



Utah's 2020-21

PEEP Report

Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

PRESCHOOL ENTRY EXIT PROFILE (PEEP) SCHOOL YEAR 2020-21

Utah's Pre-kindergarten Entry and Exit Profile (PEEP) is intended to inform various stakeholders, such as parents, teachers, and leadership, on the academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to:

- Provide insights into current levels of performance upon entry and exit of pre-kindergarten.
- Identify students who may need early intervention instruction and promote differentiated instruction for all students.
- Analyze the effectiveness of programs.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of pre-kindergarten in both the short- and long-term.

The PEEP entry assessment was first administered in school year 2019-20, however the PEEP exit assessment was not administered due to COVID-19 related disruptions at the end of the year. The PEEP was first fully administered (entry and exit) in school year 2020-21. A total of 4,907 students were tested at entry and 5,283 students were tested at exit.

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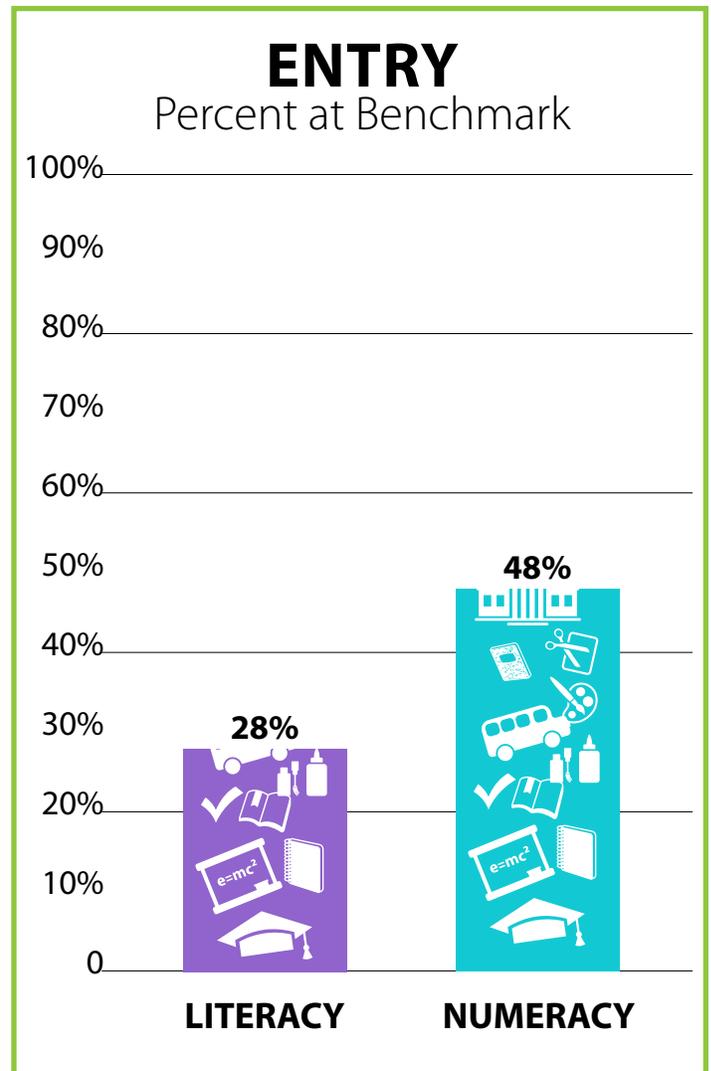
PEEP ENTRY

PEEP ENTRY, FALL 2020

There are two performance levels a student can score within on the PEEP Entry. A student is considered either “At Benchmark” or “Support Needed.” The performance levels are defined as:

- **Support Needed:** A Utah student entering prekindergarten classified as “support needed” demonstrates limited prerequisite knowledge and skills in literacy or numeracy.
- **At Benchmark:** A Utah student entering pre-kindergarten classified as “at benchmark” has sufficient prerequisite knowledge and skills in literacy or numeracy

At entry, 28% of students were at benchmark in literacy and 48% were at benchmark in numeracy. This shows that a majority of Utah preschool students demonstrate limited prerequisite knowledge and skills in both subjects.



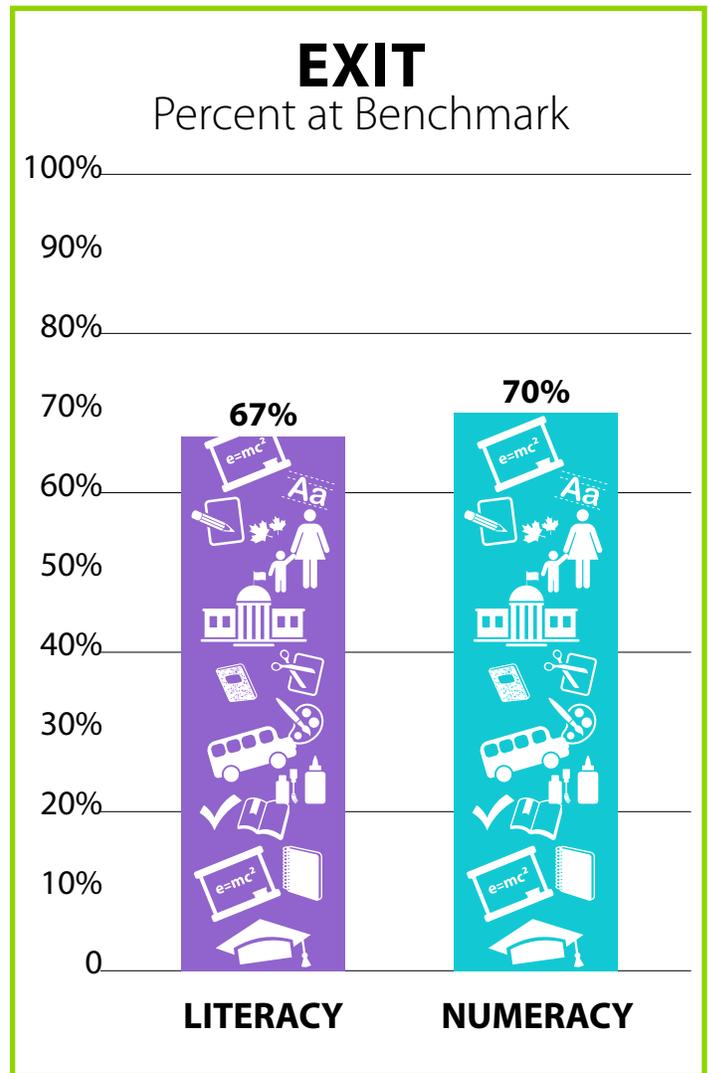
PEEP EXIT

PEEP EXIT, SPRING 2021

There are three performance levels a student can score within on the PEEP Exit. A student can either score a Level 1, Level 2, or Level 3. A student at performance Level 3 is considered "Proficient". The performance levels are defined as:

- **Level 1:** A Utah student entering kindergarten at Level 1 does not demonstrate prerequisite knowledge and skills in literacy or numeracy and may require significant intervention to succeed in kindergarten.
- **Level 2:** A Utah student entering kindergarten at Level 2 has minimal prerequisite knowledge and skills in literacy or numeracy and may require some intervention to succeed in kindergarten.
- **Level 3:** A Utah student entering kindergarten at Level 3 has sufficient prerequisite knowledge and skills in literacy or numeracy but may require minimal intervention to succeed in kindergarten.

At exit, 67% of students were proficient in literacy and 70% were proficient in numeracy. This reflects that a majority of Utah preschool students leave preschool requiring only minimal intervention to succeed in kindergarten.



PEEP PROFICIENCY

PRESCHOOL PROGRESS

The PEEP Entry and Exit assessments are based on different sets of early learning education standards. As such, they cannot be used to measure growth in a technical sense. However, academic progress can be seen by examining the subgroup of students that were considered “Needing Support” at the beginning of preschool and that were then “Proficient” at the end of the year.

The graph at right demonstrates that 58% of students that needed support in literacy at entry were proficient at exit and 50% of students needing support in numeracy at entry were proficient at exit. A majority of students in literacy and half of the students in numeracy who needed support on entering preschool were kindergarten ready by the end of the year.

