



The Kindergarten Entry and Exit Profile (KEEP) - ENTRY

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.

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 kindergartener at Level 1 does not demonstrate prerequisite knowledge and skills in literacy/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.

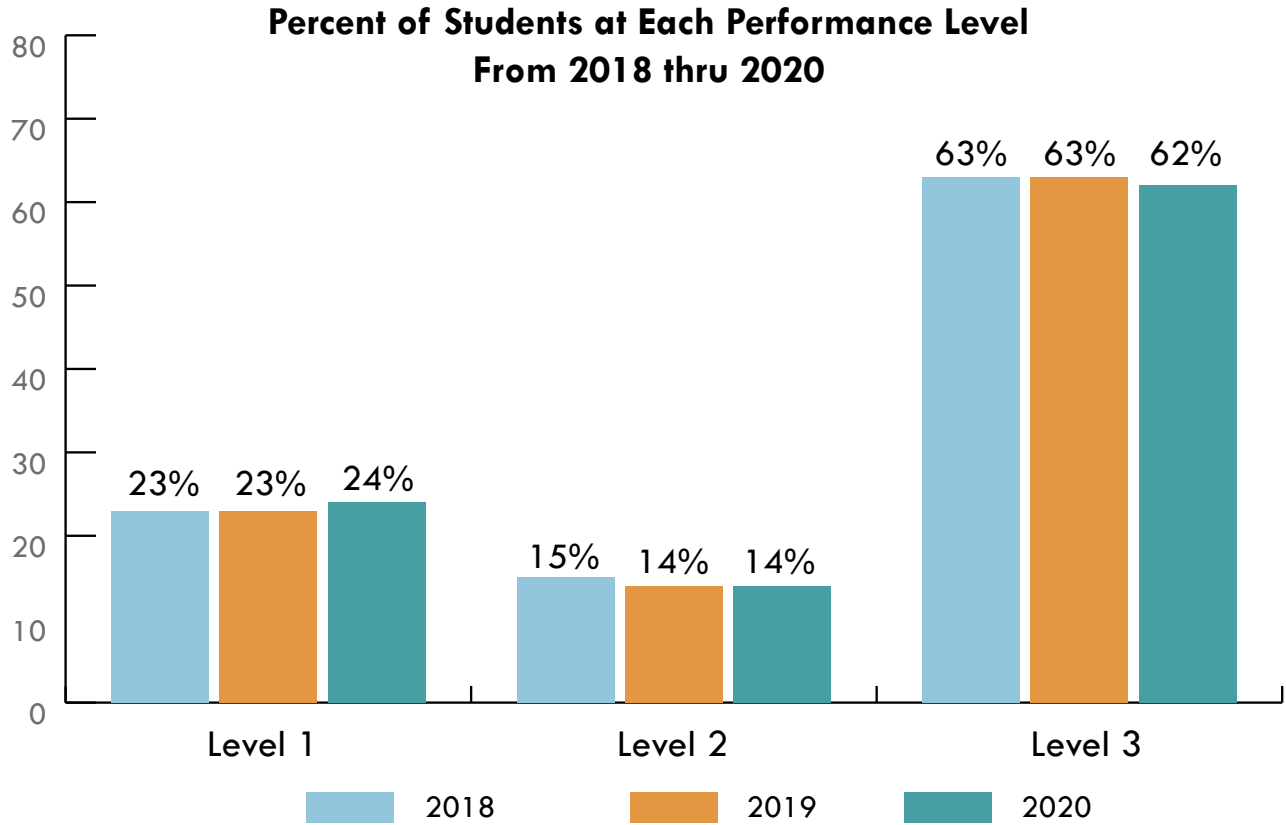
Level 3: A Utah student entering kindergarten at Level 3 has sufficient prerequisite knowledge and skills in literacy or numeracy but may require minimal intervention to succeed in kindergarten.

Proficiency Levels by Year

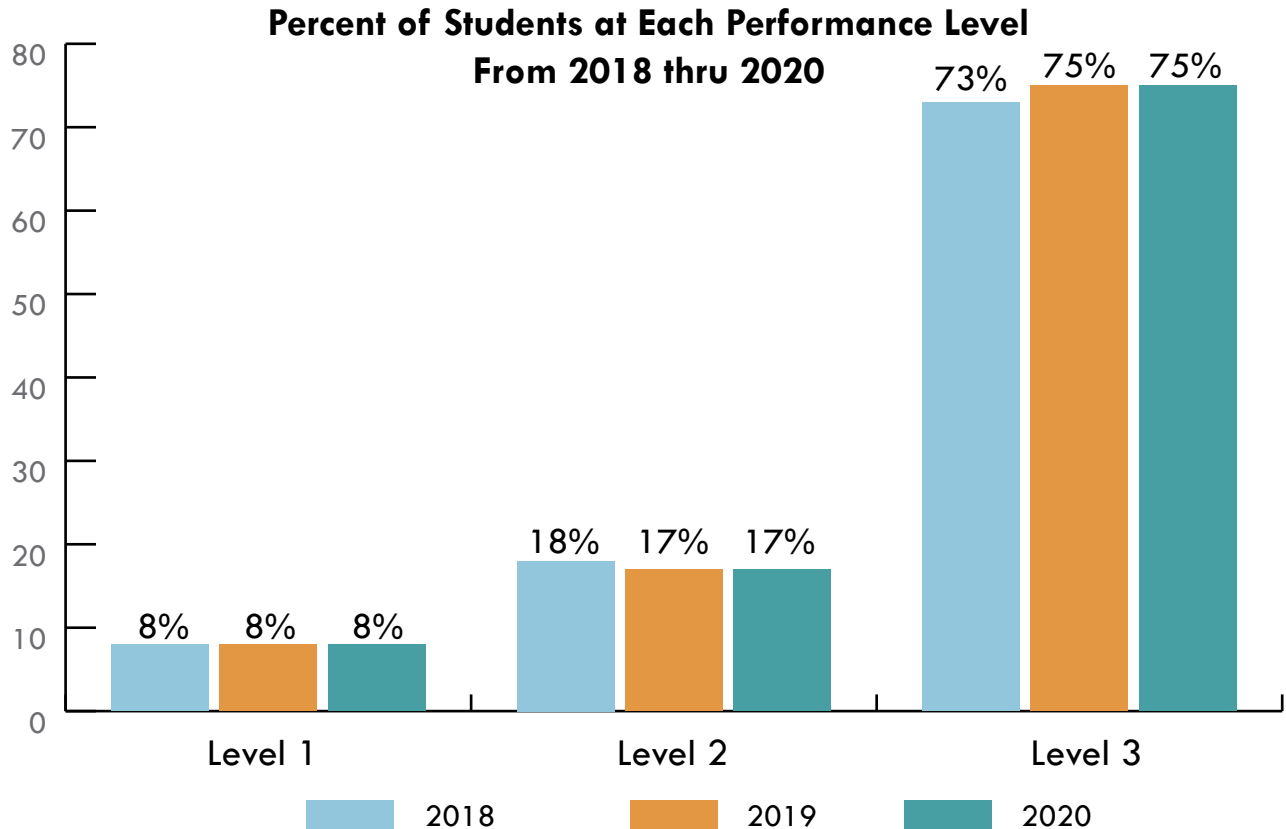
There have not been significant overall changes to KEEP Entry outcomes in the three years that the assessment has been administered. In a broad sense most students entering kindergarten are considered proficient by earning a proficiency Level 3. This designation reflects the finding that **62-63 %** of students enter kindergarten with the prerequisite knowledge and skills in literacy and **73-75%** enter kindergarten with prerequisite knowledge in numeracy but may require minimal intervention in both subjects to succeed in kindergarten. Numeracy outcomes have remained higher than literacy outcomes for each year.



Proficiency Level by Year - Literacy Entry



Proficiency Level by Year - Numeracy Entry

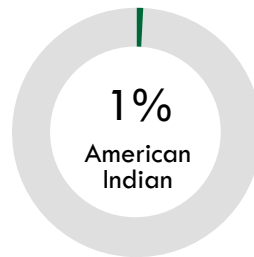
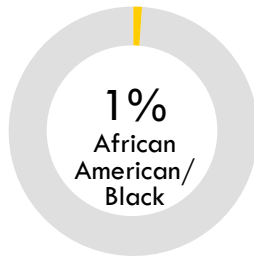
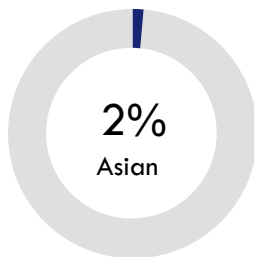
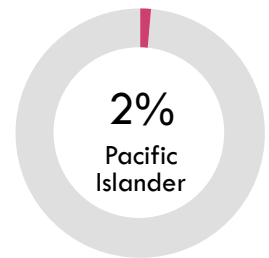
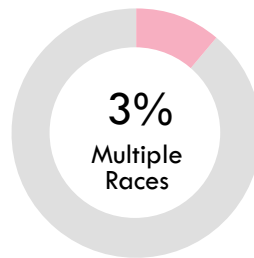
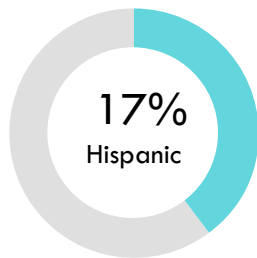
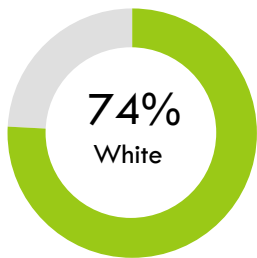


KEEP Demographic Groups

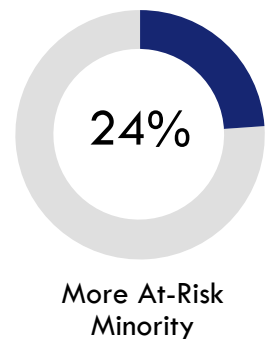
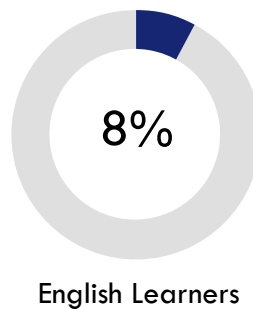
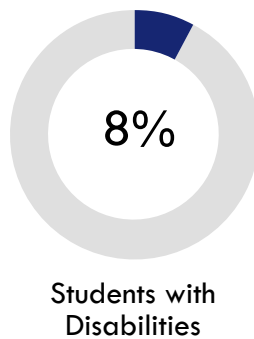
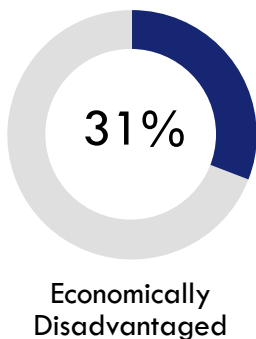
The majority of students (74%) taking the KEEP Entry are White. The second largest ethnic group is made of Hispanic students (17%). All other groups combined constitute 9% of the overall population. Twenty-five percent of students taking the KEEP are considered More At-Risk Minority, a group which excludes White and Asian students who have higher participation in advanced coursework and higher rates of high school graduation. Of the other demographic groups, 31% of students are Economically Disadvantaged, 8% are designated as having a disability, and 8% are English Language Learners.



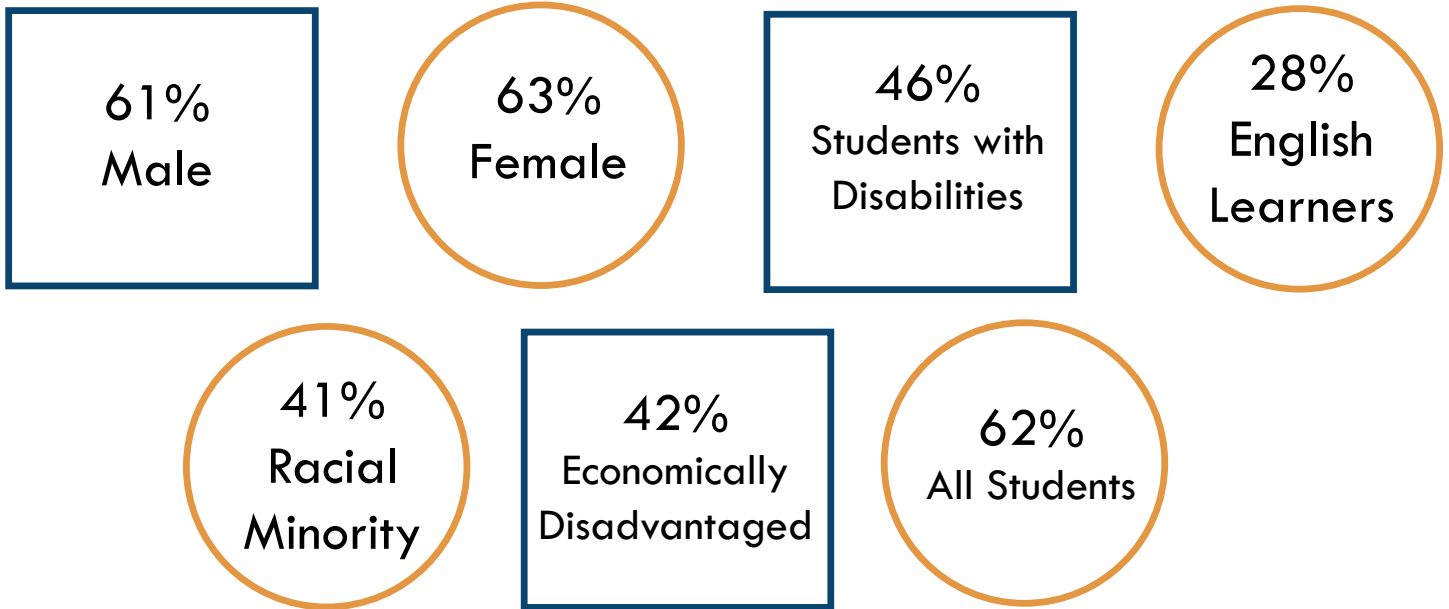
KEEP Participants by Ethnicity



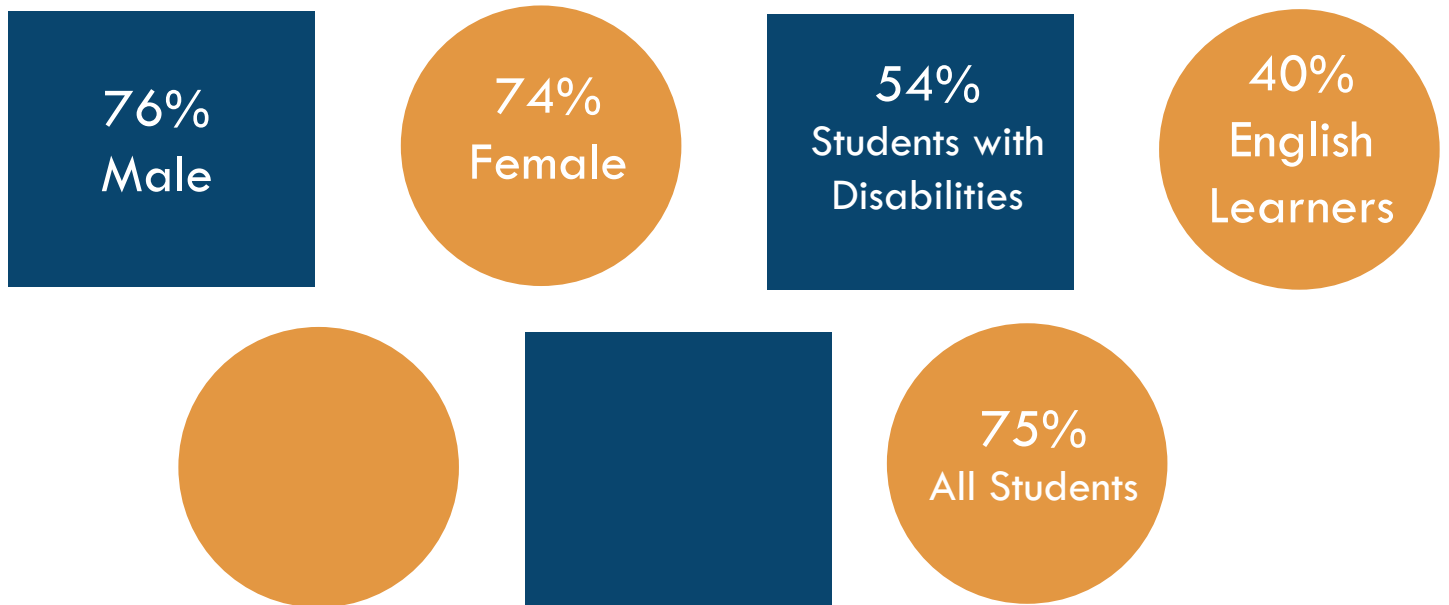
KEEP Participants by Demographic Group



Demographic Proficiency at Entry: Literacy



Demographic Proficiency at Entry: Numeracy



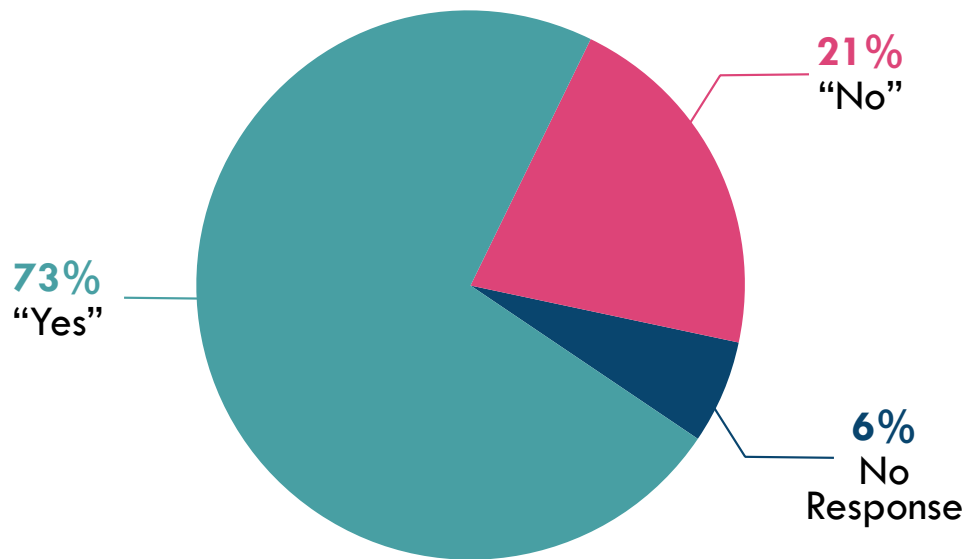
Gender has very little correlation to student outcomes on the KEEP in either subject. In both subject areas, Students with Disabilities, Minority Students, Economically Disadvantaged Students, and English Language Learners performed at lower levels than the student population overall. In both subject areas, English Language Learners had the lowest number of proficient students entering kindergarten.

2019-2020 Parent Questionnaire

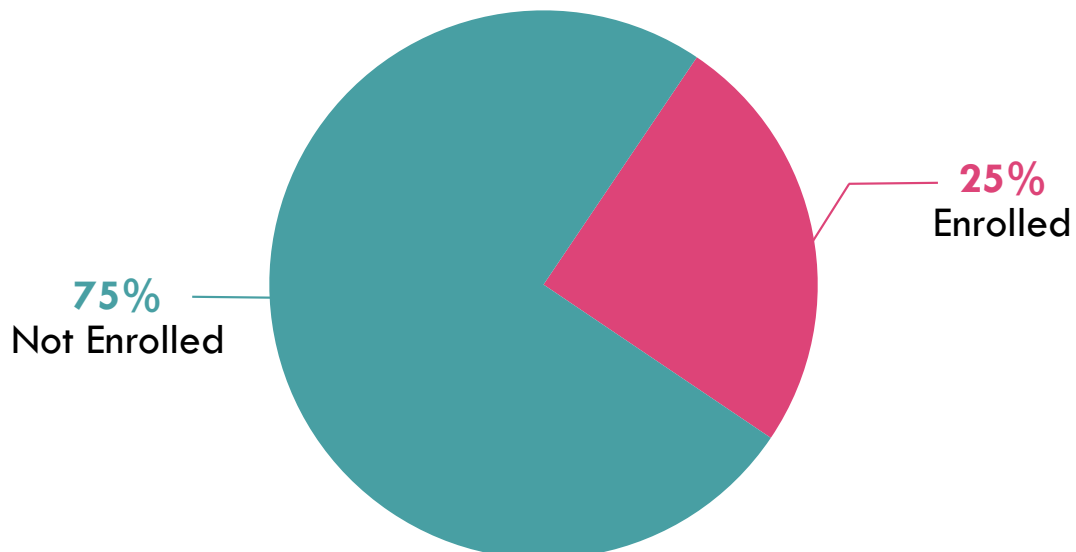
The percentage of students who took the KEEP who had parents that reported that their student attend preschool when they were 4 years old is almost equal to the percent of students that were not enrolled in a preschool according to USBE records. The wide discrepancy in this number and the numbers recorded in USBE systems is due to both low LEA enrollment of non-Special Education preschool students and USBE's lack of access to private school enrollment records . USBE is looking into this question further.

Response to Question:

"Did your child attend preschool when they were 4 years old?"



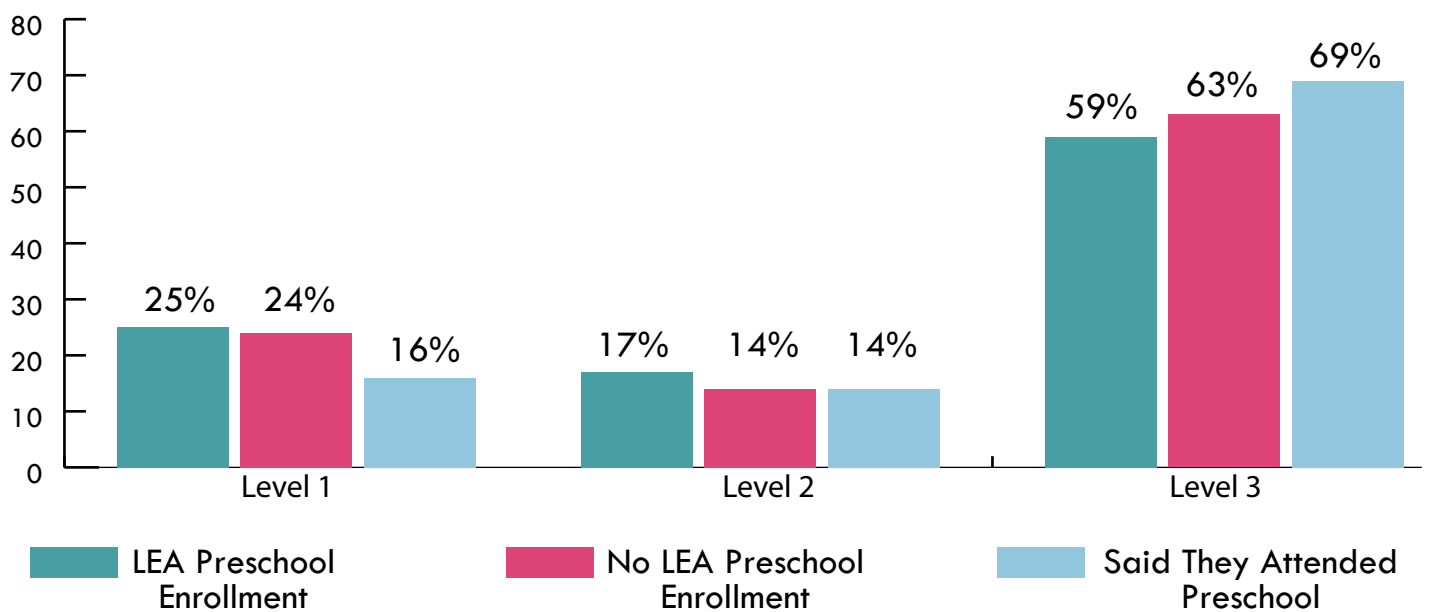
Students Enrolled In Preschool According to USBE Records



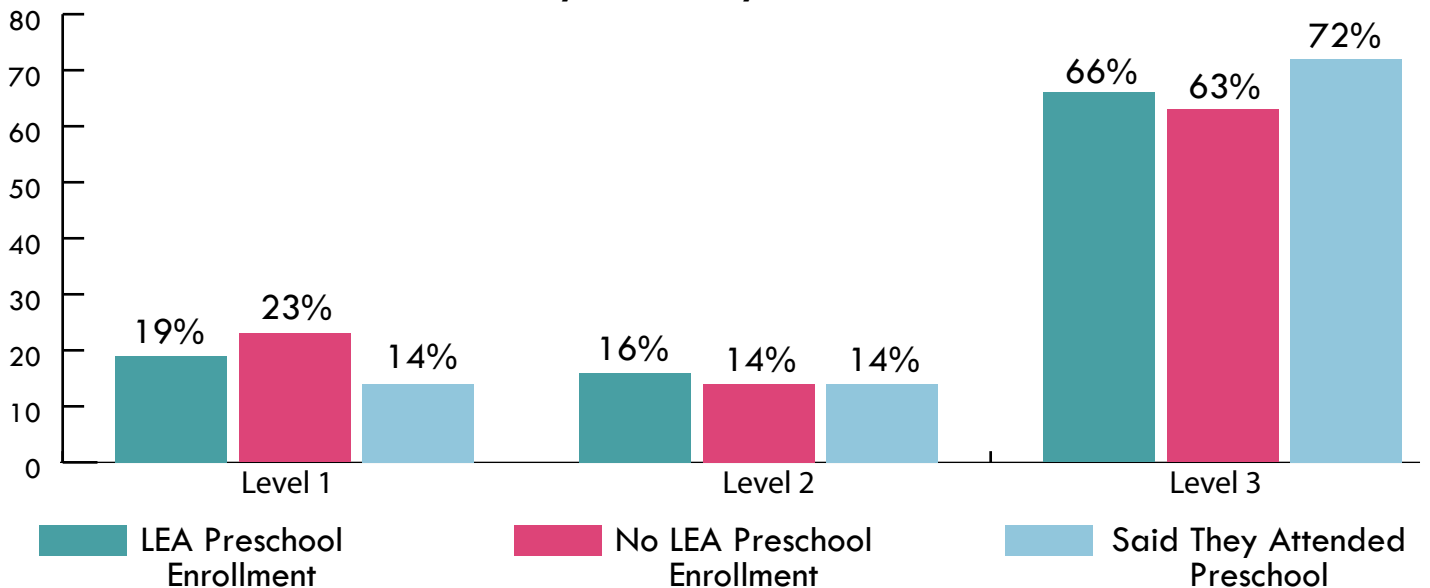
2019-2020 KEEP Outcomes by Program

The graphs below represent student outcomes disaggregated by program, forming three groups. The first group had an enrollment record in an Local Education Agency (LEA meaning district/charter) that reported to USBE, the second group had no enrollment record, and the third group was reported by their parents as having attended a preschool when they were four years old as recorded on the KEEP parent questionnaire. This third group consisted of both students who had an enrollment record and those who did not, which USBE could not verify in our systems.

Proficiency in Literacy, All

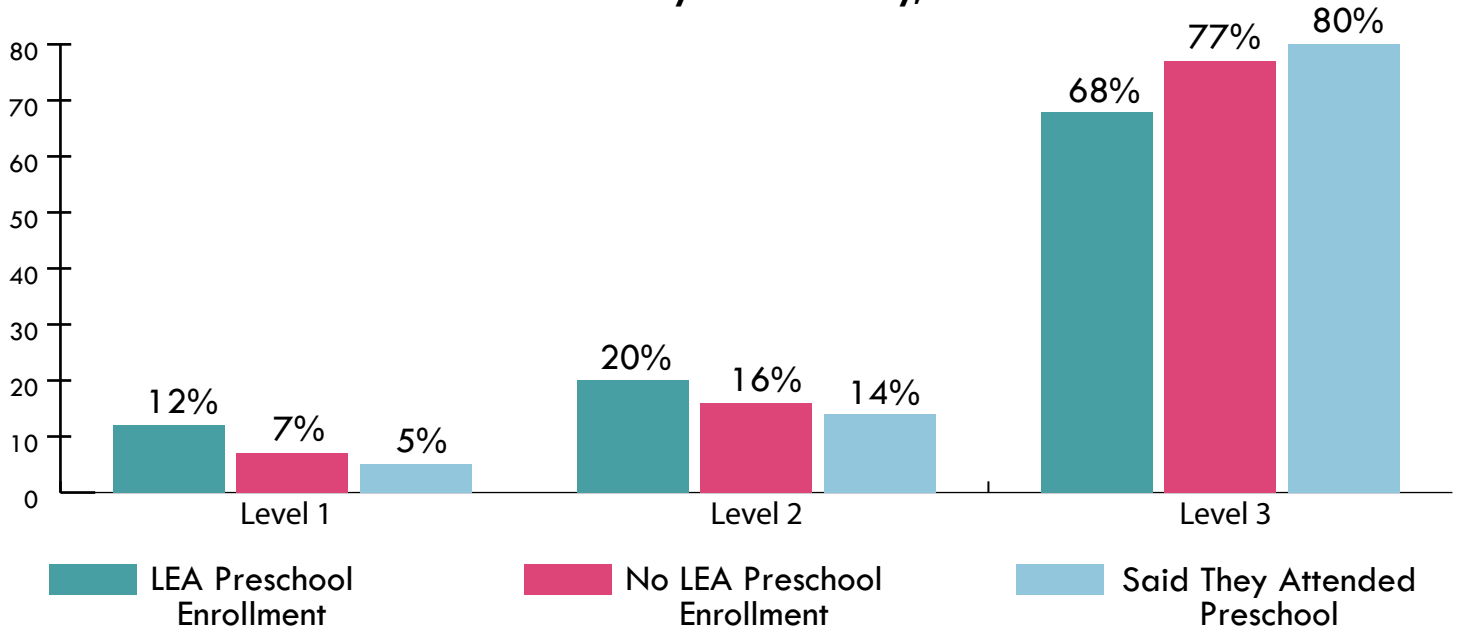


Proficiency in Literacy, General Education

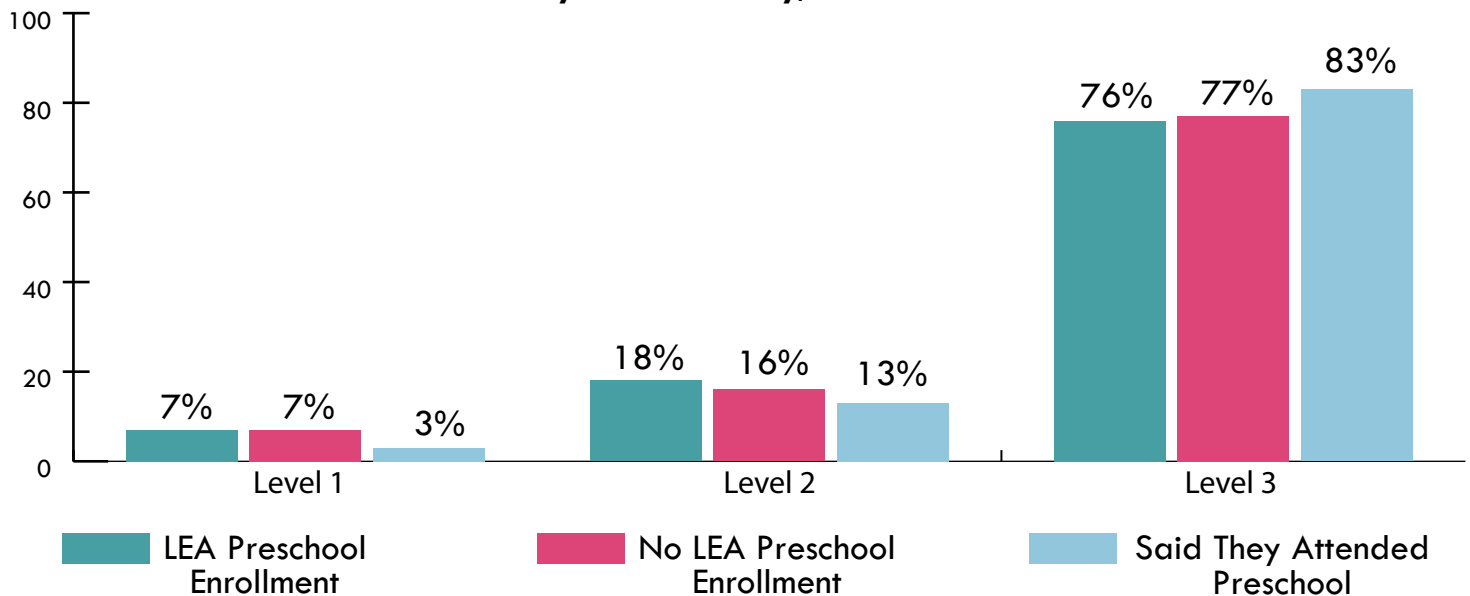


2019-2020 KEEP Outcomes by Program

Proficiency in Numeracy, All

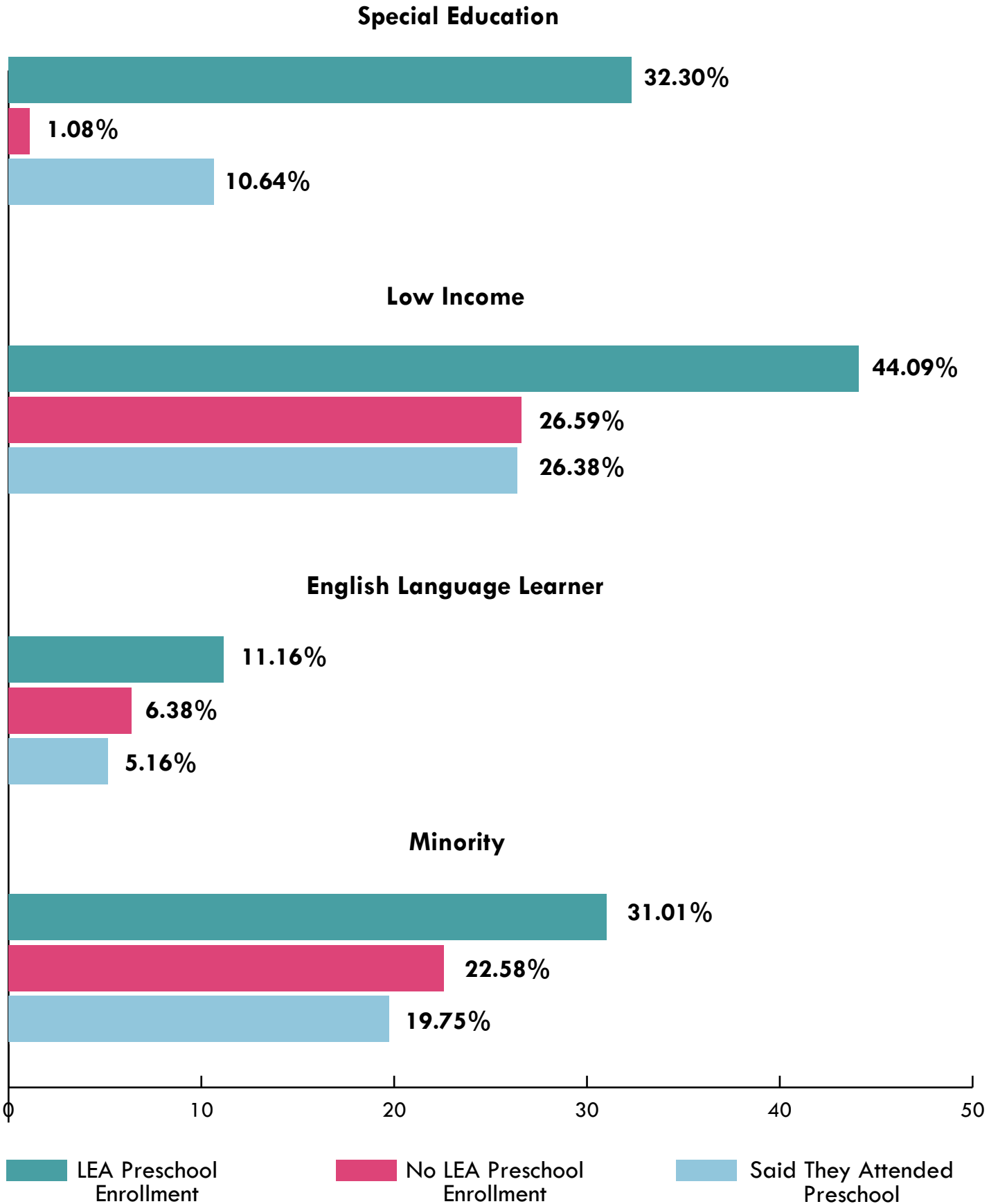


Proficiency in Numeracy, General Education



Student outcomes were generally lower for students who were enrolled in preschool (group 1). However, this is correlated to the higher rates of participation in LEA preschools by at-risk groups including higher rates of Special Education students. When accounting for only non-Special Education students, outcomes were similar or slightly higher for students with a preschool enrollment when compared to those without an enrollment. The graph below reflects program participation by demographic group.

2019-2020 Participation in Programs by Demographic Groups





ENTRY SCORES BY DISTRICT

Percentage of Students Proficient at Entry

LEA/Districts	Size	Literacy	Numeracy
Alpine District	5,980	70%	81%
Beaver District	109	55%	73%
Box Elder District	861	52%	71%
Cache District	1,341	69%	81%
Canyons District	2,330	67%	80%
Carbon District	243	49%	72%
Daggett District	11	73%	73%
Davis District	5,162	67%	79%
Duchesne District	384	43%	68%
Emery District	140	51%	69%
Garfield District	62	52%	63%
Grand District	100	53%	69%
Granite District	4,442	47%	62%
Iron District	759	56%	75%
Jordan District	3,880	68%	80%
Juab District	207	64%	78%
Kane District	103	68%	83%
Logan City District	450	57%	67%
Millard District	238	47%	72%
Morgan District	201	71%	82%
Murray District	484	64%	73%
Nebo District	2,397	61%	74%
North Sanpete District	185	45%	68%
North Summit District	63	71%	83%
Ogden City District	907	34%	55%
Park City District	268	73%	82%
Piute District	19	53%	63%
Provo District	1,161	59%	75%
Rich District	48	69%	75%

USBЕ's 2019 - 2020 KEEP Report

LEA/Districts	Size	Literacy	Numeracy
Salt Lake District	1,645	68%	88%
San Juan District	201	55%	69%
Sevier District	312	72%	86%
South Sanpete District	246	67%	77%
South Summit District	107	84%	95%
Tintic District	14	64%	85%
Tooele District	1,074	72%	79%
Uintah District	585	63%	81%
Wasatch District	480	77%	76%
Washington District	2,109	76%	80%
Wayne District	40	78%	100%
Weber District	2,219	74%	84%

ENTRY SCORES BY CHARTER

Percentage of Students Proficient at Entry

LEA/Charters	Size	Literacy	Numeracy
American Leadership Academy	153	64%	77%
American Preparatory Academy	510	67%	78%
Ascent Academies of Utah	280	65%	76%
Athenian eAcademy	33	52%	52%
Athlos Academy of Utah	120	56%	72%
Bear River Charter School	20	75%	90%
Bonneville Academy	56	64%	77%
Canyon Grove Academy	76	49%	62%
Canyon Rim Academy	82	73%	85%
Channing Hall	80	85%	93%
C.S. Lewis Academy	78	83%	86%
Davinci Academy	98	79%	91%
Dixie Montessori Academy	50	60%	78%
Dual Immersion Academy	4	n < 10	n < 10
Early Light Academy at Daybreak	100	70%	86%
Edith Bowen Laboratory School	49	76%	98%
Endeavor Hall	69	48%	62%
Entheos Academy	124	43%	58%
Esperanza School	83	41%	57%

USBE's 2019 - 2020 KEEP Report

LEA/Charters	Size	Literacy	Numeracy
Excelsior Academy	157	64%	82%
Franklin Discovery Academy	82	78%	84%
Freedom Preparatory Academy	265	71%	81%
Gateway Preparatory Academy	66	47%	77%
George Washington Academy	140	84%	90%
Good Foundations Academy	77	49%	69%
Greenwood Charter School	51	37%	61%
Guadalupe School	50	44%	58%
Hawthorn Academy	167	65%	78%
Highmark Charter School	47	68%	89%
Ignite Entrepreneurship Academy	89	82%	88%
Jefferson Academy	122	70%	81%
John Hancock Charter School	22	59%	77%
Lakeview Academy	99	81%	88%
Leadership Learning Academy	151	45%	67%
Legacy Preparatory Academy	113	71%	78%
Lincoln Academy	79	80%	92%
Lumen Scholar Institute	18	94%	94%
Mana Academy Charter School	2	n < 10%	n < 10
Maria Montessori Academy	66	59%	82%
Moab Charter School	13	38%	69%
Monticello Academy	80	55%	74%
Mountain West Montessori Academy	51	76%	86%
Mountainville Academy	102	81%	91%
Navigator Pointe Academy	59	85%	86%
Noah Webster Academy	82	63%	76%
North Davis Preparatory Academy	100	75%	87%
North Star Academy	50	74%	92%
Odyssey Charter School	65	83%	86%
Ogden Preparatory Academy	97	39%	54%
Open Classroom	48	71%	75%
Pacific Heritage Academy	40	50%	65%
Pinnacle Canyon Academy	24	25%	42%
Promontory School of Expeditionary Learning	51	65%	82%

USBЕ's 2019 - 2020 KEEP Report

LEA/Charters	Size	Literacy	Numeracy
Providence Hall	123	74%	85%
Quest Academy	117	57%	78%
Ranches Academy	49	73%	82%
Reagan Academy	80	76%	86%
Renaissance Academy	91	87%	96%
Scholar Academy	75	59%	63%
Soldier Hollow Charter School	28	75%	86%
Spectrum Academy	73	58%	66%
Summit Academy	282	76%	83%
Syracuse Arts Academy	180	69%	83%
Terra Academy	47	57%	74%
The Center For Creativity, Innovation And Discovery	56	70%	80%
Thomas Edison	122	66%	82%
Treeside Charter School	108	71%	81%
Utah Connections Academy	22	59%	77%
Utah Schools for the Deaf & Blind	16	31%	31%
Utah Virtual Academy	58	48%	72%
Valley Academy	66	62%	74%
Venture Academy	51	61%	80%
Vista School	77	86%	88%
Voyage Academy	74	76%	81%
Walden School of Liberal Arts	34	76%	82%
Wallace Stegner Academy	86	50%	62%
Wasatch Peak Academy	48	63%	83%
Wasatch Waldorf Charter School	63	71%	86%
Weber State University Charter Academy	33	85%	91%
Weilenmann School of Discovery	35	71%	80%