



Continuous Improvement Technical Assistance Topic: BOYR: What Do We Do Now?

November 2025



Washington Office of Superintendent of
PUBLIC INSTRUCTION

BOYR: What do we do now?

OSPI School Improvement Plan Beginning of Year Review (BOYR) Feedback 2025-26

1. OSPI School Improvement Plan Beginning of Year Review (BOYR) Feedback 2025-26

Overview

All schools are required to have a School Improvement Plan (SIP) as per ESEA section 1111(d)(1)(B)(iv) and (2) (C) and WAC 180-16-220. Schools identified as Tier 3 and Tier 3 Plus in the Washington School Improvement Framework (WSIF) Cycle 3 must upload their SY25-26 SIP into Basecamp by August 29th, for OSPI Beginning of Year Review (BOYR) feedback. The goal of BOYR Feedback is to ensure all federal requirements for a SIP are met, allow OSPI to collect data on how schools are implementing their improvement processes, and provide meaningful feedback on the SIP to schools as they prepare to implement their plans. Specifically, the BOYR feedback is meant to ensure:

- the goals are focused on WSIF-identified students groups,
 - the goals are informed by all indicators on the WSIF,
 - the goals reflect priorities determined from conducting a comprehensive needs assessment (CNA),
 - the goals address the identified resource inequities
- Once the BOYR is completed, a copy will be uploaded to each school's folder in Basecamp for their review.

Beginning of Year Review (BOYR)





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%





What do we do now?

	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

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

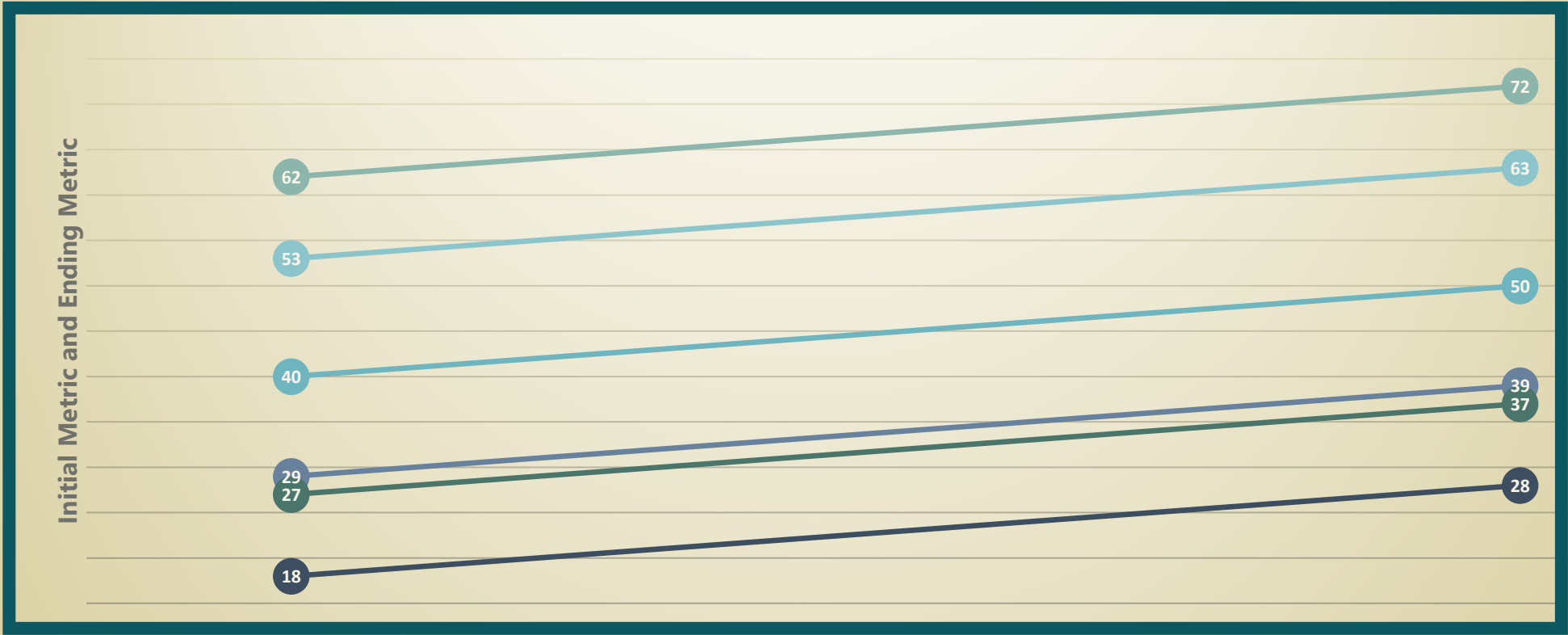
BOYR Elements





Expected Growth

Goal Metrics by Grade Level



SEPTEMBER BOYR RESULTS REVIEW JANUARY JUNE

Kindergarten First grade Second grade Third grade Fourth grade Fifth Grade



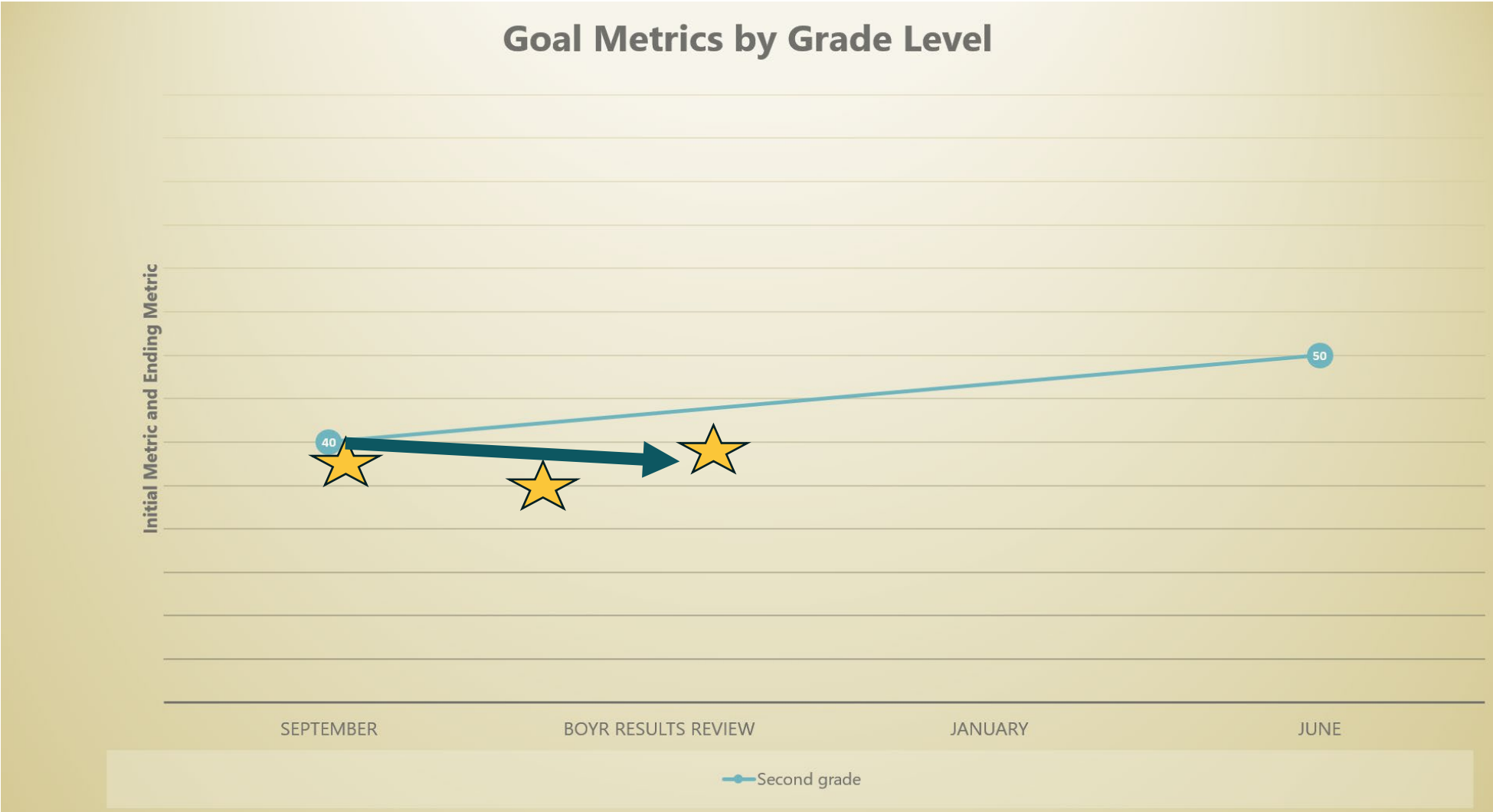


Actual Growth so far – Grade Two



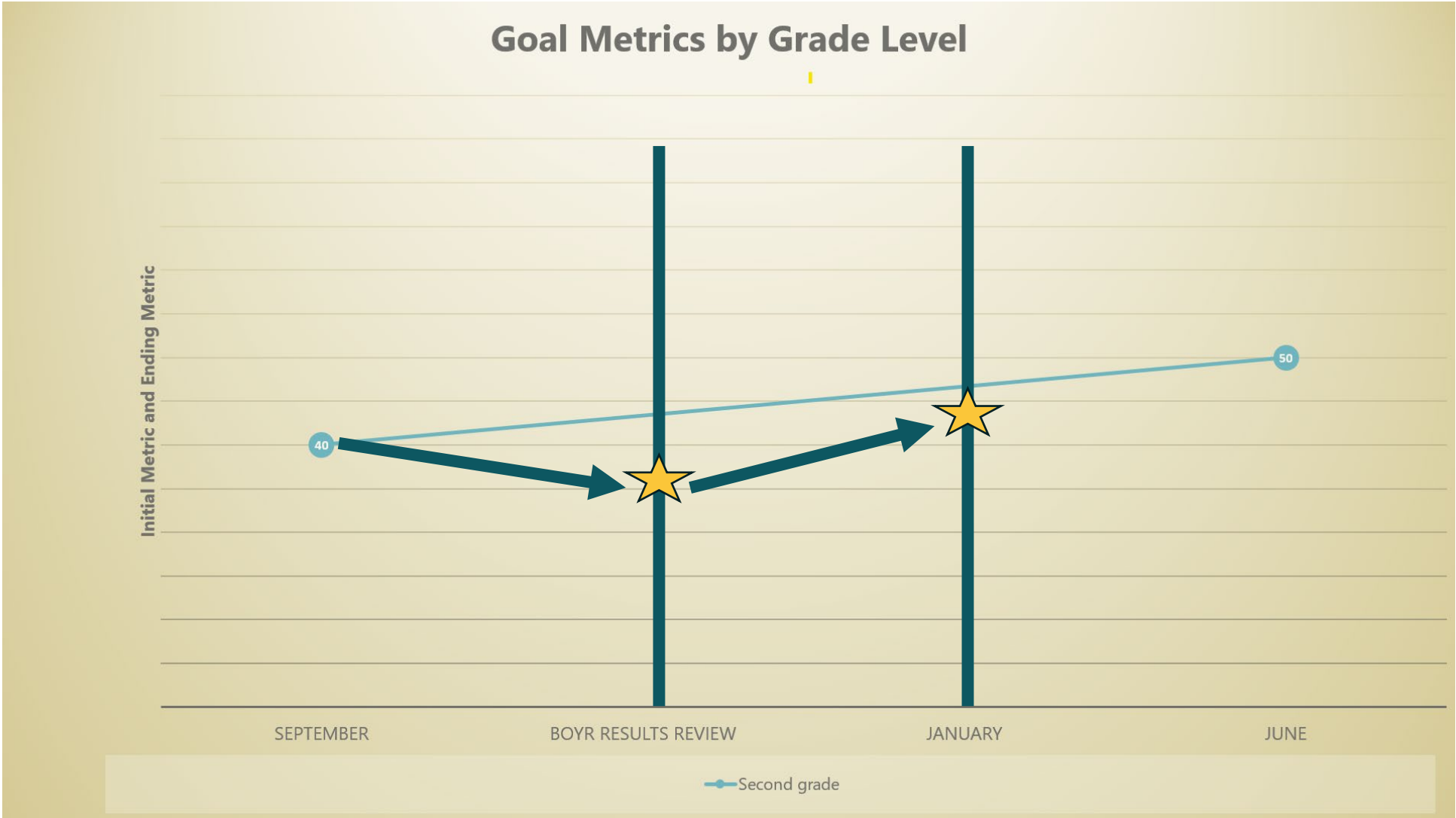


Where Are You Going?



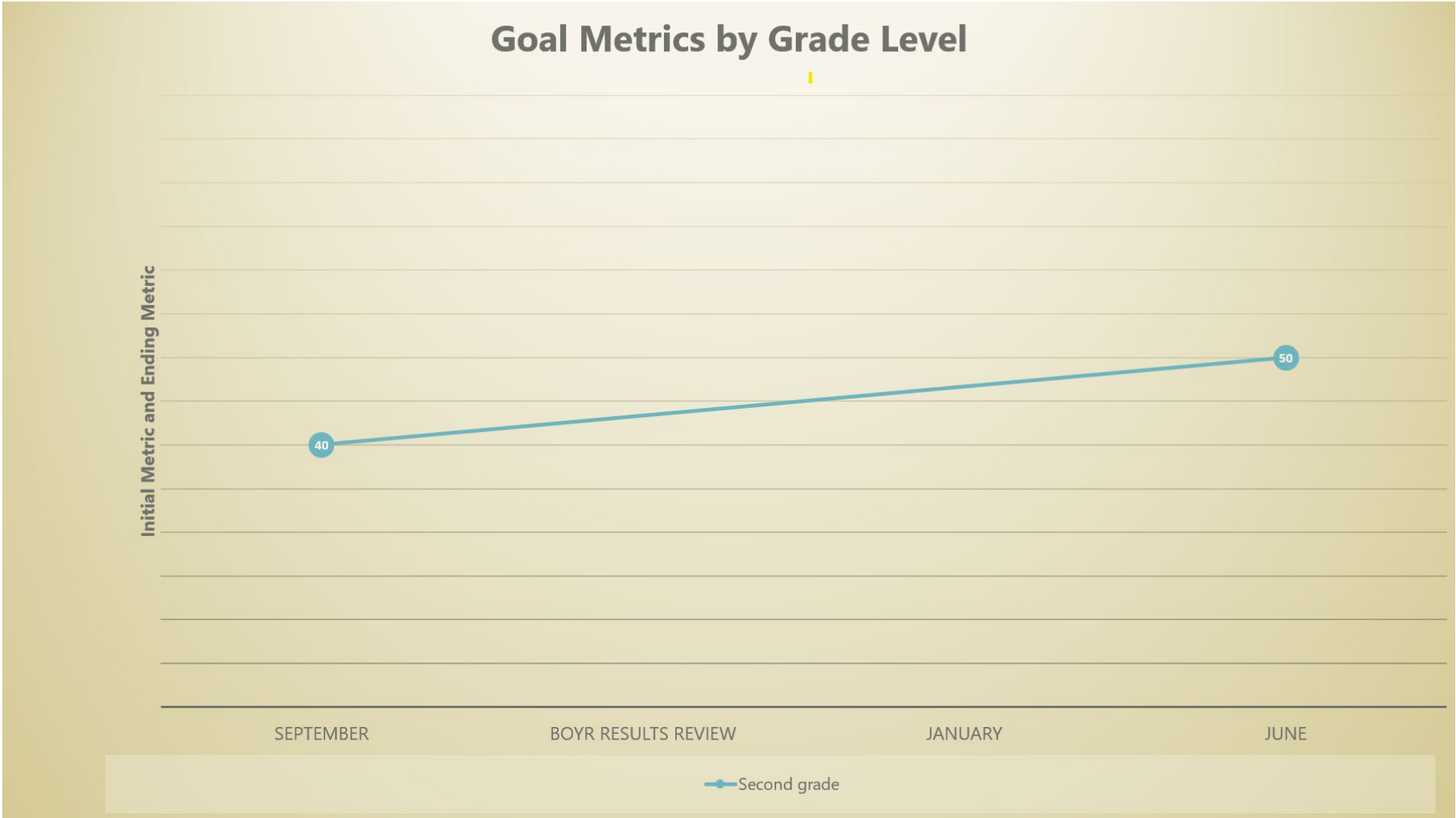


What do You Need to Do?





One Step at a Time



Continuous School Improvement Resources

Continuous Improvement Technical Assistance Network:

- Additional Technical Assistance Topics
- Office Hours
- Funding and Grant Information
- School Improvement Resources
- And much more.

The screenshot displays the OSPI website's 'Continuous School Improvement Resources' page. The header includes the OSPI logo, the text 'Washington Office of Superintendent of PUBLIC INSTRUCTION', and social media icons. A navigation bar lists: Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. A breadcrumb trail shows: Home » Student Success » Support Programs » System And School Improvement » Continuous School Improvement Resources.

The main content area is titled 'Continuous School Improvement Resources' and includes a paragraph explaining that OSPI provides resources and tools to assist partners, districts, and schools in creating a learning environment and system of sustainable growth. It mentions that the page consists of information sheets, guides, templates, and tutorials pertaining to Continuous School Improvement supports for schools identified for tiered support (PDF) through the Washington School Improvement Framework (WSIF).

On the left, a 'STUDENT SUCCESS' sidebar lists various resources by subject area, including Learning Standards & Instructional Materials, Graduation, Testing, Career & Technical Education (CTE), Special Education, Support Programs (Attendance, Chronic Absenteeism, and Truancy, Building Bridges, Center for the Improvement of Student Learning (CISL), Dual Credit Programs, Early Learning, Inclusionary Practices, Inclusionary Practices Technical Assistance Network (IPTN), Learning Assistance Program (LAP), Multi-Tiered System of Supports (MTSS), Ninth Grade Success, Student Discipline, Student Transfers, System and School Improvement, and Whole Child Initiative).

The main content area is divided into three sections: 'Support' (listing OSSI Grants and Fiscal Guidance and Continuous Improvement Technical Assistance Network), 'Templates & Toolkits' (listing Comprehensive Needs Assessment, LEA Consolidated Accountability Plan, School Improvement Plans, and School Improvement Progress Monitoring), and 'CI Guides & Schedules' (listing 2025-26 WSIF Cycle 3 Year-At-A-Glance (PDF), Basecamp Access Request Form, Basecamp Tutorial, and Continuous Improvement Glossary (PDF)).

On the right, there are three additional sections: 'Subscribe to the monthly Continuous Improvement newsletter', 'Contact Information' (listing OSSI Inbox as the general inbox for the Office of Systems and School Improvement (OSSI)), and 'Data' (listing Common Data Sources List (PDF), Data Inquiry Guide (PDF), Data Portal, Report Card, Report Card Instructions (PDF), and Washington School Improvement Framework (WSIF)).



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