OSPI School Improvement Plan End-of-Year Review (EOYR)
Rubric and Feedback Template

Overview

The development and biannual progress review of School Improvement Plans (SIPs) are required by the Washington State Every Student Succeeds Act (A.1[viii][d] and [e]) for schools identified for supports under Tiers 2 and 3. OSPI conducts progress monitoring reviews for schools identified as eligible for Tier 3 supports (i.e., comprehensive and comprehensive low graduation rate). Local Education Agencies (LEAs, i.e., districts) are responsible for progress monitoring for schools identified as eligible for Tier 2 supports (i.e., targeted 3+ and EL progress).

The goal of this rubric and feedback template is to analyze and provide meaningful feedback on the progress schools have made in working toward their goals during the 2022–2023 school year as detailed in Sections I and II of their EOYRs. For Tier 3 schools not exiting OSPI/OSSI identification for improvement supports, a completed SIP for school year 2023–2024 will also need to be uploaded to SharePoint alongside their completed EOYR for 2022–2023. EOYRs for 2022–2023 and SIPs for 2023–2024 are due on **June 16, 2023**.

All OSPI-completed reviews for Tier 3 schools will be uploaded to appropriate schools' OSPI SharePoint folders and should be emailed by CIPs to building leadership teams.

This downloadable copy of the End-of-Year Review may be used by LEAs—making appropriate adjustments where applicable—as a template/guide for reviewing Tier 2 SIP submissions as required in the WA State Consolidated ESSA Plan. OSPI will use an online tool to facilitate the review and feedback of EOYRs and SIPs for Tier 3 schools as required in the WA State Consolidated ESSA Plan.

Washington Office of Superintendent of PUBLIC INSTRUCTION

School and District Information

Please complete the following information:

ESD (enter number only, e.g., 101): Click or tap here to enter text.
School District Name: Click or tap here to enter text.
Building Name: Click or tap here to enter text.
Reviewer Name(s): Click or tap here to enter text.
Email Address(es): Click or tap here to enter text.
Date: Click or tap here to enter text.

Sections I & II: Requirements

Respond to the checklist questions by answering "Yes," "No," or "Not Able to Determine."

1. Is there a SIP that identifies priority goals for SY 2022–23 in the school's SharePoint folder?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

2. Is Section I (End-of-Year Progress Review 2022–2023)—or documents that contain comparable materials—completed and uploaded in the school's SharePoint folder?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

3. Is Section II (Guiding and Reflection Questions)—or documents that contain comparable materials—completed and uploaded in the school's SharePoint folder?
☐ Yes
☐ No
☐ Not Able to Determine

Section I: End-of-Year Review for 2022–23

After analyzing Section I of the OSPI School Improvement Plan End-of-Year Progress Review 2022–2023, respond to the checklist questions below about each Goal described in the SIP.

SMARTIE Goal 1

1. What are the specific student groups **Goal 1** addresses (select all that apply)?
☐ ELA (English Language Arts)
☐ Math
☐ m/EL or EL (Multi Language Learner, or English Learner)
☐ MTSS (Multi-tiered System of Supports)
☐ SEL (Social Emotional Learning)
☐ Attendance
☐ Student, Family, and/or Community Engagement
☐ Credit Attainment
☐ Graduation Rate
☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
☐ Other

2. What are the specific student groups **Goal 1** addresses (select all that apply)?
☐ All students
☐ American Indian/Alaskan Native

☐ Asian
☐ Black/African American
☐ Hispanic/Latino of any race(s)
☐ Two or more races
☐ White
☐ English/Multi Language Learner
☐ Students with Disabilities
☐ Low-income
☐ Other

3. If you selected "Other" above, please list the student groups addressed by this Goal (separate groups with a comma).

Click or tap here to enter text.

4. Which elements of a "SMARTIE" goal are **PRESENT in Goal 1** (select all that apply)?
☐ S (Specific)
☐ M (Measurable)
☐ A (Attainable/Actionable)
☐ R (Reasonable)
☐ T (Time-Bound)
☐ I/E (Inclusive/Equitable)

5. Did the school use evidence/data to document progress toward **Goal 1** and its associated activities?
☐ Yes
☐ No
☐ Not Able to Determine

6. Was the process for evidence/data collection and review appropriate toward achieving **Goal 1**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

7. Is there a designated team or individual that is responsible for monitoring the progress of **Goal 1**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

8. Are the proposed timeframes for activities and measures for **Goal 1** being met?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

9. Overall, is progress being made toward achieving **Goal 1**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

10. Please share feedback about **what has gone well** in the school's progress toward accomplishing **Goal 1**. Potential feedback may highlight: assets in the system; areas where growth occurred; progress toward creating an equitable education system for all student groups.

   Click or tap here to enter text.

11. Please share feedback about **areas for growth** in the school's progress for accomplishing **Goal 1**. Feedback should use the analysis in this review tool and strengthen actionable SIP adjustments. Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

> Click or tap here to enter text.

SMARTIE Goal 2

1. What are the specific student groups **Goal 2** addresses (select all that apply)?
   ☐ ELA (English Language Arts)
   ☐ Math
   ☐ m/EL or EL (Multi Language Learner, or English Learner)
   ☐ MTSS (Multi-tiered System of Supports)
   ☐ SEL (Social Emotional Learning)
   ☐ Attendance
   ☐ Student, Family, and/or Community Engagement
   ☐ Credit Attainment
   ☐ Graduation Rate
   ☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
   ☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
   ☐ Other

2. What are the specific student groups **Goal 2** addresses (select all that apply)?
    ☐ All students
    ☐ American Indian/Alaskan Native
    ☐ Asian
    ☐ Black/African American
    ☐ Hispanic/Latino of any race(s)
    ☐ Two or more races
    ☐ White
    ☐ English/Multi Language Learner
    ☐ Students with Disabilities
    ☐ Low-income
    ☐ Other

3. If you selected "Other" above, please list the student groups addressed by this Goal (separate groups with a comma).
    Click or tap here to enter text.

4. Which elements of a "SMARTIE" goal are **PRESENT in Goal 2** (select all that apply)?
    ☐ S (Specific)
    ☐ M (Measurable)
    ☐ A (Attainable/Actionable)
    ☐ R (Reasonable)
    ☐ T (Time-Bound)
    ☐ I/E (Inclusive/Equitable)

5. What are the specific student groups **Goal 2** addresses (select all that apply)?
    ☐ ELA (English Language Arts)
    ☐ Math
    ☐ m/EL or EL (Multi Language Learner, or English Learner)

☐ MTSS (Multi-tiered System of Supports)
☐ SEL (Social Emotional Learning)
☐ Attendance
☐ Student, Family, and/or Community Engagement
☐ Credit Attainment
☐ Graduation Rate
☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
☐ Other

6. Did the school use evidence/data to document progress toward **Goal 2** and its associated activities?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

7. Was the process for evidence/data collection and review appropriate toward achieving **Goal 2**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

8. Is there a designated team or individual that is responsible for monitoring the progress of **Goal 2**?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

9. Are the proposed timeframes for activities and measures for **Goal 2** being met?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

10. Overall, is progress being made toward achieving **Goal 2**?
    ☐ Yes
    ☐ No
    ☐ Not Able to Determine

11. Please share feedback about **what has gone well** in the school's progress toward accomplishing **Goal 2**. Potential feedback may highlight: assets in the system; areas where growth occurred; progress toward creating an equitable education system for all student groups.

Click or tap here to enter text.

12. Please share feedback about **areas for growth** in the school's progress for accomplishing **Goal 2**. Feedback should use the analysis in this review tool and strengthen actionable SIP adjustments. Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

Click or tap here to enter text.

SMARTIE Goal 3

1. What are the specific student groups **Goal 3** addresses (select all that apply)?
   ☐ ELA (English Language Arts)
   ☐ Math
   ☐ m/EL or EL (Multi Language Learner, or English Learner)
   ☐ MTSS (Multi-tiered System of Supports)
   ☐ SEL (Social Emotional Learning)
   ☐ Attendance
   ☐ Student, Family, and/or Community Engagement
   ☐ Credit Attainment
   ☐ Graduation Rate
   ☐ Behavioral and/or Disciplinary (can include PBIS – Positive Behavior Intervention Supports and RTI – Response to Intervention)
   ☐ School Climate and/or Climate (can include CRE – Culturally Responsive Education)
   ☐ Other

2. What are the specific student groups **Goal 3** addresses (select all that apply)?
   ☐ All students
   ☐ American Indian/Alaskan Native
   ☐ Asian
   ☐ Black/African American
   ☐ Hispanic/Latino of any race(s)
   ☐ Two or more races
   ☐ White
   ☐ English/Multi Language Learner
   ☐ Students with Disabilities
   ☐ Low-income
   ☐ Other

3. If you selected "Other" above, please list the student groups addressed by this Goal (separate groups with a comma).
   Click or tap here to enter text.

4. Which elements of a "SMARTIE" goal are **PRESENT in Goal 3** (select all that apply)?
   ☐ S (Specific)
   ☐ M (Measurable)
   ☐ A (Attainable/Actionable)
   ☐ R (Reasonable)
   ☐ T (Time-Bound)
   ☐ I/E (Inclusive/Equitable)

5. Did the school use evidence/data to document progress toward **Goal 3** and its associated activities?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine

6. Was the process for evidence/data collection and review appropriate toward achieving **Goal 3**?
☐ Yes
☐ No
☐ Not Able to Determine

7. Is there a designated team or individual that is responsible for monitoring the progress of **Goal 3**?
☐ Yes
☐ No
☐ Not Able to Determine

8. Are the proposed timeframes for activities and measures for **Goal 3** being met?
☐ Yes
☐ No
☐ Not Able to Determine

9. Overall, is progress being made toward achieving **Goal 3**?
☐ Yes
☐ No
☐ Not Able to Determine

10. Please share feedback about **what has gone well** in the school's progress toward accomplishing **Goal 3**. Potential feedback may highlight: assets in the system; areas where growth occurred; progress toward creating an equitable education system for all student groups.

> Click or tap here to enter text.

11. Please share feedback about **areas for growth** in the school's progress for accomplishing **Goal 3**. Feedback should use the analysis in this review tool and strengthen actionable SIP adjustments. Please incorporate specific feedback that encourages equitable planning, implementation, and adjustment(s) with a focus on growing and supporting better academic, behavioral, and social-emotional outcomes for those students most at risk of encountering disproportionate opportunity gaps in the school. Please consider using questions to generate self-reflection for improvement.

Click or tap here to enter text.

If there are more than three SMARTIE goals documented, please copy the above section and renumber accordingly.

Section II: 2022–23 End-of-Year Reflection Questions

After analyzing Section II of the OSPI School Improvement Plan End-of-Year Review 2022–2023, respond to the checklist questions below.

1. If required in their school district, did the school building incorporate the district's timely, meaningful, and ongoing Tribal consultation in the planning and implementation of their SIP to support AI/AN students, families, and communities? (If applicable. If not, mark N/A)
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine or N/A

2. Did the school identify or reference specific student groups for whom more equitable supports are needed?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine or N/A

3. Reviewing Section II, did the school reflect on how the use of data informed student equity needs and eliminated opportunity gaps?
   ☐ Yes
   ☐ No
   ☐ Not Able to Determine or N/A

Final End-of-Year Reflections

Please provide any final comments you'd like to offer the school below (optional).

Click or tap here to enter text.