Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: LAP Growth Data

2023

Authorizing Legislation: RCW 28A.165.100

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EXECUTIVE SUMMARY

The Learning Assistance Program (LAP) provides academic and nonacademic supports 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.

The 2013 Washington State Legislature enacted legislation (RCW 28A.165.100) requiring additional data reporting for the 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 synthesizes the data reported by districts during the 2022–23 school year. These data are disaggregated by student groups.

During the 2022–23 school year:
- 304 school districts participated in LAP
- 1,764 schools participated in LAP
- 189,012 students participated in LAP

To learn more about the purpose, funding, eligibility, and allowable supports of the Learning Assistance Program, please refer to Appendix A.

BACKGROUND

The Learning Assistance Program (LAP) provides supplemental instruction and supports 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.

These supports may include academic and nonacademic supports that focus on accelerating student growth to 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 supports.

The 2013 Legislature expanded districts' annual reporting for LAP to include growth gained by participating students, including entrance and exit performance data. In 2021, the Legislature made significant changes to LAP to address the needs of students because of the COVID-19 pandemic, including the requirement to report the percentage of funds spent on community partnerships, the number of students who participate in supports from community partners, and the types of supports they receive. Because of school facility closures due to the COVID-19 pandemic, districts were not required to report academic growth data for participating students in the 2019–20 and 2020–21 school years. However, the student growth data reporting requirement was restored in the 2021–22 school year.
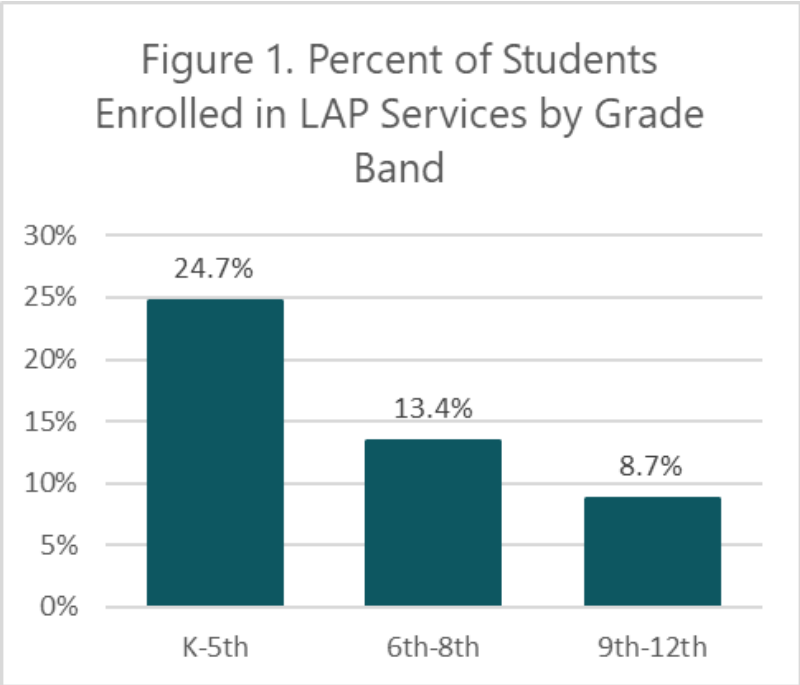
During the 2022–23 school year, the percentage of students who received LAP supports increased from 15% (173,246) to 16.3% (189,012) of students in Washington. More information on student enrollment in LAP supports is available in Appendix B.

UPDATE STATUS

Enrollment Overview

During the 2022–23 school year, 189,012 students received LAP supports, 16.3% of the statewide student population. The percentage of K–5 students enrolled in LAP supports decreased slightly, while students in grades 6–12 increased slightly, as shown in Figure 1.

Figure 1: Percent of Students Enrolled in LAP Services by Grade Band

Source: CEDARS, 12/8/2023
Note: Students enrolled at any point during the 2022–23 school year

Figure 2 provides the percent of students enrolled in LAP by race, ethnicity, and program. Students with the greatest rate of enrollment in LAP include those who identify as American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander, as well as students whose native language is other than English, students from low-income families, and students who are migratory.

Figure 2: Percent of Student Enrolled in LAP Services by Race, Ethnicity, and Student Program
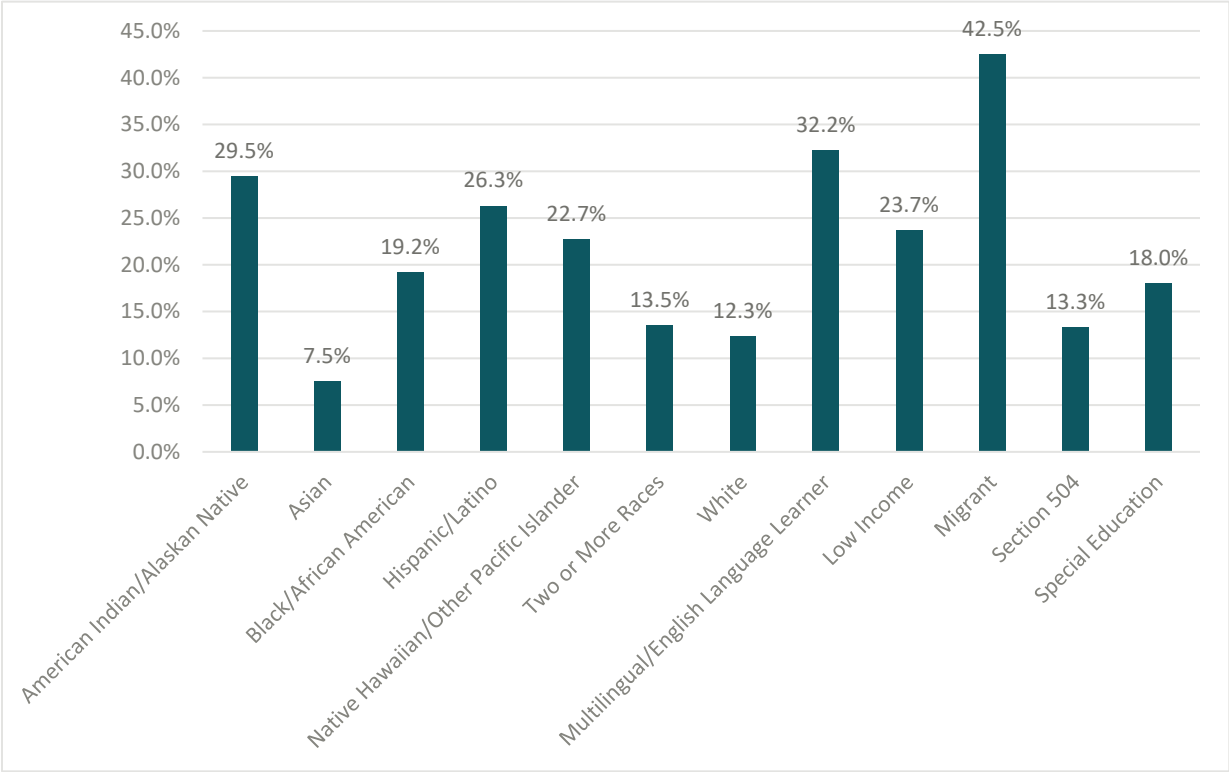
Source: CEDARS, 12/8/2023
Note: Students enrolled at any point during the 2022–23 school year

Districts report individual student data for supports provided between September through June. Summer school is not included in the individual student data collection. For information on LAP supports in the summer, refer to Appendix D.

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, LAP serves students 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 perform at 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.

Guidance for converting assessment data to months of academic growth for DIBELS, iReady, MAP, and STAR is published on the Learning Assistance Program website. Districts using other assessments must create or request a conversion for academic growth from their vendor. Due to the limitations and variability in districts' reporting of student academic growth, OSPI recommends caution when drawing conclusions from growth data.

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 began calculating proportional growth. Proportional growth is the ratio of students' growth (in months) relative to the length of the student's enrollment in the program. For example, if a student showed 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 showed 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. According to Figure 3 below, academic growth increased from 2021–22 to 2022–23 for students receiving Academic Readiness, Behavior, and ELA supports. While academic growth for Behavior is on the rise, it experienced the greatest decrease in growth following the COVID-19 pandemic.

Figure 3: Median Months of Growth for Each Month Enrolled
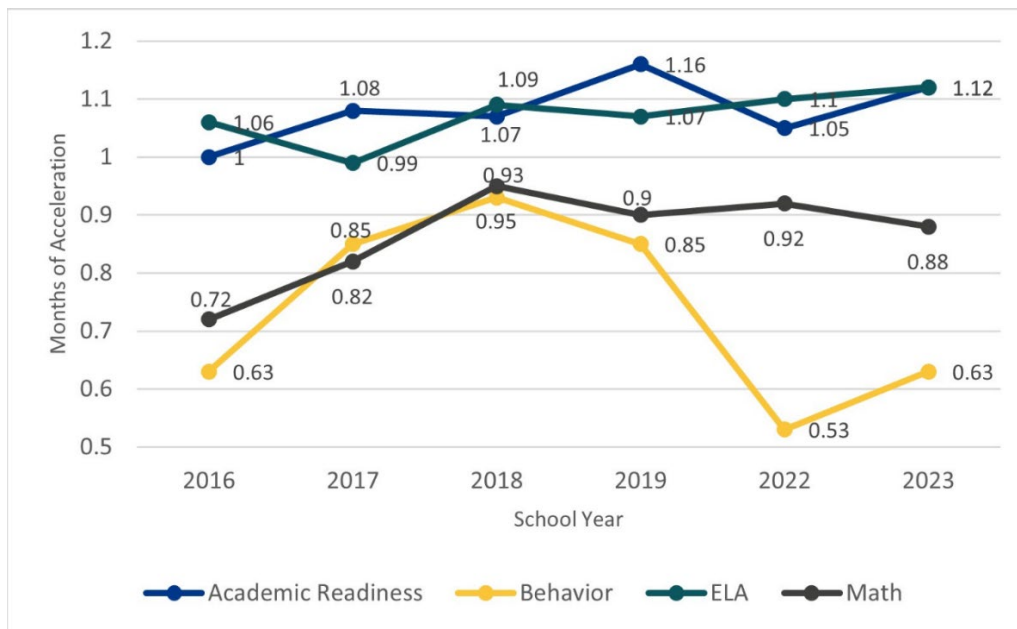
For additional information about acceleration of growth, please refer to Appendix C.

Supports and Activities

The Learning Assistance Program is intended to provide data-informed and evidence-based supplemental supports to students who are not yet meeting academic standards. Districts are required to identify participating students' supports during and beyond the school day. Based on reported data in 2022-23, 98.7% (171,000) of all LAP program enrollments provided support during the school day, and 27.8% (48,203) of all LAP program enrollments provided support beyond the school day.

Participating schools are also required to report on educator participation in professional development and family and community initiatives funded by LAP. During the 2022–23 school year, 119 districts provided LAP-funded professional development, 53 districts implemented LAP-funded family engagement, and 14 districts provided LAP-funded supplemental supports through community or other out-of-school partnerships. For more information on LAP-funded supports and activities, please refer to Appendix D.

CONCLUSION AND NEXT STEPS

LAP data from the 2022–23 school year indicate disproportionality in student enrollment and growth, as well as lower than expected growth for students receiving LAP-funded behavior supports. Providing effective social, emotional, and behavioral support to students after the COVID-19 pandemic is a growing national priority. In the 2023–24 school year, OSPI will conduct a careful review of the data, gather additional information, and develop a plan in collaboration with partners to support district implementation with a focus on equity and meeting the needs of the whole child.

APPENDICES

Appendix A: Learning Assistance Program Summary

Background
The Legislature created the Learning Assistance Program (LAP) in 1987 to assist students struggling with English language arts (ELA) and mathematics. Over the past 30 years, LAP has grown to reach 16.3 percent of the statewide K–12 population (1,156,387 students).

Purpose
LAP provides data-informed and evidence-based supplemental instruction and supports 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 supports may include academic and nonacademic supports that focus on accelerating student growth to 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 supports.

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.

The district expends LAP high poverty school funds for the qualifying school buildings that generate the funding. Each school's three-year average poverty percentage of 50 percent or more determines qualification for the upcoming school year.

Eligibility
Districts identify the students eligible for LAP by using multiple sources of data, including 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 sources of data include teacher-made assessments, teacher observations, teacher recommendations, parent referrals, credits earned, grade point average (GPA), discipline referrals, and absenteeism. 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 supports.

Supports

In accordance with SHB 1208 (2021), school districts are encouraged to use the [Washington Integrated Student Supports (ISS) Protocol](#) to budget and expend their funds. Beginning September 1, 2025, districts will be required to budget and expend LAP funds through the ISS Protocol.

Activities should align with the intent and purpose of LAP ([RCW 28A.165](#)). Activities may include but are not limited to supplemental support during and beyond the school day, targeted professional learning, family engagement, and the purchase of specialized learning materials.

In addition to specific ELA and mathematics support, districts may serve students who still need to meet standards in ELA or math with behavior supports. These supports 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 preparation skills needed to engage in math or ELA content. Readiness is applicable for all grades.

School districts may use up to 15% of total districtwide base funds and 15% of high poverty funds per eligible school to provide supplemental supports to LAP-served students through partnerships with community or other out-of-school organizations. Services may include academic or nonacademic supports.

Students in 8th grade who need additional support to transition into high school successfully may receive supports through LAP. Graduation assistance is an option for 9th to 12th-grade students who are not on track to meet graduation requirements.

Data Collection

Districts were required to report student participation in LAP supports through the Comprehensive Education Data and Research System ([CEDARS](#)). The following data elements were required to be reported:

- Amount of Academic Growth: Under the LAP program reporting requirements, districts were tasked with reporting the amount of academic growth gained by students participating in LAP.
    - Amount of growth guidance:
        - Ten 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 ten months, reported growth should not reflect the student's growth for the entire 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.

- o If 'N/A' was selected, additional assessment information was not required. Instead, 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
  - o This assessment 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
  - o Raw scores or scale scores were required.
- Date of Beginning Score
  - o 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
  - o Raw scores or scale scores were required.
- Date of End Score
  - o This was the date 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
  - o Based on assessment(s) and/or progress monitoring, it was determined that the student no longer needed supplemental education supports to meet standards in the general education classroom.

Appendix B: Learning Assistance Program Enrollment

The following tables reflect an unduplicated student enrollment (189,012 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 the student.

Table 1: Unduplicated LAP Enrollment by Student Group

Student Group	Students in LAP	Statewide Enrollment*	% of Student Group in LAP
All Students	189,012	1,156,387	16.3%
Gender			
Male	96,513	597,676	16.1%
Female	92,499	553,940	16.7%
Race/Ethnicity			
American Indian/ Alaskan Native	4,279	14,489	29.5%
Asian	7,541	99,994	7.5%
Black/African American	10,959	57,048	19.2%
Hispanic/Latino	78,860	299,394	26.3%
Native Hawaiian/ Pacific Islander	3,809	16,803	22.7%
Not Provided	10	176	5.7%
Two or More	13,785	102,239	13.5%
White	69,769	566,244	12.3%
Student Programs			
Multilingual/English language learner	51,147	158,876	32.2%
Low Income	137,076	579,077	23.7%
Migrant	10,514	24,729	42.5%
Section 504	8,085	61,018	13.3%
Special Education	32,636	181,549	18.0%

Source: CEDARS, 12/8/2023

Note: Student enrolled at any point during the 2022–23 school year

Table 2: Unduplicated LAP Enrollment by Grade Level and Program

Grade Level	English Language Arts	Math	Academic Readiness	Graduation Assistance	Behavior	Totals
Pre-K	53	13	20	-	5	**91**
Kindergarten	14,994	2,896	3,136	-	676	**21,702**
1st	21,911	4,957	2,443	1	871	**30,183**

2nd	19,908	5,400	2,004	1	855	**28,168**
3rd	18,495	5,661	388	-	716	**25,260**
4th	15,285	5,749	237	-	811	**22,082**
5th	11,716	5,376	100	-	774	**17,966**
6th	8,134	7,111	17	-	1,050	**16,312**
7th	6,449	6,249	11	27	1,181	**13,917**
8th	5,841	5,762	17	490	1,405	**13,515**
9th	1,924	2,877	84	4,340	485	**9,710**
10th	1,651	1,788	103	3,401	425	**7,368**
11th	708	956	78	6,098	389	**8,229**
12th	856	811	33	7,392	297	**9,389**
Totals	**127,925**	**55,606**	**8,671**	**21,750**	**9,940**	**223,892**

Source: CEDARS 12/8/2023

Note: Students listed in more than one grade will be counted once in each grade level

Appendix C: Learning Assistance Program Student Progress

For ELA, math, readiness, and behavior LAP supports, districts are required to report months of growth made by students in the program and identify the students at grade level by the end of their enrollment. OSPI uses this data to determine LAP student progress with two metrics: percent at grade level and student academic acceleration. However, due to the limitations and variability in districts' reporting of student academic growth, OSPI recommends caution when drawing conclusions from growth data.

Note: For school years 2019-20 and 2020-21, the data collection requirement was suspended due to COVID-19.

- **N**: Count of unique students by program and student group.

- **Median Acceleration**: The median academic acceleration made by students. Student acceleration is the months of growth they made for each month enrolled in LAP supports.

- **Percent at Grade Level**: The percent of students reported as performing in reading or math at grade level as determined by the local assessments (number of students at Grade Level ÷ N).

Table 3: LAP Student Growth-Academic Readiness

Student Group	2023 N	2023 Median Acceleration	2023 % at Grade Level	2022 N	2022 Median Acceleration	2022 % at Grade Level	2019 N	2019 Median Acceleration	2019 % at Grade Level
All	8,434	1.12	23%	8,265	1.05	28%	8,552	1.16	36%
Gender									
Female	4,106	1.12	24%	4,148	1.06	29%	4,084	1.19	38%
Male	4,327	1.12	22%	4,117	1.04	28%	4,468	1.13	34%
Race/Ethnicity									
American Indian/Alaskan Native	206	0.83	14%	216	0.83	18%	219	0.96	19%
Asian	307	1.36	22%	353	1.32	41%	332	1.18	38%
Black/African American	288	1.26	18%	318	0.88	27%	318	1.07	36%
Hispanic/Latino of any race(s)	2,453	1.01	20%	2,434	1.00	24%	2,262	1.07	31%
Native Hawaiian/Other Pacific Islander	143	2.15	32%	155	1.23	28%	103	1.12	42%
Two or More Races	621	1.09	22%	590	1.09	33%	615	1.18	41%
White	4,413	1.17	25%	4,196	1.11	30%	4,702	1.22	38%
Student Programs									
Multilingual learner	1,726	1.01	18%	1,778	1.03	24%	1,915	1.08	28%
Low income	5,204	1.06	19%	5,127	1.01	25%	5,169	1.08	31%
Migrant	217	0.74	15%	200	0.86	16%	223	0.95	25%
Section 504	190	1.11	14%	164	1.31	30%	146	1.08	31%
Students with disabilities	1,600	1.00	16%	1,422	0.88	19%	1,453	.95	23%

Source: CEDARS, 12/11/2023

Note: A student may be counted multiple times to account for multiple program enrollments.

Table 4: LAP Student Growth-Academic ELA

Student Group	2023			2022			2019		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	126,526	1.12	24%	125,454	1.10	25%	109,168	1.07	31%
Gender									
Female	61,523	1.14	24%	60,371	1.11	25%	51,611	1.08	32%
Male	65,003	1.12	23%	65,083	1.09	24%	57,554	1.06	31%
Race/Ethnicity									
American Indian/Alaskan Native	3,065	0.99	17%	3,164	1.02	15%	2,754	0.85	19%
Asian	4,872	1.24	23%	4,781	1.27	25%	4,054	1.16	29%
Black/African American	6,684	1.06	21%	6,929	1.10	21%	5,299	1.07	29%
Hispanic/Latino of any race(s)	54,021	1.04	21%	53,174	1.01	24%	43,503	0.95	30%
Native Hawaiian/Other Pacific Islander	2,511	1.05	20%	2,270	1.08	15%	1,560	1.11	23%
Two or More Races	9,055	1.15	24%	9,171	1.13	24%	7,895	1.14	30%
White	46,313	1.22	27%	45,940	1.18	27%	44,088	1.18	35%
Student Programs									
Multilingual learner	37,298	1.06	19%	35,162	1.01	20%	32,681	0.95	25%
Low income	91,863	1.07	22%	89,942	1.04	22%	78,033	1.03	29%
Migrant	7,419	0.86	18%	7,273	0.77	23%	5,735	0.77	30%
Section 504	4,451	1.17	21%	3,897	1.11	23%	3,779	1.07	32%
Students with disabilities	22,836	1.02	18%	21,693	0.98	17%	18,060	0.91	22%

Source: CEDARS, 12/11/2023

Note: A student may be counted multiple times to account for multiple program enrollments.

Table 5: LAP Student Growth-Academic Math

Student Group	2023			2022			2019		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	54,814	0.88	22%	50,835	0.92	22%	40,695	0.9	32%
Gender									
Female	28,034	0.87	21%	25,663	0.92	22%	20,472	0.89	31%
Male	26,780	0.90	22%	25,172	0.93	23%	20,219	0.9	32%
Race/Ethnicity									
American Indian/Alaskan Native	2,061	0.77	12%	1,783	0.82	10%	1,542	0.47	17%
Asian	1,537	1.10	22%	1,712	1.06	24%	1,061	1.22	38%
Black/African American	2,780	0.87	20%	2,987	0.79	17%	1,914	0.92	30%
Hispanic/Latino of any race(s)	28,547	0.82	22%	25,228	0.85	22%	18,103	0.84	29%
Native Hawaiian/Other Pacific Islander	763	0.88	12%	783	1.03	12%	592	1.04	23%
Two or More Races	3,125	0.95	20%	3,190	0.94	19%	2,587	0.98	32%
White	15,999	1.00	24%	15,146	1.02	26%	14,890	0.97	37%
Student Programs									
Multilingual learner	17,144	0.82	19%	14,004	0.83	18%	11,797	0.83	26%
Low income	43,612	0.84	20%	39,075	0.88	20%	30,838	0.85	30%
Migrant	5,788	0.76	20%	4,951	0.72	22%	3,443	0.77	29%
Section 504	2,264	0.77	19%	1,810	0.92	19%	1,713	0.73	35%
Students with disabilities	8,677	0.79	16%	7,712	0.82	15%	6,444	0.80	22%

Source: CEDARS, 12/11/2023

Note: A student may be counted multiple times to account for multiple program enrollments.

Table 6: LAP Student Growth-Behavior

Student Group	2023			2022			2019		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	9,831	0.63	23%	8,179	0.53	19%	5,113	0.85	26%
Gender									
Female	3,965	0.61	23%	3,435	0.48	19%	1,817	0.82	27%
Male	5,866	0.63	23%	4,744	0.62	20%	3,296	0.86	26%
Race/Ethnicity									
American Indian/Alaskan Native	168	0.87	13%	127	0.81	11%	96	0.63	29%
Asian	202	0.94	16%	98	0.95	26%	93	0.94	19%
Black/African American	488	0.88	16%	368	0.88	13%	370	0.86	19%
Hispanic/Latino of any race(s)	4,719	0.36	23%	4,422	0.41	18%	1,869	0.61	25%
Native Hawaiian/Other Pacific Islander	140	0.68	12%	79	0.93	9%	69	0.83	25%
Two or More Races	676	0.95	22%	462	0.64	17%	473	0.98	28%
White	3,437	0.94	24%	2,620	0.93	23%	2,143	0.94	28%
Student Programs									
Multilingual learner	2,701	0.31	20%	2,276	0.31	9%	959	0.52	18%
Low income	7,903	0.55	22%	6,788	0.52	18%	3,911	0.8	24%
Migrant	710	0.42	21%	1,460	0.31	16%	133	0.62	35%
Section 504	609	0.79	26%	431	0.73	21%	308	1.08	27%
Students with disabilities	2,147	0.61	18%	1,506	0.62	10%	1,131	0.71	18%

Source: CEDARS, 12/11/2023

Note: A student may be counted multiple times to account for multiple program enrollments.

Appendix D: Learning Assistance Program Supports

Supports During the School Day

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

Table 7: Academic Growth & Acceleration for Supports During the School Day

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Double Dosing	10,028	5.3%	1.03	20%
No tutoring programs offered	3,233	1.7%	.77	26%
Other	1,659	0.9%	1.05	15%
Peer Tutoring (Same age)	2	0.0%	6.43	100%
Push-In One-on-One Adult Tutoring (Certificated Teacher)	6,455	3.4%	.83	30%
Push-In One-on-One Adult Tutoring (Paraeducator)	4,527	2.4%	.95	22%
Push-In One-on-One Adult Tutoring (Volunteer)	27	0.0%	.94	44%
Push-In Small Group Tutoring with an Adult (Certificated Teacher)	26,846	14.2%	1.04	24%
Push-In Small Group Tutoring with an Adult (Paraeducator)	18,301	9.7%	1.13	29%
Push-In Small Group Tutoring with an Adult	5	0.0%	.52	40%

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
(Volunteer)				
Pull-Out One-on-One Adult Tutoring (Paraeducator)	5,613	3.0%	.73	19%
Pull-Out One-on-One Adult Tutoring (Volunteer)	24	0.0%	1.05	33%
Pull-Out Small Group Tutoring with an Adult (Paraeducator)	26,741	14.1%	1.20	24%
Pull-Out Small Group Tutoring with an Adult (Volunteer)	20	0.0%	1.15	20%
Pull-Out One-on-One Adult Tutoring (Certificated Teacher)	5,138	2.7%	.83	29%
Pull-Out Small Group Tutoring with an Adult (Certificated Teacher)	50,384	26.7%	1.12	20%
Computer-Based or Online Instruction (Self-Guided/Individual)	997	0.5%	.80	41%
Computer-Based or Online Instruction with Adult Supervision (Paraeducator)	508	0.3%	1.70	8%
Computer-Based or Online Instruction with Adult Tutoring Support (Paraeducator)	228	0.1%	.72	15%
Computer-Based or Online Instruction with Adult Supervision (Volunteer)	1	0.0%	0	0%
Computer Based or Online Instruction with Adult Supervision	1,756	0.9%	.85	27%

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
(Certificated Teacher)				
Computer Based or Online Instruction with Adult Tutoring Support (Certificated Teacher)	777	0.4%	1.11	16%
Behavior Support and Monitoring	3,487	1.8%	.68	23%
Behavioral Health	316	0.2%	.73	38%
Community Partners	25	0.0%	1.68	68%
Family Engagement Supports	13	0.0%	.21	0%
Mentoring by a Peer	2	0.0%	0	0%
Mentoring by an Adult	848	0.4%	.88	16%
Multiple Interventions	18,752	9.9%	.95	33%
Restorative Justice	74	0.0%	1.06	7%
Social Skills Instruction	250	0.1%	.47	30%
Specialized Literacy Instruction for ELs	301	0.2%	.66	11%
Student Declined Supports	30	0.0%	.10	7%
Not Disclosed	4,179	2.2%		

Source: CEDARS, 12/7/2023

Note: A student may be counted multiple times to account for multiple enrollments.

Supports Beyond the School Day

These supports occur 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 support beyond the school day 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 assistance 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 8: Frequency of Supports Beyond the School Day

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Anticipated Summer School Participation	5,966	3.2%	1.04	17%
Before/After school instruction	11,877	6.3%	0.88	25%
Behavior Support and Monitoring	229	0.1%	0.96	28%
Behavioral Health	127	0.1%	0.73	87%
Book Programs	1,522	0.8%	1.06	18%
Community Partners	132	0.1%	1.14	33%
Computer-Based or Online instruction	6,929	3.7%	0.92	21%
Family Engagement Supports	719	0.4%	1.18	34%
Homework Club	977	0.5%	0.62	29%
Mentoring by a Peer	3	0.0%	2.19	0%
Mentoring by an Adult	882	0.5%	0.75	36%
No Extended Learning Programs offered	149,647	79.2%	1.07	24%
Other	6,706	3.5%	1.18	33%
Saturday Programs	12	0.0%	0.21	75%
Social Skills Instruction	61	0.0%	0.77	57%
Specialized Literacy Instruction for ELs	24	0.0%	0.96	38%

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service who Met Learning Goal
Student Declined Supports	1,546	0.8%	0.87	38%
Not disclosed	4,267	2.3%		

Source: CEDARS, 12/7/2023

Note: A student may be counted multiple times to account for multiple enrollments.

Graduation Assistance

Graduation assistance is allowable for students in grades 9 through 12 who are not on track to meet local or state graduation requirements as well as eighth grade students who need additional assistance to have a successful entry into high school. Supports for these students may include:

- Individual or small group instruction
- Instruction in English language arts and/or mathematics in order to pass all or part of the state assessment,
- Attendance in a public high school or public alternative school classes or at a skill center
- Inclusion in support programs such as summer school, language development instruction for English language learners, online curriculum and instructional support including programs for credit retrieval and state assessment preparatory classes, and graduation specialists.

Eligible students in grades 9 through 12 may receive supports in any content area required for graduation. Districts were to categorize students enrolled in graduation assistance into the following categories based on the format of the student's instruction:

- **Credit retrieval**: a course or program a student completes after failing to pass a course after one or more attempts.
- **Content instruction to pass a state assessment**: instruction targeted to the objectives of the assessment the student must pass to meet graduation requirements.
- **Content instruction to pass a required course**: additional support for a struggling student to meet the requirements of a required course.
- **Graduation Specialist:** someone who works with students and families to meet graduation requirements.
- **English Language Learner (ELL) language development support**: provided to students struggling to pass required courses due to the student's status as an ELL.
- **Enrolled in a 5th year:** districts shall make available to students in grade 12 who have failed to meet one or more local or state graduation requirements the option of continuing enrollment in the school district.

A student may have been categorized in multiple categories depending on the purpose and format of their instruction. For example, a student may be enrolled in an alternative school

during their 5th year receiving content instruction to pass a required course as well as an assessment. This student would be coded in four separate categories.

Table 9: Frequency of Graduation Assistance Formats

Graduation Assistance	# of Students Receiving Support	# of Schools Offering Support
Credit Retrieval (Online)	4,663	94
Credit Retrieval (In Person)	6,861	99
Content Instruction to Pass a Required Course	2,192	34
Graduation Specialist	5,860	88
Transition Supports from 8th to 9th Grade	2,636	36
Content Instruction to Pass the State Assessment	984	20
Enrollment in Alt. School/Skill Center (Full Day)	570	19
EL Support	450	25
Enrollment in an Alternative School or Skill Center (Partial Day)	323	17
Extended Enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	100	19

Source: LAP Report in EDS, 12/7/2023

Supports through Community Partnerships

In accordance with changes in SHB 1208 (2021), school districts may use up to 15% of total districtwide base funds and 15% of high poverty funds per eligible school to provide supplemental supports to LAP-served students through partnerships with community or other out-of-school organizations. These supports may include academic or nonacademic supports.

Table 10: Frequency of Supplemental Supports through Community Partners

Type of Support	# of Students Receiving Support	# of Districts Reporting Support
Academic	1,896	9
Nonacademic	1,090	13

Source: LAP Report in EDS, 12/7/2023

Professional Development

Districts may use professional development funds for education professionals working with LAP-

served students on topics aligned with their academic and nonacademic needs. Educational professionals include administrators, teachers, and other professional staff, such as paraeducators and school counselors.

- **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 supports of LAP-served students for this to be a LAP-allowable activity.
- **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 to improve student learning outcomes. PLC time funded by LAP must be focused on the needs and supports 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 11: Frequency of Professional Development Format

Professional Development Format	# of Schools Offering Service	% of Schools Offering Service
Coaching	597	60.5%
Conference Attendance	269	27.3%
Mentoring	144	14.6%
Professional Learning Community	677	68.6%
Targeted Professional Development	512	51.9%

Source: LAP Report in EDS, 12/7/2023

Family Engagement

Family engagement involves collaboration between families and schools in increasing LAP-served 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.

Table 12: Frequency of Family Engagement Format

Family Engagement Format	# of Schools Offering Service	% of Schools Offering Service
Content Nights – Behavior	94	18.0%
Content Nights – ELA	313	59.8%
Content Nights – Math	174	33.3%
Parent Training Events (e.g., Parent University)	122	23.3%
Family Engagement Coordinator	180	34.4%
Home Visits	86	16.4%
Other	74	14.1%

Source: LAP Report in EDS, 12/7/2023

Summer School

Districts that use a portion of their LAP Base Allocation or High Poverty School Allocation for LAP supports during the summer report the total count of participating students by grade level and program.

Table 13: Frequency of Summer School Supports

Type of Support	K-5th Number of students	6th-8th Number of students	9th-12th Number of students
Academic Readiness	4,893	1,133	-
Behavior	3,574	515	2
ELA	9,533	1,660	1,075
Math	5,631	1,694	1,046
Graduation Assistance	-	-	6,167

Source: LAP Report in EDS, 12/7/2023

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