



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Learning Assistance Program Growth Data

2022

Authorizing Legislation: RCW 28A.165.100

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EXECUTIVE SUMMARY

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

The 2013 Washington State Legislature enacted legislation ([RCW 28A.165.100](#)) requiring additional data reporting for the LAP. Under the guidelines outlined in state law, the Office of Superintendent of Public Instruction (OSPI) produces an annual report to the Legislature summarizing the findings from the prior school year. This report synthesizes the data reported by districts during the 2021–22 school year.

During the 2021–22 school year, 15% of students (173,246) received LAP services. Of these students, more than 70% (123,478) are identified as low-income, and more than 25% (44,009) are English language learners.

2021–22 LAP Overview:

- 303 participating districts
- 1,725 participating schools
- 173,246 participating students

BACKGROUND

The Learning Assistance Program (LAP) provides supplemental instruction and services to students who are not meeting academic standards in basic skills areas (reading, writing, and mathematics, as well as readiness associated with these skills) as identified by statewide, school, or district assessments or other performance measurement tools. These services may include academic and nonacademic supports that focus on accelerating student growth to progress towards grade level and addressing barriers that prevent students from accessing core instruction. The intent is for LAP-served students to see increased academic growth during the time they are provided services. (To learn more about the purpose, funding, eligibility, and allowable services of the Learning Assistance Program, please refer to [Appendix A: Learning Assistance Program Summary](#).)

The 2013 Legislature expanded districts' annual reporting for LAP to include development gained by participating students, which includes entrance and exit performance data. In 2021, the Legislature made significant changes to LAP reporting to address the needs of students affected by the COVID-19 pandemic. This includes requirements to report the percentage of funds spent on community partnerships, the number of students who participate in services from community partners, and the types of services they receive. Because of school facility closures due to the COVID-19 pandemic, districts were not required to report these additional data for participating students in the 2019–20 and 2020–21 school years. However, the student growth data reporting requirement was restored in the 2021–22 school year.

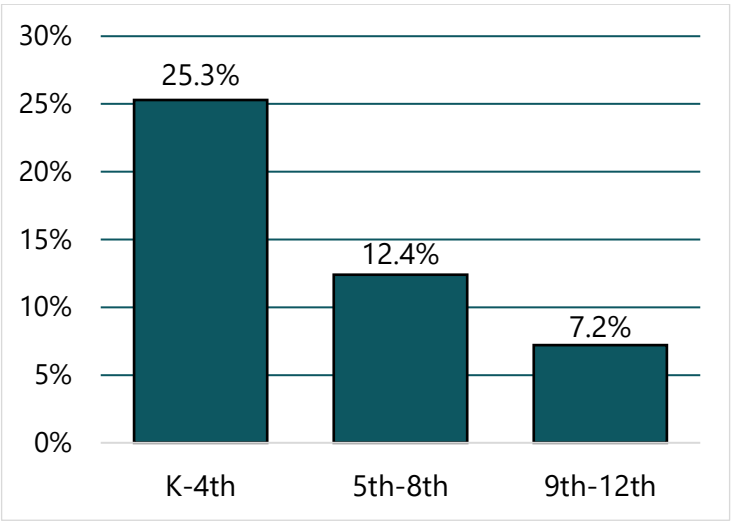
This report synthesizes the data reported by districts during the 2021–22 school year. These data are disaggregated by student group.

UPDATE STATUS

Enrollment Overview

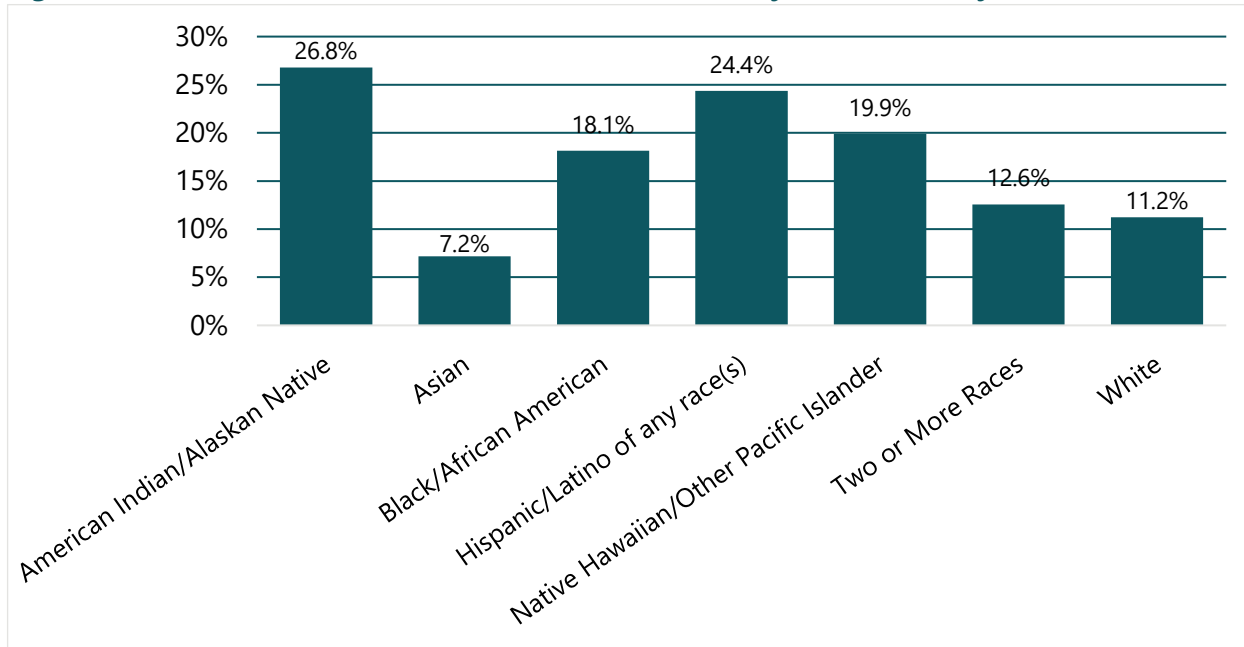
During the 2021–22 school year, 173,246 students (15% of the statewide student population) received LAP services. Of K–4 students, 25.3% have enrolled in one or more LAP programs. Data collection allowed districts to report data for services provided only from September through June. Summer school is not included.

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



Source: CEDARS 12/27/2022. Data collected from CEDARS Students enrolled at any point during the 2021–22 school year.

Figure 2: Percent of Students Enrolled in LAP Services by Race/Ethnicity



Source: CEDARS 12/27/2022. Data collected from CEDARS – Students enrolled at any point during the 2021–22 school year.

Practices, Activities, and Programs

Part II of [Senate Bill \(SB\) 5946](#) promotes the use of assessment data to examine LAP services to determine the most effective and efficient forms of supplemental instruction to assist students who have not yet met grade-level standards in English language arts or mathematics or who need behavior support. Districts were required to identify students' tutoring and extended learning time interventions. Schools were required to report on educational educator participation in professional development and family/community initiatives funded by LAP. The results showed that 98.7% (171,000) of all LAP program enrollments provided tutoring intervention, and 27.8% (48,203) of all LAP program enrollments provided extended learning time intervention.

Information collected through the iGrants system in Form Package 218 regarding using LAP funds for developing community partnerships during the 2021–22 school year showed that 25 school districts utilized LAP funding for this purpose. This included 3,981 students receiving English language arts (ELA), math, and/or readiness support services in 24 school districts and 9,500 students receiving these same services in one school district. All 25 school districts chose to put funding towards readiness (as in, nonacademic, behavioral, and social-emotional supports); one of the 25 decided to put funding toward readiness and ELA; none of the 25 chose to put funding toward readiness and math; and 10 of the 25 decided to put funding toward readiness, ELA, and math.

Of the 25 school districts, 14 chose to utilize LAP base funding only, five chose to utilize LAP high poverty funding only, and six chose to use both LAP base and high poverty funding for developing community partnerships.

CONCLUSION AND NEXT STEPS

Throughout the 2022–23 school year, OSPI will provide ongoing technical assistance, longitudinal analysis, program monitoring of the effectiveness of LAP strategies used by districts to accelerate student growth, and outreach to districts on the fidelity of implementation and data gathering.

APPENDICES

Appendix A: Learning Assistance Program Summary

Background

The Legislature created the Learning Assistance Program (LAP) in 1987 to assist students struggling with English language arts (ELA) and mathematics. Over the past 30 years, LAP has grown to reach 15 percent of the statewide K–12 population (173,246 students).

Purpose

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

Funding

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

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

Eligibility

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

Services

Due to legislative changes in 2021, local education agencies (LEAs) are encouraged to use the [Washington integrated student supports protocol](#) (WISSP) to budget and expend their funds. Starting September 1, 2025, or when the emergency order due to COVID-19 is removed—whichever is later—LEAs will be required to budget and expend LAP funds using the WISSP per [RCW 28A.300.139](#).

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

In addition to specific ELA and mathematics support, districts may serve students who still need to meet standards in ELA or math with behavior services. These services are available for students when the district believes addressing behavioral needs would improve students' academic performance. As part of the academic readiness component, schools may use LAP funds to support students with preparation skills needed to engage in math or ELA content. Readiness is applicable for all grades.

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

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

Data Collection

During the 2021–22 school year, districts were required to report student participation in LAP services through the Comprehensive Education Data and Research System ([CEDARS](#)).

The following data elements were required to be reported in the 2021–2022 school year:

- Amount of Academic Growth: Under the LAP program reporting requirements, districts were tasked with reporting the amount of academic growth gained by students participating in LAP.
 - Amount of growth guidance:
 - Ten months of growth is equivalent to one academic year.
 - Months of growth should reflect growth during the LAP enrollment period only (i.e., if a student is enrolled in LAP for less than ten months, reported growth should not reflect the student's growth for the entire academic year—only the time served in LAP).
 - Growth should be based on the progress monitoring assessments.
 - Options for this field are 0 to 20 months of growth.
 - If 'N/A' was selected, additional assessment information was not required. Instead, users will select from the following list:
 - Student moved to Title I, Part A
 - Student moved to Special Education
 - No pre-test
 - No post-test

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

Appendix B: Learning Assistance Program Enrollment

The following tables reflect an unduplicated student enrollment (173,246 students), which accounts for each student enrolled in a LAP-designated program regardless of multiple program enrollments and multiple enrollments in the same program. This count is used when examining total LAP enrollment by the student.

Figure 3: Unduplicated LAP Enrollment by Student Group

Student Group	Students in LAP	Statewide Enrollment	Percent of State in LAP
All Students	173,246	1,155,613	15.0%
Gender			
Male	88,856	597,370	14.9%
Female	84,390	558,243	15.1%
Race/Ethnicity			
American Indian/Alaska Native	3,998	14,917	26.8%
Asian	6,994	97,657	7.2%

Student Group	Students in LAP	Statewide Enrollment	Percent of State in LAP
Black/African American	10,312	56,840	18.1%
Hispanic/Latino	71,420	293,148	24.4%
Native Hawaiian/Pacific Islander	3,161	15,872	19.9%
Not Provided	170	1,510	11.3%
Two or More	12,643	100,563	12.6%
White	64,548	575,106	11.2%
Student Programs			
English language learner	44,009	144,295	30.5%
Low income	123,478	562,913	21.9%
Migrant	9,585	24,101	39.8%
Section 504	6,017	53,995	11.1%
Special Education	28,360	177,628	16.0%

Source: CEDARS, 12/27/2022.

Data collected from CEDARS—Student enrolled at any point during the 2021–22 school year.

Figure 4: Unduplicated LAP Enrollment by Grade Level and Program

Grade Level	English Language Arts	Math	Academic Readiness	Graduation Assistance	Behavior
Pre-K	47	20	17	-	4
Kindergarten	14,220	2,488	3,207	-	502
1st	21,805	4,334	2,180	-	614
2nd	20,896	4,977	2,226	-	695
3rd	18,003	5,166	165	-	642
4th	14,667	5118	146	-	699
5th	11,223	4,966	70	-	654
6th	6,519	5,867	11	3	848
7th	5,993	5,608	9	5	995
8th	4,880	5,075	7	532	1,006
9th	2,122	3,189	14	3,396	343
10th	1,096	1,076	30	2,726	354
11th	619	750	2	5,223	261
12th	804	753	2	6,684	300
Total	122,894	49,387	8,086	18,569	7,917

Source: CEDARS 12/27/2022

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

Tutoring

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

Figure 5: Frequency of Tutoring Services

Tutoring Service	Number of Students that Received Service	Percent of LAP Students Receiving Service
Double Dosing	11,020	6.4%
No tutoring programs offered	2,742	1.6%
Other	894	0.5%
Peer Tutoring (Same age)	31	0.0%
Push-In One-on-One Adult Tutoring (Certificated Teacher)	4,110	2.4%
Push-In One-on-One Adult Tutoring (Paraeducator)	3,598	2.1%
Push-In One-on-One Adult Tutoring (Volunteer)	16	0.0%
Push-In Small Group Tutoring with an Adult (Certificated Teacher)	20,259	11.7%
Push-In Small Group Tutoring with an Adult (Paraeducator)	18,433	10.6%
Push-In Small Group Tutoring with an Adult (Volunteer)	159	0.1%
Push-Out One-on-One Adult Tutoring (Paraeducator)	3,734	2.2%
Push-Out One-on-One Adult Tutoring (Volunteer)	51	0.0%
Push-Out Small Group Tutoring with an Adult (Paraeducator)	23,127	13.3%
Push-Out Small Group Tutoring with an Adult (Volunteer)	22	0.0%

Tutoring Service	Number of Students that Received Service	Percent of LAP Students Receiving Service
Pull Out One-on-One Adult Tutoring (Certificated Teacher)	2,569	1.5%
Pull Out Small Group Tutoring with an Adult (Certificated Teacher)	47,110	27.2%
Computer-Based or Online Instruction (Self-Guided/Individual)	1,256	0.7%
Computer-Based or Online Instruction with Adult Supervision (Paraeducator)	788	0.5%
Computer-Based or Online Instruction with Adult Tutoring Support (Paraeducator)	493	0.3%
Computer-Based or Online Instruction with Adult Tutoring Support (Volunteer)	1	0.0%
Computer Based or Online Instruction with Adult Supervision (Certificated Teacher)	4,558	2.6%
Computer Based or Online Instruction with Adult Tutoring Support (Certificated Teacher)	2,129	1.2%
Behavior Support and Monitoring	2,683	1.5%
Behavioral Health	265	0.2%
Community Partners	337	0.2%
Family Engagement Services	31	0.0%
Mentoring by a Peer	1	0.0%
Mentoring by an Adult	399	0.2%
Multiple Interventions	8,728	5.0%
Restorative Justice	15	0.0%
Social Skills Instruction	59	0.0%
Specialized Literacy Instruction for ELs	105	0.1%
Student Declined Services	13	0.0%
Not Disclosed	20,497	11.8%

Source: LAP end-of-year reporting application. Note: A student may be counted multiple times to account for multiple enrollments.

Extended Learning Time

Extended-day learning occurs outside the required basic education allotted time period and can include before-school hours, after-school hours, and during the summer. In reporting, districts selected the students' primary extended learning time intervention from September through June. Due to data collection and report timelines, summer school is not included in this report.

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

- **Homework Club:** Loosely structured environment where students work independently or in small groups on academic assignments; an educator may provide supervision and/or help as needed.
- **Book Programs:** Structured program where students are provided with books to read outside of school hours. Guiding questions or additional support may accompany the texts.
- **Computer-Based or Online Programs:** Online or computer programs assigned to LAP-served students to complete at home or on campus outside of regular school hours. For example, students may be assigned a login to an online academic program to complete at home.
- **Saturday Programs:** Structured learning on Saturdays; a trained professional provides instruction.

Figure 6: Frequency of Extended Learning Time Service

Tutoring Service	Number of Students that Received Service	Percent of LAP Students Receiving Service
Anticipated Summer School Participation	5,257	3.0%
Before/After school instruction	7,905	4.6%
Behavior Support and Monitoring	42	0.0%
Behavioral Health	1,158	0.7%
Book Programs	1,985	1.1%
Community Partners	70	0.0%
Computer-Based or Online instruction	5,797	3.3%
Family Engagement Services	343	0.2%
Homework Club	667	0.4%
Mentoring by a Peer	3	0.0%
Mentoring by an Adult	648	0.4%
No Extended Learning Programs offered	126,981	73.3%
Other	2,666	1.5%
Saturday Programs	7	0.0%
Social Skills Instruction	400	0.2%
Specialized Literacy Instruction for ELs	23	0.0%
Student Declined Services	933	0.5%
Not disclosed	20,644	11.9%

Source: LAP end-of-year reporting application. Note: A student may be counted multiple times to account for multiple enrollments.

Appendix D: Learning Assistance Program Student Progress

For ELA, math, and behavior LAP programs, districts are required to report months of growth made by students in the program and identify the students at grade level by the end of their enrollment. OSPI uses this data to determine LAP student progress with two metrics: percent at grade level and student

academic acceleration. However, due to the limitations and variability in districts' reporting of student academic growth, OSPI recommends caution when drawing conclusions from growth data.

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

- **N:** Count of unique students by program and student group.
- **Median Acceleration:** The median academic acceleration made by students. Student acceleration is the months of growth they made for each month enrolled in LAP services.
- **Percent at Grade Level:** The percent of students reported as performing in reading or math at grade level as determined by the local assessments (number of students at Grade Level ÷ N).

Figure 7: LAP Student Growth-Academic ELA

Student Group	2022 N	2022 Median Acceleration	2022 % at Grade Level	2019 N	2019 Median Acceleration	2019 % at Grade Level	2018 N	2018 Median Acceleration	2018 % at Grade Level
All	121,685	1.41	25%	109,168	1.07	31%	133,470	1.09	27%
Gender									
Female	58,536	1.41	26%	51,611	1.08	32%	63,047	1.12	28%
Male	63,149	1.39	25%	57,554	1.06	31%	70,431	1.07	27%
Race/Ethnicity									
American Indian	3,074	1.34	15%	2,754	0.85	19%	3,068	0.91	17%
Asian	4,681	1.63	25%	4,054	1.16	29%	5,022	1.21	22%
Black	6,695	1.41	22%	5,299	1.07	29%	7,656	1.06	19%
Hispanic/Latino of any Race(s)	51,575	1.30	25%	43,503	0.95	30%	54,542	0.99	27%
Native Hawaiian/Pacific Islander	2,189	1.32	15%	1,560	1.11	23%	2,007	1.12	17%
Two or More Races	8,785	1.45	25%	7,895	1.14	30%	9,442	1.16	26%
White	44,561	1.53	28%	44,088	1.18	35%	51,831	1.19	31%
Student Programs									
English language learners	34,220	1.31	20%	32,681	0.95	25%	39,220	1.00	22%
Low income	86,967	1.34	23%	78,033	1.03	29%	96,411	1.04	25%
Migrant	7,015	1.11	23%	5,735	0.77	30%	6,765	0.91	27%
Section 504	3,539	1.36	24%	3,779	1.07	32%	4,271	1.10	27%
Special Education	20,999	1.26	18%	18,060	0.91	22%	22,325	0.93	16%

Source: CEDARS, 12/27/2022.

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

Figure 8: LAP Student Growth-Academic Math

Student Group	2022 N	2022 Median Acceler- ation	2022 % at Grade Level	2019 N	2019 Median Acceler- ation	2019 % at Grade Level	2018 N	2018 Median Acceler- ation	2018 % at Grade Level
All	48,955	1.30	23%	40,695	0.90	32%	34,302	0.95	28%
Gender									
Female	24,689	1.29	22%	20,472	0.89	31%	17,063	0.95	28%
Male	24,266	1.30	23%	20,219	0.90	32%	17,238	0.95	28%
Race/Ethnicity									
American Indian	1,745	1.15	10%	1,542	0.47	17%	1,277	0.44	20%
Asian	1,682	1.49	24%	1,061	1.22	38%	929	1.17	21%
Black	2,868	1.36	17%	1,914	0.92	30%	2,079	1.05	15%
Hispanic/ Latino of any Race(s)	2,4398	1.25	23%	18,103	0.84	29%	16,183	0.83	29%
Native Hawaiian/Pacific Islander	741	1.35	12%	592	1.04	23%	574	1.16	17%
Two or More Races	2,988	1.34	19%	2,587	0.98	32%	2,251	1.14	24%
White	14,480	1.36	26%	14,890	0.97	37%	11,016	1.09	33%
Student Programs									
English language learners	13,566	1.24	18%	11,797	0.83	26%	10,107	0.79	27%
Low income	37,658	1.27	20%	30,838	0.85	30%	27,230	0.89	27%
Migrant	4,757	1.08	23%	3,443	0.77	29%	2,736	0.68	29%
Section 504	1,653	1.21	20%	1,713	0.73	35%	1,058	1.07	26%
Special Education	7,409	1.17	15%	6,444	0.80	22%	6,188	0.83	16%

Source: CEDARS, 12/27/2022.

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

Figure 9: LAP Student Growth-Behavior

Student Group	2022 N	2022 Median Acceler- ation	2022 % at Grade Level	2019 N	2019 Median Acceler- ation	2019 % at Grade Level	2018 N	2018 Median Acceler- ation	2018 % at Grade Level
All	7,840	0.21	20%	5,113	0.85	26%	4,541	0.93	18%
Gender									
Female	3,296	0.21	19%	1,817	0.82	27%	1,594	1.03	16%
Male	4,544	0.28	20%	3,296	0.86	26%	2,947	0.88	18%

Student Group	2022 N	2022 Median Acceler- ation	2022 % at Grade Level	2019 N	2019 Median Acceler- ation	2019 % at Grade Level	2018 N	2018 Median Acceler- ation	2018 % at Grade Level
Race/Ethnicity									
American Indian	121	1.06	12%	96	0.63	29%	95	0.31	8%
Asian	95	1.11	26%	93	0.94	19%	89	0.68	14%
Black	361	1.12	15%	370	0.86	19%	320	0.85	15%
Hispanic/ Latino of any Race(s)	4,287	0.21	18%	1,869	0.61	25%	1,355	0.80	16%
Native Hawaiian/Pacific Islander	74	1.02	11%	69	0.83	25%	78	1.30	9%
Two or More Races	407	0.22	17%	473	0.98	28%	399	1.01	21%
White	2,492	1.14	24%	2,143	0.94	28%	2,205	1.05	19%
Student Programs									
English language learners	2,209	0.11	9%	959	0.52	18%	723	0.81	14%
Low income	6,501	0.21	18%	3,911	0.8	24%	3,450	0.92	17%
Migrant	1,428	0.21	16%	133	0.62	35%	113	1.13	25%
Section 504	401	0.50	21%	308	1.08	27%	236	0.80	21%
Special Education	1,406	0.23	10%	1,131	0.71	18%	1,048	0.70	11%

Source: CEDARS, 12/27/2022.

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

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