AGENDA ITEM: Adding Grade Levels to Charter Amendment and Enrollment Cap Notification – The Odyssey Preparatory Academy, Inc.

Issue

The Odyssey Preparatory Academy, Inc. (TOPA) requested to add grade 10 to the charter currently approved for grades K-9, and to increase the enrollment cap from 1700 to 2000. As the charter holder did not meet the Board's academic performance expectations for 2012, they were required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided

Rationale for expansion request

According to the narratives (presented in the charter holder's portfolio: b. Amendment request materials and c. Notification request materials), the original plan of the charter was to add a grade every year through grade 12. Grade 6 was added in 2009, grade 7 in 2010, grade 8 in 2011, and grade 9 in 2012. The charter serves over 100 9th graders who would be served by the grade expansion. The narratives also state that with the addition of the Odyssey Institute for Advanced and International Studies site, the capacity for students has increased by 600.

Support for methods of instruction and mission of the charter– Adding Grade Levels

The narrative states that current programs that support the mission, philosophy, and methods of instruction at the Goodyear and Buckeye campuses, and that will continue on in the new grade, include block scheduling, required participation in band, foreign language including Mandarin, daily emphasis on physical fitness, uniforms, continuity of staffing, and a unified Scholar Responsibility policy. The narrative adds that one integral part of the continuity in the mission and programs is the implementation of the International Baccalaureate Middle Years Program (MYP) and that 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 (DP) for 11th and 12th graders. The narrative states that Odyssey is in the application phase of the DP program in 2014.

Supporting Information – Enrollment Cap

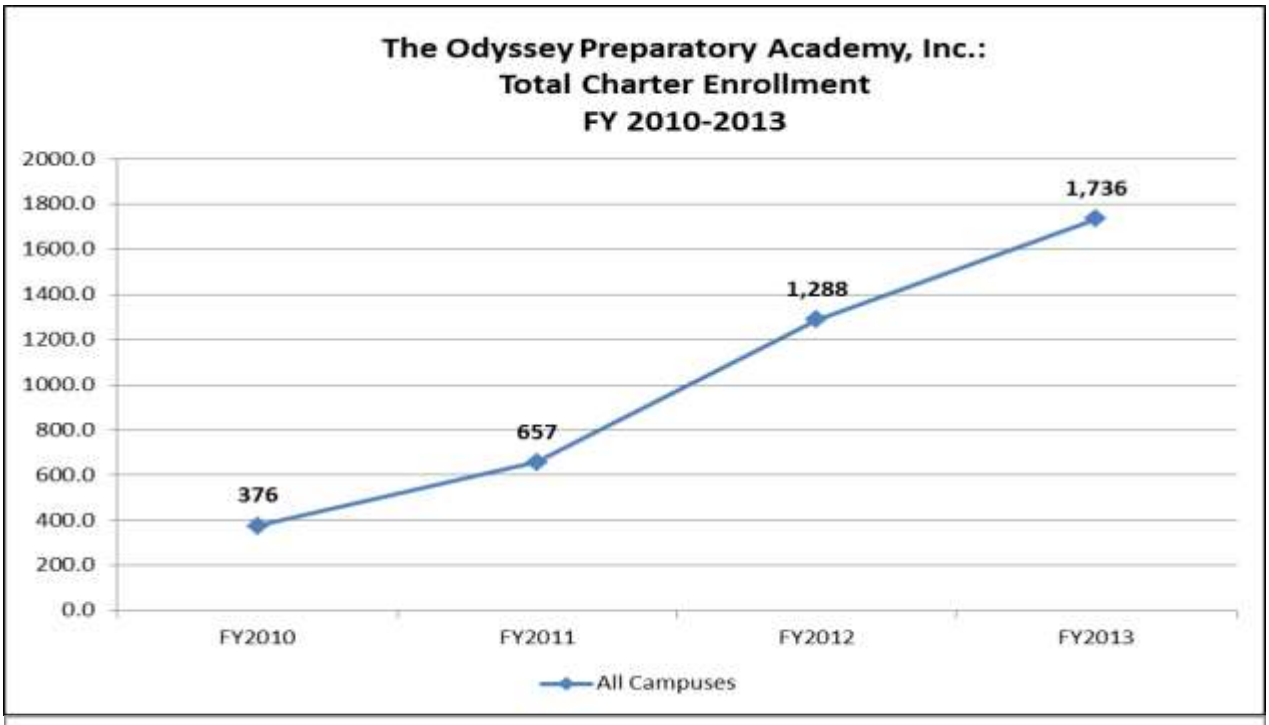
A blueprint for a facility located on S. Airport Rd. was submitted. The blueprint includes 10 classrooms with a minimum of 729 square feet in each room. A lecture hall of 1,600 square feet and a science lab of 900 square feet were also included in the blueprint. This facility demonstrates capacity to accommodate the 300 additional students requested.

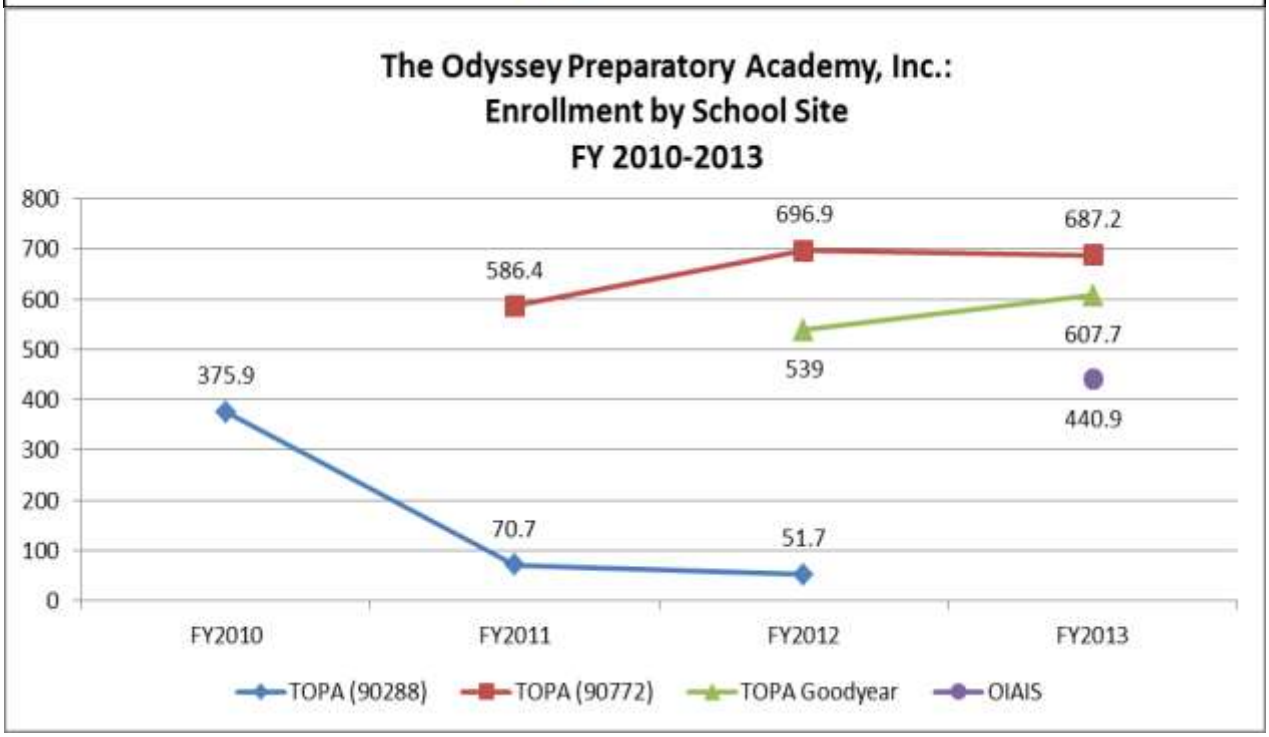
Background

TOPA was granted a charter in January 2009. TOPA has opened four school sites under this charter. See table below.

School Name	Month/Year Open	Location	Current Grade Levels Served	Current Status
The Odyssey Preparatory Academy (TOPA 90288)	August 2009	Buckeye	K through 8	Closed May 2012
The Odyssey Preparatory Academy (TOPA 90772)	August 2010	Buckeye	K through 8	Open
The Odyssey Preparatory Academy Goodyear (TOPA Goodyear)	August 2011	Goodyear	K through 8	Open
Odyssey Institute for Advanced and International Studies (OIAIS)	August 2012	Buckeye	6 through 9	Open

All TOPA school sites operate on a 144-day calendar. The graphs below show actual 100th day average daily membership (ADM) for fiscal years 2010-2013, as well as 100th day ADM for each school site.





Academic Performance

As stated in the Board's *Academic Performance Framework and Guidance* document, a charter holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of TOPA 90772 and TOPA Goodyear for the FY2012 school year, as based on the Board's academic framework, is represented in the dashboards below. OIAIS was in its first year of operation in FY 2013 and does not have an academic dashboard for 2012.

Academic Performance Rating FY 2012

Charter Holder: The Odyssey Preparatory Academy, Inc.
Entity ID 90287

Charter School: The Odyssey Preparatory Academy
Entity ID 90772, Grades 1-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	**School Year**	**Math**	**Read**	**Math**	**Read**
Odyssey Preparatory	2011-2012	39.5	45	44.5	47
Points Assigned		50	50	50	50
Weight		12.5	12.5	12.5	12.5

2. Proficiency

Small Elementary		2a. Status		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	**School Year**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**
Odyssey Preparatory	2011-2012	57/64	84/78	-13.8	0.9	45/45.09	55/52	NR	NR	31/26	44/37
Points Assigned		50	75	50	75	50	75	0	0	75	75
Weight		7.5	7.5	7.5	7.5	3.75	3.75	0	0	3.75	3.75

3. State Accountability & Overall Rating

Small Elementary		3a. State Accountability	Overall Rating
School	**School Year**	**Grade**	
Odyssey Preparatory	2011-2012	50	56.5625
Points Assigned		50	
Weight		5	100

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

Additional information regarding the Academic Framework can be found at http://www.asbcs.az.gov/

6/25/2013

Academic Performance Rating FY 2012

Charter Holder: The Odyssey Preparatory Academy, Inc.
Entity ID 90287

Charter School: The Odyssey Preparatory Academy Goodyear
Entity ID 91205, Grades K-8

1. Growth

Traditional Elementary		1a. SGP		1b. SGP Bottom 25%	
School	**School Year**	**Math**	**Read**	**Math**	**Read**
Odyssey Preparatory Goodyear	2011-2012	[illegible]	52	[illegible]	48
Points Assigned		25	75	25	50
Weight		12.5	12.5	12.5	12.5

2. Proficiency

Traditional Elementary		2a. Status		2b. Composite School Comparison		2c. Subgroup ELL		2c. Subgroup FRL		2c. Subgroup SPED	
School	**School Year**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**	**Math**	**Read**
Odyssey Preparatory Goodyear	2011-2012	70/64	89/77	-1.4	5.5	NR	NR	NR	NR	39/26	56/37
Points Assigned		75	75	50	75	0	0	0	0	75	75
Weight		7.5	7.5	7.5	7.5	0	0	0	0	7.5	7.5

3. State Accountability & Overall Rating

Traditional Elementary		3a. State Accountability	Overall Rating
School	**School Year**	**Grade**	
Odyssey Preparatory Goodyear	2011-2012	50	56.25
Points Assigned		50	
Weight		5	100

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
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12/14/2012

The academic performance of TOPA 90772, TOPA Goodyear, and OIAIS did not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board (TOPA 90228 closed in 2012). Demonstrations of Sufficient Progress (DSP) were submitted by the charter representative (presented in the charter holder's portfolio: d. DSP – TOPA 90772, e. DSP – TOPA Goodyear, and f. DSP - OIAIS). The DSPs were evaluated using the criteria provided in Appendix D of the Board's *Academic Performance Framework and Guidance* document (presented in the charter holder's portfolio: g. DSP Evaluation and Evidence – TOPA 90772, h. DSP Evaluation and Evidence – TOPA Goodyear, and i. DSP Evaluation and Evidence – OIAIS).

The initial DSP submitted by the charter holder for TOPA 90772 and TOPA Goodyear provided narratives describing systems for implementation of curriculum, monitoring the integration of the AZ Academic Standards into instruction, assessment, and professional development that contribute to increased student growth and proficiency in Math and Reading, but lacked detail regarding systems for monitoring and documenting student growth for students with growth percentiles in the lowest 25%, and student proficiency for ELL students or students with disabilities. Data was not provided to support sufficient progress for students in these subgroups, resulting in a determination of Not Acceptable for each.

The initial DSP submitted by the charter holder for OIAIS provided a narrative describing systems for monitoring the integration of the AZ Academic Standards into instruction and assessment, but lacked detail regarding systems for implementation of curriculum, a plan for professional development, and systems for monitoring and documenting student growth for students with growth percentiles in the lowest 25%, and student proficiency for ELL students or students with disabilities. No data was provided to support sufficient progress in any measure, resulting in a determination of Not Acceptable.

On June 6, staff conducted a site visit and met with Megan Olson (Charter Representative), Frank Yanez (Charter Representative), Holly Johnson (board member), Cassy Thrush (Curriculum Coordinator), Patty Messer (Instructional Coach/Curriculum Coordinator), Kenneth Olson (Principal – TOPA 90772), Liz Douglass (Principal – TOPA Goodyear), Angie Price (Vice Principal/RTI – TOPA Goodyear), and Mary Yanke (Junior High Principal – OIAIS) to confirm the information presented in the DSPs and collect additional information and documentation to be considered in the final evaluation (presented in the charter holder's portfolio: g. DSP Evaluation and Evidence – TOPA 90772, h. DSP Evaluation and Evidence – TOPA Goodyear, and i. DSP Evaluation and Evidence – OIAIS).

A discussion with the leadership team began with a discussion of professional development offerings and professional learning community activities at each campus. Ms. Olson and Ms. Messer described the district calendar where events are tracked, and how the leadership team monitors implementation through observation and meetings with teachers. The discussion moved to review of teacher lesson plans. TOPA provided copies of emails with lesson plan feedback, and demonstrated the use of Google Docs for lesson plans, including differentiation strategies for ELL students, students with disabilities, and advanced students. Ms. Johnson and Ms. Price described and provided examples from the tiered intervention (RTI) system, including systems for tracking students with growth percentiles in the lowest 25%. Ms. Price showed examples of biweekly reports that tracked data from special education and ELL students on the AIMSweb benchmark assessments and progress monitoring. Ms. Olson described the Personal Education Plans that are prepared with high school students to track gaps. The leadership team demonstrated tracking spreadsheets showing analysis of the fall and winter benchmark scores showing average gains for each teacher at each site, including data disaggregated by subgroup. Ms. Olson described the University of Chicago Math Project curriculum used in secondary grades, provided the curriculum map, and discussed the links to Singapore Math, used in the lower grades and advanced classes. She also showed tables predicting performance on AIMS, and comparisons with schools in the area. Regarding FRL students, Ms. Olson confirmed that TOPA does not track income for participation in Federal programs, but that they have done a household income survey for instrument rental and uniform scholarships, and monitor the percentage to see if more

might be needed in the future. Ms. Olson provided benchmark data for subgroups in grades 6-8, and discussed how AIMSweb does not track 9th grade well. To predict performance in 9th grade, students take the PSSSAT, and Ms. Olson showed examples of the reports available from the publisher. The discussion ended with Ms. Price providing examples of documents from Child Find meetings and IEP meetings. After the meeting, the charter holder provided additional evidence and documentation regarding child find/child study systems and screening processes, and information about the performance of economically disadvantages students.

The charter holder provided additional evidence and documentation (presented in the charter holder's portfolio: g. DSP Evaluation and Evidence – TOPA 90772, h. DSP Evaluation and Evidence – TOPA Goodyear, and i. DSP Evaluation and Evidence – OIAIS) regarding all areas not sufficiently addressed in the submitted DSP including systems and processes in the areas of curriculum, monitoring instruction, assessment, and professional development that are in place to support and maintain the improvement in academic performance, and assessment data demonstrating student growth.

Following the site visit, staff determined, through an evaluation of the information and documentation collected at the site visit, that the charter holder demonstrated sufficient progress toward meeting the Board's academic performance expectations. The final evaluation of the DSP resulted in a determination of Acceptable in all areas.

Board Options – Grade Level Expansion Request

1. Approve the amendment request for The Odyssey Preparatory Academy, Inc. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, that the Board approve the request to add 10th grade to the charter held by The Odyssey Preparatory Academy, Inc.
2. Deny the amendment request for The Odyssey Preparatory Academy, Inc. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, that the Board deny the requests to add 10th grade to the charter held by The Odyssey Preparatory Academy, Inc., for the following reasons: (Board member must specify reasons the Board found during its consideration.)

Board Options – Enrollment Cap Notification Request

1. Approve the notification request for The Odyssey Preparatory Academy, Inc. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, that the Board approve the request to increase the enrollment cap of the charter held by The Odyssey Preparatory Academy, Inc. to 2000.
2. Deny the notification request for The Odyssey Preparatory Academy, Inc. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, that the Board deny the requests to increase the enrollment cap of the charter held by The Odyssey Preparatory Academy, Inc. to 2000 for the following reasons: (Board member must specify reasons the Board found during its consideration.)