

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

Overview

The State of Washington Every Student Succeeds Act (A.1[viii][d] and [e]) requires schools identified for support 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. Local Education Agencies (LEAs, i.e., districts) are responsible for progress monitoring for schools identified as eligible for Tier 1 and Tier 2 support.

The goal of this feedback form is to collect data and provide meaningful input on goal progress during the 2025-2026 school year. All OSPI-completed reviews for Tier 3 and Tier 3 Plus schools are uploaded to appropriate school's Basecamp folders.

LEAs may use a downloadable copy of the SIP End-of-Year Feedback form as a template/guide for reviewing Tier 1 and Tier 2 school improvement plans 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.

Section A: District and School Information

1. Please complete the following information:
 - ESD:
 - District Name:
 - School Name:
2. Reviewer Name:
3. Review Date:

Section B: Goals & Interventions

4. Did Goal 1 and/or its associated activities, practices, interventions, or strategies (A/P/I/S) change since the Mid-Year Progress Review (MYPR)? Yes/No
 - o If Yes, select all the ways the goal and or A/P/I/S changed:
 - i. The topic of the goal changed.
 - ii. The goal was revised to include a more explicit equity focus.
 - iii. A student group(s) was added to the goal.
 - iv. A student group(s) was removed from the goal.
 - v. The outcome value was modified.
 - vi. The outcome measure was changed to a different measure.
 - vii. A new intervention(s) was added.
 - viii. An intervention(s) was modified.



- ix. An intervention(s) was removed
 - x. Other:
5. How much progress does the school report they have made toward reaching this goal?
 - o No progress
 - o Some progress
 - o Meeting progress expectations
 - o Exceeding progress expectations
 - o No information provided
 6. What kinds of data are being used to measure the impact of the A/P/I/S being implemented? (select all that apply)
 - o Commercial benchmarks: iReady, Star, etc
 - o OSPI provided benchmarks: SBA interims, WIDA, etc
 - o Locally developed benchmarks
 - o Process-centered assessments: walkthroughs, surveys, etc
 - o Progress-centered formative assessments: locally developed formative assessments, portfolios, etc
 - o Student-centered data: attendance data, student feedback, etc
 - o Staff-centered data: PLC data, staff feedback, etc
 - o None
 7. What is the impact of the A/P/I/S for achieving the goal, based on what the school reported and the data they provided?
 - o No impact
 - o Negative impact
 - o Some positive impact
 - o Strong positive impact
 - o No information provided
 6. Strengths-based Feedback: Select items that indicate what is going well in the school's progress towards accomplishing this goal (select up to three).
 - a. This review demonstrates an established, consistent, and well-organized process for tracking progress toward achieving this goal
 - b. The regular review of progress data shows a strong commitment to adjusting instruction and interventions in real time
 - c. The use of regular data discussions demonstrates a shared responsibility for student growth and school improvement
 - d. The use of multiple data sources shows a thoughtful approach to understanding student learning from different perspectives
 - e. The use of disaggregated data to understand trends ensures the A/P/I/S are being implemented equitably
 - f. The use of student and/or teacher voice to inform/adjust your school improvement work shows that you are including multiple stakeholders in your improvement processes

- g. The implementation of evidence-based interventions appears systematic, with clear structures for monitoring fidelity and effectiveness
 - h. The intentional use of progress data to note wins and guide next steps strengthens momentum toward achieving schoolwide progress
 - i. Other:
7. Areas to Consider: Please select all items that provide suggestions for the school to consider as they continue their improvement processes (select up to three).
- a. Assess progress more regularly
 - b. Use an assessment tool, such as walkthroughs, to gather feedback on the implementation of the intervention
 - c. Gather teacher feedback on the implementation or effectiveness of the intervention
 - d. Gather student feedback on their experiences with the intervention
 - e. Disaggregate data to identify trends and ensure equitable support for all student groups
 - f. Analyze data more routinely to support data driven decision making
 - g. Review data with teachers and other members of your school community to support shared responsibility for student growth
 - h. Add additional support strategies for student group(s):
 - i. Narrow the focus to the one or two most effective interventions
 - j. Other:
8. Please provide any additional feedback you have for the school around their progress on this goal (optional):
9. Is there another goal to review? Yes/No (repeat section as needed)

Section C: End-Of-Year Reflection Questions

10. What type of A/P/I/S does the school state as having the largest impact? (select one)
- a. Student-centered
 - b. Educator-centered
 - c. Family/Community-centered
 - d. System-centered
11. Has the school made progress in decreasing equity gaps?
12. Please provide overall feedback to the school on the end-of-year report. (optional)