

OSPI School Improvement Plan Mid-Year Progress Review (MYPR) Rubric and Feedback Template

Overview

The State of Washington Every Student Succeeds Act (A.1[viii][d] and [e]) requires schools identified for supports under Tier 1, Tier 2, Tier 3, and Tier 3 Plus to develop and biannually review progress of School Improvement Plans (SIPs). OSPI conducts progress monitoring reviews for schools identified as eligible for Tier 3 and Tier 3 Plus support (i.e., comprehensive, and comprehensive graduation rate, compounded, comprehensive plus, comprehensive graduation rate plus). Local Education Agencies (LEAs, i.e., districts) are responsible for progress monitoring for schools identified as eligible for Tier 1 and Tier 2 supports (i.e., 1 or more student groups, targeted 3+ and EL progress).

The goal of this rubric and feedback template is to analyze and provide meaningful input on goal progress during the 2024-2025 school year as detailed in Sections I(a) and II of the SIP Mid-Year Progress Review (MYPR) of the SIP Progress Review Template.

LEAs may use this downloadable copy of the SIP Mid-Year Progress Review Rubric and Feedback Template to make appropriate adjustments where applicable and as a template/guide for reviewing Tier 1 and Tier 2 SIP submissions as required in the WA State Consolidated ESSA Plan. LEAs do not have to submit their reviews for Tier 1 and Tier 2 schools to OSPI. OSPI will use an online tool to facilitate the review and feedback of MYPRs and SIPs for Tier 3 and Tier 3 Plus schools as required in the WA State Consolidated ESSA Plan. All OSPI-completed reviews for Tier 3 and Tier 3 Plus schools are uploaded to appropriate schools' OSPI Basecamp folders and emailed by Continuous Improvement Partners (CIPs) to building leadership teams.



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.
School Code: (find school code here) Click or tap here to enter text.
Principal 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:

1. Is Section Ia (Mid-Year Progress Review 2024-2025)—or documents that contain comparable materials—completed and uploaded in the school's Basecamp folder?
☐ Yes
☐ No
☐ Not Able to Determine
2. Is Section II (Guiding and Reflection Questions)—or documents that contain comparable materials—completed and uploaded in the school's Basecamp folder?
☐ Yes
☐ No
☐ Not Able to Determine

Section Ia: Mid-Year Progress Review for 2024-2025

After analyzing Section I of the OSPI School Improvement Plan Mid-Year Progress Review 2024-2025, respond to the checklist questions below about each Goal described in the SIP.

Goal 1

1. Did **Goal1** change since the Beginning of the Year Review (BOYR)?

☐ Yes

☐ No

If yes, how did it change?

Comments:

Click or tap here to enter text.

SMARTIE Goal 1

2. What are the major themes of **Goal 1** (select all that apply)?

☐ ELA (English Language Arts)

☐ Math

☐ MLL 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)

☐ Professional Learning Communities (PLCs)

☐ Other [Type here]

3. 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)
- ☐ Native Hawaiian/Pacific Islander
- ☐ Two or more races
- ☐ White
- ☐ English/Multi Language Learner
- ☐ Students with Disabilities
- ☐ Low-income
- ☐ Other

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 (Inclusive)
- ☐ E (Equitable)

5. **SMARTIE Goal Progress:** Is the school on track to meet **Goal 1** based on expectations stated in the SIP?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

6. **Evidence Based Practice (EBP):** Did the school document progress for each EBP in **Goal1**?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

7. **Data Measures:** Did they provide data to support the progress for **Goal 1**?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

8. What data are being used to monitor mid-year progress for **Goal 1**? Check all that apply:

- ☐ benchmark (iReady, interim SBA, Star, WIDA)
- ☐ formative (graphic organizers, portfolios, rubrics, walkthroughs)
- ☐ summative (SBA, WA-AIM, WIDA, WCAS, final exams, research projects, unit tests.)
- ☐ none

Comments:

Click or tap here to enter text.

9. **Time Frame:** Are the proposed time frames for **Goal 1** being met?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

10. **Lead:** Is there a designated team lead or individual that is responsible for monitoring the progress of **Goal 1**?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

11. **Resources:** Is progress being made using identified resources (funding, staffing, materials, etc.) to implement EBPs towards reaching **Goal 1**?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

12. **Progress:** Is there evidence of progress on closing equity/opportunity gaps in **Goal 1**?

- ☐ Yes
- ☐ No
- ☐ The goal is not focused on closing equity/opportunity gaps

☐ Not Able to Determine

Please explain: Click or tap here to enter text.

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

Click or tap here to enter text.

14. 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 systems 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.

Goal 2

15. Did **Goal 2** change since the Beginning of the Year Review (BOYR)?

☐ Yes

☐ No

If yes, how did it change?

Comments:

Click or tap here to enter text.

SMARTIE Goal 2

16. What are the major themes of **Goal 2 (select all that apply)**?

☐ ELA (English Language Arts)

☐ Math

☐ MLL 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)

☐ Professional Learning Communities (PLCs)

☐ Other [Type here]

17. 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)
- ☐ Native Hawaiian/Pacific Islander
- ☐ Two or more races
- ☐ White
- ☐ English/Multi Language Learner
- ☐ Students with Disabilities
- ☐ Low-income
- ☐ Other

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.

18. 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 (Inclusive)
- ☐ E (Equitable)

19. **SMARTIE Goal Progress:** Is the school on track to meet **Goal 2** based on expectations stated in the SIP?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

20. **Evidence Based Practice (EBP):** Did the school document progress for each EBP in **Goal2**?

☐ Yes

☐ Partially

☐ No

Comments:

Click or tap here to enter text.

21. **Data Measures:** Did they provide data to support the progress for **Goal 2**?

☐ Yes

☐ Partially

☐ No

Comments:

Click or tap here to enter text.

22. What data are being used to monitor mid-year progress for **Goal 2**? Check all that apply:

☐ benchmark (iReady, interim SBA, Star, WIDA)

☐ formative (graphic organizers, portfolios, rubrics, walkthroughs)

☐ summative (SBA, WA-AIM, WIDA, WCAS, final exams, research projects, unit tests.)

☐ none

Comments:

Click or tap here to enter text.

23. **Time frame:** Are the proposed timeframes for **Goal 2** being met?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

24. **Lead:** Is there a designated team lead or individual that is responsible for monitoring the progress of **Goal 2**?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

25. **Resources:** Is progress being made using identified resources (funding, staffing, materials, etc.) to implement EBPs towards reaching **Goal 2**?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

26. **Progress:** Is there evidence of progress on closing equity/opportunity gaps in **Goal 2**?

- ☐ Yes
- ☐ No
- ☐ The goal is not focused on closing equity/opportunity gaps
- ☐ Not Able to Determine

Please explain: Click or tap here to enter text.

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

Click or tap here to enter text.

28. 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 systems 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.

Goal 3

29. Did **Goal 3** change since the Beginning of the Year Review (BOYR)?

- ☐ Yes
☐ No

If yes, how did it change?

Comments:

Click or tap here to enter text.

SMARTIE Goal 3

30. What are the major themes of **Goal 3 (select all that apply)?**

- ☐ ELA (English Language Arts)
- ☐ Math
- ☐ MLL 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)
- ☐ Professional Learning Communities (PLCs)
- ☐ Other Click or tap here to enter text.

31. 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)
- ☐ Native Hawaiian/Pacific Islander

- ☐ Two or more races
- ☐ White
- ☐ English/Multi Language Learner
- ☐ Students with Disabilities
- ☐ Low-income
- ☐ Other

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.

32. 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 (Inclusive)
- ☐ E (Equitable)

33. **SMARTIE Goal Progress:** Is the school on track to meet **Goal 3 based on expectations** stated in the SIP?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

34. **Evidence Based Practice (EBP):** Did the school document progress for each EBP in **Goal 3**?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

35. **Data Measures:** Did they provide data to support the progress for **Goal 3**?

- ☐ Yes
- ☐ Partially
- ☐ No

Comments:

Click or tap here to enter text.

36. What data is being used to monitor mid-year progress for **Goal 3**? Check all that apply:

- ☐ benchmark (iReady, interim SBA, Star, WIDA)
- ☐ formative (graphic organizers, portfolios, rubrics, walkthroughs)
- ☐ summative (SBA, WA-AIM, WIDA, WCAS, final exams, research projects, unit tests.)
- ☐ none

Comments:

Click or tap here to enter text.

37. **Time frame:** Are the proposed time frames for **Goal 3** being met?

- ☐ Yes
- ☐ No
- ☐ Not Able to Determine

Comments:

Click or tap here to enter text.

38. **Lead:** Is there a designated team lead or individual that is responsible for monitoring the progress of **Goal 3**?

☐ Yes

☐ No

☐ Not Able to Determine

Comments:

Click or tap here to enter text.

39. **Resources:** Is progress being made using identified resources (funding, staffing, materials, etc.) to implement EBPs towards reaching **Goal 3**?

☐ Yes

☐ No

☐ Not Able to Determine

Comments:

Click or tap here to enter text.

40. **Progress:** Is there evidence of progress on closing equity/opportunity gaps in **Goal 3**?

☐ Yes

☐ No

☐ The goal is not focused on closing equity/opportunity gaps

☐ Not Able to Determine

Please explain: Click or tap here to enter text.

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

Click or tap here to enter text.

42. 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 systems 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.

Section II: 2024-25 Mid-Year Reflection Questions

After analyzing Section II of the OSPI School Improvement Plan Mid-Year Review 2024-2025, 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. Which evidence-based practice (intervention, activity, or strategy) being implemented is having the largest impact on positively improving student outcomes?
- Please explain: Click or tap here to enter text.
- ☐ No EBP identified
4. 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 Mid-Year Reflections

Provide any final comments you would like to offer the school. This step is optional.

Click or tap here to enter text.