THE KINDERGARTEN ENTRY AND EXIT PROFILE (KEEP)

During Utah's 2017 General Legislative Session, funding was provided to support the development and implementation of a common metric to evaluate the entry and exit performance levels of Utah's kindergarten students. The Utah State Board of Education, in conjunction with a multitude of stakeholders, including district and charter leaders, kindergarten and preschool teachers, as well as early childhood experts, developed the Kindergarten Entry and Exit Profile (KEEP) to measure the key literacy, numeracy, and social-emotional skills essential for academic success in school. The KEEP was first administered in the fall of 2017 to incoming kindergartners. For the 2023-24 school year, a total of 44,926 kindergarten students took the KEEP assessment.

Results of the KEEP help educational organizations, educators, families, and students by:

▌ Providing insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.

▌ Identifying students in need of early intervention instruction and promoting differentiated instruction for all students.

▌ Analyzing the effectiveness of programs, such as extended-day kindergarten and preschool.

▌ Providing opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.

▌ Identifying effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.

▌ Understanding the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

KINDERGARTEN READY

The knowledge, skills, and behaviors a kindergarten student enters with as they first enroll in school are highly predictive of their future academic outcomes. In fact, students who enter school with higher levels of knowledge and skills are more likely to

attain higher levels of education and gross higher earnings as adults. Unfortunately, some children enter kindergarten without adequate prerequisite skills and knowledge and are unlikely to catch up

KEEP DEMOGRAPHICS

The race and ethnicity of the kindergartners who participated in the KEEP assessment in school year 2023-24 are detailed below. While approximately 67% of the kindergarten participants are white, about 23% are Hispanic/Latino, and four percent identify as two or more races. The racial and ethnic makeup of the assessed kindergartners mirrors that of the overall Utah kindergarten population.

Figure #1
KEEP DEMOGRAPHY, 2023-24
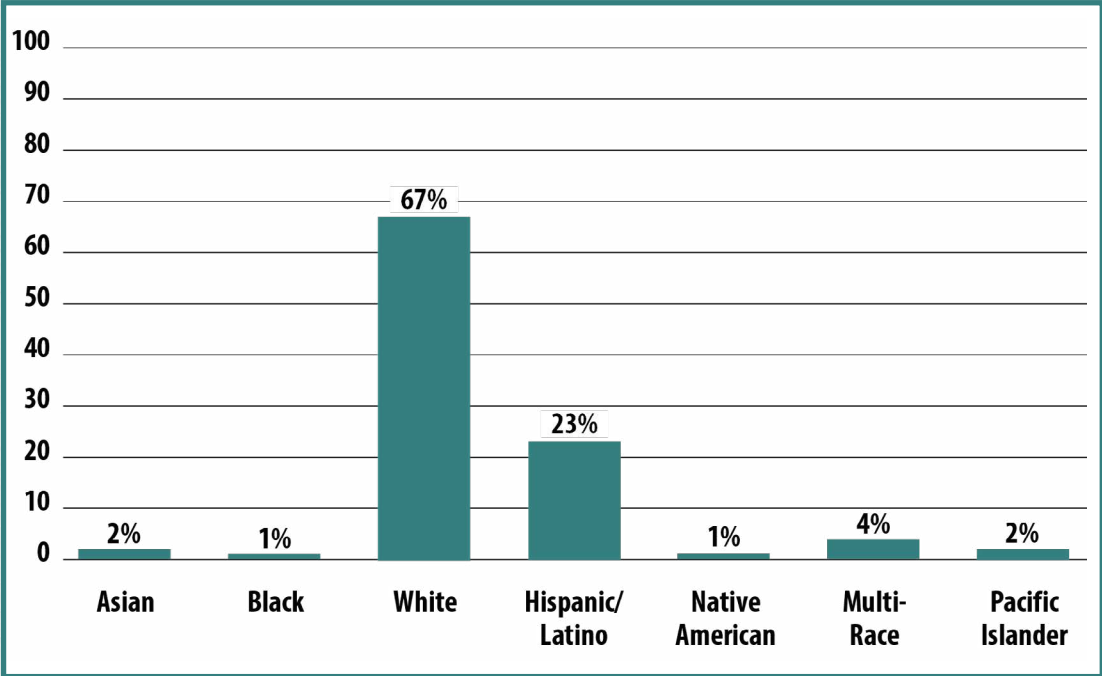
Approximately 34% of the assessed students are economically disadvantaged, 14% have a disability and about nine percent are English learners. Students may fall into multiple categories.

KEEP PERFORMANCE LEVELS

The raw assessment scores are divided into three performance categories: Level 1, Level 2, and Level 3. 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.

OVERALL PERFORMANCE

The results of the 2024 administration indicate that about 61% of Utah's kindergartners entered kindergarten with adequate skills (Level 3) in literacy and about 75% entered with adequate skills in numeracy. Unfortunately, these data also demonstrate that there is a substantial percentage of the incoming kindergarten population who are not adequately prepared for the expectations of kindergarten with 39% at level 1 or level 2 on the literacy section and 25% at level 1 or level 2 on the numeracy section.

However, by the end of the 2023–2024 school year, the overall number of students not demonstrating adequate skills decreased by 8% in numeracy to 17%. In literacy, the percentage of students in either Level 1 or 2 decreased by 6% from entry to exit.

Figure #2
**Percent of Students at Each Performance Level
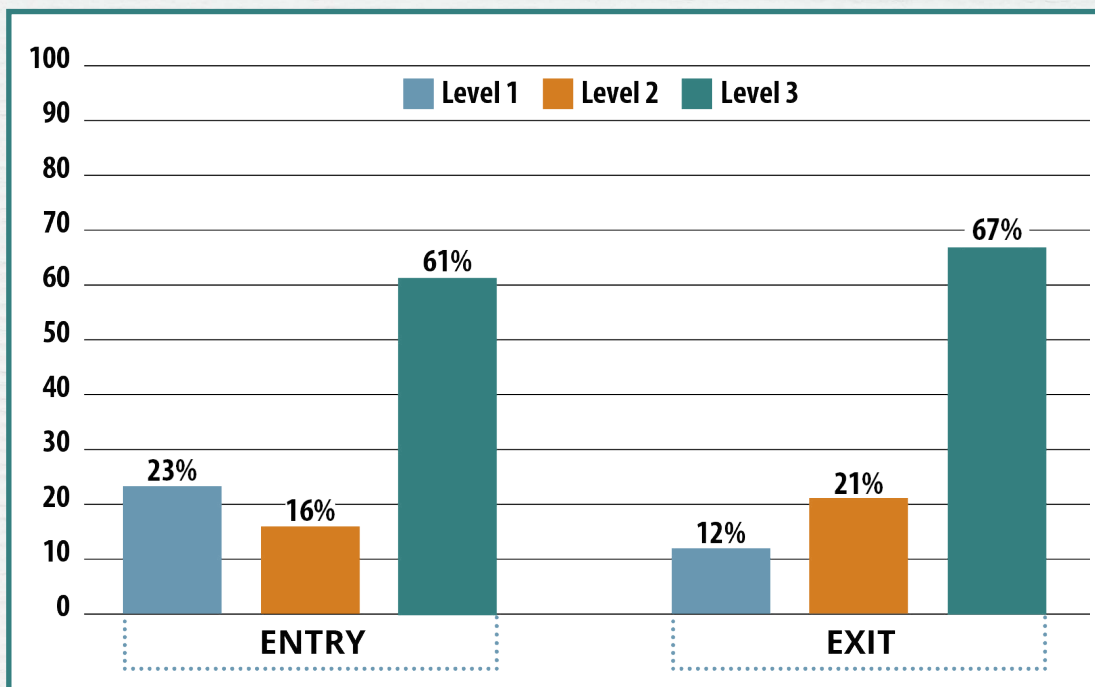on the LITERACY Section of the KEEP, 2023-2024**

Figure #3
**Percent of Students at Each Performance Level
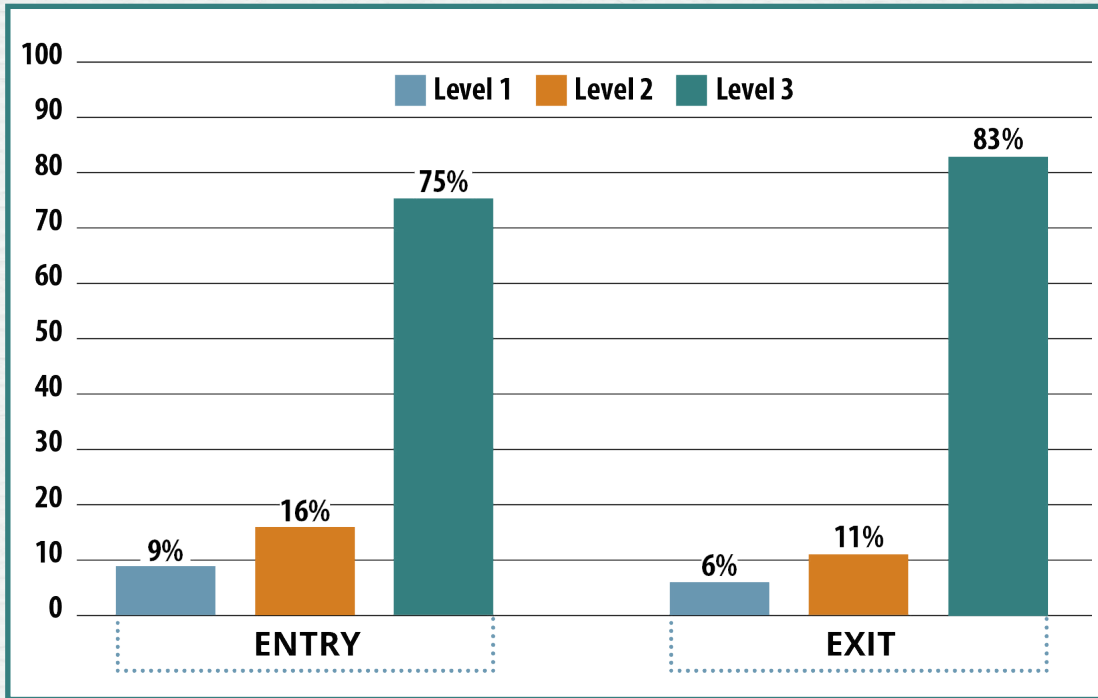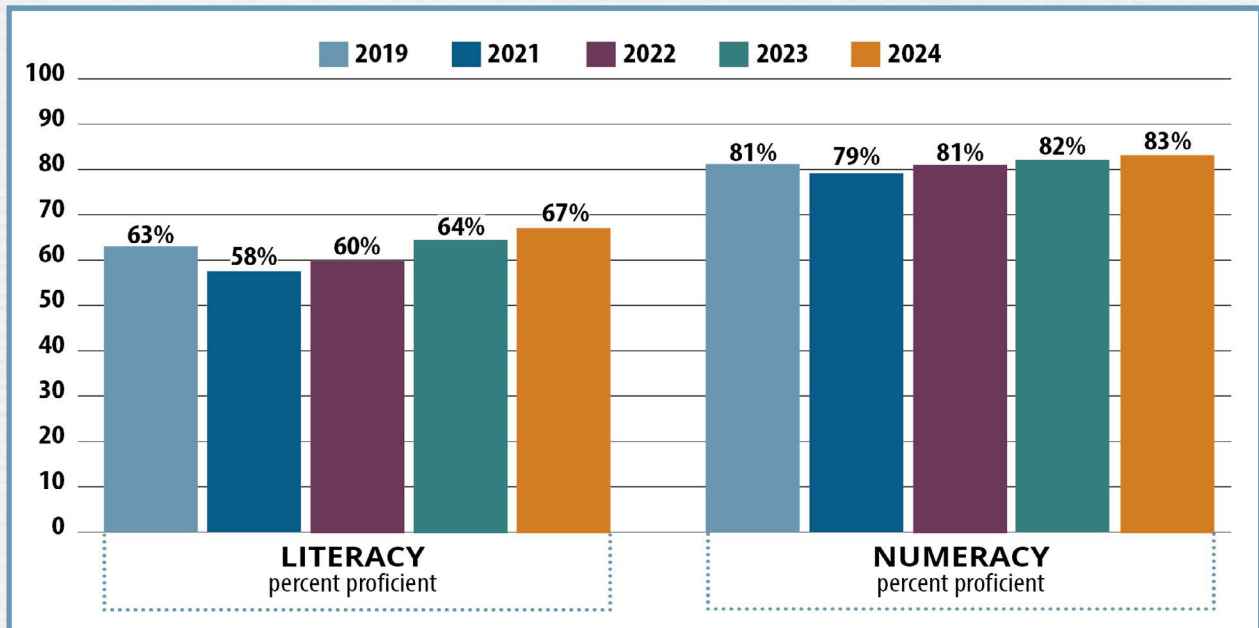on the NUMERACY Section of the KEEP, 2023–2024**

Figure #4
Yearly KEEP Performance at Exit, 2019-2024[1]

[1] The KEEP Exit assessment was not administered in the spring of 2020 due to COVID closures.

The percentage of students at performance level 3, or "Proficient," at Exit is fairly stable over time. In the last five years, students Proficient in Literacy at Exit has fluctuated from a low of 58% to a current high of 67%.

DISTINCTIVE GROUP PERFORMANCE

In disaggregating the literacy and numeracy exit performance by distinct student groups, most disaggregated groups performed at lower levels of proficiency at kindergarten exit. While differences between male and female students and the overall student performance is not drastically different, the performance of the remaining student groups are lower than overall performance. Most notable, while 67% of students overall are proficient in literacy at exit only about 44% of students with disabilities and 27% of students who are learning English are proficient.

About 83% of all students are proficient in numeracy at exit, while 68% of students with disabilities and 55% of students who are learning English are proficient.

Figure #5
**2023–2024 KEEP Literacy and Numeracy Proficiency
at Exit by Demographic Group[2]**

Demographic Group	Sample Size	% Proficient, Literacy	% Proficient, Numeracy
All Students	42,294	67%	82%
Economically Disadvantaged	14,469	53%	73%
Racial Minority	13,766	50%	71%
Students Learning English	4,360	27%	58%
Students With Disabilities	6,177	44%	64%
Chronically Absent	12,480	52%	74%
Female	20,867	69%	83%
Male	21,905	65%	82%

STUDENT PERFORMANCE FROM ENTRY TO EXIT

A student earning Performance Level 3 is considered "Proficient." The KEEP Entry and Exit assessments are based on different sets of learning standards, as such comparing the percent of students performing at different levels at Entry and Exit will not reflect growth. However, by examining the subgroup of students that were not ready for kindergarten at entry (i.e., earing performance level one or two) to see how many

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[2] Not all tested students had demographic data submitted.

were ready for first grade at exit (i.e., earning performance level three), one can measure learning during the kindergarten year. This subset is referred to below as "students who became ready."

From entry to exit, most disaggregated student groups showed lower levels of improvement compared to the overall population in addition to the achievement gaps for these groups, shown above. However, as demonstrated below, those same student groups showed improvement at a higher rate if they participated in a full- or extended-day kindergarten program.

Figure #6
Students Who Became Ready in Literacy and Numeracy

DEMOGRAPHIC GROUPs	LITERACY Students who became ready	NUMERACY Students who became ready
All Students	42%	57%
Students Who Are Experiencing Economic Disadvantage	35%	54%
Students With Disabilities	24%	40%
Students Belonging to Historically Underrepresented Groups[3]	31%	53%
Students Learning English	21%	48%
Students Who Were Chronically Absent	32%	49%

EXTENDED- AND FULL-DAY KINDERGARTEN

Kindergarten students in Utah have historically attended half-day programs. However, with funding for kindergarten being moved to the Weighted Pupil Unit (WPU), a higher percentage of students are now able to access full-day programs. A full-day program is defined as one in which the student stays with the same teacher for a continuous, all-day session. During the 2023-24 school year, 77% of kindergarten students attended a full-day program.

Figure #7

PROGRAM PARTICIPATION	LITERACY % Proficient at Exit	NUMERACY % Proficient at Exit	NUMBER of Students
Half-Day K	67%	83%	8,775
Full-Day K	67%	83%	33,591

Though more students were enrolled in a full-day kindergarten program, both groups were proficient at the same rate at the end of the year in both literacy and numeracy.

However, more students who were not ready for kindergarten at the beginning of the year became ready for the first grade while participating in a full-day program.

Figure #8

DEMOGRAPHIC GROUPS by Kindergarten Program	HALF DAY	FULL DAY
Total Number of Students in Program	8,775	33,591
Students Learning English	377	3,951
Students Who Are Experiencing Economic Disadvantage	1,692	12,600
Students with Disabilities	1,118	4,852
Students Belonging to Historically Underrepresented Groups[3]	1,934	11,726
Students Who Were Chronically Absent	2,183	10,297

Figure #9

PROGRAM PARTICIPATION	LITERACY % Became Ready	LITERACY # of students not ready for kindergarten	NUMERACY % Became Ready	NUMERACY # of students not ready for kindergarten
Half-Day K	34%	2,337	47%	1,322
Full-Day K	44%	13,280	59%	8,313

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[3] Historically underrepresented groups include Black, Hispanic/Latino, Pacific Islander, Native American, and Multi-Race students who have historically lower participation in advanced coursework and graduation rates.

The increase in readiness among full-day kindergarten program participants compared to half-day students is particularly notable among at-risk demographic groups, as shown in the tables below. Most notably, 17% more students learning English and 9% more of both students with disabilities and students experiencing economic disadvantage became ready in literacy when participating in a full-day opportunity. Additionally, 20% more of both students learning English, 18% more students experiencing economic disadvantage and 17% of students belonging to historically underrepresented groups became ready in numeracy when participating in a full-day program.

Figure #10
**Kindergarten Students
Who Became Ready in Literacy**

DEMOGRAPHIC GROUPS	Half Day	Full-Day
Students Learning English	5%	22%
Students Who Are Experiencing Economic Disadvantage	27%	36%
Students With Disabilities	17%	26%
Students Belonging to Historically Underrepresented Groups	24%	32%
Students Who Were Chronically Absent	23%	33%

Figure #11
**Kindergarten Students
Who Became Ready in Numeracy**

DEMOGRAPHIC GROUPS	Half Day	Full-Day
Students Learning English	30%	50%
Students Who Are Experiencing Economic Disadvantage	38%	56%
Students With Disabilities	27%	43%
Students Belonging to Historically Underrepresented Groups	37%	54%
Students Who Were Chronically Absent	37%	51%

KEY TAKEAWAYS

Highlights

▮ The majority of kindergarteners end the year proficient in both literacy and numeracy, reflecting that they are ready to enter the first grade.

▮ Of the students who were not ready for kindergarten, 42% in literacy and 57% in numeracy were ready for first grade at the end of the year.

▮ Students in many at-risk groups enter kindergarten less ready. However, these groups show higher rates of learning progress when participating in a full-day kindergarten program.

> These groups include students who are economically disadvantaged, students who identify as a racial or ethnic minority, students with disabilities, and students who are English learners.

Opportunities for Improvement

▮ 33% of students exiting kindergarten are not proficient in literacy.

▮ 17% of students exiting kindergarten are not proficient in numeracy.

▮ A higher percentage of students in at-risk groups are exiting kindergarten unprepared for first grade (at performance level 1 or 2).

- Among students who are learning English, 73% are not proficient in literacy and 45% are not proficient in numeracy when exiting kindergarten.

- Among students with disabilities, 56% are not proficient in literacy and 33% are not proficient in numeracy when exiting kindergarten.

ENTRY AND EXIT SCORES BY LEA

Figure #12
**Percentage of Students Proficient,
School Year 2023–2024**

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Advantage Arts Academy	56	54%	50%	72%	93%
Alpine District	5,505	68%	72%	81%	85%
American Leadership Academy	119	62%	70%	73%	83%
American Preparatory Academy	429	65%	50%	76%	80%
Ascent Academies of Utah	360	62%	50%	78%	83%

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Athenian eAcademy	53	58%	43%	77%	77%
Athlos Academy of Utah	92	56%	47%	70%	79%
Bear River Charter School	19	65%	90%	74%	95%
Beaver District	102	57%	64%	71%	85%
Beehive Science & Technology Academy	61	72%	74%	90%	92%
Bonneville Academy	35	53%	60%	78%	97%
Box Elder District	818	53%	82%	73%	90%
Bridge Elementary School	76	54%	62%	81%	91%
C.S. Lewis Academy	40	41%	73%	60%	80%
Cache District	1,268	65%	82%	81%	85%
Canyon Grove Academy	91	62%	47%	84%	70%
Canyon Rim Academy	79	80%	63%	93%	89%
Canyons District	1,868	63%	67%	77%	85%
Carbon District	186	47%	61%	67%	76%
Career Academy of Utah	15	33%	27%	78%	53%
Channing Hall	58	72%	74%	90%	91%
Daggett District	11	46%	64%	73%	82%
Davinci Academy	98	76%	52%	90%	67%
Davis District	4,203	63%	72%	78%	84%
Dual Immersion Academy	56	25%	7%	44%	61%
Duchesne District	342	45%	66%	67%	83%
Early Light Academy at Daybreak	98	71%	58%	85%	82%
Edith Bowen Laboratory School	45	67%	80%	92%	96%
Emery District	142	53%	71%	70%	91%
Endeavor Hall	34	19%	50%	47%	85%

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Entheos Academy	133	39%	46%	58%	75%
Esperanza School	80	34%	31%	46%	69%
Excelsior Academy	126	66%	53%	84%	85%
Franklin Discovery Academy	80	51%	46%	74%	71%
Freedom Preparatory Academy	268	72%	65%	81%	86%
Garfield District	71	72%	66%	80%	86%
Gateway Preparatory Academy	57	50%	51%	73%	84%
George Washington Academy	131	78%	79%	83%	89%
Good Foundations Academy	58	52%	41%	67%	60%
Grand District	81	40%	67%	64%	83%
Granite District	3,531	45%	47%	59%	73%
Greenwood Charter School	41	39%	44%	67%	71%
Guadalupe School	49	69%	37%	69%	69%
Hawthorn Academy	197	58%	61%	77%	86%
Highmark Charter School	44	66%	93%	88%	96%
Ignite Entrepreneurship Academy	75	81%	76%	86%	89%
Iron District	746	62%	67%	77%	85%
Jefferson Academy	96	76%	60%	91%	92%
John Hancock Charter School	107	61%	58%	82%	79%
Jordan District	3,068	64%	67%	78%	84%
Juab District	202	61%	74%	72%	81%
Kane District	97	69%	77%	76%	87%
Lakeview Academy	97	66%	52%	82%	60%
Leadership Learning Academy	121	44%	46%	62%	64%
Legacy Preparatory Academy	115	65%	81%	80%	90%

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Lincoln Academy	73	77%	78%	90%	99%
Logan City District	456	58%	78%	66%	86%
Lumen Scholar Institute	17	71%	65%	81%	77%
Mana Academy Charter School	23	50%	78%	58%	96%
Maria Montessori Academy	64	64%	42%	81%	80%
Millard District	217	50%	71%	70%	84%
Moab Charter School	12	54%	50%	69%	50%
Monticello Academy	133	57%	71%	75%	93%
Morgan District	195	67%	86%	83%	91%
Mountain Sunrise Academy	52	70%	14%	85%	81%
Mountain View Montessori	38	60%	58%	79%	68%
Mountain West Montessori Academy	65	71%	80%	81%	92%
Mountainville Academy	106	94%	91%	94%	97%
Murray District	353	63%	75%	78%	91%
Navigator Pointe Academy	42	80%	64%	76%	62%
Nebo District	2,563	60%	68%	77%	87%
Noah Webster Academy	72	63%	79%	83%	97%
North Davis Preparatory Academy	97	59%	47%	73%	63%
North Sanpete District	175	51%	80%	72%	88%
North Star Academy	50	82%	50%	96%	74%
North Summit District	80	56%	74%	71%	75%
Odyssey Charter School	66	80%	73%	88%	83%
Ogden City District	776	40%	57%	54%	74%
Ogden Preparatory Academy	93	43%	53%	60%	73%
Open Classroom	30	58%	77%	81%	97%

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Pacific Heritage Academy	27	28%	48%	44%	41%
Park City District	217	73%	76%	83%	87%
Pinnacle Canyon Academy	18	32%	56%	58%	100%
Piute District	18	75%	83%	95%	94%
Promontory School of Expeditionary Learning	49	64%	53%	77%	61%
Providence Hall	148	62%	47%	80%	78%
Provo District	949	59%	64%	72%	79%
Quest Academy	105	68%	80%	84%	92%
Ranches Academy	51	68%	61%	89%	98%
Reagan Academy	73	78%	73%	87%	82%
Renaissance Academy	103	83%	72%	88%	78%
Rich District	28	72%	89%	83%	100%
Salt Lake District	1,214	57%	64%	67%	85%
San Juan District	171	49%	56%	64%	77%
Scholar Academy	70	65%	61%	74%	89%
Sevier District	306	60%	68%	74%	84%
South Sanpete District	222	59%	72%	71%	82%
South Summit District	89	70%	75%	79%	92%
Spectrum Academy	42	46%	62%	51%	76%
Summit Academy	230	78%	78%	93%	90%
Syracuse Arts Academy	169	61%	78%	81%	88%
Terra Academy	48	47%	50%	69%	96%
The Center for Creativity Innovation and Discovery	29	70%	66%	87%	86%
Thomas Edison	128	77%	66%	90%	88%

District	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Timpanogos Academy	71	75%	38%	83%	89%
Tintic District	15	53%	33%	67%	93%
Tooele District	931	56%	61%	72%	81%
Treeside Charter School	72	69%	58%	80%	82%
Uintah District	454	40%	59%	64%	83%
Utah Connections Academy	39	59%	39%	82%	77%
Utah Schools for the Deaf and the Blind	20	44%	20%	36%	37%
Utah Virtual Academy	60	44%	40%	68%	65%
Valley Academy	74	53%	57%	78%	89%
Venture Academy	37	51%	57%	82%	87%
Vista School	91	67%	67%	77%	82%
Voyage Academy	78	65%	80%	85%	91%
Walden School of Liberal Arts	27	77%	56%	90%	63%
Wallace Stegner Academy	150	43%	63%	56%	79%
Wasatch District	439	68%	72%	76%	81%
Wasatch Peak Academy	57	69%	47%	80%	95%
Wasatch Waldorf Charter School	10	80%	10%	93%	20%
Washington District	1,936	63%	82%	75%	86%
Wayne District	30	70%	73%	83%	97%
Weber District	1,903	57%	70%	74%	86%
Weilenmann School of Discovery	44	75%	77%	96%	96%

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