

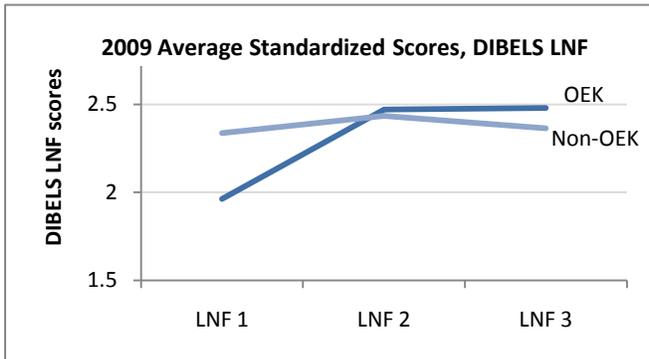
### Optional Extended Day Kindergarten (OEK)

Report to the Utah State Board of Education

June 3, 2011

During the 2011 Legislative session, the Optional Extended Day Kindergarten program language was repealed from state statute. A \$7,500,000 line item, the amount formerly allocated to OEK, was enacted for a program referred to as Early Intervention. The only program parameters associated with Early Intervention dealt with a requirement in H.B. 2 as enrolled to issue an RFP “for adaptive learning

technology and assessments.” USOE staff is in the process of writing a new rule for Early Intervention that draws heavily on the successes of the OEK program.



In 2010, over 8,000 kindergartners (18%) participated in OEK. OEK has a higher percentage of students identified as low income, English language learners, students with disabilities, and Hispanic/Latino.

In 2009 and in 2010, students participating in Optional Extended-Day Kindergarten (OEK) began the year with significantly lower scores on kindergarten assessments than students not in OEK. By the end of the year, OEK students had closed the gap and scored similarly to non-OEK students. In some cases, OEK students even surpassed the achievement of non-OEK students at the end of the year.

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In 2009, OEK students’ scores were significantly lower than the scores of non-OEK students. By the end of the year, OEK students surpassed non-OEK student on the assessment.

2010 DIBELS standardized scores were not available, but percentages of students identified in reading fluency categories show similar results to the 2009 analysis.

Local kindergarten assessments also show the benefits of OEK. In 2010, OEK students began their kindergarten year performing significantly lower on these assessments than students not in OEK. However, by the end of the year this gap in achievement had disappeared.

Average % Correct	OEK	Non-OEK	% Difference
Pretest	28%	49%	21%*
Post-test	81%	83%	2%

\* Statistically significant at the  $p < 0.001$  level

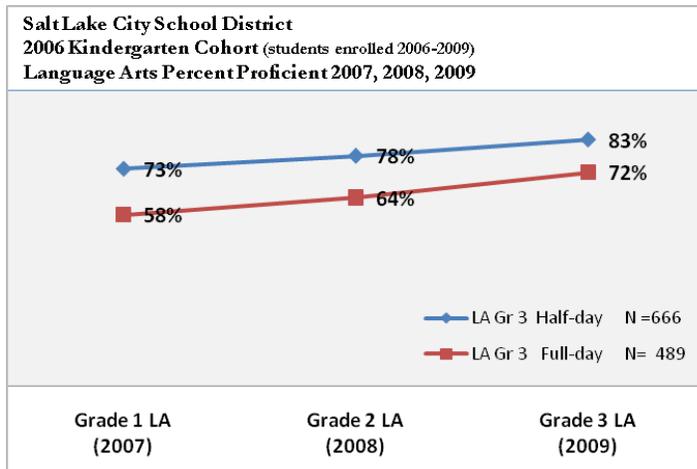
Students who participated in the OEK program in 2008 completed the second grade CRT in 2010. As shown in Table 1, 12 percent of OEK students attained a proficiency score of 1 (Minimal) on the 2010 second grade CRT test, and 63 percent were considered proficient with a score of 3 or 4. This is in contrast to the 82 percent of students in non-OEK classrooms who achieved proficiency. These results are found in Table 1.

Table 1: Proficiency level percentages, second grade CRT

Group	Proficiency Level 1	Proficiency Level 3 & 4
OEK	12%	63%
Non-OEK	5%	82%

While a full longitudinal comparison is difficult in the population of OEK students in general, some districts within the state, such as Salt Lake City School District (SLCSD), have tracked improvement in OEK students across several grades. SLCSD has tracked OEK student achievement from kindergarten through the third grade with promising results. At the end of kindergarten, the gap between OEK and non-OEK percent proficient was 15. By the end of the third grade, this gap had shrunk to 11 points (see Figure 2).

**Figure 2: Percent proficient over time, OEK and non-OEK**



Although a statewide longitudinal analysis using a common test is not possible at this time, data suggests that gains made by OEK students in kindergarten are maintained over time and that the trajectory for students in demographic groups of interest is positive.

**Analysis of the OEK program in Utah shows that OEK benefited students above and beyond non-OEK. This is especially true for struggling students.**