

More districts and charter schools reported implementing key elements of the state literacy framework and meeting their own goals.

OVERVIEW

Utah's K-3 Reading Improvement Program provides state matching funds to help districts and charter schools achieve the state's goal of having third graders read at or above grade level. All 40 Utah school districts took part in both Year 1 (2004/05) and Year 2 (2005/06) of the program, and the number of participating charter schools increased from 10 (of 12) in Year 1 to 17 (of 20) in Year 2.

With the aim of informing Utah legislators and education officials on program activities, use of funds, and outcomes, Utah's Superintendent of Public Instruction, Patti Harrington, asked Regional Education Laboratory West at WestEd to review district and charter school participation during the first two years of the program. In early 2006 WestEd presented its Year 1 analysis to the Utah State Board of Education, the state Legislative Committee on Education, and the state's school districts.

This report presents the Year 2 analysis (see box 1 for data sources and study limitations), which addresses the following key questions:

- How have participating school districts and charter schools carried out the provisions of the state legislation?

Program funds most commonly supported key components of the Utah K-3 Literacy Framework for Successful Instruction and Intervention, specifically tiered literacy instruction (a targeted reading intervention model), small-group literacy instruction, and focused professional development. More than two-thirds of program participants also reported funding literacy coaches or reading specialists and training for staff to administer and interpret reading assessments to monitor student progress and guide instruction. Both tiered and small-group instruction were used more widely in Year 2 than in Year 1, as were the state's Student Tutoring Achievement for Reading program, new basal reading programs and leveled reading libraries, and before- and after-school literacy programs.

- What outcomes are evident after two years of program implementation?

More participating districts and charters reported meeting their self-established goals in Year 2, and statewide grade-level proficiency rates—identified through English Language Arts Criterion-Referenced Test (CRT) results—increased slightly for grades 1 and 3 but remained about the same for grade 2. However, it is difficult to assess the program's influence on these changes, as there is no control group and researchers did not observe the local efforts under way in schools. The Utah State Office of Education (USOE) should continue its efforts to ensure that participants implement research-based literacy strategies correctly and with technical fidelity.

BOX 1

Data sources and study limitations

Data analysis relied on two sources of data: the year-end Annual Reading Proficiency Reports, submitted to the Utah State Office of Education (USOE) in the fall of 2006 by districts and charter schools participating in Utah's K-3 Reading Improvement Program, and the English Language

Arts Criterion-Referenced Test (CRT) data files provided by the USOE.

The proficiency reports contained self-reported data from the districts and charter schools on proficiency goals and use of funds. Schools participating in the program are required to report progress annually to the state. The CRT scores were used to obtain aggregated proficiency rates for each program participant in 2004, 2005, and 2006.

Both the self-reported data and the CRT data were reviewed to get a broad view of reading and literacy levels in participating districts and charter schools. The analysis was limited to self-reported data (see appendix D). Because the researchers made no site visits and were unable to observe local implementation of any reported practices, this report cannot address the quality of local efforts.

HOW HAVE PARTICIPATING SCHOOL DISTRICTS AND CHARTER SCHOOLS CARRIED OUT THE PROVISIONS OF THE LEGISLATION?

To receive program monies from the state, participating districts must match the funds with an amount based on a formula.¹ Most districts use these program monies along with other literacy-improvement funds.² (Appendix B reports fiscal 2005-07 funding allocated to each district and charter school.)

The USOE guides implementation of the K-3 Reading Improvement Program. Prospective program participants submit their literacy plans to the USOE for approval, and the office counsels participating districts and charter schools on research-based uses of program funds and hosts literacy institutes and training.

Program funds increasingly supported methods emphasized in the state's literacy framework

Most program participants reported using program funds (box 2) to implement key components of the state literacy framework, such as tiered instruction, small-group instruction, and focused professional development, which were each implemented by more than 75 percent of participants (table 1). More than 70 percent also used state funds to pay for literacy coaches or reading specialists, and almost 70 percent of participants reported using funds to train staff to administer and

interpret the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessments to better monitor student progress. These were the most common practices in Year 1 as well.

Self-reports also indicated that certain program practices were used more broadly among participants in Year 2 than in Year 1. Tiered instruction and small-group instruction—key strategies promoted in the state literacy framework—rose from approximately 60 percent and 65 percent of participants in Year 1 to more than 75 percent in Year 2. Other activities more widely implemented in Year 2 included the state's Student Tutoring Achievement for Reading program (up from 31 percent of participants in Year 1 to 47 percent in Year 2), new basal reading programs (19 percent in Year 1 and 28 percent in Year 2), and before- or after-school literacy programs (13 percent in Year 1 and 21 percent in Year 2).

Participants applied funds across five program components

The legislation for the Reading Improvement Program requires participants to report annually on five aspects of their literacy plans: assessment tools, intervention strategies, professional development, reading performance standards, and measurable goals.

Assessment tools. According to the Utah K-3 Literacy Framework for Successful Instruction and

BOX 2

K-3 Reading Improvement Program funding in Year 2

In Year 2 Utah disbursed nearly \$12.3 million to its 40 districts for the K-3 Reading Improvement Program, and all 40 districts matched the state funds, with some districts

even exceeding the required match (see table). The state also disbursed \$212,645 to 17 participating charter schools (charter schools are not required to provide matching funds), for a total of \$24.8 million. (Appendix B shows state and local funding levels by individual districts and charter schools.)

Funding amounts in Year 2

Source	Amount
State funds to districts	\$12,287,355
District matching funds	12,348,629
State funds to charters	212,645
Total	\$24,848,629

TABLE 1

Self-reported uses of program funds show widespread support of methods from Utah’s literacy framework

Activity supported by state funds	Year 1 2004/05 school year (number = 48) ^a		Year 2 2005/06 school year (number = 53) ^a	
	Number	Percent	Number	Percent
Tiered literacy instruction (Utah literacy model)	29	60	41	77
Small-group classroom literacy instruction	31	65	40	76
Professional development for K-3 teachers on Utah literacy model	33	69	40	76
Literacy coaches	34	71	38	72
Dynamic Indicators of Basic Early Literacy Skills testing	32	67	37	70
Alignment of literacy instruction with Utah Core Curriculum	30	63	35	66
Leveled classroom or take-home reading libraries	20	42	26	49
Student Tutoring Achievement for Reading program	15	31	25	47
Professional learning communities or study groups focused on literacy	22	46	25	47
Summer literacy program	16	33	20	38
Utah Principals Literacy Institute	19	40	20	38
New basal reading program	9	19	15	28
Before- or after-school literacy program	6	13	11	21
Full-day kindergarten	7	15	9	17

a. The number of districts and charter schools that submitted completed Utah K-3 Literacy Initiative Checklists of Practices to the Utah State Office of Education by October 20, 2006. All 40 districts are included in both 2004/05 and 2005/06, along with 8 charter schools in Year 1 and 13 in Year 2.

Intervention, districts and schools are expected “to identify appropriate assessment tools to screen, diagnose, and monitor student progress” (Utah State Office of Education, 2005b, p. H6). With no statewide elementary reading test in place and no common assessment mandated by the program, participating districts and charter schools have used a variety of formative and summative measures to monitor and assess students’ reading progress.

Kindergarten. Because the statewide English Language Arts CRT begins at grade 1, most program

participants assess their kindergarten students using DIBELS, a set of standardized measures of early reading skills that are used to monitor literacy growth over a school year. Usually administered in fall, winter, and spring, DIBELS assessments allow teachers to measure a student’s progress toward developmental benchmarks and to plan the student’s instruction accordingly. The DIBELS end-of-year assessments, based on nationally normed benchmark scores, include three levels of proficiency: deficit/at risk, emergent/some risk, and established/low risk.³ Twenty-five

districts and three charter schools reported using DIBELS at the kindergarten level during Year 2. Overall, nearly 70 percent of participants reported using program funds in both Year 1 and Year 2 for training staff to administer and interpret DIBELS.

More than 70 percent of participants reported using program funds to hire additional literacy specialists, coaches, or aides to assist in supplemental instruction and tutoring

Other kindergarten reading measures used in Year 2 include the USOE Kindergarten Assessments (pre- and post-tests), the Developmental Reading Assessment, the Texas Primary Reading Inventory, the Curriculum-Based Measurement, and the Qualitative Reading Inventory, as well as local assessments developed by individual

school districts or charter schools. Several school districts reported using multiple assessment instruments to measure kindergartners' reading progress.

Grades 1–3. The Utah English Language Arts CRT is administered to students in grades 1–3 in the spring to measure their knowledge and skills in reading, writing, and listening, as outlined in the state's Elementary Language Arts Core Curriculum. The CRT measures an individual student's performance against the curriculum and indicates mastery of the subject matter. Although not focused entirely on reading, the statewide English Language CRT nonetheless measures such key literacy components as concepts of print (first grade), phonemic awareness (first grade), phonics, spelling, vocabulary, and comprehension. Performance levels are tied to the "cut score" for passing, which differs at each grade level, with students scoring in Levels 3 and 4 on the CRT considered proficient on Utah's core curriculum.⁴ Level 1 is minimal (at least one standard deviation below the cut score), Level 2 is partial (no more than one standard deviation below the cut score), Level 3 is sufficient (equal to the cut score), and Level 4 is substantial (at least one standard deviation above the cut score).

Because the core curriculum "clearly defines what all students should know and be able to

do at the various grade levels within the critical areas of the literacy process" (Utah State Office of Education, 2005b, p. H7) and because the state's English Language Arts CRT is tightly aligned to the core curriculum, almost 90 percent of Year 2 program participants used the summative English Language Arts CRT as a part of their program assessment strategy. However, because a gain score within one school year cannot be reliably determined using the English Language Arts CRT (Utah State Office of Education, 2005a, p. 4), 16 participating districts and 6 participating charter schools combined multiple assessment measures to evaluate and monitor their students' reading progress. Additional tests administered at grades 1–3 included DIBELS, the Development Reading Assessment, the Qualitative Reading Inventory, the Iowa Test of Basic Skills, and internal district- or school-developed grade-level measures.

Intervention strategies. Utah's K–3 literacy framework states that "early and appropriate intervention with research-based practices is critical" if all students are to become successful readers (Utah State Office of Education, 2005b, p. H2). Utah's model for targeted intervention is known as tiered instruction. Tier 1 is reading instruction delivered by the classroom teacher for two to three hours daily; tier 2 is supplemental, small-group instruction for students who are not proficient readers; and tier 3 is intensive intervention with the most at-risk readers, often provided by a reading specialist, literacy coach, or special education teacher. More than 75 percent of participants reported using the tiered instruction model as part of their literacy improvement strategy in Year 2, compared with 60 percent in Year 1.

Participating districts and charter schools used a variety of other literacy interventions. More than 70 percent reported using program funds to hire additional literacy specialists, coaches, or aides to assist in supplemental instruction and tutoring and small-group instruction and progress monitoring. Seventeen districts and five charter schools also reported using program funds to provide school-based reading interventions before school,

after school, or in the summer. Twenty districts and six charters expanded their libraries of leveled reading books, and 25 participants (about 47 percent) implemented the Student Tutoring Achievement for Reading program, a substantial increase over Year 1 (31 percent). Appendix D provides additional detail about the specific reading interventions reported by program participants in Year 2.

Professional development. Utah’s literacy framework recommends that schools and districts “should maintain a focus on high-quality instruction by organizing and allocating resources to provide quality professional development aligned with data-driven needs” (Utah State Office of Education, 2005b, p. H5). Most Year 2 participants heeded that advice, with more than 75 percent (up from 69 percent in Year 1) dedicating program funds to support professional development based on the Utah literacy framework.

In both Year 1 and Year 2 many districts and charter schools reported using state program funds to employ literacy coaches or reading specialists, mainly to help teachers instruct students in the five core literacy skills identified by the National Reading Panel: phonemic awareness, phonics, reading fluency, comprehension, and vocabulary. Year 2 efforts also included training teachers to use literacy assessments, such as DIBELS and the Developmental Reading Assessment, in a formative way, by using the data to monitor progress, differentiate instruction, and design interventions for struggling readers.

Appendix D lists specific professional development activities reported by each Year 2 program participant. (This study did not involve any site visits or classroom observations to evaluate these local efforts.)

Reading performance standards. Program participants expected their K–3 students to meet primarily the eight standards (and accompanying objectives and indicators) included in the USOE Elementary Language Arts Core Curriculum, as they had in Year 1. Reflecting current literacy

research, these standards cover oral language, concepts of print, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, and writing. (For details see the state language arts curriculum at www.schools.utah.gov/curr/lang_art/elem/core/core.htm.)

Measurable goals. Participants’ literacy improvement plans must incorporate specific, measurable goals based on student gain scores. Because there is no statewide standard for student progress, the state leaves goal setting and assessment to participants. Therefore, performance targets vary by participant, with some districts and charter schools setting more ambitious goals than others.

Although the overall objective of the state’s K–3 Reading Improvement Program is to ensure that all Utah third graders “read at or above grade level,” this term and its measurement have not been specifically defined. Participants generally sought continuous improvement marked by increases in the overall percentages of students reading at the proficient level, as measured by various assessments. Some targeted cohort gains (following the same group of students over time), while others sought grade-level improvements (for example, 2005/06 first graders performing better than 2004/05 first graders). Many districts and charter schools sought performance gains within the 2005/06 school year and administered pre- and post-assessments to evaluate student progress.

Although the objective of the program is to ensure that all Utah third graders “read at or above grade level,” this term and its measurement have not been specifically defined

Program participants using DIBELS set goals for gains in the number of students achieving a benchmark score or achieving a proficiency level. For example, districts reported such benchmark-related goals as “2 percent more students at benchmark in spring 2006 than in spring 2005” and “10 percent fewer students not at benchmark.” Others sought such proficiency-level

TABLE 2

Some school districts targeted a specific proficiency level on the Criterion-Referenced Test, others an annual gain

District	Specific percentage of students proficient in 2005/06 ^a	
	Proficiency level (percent)	Cohort or grade-level gain ^b (2004/05 to 2005/06)
Cache	90	Alpine
Carbon	77	Box Elder
Daggett	75	Davis
Grand	78	Duchesne
Jordan	70	Emery
Juab	85	Garfield
Kane	73	Granite
Millard	72	Iron
Morgan	85	Logan
Murray	80	Ogden
Nebo	75	Park City
North Sanpete	74	Provo
North Summit	80	Salt Lake
Piute	75	South Summit
Sevier	71	Tintic
South Sanpete	80	Washington ^c
Tooele	77	
Uintah	71	
Wasatch	72	
Washington ^c	80	
Wayne	77	

Note: Beaver, Rich, San Juan, and Weber did not report using the English Language Arts CRT as part of their assessment strategy.

a. Proficiency targets rounded to nearest unit. For districts that targeted a performance range or had different proficiency goals at different grade levels, only the lowest goal is listed.

b. For details, see appendix E.

c. Sought either an 80 percent proficiency rate or a 10 percent gain.

Source: 2005/06 annual reading proficiency reports submitted to the Utah State Office of Education by October 20, 2006.

improvements as “10 percent decrease in at risk” or “80 percent ‘established’ or ‘emerging.’”

With students scoring in Levels 3 and 4 on the CRT considered proficient on Utah’s Elementary Language Arts Core Curriculum, participants commonly sought consistent increases in the

proportion of students scoring in this range at each grade level. (Improvement trajectories obviously differed due to varying baseline scores among participants.) Most districts and charter schools sought to have a high proportion (usually 75–90 percent) of their students achieving a score of proficient on the CRT, while others simply targeted a yearly improvement (table 2). Appendix E provides additional information about the proficiency goals set by each Year 2 program participant.

Practices funded by the program generally aligned with national reading research

Review of the available evidence indicated that the literacy improvement practices funded by the program in Year 2 are generally aligned with strategies advocated by national reading research. For example, the federal Reading First program shares the K–3 Reading Improvement Program’s goal of ensuring that every child read at grade level or above by the end of third grade. Reading First champions the five essential components of reading instruction as identified by the National Reading Panel, assessment strategies for diagnosing student needs and measuring progress, and professional development that helps teachers meet the reading needs of individual students. Reading First’s research also emphasizes small-group instruction and flexible in-class grouping based on ongoing assessment (U.S. Department of Education, 2002, p. 6).⁵

These are also the core tenets of Utah’s literacy framework. The USOE also offers more direct, hands-on support through site visits and regular training, which, like the state framework, have been designed to align with Reading First. State officials reported that more Utah reading teachers are now discussing student instruction and outcomes among themselves, that ongoing assessments are inspiring smarter decisions, and that classroom literacy instruction has become more focused and explicit.⁶

Because the analysis was limited to self-reported data, however, and the researchers made no site

visits, this report cannot address the quality of these efforts

WHAT OUTCOMES ARE EVIDENT SO FAR?

This section summarizes program participants’ K–3 literacy proficiency goals and results.⁷ Performance targets varied by participant—often as a result of the differing literacy assessments used—with some districts or charters reporting more ambitious goals than others. (Appendix E presents individual participants’ self-reported proficiency goals and results.)

More participants met self-reported goals in Year 2

Each fall participating districts and charter schools set their literacy goals for the coming school year. Of the districts and charter schools that participated in the first two years of the program, more reported meeting their grade-level goals in Year 2 than in Year 1 (figure 1).

Additionally, many participants reported meeting their grade-level proficiency goals over both program years. Thirty-three districts and charter schools (67 percent of participants) reported meeting all their kindergarten goals in both Years 1 and 2, and 22 participants (45 percent) reported meeting all their proficiency goals in grades 1 and 2 in both program years. Twenty-six districts and charters (53 percent of participants) reported meeting all of their grade 3 goals in both years. Twelve districts and two charter schools (29 percent of participants) reported meeting all of their K–3 proficiency goals in both program years.

More Criterion-Referenced Test proficiency gains at grades 1 and 3

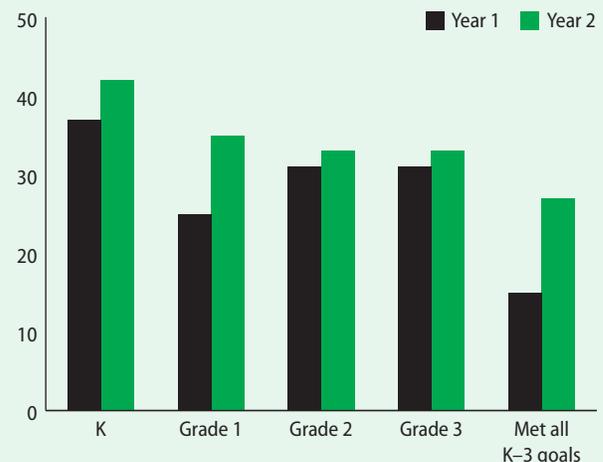
The research team used elementary students’ English Language Arts CRT scaled scores to obtain proficiency rates for each district or charter school participating in the program in 2004, 2005, and 2006 and then calculated changes in proficiency rates from 2004 to 2005 and 2005 to

2006 (figure 2). Twenty-six Utah school districts (65 percent) increased their first grade proficiency rate from 2005 to 2006, up from 17 (43 percent) between 2004 and 2005. Similarly, 24 districts (60 percent) increased their third grade proficiency rate from 2005 to 2006, whereas 20 (50 percent) had done so the previous year. At grade 2, however, only 19 districts (48 percent) increased their proficiency rate from 2005 to 2006, down from 23 (58 percent) the previous year.

Twelve districts and two charter schools reported meeting all of their K–3 proficiency goals in both program years

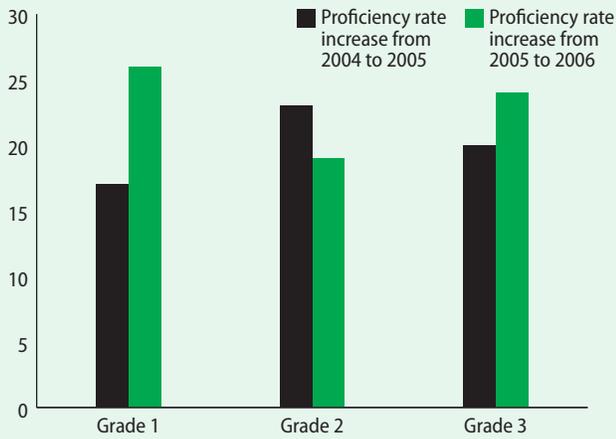
After Year 1 of the program 77.3 percent of first graders were considered proficient on the English Language Arts CRT. After Year 2 the share rose to 77.9 percent (figure 3). Slight proficiency rate increases were also found at grade 3 and for all participating K–3 students. These increases were statistically significant.⁸ At grade 2 the overall proficiency rate decreased slightly (from 79.8 percent to 79.6 percent), but the difference was not statistically significant. Because of data limitations, English Language Arts CRT proficiency

FIGURE 1
More participants reported meeting self-reported proficiency goals in Year 2 than in Year 1



Note: Totals are based on the 40 districts and 9 charter schools that submitted both Year 1 and Year 2 goal reports to the Utah State Office of Education.

FIGURE 2
Criterion-Referenced Test proficiency rates increased more in Year 2 than in Year 1 in grades 1 and 3, but not grade 2



Note: All 40 districts participated in both program years. Participating charter schools were excluded because their smaller enrollments tended to dramatically shift their proficiency rates from year to year. In part because of the relatively small number of districts in Utah, none of the year-to-year changes were statistically significant at the 5 percent level using a z-test.

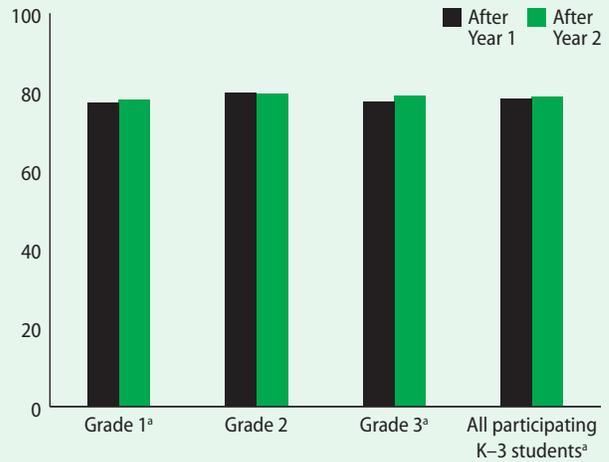
rates are compared for different student cohorts at each grade level (for example, for 2004/05 and 2005/06 first graders). Thus, while it may be reasonable to assume that the characteristics of each Utah grade-level cohort are similar, the grade-level comparisons should be interpreted with caution. Isolating the Reading Improvement Program's influence on statewide English Language Arts CRT results was beyond the scope of this study.

LIMITATIONS OF THE STUDY AND IMPLICATIONS FOR FURTHER RESEARCH

After the implementing legislation was passed in 2004, the K-3 Reading Improvement Program was immediately embraced, with all 40 of the state's school districts signing on. As a result, no control group exists for comparison, and it is impossible to contrast participants and nonparticipants. Thus, any relationship subsequently identified between the program

The English Language Arts CRT changes discussed in this report could have been influenced by any number of factors

FIGURE 3
Overall grade-level Criterion-Referenced Test proficiency rates rose more in Year 2 than in Year 1, except at grade 2



Note: All district students taking the English Language Arts Criterion-Referenced Test in the specified years were included in the calculations. These district (noncharter) students constitute most of the relevant population. The data compare different student cohorts at each grade level (for example, 2004/05 first graders and 2005/06 first graders) because data limitations did not permit tracking the same cohorts over time.

a. Statistically significant at the 5 percent level using a z-test.

and student achievement outcomes is correlational at best and does not imply that the program caused the results. The English Language Arts CRT changes discussed in this report could have been influenced by any number of factors.⁹

Through statewide training USOE officials have worked to align program implementation with research-based strategies. However, the research team for this report did not conduct site visits to observe local implementation of reported activities, as this was beyond the scope of the study. As a result, it was not possible to evaluate the quality of the literacy efforts under way in schools and classrooms. In all likelihood the quality of these local efforts varied. Utah should continue its efforts to see that districts and charter schools have the capacity to ensure that school staff implement research-based literacy strategies correctly and with technical fidelity. The state may also want to consider supporting more research on program implementation, including site visits, to evaluate the quality of

local efforts and the extent to which they meet the spirit of the law.

The stated goal of the legislation is to ensure that all Utah third graders are “reading at or above grade level,” yet the state has not specifically defined what this means. Doing so would be an important step forward, helping participants to set clearer goals and strengthening evaluation efforts. And finally, to allow for more insightful evaluation in the future, as Utah policymakers consider legislating any new program, they may also want to consider how to measure that program’s effects. Possible scenarios might include mandating a detailed evaluation procedure in the statute or specifying the allocation of program funds based on specific criteria.

NOTES

- Utah Code 53A-17a-151: “Each local school board may levy a tax rate of up to .000121 per dollar of taxable value for funding the school district’s K-3 Reading Improvement Program. The levy authorized under this section is in addition to any other levy. . . . A local school board shall establish its board-approved levy under this section by June 1 to have the levy apply to the fiscal year beginning July 1 in that same calendar year.”
- Local literacy improvement efforts in Utah are supported by a variety of funding sources, including local taxes and levies; federal Reading First monies; Title I and special education funds; trust funds; and Parent Teacher Association, community, and business contributions.
- DIBELS assesses initial sounds fluency, phoneme segmentation fluency, letter naming fluency, nonsense word fluency, and oral reading fluency. For more information about DIBELS, visit the DIBELS Web site, hosted by the University of Oregon Center on Teaching and Learning, <http://dibels.uoregon.edu/index.php>.
- The Utah Elementary Language Arts Core Curriculum describes the research base underlying each of the state’s eight standards and includes suggestions for teacher delivery, assessment, differentiation, and home connections. It is available online at www.schools.utah.gov/curr/lang_art/elem/core/core.htm.
- In 2005/06 Reading First supported literacy training in 18 schools across Utah’s Duchesne, Granite, North Sanpete, Ogden, Salt Lake, and San Juan districts. For more information about Reading First in Utah, visit www.schools.utah.gov/curr/readingfirst/about.htm.
- December 2006 interview with Lynne Greenwood, USOE elementary language arts specialist and chief program officer.
- At the request of Utah Superintendent of Public Instruction Patti Harrington, the research team investigated the relationship between program activities and student achievement gains. To do so, the team employed a statistical method known as hierarchical linear modeling (HLM) to examine how certain school characteristics and district program activities were descriptively related to English Language Arts CRT scores (aggregated to the school level). However, the available data had two major limitations: 1) For participating districts, the data lacked school-level information about program activities; and 2) they lacked a clear set of comparison districts for examining the relationship between various program activities and school-level gains. Because of these limitations, the findings were not sufficient to warrant any inferences about such relationships. Thus, the HLM results are not included in this report.
- Slightly different z-test calculations were used for figures 2 and 3. The z-test for figure 2 assessed the proportion differences for two dependent samples, while the z-test for figure 3 assessed the proportion differences from two independent samples. This methodology

is described in further detail in Hinkle, Wiersma, and Jurs (1998).

9. For example, some of the literature suggests that small improvements may be due simply to the consistent application of statewide accountability policies and assessments.

Research by the University of Colorado's Robert Linn on behalf of the federally funded Center for Research on Evaluation, Standards, and Student Testing (www.cse.ucla.edu/) has shown that some year-to-year improvements are to be expected as teachers and principals grow more accustomed to statewide tests.