

ODYSSEYWARE® Schools  
Reap Budgetary Benefits

---

# ODYSSEYWARE® Schools Reap Budgetary Benefits

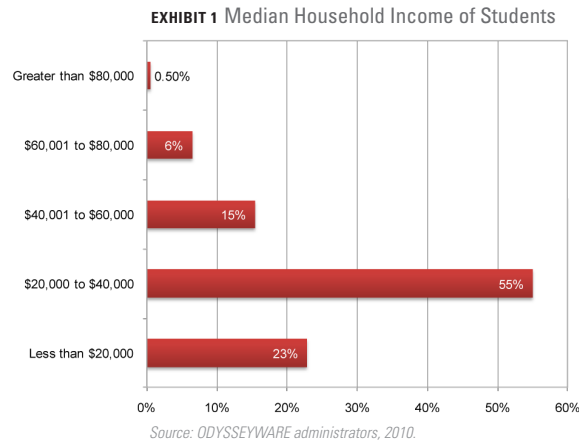
## INTRODUCTION

In an effort to report on key characteristics of the ODYSSEYWARE student body, measure satisfaction with the learning program, and ascertain budgetary impact because of the curriculum's use, over 400 administrators were surveyed regarding their schools' experiences with ODYSSEYWARE. The remainder of this report discloses the findings.

## DEMOGRAPHICS

### INCOME

Exhibit 1 depicts the median household income of students who attend ODYSSEYWARE-using schools.

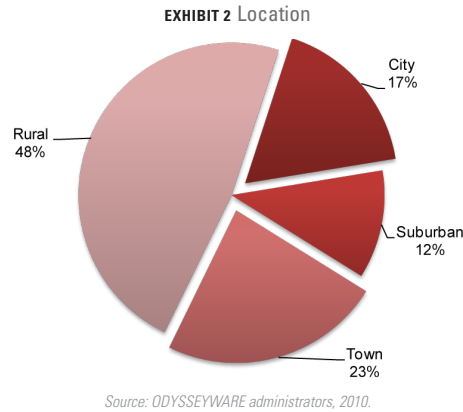


As shown in the exhibit, the median household income of students at schools using ODYSSEYWARE is less than the national median household income of 49,777.<sup>1</sup> Specifically, 78 percent of schools surveyed contain a student body whose median household income is below the national median.

The relatively low income of students at schools using ODYSSEYWARE is likely attributed to geographic residence. As shown in Exhibit 2, the majority of these schools are situated in low populated areas.

### LOCATION

As shown in the exhibit, 71 percent of schools surveyed indicated that their school is located in either a rural area or a town. Conversely, nearly one-third of schools surveyed are located in highly populated areas, such as suburbs or cities.



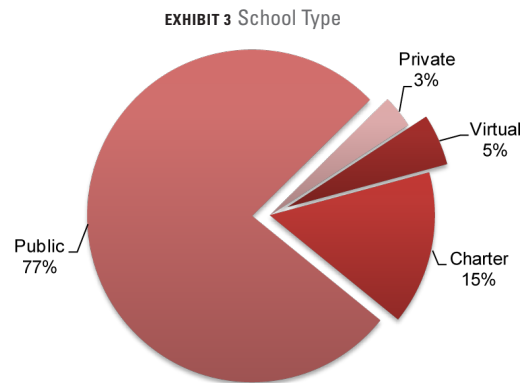
1. Source: United States Census Bureau, 2009.

## SCHOOL TYPE

Exhibit 3 depicts the school type of ODYSSEYWARE users.

“ ODYSSEYWARE has been a very effective tool to help those students who are at risk of dropping out of school. We have several students a year who are able to complete school via ODYSSEYWARE who would probably have dropped out of school. ”

*Regina Davis, Ed. D., Principal,  
Cross Roads High School, Texas*



*Source: ODYSSEYWARE administrators, 2010.*

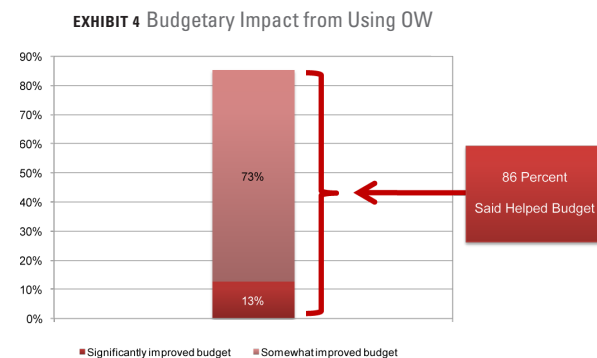
As shown in the exhibit above, the majority of ODYSSEYWARE-using schools are public schools (77 percent), while nearly one fourth of ODYSSEYWARE-using schools are either charter (15 percent), virtual (5 percent), or private (3 percent).

## BUDGETARY IMPACT

The following exhibit depicts the budgetary impact of using ODYSSEYWARE. Please note that budgetary impact includes both increased revenue (e.g. student enrollments) and/or decreased expenses (e.g. cheaper curriculum, reduced staffing needs).

“ ODYSSEYWARE takes the work of teacher preparation and tedious marking so the teachers can focus on the specific strengths and weaknesses of each individual student. ”

*Sara Garfunkel, Principal,  
Didactive Alternative School, New Jersey*



*Source: ODYSSEYWARE administrators, 2010.*

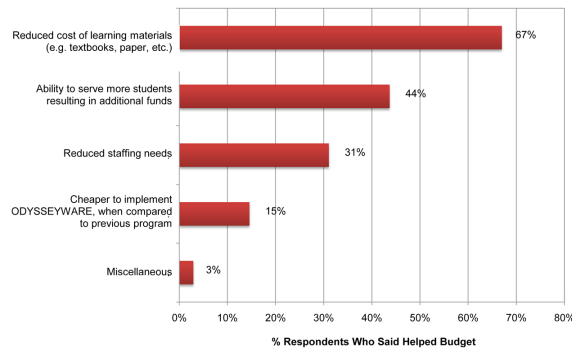
As shown in Exhibit 4, 86 percent of administrators surveyed indicated that ODYSSEYWARE improved their budgets. Specifically, 13 percent of administrators said that ODYSSEYWARE significantly improved their budgets, while 73 percent said that it somewhat improved their budgets.

Exhibit 5 elaborates on the specific budgetary line items that improved as a result of implementing ODYSSEYWARE.

“ [ODYSSEYWARE] is ideal because it can be shaped to meet the needs of a wide range of students at either end of the spectrum.”

Alice Carlson, Executive Director, Alternative Youth Activities, Oregon

EXHIBIT 5 How ODYSSEYWARE Helped Budget



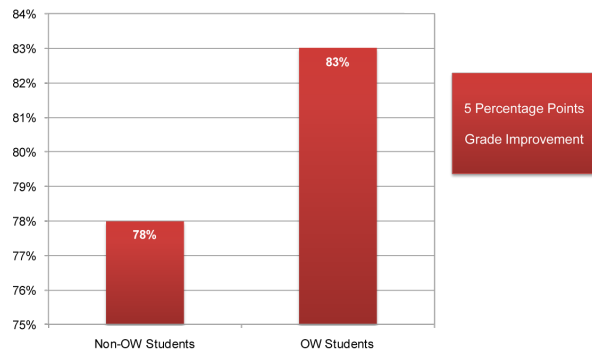
Note: Only asked of administrators who indicated that ODYSSEYWARE improved their budget. Source: ODYSSEYWARE administrators, 2010.

As shown in Exhibit 5 above, “reduced costs of learning materials” was the most frequently impacted budgetary line item. Indeed, 67 percent of administrators surveyed indicated that ODYSSEYWARE reduced the need to purchase textbooks and/or paper materials.

Similarly, 44 percent of administrators surveyed indicated that ODYSSEYWARE allowed them to serve more students which resulted in additional funds. Approximately one-third of administrators were able to reduce their staffing needs as a result of using ODYSSEYWARE, while 15 percent saved money simply by making the switch from their previous program to ODYSSEYWARE.

In an effort to measure ODYSSEYWARE’s total budgetary impact, administrators were asked to disclose total dollars saved as a result of using ODYSSEYWARE, along with total students served. From the information disclosed, before and after average annual per-pupil spending was calculated and is shown below.

EXHIBIT 6 Annual Per-Pupil Spending with ODYSSEYWARE



Note: Only asked of administrators who indicated that ODYSSEYWARE improved their budget. Administrators surveyed indicated an average savings of \$419 per pupil as a result of implementing ODYSSEYWARE. The “before” figure shown above represents 2007 national average per-pupil spending (in public elementary and secondary schools) as quantified by the National Center for Education Statistics. The “after” figure applies the \$419 per-pupil average savings to the national average. Source: ODYSSEYWARE administrators, 2010; National Center for Education Statistics, 2007.

According to the exhibit above, schools using ODYSSEYWARE can expect a \$419 savings for each student using the software. Specifically, schools spend an average of \$9,683 per student, per year. With ODYSSEYWARE, on average, these costs are reduced by \$419 annually, to \$9,264.

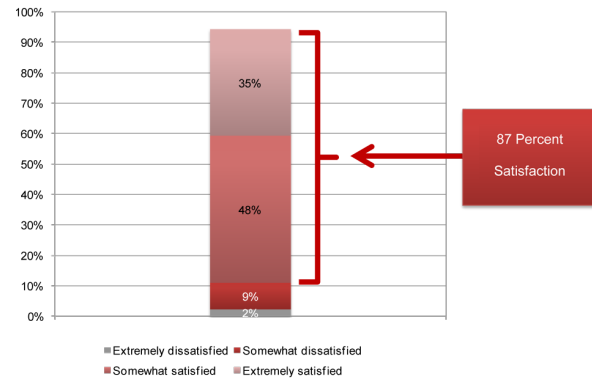
“ ODYSSEYWARE has proven very effective for students who have not performed well in our traditional classrooms.”

*Ken Swanson, Counselor,  
Leigh High School, Nebraska*

## SATISFACTION

Exhibit 7 depicts overall administrator satisfaction with ODYSSEYWARE.

EXHIBIT 7 Administrator Satisfaction with ODYSSEYWARE



Source: ODYSSEYWARE administrators, 2010.

As shown, nearly 90 percent of administrators are satisfied with ODYSSEYWARE. Additionally, 48 percent of administrators are somewhat satisfied with ODYSSEYWARE, while 35 percent of administrators are extremely satisfied with ODYSSEYWARE.

## CONCLUSION

In the current economic landscape, one of the primary concerns of school administrators across the country is finding the most efficient ways to use available funding without sacrificing the rigor that is necessary to prepare students for a successful future. This study indicates that the administrators of most schools that use ODYSSEYWARE find it an effective curriculum that positively impacts their budgets.

While ODYSSEYWARE students come from all walks of life and all economic backgrounds, this study found that most of the students attending schools using ODYSSEYWARE come from families whose household income is less than the national median. In addition, the majority of these schools are found in rural communities and towns as opposed to urban and suburban areas. Many of these smaller communities have been greatly impacted by the economic challenges facing the country. The good news is that, when surveyed, a large majority of administrators in these schools felt that ODYSSEYWARE helped them reduce the cost of providing an education for their students in a number of areas, namely, reducing the cost of learning materials.

According to one principal in Texas, “The ODYSSEYWARE program is an asset to our district. It is more cost effective than our previous software, students succeed at higher percentage rates, it’s much more user-friendly, and the customer service is second to none!”

While the most important job of administrators in every school is to ensure their students receive a quality education that prepares them for success after high school, balancing the budgets is imperative in keeping schools vibrant, creative, and open. With ODYSSEYWARE, administrators are better able to ensure their schools stay open and continue to provide the learning spaces that support academic success.

“ [ODYSSEYWARE] provides an opportunity for a quality education to those students who are not successful in the traditional school setting.”

*Gary Ellis, Administrator,  
Oologah-Talala Public Schools, Oklahoma*