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 2021–22 school year, a total of 48,142 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 2021–22 are detailed below. While approximately 71% of the kindergarten participants are white, about 19% 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
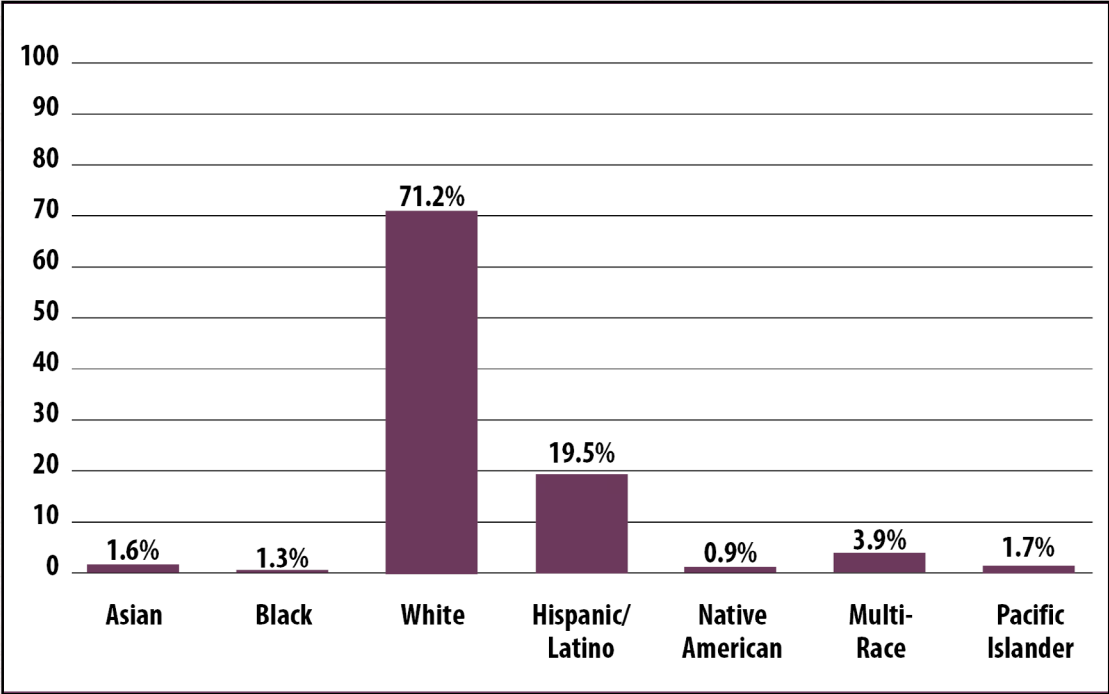
Approximately 30% of the assessed students are economically disadvantaged, 13% have a disability and about eight percent are English learners. Students may fall into multiple categories.

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 2022 administration indicate that about 59% 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 41% at level 1 or level 2 on the literacy section and 26% at level 1 or level 2 on the numeracy section.

However, by the end of the 2021–2022 school year, the overall number of students not demonstrating adequate skills decreased by 7% in numeracy to 19%. In literacy, the percentage of students in either Level 1 or 2 remained relatively stable, only decreasing by 1% from entry to exit.

Figure #2
**Percent of Students at Each Performance Level
on the LITERACY Section of the KEEP, 2021-2022**
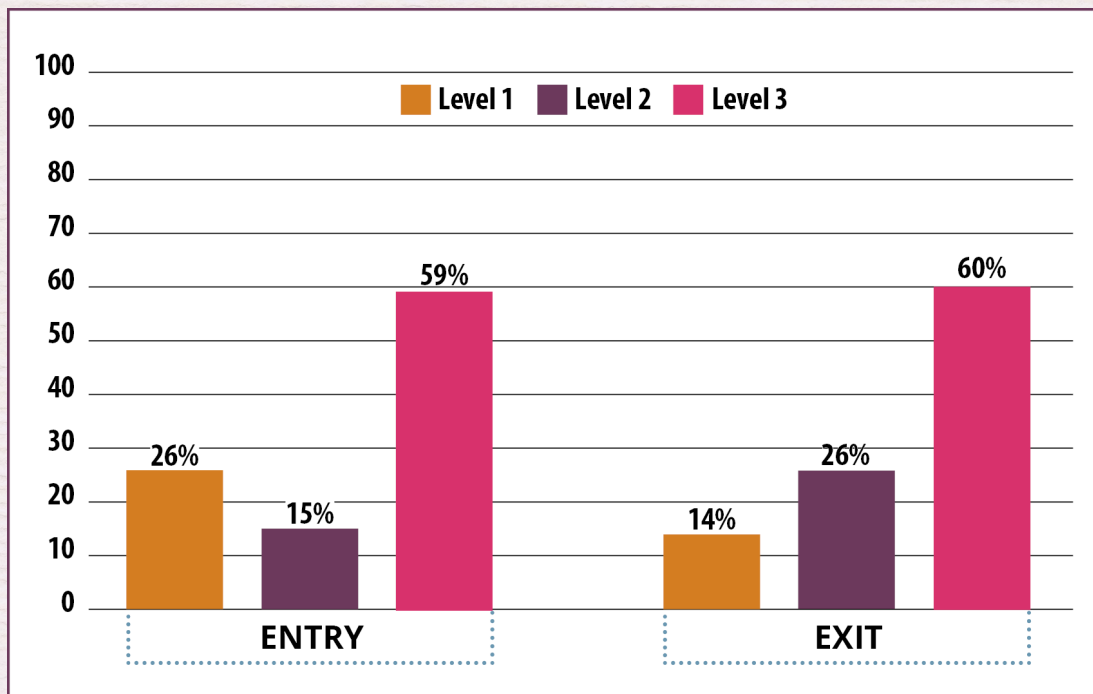
Figure #3

**Percent of Students at Each Performance Level
on the NUMERACY Section of the KEEP, 2021–2022**

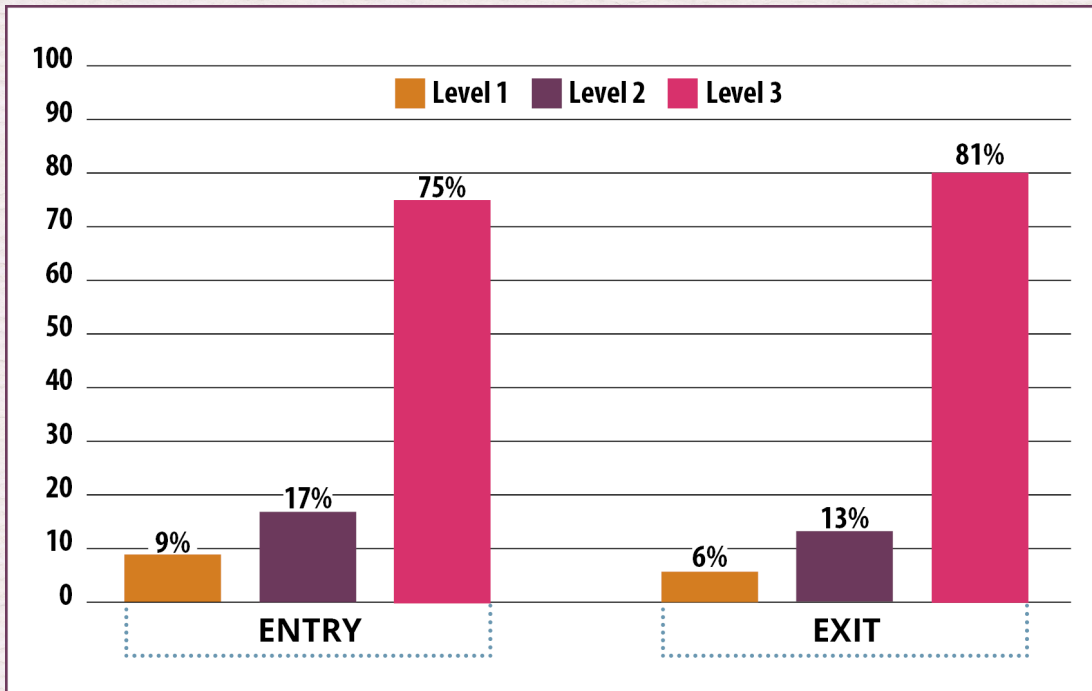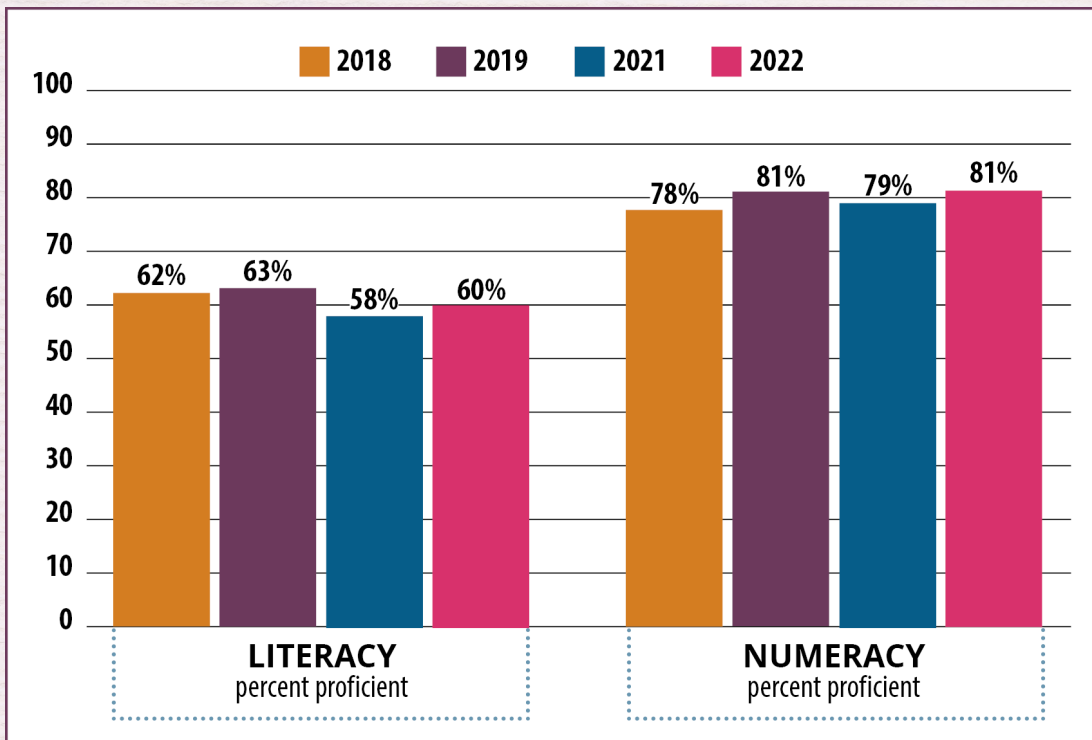Legend: Level 1, Level 2, Level 3

ENTRY: 9%, 17%, 75%
EXIT: 6%, 13%, 81%

Figure #4
Yearly KEEP Performance at Exit

Legend: 2018, 2019, 2021, 2022

LITERACY
percent proficient: 62%, 63%, 58%, 60%

NUMERACY
percent proficient: 78%, 81%, 79%, 81%

The percentage of students at performance level 3, or "Proficient," at Exit is fairly stable over time.[1]

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 60% of students overall are proficient in literacy at exit only about 35% of students with disabilities and 29% of students who are learning English are proficient.

About 81% of all students are proficient in numeracy at exit, while 62% of students with disabilities and 57% of students who are learning English are proficient.

Figure #5
**2021–2022 KEEP Literacy and Numeracy Proficiency
at Exit by Demographic Group[2]**

Demographic Group	Sample Size	% Proficient, Literacy	% Proficient, Numeracy
All Students	48,142	60%	81%
Economically Disadvantaged	13,144	45%	72%
Racial Minority	12,895	45%	71%
Students Learning English	3,853	29%	57%
Students With Disabilities	5,882	35%	62%
Chronically Absent	16,022	48%	74%
Female	22,347	61%	81%
Male	23,190	59%	81%

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., earning performance level one or two) to see

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

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

how many 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

DEMOGRAPHIC GROUPs	LITERACY Students who became ready	NUMERACY Students who became ready
All Students	34%	54%
Students Who Are Experiencing Economic Disadvantage	30%	51%
Students with Disabilities	17%	34%
Students Belonging to Historically Underserved Groups	28%	51%
Students Learning English	22%	47%
Students Who Were Chronically Absent	26%	48%

EXTENDED- AND FULL-DAY KINDERGARTEN

Optional enhanced kindergarten (OEK) is an early intervention program that is targeted to at-risk students and provides funding to local education agencies to enhance kindergarten programs and supports that have proven to significantly increase the percentage of students who are proficient in literacy and numeracy skills and is delivered through additional hours or other means.

Kindergarten students in Utah are typically enrolled in half-day programs. However, some students are enrolled in full- or extended-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. An extended-day program offers hours past the typical half-day model but does not last a full day.

Students in full- or extended-day programs were overall proficient at lower rates at exit than their peers in half-day programs. However, a higher percentage of those entering at level 1 or 2 became proficient over the course of the year. This is due to the full- and extended-day programs focusing recruitment among at-risk students.

Figure #7

PROGRAM PARTICIPATION	LITERACY % Proficient at Exit	NUMERACY % Proficient at Exit	NUMBER of Students
Half-Day K	63%	84%	27,809
Full-Day K	56%	80%	12,288
Extended-Day K	57%	80%	2,943

Figure #8

DEMOGRAPHIC GROUPS by Kindergarten Program	HALF DAY	FULL DAY	EXTENDED DAY
Total Number of Students in Program	27,809	12,288	2,943
Students Learning English	1,073	2,174	139
Students Who Are Experiencing Economic Disadvantage	5,424	5,935	852
Students with Disabilities	3,424	1,686	478
Students Belonging to Historically Underserved Groups	5,250	5,242	565
Students Who Were Chronically Absent	8,745	4,988	1,129

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	29%	8,718	48%	5,001
Full-Day K	39%	7,349	60%	4,923
Extended-Day K	33%	1,360	51%	777

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, 11% more students experiencing economic disadvantage and 10% who have disabilities became ready in literacy when participating in a full-day opportunity. Additionally, 19% more students learning English, 17% of students with disabilities and 16% of both students belonging to

historically underserved groups[3] and students experiencing economic disadvantage became ready in numeracy when participating in a full-day program.

The increase in readiness among extended-day students when compared to half-day students is more ambiguous. However, at-risk students do generally show greater increases in readiness when participating in an extended-day kindergarten program in comparison to their half-day counterparts. On average, 3% more at-risk students in extended-day courses became ready in literacy. In numeracy, an average of 2% more at-risk students in extended-day courses became ready.

Figure #10
**Extended or Full-Day Kindergarten Students
Who Became Ready in Literacy**

DEMOGRAPHIC GROUPS	Half Day	Full-Day	Extended-Day
Students Learning English	14%	27%	14%
Students Who Are Experiencing Economic Disadvantage	23%	34%	31%
Students with Disabilities	13%	23%	15%
Students Belonging to Historically Underserved Groups	22%	33%	25%
Students Who Were Chronically Absent	22%	31%	26%

Figure #11
**Extended or Full-Day Kindergarten Students
Who Became Ready in Numeracy**

DEMOGRAPHIC GROUPS	Half Day	Full-Day	Extended-Day
Students Learning English	34%	53%	24%
Students Who Are Experiencing Economic Disadvantage	41%	57%	47%
Students with Disabilities	27%	44%	38%
Students Belonging to Historically Underserved Groups	41%	57%	43%
Students Who Were Chronically Absent	41%	54%	43%

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

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, 34% in literacy and 54% 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- or extended-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

- 40% of students exiting kindergarten are not proficient in literacy.

- 19% 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, 71% are not proficient in literacy and 43% are not proficient in numeracy when exiting kindergarten.

  - Among students with disabilities, 65% are not proficient in literacy and 38% are not proficient in numeracy when exiting kindergarten.

ENTRY AND EXIT SCORES BY LEA

Figure #12
**Percentage of Students Proficient,
School Year 2021–2022**

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Advantage Arts Academy	69	72%	36%	78%	73%
Alpine District	6,255	68%	65%	80%	84%
American Leadership Academy	138	57%	55%	75%	84%
American Preparatory Academy	422	62%	42%	74%	73%
Ascent Academies of Utah	236	53%	42%	73%	82%
Athenian eAcademy	44	50%	27%	60%	57%
Athlos Academy of Utah	71	55%	63%	73%	72%

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Bear River Charter School	18	50%	72%	80%	100%
Beaver District	120	61%	60%	70%	78%
Bonneville Academy	57	49%	44%	79%	83%
Box Elder District	924	49%	68%	72%	87%
Bridge Elementary School	77	50%	58%	68%	94%
C.S. Lewis Academy	62	42%	58%	57%	71%
Cache District	1,400	65%	65%	81%	81%
Canyon Grove Academy	81	77%	67%	84%	90%
Canyon Rim Academy	77	87%	52%	90%	86%
Canyons District	2,056	60%	58%	76%	77%
Carbon District	247	40%	70%	63%	78%
Channing Hall	65	68%	77%	88%	92%
Daggett District	12	57%	33%	64%	92%
Davinci Academy	88	65%	38%	80%	66%
Davis District	4,771	64%	61%	80%	79%
Dual Immersion Academy	54	43%	19%	52%	59%
Duchesne District	335	43%	54%	64%	79%
Early Light Academy at Daybreak	99	78%	47%	86%	81%
Edith Bowen Laboratory School	48	84%	54%	96%	92%
Emery District	132	52%	80%	66%	96%
Endeavor Hall	47	39%	66%	62%	77%
Entheos Academy	127	37%	29%	63%	60%
Esperanza School	84	23%	50%	46%	77%
Excelsior Academy	67*	50%		100%	
Franklin Discovery Academy	79	67%	34%	82%	47%
Freedom Preparatory Academy	216	71%	56%	83%	84%
Garfield District	90	68%	59%	76%	78%
Gateway Preparatory Academy	63	51%	64%	75%	89%
George Washington Academy	139	75%	84%	89%	89%
Good Foundations Academy	61	35%	54%	69%	74%
Grand District	85	33%	66%	55%	85%
Granite District	3,793	43%	47%	59%	74%
Greenwood Charter School	52	49%	58%	83%	87%

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Guadalupe School	43	43%	14%	63%	56%
Hawthorn Academy	172	55%	47%	77%	80%
Highmark Charter School	41	77%	90%	90%	95%
Ignite Entrepreneurship Academy	91	78%	57%	83%	84%
Iron District	798	56%	55%	74%	78%
Jefferson Academy	107	83%	74%	86%	94%
John Hancock Charter School	24	83%	96%	83%	100%
Jordan District	3,702	65%	62%	79%	85%
Juab District	205	57%	48%	73%	82%
Kane District	125	64%	62%	76%	89%
Lakeview Academy	101	74%	60%	86%	73%
Leadership Learning Academy	141	49%	51%	69%	62%
Legacy Preparatory Academy	73	67%	62%	84%	82%
Lincoln Academy	75	76%	69%	86%	93%
Logan City District	433	56%	54%	67%	73%
Lumen Scholar Institute	15	47%	40%	65%	67%
Mana Academy Charter School	20	33%	45%	50%	65%
Maria Montessori Academy	48	58%	38%	68%	63%
Millard District	237	47%	62%	73%	87%
Moab Charter School	14	69%	50%	85%	86%
Monticello Academy	140	58%	70%	80%	90%
Morgan District	206	72%	86%	88%	97%
Mountain Sunrise Academy	11*	46%		91%	
Mountain View Montessori	48	63%	83%	84%	98%
Mountain West Montessori Academy	44	63%	91%	86%	82%
Mountainville Academy	101	81%	78%	91%	99%
Murray District	409	56%	57%	71%	88%
Navigator Pointe Academy	54	62%	69%	79%	70%
Nebo District	2,440	60%	57%	75%	81%
Noah Webster Academy	77	58%	58%	79%	94%
North Davis Preparatory Academy	99	57%	47%	83%	64%

*no Exit scores submitted, size taken from Entry

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
North Sanpete District	161	53%	79%	72%	92%
North Star Academy	50	80%	80%	90%	86%
North Summit District	67	57%	72%	70%	88%
Odyssey Charter School	63	78%	75%	91%	97%
Ogden City District	781	33%	56%	56%	76%
Ogden Preparatory Academy	100	32%	51%	57%	79%
Open Classroom	41	73%	24%	83%	61%
Pacific Heritage Academy	34	26%	41%	39%	62%
Park City District	264	77%	85%	83%	90%
Pinnacle Canyon Academy	27	30%	59%	63%	85%
Piute District	15	50%	73%	63%	87%
Promontory School of Expeditionary Learning	49	61%	22%	78%	41%
Providence Hall	124	61%	30%	76%	62%
Provo District	906	54%	63%	71%	80%
Quest Academy	102	57%	62%	76%	90%
Ranches Academy	52	74%	56%	85%	92%
Reagan Academy	75	66%	68%	84%	73%
Renaissance Academy	88	82%	52%	83%	88%
Rich District	40	53%	70%	75%	88%
Salt Lake District	1,383	52%	61%	67%	84%
San Juan District	190	38%	51%	56%	80%
Scholar Academy	73	46%	45%	66%	82%
Sevier District	325	49%	58%	70%	78%
Soldier Hollow Charter School	33	67%	85%	83%	88%
South Sanpete District	237	59%	62%	68%	80%
South Summit District	103	62%	72%	80%	93%
Spectrum Academy	56	58%	54%	59%	82%
Summit Academy	192	71%	77%	84%	93%
Syracuse Arts Academy	165	58%	59%	76%	79%
Terra Academy	50	54%	38%	56%	58%
The Center for Creativity Innovation and Discovery	55	53%	60%	74%	89%

*no Exit scores submitted, size taken from Entry

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Thomas Edison	134	73%	48%	82%	72%
Tintic District	14	36%	64%	57%	100%
Tooele District	1,171	52%	46%	71%	80%
Treeside Charter School	79	61%	81%	82%	99%
Uintah District	506	41%	53%	60%	85%
Utah Connections Academy	51	51%	35%	75%	55%
Utah Schools for Deaf & Blind	30	50%	33%	54%	69%
Utah Virtual Academy	88	54%	46%	75%	82%
Valley Academy	78	48%	58%	75%	95%
Venture Academy	40	67%	60%	82%	88%
Vista School	91	79%	74%	88%	90%
Voyage Academy	73	58%	70%	75%	84%
Walden School of Liberal Arts	34	74%	44%	90%	71%
Wallace Stegner Academy	157	45%	69%	61%	82%
Wasatch District	538	65%	60%	77%	80%
Wasatch Peak Academy	47	73%	66%	83%	94%
Wasatch Waldorf Charter School	n<10	n<10	n<10	n<10	n<10
Washington District	1,986	61%	79%	77%	85%
Wayne District	31	50%	65%	78%	84%
Weber District	2,233	54%	60%	73%	83%
Weber State University Charter Academy	28	62%	39%	83%	86%
Weilenmann School of Discovery	53	67%	57%	83%	85%

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