

Evidence of Effectiveness for Learning Assistance Program (LAP) Reading Service in Shoreline

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What counts as evidence that LAP reading service is “working” in Shoreline?

- What is the effect of LAP reading service on reading comprehension over time?
- Do students who receive LAP reading service grow in reading comprehension over time?--and at what rate of growth? Do they “catch up” to their peers over time?
- To what extent is the effect of LAP reading service unique to one group of students, or robust across multiple groups of students?

Methods

Outcome measure

- The outcome measure is the **SRI/Lexile reader ability**. The SRI is a computer-adaptive assessment of inferential comprehension
- Produces reader ability scores on a vertical scale (spanning across grade levels) ranging from 0 to 2000
- Shoreline has used the Scholastic Reading Inventory (SRI) to assess students in grades 3-10 since 2007
- Data source is all Lexile scores for all students since 2007

Predictor measures

Demographic predictor data comes from the **WASL score files** from 2007 to 2011, including, for each year:

- Grade level (WASL/MSP grades 3-10)
- LAP reading service (Y/N)
- Title reading service (Y/N)
- Special education service (Y/N)

WASL/MSP demographic data was linked to Lexile data in order to group average Lexile scores by age group and LAP service. As students take Lexile more than once in a year, students are duplicated in the Lexile data.

Methods

Graduation Year	2007	2008	2009	2010	2011
2020					3
2019				3	4
2018			3	4	5
2017		3	4	5	6
2016	3	4	5	6	7
2015	4	5	6	7	8
2014	5	6	7	8	9
2013	6	7	8	9	10
2012	7	8	9	10	11
2011	8	9	10	11	12
2010	9	10	11	12	
2009	10	11	12		
2008	11	12			
2007	12				

After five years of SRI testing, Shoreline has a good base of Lexile data for longitudinal analysis.

By combining the Lexile test year with the student grade level in the same WASL year, we identified the graduation year of the students in order to treat them as cohorts

Here we examined the Classes of 2014 through 2018 to measure the effect of elementary LAP reading service on reading comprehension over time

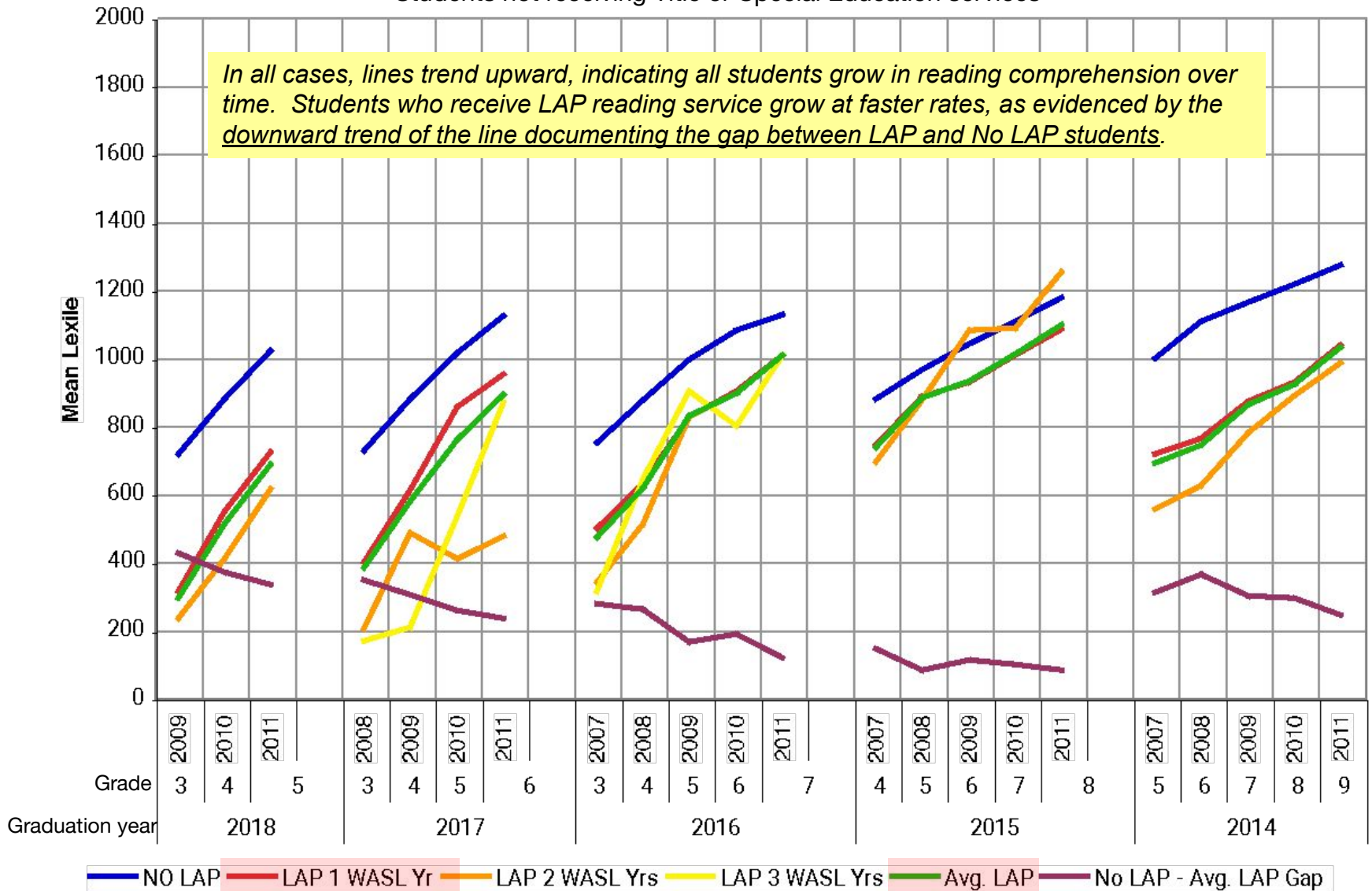
Looking at several cohorts enables us to:

- See if LAP has a positive impact on reading over time
- See if this positive impact is unique to one cohort or holds up across cohorts
- Compare the effect of LAP across different ages of students

LAP gains in Lexile reading comprehension

Students not receiving Title or Special Education services

In all cases, lines trend upward, indicating all students grow in reading comprehension over time. Students who receive LAP reading service grow at faster rates, as evidenced by the downward trend of the line documenting the gap between LAP and No LAP students.



Students received LAP service in one of the three WASL/MSP years

Weighted average (by sample size) of LAP scores

LAP gains in Lexile reading comprehension

Counts of Lexile scores*

Graduation Year	Grade in Test Year	Test Year	NO LAP	LAP 1 WASL Yr	LAP 2 WASL Yrs	LAP 3 WASL Yrs
2018	3	2009	1,578	35	11	
	4	2010	1,658	57	22	
	5	2011	1,923	45	20	
2017	3	2008	1,348	49	2	2
	4	2009	1,514	46	4	3
	5	2010	1,594	57	12	6
	6	2011	1,764	56	8	3
2016	3	2007	1,164	48	4	4
	4	2008	1,243	46	7	3
	5	2009	1,421	41	6	3
	6	2010	1,641	44	8	4
	7	2011	1,008	34		4
2015	4	2007	923	52	9	
	5	2008	1,131	69	6	
	6	2009	1,422	92	2	
	7	2010	982	65	3	
	8	2011	963	47	4	
2014	5	2007	1,071	64	13	
	6	2008	1,422	95	14	
	7	2009	1,004	99	12	
	8	2010	1,036	110	14	
	9	2011	1,034	96	16	

Remember this means a student was marked as receiving LAP reading service on three different years that s/he took the WASL/MSP

*Not counts of students because students take SRI multiple times in a school year; in this sense, students are *duplicated* in these data.