



REPORT TO THE LEGISLATURE

UPDATE: LAP Growth Data

2018

Authorizing legislation: [RCW 28A.165.100](#)

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Executive Summary

The Learning Assistance Program (LAP) supports students below grade-level standards in English language arts (ELA) and mathematics. These supports focus on accelerating student growth in order to meet grade-level standards, and can include academic readiness skill development or behavior supports. The intent is for LAP-served students to increase academic growth during the period of time they are provided services. LAP emphasizes research-based best practices designed and implemented to increase student achievement.

LAP must focus first on K–4 students who have not yet met grade-level standards in reading, or who are lacking the readiness skills needed for learning to read. Five percent of LAP base funds can also be used for Readiness to Learn (RTL) services. RTL provides supports for students and their families through partnerships with external organizations. RTL supports reduce barriers to learning, increase student engagement, and improve students' readiness to learn. LAP can also support students who are not on track to meet graduation requirements.

The 2013 Legislature expanded districts' annual reporting for LAP. Districts report growth gained by participating students and entrance and exit performance data. Districts must also report the services used to support students.

During the 2017–18 school year, 15.5 percent of students (171,485) received LAP services. Of these students, over 70 percent (122,549) of students served are identified as low-income and over 26 percent (46,096) are English learners. The median growth students made across all LAP programs this year was 1.05 months of growth for each month enrolled.

Background

The 2013 Washington State Legislature enacted legislation (Revised Code of Washington [RCW] 28A.165.100) requiring additional data reporting for the Learning Assistance Program (LAP). Under the guidelines provided in the law, the Office of Superintendent of Public Instruction (OSPI) produces an annual report to the Legislature summarizing the findings from the prior school year. This report is a synthesis of the district data and reports annual gains for specific LAP practices. These data are disaggregated by student group.

To learn more about the purpose, funding, eligibility, and allowable services of the Learning Assistance Program, please refer to [Appendix A: Learning Assistance Program Summary](#).

2017–18 LAP Overview

298 participating districts
1,556 participating schools
171,485 participating students

Base program funding: **\$245,324,538**
High poverty funding: **\$99,655,287**
Total program funding: **\$344,979,824**
Average per pupil funding: **\$2,012**

For each month enrolled what was the median growth students made?

Academic Readiness: **1.07 months**
Behavior: **0.93 months**
English Language Arts: **1.09 months**
Math: **0.95 months**

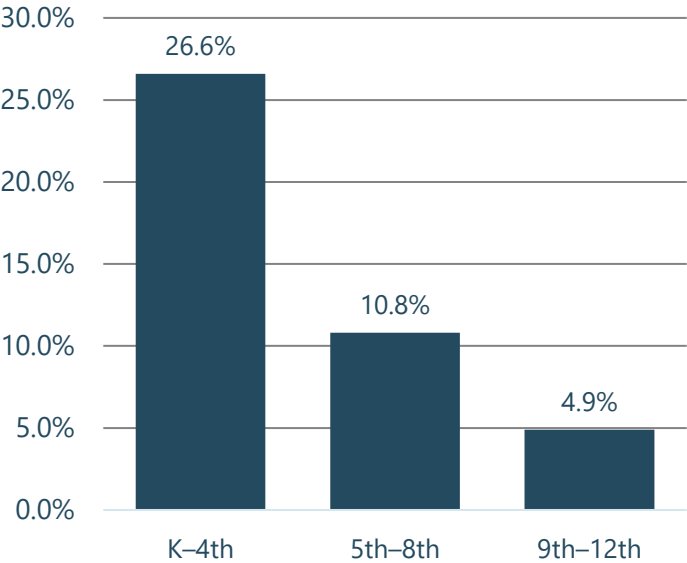
Update Status

Enrollment Overview

During the 2017–18 school year, 171,485 students received LAP services, which is 14.4 percent of the statewide student population. Of the K–4 students, 26.6 percent have enrollment in one or more LAP programs. Data collection only allowed school districts to report data for services provided from September through June. Summer school is not included.

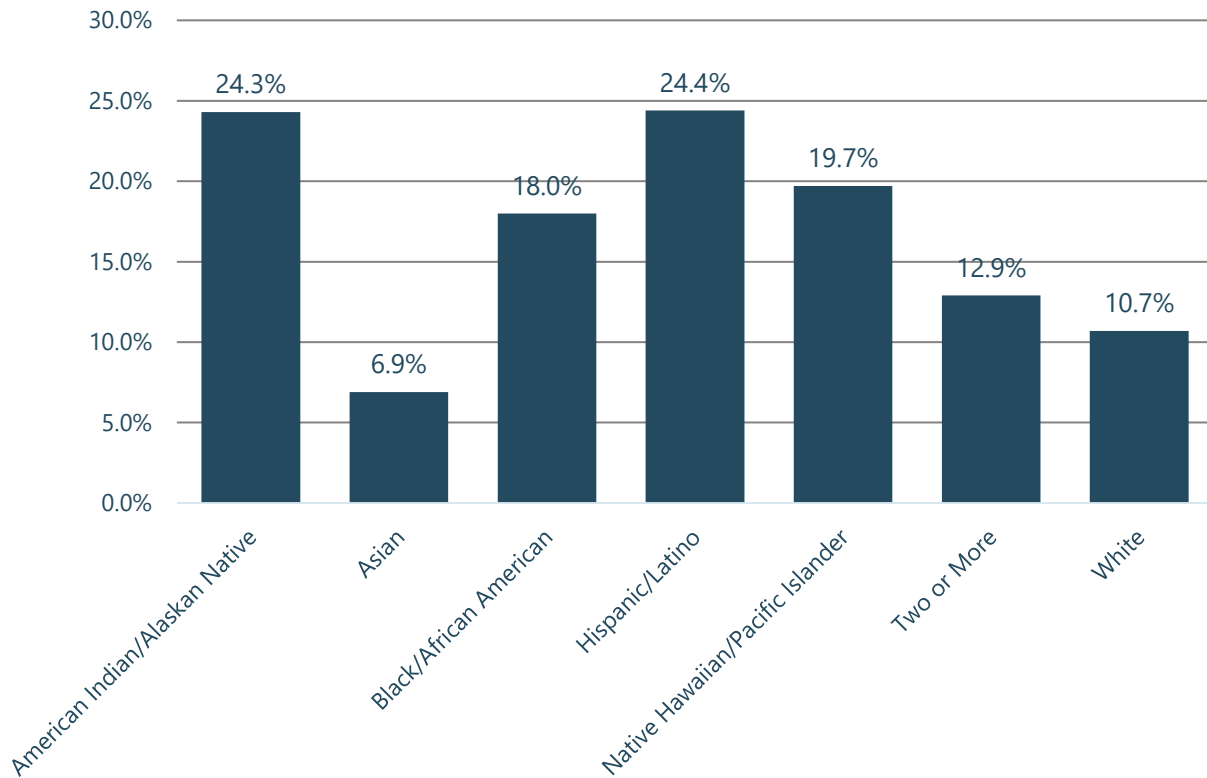
For additional information about enrollment by program, please refer

Figure 1: Percent of Students Enrolled in LAP Services by Grade Band



to [Appendix B: Learning Assistance Program Enrollment](#).

Figure 2: Percent of Students Enrolled in LAP Services by Race/Ethnicity



For more details on student enrollment, please refer to [Appendix B: Learning Assistance Program Enrollment](#).

Academic Growth

Districts report the amount of academic growth gained by students participating in the Learning Assistance Program (LAP). The collection of a single growth measure for LAP students presents unique challenges. First, growth can occur across multiple skillsets within one content area. Second, school districts measure student progress using different assessments with varying scales and precision. Third, LAP serves students for different lengths of time. Finally, students participating in LAP have different academic needs, meaning they need to achieve different levels of academic growth in order to “catch up” to grade level.

To address these challenges and provide for some comparability of growth across school districts, the Office of Superintendent of Public Instruction (OSPI) collected “amount of academic growth” in months of a school year. One year of academic growth was defined as 10 months. To meet the reporting requirements, districts were required to develop a standard process to convert assessment data to months of academic

growth. Thus, districts using the same assessment may use a different conversion to determine months of growth for the same assessment.

During the 2015–16 school year, OSPI collaborated with five major assessment vendors—DIBELS, Fountas & Pinnell, iReady, MAP, and STAR—to develop recommended conversions for academic growth. Districts using other assessments must create or request a conversion for academic growth from their vendor. These conversions have resulted in more consistent reporting across districts. OSPI will continue to work with assessment vendors to develop recommended conversions for student academic growth and will continue to communicate these resources to districts as they become available.

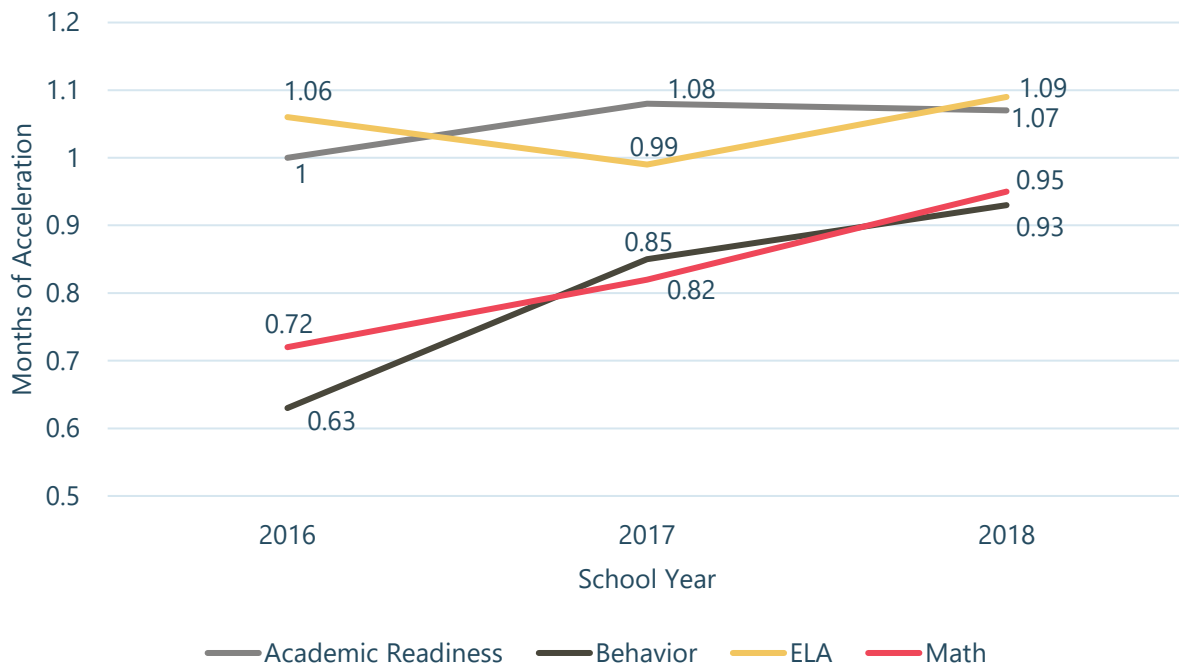
Due to the limitations and variability in districts' reporting of student academic growth, OSPI recommends caution when drawing conclusions from growth data.

Acceleration of Academic Growth

In an effort to address the nuances surrounding the length of enrollment in LAP and the associated amount of growth, OSPI began calculating proportional growth. Proportional growth is the ratio of students' growth (in months) relative to the length of the student's enrollment in the program. For example, if a student showed five months of growth and was enrolled in the program for five months, then that student experienced proportional growth (i.e., $5/5=1$; a score of 1 indicates proportional growth).

Similarly, if a student showed four months of growth during three months of LAP participation, the student had a higher rate of growth with a ratio of 1.33 (four months of growth/three months of program enrollment). One could say this is 1.33 months of growth for every month of LAP enrollment. By accounting for time enrolled in the program, this variable allows for the determination of a more comprehensive rate of growth experienced by students enrolled in LAP. The results submitted to OSPI from the 2015–16 school year to the 2017–18 school year reveal slight growth across all programs. OSPI will continue to track this data and use it to provide better support to districts and LAP programs across the state.

Figure 3: Median Months of Growth for Each Month Enrolled



For additional information about acceleration of growth, please refer to Appendix C: Learning Assistance Program Student Progress.

Practices, Activities, and Programs

In 2013, RCW 28A.165.100 set guidelines that promote the use of assessment data to examine the effectiveness of LAP services. The goal is to determine the most effective and efficient forms of supplemental instruction to help students in English language arts, mathematics, or who are in need of behavior support. For the 2017–18 school year, OSPI collected data regarding LAP allowable services at the student and school levels. Districts were required to identify students’ tutoring and extended learning time interventions. Schools were required to report on educator participation in educational professional development as well as educator participation in family/community initiatives funded by LAP. The results showed that 97.1 percent (158,925) of all LAP program enrollments provided tutoring intervention and 28.9 percent (45,866) of all LAP program enrollments received extended learning time intervention.

K–4 First Focus

The LAP program has fully implemented all of the legislative changes passed in June of 2013, which include full implementation of the K–4 focus on literacy and the publication of the menus of best practices and strategies for English language arts, mathematics, and behavior.

In July 2018, OSPI published updated menus of best practices and strategies for English language arts (ELA), mathematics, and behavior. The 2015–16 school year was the first year LAP programs were required to either use a research-based practice from the *ELA Menu of Best Practices and Strategies* or an approved district strategy for LAP ELA supports. The 2016–17 school year was the first year LAP programs were required to use the *Mathematics or Behavior Menu of Best Practices and Strategies* or an approved district strategy for LAP math or behavior supports. To date, all district strategies presented to LAP staff as alternatives were already represented in the menus.

In order to review research-based practices not currently in the state menus and to update current research as it becomes available, OSPI staff work in partnership with the Washington State Institute for Public Policy.

Data in [Figure 4](#) demonstrates that during the 2017–18 school year, statewide 55 percent (108,484) of all LAP program enrollments satisfied the K–4 focus on literacy, which is a change of 9 percent from the 2016–17 school year.

The 2015–16 school year was the first year districts were required to meet the provisions of [RCW 28A.165.005](#), which requires districts to “focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.” In July 2016, OSPI updated the guidelines and administrative rules for meeting the K–4 focus. The guidance stated that, of all students served in LAP, approximately 50 percent must be served by grades K–4 ELA or readiness services. However, districts are not capped at 50 percent. They may serve more students in K–4 ELA. After revising the LAP rules and guidance for the 2016–17 school year, data showed an increase in LAP enrollments in math, behavior, and graduation assistance.

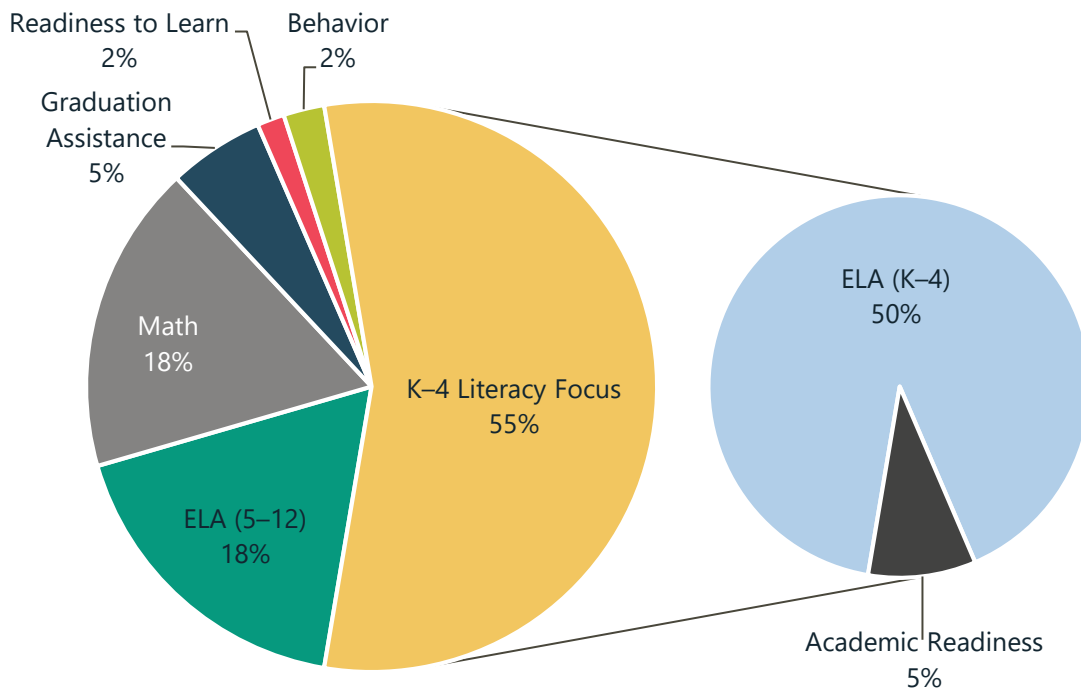
In 2017, OSPI again updated the guidelines and administrative rules for meeting the K–4 focus, as a result of the high poverty school allocation introduced with passage of House Bill 2242 Sec. 405(1) (2017). These guidelines state that approximately 50 percent of the total number of students served by LAP in grades K–4 need to be enrolled in grades K–4 ELA or K–2 academic readiness. Again, districts are not capped at 50 percent. They may serve more students in K–4 ELA. As a result, data is continuing to show

increased LAP enrollments in math, behavior, and graduation assistance, as well as an increase in LAP ELA services for students in grades 5 through 12.

Title I, Part A Schoolwide

In summer of 2015, the United States (U.S.) Department of Education released guidance allowing Title I, Part A schoolwide programs more flexibility to use funds for a state program, if the program meets the same intent and purpose as Title I, Part A. As such, OSPI granted districts the option to use Title I, Part A funds in place of LAP funds to meet the K–4 literacy first focus. These districts were then able to use their LAP funds for math, ELA for grades 5 through 12, graduation assistance, or behavior services. One-hundred and fifteen school districts across the state utilized Title I, Part A funds to meet the K–4 literacy first focus. To continue tracking the number of students served under the K–4 literacy focus, districts that use Title I funds for K–4 literacy support report this information on the LAP end-of-year report to OSPI.

Figure 4: 2017–18 Implementation of K–4 Focus: Percentage of LAP Students Enrolled in a K–4 ELA Program



Conclusion and Next Steps

Throughout the 2018–19 school year, the Office of Superintendent of Public Instruction (OSPI) will provide ongoing technical assistance, longitudinal analysis, program monitoring of the effectiveness of LAP strategies used by districts to accelerate student growth, and outreach to districts on fidelity of implementation and data gathering.

APPENDICES

Appendix A: Learning Assistance Program Summary

Background

The Learning Assistance Program (LAP) was created by the Legislature in 1987 to assist students struggling with English language arts (ELA) and mathematics. Over the past 30 years, LAP has grown to reach 15.5 percent of the statewide, K–12 population (171,485 students).

Purpose

The LAP program offers supplemental services for K–12 students scoring below grade-level standard in ELA and mathematics. These supports focus on accelerating student growth so students make progress towards grade level. These supports may include academic readiness skill development or behavior supports to address barriers preventing students from accessing core instruction. The intent is for LAP-served students to increase their rate of academic growth during the period of time they are provided services. The program emphasizes research-based best practices designed to increase student achievement.

Five percent of LAP base funds may be used for Readiness to Learn (RTL) services. These services provide academic and non-academic supports for students and their families through the development of partnerships with external organizations and in-house district programs. The goal of RTL supports is to reduce barriers to learning, increase student engagement, and improve students' readiness to learn. Learning Assistance Program services may also support students who are not on track to meet state or local graduation requirements with grade 8 transitions, as well as high school programs and graduation assistance support in grades 11 and 12.

Funding

Base funds for LAP are distributed at the district level and are allocated based on the districtwide percentage of students in grades K–12 who were eligible for free or reduced-price lunch (FRPL) in the prior school year.

The district spends LAP high poverty school funds in the qualifying school buildings that generated the funding.

Eligibility

School districts identify students eligible for LAP using multiple measures of assessment. These include nationally normed assessments and/or state assessments to identify students scoring below grade level standards for ELA or math. Other options to measure student eligibility include teacher-made assessments, teacher observations, teacher recommendations, and parent or guardian referrals. Credits earned, grade point average (GPA), discipline referrals, and absenteeism are also potential measures. Entrance and exit assessment data are used to measure student academic growth in ELA or math, regardless of whether the student receives LAP academic services or LAP behavior services. A student may receive LAP services for academic and behavior support or just behavior support.

Services

Allowable LAP activities are guided by state statute (Revised Code of Washington [RCW] 28A.165). Activities align to a best practice from the menu (ELA, math, or behavior) or an approved district alternative in the applicable content. Districts must use data to inform program development and integrate effective best practices and strategies to support supplemental instruction or services that accelerate growth for students who have not yet met academic and non-academic performance indicators.

Allowable activities may include extended learning time, extra support in the classroom, educator professional learning, family engagement, and purchase of specialized learning materials. Additional assistance for students identified in 8th grade to successfully transition into high school may be provided through LAP. Graduation assistance is an option for 11th and 12th grade students who are not on track to meet graduation requirements. Academic readiness and Readiness to Learn (RTL) are also LAP-allowable activities. Readiness to Learn (RTL) is a program to help learners who are at significant risk of not being successful in school. Academic readiness refers to supporting students with necessary preparation skills needed to engage in math or ELA content.

In addition to specific ELA and mathematics support, districts may serve students who have not yet met standard in ELA or math with behavior services. These services are available for students when the district believes addressing behavioral needs would improve students' academic performance.

Prior to receiving LAP behavior services, students must have been identified, using multiple measures of performance, as scoring below standard for their grade level in either ELA or math. While additional indicators must be used to identify a student for behavior services, the impact of behavior services is measured by growth in ELA or math.

The assumption is that the provision of behavior services should positively influence student academic outcomes.

Districts can use up to five percent of their LAP base funds for Readiness to Learn (RTL) programs. District RTL programs provide academic and non-academic supports for students at risk of not being successful in school. Districts may offer RTL services themselves, or in partnership with community-based organizations. Before districts can spend LAP funds, the school board must hold an open meeting to approve any community-based organization or local agency that will offer RTL services. This step is not required if no external organization is involved and the district is operating their own RTL program in-house. The goal of RTL is to reduce barriers to learning, strengthen engagement, and ensure all students are able to attend school ready to learn.

As part of the academic readiness component, schools may use LAP funds to support students with necessary preparation skills needed to engage in math or ELA content. Readiness is applicable for all grades. However, LAP does pay particular attention to early grade classroom readiness skills. K–2 readiness includes early-literacy, early-numeracy, and classroom preparedness skills.

Required Data

The LAP student-level data collection was comprised of the following elements:

- Assessment used for identification of eligible students
 - LAP requires multiple measures of performance to determine student eligibility (RCW 28A.165.015). The assessment identified was the measure that most heavily influenced identification of student eligibility for LAP services.
- Amount of academic growth
 - Amount of growth guidance:
 - Ten months of growth is equivalent to one academic year.
 - Months of growth should reflect growth during the LAP enrollment period only (i.e., if a student is enrolled in LAP for less than 10 months, reported growth should not reflect the student's growth for the full academic year—only the time served in LAP).
 - Growth should be based on progress monitoring assessments.
 - Options for this field are 0 to 20 months of growth.
 - If 'N/A' was selected, additional assessment information was not required. Rather, users could select from the following list:
 - Student moved to Title I, Part A

- Student moved to special education
 - No pre-test
 - No post-test
 - No pre- or post-test data
 - Student exited the school prior to assessing
- Assessment used for the amount of growth conversion
 - This is the assessment that was used to monitor student progress (and used for the conversion of academic growth). A pre- and post-test score should have been available.
- Beginning Score
 - Raw scores or scale scores were required.
- Date of Beginning Score
 - This was the date the initial progress monitoring assessment was given. This may or may not be the date that the student entered LAP.
- End Score
 - Raw scores or scale scores were required.
- Date of End Score
 - The date the student received the final/most recent progress monitoring assessment. This may or may not be the date the student exited LAP.
- Extended Learning Time
 - Extended learning time includes academic services for students outside of the regular school day or year. For students who received multiple extended learning time interventions, districts were to select the primary intervention.
 - The drop-down menu for this field included the following:
 - Before/After School Instruction
 - Homework Club
 - Book Programs
 - Computer-Based or Online instruction
 - Saturday Programs
 - Student Declined Services
 - No Extended Learning Programs Offered
 - Other
- Tutoring
 - Tutoring includes any interaction with a trained adult or peer using an intervention program or practice to address students' academic needs. Districts may implement tutoring through a push-out or push-in model.

Tutoring may serve students one-on-one or in small groups. For students who received multiple tutoring interventions, districts were to select the primary intervention.

- The drop-down menu for this field included the following:
 - Double Dosing
 - Peer Tutoring (Cross Age)
 - Peer Tutoring (Same Age)
 - Push-In One-on-One Adult Tutoring (Intervention Specialist)
 - Push-In One-on-One Adult Tutoring (Paraeducator)
 - Push-In One-on-One Adult Tutoring (Trained Teacher)
 - Push-In One-on-One Adult Tutoring (Volunteer)
 - Push-In Small Group Tutoring with an Adult (Intervention Specialist)
 - Push-In Small Group Tutoring with an Adult (Paraeducator)
 - Push-In Small Group Tutoring with an Adult (Trained Teacher)
 - Push-In Small Group Tutoring with an Adult (Volunteer)
 - Push-Out One-on-One Adult Tutoring (Intervention Specialist)
 - Push-Out One-on-One Adult Tutoring (Paraeducator)
 - Push-Out One-on-One Adult Tutoring (Trained Teacher)
 - Push-Out One-on-One Adult Tutoring (Volunteer)
 - Push-Out Small Group Tutoring with an Adult (Intervention Specialist)
 - Push-Out Small Group Tutoring with an Adult (Paraeducator)
 - Push-Out Small Group Tutoring with an Adult (Trained Teacher)
 - Push-Out Small Group Tutoring with an Adult (Volunteer)
 - Other
- At grade level
 - Based on assessment(s) and/or progress monitoring, it was determined that the student no longer needed supplemental education services to meet standard in the general education classroom.

Data Collection

The Office of Superintendent of Public Instruction collected this data from two sources:

1. **Comprehensive Education Data and Research System (CEDARS):** School and district enrollment information (e.g., entrance and exit dates, withdrawal reason, credits earned and attempted, and the number of days present), demographic information (e.g., gender, race/ethnicity, and primary language spoken), and special program enrollment (e.g., special education and free and reduced-price lunch eligibility).
2. **Educational Data System (EDS):** Assessments, entrance and exit performance data, academic growth, and implemented services.

Appendix B: Learning Assistance Program Enrollment

When interpreting the LAP tables, it should be noted there are two separate totals:

- Unduplicated student enrollment (171,485 students): Accounts for each student enrolled in a LAP-designated program regardless of multiple program enrollments and multiple enrollments in the same program. The Office of Superintendent of Public Instruction uses this count when examining total LAP enrollment by student.
- Growth enrollments (158,925 growth enrollments): Accounts for multiple enrollment segments across LAP programs that measure growth (ELA, math, Readiness to Learn, behavior), meaning a student will be counted for multiple enrollments within the same program. This count is used when figuring growth and acceleration figures. The Office of Superintendent of Public Instruction excluded students enrolled for less than 15 consecutive days from any growth calculations.

Table 1: 2017–18 Unduplicated LAP Enrollment by Student Group

Student Group	Students in LAP	Statewide Enrollment*	Percent of State in LAP
All Students	171,485	1,193,784	14.4%
Gender			
Male	90,035	618,183	14.6%
Female	81,458	575,601	14.2%
Race/Ethnicity			
American Indian/Alaska Native	3,921	16,114	24.3%
Asian	6,337	91,296	6.9%
Black/African American	9,675	53,755	18.0%
Hispanic/Latino	68,026	278,355	24.4%
Native Hawaiian/Pacific Islander	2,643	13,423	19.7%
Two or More Races	12,355	96,135	12.9%
White	68,627	644,016	10.7%
Student Programs			
English Learner	46,096	137,607	33.5%
Low Income	122,549	545,562	22.5%
Migrant	8,406	23,731	35.4%
Section 504	5,728	47,318	12.1%
Special Education	27,907	180,465	15.5%

Source: CEDARS, 11/18/2018.

Table 2: 2017–18 Unduplicated LAP Enrollment by Grade Level and Program

Grade Level	English Language Arts	Math	Academic Readiness	Graduation Assistance	Readiness to Learn	Behavior
Pre-K	52	14	5	0	21	3
Kindergarten	17,287	2,489	4,667	2	262	415
1st	22,001	3,503	2,873	6	258	378
2nd	19,574	4,069	2,316	29	339	385
3rd	20,639	4,809	23	28	316	447
4th	19,053	5,331	5	21	300	477
5th	10,251	4,467	0	23	296	310
6th	6,804	6,041	0	86	163	352
7th	6,388	3,635	0	95	239	391
8th	5,407	0	0	228	235	315
9th	3,060	0	0	1,127	141	334
10th	1,942	0	0	434	156	262
11th	634	0	0	3,938	137	204
12th	514	0	0	4,646	176	275
Total	133,606	34,358	9,889	10,664	3,039	4,548

Source: CEDARS, 11/18/2018.

Appendix C: Learning Assistance Program Student Progress

For academic readiness, behavior, English language arts (ELA), and math Learning Assistance Program (LAP) programs, districts are required to report months of growth made by students in the program as well as identify the students that are at grade level by the end of their enrollment. The Office of Superintendent of Public Instruction uses this data to determine LAP student progress with two metrics: Percent at grade level and student academic acceleration.

- **N:** Count of unique students by program and student group.
- **Median Acceleration:** The median academic acceleration made by students. Student acceleration is the months of growth they made for each month enrolled in LAP services.
- **Percent at Grade Level:** The percentage of students reported as reading at grade level as determined by the local assessments (number of students at Grade Level divided by the N).

Table 3: LAP Student Growth-Academic Readiness

Student Group	2018			2017			2016		
	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent Met Learning Goal *
All	9,882	1.07	37%	9,508	1.08	38%	10,596	1.00	57%
Gender									
Female	4,627	1.08	39%	4,456	1.09	40%	4,898	1.03	59%
Male	5,255	1.06	35%	5,052	1.06	36%	5,698	0.99	55%
Race/Ethnicity									
American Indian/Alaska Native	219	0.94	22%	225	0.74	20%	267	0.95	46%
Asian	390	1.05	41%	433	1.37	47%	294	1.04	69%
Black/African American	351	1.05	35%	415	1.25	36%	371	1.06	54%
Hispanic/Latino	2,614	1.00	34%	2,578	1.00	32%	2,763	0.99	49%
Native Hawaiian/Pacific Islander	140	1.09	34%	145	1.23	35%	93	1.19	51%
Two or More Races	770	1.08	41%	635	1.15	42%	799	1.03	58%
White	5,398	1.09	38%	5,076	1.08	40%	6,011	0.99	60%
Student Programs									
English Learners	2,225	1.03	33%	2,308	1.12	31%	2,081	1.00	52%
Low Income	5,830	1.01	33%	5,918	1.04	34%	6,343	0.99	50%
Migrant	186	0.92	37%	109	1.20	45%	144	0.96	49%
Section 504	154	1.23	34%	136	1.19	35%	128	1.06	60%
Special Education	1,537	0.85	25%	1,406	0.87	25%	1,701	0.90	42%

Source: CEDARS, 11/18/2018.

*Prior to the 2016–17 school year, OSPI asked districts to report students that met learning goal which is defined as 10 months of growth, rather than students reading at grade level. For this reason, comparisons should not be made between Percent at Grade Level and percent Met Learning Goal.

Table 4: LAP Student Growth-Academic Behavior

Student Group	2018			2017			2016		
	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent Met Learning Goal *
All	4,541	0.93	18%	1,251	0.85	18%	613	0.63	38%
Gender									
Female	1,594	1.03	16%	375	0.84	18%	182	0.63	46%
Male	2,947	0.88	18%	876	0.86	18%	431	0.63	35%
Race/Ethnicity									
American Indian/Alaska Native	95	0.31	8%	30	0.18	7%	-	0.64	75%
Asian	89	0.68	14%	60	0.84	12%	16	0.65	38%
Black/African American	320	0.85	15%	122	0.93	11%	51	0.32	8%
Hispanic/Latino	1,355	0.80	16%	519	0.73	15%	202	0.48	35%
Native Hawaiian/Pacific Islander	78	1.30	9%	22	0.99	18%	17	0.50	18%
Two or More Races	399	1.01	21%	69	1.02	23%	38	0.83	53%
White	2,205	1.05	19%	428	0.97	25%	281	0.69	45%
Student Programs									
English Learners	723	0.81	14%	311	0.81	11%	119	0.55	31%
Low Income	3,450	0.92	17%	1,013	0.82	16%	474	0.57	34%
Migrant	113	1.13	25%	-	1.29	60%	-	1.08	75%
Section 504	236	0.80	21%	51	1.01	18%	21	0.73	57%
Special Education	1,048	0.70	11%	295	0.88	16%	159	0.81	37%

Source: CEDARS, 11/18/2018.

**Prior to the 2016–17 school year, OSPI asked districts to report students that met learning goal which is defined as 10 months of growth, rather than students reading at grade level. For this reason, comparisons should not be made between Percent at Grade Level and percent Met Learning Goal.*

Table 5: LAP Student Growth-Academic ELA

Student Group	2018			2017			2016		
	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent Met Learning Goal *
All	133,470	1.09	27%	117,874	0.99	34%	99,494	1.06	49%
Gender									
Female	63,047	1.12	28%	55,416	1.00	34%	46,620	1.06	49%
Male	70,431	1.07	27%	62,459	0.98	33%	52,874	1.05	48%
Race/Ethnicity									
American Indian/Alaska Native	3,068	0.91	17%	2,903	0.74	23%	2,785	0.76	35%
Asian	5,022	1.21	22%	4,068	1.10	35%	3,250	1.26	58%
Black/African American	7,656	1.06	19%	5,228	0.95	29%	4,135	1.12	51%
Hispanic/Latino	54,542	0.99	27%	47,344	0.90	29%	40,572	0.94	44%
Native Hawaiian/Pacific Islander	2,007	1.12	17%	1,435	1.07	25%	1,007	1.20	42%
Two or More Races	9,442	1.16	26%	8,208	1.07	35%	6,426	1.15	50%
White	51,831	1.19	31%	48,746	1.08	39%	41,386	1.16	53%
Student Programs									
English Learners	39,220	1.00	22%	36,458	0.91	26%	3,101	0.94	44%
Low Income	96,411	1.04	25%	83,445	0.93	30%	70,957	0.99	46%
Migrant	6,765	0.91	27%	4,882	0.81	31%	4,784	0.82	41%
Section 504	4,271	1.10	27%	3,231	1.02	34%	2,260	1.07	47%
Special Education	22,325	0.93	16%	19,163	0.82	24%	16,231	0.88	37%

Source: CEDARS, 11/18/2018.

*Prior to the 2016–17 school year, OSPI asked districts to report students that met learning goal which is defined as 10 months of growth, rather than students reading at grade level. For this reason, comparisons should not be made between Percent at Grade Level and percent Met Learning Goal.

Table 6: LAP Student Growth-Academic Math

Student Group	2018			2017			2016		
	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent at Grade Level	N	Median Acceleration	Percent Met Learning Goal *
All	34,302	0.95	28%	29,596	0.82	34%	22,354	0.72	45%
Gender									
Female	17,063	0.95	28%	14,702	0.88	35%	10,925	0.73	45%
Male	17,238	0.95	28%	14,894	0.79	33%	11,429	0.71	45%
Race/Ethnicity									
American Indian/Alaska Native	1,277	0.44	20%	1,494	0.35	18%	1,401	0.32	29%
Asian	929	1.17	21%	593	1.12	40%	466	1.02	52%
Black/African American	2,079	1.05	15%	1,198	0.75	26%	828	1.13	48%
Hispanic/Latino	16,183	0.83	29%	14,246	0.77	32%	11,446	0.56	42%
Native Hawaiian/Pacific Islander	574	1.16	17%	355	0.94	33%	226	1.23	37%
Two or More Races	2,251	1.14	24%	1,801	0.92	40%	1,135	0.99	46%
White	11,016	1.09	33%	9,895	0.96	39%	6,852	0.95	51%
Student Programs									
English Learners	10,107	0.79	27%	8,310	0.70	30%	6,414	0.54	42%
Low Income	27,230	0.89	27%	22,333	0.77	32%	17,753	0.64	43%
Migrant	2,736	0.68	29%	1,948	0.55	30%	1,824	0.36	38%
Section 504	1,058	1.07	26%	1,075	0.77	33%	655	0.81	46%
Special Education	6,188	0.83	16%	4,387	0.67	26%	3,413	0.70	42%

Source: CEDARS, 11/18/2018.

*Prior to the 2016–17 school year, OSPI asked districts to report students that met learning goal which is defined as 10 months of growth, rather than students reading at grade level. For this reason, comparisons should not be made between Percent at Grade Level and percent Met Learning Goal.

Appendix D: Learning Assistance Program Tutoring Services and Extended Learning Time

Tutoring

Tutoring includes any interaction with a trained adult or peer using an intervention program or practice that addresses students' unique academic needs during the regular school day. Tutoring may be implemented through a push-in or pull-out model. A push-in model occurs in the general education classroom, and staff who are funded through the Learning Assistance Program (LAP) provide intervention services directly to LAP identified students. A pull-out model uses an alternative environment for LAP-funded staff to provide intervention services to LAP identified students individually or in small groups. Tutoring may serve students one-on-one, in small groups, or in a classroom setting. Districts were to select the students' primary tutoring intervention.

Table 7: 2017–18 Academic Growth & Acceleration of Growth for Tutoring Services

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Double Dosing	13,746	8.3%	0.85	26.9%
No tutoring programs offered	5,272	3.2%	1.25	34.8%
Other	11,885	7.2%	1.06	13.5%
Peer Tutoring (Cross age)	61	0.0%	0.57	19.7%
Peer Tutoring (Same age)	152	0.1%	0.53	38.8%
Push-In One-on-One Adult Tutoring (Intervention Specialist)	5,992	3.6%	0.99	42.6%
Push-In One-on-One Adult Tutoring (Paraeducator)	4,016	2.4%	1.04	34.1%
Push-In One-on-One Adult Tutoring (Trained Teacher)	2,662	1.6%	0.73	27.1%
Push-In One-on-One Adult Tutoring (Volunteer)	56	0.0%	0.69	23.2%

Table continued on the next page

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Push-In Small Group Tutoring with an Adult (Intervention Specialist)	16,431	9.9%	1.22	27.3%
Push-In Small Group Tutoring with an Adult (Paraeducator)	20,025	12.1%	1.09	40.1%
Push-In Small Group Tutoring with an Adult (Trained Teacher)	20,604	12.4%	0.89	32.9%
Push-In Small Group Tutoring with an Adult (Volunteer)	134	0.1%	1.00	16.4%
Push-Out One-on-One Adult Tutoring (Intervention Specialist)	3,107	1.9%	0.80	22.6%
Push-Out One-on-One Adult Tutoring (Paraeducator)	1,878	1.1%	1.2	19.5%
Push-Out One-on-One Adult Tutoring (Trained Teacher)	1,291	0.8%	0.73	28.1%
Push-Out One-on-One Adult Tutoring (Volunteer)	196	0.1%	0.92	26.5%
Push-Out Small Group Tutoring with an Adult (Intervention Specialist)	25,864	15.6%	1.08	25.5%
Push-Out Small Group Tutoring with an Adult (Paraeducator)	22,880	13.8%	1.17	26.4%
Push-Out Small Group Tutoring with an Adult (Trained Teacher)	8,890	5.4%	1.15	28.7%
Push-Out Small Group Tutoring with an Adult (Volunteer)	247	0.1%	0.91	26.7%
Student Declined Services	273	0.2%	0.81	46.5%

Source: LAP end of year reporting application.

Note: A student may be counted multiple times to account for multiple enrollment.

Extended Learning Time

Extended day learning occurs outside the required basic education allotted time period and can include before-school hours, afterschool hours, and during the summer. In reporting to the Office of Superintendent of Public Instruction (OSPI), districts selected the students' primary extended learning time intervention occurring from September through June. Due to data collection and report timelines, summer school is not included in this report.

- **Before/After School Instruction:** Structured learning environment; instruction is provided by a trained professional.
- **Homework Club:** Loosely structured environment where students work independently or in small groups on academic assignments; an educator may provide supervision and/or offer assistance as needed.
- **Book Programs:** Structured program where the district provides books for students to read outside of school hours. Guiding questions or additional support may accompany the texts.
- **Computer-Based or Online Programs:** Online or computer programs assigned to LAP-served students to complete at home or on campus outside of regular school hours. For example, students may login to an online academic program to complete at home.
- **Saturday Programs:** Structured learning on Saturdays provided by a trained professional.

Table 8: 2017–18 Frequency of Extended Learning Time Services

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Before/After school instruction	24,597	15.5%	0.90	31.3%
Book Programs	2,834	1.8%	1.12	39.4%
Computer-Based or Online instruction	6,146	3.9%	0.98	20.2%
Homework Club	2,078	1.3%	0.96	32.3%
No Extended Learning Programs offered	115,567	72.6%	1.14	29.5%
Other	3,956	2.5%	0.85	31.8%
Saturday Programs	197	0.1%	0.85	3.0%
Student Declined Services	3,825	2.4%	0.82	28.2%

Source: LAP end of year reporting application.

* A student may be counted multiple times to account for multiple program enrollments.

Graduation Assistance

Graduation assistance is allowable for students in grades 11 and 12 who are not on track to meet local or state graduation requirements as well as 8th grade students who need additional assistance to have a successful entry into high school. Services for these students may include:

- Individual or small group instruction;
- Instruction in English language arts and/or mathematics in order to pass all or part of the state assessment;
- Attendance in a public high school or public alternative school classes or at a skill center; and
- Inclusion in intervention programs such as summer school, language development instruction for English learners, online curriculum and instructional support including programs for credit retrieval and state assessment preparatory classes, and graduation specialists.

Eligible students in grades 11 and 12 may receive services in any content area required for graduation.

Districts were to categorize students enrolled in graduation assistance into the following categories based on the format of the student's instruction:

- **Credit retrieval:** A course or program that a student completes after failing to pass a course after one or more attempts.
- **Content instruction to pass a state assessment:** Instruction targeted to the objectives of the assessment the student must pass to meet graduation requirements.
- **Content instruction to pass a required course:** Additional support for a struggling student to meet the requirements of a required course.
- **Graduation Specialist:** Someone who works with students and families to meet graduation requirements.
- **English Language Learner (ELL) language development support:** Provided to students struggling to pass required courses due to the student's status as an ELL.
- **Enrolled in a 5th year:** Districts shall make available to students in grade 12 who have failed to meet one or more local or state graduation requirements the option of continuing enrollment in the school district.

A student may have been categorized in multiple categories depending on the purpose and format of their instruction. For example, a student may be enrolled in an alternative

school during their fifth year receiving content instruction to pass a required course as well as an assessment. This student would be coded in four separate categories.

Table 9: Frequency of Graduation Assistance Formats for 2017–18

Graduation Assistance	# of Students Receiving Support	# of Schools Offering Support
Credit Retrieval (Online)	4,847	91
Credit Retrieval (In Person)	2,876	85
Content Instruction to Pass an Assessment	1,218	38
Content Instruction	2,262	58
Graduation Specialist	1,310	33
ELL Support	164	17
Enrollment in Alt. School/Skill Center (Partial Day)	252	21
Enrollment in Alt. School/Skill Center (Full Day)	622	21
Extended Enrollment	223	20
8 th Grade Transition Services to High School	540	21

Source: LAP end of year reporting application.

Readiness to Learn

Readiness to Learn (RTL) is a program to help learners who are at significant risk of not being successful in school. This programming provides support to students and their families in order to reduce barriers to learning, strengthen student engagement, and ensure that all students are able to attend school ready to learn. During the 2017–18 school year, **98 districts** utilized RTL funds. This was an increase from 39 districts in the 2016–17 school year.

For additional information about LAP RTL enrollment, please refer to [Appendix B: Learning Assistance Program Enrollment](#).

Districts are able to design RTL programs around critical services that build readiness for learning and strengthen student engagement. Program services include resource coordination, partnerships with community-based organizations, help for substance abuse, case management, and direct supports for the household.

Table 10: 2017–18 Examples of Readiness to Learn Services

Family Support	Food, Shelter, Work	Well Being
Intensive family outreach	Help with food, clothing, housing, jobs	Mental health services
Case management	Transportation/financial support	Help for substance abuse
Gang diversion		Health services
Parent support and education		Mentoring
Individual, group, community activities/services		Social-emotional skill building

RTL is outcome-oriented. Services and interventions must aim to improve attendance, access to basic needs, student and family engagement, and academic achievement while reducing disciplinary referrals, truancy petitions, and barriers to learning. Districts are able to use up to five percent of their LAP base allocation for Readiness to Learn.

Table 11: 2017–18 Intended Outcomes of Readiness to Learn Services

Intended Outcome	Number of Districts
Increase attendance	73
Reduce discipline referrals	65
Improved academic performance	83
Improve family engagement	46
Other	22

Source: LAP end of year reporting application.

Note: Districts could have identified multiple outcomes. There were 98 participating districts.

Professional Development

Districts may use professional development funds for educational professionals working directly with LAP students on topics relevant to struggling learners. Educational professionals include administrators, teachers, and other professional staff, such as paraeducators and school counselors.

During the 2017–18 school year, the number of educational professionals receiving professional development with LAP funds jumped from 8,194 in 2016–17 to 14,793 in 2017–18, an increase of over 60 percent.

- **Coaching/Consulting:** Coaches or mentors partner with teachers to develop effective instructional strategies for LAP-served students.
- **Conference Attendance:** Professional development provided by an outside organization on a variety of topics related to learners not yet meeting grade-level standards. The conference topic(s) must be relevant to the needs and services of LAP-served students for this to be a LAP-allowable activity.
- **Cultural Competency:** Professional learning targeted at increasing cultural competency: including knowledge of student cultural histories and context, as well as family norms and values in different cultures; knowledge and skills in accessing community resources for community and family outreach; and/or skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **Data-Driven Professional Development:** Professional development targeted at the applied use of student data to identify student academic needs and the delivery of LAP services.
- **General Professional Development:** Focuses on enhancing educator effectiveness but lacks the focus and intent of supporting students not yet meeting grade-level standards.
- **Induction Programs:** Orientation for new staff on their roles/responsibilities in assisting learners not yet meeting grade-level standards through LAP services.
- **Mentoring:** Mentors partner with educators to help them develop effective strategies to improve learning for LAP-served students.
- **Professional Learning Communities (PLC):** A group of teachers, administrators, coaches, or school staff (or a combination of people in these roles) who meet on a regular, planned basis with the goal of collaboratively improving practices in the classroom and school in order to improve student learning outcomes. PLC time funded by LAP must be focused on the needs and services of LAP-served students.

- **Targeted Professional Development:** Professional development focused on enhancing educator effectiveness with the explicit intent and purpose of supporting students not yet meeting grade-level standards.

Table 12: 2017–18 Frequency of Professional Development Format

Professional Development Format	# of Schools Offering Service	% of Schools Offering Service
Coaching	946	60.8%
Conference Attendance	610	39.2%
Cultural Competency	303	19.5%
Data-Driven Professional Development	969	62.3%
General Professional Development	658	42.3%
Induction Programs	198	12.7%
Mentoring	278	17.9%
Targeted Professional Development	910	58.5%

Source: LAP end of year reporting application.

Note: 1,556 schools received LAP funding.

Family Engagement

Family engagement involves collaboration between families and schools in increasing student success. Family engagement can occur during the regular school day within the school building or outside of school at families' homes or in the community. Family engagement strategies can involve outreach or direct involvement.

Examples of family engagement activities include:

- Hiring a family/community engagement coordinator to develop relationships with families through authentic two-way communication and culturally responsive outreach to communicate with families, organize family events, and connect families to resources available within the community.
- Building meaningful relations with families in their communities by holding meetings at community centers. Providing opportunities for educators and families to connect in an informal setting through family visits to expand teacher's knowledge of students' home life and cultural background.
- Creating reading time in the first 10 minutes of every school day where families can come into the classrooms and read with their children and their classmates.
- Hosting interactive parent training events that empower families to take active roles in their student's success by providing useful information about education programs/supports, skills, resources, and strategies.



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