



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Strengthening Student Education Outcomes

1. **Purpose:**

In 2013, the Legislature passed omnibus legislation, Strengthening Student Educational Outcomes (ESSB 5946) and provided implementation funding for OSPI to address the following areas of focus:

- Reading proficiency by the end of grade three.
- Implementing evidence-based, research-based, and promising practices for the Learning Assistance Program (LAP) in the areas of Mathematics, English Language Arts (ELA), and Behavior.
- Developing data collection standards and definitions for student discipline.
- The bill required OSPI to convene three expert panels for Mathematics, ELA, and Behavior, as well as a Student Discipline Task Force.

2. **Description of services provided:**

A. The following K–4 literacy activities were funded by the proviso during Fiscal Year (FY) 2021:

- OSPI funded and facilitated the Regional Literacy Coordinators at nine Educational Service Districts (ESDs). OSPI and the nine Regional Literacy Coordinators delivered research-based professional development (PD) opportunities for teachers of Kindergarten through fourth (K–4) grade in the Common Core State Standards for ELA. This PD is essential for supporting K–4 students' reading and literacy activities. Find more information at: [OSPI: English Language Arts Webpage](#).
- OSPI continued to collect data through the K–4 Literacy data collection tool.
- Local Educational Agencies (LEAs) use the tool at the end of the school year to identify the number of students in grades K–4 not reading at grade level. This data informs the annual K–4 Literacy legislative report.

B. The following LAP activities were funded by the proviso during FY 2021:

- An ELA Panel of Experts did not convene due to legislative changes through [HB 1208 \(2021\)](#). However, LAP staff worked with internal OSPI content experts and the Washington State Institute for Public Policy (WSIPP) to make content revisions to the [ELA Menu of Best Practices and Strategies](#), originally published July 1, 2014. The panel's updated menu was published in August 2021 and posted to OSPI's website. During the 2020–21 school year (SY), staff provided technical assistance through the ELA Team and LAP Team to school districts to assist teachers and other educators in the implementation

of Menu's research-based practices and strategies. The ELA Team will continue to provide technical assistance to prepare districts for required implementation in the 2021–22 SY.

- A Mathematics Panel of Experts did not convene due to legislative changes through [HB 1208 \(2021\)](#). The [Mathematics Menu of Best Practices and Strategies](#), originally published July 1, 2015, will remain on the OSPI website even though it is no longer legislatively required.
- A Behavior Panel of Experts did not convene due to legislative changes through [HB 1208 \(2021\)](#). The [Behavior Menu of Best Practices and Strategies](#), originally published July 1, 2015, will remain on the OSPI website even though it is no longer legislatively required.
- Districts began the 2020–21 SY collecting LAP student assessment and growth data in reading/ELA and mathematics. Due to COVID-19, end-of-the-year growth data was not required for reporting for the 2020–21 SY in an online tool. Technical assistance was provided to districts to ensure accurate reporting on student enrollment in LAP services, description of services and activities, and expenditures. Due to COVID-19, the typical LAP student data analysis did not occur for the 2020–21 SY. Individual LEA data analysis will be used by districts to inform modifications and implementation of LAP services for the 2021–22 SY. The LAP, Student Information, and IT Teams participated in the annual improvement process to streamline reporting, align reporting with legislative changes, and increase reporting accuracy.
- LAP monitoring was implemented through [Consolidated Program Review](#) to evaluate the effectiveness of a district's allocation and expenditure of resources and to monitor school district fidelity in implementing best practices in LAP. These reviews took place remotely due to COVID-19 restrictions.

C. The following Student Discipline initiatives were funded by the proviso during FY 2020:

- Work continued on implementing standard definitions for student discipline categories. Additional work on the CEDARS manual and reporting guidance is ongoing to align with new collection and reporting requirements that were approved by OSPI's Data Governance for the 2020–21 SY.
- Technical assistance was provided to numerous ESDs. Additional trainings on the student discipline initiatives have occurred in the field with school districts, community providers, and other constituent groups.
- OSPI maintains systems for internal collaboration and overlapping work/departments including:
 1. Special Education
 2. ELA

3. Student Support
4. McKinney-Vento
5. Secondary Education
6. Data Governance
7. Equity and Civil Rights
8. Title I, Part A
9. LAP
10. Student Information
11. Center for the Improvement of Student Learning

- The [Student Discipline](#) website was updated to provide information to help school districts implement changes reflected as a result of the passage of [Substitute House Bill 1191](#).

D. The following Beginning Educator Support Team (BEST) services were provided during FY 2021:

- A part-time program supervisor was partially funded to oversee the activities of the BEST program, including coordinating, and providing training to mentors and induction program coordinators, planning and implementing a Mentor Symposium, managing the request for proposals for new grant recipients, managing the BEST budget, writing key reports and newsletters, answering district and ESD questions about the program, and more. For additional information on BEST activities in FY 2019, see the BEST proviso report.

3. **Criteria for receiving services and/or grants:**

LEAs are required to submit Form Package 218 (LAP) through iGrants and receive approval on the LAP end-of-year report. The end-of-year report was required for the 2020–21 SY with additional flexibility due to COVID-19.

Beneficiaries in 2020–21 SY:

Number of School Districts:	No data until December
Number of Schools:	No data until December
Number of Students:	No data until December
Number of Educators:	
Other:	

Number of OSPI staff associated with this funding (FTEs):	6.9
Number of contractors/other staff associated with this funding:	0

FY 2021 Funding:	State Appropriation:	\$909,000
	Federal Appropriation:	\$0
	Other fund sources:	\$0

TOTAL (FY 2021) \$909,000

4. **Are federal or other funds contingent on state funding?**

- No
 Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$909,000	\$838,360
FY20	\$909,000	\$704,183
FY19	\$909,000	\$830,131
FY18	\$2,194,000	\$1,976,392
FY17	\$2,194,000	\$2,136,506
FY16	\$2,194,000	\$1,954,758
FY15	\$2,194,000	\$1,965,477
FY14	\$1,827,000	\$1,589,433

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students
FY 2020	No data until December	No data until December	No data until December
FY 2019	300	1,634	846,567
FY 2018	297	1,743	907,307
FY 2017	292	1,521	153,465
FY 2016	287	1,358	144,014
FY 2015	280	1,537	141,502
FY 2014	280	1,448	126,627

7. **Programmatic changes since inception (if any):**

In 2013, ESSB 5946 required OSPI to improve the LAP system and K–4 literacy outcomes. Changes to the program included the following requirements:

- School districts focus first on addressing the needs of students in K–4 who are not at grade level in reading or reading readiness skills to improve reading literacy.

- Districts select a best practice or strategy in one of the state menus or an approved alternative.
- Up to five percent of a district's LAP allocation may be used for developing partnerships with community-based organizations, ESDs, and other local agencies to deliver academic and non-academic supports to students at risk of not being successful in school.
- OSPI convened a panel of experts, including WSIPP, to develop an ELA menu.
- Districts report to OSPI the amount of academic growth gained by students participating in LAP services, the number of students who gain at least one year of growth, and programs used by buildings.
- OSPI monitor programs to evaluate the effectiveness of district resources and monitor school district fidelity in implementing best practices.

In 2014, OSPI convened a panel of experts, including WSIPP, to develop menus in math and behavior.

In 2017, EHB 2242 added an additional high poverty allocation for LAP. This allocation is generated by qualifying school buildings and must be expended by the district to those buildings. This funding must supplement and not supplant the district's expenditures.

In 2021, HB 1208 was signed by the Governor and went into effect on April 21, 2021. The bill made the following changes to LAP:

Removed from LAP law:

- Districts must focus first on addressing the needs of students in grades K–4 who are not at grade level in reading or reading readiness skills to improve reading literacy.
- Districts must align LAP activities to the best practices and strategies in the state menus.
- Districts must use multiple measures to identify students for LAP services.

Added to LAP law:

- Districts are encouraged to use the WISSP to budget and expend LAP funds; this will change to a requirement in SY 2025–26, or when the Governor lifts the emergency order for COVID-19, whichever is later.
- Up to fifteen percent of a district's LAP allocation may be used for providing direct academic, non-academic, or social-emotional supports to students through community partnerships.
- Districts must report percentage of LAP funds used for community partnerships, headcount of students supported by community partners, and the types of services students received from community partners.

8. **Evaluations of program/major findings:**

LAP impacts almost 300 LEAs and over 150,000 students each year.

9. **Major challenges faced by the program:**

- Collecting valid and reliable growth data through multiple assessment tools to draw conclusions about the impact of supports and services on student learning.
- Providing supports and services remotely to meet the academic and nonacademic needs of LAP-served students during a global pandemic.
- Collecting information on student family income during a global pandemic to ensure LEAs meet the threshold for additional high poverty funding.

For BEST information, see the BEST proviso report.

10. **Future opportunities:**

The LAP program will continue to serve students who are furthest from educational justice as a supplemental program. The passage of HB 1208 will provide opportunities for school districts to flexibly use LAP funds to identify and address the academic and non-academic needs of students resulting from and exacerbated by the COVID-19 pandemic.

Beginning September 1, 2025 or following the end of the state of emergency declared by the Governor due to COVID-19, or whichever is later, the legislature intends to continue the flexible use of LAP funds but require that budgeting and expenditure of LAP funds occur through the framework of WISSP, established by the legislature in 2016.

11. **Statutory and/or budget language:**

ESSB 5092, Sec. 1501 (4)(d) - \$909,000 of the general fund-state appropriation for fiscal year 2020 and \$909,000 of the general fund-state appropriation for fiscal year 2021 are provided solely to implement chapter 18, Laws of 2013 2nd sp. sess. (strengthening student educational outcomes).

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

See [OSPI's 2021 Grantee List](#).

14. **Program Contact Information:**

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