LAP Guidance: Academic Growth & Progress Monitoring

What do I need to know about LAP reporting?

LAP Definition of Academic Growth & Progress Monitoring

The services students receive should focus on accelerating student growth to make progress towards grade level. The intent is for LAP students to increase the rate of academic growth during the period of time a district provides intervention services.

Academic Growth & Progress Monitoring Questions in EDS	
Describe how you use student data to identify students for LAP services and determine which services are appropriate.	
Narratives should include a list of the multiple measures used at each grade level to identify LAP students and how the data is used to determine which LAP services are provided. Please elaborate as needed for ELA, math, and behavior LAP services.	**Examples**: In Kindergarten we use Gold Literacy Objectives & Dimensions 16 a & b and MAPs to identify students who would benefit from small group tutoring by an adult; in grades 1 – 3 we use MAPs, Dibels Next and teacher recommendation for small group tutoring with an adult and one-on-one intensive intervention; in grades 4-5 we use SBA ELA scores and MAPs to identify students for double dosing and one-on-one intensive interventions. We use EasyCBM as a screener K–5 (K: letter name/sounds, 1: word reading fluency, 2-3: passage reading fluency, 4-5: comprehension). Based on the results of this screener, students who we feel may benefit from LAP services are given a curriculum based diagnostic assessment. Based on the results of the diagnostic assessment, we identify students for services. We provide small group, push-in tutoring services for students who have like ELA needs in grades K–2. We provide a double dose of ELA support for students not at grade level based on these assessment measures in grades 3–5.
Describe how you use student data to monitor progress. How often do you formally review student progress?	
Narratives should include how data is used to monitor student progress and how often (weekly, bi-weekly, monthly, 6 weeks, 8 weeks, quarterly) this data is formally reviewed. Please elaborate as needed for ELA, math, and behavior LAP services.	**Examples**: MAPs data is collected and reviewed weekly by the classroom interventionist and literacy coach. This data is shared with and reviewed at monthly grade-level teams (core content teachers, interventionist, and the literacy coach). This data is used to inform core content instructional planning and intervention alignment. LAP specialists progress monitor students bi-weekly in math. This data, along with teacher observation, is shared with grade-level teams at monthly PLCs. The data drives LAP math groups, students entrancing and exiting service, and changes needed to current services to improve desired student outcomes. This math data is also used to review student progress in core math class and to make adjustments to core instruction as well.
Describe how you use student data to determine whether students are ready to exit LAP services.	
Narratives should include how exit criteria is determined for LAP students and how often students are reviewed to exit LAP interventions. Please elaborate as needed for ELA, math, and behavior LAP services.	**Examples**: Data is reviewed every six weeks by our school data team and students are exited once they achieve a benchmark score on DIBELS with supporting evidence from the student's teacher. Staff implementing interventions also meet to determine if further professional learning is needed to be more effective. Student data is monitored on a monthly basis by grade level teams and LAP interventionists. Students whose iReady scores have reached grade level, and whose classroom work provides additional evidence, are exited from services.
Describe the method used to convert assessment scores to months of growth.	
Narratives should clearly show the method the districts used to convert months of growth. This could include the mathematical formula or conversion chart created by the district. If using one of the recommended OSPI conversion methods by a vendor, please state which Vendor.	**Examples**: STAR conversion by vendor. 　　　　　　–or– Attached is our district created months of growth conversion.

Academic Growth & Progress Monitoring Questions in EDS	
Describe how you are reviewing the effectiveness of your curriculum/interventions periodically throughout the year.	
Narratives should describe how curriculum / interventions are reviewed for effectiveness as an ongoing process throughout the year. Please elaborate as needed for ELA, math, and behavior LAP services.	**Examples**: At our 6 week data team meetings we (grade level staff, principal, LAP staff, paraeducators, behavior interventionist) review progress monitoring data, specifically student growth. Individual students who are making growth in the current intervention continue in the program for 6 more weeks if needed. Students who are not making growth are reviewed. Checks for fidelity are done through questioning, self reporting, and discussion. Is student progress a result of the intervention or a result of the implementation? Do staff need more support or training to implement the intervention well? Does the student need a different intervention or different environment to make growth? The effectiveness of the LAP Reading Intervention Program is measured quarterly using student growth data based on multiple measures (progress monitoring, benchmark data, pre- and post-unit assessment data). Both the classroom teacher and LAP interventionist meet to determine program effectiveness with individual students. We created a K–4 Reading Intervention Decision-making Process to use as a guide for analyzing the effectiveness of the interventions. Some guiding questions we use are: To what extent is the student reading classroom materials successfully and participating more fully in the classroom with regard to comprehension? To what extent is the student reading independently? How is the student progressing toward grade level comprehension standards?
Based on your review of program effectiveness of your curriculum/interventions, describe the modifications, adjustments or major changes that are being implemented for the next school year.	
Narratives should focus on modifications / adjustments that will support LAP program effectiveness to meet grade level learning outcomes. Please elaborate as needed for ELA, math, and behavior LAP services.	**Examples**: All K–2 educators (teachers, paraeducators, and volunteers) will be trained and coached in phonemic awareness, alphabet knowledge, and phonics to support LAP students in ELA. Instead of pulling out students for LAP interventions in K–2 classrooms for ELA and math, we are shifting to a co-teaching model where a certified LAP interventionist or EL certified staff will co-teach with grade-level staff. Double dosing educators will meet twice-weekly with classroom educators to plan interventions that align to core instruction and to review performance data. Due to low turnout and achievement results in our summer program, we will be shifting to a summer book program model where we provide each student with 12 books for summer check out and open the library at two locations each week—one location will be open during the day and the other location will be open in the evening. Staff and volunteers will support read alouds, buddy reading, and interactive games. The District Coordinator will provide additional training in diagnostic assessments to the LAP staff to allow them to better identify and target specific skill deficits of students.

Do you have a schoolwide systematic behavior program in place regardless of funding source?

☐ Yes	☐ No

Is your schoolwide systematic behavior program partially or fully funded through LAP?

☐ Fully	☐ Partially	☐ Not Funded Through LAP

Resources

[LAP Tips *In-Depth*: Examples & Non-Examples](#)
[LAP Data Reporting Webpage Guidance on Reporting](#)
[Assessment and Academic Growth screencast](#)
[Assessment and Academic Growth PowerPoint](#)
[Reporting Assessment Results](#)
[LAP Data Gathering Workbook](#)
[Recommended conversions](#) for academic growth.
Resources for implementation fidelity and reviewing [program effectiveness](#).

Have Questions? Need Help?

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