

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

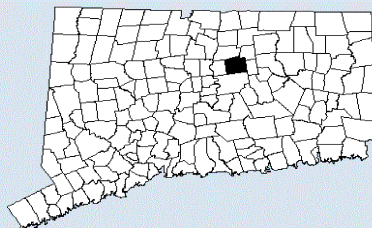


Odyssey Community School District

860-645-1234 • <http://www.odysseyschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	329
Per Pupil Expenditures ¹	\$13,531
Total Expenditures ¹	\$4,451,585

¹ Expenditure data reflect the 2018-19 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	163	49.5	48.4
Male	166	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	61	18.5	5.2
Black or African American	70	21.3	12.7
Hispanic or Latino of any race	63	19.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	111	33.7	51.1
English Learners	51	15.5	8.3
Eligible for Free or Reduced-Price Meals	141	42.9	43.3
Students with Disabilities ³	25	7.6	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	15	9.4	*	*
Male	8	4.9	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	*	*	0	0.0
White	6	5.5	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	10	7.3	*	*
Students with Disabilities	*	*	0	0.0
District	23	7.1	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	1.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.3
Other Staff Providing Non-Instructional Services/Support	6.8

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	3.1	4.0
Hispanic or Latino of any race	1	3.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	30	93.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,578,349	\$7,837	\$10,923
Support services - students	\$294,523	\$895	\$1,277
Support services - instruction	\$228,092	\$693	\$682
Support services - general administration	\$238,804	\$726	\$467
Support services - school based administration	\$446,636	\$1,358	\$1,021
Central and other support services	\$5,019	\$15	\$679
Operation and maintenance of plant	\$660,163	\$2,007	\$1,718
Student transportation services	.	.	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,451,585	\$13,531	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$171,969	59.8	28.5
Instructional Aide Salaries	\$83,994	29.2	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$28,874	10.0	13.0
Purchased Services Other Than Transportation	.	.	5.7
Special Education Tuition	.	.	22.5
Supplies	\$2,507	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$287,344	100.0	100.0
Percent of Total Expenditures Used for Special Education		6.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	5.8
State	91.4
Federal	1.7
Tuition & Other	1.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	78.1%	100%	60.4%
	Oral	84.6%	100%	57.6%
Chronic Absenteeism	All Students	7.1%	<=5%	12.2%
	High Needs Students	7.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Odyssey Community School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Odyssey's mission focuses on academic excellence, character development, and self-confidence for all students. At the core of this statement are our Circle Values which encompass the beliefs and expectations to which every Odyssey student is held accountable. These values are Courage, Integrity, Respect, Curiosity, Leadership, and Excellence. Expectations within our mission statement are explicitly taught and reinforced the entire time students are at Odyssey. Staff, families, and community members communicate constantly to support students in achieving goals, and to ensure that students are practicing skills in every situation that they encounter, both inside and outside of school.

Our school improvement plan is focused on teaching and learning, school climate and family engagement. Our focus on literacy is supported through The Teachers College Reading and Writing Program. Many of our staff members have attended literacy TCRWP institutes at Columbia in order to improve the quality of instruction that our students are provided. Odyssey students in grades K-4 participate in an intervention block, which provides 30 minutes, four days a week, for all students to receive small group enrichment or intervention supports depending on the needs of each student. This has been very successful in improving student reading, writing, and math skills. Many students each year are exited from receiving SRBI, and special education referrals have decreased. In addition, our intervention block time allows students with special needs to receive many IEP services at a time that does not interfere with classroom instructional time, maximizing the time that students receive the same instruction as their non-disabled peers.

In 2019, we began implementing Restorative Practices school-wide during the 2019-2020 school year. From the first day of school, all students in K-8 began each day in a small advisory or classroom circle to proactively build positive relationships, explicitly teach expectations, and discuss norms in all environments. Student conflicts and classroom behavioral issues were addressed in class circles or through reflections, and staff facilitated restorative conversations, which almost always resulted in positive resolutions.

Beginning in March when we moved to distance learning, Odyssey immediately worked to establish a partnership with parents in educating students at home. Odyssey provided chromebooks to all students/families who submitted requests, as well as multiple hot spots to ensure that all of our students could access the internet and engage in instruction. Our Technology Director developed multiple videos to instruct parents and students on using technology platforms, and troubleshooting issues. Teachers, office staff, administrators, nurses, and our counselor consistently reached out to families at least weekly to ensure that students and parents were supported and could engage in learning. Our special education team worked with our sending districts to ensure that IEP goals were implemented effectively during remote learning. Weekly communication and surveys were submitted to parents and students in order to ensure that students were feeling supported, instruction was effective, and workload was manageable.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Odyssey promotes equity by providing a quality education to underserved populations who may not otherwise have that access. We are a public alternative for historically underserved students in traditional public schools with the kinds of exemplary experiences that other students receive. With nearly 8% special education, 16% English Learners, 43% low-income, 21% Black or African American students, 19% Hispanic/Latino of any race, 19% Asian students, 7% two or more races, and 34% white students, Odyssey has a diverse student body and we provide equitable educational opportunities for students from many different backgrounds.

In 2019, we initiated a partnership with KJR Consultants to run a series of trainings that include conversations and work on diversity and inclusion awareness, cultural dexterity & moving beyond stereotypes, everyday bias, how to have conversations about race, bias, and equity, and how to then incorporate this learning into practice. This work is incredibly important to everyone in creating a culture in which students and families feel comfortable, safe, and understood. It is our goal to provide support so that all staff members feel confident in having difficult conversations as well as ensuring that all students feel accepted and comfortable within our school community.

One aspect unique to Odyssey is our ASE (All School Exploration) program. During ASE, all students focus on a school-wide topic each trimester, and one topic each year is focused on a different region of the world. Students create projects on this region, we have guest speakers come to the school, we have a kick-off event and a culminating activity, we take field trips, and students take 8 to 10 classes taught by different teachers on the topic. We believe strongly that these units encourage our students to reflect on their own individuality, to help students appreciate the differences in everyone, and increase their ideas of acceptance so they can help promote positivity within our community and beyond.

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Equitable Allocation of Resources among District Schools

Not applicable