

Annual Report of the  
Learning Assistance Program

# **Learning Assistance Program Washington State**

**Three Years of Data  
2005–06, 2006–07, and 2007–08**



**Dr. Terry Bergeson**  
State Superintendent of  
Public Instruction

**November 2008**

Office of Superintendent of Public Instruction  
Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

For more information about the contents  
of this document, please contact:  
Gayle Pauley, OSPI  
E-mail: [gayle.pauley@k12.wa.us](mailto:gayle.pauley@k12.wa.us)  
Phone: (360) 725-6100

To order more copies of this document,  
please call 1-888-59-LEARN (1-888-595-3276)  
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:  
08-0047

This material is available in alternative format upon request.  
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

**Learning Assistance Program  
Washington State**

Three-Year Report of the State Learning Assistance Program  
School Years 2005–06, 2006–07, 2007–08

Dr. Terry Bergeson  
State Superintendent of Public Instruction

Dr. Catherine Davidson  
Chief of Staff

Bob Harmon  
Assistant Superintendent, Special Programs & Federal Accountability

Gayle Pauley  
Director, Title I/LAP & Consolidated Program Review

Dr. Gia Tran  
Research and Information Specialist

**November 2008**

**Office of Superintendent of Public Instruction**

Old Capitol Building, PO Box 47200, Olympia WA 98504-7200

**Dr. Terry Bergeson, State Superintendent**

**Dr. Catherine Davidson, Chief of Staff**

**Bob Harmon, Assistant Superintendent, Special Programs & Federal Accountability**

**Gayle Pauley, Director, Title I, LAP, & Consolidated Program Review**

**About This Document**

Copyright © 2008 by the Office of Superintendent of Public Instruction, Olympia, Washington. The contents of this document may be reproduced and distributed without permission for educational purposes.

Funding for this report was provided by OSPI. For more information about the contents of this document or the program, please contact:

Gayle Pauley, Director  
Title I, LAP, & Consolidated Program Review  
Office of Superintendent of Public Instruction  
PO Box 47200  
Olympia, WA 98504-7200  
E-mail: [gayle.pauley@k12.wa.us](mailto:gayle.pauley@k12.wa.us)  
Phone: (360) 725-6100

**Acknowledgements**

Gayle Pauley and Dr. Gia Tran in the Special Programs and Federal Accountability office prepared this report. Other OSPI staff helped in the preparation of this document, including: Erin Mitchell, Jami Peterson, Larry Fazzari, and Petrea Stoddard.

**Suggested Citation**

Pauley, Gayle (2008). *Learning Assistance Program in Washington State*. Office of Superintendent of Public Instruction. Olympia, Washington.

The Office of Superintendent of Public Instruction complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, disability, age, or marital status.

## TABLE OF CONTENTS

<b>Executive Summary</b>	<b>1</b>
<b>Section 1—Introduction</b>	<b>3</b>
<b>Section 2—State and District School Year Program Data</b>	<b>6</b>
<b>Section 3—State and District Summer School Program Data</b>	<b>23</b>
<b>Section 4—Summary of Findings</b>	<b>41</b>

### **Abbreviations**

LAP	Learning Assistance Program
FY	Fiscal Year
FRPL	Free Reduced Priced Lunch
FTE	Full-Time Equivalent
OSPI	Office of Superintendent of Public Instruction



## EXECUTIVE SUMMARY

**Background** The *Learning Assistance Program (LAP)* provides funding to school districts to implement educational opportunities that meet the academic needs of students not meeting the state’s standards in reading, writing, mathematics, and/or readiness associated with these content areas. Students who received LAP services during 2005–06 and 2006–07 were students in kindergarten through Grade 11; students who received services in 2007–08 were students in kindergarten through Grade 12. Participating students are those students that do not meet state standards and who are identified to receive services under the district’s LAP plan. By providing LAP services, the state has placed an emphasis on ensuring that all students meet high standards by providing districts with funding to support appropriate academic programs specifically for low-performing students. The Legislature requires the Office of Superintendent of Public Instruction (OSPI) to implement the LAP application process in order to distribute LAP funds as defined in the **Revised Codes of Washington (RCW) 28A.165 – Learning Assistance Program** and **The Washington Administrative Code (WAC) Chapter 392-163 Special Service Program – Learning Assistance**. The codes require that all districts submit end-of-year reports and if they provide LAP summer school, they submit an end-of-summer report.

**Results in Brief** The Learning Assistance Program (LAP) provided funds to 281 districts in 2005–06, 286 districts in 2006–07, and 286 districts in 2007–08. During 2005–06 and 2006–07, the state had 296 school districts. In 2007–08, one school district was closed so the total number of districts for that year was 295. LAP services were provided during the school year and during the summer. End-of-Year and Summer reports were submitted to OSPI. For 2007–08, 284 end-of-year reports were completed. For 2006–07, 281 end-of-year reports were completed. For 2005–06, 283 end-of-year reports were completed. There were 46 summer school end-of-year reports for 2007–08, 51 for 2006–07 and 47 for 2005–06. The information from the combination of these reports provides the data for this document.

**Funding Data** Districts may choose the option to participate in LAP by completing a LAP application. When the application is approved by OSPI staff, an allocation is provided based upon the LAP funding formula. The annual budget for the program over the past three years has increased annually from \$75,121,000 in 2005–06 to \$79,408,000 in 2006–07 to \$90,344,000 in 2007–08. This resulted in a 20 percent increase from 2005–06 to 2007–08.

**Student Data** Over the three school years, it was reported that 230,742 Full-Time Equivalent (FTE) students were provided LAP services. Data was collected on gender and race for those students identified for LAP in kindergarten through Grade 12. School district staff reported that 112,341 of the students identified were female and 118,397 were male. Of the 230,742 students, 20,103 participated in summer school programs. Reports on race include: 128,209 White, 21,440 Black, 16,404 Asian, 54,249 Hispanic, and 8,033 American Indian/Alaskan Native. (2,407 FTE were not identified by race.)

## **INTRODUCTION SECTION 1**

### **Background**

The Learning Assistance Program (LAP) is designed to promote the use of assessment data when developing programs to assist underachieving students and to guide school districts in providing the most effective and efficient practices when implementing programs to assist underachieving students (Chapter 28.A.165 RCW). Students in kindergarten through Grade 11 (and Grade 12 in 2007) who score below standard on the statewide assessments and are identified in the approved LAP application are eligible for LAP services. LAP must provide services to those students in greatest academic need in the basic skills. LAP plans must provide instruction in one or more of these basic skill areas: reading, writing, mathematics, and/or readiness in these academic areas.

### **Washington's Program Guidelines for LAP Students**

Providing appropriate programs for students that have not met state and/or local academic standards is both a state and local responsibility. Districts rely on the state to provide funding for students who have been identified for LAP services. The state's LAP provides additional funding to districts for developing and implementing programs that will meet the educational needs of these at-risk students. Districts have authority to determine if they will apply for a LAP grant from OSPI. If the district does apply, the district must meet all guidelines as provided in Chapter 392-162 WAC. Districts are required to submit an application to OSPI that includes the following:

1. District- and school-level data on reading, writing, and mathematics.
2. Processes used for identifying the underachieving students to be served by the programs, including the identification of school or program sites where services will be administered.
3. Assurance that accelerated learning plans are developed and implemented for participating students.
4. How state and classroom assessments are used to inform instruction.
5. How focused and intentional instructional strategies have been identified and implemented.
6. How highly qualified instructional staff are developed and supported in the program and in participating schools.
7. How other federal, state, district, and school resources are coordinated with school improvement plans and the district's strategic plan to support underachieving students.
8. How a program evaluation will be conducted to determine direction for the following school year.

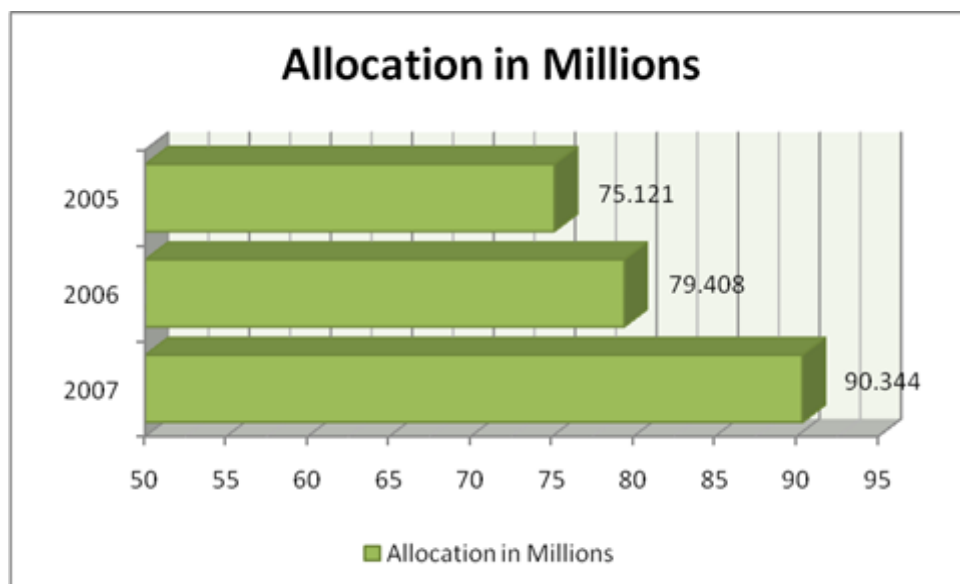
Districts are required to develop and implement accelerated learning plans for participating students. These plans must include: 1) Achievement goals for students; 2) Roles for the student(s), parents/guardians, and teachers in the plan; 3) Communication procedures regarding student accomplishment; and 4) Plan review and adjustment. Districts are required to provide program evaluation data to OSPI annually in the LAP end-of-year report, and if they provide LAP summer school, an end-of-summer report. OSPI is required to monitor no less than once every four years.

## Program Funding

Districts receive state funding to provide LAP services to those students at most risk of not meeting state standards. A district's allocation is based upon the Full-Time Equivalent (FTE) enrollment in kindergarten through Grade 12 from the prior school year multiplied by the district's percentage of October headcount enrollment in kindergarten through Grade 12 for students eligible for Free or Reduced Priced Lunch (FRPL) in the prior school year. If the district's percentage of October headcount enrollment in kindergarten through Grade 12 eligible for FRPL FTE exceeded 40 percent, the formula for that district would be to subtract 40 percent from the district's percentage and multiply the results by the district's K–12 annual average FTE for the prior school year.

[Figure 1.1 illustrates the state LAP allocation over a three-year school period.]

**Figure 1.1: Allocations 2005–2007**



The state is not the only source of support for programs that address low-achieving students. The Elementary and Secondary Education Act – Title I, Part A also provides funds to support low-income, low-performing students. Districts may choose to combine

LAP and Title I, Part A funds. Funds from both programs are provided to assist students that have not met state reading, mathematics, and writing standards or who are at-risk of not meeting state standards.

### **Objectives, Scope, and Methodology**

Legislative staff and the Title I/LAP Committee of Practitioners (COP) requested OSPI to provide LAP data in the fall of 2008. This committee is required under the Elementary and Secondary Education Act as reauthorized under No Child Left Behind [NCLB] Title I, Part A. The committee advises OSPI on implementation of the Title I, Part A program and the state's Learning Assistance Program. This report provides information on LAP for school years 2005–06, 2006–07, and 2007–08. Specifically, this report discusses the following topics:

- State and district demographic school year data.
- State and district demographic summer school data.
- Program content areas.
- Use of LAP to support educational staff.

To address these topics, data was examined from districts that had an approved state grant application for LAP students in the three school years specified above. The data were provided on the district annual reports. This data will be used as the baseline data for any future requests.

School-level data are not collected on the LAP. The report provides data aggregated at the state and district levels. Districts reported the number of LAP students and information on the content options provided to LAP students.



**STATE AND DISTRICT  
SCHOOL YEAR  
PROGRAM DATA  
SECTION 2**

*The Learning Assistance Program (LAP) from 2005 to 2008, served 210,639 students during the regular school year and 20,130 in the summer. Of those students reported, there were 6,056 fewer females served than males. From 2005 to 2008, the total number of students participating in LAP increased by 30,617. The grade with the largest number of participating LAP students across all three years was ninth grade.*

**LAP**

This report is based on three years of LAP data. Included in the report is information on the number of students that participated during each school year (fall start date through June equating 180 days) and the number of students that participated in summer school programs. Information on the total number of students served by grade level, gender, and ethnicity/race is provided. Information is also provided on those students that are also receiving English Language Learner (ELL) and Special Education program services. The report includes information on the academic content areas that are allowable under LAP, by providing the number of students that received services in reading, mathematics, writing, language arts, and readiness in those areas.

**LAP Student Enrollment for School Year Participants**

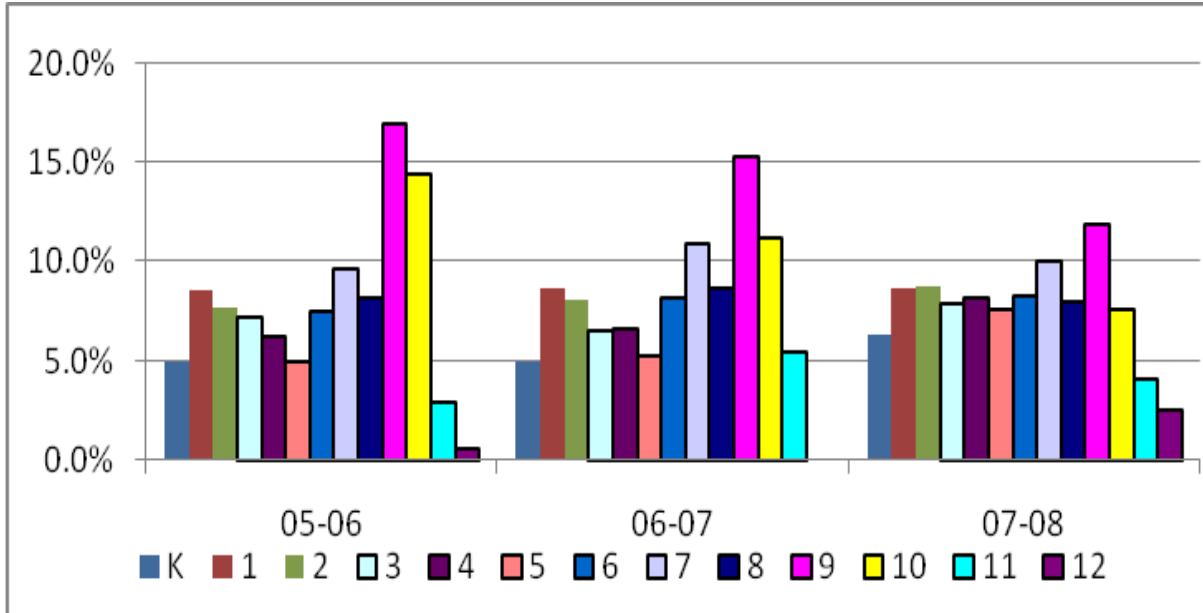
*Total Enrollment*

Districts were required to provide information on the number of students identified for LAP services across grade levels. There was a significant increase of students served in all grades except ninth and tenth. In 2005–06, the LAP allocation included funds that were specifically earmarked to provide services for students in Grades 9–12. In the following two years, this specific earmark was removed. In 2006–07, LAP provided services kindergarten through Grade 11 and, in 2007–08, Grade 12 was added. The majority of students across all three years were served in Grades 1–9. Ninth grade had the highest number of students served across all three school years, Figure 2.1. In Figure 2.2, information is graphically displayed on the percent of students that were served by grade level during that school year. In Figure 2.3, the information compares the three years of data for each grade level.

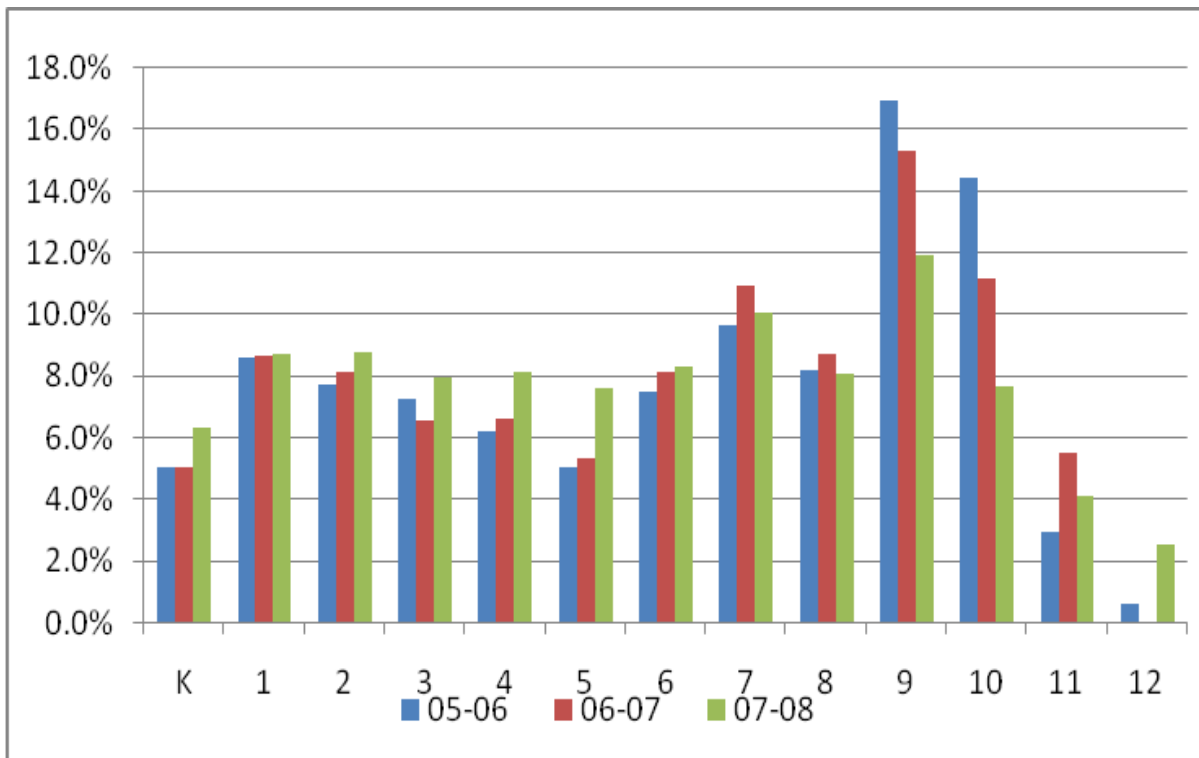
**Figure 2.1: Total Number of Students Enrolled for School Years 2005–08**

<b>Grade</b>	<b>2005–06</b>	<b>2006–07</b>	<b>2007–08</b>
K	3,074	2,971	5,703
1	5,278	5,133	7,862
2	4,722	4,826	7,872
3	4,423	3,875	7,153
4	3,800	3,911	7,342
5	3,060	3,151	6,838
6	4,586	4,837	7,452
7	5,914	6,476	9,064
8	5,006	5,174	7,239
9	10,391	9,099	10,722
10	8,835	6,635	6,874
11	1,781	3,259	3,690
12	361	0	2,205
<b>Total</b>	<b>61,231</b>	<b>59,347</b>	<b>90,057</b>

**Figure 2.2: Percent of Students Served by Grade for each School Year**



**Figure 2.3: Percent of Students Served Across Three School Years by Grade**



### LAP School Year Enrollment by Gender

In their reports, districts provided gender data by grade level, Figure 2.4. They reported that there were 28,614 females and 32,617 males served in LAPs during the 2005–06 school year; 31,859 females and 27,288 males in 2006–07; 41,980 females and 48,077 males in 2007–08. For 2005–06 and 2007–08, more males were served than females. In 2005–06, six percent of the state’s total population was served with LAP funds, of those 3.2 percent were male and 2.8 percent were female. In 2006–07, 5.8 percent of the state’s total student population was served, 2.7 percent male and 3.1 percent female. In 2007–08, 9.3 percent of the state’s total population were served, 4.9 percent were male and 4.3 percent were female. In both 2005–06 and 2007–08, there is a .6 percent difference with more males being served. In 2006–07, there is a four percent difference with more females being served.

**Figure 2.4: Total Number of Students Enrolled by Gender, 2005–08**

Grade	FEMALES			MALES		
	2005–06	2006–07	2007–08	2005–06	2006–07	2007–08
K	1,342	1,630	2,511	1,732	1,341	3,188
1	2,220	2,849	3,539	3,058	2,284	4,323
2	2,214	2,628	3,697	2,508	2,198	4,175
3	2,106	2,004	3,371	2,317	1,871	3,782
4	1,858	2,071	3,459	1,942	1,840	3,883
5	1,492	1,654	3,242	1,568	1,497	3,596
6	2,265	2,528	3,544	2,321	2,309	3,908
7	2,709	3,504	4,279	3,205	2,972	4,785
8	2,301	2,775	3,380	2,705	2,399	3,859
9	4,815	5,024	4,903	5,576	4,075	5,819
10	4,329	3,559	3,148	4,506	3,076	3,726
11	799	1,633	1,775	982	1,626	1,915
12	164	0	1,132	197	0	1,118
<b>Total</b>	<b>28,614</b>	<b>31,859</b>	<b>41,980</b>	<b>32,617</b>	<b>27,488</b>	<b>48,077</b>

## Enrollment by School Year

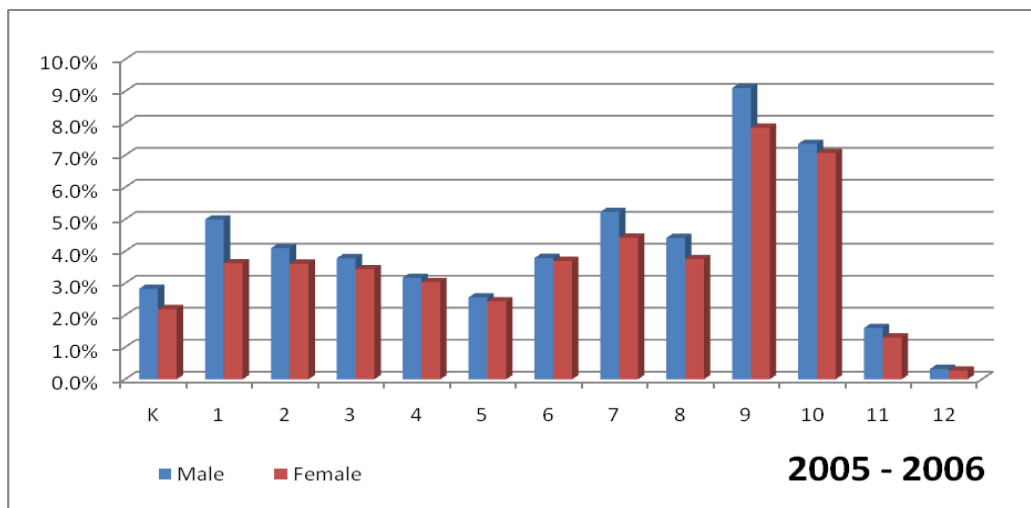
### School Year 2005–06

In 2005–06, a total of 61,231 students were reported by 283 school districts as receiving LAP services which were supported with state LAP funds. This represents six percent of the total public school student population as being served. The school year program served more males (32,617) than females (28,614), Figures 2.5 and Figure 2.6.

**Figure 2.5: 2005–06 School Year Student Enrollment by Gender**

Grade	Male	Female	Total
K	1,732	1,342	3,074
1	3,058	2,220	5,278
2	2,508	2,214	4,722
3	2,317	2,106	4,423
4	1,942	1,858	3,800
5	1,568	1,492	3,060
6	2,321	2,265	4,586
7	3,205	2,709	5,914
8	2,705	2,301	5,006
9	5,576	4,815	10,391
10	4,506	4,329	8,835
11	982	799	1,781
12	197	164	361
<b>TOTAL</b>	<b>32,617</b>	<b>28,614</b>	<b>61,231</b>

**Figure 2.6: 2005–06 Percent of Students Served by Grade and Gender**



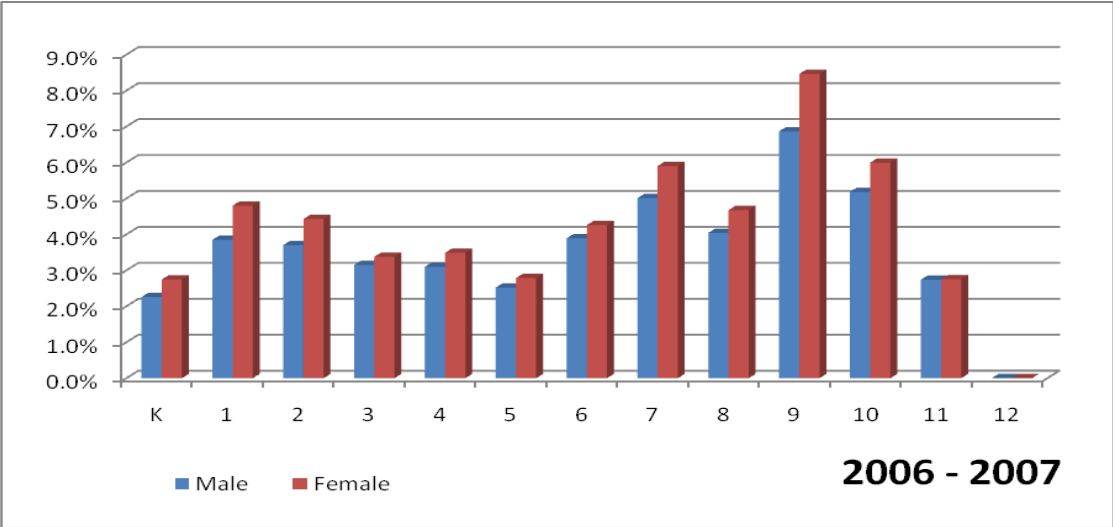
School Year 2006–07

In 2006–07, a total of 59,347 students were reported by 281 school districts as receiving LAP services which were supported with state LAP funds. This represents 5.8 percent of the total public school student population as being served. The school year program served more females (31,859) than males (27,488), Figures 2.7 and 2.8.

**Figure 2.7: 2006–07 School Year Student Enrollment by Gender**

Grade	Male	Female	Total
K	1,341	1,630	2,971
1	2,284	2,849	5,133
2	2,198	2,628	4,826
3	1,871	2,004	3,875
4	1,840	2,071	3,911
5	1,497	1,654	3,151
6	2,309	2,528	4,837
7	2,972	3,504	6,476
8	2,399	2,775	5,174
9	4,075	5,024	9,099
10	3,076	3,559	6,635
11	1,626	1,633	3,259
12	0	0	0
<b>TOTAL</b>	<b>27,488</b>	<b>31,859</b>	<b>59,347</b>

**Figure 2.8: 2006–07 Percent of Students Served by Grade and Gender**



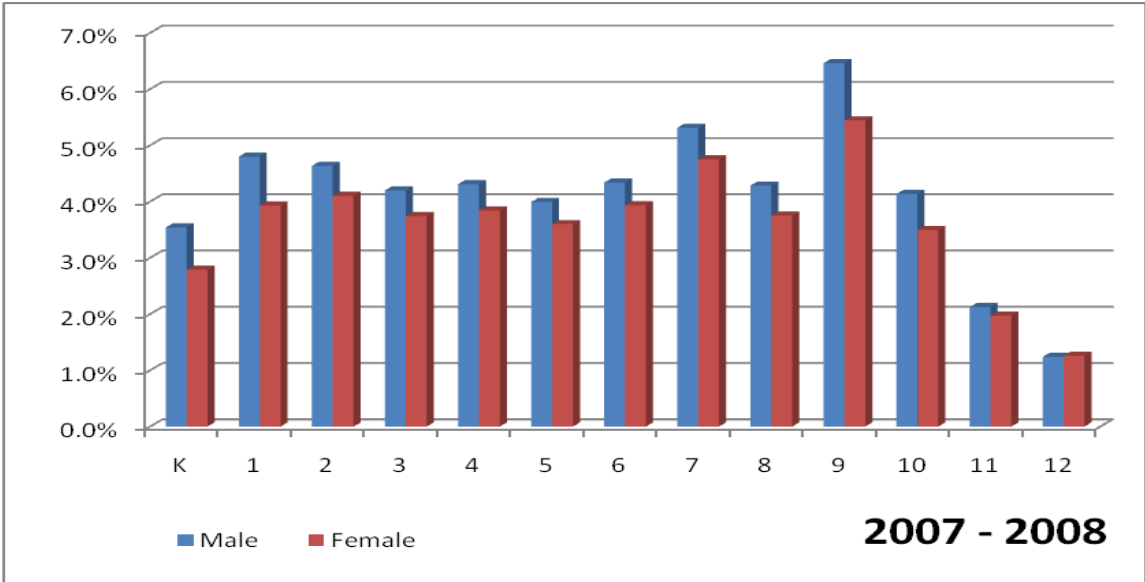
School Year 2007–08

In 2007–08, a total of 90,061 students were reported by 283 school districts as receiving LAP services which were supported with state LAP funds. This represents 9.3 percent of the total public school student population as being served. The school year program served more males (48,077) than females (41,980), Figures 2.9 and 2.10.

**Figure 2.9: 2007–08 School Year Student Enrollment Supported By Gender**

Grade	Male	Female	Total
K	3,188	2,511	5,703
1	4,323	3,539	7,862
2	4,175	3,697	7,872
3	3,782	3,371	7,153
4	3,883	3,459	7,342
5	3,596	3,242	6,838
6	3,908	3,544	7,452
7	4,785	4,279	9,064
8	3,859	3,380	7,239
9	5,819	4,903	10,722
10	3,726	3,148	6,874
11	1,915	1,775	3,690
12	1,118	1,132	2,250
<b>TOTAL</b>	<b>48,077</b>	<b>41,980</b>	<b>90,061</b>

**Figure 2.10: 2007–08 Percent of Students Served by Grade and Gender**



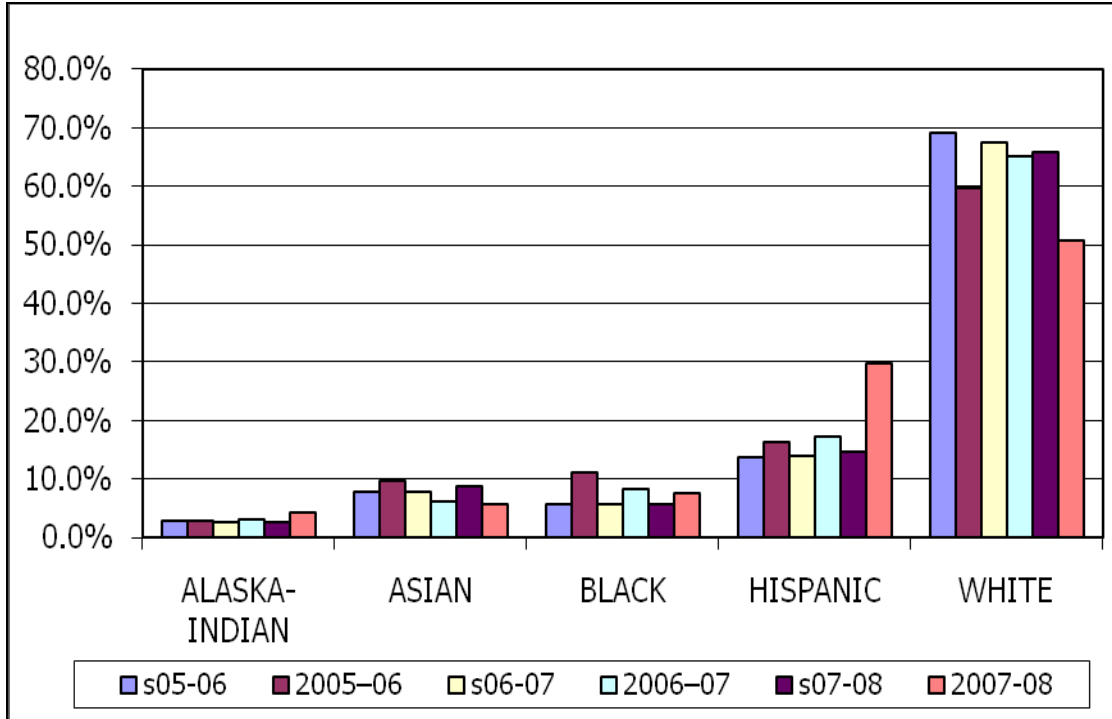
## LAP School Year Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels and in 2007–08, multiracial was also reported. The distribution of LAP student enrollment by race/ethnicity is illustrated in Figures 2.11, 2.12, and 2.13. Reported in these charts is the percent of students by race participating in LAP and the percent of the total state population of these racial groups. The percent of American Indian/Alaskan Native, Black, and Hispanic consistently exceeds the state student population for those racial groups. For example in 2007–08, the state percent for Black students was 5.7; the LAP participation percent rate for Black students was 7.5. Another example is the percent of Hispanic student participation that has grown from 16.4 percent in 2005–06 to 29.7 percent in 2007–08. For American Indian/Alaskan Native the percent of the students served grew by 1.3 percent.

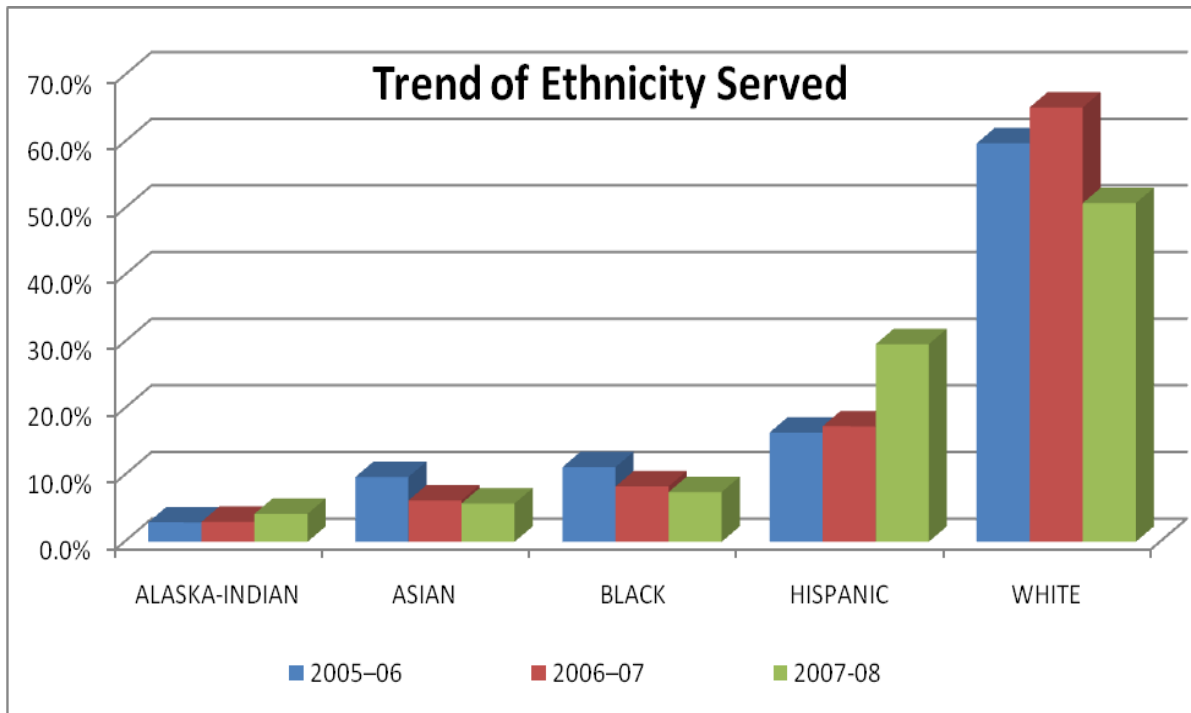
**Figure 2.11: Total Student Enrollment by Ethnicity/Race, 2005–08**

	<b>Race/ Ethnicity</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>American Indian/ Alaskan Native</b>	<b>Multi- racial</b>	<b>Total</b>
<b>2005–06</b>	% of Total State Enrollment	69.2%	5.7%	7.9%	13.7%	2.8%		<b>99.3%</b>
	LAP Student Enrollment	36,486	6,833	5,933	10,001	1,783		<b>61,036</b>
	% of Total LAP Enrollment	59.8%	11.2%	9.7%	16.4%	2.9%		<b>100.0%</b>
<b>2006–07</b>	% of Total State Enrollment	67.5%	5.6%	7.8%	14%	2.7%		<b>97.6%</b>
	LAP Student Enrollment	38,681	4,926	3,684	10,283	1,772		<b>59,346</b>
	% of Total LAP Enrollment	65.2%	8.3%	6.2%	17.3%	3%		<b>100.0%</b>
<b>2007–08</b>	% of Total State Enrollment	65.8%	5.7%	8.7%	14.6%	2.7%		<b>97.5%</b>
	LAP Student Enrollment	45,764	6,717	5,179	26,702	3,774	1,919	<b>90,055</b>
	% of Total LAP Enrollment	50.8%	7.5%	5.8%	29.7%	4.2%	2%	<b>100.0%</b>

**Figure 2.12: Three-Year Trend of Racial/Ethnic Groups by School Year**



**Figure 2.13: Trend by Race/Ethnicity Across Three Years**



The following information describes the ethnicity/racial data for each year reported.

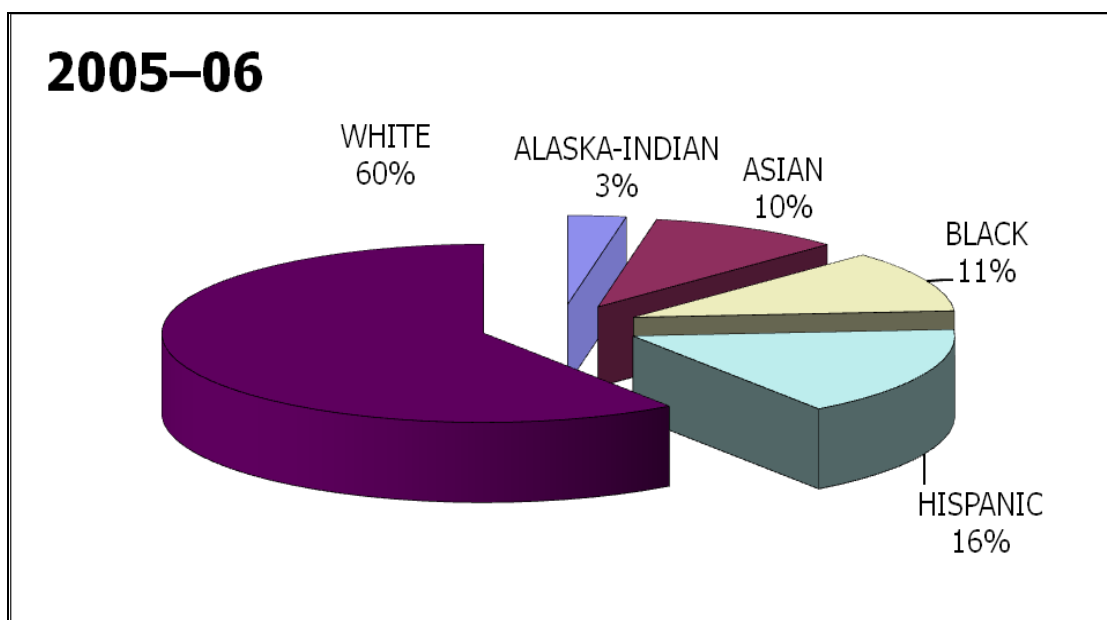
School Year 2005-06

In 2005-06, there were 36,486 (59.8 percent) White students served, 5,933 (9.7 percent) Asian, 10,001 (16.4 percent) Hispanic, 6,833 (11.2 percent) Black, and 1,783 (2.9 percent) American Indian/Alaskan Native, Figures 2.14 and 2.15. For Black, Asian, Hispanic, and American Indian/Alaskan Native, the percent LAP served students was greater than the state percent of these racial groups.

**Figure 2.14: 2005–06 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	69.2	36,486	59.8
Black	5.7	6,833	11.2
Asian	7.9	5,933	9.7
Hispanic	13.7	10,001	16.4
American Indian/ Alaskan Native	2.8	1,783	2.9
<b>Total (reported by ethnicity/race)</b>	<b>99.3%</b>	<b>61,036</b>	<b>6.0%</b>

**Figure 2.15: 2005–06 Student Enrollment by Ethnicity/Race**



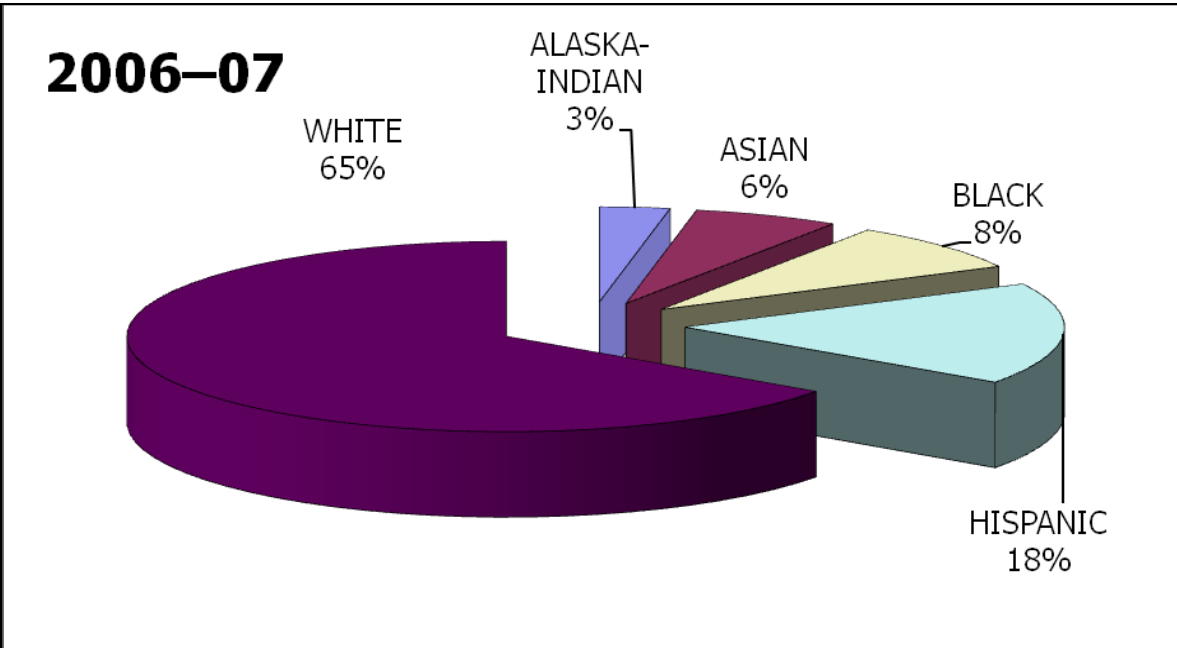
School Year 2006-07

In 2006-07, there were 36,681 (65.2 percent) White students served, 3,684 (6.2 percent) Asian, 10,283 (17.3 percent) Hispanic, 4,926 (8.3 percent) Black, and 1,772 (3 percent) American Indian/Alaskan Native, Figures 2.16 and 2.17. While the Asian, Hispanic, American Indian/Alaskan Native percentage of student participation continues to increase, Black student participation decreased by 2.9 percent.

**Figure 2.16: 2006–07 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	67.5	38,681	65.2
Black	5.6	4,926	8.3
Asian	7.8	3,684	6.2
Hispanic	14	10,283	17.3
American Indian/Alaskan Native	2.7	1,772	3.0
<b>Total (reported by ethnicity/race)</b>	<b>97.6%</b>	<b>59,346</b>	<b>5.8%</b>

**Figure 2.17: 2006–07 Student Enrollment by Ethnicity/Race**



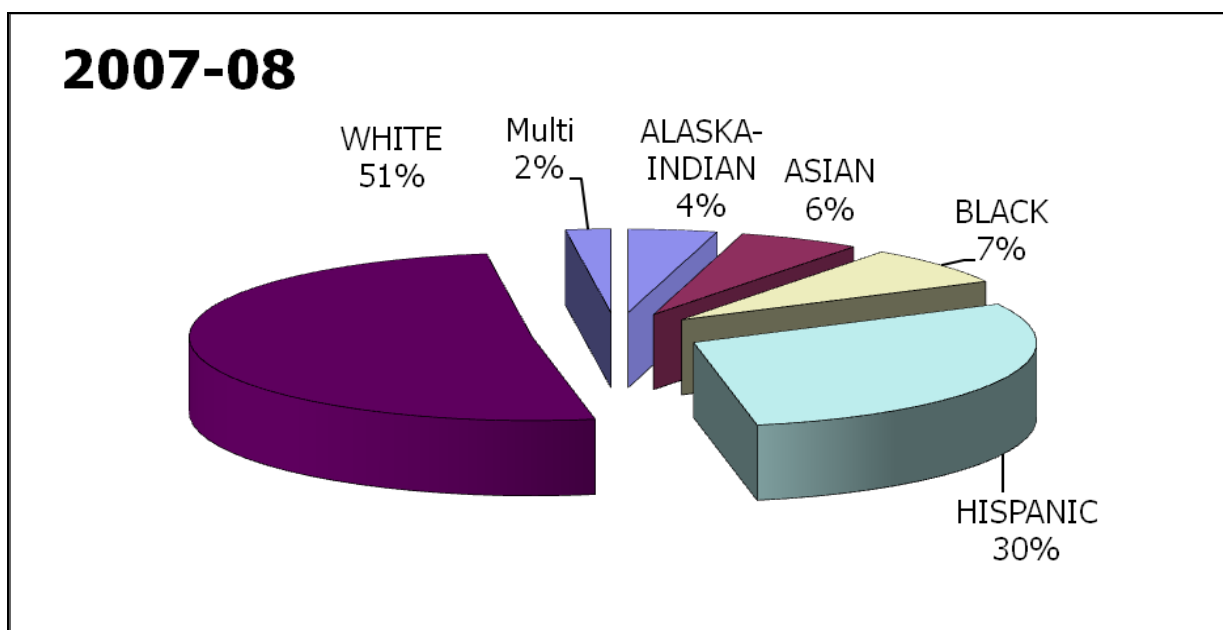
School Year 2007–08

In 2007–08, there were 45,764 (50.8 percent) White students served, 5,179 (5.8 percent) Asian, 26,702 (29.7 percent) Hispanic, 6,717 (7.5 percent) Black, and 3774 (4.2 percent) American Indian/Alaskan Native, Figures 2.18 and 2.19. Multi-racial was reported for the first time in 2007–08, with 1,919 (2.1 percent) students. There was a significant decrease in the number of White students being served by LAP from the previous two years. The Hispanic LAP participation increased in 2007–08 by 12.4 percent from the previous year.

**Figure 2.18: 2007–08 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	65.8	45,764	50.8
Black	5.7	6,717	7.5
Asian	8.7	5,179	5.8
Hispanic	14.6	26,702	29.7
American Indian/ Alaskan Native	2.7	3,774	4.2
Multi-racial		1,919	2.1
<b>Total (reported by ethnicity/race)</b>	<b>97.5%</b>	<b>90,055</b>	<b>9.3%</b>

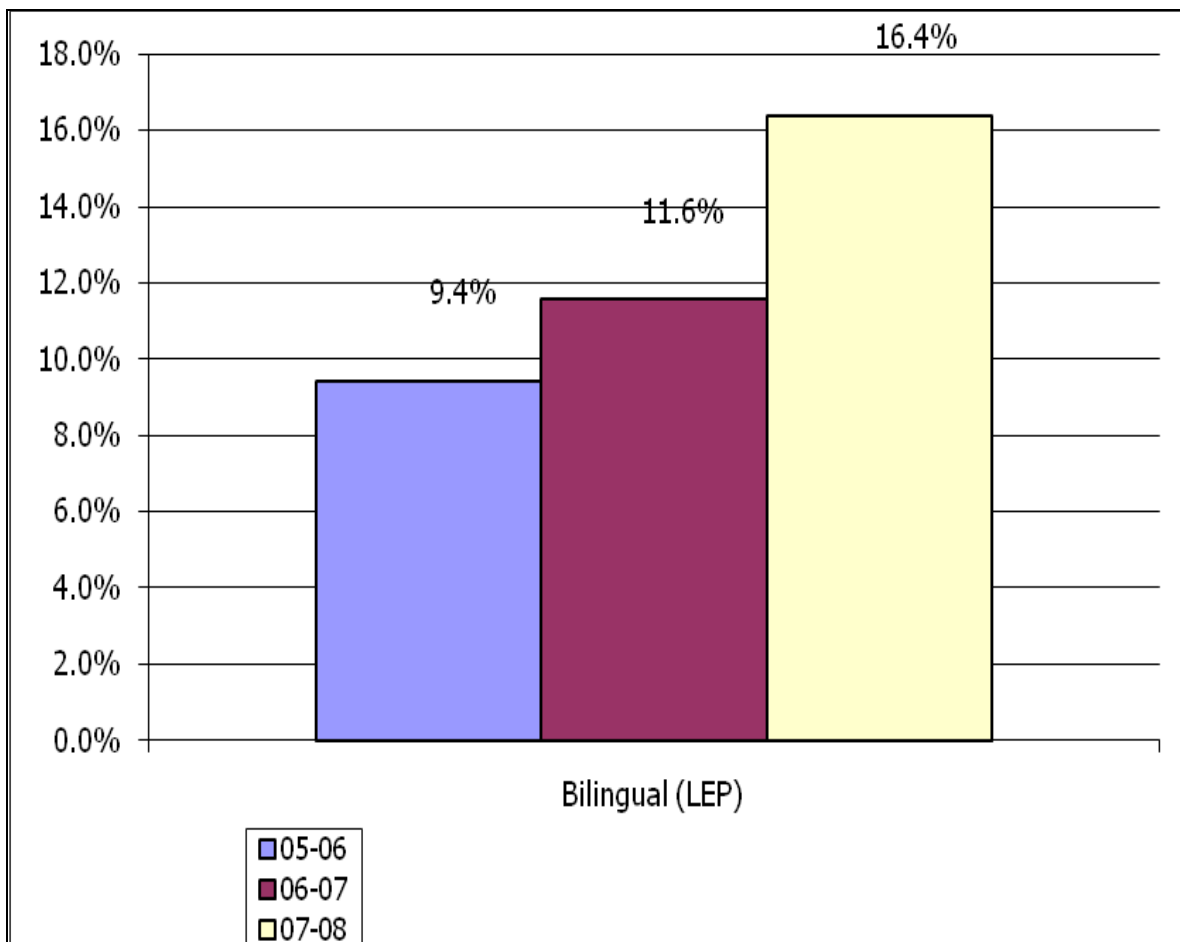
**Figure 2.19: 2007–08 Student Enrollment by Ethnicity/Race**



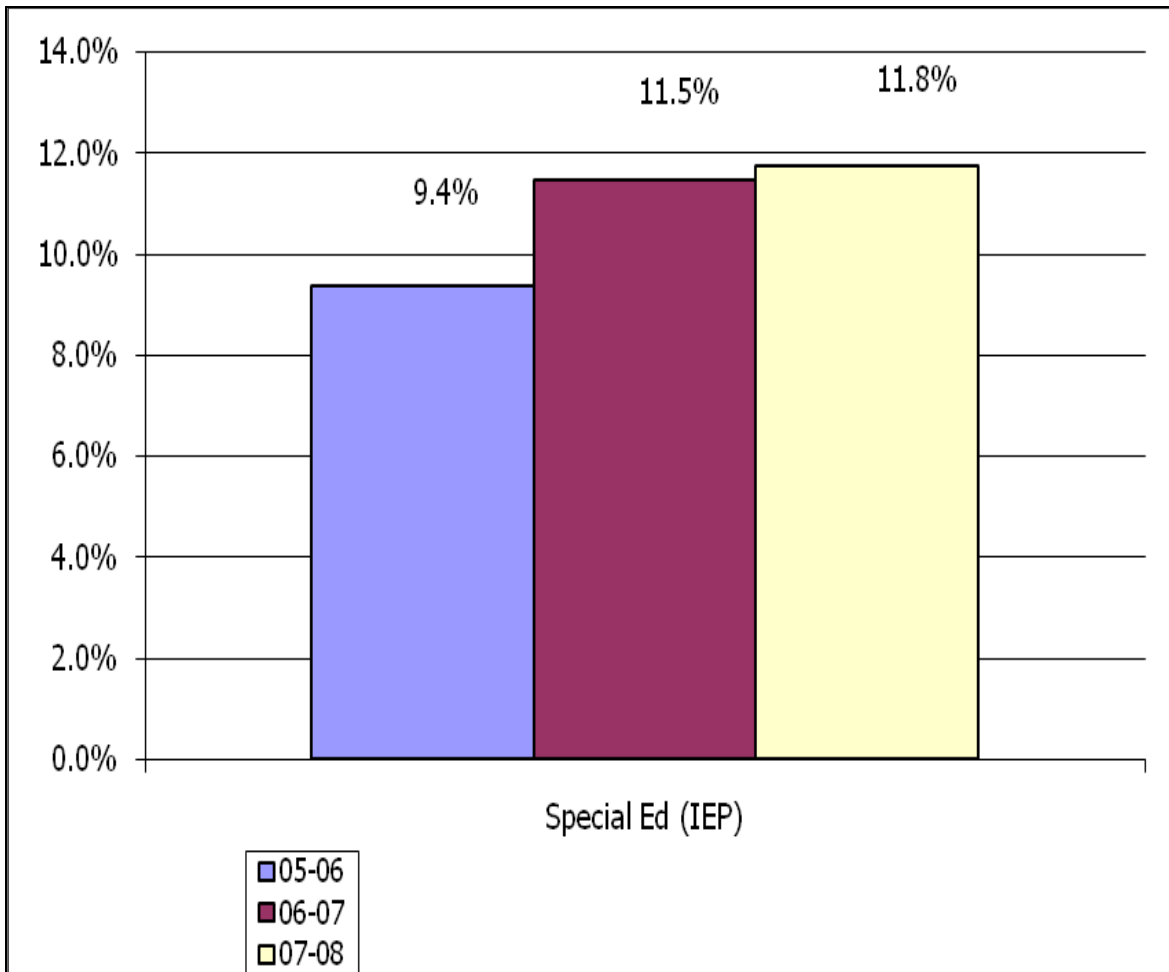
## Dual Identified – LAP, Bilingual, and Special Education Students

Data was also collected on students that were dual identified. Dual identified means that a student could be receiving Bilingual program support, but also qualifies for additional academic support services that are provided through LAP. This could also be true for those students that have an Individual Educational Plan (IEP) under special education. The special education student's IEP might address reading and does not address mathematics, so this student could access LAP math services. The number of Bilingual (LEP) program students that are also participating in LAP has shown continuous growth over the last three years. In 2005–06, 9.3 percent of the total LAP population also received Bilingual services which grew to 16.4 percent in 2007–08. The special education population participating in LAP moved from 9.3 percent in 2005–06 to 11.8 percent in 2007–08. The following two charts illustrate this growth, Figures 2.20 and 2.21.

**Figure 2.20: Percent of Bilingual Students Receiving LAP Services**



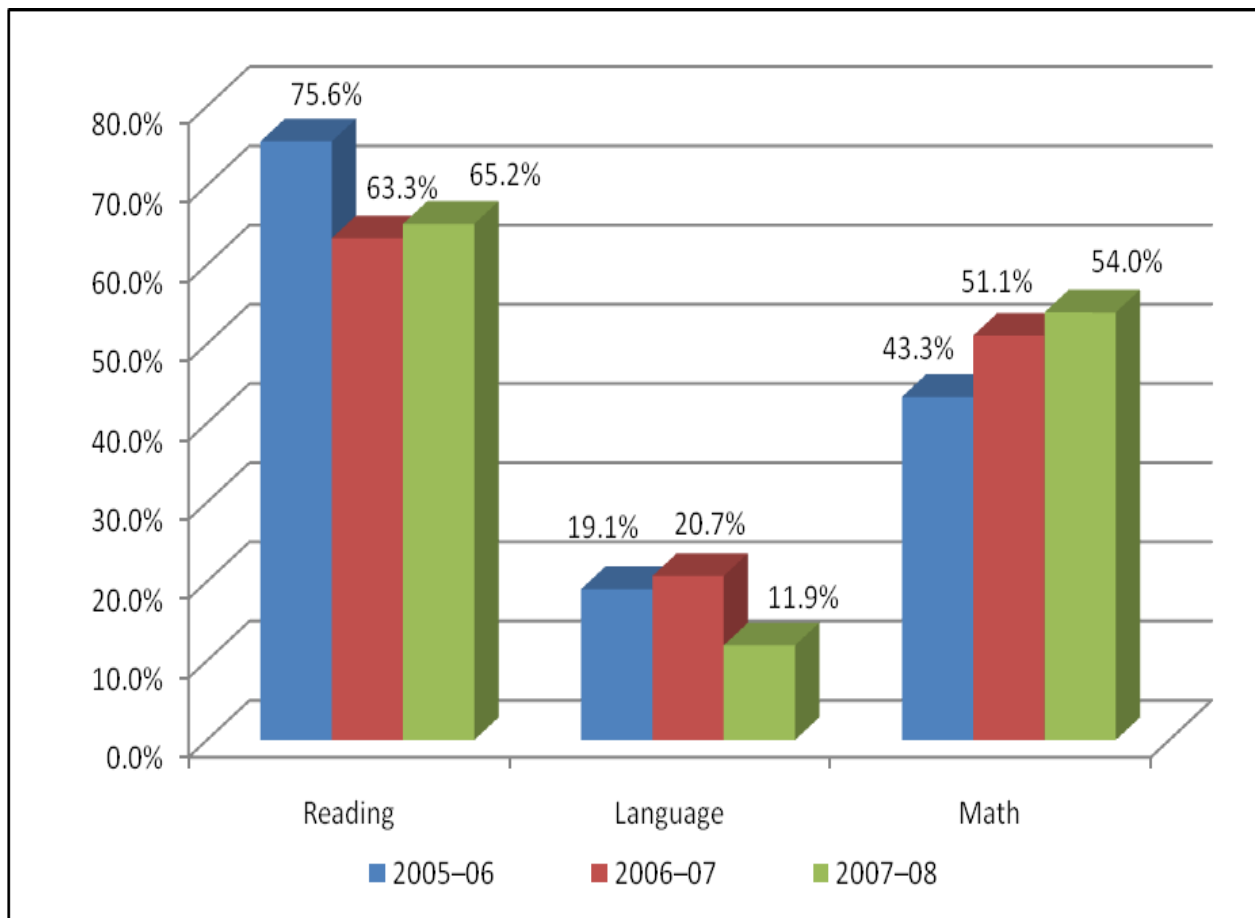
**Figure 2.21: Percent of Special Education Students Receiving LAP Services**



## LAP Subject Areas

Under WAC 392-162-015, districts may choose to provide LAP services for the “basic skills” of reading, mathematics, writing, and readiness associated with these skills. Over the three years that this report covers, districts have consistently focused the majority of funds to support additional reading services to low-achieving students. Mathematic support has continuously grown from 43 percent in 2005–06 to 54 percent in 2007–08. Districts have reported in their annual applications that mathematics data has led them to move supports from reading to mathematics. However, the number of schools offering reading has only declined by ten percent. Support for writing decreased by 8.8 percent from 2006–07 to 2007–08. The numbers of students participating in mathematics for kindergarten through Grade 8 and Grade 12 increased significantly. In 2005–06, 491 kindergarten students received math support; in 2007–08, 1,178 student received math support. One of the most significant changes in mathematics occurred between the first year and last year of the report for 12<sup>th</sup> grade students, the number served moved from 181 to 1,735, Figures 2.22–2.25.

**Figure 2.22: Percent of Subject Areas Served**



**Figure 2.23: 2005–06 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	2,839	631	491
1	4,615	608	730
2	3,795	581	1,005
3	3,266	469	1,450
4	2,540	411	1,607
5	1,794	421	1,674
6	3,200	1,310	1,736
7	3,422	1,299	3,292
8	2,773	1,044	2,327
9	6,806	1,999	6,027
10	5,607	2,062	4,836
11	924	549	1,057
12	158	94	181
<b>Total</b>	<b>46,271</b>	<b>11,669</b>	<b>26,527</b>

**Figure 2.24: 2006–07 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	2,779	520	486
1	4,771	697	652
2	4,229	610	832
3	3,071	433	1,337
4	2,688	408	1,888
5	1,854	333	2,095
6	3,279	1,315	2,787
7	3,801	1,895	3,945
8	3,106	1,445	3,152
9	4,152	2,119	5,909
10	2,797	1,675	4,631
11	1,028	800	2,551
12	0	0	0
<b>Total</b>	<b>37,593</b>	<b>12,288</b>	<b>30,303</b>

**Figure 2.25: 2007–08 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	4,417	632	1,178
1	6,918	747	1,727
2	6,814	696	2,148
3	5,675	596	2,931
4	5,345	625	3,965
5	4,044	808	4,672
6	4,371	1,164	4,979
7	5,019	1,397	5,841
8	4,313	1,116	4,796
9	5,536	1,254	7,292
10	3,696	861	4,725
11	1,668	491	2,631
12	866	373	1,735
<b>Total</b>	<b>58,682</b>	<b>10,760</b>	<b>48,620</b>



**STATE AND DISTRICT  
SUMMER SCHOOL  
PROGRAM DATA  
SECTION 3**

*The Learning Assistance Summer School Programs from 2006 to 2008, served 20,103 students. Of those students reported, there were 327 fewer females served than males. From 2005 to 2008, the total number of students participating in LAP increased by 1,787. The grade with the largest number of participating LAP students in the summer of 2006 was ninth grade. In the summer of 2008, third grade had the largest number of participating students.*

**Learning Assistance Program (LAP) Summer School**

This report is based on three years of LAP summer school data. Included in the report is information on the number of students that participated in summer school programs. Information on the total number of students served by grade level, gender, and ethnicity/race is provided. Information is also provided on those students that also received English Language Learner (ELL) and Special Education program services. The report includes information on the academic content areas that are allowable under LAP, by providing the number of students that received services in reading, mathematics, and writing (language arts).

**LAP Student Enrollment for Summer School Participants**

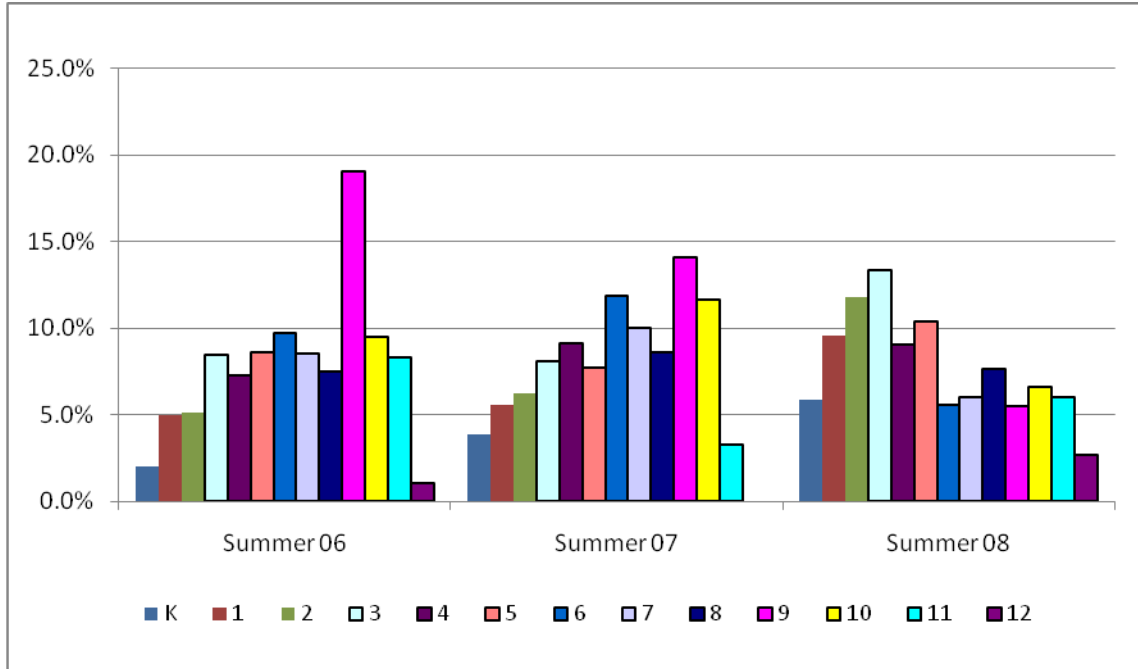
*Total Enrollment*

Districts were required to provide information on the number of students identified for LAP summer school services across grade levels. In 2005–06, the LAP allocation included funds that were specifically earmarked to provide services for students in Grades 9–12. In the following two years, this specific earmark was removed. In 2006–07, LAP could provide services from kindergarten through Grade 11 and, in 2007–08 Grade 12 was added. There was a steady increase of students served in kindergarten through Grade 5 with a significant increase in the number of third grade students receiving LAP services over the three year span, Figure 3.1. In Figure 3.2, information is graphically displayed on the percent of students that were served by grade level during that school year. In Figure 3.3, the information compares the three years of data for each grade level.

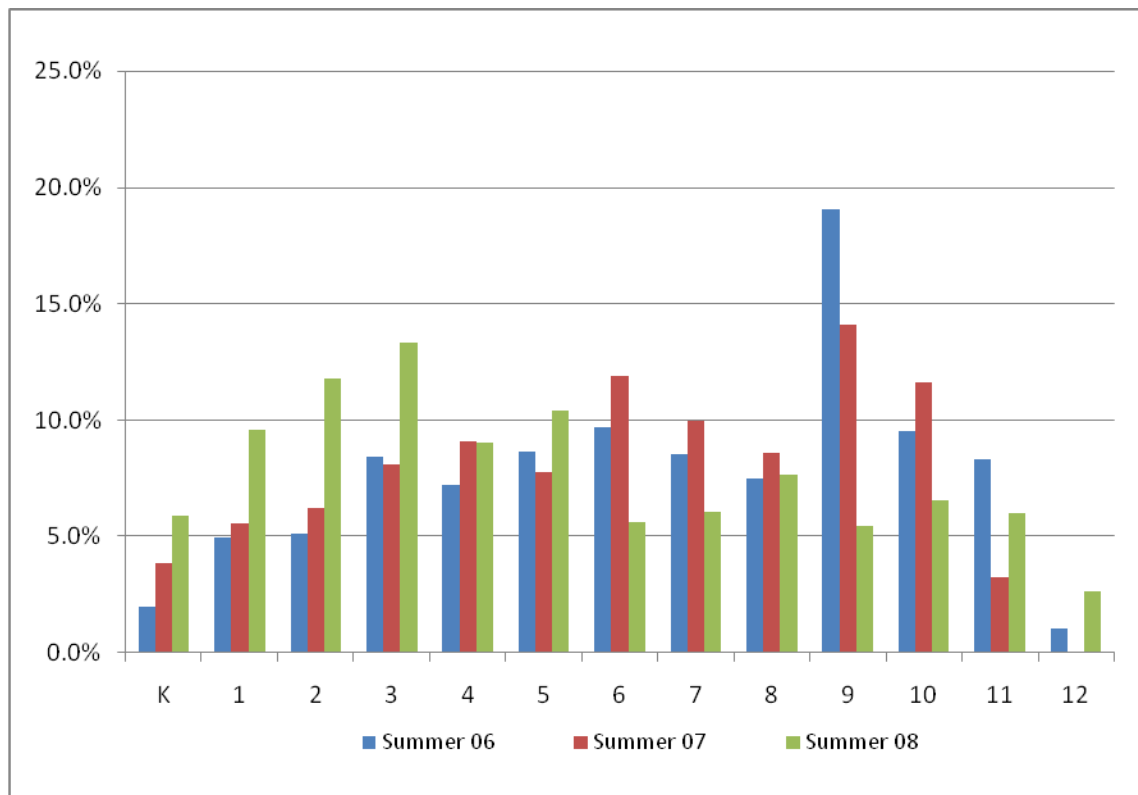
**Figure 3.1: Total Number of Students Enrolled for Summer School Years 2005–08**

<b>Grade</b>	<b>2005–06</b>	<b>2006–07</b>	<b>2007–08</b>
K	119	240	461
1	301	345	749
2	311	387	921
3	509	506	1,044
4	437	568	706
5	521	483	815
6	585	741	438
7	516	623	473
8	451	536	601
9	1,151	879	428
10	575	724	515
11	503	202	470
12	62	0	207
<b>Total</b>	<b>6,041</b>	<b>6,234</b>	<b>7,828</b>

**Figure 3.2: Percent of Students Served by Grade for each Summer School Year**



**Figure 3.3: Percent of Students Served Across Three Years of Summer School**



### Total Number of LAP Students Summer School Enrollment by Gender

In their reports, districts provided gender data by grade level, Figure 3.4. They reported that there were 9,888 females and 10,215 males served across the three summers. During the 2006 summer school 3,328 males and 2,713 females were served; 3,762 males and 3,472 females in 2007, 4,125 males and 3,703 females in 2008. For 2006 and 2008 more males were served than females. Over the three summer school sessions, there were 327 fewer female students served by LAP than males.

**Figure 3.4: Total Number of Students Enrolled by Gender, Summer School**

Grade	FEMALES			MALES		
	2006	2007	2008	2006	2007	2008
K	45	131	205	74	109	256
1	144	210	357	157	135	392
2	130	223	446	181	164	475
3	257	253	528	252	253	516
4	213	299	353	224	269	353
5	244	258	392	277	225	423
6	248	400	204	337	341	234
7	166	356	200	350	267	273
8	187	304	261	264	232	340
9	536	517	184	615	362	244
10	288	415	236	287	309	279
11	224	106	231	279	96	239
12	31	0	106	31	0	101
<b>Total</b>	<b>2,713</b>	<b>3,472</b>	<b>3,703</b>	<b>3,328</b>	<b>2,762</b>	<b>4,125</b>

## Enrollment by Summer School Year

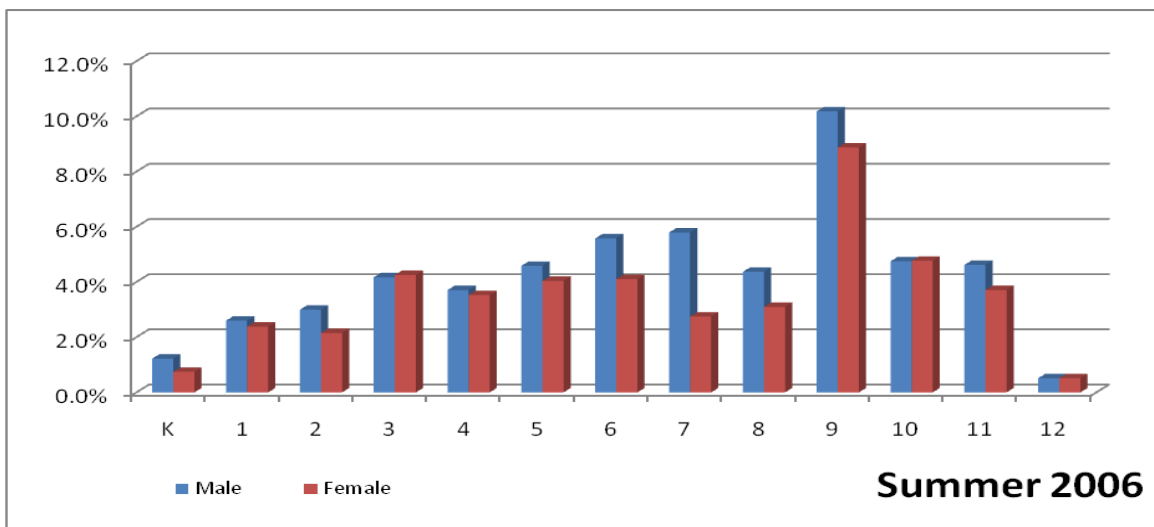
### Summer School 2006

In 2006, a total of 6,041 students were reported by 42 school districts as receiving LAP services. The summer school program served more males (3,328) than females (2,713), Figures 3.5 and 3.6.

**Figure 3.5: 2006 Summer School Student Enrollment By Gender**

Grade	Male	Female	Total
K	74	45	119
1	157	144	301
2	181	130	311
3	252	257	509
4	224	213	437
5	277	244	521
6	337	248	585
7	350	166	516
8	264	187	451
9	615	536	1,151
10	287	288	575
11	279	224	503
12	31	31	62
<b>TOTAL</b>	<b>3,328</b>	<b>2,713</b>	<b>6,041</b>

**Figure 3.6: 2006 Percent of Students Served by Grade and Gender**



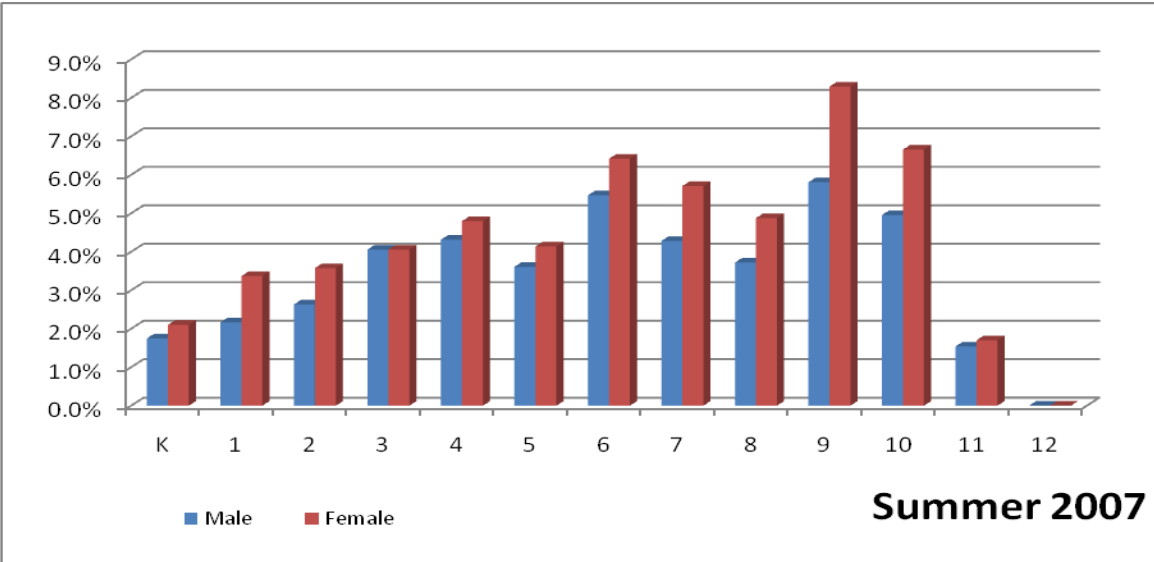
Summer School 2007

In 2007, a total of 6,234 students were reported by 47 school districts as receiving LAP services which were supported with state LAP funds. The summer school program served more females (3,472) than males (2,762), Figures 3.7 and 3.8.

**Figure 3.7: 2007 Summer School Student Enrollment By Gender**

Grade	Male	Female	Total
K	109	131	240
1	135	210	345
2	164	223	387
3	253	253	506
4	269	299	568
5	225	258	483
6	341	400	741
7	267	356	623
8	232	304	536
9	362	517	879
10	309	415	724
11	96	106	202
12	0	0	0
<b>TOTAL</b>	<b>2,762</b>	<b>3,472</b>	<b>6,234</b>

**Figure 3.8: 2007 Percent of Students Served by Grade and Gender**



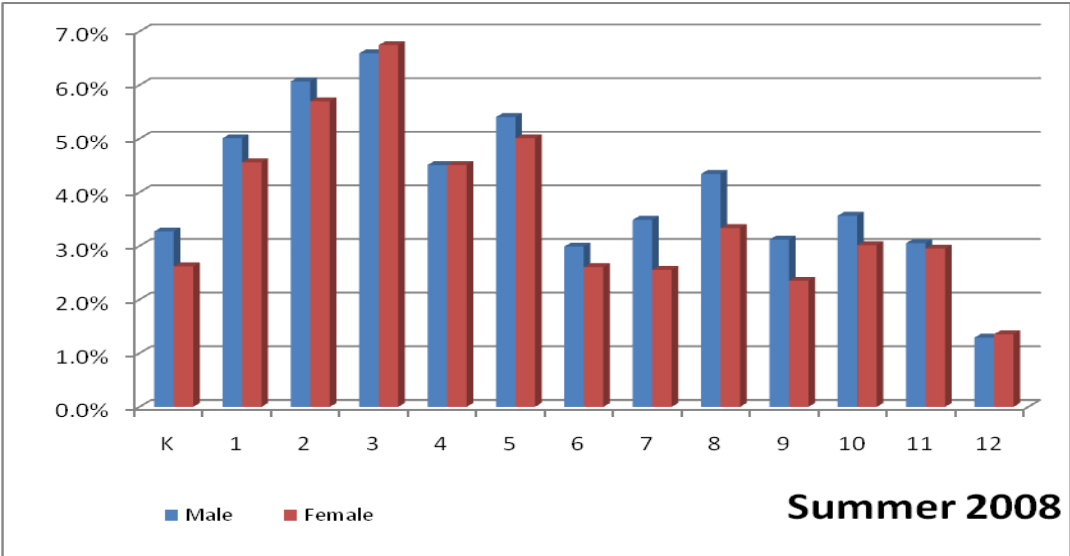
Summer School Year 2008

In 2008, a total of 7,828 students were reported by 36 school districts as receiving LAP services. The summer school program served more males (4,125) than females (3,703), Figures 3.9 and 3.10.

**Figure 3.9: 2008 Summer School Student Enrollment By Gender**

Grade	Male	Female	Total
K	256	205	461
1	392	357	749
2	475	446	921
3	516	528	1,044
4	353	353	706
5	423	392	815
6	234	204	438
7	273	200	473
8	340	261	601
9	244	184	428
10	279	236	515
11	239	231	470
12	101	106	207
<b>TOTAL</b>	<b>4,125</b>	<b>3,703</b>	<b>7,828</b>

**Figure 3.10: 2008 Percent of Students Served by Grade and Gender**



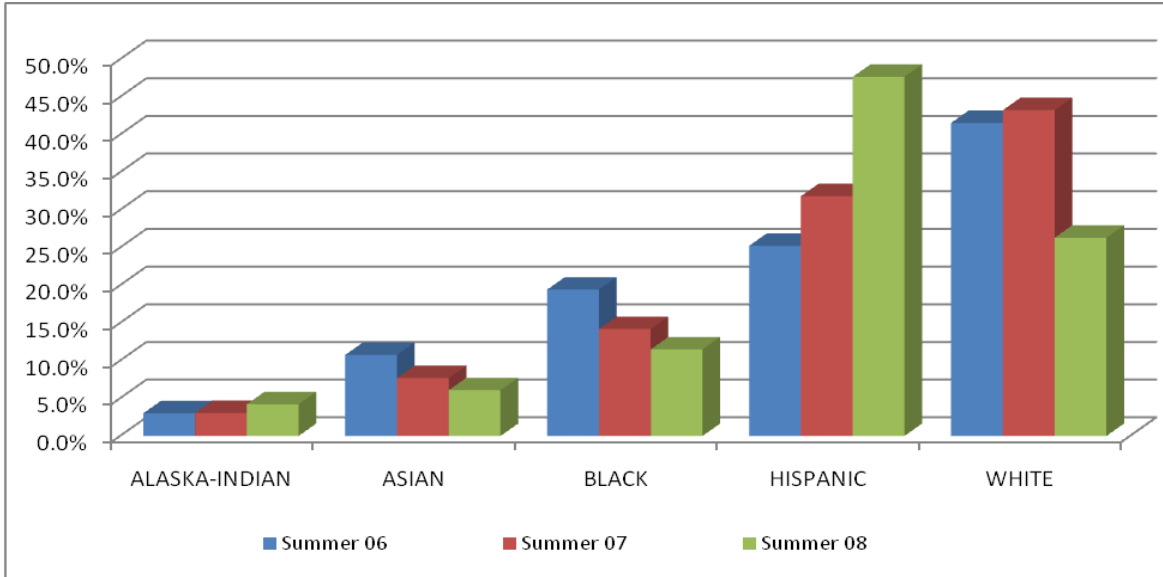
## LAP Summer School Student Enrollment by Ethnicity/Race

Districts provided data on the number of students in five racial groups across grade levels. The distribution of LAP student enrollment in program options which were supported with state LAP categorical funds by race/ethnicity is illustrated in Figures 3.11 and 3.12. Reported is the percent of students by race (White, Black, Asian, Hispanic, American Indian/Alaskan Native, and in 2007–08, Multi-racial) participating in LAP and the percent of the total state population of racial groups. The percent of American Indian/Alaskan Native, Black, and Hispanic LAP students consistently exceeds the state student population for those racial groups. For example in 2007–08, the total state enrollment for Black students was 5.7 percent; the LAP participation rate for Black students was 11.5 percent. Another example is the percent of Hispanic student participation that has grown from 25.2 percent in 2005–06 to 47.7 percent in 2007–08. For American Indian/Alaskan Native, the percent of the students served grew by 1.2 percent.

**Figure 3.11: Total Student Enrollment by Ethnicity/Race, 2006–08**

	<b>Race/Ethnicity</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>American Indian/ Alaskan Native</b>	<b>Multi-racial</b>	<b>Total</b>
<b>2006</b>	% of Total State Enrollment	69.2%	5.7%	7.9%	13.7%	2.8%		<b>99.3%</b>
	LAP Student Enrollment	2,510	1,174	650	1,525	182		<b>6,041</b>
	% of Total LAP Enrollment	41.5%	19.4%	10.8%	25.2%	3%		<b>99.9%</b>
<b>2007</b>	% of Total State Enrollment	67.5%	5.6%	7.8%	14%	2.7%		<b>97.6%</b>
	LAP Student Enrollment	2,696	885	479	1,984	190		<b>6,234</b>
	% of Total LAP Enrollment	43.2%	14.2%	7.7%	31.8%	3%		<b>99.9%</b>
<b>2008</b>	% of Total State Enrollment	65.8%	5.7%	8.7%	14.6%	2.7%		<b>97.5%</b>
	LAP Student Enrollment	2,072	905	479	3,754	332	334	<b>7,876</b>
	% of Total LAP Enrollment	26.3%	11.5%	6.1%	47.7%	4.2%	4.2%	<b>100%</b>

**Figure 3.12: Summer School Ethnic/Racial Trends**



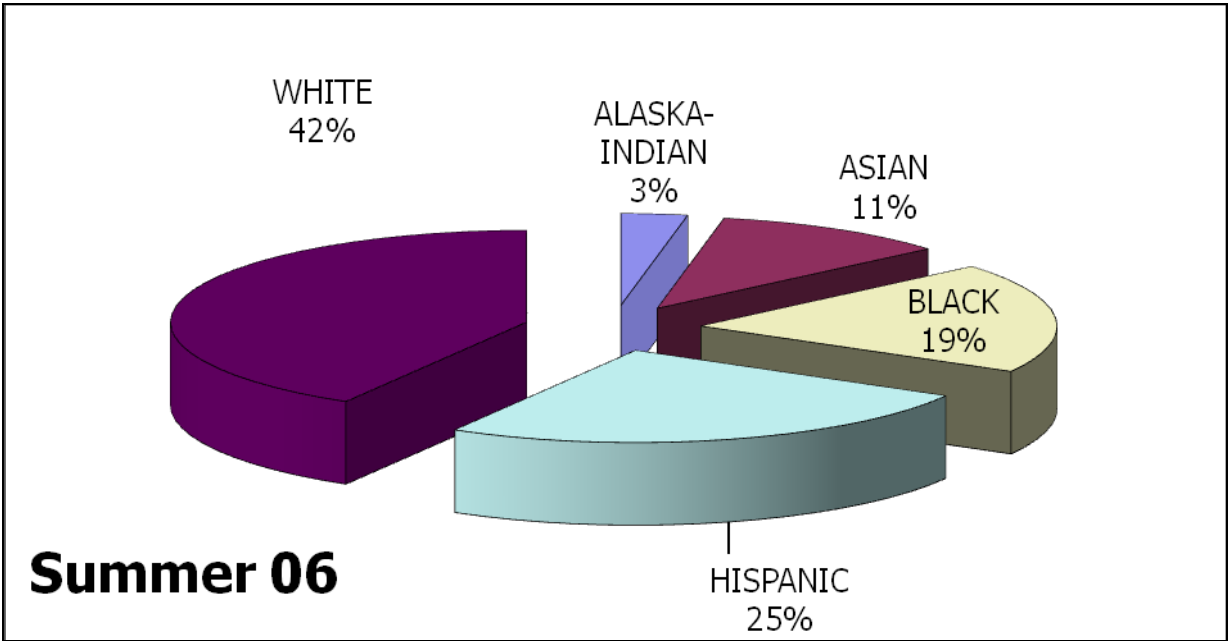
Summer School 2006

The 2006 summer school program served 6,041 students. Of the students served, there were 2,510 (41.5 percent) White students, 650 (10.8 percent) Asian, 1,525 (25.2 percent) Hispanic, 1,174 (19.4 percent) Black, and 182 (3 percent) American Indian/Alaskan Native, Figure 3.13 and 3.14.

**Figure 3.13: Summer 2006 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	69.2	2,510	41.5
Black	5.7	1,174	19.4
Asian	7.9	650	10.8
Hispanic	13.7	1,525	25.2
American Indian/Alaskan Native	2.8	182	3
<b>Total (reported by ethnicity/race)</b>		<b>6,041</b>	

**Figure 3.14: 2006 Student Enrollment by Ethnicity/Race**



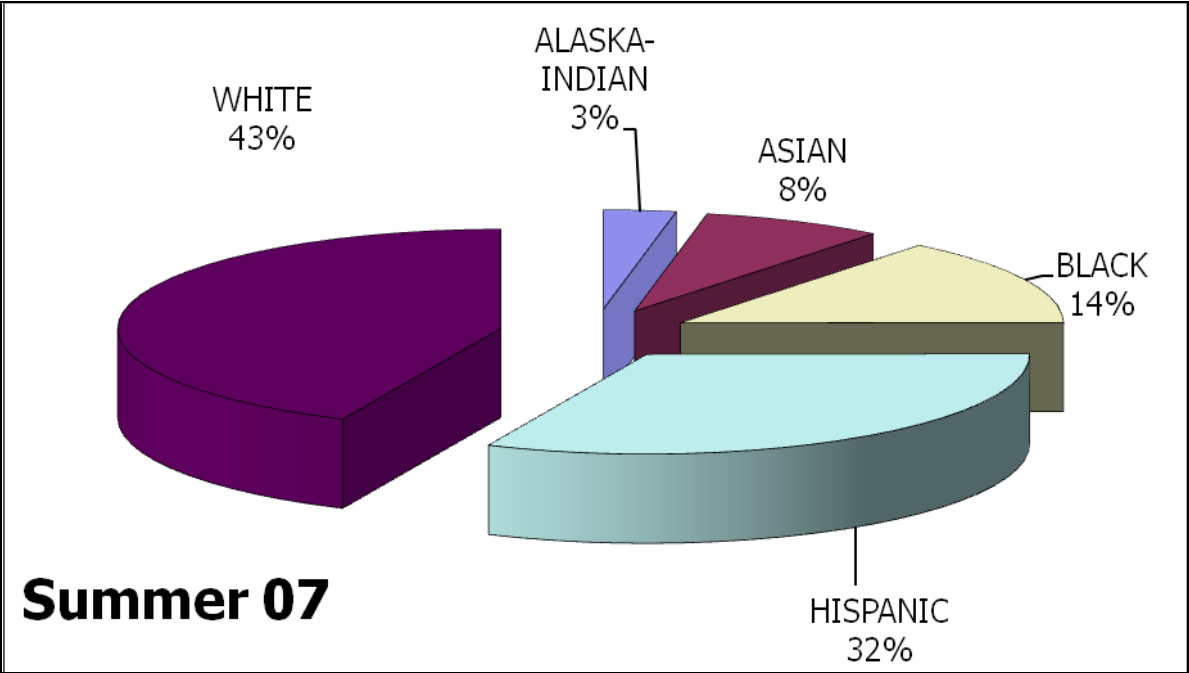
Summer School 2007

The 2007 summer school program served 6,234 students. Of the students served, there were 2,696 (43.2 percent) White students served, 650 (10.8 percent) Asian, 1,984 (31.8 percent) Hispanic, 885 (14.2 percent) Black, and 190 (3 percent) American Indian/Alaskan Native, Figures 3.15 and 3.16.

**Figure 3.15: Summer 2007 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	67.5	2,696	43.2
Black	5.6	885	14.2
Asian	7.8	650	10.8
Hispanic	14	1,984	31.8
American Indian/Alaskan Native	2.7	190	3
<b>Total (reported by ethnicity/race)</b>		<b>6,234</b>	

**Figure 3.16: 2007 Student Enrollment by Ethnicity/Race**



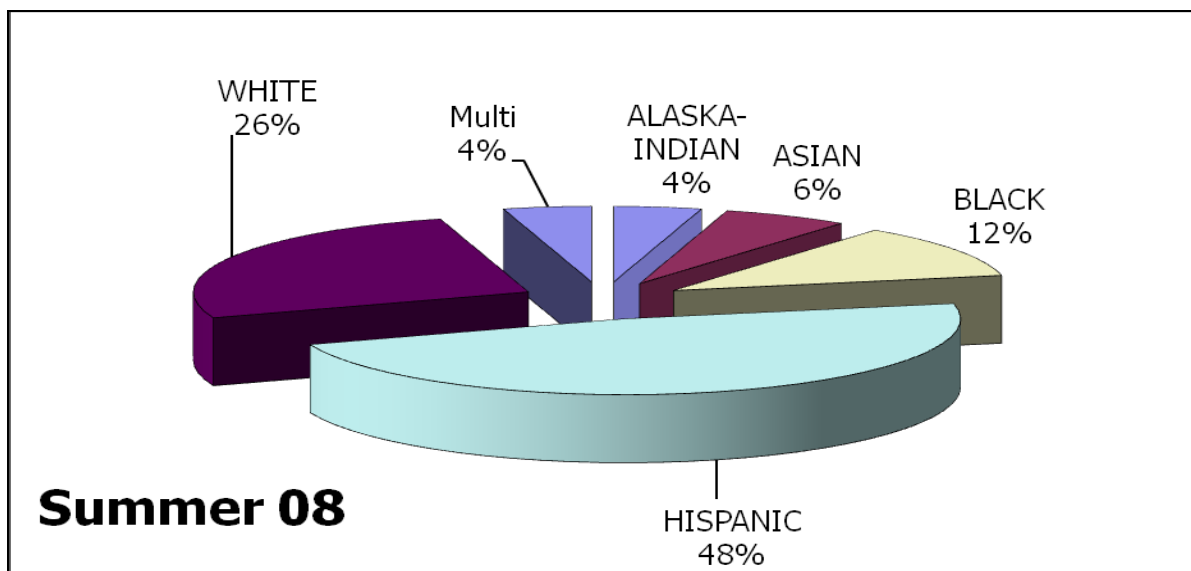
Summer School 2008

The 2008 summer school program served 7,876 students. There were 2,072 (26.3 percent) White students served, 479 (6.1 percent) Asian, 3,754 (47.7 percent) Hispanic, 905 (11.5 percent) Black, and 332 (4.2 percent) American Indian/Alaskan Native, Figures 3.17 and 3.18. Multi-racial was reported for the first time in 2007–08, 334 students (4.2 percent) participated.

**Figure 3.17: Summer 2008 Student Enrollment by Ethnicity/Race**

Race/Ethnicity	% of Total State Enrollment	LAP Student Enrollment	% of Total LAP Enrollment
White	65.8	2,072	26.3
Black	5.7	905	11.5
Asian	8.7	479	6.1
Hispanic	14.6	3,754	47.7
American Indian/Alaskan Native	2.7	332	4.2
Multi-racial		334	4.2
<b>Total (reported by ethnicity/race)</b>		<b>7,876</b>	

**Figure 3.18: 2008 Student Enrollment by Ethnicity/Race**

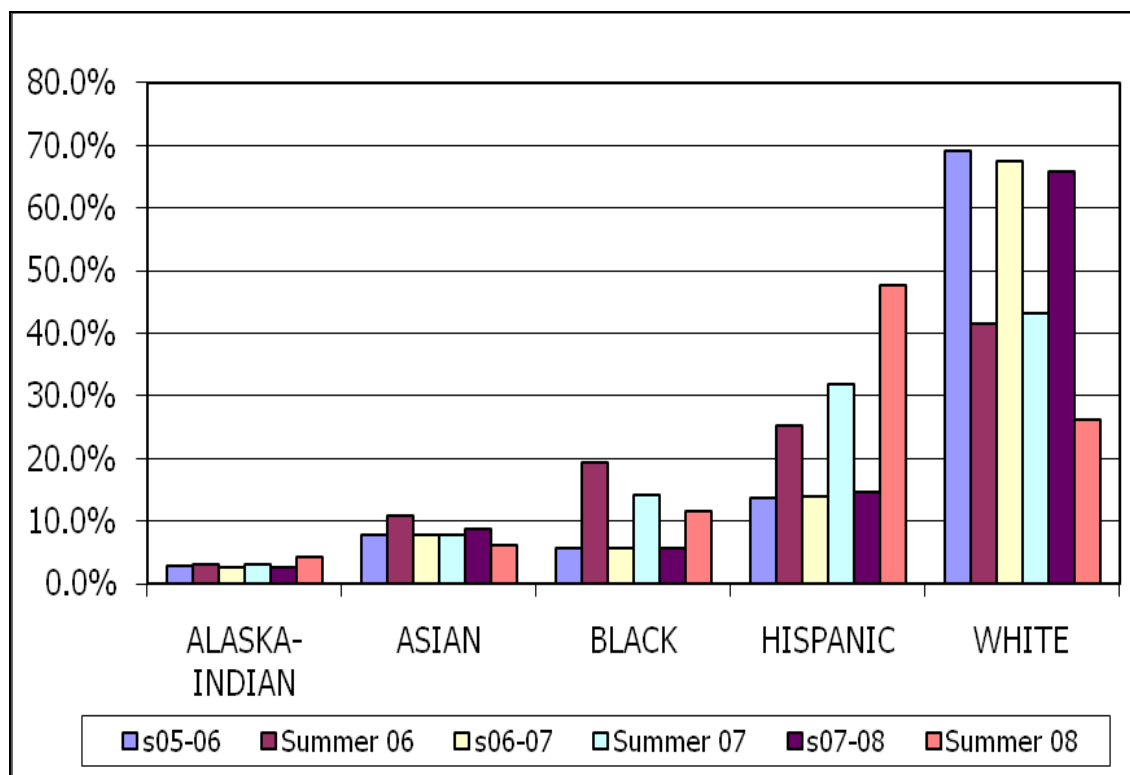


## Comparison of School Year and Summer Program Racial/Ethnic Participation

The following data was reported in a comparison of the number of students reported by race/ethnicity that were served during the school year and in the summer, Figure 3.19.

- The percent of Hispanic students that received services grew from 13.7 percent to 47.7 across the three summers as the three school year data showed a 16 percent increase.
- The percent of American Indian/Alaskan Native student participation grew by 1.2 percent in both the summer school and school year programs.
- Asian, Black, and White student participation declined during the summer programs and during the three school years reported.
- Minority students have a higher participation rate in LAP, than are represented in the state's student population.

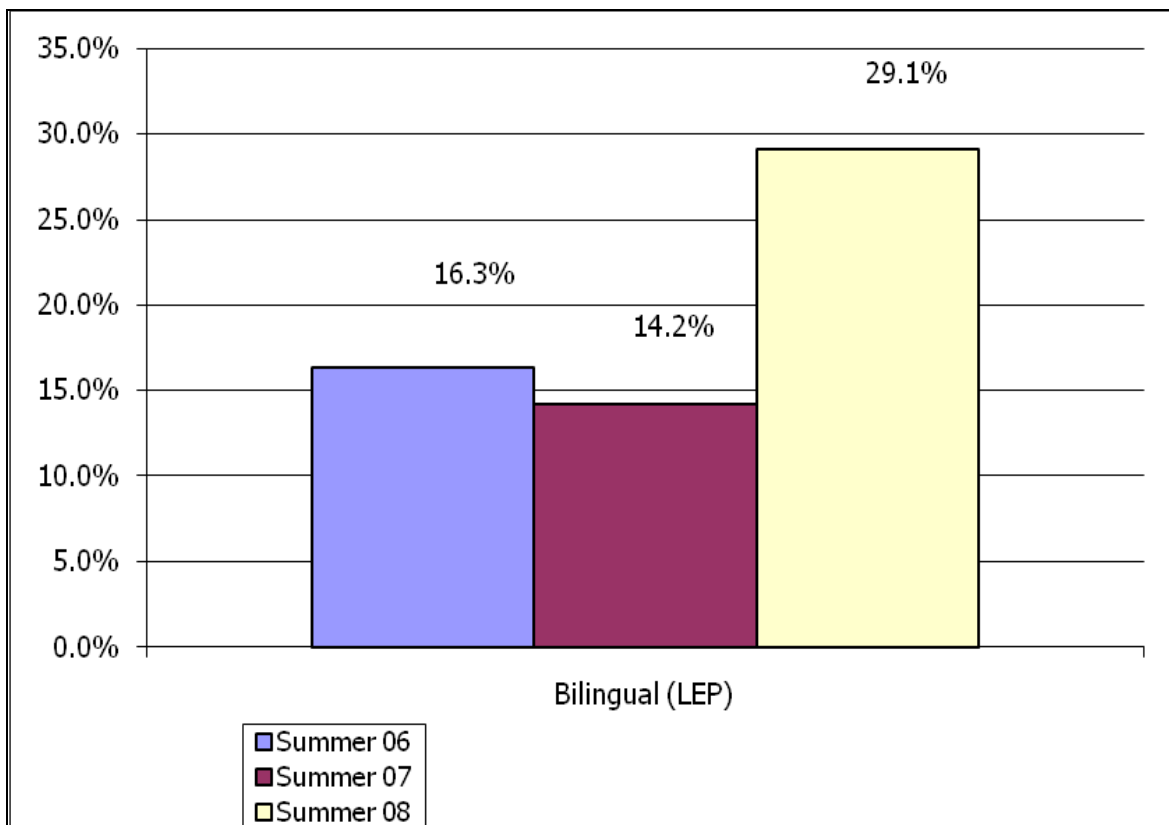
**Figure 3.19: Comparison Across School Year and Summer Racial/Ethnic Participation**



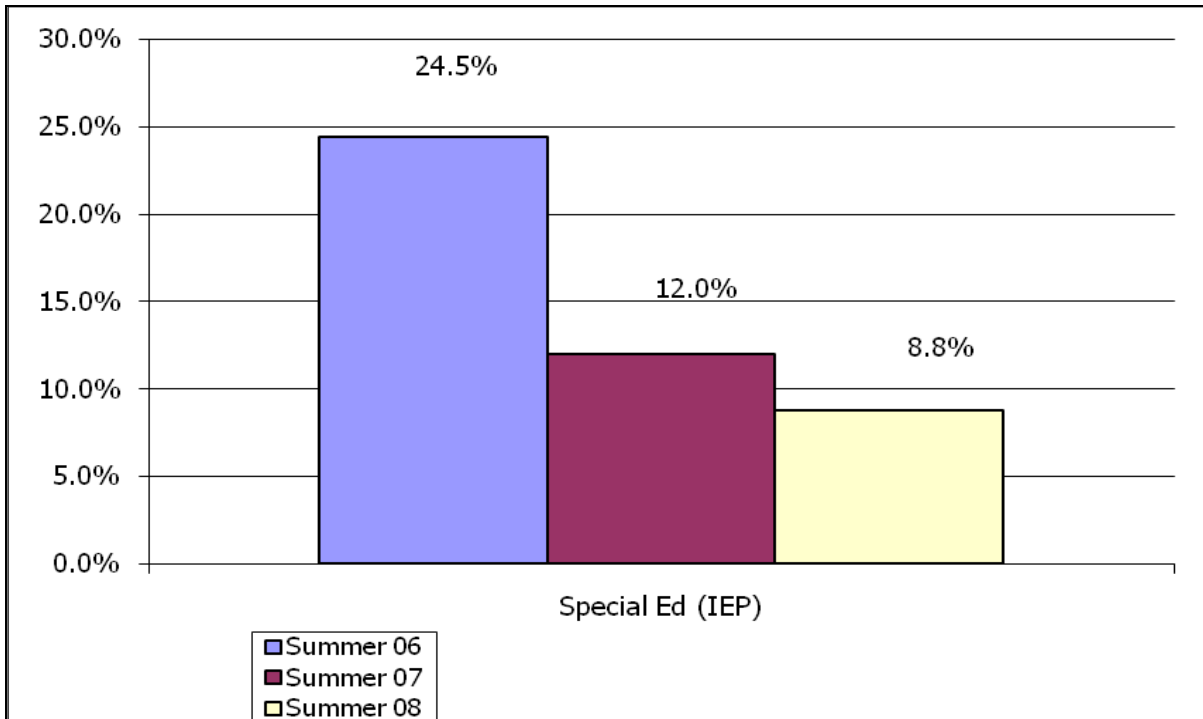
## Dual Identified Summer School – LAP, Bilingual, and Special Education Students

Data was also collected on students that were dual identified. Dual identified means that a student could be receiving Bilingual program support but also qualifies for additional academic support services that are provided through LAP. This could also be true for those students that have an Individual Educational Plan (IEP) under special education. The special education student's IEP might address reading and does not address mathematics, so this student could access LAP math services. The number of Bilingual (LEP) program students that participated in LAP has shown continuous growth over the last three summers. In 2006, 16.3 percent of the summer school Bilingual-LAP population received services which grew to 29.1 percent in 2008. The special education population participating in LAP decreased from 24.5 percent in 2006 to 8.8 percent in 2008. The following two charts illustrate this growth, Figures 3.20 and 3.21.

**Figure 3.20: Percent of Bilingual Students Receiving Summer School LAP Services**



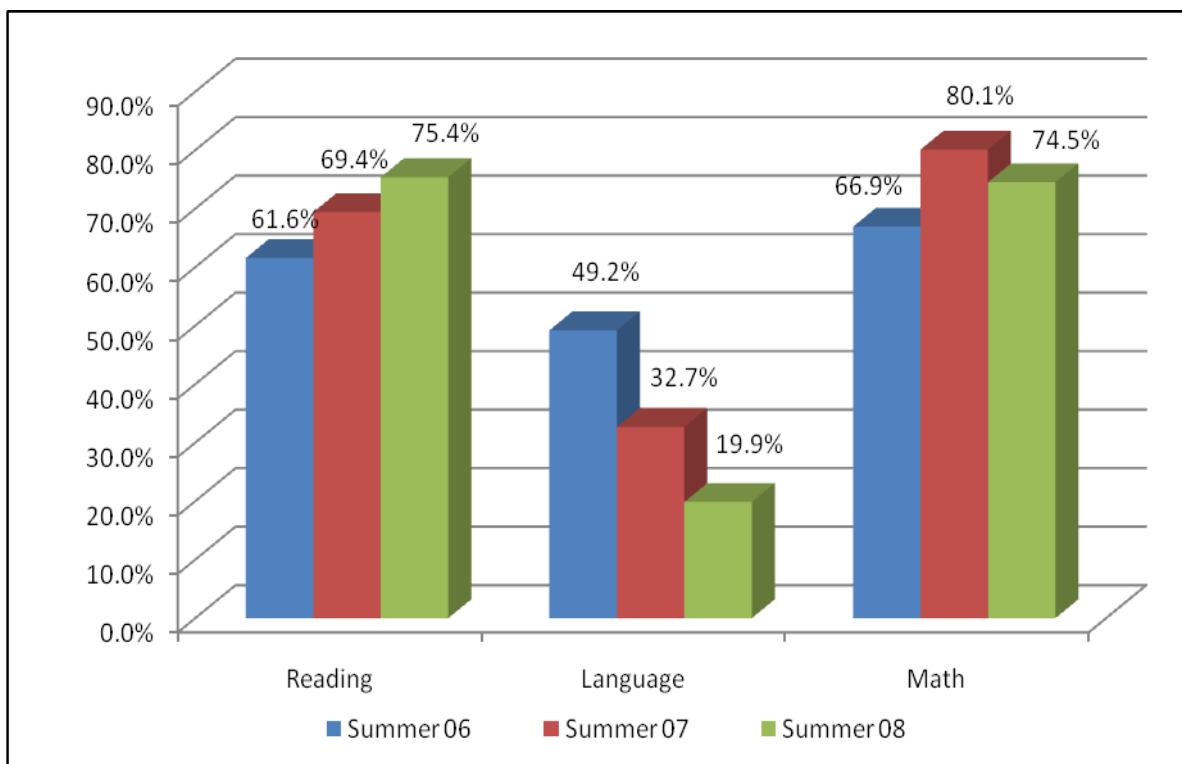
**Figure 3.21: Percent of Special Education Students Receiving Summer School LAP Services**



## LAP Content Areas – Summer School

Under WAC 392-162-015, districts may choose to provide LAP services for the “basic skills” of reading, mathematics, writing, language arts, and readiness associated with these skills. Over the three summers that this report covers, districts have consistently focused the majority of funds to support additional reading services to low-achieving students. Mathematics support has continuously grown from 66.9 percent in 2006 to 74.5 in 2008. The number of summer school programs offering reading has increased by 13.8 percent. Support for writing decreased by 29.3 percent from 2006 to 2008. The numbers of students participating in mathematics for kindergarten through Grades 5, 8, and 12 increased significantly. In 2006, 232 third grade students were served and in 2008, 856 students received summer math instruction. The number of students participating in summer reading programs also increased significantly. There were 289 second grade participants in 2006 and 877 second grade students received summer reading support in 2008, Figures 3.22–3.25.

**Figure 3.22: Percent of Subject Areas Served in Summer School**



**Figure 3.23: 2006 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	115	72	83
1	262	112	151
2	289	143	207
3	479	183	232
4	329	71	209
5	392	170	320
6	491	347	465
7	393	354	486
8	427	402	376
9	146	603	724
10	55	294	410
11	40	181	283
12	15	41	22
<b>Total</b>	<b>3,720</b>	<b>2,973</b>	<b>4,043</b>

**Figure 3.24: 2007 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	203	78	139
1	294	197	295
2	333	192	326
3	383	160	462
4	426	132	511
5	357	85	433
6	652	132	706
7	522	135	600
8	485	145	515
9	417	275	568
10	193	377	342
11	62	131	97
12	0	0	0
<b>Total</b>	<b>4,327</b>	<b>2,039</b>	<b>4,994</b>

**Figure 3.25: 2008 Content Areas Served by Grade**

<b>Grade</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
K	419	62	354
1	736	88	547
2	877	89	635
3	739	69	856
4	679	44	473
5	766	14	733
6	366	132	410
7	374	100	381
8	542	82	546
9	106	241	235
10	121	244	266
11	128	250	251
12	48	139	146
<b>Total</b>	<b>5,901</b>	<b>1,554</b>	<b>5,833</b>

## SUMMARY OF FINDINGS SECTION 4

*The data compiled from the 2005–06, 2006–07, and 2007–08 school years provides us with insights into the efforts being made in the state of Washington for Learning Assistance Program (LAP) students. Thus, the following findings are intended to give decision-makers topics for further discussion and guidance for future decisions.*

1. The state level of funding for LAP has increased since 2005. This increase assisted districts in their efforts to support an additional 28,830 students during 2006–07 school year and an additional 1,787 during the 2007 summer program.
2. The majority of the state’s school districts choose to participate in LAP. Of the 296/295 school districts, 281 have participated in each of the years reported. Eight districts do not receive an allocation and those districts that did not apply were our smallest student population districts.
3. LAP services were provided to students across kindergarten through Grade 12. The majority of those students served were from Grades 1–10. The kindergarten and 11<sup>th</sup> grade student participation almost doubled, while the 12<sup>th</sup> grade student population went from zero in 2006–07 to 2,250 in 2007–08. The change in student participation for 12<sup>th</sup> grade came about because of the legislation that extended services to Grade 12.
4. The number of Hispanic students participating in LAP has increased from 16.4 percent to 29.7 percent. There is a decline in the number of Black and White student participants. The number of bilingual (ELL) students receiving LAP services increased by 7.1 percent and the number of special education students receiving LAP services increased by 2.5 percent.
5. A comparison of the content areas being supported across the three years, shows a trend towards use of LAP funds to support reading and then for mathematics. During the three years, reading has moved from 75.1 percent in 2005–06 to 65.2 percent in 2006–07. Mathematics has moved over the three-year period from 43 percent to 54 percent, indicating that districts are using state assessment data to inform their program decisions by focusing funds on the content area for which students have the greatest academic need.

