

# What do I need to know about LAP reporting?

## LAP Definition of Academic Growth & Progress Monitoring

The services students receive should focus on accelerating student growth to make progress towards grade level. The intent is for LAP students to increase the rate of academic growth during the period of time a district provides intervention services.

### Academic Growth & Progress Monitoring Questions in Education Data System (EDS)

**Describe how student data is used to identify students for Learning Assistance Program (LAP) services and determine which services are appropriate.**

<p><i>Narratives should include a list of the multiple measures used at each grade level to identify LAP students and how the data is used to determine which LAP services are provided. Please elaborate as needed for English language Arts (ELA), math, and behavior LAP services.</i></p>	<p><b>Examples:</b> The data used in Kindergarten is Gold Literacy Objectives &amp; Dimensions 16 a &amp; b and MAPs to identify students who would benefit from small group tutoring by an adult; for grades 1–3, MAPs, Dibels Next and teacher recommendation are used for small group tutoring with an adult and one-on-one intensive interventions; in grades 4–5, SBA ELA scores and MAP testing is used to identify students for double dosing and one-on-one intensive interventions.</p> <p>EasyCBM is a K–5 screener (Kindergarten: letter name/sounds, grade 1: word reading fluency, grades 2–3: passage reading fluency, grades 4–5: comprehension). Based on the results of this screener, students are given a curriculum based diagnostic assessment. Based on the results of the diagnostic assessment, students are identified for services. These services include small group pull-out 3x a week and push-in tutoring services for students depending on the greatest need in grades K–2. A double dose of ELA support is provided for students not at grade level based on these assessment measures in grades 3–5.</p> <p>The PBIS team uses SWIS data to identify LAP-eligible students who receive Office Discipline Referrals (ODRs) during regular ELA and math instructional times. A Functional Behavior Assessment (FBA) is used to determine whether behavioral or social-emotional challenges are preventing students from accessing instruction. Based on the FBA results, students are identified for behavior services in addition to or in place of academic supports.</p>
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**Describe how student data is used to monitor progress. How often is student progress reviewed?**

<p><i>Narratives should include how data is used to monitor student progress and how often (weekly, bi-weekly, monthly, 6 weeks, 8 weeks, quarterly) this data is formally reviewed. Please elaborate as needed for ELA, math, and behavior LAP services.</i></p>	<p><b>Examples:</b> ELA MAPs data is collected and reviewed weekly by the classroom interventionist and literacy coach. This data is shared with and reviewed at monthly grade-level teams (core content teachers, interventionist, and the literacy coach). This data is used to inform core content instructional planning and intervention alignment.</p> <p>LAP specialists progress monitor students bi-weekly in math. This data, along with teacher observation, is shared with grade-level teams at monthly data team meetings. The data drives LAP math content groups, targeted interventions, coaching content, and changes needed to current services to accelerate student outcomes. This math data is also used to review student progress in core math class and to make adjustments to core instruction as well.</p> <p>We progress monitor ELA with STAR bi-weekly. We benchmark test three times per year using both Easy CBM and STAR. The data is reviewed at our 6 week data team meetings to adjust services to our students.</p> <p>For students receiving behavior services, we progress monitor ODRs on a weekly basis and our LAP behavior intervention specialist reviews data from the individual student’s behavior monitoring plan on a daily basis. The MTSS team analyzes behavior monitoring data and academic progress data on a bi-weekly basis to decide whether any adjustments to the behavior interventions are needed.</p>
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**Describe the exit criteria used to determine students are ready to exit LAP services.**

*Narratives should include how exit criteria is determined for LAP students and how often students are reviewed to exit LAP interventions. Please elaborate as needed for ELA, math, and behavior LAP services.*

**Examples:** iReady data is reviewed every six weeks by the school data team. Students are exited when they reach “at grade level” or “low risk” scores.

Student data is monitored on a monthly basis by grade-level teams and LAP interventionists. When a student’s MAP scores have reached grade-level, current classroom work is reviewed to ensure the student is meeting grade-level standards, then the student is exited.

**Describe the method used to convert assessment scores to months of growth.**

*Narratives should clearly show the method the districts used to convert months of growth. This could include the mathematical formula or conversion chart created by the district. If using one of the recommended OSPI conversion methods by a vendor, please state which vendor.*

**Examples:** STAR conversion by vendor.

-or-

Attached is our district-created months of growth conversion.

**Describe the process for reviewing implementation effectiveness of best practices of the LAP services provided. (e.g. How will fidelity be measured?)**

*Narratives should describe how curriculum/interventions are reviewed for effectiveness as an ongoing process throughout the year. Please elaborate as needed for ELA, math, and behavior LAP services.*

**Examples:** At our 6 week data team meetings we (grade level staff, principal, LAP staff, paraeducators, behavior interventionist) review progress monitoring data, specifically student growth. Individual students who are making growth in the current intervention continue in the program for 6 more weeks as needed. Students who do not making growth are reviewed further. Fidelity checklists are completed through observation, self-reporting, data review and questions. Is the student’s lack of progress a result of the intervention or a result of the implementation? Is support or training needed to implement the intervention well? Does the student need a different intervention or different environment to make growth?

The effectiveness of the LAP Reading Intervention Program is measured quarterly using student growth data based on multiple measures (progress monitoring, benchmark data, pre- and post-unit assessment data). Both the classroom teacher and LAP interventionist meet to determine program effectiveness with individual students. We use a K–4 Reading Intervention Decision-making Process as a guide for analyzing the effectiveness of the interventions. Some guiding questions we use are: Was the intervention delivered with fidelity? To what extent was the lesson followed or modified? How is the student progressing toward grade-level comprehension standards. All LAP-served students successfully completed graduation requirements; therefore, no major changes will be made at this time.

Interventionists and students continually use the formative assessment process to monitor the effectiveness of the targeted intervention. If an intervention is not effective for a student after three data reviews, the team decides if an alternate intervention could target the learning needs of the student. To determine if the intervention is being implemented with fidelity, the interventionist observes lessons, takes notes on issues when they arise, and uses student work samples to assess whether the intervention is being implemented as designed.

**As a result of the programmatic review, describe the modifications, adjustments and improvements that will be implemented to increase student outcomes during the next school year.**

*Narratives should focus on modifications, adjustments, and improvements that will support LAP program effectiveness to meet grade-level learning outcomes. Please elaborate as needed for ELA, math, and behavior LAP services.*

**Examples:** All K–2 educators (teachers, paraeducators, and volunteers) will be trained and coached in phonemic awareness, alphabet knowledge, and phonics to support LAP students in ELA.

Instead of pulling students out for LAP interventions in K–2 classrooms for ELA and math, we are shifting to a co-teaching model where a certified LAP interventionist or EL certified staff will co-teach and provide targeted support in the classroom with grade-level staff.

Double dosing educators will meet twice-weekly with classroom educators to plan interventions that align to core instruction and to review performance data.

Due to low turnout and achievement results in our summer program, we will be shifting to a summer book program model where we provide each student with 12 books for summer check out and open the library at two locations once each week—one location will be open during the day and the other

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location will be open in the evening. Staff and volunteers will support read alouds, buddy reading, and interactive games.

The District Coordinator will provide additional training in diagnostic assessments to the LAP staff to allow them to better identify and target specific skill deficits of students.

We are no longer certain that the assessment we are using is giving an accurate measure of overall reading ability. We feel the new scores are sometimes too high and focus too much on fluency versus comprehension. Although for next year, we plan to continue to use this assessment, the district will be putting together a team of teachers and administrators to look at other potential growth measures and progress monitoring tools.

The intervention materials we adopted two years ago are directly connected to the reading instruction provided in the classroom. This connection has been beneficial in many ways. However, we have seen the need to use additional supplemental materials with some intervention students to focus more directly on targeted subskills such as phonemic awareness (especially in the younger students). For this reason, we will add reading intervention materials to target the phonemic awareness needs of students.

Do you have a building-wide systematic behavior program in place regardless of funding source?

Yes

No

Is your building-wide systematic behavior program partially or fully funded through LAP?

Fully

Partially

Not Funded Through LAP

### Resources

[LAP Tips In-Depth: Examples & Non-Examples](#)

[LAP Data Reporting Webpage Guidance on Reporting](#)

[Assessment and Academic Growth screencast](#)

[Assessment and Academic Growth PowerPoint](#)

[Reporting Assessment Results](#)

[LAP Data Gathering Workbook](#)

[Recommended conversions](#) for academic growth.

Resources for implementation fidelity and reviewing [program effectiveness](#).

**Have Questions?  
Need Help?**

**Call the LAP  
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