



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Update: LAP Growth Data

2024

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 2023–24 school year. These data are disaggregated by student groups.

During the 2023–24 school year:

- 306 school districts participated in LAP
- 1,764 schools participated in LAP
- 186,450 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 2023–24 school year, the percentage of students who received LAP supports decreased slightly from 16.3% (189,012) to 16.1% (186,450) of students in Washington. More information on student enrollment in LAP supports is available in [Appendix B](#).

UPDATE STATUS

Enrollment Overview

During the 2023–24 school year, 186,450 students received LAP supports, 16.1% of the statewide student population. The percentage of students enrolled in LAP supports decreased slightly across K–12, as shown in Figure 1.

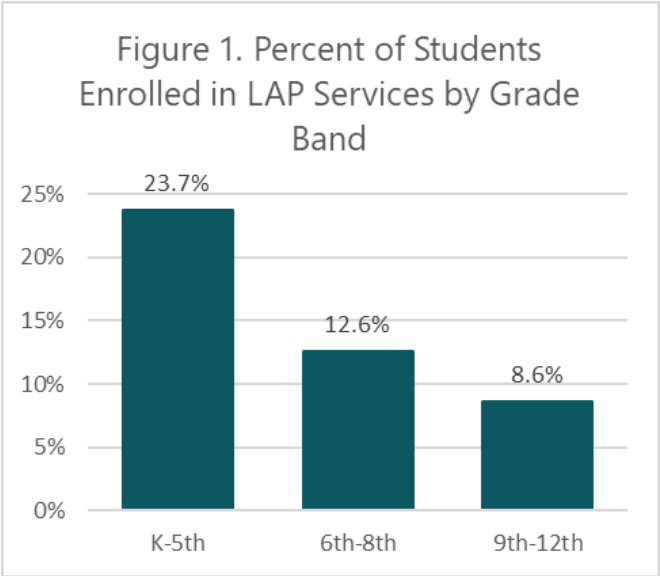


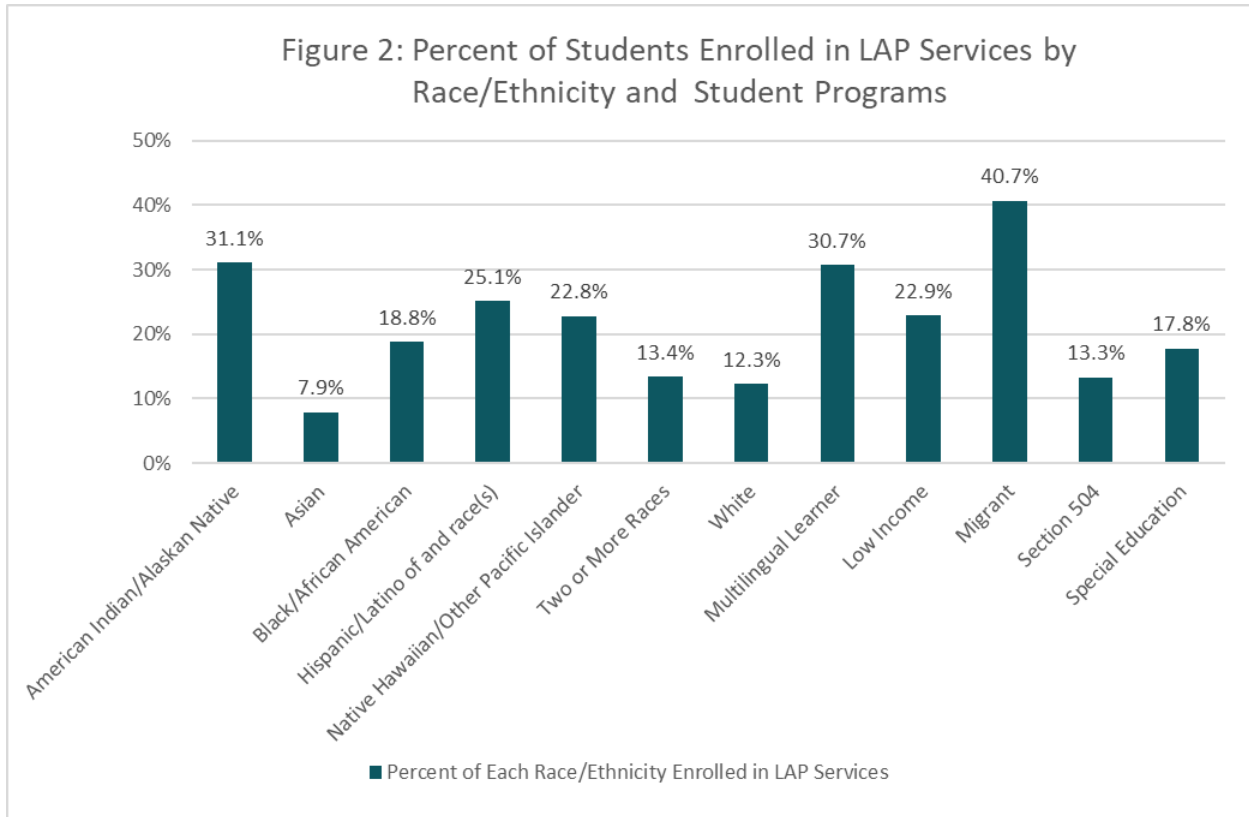
Figure 1: Percent of Students Enrolled in LAP Services by Grade Band

Source: CEDARS, 11/11/2024

Note: Students enrolled at any point during the 2023–24 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, 11/11/2024

Note: Students enrolled at any point during the 2023–24 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](#). Students can be identified in more than one category.

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

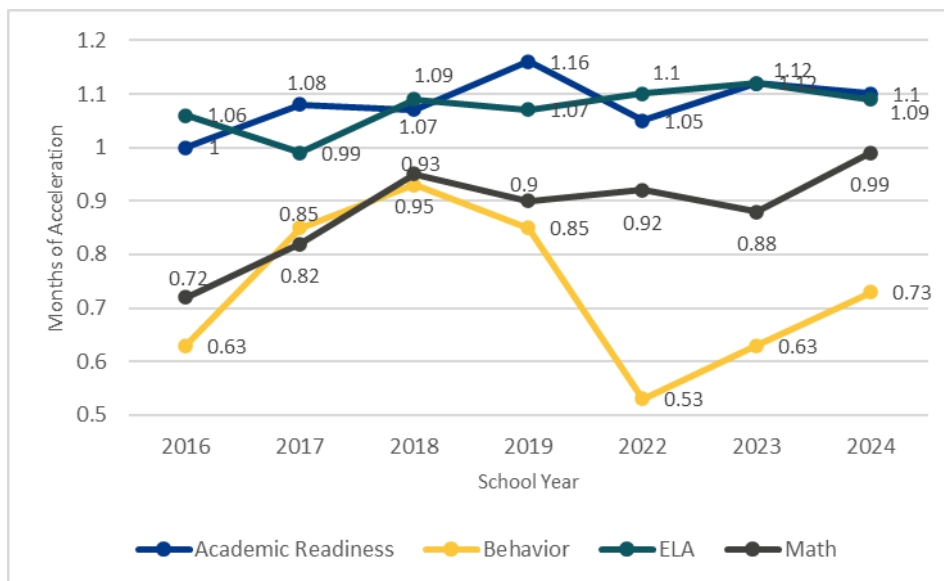
required to develop a standard process to convert assessment data to months of academic growth. Thus, districts using the same assessment may use a different conversion to determine months of growth for the same assessment.

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 2022–23 to 2023–24 for students receiving Behavior and Math supports and services. Students receiving Academic Readiness and ELA supports and services continue to demonstrate accelerated growth.

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 2023–24, 85% (158,342) of all LAP program enrollments provided support during the school day, and 14.8% (27,592) of all LAP program enrollments provided support beyond the school day. 14.1% (26,315) received both supports during the school day and 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 2023–24 school year, 121 districts provided LAP-funded professional development, 53 districts implemented LAP-funded family engagement, and 12 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](#).

NEXT STEPS

Throughout the 2024–25 school year, OSPI will be focused on assisting schools and LEAs as they prepare for the implementation of Substitute House Bill (SHB) 1208’s second timeline. In accordance with SHB 1208, schools and LEAs **must** use the Integrated Student Supports (ISS) Protocol to plan and implement evidence-based, data-informed, supplemental supports for Learning Assistance Program (LAP) starting in the 2025–26 school year ([ISS Protocol Overview](#)). This protocol was designed to intentionally support schools and LEAs in using data and evidence-based practices to build upon student success and close persistent opportunity gaps.

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 16.1 percent (186,450) of the statewide K–12 population (1,158,274 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.

- 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
 - 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
 - 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 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 supports to meet standards in the general education classroom.

Appendix B: Learning Assistance Program Enrollment

The following tables reflect an unduplicated student enrollment (186,450 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	186,450	1,158,274	16.1%
Gender			
Male	94,913	598,930	15.8%
Female	91,537	554,574	16.5%
Race/Ethnicity			
American Indian/ Alaskan Native	4,444	14,272	31.1%
Asian	8,093	102,616	7.9%
Black/African American	10,835	57,482	18.8%
Hispanic/Latino	76,746	306,302	25.1%
Native Hawaiian/ Pacific Islander	3,989	17,485	22.8%
Not Provided	54	239	22.6%
Two or More	13,758	102,855	13.4%
White	68,531	557,023	12.3%
Student Programs			
Multilingual/English language learner	52,459	171,147	30.7%
Low Income	134,615	588,645	22.9%
Migrant	10,163	24,973	40.7%
Section 504	8,385	63,230	13.3%
Special Education	32,465	182,082	17.8%

Source: CEDARS, 11/11/2024

Note: Student enrolled at any point during the 2023–24 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	32	9	14	-	6	61
Kindergarten	13,102	3,064	2,750	1	778	19,695
1st	19,811	4,829	1,999	4	1,006	27,649
2nd	19,365	5,193	1,638	1	1,077	27,274
3rd	17,203	5,528	340	2	932	24,005
4th	14,715	5,668	344	1	959	21,687
5th	11,192	5,556	226	-	826	17,800
6th	7,490	5,582	80	2	983	14,137
7th	6,214	5,552	110	11	1,214	13,101
8th	5,289	4,882	125	935	1,229	12,460
9th	2,807	3,559	49	4,569	519	11,503
10th	1,942	2,041	31	4,272	541	8,827
11th	1,559	1,441	214	6,615	400	10,229
12th	1,147	1,257	196	8,632	437	11,669
Total	121,868	54,161	8,116	25,045	10,907	220,097

Source: CEDARS 11/8/2024

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	2024			2023			2022		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	7,980	1.1	0.22	8,434	1.12	23%	8,265	1.05	0.28
Gender									
Female	3,939	1.10	22%	4,106	1.12	24%	4148	1.06	29%
Male	4,041	1.09	22%	4,327	1.12	22%	4117	1.04	28%
Race/Ethnicity									
American Indian/Alaskan Native	295	0.73	10%	206	0.83	14%	216	0.83	18%
Asian	364	1.43	28%	307	1.36	22%	353	1.32	41%
Black/African American	385	1.10	11%	288	1.26	18%	318	0.88	27%
Hispanic/Latino of any race(s)	2,545	0.98	19%	2,453	1.01	20%	2434	1.00	24%
Native Hawaiian/Other Pacific Islander	167	1.21	15%	143	2.15	32%	155	1.23	28%
Two or More Races	526	1.27	27%	621	1.09	22%	590	1.09	33%
White	3,696	1.17	26%	4,413	1.17	25%	4196	1.11	30%
Student Programs									
English language learner	1,894	1.00	18%	1,726	1.01	18%	1778	1.03	24%
Low income	5,238	1.03	19%	5,204	1.06	19%	5127	1.01	25%
Migrant	214	0.79	16%	217	0.74	15%	200	0.86	16%
Section 504	217	1.17	25%	190	1.11	14%	164	1.31	30%
Students with disabilities	1,466	1.02	15%	1,600	1.00	16%	1422	0.88	19%

Source: CEDARS, 11/8/2024

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

Table 4: LAP Student Growth-Academic ELA

Student Group	2024			2023			2022		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	120,352	1.09	24%	126,526	1.12	24%	125,454	1.10	25%
Gender									
Female	58,881	1.10	25%	61,523	1.14	24%	60,371	1.11	25%
Male	61,471	1.08	24%	65,003	1.12	23%	65,083	1.09	24%
Race/Ethnicity									
American Indian/Alaskan Native	3,004	1.04	19%	3,065	0.99	17%	3,164	1.02	15%
Asian	5,059	1.29	24%	4,872	1.24	23%	4,781	1.27	25%
Black/African American	6,472	1.12	22%	6,684	1.06	21%	6,929	1.10	21%
Hispanic/Latino of any race(s)	51,349	0.96	23%	54,021	1.04	21%	53,174	1.01	24%
Native Hawaiian/Other Pacific Islander	2,617	1.01	16%	2,511	1.05	20%	2,270	1.08	15%
Two or More Races	8,569	1.15	26%	9,055	1.15	24%	9,171	1.13	24%
White	43,267	1.19	27%	46,313	1.22	27%	45,940	1.18	27%
Student Programs									
English language learner	38,134	0.99	20%	37,298	1.06	19%	35,162	1.01	20%
Low income	87,368	1.03	23%	91,863	1.07	22%	89,942	1.04	22%
Migrant	7,299	0.84	19%	7,419	0.86	18%	7,273	0.77	23%
Section 504	4,451	1.13	23%	4,451	1.17	21%	3,897	1.11	23%
Students with disabilities	21,862	0.99	18%	22,836	1.02	18%	21,693	0.98	17%

Source: CEDARS, 11/8/2024

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

Table 5: LAP Student Growth-Academic Math

Student Group	2024			2023			2022		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	53,297	0.99	24%	54,814	0.88	22%	50,835	0.92	22%
Gender									
Female	27,178	0.99	23%	28,034	0.87	21%	25,663	0.92	22%
Male	26,119	1.00	25%	26,780	0.90	22%	25,172	0.93	23%
Race/Ethnicity									
American Indian/Alaska Native	2,241	0.91	16%	2,061	0.77	12%	1,783	0.82	10%
Asian	1,820	1.15	29%	1,537	1.10	22%	1,712	1.06	24%
Black/African American	2,564	1.07	24%	2,780	0.87	20%	2,987	0.79	17%
Hispanic/Latino of any race(s)	25,559	0.94	22%	28,547	0.82	22%	25,228	0.85	22%
Native Hawaiian/Other Pacific Islander	765	1.10	14%	763	0.88	12%	783	1.03	12%
Two or More Races	3,132	1.03	25%	3,125	0.95	20%	3,190	0.94	19%
White	17,195	1.03	26%	15,999	1.00	24%	15,146	1.02	26%
Student Programs									
English language learner	16,328	0.93	21%	17,144	0.82	19%	14,004	0.83	18%
Low income	40,601	0.96	22%	43,612	0.84	20%	39,075	0.88	20%
Migrant	5,137	0.94	18%	5,788	0.76	20%	4,951	0.72	22%
Section 504	2,361	0.84	21%	2,264	0.77	19%	1,810	0.92	19%
Students with disabilities	9,054	0.88	18%	8,677	0.79	16%	7,712	0.82	15%

Source: CEDARS, 11/8/2024

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

Table 6: LAP Student Growth-Behavior

Student Group	2024			2023			2022		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	10,749	0.73	29%	9,831	0.63	23%	8,179	0.53	19%
Gender									
Female	4,283	0.71	29%	3,965	0.61	23%	3,435	0.48	19%
Male	6,466	0.74	28%	5,866	0.63	23%	4,744	0.62	20%
Race/Ethnicity									
American Indian/Alaskan Native	262	0.60	19%	168	0.87	13%	127	0.81	11%
Asian	233	1.35	28%	202	0.94	16%	98	0.95	26%
Black/African American	604	0.88	19%	488	0.88	16%	368	0.88	13%
Hispanic/Latino of any race(s)	4,242	0.42	29%	4,719	0.36	23%	4,422	0.41	18%
Native Hawaiian/Other Pacific Islander	225	0.75	13%	140	0.68	12%	79	0.93	9%
Two or More Races	935	0.93	25%	676	0.95	22%	462	0.64	17%
White	4,247	0.92	32%	3,437	0.94	24%	2,620	0.93	23%
Student Programs									
English language learner	2,384	0.42	23%	2,701	0.31	20%	2,276	0.31	9%
Low income	8,303	0.65	27%	7,903	0.55	22%	6,788	0.52	18%
Migrant	565	0.24	27%	710	0.42	21%	1,460	0.31	16%
Section 504	784	0.63	38%	609	0.79	26%	431	0.73	21%
Students with disabilities	2,543	0.64	20%	2,147	0.61	18%	1,506	0.62	10%

Source: CEDARS, 11/8/2024

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
Behavior Support and Monitoring	3,747	2.0%	0.46	32%
Behavioral Health	324	0.2%	0.83	42%
Community Partners	109	0.1%	1.37	48%
Computer Based or Online Instruction with Adult Supervision (Certificated Teacher)	1,687	0.9%	1.05	23%
Computer Based or Online Instruction with Adult Tutoring Support (Certificated Teacher)	1,867	1.0%	1.04	20%
Computer-Based or Online Instruction (Self-Guided/Individual)	664	0.4%	0.82	28%
Computer-Based or Online Instruction with Adult Supervision (Paraeducator)	690	0.4%	1.20	9%
Computer-Based or Online Instruction with Adult Tutoring Support (Paraeducator)	23	0.0%	1.08	26%
Double Dosing	11,980	6.4%	0.92	26%
Dual Language	278	0.1%	0.96	14%
Family Engagement Services	327	0.2%	0.00	57%
Mentoring by a Peer	3	0.0%	0.17	33%
Mentoring by an Adult	785	0.4%	1.00	10%
Multiple Interventions	19,574	10.5%	1.03	36%
No tutoring programs offered	1,375	0.7%	1.30	6%
Other	3,817	2.0%	0.42	19%
Peer Tutoring (Same age)	3	0.0%	1.09	100%
Pull Out One-on-One Adult Tutoring (Certificated Teacher)	3,988	2.1%	0.65	37%

Pull Out Small Group Tutoring with an Adult (Certificated Teacher)	58,916	31.6%	1.15	21%
Push-In One-on-One Adult Tutoring (Certificated Teacher)	4,408	2.4%	1.03	30%
Push-In One-on-One Adult Tutoring (Paraeducator)	3,962	2.1%	0.90	18%
Push-In One-on-One Adult Tutoring (Volunteer)	2	0.0%	1.59	0%
Push-In Small Group Tutoring with an Adult (Certificated Teacher)	19,259	10.3%	0.97	23%
Push-In Small Group Tutoring with an Adult (Paraeducator)	23,973	12.9%	0.94	25%
Push-In Small Group Tutoring with an Adult (Volunteer)	12	0.0%	1.36	50%
Push-Out One-on-One Adult Tutoring (Paraeducator)	1,702	0.9%	1.08	22%
Push-Out One-on-One Adult Tutoring (Volunteer)	8	0.0%	1.23	12%
Push-Out Small Group Tutoring with an Adult (Paraeducator)	28,086	15.1%	1.21	23%
Push-Out Small Group Tutoring with an Adult (Volunteer)	28	0.0%	1.08	50%
Restorative Justice	101	0.1%	0.67	18%
Social Skills Instruction	393	0.2%	1.07	45%
Specialized Literacy Instruction for ELs	380	0.2%	1.21	4%
Student Declined Services	38	0.0%	0.32	8%
Not Disclosed	1,298	0.7%		0%

Source: CEDARS, 11/8/2024

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	3,416	1.8%	1.03	23%
Before/After school instruction	12,078	6.5%	0.92	25%
Behavior Support and Monitoring	524	0.3%	0.43	7%
Behavioral Health	136	0.1%	0.73	76%
Book Programs	1,107	0.6%	1.29	27%
Community Partners	2	0.0%	0.95	50%
Computer-Based or Online instruction	7,599	4.1%	0.88	12%
Dual Language	164	0.1%	0.71	5%
Family Engagement Services	520	0.3%	1.13	42%
Homework Club	1,751	0.9%	1.15	25%
Mentoring by a Peer	5	0.0%	1.53	20%
Mentoring by an Adult	620	0.3%	1.26	28%
No Extended Learning Programs offered	157,155	84.3%	1.06	24%
Other	6,056	3.2%	1.15	37%
Restorative Justice	1	0.0%	1.34	0%
Saturday Programs	152	0.1%	-0.10	21%
Specialized Literacy Instruction for ELs	202	0.1%	1.25	25%
Student Declined Services	1,004	0.5%	0.85	13%
Not Disclosed	29,538	15.8%		

Source: CEDARS, 11/8/2024

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)	5,177	86
Credit Retrieval (In Person)	8,014	88
Content Instruction to Pass a Required Course	3,417	49
Graduation Specialist	6,459	71
Transition Supports from 8 th to 9 th Grade	1,929	49
Content Instruction to Pass the State Assessment	1,888	27

Enrollment in Alt. School/Skill Center (Full Day)	719	16
EL Support	706	25
Enrollment in an Alternative School or Skill Center (Partial Day)	653	20
Extended Enrollment (i.e., enrolled in a 5 th , 6 th , or 7 th year)	71	16

Source: LAP Report in EDS, 11/8/2024

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	1,633	3
Nonacademic	1,758	11

Source: LAP Report in EDS, 11/8/2024

Note: Districts could have identified both supports. There were 12 participating districts.

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	502	54.9%
Conference Attendance	190	20.8%
Mentoring	118	12.9%
Professional Learning Community	595	65.0%
Targeted Professional Development	457	49.9%

Source: LAP Report in EDS, 11/8/2024

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	87	18.4%
Content Nights – English Language Arts	316	66.7%
Content Nights – Mathematics	189	39.9%
Family Engagement Coordinator	148	31.2%
Home Visits	89	18.8%
Other	87	18.4%
Parent Training Events (e.g., Parent University)	99	20.9%

Source: LAP Report in EDS, 11/11/2024

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

	K-5th	6th-8th	9th-12th
Type of Support	Number of students	Number of students	Number of students
Academic Readiness	650	53	
Behavior	1,078	88	73
ELA	6,606	654	1,308
Math	3,974	725	1,319
Graduation Assistance			5,432

Source: LAP Report in EDS, 11/11/2024

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