Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Odessa School District

Please enter the name of the point of contact for this survey: Dan Read

Please enter point of contact email address: readd@odessa.wednet.edu
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: P-12

Part II: Attestations and Public Posting

1. Odessa School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

   Please enter the date this plan was approved: May 26, 2021

2. Odessa School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

   Please provide the name of the equity analysis tool used: Equity Rubric: Attending to Needs of the Most Vulnerable Poplulations - Developed by the Insight Education Group.

   Please provide a link to the equity analysis tool used: www.odessa.wednet.edu/quicklinks/Equitytool

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: 5/28/2021

   Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: www.odessa.wednet.edu/quicklinks/AcademicandStudentWell-BeingPlan

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

   ☐ Acceleration Academy

- ☒ Additional Instructional Time Before or After School
- ☐ Additional School Days
- ☐ Balanced Calendar
- ☒ Summer School
- ☐ Building Relationships
- ☒ Common Assessments
- ☒ Early Learning (K-4 literacy)
- ☐ Equitable Grading Practices
- ☐ Extended Day Partnerships (CBOs)
- ☐ Extracurricular Activities
- ☐ High-quality Tutoring
- ☐ Inclusionary Practices
- ☐ Mastery Learning/Project-Based learning
- ☐ Multi-tiered System of Supports
- ☐ Narrowing Standards
- ☒ Professional Learning
- ☒ SEL and Mental Health Supports
- ☐ Strategic Staffing (teacher advocates, advisory, looping)
- ☒ Student Voice and Perception
- ☒ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- ☐ Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students' specific knowledge, skills, and understanding in order to build on each student's strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	
☒	Accelerated Reader (AR)
☒	AIMSweb
☐	Amplify Insight (CCSS)
☒	Assessment and Learning in Knowledge Spaced (ALEKS)
☐	CPAA (NWEA)
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☐	DIBELS

	Academic Diagnostic Assessments
☐	Discovery Education Predictive Assessment
☐	DRA (Developmental Reading Assessment)
☐	DRP (Degrees of Reading Power)
☐	EasyCBM
☐	FAST (Formative Assessment System for Teachers)
☐	Fountas & Pinnell
☐	Gates Macginitie
☐	GMADE
☐	GOLD (WaKids)
☐	GRADE
☐	iReady
☐	IRLA
☐	iStation
☐	ITBS (Iowa Test of Basic Skills)
☒	IXL
☐	KARK (Kindergarten Assessment Resource Kit)
☐	Lexia
☐	MAP Math
☐	MAP Reading
☐	Mastery Connect
☐	McLeod Assessment of Reading Comprehension
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia
☐	PALS
☐	Read 180 (assessment tools)
☒	Read Well
☐	Really Great Reading - Diagnostic Decoding Surveys
☐	Running Records
☐	Sight Words
☒	Smarter Balanced ELA Interim Assessments
☒	Smarter Balanced ELA Summative Assessments
☒	Smarter Balanced Math Interim Assessments
☒	Smarter Balanced Math Summative Assessments
☐	SMI (Scholastic Math Inventory SAM/MI)
☐	SPI (Scholastic Phonics Inventory SAM/PI)
☐	SpringBoard Assessments
☐	SRI (Scholastic Reading Inventory SAM/RI)
☐	STAR Early Literacy
☒	STAR Math
☒	STAR Reading
☐	Success for All (SFA)
☐	SuccessNet
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☐	Teacher Recommendation

Academic Diagnostic Assessments
☐ Universal Screener list of tools
☐ Universal Screener Guide
☒ WA-KIDS
☐ WIDA MODEL for Kindergarten
☐ WIDA MODEL (Grades 1-12)
☐ Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments
☐ ACE
☐ Amplify Insight (CCSS)
☐ CEE
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
☒ Other - Write In (Required) Healthy Use Survey
☐ Panorama Education School Climate Survey
☐ Student COVID Impact Surveys
☐ SWIS
☐ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
☒ Teacher Recommendation
☐ Universal Screener list of tools
☒ Universal Screener Guide
☒ WA-KIDS
☐ Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)
☒ Accelerated Reader (AR)	3-6
☒ AIMSweb	K-8
☐ Amplify Insight (CCSS)	
☒ Assessment and Learning in Knowledge Spaced (ALEKS)	6-8
☐ CPAA (NWEA)	
☒ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
☐ DIBELS	

	Academic Diagnostic Assessments	Grade(s)
☐	Discovery Education Predictive Assessment	
☒	DRA (Developmental Reading Assessment)	Various
☐	DRP (Degrees of Reading Power)	
☐	EasyCBM	
☐	FAST (Formative Assessment System for Teachers)	
☐	Fountas & Pinnell	
☐	Gates Macginitie	
☐	GMADE	
☐	GOLD (WaKids)	
☐	GRADE	
☐	iReady	
☐	IRLA	
☐	iStation	
☐	ITBS (Iowa Test of Basic Skills)	
☐	IXL	3rd
☐	KARK (Kindergarten Assessment Resource Kit)	
☐	Lexia	
☐	MAP Math	
☐	MAP Reading	
☐	Mastery Connect	
☐	McLeod Assessment of Reading Comprehension	
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2
☐	PALS	
☐	Read 180 (assessment tools)	
☒	Read Well	K-3
☐	Really Great Reading - Diagnostic Decoding Surveys	
☐	Running Records	
☐	Sight Words	
☒	Smarter Balanced ELA Interim Assessments	3-12
☒	Smarter Balanced ELA Summative Assessments	3-12
☒	Smarter Balanced Math Interim Assessments	3-12
☒	Smarter Balanced Math Summative Assessments	3-12
☐	SMI (Scholastic Math Inventory SAM/MI)	
☐	SPI (Scholastic Phonics Inventory SAM/PI)	
☐	SpringBoard Assessments	
☐	SRI (Scholastic Reading Inventory SAM/RI)	
☐	STAR Early Literacy	
☒	STAR Math	2-8
☒	STAR Reading	2-8
☐	Success for All (SFA)	
☐	SuccessNet	
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
☐	Teacher Recommendation	

Academic Diagnostic Assessments	Grade(s)
☐ Universal Screener list of tools	
☐ Universal Screener Guide	
☒ WA-KIDS	K
☐ WIDA MODEL for Kindergarten	
☐ WIDA MODEL (Grades 1-12)	
☐ Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
☐ ACE	
☐ Amplify Insight (CCSS)	
☐ CEE	
☐ Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
☒ Other - Write In (Required) Healthy Use Survey	6-12
☐ Panorama Education School Climate Survey	
☐ Student COVID Impact Surveys	
☐ SWIS	
☒ Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
☒ Teacher Recommendation	K-12
☐ Universal Screener list of tools	
☒ Universal Screener Guide	P-5
☒ WA-KIDS	K
☐ Well-being resources	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☒ Accelerated Reader (AR)	3-6		X
☒ AIMSweb	K-8		X
☐ Amplify Insight (CCSS)			
☒ Assessment and Learning in Knowledge Spaced (ALEKS)	6-8		X
☐ CPAA (NWEA)			

	Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☒	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		x
☐	DIBELS			
☐	Discovery Education Predictive Assessment			
☒	DRA (Developmental Reading Assessment)	Various		x
☐	DRP (Degrees of Reading Power)			
☐	EasyCBM			
☐	FAST (Formative Assessment System for Teachers)			
☐	Fountas & Pinnell			
☐	Gates Macginitie			
☐	GMADE			
☐	GOLD (WaKids)			
☐	GRADE			
☐	iReady			
☐	IRLA			
☐	iStation			
☐	ITBS (Iowa Test of Basic Skills)			
☒	IXL	3rd Grade		x
☐	KARK (Kindergarten Assessment Resource Kit)			
☐	Lexia			
☐	MAP Math			
☐	MAP Reading			
☐	Mastery Connect			
☐	McLeod Assessment of Reading Comprehension			
☒	OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2	x	
☐	PALS			
☐	Read 180 (assessment tools)			
☒	Read Well	K-3		x
☐	Really Great Reading - Diagnostic Decoding Surveys			
☐	Running Records			
☐	Sight Words			
☒	Smarter Balanced ELA Interim Assessments	3-12	x	
☒	Smarter Balanced ELA Summative Assessments	3-12	x	
☒	Smarter Balanced Math Interim Assessments	3-12		x
☒	Smarter Balanced Math Summative Assessments	3-12		x
☐	SMI (Scholastic Math Inventory SAM/MI)			
☐	SPI (Scholastic Phonics Inventory SAM/PI)			
☐	SpringBoard Assessments			
☐	SRI (Scholastic Reading Inventory SAM/RI)			
☐	STAR Early Literacy			

	Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☒	STAR Math	2-8		x
☒	STAR Reading	2-8		x
☐	Success for All (SFA)			
☐	SuccessNet			
☐	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
☐	Teacher Recommendation			
☐	Universal Screener list of tools			
☐	Universal Screener Guide			
☒	WA-KIDS	K	x	
☐	WIDA MODEL for Kindergarten			
☐	WIDA MODEL (Grades 1-12)			
☐	Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

	Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
☐	ACE			
☐	Amplify Insight (CCSS)			
☐	CEE			
☐	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
☒	Other - Write In (Required) Healthy Use Survey	6-12	x	
☐	Panorama Education School Climate Survey			
☐	Student COVID Impact Surveys			
☐	SWIS			
☒	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	P-12		x
☒	Teacher Recommendation	P-12		x
☐	Universal Screener list of tools			
☒	Universal Screener Guide	P-5		x
☒	WA-KIDS	K	x	
☐	Well-being resources			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan? *(Student, Family, and Community Organizations)*

    ☒ Interviews
    ☒ Conferences (in-person and/or virtual)
    ☒ Advisory Groups
    ☐ Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

    ☐ American Indian/Alaskan Native
    ☐ Asian
    ☐ Black/African American
    ☐ Hispanic/Latino of any race(s)
    ☐ Native Hawaiian/Other Pacific Islander
    ☐ Two or More Races
    ☐ White
    ☐ English language learners
    ☒ Low-income
    ☐ Students with disabilities
    ☐ Students experiencing homelessness
    ☐ Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies
☐ Acceleration Academy
☒ Additional Instructional Time Before or After School
☐ Additional School Days
☐ Balanced Calendar

Strategies	
☒	Summer School
☐	Building Relationships
☐	Common Assessments
☒	Early Learning (K-4 literacy)
☐	Equitable Grading Practices
☐	Extended Day Partnerships (CBOs)
☐	Extracurricular Activities
☒	High-quality Tutoring
☐	Inclusionary Practices
☐	Mastery Learning/Project-Based learning
☐	Multi-tiered System of Supports
☐	Narrowing Standards
☐	Professional Learning
☒	SEL and Mental Health Supports
☐	Strategic Staffing (teacher advocates, advisory, looping)
☐	Student Voice and Perception
☐	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies		Student Group(s)
☐	Acceleration Academy	
☒	Additional Instructional Time Before or After School	Low Income
☐	Additional School Days	
☐	Balanced Calendar	
☒	Summer School	Low Income
☐	Building Relationships	
☐	Common Assessments	
☒	Early Learning (K-4 literacy)	Low Income
☐	Equitable Grading Practices	
☐	Extended Day Partnerships (CBOs)	
☐	Extracurricular Activities	
☒	High-quality Tutoring	Low Income
☐	Inclusionary Practices	
☐	Mastery Learning/Project-Based learning	
☐	Multi-tiered System of Supports	
☐	Narrowing Standards	
☐	Professional Learning	
☒	SEL and Mental Health Supports	Low Income
☐	Strategic Staffing (teacher advocates, advisory, looping)	

Strategies	Student Group(s)
☐ Student Voice and Perception	
☐ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Group(s)	Grade(s)
☐ Acceleration Academy		
☒ Additional Instructional Time Before or After School	Low Income	K-12
☐ Additional School Days		
☐ Balanced Calendar		
☒ Summer School	Low Income	K-12
☐ Building Relationships		
☐ Common Assessments		
☒ Early Learning (K-4 literacy)	Low Income	K-4
☐ Equitable Grading Practices		
☐ Extended Day Partnerships (CBOs)		
☐ Extracurricular Activities		
☒ High-quality Tutoring	Low Income	K-12
☐ Inclusionary Practices		
☐ Mastery Learning/Project-Based learning		
☐ Multi-tiered System of Supports		
☐ Narrowing Standards		
☐ Professional Learning		
☒ SEL and Mental Health Supports	Low Income	K-12
☐ Strategic Staffing (teacher advocates, advisory, looping)		
☐ Student Voice and Perception		
☐ Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:
"Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps."

Odessa School District will utilize our Equity Rubric in the fall and spring of each school year.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.
Additional Instructional Time, Early Learning

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.
SEL and Mental Health Supports

School/District Reopening Plan
Equity Rubric: Attending to Needs of the Most Vulnerable Populations

Developed by:

Insight
EDUCATION GROUP

July 2020

Overview: This tool is designed for districts and schools to assess the quality of their reopening plans by focusing on the most vulnerable populations the organization serves. The rubric is derived from a variety of resources and research provided by The Education Trust, The Aspen Institute, Chiefs for Change, Digital Promise, and other organizations deeply engaged in equitable school reopening for all students. The rubric:

- Is **NOT** designed to answer every question and assess every aspect of an organization's reopening plan.
- **IS** designed to help analyze how reopening plans attend to equity for their most vulnerable populations.
- Is **NOT** designed to add another layer of complexity to the planning process.
- **IS** designed to help schools and districts easily surface gaps in their plans in relation to serving the most vulnerable populations.

Identification of Most Vulnerable Population. The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

1	2	3	4
Most vulnerable population has not been identified	Most vulnerable population has been identified	Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place	Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population

Critical Supports for Most Vulnerable Students and Families. The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

1	2	3	4
Reopening plan does not specifically address critical supports	Reopening plan addresses critical supports for one reopening model only (e.g. moderate social distancing)	Reopening plan addresses critical supports for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan addresses critical supports for multiple models and spells out contingency plans in case of COVID-19 resurgence in school, district, and/or community

Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

1	2	3	4
Reopening plan does not specify academic interventions or supports for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations	Reopening plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families

Operations and Resources for Vulnerable Populations. The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.

1	2	3	4
Reopening plan does not specify how operations and resources will specifically serve vulnerable populations	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for one reopening model only (e.g. moderate social distancing)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models and spells out contingency plans in case of COVID-19 resurgence

Communication with Vulnerable Populations. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

1	2	3	4
Reopening plan does not include a communication strategy or plan for most vulnerable population	Reopening plan outlines a generic communication strategy for all populations	Reopening plan outlines multi-channel, ongoing communication that is targeted to the most vulnerable population	Reopening plan outlines multi-channel, ongoing communication with the most vulnerable population and leverages community partners in the communication process

Staffing for Most Vulnerable Populations. The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

1	2	3	4
Reopening plan does not include a staffing strategy nor professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy but no plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and professional development for serving the most vulnerable population. All staff are clear on their roles & responsibilities

Parent/Caregiver Supports for Virtual Learning. The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as "home learning coaches" for their children. This includes how to best support a child's learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

1	2	3	4
Reopening plan does not include a strategy for supporting parents/caregivers	Reopening plan includes a one-time support opportunity but no sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers and process for frequent feedback and revisions of support

Notes:

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?

2. What gaps need to be addressed?

3. What is your plan for monitoring implementation and making course corrections as needed?