



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 2018-2019 school year, a total of 47,486 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.

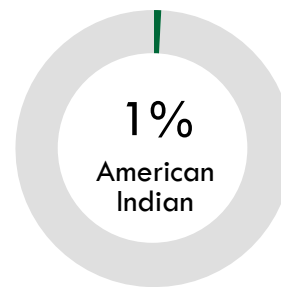
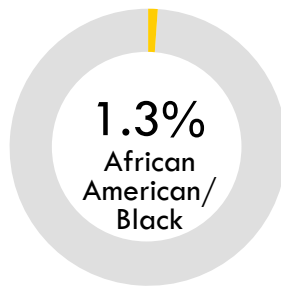
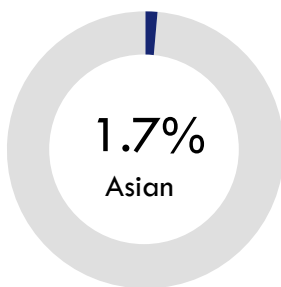
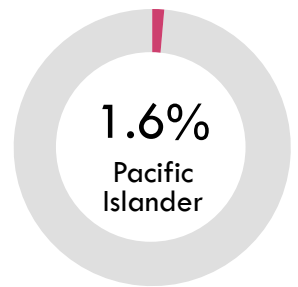
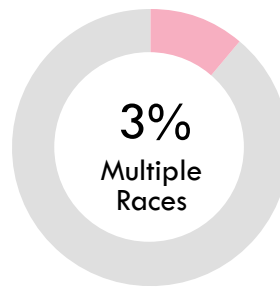
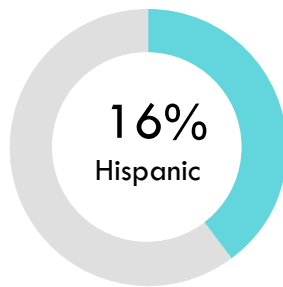
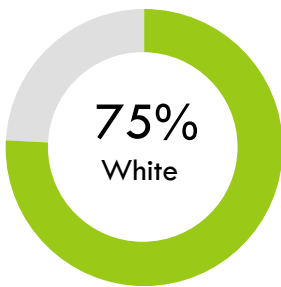


KEEP Demographics

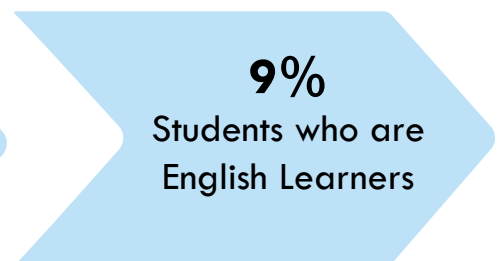
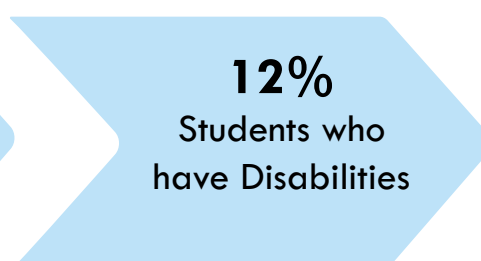
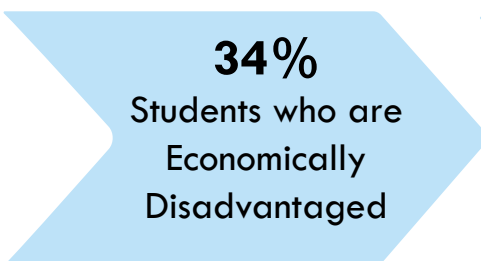
The race and ethnicity of the kindergartners who participated in the KEEP assessment are detailed in the graphs below. While approximately **75%** of the kindergarten participants are white, about **16%** are Hispanic/Latino, and **three** percent identify as two or more races. The racial and ethnic makeup of the assessed kindergartners mirrors that of the overall Utah kindergarten population.



In the 2018-2019 school year **47,486** kindergarteners took the KEEP assessment



Approximately 34% of the assessed students are economically disadvantaged, 12% have a disability, and about nine percent are English learners. Students may fall into multiple categories.



KEEP Performance Levels

The raw assessment scores were 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 2018 administration indicate that about 63% 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 37% 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 2018-2019 school year, the overall number of students not demonstrating prerequisite knowledge and skills (Level 1) decreased in both literacy and numeracy. In literacy, the percentage of students in Level 1 decreased by 11 percentage points from entry to exit. In numeracy, about 6% of students exited at Level 1 literacy, compared to 11% at Level 1 on the numeracy entry assessment.

63%
Entered
as Level 3
Literacy

75%
Entered
as Level 3
Numeracy

23%
Entered
as Level 1
Literacy

8%
Entered
as Level 1
Numeracy

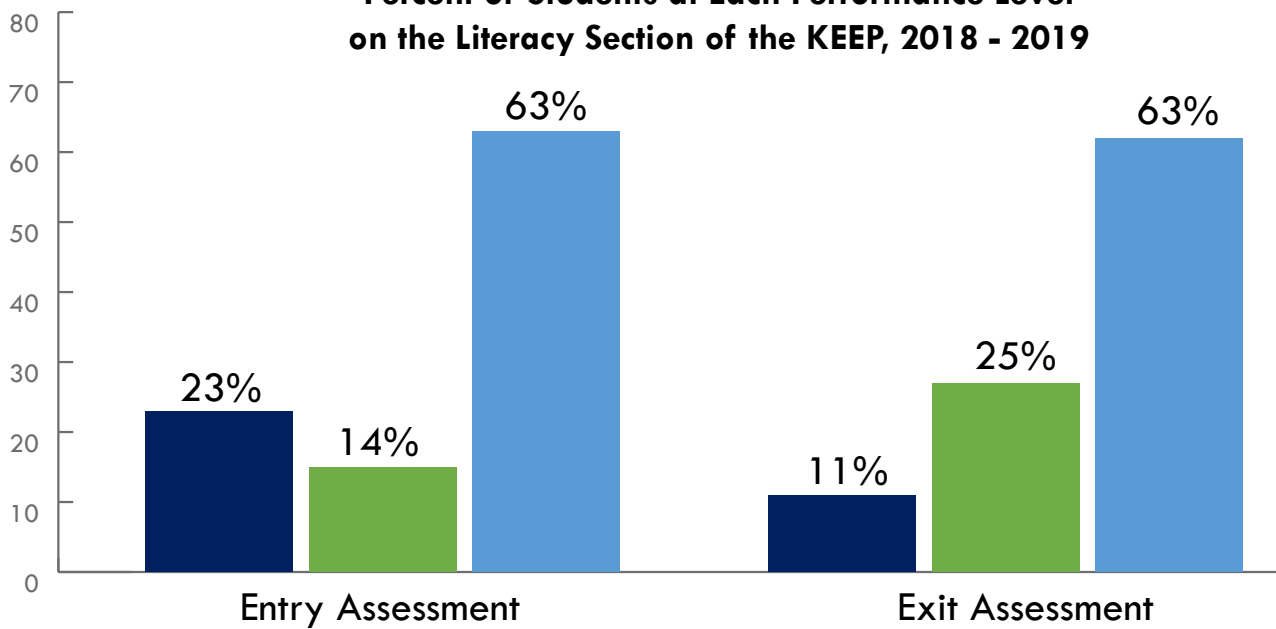
11
percentage
points
Decrease for
Level 1
Literacy

2
percentage
points
Decrease for
Level 1
Numeracy

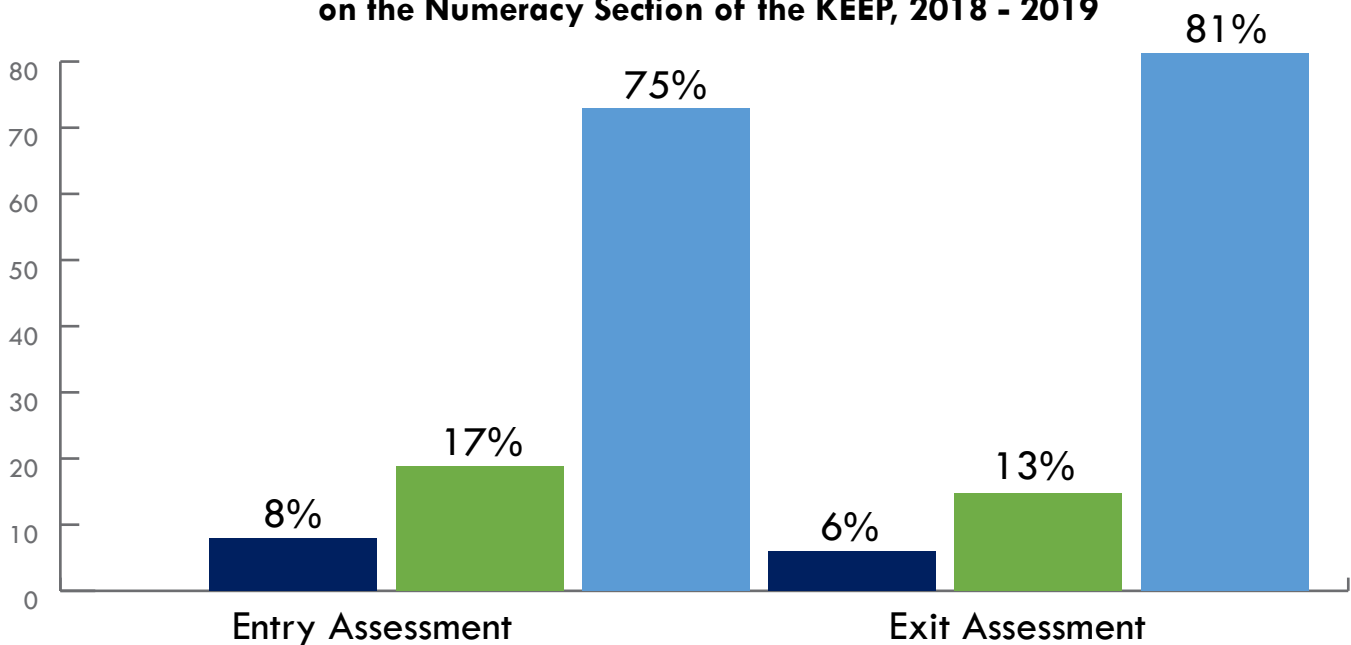
Overall Performance Levels

- 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 kindergartener 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 kindergarten at Level 3 has sufficient prerequisite knowledge and skills in literacy/numeracy; may require minimal intervention to succeed in kindergarten.

Percent of Students at Each Performance Level on the Literacy Section of the KEEP, 2018 - 2019



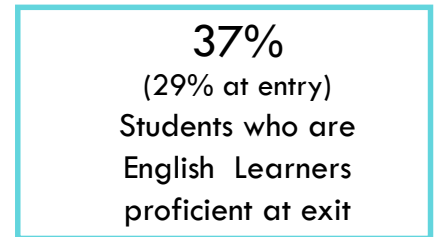
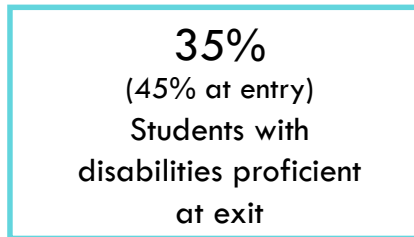
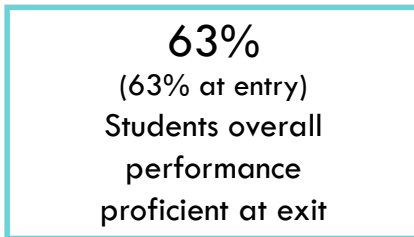
Percent of Students at Each Performance Level on the Numeracy Section of the KEEP, 2018 - 2019



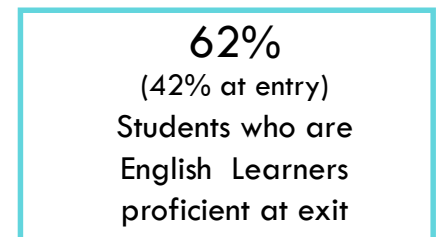
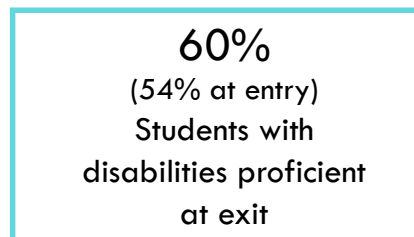
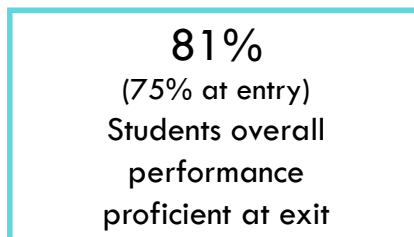
Distinctive Group Performance

Literacy and numeracy exit performance was disaggregated by distinct student groups. Most 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 is lower than overall performance. Most notable, while 63% of students overall are proficient in literacy at exit only about 35% of students with disabilities and 37% of students who are English learners are proficient. About 81% of all students are proficient in numeracy at exit, while 60% of students with disabilities and 62% of students who are English learners are proficient.

Proficiency in Literacy at Exit



Proficiency in Numeracy at Exit



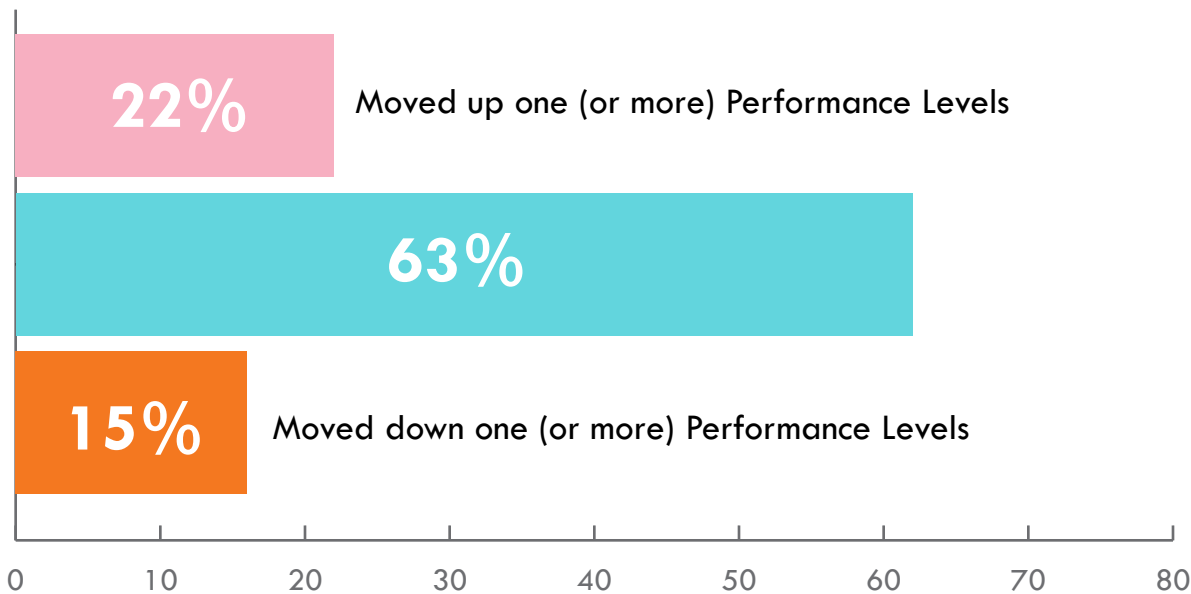
KEEP Literacy and Numeracy Proficiency at Exit by Demographic Grouping

Demographic Group	Sample	Literacy	Numeray
All Students	47,489	63.4%	80.8%
Economically Disadvantaged	16,056	50.5%	72.0%
Racial Minority	11,099	47.7%	68.6%
English Learners	4,195	36.5%	61.6%
Students with Disabilities	5,639	35.4%	60.1%
Female	22,947	65.2%	81.2%
Male	24,539	61.8%	80.3%

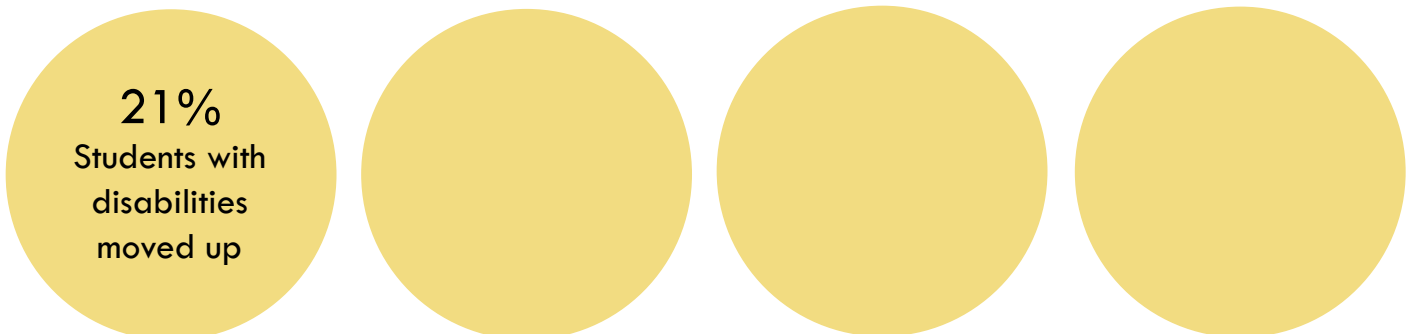
Student Performance from Entry to Exit

From entry to exit, most student groups showed higher levels of improvement compared to the overall population despite the achievement gaps for these groups. For the literacy section of the KEEP assessment, overall the majority of students maintained their performance level from entry to exit, 22% moved up one or more performance levels, and 15% moved down one or more performance levels.

Change in Performance Level on the Literacy Section of the KEEP, All Students, 2018 - 2019



Similarly, 21% of students with disabilities moved up one or more performance levels from the entry to the exit assessment. However, 33% of students who are economically disadvantaged and 33% of students who are part of a more at-risk minority group* moved up one or more performance levels on the literacy section of the assessment. The largest difference is with students who are English learners with 41% moving up one or more performance levels from entry to exit.

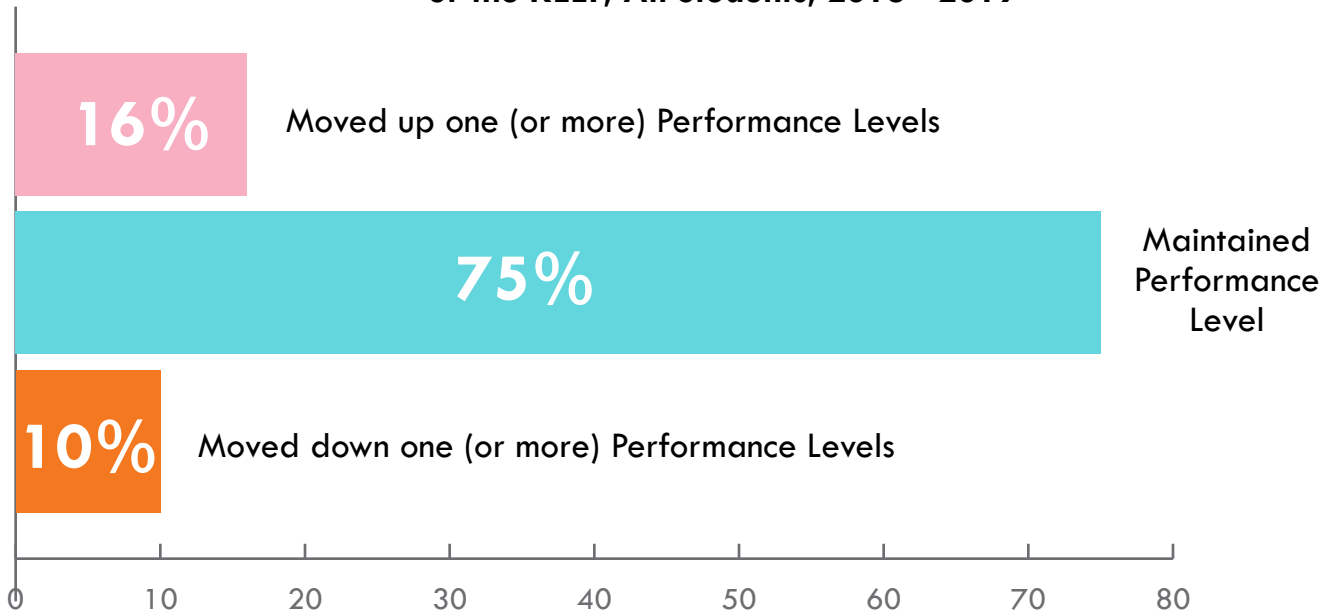


*This category excludes Caucasian and Asian students as within Utah they are the groups with the highest graduation rates and participation in advanced coursework.

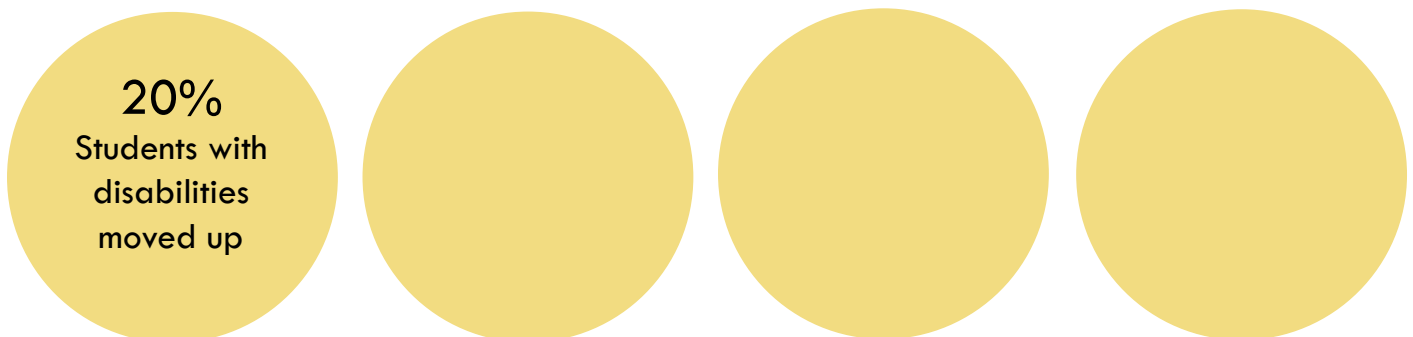
Student Performance from Entry to Exit, *cont.'d*

For the Numeracy section of the assessment, overall the majority of students, 75%, maintained their performance level from entry to exit while 16% moved up one or more performance levels and 10% moved down one or more performance levels.

Change in Performance Level on the Numeracy Section of the KEEP, All Students, 2018 - 2019



By comparison, 20% of students with disabilities moved up one or more performance levels from entry to exit assessment. While 25% of students who are economically disadvantaged and 27% of students who identify as a racial or ethnic minority moved up one or more performance levels on the KEEP numeracy assessment. Again the largest difference is with students who are English learners with 37% moving up one or more performance levels from entry to exit.



Optional Extended-Day Kindergarten

As part of the Basic School Program under the Minimum School Program, the state provides unrestricted revenues to support half-day kindergarten programs. Some Utah kindergarten programs provide extended-day opportunities funded through two programs; the Kindergarten Supplemental Enrichment Program (KSEP) and Optional Enhanced Kindergarten (OEK). Students can qualify for these extended-day programs based on their KEEP entry results. The KEEP assessment allows us to analyze the impact of extended-day kindergarten programs. Compared to the performance of all students, a much higher percentage of extended-day program students enter kindergarten at Performance Level 1 in literacy, 41% of OEK students enter at Level 1. For numeracy, 8% of students overall enter at Performance Level 1 compared to 16 % of OEK students which is to be expected since the program is targeted to students who are at-risk of meeting grade level literacy and/or numeracy skills.

What is Optional Enhanced Kindergarten?

Optional enhanced kindergarten (OEK) is targeted to at-risk students and it provides funding to local education agencies to provide an enhanced kindergarten program focused on building age-appropriate literacy and numeracy skills and delivered through additional hours or other means.

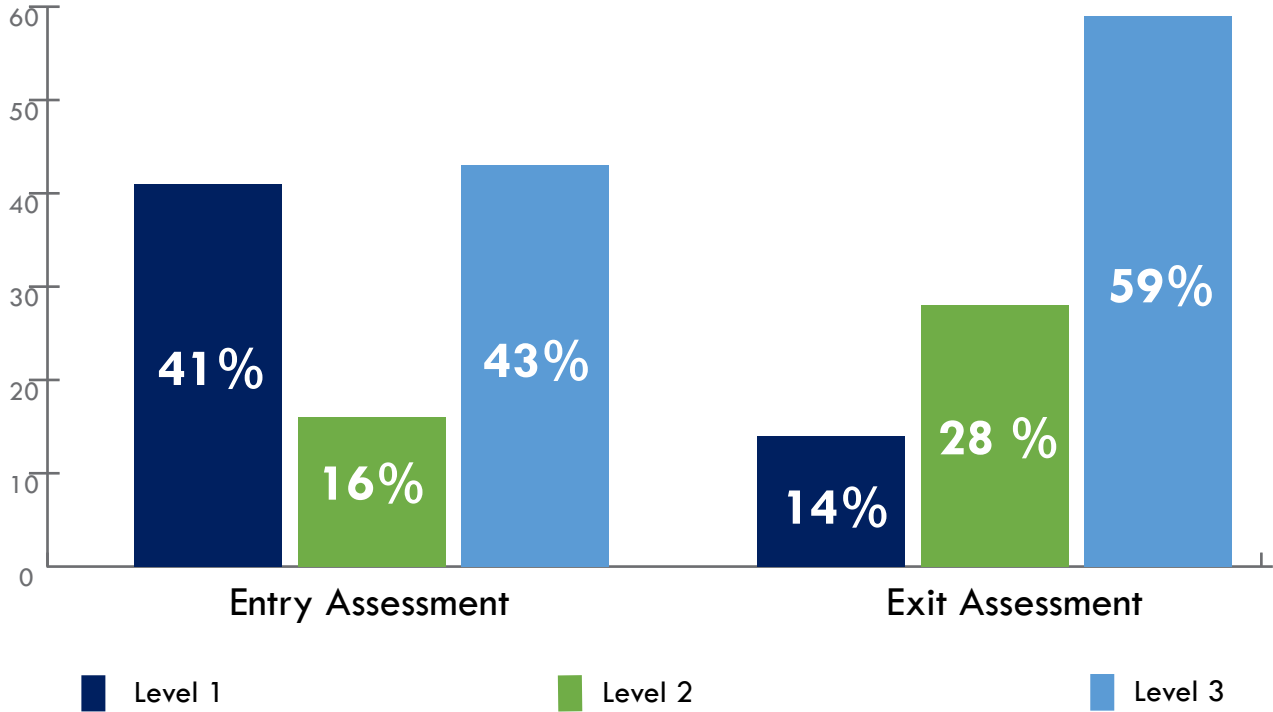


What is the Kindergarten Supplemental Enrichment Program?

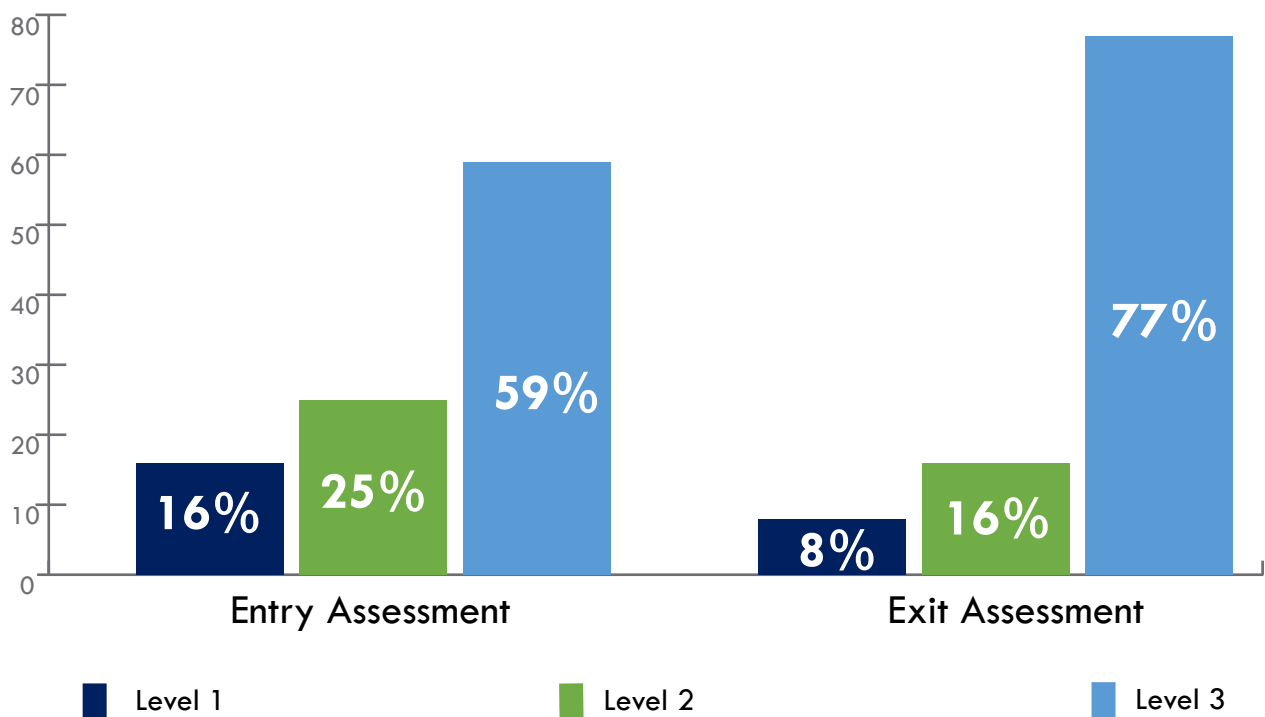
The Kindergarten Supplemental Enrichment Program (KSEP) is intended to expand access to extended-day kindergarten programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The KSEP Grant provides grant funds to schools to provide opportunities for extended learning time for kindergarten students.

Optional Extended-Day Kindergarten, *cont.'d*

Percent of OEK Students at Each Performance Level on the Literacy Section of the KEEP, 2018 - 2019

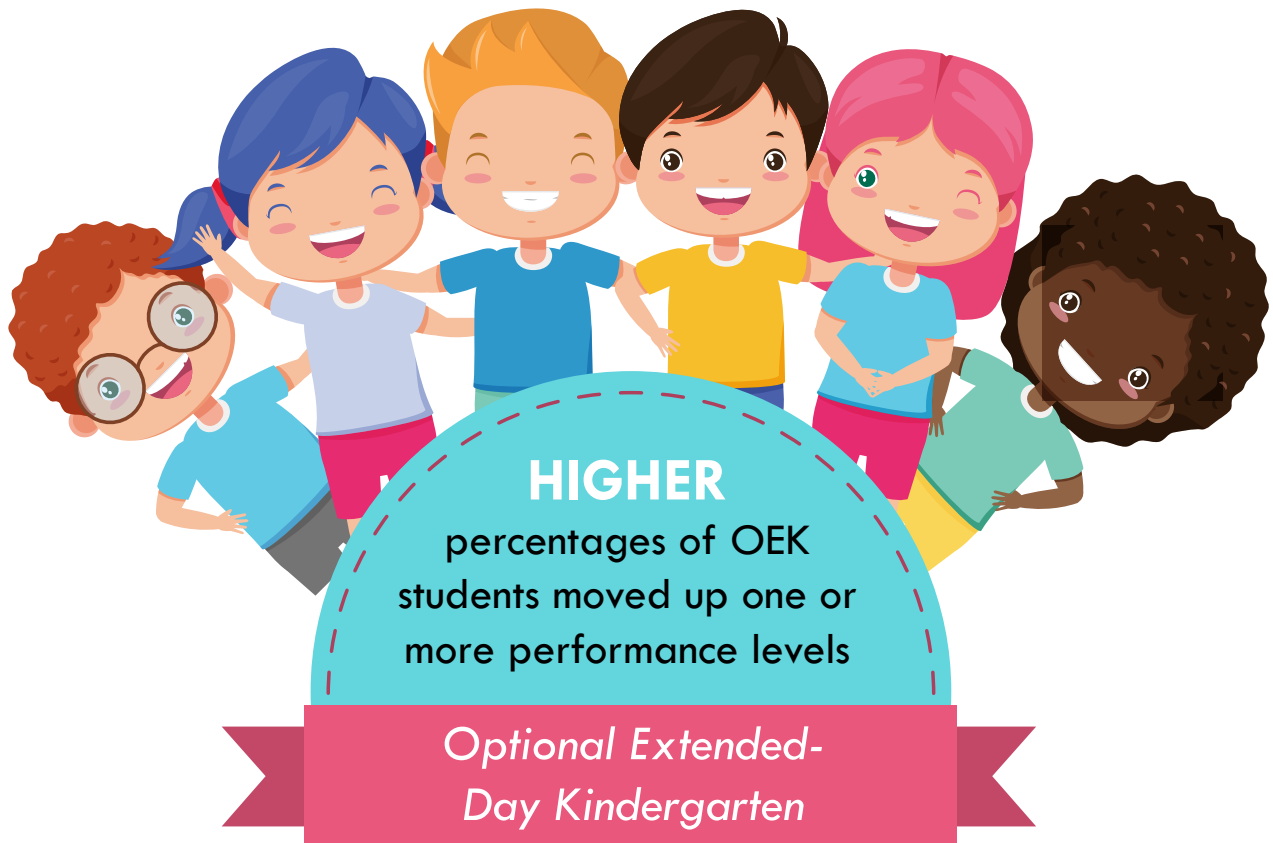
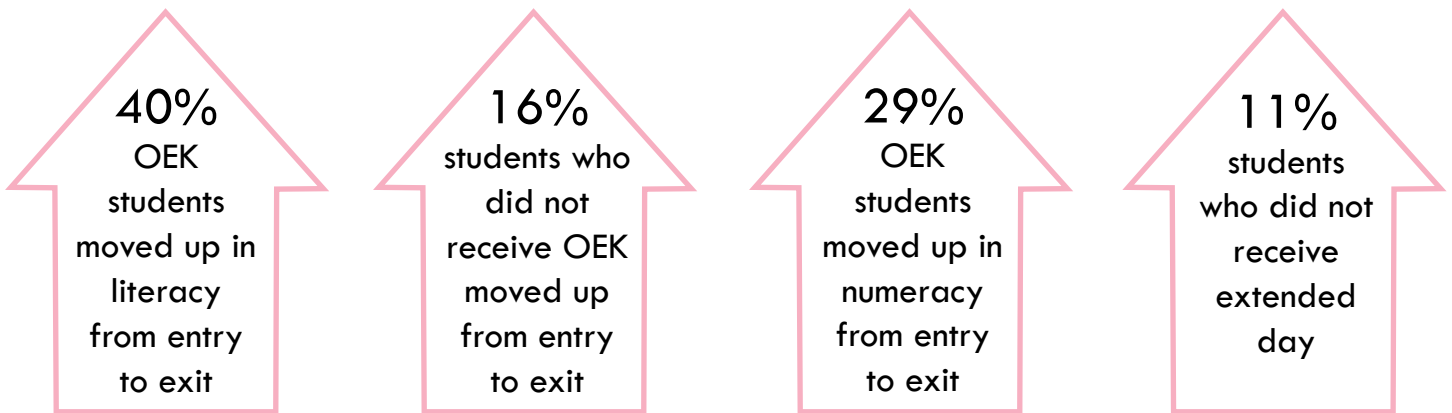


Percent of OEK Students at Each Performance Level on the Numeracy Section of the KEEP, 2018 - 2019



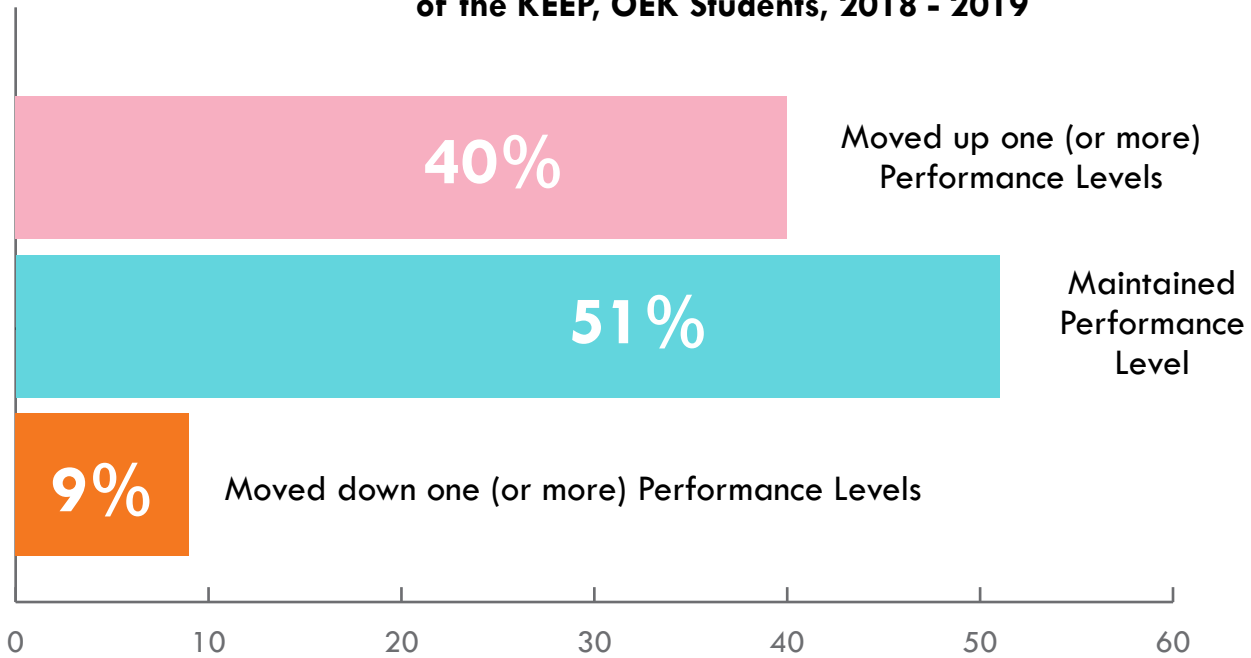
Optional Extended-Day Kindergarten, *cont.'d*

Like our other distinct student groups above, despite starting kindergarten at lower levels of proficiency, a higher percentage of OEK students move up one or more performance levels compared to overall student performance. On the Literacy portion of the entry exam, 40% of students who participated in an OEK program moved up one or more performance levels compared to 16% of all students. On the Numeracy portion of the entry exam, 29% of students who participated in an OEK program moved up one or more performance levels compared to 11% of all students.

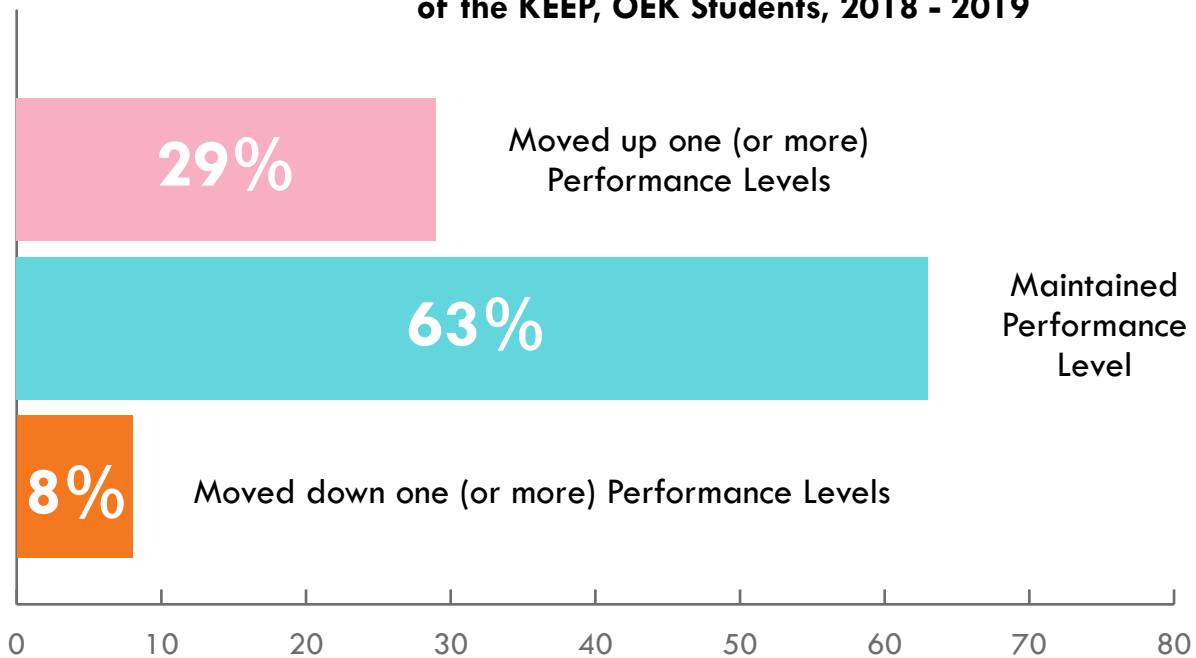


Optional Extended-Day Kindergarten, *cont.'d*

**Change in Performance Level on the Literacy Section
of the KEEP, OEK Students, 2018 - 2019**



**Change in Performance Level on the Numeracy Section
of the KEEP, OEK Students, 2018 - 2019**



Takeaway Points

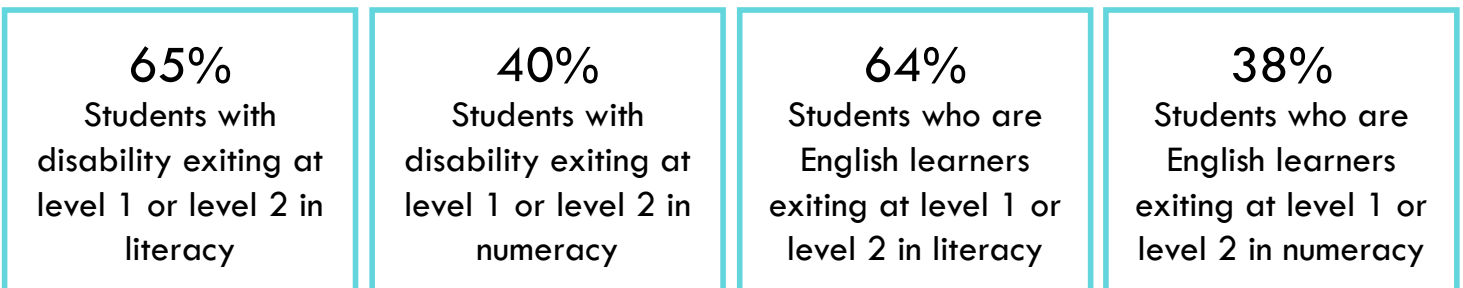
The KEEP assessment demonstrates that overall kindergartners made gains in literacy and numeracy from entry to exit with 22% moving up at least one performance level in literacy and 16% moving up at least one performance level in numeracy.



Higher percentages of our distinct student groups including students who are economically disadvantaged, students who identify as a racial or ethnic minority, students with disabilities, students who are English learners, and students who participate in optional extended-day enter kindergarten at lower levels of proficiency. However, a higher percentage of students in most of these distinct groups move up one or more performance levels compared to all students assessed. Thus, in most instances we are seeing higher gains for these groups of students relative to overall student performance.

Higher % of students in distinct groups move up one or more levels from entry to exit

Despite these successes, there is room for improvement. Overall, 37% of students in literacy and 19% of students in numeracy are exiting kindergarten at Level 1 or Level 2. Even with substantial gains from entry to exit, a higher percentage of students in our student groups are exiting kindergarten at Level 1 or Level 2 on the KEEP. The largest difference is for our students with disabilities with about 65% in literacy and 40% in numeracy exiting at Level 1 or Level 2. Similarly, for our students who are English learners, 64% in literacy and 38% in numeracy are exiting kindergarten at Level 1 or Level 2.





EXIT SCORES BY DISTRICT

Percentage of Students Proficient at Exit

LEA/Districts	Size	Literacy	Numeracy
Alpine District	5,785	71%	83%
Beaver District	116	78%	92%
Box Elder District	806	73%	89%
Cache District	1,268	77%	84%
Canyons District	2,185	61%	79%
Carbon District	271	69%	87%
Daggett District	14	36%	79%
Davis District	5,039	67%	79%
Duchesne District	396	52%	83%
Emery District	160	78%	93%
Garfield District	57	72%	82%
Grand District	103	69%	88%
Granite District	4,324	48%	74%
Iron District	725	66%	84%
Jordan District	3,587	65%	88%
Juab District	121	60%	74%
Kane District	87	61%	90%
Logan City District	476	66%	78%
Millard District	217	74%	85%
Morgan District	225	70%	80%
Murray District	474	68%	87%
Nebo District	2,206	64%	83%
North Sanpete District	162	72%	87%
North Summit District	82	74%	85%
Ogden City District	790	57%	77%
Park City District	259	88%	89%
Piute District	16	69%	88%
Provo District	1,048	67%	80%
Rich District	31	87%	94%

USBЕ's 2018-2019 KEEP Report

LEA/Districts	Size	Literacy	Numeracy
Salt Lake District	1,672	69%	88%
San Juan District	206	57%	69%
Sevier District	332	67%	86%
South Sanpete District	211	66%	77%
South Summit District	116	67%	95%
Tintic District	13	46%	85%
Tooele District	967	52%	79%
Uintah District	559	48%	81%
Wasatch District	475	59%	76%
Washington District	1,989	69%	80%
Wayne District	31	81%	100%
Weber District	2,122	67%	84%

EXIT SCORES BY CHARTER

Percentage of Students Proficient at Exit

LEA/Charters	Size	Literacy	Numeracy
American International School of Utah	46	57%	80%
American Leadership Academy	130	58%	88%
American Preparatory Academy	430	48%	68%
Ascent Academies of Utah	287	51%	80%
Athenian eAcademy	33	52%	79%
Athlos Academy of Utah	133	66%	80%
Bear River Charter School	20	55%	95%
Bonneville Academy	63	43%	90%
Canyon Grove Academy	85	44%	49%
Canyon Rim Academy	77	65%	92%
Channing Hall	70	81%	91%
C.S. Lewis Academy	62	40%	74%
Davinci Academy	94	53%	87%
Dixie Montessori Academy	43	51%	74%
Dual Immersion Academy	60	20%	60%
Early Light Academy at Daybreak	93	82%	94%
Edith Bowen Laboratory School	48	75%	75%
Endeavor Hall	52	65%	88%
Entheos Academy	127	54%	68%
Esperanza School	84	27%	55%

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LEA/Charters	Size	Literacy	Numeracy
Excelsior Academy	119	68%	87%
Franklin Discovery Academy	101	39%	51%
Freedom Preparatory Academy	249	61%	81%
Gateway Preparatory Academy	74	59%	72%
George Washington Academy	124	66%	94%
Good Foundations Academy	75	51%	77%
Greenwood Charter School	47	83%	100%
Guadalupe School	46	22%	50%
Hawthorn Academy	165	62%	79%
Highmark Charter School	38	92%	100%
Ignite Entrepreneurship Academy	85	67%	82%
Jefferson Academy	57	96%	100%
John Hancock Charter School	20	85%	95%
Lakeview Academy	99	47%	76%
Leadership Learning Academy	177	34%	57%
Legacy Preparatory Academy	109	79%	83%
Lincoln Academy	70	43%	66%
Lumen Scholar Institute	9	n<10	n<10
Mana Academy Charter School	27	67%	89%
Maria Montessori Academy	71	32%	56%
Moab Charter School	15	60%	73%
Monticello Academy	78	35%	63%
Mountain West Montessori Academy	50	82%	80%
Mountainville Academy	75	73%	93%
Navigator Pointe Academy	55	56%	40%
Noah Webster Academy	37	49%	65%
North Davis Preparatory Academy	100	61%	84%
North Star Academy	50	76%	84%
Odyssey Charter School	63	70%	94%
Ogden Preparatory Academy	109	58%	65%
Open Classroom	38	21%	79%
Pacific Heritage Academy	41	66%	71%
Pinnacle Canyon Academy	21	57%	90%
Promontory School of Expeditionary Learning	49	41%	78%

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LEA/Charters	Size	Literacy	Numeracy
Providence Hall	125	47%	86%
Quest Academy	123	58%	82%
Ranches Academy	52	65%	98%
Reagan Academy	74	57%	66%
Renaissance Academy	101	71%	94%
Scholar Academy	70	77%	90%
Soldier Hollow Charter School	43	63%	91%
Spectrum Academy	67	45%	64%
Summit Academy	283	81%	86%
Syracuse Arts Academy	167	74%	84%
Terra Academy	48	65%	79%
The Center For Creativity, Innovation And Discovery	55	75%	89%
Thomas Edison	139	49%	81%
Treeside Charter School	93	75%	90%
Utah Connections Academy	21	57%	71%
Utah Virtual Academy	57	65%	79%
Valley Academy	75	44%	73%
Venture Academy	45	51%	91%
Vista School	71	87%	87%
Voyage Academy	71	72%	80%
Walden School of Liberal Arts	38	34%	42%
Wallace Stegner Academy	69	86%	94%
Wasatch Peak Academy	44	82%	95%
Weber State University Charter Academy	37	43%	86%
Weilenmann School of Discovery	62	55%	89%