REPORT TO THE LEGISLATURE

UPDATE: LAP Growth Data

2016

Authorizing legislation: RCW: 28A.165.100
(http://app.leg.wa.gov/rcw/default.aspx?cite=28A.165.100)

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Appendices

Executive Summary

The Learning Assistance Program (LAP) supports students below standard in English language arts (ELA) and math. The supports aim to help students meet grade level standard. These supports include readiness or behavior supports. LAP uses research-based best practices designed to increase student achievement.

LAP must focus on K–4 students struggling with reading. Districts can use five percent of LAP funds for Readiness to Learn (RTL) services. RTL provides supports for students and their families through external organizations. RTL supports reduce barriers to learning and increase engagement. 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 made by participating students and entrance and exit performance data. Districts must also report which services were used to support students.

During the 2015–16 school year, 13.3 percent of students (144,014) received LAP services. Of these students, 47.5 met their learning goal. Over 40 percent (57,307) of LAP student enrollments resulted in at least one year of academic growth. This is an increase of 6 percent from the 2014–15 school year.

LAP students achieved an average of 9.12 months of academic growth. Most (55 percent) were in LAP for 8 months or less. Students in LAP made an average of 1.48 months of growth for every month in the program.

Background

The 2013 Washington State Legislature enacted legislation ([RCW 28A.165.100](#)) requiring additional data reporting for LAP. Under the guidelines provided in RCW 28A.165.100, 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.

> **2015–16 LAP Overview**
>
> **287** participating districts
> **1,358** participating schools
> **144,014** participating students
>
> Total program funding: **$231,715,006**
>
> Number of students with a year of academic growth: **57,307**
>
> Number of students who met their learning goal: **65,968**
>
> Average months of academic growth: **9.12**
>
> Average acceleration of growth: **1.48 months** for every month in program
>
> *Preliminary numbers as of August 2016

Program Enrollment

During the 2015–16 school year, 144,014 students received LAP services, which is 13.3 percent of the statewide student population. Data collection only allowed districts to report data for services provided from September through June. Summer school is not included.

For additional information about program enrollment, please refer to Appendix B: Learning Assistance Program Enrollment.

Academic Growth

Districts report the amount of academic growth gained by students participating in LAP. The collection of a single growth measure for LAP students presents unique challenges. First, growth can occur across multiple skill sets within one content area. Second, school districts measure student progress using different assessments with varying scales and precision. Third, students are served for different lengths of time. Finally, students participating in LAP have different academic needs, meaning that 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, 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.

Table 1: LAP Enrollment by Student Group

Student Group	Students in LAP	Statewide Enrollment	% of State in LAP
All Students	144,014	[A] 1,084,359	13.3
Male	76,193	559,073	13.6
Female	67,821	525,286	12.9
American Indian/ Alaska Native	3,777	13,911	27.2
Asian	5,109	79,427	6.4
Black/African American	6,561	47,852	13.7
Hispanic/Latino	54,719	243,149	22.5
White	62,141	608,390	10.2
Native Hawaiian/ Pacific Islander	1,612	11,191	14.4
2 or more	10,086	80,413	12.5
Special Education	22,319	[B] 146,807	15.2
Limited English	20,103	117,223	17.1
Low Income	101,426	477,828	21.2
Homeless	6,831	42,728	16.0
Migrant	7,980	19,826	40.3
504 Plan	3,649	33,130	11.0

[A.] *October 2015 student enrollment count*
[B.] *May 2016 student enrollment count*

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. Approximately 65 percent of students in LAP were assessed using an assessment with a recommended conversion. This has 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 the availability of these resources to districts.

Due to the limitations and variability in districts reporting of student academic growth, please use caution when drawing conclusions from these data.

For additional information on student progress monitoring, please refer to Appendix C: Identification of LAP Eligibility & Progress Monitoring.

Amount of Academic Growth

The results reveal that 40 percent (57,307) of LAP students achieved one year of academic growth or more. On average, students achieved 9.1 months of academic growth; however, it

is important to note that 50 percent of students were enrolled in LAP for 8 months or fewer.

Average amount of academic growth (in months), by LAP content area:

1. English Language Arts (9.5 months)
2. Academic Readiness* (8.7 months)
3. Math (7.4 months)
4. Behavior (6.6 months)

*Academic Readiness provides pre-literacy (i.e., oral language, print concepts, letter recognition, & rhyming); pre-numeracy (i.e., number recognition, 2-dimensional shape recognition, & patterning); classroom preparedness interventions.

Elementary students demonstrated the highest average growth. The amount of growth gradually declined through middle school, and was at its lowest during high school.

Average amount of academic growth (in months), by grade band:

- Elementary school (7.9 to 9.7 months)
- Middle school (7.6 to 8.0 months)
- High school (3.4 to 7.3 months)

Average amount of academic growth (in months), by race:

- Asian (10.5 months)
- Black/African American students (9.6 months)
- White (9.5 months)
- Native Hawaiian/Pacific Islander (9.5 months)
- Two or more races (9.3 months)
- Hispanic/Latino (8.7 months)
- American Indian/Alaska Native (6.6 months)

Certain student groups (e.g., migrant students, students eligible for free and reduced-price lunch, homeless students, and students enrolled in special education) demonstrated slightly below average growth.

For additional information about amount of academic growth, please refer to Appendix D: Amount of Academic Growth.

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 calculated a ratio of students' growth (in months) relative to the length of the student's enrollment in the program to determine whether the student demonstrated proportional growth. For example, if a student demonstrated 5 months of growth and was enrolled in the program for 5 months, then that student

experienced proportional growth (i.e., 5/5=1; a score of 1 indicates proportional growth). Similarly, if a student demonstrated 4 months of growth during 3 months of LAP participation, the student had a higher rate of growth with a ratio of 1.33 (4 months of growth/3 months of program enrollment). One could say this is 1.33 months of growth for every month of LAP enrollment. This variable allows us to determine the rate of acceleration of growth experienced by students enrolled in LAP.

The results demonstrated that, on average, students in LAP experienced accelerated growth. More specifically, LAP students experienced an average of 1.48 months of academic growth for every month of program enrollment.

Rate of accelerated growth for every month enrolled, by LAP content area:

- English Language Arts (1.55 months)
- Academic Readiness (1.38 months)
- Behavior (1.38 months)
- Math (1.17 months)

Rate of accelerated growth for every month enrolled, by grade band:

- Elementary school (1.06 to 1.63 months)
- Middle school (1.05 to 1.15 months)
- High school (0.58 to 1.13 months)

Rate of accelerated growth for every month enrolled, by race:

- Asian (1.91 months)
- Native Hawaiian/Pacific Islanders (1.85 months)
- 2 or more races (1.68 months)
- Black/African American (1.66 months)
- White students (1.64 months)
- Hispanic/Latino (1.27 months)
- American Indian/Alaska Native (0.99 months)

Rate of accelerated growth for every month enrolled, by student group:

- 504 Plan (1.46 months)
- Bilingual (1.43 months)
- Low Income (1.38 months)
- Homeless (1.37 months)
- Special Education (1.27 months)
- Migrant (1.06 months)

Percent of students in LAP who experienced proportional or accelerated growth, by LAP content area:

- English Language Arts (63.0 percent)
- Academic Readiness (59.1 percent)
- Behavior (50.0 percent)
- Math (44.5 percent)

For additional information about acceleration of growth, please refer to Appendix E: Acceleration of Growth.

Met Learning Goal

In addition to reporting entrance and exit performance data and academic growth, districts were asked to indicate whether students met their learning goal. For a student to meet his/her learning goal, the district determined he or she no longer needed supplemental education services to meet standard in the general education classroom and that the student was eligible to exit LAP. This indicator provides further insight into the effectiveness of LAP while providing an additional dimension to understand academic growth.

The percentage of students who met their learning goal and were back at grade level during the 2015–16 school year, by LAP content area:

1. English Language arts (48.5 percent)
2. Readiness (45.7 percent)
3. Math (44.3 percent)
4. Behavior (32.1 percent)

The percentage of students who met their learning goal during the 2015–16 school year, by race:

- White students (52.1 percent)
- Asian (50.3 percent)
- 2 or more races (48.2 percent)
- Black/African American (45.5 percent)
- Hispanic/Latino (43.7 percent)
- Native Hawaiian/Pacific Islanders (39.2 percent)
- American Indian/Alaska Native (34.0 percent)

The percentage of students who met their learning goal during the 2015–16 school year, by student group:

- Low Income (44.9 percent)
- 504 Plan (44.6 percent)

- Bilingual (43.2 percent)
- Homeless (40.3 percent)
- Migrant (39.4 percent)
- Special Education (38.7 percent)

For additional information about students who met their learning goal, please refer to Appendix F: Met Learning Goal.

Practices, Activities, and Programs

Part II of Engrossed Substitute Senate Bill (ESSB) 5946 promotes the use of assessment data to examine the effectiveness of LAP services to determine the most effective and efficient forms of supplemental instruction to assist students struggling with English Language Arts, mathematics or in need of behavior support. For the 2015–16 school year, data regarding LAP allowable services was collected at the student and school levels. Districts were required to identify students' tutoring and extended learning time interventions. Schools were required to report on educational professional participation in professional development as well as family/community initiatives funded by LAP. The results showed that 85.4 percent (137,398 records) of LAP students received a tutoring intervention and 29.4 percent (46,537 records) of LAP students received an extended learning time intervention.

Update Status

The LAP program has fully implemented all legislative changes passed in June of 2013. These include:

- Full implementation of the K–4 focus on literacy.
- Publication of the menus of best practices and strategies for English language arts, mathematics, and behavior.

OSPI wrote updated menus of best practices and strategies for English language arts, mathematics, and behavior in July 2016. Beginning in 2015–16, districts had to use either the ELA menu of best practices or an approved district strategy for up to two years. Districts will have the same requirement for math this year (2016–17).

During the 2015–16 school year, 107,925 students served in LAP (67 percent) were engaged in activities that met the K–4 focus on literacy (Figure 1). This was an increase of about 11 percent from the 2014–15 school year.

Beginning in 2015–16, districts had to focus first on K–4 students who are behind in reading or reading readiness skills (RCW 28A.165.005 (2)). OSPI updated the guidelines and rules for meeting the K–4 focus in July 2016.

The K–4 focus first on literacy does not mean that all LAP funds should only be used on K–4 literacy. OSPI allows a district to meet the K–4 focus on literacy if at least 50 percent of their LAP students are in grades K–4 and receiving ELA services. Districts are not capped at 50 percent. They may serve more students in K–4 ELA.

An unintended consequence of OSPI's earlier guidance was a significant decline in the number of LAP students served in math, graduation assistance, and behavior support. The revised guidance for the 2016–17 school year should reverse that trend.

Figure 1: 2015–16 Implementation of K–4 Focus

Legend: K-4 Focus · English Language Arts (5-12) · Math · Graduation Assistance · Readiness to Learn · Behavior (5-12)

K-4 Focus: 68%; English Language Arts (5-12): 10%; Math: 15%; Graduation Assistance: 4%; Readiness to Learn: 2%; Behavior (5-12): 1%
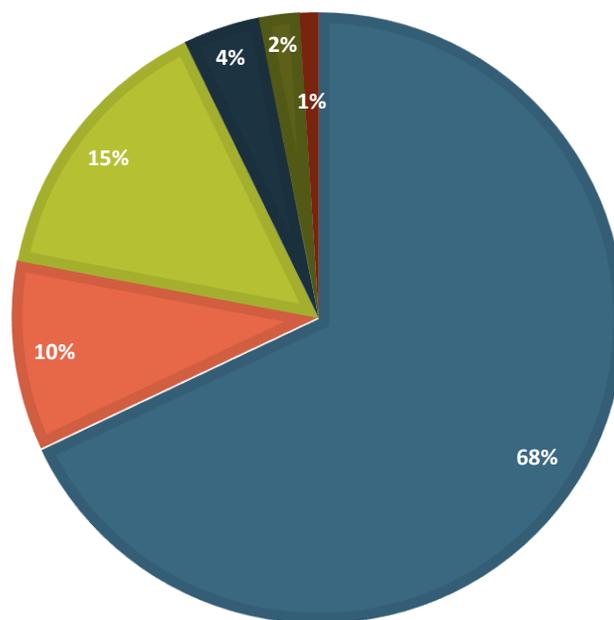
Title I, Part A Schoolwide

In summer 2015, the U.S. Department of Education released guidance allowing Title I, Part A schoolwide (SW) 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 lieu of LAP funds to meet the K–4 literacy first focus. These districts were then able to spend their LAP funds on math, ELA for grades 5 to 12, graduation assistance or behavior. Seventy-seven school districts across the state utilized these funds to meet the K–4 literacy first focus. To demonstrate to the Legislature that the 2013 LAP funding increase led to an increase in interventions for K–4 students needing literacy support, districts using Title I, Part A SW funds in lieu of LAP dual reported students receiving K–4 literacy interventions through the Title I, Part A SW as LAP

participants and Title I, Part A SW students. Approximately 11,000 K–4 students reported as LAP received literacy support with Title I, Part A funds. This is approximately 10 percent of the students receiving LAP K–4 ELA services.

Conclusion and Next Steps

OSPI will continue to provide technical help and outreach to districts on following the RCW and data gathering in 2016–17. In 2017–18, OSPI will shift focus to:

- Ongoing technical help.
- Long-term analysis.
- Monitoring of the effectiveness of LAP strategies used by districts to speed up student growth.

Appendices

Appendices A through G are available under Data by School Year at http://www.k12.wa.us/LAP/DataReporting.aspx.

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