the Beijing dialect and is the national language for the People's Republic of China and Taiwan. **1 Credit**

Humanities:

IB History of the Americas – Grades 11 & 12 (HL): An in-depth view of U. S. History and Latin America. The course will consider and reflect upon such topics as Imperialism, the Spanish American War, Progressive Era, World Wars I & II, Cold War, 1920's, Great Depression, and Post World War II Latin America. This course is the first of a two-year HL program to be followed by IB 20th Century World History.

REQUIRED 1 Credit per year

American History – Grades 11: An in-depth view of U. S. History and Latin America. The course will consider and reflect upon such topics as Imperialism, the Spanish American War, Progressive Era, World Wars I & II, Cold War, 1920's, Great Depression, and Post World War II Latin America.

1 Credit

Science:

IB Physics - Grades 11 & 12 (SL or HL): The course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. **1 Credit per year**

Environmental Investigations – Grades 11 or 12: The Environmental Investigation course is a trans-disciplinary course that is unique in that it contains

various sciences (Biology, Chemistry and Physics), coupled with a societal viewpoint, all intertwined to help students understand the environment and its sustainability. The purposes of this course it to expose students to the interrelationships of the environment and societies, and the nature of their interactions, so that they can make an informed personal response to a wide range of pressing global issues. The course requires field experiences which will further extend the interrelationships between the environment and societies.

This course of study will provide the skills necessary for students to analyze, promote cultural awareness, connect technology and its influence on the environment, and realize that global societies are linked to the environment at a number of levels and at a variety of scales and the resolution of many of these issues rely heavily on international relationships and agreements. As a result of this course the students will develop a holistic appreciation of complexities of local and global environmental issues and how different societies influence them. The students will consider the costs & benefits of human activities both for the environment and societies. In addition they will consider cultures as they make informed decisions and justify their opinions on how societies and environments influence each other in a regional and global range.

Prerequisite for the course: Grade of C or higher in Biology and Chemistry and teacher approval.

1 Credit

Mathematics:

Functions, Statistics, and Trigonometry (Trigonometry / Algebra) – Grades 10, 11, and 12: *(Advanced Algebra pre-requisite)* Integrates statistics and algebraic concepts, and previews Calculus in working with functions and intuitive notion of limits. The goal of *Functions, Statistics, and Trigonometry* is to present topics from these three areas in a unified way to help students prepare for

everyday live and future courses in mathematics. Spreadsheet, graphing and CAS technology are employed to enable students to explore and investigate, and to deal with complicated functions and data. **1 Credit**

Mathematics – Grades 11 & 12 (HL): The course is for students with a strong background in mathematics and competence in a range of analytical and technical skills. Students will be likely to include mathematics as a major component of university studies—either in its own right or within courses such as physics, engineering, or technology. The course focuses on developing important mathematical concepts in a comprehensive, coherent, and rigorous way through a balanced approach. **1 Credit per year**

General Applied Math– Grade 11: Applied mathematics is a course designed around an applications approach to teaching mathematics. It provides for a hands-on, applicable, useful, and experiential way of learning and using mathematics. The course should be offered to those students who require a more concrete, rather than abstract, approach to learning mathematics and for which mathematics is not expected to be a major focus of future studies.

1 Credit

The Arts: **0.5 Credits / year (IB Arts 1.0 credits for Year)**

Advanced Acting: (Introduction to Theatre Arts: Acting – Teacher Recommendation) Advanced acting will focus on scene work, monologues and one-acts chosen from a variety of plays and time periods. The class will also spend a unit on the Sanford Meisner method of acting and will cover play writes and directing, culminating in a workshop production.

Advanced Theatre Arts: Production: (Pre-requisites would be Intro to Theatre Arts and Acting Classes) Scholars in the production class will work together to design and perform all aspects of a show, including script writing, set and costume design, auditioning, casting, stage managing, acting and directing.

This class will also spend a unit on the Sanford Meisner method of acting. Throughout the school year, two full productions will be presented by the class.

Film SL: Is both a powerful communication medium and an art form. The Diploma Program film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

IB Theatre: This is a two-year course where scholars will build on previous theater knowledge, and it is designed to have scholars explore the world of theatre as a whole. Scholars will experience performance, presentation, analysis, criticism and synthesis of the varying aspects of theatre. Diploma Program scholars will be able to recognize certain artistic techniques and evaluate what they see, covering terminology, history, archetypes, themes, genres, styles and structure. Performance, direction and stage design are all requirements for this class.

IB Dance: The dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

Physical Education: 0.5 Credits / semester

Physical Education: The course will offer active participation to scholars engaged in various physical activities to include sports. The intent is to not only offer an avenue for physical activity but to also emphasize sportsmanship and teamwork. The course will also include the importance of physical fitness as a life-style.

Fitness Training: A course emphasizing various forms of fitness and sports education. Introduction to strength and speed training, agility, explosive movements whereby scholars participate in sports activities to learn and improve upon those skills and their benefits.

Weight Training: This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

IB Core Component for DP Diploma:

Theory of Knowledge (TOK) – Grades 11 (Spring) & 12 (Fall) - meets Fine Arts graduation requirements: The TOK course is central to the educational philosophy of the International Baccalaureate Program. TOK challenges students and their teachers to reflect critically on diverse **Ways of Knowing** and **Areas of Knowledge**. The TOK program is composed almost entirely of questions. The most central of these questions is “How do I, or how do we, know that a given assertion is true, or a given judgment is well grounded?”

0.5 credits / semester

Scholar promotion from year to year will be based upon meeting the standards for each basic subject area as identified in the course of study. In addition to these standards: test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion. Scholars will meet the credit requirements by meeting the course requirements with a passing grade on each of the four core subjects and each of the elective courses. Standards that scholars must achieve in order to graduate will include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

Scholars are required to satisfy 24.0 credit hours in addition to receiving a passing grade on the AIMS Reading, Writing, and Math portions to meet graduation requirements at Odyssey. Scholars will receive 1 credit for each academic year they successfully complete a subject (Mathematics, Science, Humanities, Language Arts) resulting in 16 credits. Five core subjects must be taken per year to ensure progression and concurrence of learning. For electives taken, the scholar will receive 0.5 credits for semester of successful completion – resulting in 8 credits. The equivalent of 4 electives must be taken per year to ensure progression. To earn credit a scholar must complete the course requirements for each course by achieving a 60% average or higher. Any scholar earning below a 60% average for a course will have failed the course and must pursue credit recovery, if a core subject, or take an equivalent course for electives.

In the proposed 12th grade, high school credit will be earned when a scholar regularly attends and satisfactorily completes the requirements of a course. Additionally, core credit courses must meet the standards adopted by the State Board of Education where such standards exist. Eleventh grade courses taken elsewhere should correlate with TOPA courses and meet state requirements in order for weighted credit to be awarded. No credit transfers

automatically. All transcripts are reviewed by The Odyssey to determine authorization for awarding credit, regardless of issuing institution, as measured against Odyssey course requirements and descriptions in addition to state standards. It is expected that in the 2015-2016 school year there will a limited amount of cases where the assessment of transfer credit will be necessary, as it is the primary purpose of amending the charter to include current students matriculating into the 11th grade from The Odyssey Preparatory Academy family of schools.

5) Changes in staffing that comply with the Highly Qualified federal guidelines:

Because Odyssey will only be adding one additional grade level every year, in keeping with the charter expansion plan lined out in the original charter, the hiring and staffing needs are small. Six current Odyssey Junior High School and High School teachers are slated to matriculate to the proposed 12th grade as to ensure continuity and fidelity of implementation of current Odyssey programs and philosophies. These teachers are Highly Qualified and certified to teach in their areas of instruction at the 12th grade level. In hiring prospective teachers, Odyssey will only consider Highly Qualified and appropriately certified staff members for the 12th grade and to fill positions vacated by Teachers moving up to 12th grade. It is anticipated that Odyssey will need to hire 10 additional teachers to fill the 12th grade staff.

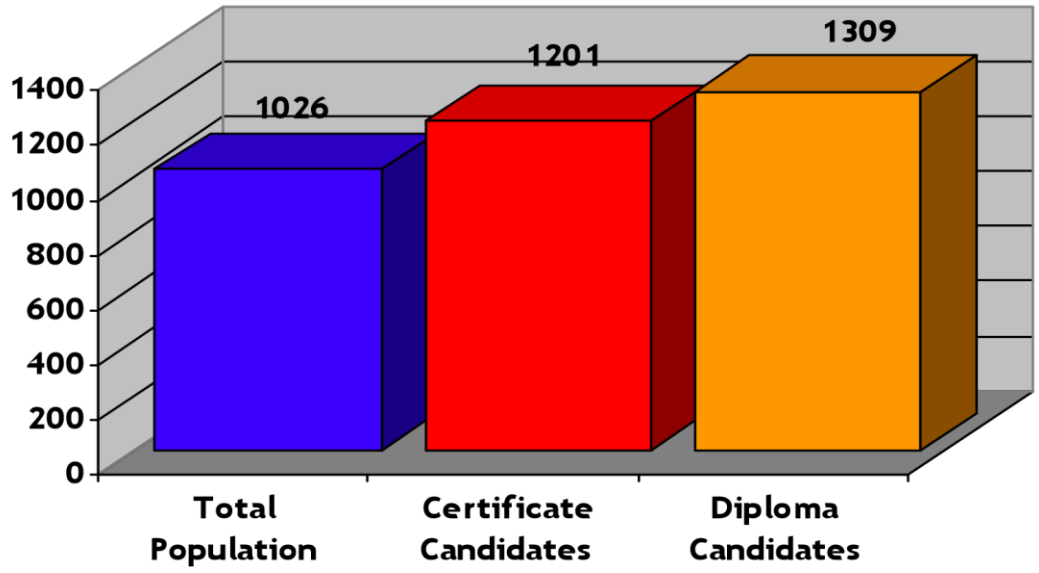
6) How Implementation of existing Programs meets the needs of Grade Level being added:

Odyssey follows the IB framework as an IB school in grades 6-10 preparing scholars for the rigors of the IB Diploma Program in grades 11 & 12. In grade 12 Odyssey will continue with this continuum of studies offering the IB Diploma Program offering scholars a rigorous, inquiry-based curriculum. The IB program is a framework consistent with the holistic approach valued at Odyssey. While there is an emphasis on subject matter scholars also work to develop

character traits, skills, community service, and an International mindedness. Each unit plan will incorporate a driving question the scholars will seek to answer as they consider the content. In addressing the question scholars will apply such methods as experimentation, research, self-reading, directed instruction, cooperative learning, compare & contrast, reporting, and real world applications / perspectives / relevance.

•Universities consider the IB Diploma to be one of the most demanding secondary school curricula, offering ideal preparation for post-secondary studies. A student's participation in IB courses is, therefore, a very important consideration in admission decisions. It is to a student's distinct advantage to have completed IB courses, but especially so if the student is completing the IB Diploma.

- CURT (College & University Task Force), July, 2009



IB, 2007

•The chart above compares the performance of competing groups, as noted, on the SAT. IB conducted surveys in 2002 and 2003 of students on their acceptance rates to various colleges and universities and their scores on the SAT, ACT and AP exams. IB North America received

responses from 6,392 candidates from 131 schools in 29 states to the 2003 survey. The mean score of 1274 was significantly higher than the average score of the total population in 2003. Diploma candidates' mean score was even higher than the mean score obtained by Certificate candidates. (IB, 2007).

▪Newsweek magazine (2010) ranks 40 of the top 100 schools in America as IB schools. In addition to the top four spots, IB schools represent seven of the top 10.

Additionally, Odyssey will provide requisite support structures to include office hours, peer tutoring, and an Independent Studies block to facilitate success. These are core programs that Odyssey will continue to offer as our scholars advance through our program.

7) Describe the level of proficiency that students must obtain to demonstrate Mastery of academic core content and clear criteria for promotion.

The Odyssey Institute for Advanced & International Studies will demand and facilitate high achievement among its students. Scholars will be required to show a Mastery (80%) of subject matter consistent with state standards as exhibited by a passing grade, score of 60% or higher, within the subject to receive credit toward graduation. Students failing any course will be placed on an intensive credit recovery plan. The parents and scholar, collectively with the teachers and administrators, will work to develop a plan that meets the scholar's needs and interests in working to be successful. An attempt will be made to identify reasons for not being successful. Examples may be to determine if the means of instruction or production were not to the strengths of the learner, or is there a language / skills issue(s) that are impeding progression. Often what may be viewed as a Mathematical issue is really a language, terminology issue, for example. It will be necessary to measure progress weekly to ensure the student is progressing toward his or her goals. Such evaluations will be based upon a demonstration of understanding by the student to include assessments, projects,

journals, and observations. All stakeholders will work as a collaborative team to enhance achievement of each student.

For those students scoring below 80% on formative assessments, indicating difficulty grasping / understanding the material, the teacher will re-teach to those students using varied instructional methods (Differentiation) taking into consideration the varied modalities as noted above. A subsequent formative assessment will be administered to gain insight into student progression. Quarterly benchmarks will be established and measured against data to assist in guiding intervention and progression.

The teacher can then target instruction to fill the gaps and guide the student toward mastery. This will facilitate early intervention to prevent students from falling behind and risk failing the course. This process will be applied to both formative and summative assessment throughout the academic year and throughout one's four years of secondary studies. Recording and reporting on formative and summative assessment will allow for targeted instruction and for developing an effective career and academic plan for each student. This will also support course progression noted below.

8) Process and criteria for awarding course credit.

Scholars are required to attend school daily meeting state attendance requirements for lawful attendance. To progress within any subject, aside from regular attendance, a scholar is expected to demonstrate knowledge within each subject consistent with both course and state competency requirements for graduation. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for all subject areas.

Students will be required to demonstrate successful completion for each subject matter consistent with state standards as exhibited by a passing grade, score of 60% or higher, within the subject to receive credit toward graduation. Students failing any course will be placed on an intensive credit recovery plan.

12th Grade Amendment Timeline

I. TIMELINE FOR IMPLEMENTATION

The Odyssey Preparatory Academy desires to implement 12th grade for its scholars beginning in August 2015. Thus, registration and course enrollment would begin in the Spring 2015 with Orientations and Academic Camps taking place in the Summer 2015.

Proposed Academic Calendar

First Day of School	August 24, 2015
Labor Day	September 7, 2015
Veteran's Day	November 11, 2015
Thanksgiving Break	November 23 - 26, 2015
Winter Holiday	December 21, 2015 – January 3, 2016
Martin Luther King Day	January 18, 2016
Spring Break	March 7 – March 11, 2016
Memorial Day	May 30, 2016
Last Day of School	June 2, 2016
Total Days of Instruction	144

A hybrid block schedule will be followed within a 4-day academic week; four extended days / school week. The schedule / calendar satisfies ARS§15-901 of 720 hours of instruction per year, 20 hours per week, offering 4 core subjects with the requisite minimum of 123 hours of instruction each per year: Language A, Mathematics, Science, and Humanities. Fridays are reserved for extensive, ongoing Professional Development and horizontal & vertical collaborations in addition to any warranted intervention for students as well as parent meetings. Ongoing, meaningful Professional Development ensures the staff receives requisite training to include content, instructional strategies, assessment, curriculum planning, IB, and technology to deliver quality instruction and effective feedback.