



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 2022-23 school year, a total of 46,383 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

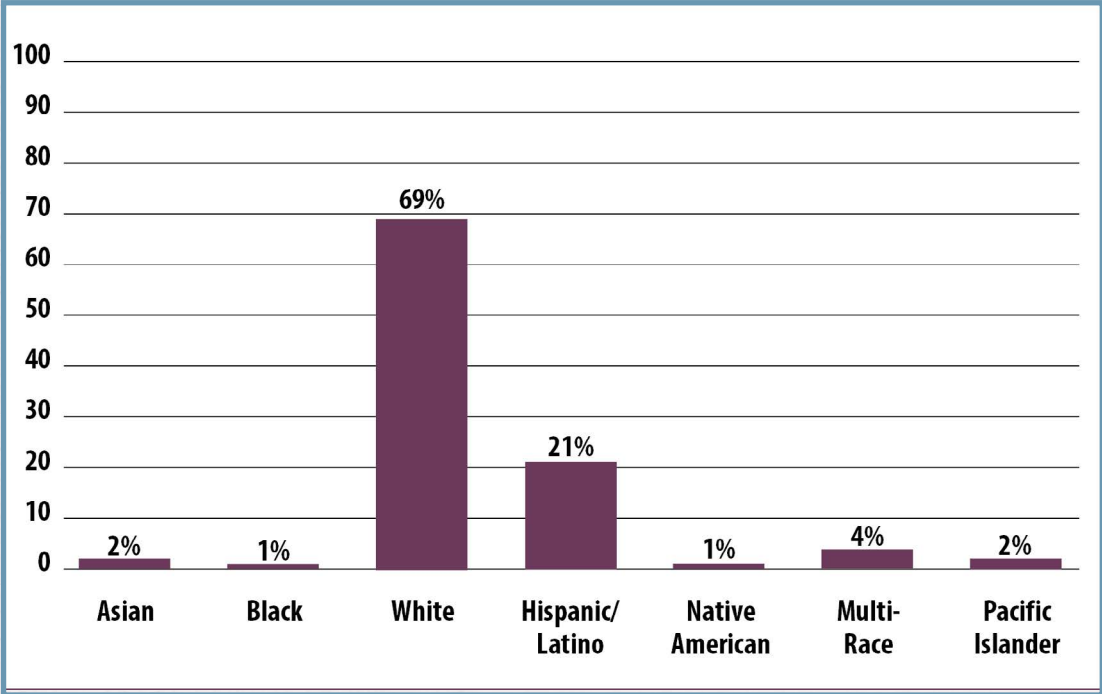
The knowledge, skills, and behaviors a kindergarten student enters with as they first enroll in school are highly predictive of their future academic outcomes. In fact, students who enter school with higher levels of knowledge and skills are more likely to

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 2022-23 are detailed below. While approximately 69% of the kindergarten participants are white, about 21% 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, 2022-23



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 2023 administration indicate that about 58% 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 42% 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 2022–2023 school year, the overall number of students not demonstrating adequate skills decreased by 7% in numeracy to 18%. In literacy, the percentage of students in either Level 1 or 2 decreased by 5% from entry to exit.

Figure #2
Percent of Students at Each Performance Level on the LITERACY Section of the KEEP, 2022-2023

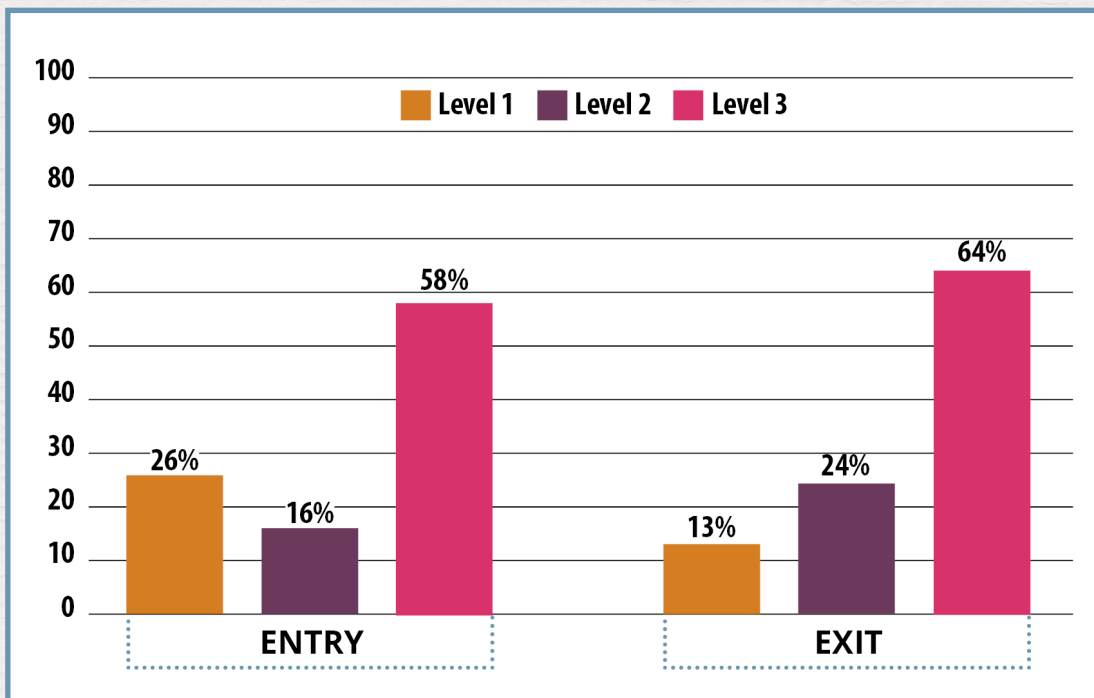


Figure #3
**Percent of Students at Each Performance Level
 on the NUMERACY Section of the KEEP, 2022-2023**

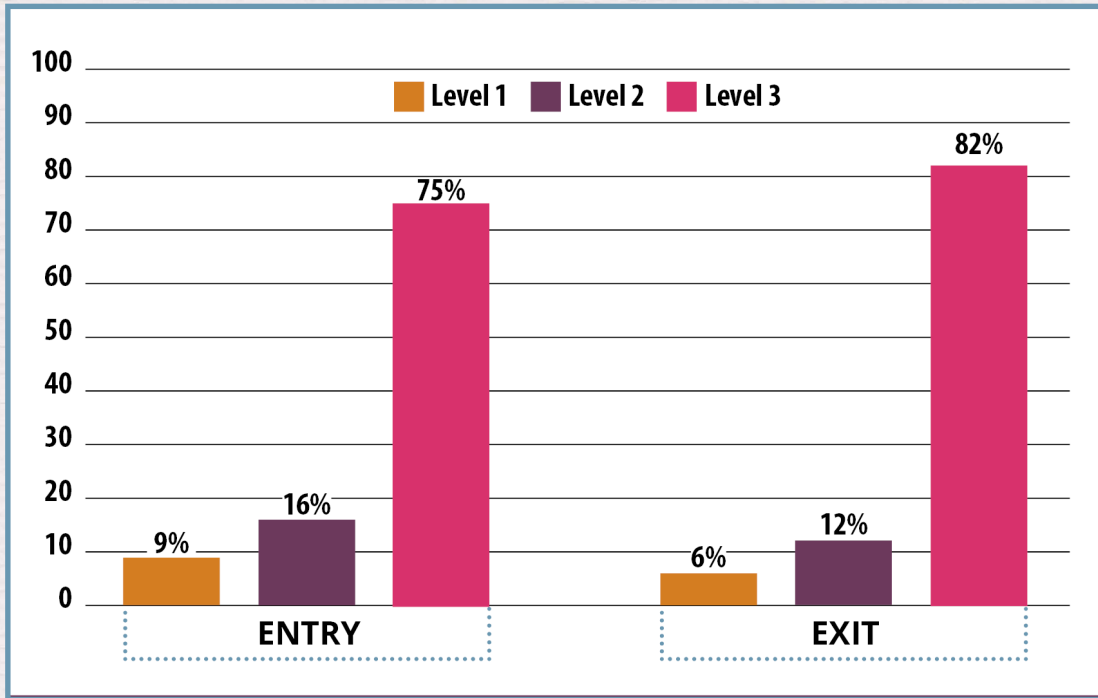
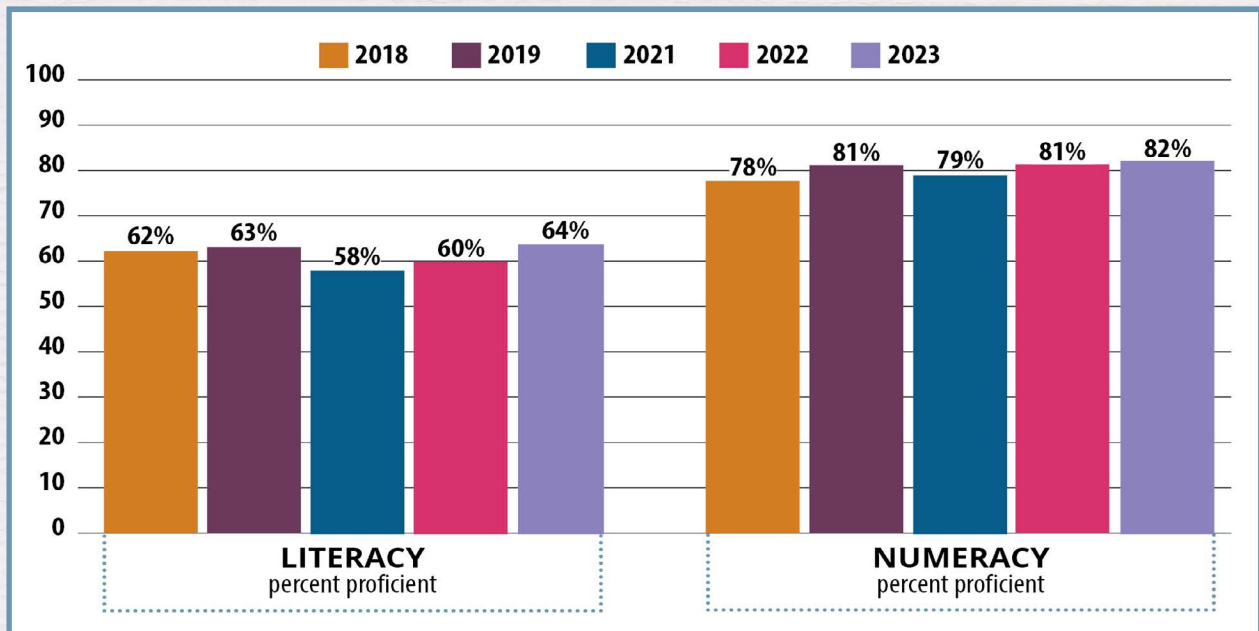


Figure #4
Yearly KEEP Performance at Exit, 2018-2023



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 64% of students overall are proficient in literacy at exit only about 39% of students with disabilities and 31% of students who are learning English are proficient.

About 82% of all students are proficient in numeracy at exit, while 64% of students with disabilities and 58% of students who are learning English are proficient.

Figure #5
2022–2023 KEEP Literacy and Numeracy Proficiency at Exit by Demographic Group²

Demographic Group	Sample Size	% Proficient, Literacy	% Proficient, Numeracy
All Students	44,462	64%	82%
Economically Disadvantaged	15,034	49%	73%
Racial Minority	13,673	49%	71%
Students Learning English	4,024	31%	58%
Students With Disabilities	6,172	39%	64%
Chronically Absent	14,125	50%	74%
Female	21,566	65%	83%
Male	22,777	62%	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., earning performance level one or two) to see how

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.

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
Students Who Became Ready in Literacy and Numeracy

DEMOGRAPHIC GROUPS	LITERACY Students who became ready	NUMERACY Students who became ready
All Students	38%	55%
Students Who Are Experiencing Economic Disadvantage	34%	52%
Students with Disabilities	20%	38%
Students Belonging to Historically Underserved Groups	32%	51%
Students Learning English	24%	24%
Students Who Were Chronically Absent	31%	49%

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. In addition to OEK funding, during the 2022 legislative session, funding was allocated to increase access to full-day kindergarten opportunities.

Kindergarten students in Utah have historically attended half-day programs. However, with additional funding, a higher percentage of students are now able to access 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. Beginning in the 2023-24 school year, kindergarten students will have the option to attend half or full day.

Students in full-day programs were overall proficient at lower rates at exit than their

peers in half-day programs. This is in part due to the full- and extended-day programs focusing recruitment among at-risk students. However, a higher percentage of those entering at level 1 or 2 became proficient over the course of the year. Students in extended-day programs are proficient at or above the rate of their peers in half-day programs. However, due to the much smaller number of students in the extended-day programs, the outcomes may not be comparable.

Figure #7

PROGRAM PARTICIPATION	LITERACY % Proficient at Exit	NUMERACY % Proficient at Exit	NUMBER of Students
Half-Day K	65%	84%	22,763
Full-Day K	61%	81%	19,514
Extended-Day K	71%	84%	1,557

Figure #8

DEMOGRAPHIC GROUPS by Kindergarten Program	HALF DAY	FULL DAY	EXTENDED DAY
Total Number of Students in Program	23,716	20,328	1,595
Students Learning English	970	3,142	80
Students Who Are Experiencing Economic Disadvantage	5,043	10,145	484
Students with Disabilities	3,211	2,943	220
Students Belonging to Historically Underserved Groups	4,918	8,161	305
Students Who Were Chronically Absent	6,667	7,945	514

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	32%	6,900	49%	3,640
Full-Day K	42%	9,448	59%	6,036
Extended-Day K	47%	586	57%	315

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 learning English and 8% more students with disabilities became ready in literacy when participating in a full-day opportunity. Additionally, 18% more of students learning English, 13% more students with disabilities and 16% of students belonging to historically underserved groups 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, 11% more at-risk students in extended-day courses became ready in literacy. In numeracy, an average of 9% 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	16%	27%	21%
Students Who Are Experiencing Economic Disadvantage	26%	36%	37%
Students with Disabilities	16%	24%	30%
Students Belonging to Historically Underserved Groups	25%	35%	33%
Students Who Were Chronically Absent	24%	34%	42%

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.

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%	52%	34%
Students Who Are Experiencing Economic Disadvantage	41%	56%	54%
Students with Disabilities	30%	43%	49%
Students Belonging to Historically Underserved Groups	40%	56%	44%
Students Who Were Chronically Absent	41%	52%	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, 38% in literacy and 55% 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

- 37% of students exiting kindergarten are not proficient in literacy.
- 18% 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, 69% are not proficient in literacy and 42% are not proficient in numeracy when exiting kindergarten.
 - Among students with disabilities, 61% are not proficient in literacy and 36% are not proficient in numeracy when exiting kindergarten.

ENTRY AND EXIT SCORES BY LEA

Figure #12
**Percentage of Students Proficient,
 School Year 2022–2023**

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Advantage Arts Academy	59	60%	75%	77%	90%
Alpine District	5,601	67%	70%	80%	85%
American Leadership Academy	144	58%	60%	82%	85%
American Preparatory Academy	421	61%	45%	77%	80%
Ascent Academies of Utah	307	61%	43%	78%	76%
Athenian eAcademy	56	57%	59%	77%	84%
Athlos Academy of Utah	73	44%	77%	78%	88%
Bear River Charter School	17	50%	88%	67%	100%
Beaver District	102	58%	73%	69%	84%
Beehive Science & Technology	56	71%	48%	57%	84%
Bonneville Academy	48	49%	77%	69%	88%
Box Elder District	795	49%	75%	72%	85%
Bridge Elementary School	73	61%	58%	81%	82%
C.S. Lewis Academy	61	33%	57%	57%	89%
Cache District	1,282	63%	79%	80%	87%
Canyon Grove Academy	87	72%	43%	86%	66%
Canyon Rim Academy	69	87%	73%	96%	96%
Canyons District	1,971	60%	63%	76%	82%
Carbon District	201	39%	70%	66%	78%
Career Academy of Utah	n<10	n<10	n<10	n<10	n<10
Channing Hall	62	71%	71%	75%	84%
Daggett District	n<10	n<10	n<10	n<10	n<10
Davinci Academy	85	70%	45%	87%	73%
Davis District	4,165	63%	64%	79%	81%
Dual Immersion Academy	68	26%	13%	46%	72%
Duchesne District	328	47%	63%	67%	84%
Early Light Academy at Daybreak	93	78%	50%	89%	83%
Edith Bowen Laboratory School	48	76%	58%	88%	92%
Emery District	132	51%	71%	71%	89%

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Endeavor Hall	47	34%	66%	62%	92%
Entheos Academy	121	38%	42%	64%	71%
Esperanza School	86	10%	41%	31%	70%
Excelsior Academy	157	100%	40%	100%	68%
Franklin Discovery Academy	85	55%	32%	82%	46%
Freedom Preparatory Academy	285	71%	74%	85%	87%
Garfield District	80	64%	63%	81%	85%
Gateway Preparatory Academy	67	60%	37%	78%	78%
George Washington Academy	129	72%	77%	79%	92%
Good Foundations Academy	62	41%	48%	72%	79%
Grand District	82	28%	57%	65%	84%
Granite District	3,626	41%	49%	59%	76%
Greenwood Charter School	42	51%	45%	80%	74%
Guadalupe School	48	60%	35%	62%	73%
Hawthorn Academy	154	50%	46%	75%	70%
Highmark Charter School	57	57%	90%	78%	95%
Ignite Entrepreneurship Academy	79	67%	70%	83%	84%
Iron District	789	59%	63%	77%	84%
Jefferson Academy	96	75%	70%	95%	98%
John Hancock Charter School	22	88%	91%	83%	91%
Jordan District	3,450	62%	66%	78%	84%
Juab District	171	66%	64%	80%	85%
Kane District	100	57%	65%	75%	87%
Lakeview Academy	100	66%	57%	78%	78%
Leadership Learning Academy	147	51%	39%	64%	59%
Legacy Preparatory Academy	119	75%	83%	84%	88%
Lincoln Academy	75	85%	77%	93%	99%
Logan City District	403	54%	76%	69%	84%
Lumen Scholar Institute	11	44%	55%	89%	100%
Mana Academy Charter School	27	41%	56%	70%	89%
Maria Montessori Academy	52	56%	60%	77%	73%
Millard District	221	51%	77%	76%	90%
Moab Charter School	12	46%	42%	62%	67%

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Monticello Academy	154	50%	65%	72%	86%
Morgan District	167	73%	84%	87%	89%
Mountain Sunrise Academy	n<10	n<10	n<10	n<10	n<10
Mountain View Montessori	44	51%	77%	77%	82%
Mountain West Montessori Academy	48	70%	69%	84%	90%
Mountainville Academy	101	82%	83%	91%	98%
Murray District	396	57%	66%	74%	85%
Navigator Pointe Academy	44	59%	52%	74%	46%
Nebo District	2,328	57%	65%	77%	84%
Noah Webster Academy	69	69%	70%	89%	97%
North Davis Preparatory Academy	100	58%	56%	79%	66%
North Sanpete District	180	53%	79%	79%	88%
North Star Academy	46	86%	85%	90%	96%
North Summit District	69	53%	70%	72%	86%
Odyssey Charter School	53	72%	74%	91%	96%
Ogden City District	685	27%	58%	47%	75%
Ogden Preparatory Academy	97	30%	45%	57%	81%
Open Classroom	40	69%	70%	79%	90%
Pacific Heritage Academy	31	26%	23%	58%	55%
Park City District	212	81%	82%	87%	91%
Pinnacle Canyon Academy	17	32%	0%	44%	47%
Piute District	10	50%	80%	60%	100%
Promontory School of Expeditionary Learning	49	64%	49%	87%	67%
Providence Hall	146	61%	38%	80%	72%
Provo District	908	57%	70%	74%	86%
Quest Academy	107	66%	74%	77%	95%
Ranches Academy	51	69%	63%	87%	92%
Reagan Academy	79	71%	67%	84%	79%
Renaissance Academy	92	79%	59%	90%	91%
Rich District	39	60%	85%	78%	92%
Salt Lake District	1,307	53%	61%	66%	83%
San Juan District	173	39%	56%	62%	80%

LEA/Districts	Size Exit	Literacy Entry	Literacy Exit	Numeracy Entry	Numeracy Exit
Scholar Academy	69	54%	65%	72%	88%
Sevier District	318	55%	68%	72%	79%
Soldier Hollow Charter School	42	72%	93%	86%	86%
South Sanpete District	216	56%	73%	69%	85%
South Summit District	102	61%	83%	74%	97%
Spectrum Academy	62	57%	40%	59%	65%
Summit Academy	234	70%	72%	85%	89%
Syracuse Arts Academy	172	58%	69%	78%	84%
Terra Academy	49	49%	53%	78%	86%
The Center for Creativity Innovation and Discovery	48	59%	63%	78%	90%
Thomas Edison	141	74%	54%	85%	77%
Tintic District	n < 10	n < 10	n < 10	n < 10	n < 10
Tooele District	1,171	58%	51%	76%	78%
Treeside Charter School	80	63%	73%	77%	80%
Uintah District	457	40%	50%	65%	81%
Utah Connections Academy	41	48%	24%	64%	42%
Utah Schools for Deaf & Blind	12	35%	0%	38%	25%
Utah Virtual Academy	49	48%	59%	80%	82%
Valley Academy	69	51%	59%	77%	94%
Venture Academy	38	47%	55%	70%	90%
Vista School	82	72%	79%	86%	89%
Voyage Academy	68	49%	57%	67%	81%
Walden School of Liberal Arts	31	50%	42%	72%	52%
Wallace Stegner Academy	154	36%	56%	54%	77%
Wasatch District	501	65%	64%	77%	83%
Wasatch Peak Academy	50	73%	74%	77%	94%
Wasatch Waldorf Charter School	11	70%	27%	70%	55%
Washington District	2,012	60%	81%	75%	85%
Wayne District	28	55%	64%	73%	79%
Weber District	1,998	54%	62%	75%	85%
Weber State University Charter Academy	17	59%	65%	82%	94%
Weilenmann School of Discovery	62	69%	69%	89%	98%

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