

2008 STAMP Results for New Jersey
Report to
New Jersey Department of Education
Grade Eight Proficiency Assessment in World Languages

Executive Summary

The New Jersey State Board of Education has mandated that districts provide students with world languages instruction at the K-8 level since 1996. However, the implementation of this ambitious policy is threatened by the lack of a reliable and valid system of accountability that measures student achievement and the development of quality programs.

In an effort to examine the impact of a valid accountability system on elementary world languages programs, the New Jersey Department of Education (NJDOE) sought and received a FLAP grant from the U.S. Department of Education to provide proficiency testing for Grade 8 students. The results from statewide testing can be used to drive program improvement by assisting districts in determining whether their current curricular design will enable Grade 8 students to demonstrate proficiency at the ACTFL *Novice-High* level, the level targeted by the NJDOE for demonstration of language proficiency at the end of Grade 8 and to meet the current high school graduation requirement.

This report covers Year 3 of the grant period and builds on studies performed in Years 1 and 2. It includes more detailed information about the each student's language program, as well as comparisons between previous results and the current year.

Year 3 proficiency testing of New Jersey Grade 8 world language students was conducted using the Standards-based Measurement of Proficiency (STAMP) developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and administered by Language Learning Solutions (LLS). Testing took place between March 31 and June 20, 2008. A total of 21,709 Grade 8 students were tested in 156 schools and 108 districts. The languages tested were: French, German, Japanese, Italian and Spanish. Statewide, 11.9% of the 21,709 students who took the test met the state standard for reading and 31.1% for speaking.

The focus the 2008 analysis is to observe any improvements that have been obtained during the grant period. The results show five key improvements in NJ world language programs:

1. Speaking proficiency is much higher than reading proficiency and has improved since 2007.
Reading proficiency has not improved.
2. Speaking proficiency has improved for all students, irrespective of the number of hours of instruction they have received.
3. Speaking proficiency has improved across all program models, however programs meeting several times each week during the whole school year are much more effective than other models.
4. Students attending schools in lower District Factor Groups made significant gains in both speaking and reading proficiency. Higher DFG schools made gains in speaking proficiency only.
5. More heritage students met the state standard in 2008 than in 2007 for both reading and speaking.

Each of these key points is discussed in depth below.

Key Point #1:

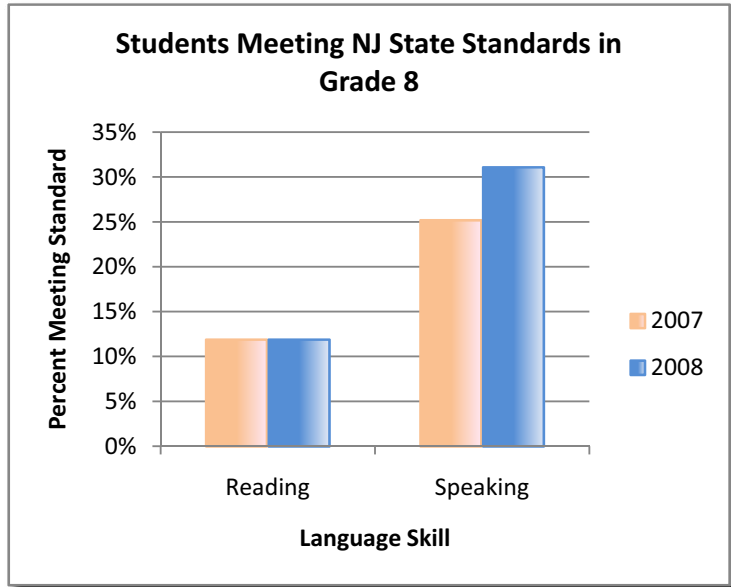
Speaking proficiency is much higher than reading proficiency and has improved since 2007.

Background:

As in previous years, New Jersey Grade 8 students were tested in both reading and speaking skills using the STAMP assessment. The reading test consisted of a series of multiple-choice items delivered using a computer-adaptive algorithm. At the end of the reading test, students provided speaking samples in response to a standard set of prompts. These were scored using trained human raters.

Analysis:

All NJ students who took STAMP in 2008 are included. The percentage of students meeting the state standard are compared for each skill in 2007 and 2008. Statewide, 11.9% of the 21,709 students who took the test in 2008 met the state standard for reading compared to the same percentage in 2007; 31.1% met the standard for speaking in 2008 compared to 25.2% in 2007. Speaking proficiency is significantly higher than reading proficiency. The 2008 speaking results are also significantly higher than the 2007 results.



Students' reading and speaking scores were reported separately as 'Benchmark Level Qualified.' For example, a student might receive a speaking score of 3 and a reading score of 2, indicating that he or she qualified at Benchmark Level 3 in speaking and Benchmark Level 2 in reading. These Benchmark levels are based on the ACTFL Guidelines, as are the NJ state standards. In this example, qualifying at Benchmark Level 3 or greater indicates that the student has met the New Jersey state standard of ACTFL level *Novice-High* or better for speaking. Qualifying at Benchmark Level 2 indicates that the student's reading proficiency is ACTFL *Novice-Mid*. This student has not met the NJ state standard for reading. The chart below shows the results for each skill and year.

Number of Students Statewide Qualifying at Each Benchmark Level

Skill		Benchmark Level						
		NE	0	1	2	3	4	5
Reading 2007	Count	313	-	10,617	8,274	2,258	249	75
	Percent	1.4%		48.7%	38.0%	10.4%	1.1%	0.3%
Reading 2008	Count	279	-	10,839	8,012	2,244	252	83
	Percent	1.3%		49.9%	36.9%	10.3%	1.2%	0.4%
Speaking 2007	Count	-	3,025	4,990	8,290	5,070	388	23
	Percent		13.9%	22.9%	38.1%	23.3%	1.8%	0.1%
Speaking 2008	Count	-	3,069	3,810	8,080	6,358	384	8
	Percent		14.0%	17.6%	37.2%	29.3%	1.8%	0.1%

Note: 'NE' indicates that too few reading items were completed to establish a benchmark level, while '0' indicates that too few completed speaking responses were submitted to determine a benchmark level. Responses to two speaking item prompts were needed for grading purposes.

Conclusion:

The number of students meeting the standard increased sharply in 2008 for speaking proficiency. This contrasts with reading proficiency, where the number of students meeting the standard did not change from 2007 to 2008.

Key Point #2:

Speaking proficiency has improved for all students, irrespective of the number of hours of instruction they have received.

Background:

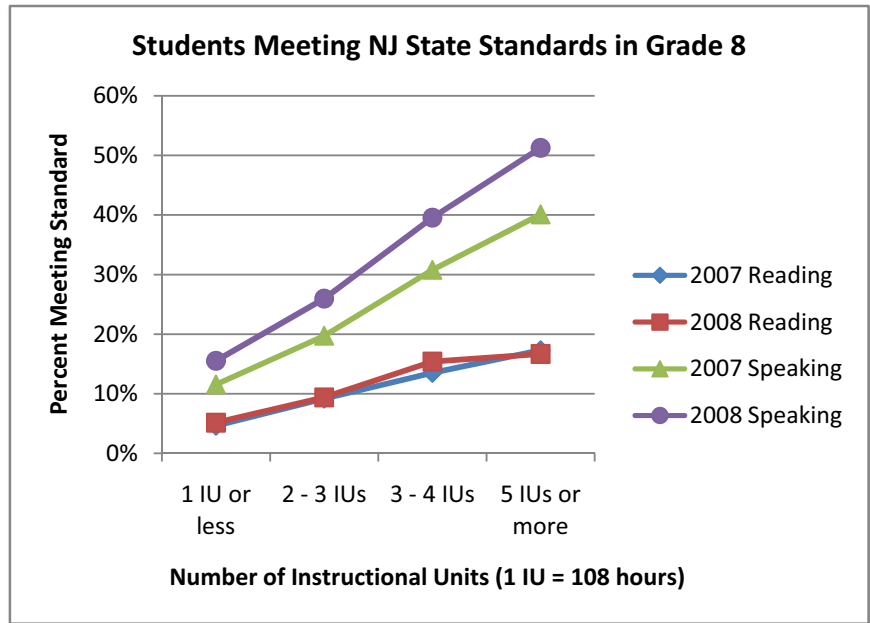
For most subjects taught in Grade 8, such as math, language arts and science, students in all districts begin study before Grade 6. This is not the case with world languages programs; districts can choose from a variety of program models beginning at different grade levels. Consequently, the total hours of language instruction that a Grade 8 student has experienced varies significantly from district to district.

Analysis:

This study considers only non-heritage learners from districts participating in both 2007 and 2008. For most of these students, the language classroom is their only source of exposure to the language.

Teachers submitted information about the number of hours of language instruction which their students had received in the district's program. This information was detailed enough to estimate each student's lifetime hours of language instruction. The number of 'instructional units' (IUs) of language instruction each student had received

was calculated. An instructional unit is 108 hours of instruction, i.e., the number of hours received in a program meeting 3 hours per week for 36 weeks per year. By measuring total instructional time in IUs, different program models can be compared easily.



The chart shows that increasing the hours of instruction significantly increases the number of students meeting the state standard. Specifically, for speaking, students need at least 5 IU of instruction (540 hours) before high rates of success are reached. (The difference between speaking and reading proficiency is discussed in Key Point #1.)

For all world language programs, significant gains in speaking proficiency were made between 2007 and 2008. Specifically, programs offering 1 IU or less by Grade 8 gained 34.4%, those offering 2 to 3 IUs gained 31.6%, those offering 3 to 4 IUs gained 28.5%, and those offering 5 or more IUs gained 27.9%. Thus, programs offering the least hours made the highest gains.

Conclusion:

These results show that experience with language assessment combined with professional development activities have permitted all language programs to increase the number of students meeting the NJ for speaking. Programs offering the least hours hours of instruction made the highest gains, but note that these programs still have a markedly lower rate of success than programs offering more hours. The results emphasize the need for sufficient instructional time for world language study during Grades K-8 if students are to succeed in meeting Grade 8 state standards.

Key Point #3:

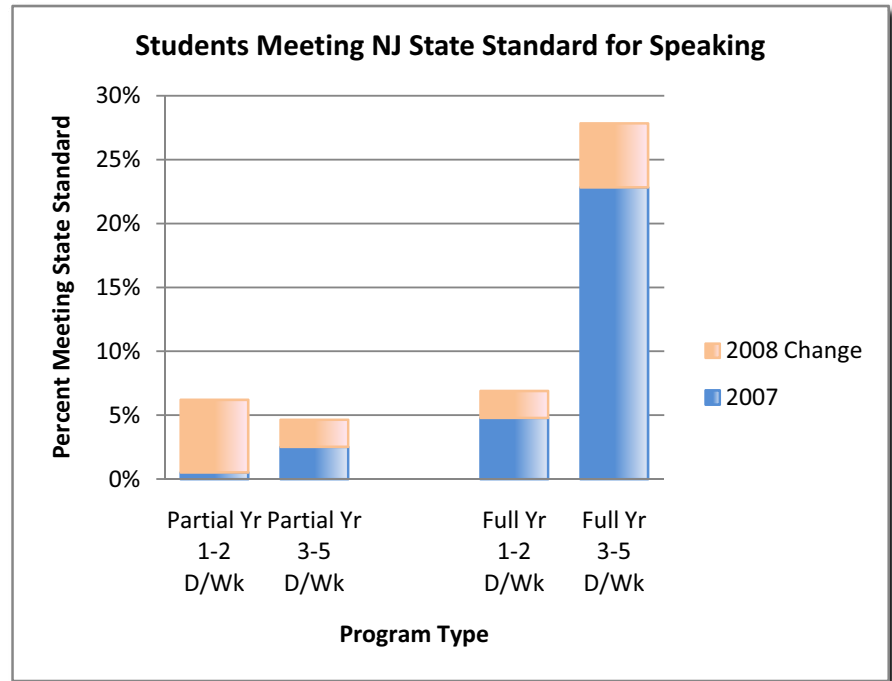
Speaking proficiency has improved across all program models, however programs meeting several times each week during the whole school year are much more effective than other models.

Background:

New Jersey Grade 8 world language students are enrolled in a variety of program models throughout the state. These programs vary by number of weeks per year, number of sessions per week and number of minutes per session.

Analysis:

This study compares full and partial year program models from districts participating in both 2007 and 2008. Only non-heritage learners are included. Students who have more than 324 lifetime hours of language instruction (or more than 3 instructional units of 108 hours) are excluded. Students in partial year programs rarely reach high numbers of total hours of instruction. This allows a more equitable comparison of partial year and full year program models. Reading and speaking skills were considered separately.



Partial year programs are those running 20 weeks a year or less; programs running 21 weeks a year or more are considered full year programs. Programs were also divided into those meeting 2 or fewer times per week and those meeting 3 or more times per week. The percent of students in these programs who met the NJ state standard for speaking proficiency are shown in the chart. The chart shows the 2007 proficiency levels plus gains made in 2008. (Note that reading proficiency did not change in 2008, except for partial year programs meeting 1 to 2 days per week. These increased from 0.5% to 4.3%, but the number of students was quite small.)

Conclusion:

All program models made gains in speaking proficiency in 2008. Despite these overall gains, only full-year programs meeting 3 to 5 days each week have a significant number of students who meet the state standard for speaking. This emphasizes the 2007 results which demonstrated the need for sufficient intensity of language instruction if students are to meet the standard in Grade 8. It is critical for instruction to be consistent throughout the entire school year. Even when the total number of hours per year is held constant, students perform better when instructional time is evenly distributed across the school year.

Key Point #4:

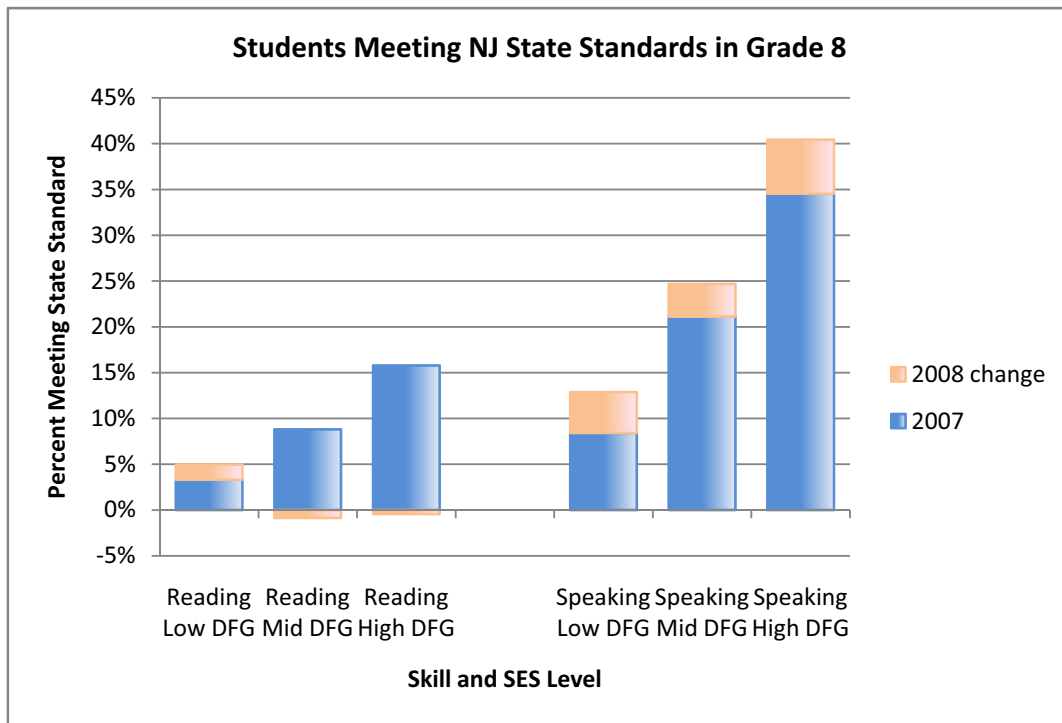
Students attending schools in lower District Factor Groups made significant gains in both speaking and reading proficiency. Higher DFG schools made gains in speaking proficiency only.

Background:

The 2006 and 2007 studies showed that students' proficiency scores depend greatly on which schools they attend. To understand how proficiency levels changed from 2007 to 2008, students' language skills are compared based on their schools' District Factor Groups.

Analysis:

Only non-heritage students are included, as these students must depend on their schools in order to acquire world language skills. Schools were categorized as belonging to a 'Low', 'Mid', or 'High' District Factor Group, as follows: Low includes DFG A, B, CD, and DE; Mid includes FG and GH; and High includes I and J. Reading and speaking skills were analyzed separately.



Reading proficiency improved for students in Low DFG schools, from 3.3% in 2007 to 5.0% in 2008. This represents a 49.8% improvement. Students in Mid DFG and High DFG schools declined slightly.

For speaking proficiency, schools in all DFG groups made significant gains in 2008. The differences between the 2007 and 2008 results are approximately equal for each DFG group, ranging from 3.6% to 5.9%. However, this represents a 53.1% gain for Low DFG schools, as compared to a 16.9% and 17.1% gain for Mid and High DFG schools, respectively.

Conclusion:

These results show that Low DFG schools have made, in relative terms, much greater gains in both reading and speaking as compared to Mid and High DFG schools. Despite these gains, the overall percentage of Low DFG students meeting the state standards is still well behind the other groups. This is explained by the 2007 study showing that students in Low DFG schools receive many fewer hours of instruction over their academic lives than other students. As Key Point #3 shows, fewer hours of instruction means fewer students who meet the state standard. As shown in 2007, given equal amounts of instruction, students in all schools can acquire the same levels of speaking proficiency.

Key Point #5:

More heritage students met the state standard in 2008 than in 2007 for both reading and speaking.

Background:

Students come to their Grade 8 language classrooms with widely differing world languages experiences. One such experience is exposure to or interest in the language because it is the heritage language of the student's family. Students' experiences with language outside the classroom may make it easier or harder for them to improve test scores. This analysis examines the changes in 2008 for heritage students as compared to non-heritage students.

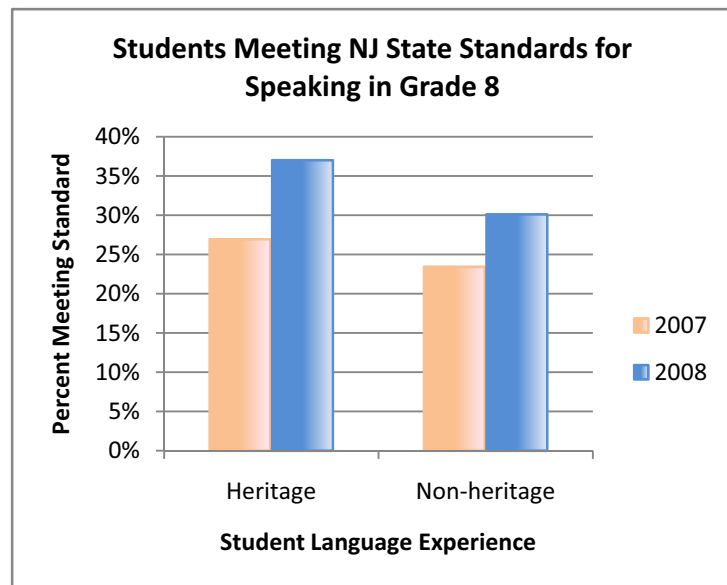
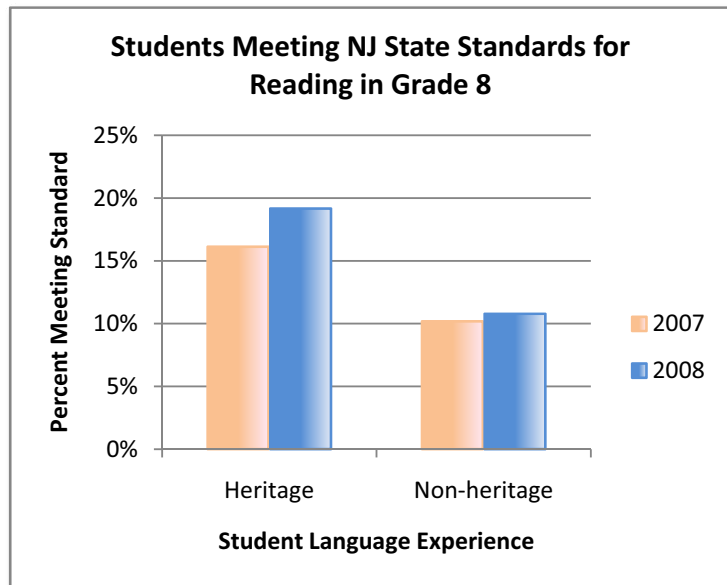
Analysis:

The present study includes all students studying a language spoken by their family members. Heritage learners are statistically distinct from non-heritage learners, as shown in the chart. They have the highest proficiencies in both reading and speaking in 2008. For speaking, 37.0% met the state standard, and this was significantly higher than reading, where 19.2% met the standard. Non-heritage students scored lower; 10.8% met the state standard for reading and 30.1% for speaking.

For both language skills, heritage learners made significant improvement from 2007 to 2008. For speaking, the number of students meeting the standard increased from 27.1% in 2007 to 37.0% in 2008. In reading, heritage students meeting the standard increased from 16.2% in 2007 to 19.2% in 2008.

Conclusion:

As in previous years, students studying the heritage language of their families are much more likely to meet state standards both in reading and speaking. In 2008, the number of heritage students meeting the standard increased for both speaking and reading skills. This contrasts with non-heritage learners, whose speaking proficiency increased somewhat less and whose reading proficiency did not increase at all.



Analysis of 2007 STAMP Results: New Jersey Grade Eight Proficiency Assessment in World Languages

Executive Summary

The New Jersey State Board of Education has mandated that districts provide students with world languages instruction at the K-8 level since 1996. However, the implementation of this ambitious policy is threatened by the lack of a reliable and valid system of accountability that measures student achievement and the development of quality programs.

In an effort to examine the impact of a valid accountability system on elementary world languages programs, the New Jersey Department of Education (NJDOE) sought and received a FLAP grant from the U.S. Department of Education to provide proficiency testing for Grade 8 students. The results from statewide testing can be used to drive program improvement by assisting districts in determining whether their current curricular design will enable Grade 8 students to demonstrate proficiency at the ACTFL *Novice-High* level, the level targeted by the NJDOE for demonstration of language proficiency at the end of Grade 8 and to meet the current high school graduation requirement.

This report covers Year 2 of the grant period and builds on studies performed in Year 1. It includes a greater number of participating schools and districts, an additional language tested and more detailed information about the each student's language program.

Year 2 proficiency testing of New Jersey Grade 8 world language students was conducted using the Standards-based Measurement of Proficiency (STAMP) developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and administered by Language Learning Solutions (LLS). Testing took place between April 2 and June 15, 2007. A total of 21,786 Grade 8 students were tested in 166 schools and 108 districts. The languages tested were: French, German, Japanese, Italian and Spanish. Statewide, 11.9% of the 21,786 students who took the test met the state standard for reading and 25.2% for speaking.

Further analysis of this data revealed six key findings which can be used to improve NJ world language programs:

1. Language programs must provide sufficient hours of instruction in order for students to meet the *Novice-High* proficiency level at the end of Grade 8.
2. Language programs which meet several times each week during the whole school year are generally more effective than an equivalent number of hours in a partial year program.
3. Speaking proficiency is much higher than reading proficiency.
4. Students attending schools in all District Factor Groups have similar speaking proficiency after 5 years of instruction. However, reading proficiency lags for students in lower DFG schools.
5. Heritage students are more likely to meet state standards.
6. Heritage students show similar levels of proficiency across all DFG categories of schools.

Each of these key points is discussed in depth below.

Key Point #1:

Language programs must provide sufficient hours of instruction in order for students to meet Grade 8 state standards.

Background:

For most subjects taught in Grade 8, such as math, language arts and science, students in all districts begin study before Grade 6. This is not the case with world languages programs despite a state requirement to offer world languages in Grades K-8. Currently, districts choose from a variety of program models beginning at different grade levels. Consequently, the total hours of language instruction received by Grade 8 students varies significantly from district to district.

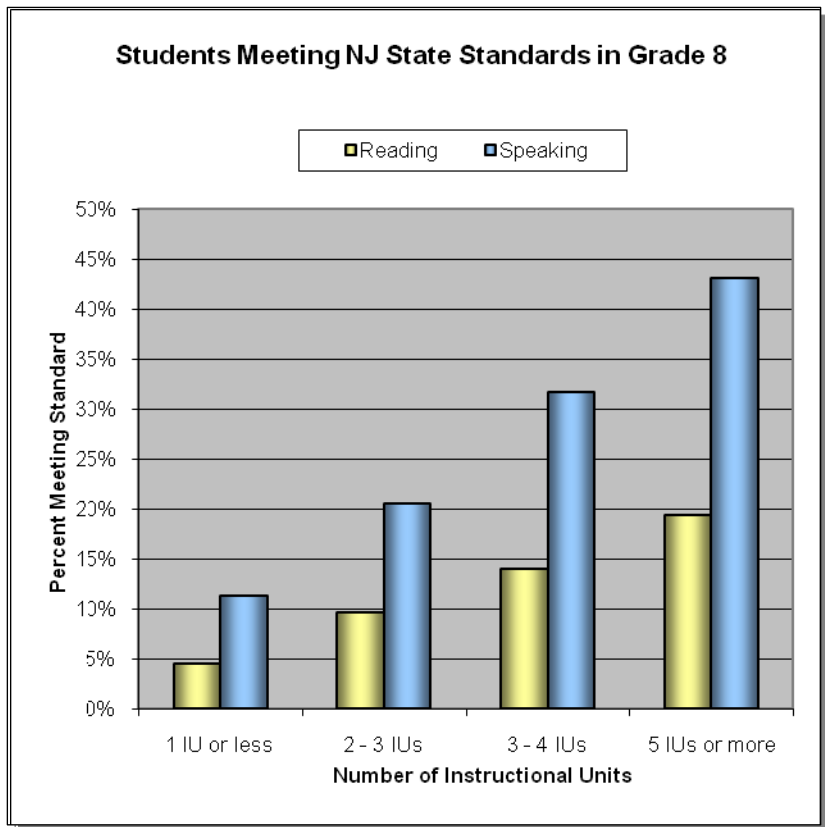
Purpose of analysis:

The 2006 study of NJ students found that Grade 8 scores improved significantly when language instruction began before Grade 6. In 2007, teachers submitted more detailed information about the number of hours of language instruction which their students had received that continues to support the 2006 finding.

Design of analysis:

This study considers only non-heritage learners. For most of these students, the language classroom is their only source of exposure to the language. The 2007 data was detailed enough to estimate each student's lifetime hours of language instruction. This information was used to determine the number of 'instructional units' (IUs) of language instruction. An instructional unit is 108 hours of instruction, i.e., the number of hours received in a program meeting 3 hours per week for 36 weeks per year. By measuring total instructional time in IUs, different program models can be compared easily.

The chart shows that increasing the hours of instruction significantly increases the number of students meeting the state standard. Specifically, students need at least 5 IU of instruction (540 hours) before high rates of success are reached. (The difference between speaking and reading proficiency is discussed in Key Point #3.)



Conclusion:

These results emphasize the need for sufficient instructional time for language study during Grades K-8 if students are to succeed in meeting Grade 8 state standards. They highlight the importance of beginning language instruction as early as possible, ideally, prior to Grade 6. Students who begin instruction at Grade 6 or later will need to devote a significant portion of their classroom hours to language study in order to meet the standard. If this is not possible for practical reasons, language instruction should begin prior to Grade 6, as with other subjects.

Key Point #2:

Language programs which meet several times each week during the whole school year are generally more effective than an equivalent number of hours in a partial year program.

Background:

New Jersey Grade 8 world language students are enrolled in a variety of program models throughout the state. These programs vary by number of weeks per year, number of sessions per week and number of minutes per session.

Purpose of analysis:

This study compares full and partial year program models.

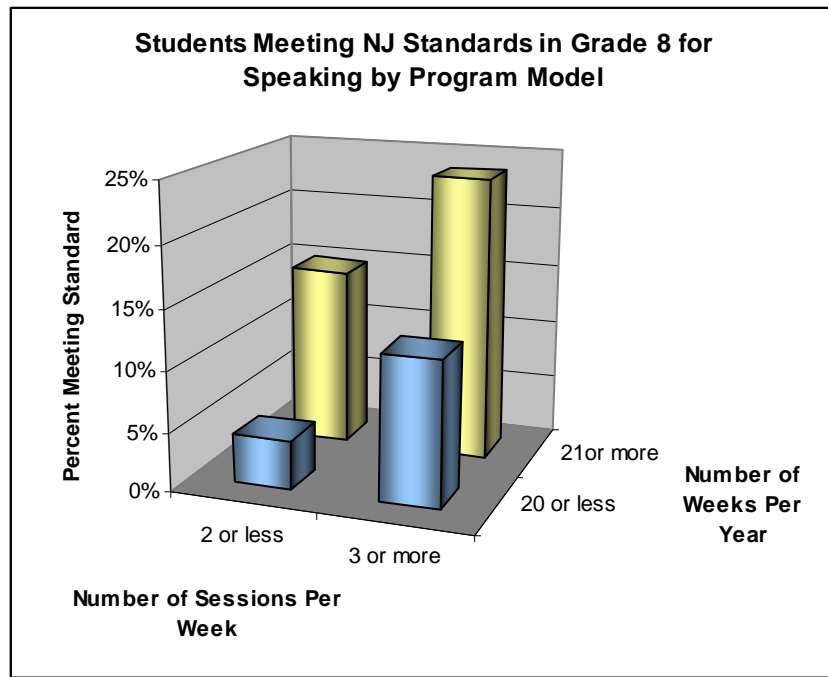
The 2006 study focused on how the amount of time committed to instruction in a student’s current language program model affects proficiency. Specifically, we examined the effect of the number of sessions per week and the number of weeks per year. The more effective programs were those which ran more than 21 weeks per year and met at least 3 times per week. **Overall, for a program to lead to significant student proficiency outcomes, there needs to be a minimum of 5,000 minutes of instruction time spread across the school year.**

This analysis is intended to confirm the 2006 results using the more detailed student information available in 2007.

Design of analysis:

Only non-heritage learners are included. Students who have more than 324 lifetime hours of language instruction (or more than 3 instructional units of 108 hours) are excluded. Students in partial year programs rarely reach high numbers of total hours of instruction. This allows a more equitable comparison of partial year and full year program models. Reading and speaking skills were considered separately.

Partial year programs are those running 20 weeks a year or less; programs running 21 weeks a year or more are considered full year programs. Programs were also divided into those meeting 2 or fewer times per week and those meeting 3 or more times per week. The percent of students in these programs who meet the NJ state standard for speaking proficiency are shown in the chart. Reading and speaking results are similar and shown in the table below.



Percent of Non-heritage Students Qualifying at Benchmark Level 3			
Program Model		Skill	
Weeks per Year	Sessions per Week	Reading	Speaking
20 or less	2 or less	4.1%	4.1%
21 or more		8.9%	14.9%
20 or less	3 or more	6.2%	12.1%
21 or more		11.1%	23.7%

Conclusion:

These results show the need for sufficient intensity of language instruction if students are to meet the state standard in Grade 8. They highlight the need for consistent instruction throughout the entire school year. **Even when the total number of hours per year is held constant, students perform better when instructional time is evenly distributed across the school year.** This distribution of time requirement is in addition to the need to devote a minimum number of hours to language instruction discussed in Key Point #1.

Key Point #3:
Speaking proficiency is much higher than reading proficiency.

Background:

As in 2006, New Jersey Grade 8 students were tested in both reading and speaking skills using the STAMP assessment. The reading test consisted of a series of multiple-choice items delivered using a computer-adaptive algorithm. At the end of the reading test, students provided speaking samples in response to a standard set of prompts. These were scored using trained human raters.

The students' reading and speaking scores were reported separately as 'Benchmark Level Qualified.' For example, a student might receive a speaking score of 3 and a reading score of 2, indicating that he or she qualified at Benchmark Level 3 in speaking and Benchmark Level 2 in reading. These Benchmark levels are based on the ACTFL Guidelines, as are the NJ state standards. In this example, qualifying at Benchmark Level 3 or greater indicates that the student has met the New Jersey state standard of ACTFL level *Novice-High* or better for speaking. Qualifying at Benchmark Level 2 indicates that the student's reading proficiency is ACTFL *Novice-Mid*. This student has not met the NJ state standard for reading.

Purpose of analysis:

Reading and speaking are distinct language skills which were separately tested and scored. This analysis compares the percentage of students meeting the state standard for each skill.

Design of analysis:

All NJ students who took STAMP in 2007 are included. The chart below shows the counts and percentages of students qualifying at each Benchmark Level for each skill.

Number of Students Statewide Qualifying at Each Benchmark Level

Skill		Benchmark Level						
		NE	0	1	2	3	4	5
Reading	Count	313	-	10,617	8,274	2,258	249	75
	Percent	1.4%		48.7%	38.0%	10.4%	1.1%	0.3%
Speaking	Count	-	3,025	4,990	8,290	5,070	388	23
	Percent		13.9%	22.9%	38.1%	23.3%	1.8%	0.1%

Note: 'NE' indicates that too few reading items were completed to establish a benchmark level, while '0' indicates that too few completed speaking responses were submitted to determine a benchmark level. Responses to two speaking item prompts were needed for grading purposes.

Statewide, 11.9% of the 21,786 students who took the test met the state standard for reading; 25.2% met the standard for speaking. The higher level of speaking proficiency is statistically significant. However, these results are not statistically significantly different from the 2006 results.

The levels of proficiency for both reading and speaking were also statistically different for different languages. However, these results should be interpreted with caution. The number of students studying Japanese was extremely low. Differences between German, French, Italian, and Spanish learners might be accounted for by differences in curricula, programs and districts choosing to offer the language.

Conclusion:

As in 2006, more than twice as many students meet the standard for speaking proficiency as compared to reading proficiency. The increased number of students tested led to slightly lower percentages in both skills as compared to 2006, but the differences are not significant.

Key Point #4:

Students attending schools in all District Factor Groups have similar speaking proficiency after 5 years of instruction. However, reading proficiency lags for students in lower DFG schools.

Background:

The 2006 study showed that students' proficiency scores depend greatly on which school they attend. To better understand these differences, information about each school's District Factor Group is included in the present study and is compared with the number of hours of instruction.

Purpose of analysis:

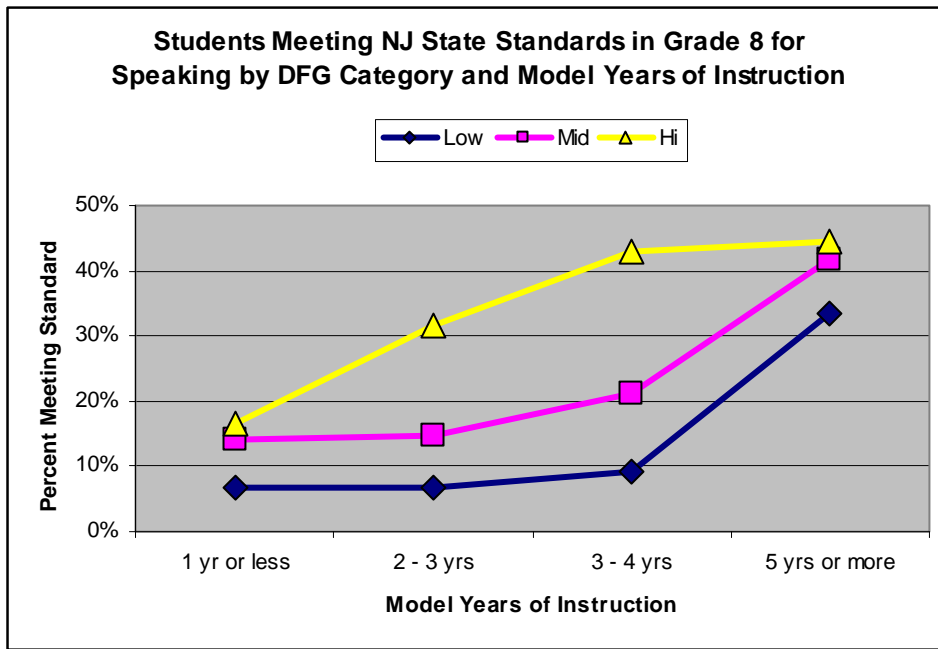
The goal of this analysis is to determine how much variation in student performance is accounted for by the program model alone and how much by factors particular to the student's school.

Design of analysis:

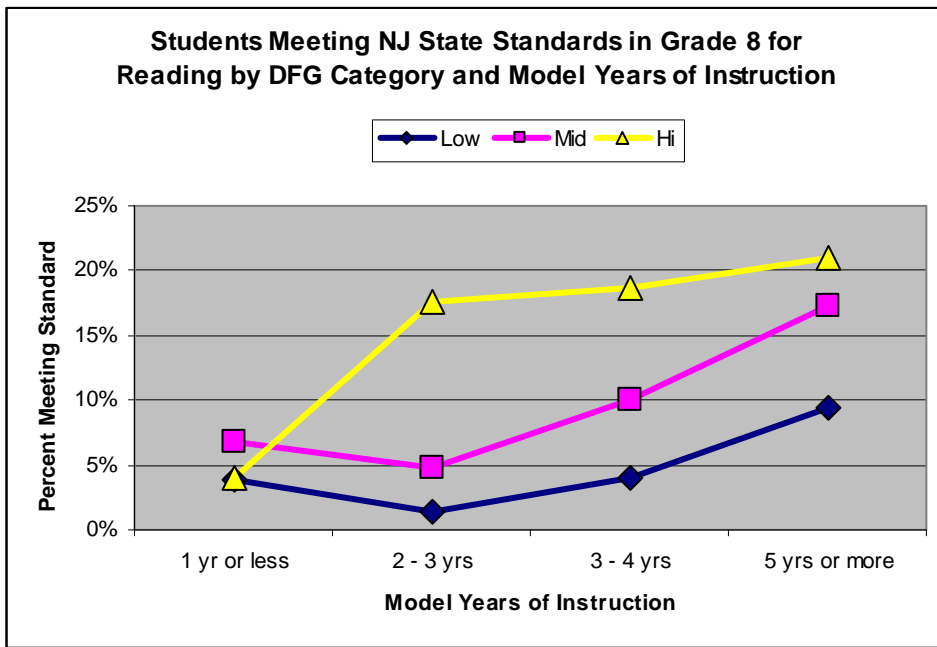
The study examines only non-heritage students, as these students must depend on their schools in order to acquire world language skills.

Schools were categorized as belonging to a 'Low', 'Mid', or 'High' District Factor Group, as follows: Low includes DFG A, B, CD, and DE; Mid includes FG and GH; and High includes I and J. Students were then categorized by their total lifetime hours of instruction using an 'instructional unit' of 108 hours (IU), as discussed above. Reading and speaking skills were analyzed separately.

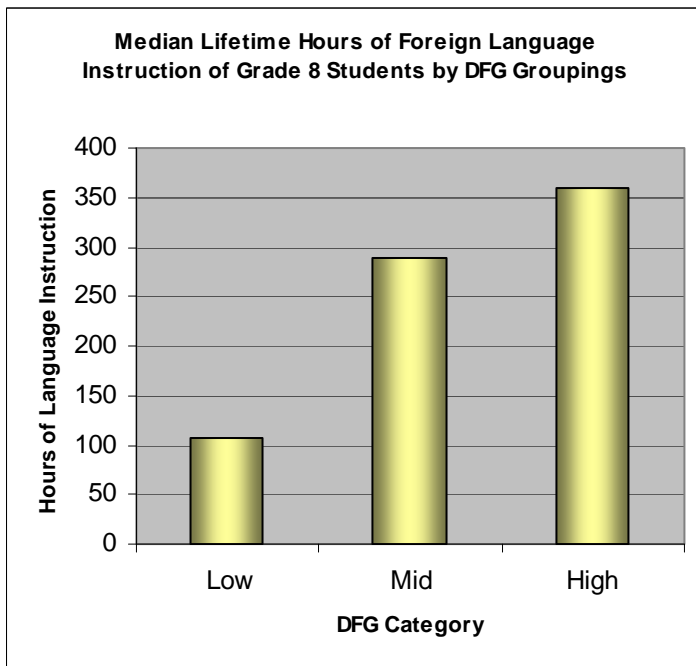
The first chart shows the results for speaking. Initially, Low and Mid DFG schools lag the High DGF schools. However, after 5 IUs of instruction, all groups are statistically indistinguishable. This suggests that by the time many students have acquired solid speaking skills, the effects of attending a particular school disappears. This contrasts with reading proficiency shown in the second chart.



The chart of reading proficiency shows that students in Low DGF schools never catch up with their peers in High DGF schools. Students in Mid DGF schools start out slower than those in High DGF schools, but catch up within 5 instructional units of instruction time.



Although students in Low DGF schools acquire equivalent skills in speaking, given the same amount of instruction time, most students in these schools never receive sufficient instruction to acquire high levels of skill. **The chart below shows that Grade 8 students in Low DGF schools have received, on average, only one third the number of hours of instruction as students in High DGF schools.**



Conclusion:

Given equal amounts of instruction, students in all schools can acquire the same levels of speaking proficiency. Reading skills lag in lower DGF schools. This suggests that reading skills pattern with other academic subjects, while high levels of speaking proficiency are achievable with a sufficient amount of instruction time.

Key Point #5:
Heritage students are more likely to meet state standards.

Background:

Students come to their Grade 8 language classrooms with widely differing world languages experiences. One such experience is exposure to, or interest in the language because it is the heritage language of the student's family.

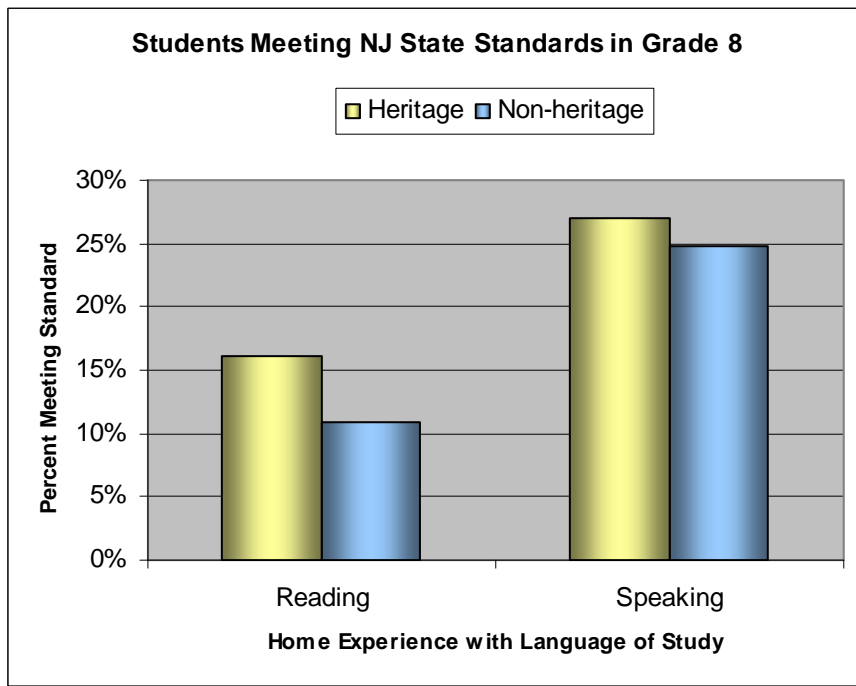
Purpose of analysis:

For heritage students, much exposure to the language lies outside the students' school experiences, yet it is likely to have a strong effect on proficiency scores. This analysis attempts to quantify the amount of this effect. It builds on the analysis of 2006 to include heritage students for all languages.

Design of analysis:

The 2006 study examined only Spanish heritage students studying Spanish. The present study includes Italian heritage students studying Italian, French heritage students studying French, and German heritage students studying German.

Heritage learners are statistically distinct from non-heritage learners, as shown in the chart. Heritage learners have the highest proficiencies in both reading and speaking. For speaking, 27.1% met the state standard, and this was significantly higher than reading, where 16.2% met the standard. Non-heritage students scored lower; 10.9% met the state standard for reading and 24.7% for speaking.



Conclusion:

As in 2006, students studying the heritage language of their families are much more likely to meet state standards both in reading and speaking. However, the effect is not as strong as in the previous study, which included only Spanish learners. This suggests that Spanish heritage students have more exposure to Spanish outside the classroom than heritage students of other languages. This greater exposure was reflected in greater success in meeting state standards.

Key Point #6:

Heritage students show similar levels of proficiency across all DFG categories of schools.

Background:

As discussed in Key Point #4, non-heritage students in schools in higher DFG categories show higher levels of proficiencies in most programs. Since heritage students are exposed to the language outside the classroom, this may not be true for these students.

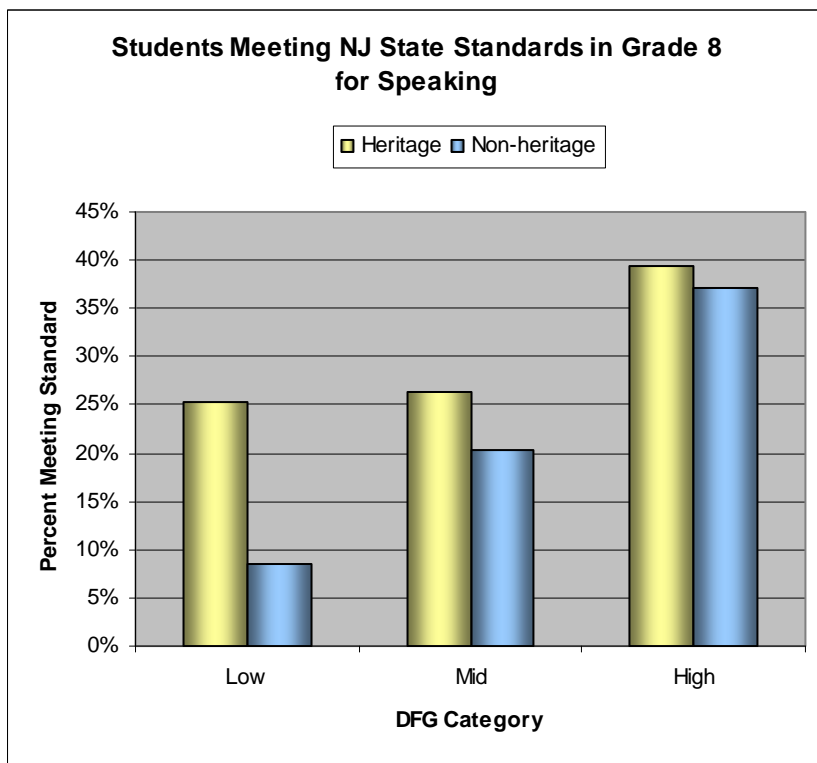
Purpose of analysis:

This study examines whether the number of heritage students meeting state standards is affected by the DFG of the school they attend.

Design of analysis:

Students' schools were categorized as belonging to a 'Low', 'Mid', or 'High' District Factor Group, as discussed in Key Point #4. Only results for speaking are reported here, although a study of reading proficiency showed similar results.

As shown in the chart, both heritage and non-heritage students show similarly high levels of speaking proficiency when they attend higher DFG schools: 39.3% of heritage students meet state standard, 37.0% of non-heritage students. However, the number of non-heritage students meeting standards falls off sharply at mid and low DFG schools: 20.3% for Mid, 8.4% for Low. This is not true for heritage students. Heritage students maintain fairly high levels of success across both Mid and Low DFG schools: 26.2% for Mid, 25.3% for Low.



Conclusion:

Heritage students are more likely to meet state standards, irrespective on the DGF category of the school they attend. This suggests that the exposure to the language which they receive outside the classroom helps them meet state standards.