



VKRP Status Report for the Chairmen of House Appropriations and Senate Finance Committees

Acknowledgements:

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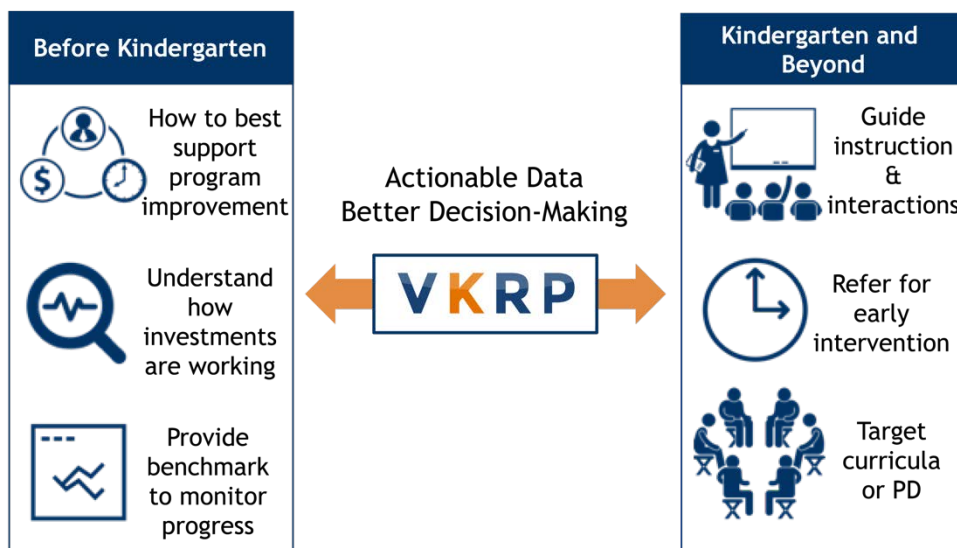
VKRP Status Report for the Chairmen of House Appropriations and Senate Finance Committees

Executive Summary

More than 90,000 children enter kindergarten each year in Virginia. All of these children, regardless of background or zip code, enter through school doors, often with new backpacks and supplies, excited to learn, interact with teachers, and make new friends. All are capable of entering kindergarten ready, yet too many do not know their letters, numbers, nor how to successfully interact in a classroom setting.

The Virginia Kindergarten Readiness Program (VKRP) is an initiative focused on building a more comprehensive understanding of school readiness and success in Virginia. As an assessment system of children’s early learning skills, VKRP adds screening measures of mathematics, self-regulation, and social skills to complement Virginia’s statewide assessment of literacy skills through PALS. VKRP is designed to provide detailed, actionable information to guide decisions at various levels before and after kindergarten entry to support student learning.

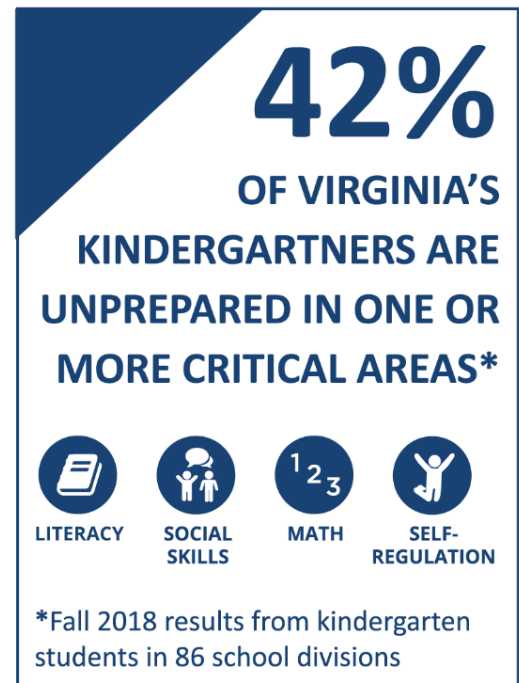
How Statewide Readiness Data Can be Used in Virginia



This report provides a status update on VKRP and summarizes the VKRP data from the fall of 2018. Readiness data in fall 2018 was gathered from 86 divisions—419 schools, 1,691 classrooms, and 31,091 kindergarten students representing ~34% of the population of public kindergarten students in Virginia.

Key Findings

- Approximately 42% of kindergarten students entered kindergarten far behind in one or more key readiness skills of literacy, math, self-regulation, and/or social skills. When extrapolating to the state’s population of public kindergarteners, this means that about 38,000 students may be lacking foundational literacy, math, self-regulation, and/or social skills needed to be successful in the classroom.
- For economically disadvantaged children, the numbers are even more concerning; nearly 50% will not enter fully ready, meaning they start behind their more advantaged peers.
- For those children coming from low income backgrounds, children who participated in the Virginia Preschool Initiative (VPI) were significantly more likely to arrive to kindergarten demonstrating readiness skills (~58% ready) compared to children who were reported to not attend any preschool (~38% ready).



VKRP Expansion



Beginning in the fall of 2019, all school divisions will participate in VKRP in the fall and spring of kindergarten. Statewide implementation of VKRP was a key recommendation made in the 2017 Joint Legislative Audit and Review Commission (JLARC) report, *Improving Virginia’s Early Childhood Development Programs*.ⁱ This will allow Virginia, for the first time, to have a comprehensive understanding of children’s school readiness during kindergarten with assessments in both the fall and spring, providing a new level of insight into how children enter kindergarten in terms of demonstrating key school readiness skills and their growth in those skills during the kindergarten year.

The VKRP data from the fall of 2018 is not inclusive of all school divisions and thus is not yet representative of the state. In order to understand how experiences prior to kindergarten are linked to children’s school - readiness skills, including how children’s experience in the Virginia Preschool Initiative (VPI) connects to their kindergarten readiness, more data collection and data integration are needed. Toward this end, all VPI programs are now participating in the Advancing Effective Interactions and Instruction (AEII) Initiative (Virginia Acts of Assembly - Chapter 854, Item 128, J-K [June 30,2019]) which will provide additional insights into the quality of teacher-child interactions in every VPI classroom, as well as additional information about the use of comprehensive preschool curriculum and professional development. In future years, these and other data can be connected and analyzed to have a better understanding of how the quality of children’s preschool experience in VPI is connected to their readiness skills as assessed by VKRP.

Overview

The Virginia Department of Education and the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL) are providing this report to the Chairmen of House Appropriations and Senate Finance Committees to share the results of the Virginia Kindergarten Readiness Program in accordance with Chapter 854, Budget Item 128h (a-d):

The Department of Education shall coordinate with the University of Virginia's Center for Advanced Study of Teaching and Learning to ensure that all school divisions shall be required to have their kindergarten students assessed during the school year using the multi-dimensional kindergarten readiness assessment model no later than by the end of the school year 2018-2019, and annually thereafter. All school divisions shall be required to have their kindergarten students assessed with such model.

Further, out of this appropriation, \$100,000 the first year and \$100,000 the second year from the general fund shall be allocated to University of Virginia's Center for Advanced Study of Teaching and Learning to provide training to school divisions annually on how to effectively use Virginia Kindergarten Readiness Program data to improve instructional practices and student learning. Such teacher focused professional development and training shall be prioritized for the school divisions that would most benefit from state assistance in order to provide more time for classroom instruction and student learning.

The Department and the University of Virginia's Center for Advanced Study of Teaching and Learning shall use the results of the multi-dimensional Virginia Kindergarten Readiness Program assessments to determine how well the Virginia Preschool Initiative promotes readiness in all key developmental domains assessed. The Department shall submit such findings to the Chairmen of House Appropriations and Senate Finance Committees no later than October 1, 2019, and annually thereafter.

Introduction

Virginia defines school readiness as “the capabilities of children, their families, schools, and communities that best promote student success in kindergarten and beyond. Each component – children, families, schools and communities – plays an essential role in the development of school readiness. For Virginia’s youngest citizens, a ready child is prepared socially, personally, physically, and intellectually in the areas of literacy, mathematics, science, history and social science, physical and motor development, and personal and social development.”ⁱⁱ

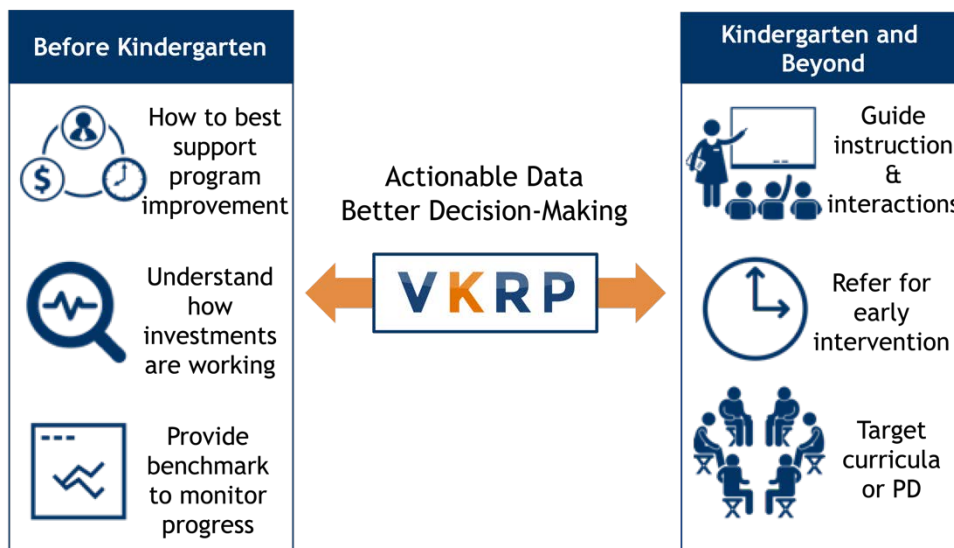
The Virginia Kindergarten Readiness Program (VKRP) is an initiative focused on building a more comprehensive understanding of children’s school readiness and success in Virginia. As an assessment system of children’s early learning skills, VKRP adds screening measures of mathematics, self-regulation, and social skills to complement Virginia's statewide assessment of literacy skills using the Phonological Awareness Literacy Screening (PALS, <https://pals.virginia.edu/>). Although not fully comprehensive of all the skills children need to thrive in school and life, VKRP provides reliable and valid data across indicators known to predict school success in the short and long term (literacy, social skills, mathematics, and self-regulation) – and a purposeful and equal emphasis on academics, self-regulation, and social skills. Children develop school readiness skills through their early experiences at home, school, and in the community and VKRP is not a measure of school or community readiness.

More than 90,000 children enter kindergarten each year in Virginia. All of these children, regardless of background or zip code, enter through school doors, often with new backpacks and supplies, excited to learn, interact with teachers and make new friends. All are capable of entering kindergarten ready, yet too many do

not know their letters, numbers nor how to successfully interact in a classroom setting. The most recent VKRP data from 89 school divisions and over 31,000 kindergarten students indicate that approximately 42% of kindergarten students entered kindergarten far behind in one or more key readiness skills of literacy, math, self-regulation and/or social skills. When extrapolating to the state’s population of public kindergarteners, this means that about 38,000 students may be lacking foundational literacy, math, self-regulation, and/or social skills needed to be successful in the classroom. For economically disadvantaged children, the numbers are even more concerning; nearly half will not enter fully ready, meaning they start behind their more advantaged peers.

VKRP enables Virginia to establish a more comprehensive, consistent statewide estimate of student’s school readiness skills in kindergarten. VKRP is designed to provide detailed, actionable information to guide decisions at various levels before and after kindergarten entry to support student learning.

How Statewide Readiness Data Can be Used in Virginia



For example, kindergarten teachers can use the data to match their instruction to the child’s current skill level and provide the right scaffolding to get them to the next level, refer a student for additional assessment or support, and have conversations with families to support their students’ learning at home. Principals and school leaders can use the data to answer questions to better understand each incoming cohort of students, inform decisions for deploying existing resources, and procure additional supports. Division leaders can use the data to look for variability within and across divisions, individualize professional development to teachers, and align preschool, kindergarten, and elementary programming. State leaders, advocates, and policy makers can use the data to identify statewide readiness gaps, align support for early childhood program supports, examine how services prior to kindergarten promote improved readiness, and examine data over time to identify patterns and trends across the state.

It is appropriate and prudent to use VKRP data and other sources of early childhood education information to identify readiness gaps, track system-level trends, and inform effective allocation of education resources. However, VKRP was not designed to be reliable within a high stakes accountability environment, and therefore is not suited for use as a specific consequence to students, teachers or programs. Rather, VKRP data are primed to help key players in classrooms, schools, divisions, and government make data-informed decisions

about how to best meet the needs of Virginia’s youngest students and invest strategically in early childhood initiatives.

History

Prior to VKRP, Virginia’s only statewide assessment of children’s readiness skills was in the area of literacy. Through the Early Intervention Reading Initiative enacted in 1997, Virginia schools have resources to assess children’s school entry literacy skills, with the vast majority of school divisions using the state adopted Phonological Awareness Literacy Screening or PALS.ⁱⁱⁱ Although literacy data have provided great insight into Virginia kindergartners’ readiness in literacy, Virginia knew very little about children’s skills in other essential school readiness areas. Not having one consistent, more comprehensive measure on kindergarten readiness made it difficult to quantify and then address this opportunity gap at the start of kindergarten.

The Virginia Kindergarten Readiness Program was originally conceived of and advocated for by Elevate Early Education (E3, a statewide issue advocacy group focused on early childhood education), as a way to define the state of readiness in Virginia and therefore advocate for a stronger investment in high quality early childhood education in Virginia. Phase 1 (2013-14) consisted of piloting potential measures to be used as part of VKRP. In Phase 2 (2014-15) the goal was to provide an estimate of the readiness gap in Virginia using a small but representative sample of students. A battery of assessments was used to provide a more comprehensive estimate of readiness in the state, revealing a larger proportion of students who arrived at kindergarten without key readiness skills than had previously been estimated using the literacy data alone.^{iv}

VKRP chose a set of **coordinated assessments**. Literacy (leveraging the state adopted literacy assessment, PALS), mathematics, self-regulation, and social skills assessments were combined to provide teachers with a more comprehensive picture of students’ readiness skills. This set of assessments places a purposeful and equal emphasis on children’s academic (literacy and math) and social-emotional (self-regulation and social) skills (measures described in detail on p. 7):

- The *Phonological Awareness Literacy Screening (PALS)* is the state adopted literacy assessment used from preschool through third grade and this data is pulled into the VKRP system to assess students’ literacy skills. It is a teacher-administered direct assessment.
- The *Early Mathematics Assessment System (EMAS)* is a teacher-administered direct assessment used to assess students’ mathematics skills.^v
- The *Child Behavior Rating Scale (CBRS)* is a teacher report measure used to assess students’ self-regulation and social skills.^{vi}

In addition to establishing a statewide estimate of readiness in Virginia, the report to the Virginia General Assembly made several recommendations for the statewide roll-out of a more comprehensive readiness assessment system.^{vii} This included building off of Virginia’s state literacy assessment in order to provide teachers, administrators, and policymakers with a more streamlined experience and useful data across multiple readiness skills, providing comprehensive training and support to educators and leaders on how to administer the new assessments and interpret and use the new data coming from VKRP, and providing instructional resources tied to the assessment data for teachers.^{viii} In the next section, we provide a more detailed description of the VKRP assessment system and the individual measures.

Description of the VKRP Assessment System

VKRP is a set of **coordinated assessments**. Literacy, mathematics, self-regulation, and social skills assessments are combined to provide teachers with a more comprehensive picture of students’ readiness skills.

VKRP is a **reporting system** that provides detailed information about students' skills at the student, classroom, school, division, and state levels. It provides a snapshot of students' skills in the fall and spring as well as information about growth in students' skills across the year.

VKRP provides **resources** that support teachers and administrators. In-person and online training modules support teachers' and administrators' understanding of the history of VKRP, how to administer assessments, and how to interpret reports and access instructional resources.

Teachers are increasingly expected to use data to inform their instruction. However, it is not always clear how to transform data into usable information. VKRP provides support in this process by linking results from the VKRP assessments to a set of instructional resources in the areas of mathematics, self-regulation, and social skills. Instructional resources include skills and strategy guides and instructional activities that teachers can use to support students' learning. The instructional resources were developed by researchers at CASTL with expertise in teacher-child interactions and the development of children's self-regulation, social, and mathematics skills.

Finally, VKRP also offers in-person data use sessions for divisions with individualized scaffolding on how to interpret and use data provided in the VKRP reports. Together, the components of the VKRP assessment system are designed to provide detailed and actionable information to assist teachers, leaders, stakeholders and other individuals at all levels (classroom, school, division, state) in delivering the support needed for student learning. The data can be shared with families to help connect classroom and home learning. In addition, VKRP can help school and division leaders better support teachers with targeted professional development and help policymakers make sound decisions about educational needs and funding across the Commonwealth.

Description of the VKRP Measures

The mathematics, self-regulation, and social skills screening measures were identified to be used to complement the state's literacy assessment, PALS. Below, we provide a detailed description of the measures used, in addition to PALS, to make up VKRP.

Phonological Awareness Literacy Screening (PALS). PALS provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 99% of school divisions in the state on a voluntary basis. PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1-3 (for students in grades 1-3). PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year.

Early Mathematics Assessment System (EMAS). The EMAS is a reliable and valid research-based assessment of early mathematical thinking that draws on modern cognitive science as well as developmental and educational research.^{ix} Created by Dr. Herb Ginsburg and colleagues at Teachers College, Columbia University, and expanded and adapted by researchers at CASTL, the EMAS is designed to measure a broad range of mathematical content in the areas of numeracy, computation, geometry, and patterning. It is aligned with the

Virginia Foundation Blocks (2013), Virginia Standards of Learning (2016), and Clements and Sarama’s Mathematics Learning Trajectories.^{x xi xii}

Teachers administer the EMAS to students individually using a flip book and manipulatives. It takes approximately 20-25 minutes per student to administer in the fall and spring. Items are designed to capture a wide range and variety of early math skills. Students are not expected to get all items correct.

The EMAS was designed with three purposes in mind. First, it has applications as a formative assessment, meaning that teachers can use EMAS data to provide students with differentiated, appropriate instruction tailored to their individual needs. Second, it can be used to broadly evaluate programs or assess needs across a large group of classrooms; for example, EMAS data could help identify school divisions in need of additional support around early math. Third, it can be used as a screening tool to identify students at risk for difficulties in math.

Child Behavior Rating Scale (CBRS). The Child Behavior Rating Scale measures two areas of students’ social-emotional skills: self-regulation and social skills. Self-regulation includes the skills to control one’s own attention, emotions, and behaviors to cope with the demands of the school environment.^{xiii} Examples include being able to listen to teachers, following rules and multi-step directions, and staying focused on tasks. Social skills include the skills to navigate interactions and relationships with peers and adults successfully. Examples include cooperating in a group, expressing emotions, and resolving conflicts in a positive way.

The CBRS is a short rating scale that teachers complete outside of instructional time. It includes a set of 17 items that are assessed with a rating scale from 1 to 5 to determine the frequency of certain behaviors. It takes approximately 1 to 3 minutes to complete per student using the online system. It is completed twice during the school year, in the fall and in the spring.

VKRP uses the CBRS because it is reliable and valid across culturally diverse contexts. Additionally, studies have repeatedly identified the significant association between children’s scores on the CBRS and their development of a wide-range of outcomes. For example, CBRS scores have been associated with children’s overall cognitive achievement, math, vocabulary, and literacy outcomes.^{xiv xv xvi xvii} Studies have also identified the relationship between children’s CBRS scores and other important domains of school readiness, including attentional and inhibitory control.^{xviii xix}

How VKRP Defines Readiness for Summative Purposes

For summative purposes, VKRP defines readiness as having foundational skills in literacy, mathematics, self-regulation, and social skills. Students are considered “not ready” if they lack foundational skills in one or more of the areas that VKRP assesses.

The assessment tools in VKRP measure students’ skills along a developmental continuum. However, it is common practice to establish benchmarks (often called thresholds or cut-points) to help determine where students fall related to a standard. For VKRP, we have established a benchmark at the fall of kindergarten to estimate students’ school readiness.

Benchmarks for the mathematics (EMAS), self-regulation, and social skills (CBRS) assessments were established using developmental expectations in conjunction with students’ scores across the Commonwealth

over the last four years. Students scoring below the benchmark on a specific assessment are most likely not demonstrating the level of skills one would expect for a kindergarten student in the fall of kindergarten.

A Note on Using Benchmarks.

Benchmarks can provide a quick, first-pass means of interpreting a student's scores. For instance, a student who scores well above the benchmark in a given early learning area likely possesses a high level of skill and could benefit from additional challenge. For students whose scores are falling well below the established benchmark for a given early learning area, additional support may be needed to help the student's skill development. Similarly, teachers will likely need to provide additional scaffolding to students whose scores are falling close to the benchmark, including those who are slightly above it.

Although derived theoretically, it is important to recognize that imposing a benchmark on a measure that assesses students' skills provides only a rough, imprecise estimate, which can be particularly problematic for students who score just above or below a particular threshold. For these reasons, we do not recommend using whether or not a student is above or below the benchmark as the sole criterion for understanding his or her skills within an early learning domain. For all students, continual progress monitoring is critical as students develop skills at different rates and respond differently to instruction and scaffolding.

Voluntary Statewide Implementation of VKRP

From 2015 through 2017, CASTL implemented VKRP through a voluntary rollout where each year an increasing number of divisions elected to implement VKRP. During this time, CASTL continued to work with teachers, divisions, and VDOE to improve the assessment system, online application, reports, and resources. CASTL uses an iterative design approach to regularly gather feedback and used it to revise the assessment system. For example, instructional strategies were linked directly to data reports for easy teacher access. In addition, teachers and division leaders repeatedly asked for a spring assessment to measure growth which CASTL began developing through UVA internal funding. Thus, VKRP is continually revised to improve the feasibility and utility of the data for kindergarten teachers, school and division administrators, and policymakers. Item 1 summarizes the uptake of VKRP.

Item 1. VKRP Voluntary Participation Fall 2014-2018

	State Representative Pilot	Statewide Rollout			
	2014	2015	2016	2017	2018
# Students <i>(% of total K students in VA)</i>	2,036 <i>(2.2%)</i>	9,809 <i>(10.8%)</i>	11,899 <i>(13.1%)</i>	20,039 <i>(22.0%)</i>	31,091 <i>(34.1%)</i>
# Classrooms	100	533	661	1,091	1,691
# Schools	41	135	154	263	419
# Divisions	16	21	45	63	86

Fall of 2018 to Present

In the fall of 2018, 89 school divisions voluntarily elected to participate in VKRP. The data summarized in this report come from this data collection timepoint.

Addition of Spring of Kindergarten VKRP Assessments. Teacher and school and division leaders repeatedly requested the addition of a kindergarten spring assessment timepoint for VKRP. Thus, in addition to increasing uptake of the fall implementation each year, VKRP expanded the math, self-regulation, and social skills assessment timepoints (the literacy assessment, PALS already extends from preschool to third grade) to include the spring of kindergarten.

To expand the math EMAS assessment, the UVA team developed ~200 additional items capturing numeracy, computation, geometry, and patterning. The VKRP team consulted with early childhood math experts, including Herb Ginsburg, the original author of the EMAS, and colleagues at the Virginia Department of Education. We cross-walked each item with Clements' and Sarama's (2009) learning trajectories, the Virginia Foundation Blocks early learning standards, and the 2016 Virginia Kindergarten Math Standards of Learning.^{xx} We pilot-tested each new item with approximately 275 children, ranging in age from 4 to 7 years old. Based on an analysis of each item, the research team constructed the spring Kindergarten EMAS. Items were selected to represent a range of skills across the four math subdomains (geometry, patterning, numeracy, and computation) and to target an appropriate average level of difficulty. The research team also deliberately selected some easier and some more challenging items so that teachers can gauge which students need extra support and which may be exceeding grade-level expectations. Benchmarks for the spring assessment form were established based on input from early childhood math experts, Clements' and Samara's mathematics learning trajectories and the Virginia Kindergarten Math Standards. The new EMAS scores were converted into growth scores so that teachers and schools can track students' math growth over time.

The self-regulation and social skills assessment (CBRS), has been validated for use with children ages three to ten years, with most studies focusing on those in preschool or kindergarten. Therefore, it was not necessary to make changes to the CBRS items for the spring of kindergarten. However, we did need to establish new benchmarks for this timepoint. To do this, the VKRP team sent a survey to pre-kindergarten and kindergarten

teachers, instructional coaches, and national experts in children’s social-emotional development. We asked participants to indicate what skills they would expect a child at the end of kindergarten to exhibit. Based on these data, as well as students’ scores on the CBRS across the Commonwealth over the last five years, we established theoretically and empirically derived benchmarks for the spring CBRS social-skills and self-regulation measures. In spring of 2019, 47 divisions (668 classrooms and 11,677 students) volunteered to pilot the spring assessments.

Development and Pilot of Preschool Assessments. The pre-k math, social skills, and self-regulation assessments are currently being piloted through funding from the Virginia Department of Social Services (VDSS) and private funding (The Obici Healthcare Foundation in Western Tidewater and the Alleghany Foundation in the Alleghany Highlands) as part of an implementation pilot of an early childhood education curriculum package called STREAMin3.^{xxi} The preschool EMAS forms (beginning and end of pre-k) were developed in a similar process to the spring K form described above. The items of the CBRS that measure children’s self-regulation and social skills are the same at each timepoint (fall preschool, spring preschool, fall kindergarten, spring kindergarten). Preschool training and instructional resources have also been developed that mirror the kindergarten system. As part of the STREAMin3 implementation pilot, the preschool VKRP assessments are being administered in the participating preschool classrooms.

Communication of Kindergarten VKRP to the Preschool Community. CASTL has developed a series of resources to communicate with preschool parents and teachers about school readiness and how VKRP measures and supports school readiness skills. These resources include short videos about early math, self-regulation, and social skills, a set of slides that can be adapted, and instructional resources for both preschool teachers and parents to support children’s skill development. This spring, the toolkit of resources will be available to divisions across the Commonwealth. Additionally, the VKRP team has participated in several in-person presentations with preschool teachers and parents to discuss the importance of school readiness and how VKRP measures and supports readiness.

Statewide Kindergarten Implementation

VKRP begins statewide kindergarten implementation in the 2019-20 school year. Statewide implementation of VKRP was a key recommendation made in the 2017 Joint Legislative Audit and Review Commission (JLARC) report, *Improving Virginia’s Early Childhood Development Programs*.^{xxii} All school divisions will complete the VKRP assessments in the fall and spring of the kindergarten school year. At this time (September 16, 2019), all school divisions have a plan for onboarding into the VKRP system with initial training completed in all but two divisions (both of whom are scheduled to complete training by end of September).

VKRP Readiness Data

Below we present summary data from the implementation of the fall VKRP assessments. We focus on the presentation of the most recently collected data (fall of 2018). We provide prior years’ assessment data as relevant for comparison over time.

During the 2018-19 school year, 89 of 133 school divisions participated at some level in VKRP (e.g. were at least trained in the assessments) as seen in Figure 1. Of those, 86 divisions implemented VKRP in the fall resulting in data from 1,691 classrooms and 31,091 students (~34% of the state’s population of public kindergarten students). A list of participating divisions and their level of participation is provided in Appendix Item 1. Because participation in VKRP until the 2019-20 school year has been voluntary (Table 1 provides a summary of the voluntary uptake of VKRP from 2014 to the fall of 2018), the fall kindergarten

Item 2. VKRP Sample Fall 2018

N=31,091 students
1,691 classrooms
419 school
86 divisions

Mean (SD) or N (%)

			Mean (SD) or N (%)
Demographics	Age	In months on Sept 1	65.2 (4.5)
	Gender	Female	14,899 (48.6%)
		Male	15,746 (51.4%)
	Race	American Indian or Alaska Native	207 (0.7%)
		Asian	935 (3.1%)
		Black, not of Hispanic origin	8,304 (27.1%)
		Hispanic	4,036 (13.2%)
		White, not of Hispanic origin	15,539 (50.7%)
		Native Hawaiian or Pacific Islander	86 (0.3%)
		Non-Hispanic, two or more races	1,538 (5.0%)
	Socio-Economic Status	Disadvantaged=Y ^a	14,102 (45.4%)
School-level %FRL ^b		-	
Domain Scores	Literacy	PALS Total Score	56.26 (25.35)
	Math	Birthday Party	31.84 (8.83)
	Self-Regulation	CBRS Self-Regulation	3.65 (0.88)
	Social Skills	CBRS Social Skills	4.19 (0.72)

Note:

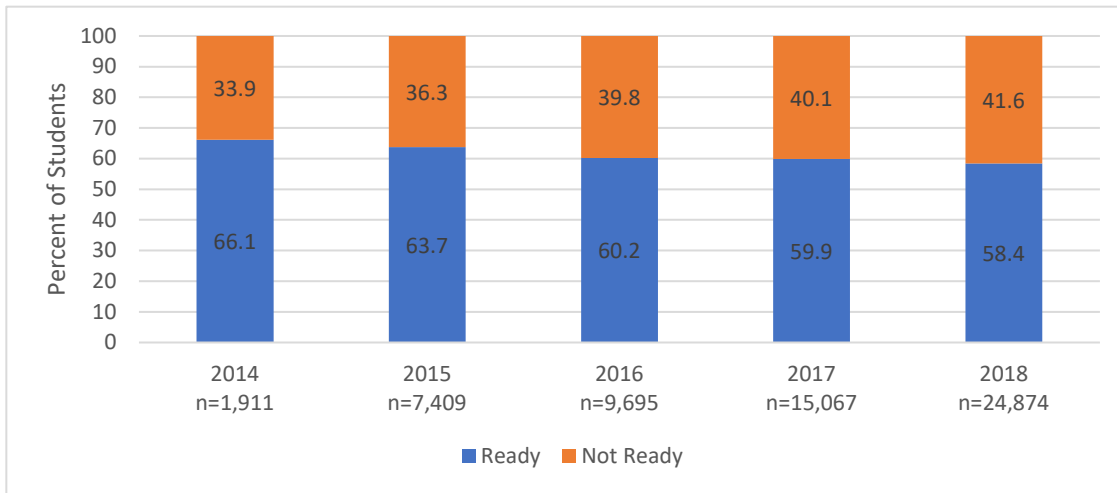
^aStudents identified as disadvantaged if, at any point during the school year, the student: 1) is eligible for Free/Reduced Meals, 2) receives TANF, or 3) is eligible for Medicaid.

^bPercent free and reduced-price lunch.

^c*Tools for Early Assessment in Mathematics-Short Form*

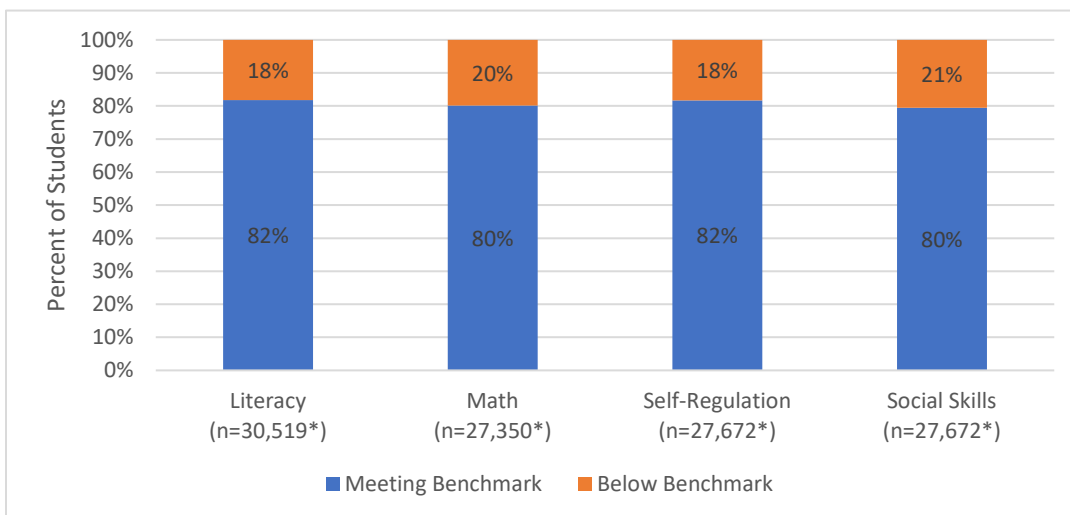
VKRP Fall 2018 Readiness Data. In the fall of 2018, 41.6% of kindergarten students fell below the fall benchmarks in one or more areas (some combination of literacy, math, self-regulation, and/or social skills) of key readiness skills assessed by VKRP (see final column in Item 3). Readiness estimates by division are provided in Appendix Item 1. As can be seen in Item 3, the percentage of students identified as “not ready” has increased over time. Because the data are not state representative, we do not know whether more children are arriving to kindergarten with underdeveloped readiness skills or if the changes in the readiness estimates are a product of the sample of students for that year of VKRP implementation.

Item 3. VKRP Kindergarten Readiness Estimates Over Time



Item 4 shows the breakdown of readiness results within each of the readiness domains assessed. In the fall of 2018, 18% of the sample of kindergarten students fell below the benchmark in literacy, 20% fell below the benchmark in math, 18% fell below the benchmark in self-regulation and 21% fell below the benchmark in social skills.

Item 4. Readiness Results Within Each Readiness Domain for Fall of 2018



Note: * = All students who had data on each measure were included to obtain these estimates.

Item 5 shows the breakdown of readiness results as a function of how students are categorized as “not ready” or “ready”. This table shows that of the 41.6% of students identified as not ready, most students, 19.4%, fall below the fall benchmark in only one readiness domain, 13% fall below the benchmark in 2 domains, 6.3% fall below in 3 domains, and 2.9% fall below the benchmark in all domains assessed. Item 6 shows the detailed breakdown of all the combinations of readiness for the fall of 2018.

Item 5. Breakdown of Readiness Results

Readiness	Fall 2018	
	Frequency	Percent
“Not ready” in at least 1 domain	10,352	41.6
<i>“Not Ready” in 1 domain</i>	4,837	19.4
<i>“Not Ready” in 2 domains</i>	3,235	13.0
<i>“Not ready” in 3 domains</i>	1,561	6.3
<i>“Not ready” in 4 domains</i>	719	2.9
“Ready” in all domains	14,522	58.4
Sub Total	24,874	100.0
Missing^a	6,217	
Total^b	31,091	

Note:

^aMissing is the number of students missing one or more assessment in 2018.

^bTotal is the number of students enrolled in the 2018 sample.

Item 6. Detailed Breakdown of Readiness Across Literacy, Math, Self-Regulation, & Social Skills in Fall of 2018

This table shows the detailed breakdown of children who were classified as ready (the last row, 58.4%) or not ready (41.6%).

Ready or Not Ready	Literacy	Math	Self-Regulation	Social Skills	n	%
Not Ready	x	x	x	x	719	2.9
	x	x	x	✓	483	1.9
	x	x	✓	x	675	2.7
	x	x	✓	✓	173	0.7
	x	✓	x	x	230	0.9
	x	✓	x	✓	366	1.5
	x	✓	✓	x	192	0.8
	x	✓	✓	✓	1,148	4.6
	✓	x	x	x	202	0.8
	✓	x	x	✓	140	0.6
	✓	x	✓	x	1,187	4.8
	✓	x	✓	✓	1,129	4.5
	✓	✓	x	x	1,942	7.8
	✓	✓	x	✓	690	2.8
	✓	✓	✓	x	1,076	4.3
Ready	✓	✓	✓	✓	14,522	58.4
Total Sample					24,874*	100.0

Note: ✓ = Ready x = Not Ready

* = Students who were missing at least one of the readiness assessments were not included.

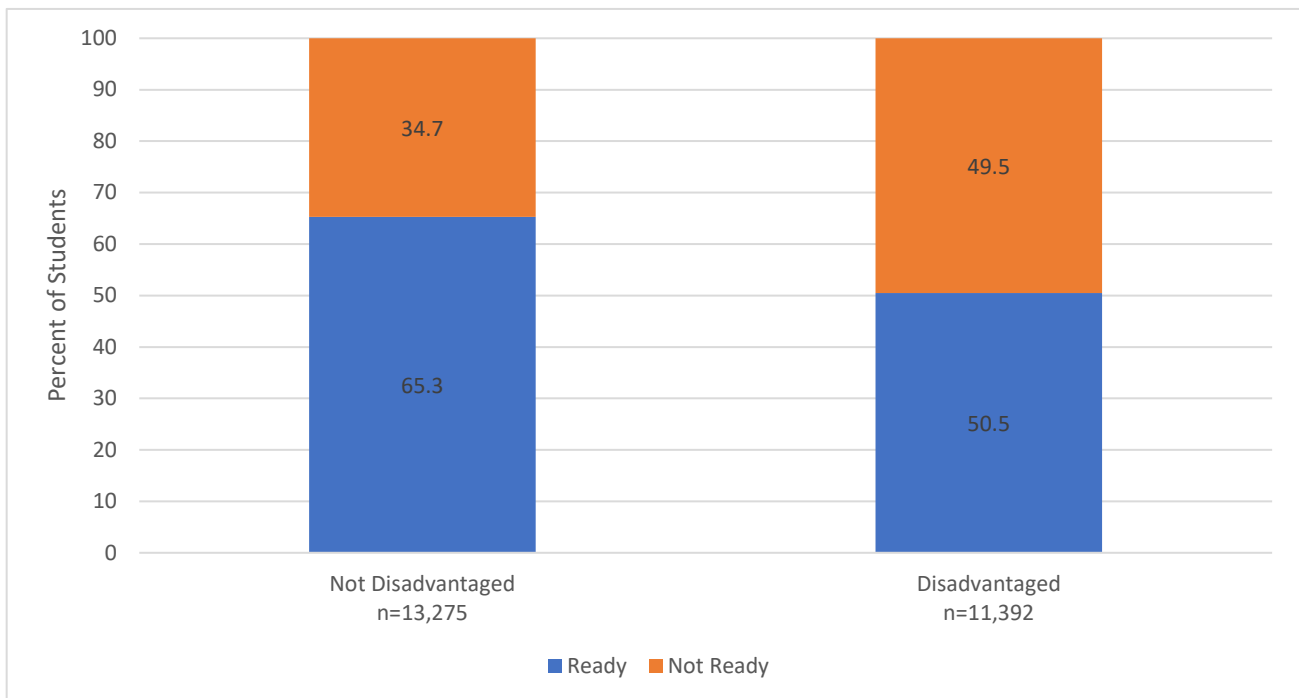
Readiness and Economic Disadvantage. We examined children's readiness scores based upon whether or not they came from low income backgrounds. We identified students as coming from low income backgrounds according the VDOE Disadvantaged Status Flag entered in the Student Record Collection (SRC) and described in Item 7.

Item 7. VDOE Definition for Student Disadvantaged Status Used to Identify Students as Coming from a Low Income Background

Economically Disadvantaged Status	
Yes	If the student meets any one of the following: 1) is eligible for Free/Reduced Meals, or 2) receives TANF, or 3) is eligible for Medicaid, or 4) identified as either Migrant or experiencing Homelessness.
No	A student meets of the above criteria

Items 8 and 9 show that students identified as coming from low income backgrounds tend to display lower readiness skills (49.5% ready) compared to their more economically advantaged peers (65.3% ready).

Item 8. Comparison of Fall 2018 Readiness Data for Students Who Are and Are Not from Low Income Backgrounds



Item 9. Detailed Comparison of Fall 2018 Readiness Data for Students Who Are and Are Not from Low Income Backgrounds

Readiness Fall 2018		Disadvantage Status						Total	
		Missing		Not Disadvantaged		Disadvantaged			
		n	%	n	%	n	%	n	%
Overall	Not Ready	115	55.6	4,601	34.7	5,636	49.5	10,352	41.6
	Ready	92	44.4	8,674	65.3	5,756	50.5	14,522	58.4
Literacy	Not Ready	65	31.4	1,792	13.5	2,545	22.3	4,402	17.7
	Ready	142	68.6	11,483	86.5	8,847	77.7	20,472	82.3
Math	Not Ready	69	33.3	1,892	14.3	2,963	26.0	4,924	19.8
	Ready	138	66.7	11,383	85.7	8,429	74.0	19,950	80.2
Self-Regulation	Not Ready	44	21.3	1,946	14.7	2,523	22.1	4,513	18.1
	Ready	163	78.7	11,329	85.3	8,869	77.9	20,361	81.9
Social Skills	Not Ready	46	22.2	2,334	17.6	2,647	23.2	5,027	20.2
	Ready	161	77.8	10,941	82.4	8,745	76.8	19,847	79.8
Total		207	100.0	13,275	100.0	11,392	100.0	24,874*	100.0

Note: * = Students who were missing at least one of the readiness assessments were not included.
All differences are significant ($p < .001$)

VKRP and Participation in VPI. As requested, below we provide information examining the associations between kindergarten readiness as defined in VKRP and participation in the Virginia Preschool Initiative (VPI). VPI is the largest public provider of pre-K education for children in Virginia. The legislative intent of the initiative is to establish a high-quality preschool education program for four-year-olds deemed at-risk of early academic failure and to thereby reduce disparities among young children upon formal school entry. VPI students must be from a family that meets the following requirements:

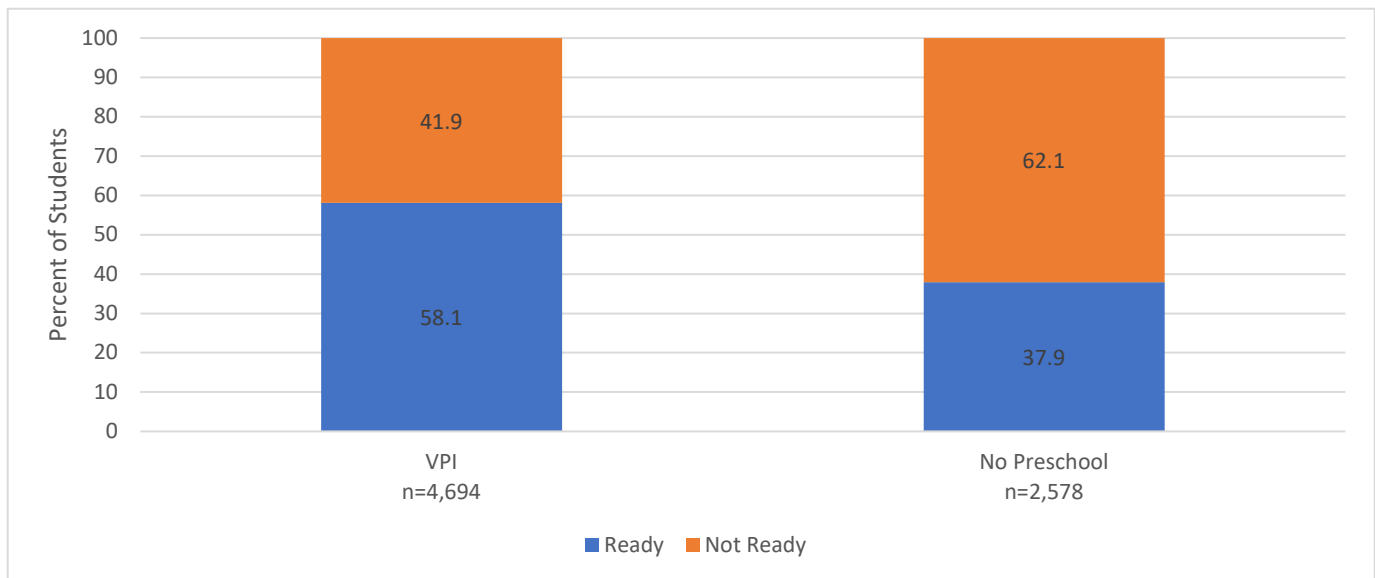
- (i) family income at or below 200 percent of poverty,
- (ii) homelessness,
- (iii) student's parents or guardians are school dropouts, or
- (iv) family income is less than 350 percent of federal poverty guidelines in the case of students with special needs or disabilities.

As part of this report, we have been asked to use the VKRP results to determine how well the Virginia Preschool Initiative promotes readiness in all key developmental domains assessed. There are many limitations to our being able to address this request. First, we do not have the data to be able to say that VPI promotes student's readiness skills. Evidence from strong experimental or quasi-experimental research designs are needed to make these kinds of causal statements. We can show comparisons between children who come from low income backgrounds who attended VPI compared to children from low income backgrounds who did not attend preschool. However, attendance in VPI is not randomly decided. These two groups of students are likely different from each other on many factors (not measured) in addition to their preschool experience. Second, the sample is not representative of VPI because not all school divisions participated in VKRP in the fall of 2018. Next year, the sample will be representative of VPI because all school divisions will participate. Third, these data do not consider the quality of the VPI experience. Through the

Advancing Effective Interactions and Instruction (AEII) Initiative, the quality of teacher-child interactions began being assessed in VPI classrooms via objective observations using the Classroom Assessment Scoring System (CLASS™) in the spring of 2019 and by the spring of 2020 all classrooms will have been observed.^{xxiii} These data will be available in following years' reports.

We identified students as attending VPI using the Preschool Funding Code from VDOE. Students were identified as attending VPI if the student slot is fully funded by the state Virginia Preschool Initiative (see Appendix Item 2). We then compared students who participated in VPI to students who were identified as economically disadvantaged but were reported to have no preschool experience via the Preschool Experience Code from VDOE (see Appendix item 2). These results are provided in Items 10 and 11. These data show that children who come from economically disadvantaged backgrounds who attend VPI are more likely to be assessed as “ready” on VKRP (58.1% ready) as compared to those who do not attend any preschool (37.9% ready). In looking at the breakdown of the readiness domains we see an advantage for children from low-income backgrounds who attended VPI in literacy, math, and self-regulation, but not for social skills.

Item 10. Comparison of Fall 2018 VKRP Readiness Scores Between Children from Low Income Backgrounds Who Attend VPI and Those With No Preschool Experience



Item 11. Detailed Comparison Between Students from Low Income Backgrounds Who Attend VPI and Those With No Preschool Experience

Readiness Fall 2018		Preschool Status				Total	
		VPI		No preschool experience			
		n	%	n	%	n	%
Overall	Not Ready	1,969	41.9	1,602	62.1	3,571	49.1
	Ready	2,725	58.1	976	37.9	3,701	50.9
Literacy	Not Ready	566	12.1	1,098	42.6	1,664	22.9
	Ready	4,128	87.9	1,480	57.4	5,608	77.1
Math	Not Ready	951	20.3	977	37.9	1,928	26.5
	Ready	3,743	79.7	1,601	62.1	5,344	73.5
Self-Regulation	Not Ready	845	18.0	718	27.9	1,563	21.5
	Ready	3,849	82.0	1,860	72.1	5,709	78.5
Social Skills	Not Ready	1,065	22.7	514	19.9	1,579	21.7
	Ready	3,629	77.3	2,064	80.1	5,693	78.3
Total		4,694	100.0	2,578	100.0	7,272*	100.0

Note: * = Students who had Disadvantage Status=Y and preschool status/funding data were included. All differences are significant ($p < .001$) except social skills.

Conclusion

In the fall of 2018, 89 divisions voluntarily participated at some level in VKRP with readiness data gathered from 86 divisions, 419 schools, 1,691 classrooms, and 31,091 kindergarten students. The results showed that about 42% of students entered kindergarten far behind in one or more key readiness skills of literacy, math, self-regulation and/or social skills. For children, who come from low income backgrounds, almost 50% enter kindergarten far behind in one or more areas of school readiness compared to their more economically advantaged peers. For children who come from low income backgrounds, children who participated in VPI were more likely to arrive to kindergarten demonstrating readiness skills (~58% ready) compared to those who were reported to not attend any preschool (~38% ready). Beginning in the fall of 2019 all school divisions will participate in VKRP in the fall and spring. The use of the VKRP assessments for all kindergarten students in the fall and spring will provide a new level of insight into how children enter kindergarten in terms of demonstrating key school readiness skills and their growth in those skills during the kindergarten year.

Appendix Item 1. Division Participation and 2018 Readiness Estimates

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms <i>N</i>	Students <i>N</i>	Complete Assessments <i>N</i>	Overall	Literacy	Mathematics	Self-Regulation	Social Skills
Accomack County	2017-present	Full	16	310	185	41%	21%	18%	16%	15%
Albemarle County	2019	New	-	-	-	-	-	-	-	-
Alexandria City	2015-present	Full	70	1500	1218	44%	20%	27%	17%	22%
Alleghany County	2017-present	2017 Partial, then Full	9	140	114	34%	12%	14%	13%	18%
Amelia County	2016-present	Full	5	111	110	35%	15%	15%	7%	25%
Amherst County	2015-present	Full	18	319	313	42%	15%	17%	24%	22%
Appomattox County	2019	New	-	-	-	-	-	-	-	-
Arlington County	2014, 2019	2014 – 4 schools	-	-	-	-	-	-	-	-
Augusta County	2017-present	2017-2 schools Full, 2018 -all used CBRS, 2 schools math & CBRS	41	701	132	45%	23%	19%	23%	23%
Bath County	2016-present	Full	3	45	44	36%	23%	16%	16%	32%
Bedford County	2017 – Present	2017-4 schools, 2018-5 schools	37	689	450	34%	12%	14%	12%	16%
Bland County	2017-present	Full	3	45	17	41%	24%	18%	18%	29%
Botetourt County	2018-present	Full	18	312	291	34%	18%	4%	15%	19%
Bristol City	2014, 2016, 2019	2014 – 1 school, 2016 – 4 schools	-	-	-	-	-	-	-	-
Brunswick County	2017-present	Full	8	105	76	45%	16%	20%	21%	25%
Buchanan County	2017-present	Full	11	186	164	38%	20%	13%	14%	15%
Buckingham County	2016, 2018-present	Full	9	121	118	42%	26%	28%	9%	10%
Buena Vista City	2017, 2019	Full	-	-	-	-	-	-	-	-
Campbell County	2019	New	-	-	-	-	-	-	-	-
Caroline County	2015-present	Full	17	330	320	38%	18%	18%	16%	16%
Carroll County	2015-present	Full	15	285	283	43%	22%	17%	15%	25%

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms <i>N</i>	Students <i>N</i>	Complete Assessments <i>N</i>	Overall	Literacy	Mathematics	Self-Regulation	Social Skills
Charles City County	2016, 2018-present	Full	2	36	36	19%	6%	3%	3%	11%
Charlotte County	2017-present	Full	9	154	113	38%	19%	23%	16%	12%
Charlottesville City	2019	New	-	-	-	-	-	-	-	-
Chesapeake City	2018-present	2018-Partial	75	1331	1300	40%	12%	19%	22%	19%
Chesterfield County	2019	New	-	-	-	-	-	-	-	-
Clarke County	2015, 2018-present	Full	6	114	114	38%	11%	13%	14%	19%
Colonial Beach	2016-present	Full	2	52	49	45%	12%	14%	27%	35%
Colonial Heights City	2016, 2019	New	-	-	-	-	-	-	-	-
Covington City	2015-present	Full	4	81	79	44%	34%	25%	6%	10%
Craig County	2018-present	Full	2	44	44	50%	20%	23%	27%	18%
Culpeper County	2016, 2019	New	-	-	-	-	-	-	-	-
Cumberland County	2016-present	Full	6	97	38	53%	24%	45%	39%	29%
Danville City	2018-present	Full	24	380	261	40%	13%	21%	18%	22%
Dickenson County	2017-present	Full	9	164	156	33%	17%	13%	10%	13%
Dinwiddie County	2019	New	-	-	-	-	-	-	-	-
Essex County	2016-present	Full	5	80	79	41%	22%	27%	16%	18%
Fairfax County	2014, 2019	2014 – 6 schools	-	-	-	-	-	-	-	-
Falls Church City	2018-present	Full	9	166	159	18%	2%	7%	8%	9%
Fauquier County	2015, 2019	New	-	-	-	-	-	-	-	-
Floyd County	2018-present	Full	8	127	125	34%	21%	13%	15%	15%
Fluvanna County	2019	New	-	-	-	-	-	-	-	-
Franklin City	2015-present	Full	4	69	63	59%	17%	21%	30%	41%
Franklin County	2015, 2018-present	Full	31	505	462	41%	24%	16%	16%	18%
Frederick County	2015-present	Full	55	988	902	38%	16%	19%	17%	16%
Fredericksburg City	2016-present	Full	16	320	288	44%	24%	23%	18%	19%
Galax City	2015-present	Full	6	109	108	44%	17%	21%	19%	20%

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms <i>N</i>	Students <i>N</i>	Complete Assessments <i>N</i>	Overall	Literacy	Mathematics	Self-Regulation	Social Skills
Giles County	2018-present	Full	11	189	183	54%	31%	27%	19%	25%
Gloucester County	2019	New	-	-	-	-	-	-	-	-
Goochland County	2015, 2019	New	-	-	-	-	-	-	-	-
Grayson County	2016-present	Full	8	126	123	43%	15%	27%	11%	15%
Greene County	2015, 2016, 2019	Full	-	-	-	-	-	-	-	-
Greensville County	2016-present	Full	8	153	134	40%	16%	26%	13%	12%
Halifax County	2016-present	Full	21	337	217	35%	14%	15%	17%	22%
Hampton City	2019	New	-	-	-	-	-	-	-	-
Hanover County	2019	New	-	-	-	-	-	-	-	-
Harrisonburg City	2018-present	Full	26	488	417	51%	24%	26%	19%	27%
Henrico County	2019	New	-	-	-	-	-	-	-	-
Henry County	2019	New	-	-	-	-	-	-	-	-
Highland County	2017-present	Full	1	21	21	33%	0%	5%	24%	29%
Hopewell City	2016-present	Full	19	333	324	55%	26%	31%	23%	27%
Isle of Wight County	2014, 2018-present	2014 – 2 schools, 2018 Full	17	376	368	39%	17%	18%	18%	15%
King George County	2019	New	-	-	-	-	-	-	-	-
King William County	2018-present	Full	10	158	151	37%	21%	16%	15%	15%
King and Queen County	2014, 2017-present	Full	3	50	19	37%	5%	16%	5%	26%
Lancaster County	2016-present	Full	4	61	61	41%	11%	13%	25%	23%
Lee County	2017-present	Full	15	213	115	39%	26%	21%	20%	15%
Lexington City	2019	New	-	-	-	-	-	-	-	-
Loudoun County	2017-present	2017 - 22 schools, 2018 – 24 schools	97	2105	1779	33%	9%	13%	15%	18%
Louisa County	2019	New	-	-	-	-	-	-	-	-
Lunenburg County	2016, 2018-present	Full	6	100	100	40%	14%	25%	18%	14%
Lynchburg City	2017-present	Full	36	596	574	47%	17%	21%	20%	23%

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms N	Students N	Complete Assessments N	Overall	Literacy	Mathematics	Self- Regulation	Social Skills
Madison County	2016-present	Full	6	109	107	42%	26%	17%	14%	18%
Manassas City	2018-present	2018 – 5 schools	30	552	506	53%	34%	29%	25%	24%
Manassas Park City	2016, 2018-present	Full	14	245	235	55%	29%	35%	19%	23%
Martinsville City	2016, 2018-present	Full	10	122	118	42%	17%	14%	22%	28%
Mathews County	2019	New	-	-	-	-	-	-	-	-
Mecklenburg County	2014, 2018-present	2014 – 1 school, 2018 Full	17	274	260	24%	10%	15%	13%	10%
Middlesex County	2017-present	Full	5	76	71	38%	25%	20%	15%	15%
Montgomery County	2017, 2019	2017 – 6 schools	-	-	-	-	-	-	-	-
Nelson County	2015-present	2015 – 1 school, 2016 – onward - Full	5	100	98	46%	27%	19%	19%	18%
New Kent County	2018-present	Full	11	216	204	39%	16%	10%	19%	23%
Newport News City	2015-present	Full first year, 2017 – 18 schools, 2018 Full	107	2085	1646	43%	14%	22%	16%	25%
Norfolk City	2014, 2016-present	2014 – 2 schools, 2016 – 1 school, 2017 – 5 schools, 2018 – 14 schools	56	923	734	45%	16%	23%	21%	23%
Northampton County	2016-present	Full	7	109	61	49%	28%	16%	21%	31%
Northumberland County	2019	New	-	-	-	-	-	-	-	-
Norton City	2017-present	Full	3	67	65	57%	51%	22%	11%	8%
Nottoway County	2017-present	Full	8	151	146	51%	28%	26%	26%	21%
Orange County	2018-present	Full	20	351	341	38%	16%	15%	18%	20%
Page County	2015-present	Full	11	223	208	33%	17%	18%	12%	8%
Patrick County	2017 – present	Full	10	153	150	32%	15%	16%	15%	12%
Petersburg City	2019	New	-	-	-	-	-	-	-	-
Pittsylvania County	2018-present	Full	32	578	446	41%	18%	24%	19%	17%
Poquoson City	2016-present	Full	6	136	134	26%	12%	13%	7%	11%
Portsmouth City	2017-present	Full	60	1089	925	48%	19%	22%	25%	25%

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms <i>N</i>	Students <i>N</i>	Complete Assessments <i>N</i>	Overall	Literacy	Mathematics	Self-Regulation	Social Skills
Powhatan County	2019	New	-	-	-	-	-	-	-	-
Prince Edward County	2016-present	Full	9	135	118	46%	19%	26%	21%	21%
Prince George County	2014, 2016-present	2014 – 4 schools, 2016 onward Full	23	465	453	38%	22%	15%	15%	14%
Prince William County	2019	New	-	-	-	-	-	-	-	-
Pulaski County	2019	New	-	-	-	-	-	-	-	-
Radford City	2015-2017, 2019	Full	-	-	-	-	-	-	-	-
Rappahannock County	2019	New	-	-	-	-	-	-	-	-
Richmond City	2014, 2019	2014 – 1 school	-	-	-	-	-	-	-	-
Richmond County	2018-present	Full	5	80	79	47%	23%	22%	19%	27%
Roanoke City	2017-present	2017 - 3 schools, 2018 – 16 schools	57	1023	808	47%	21%	23%	19%	25%
Roanoke County	2015, 2019	New	-	-	-	-	-	-	-	-
Rockbridge County	2017-present	Full	12	194	88	47%	26%	23%	20%	22%
Rockingham County	2014, 2019	2014 – 2 schools	-	-	-	-	-	-	-	-
Russell County	2017-present	Full	12	196	148	32%	20%	13%	16%	16%
Salem City	2014-present	Full	14	260	248	41%	22%	17%	15%	21%
Scott County	2018-present	Full	17	260	125	38%	26%	8%	12%	15%
Shenandoah County	2016-present	Full	24	423	393	42%	25%	23%	16%	12%
Smyth County	2019	New	-	-	-	-	-	-	-	-
Southampton County	2014, 2017-present	Full	10	209	176	43%	13%	21%	20%	18%
Spotsylvania County	2019	New	-	-	-	-	-	-	-	-
Stafford County	2014, 2016-present	CBRS only until 2019	79	1670	-	-	-	-	-	-
Staunton City	2015-present	2017 – CBRS only	11	169	-	-	-	-	-	-
Suffolk City	2014, 2018-present	2014 – 5 schools, 2018 Full	53	928	865	41%	12%	19%	22%	20%
Surry County	2017-present	Full	3	56	54	39%	2%	22%	22%	17%
Sussex County	2019	New	-	-	-	-	-	-	-	-

DIVISION	Years Participating	Participation Level	2018 Participation			Percent Not Ready ¹				
			Classrooms <i>N</i>	Students <i>N</i>	Complete Assessments <i>N</i>	Overall	Literacy	Mathematics	Self-Regulation	Social Skills
Tazewell County	2019	New	-	-	-	-	-	-	-	-
Virginia Beach City	2014, 2017-present	2014 – 1 school, 2017- 1 school, 2018- 14 schools	69	1251	1209	43%	15%	18%	20%	25%
Warren County	2019	New	-	-	-	-	-	-	-	-
Washington County	2015, 2019	New	-	-	-	-	-	-	-	-
Waynesboro City	2019	New	-	-	-	-	-	-	-	-
West Point	2016, 2018-present	Full	3	50	50	30%	4%	12%	14%	18%
Westmoreland County	2018-present	Full	8	119	117	32%	16%	17%	12%	10%
Williamsburg-James City County	2019	New	-	-	-	-	-	-	-	-
Winchester City	2016-present	Full	16	311	285	49%	30%	31%	15%	20%
Wise County	2014, 2016-present	2014 – 2 schools, 2016-1 school, 2017-3 schools, 2018 Full	22	411	404	51%	28%	28%	32%	25%
Wythe County	2019	New	-	-	-	-	-	-	-	-
York County	2019	New	-	-	-	-	-	-	-	-

¹Participating students with incomplete assessments are not included in these estimates.

Appendix Item 2. VDOE Preschool Codes

All public preschool students must be reported to the Student Record Collection (SRC) system when the school division is the fiscal agent, grantee, or sub-grantee. All public preschool students receive both a Preschool Funding Code and a Preschool Experience Code assigned by school divisions in the preschool year. Non-public preschoolers are not captured in the SRC system, and their Preschool Experience Code is parent-reported at kindergarten entry. If parent-reported preschool experience does not match the SRC system, the Preschool Experience Code will default to division records. This information comes from the Guidance for PK Funding and PK Experience Codes posted on the VPI website.^{xxiv}

Preschool Funding Code	
Head Start	Select Head Start as the funding source code if the student slot is fully funded with federal Head Start funds administered by the school division as the Head Start grantee.
Virginia Preschool Initiative (VPI)	Select VPI as the funding source code if the student slot is fully funded by the state Virginia Preschool Initiative.
VPI Plus (VPI+)	Select VPI+ as the funding source code if the student slot is fully funded by the federal Preschool Development Grant.
Special Education Preschool (Part B, 619)	Select Special Education Preschool as the funding source code if the student slot is fully funded with federal Special Education Preschool funds. This code may apply to students with Individualized Education Programs who receive special education and related services in a public special education early childhood classroom, regular early childhood program, or in a service-provider location (e.g., therapist's office). This code may also apply to students in a private community-based program if services are funded with federal Special Education Preschool funds. This funding code is not be used if the student slot is funded by Head Start, VPI, or VPI+.
Title I Preschool	Select Title I Preschool as the funding source code if the student slot is fully funded with federal Title I, Part A funds, not mixed with state or other funding sources. <i>Ex. A student slot funded with VPI state funds in a classroom where the teaching assistant's salary is paid out of Title I funds would not be labeled with this funding code because the student slot is not fully funded by Title I. Instead, the slot would receive a #3 funding code as a VPI state funded slot.</i>
Local Funding for VPI Placement	Select local funding for VPI student placement if VPI local match is used. This funding code is typically used when a school division has been allocated state VPI funds for less than a full classroom of 18 students. <i>Ex. The division may be allocated 11 VPI funded slots. In order to maximize services for students, the school divisions places 7 more students in the room and provides local funds to account for the additional student slots. Seven students would be coded #8 in this scenario.</i>
Local Funding for Other Public Preschool Program	Select local funding that supports any other public preschool program not identified in this list.

Preschool Experience Code	
Head Start	The preschool classroom for at-risk four-year-olds is funded by the federal Head Start grant in a community-based organization.
Public Preschool	A preschool program operated in the public school. This would include VPI, VPI+, Title I, ECSE, and Head Start programs – both in the public school and if the public school is the fiscal agent; and locally funded public preschool program.
Private Preschool/Daycare	The student is served by a preschool, child daycare, or other program provided by a private provider. This includes programs for-profit and non-profit providers, including faith-based programs and commercial daycare centers.
Department of Defense Child Development Program	A preschool program operated by the Department of Defense on a military installation.
Family Home Daycare Provider	The student was served by a preschool or child daycare provided in a home.
No Preschool Experience	The student has not had a formal classroom preschool experience. The student was at home with a parent, family member, caregiver, nanny, etc.

Note:

Further documentation of these codes are available here:

http://www.doe.virginia.gov/statistics_reports/research_data/data_elements.shtml#disadvantage

https://docs.google.com/viewer?url=http%3A%2F%2Fwww.doe.virginia.gov%2Finfo_management%2Fdata_collection%2Fstudent_record_collection%2Fresources%2Fguidance-for-pk-funding-pk-experience-codes.docx

http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/code_values/index.shtml

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^{xxi} STREAMin³ is a birth through preschool integrated and comprehensive curriculum. It was developed at the Center for Advanced Study of Teaching and Learning through funding from Elevate Early Education. It is currently being implemented in over 100 birth through preschool classrooms through state funding from the Virginia Department of Social Services and through private funding from the Obici Healthcare Foundation and the Alleghany Foundation.

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