



Cognia Diagnostic Review Report

Results for: Odyssey Online Learning

March 29–31, 2021

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Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
Charter Authorizer Representatives	3
School Board Members	1
Building-Level Administrators	2
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	7
Certified Edmentum Staff	14
Certified Odyssey Online Learning Staff	2
Edmentum Noncertified Staff	7
Noncertified Staff	2
Students	5
Parents	6
Total	49

Cognia Standards Diagnostic Results

The Cognia Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the Cognia's Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Essential Standard is calculated. Results are reported within four categories: Impacting, Improving, Initiating, and Insufficient. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Essential Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Improving
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Improving
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Insufficient
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Improving
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Initiating
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Initiating
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Improving
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Insufficient
1.11	Leaders utilize ethical marketing and communication processes.	Improving



Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Essential Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Improving
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Initiating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Impacting
2.6	The institution implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Improving
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Impacting
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Impacting
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Impacting
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Impacting
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Initiating

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Essential Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Improving
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Initiating
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Initiating
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Impacting
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Improving
3.9	The institution provides an effective Learning Management System (LMS).	Impacting
3.10	The institution's technology infrastructure supports teaching, learning, and operational effectiveness.	Impacting

Cognia Observation Tool for Digital Learning

The Diagnostic Review Team used the Cognia Observation Tool for Digital Learning, which provides a format for reviewing five major key areas of the digital environment: Instructional Design, Learning Engagement, Platforms and Technologies, Assessment for Learning, and the Digital Learning Community. The tool provided the contextual framework for the team in conducting classroom observations, whether synchronously or asynchronously, and established a common language for team discussion. Additionally, these five areas (with their accompanying indicators) provided support for the team as they interviewed leaders, teachers, and students about the digital learning environment of your school.

The 2-D Learning Rubric focuses on the instructional delivery with the key areas from a two-dimensional (2D) perspective that measures the Learning Environments and Learning Experiences. The 2-D Learning Rubric identifies the percentage of scores that fall into nine possible cells and will serve as a baseline for the educational provider's continuous improvement journey. The ratings and averages are in support of the findings of the Diagnostic Review Team. The results of the observation tool will also be posted in Workspace for additional access. The Learning Experiences are categorized as Digitize, Enhance, and Innovation. Learning Environments are categorized as Silos, Connects, and Interconnectivity. The relationship between the experience and the environment is then rated.

These data support the team's findings and your own review of your program. Scores derived from these observations have no mathematical impact on the final ratings of any of the Standards. They, in fact, support the areas of strength and needs for improvement identified in this report.



Cognia Observation Tool for Digital Learning						Institution	Cognia Average
Instructional Design: Instruction is designed to promote interactive engagement with personalized academic content.	HE	EV	SE	NE	NA	2.78	2.53
A1 Learners have access to appropriately challenging curriculum (providing rigor, relevance, and fostering positive relationships).	0%	83%	17%	0%	0%	2.83	2.92
A2 Learners engage in a competency-based curriculum.	50%	50%	0%	0%	0%	3.50	2.80
A3 Instructional design incorporates evidence-based strategies appropriate for digital learning environments.	33%	67%	0%	0%	0%	3.33	2.56
A4 Instruction is designed to encourage collaboration with peers and mentors in meeting high learning expectations.	0%	17%	50%	33%	0%	1.83	1.97
A5 Learners demonstrate work that reflects the high expectations of the instructional design.	0%	50%	17%	17%	17%	2.40	2.41
Learning Engagement: Dynamic learning environments support interactive engagement to create personalized learning experiences.	HE	EV	SE	NE	NA	1.85	2.24
B1 The mentors and learners collaborate on personalized learning experiences that provide equity in learner voice and choice (e.g., competencies, rigor, time, place, and pace).	0%	0%	67%	17%	17%	1.80	2.31
B2 Learners engage in rigorous learning experiences, including interaction between peers and mentors and the use of higher-order thinking skills.	0%	0%	67%	17%	17%	1.80	2.12
B3 Learner interactions with peers, mentors, and the academic content permeate the digital environment.	0%	0%	67%	17%	17%	1.80	2.09
B4 Learners make connections from the digital learning environment to real-life experiences.	0%	17%	50%	17%	17%	2.00	2.43
Platforms and Technologies: Technology platforms are dynamic and enable innovative interactions between mentors and learners in support of personalized learning pathways.	HE	EV	SE	NE	NA	2.57	2.35
C1 Learners have equal access to resources in a Learning Management System (LMS) or Content Management System (CMS) to enable classroom discussions, activities, digital tools, and support.	67%	33%	0%	0%	0%	3.67	3.04
C2 Learners use digital resources to gather, evaluate, and/or use information for learning.	33%	33%	0%	17%	17%	3.00	2.50

Cognia Observation Tool for Digital Learning						Institution	Cognia Average
C3 Learners use digital resources to conduct research, solve problems, and/or create original works for learning.	0%	50%	17%	17%	17%	2.40	2.24
C4 Learners use digital platforms to communicate and/or work collaboratively for learning.	17%	17%	33%	17%	17%	2.40	2.17
C5 Learners and mentors engage in interactive digital platforms that have capacity to support new technologies (e.g., adaptive technology, technology-enhanced items, virtual reality, or augmented reality).	0%	0%	33%	50%	17%	1.40	1.82
Assessment for Learning: Assessment for learning promotes the development of learning goals, support and progress monitoring, and student ownership of the learning process.	HE	EV	SE	NE	NA	1.92	2.26
D1 Learners engage in a process that includes goal setting, self-assessment, and reflection on learning with support from mentors.	0%	0%	67%	17%	17%	1.80	2.18
D2 Learners engage consistently in active communication (static and dynamic) with mentors about their learning goals.	0%	33%	33%	17%	17%	2.20	2.30
D3 Learners engage in the coaching process with their mentors in their progress toward learning goals.	17%	17%	33%	17%	17%	2.40	2.20
D4 Learners take responsibility in the creation and attainment of their learning goals.	0%	0%	17%	67%	17%	1.20	2.17
D5 Learners engage consistently in active feedback (static and dynamic) with mentors.	0%	17%	50%	17%	17%	2.00	2.44
Digital Learning Community: The community promotes positive interactions and relationships between and among learners and mentors.	HE	EV	SE	NE	NA	1.70	2.18
E1 Learners are engaged in promoting digital citizenship and a culture of connectedness.	0%	0%	50%	33%	17%	1.60	2.18
E2 Learners communicate and interact respectfully with mentor(s) and each other.	0%	17%	67%	17%	0%	2.00	2.65
E3 Learners and mentors have opportunities to develop empathy and respect for personal and sociocultural differences among members within the community.	0%	0%	0%	83%	0%	1.00	1.75
E4 Learners and mentors have opportunities to build a sense of community by fostering positive relationships (peer to peer, peer to adult, adult to adult).	0%	33%	33%	17%	17%	2.20	2.14

		2-D Learning Rubric		
Learning Environments	Interconnectivity	0.0%	0.0%	0.0%
	Connects	0.0%	0.0%	0.0%
	Silos	50%	50%	0.0%
		Digitize	Enhance	Innovation

Observation Data Narrative

Odyssey Online Learning is a virtual high school under the Erskine Charter District. Odyssey Online Learning has partnered with Edmentum as a third-party curriculum and instruction provider. Within this partnership, Edmentum provides Odyssey Online Learning with South Carolina-certified instructors and support staff, including success coaches who regularly communicate with parents and students about progress and grades. More than 70 percent of the Odyssey Online Learning student population is defined as at-risk. The school's mission states:

"The mission of Odyssey Online Learning is to provide a high-quality education for a wide variety of students by offering alternative solutions to traditional schooling while assisting students in achieving the knowledge and skills to reach their highest potential within a flexible and tailored educational program that fosters lifelong learning."

Odyssey Online Learning has implemented several programs to meet the unique needs of this population. The school's alternative solutions include self-paced courses, three separate graduation paths (i.e., 18 credits, 21 credits, 24 credits), and a Smart Horizons Path that allows students to enroll in one course at a time. Additionally, Odyssey Online Learning partners with eight universities and technical colleges to provide dual-credit opportunities.

Because of the focus on Odyssey Online Learning, the team conducted a limited number of Edmentum classroom observations and learning management system (LMS) walkthroughs. Parents, students, and staff members were surveyed prior to the Diagnostic Review.

Observation data revealed that staff members demonstrated a clear understanding of the LMS and how to pull multiple pieces of data to obtain a complete picture of student success. Available data included pacing/grades, attendance, mastery attempts, and time spent in lesson activities. When interviewed, stakeholders discussed how students always know where they stand and what they need to do to get back on pace. All stakeholders had an intense focus on improving the four-year graduation rate. Documentation was provided to the Diagnostic Review Team containing detailed information on the three phases of engagement intervention: 1) understanding the online platform, 2) identifying students at-risk, and 3) building a student file and seven-day action plan.

The curriculum was aligned to South Carolina College and Career Ready Standards (SCCCR) and content mastery could be adjusted based on individual learner needs. When surveyed, 92 percent of students agreed/strongly agreed that “My school provides me with challenging curriculum and learning experiences” (E2), while 91 percent of students agreed/strongly agreed that “In my school, programs and services are available to help me succeed” (C1). Meanwhile, 69 percent of students agreed/strongly agreed that “All of my teachers change their teaching to meet my learning needs” (E9). Survey data showed that 92 percent of parents agreed/strongly agreed that “Our school has high expectations for students in all classes” (D3). The nature of the self-paced curriculum made it difficult for students to collaborate and get to know classmates. Interviews with students showed a desire to have additional opportunities to collaborate with other students.

The team noted several opportunities for students to receive live assistance from teachers through live class sessions or 24-hour tutoring. Additionally, teachers provided recorded lessons for every unit across the curriculum. Through interviews with the teachers and live class observations, the team determined that few students attend the live class sessions.

Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Enhance, monitor, and communicate a systematic continuous improvement process that aligns with the school's vision and mission, focuses on student performance, and provides clear direction for improving conditions that support student learning. Ensure the process includes procedures for representative stakeholder groups to investigate and develop improvement strategies, a multifaceted communication plan to engage with and inform all stakeholders, procedures for analyzing and disaggregating data to identify academic and non-academic needs, a collaborative process with the contracted curriculum provider to assess instruction jointly and support structures to improve student academic growth and engagement; and systematic use of formal standard operating procedures in support of teaching and learning and overall organizational effectiveness. (Standard 1.3)

Evidence:

Student Performance Data:

Student performance data, as detailed in an addendum to this report, indicated that on March 27, 2020, the United States Department of Education approved South Carolina's request to waive statewide spring assessments, accountability ratings, and specific reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the coronavirus pandemic.

The 2018-2019 South Carolina Report Card data showed that the school earned the "unsatisfactory" rating with an overall rating of 29 out of 100 points. Student performance data revealed the percentage of students who scored at 70 or above was below the state and district average on the End-of-Course (EOC) assessments in English 1, Algebra 1, Biology, and US History in 2018-2019.

The 2018-2019 South Carolina Report Card data also showed that in the 2018-2019 school year, Odyssey Online Learning had 19.1 percent of its students graduate on time. In the 2019-2020 school year, the graduation rate increased to 36.2 percent.

Classroom Observation Data:

The Diagnostic Review Team conducted 49 stakeholder interviews, including parents, students, administrators, and teachers from both Odyssey Online Learning and Edmentum. While the team interviewed and observed stakeholders from both entities, the number of completed classroom observations were limited due to the third-party relationship between Odyssey Online Learning and Edmentum. The classroom observation data revealed that learners participate in a competency-based program that incorporates evidence-based strategies appropriate for digital learning environments.

Stakeholder Interview Data:

Stakeholder interview data revealed that the intervention/retention specialist employed by Odyssey Online Learning and success coaches employed by Edmentum intentionally focused on student learning. According to staff, parents, and students, Odyssey Online Learning worked to keep students on track in their courses and provided or assisted students in getting academic support from the Edmentum teachers. Parents stated that the



success coaches and interventionists were readily available to talk with them or their students. Parents credited their students' success to the success coach and interventionist communicating directly with students and developing a plan for students to successfully complete their graduation path. Parents also confirmed that teachers are readily available via text, phone, or email.

Interview data showed that parents perceived the director as helpful and available via phone and email. Parents reported having little input into the continuous improvement process. Some teachers said they knew about the school's goal to increase the graduation rate but were not knowledgeable about the cohort requirement or the on-time graduation goal.

Stakeholder interview data showed that success coaches and interventionists had developed a process to keep students on track by communicating with students, parents, and teachers; having internal meetings as a group; and gathering data from teachers and counselors. The school accepted support and participated in professional learning opportunities through the South Carolina Department of Education to ensure that PowerSchool data are accurate for reporting and transcript purposes. The guidance department implemented a checklist to track student course completions, enrollments, and requirements.

Stakeholder Perception/Experience Data:

When surveyed, 70 percent of staff members agreed/strongly agreed that "Our school has a systematic process for collecting, analyzing, and using data" (G3). Additionally, 68 percent of staff members agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7). An open-ended survey response from a staff member stated, "(We need) better overall communication." Another shared, "All policies and procedures need to be shared with all staff." Survey data showed that 58 percent of staff members agreed/strongly agreed that "In our school, a formal process is in place to support new staff members in their professional practice" (E16). Furthermore, 61 percent of staff members agreed/strongly agreed that "Our school's leaders provide opportunities for stakeholders to be involved in the school" (D10). Meanwhile, 56 percent of parents agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6), and 62 percent of parents agreed/strongly agreed that "Our school shares responsibility for student learning with its stakeholders" (D4).

Documents and Artifacts:

The Diagnostic Review Team reviewed internal school documents. The evidence showed some process flows for attendance procedures, truancy actions, and identification for intervention support. The school provided detailed evidence and information regarding the interventionist program. The Diagnostic Review Team reviewed a copy of the Intervention Model and an Interventionist Training Guide that showed a formal process for identifying students, tracking communication, and ensuring students' success. Also, the importance of communication was stated clearly, and examples were provided within these documents. Odyssey Online Learning's continuous improvement plan, also called Special Projects Application, provided a summary of the root cause analysis; the Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals; and the plan to evaluate effectiveness.

The Diagnostic Review Team found evidence showing Odyssey Online Learning had begun implementing processes and collecting data. The team did not find evidence that formal processes were ingrained in the culture or a systematic way to evaluate and adjust programs based on multiple data sources and feedback.

Improvement Priority #2

Refine, implement, monitor, and evaluate structures and expectations that promote collaboration and collegiality between Odyssey Online Learning and the contracted curriculum provider to improve learner performance and organizational effectiveness. Enhance the existing collaborative structures to evaluate organizational effectiveness, including the impact of instructional practices and identification of needs for personalized instructional refinements and reinforcements using data. Ensure data collection and analysis include formative,



interim, and summative data aligned to the SC Ready across grade levels, subject areas, and individual students. (Standard 2.11)

Evidence:

Student Performance Data:

The Diagnostic Review Team reviewed the student performance data, as detailed in an addendum to this report and discussed in Improvement Priority 1, to determine Improvement Priority 2.

Classroom Observation Data:

The self-paced model of the school makes it difficult for students to collaborate. The Diagnostic Review Team noted that few students participated in the live instructional classes that were offered. Observation data showed that both Odyssey Online staff members and the Edmentum teachers had access to a wide variety of data related to student progress. These data pieces included grades, course pacing (e.g., ahead, on-pace, or behind), attendance, and time spent on individual tasks. Teachers were able to identify students who needed additional assistance. While individual supports were observed to ensure students engaged to stay on pace for completing courses, the Diagnostic Review Team found the lack of a formal process to provide academic interventions.

Stakeholder Interview Data:

Stakeholder interview data revealed that Odyssey Online Learning staff members and the Edmentum teachers used data from the LMS to identify on-pace students and reach out to those who were off the pace or struggling based on grades. While teachers stated that they received regular weekly communication from the executive director of Odyssey Online Learning, interview data from various stakeholder groups identified a need to develop consistent and sustainable structures to align communication among Odyssey Online Learning staff members, Edmentum staff members, and teachers.

Interview data showed the school was student-centric and helped students achieve success through various means (e.g., success coaches, an intervention-retention specialist, and teachers). Students had access to resources and tutoring services (i.e., 24 hours a day, seven days a week) at no cost. The intervention-retention specialists provided a weekly action plan, which contained celebrations and concerns from the prior week. These action plans were sent to students and parents in a variety of media: written email communication, weekly video text, and text messages. Parent and student interview data indicated the Engagement Intervention Program benefited students by breaking the work into manageable chunks and outlining how many assignments per course they needed to complete in a week. Some students and parents reported that students received a daily breakdown of work to help keep them on pace.

Stakeholder Perception/Experience Data:

When surveyed, 61 percent of staff members agreed/strongly agreed with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school" (D10) and 70 percent of staff members agreed/strongly agreed that "Our school has a systematic process for collecting, analyzing, and using data" (G3). Additionally, 68 percent of staff members agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7). Although the School Improvement Team includes staff members, 56 percent of parents surveyed agreed/strongly agreed that "Our school provides opportunities for stakeholders to be involved in the school" (D6). One staff member responded in an open-ended survey that "There seems to be a great disconnect between the Odyssey Online Learning staff, teachers (Edmentum), and success coaches (Edmentum). It is often difficult to find answers to questions regarding specific classes."

Documents and Artifacts:

The Diagnostic Review Team reviewed numerous documents provided by the school. One folder contained agendas from multiple professional learning opportunities offered by Odyssey Online Learning and Edmentum.



Additionally, the school provided communication and meeting documentation, a sample action plan, a data spreadsheet for intervention, and Special Education accommodations.

Evidence also showed multiple examples of data reports generated for the teacher and the school from the LMS. The team also reviewed a PowerPoint showing that the data were collected and presented as winter data collection and reports on academic performance and interventionist goals.

Odyssey Online Learning provided the team with monthly school improvement team notes/agendas for the past seven months. The meeting agendas and notes focused on collaboration among Odyssey Online Learning, the third-party curriculum, and the instructional vendor Edmentum. The topics and notes from these meetings had become increasingly finite. Roles were listed, and data regarding student pacing and engagement were discussed. The Diagnostic Review Team found a lack of regular discussion topics of "next steps" or refinements for curriculum, instruction, and assessments.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the **Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness**.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. **Implementation** is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. **Results** represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). **Sustainability** is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). **Embeddedness** is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

Communication emerged as a strength of Odyssey Online Learning. The team found an emphasis on ensuring success coaches (Edmentum) and engagement interventionists (Odyssey Online Learning) met regularly to discuss student engagement needs. The executive director met weekly with Edmentum staff to discuss school-specific needs. Weekly progress reports were sent to parents and students. At-risk students were provided seven-day Action Plans to get them back on pace. Interview data revealed some students and parents stated the amount of communication was overwhelming.

The Diagnostic Review Team found that Odyssey Online Learning created processes to ensure state compliance and increase the graduation rate. Odyssey Online Learning implemented a schoolwide Engagement Intervention Program to target and support at-risk students. As a result of the school's efforts, the on-time graduation rate increased from 19.2 percent in 2019 to 36.4 percent in 2020, with a goal to increase that number by another 10 percentage points by spring 2021. Stakeholder interview feedback indicated a high level of overall satisfaction from parents, students, and staff members with Odyssey Online Learning. Interview data showed stakeholders value the executive director's direction, leadership, and accessibility.

Odyssey Online Learning's vision for increasing student graduation rates permeated all stakeholder interviews. The school staff members closely monitored multiple sources of student data, including passing rates, course



pacing, and engagement. The school had a positive climate and culture. The executive director had begun laying foundational processes that are key to school success.

Continuous Improvement Process:

Evidence showed Odyssey Online Learning had started collecting and analyzing multiple sources of data. The school had documented some formal processes. The Diagnostic Review Team found that while the school had taken the initial steps for developing processes, many of these processes were not formalized or ingrained into the culture (e.g., standard operating procedures; recruitment and hiring process; feedback, collection, and analysis; next steps). Interview data revealed various stakeholder groups expressed a need to develop, communicate, and consistently implement clear and formal processes. The Diagnostic Review Team encourages Odyssey Online Learning to refine all stages of the continuous improvement process and include multiple stakeholders in its continued growth toward reaching established goals.

The executive director evaluated teachers annually using the 4.0 Rubric. Because of the nature of the third-party agreement, the executive director did not have the authority to plan professional development activities for the Edmentum teachers. Stakeholder interviews revealed a need for a formal process of communication among all groups. Although both certified and non-certified staff members were evaluated annually, the Diagnostic Review Team did not find evidence of a formal process for all phases of the employee life cycle (e.g., identifying staffing needs, recruiting, hiring, implementing an evaluation plan with rubrics for non-certified staff, and planning for succession). Interview data showed a need for clear and formal processes with collaboration among Odyssey Online Learning and Edmentum.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.



Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and eleot® certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Julie Taylor	Julie Taylor has spent the past 20 years helping students find success through both online and brick-and-mortar schools. A true pioneer in online education, she was a key team member for one of the largest online K-12 schools in the nation. Ms. Taylor and her team successfully launched and led this school through technology breakthroughs, lobbying efforts, and a successful accreditation application, all while online learning was in its infancy. She has served in several roles, such as teacher, principal, and head of school. Additionally, she has directed educational teams for national math remediation and instructional coaching programs. Ms. Taylor holds a master's degree with an emphasis in leadership from Grand Canyon University.
Dr. Phil Flynn	A life-long learner, Dr. Phil Flynn began his career in education in 1973 as a secondary social studies teacher. Over the ensuing years, he served as a middle school assistant principal, elementary and high school principal, and deputy superintendent in the school districts of Saluda, Barnwell, and Fairfield counties. Transitioning to the charter world in 2009 as a high school administrator and federal projects coordinator, he has been intimately involved in the development and growth of South Carolina Virtual Charter School, a statewide online public school. Dr. Flynn retired in August 2018 and returned to work with the South Carolina Department of Education as a Transformation Coach in January 2019. Over his career, Dr. Flynn has assisted the South Carolina Department of Education in different initiatives, such as a mentor of principals, an assessor, and coach of aspiring administrators. He has assisted underperforming schools, led several technical assistance visits for High Schools that Work, and served on numerous local, state, and regional committees and evaluation teams. He also was elected by his peers to serve as the representative and then president of the South Carolina High School League Executive Committee.
Dr. Andrea Roberts	Dr. Andrea Roberts joined Cognia as a volunteer in 2019. She currently serves as a Transformation Coach for the South Carolina Department of Education. Dr. Roberts' career spans 26 years, serving as a classroom teacher, master teacher, instructional specialist, assistant principal, and principal prior to her current role. She has earned degrees from Lander University, Columbia College, and Capella University.
LeCinda Jennings	LeCinda Jennings currently serves as a school administrator and mentor at Polo Road Elementary School. In this role, she is the campus Operations Task director of the COVID-19 response team. She also serves as the English as a Second Language administrator, AVID site coordinator, and MTSS coordinator. Ms. Jennings works closely with Hispanic liaisons to ensure implementation of best academic and partnering practices within the community for multi-language learners. Additionally, she seeks to align the work of dismantling disparities in discipline while expanding opportunities and closing the opportunity gap for all students despite any academic, socioeconomic, and behavior challenges. Ms. Jennings is a doctoral candidate and Trauma Informed Practitioner and Restorative Practices Trainer for Richland School District Two.

Nikki Hofmann	<p>Nikki Hofmann began her career in education in 2002 as a first-grade teacher in a charter school in Phoenix, Arizona. Over the ensuing years, she has served as an online mentor teacher, online K-8 grade teacher, online K-8 principal, online regional operations manager, and senior director of operations at both K12 and StrongMind. During her time at K12, Nikki helped build and establish the internal review and compliance department, ensuring schools met regulatory, academic, and operational requirements. Currently, at StrongMind, she is supporting online and hybrid schools in all academic and operational aspects. Nikki holds a bachelor's degree in elementary education and endorsement in middle level education from the University of Northern Iowa. She also has completed several graduate school hours in educational administration and leadership at Grand Canyon University.</p>
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Addenda

Student Performance Data

Percentages of students scoring at 70 or above on the End-of-Course Examination Program (EOCEP) (2017-2018, 2018-2019)

Content Area	% School (18-19)	% State (18-19)	% School (17-18)	% State (17-18)
Algebra I	32.8	54.9	52.1	60.5
English I	43.5	56.3	55.2	53.9
Biology	27.5	54.4	49.7	59.5
U.S. History	35.9	47.7	49.4	48.9

Graduation Rates

	School 2020	State 2020	School 2019	State 2019	School 2018	State 2018
Graduation Rate	36.2	82.2	19.1	81.1	34.5	81.0

ACT average score for students in grade 11 (2017-2018, 2018-2019, 2019-2020)

Content Area	Composite School (19-20)	Composite State (19-20)	Composite School (18-19)	Composite State (18-19)	Composite School (17-18)	Composite State (17-18)
Composite Avg Scale Score	17.5	18.1	18.3	18.6	18.8	19.0
English	16.9	16.9	17.8	17.5	17.9	18.0
Math	16.3	18.0	17.5	18.5	17.9	18.8
Reading	18.8	18.7	18.3	19.0	20.1	19.3
Science	17.8	18.4	18.7	18.7	18.9	19.2

Schedule

Monday, March 29, 2021

Time	Event	Where	Who
8:00 a.m.– 4:00 p.m.	Review of LMS / Classroom Observations / Stakeholder Interviews	Zoom	Diagnostic Review Team Members
4:00 p.m.– 5:00 p.m.	Team Break		
5:00 p.m.– 8:00 p.m.	Team Work Session	Zoom	Diagnostic Review Team Members

Tuesday, March 30, 2021

Time	Event	Where	Who
8:00 a.m.	Team Work Session	Zoom	Diagnostic Review Team Members
9:00 a.m.– 4:00 p.m.	Classroom Observations / Stakeholder Interviews / Artifact Review	Zoom	Diagnostic Review Team Members
4:00 p.m.– 5:00 p.m.	Team Break		
5:00 p.m.– 8:00 p.m.	Team Work Session	Zoom	Diagnostic Review Team Members

Wednesday, March 31, 2021

Time	Event	Where	Who
8:00 a.m.– 4:00 p.m.	Artifact/Document Review / Informal Interviews / Finalize Findings and Evidence	Zoom	Diagnostic Review Team Members