



REPORT TO THE LEGISLATURE

UPDATE: LAP Growth Data

2017

Authorizing legislation: RCW 28A.165.100

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.165.100>)

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TABLE OF CONTENTS

- Executive Summary 3
- Background 4
 - Program Enrollment..... 4
- Academic Growth 4
 - Amount of Academic Growth 6
 - Acceleration of Academic Growth 7
 - Met Learning Goal..... 8
- Practices, Activities, and Programs 9
- Update Status 9
 - Title I, Part A Schoolwide 11
- Academic Growth and Progress Monitoring..... 12
- Conclusion and Next Steps 12

Appendices

Appendices A through G are available at <http://www.k12.wa.us/LAP/DataReporting.aspx>. Click on the “Data” icon and select the 2016-17 appendices under “Previous Years’ LAP Data.”

List of Tables and Figures

- Table 1: LAP Enrollment by Student Group..... 5
- Figure 1: 2016-17 Implementation of K-4 Focus..... 11

Executive Summary

The Learning Assistance Program (LAP) supports students below grade-level standards in English language arts (ELA) and mathematics. These supports focus on accelerating student growth in order to meet grade-level standards, and can include academic readiness skill development or behavior supports. The intent is for LAP-served students to increase academic growth during the period of time they are provided services. LAP emphasizes research-based best practices designed and implemented to increase student achievement.

LAP must focus first on K–4 students who have not yet met grade-level standards in reading or who are lacking the readiness skills needed to learn to read. Five percent of LAP funds can also be used for readiness to learn (RTL) services. RTL provides supports for students and their families through partnerships with external organizations. RTL supports reduce barriers to learning, increase student engagement, and improve students' readiness to learn. 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 gained by participating students and entrance and exit performance data. Districts must also report the services used to support students.

During the 2016–17 school year, 13.6 percent of students (153,465) received LAP services. Of these students, over 70 percent (107,895) of students served are identified as low-income and over 28 percent (43,273) come from a bilingual background.

Of LAP students enrolled in LAP English language arts, math, Academic Readiness, and behavior, 41.4 percent (59,119) demonstrated one year or more of academic growth. Students in the LAP program achieved an average of 8.7 months of academic growth, with an average program enrollment lasting 8 months. Students in LAP made an average of 1.26 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.

2016–17 LAP Overview

292 participating districts
1,521 participating schools
153,465 participating students

Total program funding: **\$234,396,771**
Average per pupil funding: **\$1,527.36**

Number of students with a year of academic growth: **67,273**

Number of students who met their learning goal: **50,640**

Average months of academic growth: **8.7**

Average acceleration of growth: **1.26** months for every month in program

Program Enrollment

During the 2016–17 school year, 153,465 students received LAP services, which is 13.7 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 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	153,465	1,118,269	13.7
Male	80,848	585,321	13.8
Female	72,617	548,306	13.2
American Indian/ Alaska Native	3,864	16,114	30.0
Asian	5,606	84,510	6.6
Black/African American	7,275	50,663	14.4
Hispanic/Latino	60,062	260,274	23.1
White	64,059	624,566	10.3
Native Hawaiian/ Pacific Islander	1,981	12,107	16.4
2 or more	10,594	88,404	11.9
Special Education	22,568	143,299	15.8
Bilingual	43,273	128,031	33.8
Low Income	107,895	535,259	20.2
Homeless	7,745	32,567	23.8
Migrant	5,966	18,306	32.8
504 Plan	4,790	30,778	15.6

* Data as of October 3rd, 2016

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. During the 2016–17 school year, some schools entered into data sharing agreements with STAR to determine student 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 these resources to districts as they become available.

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

During the 2016–17 school year, students enrolled in LAP English language arts, mathematics, Academic Readiness, and behavior had their academic growth measured throughout the year. The results reveal that 41.4 percent (59,119) of LAP students enrolled in these programs recorded one year of academic growth or more. On average, students achieved 8.7 months of academic growth; however, it is important to note, on average a given student is only enrolled in LAP services for 8 months.

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

1. English language arts (8.7 months)
2. Academic Readiness* (8.9 months)
3. Math (7.7 months)
4. Behavior (7.6 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. Elementary students demonstrated growth within the range of 8.3 and 9.2 months of 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 (range of 8.3 to 9.2 months)
- Middle school (range of 7.5 to 7.6 months)
- High school (range of 4.6 to 6.4 months)

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

- Asian (9.6 months)
- Black/African American students (8.4 months)
- White (9.0 months)
- Native Hawaiian/Pacific Islander (8.3 months)
- Two or more races (8.5 months)
- Hispanic/Latino (8.2 months)
- American Indian/Alaska Native (6.5 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. By accounting for time enrolled in the program, this variable allows us to determine a more comprehensive rate of growth experienced by students enrolled in LAP.

The results demonstrated, on average, students in LAP experienced accelerated growth. More specifically, LAP students experienced an average of 1.24 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 (1.25 months)
- Academic Readiness (1.37 months)
- Behavior (1.44 months)
- Math (1.16 months)

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

- Elementary school (range of 1.19 to 1.35 months)
- Middle school (range of 0.87 to 0.95 months)
- High school (range of 0.57 to 1.03 months)

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

- Asian (1.52 months)
- Native Hawaiian/Pacific Islanders (1.41 months)
- 2 or more races (1.35 months)
- Black/African American (1.27 months)
- White students (1.38 months)
- Hispanic/Latino (1.09 months)
- American Indian/Alaska Native (0.87 months)

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

- 504 Plan (1.29 months)
- Bilingual (1.12 months)
- Low Income (1.17 months)
- Homeless (1.15 months)
- Special Education (1.05 months)
- Migrant (0.95 months)

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

- English language arts (50.4 percent)
- Academic Readiness (55.4 percent)
- Behavior (43.9 percent)
- Math (43.6 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 the student was eligible to exit LAP. It is important to remember many of the students entering the LAP program can sometimes be more than one year behind. 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 2016–17 school year, by LAP content area:

1. English language arts (33.5 percent)
2. Academic Readiness (37.4 percent)
3. Math (34.0 percent)
4. Behavior (18.0 percent)

The percentage of students who met their learning goal during the 2016–17 school year, by race:

- White students (39.4 percent)
- Asian (36.4 percent)
- Two or more races (36.4 percent)

- Black/African American (28.9 percent)
- Hispanic/Latino (30.5 percent)
- Native Hawaiian/Pacific Islanders (27.0 percent)
- American Indian/Alaska Native (24.5 percent)

The percentage of students who met their learning goal during the 2016–17 school year, by student group:

- Low Income (31.3 percent)
- 504 Plan (33.5 percent)
- Bilingual (28.1 percent)
- Homeless (26.0 percent)
- Migrant (33.5 percent)
- Special Education (24.8 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 who have not yet met grade-level standards in English language arts, mathematics, or who are in need of behavior support. For the 2016–17 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 94.2 percent (150,787) of all LAP program enrollments provided tutoring interventions and 33.9 percent (53,697) of all LAP program enrollments provided extended learning time interventions.

Update Status

The LAP program has fully implemented all of the legislative changes passed in June of 2013, which includes full implementation of the K–4 focus on literacy and the publication of the menus of best practices and strategies for English language arts, mathematics, and behavior.

In May 2017, OSPI published updated menus of best practices and strategies for English language arts, mathematics, and behavior. The 2015–16 school year was the first year LAP programs were required to either use a research-based practice from the *Menu of Best Practices and Strategies for ELA*, or an approved district strategy, for LAP ELA supports. The 2016–17 school year was the first year LAP Programs were required to use the *Menu of*

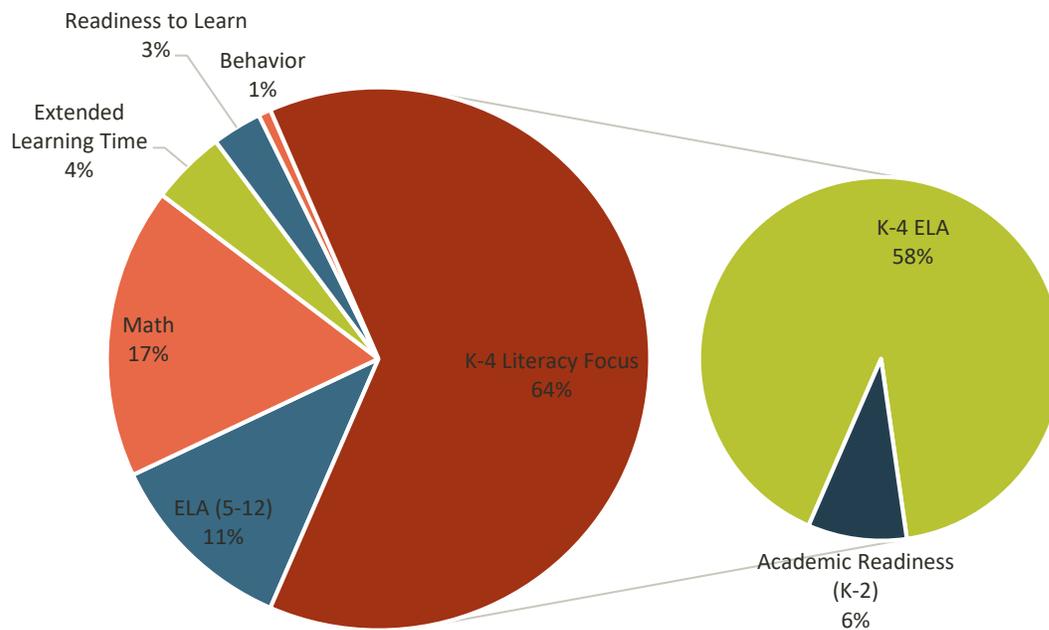
Best Practices and Strategies for Mathematics or Behavior, or an approved district strategy, for LAP math or behavior supports. To date, all district strategies presented to LAP staff as alternatives were already represented in the menus. OSPI staff continues to work with Washington State Institute for Public Policy and expert panels to review research-based practices not currently in the state menus and to update current research as it becomes available.

Data in Figure 1 (below) and Table 4 in Appendix B, demonstrates that during the 2016–17 school year, 64 percent, or 107,979, of all LAP program enrollments satisfied the K–4 focus on literacy, which is a decrease of four percent from the 2015–16 school year.

The 2015–16 school year was the first year districts were required to meet the provisions of [RCW 28A.165.005](#) (2), which is to “focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.” In July 2016, OSPI updated the guidelines and administrative rules for meeting the K–4 focus. Districts must use data to focus first on K–4 students who have not yet met grade-level standards in reading or who are lacking the readiness skills needed to learn to read. The K–4 focus first on literacy does not mean *all* LAP funds are to be used exclusively on K–4 literacy.

In 2016, OSPI updated guidance to districts on meeting the K–4 focus. This guidance states that, of all students served in LAP, approximately 50 percent of students must be served in grades K–4 ELA or readiness services. Districts are not capped at 50 percent. They may serve more students in K–4 ELA. As shown in the data above, 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 has started to reverse this trend as is evidenced by the small but measurable increase in math and readiness to learn enrollments.

Figure 1: 2016–17 Implementation of K–4 Focus



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 of Title I, Part A. As such, OSPI granted districts the option to use Title I, Part A funds in place of LAP funds to meet the K–4 literacy first focus. These districts were then able to designate their LAP funds to ELA for grades 5–12, mathematics, graduation assistance, and/or behavior. **Of the** school districts across the state, 206 used these funds to meet the K–4 literacy first focus. To demonstrate to the Legislature 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 place of LAP dual reported students receiving K–4 literacy interventions. Students were dual reported through the Title I, Part A SW report as both LAP participants and Title I, Part A SW students. In 2015–16, approximately 11,000 K–4 students who were reported as LAP received literacy support with Title I, Part A funds. Whereas in 2016–17, approximately 35,179 K–4 students who were reported as LAP received literacy support with Title I, Part A funds. K–4 students who received support with Title I funds account for 35.6 percent of the students receiving LAP K–4 ELA services.

Academic Growth and Progress Monitoring

As part of the LAP data collection, each building provides responses to six narratives:

1. How students are identified for LAP services;
2. How students are progress monitored;
3. How criteria for exiting is determined;
4. How months of growth are converted;
5. How program effectiveness is reviewed; and
6. How the review of program effectiveness improved the services offered to students.

Responses to these questions provides qualitative data and insight on the impact of state menus of best practices on LAP program planning, design, implementation, and improvement efforts to strengthen student outcomes for LAP-served students.

The qualitative data gives an insight to school practices often missed by numbers and shows an intentional focus on: using data to plan purposeful interventions, redesigning service delivery (e.g. tutoring models), aligning staff professional learning to target student needs (e.g. professional learning on phonemic awareness), reviewing and adopting aligned curriculum, and reviewing and adopting targeted assessments. The improvements and modifications identified consistently reflect the guidance in the state menus. Beginning in the 2017–18 school year, the LAP Student Data Report will be used as part of the state Consolidated Program Review (CPR) process.

Conclusion and Next Steps

Throughout the 2017–18 school year, OSPI will provide ongoing technical assistance, longitudinal analysis, program monitoring of the effectiveness of LAP strategies used by districts to accelerate student growth, and outreach to districts on fidelity of implementation and data gathering.

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