Washington Office of Superintendent of **PUBLIC INSTRUCTION**

REPORT TO THE LEGISLATURE

UPDATE: Learning Assistance Program Growth Data

2021

Authorizing Legislation: [RCW 28A.165.100](RCW 28A.165.100)

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EXECUTIVE SUMMARY

The Learning Assistance Program (LAP) provides supplemental instruction and services to students who are not meeting academic standards in basic skills areas (reading, writing, and mathematics as well as readiness associated with these skills) as identified by statewide, school, or district assessments or other performance measurement tools.

2020–21 LAP Overview

292 participating districts

1,677 participating schools

159,576 participating students

During the 2020–21 school year, 13.8% of students (159,576) received LAP services. Of these students, over 70% (111,890) served are identified as low-income and over 26% (41,643) are receiving English learner services. Because of school facility closures due to the COVID-19 pandemic, districts were not required to report these additional data for participating students in the 2019–20 and 2020–21 school years.

The 2021 Legislature made significant changes to LAP, including the requirement to report the percentage of funds spent on community partnerships, the number of students who participate in services from community partners, and the types of services they receive.

INTRODUCTION

The 2013 Washington State Legislature enacted legislation Revised Code of Washington (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 data reported by districts during the 2020–21 school year. These data are disaggregated by student group.

LAP services may include academic and nonacademic supports that focus on accelerating student growth to make progress towards grade level and addressing barriers preventing students from accessing core instruction. The intent is for LAP-served students to increase academic growth during the time they are provided services.

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.

UPDATE STATUS

Enrollment Overview

During the 2020–21 school year from September through June, 159,576 students received LAP services, which is 14% of the statewide student population. 23.6% of all K–4 students have enrollment in one or more LAP programs. Over the summer, districts served 34,701 students.
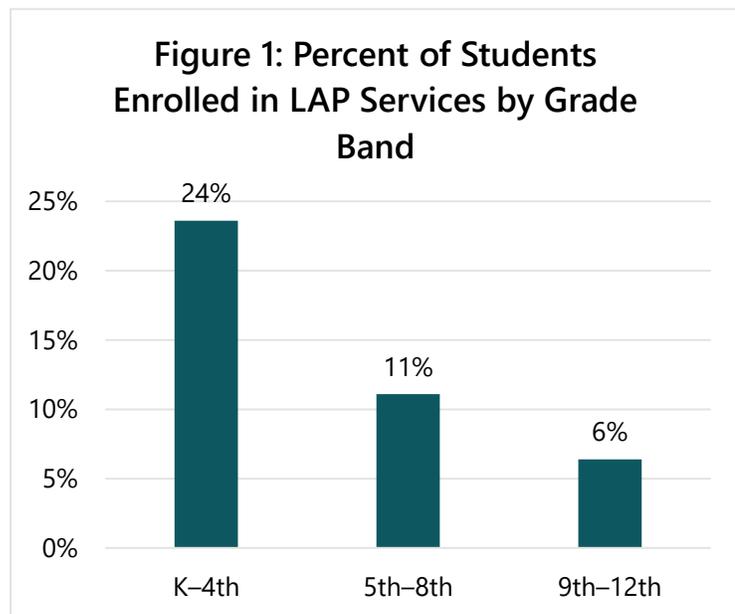
Figure 1: Percent of Students Enrolled in LAP Services by Grade Band

Source: CEDARS, 10/25/2021

*Data collected from CEDARS—Students enrolled at any point during the 2020–21 school year

Figure 2: Percent of Students Enrolled in LAP Services By Race/Ethnicity
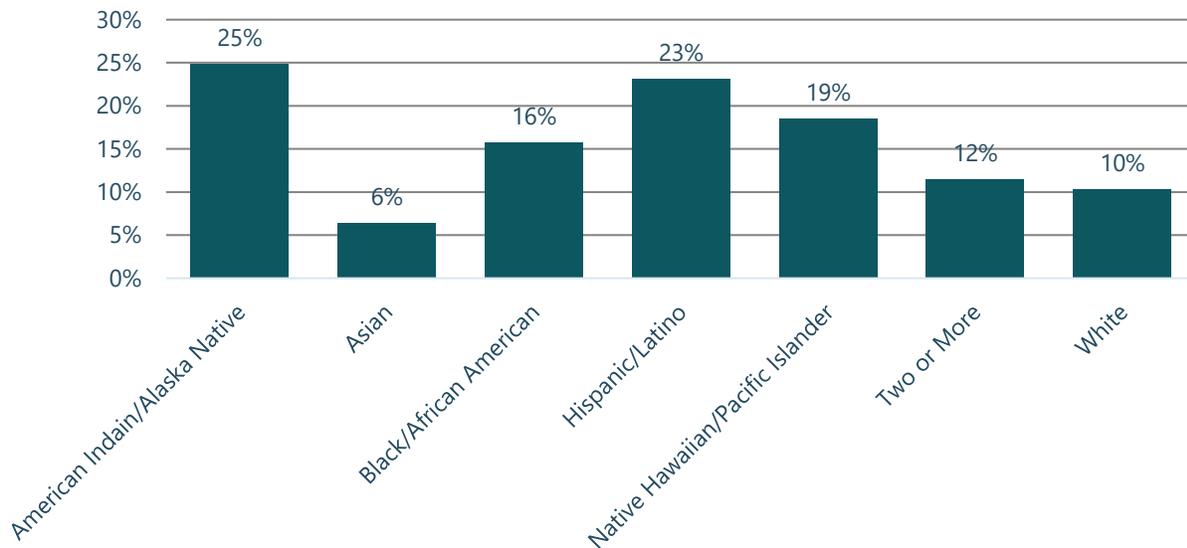
Bar chart showing percent of students enrolled in LAP services by race/ethnicity:
- American Indain/Alaska Native: 25%
- Asian: 6%
- Black/African American: 16%
- Hispanic/Latino: 23%
- Native Hawaiian/Pacific Islander: 19%
- Two or More: 12%
- White: 10%

Source: CEDARS, 10/25/2021

*Data collected from CEDARS—Students enrolled at any point during the 2020–21 school year

For more details on student enrollment, please refer to Appendix B: Learning Assistance Program Enrollment

Relative to the 2019–20 school year, the number of students receiving LAP services increased by about 3%. During the COVID-19 pandemic, school districts had to pivot into an instructional situation that was new and overwhelming. Questions had to be answered addressing how to provide the best learning experiences to students in a virtual or hybrid environment, and, specifically, how to continue to provide supports to students served through LAP.

For the 2019–20 and 2020–21 school years, school facility closures did not allow for the typical end-of-year state assessments to take place, nor the typical end-of-year progress monitoring assessments that have been utilized each year to show growth in student learning for our LAP-served students.

Academic Growth

Under the LAP program reporting requirements, districts are usually tasked with reporting the amount of academic growth gained by students participating in LAP. Due to school facility closures resulting from the COVID-19 pandemic, districts were not required to report this data for the 2020–21 school year.

Practices, Activities, and Programs

Part II of Senate Bill 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 need behavior support. Districts were required to identify students' tutoring and extended learning time interventions. Schools were required to report on educational educator participation in professional development as well as family/community initiatives funded by LAP. The results showed that 98% (185,537) of all LAP program enrollments excluding summer school provided tutoring intervention and 51.8% (98,085) of all LAP program enrollments were provided extended learning time intervention.

Community Partnerships

Due to the passage of House Bill 1208 (2021), Local Education Agencies (LEA) can use up to 15% of LAP funds to provide direct supports and services to eligible students and their families through community partnerships. These supports may include academic or nonacademic services. During the 2020–21 school year, 23 districts utilized an average of 4% of their LAP funds to serve a total of 3,024 students through community partnerships. Their services focused on providing support in ELA, math, and readiness.

CONCLUSION & NEXT STEPS

Throughout the 2021–22 school year, OSPI will provide ongoing technical assistance, longitudinal analysis, and outreach to districts on fidelity of implementation and data gathering.

APPENDICES

Appendix A: Learning Assistance Program Summary

Background

The Learning Assistance Program (LAP) was created by the Legislature in 1987 to assist students struggling with English language arts (ELA) and mathematics. Over the past 30 years, LAP has grown to reach 14% of the statewide, K–12 population (159,576 students).

Purpose

The Learning Assistance Program (LAP) provides supplemental instruction and services to K–12 students who are not meeting academic standards in basic skills areas (reading, writing, and mathematics as well as readiness associated with these skills) as identified by statewide, school, or district assessments or other performance measurement tools. These services may include academic and nonacademic supports that focus on accelerating student growth to make progress towards grade level and addressing barriers preventing students from accessing core instruction. The intent is for LAP-served students to increase academic growth during the time they are provided services. LAP encourages research-based best practices designed to increase student achievement.

Funding

LAP base funds are distributed at the district-level and are allocated based on the districtwide percentage of students in grades K–12 who were eligible for free or reduced-price meals (FRPL) in the prior school year.

LAP high poverty school funds are expended by the district for the qualifying school buildings that generated the funding. Each school's three-year average poverty percentage of 50% or more determines qualification for the upcoming school year.

Eligibility

Districts identify the students eligible for LAP by using measures of assessment. These include nationally normed assessments and/or state assessments to identify students scoring below grade level standards for ELA or math. Other options to measure student eligibility include: teacher-made assessments, teacher observations, teacher recommendations, and parent referrals. Credits earned, grade point average (GPA), discipline referrals, and absenteeism are also potential measures. Entrance and exit assessment data are used to measure student academic growth in ELA or math, regardless of whether the student receives LAP academic or behavior services.

Services

Due to legislative changes in 2021, LEAs are encouraged to use the Washington Integrated Student Supports Protocol (WISSP) to budget and expend their funds. Starting September 1, 2025, or when the emergency order due to COVID-19 is removed—whichever is later—LEAs will be required to budget and expend LAP funds using the WISSP in accordance with RCW 28A.300.139.

Activities should align with the intent and purpose of LAP (RCW 28A.165). Activities may include, but are not limited to, extended learning time, extra support in the classroom, educator professional learning, family engagement, and purchase of specialized learning materials.

In addition to specific ELA and mathematics support, districts may serve students who have not yet met standard in ELA or math with behavior services. These services are available for students when the district believes addressing behavioral needs would improve students' academic performance. As part of the academic readiness component, schools may use LAP funds to support students with necessary preparation skills needed to engage in math or ELA content. Readiness is applicable for all grades.

LEAs may also use up to 15% of LAP funds to provide direct supports and services to eligible students through community partnerships. These supports may include academic or nonacademic services.

Additional assistance for students identified in 8th grade to successfully transition into high school may be provided through LAP. Students in 9th through 12th grade who are not on track to meet graduation requirements may participate in graduation assistance.

Data Collection

During the 2020–21 school year, districts were required to report student participation in LAP services through the Comprehensive Education Data and Research System (CEDARS).

However, the following data elements were not required due to school facility closures in the 2020–21 school year:

- Amount of Academic Growth
  - Amount of growth guidance:
    - 10 months of growth is equivalent to one academic year.
    - Months of growth should reflect growth during the LAP enrollment period only (i.e., if a student is enrolled in LAP for less than 10 months, reported growth should not reflect the student's growth for the full academic year—only the time served in LAP).
    - Growth should be based on the progress monitoring assessments.
  - Options for this field are 0 to 20 months of growth
  - If 'N/A' was selected, additional assessment information was not required. Rather, users will select from the following list:

- Student moved to Title I, Part A
- Student moved to Special Education
- No pre-test
- No post-test
- No pre or post test data
- Student exited the school prior to assessing
- Assessment used for the amount of growth conversion
  - This is the assessment that was used to monitor student progress (and used for the conversion of academic growth). A pre-test and post-test score should have been available.
- Beginning Score
  - Raw scores or scale scores were required.
- Date of Beginning Score
  - This was the date that the initial progress monitoring assessment was given. This may or may not be the date that the student entered LAP.
- End Score
  - Raw scores or scale scores were required.
- Date of End Score
  - This was the date that the final/most recent progress monitoring assessment was given. This may or may not be the date that the student exited LAP.
- At Grade Level
  - Based on assessment(s) and/or progress monitoring, it was determined that the student no longer needed supplemental education services to meet standard in the general education classroom.

Appendix B: Learning Assistance Program Enrollment

The following tables reflect an unduplicated student enrollment (159,576 students), which accounts for each student enrolled in a LAP designated program regardless of multiple program enrollments and multiple enrollments in the same program. This count is used when examining total LAP enrollment by student.

LIST OF TABLES
Table 1: Unduplicated LAP Enrollment by Student Group

Student Group	Students in LAP	Statewide Enrollment*	Percent of State in LAP
All Students	159,576	1,153,664	13.8%
Gender			
Male	82,144	595,983	13.8%
Female	77,432	557,681	13.9%
Race/Ethnicity			
American Indian/Alaska Native	3,872	15,540	24.9%
Asian	6,070	94,727	6.4%
Black/African American	8,531	54,084	15.8%
Hispanic/Latino	66,014	284,893	23.2%
Native Hawaiian/Pacific Islander	2,742	14,814	18.5%
Two or More Races	11,627	100,864	11.5%
White	60,712	588,650	10.3%
Student Programs			
English Learner	41,643	139,138	29.9%
Low Income	111,890	530,425	21.1%
Migrant	9,084	24,266	37.4%
Section 504	5,417	51,634	10.5%
Special Education	25,512	172,017	14.8%

Source: CEDARS, 10/25/2021

*Data collected from CEDARS—Students enrolled at any point during the 2020–21 school year

Table 2: Unduplicated LAP Enrollment by Grade Level and Program

Grade Level	English Language Arts	Math	Academic Readiness	Graduation Assistance	Readiness to Learn	Behavior
Pre-K	74	21	30	-	49	4
Kindergarten	12,175	2,055	3,229	1	164	386
1st	20,348	3,440	2,554	2	188	542
2nd	18,601	4,040	1,884	2	235	537
3rd	16,910	4,566	151	-	242	548
4th	14,424	4,459	104	1	310	584
5th	10,895	4,222	35	-	271	489
6th	6,764	4,458	3	-	67	600
7th	6,259	5,151	3	4	109	780
8th	4,484	3,746	4	418	107	813
9th	2,129	3,177	0	1,378	160	738
10th	1,478	1,755	0	385	137	634
11th	698	902	0	4,333	136	454
12th	822	747	0	6,108	132	396
Total	**116,061**	**42,739**	**4,731**	**12,632**	**2,307**	**7,505**

Source: CEDARS, 10/25/2021

Table 3: Summer School Enrollments

Grade Level	Students Served	Reading/ELA	Math	Behavior	K–2 Readiness	Grade 8 Transition	Graduation Assistance
Full-day Kindergarten	4,622	3,523	2,766	2,147	1,473	-	-
Half-day Kindergarten	403	179	156	64	259	-	-
1st	3,070	2,909	2,375	1,167	665	-	-
2nd	3,428	3,243	2,602	1,382	653	-	-
3rd	3,762	3,751	2,736	1,446	-	-	-
4th	2,808	2,772	2,197	1,184	-	-	-
5th	3,753	2,131	2,036	2,069	-	-	-
6th	1,712	1,425	1,433	6,30	-	-	-
7th	1,722	1,466	1,498	412	-	-	-
8th	2,365	879	1,020	161	-	1,323	-
9th	1,661	935	729	113	-	481	-
10th	1,510	893	725	114	-	-	-
11th	2,581	385	381	25	-	-	2,430
12th	1,304	131	107	20	-	-	1,251
Total	**34,701**	**24,622**	**20,761**	**3,527**	**3,050**	**1,804**	**3,681**

Source: LAP end of year reporting application

Note: A student may be enrolled in multiple LAP programs (e.g., ELA and Math), and therefore the sum of the program enrollments is larger than the total number of students served.

Appendix C: Learning Assistance Program Tutoring Services and Extended Learning Time

Tutoring

Tutoring includes any interaction with a trained adult or peer using an intervention program or practice that addresses students' unique academic needs during the regular school day. Tutoring may be implemented through a push-in or pull-out model. A push-in model occurs in the general education classroom and intervention services are provided directly to LAP identified students by LAP-funded staff. A pull-out model uses an alternative environment for LAP-funded staff to provide intervention services to LAP identified students individually or in small groups. Tutoring may serve students one-on-one, in small groups, or in a classroom setting. Districts were directed to select the students' primary tutoring intervention.

Table 4: Frequency of Tutoring Services

Tutoring Services	Number of Students that Received Service	Percent of LAP Students Receiving Service
Double Dosing	8,438	5.3%
No tutoring programs offered	3,704	2.3%
Other	753	0.5%
Peer Tutoring (Cross age)	1	0.0%
Peer Tutoring (Same age)	10	0.0%
Push-In One-on-One Adult Tutoring (Certificated Teacher)	1,690	1.1%
Push-In One-on-One Adult Tutoring (Paraeducator)	2,828	1.8%
Push-In One-on-One Adult Tutoring (Volunteer)	35	0.0%
Push-In Small Group Tutoring with an Adult (Certificated Teacher)	10,441	6.5%
Push-In Small Group Tutoring with an Adult (Paraeducator)	15,541	9.7%
Push-In Small Group Tutoring with an Adult (Volunteer)	24	0.0%
Push-Out One-on-One Adult Tutoring (Paraeducator)	4,637	2.9%
Push-Out One-on-One Adult Tutoring (Volunteer)	59	0.0%

Tutoring Services	Number of Students that Received Service	Percent of LAP Students Receiving Service
Push-Out Small Group Tutoring with an Adult (Paraeducator)	17,622	11.0%
Push-Out Small Group Tutoring with an Adult (Volunteer)	9	0.0%
Pull Out One-on-One Adult Tutoring (Certificated Teacher)	3,794	2.4%
Pull Out Small Group Tutoring with an Adult (Certificated Teacher)	19,821	12.4%
Computer-Based or Online Instruction (Self-Guided/Individual)	1,095	0.7%
Computer-Based or Online Instruction with Adult Supervision (Paraeducator)	1,901	1.2%
Computer-Based or Online Instruction with Adult Supervision (Volunteer)	19	0.0%
Computer-Based or Online Instruction with Adult Tutoring Support (Paraeducator)	3778	2.4%
Computer-Based or Online Instruction with Adult Tutoring Support (Volunteer)	57	0.0%
Computer Based or Online Instruction with Adult Supervision (Certificated Teacher)	5,092	3.2%
Computer Based or Online Instruction with Adult Tutoring Support (Certificated Teacher)	15,147	9.5%
Behavior Support and Monitoring	3,186	2.0%
Behavioral Health	219	0.1%
Community Partners	107	0.1%
Family Engagement Services	95	0.1%
Mentoring by a Peer	2	0.0%
Mentoring by an Adult	432	0.3%
Multiple Interventions	8,646	5.4%
Restorative Justice	23	0.0%
Social Skills Instruction	77	0.0%
Specialized Literacy Instruction for ELs	63	0.0%
Student Declined Services	258	0.2%
Not Disclosed	36,582	22.9%

Source: LAP end of year reporting application

Note: A student may be enrolled in multiple LAP Tutoring Services (e.g., Behavior Health and Double Dosing), and therefore the sum of the tutoring service enrollments is larger than the total number of students served.

Extended Learning Time

Extended day learning occurs outside the required basic education allotted time period and can include before-school hours, after-school hours, and during the summer. In reporting to OSPI, districts selected the students' primary extended learning time intervention occurring from September through June.

- **Before/After School Instruction**: Structured learning environment; instruction is provided by a trained professional.

- **Homework Club**: Loosely structured environment where students work independently or in small groups on academic assignments; an educator may provide supervision and/or offer help as needed.

- **Book Programs**: Structured program where students are provided with books to read outside of school hours. Guiding questions or additional support may accompany the texts.

- **Computer-Based or Online Programs**: Online or computer programs assigned to LAP-served students to complete at home or on campus outside of regular school hours. For example, students may be assigned a login to an online academic program to complete at home.

- **Saturday Programs**: Structured learning on Saturdays; instruction is provided by a trained professional.

Table 5: Frequency of Extended Learning Time Service

Extended Learning Time Service	Number of Students that Received Service	Percent of LAP Students Receiving Service
Anticipated Summer School Participation	4,904	3.1%
Before/After school instruction	7,109	4.5%
Behavior Support and Monitoring	2	0.0%
Behavioral Health	155	0.1%
Book Programs	1,322	0.8%
Community Partners	683	0.4%
Computer-Based or Online instruction	7,590	4.8%
Family Engagement Services	476	0.3%
Homework Club	1,132	0.7%
Mentoring by a Peer	4	0.0%
Mentoring by an Adult	212	0.1%
No Extended Learning Programs offered	91,156	57.1%
Other	5,515	3.5%
Restorative Justice	3	0.0%
Saturday Programs	52	0.0%
Social Skills Instruction	47	0.0%
Specialized Literacy Instruction for ELs	148	0.1%
Student Declined Services	939	0.6%
Not Disclosed	39,718	24.9%

Source: LAP end of year reporting application

Note: A student may be enrolled in multiple LAP Extended Learning Time Services (e.g., Homework Club and Saturday Programs), and therefore the sum of the service enrollments is larger than the total number of students served.

Professional Development

Professional development funds may be used for education professionals working directly with LAP students on topics relevant to struggling learners. Educational professionals include administrators, teachers, and other professional staff, such as paraeducators and school counselors.

During the 2020–21 school year, the number of educational professionals receiving professional development with LAP funds fell from 14,793 2017–18 to 5,809 in 2020–21, a decrease of over 60%. Note that there was no data reported for the 2019–20 school year.

- **Coaching/Consulting**: Coaches or mentors partner with teachers to develop effective instructional strategies for LAP-served students.

- **Conference Attendance**: Professional development provided by an outside organization on a variety of topics related to learners not yet meeting grade-level standards. The

conference topic(s) must be relevant to the needs and services of LAP-served students for this to be a LAP-allowable activity.

- **Cultural Competency**: Professional learning targeted at increasing cultural competency: including knowledge of student cultural histories and context, as well as family norms and values in different cultures; knowledge and skills in accessing community resources for community and family outreach; and/or skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

- **Data-Driven Professional Development**: Professional development targeted at the applied use of student data to identify student academic needs and the delivery of LAP services.

- **General Professional Development**: Focuses on enhancing educator effectiveness but lacks the focus and intent of supporting students not yet meeting grade-level standards.

- **Induction Programs**: Orientation for new staff on their roles/responsibilities in assisting learners not yet meeting grade-level standards through LAP services.

- **Mentoring**: Mentors partner with educators to help them develop effective strategies to improve learning for LAP-served students.

- **Professional Learning Communities (PLC)**: A group of teachers, administrators, coaches, or school staff (or a combination of people in these roles) who meet on a regular, planned basis with the goal of collaboratively improving practices in the classroom and school in order to improve student learning outcomes. PLC time funded by LAP must be focused on the needs and services of LAP-served students.

- **Targeted Professional Development**: Professional development focused on enhancing educator effectiveness with the explicit intent and purpose of supporting students not yet meeting grade-level standards.

Table 6: Frequency of Professional Development Format

Professional Development Format	Number of Schools Offering Service	Percent of Schools Offering Service
Coaching	461	27.5%
Conference Attendance	214	12.8%
Mentoring	156	9.3%
Professional Learning Community	585	34.9%
Targeted Professional Development	492	29.3%

Source: LAP end of Year Reporting Application
Note: 1,677 schools received LAP funding

Family Engagement

Family engagement involves collaboration between families and schools in increasing student success. Family engagement can occur during the regular school day within the school building or outside of school at families' homes or in the community. Family engagement strategies can involve outreach or direct involvement.

Examples of family engagement activities include:

- Hire a family/community engagement coordinator to develop relationships with families through authentic two-way communication and culturally responsive outreach to communicate with families, organize family events, and connect families to resources available within the community.

- Build meaningful relations with families in their communities by holding meetings at community centers. Provide opportunities for educators and families to connect in an informal setting through family visits to expand teacher's knowledge of students' home life and cultural background.

- Create reading time in the first 10 minutes of every school day where families are invited to come into the classrooms and read with their children and their classmates.

- Host interactive parent training events that empower families to take active roles in their student's success by providing useful information about education programs/supports, skills, resources, and strategies.

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