

# Tell me more about LAP reporting...

## Academic Growth and Progress Monitoring Examples and Non-Examples

1. Describe how you use student data to identify students for LAP services and determine which services are appropriate.

### Example:

In Kindergarten we use Gold Literacy Objectives and 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 Measures of Academic Progress (MAPs), Dibels Next and teacher observation of student performance 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.

### Non-Example:

Students qualify for LAP services when multiple measures demonstrate they are performing below grade level (SBA, MAP, Running Records). Students who qualify for LAP services receive interventions targeted at their specific academic needs. The intervention is delivered as directed by OSPI's Menu of Best Practices.

- *This is a non-example because it does not specify which measures are being used at which grade level, and it does not specifically identify which interventions are being implemented.*

2. Describe how you use student data to monitor progress. How often do you formally review student progress?

### Example:

LAP specialists progress monitor students bi-weekly in math. This data is shared with grade-level teams at PLCs to drive instructional decisions. The data drives LAP math intervention groups, students entering and exiting service, and changes to current services needed 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.

### **Non-Example:**

Student progress is assessed and documented using AIMS Web tri-annually (September, January, June).

- *This is a non-example because it only describes when data is collected, not how it is used. It does not specify how progress monitoring is used to drive targeted intervention groups or instructional decisions, and although frequency is included, there may be a misconception between progress monitoring and screening.*

### **3. Describe how you use student data to determine whether students are ready to exit LAP services.**

#### **Example:**

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 teacher observation of student performance. Data is also used to determine the professional learning needs of educators who are providing services to LAP students.

#### **Non-Example:**

Students exit LAP solely based on teacher recommendation.

- *This is a non-example because multiple measures are needed to identify and exit students for LAP. For example, if a student is receiving a behavior intervention to meet grade-level math or ELA standards, data points should include both a content measure and a behavior measure to determine whether students are ready to exit LAP services.*

### **4. Describe the method used to convert assessment scores to months of growth.**

#### **Example:**

See recommended conversions on the LAP data reporting webpage.

#### **Non-Example:**

We used the Smarter Balanced Interim Assessment Blocks to determine months of growth. We looked at typical growth for that student's age range and divided their growth on CCSS by the typical growth for a student who was at a 3 level in the previous grade by the score a student would receive if they were at a 3 in the next grade.

- *This is a non-example because it includes the conversion steps.*

5. Describe how you are reviewing the effectiveness of your curriculum/interventions periodically throughout the year.

**Example:**

Data teams (grade level staff, principal, LAP staff, paraeducators, behavior interventionist) meet every six weeks to review progress monitoring data. Students are identified as making progress or not making progress. When students are showing accelerated growth, they either continue with the intervention model as planned or transition out of LAP services. Students who are not showing accelerated growth are reviewed to determine if the intervention was delivered as intended or if a different intervention would be more effective. When multiple students are not showing accelerated growth, staff check for fidelity of implementation by questioning, self-reporting, and discussing how the intervention was delivered. This data is used to determine potential professional learning needs of staff to support the intervention. This data is also used to determine if different intervention materials are needed or if the student learning environment needs to be adjusted.

**Non-Example:**

Teacher data-discussion groups are part of the school structure and that is part of the ongoing review/monitoring.

- *This is a non-example because it does not specify how the groups are reviewing effectiveness, and it does not specifically address how often this practice takes place.*

6. 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.

**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.

We did not see expected achievement results from all students receiving ELA support services. After reviewing the program and individual student needs with our data team, we plan to serve these students with behavior supports using check-in/check-out, to improve academic performance.

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 English Language (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.

**Non-Examples:**

If a student is not progressing in an intervention, we will try alternative interventions.

Students who are not making adequate growth will be evaluated for behavior concerns.

- *This is a non-example because it does not specify modifications or changes needed to improve effectiveness of the intervention program or plan, and it does not identify adult practices or instructional practices that may need adjustments.*