



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Update: LAP Growth Data

2025

Authorizing Legislation: RCW 28A.165.100

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Pathway Preparation and Title Programs

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EXECUTIVE SUMMARY

The Learning Assistance Program (LAP) is designed to provide the most effective and efficient supplemental instruction and services to students who are not yet meeting academic standards in basic skills areas (reading, writing, and mathematics) as well as readiness associated with basic 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 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 2024–25 school year. These data are disaggregated by student groups.

During the 2024–25 school year:

- 307 school districts participated in LAP
- 1,776 schools participated in LAP
- 189,255 students participated in LAP

INTRODUCTION

In accordance with [RCW 28A.165.100](#), the Office of Superintendent of Public Instruction (OSPI) produces an annual report to the Legislature summarizing Learning Assistance Program (LAP) data from the previous school year. This report synthesizes LAP data reported by districts that received LAP base and LAP high poverty funds during the 2024–25 school year. Districts are required to provide data annually to OSPI on the growth of students participating in LAP supplemental instruction and services, specific practices and activities used by their school buildings, and the percentage of funds used to engage community partners. These data are disaggregated by student groups throughout the report.

BACKGROUND

The Washington 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 changed significantly and grown to reach 16.4% (189,255) of the statewide TK–12 population (1,157,061).

Purpose

LAP is designed to support student learning and achievement through the provision of effective and efficient supplemental instruction and services. These supplemental instruction and services are intended for students who are not yet 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. Whether they are academic and/or nonacademic, the focus of LAP supplemental instruction and services is to accelerate student growth and progress to grade-level, academic standards.

Funding

LAP base funds are distributed at the district level and are allocated based on the districtwide percentage of students in grades TK–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% or more determines qualification for the upcoming school year.

Eligibility

Districts identify students for LAP through multiple sources of data. Multiple measures enable schools to view a more holistic picture of their students and provide supplemental instruction and services that effectively address the root cause of their performance. Data sources include nationally normed assessments and/or state assessments to identify students scoring below grade-level standards for literacy and/or math. Other sources of data include teacher-made assessments, teacher observations, teacher recommendations, parent referrals, credits earned, grade point average (GPA), discipline referrals, absenteeism, and student reported needs assessments. Students who are identified through their school's data-based decision making process as eligible and receive LAP supplemental instruction and services matched to their unique needs are considered participating students for the purpose of program tracking and reporting.

Activities

School districts are required to use the [Washington Integrated Student Supports \(ISS\) Protocol](#) to budget and expend their LAP funds starting September 1, 2025 ([RCW 28A.165.037](#)). LAP planning and implementation must therefore be aligned with the protocol. The protocol is a school-based approach

to promoting the success of all students by coordinating academic and non-academic supports to reduce barriers to academic achievement. The essential components include needs assessments, resource mapping, community partnerships, integration and coordination, and continuous data tracking and monitoring to assess progress and address evolving student needs.

Activities funded through LAP must also align with the intent and purpose of the program ([RCW 28A.165](#)). These activities may include but are not limited to supplemental support during and beyond the school day from staff and/or community partners, professional learning and family engagement related to supplemental instruction and services, and the purchase of specialized learning materials.

School districts may use up to 15% of their total districtwide base funds and 15% of high poverty funds per eligible school to provide supplemental instruction and services to participating students through partnerships with community or other out-of-school organizations.

More guidance and resources are available on the [LAP webpage](#).

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 (e.g., 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

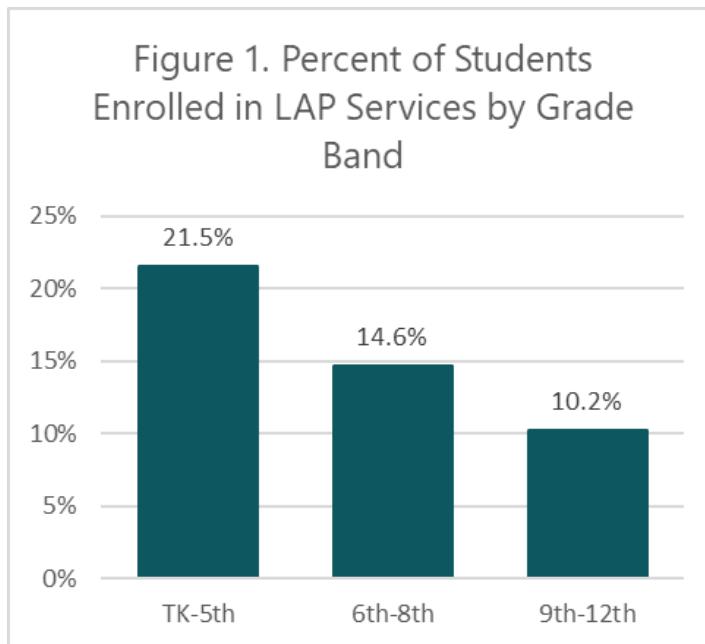
- This was the date that the initial progress monitoring assessment was given. This may or may not be the date that the student entered LAP.
- End Score
 - Raw scores or scale scores were required.
- Date of End Score
 - This was the date the final/most recent progress monitoring assessment was given. 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.

UPDATE STATUS

Enrollment Overview

During the 2024–25 school year, 16.4% of the statewide student population received LAP supplemental instruction and services. The percentage of students enrolled in LAP by grade band across TK–12 is shown in Figure 1 below. Students in grades 6–12 experienced the greatest increase in LAP enrollment, increasing from 12.6% to 14.6% in grades 6–8 and 8.6% to 10.2% in grades 9–12 from 2023–24 to 2024–25.

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

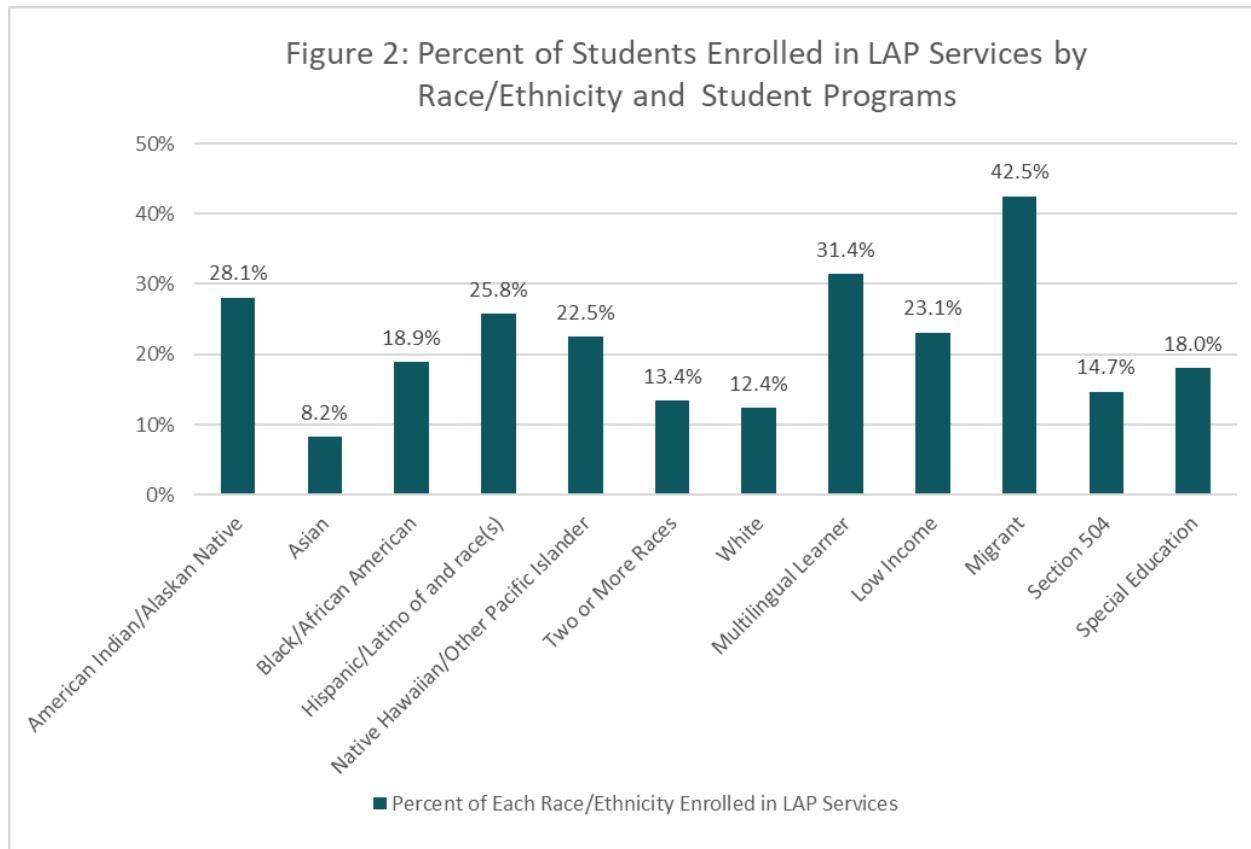


Source: CEDARS, 11/13/2025

Note: Students enrolled at any point during the 2024–25 school year.

Figure 2 provides the percentage of students enrolled in LAP by race, ethnicity, and program. Students with the greatest rate of enrollment in LAP continue to 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 Students Enrolled in LAP Services by Race, Ethnicity, and Student Program



Source: CEDARS, 11/13/2025

Note: Students enrolled at any point during the 2024–25 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 C](#). 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 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.

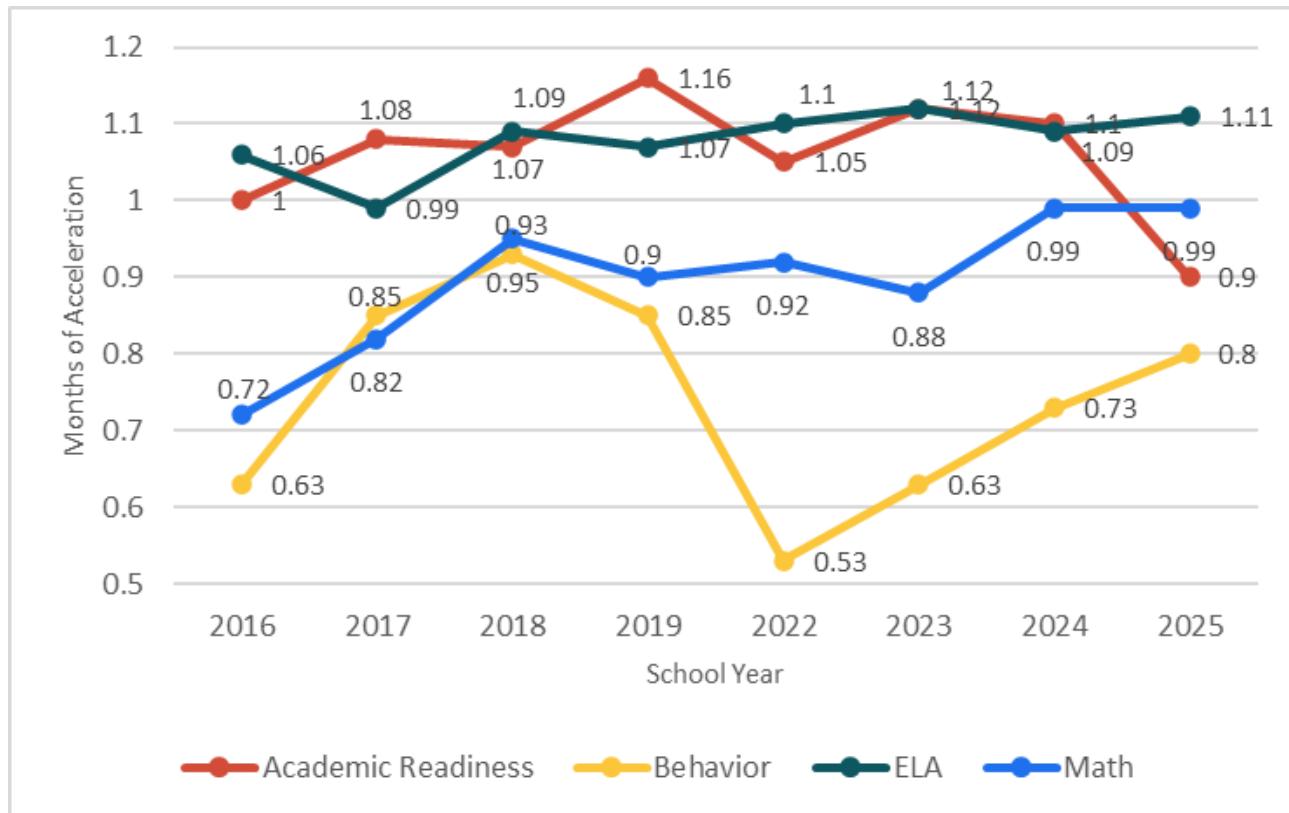
Guidance for converting assessment data to months of academic growth for DIBELS, iReady, MAP, and STAR is published on the Learning Assistance Program website. Districts using other assessments must create or request a conversion for academic growth from their vendor. Due to the limitations and variability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

Acceleration of Academic Growth

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 (e.g., $5/5=1$; 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 ($4 \text{ months of growth}/3 \text{ months of program enrollment}$). 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, the average academic growth of students receiving supplemental instruction and services in behavior continues to rise toward proportional growth. Students receiving supplemental instruction and services in literacy continue to, on average, achieve accelerated growth. Students receiving supplemental instruction and services in math held constant at approaching proportional growth, and the average growth decreased for students receiving supplemental instruction and services in academic readiness.

Figure 3: Median Months of Growth for Each Month Enrolled



For additional information about acceleration of growth, please refer to [Appendix B](#).

Activities

The Learning Assistance Program is intended to provide the most effective and efficient supplemental instruction and services to students who are not yet meeting academic standards. Districts are required to identify participating students' supplemental instruction and services during and beyond the school day. Based on reported data in 2024–25, 83% (156,659) of all participating students received support during the school day, and 11% (20,462) of all participating students received support beyond the school day. 10% (18,948) of all participating students received support during the school day and beyond the school day.

Districts also report on professional development, family engagement, and community partnerships funded by LAP. During the 2024–25 school year, 121 districts provided professional development, 53 districts implemented family engagement, and 12 districts engaged with community partners using LAP funds. For more information on LAP-funded activities, please refer to [Appendix C](#).

NEXT STEPS

With the start of this school year, districts are now required to budget and expend LAP funds through the Washington Integrated Student Supports Protocol. OSPI will collect information from districts mid-year through a feedback survey and in the annual LAP Report to learn from their required implementation. These lessons will inform intentional enhancements to guidance and resources, professional learning opportunities with district examples, and targeted technical assistance.

APPENDICES

Appendix A: Learning Assistance Program Enrollment

The following tables reflect an unduplicated student enrollment (189,255 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	189,255	1,157,061	16.4%
Gender			
Male	96,263	597,920	16.1%
Female	92,496	554,543	16.7%
Race/Ethnicity			
American Indian/ Alaskan Native	3,788	13,486	28.1%
Asian	8,661	105,423	8.2%
Black/African American	11,059	58,368	18.9%
Hispanic/Latino	79,498	308,513	25.8%
Native Hawaiian/ Pacific Islander	4,065	18,043	22.5%
Not Provided	1	8	12.5%
Two or More	13,899	103,888	13.4%
White	68,274	549,280	12.4%
Student Programs			
Multilingual/English Language Learner	54,778	174,548	31.4%
Low Income	133,745	579,194	23.1%
Migrant	10,674	25,118	42.5%
Section 504	8,991	61,269	14.7%
Special Education	34,905	193,871	18%

Source: CEDARS, 11/13/2025

Note: Student enrolled at any point during the 2024–25 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	30	10	70	0	15	125
TK	10	5	1,314	0	60	1,389
Kindergarten	12,809	3,184	2,222	2	876	19,093
1st	18,355	4,746	1,923	0	1,083	26,107
2nd	18,220	5,173	1,545	2	1,142	26,082
3rd	16,975	6,054	193	2	1,251	24,475
4th	13,497	5,465	153	0	1,010	20,125
5th	10,943	5,383	173	1	988	17,488
6th	7,343	7,187	104	497	1,105	16,236
7th	6,686	6,946	131	500	1,496	15,759
8th	5,929	6,734	47	1,171	1,494	15,375
9th	2,553	3,473	44	5,535	597	12,202
10th	1,454	1,638	29	4,874	708	8,703
11th	1,132	1,293	179	6,974	519	10,097
12th	1,107	957	204	9,580	518	12,366
Total	117,043	58,248	8,331	29,138	12,862	225,622

Source: CEDARS 11/10/2025

Note: Students listed in more than one grade will be counted once at the highest grade level they attended for the 2025 school year.

Appendix B: Learning Assistance Program Student Progress

For English language arts (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 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.

- **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 Progress in Academic Readiness

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	8,214	0.9	21%	7,980	1.1	0.22	8,434	1.12	23%
Gender									
Female	4,012	0.92	22%	3,939	1.10	22%	4,106	1.12	24%
Male	4,182	0.88	21%	4,041	1.09	22%	4,327	1.12	22%
Race/Ethnicity									
American Indian/Alaskan Native	197	0.87	14%	295	0.73	10%	206	0.83	14%
Asian	402	0.90	27%	364	1.43	28%	307	1.36	22%
Black/African American	402	0.63	18%	385	1.10	11%	288	1.26	18%
Hispanic/Latino of any race(s)	2,588	0.79	18%	2,545	0.98	19%	2,453	1.01	20%

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
Native Hawaiian/Other Pacific Islander	159	0.88	8%	167	1.21	15%	143	2.15	32%
Two or More Races	702	0.79	18%	526	1.27	27%	621	1.09	22%
White	3,764	1.02	25%	3,696	1.17	26%	4,413	1.17	25%
Student Programs									
Multilingual/English Language Learner	1,795	0.83	13%	1,894	1.00	18%	1,726	1.01	18%
Low income	4,995	0.88	19%	5,238	1.03	19%	5,204	1.06	19%
Migrant	190	0.84	20%	214	0.79	16%	217	0.74	15%
Section 504	193	1.06	20%	217	1.17	25%	190	1.11	14%
Students with disabilities	1,578	0.78	15%	1,466	1.02	15%	1,600	1.00	16%

Source: CEDARS, 11/12/2025

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

Table 4: LAP Student Progress in ELA

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	115,806	1.11	23%	120,352	1.09	24%	126,526	1.12	24%
Gender									
Female	56,429	1.11	24%	58,881	1.10	25%	61,523	1.14	24%
Male	59,186	1.10	23%	61,471	1.08	24%	65,003	1.12	23%
Race/Ethnicity									
American Indian/ Alaskan Native	2,587	1.04	19%	3,004	1.04	19%	3,065	0.99	17%
Asian	5,261	1.35	27%	5,059	1.29	24%	4,872	1.24	23%
Black/African American	6,400	1.18	21%	6,472	1.12	22%	6,684	1.06	21%
Hispanic/Latino of any race(s)	49,811	0.94	19%	51,349	0.96	23%	54,021	1.04	21%
Native Hawaiian/Other Pacific Islander	2,522	1.05	21%	2,617	1.01	16%	2,511	1.05	20%
Two or More Races	8,032	1.22	25%	8,569	1.15	26%	9,055	1.15	24%
Student Programs									
Multilingual/ English Language Learner	37,742	1.02	18%	38,134	0.99	20%	37,298	1.06	19%

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
Low income	82,938	1.05	21%	87,368	1.03	23%	91,863	1.07	22%
Migrant	7,506	0.82	19%	7,299	0.84	19%	7,419	0.86	18%
Section 504	4,638	1.19	22%	4,451	1.13	23%	4,451	1.17	21%
Students with disabilities	22,555	1.00	17%	21,862	0.99	18%	22,836	1.02	18%

Source: CEDARS, 11/12/2025

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

Table 5: LAP Student Progress in Math

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	57,665	0.99	23%	53,297	0.99	24%	54,814	0.88	22%
Gender									
Female	29,532	0.99	22%	27,178	0.99	23%	28,034	0.87	21%
Male	28,030	1.00	23%	26,119	1.00	25%	26,780	0.90	22%
Race/Ethnicity									
American Indian/Alaskan Native	1,718	0.96	17%	2,241	0.91	16%	2,061	0.77	12%
Asian	2,124	1.23	23%	1,820	1.15	29%	1,537	1.10	22%
Black/African American	3,051	1.12	21%	2,564	1.07	24%	2,780	0.87	20%

	2025			2024			2023		
Student Group	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
Hispanic/Latino of any race(s)	28,426	0.89	22%	25,559	0.94	22%	28,547	0.82	22%
Native Hawaiian/Other Pacific Islander	879	1.08	15%	765	1.10	14%	763	0.88	12%
Two or More Races	3,429	1.08	22%	3,132	1.03	25%	3,125	0.95	20%
White	18,036	1.07	25%	17,195	1.03	26%	15,999	1.00	24%
Student Programs									
Multilingual/English Language Learner	18,012	0.93	19%	16,328	0.93	21%	17,144	0.82	19%
Low income	43,081	0.95	21%	40,601	0.96	22%	43,612	0.84	20%
Migrant	5,995	0.84	22%	5,137	0.94	18%	5,788	0.76	20%
Section 504	2,763	0.93	21%	2,361	0.84	21%	2,264	0.77	19%
Students with disabilities	9,963	0.93	16%	9,054	0.88	18%	8,677	0.79	16%

Source: CEDARS, 11/12/2025

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

Table 6: LAP Student Progress in Behavior

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
All	12,508	0.8	25%	10,749	0.73	29%	9,831	0.63	23%
Gender									
Female	4,997	0.78	28%	4,283	0.71	29%	3,965	0.61	23%
Male	7,472	0.80	23%	6,466	0.74	28%	5,866	0.63	23%
Race/Ethnicity									
American Indian/ Alaskan Native	220	0.83	14%	262	0.60	19%	168	0.87	13%
Asian	337	1.16	26%	233	1.35	28%	202	0.94	16%
Black/African American	619	0.94	17%	604	0.88	19%	488	0.88	16%
Hispanic/Latino of any race(s)	5,045	0.41	21%	4,242	0.42	29%	4,719	0.36	23%
Native Hawaiian/Other Pacific Islander	177	0.82	14%	225	0.75	13%	140	0.68	12%
Two or More Races	1,064	1.04	25%	935	0.93	25%	676	0.95	22%
White	5,046	1.04	31%	4,247	0.92	32%	3,437	0.94	24%
Student Programs									
Multilingual/ English Language Learner	2,895	0.52	17%	2,384	0.42	23%	2,701	0.31	20%

Student Group	2025			2024			2023		
	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level	N	Median Acceleration	% at Grade Level
Low income	9,078	0.72	22%	8,303	0.65	27%	7,903	0.55	22%
Migrant	604	0.52	24%	565	0.24	27%	710	0.42	21%
Section 504	946	0.77	32%	784	0.63	38%	609	0.79	26%
Students with disabilities	3,214	0.72	18%	2,543	0.64	20%	2,147	0.61	18%

Source: CEDARS, 11/12/2025

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

Appendix C: Learning Assistance Program Activities

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 participating students by LAP-funded staff. A pull-out model uses an alternative environment for LAP-funded staff to provide supports to participating 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	4,583	2.4%	0.66	21%
Behavioral Health	570	0.3%	0.75	60%

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service Who Met Learning Goal
Community Partners	96	0.1%	1.74	29%
Computer Based or Online Instruction with Adult Supervision (Certificated Teacher)	719	0.4%	0.96	18%
Computer Based or Online Instruction with Adult Tutoring Support (Certificated Teacher)	1,147	0.6%	1.11	17%
Computer-Based or Online Instruction (Self-Guided/Individual)	845	0.4%	1.04	34%
Computer-Based or Online Instruction with Adult Supervision (Paraeducator)	412	0.2%	1.15	25%
Computer-Based or Online Instruction with Adult Tutoring Support (Paraeducator)	16	0.0%	2.21	31%
Double Dosing	10,706	5.7%	1.04	26%
Dual Language	213	0.1%	0.00	8%
Family Engagement Services	25	0.0%	0.16	36%
Mentoring by a Peer	15	0.0%	1.66	33%
Mentoring by an Adult	867	0.5%	1.25	28%

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service Who Met Learning Goal
Multiple Interventions	19,966	10.5%	0.74	29%
No tutoring programs offered	2,076	1.1%	0.92	7%
Other	2,628	1.4%	0.00	21%
Peer Tutoring (Cross age)	8	0.0%	1.59	0%
Peer Tutoring (Same age)	18	0.0%	2.72	50%
Pull Out One-on-One Adult Tutoring (Certificated Teacher)	3,584	1.9%	0.66	18%
Pull Out Small Group Tutoring with an Adult (Certificated Teacher)	58,049	30.7%	1.17	22%
Push-In One-on-One Adult Tutoring (Certificated Teacher)	5,069	2.7%	0.93	25%
Push-In One-on-One Adult Tutoring (Paraeducator)	2,943	1.6%	0.81	25%
Push-In One-on-One Adult Tutoring (Volunteer)	5	0.0%	1.18	40%
Push-In Small Group Tutoring with an Adult (Certificated Teacher)	22,297	11.8%	1.07	23%

Support Type	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service Who Met Learning Goal
Push-In Small Group Tutoring with an Adult (Paraeducator)	21,050	11.1%	1.00	22%
Push-In Small Group Tutoring with an Adult (Volunteer)	12	0.0%	1.68	33%
Push-Out One-on-One Adult Tutoring (Paraeducator)	3,618	1.9%	0.67	22%
Push-Out One-on-One Adult Tutoring (Volunteer)	10	0.0%	2.11	30%
Push-Out Small Group Tutoring with an Adult (Paraeducator)	29,114	15.4%	1.22	23%
Push-Out Small Group Tutoring with an Adult (Volunteer)	77	0.0%	1.07	31%
Restorative Justice	91	0.0%	0.91	13%
Social Skills Instruction	1,014	0.5%	0.62	33%
Specialized Literacy Instruction for ELs	913	0.5%	1.03	2%
Student Declined Services	5	0.0%	1.86	20%
Not Disclosed	2,753	1.5%		0%

Source: CEDARS, 11/14/2025

Note: A student may be counted multiple times to account for multiple program 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 participating 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	1,449	0.8%	1.01	17%
Before/After school instruction	8,352	4.4%	0.93	25%
Behavior Support and Monitoring	278	0.1%	1.05	10%
Behavioral Health	1,395	0.7%	0.86	37%
Book Programs	538	0.3%	1.51	31%
Community Partners	1,255	0.7%	1.15	38%

Tutoring Service	# of Students that Received Service	% of LAP Students Receiving Service	Median Acceleration	% of Students Receiving Service Who Met Learning Goal
Computer-Based or Online Instruction	7,698	4.1%	1.01	20%
Dual Language	175	0.1%	0.95	2%
Family Engagement Services	1,646	0.9%	1.18	29%
Homework Club	2,398	1.3%	0.86	22%
Mentoring by a Peer	4	0.0%	1.21	0%
Mentoring by an Adult	316	0.2%	1.00	37%
No Extended Learning Programs offered	165,381	87.4%	1.05	23%
Other	1,054	0.6%	1.07	27%
Saturday Programs	9	0.0%	1.81	56%
Social Skills Instruction	9	0.0%	1.67	11%
Specialized Literacy Instruction for ELs	37	0.0%	1.46	5%
Student Declined Services	807	0.4%	1.17	14%
Not Disclosed	2,725	1.4%		0%

Source: CEDARS, 11/17/2025

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

Graduation Assistance

Graduation assistance is allowable for students in grades 9–12 who are not on track to meet local or state graduation requirements as well as 8th 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 9–12 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
Content instruction to pass required course	5,590	54
Content instruction to pass state assessment	2,878	30
Credit retrieval (online)	5,018	84
Credit retrieval (person)	7,217	89
EL support	910	23
Enrollment in an alternative school or skill center (Full day)	573	16
Enrollment in an alternative school or skill center (partial day)	703	18
Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	115	13
Graduation Specialist	9,538	65
Transition services from 8th to 9th grade	2,177	49

Source: LAP Report in EDS, 11/4/2025

Supports through Community Partnerships

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 participating 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	1,621	5
Nonacademic	1,501	11

Source: LAP Report in EDS, 11/14/2025

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 participating 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 participating 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 participating students for this to be a LAP-allowable activity.
- **Mentoring:** Mentors partner with educators to help them develop effective strategies to improve learning for participating 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 students participating in LAP.
- **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	488	50.9%
Conference Attendance	173	18.1%
Mentoring	138	14.4%
Professional Learning Community (PLC)	632	66.0%
Targeted Professional Development	521	54.4%

Source: LAP Report in EDS, 11/14/2025

Family Engagement

Family engagement involves collaboration between families and schools in increasing participating 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	63	13.2%
Content Nights – English Language Arts	300	62.9%
Content Nights – Mathematics	189	39.6%
Family Engagement Coordinator	132	27.7%
Home Visits	72	15.1%
Other	99	20.8%
Parent Training Events (e.g. Parent University)	103	21.6%

Source: LAP Report in EDS, 11/14/2025

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	1,076	1,464	
Behavior	1,882	374	184
ELA	7,386	822	1,693
Math	5,199	868	1,751
Graduation Assistance			7,837

Source: LAP Report in EDS, 11/14/2025

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