

Learning Assistance Program Technical Working Group Recommendations



Quality Education Council

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Learning Assistance Program Technical Working Group Recommendations

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Special Programs & Federal Accountability
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EXECUTIVE SUMMARY

What is the Learning Assistance Program?

The Learning Assistance Program (LAP) provides supplemental instruction for kindergarten through twelfth grade students who have not met state academic standards in reading, writing, and/or mathematics. LAP is designed to provide additional educational support to underachieving students and support to those students who are at-risk of not meeting state/local graduation requirements. LAP is considered part of basic education and therefore must be fully funded by the state.

Purpose of the Learning Assistance Program Technical Working Group

The Learning Assistance Program Technical Work Group (LAPTWG) was created in response to the Quality Education Council's (QEC) desire to connect the new LAP funding formula with best practices for the instruction and support of low-achieving students. The purpose of the LAPTWG is to establish recommendations for a funding model linked to effective programs that support the academic needs of underachieving students.

Objectives

The LAPTWG objectives were to prepare recommendations that identify:

- Best practices, programs, and services that research has shown to be effective for the instruction and support of low-achieving students, specifically in reading, writing, and mathematics.
- Best practices, programs, and services for the support of high school students who are at-risk of not meeting state and local graduation requirements.
- An appropriate system to evaluate the effectiveness of LAP.
- Barriers or capacity issues that hinder implementation of LAP.
- An appropriate state-level funding structure.

Building on Program Successes

The Office of Superintendent of Public Instruction (OSPI) does not analyze individual student-level data in a way that shows whether the program is effective for the students it serves.

Therefore, the LAPTWG relied on the experience of its members who assessed their own programs, examined information from other district program directors, and analyzed program monitoring information gathered by OSPI's LAP program managers. (See Appendix A— Learning Assistance Program Technical Working Group Members.)

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While LAP quantitative data is not presently available to assess statewide outcomes, OSPI has instituted practices to ensure program integrity:

- The LAP application requires each school district to define how its LAP program's effectiveness will be measured.
- LAP is monitored by OSPI.
- Accelerated Student Learning Plans are required for each LAP student. The plans must address:
 - Achievement goals for the student by content area.
 - Roles of the student, parents, and teachers in meeting the goals.
 - Communication procedures regarding student accomplishment.
 - Plan review and adjustment.

LAPSWG members determined that, while the current funding for LAP is not sufficient to meet the needs of all underachieving students, LAP programs are effective at improving the academic growth of students who are served. The recommendations in this report aim to ensure that:

- All programs are based on best practice research.
- School district programs are adequately supported by staff and resources for materials, supplies, and operating costs.
- Improved accountability structures are established.
- All underachieving students have access to LAP.

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1. Require school districts, in their LAP applications, to identify the best practice, research-based curriculum materials and programs that will be used in the instruction of their LAP students. (OSPI will clarify regulations to ensure that this occurs. This does not require legislative action.)
2. Expand the option to use LAP funds for credit retrieval, from Grades 11–12 to Grades 9–12, to support high school students in their efforts to both meet graduation requirements and graduate on time. (This requires legislative action.)
3. Add science to the list of content areas for which LAP funds may be used, specifically for Grades 6–12. (This requires legislative action.)
4. Expand the definition of extended learning time to include weekends, seasonal school breaks, and online supplemental learning opportunities. Ensure that transportation can be provided when it is needed to provide access to extended learning opportunities. (This requires legislative action.)
5. Strengthen the LAP accountability system by requiring school districts to provide individual student achievement data. (This requires legislative action.)

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6. Provide school districts with technical assistance in meeting the requirement of writing Accelerated Student Learning Plans. Explore alternatives with districts, while maintaining the purposes of the Accelerated Student Learning Plan, to establish student learning goals and measure student achievement. (OSPI will clarify regulations to ensure that this occurs. This does not require legislative action.)
7. Continue OSPI monitoring of school districts that receive LAP funds. Each school district LAP program will be examined once every four years. Compliance with program requirements will be reviewed, as will the progress of students who receive LAP services. (This does not require legislative action.)
8. Provide OSPI with funds for a research study to assess the overall effectiveness of LAP. The LAPTWG recommends that OSPI work with research experts to collect LAP data to determine program effectiveness. (This requires legislative action.)
9. Hold LAP at its 2010–11 funding level, including enhancements for school districts with significant populations of students in poverty and bilingual students, until a full funding amount for LAP is established and funded by the Legislature. (This requires legislative action.)

Increase the proposed funding level to provide districts the funds needed to serve more eligible students. (This requires legislative action.)

Set the LAP instructional group size for funding purposes: For elementary schools (K–6), instructional group size shall be limited to six students, and for secondary schools (7–12), allow flexibility in class size grouping with no more than 15 students per group. (This requires legislative action.)

Define supplemental instructional time as 3.75 hours per week for elementary students (K–6) and five hours per week for middle and high school students. (This requires legislative action.)

10. Provide additional professional development days as defined in the budget proposal. LAP teachers are provided with 30 hours per year of professional development. Other educators working to support LAP students should be provided with 12 hours. (This requires legislative action.)

BACKGROUND

The QEC charged OSPI with providing information on program design and evaluation and adequate funding to support best-practice programs that are effective at supporting the academic progress of underachieving students. In order to accomplish this task, OSPI formed the LAPTWG. This group met between August and November 2010, and the outcome of their work is summarized in this report.

What Other States Are Doing

The LAPTWG reviewed information from eight states that provide programs similar to LAP. These eight states provide additional instruction for low-achieving students in reading, language arts, and mathematics. In one case, the state allows support in any content area, and in some cases, science is also included. (See Appendix C—At-Risk Programs.)

What School Districts in Washington Are Doing

The LAPTWG also reviewed information in Washington's school districts' LAP program reports to determine where districts were focusing their LAP services. (See Appendix D—LAP Summaries.) These reports show that school districts provide services across all grade levels. Districts also use their Elementary and Secondary Education Act (ESEA) Title I, Part A (Improving the Academic Achievement of the Disadvantaged) funds to support low-achieving students.

The information gathered regarding other states' and our own practices informed the recommendations made by the LAPTWG.

INTRODUCTION

LAP must be supplemental to core instruction and curriculum. Districts must ensure that LAP eligible students receive LAP supplemental services that address these students' academic needs.

To meet the state's academic standards, underachieving students must be provided intensive supplemental instruction from an educator who can diagnose and address their specific academic needs. Without extra time with a highly effective educator in a small group or one-to-one setting or without having the opportunity to participate in a variety of extended learning opportunities, struggling students will continue to fall behind. This is particularly true in areas of reading, mathematics, and science where currently the percentages of fifth grade students meeting state standards are 69.6 percent in reading, 53.6 percent in mathematics, and 34 percent in science. In eighth grade the percentage of students meeting state standards in reading is 69.4, in mathematics 51.6, and in science 54.5. In tenth grade, 78.9 percent of students are meeting standards in reading, 41.7 in mathematics, and 44.8 percent in science. Percentages noted are as reported on 2010 state academic assessments.

Table 1. Percent of Students Meeting State Academic Standards

	Reading	Mathematics	Science
Fifth Grade	69.6%	53.6%	34.0%
Eighth Grade	69.4%	51.6%	54.5%
Tenth Grade	78.9%	41.7%	44.8%

As Washington continues to provide supplemental educational opportunities for those students who have not met state/local academic standards or who are at-risk of not meeting state/local graduation requirements, the Legislature must provide sufficient funding to school districts to support all eligible students who could benefit from LAP services.

Districts have used LAP funds to serve more than 100,000 students. However, they are only able to serve 25 percent of eligible students because of funding constraints.

The majority of LAP funds are used to hire teachers and paraeducators, and remaining LAP funds support professional development, academic coaches, parent engagement activities, and supplemental educational materials.

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A. Learning Assistance Program Student Demographics

In the 2009–10 school year, LAP served an unduplicated total of 113,631 students. Some students received services in multiple content areas. There has been steady growth in the number of students served by LAP over the last four years:

- 109,143 students served in 2008–09.
- 90,057 students served in 2007–08.
- 59,346 students served in 2006–07.

In 2009–10, LAP reading services were provided to 68,311 students, compared to 66,961 students in 2008–09. In both school years, the majority of the reading services were provided to students in Grades K–9.

LAP mathematics services were provided to 62,308 students in 2009–10, compared to 60,636 students in 2008–09. The majority of mathematics students were in Grades 4–11.

LAP reading and writing services were provided to 14,257 students in 2009–10, compared to 14,117 students in 2008–09.

Table 2. Students Served with LAP by Content Area

2009–2010			
Grade	Reading	Language	Math
K	5,398	409	1,873
1	7,234	602	1,995
2	6,237	553	2,024
3	5,783	439	3,002
4	5,243	594	4,570
5	4,979	1,400	6,195
6	6,476	1,280	7,220
7	6,340	1,426	7,695
8	6,727	2,249	6,987
9	5,099	1,453	6,930
10	3,657	1,156	4,244
11	2,900	1,433	5,256
12	2,238	1,263	4,317
TOTAL	68,311	14,257	62,308
% Served	60.1%	12.6%	54.8%
TOTAL SERVED 113,631			

Students Receiving Learning Assistance Program Services by Ethnicity

School districts provided data on students in five racial groups served by LAP. In 2009–10, the total number of students served by ethnicity was:

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- 54,715 White students (approximately 50 percent).
- 36,590 Hispanic students (34 percent).
- 6,684 African-American students (6 percent).
- 6,184 Asian/Pacific Islander students (6 percent).
- 4,722 Native American students (4 percent).

Here is a comparison of the racial/ethnic breakdown of LAP participant students to the racial/ethnic breakdown of students in the 2009 general K–12 population:

- Fifty percent of LAP participants are White. White students comprise 64 percent of the state’s public school students.
- Thirty-four percent of LAP participants are Hispanic. Hispanic students comprise 16 percent of the state’s public school students.
- Six percent of LAP participants are African-American. African-American students comprise 5.6 percent of the state’s public school students.
- Six percent of LAP participants are Asian/Pacific Islanders. Asian/Pacific Islander students comprise 8.8 percent of the state’s public school students.
- Four percent of LAP participants are Native American. Native American students comprise 2.5 percent of the state’s public school students.

Students Receiving Learning Assistance Program Services by Gender

In 2009–10, school districts reported that 60,653 males and 52,978 females were served by LAP. There is a 6 percent point difference between gender groups; 53 percent of LAP students are male, and 47 percent are female.

Students Receiving Learning Assistance Program Services by Subgroup

School districts also provide data on the number of State Transitional Bilingual Instructional Program (STBIP) and Special Education students who participate in LAP. In 2009–10, 18,941 students received both STBIP and LAP services. There were 13,130 students who received both Special Education and LAP services.

Issues and Recommendations

The issues and recommendations described below reflect the work group’s objectives, which include identifying:

- Best practices, programs, and services that have been proven effective in helping underachieving students meet the state’s academic standards in reading, writing, and mathematics.
- Best practices, programs, and services for the support of high school students who are at-risk of not meeting state and local graduation requirements.
- An appropriate system to evaluate the effectiveness of LAP.
- Barriers or capacity issues that hinder implementation of LAP.
- An appropriate state funding level and structure.

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The LAPTWG anticipates that if the recommendations detailed below are implemented, the barriers to LAP's success will be greatly reduced.

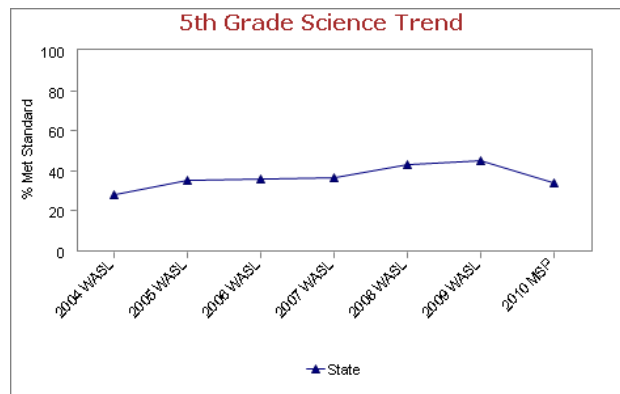
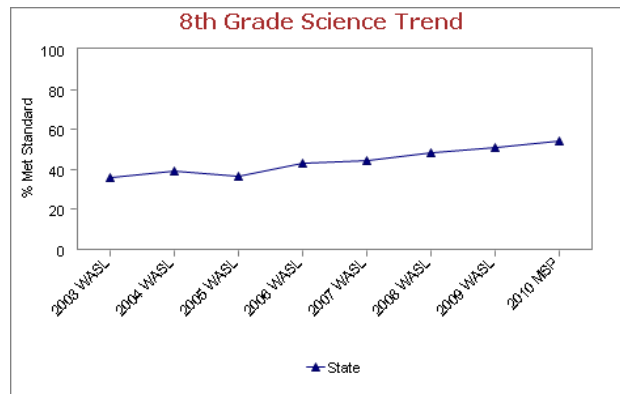
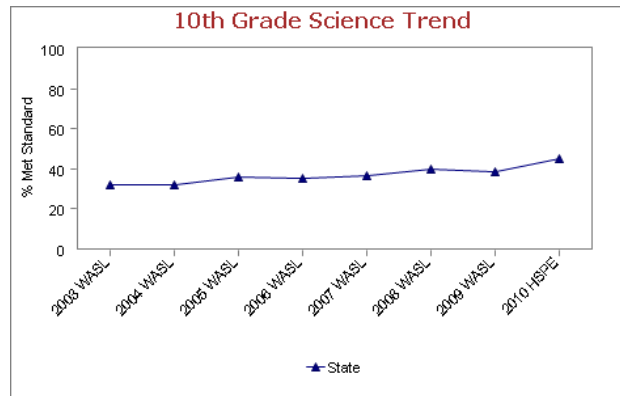
B. Goals of the Learning Assistance Program

LAP provides funding to school districts so that they can provide additional instructional help for K–12 students who have not met state or local academic standards. (See Appendix E—LAP Rules and Regulations.) For students in Grades 11–12, LAP provides assistance to students who are at-risk of not meeting state or local graduation requirements.

Recommendations:

- LAP should continue to provide supplemental services in reading, writing, and/or mathematics, and readiness in these subject areas for students in Grades K–12 who have not met state and/or local academic standards.
 - Discussion: State and local academic standards currently focus on reading, writing, mathematics, and readiness in those subjects. The expectation is that LAP students who exit the program will meet state academic standards. LAP shall provide support services to students in Grades 6–12 who have not met the state's science standards.
 - Discussion: Science is key to preparing students for the future in what is becoming an increasingly more knowledge-based economy. It is essential to student academic achievement to add science to the academic areas that can be served by LAP. This belief is confirmed by the National Science Board in their May 2010 report when they state, "... to ensure the long-term prosperity of our Nation, we must renew our collective commitment to excellence in education and the development of scientific talent." Current trends in the state's science assessment data indicate that a significant number of students need assistance in science to meet state standards.

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- LAP shall provide opportunities for secondary students at Grades 9–12, who are at-risk of not meeting graduation requirements to access credit retrieval or other coursework that supports those students in meeting state and/or local graduation requirements.
 - Discussion: Graduation from high school is critical to a student’s future success. Restricting the use of LAP funds to provide credit retrieval classes at 11th and 12th grades is too late to effectively help students in meeting graduation requirements. This limitation must be revised so that students **Grades 9–12** benefit from LAP-approved services to provide them with timely opportunities to meet high school graduation requirements.

C. Key Elements of Effective Learning Assistance Programs

The LAPTWG examined research from the State Auditor’s Report, the Basic Education Funding Task Force, and current practices from states offering services similar to LAP. This information helped to formulate the discussions of the work group that led to the LAP recommendations. The group also discussed promising LAP practices currently being implemented in school districts in Washington State. Based on these presentations and discussions, the group identified key components that are critical in order to obtain effective Learning Assistance Programs.

The following summarizes each of the essential elements of success. (See Appendix F—Critical Issue: Beyond Social Promotion and Retention—Five Strategies to Help Students Succeed.)

Class Size Grouping

At the elementary school level (K–6), the predominant supplemental option used to serve selected elementary LAP students is the limited pullout model. Traditionally, the group size of the limited pullout model is five to seven students. This allows the LAP teacher the opportunity to focus on the specific academic needs of the individual students.

Students at the secondary school level (7–12) experience a variety of supplemental instructional options and credit retrieval programs for high school students. These options vary from middle school to high school, with middle school often using a limited pullout model. High school LAP tends to be small class size groupings for supplemental instruction and credit retrieval programs.

Research provided from the Center for Public Education on class size supports the group’s conclusion that smaller class size will improve achievement. Researchers note that “Smaller classes in Grades K–3 improve student achievement in reading. Students in smaller classes performed better than students in larger classes on reading and mathematics achievement” (Mitchell & Mitchell, 1999; Molnar, Smith & Zahorik, 1999).

In addition, researchers note that “the benefits of small classes in the primary grades are lasting. The reading and/or math gains students in small classes experience in the primary grades continued or are maintained more than five years later” (Nye, Hedges, & Konstantopoulos, 2004; Nye, Hedges, & Konstantopoulos, 2001).

Recommendations:

- Elementary Schools (K–6): Instructional group size shall be limited to six students.
- Secondary Schools (7–12): Allow flexibility in class size grouping, with a maximum of 15 students per group.

Additional Instructional Time

LAP students need additional instructional time to meet the academic goals identified in their accelerated learning plans. The accelerated learning plan must address the content areas in which the student has not met state academic standards. For high school students, the plan must

include specific instructional needs required to enable the student to meet graduation requirements.

Additional instructional time could be provided either through extended day, additional instructional time during the regular school day, through weekend programs, or through summer school. After-school tutoring could be used as one method of providing an extended day opportunity. Additional time could come in the form of a summer program to help LAP students continue to build content knowledge or to meet state/local graduation requirements. Access to online courses could be provided to secondary students for credit retrieval classes.

Recommendations:

- Supplemental instructional services should be provided through individual or small group instruction.
- LAP-eligible elementary students (K–6) should receive 3.75 hours of supplemental instructional time per week.
- LAP-eligible secondary students (7–12) should receive 5 hours per week of supplemental instruction.
- Extended learning time may be provided within the school day, before or after the regular school day, and/or during weekends, seasonal school breaks, or other times beyond the regular school year.

Supplemental Materials, Supplies, and Operating Costs

Districts use a variety of curriculum materials and packaged programs for mathematics and reading instruction. They also use online or electronic instructional programs with their LAP students. These resource materials have been reviewed by the school districts and also have research to support their effectiveness. (See Appendix G—What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc/reports/>.)

School districts have also worked with OSPI’s curriculum section and used OSPI materials selection resources. (See Appendix H—Identifying and Implementing Educational Practices Supported by Rigorous Evidence.)

At the secondary level, technology may also be used for credit retrieval. Districts are currently using some web-based programs to provide credit retrieval options, and given proposed additions to the number of courses that are required for graduation, OSPI staff anticipates that this will become more popular. As more students retrieve credits in this fashion, districts will require more technology funding to support them.

There are a variety of supplemental materials and program models that are research-based, but the materials that work at one school for their population of underachieving students may be very different from those needed at another school. There isn’t “the one program” or “the best content material” that will work at all schools. There are many different appropriate options, and school districts must have the flexibility to select materials that meet the needs of their LAP student population.

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An effective instructional program for LAP students also needs sufficient funding for curriculum materials, supplies, technology, and other operating activities. In addition to core instructional materials, LAP students need curriculum materials that are supplemental to the basic education program for reading, writing, mathematics, and science. Supplemental instructional technology is also important as some schools may be utilizing specialized computer programs for reading, writing, mathematics, or science.

Recommendation:

- Require districts in their LAP applications to identify the best practice, research-based curriculum materials and programs that will be used in the instruction of their LAP students. (OSPI will clarify regulations to ensure that this occurs. This does not require legislative action.)

Highly Effective Instructional Staff

LAP students need instruction from effective, certificated teachers who are supported by qualified classified and administrative staff. LAP students must be taught by teachers with deep knowledge of academic content (reading, writing, mathematics, and science) and mastery of a variety of teaching strategies and techniques to design instruction for students who have not met state academic standards. LAP teachers must also know how to use data to drive instruction and to assess a student's academic progress. The teacher must also have knowledge of how to collaborate with LAP students' basic education teachers and how to work with parents of LAP students.

Paraeducators, under the direction and supervision of certificated teachers, may provide instructional support to LAP students. There is some research to show that paraeducators who work with a clearly defined and focused instructional intervention in small group settings can improve academic outcomes for struggling students. However, the presence of paraeducators does not replace the need for LAP students to have their core instruction delivered by certificated teachers or by certificated teachers with specialized expertise in working with underachieving students. Paraeducators are not required to have the same level of training as a certificated teacher, nor are they given adequate professional development. Therefore, the use of paraeducators should be limited to specific interventions that are overseen by the student's primary basic education teacher and/or the LAP teacher.

Administrators are also key to the success of the LAP program. They must have a clear understanding of the rules and regulations that must be implemented to govern LAP. They must have knowledge of the state's LAP application and reporting requirements and how to obtain support from OSPI when needed. They need an understanding of how different state and federal programs that are designed to support low-achieving students may work together.

Professional Development Opportunities

Content focused, high quality professional development is key to a successful program to effectively serve LAP students. Professional development focused on meeting the academic

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needs of students is crucial for supporting good instruction in both the regular classroom and in the additional services supported by LAP. Professional development should provide LAP teachers with an understanding of how to differentiate reading, writing, mathematics, and/or science instruction for underachieving students, how to use assessments to measure content knowledge, and what instructional approaches work best to assist underachieving students. A math or reading teacher, with training in addressing the academic needs of underachieving students or in differentiating instructional strategies, will more effectively connect LAP students with the essential mathematical concepts or reading skills they need to meet state academic standards. Professional development programs should also include information on working with students who are LAP-eligible and are English language learners or students with disabilities. LAP teachers must also participate in professional development that provides them with tools to collaborate with their LAP students' basic education teachers.

Professional development should not be limited to LAP teachers, but should include general education teachers, other support staff such as paraeducators, principals, and administrators. The students' regular classroom teachers must be provided professional development to assist them in learning effective classroom practices in supporting LAP students and with the skills to assist in preventing low achievement. Regular classroom teachers also need opportunities to build collaboration skills so that they can work effectively with LAP teachers.

Principals need a solid understanding of how instruction should be modified to meet the needs of underachieving students so they can support and evaluate teachers.

Without sufficient professional development opportunities for LAP teachers, regular classroom teachers, and principals, LAP students will not receive the full support they need to meet state or local academic standards.

Recommendation:

- The LAPTGW recommends that LAP teachers be provided with 30 hours (five days annually) of professional development annually, and that other educators who work with LAP students be provided with 12 hours (two days every three years) of professional development.

Program Activities

Under the current LAP law (RCW 28A.165.035) students may be served through a number of LAP activities. The LAPTGW recommends clarification of this section of the law.

Recommendation:

- Broaden the definition of extended learning time to include weekends, seasonal school breaks, and online supplemental learning opportunities.
- Specify that transportation may be provided to ensure access to extended learning opportunities.

Appropriate Assessments for Learning Assistance Program Students

The LAPTWG identified the need for assessments to identify student academic needs to inform and target instruction. The assessments identified fall into three categories:

1. **Summative Assessments:** Summative assessments are used to identify those students who have not met state standards. For students in Grades 3–8, this is the Measurements of Student Progress (MSP). For high school students, this is the High School Proficiency Exam (HSPE).
2. **Formative Assessments:** Formative assessments provide teachers with data on the progress LAP students are making in reading, writing, mathematics, and/or science. Formative assessments enable teachers to tailor instruction to the specific academic needs of LAP students.
3. **Diagnostic Assessments:** Diagnostic assessments are needed to evaluate the student's content knowledge. The information from this type of assessment informs instruction.

Although districts should have flexibility in choosing assessments, all diagnostic or progress monitoring tools should be aligned to state standards.

Recommendation:

- Require districts to collect individual student achievement data that will inform the proposed LAP study.

D. Learning Assistance Program Accountability

Districts should be held accountable for the academic performance of their LAP students. The technical working group suggests that formal accountability measures be adopted that supplement the information that is currently collected from districts on how they are assessing student success.

Currently, each district must provide a plan that identifies how the district will serve LAP-eligible students, sets goals that determine what LAP activities will be provided, identifies the number of educational staff that will serve and administer LAP, and provides a budget.

Districts must also provide information in their LAP applications that define the measures they will use to assess student achievement. OSPI monitors districts to determine if Accelerated Student Learning Plans are written and implemented. These plans must contain student achievement goals and describe how the outcome of those goals will be used to review and adjust the student's plan. (See Appendix I—State Auditor's Office Report, Learning Assistance Program 2005–06 through 2007–08, Report No. 1002985, <http://www.k12.wa.us/TitleI/LAP/Workgroup/StateAuditorsReport.pdf>.)

Recommendations:

- Use of the accelerated student learning plan (or an OSPI-approved alternative student achievement report) is one way student progress may be measured. The plan requires that specific academic goals be set for the student. Measurement of the attainment of those goals by a pre- and post-test is recommended. Districts could use LAP funds to purchase the supplemental assessments they need if the school district does not currently use such measures.
- OSPI should continue to be required to monitor school districts that receive LAP funds once every four years. Compliance with program requirements should be reviewed, as well as information on the progress of students receiving LAP services, and the effectiveness of the program.
- To assess the effectiveness of LAP, the committee recommends that OSPI work with research experts to collect LAP data. An example is district data that compares LAP success on the state assessments between LAP-served schools and those schools who have not been served by LAP. State-level testing data will be one data collection requirement, and OSPI staff may identify other data points based on recommendations from research experts. OSPI is required to prepare a LAP report starting in 2012–13 and every four years thereafter.

E. Funding for Learning Assistance Program

Current Funding

There are three components to the current funding formula for the Learning Assistance Program (LAP): a base allocation and two potential enhancements. The base allocation is a function of a district's full time equivalent (FTE) enrollment multiplied by the percent of students in the district that are Free and Reduced Price Lunch (FRPL) eligible, which is then multiplied by a rate per pupil. In addition to this base amount, there are two enhancements that districts can receive if their FRPL eligibility exceeds 40 percent, and if both their FRPL eligibility exceeds 40 percent and their English language learner population exceeds 20 percent.

Each year, the LAP per pupil rate is adjusted based on changes to certificated staffing salaries and benefits. In the 2009–10 school year, the funded rate per pupil was \$281.07. The total program allocation in the same year was nearly \$128 million. The baseline translation of current funding for LAP provides for 1.156 hours of supplemental instruction per week for LAP students in a class size of 15 students.

The funding driver for LAP is not based on the same criteria used to determine whether a student is eligible to participate in the program. Funding is driven largely by a district's FRPL eligibility, while eligibility for participation in LAP is determined by a student failing to meet standard in language arts (reading and writing) or mathematics on either a state or local district assessment. School districts are not required to serve every student who does not meet academic standards, and students who do not meet standards are not required to participate in supplemental instructional services. As a result, there is a difference between the number of funded students,

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the number of students eligible to participate in LAP, and the number of students who are actually served by the program.

Districts have used their LAP funds to serve more than 100,000 students; however, given funding constraints, they are only able to serve approximately 25 percent of eligible students.

The funding proposal outlined in this section is aligned with the programmatic discussion and recommendations identified earlier in this report. These recommendations will help to ensure that districts have the resources they need to serve eligible students, and that program staff have access to professional development and administrative support.

Past Funding Proposals

Basic Education Finance Task Force (BEFTF): In its final report to the Legislature, the BEFTF made recommendations for adequate funding for LAP. The task force recommended funding to support supplemental instruction for two hours per week in a class size of five during the school year and ten hours per week for four weeks in the summer in a class size of ten. The total cost to implement this proposal is estimated at \$612 million.

Washington Learns: As part of its final report to the Legislature, the K–12 Advisory Committee of Washington Learns, in consultation with Researchers Lawrence O. Picus and Allan Odden (see Appendix J), also made recommendations in regard to adequate recommended funding for LAP. In their funding model, the committee recommended funding to support supplemental small group instruction during the school year, individualized tutoring support during the school year provided by certificated staff, and small group instruction for eight weeks in the summer. Funding for school year and summer programming would be allocated based on 50 percent of a district's FRPL-eligible students, and would be provided for 12.5 hours per week during the school year and six hours per week during the summer in class sizes of 15. Funding for tutors would be allocated based on 100 percent of a district's FRPL-eligible students, and would provide for .25 hours per week of tutoring support. The total allocation for this program is estimated at \$853 million.

Table 3 reflects the baseline funding values for LAP adopted in Substitute House Bill (SHB) 2776, along with the details of the funding proposals from both the BEFTF and Washington Learns.

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Table 3. Funding for the Learning Assistance Programs—Baseline Values and Past Proposals

Learning Assistance Program							
Current Funding and Past Funding Proposals - Side by Side							
	Baseline (2011-12)		BEFTF (2009)		Picus and Odden (2006)		
	School Year	Summer	School Year	Summer	School Year	School Year (Cert. Tutors)	Summer
ELIGIBILITY	% FRPL	na	% FRPL	% FRPL	50% FRPL	% FRPL	50% FRPL
CLASS SIZE	15	na	5	10	15	1	15
HOURS PER WEEK	1.5156	na	2	10	12.5	0.25	6
WEEKS PER YEAR	36	na	36	4	36	36	8
Component Cost	\$ 120,957,907	-	\$ 478,851,570	\$ 133,014,325	\$ 498,803,719	\$ 301,102,226	\$ 53,205,730
Total Program Cost	\$ 120,957,907		\$ 611,865,895		\$ 853,111,676		

F. Learning Assistance Program Technical Working Group Funding Proposal

Class Size Grouping and Additional Time

The group determined that the current allocation of 1.516 hours of instruction, in class size groupings of 15 students, is insufficient to meet the needs of struggling students. Using 2009–10 poverty figures of 39.25 percent as a funding driver, these funding assumptions only drive an additional .635 FTE teachers at the prototypical elementary school; .685 FTE teachers at the prototypical middle school; and .952 FTE teachers at the prototypical high school to serve all LAP students.

Building upon the prototypical school funding model, the LAPTWG identified the combination of additional instructional time and class size grouping that is appropriate to deliver best-practice programs.

To support effective instructional practices, the group recommends that in Grades K–6 class size groups should be limited to six students, and students should receive an additional 3.75 hours of instruction per week. In Grades 7–12, class size groups should be limited to 15 students, and they should receive an additional 3.75 hours of instruction per week.

Again, using 2009–10 poverty figures as a funding driver, these funding assumptions would drive an additional 3.925 FTE teachers at the prototypical elementary school (as compared to the current level of .635); 2.261 FTE teachers at the prototypical middle school (as compared to .685); and 3.140 FTE teachers at the prototypical high school (as compared to .952) to serve all LAP students.

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The calculations in this analysis are based on the state’s average teacher salary, but the group recommends that a school district’s actual staff mix be used to determine their program allocations.

Professional Development—In-Service Days

The LAPTWG finds that it is critical that teachers and administrators who work with underachieving students receive ongoing professional development in strategies and programs that effectively support the academic growth of struggling students. The group recommends that LAP teachers receive funding for five days of in-service training annually and that other teachers and administrators who work with LAP students receive at least two days of professional development every three years.

The group estimates that the total cost for professional development will be roughly \$24,000 per year. These costs are detailed in the table below.

Table 4. Professional Development In-Service Costs

School Elements	Elementary	Middle	High
Professional Development Days	5	5	5
Cost per day for teachers	\$399.81	\$399.81	\$399.81
LAP Staff Cost	\$7,846.36	\$4,519.90	\$6,277.09
% of General Education Teachers	33%	33%	33%
# of General Education Teacher	5.916	6.056	8.35
Number of days	2	2	2
Cost of General Education Teachers	\$1,576.71	\$1,614.02	\$2,225.41
Total Costs	\$9,423.07	\$6,133.92	\$8,502.50

Material, Supplies, and Operating Costs

The LAPTWG also recognized the need for additional funding for materials, supplies, and operating costs to purchase specialized curriculum, additional formative and diagnostic assessments, to provide training opportunities for staff, and for technology needed to support some curriculum packages and online credit retrieval programs. The table below details the estimated incremental per pupil cost for these material and supplies. Estimates are based on the cost of the materials, supplies, and the training programs currently in use in school districts, and the associated per pupil costs, based on the assumption that the LAP population is consistent with the number of students that are eligible for FRPL.

Table 5. Per Student Materials, Supplies, and Operating Costs

Category	New Phased-In Current Allocation	Incremental Increase
Professional Development	\$18.98	\$2.49
Curriculum, Textbooks & Software	\$122.17	\$8.25
Technology	\$113.80	\$19.11
Assessments	\$259.39	\$22.02
Utilities/Insurance	\$309.21	TBD
Facilities Maintenance	\$153.18	TBD
Total	\$976.73	\$51.87

The group also notes that there are additional facilities maintenance, utilities, and insurance costs associated with offering extended day programs. However, staff needs additional information from districts to determine reasonable estimates for these operating costs.

School District LAP Administrative Staff

The LAPTWG identified school district administration as another critical component to ensuring that LAP is appropriately supported and monitored at the local district level. The group recommends that funding for district administrative staff be provided in accordance with the prototypical school model at rate of 5.3 percent of the teaching staff generated by the formula allocation. Based on the group’s recommendations of class size grouping and additional instructional hours, a total of 9.326 FTE teaching staff would be generated for the combination of a prototypical elementary, middle, and high school. This staff would in turn generate an additional .494 FTE district administrative staff. Using the state’s 2009–10 certificated administrator base salary and benefits allocation of roughly \$77,521.33, the cost of this staff would be \$38,295.54 per year.

The group recommends that the adequacy of 5.3 percent as a funding driver for central administration should be monitored and studied, and, if necessary, a new figure be determined. The district administration funding driver for LAP should be adjusted accordingly.

Substitutes

In the past, the instructional staff and certificated administrators that are funded through categorical programs such as LAP were not included in the substitute teacher funding model. The LAPTWG recommends including these staff in this calculation.

The LAPTWG’s recommendations would generate a total of 9.820 FTE teaching and district administrative staff. At the 2009–10 substitute rate of \$607.44 per teacher, the total allocation for substitutes per prototypical school district would be \$5,968.86 per year.

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Estimated Total Program Cost

Assuming 2009–10 enrollment and poverty figures, the total estimated cost to implement the LAPTGW recommendations is \$612,974,629. In the 2009–10 school year, the total allocation for LAP was roughly \$128 million. The full funding proposal of the LAPTGW represents a \$484,000,000 million increase in total program funding.

Table 6. Total Cost to Implement LAPTGW Funding Proposal

Program Component	Number of Staff/Students	Cost
LAP Teachers	7,485.69	\$538,719,523
LAP District Administrators	396.74	\$30,755,934
PD In-Service Cost	7,882.43	\$18,726,933
MSOC	385,273.45	\$19,984,134
Substitutes	7,882.43	\$4,788,104.23
Total Program Cost		\$612,974,629

Maintaining Current Funding Levels

Current LAP funding is enhanced for districts who serve a population that has a FRPL percentage above 40 percent. An additional enhancement is provided to districts that have student populations that include both this level for FRPL and bilingual populations that exceed 20 percent of their enrollment. As of September 1, 2011, these enhancements will no longer be included in the funding formula for the program unless the formula is changed.

Recently, the Legislature adopted measures [SHB 2776, Sec. 2 (4)(d)(i)] that call for enhanced class size funding for school districts with high percentages of students in poverty. The funding formula detailed in SHB 2776 holds the potential for a future provision for class size enhancements for districts where 50 percent or more of students are eligible for FRPL. This enhancement would, in theory, replace the poverty concentration in LAP-needs explained earlier in this report; however, the specific class size funding levels for high poverty schools have not yet been established.

The LAPTGW accepts the Funding Formula Technical Working Group's recommendation to continue funding LAP enhancements at the current level and with the current enhancements. The LAPTGW recommends that until full funding for LAP is in place, districts should continue to receive their 2010–11 funding levels, including enhancements. The current formula would remain in place to serve districts affected by high concentrations of poverty and high demands for transitional bilingual services, until additional LAP resources and class size reductions in basic education exceed the amount of the enhancement formula. This would also continue to support districts with bilingual populations of 20 percent or more until additional Transitional Bilingual Program resources exceeded the amount of the enhancement formula.

APPENDICES

APPENDIX A

Learning Assistance Program Technical Working Group

Learning Assistance Program Technical Working Group Members

District Title	Representatives
LAP Program Administrator	Susana Reyes, Pullman School District Barbara Gilbert, Highland School District Karla Schlosser, Vancouver School District Tammie Jensen-Tabor, Tumwater School District LaVonne Grimes, Chimacum School District Erich Bolz, Richland School District Nancy Duffy, Wenatchee School District Steven Dahl, Lynden School District Genevieve Ramsey, Renton School District
Fiscal Director	Doug Matson, West Valley School District Donna Gregg, Camas School District Kim Ferra, Yelm School District James Schwob, Port Angeles School District Cindy Sital, North Franklin School District Kevin Corrigan, Seattle School District
District/Educational School District Administrator	Cory Plager, ESD 101 Barbara Lomas, ESD 112 Douglas Poole, ESD 171 Kathy Ehman, Sedro Woolley School District Don Lloyd, Tacoma School District

APPENDIX B

Glossary of Terms

Glossary of Terms

Accelerated Learning Plan: A goal-based achievement plan focused on academic achievement strategies that are aligned with individual student academic needs. Accelerated learning plans shall include:

- a. Achievement goals for student(s) in content areas served.
- b. Roles for the student(s), parents or guardians, and teachers in the plan.
- c. Communication procedures to inform parents or guardians and teachers of students' accomplishments and progress toward achieving goals.
- d. Evidence of the accelerated learning plan review and adjustment processes.

Approved Program: The district's plan for using LAP funds, which must be submitted to the Office of Superintendent of Public Instruction for approval.

Basic Education: See Law Appendix RCW 28A.150.210.

Basic Skills: Reading, writing, mathematics (Grades K–12), and science (Grades 6–12).

Caseload: The maximum number of students per LAP teacher at Grades K–6 for which the teacher provides or is responsible for providing supplemental instruction. The recommended number of students for a caseload is 28.

Credit Retrieval Classes: Classes used in place of failed or not completed classes that are required for state and district graduation requirements.

Effective Practices: Focused use of research-based instructional strategies.

Effective Programs: K–12 extended learning opportunities programs that are supplemental to the required basic education core instruction and are designed to improve the educational performance of eligible students.

Extended Learning Opportunities: Instructional services for eligible students that can occur during the regular school day, evening, weekends, or at a time and location deemed appropriate by the district in order to meet the needs of students. Instructional services can include:

- Individual or small group instruction.
- Instruction in English language arts and/or mathematics so that eligible students pass all or part of Washington State assessments.
- Inclusion in remediation programs, including summer school.
- Language development instruction for English language learners.
- Tutoring.
- Professional development for certified or classified staff.
- Availability of consultant teachers who implement effective instructional practices.

- Online curriculum and instructional support, including programs for credit retrieval and Washington Measurement of Student Progress/High School Proficiency Exam preparatory classes.
- Availability of reading improvement specialists.

Instructional Group Size: The optimum number of students who are grouped together to receive supplemental LAP instruction:

- Grades K–6: Group size of six students.
- Grades 7–12: Varies according to program options for individual student learning needs. Two options occurring in Grades 9–12 are supplemental instruction and credit retrieval. Maximum group size is limited to 15 students.

Learning Assistance Program: A state-funded program designed to enhance educational opportunities for public school students in Grades K–12 who do not meet state standards by providing supplemental instruction and services to those students.

Participating Student: A student in Grades K–12 who scores below standard on his/her grade level on the statewide assessments and who is identified in the approved plan to receive services. Also, a student in Grades 9–12 who is at risk of not meeting state and/or local graduation requirements.

Prototypical School: See Law Appendix RCW 28A.150.260.

Readiness: The state of early development that enables an individual child to engage in and benefit from early learning experiences.

Supplemental: In addition to basic education instruction and curriculum.

Statewide Assessments: One or more of the several basic skills assessments administered as part of the state’s student assessment system. Also, assessments in the basic skills areas administered by local school districts.

Underachieving Students: Students with academic deficits in basic skills, as identified by statewide assessments and assessments in the basic skills administered by local school districts.

APPENDIX C

At-Risk Programs

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
New Hampshire	Reading Recovery	First grade students experiencing reading difficulty.	Reading Recovery is a short term (12 to 20 weeks) intervention whose goal is to help a child make accelerated progress.	All training and instruction is fully funded by the state.	http://www.education.nh.gov/ Helen Schotanus, NH Dept. of Education Hschotanus@ed.state.nh.us
Kansas	At-Risk Pupil Assistance Program	<p>At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used. An at-risk student is one who meets one or more of the following criteria:</p> <ul style="list-style-type: none"> • Is not working on grade level (i.e., reading and/or mathematics). • Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study. • Is not meeting the requirements necessary for graduation from high school (e.g., potential dropout). • Has insufficient mastery of skills or is not meeting state standards (e.g., is below “meeting standards” on state assessments). • Has been retained. • Has a high rate of absenteeism. • Has repeated suspensions or expulsions from school. • Is homeless and/or migrant. • Is identified as an English language learner. 	<p>The primary means of providing additional services that are above and beyond what is offered to all students primarily includes additional time or additional staff hired specifically to work with identified at-risk students. Some examples of appropriate delivery services include:</p> <ol style="list-style-type: none"> a. Extended year. b. Before school. c. After school. d. Summer school. e. Extra support within a class. f. Tutorial assistance. g. Class within a class. 	<p><u>Free Lunch Count</u> (# of Free Meal Students) X (At-Risk Weighted Amount (.0456)) = Weighted FTE X (General State Aid per Pupil (4,012)) = Total State At-Risk Funding.</p>	<p>http://www.ksde.org Dr. Julie Ford, Director Phone: (785) 296-3069 Fax: (785) 296-5867 E-mail: jford@ksde.org</p>

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
Arkansas	Alternative Learning Environments (ALE)	<p>Students will not be placed in the ALE based on academic problems alone. Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:</p> <ul style="list-style-type: none"> • Disruptive behavior. • Drop out from school. • Personal or family problems or situations. • Recurring absenteeism. • Transition to or from residential programs. Situations that negatively affect the student’s academic and social progress may include, but are not limited to: • Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics. • Abuse: physical, mental, or sexual. • Frequent relocation of residency. • Homelessness. • Inadequate emotional support. • Mental/physical health problems. • Pregnancy. • Single parenting. 	<p>Services defined under this rule will target enhancement of academic skills for students in K–3, which may include but are not limited to systemic staff development, parent-teacher training, classroom technical assistance, and materials utilized through training for classroom usage throughout the regular school year and summer school.</p>	<p><u>Free/Reduced Lunch Count:</u> The total amount of funds to be distributed shall be determined by the Arkansas Department of Education State Board each year of the biennium through grants, both state and private.</p>	<p>http://arkansased.org</p>

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
Alabama	Prevention and Support Services	Students performing below average (exact eligibility requirements not easy to find on web--the department recommended emailing Fran Stewart for more information).		Twenty percent at-risk funding and additional mechanisms. LEAs may request state at-risk allocations for each school by submitting an At-Risk Plan with budget proposal.	http://www.alsde.edu/html/sections/section_detail.asp?section=70&footer=sections At-Risk Specialist: (334) 353-5766 Also see, Fran Stewart, fstewart@alsde.edu
Iowa	At-Risk Program	"At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.	Administrative Code outlining specific program models had broken link.	Funding for the supplementary weighting plan for at-risk students is calculated as follows: <ol style="list-style-type: none"> a. Adding a weighting for each resident student of one hundred fifty-six one-hundred-thousandths (.00156). b. Adding a weighting of forty-eight ten-thousandths (.0048) for each resident student enrolled in Grades 1–6, as reported by the school district on the basic educational data survey for the base year, who is eligible for free and reduced price meals under the federal National School Lunch Act and the federal Child Nutrition Act of 1966, 42 U.S.C. Sections 1751-1785. 	http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=418&catid=58&Itemid=1389

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
Texas	Academic Intervention and Mentoring (AIM)	Testing through Sylvan, low reading scores in reading assessments, or identified as at-risk through other procedures.	<p>AIM is designed to close the gaps in the student achievement among minority, low-income, and Limited English Proficient students who are at risk of dropping out. Youths are placed into club-based, Texas AIM academic programs with instruction by certified teachers, contracted through Sylvan Learning, and Boys & Girls Club (BGC) Staff.</p> <p>*5,032 youth received additional homework help and academic support at the 30 AIM sites for an average of 32.2 hours per semester.</p> <p>*699 parents of Texas AIM youth were provided with support and/or academic services.</p> <p>*128 certified teachers provided the Texas AIM academic program and mentoring in Boys & Girls Clubs.</p> <p>*177 trained, professional youth development staff/mentors and volunteers assisted the certified teachers.</p>	General Appropriations Act, Article III, Rider 51(c), 81st Legislature, 2009 - \$1.5 million.	http://www.tea.state.tx.us/Dropout Prevention and College and Career Readiness Jan Lindsey, Sr. Director (jan.lindsey@tea.state.tx.us)

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
Missouri	Area Technical Learning Center Programs	<p>A student currently enrolled in school, identified as a potential dropout, and experiencing difficulty with:</p> <ul style="list-style-type: none"> • Academics. • Discipline. • Social conditions. • Economic conditions. • Other areas that relate to a student's ability to become a productive member of the workforce after graduation. <p>An individual who has dropped out of school, is currently of school age and is willing to re-enroll in his/her resident district.</p> <p>An individual who has or does not have a high school diploma or its equivalent and is experiencing difficulty in:</p> <ul style="list-style-type: none"> • Finding a job. • Sustaining employment. • Wishes to further career training. 	<p>Activities that may be provided for individuals include:</p> <p>Counseling services to assist students to make decisions and adjustments that allow them to reach their full potential.</p> <p>Assessment includes evaluation of prior and current skills, knowledge, and interests through educational and occupational assessments.</p> <p>Basic skills instruction can be provided in any academic area. Mathematics, communications, and science are critical for students in career education programs.</p>	Details not listed on webpage.	<p>http://dese.mo.gov/divcareered/sn_at_risk_info.htm Phone: (573) 522-1775</p>

At-Risk Programs

State	At-Risk Program	Eligibility	Program Model	Funding	Program Contact
Oklahoma	Reading Sufficiency Act (RSA)	Students selected on a basis of 3 approved reading assessments.	<p>The Program of Reading Instruction may include:</p> <ol style="list-style-type: none"> 1. Sufficient additional in-school instructional time for acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension. 2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day school year. 3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction. 	Funded by the state and may be supplemented by federal funds as well.	<p>http://www.sde.state.ok.us Ms. Lorie George, Reading Sufficiency Act Coordinator <Lorie_George@sde.state.ok.us> Phone: (405) 522-5073</p>

APPENDIX D

LAP Summaries

LAP Program Summaries

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Battle Ground</p>	<p>Upon entry in the fall, all students K-4 are given Tier I assessments (screener). If the student is not at benchmark on the screener, Tier II and Tier III assessments are administered to diagnose the learning need of the student. As Tier I and II assessments are given, the scores are entered into the tracking form. The tracking form includes a formula that uses all of the assessment scores to create a composite score for each student. The students are then ranked by composite score from most needy to least needy. Students are identified to receive supplemental support services based on the composite score. Grade level teachers, paraprofessionals, and reading intervention specialists form the team that meets to discuss each student's needs and appropriate interventions, discussing the student's Tiers I, II, and III assessments. Once a student is identified as needing supplemental support, the team decides the service the student will receive based on his or her needs. A Student Learning Plan is then written.</p> <p>Students are placed in flexible groups and given supplemental support by teachers or paraprofessionals. The team meets regularly to adjust groups, basing adjustments on Response to Intervention. The students move freely among the interventions as needed. Upon entry in the fall, the following assessment data (from the previous spring) is compiled for all students in Grades 5–8: MSP score in reading; grade level comprehension; and grade level reading fluency. Students whose scores indicate a significant need in one or more areas are enrolled in LAP and are assigned to one period of reading intervention. Further diagnostic assessment is done by the intervention specialist, if necessary, and a Student Learning Plan is written. Based on specific needs, students are placed in flexible groups and given supplemental support by teachers and/or paraprofessionals.</p> <p>Student progress is monitored throughout the semester by the intervention specialist using a variety of assessments. Based on performance, students may remain in the program, be monitored by the intervention specialist and classroom teacher outside of intervention class, or be exited from LAP. Our district recognizes a need for increased student support in mathematics. One of our district's strategic plan goals for 2010–11 is to develop a system of tiered assessments and interventions in math. Title I/LAP program staff are part of this work. We want to align with the district's plan, so we will be</p>	<p>Student assessment data will be put into the district's data management system by teachers. Intervention specialists will facilitate collaborative grade level support team meetings to examine the achievement of both individual students and of all the students within each grade level. Building administrators will track student progress for all students in their buildings. District Title I/LAP coordinators will collect and analyze achievement data for grade levels across the district, including data from state assessments with a particular focus on students receiving Title I and/or LAP services and at-risk populations such as ESL, minority, and low-income students.</p>	<p>In Grades K–12, LAP served 1,965 students by providing extra reading, writing, and math instructional support to students who failed the state assessment and scored below grade level. LAP funds also provided tutoring in reading and math before and after school in Grades 8–12 and additional support in summer school.</p> <p>Extended learning opportunities were provided for 9–12 grade students who were not on track to meet local and state graduation requirements. NovaNet helped students recover credits and remain in high school. A full-time Learning Support Coordinator was hired with LAP funding to monitor and work one-on-one with every student who failed the state assessment and/or was behind in credits for high school graduation, providing support to some 432 students. The Learning Support Coordinator also coordinated the NovaNet program, which helped 85 students stay on track to graduate from high school, recovering 124 credits this year. Seventy-six of the 85 students were graduating seniors.</p> <p>As a result of extended learning opportunities and the credit recovery program, on-time graduation rates increased about 4 percent over the last three years to 87 percent total. This is ten percentage points higher than the state average.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
	<p>using some Title I/LAP resources during this school year to research and begin developing the appropriate intervention methods and materials for the following year. Several buildings will provide supplemental services in math for a limited number of students. In those buildings, teachers will use MSP and district trimester mathematics assessments to find students who are below grade level in math. Students may receive supplemental services from a paraprofessional as directed by the classroom teacher.</p>		

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Bremerton</p>	<p>The Bremerton School District LAP program provides additional or supplemental instruction to eligible students in K–12. At the elementary schools, LAP is used with identified students who are below standard in reading/math. This includes additional support provided by a certificated teacher at each building and, if required, pre-teaching or re-teaching/practice by a paraeducator.</p> <p>At the secondary level, LAP provides additional support for students at the high school, including support classes in math/reading and classes for students not on track to graduate (credit deficient, below standard). At the middle school, LAP is used for certificated teachers to help them work with students below standard in language arts/math.</p>	<p>We utilize grade level and progress monitoring assessments in reading/language arts and math as well as state assessment data.</p>	<p>The Bremerton School District LAP program serves students below standard in Grades K–12. Priority is given first to the content area of reading in Grades K–8; and second, to math in Grades K–8. We identify students who are eligible using grade level assessments, and we measure growth using progress monitoring at Grades K–5. At our middle schools, students are identified in reading/language arts using MSP data as well as screening data and curriculum based measures.</p> <p>Our most effective intervention at the elementary level is our before school program, in which our average attendance is 30 to 50 students, and which provides reading/math intervention. At the middle schools, our most effective intervention has been in the area of language arts because of direct instruction in teaching reading skills, vocabulary intervention, and the use of a part-time coach. At the high school level, our draw bridge intervention, in which students have an individual plan of instruction and a timeline, provides students with after school learning options and within the day credit retrieval through online classes, specifically for students who are in danger of not graduating.</p> <p>We appreciate the support of OSPI and the expertise of the staff in helping us utilize our LAP funds and follow the regulations. We also appreciate the increased flexibility in grade span funding and would recommend that you extend funds down to preschool to prevent the need for remediation later on.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Central Valley</p>	<p>Elementary: LAP supports students who arrive at kindergarten without reading, writing, or math readiness skills and learning strategies by providing paraeducator support under the direction of the kindergarten teacher. At the elementary levels, LAP supports students who need help learning to read/write or who are missing math concepts and processes. Direct services may be delivered to small groups of students identified by school teams. Intervention groupings are flexible and the intervention strategies are aligned with the core GLEs. Services are co-planned by classroom teachers and LAP-funded teachers-on-special assignment (TOSAs). LAP supports professional development for intermediate teachers, focusing on evidenced-based comprehension, vocabulary, and fluency strategies.</p> <p><u>Middle School:</u> LAP supports Reading Strategies classes for students in Grades 6-8 who are struggling readers. Using multiple measures, students are identified for services that may last one to three trimesters. LAP-funded reading intervention teachers assess students individually to develop, in collaboration with the students (and parents), an individual student learning/reading plan. These classes focus on evidenced-based comprehension, vocabulary, and fluency strategies with authentic text. All reading intervention teachers participate in monthly, all-day professional development that focuses on the five components of adolescent reading: phonics, comprehension, vocabulary, fluency, and motivation. To build capacity in reading instruction and in-class intervention/differentiation, LAP also co-funds (with Basic Education and Special Education funding) six sessions of reading cadre for core language arts teachers, reading strategies/intervention teachers, and resource teachers from each middle school. Two TOSAs provide the professional development and the on-site coaching.</p> <p><u>High School:</u> Each high school provides an elective Reading Strategies classes, and its teachers attend all of the training provided to the middle school teachers. LAP funds Collection of Evidence (COE) classes taught by COE trained math and language arts teachers to help juniors and seniors who have not passed portions or all of the HSPE to achieve on-time graduation status and become better prepared to retake the HSPE. AVID classes (co-funded with BE) target at-risk students, Grades 9–12, who commit to the four years of structured study across content areas. All students who are enrolled in LAP-funded classes have Student Learning Plans. LAP co-funds with Title I and Title III extended (before/after school) learning with an academic focus at all levels,</p>	<p>CVSD measures K-5 student achievement through the use of Benchmark assessments (DIBELS (K–2), Fountas & Pinnell Benchmark System (K-8), and writing and/or math assessments). Bimonthly progress monitoring of students identified as at-risk maintains the focus on measureable progress or the need to change instruction/intervention materials, time, size of group, or supporting adult. MS Reading strategies teachers are developing a portfolio to be maintained by students to demonstrate their effective application of reading strategies across content areas. HS teachers use the passing rate of the students’ COEs and/or HSPE. HS Reading Strategies teachers have co-designed (with students) a series of reading tasks for students to demonstrate that they apply the reading strategies, thinking skills, and discussion tools across content areas. AVID has a standardized set of rubrics used by both students and the teachers to determine program effectiveness on student achievement. CVSD measures the effectiveness of LAP-funded professional development using Dr. Guskey’s five levels. Intervention aligns with grade level GLEs. The on-site coaching of teacher participants and the results demonstrated by students participating in the various classes are both contributing factors used to determine program effectiveness.</p>	<p>Because a lack of motivation to read and learn is a major academic risk factor for struggling, discouraged students, CVSD partners with the WSU-EWU Area Health Center to train teachers in complex trauma, helping them understand its effects on academic achievement. This evidenced-based work is integrated into our literacy strategies training by the MS/HS Reading Intervention teachers, who use the pragmatic research principles to assess our learning targets and our behavioral management in order to foster a more positive learning and reading environment.</p> <p>We believe a key component of comprehension is inquiry, which involves asking and responding to higher level questions. We believe that canned intervention programs only require the minimum of struggling students, so we teach our intervention teachers how to ask higher level questions of our at-risk students in order to personalize their support. Our observations of classes and discussions between teachers and students show us that students who are more engaged in their learning find learning more meaningful and are generally better readers.</p> <p>Our extended Learning and Summer Programs are co-funded by LAP and Title I and Title III, providing before/after school learning at all levels. These same funding sources co-fund summer programs with a priority for high school students who need either credit retrieval to meet their on-time graduation goal or additional academic support to retake the HSPE. Elementary and middle school summer programs prioritize students who are struggling academically and for whom continuing through the summer means that they potentially start their next school year on par or close to grade level benchmarks in reading and/or math.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
	<p>depending upon the needs of students at a given school. These same funding sources co-fund summer programs with a priority on high school students who need credit retrieval or additional academic support to retake the HSPE. Elementary and middle school summer programs prioritize students who are struggling academically and for whom continuing through the summer means potentially starting their next school year on par or close to grade level benchmarks in reading and/or math.</p>	<p>Our essential question is: To what extent does our LAP services and professional development make a genuine difference in the achievement of struggling students?</p>	

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Centralia</p>	<p>HIGH SCHOOL</p> <ol style="list-style-type: none"> Extended learning assistance after school and before school for LAP eligible students. CAPS (alternative learning program) program will also provide extended learning support through supplemental tutoring in reading, writing, and math. Summer Academy for those students who did not meet standards on HSPE and will re-take during August testing. Learning Support Center (LSC) will be staffed to provide supplemental services in math, reading, and writing during the school day by a team of teachers, classified staff, and an intervention support role. Credit Retrieval via Virtual Learning for 11th and 12th grade students, online learning services will be provided to retrieve credit in coursework needed to graduate on time due to loss of required course work credit or loss of elective credits. <p>MIDDLE SCHOOL</p> <p>Supplemental instruction will be provided through additional coursework and/or tutoring during the school day in math, reading, and writing for students identified through assessment data.</p> <p>ELEMENTARY SCHOOLS</p> <ol style="list-style-type: none"> Some of our elementary schools will also utilize after school tutoring to accelerate LAP identified students. In addition, elementary schools will provide supplemental instructional assistance during the school day in order to accelerate students who are identified as struggling through assessment data in math, reading, and writing. 	<p>LAP plans will be incorporated into the school improvement plan evaluation/review/update process and will include the following steps:</p> <ol style="list-style-type: none"> Periodic and annual review of action plans to determine whether they were completed, need adjustment, or failed, and why. Analysis of student achievement data and comparison of analysis summaries with current goals to determine if goals need to be adjusted, changed, or removed. <p>This analysis will target specific interventions, including LAP funded initiatives and related results to measure effectiveness. Principals at each school will facilitate an annual accountability presentation to district administrators and school board members to report on the progress made toward SIP goals as well as successes and/or challenges identified in conducting program evaluations. This presentation and discussion also includes steps identified by the school leadership team to further improve efforts through programs like LAP, Title I, and other local intervention efforts.</p>	<p>For the 2009–10 school year, the Centralia School District was budgeted \$883,435 in LAP funds. These funds provide extra assistance for low-achieving students, ensure children are school-ready, increase high school completion, and promote postsecondary education and success. Our LAP funds specifically target those students who have not yet met standard on the WASL (now MSP/HSPE) and multiple measures/assessments in reading, math, and writing selected by district. Our focus with the funds is to provide additional resources for intervention of students at greatest risk of not meeting state standards. The majority of the funds are distributed amongst seven schools.</p> <p>Each school developed specific plans, after careful review of their achievement data, to improve instruction and assessment while also designing interventions for students. Our district follows the state's School Improvement Planning system, which includes an extensive assessment analysis component leading to identification of specific content or process targets that help guide these individual plans. As part of this process, teams of teachers scored intermittent common assessments and conducted an analysis of results in order to make instructional decisions.</p> <p>Centralia School District relies on LAP funds to serve 1,140 of our students. These funds ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards while at the same time remove barriers to high school graduation. These funds also allow our schools to engage in whole school reform for the purpose of increasing academic achievement.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>College Place</p>	<p>The College Place School LAP Program provides supplemental support in Grades 4–8 at the intermediate school through:</p> <p>Title I/LAP Learning Specialist (4–6) and two paraprofessionals assist students in the classroom in Grades 4–5. Targeted students are identified by a rank order of those students not meeting standard on state and district assessments.</p> <p>Title I/LAP Learning Specialist and one paraprofessional provide focus and intentional supplemental time during a rotation in the 6th grade schedule.</p> <p>Title I/LAP Learning Specialist (4–6) facilitates analysis of data to determine student instructional levels and needs in reading and math with the classroom teachers. Tools used are WASL/MSP, MAP, Accelerated Reader STAR, and Accelerated Math STAR.</p> <p>Title I/LAP Learning Specialist (4–6) meets regularly with paraprofessionals to debrief on student progress. Data are maintained and teachers provide lesson plans for interventions with identified students. Student learning plans guide the instructional focus provided to individual students.</p> <p>Title I/LAP Learning Specialist (4–6) is a teacher leader providing resources for students in need and is the leader of the Student Assistance Team, gathering information and providing guidance through the RTI process.</p> <p>LAP teachers in Grades 7–8 provide an additional class in reading and math for students LAP identified. These students receive intensive support in areas of weakness so they can reach benchmark on district assessments during the year and state assessments annually. The intent for an intervention time in 2010–2011 will align with processes developing from Professional Learning Communities theory. Students will receive interventions for a specific amount of time and will then be evaluated to reenter another support group that is not LAP funded. If they reach their goals, they may not reside in the LAP class every quarter of the year.</p> <p>LAP supplemental resources include: small group intensive interventions, individual support, Accelerated Math (online software for math), TeenBiz (online current events software for reading), parent trainings (some provided through 21st Century), leveled literature sets, and professional development for teachers/paraprofessionals.</p>	<p>LAP staff, teachers, and administrators monitor student progress on district and state assessments. Student data are measured for growth at, above, or below benchmark periodically using the district assessment tools. Progress monitoring documentation is kept by the paraprofessionals and discussed with Title I/LAP specialists, teachers, the principal, the school psychologist, and the special programs director to determine changes in student interventions.</p> <p>Should students not be successful, their data recorded in the 3-TSAP (tool for documenting RTI) moves to discussions in the Student Assistance Team. Achievement data, perceptual data, program implementation conversations, and parent participation will all be evaluated annually.</p> <p>An evaluation meeting is held at the end of each year to review all data and determine a possible change in program services for the coming year. Teachers and administrators involved in GLAD implementation and Professional Learning Communities will continue to look at progressive best practices to facilitate our most effective support for identified students.</p>	

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>East Valley (Spokane)</p>	<p>In the East Valley School District, we use our LAP monies to support elementary, middle, and high schools students. These schools have been rank ordered on the Free and Reduced lunch rate, student enrollment, and status of School Improvement.</p> <p>LAP is used to support students using the RTI model of strategic interventions (Tier II). LAP teachers at the elementary level offer support in reading using ReadWell® and My Sidewalks-ERI®. These programs are used as strategic interventions. In math, we will be using the supplemental materials provided through our CORE curriculum, Growing with Math®. At the middle level, our LAP teachers will be using Rewards® curriculum to intensify instruction in reading fluency and will use supplemental materials from their CORE curriculum, Connected Mathematics®. At the high school level, we are supporting a new reading class that will use Read 180®, and we will be supporting math with small group instruction in coordination with a new two year Algebra class for our most struggling math students. All LAP students will be chosen with multiple assessment procedures, and they will have new accelerated learning plans that meet all the criteria set forth within LAP procedures.</p> <p>Each of these schools is supported with certified teachers and instructional paraeducator hours, monies for parent involvement, and professional development. Each school understands its category, its funding sources, and the function of these categories.</p> <p>Our LAP personnel are highly trained in reading and math strategies. They are each involved in the data teams in their buildings, and they promote and facilitate parent involvement opportunities as well as a strong voice in the professional development opportunities provided to each staff member through LAP. Each member serves on the RTI leadership team within the school. Each member also serves on district committees that support and promote student achievement.</p> <p>Student achievement is the goal of our LAP programs, specifically our ability to accelerate student learning in order to close the achievement gap.</p>	<p>Effectiveness of the LAP program in the EVSD is based on student achievement. Using a RTI model we have established data teams in each building that meet three times a year for profile meetings. At profile meetings we review each student’s data (state assessments, building assessments, and the data points from any intervention). LAP is considered a Strategic Intervention (Tier II). In the process of all profile meetings, these interventions are reviewed for effectiveness for each student placed in the program. If a student is not making gains using the current resources, we alter the intensity or frequency, progress monitor, and then reassess within 9–12 weeks (Tier III-Intensive).</p> <p>Sometimes the program/resources need to be changed in order to find a student’s success.</p> <p>If we find students who are making great gains in the intervention offered, we will access and monitor them within the regular classroom until they maintain the appropriate benchmarks. We do not exit them from the program until we know the students are stable and showing growth. When students are consistent and show realistic growth within the regular classroom, we exit them with celebration.</p>	<p>On an annual basis, each school reviews all state and district data to determine the instructional focus for LAP for the following school year. The Response to Intervention (RTI) model is used to determine appropriate interventions for students. In this model, LAP is a Tier II or III academic intervention. All LAP students will be identified through the use of multiple assessments and will have Accelerated Learning Plans that meet all requirements.</p> <p>Our area of focus for intervention is based on the building data. Most buildings service reading and writing K–5, and our middle schools’ service is based on the needs reported in their data. If a student is making appropriate gains in the intervention offered, his/her progress is monitored in the general education classroom until appropriate benchmarks are attained. When a student is demonstrating skills and consistently reaching benchmarks in the general education classroom, s/he is exited with celebration.</p> <p>At the high school level, in response to student needs, we have created two new opportunities for our qualified LAP students. We will offer a two-period reading class using one general education teacher and one LAP paraeducator to accelerate literacy development. We have also restructured math support by offering small group instruction in coordination with a two-year Algebra class. One general education teacher and one LAP math teacher will work with 15–16 students per period to accelerate their learning in Algebra and their acquisition of the prerequisite skills. Collaboration between general education and LAP will allow these programs to best meet the needs of our most struggling high school students. We will continue to offer online opportunities for LAP students for credit retrieval during mid-winter break and after school to</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
			<p>support students in meeting graduation requirements.</p> <p>All EVSD schools are staffed with highly qualified teachers and instructional paraeducators. The teachers are members of the data teams in their buildings and often serve in leadership roles for their building and our district. Our LAP teachers promote and facilitate parent involvement and have a strong voice in professional development planning. Each teacher also serves on the district RTI Leadership Team, which allows LAP to have a strong voice in creating the future for EVSD students.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Pasco</p>	<p>The district LAP provides for extended learning opportunities for students not meeting state standards or not meeting graduation requirements. Students are provided individual or small group instruction; instruction in English language arts and/or mathematics needed to pass all or part of the WASL, MSP/HSPE; assistance in meeting graduation requirements; inclusion in remediation programs, including summer school; language development instruction for English Language Learners; and the district is exploring online curriculum and instructional support, including programs for credit retrieval and WASL/MSP/HSPE preparatory classes.</p>	<p>In order to target students in need of support and in addition to WASL data, Pasco acquires data through School and District records. Data are used to determine areas of strength and specific need for school improvement. Using the following data, students are targeted for supplemental support: WASL, DRA/EDL, QRI/MFC, Supera, Kinder entry, running records, and MAP reading/math assessments. These assessments provide information that assists in the selection of students in need of LAP supplemental support. Each teacher reviews data as well as classroom based assessment to inform instruction and LAP supplemental support in reading, writing, and/or math.</p> <p>The district has a data system that records LAP interventions. The district is able to use the system to measure gains in student achievement provided by LAP interventions. This system is also available to teachers. It provides an academic profile of each student.</p>	<p>The Pasco School District has a basic education program that provides bilingual instruction in English and Spanish or Russian. The district assesses students in the language of instruction as well as in English. Using the assessment data, the district, buildings, and teachers are able to evaluate student strengths and needs. Although the WASL and MSP/HSPE provide the district and state information on what students are able to demonstrate in English, Pasco School District is able to show academic gains in Spanish and Russian as well.</p> <p>The district K-12 Learning Assistance Program provides for extended learning opportunities. Research-based strategies, EALRs, GLEs, and ELD Standards guide instruction for students below level and/or not meeting state standards or not meeting graduation requirements. Students are provided individual, small, or specialized group instruction in English language arts and/or mathematics and language development to help them meet standard as measured by the WASL or MSP/HSPE and to assist them in meeting graduation requirements. To implement appropriate research-based strategies that meet the needs of its students, the district supports Professional Learning Communities (PLC), lesson study, block schedules, and time to assist teachers assess instructional strategies for effectiveness and review of assessment and of coursework data that demonstrate student gains.</p> <p>The district has on staff “in-house” experts/ academic coaches who can knowledgeably provide training and support for colleagues serving eligible participating students. These experts meet regularly for training and planning. Some of the instructional intervention strategies used to meet student needs include: Reading Recovery/Descubriendo la Lectura; Leveled Literacy Intervention; Guided Language</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
			<p>Acquisition Design (GLAD); differentiated instruction; Strategic Schooling; technology to enhance learning; structured and developmental writing; Balanced Approach to teaching literacy (Fountas and Pinnell); Sheltered English Techniques; math inquiry strategies; and paraeducator/tutor assistance.</p> <p>While extended opportunities provide for supplemental learning enhancement, the high school found a need to make specific connections with students who were at risk of failing or dropping out of school. The district created the unique position of the student achievement specialist to assist with this at the secondary level. Administrators target students who are at risk of failing or dropping out of school, especially at Grades 11 and 12, and they work hand-in-hand with the student achievement specialist to provide each targeted student with an advocate who encourages and supports him/her on a regular basis. These specialists are closely linked to the families through home visits and calls.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Pullman</p>	<p>The district offers LAP programs at the middle school and high school levels. At the middle school level, the district provides a Core Support program staffed by one teacher, which focuses on providing additional academic assistance in the core subject areas to students who qualify for services. After school tutoring support and summer programming in August is also offered to eligible students.</p> <p>At the high school level, the district provides additional academic support in reading, writing, and mathematics to eligible students. A 0.4 FTE teacher for reading/writing and a 0.2 FTE mathematics teacher provide this support. During the 2010–11 school year, an enhanced version of this extra support titled Guided Practice and Study Class will be piloted and offered to eligible incoming 9th graders. After school tutoring and academic support are also offered. Summer programming is offered to eligible students entering 9th grade at risk of not having a successful start to high school and to current 11th and 12th grade students at risk of not graduating on time.</p>	<p>The district reviews student assessment data and monitors program elements to determine the program’s effectiveness in improving student achievement. Parent, teacher, and student feedback are used to respond to program needs. State assessments, CBAs, and quarterly/semester grades offer direction for needed program changes. All students participate in MAPs testing three times a year and WASL-MSP-HSPE testing each spring. The LAP teacher coordinators evaluate and assess this data. MAPs data are analyzed after each testing period. This gives us real-time data that allows staff to see how we are doing overall. Results are then used to identify problem areas and help aid differentiated teaching. The State assessment data are analyzed in the fall. All of our data analysis is utilized in order to determine student progress, goal achievement, and needed program changes. WASL-MSP-HSPE scores are the main indicator of program effectiveness and of how the program is aligning with state standards. Throughout the year, LAP designated staff and classroom teachers use classroom based assessments to monitor the progress and effectiveness of instruction.</p>	<p>LAP services are provided in the middle and high schools, serving students in Grades 6–12. We serve students in reading, math, and language arts (writing). Qualification at the middle school level is multifaceted. A failing WASL score is the first indicator, followed by a review of MAPS scores and an academic consistent with at-risk indicators. Parent and teacher input are also considered to ensure we serve the students most in need of LAP services.</p> <p>Students qualify at the high school level through several avenues. Incoming 9th graders qualify on their most recent WASL scores in 7th grade writing and 8th grade reading and math. They are identified and provided the opportunity to work with teachers after school in the LAP after-school program. At the end of the first semester, other students who have passed the 7th and 8th grade WASLs, but are failing core classes, are also given opportunities to receive extra help. Current 10th, 11th, and 12th graders who are LAP eligible with no-pass WASL scores and/or failing core classes continue to receive the help they need after school or in classrooms with extra teacher assistance. Our at-risk LAP students are also paired with a faculty member who guides them and helps them acquire the skills needed to work effectively in a classroom setting.</p>

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<p>Richland</p>	<p>Richland School District provides LAP funding to its nine elementary schools. At each school, a rank order list is developed to determine students in the greatest need of reading, math and writing and/or readiness assistance. Intervention Specialists provide entrance and exit criteria, which is used to monitor student success. We use assessment data from the building, district, and state when determining need. When a child is found in need of LAP services we develop a LAP accelerated learning plan. This plan includes the roles of the teacher, parent, and student, as well individual goals for each student, how and when communication takes place, and how we are to review and make adjustments throughout the year. When the students are identified as LAP, we use our RtI process to assess and monitor the students' progress and to provide individualized intervention until the students reach grade level proficiency. Our LAP students are very fluid, meaning that they can enter and exit the program when needed.</p>	<p>In the Richland School District, we look at several data points to determine the growth and effectiveness of our program. In the past, we have used the WASL data, and we will continue to look at the state outcome as one means of assessment. Within our district, we utilize the Measure of Academic Progress (MAP), AIMS Web, Dynamic Indicator of Early Learning (DIBELS), and several curriculum-based formative assessments when determining the effectiveness of our programs. We track progress on each child through on-going and frequent meetings within our Professional Learning Communities. By utilizing the Response to Intervention, we are able to meet and discuss individual student growth at the building level. When we find that a child is not making progress, we adjust or change the intervention to meet the needs of the child. If we find an area of growth for our staff members, we provide professional development to ensure maximum student achievement.</p>	<p>LAP is an essential part of RSD's tiered intervention delivery model. Dollars are deployed to support Reading and Mathematics in Grades K–5. District data suggests that LAP is responsible for achievement gains in Reading that would occur less efficiently were the resource not in place.</p> <p>There are, however, constraints that we believe should be examined, if not eliminated. These include the inability to completely integrate with Schoolwide Programs and the inability to support preschool programming and the Accelerated Learning Plan. LAP is an essential part of RSD's tiered intervention delivery model.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Shelton</p>	<p>Our LAP program is focused on providing support to students in Grades 4–12 (with the greatest intervention emphasis on Grades 6–8) who are not performing to standard in math, reading, and/or language arts. We are using LAP funds to increase our ability to provide math coaching, staff training on specific math strategies, and to provide more direct intervention to students in mathematics. We will use LAP funds to add before/after school tutoring in math at Grades 4 and 5 for 2010–11. We are also adding a .5 Math coach at the middle school to work with LAP Math teachers and with mainstream teachers, Grades 6 and 7, who have students not meeting state math standards.</p>	<p>Our school district has adopted the use of RTI at all of our schools and has done a lot of training this past year in order to prepare administrators and teachers to use assessment data to inform instruction and intervention pathways. The following measures will be used district wide to identify whether students are at benchmark in math and reading:</p> <p><u>Reading:</u></p> <ol style="list-style-type: none"> 1. easyCBM benchmark testing 3x/year for all students K–8. Additional progress monitoring for intensive and strategic level students in K–8. 2. SRI Reading Comprehension 3x/year for all students Grades 6–8 and students in Grades 9–12 who require strategic or intensive reading interventions. <p><u>Math:</u></p> <ol style="list-style-type: none"> 1. Quarterly assessment for all students K–12 using the School Improvement Benchmark Assessments for Math (developed by the WIIN Center). 2. easyCBM for all students Grades 6–8, 3x/yr for identifying students for RTI math intervention pathways. <p><u>Writing:</u></p> <p>MSP and HSPE writing scores and district writing assessment, given 2x/yr for Grades 3–10.</p>	<p>The success of LAP at the middle school level is based on appropriate qualification of students, learning plans that are tailored to the needs of each individual student, recognizing the needs of the students, and on open communication between the parents, LAP teacher, general education teachers, and students. We take a proactive approach that focuses on the academic needs of the students but also considers their emotional needs to help ensure successful intervention.</p> <p>The success of our high school program rests with communication between the LAP teachers, students, and their parents, and with strong support from the principal and assistant principal. A high number of our LAP students take advantage of the extra help to learn how to study and break down the concepts they find difficult to grasp. Almost all of our LAP students who are WASL deficient go on to pass all of their core classes. Our at-risk students generally have passed the WASL or HSPE but are emotionally challenged and weak in the areas of attendance and academic background. This is an area we will be digging deeper into next year. Regardless of the route students have taken to get to the LAP program, they know that they can count on teachers to go the extra mile to help them.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>South Kitsap</p>	<p>In the South Kitsap School District, LAP will serve two elementary schools, two junior highs, and our high school. The elementary schools will be both push-in and pull-out models, depending on the skill needs of the students served. At Grades 4–6, students who score at a Level 1 or 2 on the MSP will be identified for service, and in primary grades, students identified as being at the greatest risk of not meeting state standards will be identified for service. Students will receive service in Reading and Math.</p> <p>At the junior high schools, Level 1 and 2 MSP students will be identified for service and will be assigned to an extra period of instruction in Language Arts or Math. We refer to these as side-by-side classes. This will provide a double dose of instruction to help the students reach standard.</p> <p>At our high school, staff will review WASL/HSPE results to identify Level 1 and 2 students for LAP. Students GPAs in Reading, Math, and Language Arts will also be considered for LAP placement. Classes will be provided for 10th, 11th, and 12th grade students who scored at Level 1 or 2 on the WASL/HSPE in order to assist them in meeting standard in Reading, Writing, and Math as well as other graduation requirements. These classes will provide instructional support using the state's Reading/Writing/and Math targets. Staff will use the state's Reading and Writing modules, which provide both formative and summative assessments. In Mathematics, Segmented Math will be taught with state provided pre- and post-assessments that are aligned to state standards. Cognitive Tutor software will also be used with students. This program provides a pre-assessment that then individually places students on their learning continuum.</p>	<p>Our district is a PLC model, and we are implementing an RTI model within our PLCs. The Learning Assistance Program is a strong intervention for students not meeting standard on the MSP/HSPE and for students at greatest risk of not meeting standard. We have placed LAP in buildings not meeting AYP. Through weekly grade level PLC meetings, which include LAP staff, student progress and instruction will be monitored.</p> <p>The district has an upward trend in tenth grade WASL Reading and Math scores. Low income students have shown improvement and have scored above the standard in Reading. Writing scores have been consistently well above both district and state WASL results over the past three years, with 81.8 percent of low-income students met standard in Writing. 10th grade WASL results in Reading and Math for low income and Special Education students are significantly lower than the all subgroup population. At South Kitsap High School last year, 83 percent of students met standard in Reading and 93 percent students met standard in Writing, but only 45 percent of students met standard in Math, so there will be greater emphasis in LAP Math this year to address the needs of the students. We feel that LAP interventions have helped raise scores and helped</p>	

District	Program Summary	Measurement of Effectiveness	Additional Information
		maintain the graduation rate. All state results are used to measure the success of program.	

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Spokane</p>	<p>LAP will serve students in Grades 1–12 who have not met standard on selected district and/or state assessments or who are in jeopardy of not graduating from high school. Each building that is allocated LAP funds creates a plan for that building's use of LAP funds. All plans are approved by the Special Programs/LAP coordinators and are a part of the building's school improvement plan.</p>	<p>Spokane Public Schools (SPS) measures improving student achievement by using several data points during the school year. The state assessments, use of MAP tests, and frequent formative assessments provide information to measure student achievement.</p>	<p>Spokane Public Schools' Learning Assistance Program (LAP) is a tightly integrated component of a Comprehensive Intervention Model designed to support students at risk of not meeting state standards in reading, English, language arts, and math as well as those not on track for high school graduation. In Grades K–6, it provides resources for supplemental tutoring both individually and/or in small groups, utilizing a research-based portfolio of interventions aligned with core curriculum in each content area. Extended time for supplemental instruction beyond the regular school day is a component of our layered intervention framework as well. Multiple state and district assessments are analyzed to identify specific learning goals for each student and develop individualized student learning plans designed not only to meet LAP program requirements but also to effectively close any existing achievement gap. Ongoing student progress toward the goals outlined in each plan, and each plan is monitored frequently. Interventions are adjusted by each building intervention team as indicated.</p> <p>In addition, an instructional coaching model provides high-quality professional development to ensure the effective delivery of the instructional core appropriately differentiated to meet the needs of every student. Administrative and program staff review ongoing achievement data and monitor support for LAP identified students to ensure that it is truly supplemental and in collaboration between all instructional staff as an integrated component of intervention. Only through this framework for a systems approach to intervention can we achieve success for every student.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Tacoma</p>	<p>Tacoma School District’s Learning Assistance Program (LAP) provides supplemental instructional services for students not meeting grade level on the state assessment of basic skills and to 11th and 12th grade students at risk of not graduating. Tacoma has LAP programs in eighteen elementary schools, seven middle schools, one alternative middle school, and six high schools. LAP funds are allocated to elementary and middle schools in a way similar to that of Title I: a per pupil allocation times the number of poverty students in the school. The high school allocation is based on the number of students in Level 1 and 2 on the MSP. LAP building allocations in all schools are used to support certificated and classified positions that provide supplemental instruction to identified students. The services they provide include, but are not limited to, intervention pull-out classes, in-class tutorial support, double dosing, and extended learning opportunities. Central based Program Specialists are assigned specific schools to work with. The Specialists meet on a regular basis with LAP and building teachers along with the principal.</p> <p>The identified LAP students in Grades 3–12 are those who score as Level 1 and 2 on the new state performance test (Measurements of Student Progress). LAP students in Grades K–2 are identified using the Tacoma Screening Instrument (TSI) along with the DIBELS assessment. The district uses the Tacoma Assessment Data system (TAD) to manage student data in the district. All district staff has access to this data. Accelerated Learning Plans (ALPs) are completed for all participating LAP students. These plans address the four required components. Each plan has identified measureable achievement goals. Each plan identifies the roles of the student, parent, and teacher in helping the student be successful, and each plan describes how the teacher will communicate student progress with the parent, providing a process for monitoring/adjusting the plan on an ongoing basis.</p> <p>Tacoma School District continues to use our state’s LAP allocation to focus on improving the academic performance of those students who are not meeting state performance standards or who are at-risk of not graduating from high school. LAP coordinates with all district programs to maximize the benefits of the LAP services for the identified students and their parents. The district is continually evaluating the effectiveness of the LAP services that are provided and works with all LAP buildings to monitor and adjust instruction.</p>	<p>The district measures the effectiveness of the LAP program in improving student achievement both at the building and district level. Each LAP building has a School Improvement plan, which includes specifics as to how the LAP funds will be targeted to increase student achievement. Some elementary buildings focus their LAP services at the primary grades, while others target LAP services at the intermediate level. The state assessment data, along with district wide Math Basic Skills Assessment, Elementary Level DIBELS, and optional classroom based assessments, are used to measure student achievement. Buildings are expected to review their student data and make adjustments to their School Improvement plans specific to their LAP services. The revised plans are then submitted to the district director and the LAP office for review and approval. Building staff, parents, instructional coaches, and district support staff are involved in the process. The LAP program also does an extensive evaluation of the total program annually. Data are reviewed by the director and program specialists to determine areas of concern that need particular focus the following year. The director and specialists meet with building principals and staff as well as other district program directors and staff to review the findings and make changes.</p>	<p>Tacoma School District’s Learning Assistance Program provides supplemental instructional services for students not meeting grade level on the state assessment of basic skills as well as instruction for 11th and 12th grade students at risk of not graduating.</p> <p>The LAP program in Tacoma serves 3,283 students in Grades K–12, 1,966 of which are served in Math and 1,827 of which are served in Reading.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
<p>Tumwater</p>	<p>LAP services are provided at two elementary schools: Black Lake and Littlerock. Funds support certified teachers as well as paraeducator time. Both teachers and paraeducators provide support in literacy. We are in the second year of tiered intervention. Staff provides instruction during a walk to intervention time using research based programs to address specific needs of students.</p> <p>At each of our two middle schools, we are in our first year of providing tiered reading intervention. Two LAP teachers deliver 50 minutes of additional instruction in core reading to students selected based on reading assessments.</p>	<p>We use a series of district assessments to monitor the progress of each student. These assessments include: State testing results, DIBELS, diagnostic decoding survey, three core curriculum benchmarks, and 12 common formative assessments aligned to state grade level targets.</p> <p>The data are monitored on a regular schedule by the teachers. The benchmark results are reviewed by the Executive Director of Student Learning, the district reading TOSA (teacher on special assignment), and the building principals during fall, winter, and spring. Adjustments to placement and instruction follow each review cycle.</p>	<p>We are dedicated to meeting every child's needs in Tumwater. To accomplish this goal, we are implementing a more intentional approach to literacy. This approach to serving children in literacy is based on a systematic tiered instructional model that is well researched and proven throughout our state and nation. The tiered instructional model also refers to "Response to Intervention" or "Pyramid of Instruction," which is recognized as the most effective way to personalize and accelerate literacy growth. Basically, all students are assessed for their particular and personal learning needs. They are grouped for an instructional block of 60 minutes or more followed by an additional time for intervention and enrichment.</p> <p>During tiered instruction/intervention, students move from their regular classroom to different classrooms with teachers who will support them according to their specific needs. Tier groups range from special education to LAP groups, both basic and advanced. The instructional team collaborates regularly to focus on student progress. They meet at least every six weeks to share data. Skilled instructional facilitators oversee the delivery of services and assist teams in interpreting data and in making judgments about whether students are making sufficient progress. Students may remain in their current tiered instruction, be moved to a different tier, or be re-evaluated on how well matched the instruction is to the student's current skill needs. These groups are flexible and individualized. Students move in different tiers as the need dictates.</p>

District	Program Summary	Measurement of Effectiveness	Additional Information
Vancouver	<p>LAP allocations are used to fund programs at five elementary schools, four middle schools, two comprehensive high schools, and an alternative high school. LAP funds are used to provide literacy specialist support and instructional coaches to assist staff in meeting the needs of the most academically challenged students. Other roles supported by LAP are paraeducators who provide additional intervention; supplemental math or reading classes at the secondary site; credit recovery classes for 11 and 12th graders; summer programs for identified middle and high school LAP students; and some sites fund a LAP Advocate who serves as a mentor to support middle/high school learners in meeting academic standards. Each school must annually develop a School Improvement Plan, analyzing the specific needs of the school and available resources while making/reviewing recommendations and requirements for LAP funded staff. Vancouver Public Schools has created a uniform process of assessing students to identify those that would be most in need of additional intervention. State assessments are first considered. District assessments are also considered, including DIBELS Benchmark testing, MAP reading and math, and Fall Math Screening. At the elementary schools, the data are compiled, studied, and discussed by a team of educators referred to as CAST (Collaborative Academic Support Team). CAST includes the classroom teacher, literacy intervention and/or math specialists, principal, counselor, nurse, psychologist, special education and/or ELL teacher, and language pathologist when available. Identified lowest achieving elementary students receive additional instruction and support in reading and/or math under the direct supervision of a certificated teacher, using research-based programs, which include Read Naturally, Soar to Success, Skillbuilders, Corrective Reading, Reading Mastery, Phonics Intervention, Reading First Template strategies, and Origo. LAP students are progress monitored frequently, with individual adjustments made to pacing, instructional practices, and groupings as needed. At the elementary sites, this data are reviewed each trimester by the CAST team to identify additional students who would benefit from LAP services as well as to exit students achieving benchmark goals. Supplemental instruction in most elementary schools is delivered in an intervention center with each student receiving 60 minutes of daily instruction in their specific, identified areas of need. Some students receive in-class support through a Walk to Intervention model. In the secondary sites, a supplemental reading or math class is offered to students in greatest need of support. School administrators, counselors, and lead teachers work to identify the students in greatest need of additional supplemental instruction, while trying to build a schedule to benefit the unique needs of the students. 11th and 12th grade students</p>	<p>Student progress in math and reading will be monitored at the school and district level. At the school level, teachers will work in grade level or subject area Professional Learning Communities to address what students are expected to learn, how the learning will be assessed, what to do when students do not achieve the intended learning outcomes, and what to do for students who have already learned what teachers intend to teach. These issues will be addressed by PLC teams in an ongoing fashion throughout the school year.</p> <p>Additionally, at the elementary level, the Collaborative Academic Support Teams (CAST) grade level teams and support staff will systematically review the progress of both individual students and class cohorts in core math and reading instruction at least three times each year. Data reviewed by these teams will include classroom based, state, benchmark, and nationally normed assessments. Secondary administrators, counselors, and lead teachers will monitor student progress throughout the year. The results of school-based CAST meetings will be reviewed at the district level by data accessed through the Learner Profile portal based application. These data will ensure that district administrators are able to monitor the progress</p>	

District	Program Summary	Measurement of Effectiveness	Additional Information
	<p>in danger of not meeting graduation credit requirements are offered credit recovery. LAP funds are used to support these courses at some of the high schools sites.</p>	<p>of groups of students in the areas of mathematics and reading.</p>	

APPENDIX E

LAP Rules and Regulations

[Chapter 392-162 WAC](#)

[Chapter 28A.165 RCW](#)

APPENDIX F

Critical Issue: Beyond Social Promotion and Retention–
Five Strategies to Help Students Succeed

APPENDIX G

What Works Clearinghouse

[All Interventions Identified: Adolescent Literacy](#) (Count = 15)

[All Interventions Identified: Beginning Reading](#) (Count = 171)

[All Interventions Identified: Elementary School Math](#) (Count = 73)

[All Interventions Identified: Middle School Math](#) (Count = 50)

[All Interventions Identified: High School Math](#) (Count = 6)

APPENDIX H

Identifying and Implementing Educational Practices
Supported by Rigorous Evidence:
A User Friendly Guide

APPENDIX I

State Auditor's Office Report, Learning Assistance Program
2005-06 through 2007-08, Report No. 1002985

APPENDIX J

[An Evidenced-Based Approach to School Finance Adequacy in Washington, Prepared for the K–12 Advisory Committee of Washington Learners, Lawrence O. Picus and Associates](#)

APPENDIX K

[OSPI Bulletin No. 063-10, Learning Assistance
Program Requirements](#)



SUPERINTENDENT OF PUBLIC INSTRUCTION

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September 14, 2010

() Action Required
(X) Informational

BULLETIN NO. 063-10 SPECIAL PROGRAMS & FEDERAL ACCOUNTABILITY

TO: Educational Service District Superintendents
School District Superintendents
School District Title I/LAP Program Directors

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Learning Assistance Program Requirements

CONTACT: Gayle Pauley, Director, Title I/LAP and Consolidated Program Review
(360) 725-6100; Agency TTY: (360) 664-3631
Email: gayle.pauley@k12.wa.us

This bulletin informs school districts about the Learning Assistance Program (LAP) requirements as defined in Engrossed Substitute Senate Bill (ESSB) 5889 of 2009. This is codified under Chapter 28A.165 RCW and the Washington Administrative Code (WAC) 392-162, which are currently being revised.

There are two significant LAP changes resulting from the legislation. The first is that eighth grade students are considered the same as any other students in grades kindergarten through twelfth grade with respect to eligibility for and services provided through LAP. There are no additional requirements for eighth grade students.

The second change is that the budget required an adjustment for free and reduced lunch applications found ineligible during the verification process. The adjustment is required by the Legislature to make the free and reduced percentage closer to the true value. The adjustment is made before the next year's LAP allocation is determined. The estimated 2010–11 LAP allocation by district (listed on iGrants) includes this adjustment. A calculation of the adjusted percentage of the School Apportionment and Financial Services (SAFS) 2010–11 budget updates page is available at <http://www.k12.wa.us/SAFS/10budprp.asp>. The Administrative, Budgeting and Financial Reporting Handbook for 2010–11 will also contain an explanation of this requirement.

As a clarification, ESSB 6604 (Chapter 244 of 2010 Session Laws) amended RCW 28A.655.061, which requires student learning plans for students who were not successful on one or more of the content areas of the seventh grade assessment. This **does not affect the accelerated student learning plans required by LAP**. All students, regardless of grade level, who receive LAP services, must have accelerated student learning plans.

Attachment A provides detailed information on the sections below:

- I. LAP Purpose and Funds Distribution
- II. LAP Program Plan
- III. LAP Program Activities
- IV. LAP Plan Approval Process
- V. LAP Accelerated Student Learning Plans
- VI. LAP Monitoring

If you have any questions regarding this bulletin or attachments, please contact Gayle Pauley, Director, Title I/LAP and Consolidated Program Review, at (360) 725-6100 or email gayle.pauley@k12.wa.us. The agency TTY number is (360) 664-3631.

This bulletin is also available on the OSPI website at www.k12.wa.us/bulletinsmemos/.

K-12 EDUCATION

Alan Burke, Ed.D.
Deputy Superintendent

SPECIAL PROGRAMS & FEDERAL ACCOUNTABILITY

Bob Harmon
Assistant Superintendent

Gayle Pauley, Director
Title I/LAP and CPR

RD:gp:jc

- Attachment A: LAP General Requirements
- Attachment B: Frequently Asked Questions
- Attachment C: Student Plan Requirements
- Attachment D-1: LAP Accelerated Student Learning Plan
- Attachment D-2: LAP Accelerated Student Learning Plan/Certificate of Academic Achievement Learning Plan

LAP GENERAL REQUIREMENTS

I. LAP Purpose and Funds Distribution

LAP was amended by Engrossed Substitute Senate Bill (ESSB) 5889 during the 2009 regular session. This is codified under Chapter 28A.165 RCW (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.165>).

Previous legislation outlined that the purposes of LAP are to:

- 1) Promote the use of assessment data when developing programs to assist underachieving K–12 students.
- 2) Guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist underachieving students.

The chapter also outlines the procedures by which a school district becomes eligible for LAP funds and the distribution of those funds. A district's LAP allocation will be distributed based on the October enrollment count of students in grades K–12 who were eligible for free and reduced priced lunch (FRPL) in the prior school year. Note: The 2009 legislation no longer includes the "hold harmless" language. LAP is an allocation, not a grant. The formula for funding LAP is based upon fulltime equivalent students (FTE) and the district's FRPL. The base allocation is calculated as follows:

- 1) FRPL percentage as reported to the Office of Superintendent of Public Instruction (OSPI) in October of the prior school year, times the annual average FTE (AAFTE) for K–12 students reported on the P-223 for the prior school year (including Running Start), times the funding rate determined by the Legislature each year.

An additional concentration allocation is calculated for districts with a FRPL greater than 40 percent as follows:

- 2) The amount of district's FRPL percentage over 40 percent, times the K–12 AAFTE, times the funding rate.

There is also a third allocation added for those districts that have an October FRPL over 40 percent and transitional bilingual student population over 20 percent:

- 3) The number of additional funded student units is calculated by subtracting 20 percent from the district's percent transitional bilingual instruction program enrollment and the resulting percent will be multiplied by the K–12 AAFTE annual average enrollment (prior school year) times the rate.

II. LAP Program Plan

Districts are to submit their LAP district plan to OSPI by July 1. The program plan must identify program activities to be implemented as described in Section III. The school district plan must address:

- 1) District and school level data on reading, writing, and mathematics achievement.
- 2) Processes used for identifying the underachieving students to be served by the program, including identification of school or program sites providing LAP activities.
- 3) How accelerated student learning plans are developed and implemented for participating students.

- 4) How state-level and classroom instructional assessments are used to inform instruction.
- 5) How focused and intentional instructional strategies have been identified and implemented.
- 6) How highly-qualified instructional staff are supported in the program and in participating schools.
- 7) How other federal, state, district, and school resources are coordinated with school improvement plans and the district's strategic plan to support underachieving students.
- 8) How a program evaluation will be conducted to determine direction for the following school year.

III. LAP Program Activities

There are six allowable activities for which LAP funds may be used. These are:

- 1) Extending learning time opportunities occurring before or after the regular school day, on Saturdays, and/or beyond the regular school year.
- 2) Services to provide extended learning opportunities to eligible students that can include, but are not limited to:
 - a) Individual or small group instruction.
 - b) Instruction in English language arts and/or mathematics needed by eligible students to pass all or part of the state assessments.
 - c) Inclusion in remediation programs, including summer school.
 - d) Language development instruction for English language learners.
 - e) Online curriculum and instructional support, including programs for credit retrieval for Grades 11 and 12 and preparatory classes for the state assessments.
 - f) Reading improvement specialists available at Educational Service Districts (ESDs) to serve eighth, eleventh and twelfth grade educators through professional development.
- 3) Professional development for certified or classified staff that focuses on the needs of diverse learners, literacy and mathematics content, and instructional practices, and/or use of student work to guide effective instruction.
- 4) Consultant teachers to assist in implementing effective instructional practices by teachers providing direct service to participating students.
- 5) Tutoring support for participating students.
- 6) Outreach activities and support for parents of participating students.

Districts must describe services in each of the categories selected, including services for students in grades eleven and twelve. As part of the application, districts must identify how many low-performing students will be served at which grade level, and in which subject area. A description of how the students are identified and how they are to be served must be addressed. If funds are directed toward consultant teachers or professional development, staff may be funded in proportion to the number of identified students to be served.

IV. LAP Plan Approval Process

LAP plans are to be submitted annually to OSPI via iGrants for approval. The program plan must address all of the elements cited in the preceding sections. OSPI LAP staff will work with OSPI's school improvement and curriculum staff in approving LAP plans that meet criteria in Sections II and III. Plans will be approved as defined in RCW 28A.165.045 in one of three different processes.

- 1) School districts achieving state reading and mathematics goals as defined in Chapter 28A.655 will have their LAP plan approved once the plan has been completed and submitted to OSPI.
- 2) School districts not achieving state reading and mathematics goals defined in Chapter 28A.655 and are not in a state or federal program of school improvement will be subject to approval once the plan components are reviewed by OSPI for the purpose of receiving technical assistance in the final development of the LAP plan.
- 3) School districts with one or more schools in a state or federal program of school improvement will have their plans and activities reviewed and approved in conjunction with the state and federal school improvement program requirements.

V. LAP Accelerated Student Learning Plans

Any student served with LAP funds must have an Accelerated Student Learning Plan. These plans may be developed for individual LAP students or for a group of LAP students with similar academic or graduation credit retrieval needs. Plans may be developed as part of an existing student achievement plan (such as student plans for achieving state high school graduation standards or individual student academic plans for students who do not meet standards on the state assessments). While there is no prescribed format for these plans, all LAP Accelerated Student Learning Plans must include:

- 1) Achievement goals for the student.
- 2) Roles of the student, parents or guardians, and teachers in the plan.
- 3) Communication procedures regarding student accomplishments.
- 4) Plan review and adjustment process.

VI. LAP Monitoring

OSPI will monitor LAP requirements as part of the state's Consolidated Program Reviews. Individual student records are to be maintained at the school district as defined in RCW 28A.165.065. (Student Learning Plans should be kept by the teacher who is providing LAP services.) Program elements to be reviewed include:

- 1) Review of the district's approved plan and how this plan has been implemented.
- 2) Review of the Accelerated Student Learning Plans and student achievement in meeting the goals of the plan.
- 3) Review of the budget to ensure that the budget reflects the LAP plan.

LAP Applications (iGrant Form Package 218) and LAP End-of-Year Reports (iGrant Form Package 245) are to be submitted through iGrants and are due July 1 of each year. Applications must be approved before any LAP funds may be expended. Districts offering summer school funded with LAP must submit LAP Summer School End-of-Year Reports (iGrant Form Package 247) by September 1.

FREQUENTLY ASKED QUESTIONS

1. **May a portion of LAP funds be carried over to the next fiscal year?** Yes, a district may carry forward up to ten percent from one year to the next. The funds must be used for LAP-approved activities. Carryover amounts in excess of ten percent will be recovered by OSPI SAFS in January of the following school year.
2. **Are indirect costs applied to LAP?** Yes, the district may use an indirect cost amount up to the federal restricted rate.
3. **How are required cost of living and pension increases handled in LAP?** The required cost of living and pension increases from one year to the next are included in determining the per student amount.
4. **Which students are eligible to be served with LAP funds?** Students eligible to participate are those in K–12 who score below standards for his or her grade level on the statewide assessments and who are identified in the approved plan to receive services. Statewide assessments are defined as one or more of the several basic skills assessments administered as part of the state’s student assessment system and assessments in the basic skills areas administered by local school districts.

Additionally, those students who are in eleventh or twelfth grade who are at risk of not meeting state and/or local graduation requirements are eligible for LAP services.

5. **If the district receives additional LAP funds due to high poverty (over 40%) and a high state transitional bilingual population (over 20%) must those funds be used only for those students?** No, LAP funds may fund services for any student eligible to receive them. Question 4 describes eligibility criteria.
6. **May LAP funds be used to pay for SAT, ACT or PSAT preparation classes?** No, LAP funds may only be used to provide extended learning opportunities to assist students in passing the Measurement of Student Progress (MSP) or High School Proficiency Exam (HSPE).
7. **May LAP funds be used to fund staff responsible for credit review, tracking student attendance, compiling collection of evidence (COE), informing parents of deficits, or other similar activities?** No, these are general education functions.
8. **May LAP funds be used to support credit retrieval classes?** Yes, in the case where an eleventh or twelfth grade student has failed or not completed a class that is required for graduation, LAP funds may be used for credit retrieval.
9. **May LAP funds be used to fund the additional math class required for students who have not passed the tenth grade HSPE?** Yes, provided the student has taken all math classes required by the state and district for graduation.

- 10. May LAP fund Segmented Math?** It depends. If the student has taken the mathematics classes required by the state and district for graduation, Segmented Math may be used as an additional math class for eleventh and twelfth grade students and those students may receive credit. If Segmented Math is used as a core curriculum class to meet a state or district graduation requirement, it may not be funded with LAP dollars. Segmented Math materials may be used to supplement basic education math class materials.
- 11. May a counselor be paid out of LAP funds?** No, unless the district can provide documentation to support that the counselor provides additional instructional assistance to students that fit under one or more of the six allowable activities under LAP. Counseling was eliminated from LAP RCW when revised in 2004.
- 12. May LAP funds be used to provide twelfth grade students who have not completed one or more graduation requirements continued enrollment in the school district?** Yes, in addition the district may use basic education funds to provide instruction to eligible students.
- 13. May districts combine the LAP Accelerated Student Learning Plan and the Certificate of Academic Achievement Student Learning Plan into one plan to fulfill the legislative requirements of both plans?** Yes, the LAP Accelerated Student Learning Plan may be combined with the Certificate of Academic Achievement Student Learning Plan as long as the four requirements for the LAP Accelerated Student Learning Plan are met. The combined plans for LAP and the LAP Accelerated Student Learning Plan can be created using the web-based tool. Since each student must have a Certificate of Academic Achievement (CAA), only individual plans may be combined. More information may be accessed at the following website:
<http://www.k12.wa.us/StudentLearningPlan/FAQ.aspx>.
- 14. May the LAP Accelerated Student Learning Plan and the Title I Parent/Student/Teacher compact be combined?** Yes, since the LAP Accelerated Student Learning Plan and compact contain the same elements, they may be combined as long as the required elements of each are included.

Student Plan Requirements

ATTACHMENT C

	State Board Graduation Plan RCW 180-51-075(j)	Student Learning Plan (ESSB 6604)	LAP Accelerated Student Learning Plan (Chapter 392-162-034 WAC)	Highly Capable Program (Chapter 392-170)
Name	High School and Beyond Plan	Student Learning Plan	Accelerated Student Learning Plan	Highly Capable Program Student Plan
Who is required to have a plan?	All high school students Grades 9–12	SLPs must be prepared for all students in 8 th grade who were not successful on any or all of the content areas of the state assessments during the previous year or who may not be on track to graduate due to credit deficiencies or absences. SLPs are maintained until the student meets standards on the state assessment retakes.	All participating LAP students in Kindergarten through Grade 12 who score below standard on statewide assessments.	Students identified as highly capable as defined in Chapter 392-170-035.
When required?	On-going	Plans must be completed within the 8 th grade school year. Although completed plans early in the year would provide more time to help students who do not meet standard on the state assessment, the law allows plans to be completed any time within that school year.	Ongoing	Ongoing
What must be included?	The High School and Beyond Plan is designed to get students thinking about	Grade 8: Parents and legal guardians will be notified annually (at least) about the information in the SLP. To the	1. Student achievement goals. 2. Roles of the student, parent, and teachers in	Student assessment information that is used to

	State Board Graduation Plan RCW 180-51-075(j)	Student Learning Plan (ESSB 6604)	LAP Accelerated Student Learning Plan (Chapter 392-162- 034 WAC)	Highly Capable Program (Chapter 392- 170)
	<p>their future and how to get the most out of high school. Ideally, students write their plan in eighth or ninth grade and then continue to revise it throughout high school to accommodate changing interests or goals. Each school district determines the guidelines for the High School and Beyond Plan, please contact your district for your local guidelines. The State Board of Education recommends that the High School and Beyond Plan begin in middle school. For more information on the High School and Beyond Plan visit: http://www.sbe.wa.gov</p>	<p>extent possible, the information will be translated into the primary language of the family. The plan shall include the following information as applicable:</p> <ul style="list-style-type: none"> (a) The student's results on Washington state assessment. (b) If the student is in the transitional bilingual program, the score on his or her Washington language proficiency test. (c) Any credit deficiencies. (d) The student's attendance rates over the previous two years. (e) The student's progress toward meeting state and local graduation requirements. (f) The courses, competencies, and other steps needed to be taken by the student to meet state academic standards and stay on track for graduation. (g) Remediation strategies and alternative education options available to students, 	<p>the plan.</p> <ul style="list-style-type: none"> 3. Communication procedures regarding student accomplishment. 4. Plan reviews and adjustments. 	<p>develop program goals. A system to keep parents informed of student progress.</p>

	State Board Graduation Plan RCW 180-51-075(j)	Student Learning Plan (ESSB 6604)	LAP Accelerated Student Learning Plan (Chapter 392-162-034 WAC)	Highly Capable Program (Chapter 392-170)
		including informing students of the option to continue to receive instructional services after grade twelve or until the age of twenty-one.		
Is parent involvement required?	Yes, information of plan must be provided to the parent.	Parent or legal guardian notification about the SLP will be at least annually, preferably through a parent conference. Progress and plan modifications shall be reported annually to parent/guardian.	Yes, parents must be included in the development and implementation of the LAP Acceleration Plan.	Yes, parents must give permission for a student to receive HCP services.
Other provisions.			May be developed as part of high school graduation plans or 8 th grade student learning plan.	
Who creates the plan?	The student creates the plan with support from teachers/ counselor/parent.	The school staff.	The school staff members that have knowledge of the student and works with that student.	The HCP teacher who has direct contact with the teacher and it is recommended that students and parents take part in the development of the plan.

LAP Accelerated Student Learning Plan

Student Name:	Grade:
Parent/Guardian Name:	Telephone:
Teacher Name:	School:
Student Achievement Goal(s) Date: _____	
Learning Plan Review Date: _____ Teacher(s) Initials: _____ Parent Conference <input type="checkbox"/> Phone Conference <input type="checkbox"/> Mailed Home <input type="checkbox"/>	<u>Student achievement results to date:</u> <u>Goal revisions, if applicable:</u>
End of Year Review Date: _____ Teacher(s) Initials: _____ Parent Conference <input type="checkbox"/> Phone Conference <input type="checkbox"/> Mailed Home <input type="checkbox"/>	<u>Goal(s) accomplished:</u> <u>Further assistance required:</u>

The school will be responsible to provide an effective learning environment by providing:

- Intervention(s): _____
- Classroom strategies: _____

The parent(s) will be responsible for learning by:

- _____
- _____

The student will be responsible for learning by:

- _____
- _____

Ongoing communication between the teacher and parent(s) will occur:

- Conferences: _____
- Grade/progress reports: _____
- Other: _____

Signatures

Student: _____ Date: _____

Parent/Guardian: _____

Email: _____ Phone: _____ Date: _____

Teacher: _____

Email: _____ Phone: _____ Date: _____

LAP Accelerated Student Learning Plan/
Certificate of Academic Achievement

Student	Birth Date
School	Grade
Teacher(s) Name(s)	
Parent/Guardian Name(s)	
Contact Information	

STUDENT PROFILE

Current Levels of Performance:

	K	1	2	3
DIBELS Beginning				
Middle				
End				
WLPT II 2 nd Grade Reading Test				
Gates Score				
Other				

STUDENT ACHIEVEMENT GOALS

Reading _____

Writing _____

Math _____

Self Management _____

Attendance _____

Other _____

STUDENT LEARNING PLAN SUPPORT OPPORTUNITIES

School Interventions _____

Classroom Strategies _____

Student Responsibilities _____

Parent Strategies _____

SIGNATURES

Student forecast of upcoming year's classes is based on plan to achieve educational goals.

Student _____ Date _____

Parent _____ Date _____

Advisor _____ Date _____

MID YEAR REVIEW

Student Achievement to date:

Changes to goals and/or strategies for student success:

Date _____ Student Initials _____

Parent/Guardian Initials _____ Teacher(s) Initials _____

END OF YEAR REPORT

Goals Accomplished:

Further Assistance Required:

Date _____ Student Initials _____

Parent/Guardian Initials _____ Teacher(s) Initials _____

