

Continuous Improvement Technical Assistance Topic November 2025

BOYR: What do we do now?

It's already November, and the year is flying by. You're tracking progress. You're working with your team. You're looking at the most recent formative data, and many of you have received a BOYR (Beginning of Year Report) of your School Improvement Plan (SIP).

The team might have already collectively pulled out their hair, and now, we have one more thing to do. What do we do now? No need to worry, as you follow this plan of action, continuous improvement is within reach.

The primary goal of [BOYR](#) Feedback is to provide meaningful observations on school improvement plans. Reviewing the feedback with your team can aid in making the needed adjustments to stay on course.

Example SMARTIE goal

XYZ Elementary will grow its learner's reading proficiency by ten percentage points as measured by the STAR test in grades K-2 and SBA for grades 3-5 during the 2025-26 school year:

- Kindergarten: 53% to 63%
- First Grade: 62% to 72%
- Second Grade: 40% to 50%
- Third Grade: 29% to 39%
- Fourth Grade: 27% to 37%
- Fifth Grade: 18% to 28%

Do Our Goals Measure What We Need?

A place to begin, beyond the necessary steps, is reviewing as a school and district team the Activities, Practices, Interventions, & Strategies section of the BOYR. This outlines the review and feedback of each [SMARTIE goal](#) and how they will be implemented to achieve the goal.

GOAL 1: Activities, Practices, Interventions, & Strategies

12. Below is a review of Activities, Practices, Interventions, and Strategies (A/P/I/S) that will be implemented to achieve the goal.

	A/P/I/S include this element	A/P/I/S include some aspects of this element	A/P/I/S are missing this element
The A/P/I/S align with the goal and are likely to produce the desired change.	X		
The A/P/I/S are designed to support the student group(s) identified in the goal.		X	
The A/P/I/S explicitly address how they will foster equity for all students in their implementation.			X
The A/P/I/S address the reduction of resource inequities identified through the CNA and RIT processes.			X

Figure 1: Each submitted goal will have a review of the A/P/I/S, each table, including the Strengths-Based Feedback and Areas to Consider, should be reviewed as a team to monitor progress and effectiveness.



In this example, XYZ Elementary and their district need to dive into the elements of their SIP that need the most attention:

- Using both the Strengths-Based Feedback and Areas to Consider, the District and school should review their goal, [resource inequities](#) and [L-CAP](#) against their formative data.
- In this case, XYZ Elementary team should really question how they will know if their implemented intervention will be applied with fidelity and/or monitored effectively.

Now as a team you need to look at the two measures of a goal:

[Process Measures: track how well a practice is being implemented](#)

[Progress Measures: track the impact of the practice on a desired outcome](#)

Your [SIP](#) is essentially the school's theory of action. When you implement a practice and/or intervention, then we will see some desired student outcome. The "if we do" part describes the *processes that will be put in place, and the "then we will see" part describes the *progress that will result from the intervention*.

In the case of XYZ Elementary, their goal is missing the process of how they will indicate their monitoring of each measure. Their team will need to get together and decide how they will monitor and measure their growth towards their STAR/SBA. When teams include process and progress measures in a SIP, there will be stronger conclusions about what is working and why it is working. During your BOYR meeting, you can question your progress against the formative data:

- Have we collected the best inputs to understand conditions supporting students or not?
- Have we implemented process monitoring with successful professional development and support?
- Have we gathered qualitative data about the implementation or student feedback about how they are experiencing those efforts?

What Have We Done So Far?

After reviewing your goals and A/P/I/S, we must now look at what we have done since the initial SIP submission. Your data measuring will allow for on-going [progress monitoring](#) at multiple timepoints during the year (e.g., weekly, monthly, quarterly) which will in turn allow for adjusting to the needs of the student learning.

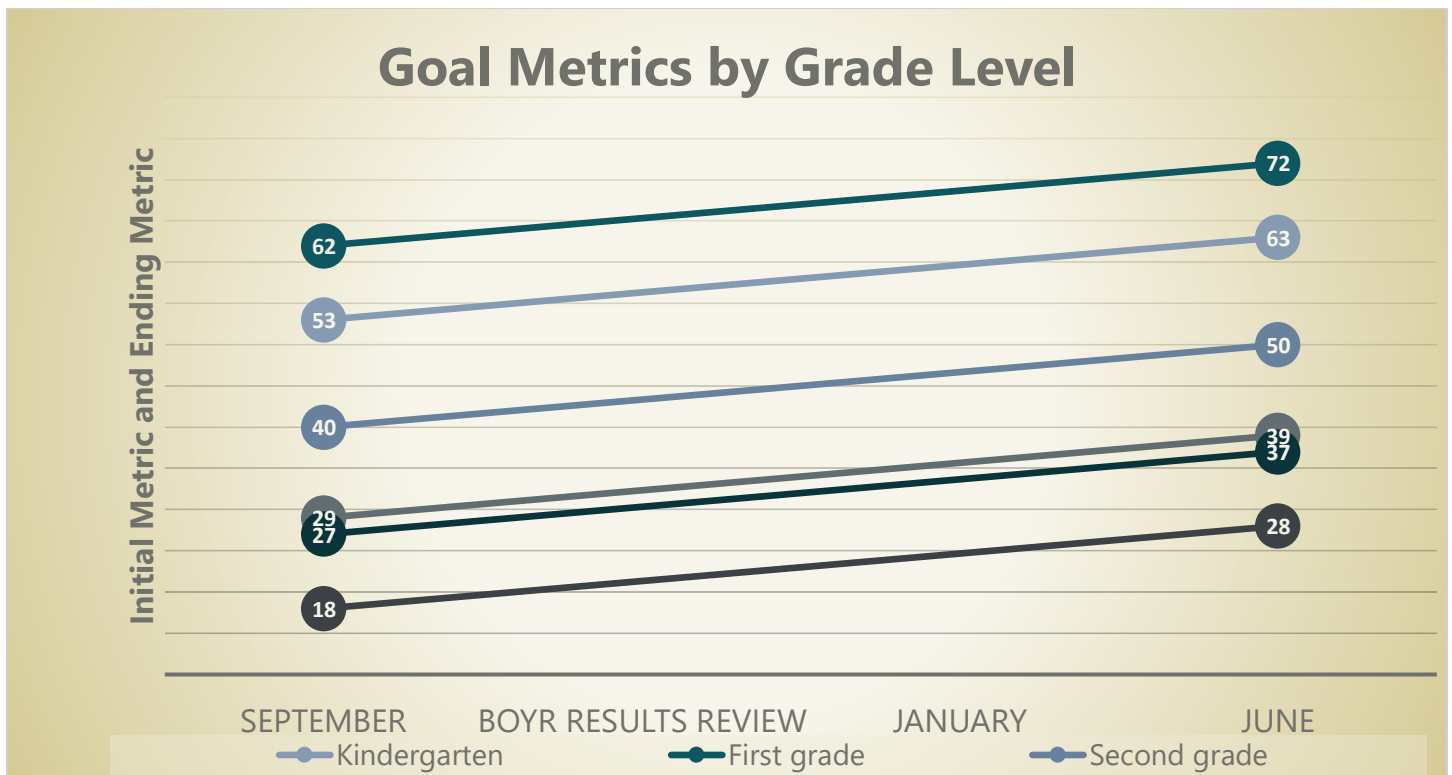


Figure 2: As a formal reference point, meeting as a district/school team and reviewing what the BOYR feedback says and how you will address that feedback is a necessary way of addressing how your plan is meeting the needs of identified students.

With XYZ Elementary, their goal did not outline how they would measure and with what. In their BOYR meeting they will need to identify the data they may **have collected and not reported**, or **identify which data needs to be collected**. There are two forms to collect and both are valuable:

Quantitative Data - Numerical (Quantitative can tell us what an outcome is)

Answers: How many? How much? How often?

Qualitative Data - Textual (Qualitative can tell us why that outcome is the way it is)

Answers: Why? How?

When this data is sorted, you need to review the information against your starting point measurement and plot your progress in relation to the end goal. As you see in the graphic below the trend in your initial formative data could plot a trend below, on track, or above, in the progress to meeting your end goal.

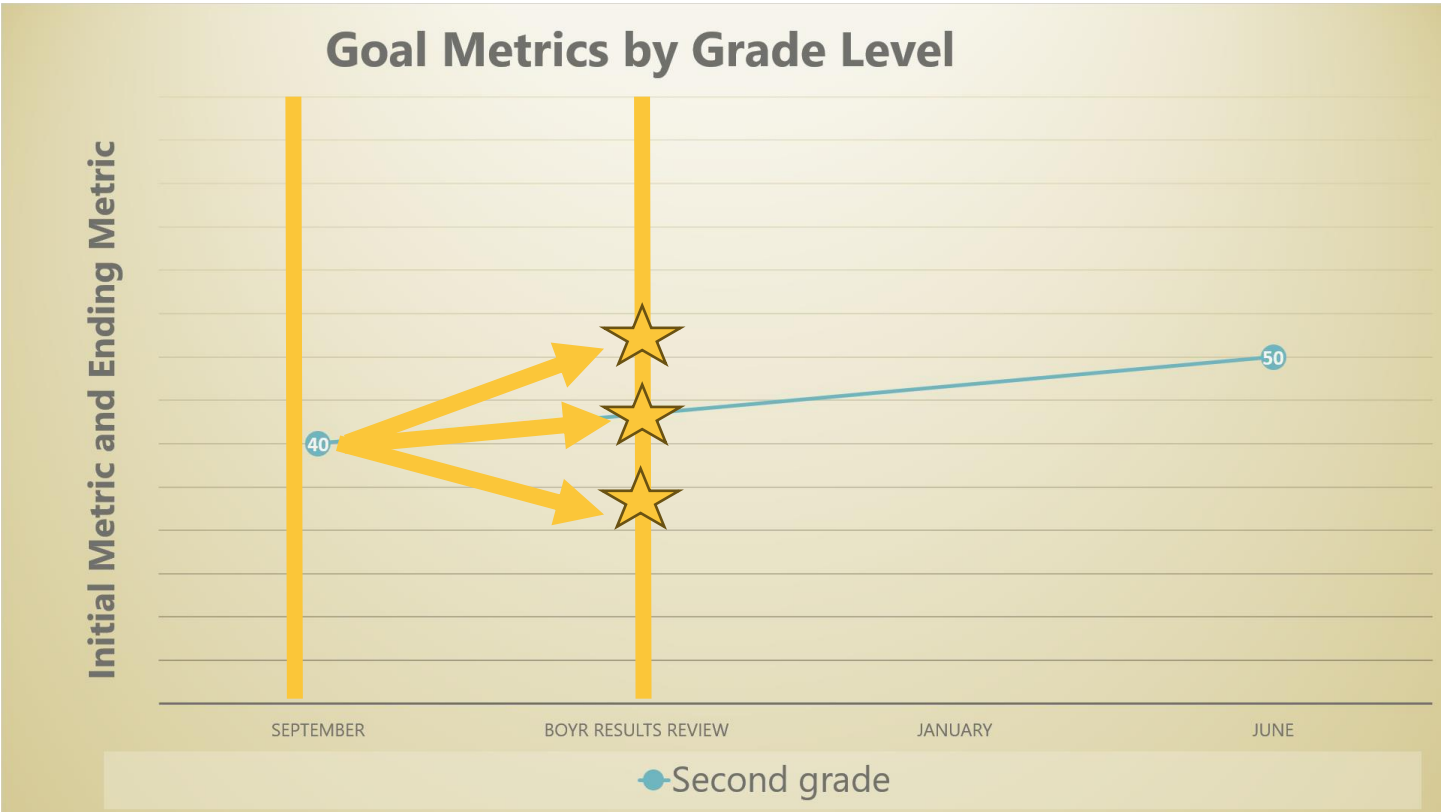


Figure 3: The lines differentiate the possible metric trends since the beginning of the school year and when you receive the BOYR feedback. Between the columns you will input your formative data measures to review implemented progress monitoring interventions for effectiveness. The stars represent different formative trend data. The results of that data will inform if you are on track or not in your goal progress.

	All data measures include this element	Some data measures include this element	No data measures include this element
The data measures align with the goal and are likely to show evidence of change.	X		
The data measures will allow for progress monitoring of all student groups identified in the goal.	X		
The data measures will allow for on-going progress monitoring at multiple timepoints during the year (e.g., weekly, monthly, quarterly).			X

Figure 4: Using the Data Measures section of the BOYR coupled with your local formative data will help your team adjust to how you need to proceed.

Collecting and analyzing your local formative data to answer these kinds of questions is necessary to better understand what is working and what needs either more time or adjustments.

What Are We Going to Do Now?

During your meeting you will need to find out where you stand. Then your team will take the results of your initial formative assessments and qualitative feedback and feed it back into the system with a plan of maintenance or corrective action. Your team is the best place to start in making the decisions of how to advance. Additionally, this is where calendaring and professional development will play an essential role.

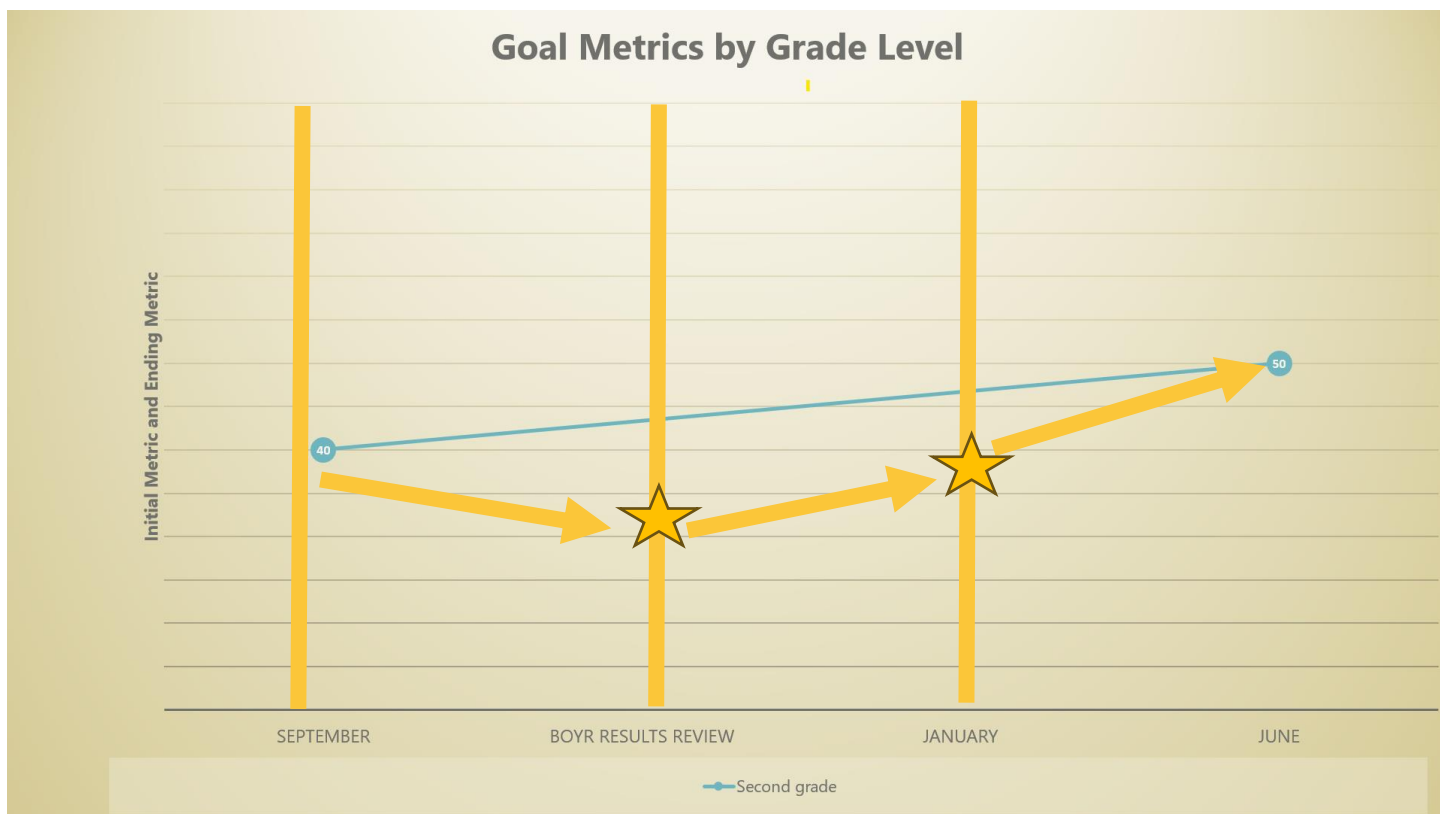


Figure 5: In the example above, XYZ Elementary discovered in their BOYR Results Review meeting that a data trend was forming which was below their end-goal's necessary growth rate. They then corrected their trajectory with adjustments to their teaching, plotting a new course that put them on a data trend to meet their goal. Recognizing where you stand and then creating a plan for what the team will do next is the most crucial step in continuous district and school improvement.

Your team will need to identify how they will need to adjust or continue to support goal attainment which safeguards that progress and leads to student growth. It will be important to:

- **Communicate Changes:** Share the BOYR Strength-Based Feedback, and any SIP updates and progress with staff, families, and community partners.
- **Train Staff:** Provide guidance on implementing new or continuing interventions and strategies.
- **Monitoring Plan:** Continue a schedule for minimum progress checks, including MYPR and EOYR reviews.

Conclusion:

Take each step, one at a time, and as you follow this continuous improvement plan of action, success is within reach.

To learn more or request these supports, contact Office of System and School Improvement (OSSI), OSSI@k12.wa.us.