



KEEP

Report

Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

THE KINDERGARTEN ENTRY AND EXIT PROFILE (KEEP), SCHOOL YEAR 2020–2021

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 2020–21 school year, a total of 45,267 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.

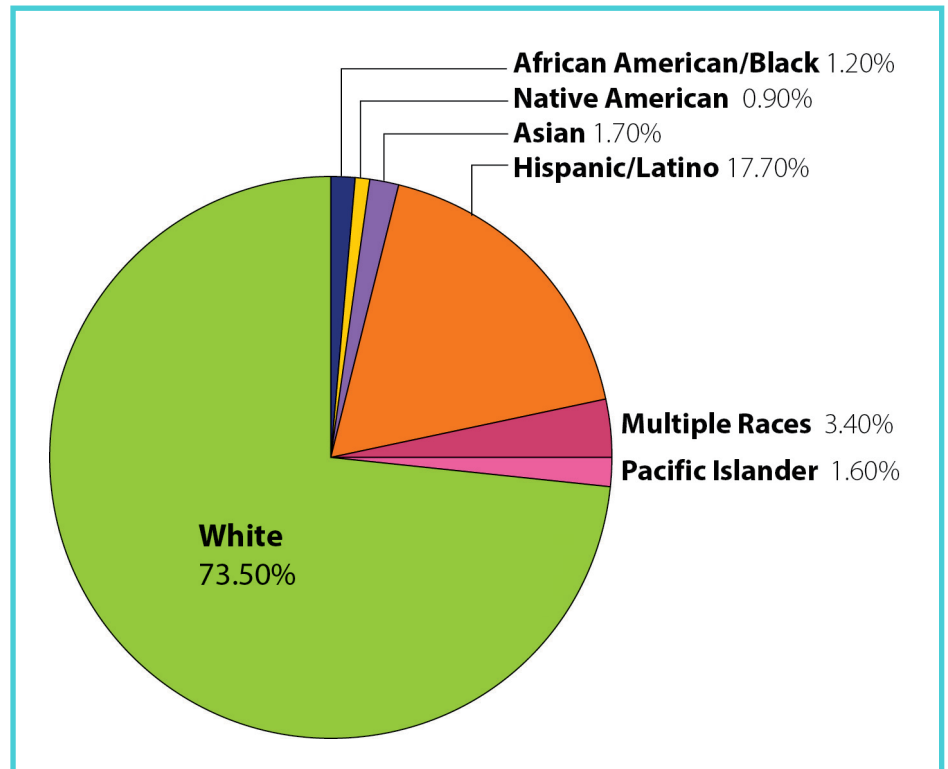
KEEP DEMOGRAPHICS

The race and ethnicity of the kindergartners who participated in the KEEP assessment in school year 2020–21 are detailed on the next page. While approximately 73% of the kindergarten participants are white, about 18% 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.

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KEEP DEMOGRAPHICS (CONTINUED)

Approximately 30% of the assessed students are economically disadvantaged, 10% have a disability and about seven percent are English learners. Students may fall into multiple categories.



KINDERGARTEN OUTCOMES

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.

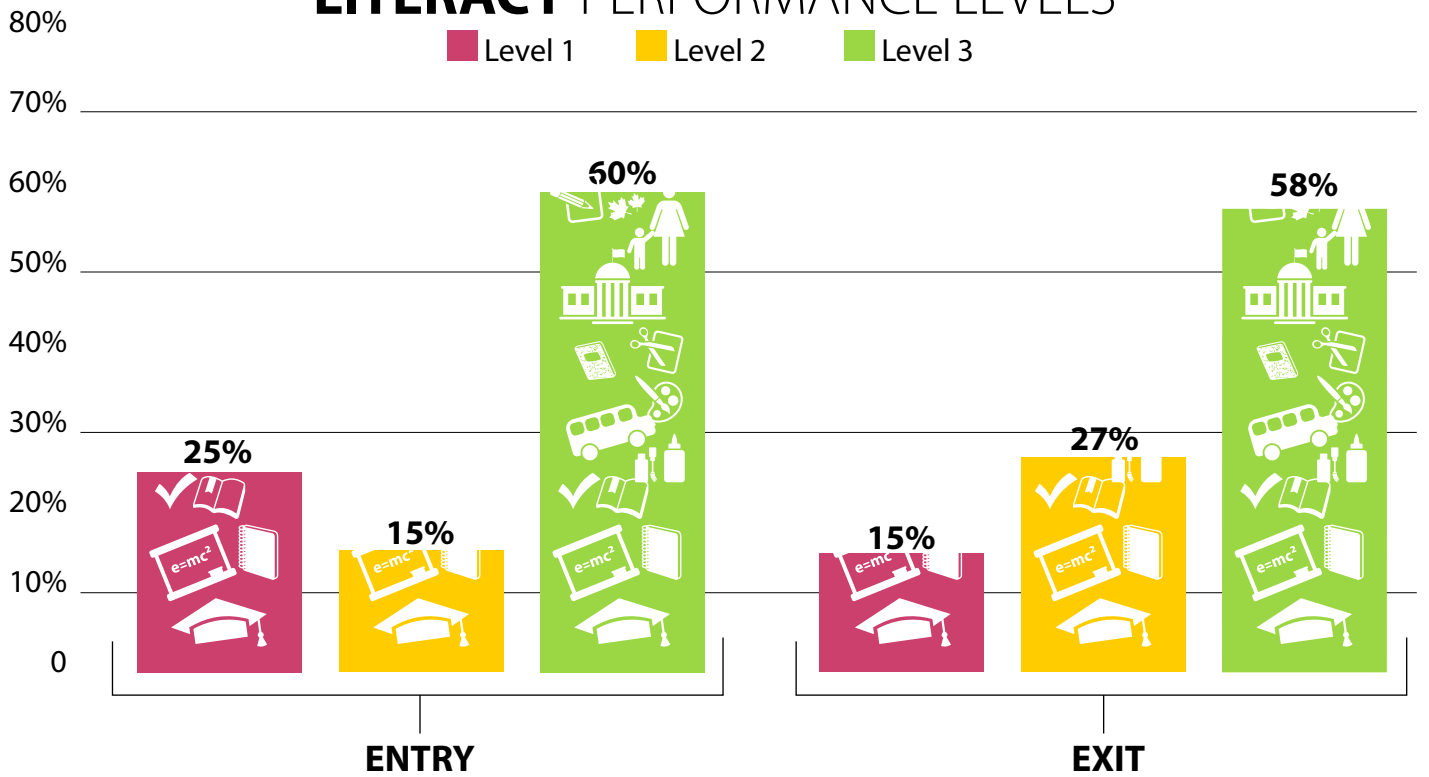
OVERALL PERFORMANCE

The results of the 2021 administration indicate that about 60% of Utah's kindergartners entered kindergarten with adequate skills (Level 3) in literacy and about 74% 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 40% 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 2020–2021 school year, the overall number of students not demonstrating adequate skills decreased by 5% in numeracy to 21%. In literacy, the percentage of students in either Level 1 or 2 increased by almost 2 percentage points from entry to exit.

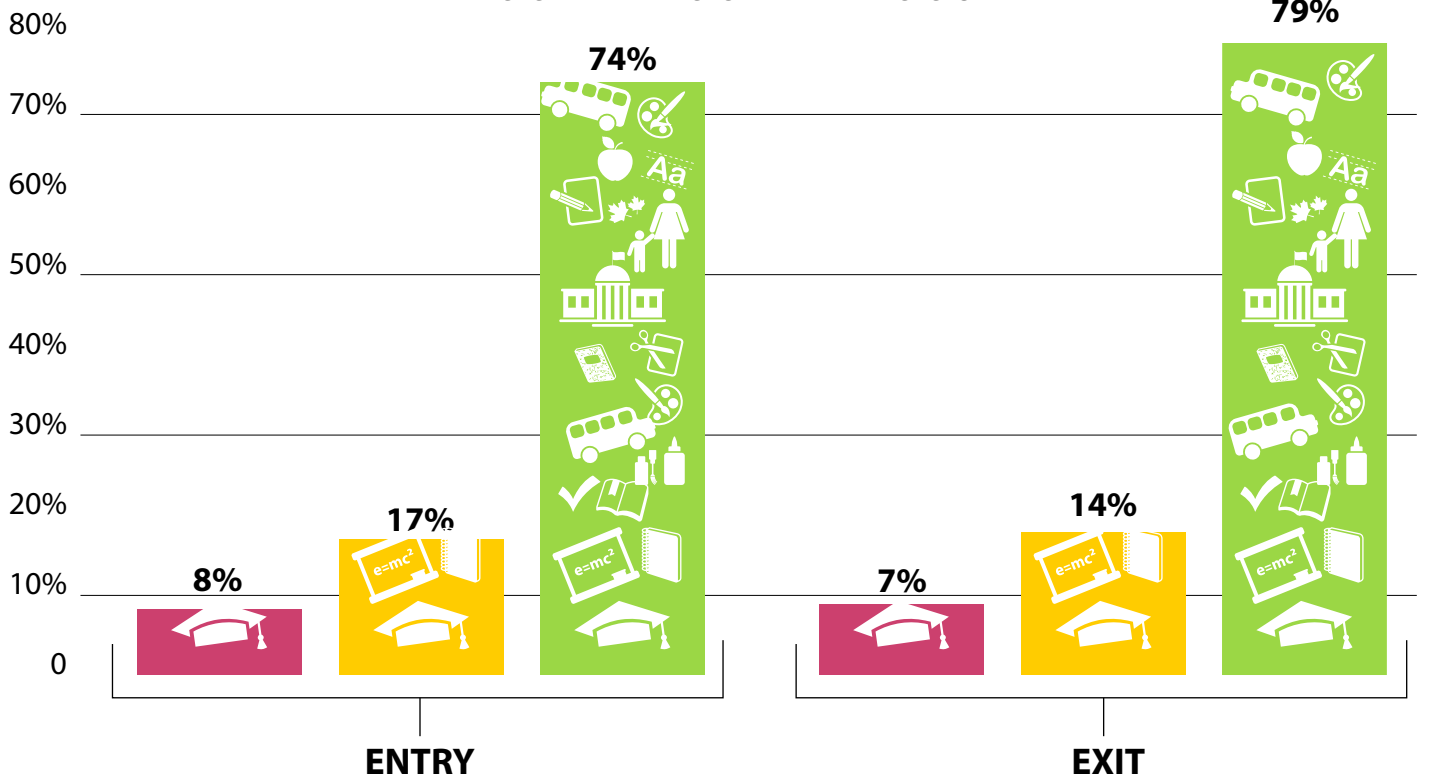
LITERACY PERFORMANCE LEVELS

Level 1 Level 2 Level 3



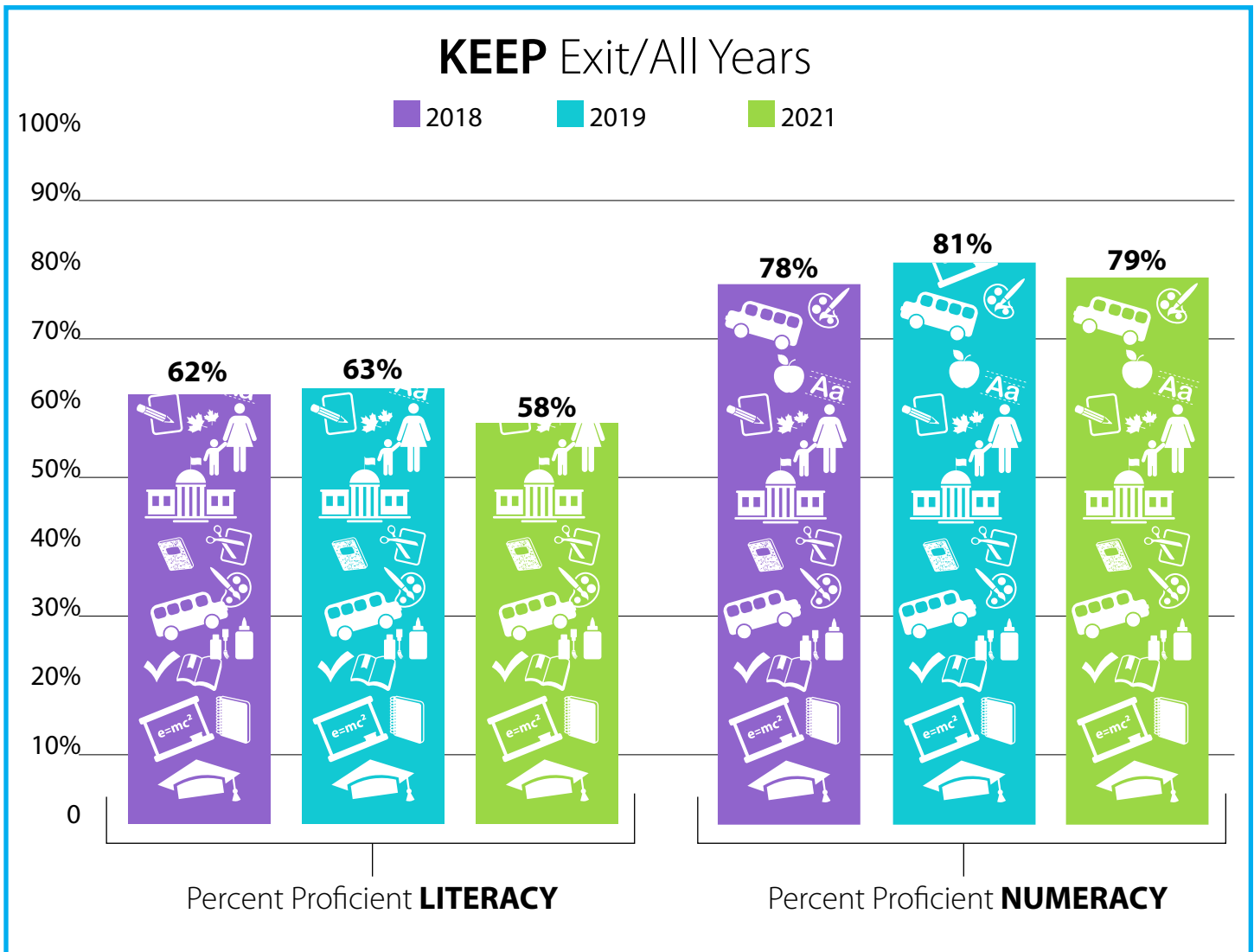
NUMERACY PERFORMANCE LEVELS

Level 1 Level 2 Level 3



LONGITUDINAL KEEP PERFORMANCE AT EXIT

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 notably, while 58% of students overall are proficient in literacy at exit, only about 34% of students with disabilities and 28% of students who are learning English are proficient.
- About 79% of all students are proficient in numeracy at exit, while 60% of students with disabilities and 55% of students who are learning English are proficient.

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

**2020–2021 KEEP LITERACY AND NUMERACY PROFICIENCY
AT EXIT BY DEMOGRAPHIC GROUP**

DEMOGRAPHIC GROUP	SAMPLE SIZE	LITERACY	NUMERACY
All Students	43,192	58%	79%
Economically Disadvantaged	13,699	42%	68%
Racial Minority	11,433	41%	65%
English Learners	3,214	28%	55%
Female	22,072	59%	79%
Male	23,195	57%	79%
Students with Disabilities	4,349	34%	60%

**LONGITUDINAL KEEP PERFORMANCE
AT EXIT BY DEMOGRAPHIC GROUP**

LITERACY	2018	2019	2021
All Students	62%	63%	58%
Economically Disadvantaged	49%	51%	42%
Racial Minority	47%	48%	41%
Students Learning English	37%	37%	28%
Students with Disabilities	35%	35%	34%
Female	64%	65%	59%
Male	60%	62%	57%

NUMERACY	2018	2019	2021
All Students	78%	81%	79%
Economically Disadvantaged	70%	72%	68%
Racial Minority	66%	69%	65%
Students Learning English	62%	62%	55%
Students with Disabilities	57%	60%	60%
Female	78%	81%	79%
Male	77%	80%	79%

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 proficient at entry to see how many were proficient at exit, one can measure learning during the kindergarten year.

DEMOGRAPHIC GROUP	BECAME PROFICIENT, LITERACY	BECAME PROFICIENT, NUMERACY
All Students	30%	49%
Students Who Are Experiencing Economic Disadvantage	26%	45%
Students with Disabilities	15%	33%
Students Belonging to Historically Underserved Groups	24%	42%
Students Learning English	20%	42%

From entry to exit, most student disaggregated groups showed lower levels of improvement compared to the overall population in addition to the achievement gaps for these groups. 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.

LONGITUDINAL KEEP DATA FOR STUDENTS WHO BECAME PROFICIENT BY DEMOGRAPHIC GROUP

LITERACY	2017-18	2018-19	2020-21
All Students	36%	37%	30%
Students Who Are Experiencing Economic Disadvantage	33%	34%	26%
Students With Disabilities	18%	19%	15%
Students Belonging to Historically Underserved Groups	31%	31%	24%
Students Learning English	28%	27%	20%

NUMERACY	2017-18	2018-19	2020-21
All Students	52%	55%	49%
Students Who Are Experiencing Economic Disadvantage	51%	52%	45%
Students with Disabilities	33%	36%	33%
Students Belonging to Historically Underserved Groups	48%	50%	42%
Students Learning English	50%	49%	42%

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 likely due to the full- and extended-day programs focusing recruitment among at-risk students.

PROGRAM PARTICIPATION	% PROFICIENT AT EXIT, LITERACY	% PROFICIENT AT EXIT, NUMERACY
Half-Day K	60%	80%
Full or Extended-Day K	55%	76%

PROGRAM PARTICIPATION	% BECAME PROFICIENT, LITERACY	% BECAME PROFICIENT, NUMERACY
Half-Day K	28%	47%
Full or Extended-Day K	37%	55%

The increase in proficiency among extended- or full-day kindergarten program participants is particularly notable among at-risk demographic groups, as shown in the tables below. Most notably, 10% more students experiencing economic disadvantage or who have disabilities became proficient in literacy when participating in an extended-day opportunity. Additionally, 14% more students learning English and 14% of students belonging to historically underserved groups² became proficient in numeracy when participating in an extended day program.

²Historically 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.

**EXTENDED- OR FULL-DAY KINDERGARTEN STUDENTS
WHO BECAME PROFICIENT IN LITERACY**

DEMOGRAPHIC GROUPS	HALF DAY	FULL OR EXTENDED-DAY
Students Learning English	17%	24%
Students Who Are Experiencing Economic Disadvantage	22%	32%
Students with Disabilities	12%	22%
Students Belonging to Historically Underserved Groups	21%	29%

**EXTENDED- OR FULL-DAY KINDERGARTEN STUDENTS
WHO BECAME PROFICIENT IN NUMERACY**

DEMOGRAPHIC GROUPS	HALF DAY	FULL OR EXTENDED-DAY
Students Learning English	35%	49%
Students Who Are Experiencing Economic Disadvantage	41%	52%
Students With Disabilities	31%	40%
Students Belonging to Historically Underserved Groups	37%	50%

**LONGITUDINAL EXTENDED- OR FULL-DAY KEEP STUDENTS
WHO BECAME PROFICIENT**

LITERACY: Students Who Became Proficient	2017–18	2018–19	2020–21
Half-Day K	32%	34%	28%
Full or Extended-Day K	43%	42%	37%

NUMERACY: Students Who Became Proficient	2017–18	2018–19	2020–21
Half-Day K	49%	51%	47%
Full or Extended-Day K	57%	59%	55%

KEY TAKEAWAYS

The KEEP data demonstrate that in 2020–21, the majority of kindergarteners ended the year proficient in both literacy and numeracy.

Of those who began the year at level one or two, many made progress with 30% becoming proficient in literacy and 49% becoming proficient in numeracy.

Higher percentages of 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 full- or extended-day enter kindergarten at lower levels of proficiency. However, a higher percentage of students in most of these distinct groups become proficient when participating in an extended- or full-day kindergarten program.

Despite these successes, there is room for improvement. Overall, 42% of students in literacy and 21% 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 many student groups are exiting kindergarten at Level 1 or Level 2 on the KEEP. The largest difference is for students learning English with about 72% in literacy and 45% in numeracy exiting at Level 1 or Level 2. Similarly, for students with disabilities, 66% in literacy and 40% in numeracy are exiting kindergarten at Level 1 or Level 2.

EXIT SCORES BY LEA

PERCENTAGE OF STUDENTS PROFICIENT

LEA/DISTRICTS	SIZE EXIT	LITERACY ENTRY	LITERACY EXIT	NUMERACY ENTRY	NUMERACY EXIT
Advantage Arts Academy	65	54%	26%	75%	77%
Alpine District	5,501	69%	64%	80%	81%
American Leadership Academy	118	62%	56%	77%	81%
American Preparatory Academy	450	66%	35%	79%	60%
Ascent Academies of Utah	233	58%	44%	75%	78%
Athenian eAcademy	36	25%	47%	50%	81%
Athlos Academy of Utah	88	57%	70%	73%	84%
Bear River Charter School	16	60%	69%	70%	69%
Beaver District	103	60%	62%	68%	84%
Bonneville Academy	47	62%	64%	85%	81%
Box Elder District	863	50%	65%	72%	84%
Bridge Elementary School	92	62%	55%	75%	83%
C.S. Lewis Academy	47	53%	26%	61%	81%
Cache District	1,238	66%	65%	79%	77%
Canyon Grove Academy	83	81%	53%	88%	71%
Canyon Rim Academy	74	87%	86%	95%	97%
Canyons District	2,012	61%	58%	77%	78%
Carbon District	199	43%	74%	63%	82%
Channing Hall	68	82%	85%	81%	91%
Daggett District	11	45%	36%	55%	64%
Davinci Academy	85	73%	44%	86%	71%
Davis District	4,342	65%	60%	80%	78%
Dual Immersion Academy	47	67%	11%	100%	62%
Duchesne District	308	42%	50%	68%	78%
Early Light Academy at Daybreak	78	68%	51%	85%	86%
Edith Bowen Laboratory School	48	86%	77%	96%	92%
Emery District	158	45%	73%	71%	89%
Endeavor Hall	40	45%	78%	61%	98%
Entheos Academy	121	43%	36%	58%	69%
Esperanza School	78	32%	29%	54%	42%
Excelsior Academy	150	49%	53%	77%	89%
Franklin Discovery Academy	90	60%	32%	73%	62%
Freedom Preparatory Academy	242	66%	59%	81%	90%

LEA/DISTRICTS	SIZE EXIT	LITERACY ENTRY	LITERACY EXIT	NUMERACY ENTRY	NUMERACY EXIT
Garfield District	66	62%	65%	71%	80%
Gateway Preparatory Academy	51	51%	55%	61%	88%
George Washington Academy	127	75%	73%	75%	94%
Good Foundations Academy	19	38%	53%	69%	68%
Grand District	88	34%	57%	53%	85%
Granite District	3,728	44%	43%	61%	69%
Greenwood Charter School	50	50%	54%	74%	84%
Guadalupe School	38	46%	26%	69%	53%
Hawthorn Academy	142	65%	45%	77%	71%
Highmark Charter School	41	47%	90%	81%	93%
Ignite Entrepreneurship Academy	81	76%	57%	81%	77%
Iron District	762	54%	53%	71%	74%
Jefferson Academy	114	78%	70%	89%	96%
John Hancock Charter School	17	65%	94%	78%	94%
Jordan District	3,380	64%	64%	78%	86%
Juab District	142	58%	63%	75%	82%
Kane District	76	54%	49%	74%	84%
Lakeview Academy	100	69%	50%	84%	63%
Leadership Learning Academy	133	41%	34%	55%	40%
Legacy Preparatory Academy	110	80%	75%	84%	86%
Lincoln Academy	56	74%	70%	83%	82%
Logan City District	399	48%	44%	65%	71%
Lumen Scholar Institute	20	56%	40%	72%	65%
Mana Academy Charter School	22	62%	18%	71%	27%
Maria Montessori Academy	37	56%	35%	77%	51%
Millard District	210	42%	62%	69%	84%
Moab Charter School	16	33%	31%	61%	56%
Monticello Academy	119	53%	61%	76%	78%
Morgan District	200	69%	86%	85%	90%
Mountain Sunrise Academy	3	n<10	n<10	n<10	n<10
Mountain View Montessori	37	68%	65%	98%	92%
Mountain West Montessori Academy	48	78%	77%	94%	92%
Mountainville Academy	92	90%	80%	95%	97%
Murray District	409	58%	56%	71%	86%
Navigator Pointe Academy	78	64%	46%	68%	23%
Nebo District	2,252	58%	60%	72%	84%
Noah Webster Academy	77	55%	61%	83%	97%
North Davis Preparatory Academy	99	60%	42%	80%	58%

LEA/DISTRICTS	SIZE EXIT	LITERACY ENTRY	LITERACY EXIT	NUMERACY ENTRY	NUMERACY EXIT
North Sanpete District	153	51%	71%	69%	84%
North Star Academy	50	78%	68%	80%	72%
North Summit District	69	64%	86%	78%	94%
Odyssey Charter School	51	73%	76%	75%	88%
Ogden City District	674	33%	56%	56%	74%
Ogden Preparatory Academy	92	44%	42%	54%	65%
Open Classroom	36	76%	36%	97%	83%
Pacific Heritage Academy	27	31%	19%	52%	59%
Park City District	238	80%	81%	82%	86%
Pinnacle Canyon Academy	14	36%	57%	57%	64%
Piute District	18	58%	67%	68%	83%
Promontory School of Expeditionary Learning	48	57%	33%	67%	65%
Providence Hall	122	65%	36%	69%	62%
Provo District	817	56%	62%	71%	79%
Quest Academy	106	51%	51%	74%	87%
Ranches Academy	51	61%	51%	71%	88%
Reagan Academy	69	82%	68%	81%	61%
Renaissance Academy	102	87%	54%	86%	89%
Rich District	34	65%	82%	81%	94%
Salt Lake District	1,161	54%	54%	67%	79%
San Juan District	205	37%	37%	54%	48%
Scholar Academy	71	54%	55%	74%	86%
Sevier District	328	54%	61%	71%	84%
Soldier Hollow Charter School	29	58%	66%	77%	86%
South Sanpete District	202	52%	47%	66%	67%
South Summit District	83	61%	81%	72%	98%
Spectrum Academy	70	55%	29%	55%	57%
Summit Academy	206	71%	72%	82%	91%
Syracuse Arts Academy	172	60%	60%	80%	76%
Terra Academy	47	49%	62%	72%	81%
The Center for Creativity Innovation and Discovery	50	56%	56%	81%	84%
Thomas Edison	117	74%	59%	83%	76%
Timpanogos Academy	2	n<10	n<10	n<10	n<10
Tintic District	12	54%	42%	69%	58%

LEA/DISTRICTS	SIZE EXIT	LITERACY ENTRY	LITERACY EXIT	NUMERACY ENTRY	NUMERACY EXIT
Tooele District	1,049	57%	46%	74%	80%
Treeside Charter School	94	67%	63%	77%	83%
Uintah District	449	42%	53%	61%	80%
Utah Connections Academy	67	70%	43%	86%	72%
Utah Schools for Deaf & Blind	23	50%	35%	54%	61%
Utah Virtual Academy	188	58%	53%	74%	79%
Valley Academy	81	68%	47%	82%	81%
Venture Academy	39	74%	54%	80%	87%
Vista School	86	73%	70%	78%	76%
Voyage Academy	66	64%	73%	84%	95%
Walden School of Liberal Arts	33	66%	33%	80%	45%
Wallace Stegner Academy	97	42%	77%	51%	91%
Wasatch District	549	63%	54%	72%	76%
Wasatch Peak Academy	44	68%	66%	72%	91%
Wasatch Waldorf Charter School	40	53%	13%	76%	28%
Washington District	1,880	62%	68%	75%	78%
Wayne District	38	31%	74%	71%	89%
Weber District	2,036	55%	59%	73%	80%
Weber State University Charter Academy	31	79%	52%	85%	77%
Weilenmann School of Discovery	63	73%	68%	88%	95%