October 1, 2025

The Honorable L. Louise Lucas
Chair, Senate Finance and Appropriations
Committee
General Assembly Building
P. O. Box 396
Richmond, VA 23218

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building
201 North 9th Street
Richmond, VA 23219

The Honorable Ghazala F. Hashmi
Chair, Senate Education and Health
General Assembly Building
PO Box 396
Richmond, VA 23218

The Honorable Sam Rasoul
Chair, House Education
General Assembly Building
Richmond, VA 23219

Dear Chairs Torian and Rasoul, and Chairs Lucas and Hashmi:

We are pleased to submit the enclosed Annual Update on the Virginia Kindergarten Readiness Program (VKRP). The report summarizes VKRP data collected in the fall and spring during the 2024-2025 academic year on both statewide kindergarten and publicly funded three and four-year-old pre-kindergarten students.

[House Bill 1600, Chapter 725, Acts of Assembly 2025 Session, Item 117.H (a-f)](#) directs the Department of Education and the University of Virginia's Center for Advanced Study of Teaching and Learning to 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 and submit such findings to the Chairmen of House Appropriations and Senate Finance and Appropriation Committees:

> *e. 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 using data from the prior year's fall assessment to the Chairs of House Appropriations and Senate Finance and Appropriations Committees no later than October 1 each year.*

First year data from the statewide implementation of Virginia Language and Literacy Screening System: Kindergarten is included in this report. The new Virginia Language and Literacy Screening System (VALLSS) is more sensitive to literacy risk and better reflects the skills necessary for children to be successful in developing literacy skills. This new literacy screener, serving as the literacy component for

VKRP represents a new school readiness baseline for Virginia. Additionally, this report includes an update on the first year of implementation for the VKRP Mid-Year Term and the launch of the coordinated integrated data system, Virginia Connects for Kids (VAConnects).

Please direct questions to Jenna Conway, Chief of Early Learning and Specialized Populations at Jenna.Conway@doe.virginia.gov.

Sincerely,

Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

EAG/

c: The Honorable Aimee Rogstad Guidera
   Virginia Secretary of Education

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

Report for the 2024–2025 School Year

Correspondence concerning this report should be addressed to:

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Executive Summary

Introduction

In this October 2025 data report[1] of the Virginia Kindergarten Readiness Program (VKRP) to the General Assembly, we report on the fall, mid-year, and spring kindergarten data collected during the 2024–2025 academic year, kindergarten data trends from fall 2019 through spring 2025, and 2024–2025 pre-kindergarten fall, mid-year, and spring data for three- and four-year-old publicly-funded pre-kindergarten children. The report also provides an update on the mathematics, self-regulation, social skills, and mental health well-being assessment pilot in first through third grades (1-3 Assessment Pilot) and shares future goals of the VKRP system for the 2025–2026 year and beyond.

VKRP empowers Virginia's families, teachers, and education leaders by providing a more comprehensive assessment system that shines a spotlight on pre-kindergarten and kindergarten students' learning and growth. VKRP is a Virginia standards-aligned, multi-year early learning assessment system that produces actionable information to guide decisions at the student, classroom, school/program, and division levels from the beginning of pre-kindergarten through the end of kindergarten to support student learning. VKRP provides assessments of mathematics, self-regulation, and social skills to complement Virginia's longstanding literacy screeners (Virginia Language & Literacy Screener: Kindergarten (VALLS: K) and Virginia Language & Literacy Screener: Pre-K (VALLS: Pre-K). Literacy data in this 2024-2025 report includes data from the VALLS: K, VALLS: Pre-K, and historical Phonological Awareness Literacy Screener-Kindergarten (PALS-K) data. Throughout the report, it will be specified where historical PALS-K data is included. Additional information on the literacy screeners can be found on the VLP website.

The 2024–2025 literacy data gathered from VALLS: Pre-K and VALLS: K come directly from Virginia Literacy Partnerships (VLP). This is the first year of statewide implementation of the VALLS: K. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at high-risk for literacy difficulties at kindergarten entry as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented.

From 2014 through 2018, the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia designed, piloted, and implemented VKRP in kindergarten through a voluntary rollout where, each year, an increasing number of school divisions elected to administer VKRP. Virginia began statewide mandatory kindergarten administration of VKRP in the 2019–2020 school year.

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[1]This report is submitted to satisfy the requirement that "the Department shall submit such findings using data from the prior year's fall assessment to the Chairmen of House Appropriations and Senate Finance Committees no later than October 1 each year."

The VKRP team developed a four-year-old pre-kindergarten extension of VKRP between 2018–2021. In the 2021–2022 school year, VKRP became available to all publicly-funded pre-kindergarten programs to assess four-year-old children's skills in fall 2021 and spring 2022. Additionally, the VKRP team developed a three-year-old extension of VKRP, which became available to all publicly-funded pre-kindergarten programs to assess three-year-old children's skills in the 2022–2023 school year. In 2024-2025, VKRP became available for an optional mid-year assessment timepoint.

Defining Readiness for Summative Purposes

Virginia defines school readiness as, "the capabilities of children, their families, schools, and communities that best promote student success in kindergarten and beyond." For summative purposes, kindergarten students are categorized as *ready* or *meeting the overall benchmark* (fall) or *meeting the overall benchmark* (spring) if their assessment scores indicate that they demonstrate minimally expected skills for the fall or the spring (depending upon data timepoint) as indicated by being at or above the benchmark in mathematics, self-regulation, and social skills, and in the Moderate- or Low-Risk Band for literacy. If a kindergarten student's assessment scores do **not** indicate that they are demonstrating the minimally expected skill **in one or more** areas as indicated by being below the benchmark in mathematics, self-regulation, and social skills, and/or in the High-Risk Band for literacy at the respective timepoint (fall or spring), they are categorized as *not ready* or *below the overall benchmark* (fall) or *below the overall benchmark* (spring)*.

VKRP does not publish benchmarks for pre-kindergarten children's skills. Instead, for pre-kindergarten, VKRP uses Skill Development Bands (Beginning, Growing, and Strong) to help educators, programs,/schools, and families interpret and use VKRP pre-kindergarten data. Separate bands are established for the fall and spring to represent children's skill development as compared to expectations at that particular point in time. The Skill Development Bands indicate where children are in their development of early learning skills so that teachers can provide appropriate support and instruction. Skill Development Bands are not intended to serve as benchmarks. The Skill Development Bands indicate where children are in their development of early learning skills so that teachers can provide appropriate support and instruction. VLP created separate Skill Development Bands for VALLS: Pre-K. For more information on the VLP Literacy Skill Development Bands, see the VALLS: Pre-K specific reports on the VLP website.

The VKRP Mental Health Well-being Items provide valuable information about student behavior that is important for their successful school adaptation. However, they are not part of the overall benchmark in kindergarten or the Skill Development Bands in pre-kindergarten. Information from these items is shared with teachers to help facilitate conversations between educators, instructional leaders, school counselors, other school personnel, and families on how best to support students.

VKRP and the COVID-19 Pandemic

The COVID-19 pandemic disrupted young students' early learning environments, contributing to losses in foundational school readiness skills. These impacts were especially pronounced for students from families with low-income backgrounds and students with limited access to high quality, robust early learning opportunities. Although schools and communities have worked diligently to support recovery, continued efforts are needed to reduce early learning gaps and mitigate negative long-term effects. Kindergarten students in the 2024-2025 school year were required to be five years old by September 30, 2024, meaning most students were born in 2019. These students were infants and toddlers during the height of the COVID-19 pandemic, and many may have experienced early developmental disruptions. VKRP's longitudinal data collection allows for monitoring school readiness trends over time, offering insight into how students are recovering, and where additional investments are needed.

How Statewide VKRP Data Can Be Used in Virginia

VKRP highlights the strengths of Virginia's pre-kindergarten and kindergarten children, bringing attention to areas where students need support to maximize their learning. For teachers and school personnel, VKRP data can help drive day-to-day instruction, guide conversations with families, and inform decisions about educators' professional development needs (Figure 1). At the state level, VKRP data inform policy decisions and helps identify schools, programs, divisions, and regions that may need more support or can serve as exemplars.

VKRP can be used by various stakeholders to better understand and support students' academic and social-emotional learning and development, as well as their mental health well-being.

Figure 1

How Statewide Data Can Be Used in Virginia
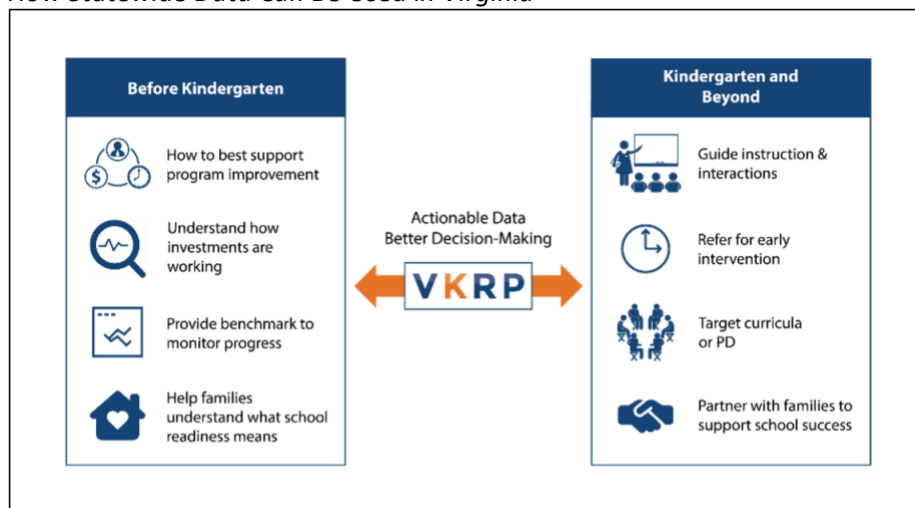
Virginia Connects for Kids Brings Together an Integrated Approach to VDOE's Early Childhood Data Systems

Three of Virginia's key early childhood data collection initiatives include LinkB5[2], the Virginia Language & Literacy Screening System (VALLSS), and VKRP. These initiatives are central to understanding and supporting young learners. In 2022, VDOE provided funding through the federal Preschool Development Grant Funds and American Rescue Plan Act to a team of researchers within UVA's School of Education and Human Development (EHD) to develop and implement a coordinated and integrated technology strategy and shared infrastructure between the growing state data collection initiatives (LinkB5, VALLSS, VKRP) to maximize the impact and potential of these data systems. The integrated data system, Virginia Connects for Kids (VAConnects), ensures that each project can not only sustain individual growth and expansion, but also work together to prioritize the integrity and continuity of data needed to inform and strengthen Virginia's sizeable investment in learners—birth through eighth grade.

The goals of the integrated data system are to build a robust, coordinated system with enhanced hosting infrastructure and security features; shared data warehousing reflecting effective data governance; consistent, aligned, and integrated reporting; and a more streamlined user interface. In 2024–2025, the VAConnects team worked in partnership with VDOE to continue establishing security infrastructure, developing and implementing a Data Governance Framework, improving the user interface and reporting services, and launched statewide for VALLSS: K-3 users for data entry and reporting. VAConnects will fully launch in August of 2025 with more than 80,000 users expected to log in this fall.

VAConnects will links early childhood classroom and site quality, elementary school, and middle school data to improve student outcomes for thousands of children in the Commonwealth. These complex datasets will give stakeholders across Virginia the ability to clearly understand the impact of investments in early childhood on school readiness, literacy, mathematics, social-emotional learning, and other academic outcomes. In addition to connecting data for each child across initiatives like VQB5[3], VKRP, and VALLSS, VAConnects will also link data for individual children across years. For the first time, Virginia will have insight into children's birth-to-five and K-12 experiences in a single continuum of data while still protecting student privacy and prioritizing security.

By leveraging Virginia's other technology initiatives like the Virginia Longitudinal Data System (VLDS), VAConnects can fill the gap on data for the youngest children in the Commonwealth and contribute to a

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[2] LinkB5 is the data system used to collect and analyze measurement and improvement data across early childhood programs participating in Virginia's unified system, Virginia Quality Birth to Five (VQB5). The use of LinkB5 is a requirement for all publicly-funded sites as part of VQB5.

[3] Virginia Quality Birth to Five System (VQB5) is a system designed to measure and help improve the quality of all publicly-funded birth-to-five classrooms and support families to choose quality programming across program types.

deeper understanding of insightful education and workforce development data, beginning in early childhood. Over time, policy makers will understand how decisions and investments in early childhood can impact downstream outcomes like high school graduation, higher education attainment, workforce participation, and more.

2024-2025 Kindergarten Students Assessed With VKRP

In fall 2024, kindergarten teachers assessed approximately 97% of kindergarten children using the Virginia Language & Literacy Screener: Kindergarten (VALLS: K) and the Early Mathematics Assessment System (EMAS) mathematics assessment. Similarly, approximately 96% of eligible kindergarten students were rated by teachers on their self-regulation and social skills using the Child Behavior Rating Scale (CBRS) and Mental Health Well-being Items. Statewide, 95% of assessed kindergarten students had complete VKRP data on all four measures – literacy (VALLS: K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS) in fall 2024.

In spring 2025, approximately 97% of kindergarten students were assessed using VALLS: K literacy screener and the EMAS mathematics assessment and were rated by teachers on self-regulation and social skills using the CBRS and Mental Health Well-being Items. Statewide, 96% of assessed kindergarten students enrolled in spring 2025 had complete VKRP data for the four domains – literacy, mathematics, self-regulation, and social skills.

Over 78,000 kindergarten students were assessed in both fall 2024 and spring 2025 in all four domains.

2024-2025 VKRP Kindergarten Key Findings

Fall 2024 and Spring 2025 VKRP Kindergarten Data

In fall 2024, approximately 51% of kindergarten students had scores that met the overall benchmark or minimum competency level in literacy, mathematics, self-regulation, and social skills. This means that 49% of Virginia's kindergarten students began the school year still needing to build skills in literacy, mathematics, self-regulation, and/or social skills (Figure 2). This is the first year of statewide implementation of the VALLS: K. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at high-risk for literacy difficulties at kindergarten entry as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented. For reference, in the fall of 2024, 36% of kindergarten students were classified as at high-risk for developing reading difficulty, according to VALLSS; however, in the fall of 2023, 21% of kindergarten students were below-benchmark, according to PALS. For more information, see previous VALLSS and PALS data reports.

In spring 2025, approximately 58% of kindergarten students had scores that met the overall benchmark or minimum competency level in literacy, mathematics, self-regulation, and social skills. This means that 42% of Virginia's kindergarten students ended the school year below expected levels in literacy,

mathematics, self-regulation, and/or social skills. These results indicate a 7% increase in kindergarten students meeting the overall VKRP benchmark from fall 2024 to spring 2025. When looking across fall 2024 and spring 2025, for literacy and mathematics, more kindergarten students had scores that were below the benchmark in fall compared to spring**. The pattern for self-regulation and social skills was the opposite with a greater percentage of kindergarten students who had scores that fell below the benchmark in spring 2025 as compared to fall 2024.

Figure 2

Fall 2024 and Spring 2025 Kindergarten Overall and Domain Benchmark Estimates
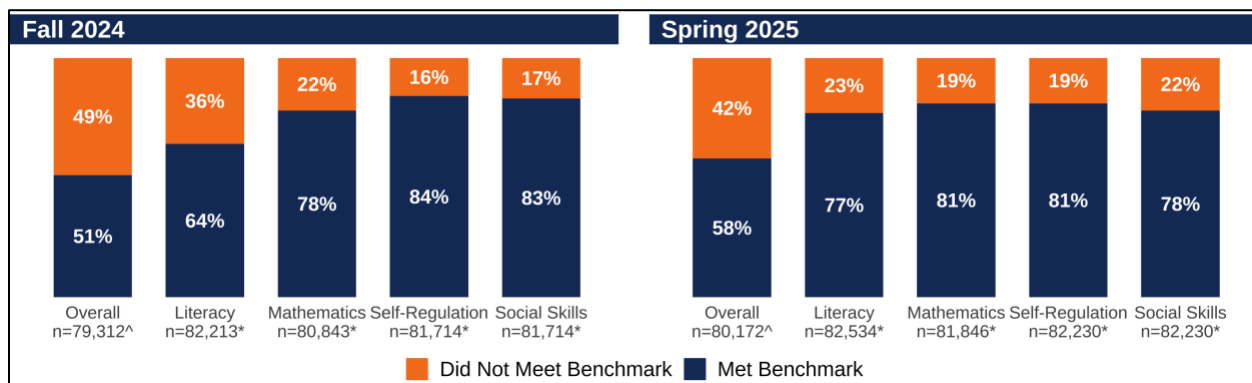
Note. If a kindergarten student does not demonstrate the minimally expected skill in one or more areas at the respective timepoint (fall or spring), they are categorized as not ready or below the benchmark (fall) or below the benchmark (spring).

^ Students with complete data on all measures were included to obtain these estimates.

* Students with complete data on each individual measure were included to obtain these estimates.

** 2024-2025 results are not comparable to prior years because the literacy screeners are different.

2024–2025 VKRP Kindergarten Benchmark Estimates Across Demographics

Students who had scores falling below the overall VKRP benchmark at the beginning and/or end of kindergarten were disproportionately more likely to be students from low-income backgrounds, students with a disability, students who are English language/multilingual learners (EL), Black or African American students, and Hispanic/Latino of any race students (

Table 1). These differential patterns in skill development illustrate the need for opportunities for all children to access high-quality educational experiences.

Table 1

2024-2025 Kindergarten Demographics and Below Benchmark Percentages

Kindergarten Student Demographic Characteristics	Below the Overall Benchmark	
	Fall 2024 N=86,012	Spring 2025 N=88,661
	n (%)	n (%)
From low-income background[a]	19,907 (61.3)	19,146 (54.3)
Has a disability[b]	5,436 (69.8)	6,789 (68.0)
Is an English language/multilingual learner (EL)[c]	9,212 (74.3)	7,885 (59.3)
Student race		
American Indian or Alaska Native	93 (40.6)	83 (36.6)
Asian	2,003 (35.7)	1,582 (27.5)
Black or African American	9,087 (55.5)	9,099 (54.8)
Hispanic/Latino of any race	10,391 (65.6)	8,681 (53.0)
Native Hawaiian or other Pacific Islander	49 (46.7)	32 (29.9)
Non-Hispanic/Latino of any race, two or more races	2,887 (44.2)	2,582 (39.4)
White, not of Hispanic origin	13,821 (40.3)	11,462 (33.5)

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; or 2) receives TANF; or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present *except, "Qualified Individual under Section 504."*

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "*Identified as EL and receives EL services*," "*Identified as EL but has refused EL services*," or "*Identified as formerly EL for each of the 4 years after exiting EL services*."

2024–2025 VKRP Kindergarten Mental Health Well-being Data

Teachers reported being moderately, very, or extremely concerned about the well-being for 15% of kindergarten students in fall 2024 and 13% of kindergarten students in spring 2025.

Additionally, in both fall 2024 and spring 2025, students whose teachers were concerned for their well-being were much more likely to *not* meet the overall benchmark and fall below the benchmark academically and social-emotionally when compared to students whose teachers did not report well-being concern (

Figure 3). These results indicate that teacher concern is an important indicator of which students likely need comprehensive and intensive intervention to be successful in school.

Figure 3

Mental Health Well-being Concerns and Benchmark Status

Students whose teachers reported having significant mental health well-being concerns were much more likely to:

Not meet the overall readiness benchmark

Be below benchmark in Mathematics and in the High-Risk Band for Literacy

Be below benchmarks in Self-Regulation and Social Skills
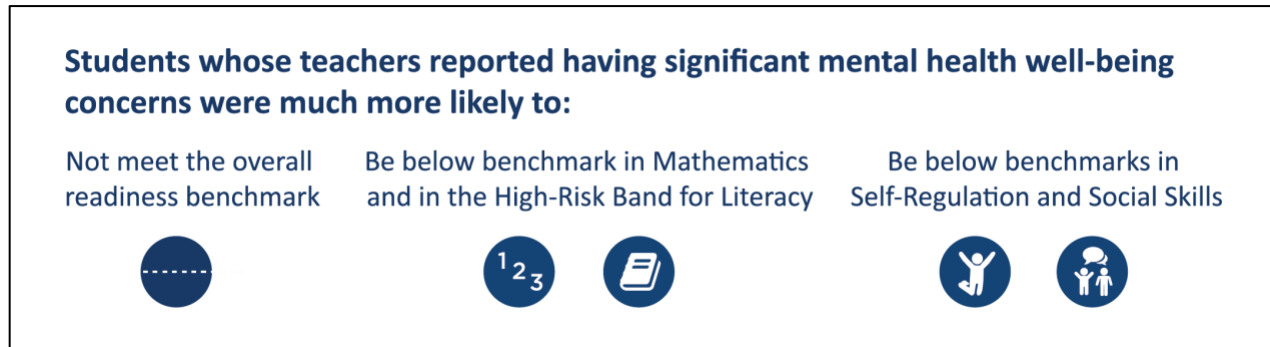
2024–2025 VKRP Kindergarten Benchmark and Growth Data

In terms of overall benchmark status, 43% of kindergarten students met the overall benchmark for both fall 2024 and spring 2025, while 32% did not meet the overall benchmark in either fall 2024 or spring 2025. Smaller percentages of students shifted in their overall benchmark status across the 2024–2025 school year—either meeting the overall benchmark in fall 2024 and not meeting it in spring 2025 (9%) or not meeting the overall benchmark in fall 2024 and meeting in spring 2025 (16%) (Figure 4).

Figure 4

Kindergarten Benchmark Status for Fall 2024 and Spring 2025

OVERALL: 43%, 32%, 9%, 16%
LITERACY*: 61%, 18%, 4%, 17%
MATHEMATICS: 73%, 13%, 5%, 9%
SELF-REGULATION: 76%, 10%, 8%, 6%
SOCIAL SKILLS: 73%, 12%, 10%, 5%

Legend:
- Met benchmark for both fall 2024 and spring 2025
- Did not meet benchmark in either fall 2024 or spring 2025
- Met benchmark in fall 2024; did not meet in spring 2025
- Did not meet benchmark in fall 2024; met in spring 2025
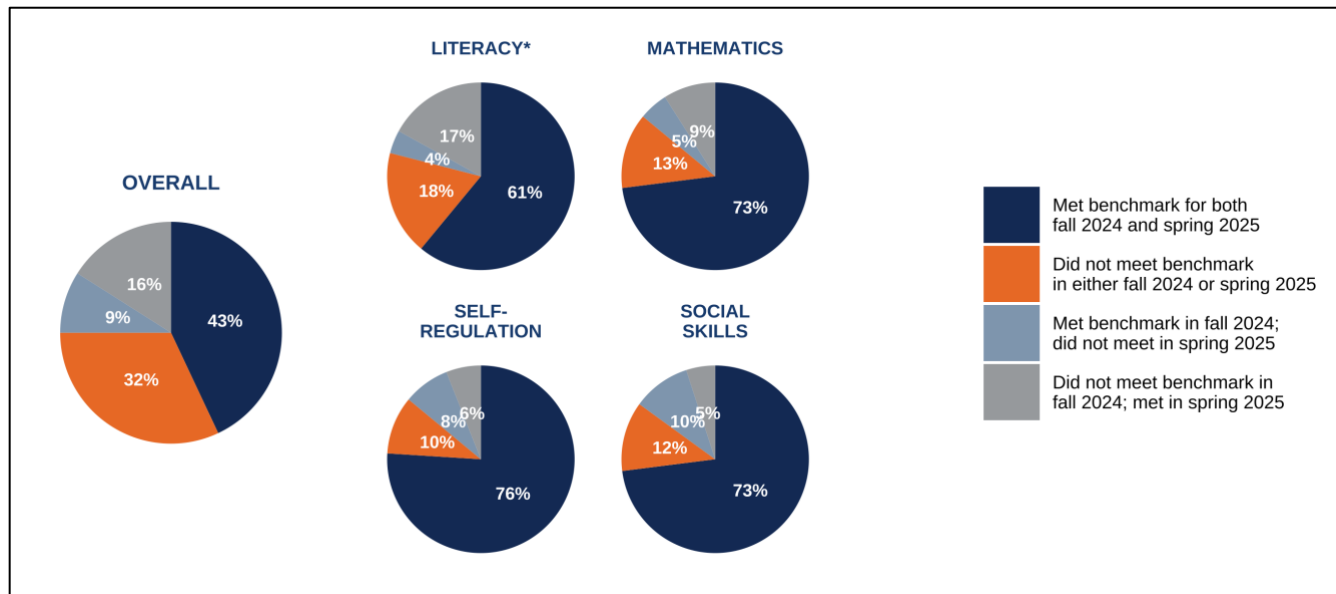
* If a kindergarten students' VALLS: K assessment scores fell in the High-Risk Band for literacy at the respective timepoint (fall or spring), they were categorized as below the benchmark.

VKRP also examined trends in student growth from fall 2024 to spring 2025 in mathematics, self-regulation, and social skills[4]. Kindergarten students, on average, tended to display strong growth in

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[4] Student growth in literacy skills as measured through VALLSS is examined by UVA's VLP.

mathematics skills and modest growth in self-regulation and social skills. However, there was variation in students' growth across all domains with most students showing growth, some students making robust gains, and a small percentage of students demonstrating negative growth from fall 2024 to spring 2025.

2024–2025 VKRP Kindergarten Mid-Year Data

A VKRP mid-year assessment timepoint became available to all divisions and programs beginning in winter 2025. The inclusion of an optional mid-year timepoint for VKRP allows teachers to better monitor students' progress throughout the school year and to make instructional decisions to best meet students' individual needs.

Participation in the mid-year assessment timepoint was optional for divisions, schools, and classrooms. Additionally, within classrooms, teachers could administer the mid-year assessments to some or all of their students, and had flexibility in whether they administered the EMAS, CBRS, or both. Conversely, the VALLS: K mid-year assessment timepoint is required, see the VALLS: K Mid-Year 2024 report. Because the sample of students participating in VKRP's optional mid-year assessment timepoint and VALLS: K mid-year vary, we only present domain specific data for mathematics, self-regulation, and social skills, and don't present overall benchmark information.

46 school divisions voluntarily participated, and 195 Virginia schools implemented VKRP in mid-year 2025, resulting in data from 712 kindergarten classrooms and 9,933 kindergarten students. Compared to the statewide fall 2024 and spring 2025 samples, students assessed in the mid-year 2025 sample were more likely to be from low-income backgrounds, to be Black or African American, and were more likely to have public pre-kindergarten experience or no pre-kindergarten experience. Conversely, students included in the mid-year 2025 sample were less likely to be English language/multilingual learners and were less likely to have a disability compared to students in the statewide fall 2024 and spring 2025 samples.

The data from the optional mid-year 2025 assessment timepoint indicated that 14% of kindergarten students' scores fell below the mid-year benchmark in mathematics. In mid-year 2025, 17% of kindergarten students' scores fell below the mid-year benchmark for self-regulation and 20% of kindergarten students' scores fell below the mid-year benchmark for social skills.

Teachers reported that most students had high levels of well-being based on the composite score in mid-year 2025. Based on the teacher concern item, kindergarten teachers reported to be moderately, very, or extremely concerned about the social-emotional well-being of 16% of their students in mid-year 2025.

2019-2025 VKRP Kindergarten Trends Across Time Key Findings

Overall readiness estimates from fall 2019 to fall 2023 remained relatively stable. There was a slight decrease in the percentage of students meeting the overall benchmark from fall 2019 to fall 2020,

followed by slight increases in fall 2021 and fall 2022. The percentage of kindergarten students meeting the overall benchmark remained stable from fall 2022 to fall 2023. From fall 2023 to fall 2024, the percentage of kindergarten students meeting the overall benchmark decreased by 9% (

Figure 5). The fall 2019 to fall 2023 readiness estimates include literacy data from the PALS-K, and the fall 2024 readiness estimate includes literacy data from the VALLS: K**. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at-risk for literacy difficulties at kindergarten entry as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented.

Overall benchmark estimates from spring 2021 to spring 2023 increased and then remained stable from spring 2023 to spring 2025 (Figure 6). There was a large increase in kindergarten students meeting the overall benchmark from spring 2021 (48%) to spring 2022 (56%). There was a slight increase from spring 2022 to spring 2023 (59%) in kindergarten students meeting the overall benchmark. The percentage of kindergarten students meeting the overall benchmark from spring 2023 to spring 2024 (59%) and from spring 2024 to spring 2025 (58%) remained stable. Spring VKRP data was not collected prior to the 2019–20 school year, and the spring assessment was not administered in 2020 due to the onset of the COVID-19 pandemic and universally mandated public-school closures. The spring 2021 to spring 2024 readiness estimates include literacy data from the PALS-K, and the spring 2025 readiness estimate includes literacy data from the VALLS: K.
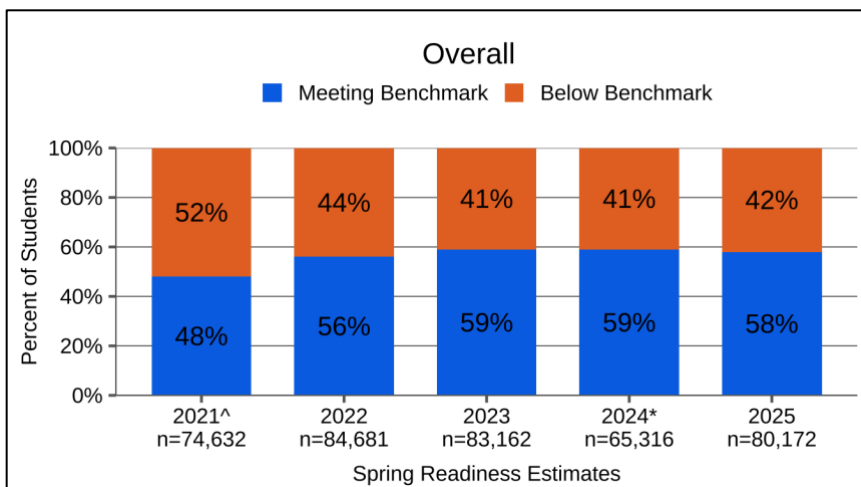
Figure 5

Fall Overall Kindergarten Readiness Estimates 2019-2024
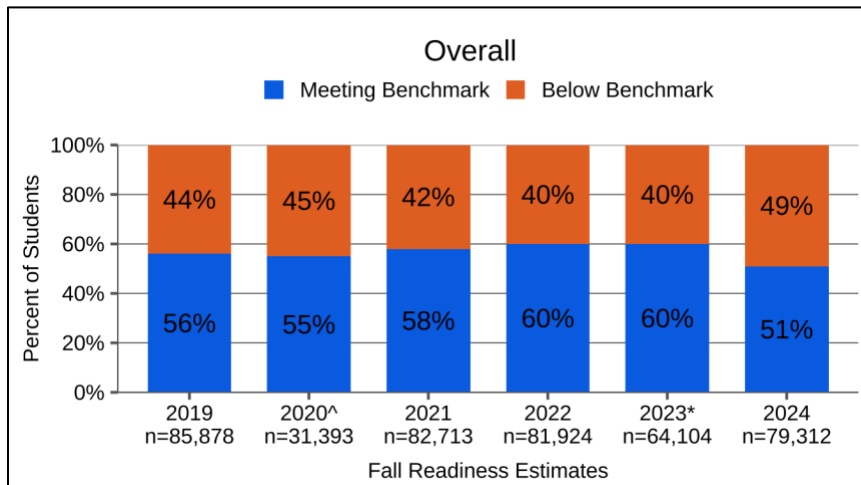
Note. Overall benchmark estimates from fall 2019 to fall 2023 utilized the PALS-K as the measure of literacy readiness. Beginning in fall 2024, the VALLS: K was used as the measure for literacy readiness.

^ These data represent students who were assessed in-person in fall 2020, prior to the availability of remote assessments.

* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

** 2024-2025 results are not comparable to prior years because the literacy screeners are different.

Figure 6

Spring Overall Kindergarten Readiness Estimates 2021-2025

Note. Overall benchmark estimates from spring 2021 to spring 2024 utilized the PALS-K as the measure of literacy readiness. Beginning in spring 2025, the VALLS: K was used as the measure for literacy readiness.

^ Spring 2021 enrollment was reduced due to the COVID-19 pandemic.

* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

2024-2025 Pre-kindergarten Students Assessed With VKRP

Beginning in the 2022–2023 school year, VKRP participation became a requirement for publicly-funded three-and four-year-old children enrolled in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms. This requirement continued in fall 2024 and in spring 2025.

Other publicly-funded pre-kindergarten programs, including Head Start, Early Childhood Special Education (ECSE), Title I, and locally funded classrooms, were not required to administer VKRP assessments, but had the option to administer. Table 2 shows the VKRP requirements for participation by pre-kindergarten funding type. Many of these programs chose to participate voluntarily, often in connection with initiatives such as STREAMin[3] or through engagement with the Virginia Quality Birth to Five (VQB5) system.

Table 2

VKRP Requirements by Preschool Funding Type

	VPI	Title I, Local, or Other School Based Preschool	ECSE	Mixed Delivery	Head Start	Child Care Subsidy Program (CCSP)
Ages Served	3-5	3-5	2-5	0-5	3-5	0-12
VKRP Requirement	Required	Optional	Optional	Required	Optional	Optional
Program Size (Number of ECCE Classrooms)[a]	2,161	632	1,544	366	607	5,544
Preschool Enrollment (Ages 3-4)	23,526	11,295[b]	9,741	2,063	10,434[b]	12,511
Total Enrollment (All Ages)	23,526	34,821	9,741	2,738	14,696	43,550

[a] Classrooms may utilize multiple streams of funding, therefore reported counts are not mutually exclusive.

[b] Estimated.

Three-Year-Old Assessment Completion Data

In fall 2024, teachers assessed approximately 85% of enrolled[5] three-year-old pre-kindergarten children on the VALLS: Pre-K and 84% of enrolled three-year-old pre-kindergarten children using the EMAS mathematics assessment. Approximately 85% of enrolled three-year-old pre-kindergarten children were rated by teachers on self-regulation and social skills using the Child Behavior Rating Scale (CBRS) and Mental Health Well-being Items. Statewide, 87% of assessed three-year-old pre-kindergarten

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[5] Three- and four-year-old pre-kindergarten children were enrolled if they were in a participating VKRP classroom.

children had complete VKRP data on all four measures – literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS) in fall 2024.

In spring 2025, approximately 78% of enrolled three-year-old pre-kindergarten children were assessed on the VALLS: Pre-K literacy screener, 77% were assessed using the EMAS mathematics assessment, and 77% were rated by teachers on self-regulation and social skills using the CBRS and Mental Health Well-being items. Statewide, 86% of assessed three-year-old pre-kindergarten children enrolled in spring 2025 had complete VKRP data on the four assessments – literacy (VALLS: Pre-K), mathematics (EMAS), self-regulation and social skills (CBRS) assessments.

Over 6,300 three-year-old pre-kindergarten children were assessed in both fall 2024 and spring 2025 in all four domains-literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS).

Four-Year-Old Assessment Completion Data

In fall 2024, teachers assessed approximately 94% of enrolled[5] four-year-old pre-kindergarten children on the VALLS: Pre-K and 92% of enrolled four-year-old pre-kindergarten children on the EMAS mathematics assessment. Approximately 92% of eligible four-year-old pre-kindergarten children were rated by teachers on self-regulation and social skills using the Child Behavior Rating Scale (CBRS) and Mental Health Well-being Items. Statewide, 91% of assessed four-year-old pre-kindergarten children had complete VKRP data on all four measures – literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS) in fall 2024.

In spring 2025, approximately 92% of enrolled four-year-old pre-kindergarten children were assessed on the VALLS: Pre-K literacy screener, 91% were assessed using the EMAS mathematics assessment, and 91% were rated by teachers on self-regulation and social skills using the CBRS and Mental Health Well-being items. Statewide, 92% of assessed four-year-old pre-kindergarten children enrolled in spring 2025 had complete VKRP data on the four assessments – literacy (VALLS: Pre-K), mathematics (EMAS), self-regulation and social skills (CBRS) assessments.

Over 25,000 four-year-old pre-kindergarten children were assessed in both fall 2024 and spring 2025 in all four domains of literacy, mathematics, self-regulation, and social skills-literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS).

2024-2025 VKRP Three-Year-Old Pre-kindergarten Key Findings

### Fall 2024 and Spring 2025 Three-Year-Old VKRP Pre-kindergarten Data

In 2024–2025, VKRP and VLP piloted Skill Development Bands (Beginning, Growing, and Strong) to help educators and schools/programs interpret and use their VKRP pre-kindergarten data. For more information regarding the Pre-kindergarten Literacy Skill Development Bands created by VLP for VALLS: Pre-K, see the Virginia Literacy Partnerships Data Reports.

For mathematics, self-regulation, and social skills, separate bands were established for fall 2024 and spring 2025 to represent children's development as compared to expectations at that particular timepoint.

For mathematics, in fall 2024, the largest percentage of three-year-old children's scores fell into the Growing Skill Development Band (41%) and also in spring 2025 (55%) (Figure 7).

Figure 7

Three-Year-Old Mathematics Skill Development Bands
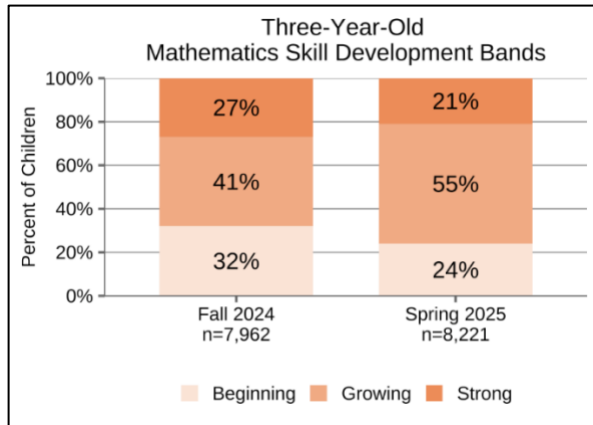
For self-regulation and social skills, the largest percentage of children's scores fell into the Growing Skill Development Band in both fall 2024 (67% and 72%, respectively) and in spring 2025 (67% and 67%, respectively) (Figure 8).

Figure 8

Three-Year-Old Self-Regulation and Social Skills Skill Development Bands
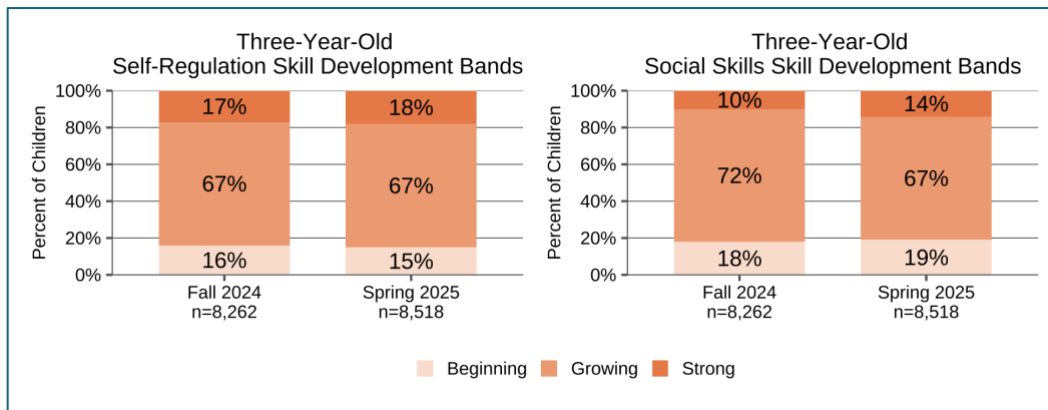
2024–2025 VKRP Three-Year-Old Pre-kindergarten Mental Health Well-being Data

In fall 2024, teachers reported being moderately, very, or extremely concerned about the mental health well-being for 24% of three-year-old children enrolled in VKRP. Elevated teacher concern for three-year-

old pre-kindergarten children decreased in spring 2025, where teachers reported being moderately, very, or extremely concerned about 22% of children.

2024–2025 VKRP Three-Year-Old Pre-kindergarten Growth Data

As with the kindergarten data, VKRP examined trends in growth[6] in children's scores from fall 2024 to spring 2025 in mathematics, self-regulation, and social skills. Three-year-old pre-kindergarten children tended to display strong growth in mathematics skills and modest growth in self-regulation and social skills. There was variation in children's growth across all domains with most children growing in their skills, some children making robust gains, and a small percentage of children losing ground from fall 2024 to spring 2025.

2024–2025 VKRP Three-Year-Old Pre-kindergarten Mid-Year Data

Beginning in winter 2025, VKRP became available to all pre-kindergarten divisions and programs for a mid-year timepoint. This optional mid-year assessment window helps pre-kindergarten teachers monitor children's developmental progress across the school year and make more informed, responsive instructional decisions to meet each child's needs. Head Start programs are encouraged to participate, as the VKRP mid-year timepoint supports their alignment with the Head Start Program Performance Standard 45 CFR §1302.102(c)(2)(ii), which calls for collecting and analyzing child-level assessment data three times per year. To further support this process, VKRP mid-year reports are available through the VKRP web portal to assist educators in identifying and promoting growth in children's early learning skills.

Participation in the pre-kindergarten mid-year VKRP assessment was optional. School divisions, sites, and classrooms could choose whether or not to participate. Within classrooms, teachers also had flexibility to assess all or just some students, and to select whether to administer the EMAS (Early Mathematics Assessment System), the CBRS (Child Behavior Rating Scale), or both. VALLS: Pre-K administration is also optional at the mid-year timepoint. However, the sample of children participating in VALLS: Pre-K and the EMAS and CBRS varied. Therefore, we only present domain specific data for mathematics, self-regulation, and social skills.

In total, 162 pre-kindergarten programs implemented VKRP in mid-year 2025, resulting in data from 2,497 three-year-old pre-kindergarten children. Compared to the fall 2024 and spring 2025 samples, three-year-old children assessed in the mid-year 2025 sample were more likely to be Black or African American and were more likely to be enrolled in Head Start or Title I Programs. Conversely, three-year-old children assessed in the mid-year 2025 sample were less likely to have a disability compared to children in the fall 2024 and spring 2025 samples.

In the optional mid-year 2025 assessment, most three-year-old children's scores fell into the Growing Band for mathematics (60%), self-regulation (71%), and social skills (73%). In mid-year 2025, teachers

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[6] Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

reported being moderately, very, or extremely concerned about the social-emotional well-being for 20% of three-year-old children.

2024-2025 VKRP Four-Year-Old Pre-kindergarten Key Findings

Fall 2024 and Spring 2025 Four-Year-Old VKRP Pre-kindergarten Data

Four-year-old pre-kindergarten children also displayed a range of skills across mathematics, self-regulation, and social skills in fall 2024 and spring 2025 (Figure 9).

For mathematics, in fall 2024, the largest percentage of four-year old children's scores (50%) fell into the Beginning Skill Development Band. In spring 2025, the largest percentage of four-year old children's scores (53%) fell into the Growing Skill Development Band.

Figure 9

Four-Year-Old Mathematics Skill Development Bands
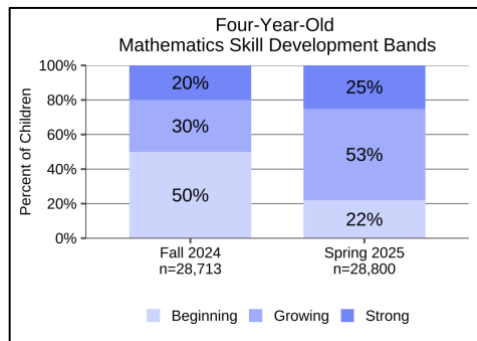
For self-regulation and social skills, the largest percentage of four-year-old children's scores fell into the Growing Skill Development Band in both fall 2024 (69% and 68%, respectively) and in spring 2025 (62% and 63%, respectively) (Figure 10).

Figure 10

Four-Year-Old Self-Regulation and Social Skills Skill Development Bands
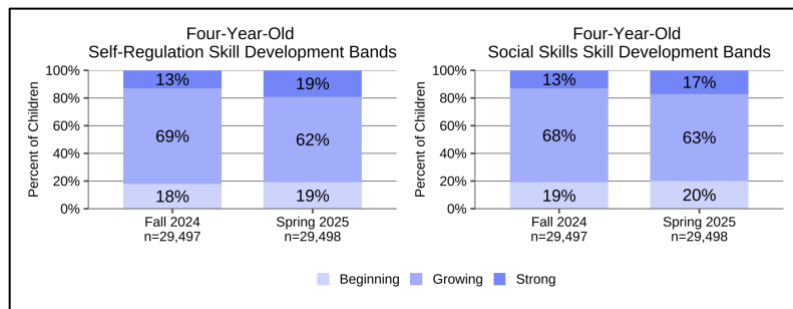
2024–2025 VKRP Four-Year-Old Pre-kindergarten Mental Health Well-being Data

In fall 2024, teachers reported being moderately, very, or extremely concerned about the mental health well-being for 19% of their four-year-old children. Elevated teacher concern for four-year-old pre-

kindergarten children decreased slightly in spring 2025, where teachers reported being moderately, very, or extremely concerned about 18% of their four-year-old children.

2024–2025 VKRP Four-Year-Old Pre-kindergarten Growth Data

The VKRP team examined trends in growth[7] of four-year-old children's scores from fall 2024 to spring 2025 in mathematics, self-regulation, and social skills. Four-year-old pre-kindergarten children tended to display robust growth in mathematics skills and modest growth in self-regulation and social skills. There was variation in children's growth across all domains with most children making gains, some making strong gains, and a small percentage showing a decrease in skills from fall 2024 to spring 2025.

2024–2025 VKRP Four-Year-Old Pre-kindergarten Mid-Year Data

In total, 294 pre-kindergarten programs implemented VKRP in mid-year 2025, resulting in data from 8,614 four-year-old pre-kindergarten children. Compared to the fall 2024 and spring 2025 samples, four-year-old pre-kindergarten children included in the mid-year 2025 sample were more likely to be Black or African American and were more likely to be enrolled in Head Start or VPI. Conversely, four-year-old pre-kindergarten children included in the mid-year 2025 sample were less likely to have a disability compared to four-year-old pre-kindergarten children in the fall 2024 and spring 2025 samples.

In the voluntary mid-year 2025 assessment, most four-year-old children's scores fell into the Growing Band for mathematics (43%), self-regulation (68%), and social skills (67%). In mid-year 2025, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 18% of four-year-old children.

Grade 1-3 Assessment Pilot

In 2022-2023, VKRP, in partnership with VDOE, began conducting a mathematics, self-regulation, social skills, and mental health well-being assessment pilot in Grades 1 through 3 (1-3 Assessment Pilot). The pilot was required by Virginia's 2022–2024 Biennial Budget and was extended by the 2024-2026 Biennial Budget. The purpose of the pilot was to explore the utility of building longitudinal measures of mathematics, self-regulation, social skills, and mental health well-being that could potentially extend to Grades 1 through 3. Per the Early Intervention Reading Initiative (EIRI), literacy screening has been required since 1997 for students in Kindergarten-Grade 3 (VALLSS beginning in fall of 2024, PALS prior to fall of 2024). Additionally, beginning in the fall of 2025, literacy screening will also be required for students in Grades 4 through 8.

Currently, there are several gaps in existing assessments (Figure 11). Apart from literacy, there are no statewide assessments that measure students' early learning in these areas for Grades 1 and 2. Additionally, there are no statewide assessments that universally track students' growth throughout

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[7] Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

the academic year and across academic years in these areas from Pre-kindergarten through Grade 3 (noting there are growth assessments in mathematics starting in Grade 3).

Figure 11

How the Assessment Pilot Fills Gaps in Grades 1-3

Filling in the Gaps

This pilot fills in gaps to track growth and better understand students' development in the early elementary grades beyond literacy.

Pilot Assessments — Fill Gaps in Grades 1-3 —

PreK | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th

VKRP Assessments | — No Statewide Assessments | SOL Testing
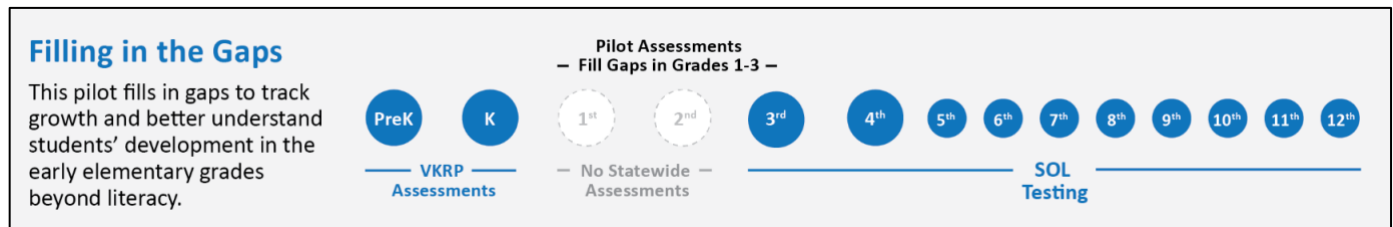
During 2024–2025, VKRP continued pilot activities. Specifically, the CBRS items were revised to make them appropriate for students in Grades 1 through 3, and the VKRP team continued piloting and revising EMAS items that are developmentally appropriate for students in Grades 1 through 3. The VKRP team is actively recruiting teachers to participate in the 1-3 Assessment Pilot in fall 2025. The team has also done a thorough search, review, and evaluation of existing instructional resources in the areas of mathematics, self-regulation, and social skills to determine how and whether to link instructional resources with assessments in Grades 1 through 3, as VKRP does in pre-kindergarten and kindergarten.

Future Directions

In the 2025–2026 school year, VKRP will:

- **Support pre-kindergarten and kindergarten implementation.** VKRP will continue to support teachers', administrators', and divisions/programs' implementation of VKRP by providing in-person trainings, webinars, and online trainings and resources for teachers and school/division/program-level administrators.

- **Support three- and four-year-old pre-kindergarten participation.** VKRP will continue to be available for use in publicly-funded three- and four-year-old pre-kindergarten classrooms with continued implementation support for programs required to participate (e.g., VPI-funded classrooms, VECF Mixed Delivery) or who are voluntarily participating. VKRP will continue targeted outreach to those who are not yet participating but may choose to participate.

- **Continue the Grades 1-3 Assessment Pilot.** VKRP will conduct a 1-3 Assessment Pilot in teachers' classrooms across Grades 1-3. Data and teacher feedback from the pilot will be used to refine the assessments and develop reports.

- **Collaborate with the Virginia Literacy Partnerships (VLP) and LinkB5 teams.** Continuing in 2025–2026, VKRP will closely partner with the VLP team around their statewide implementation of the

Virginia Language & Literacy Screening System (VALLSS). VKRP will also continue to collaborate with LinkB5 on their integration of VQB5 within VAConnects.

- **Collaborate with STREAMin³.** The STREAMin³ curriculum model supports skills and interactions that align to the Virginia Kindergarten Readiness Program (VKRP) and highly encourages use of VKRP as a progress monitoring tool. To support VKRP use in new STREAMin³ programs, the VKRP and STREAMin³ teams will continue to collaborate to encourage new programs, many of whom are small private childcare and family childcare programs, to use VKRP.

- **Improve and expand reports.** VKRP includes a robust reporting system that provides a detailed snapshot of students' academic and social-emotional skills in the fall, mid-year, and spring of each academic year. VKRP is enhancing reports to show growth in students' skills for both teachers and families.

- **Virginia Connects for Kids (VAConnects).** The VKRP team continues to collaborate with VLP and the LinkB5 teams to develop a coordinated integrated data system, Virginia Connects for Kids (VAConnects). By aligning these systems, VAConnects will be able to answer critical questions about how children's early care and education experiences across the first five years link to learning and social emotional outcomes and growth in pre-kindergarten through eighth grade. This system will integrate statewide early childhood data collection initiatives to leverage data to maximize the impact of the three separate data systems. In fall 2024, VALLSS launched statewide in VAConnects in Grades K-3 in all school divisions across Virginia. All three programs (VALLSS, VKRP, and LinkB5) will launch in VAConnects in fall 2025. We will also continue to explore building the Grades 1-3 assessments within VAConnects.

Summary of Appropriation Act Language

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 Appropriation Act-HB 1600 Item 117 H. (2025 Regular Session).

Out of this appropriation, $3,652,000 the first year and $3,652,000 the second year from the general fund is provided for the Virginia Kindergarten Readiness Program.

Of this amount, $1,377,000 the first year and $1,377,000 the second year from the general fund is provided through the Department of Education to the University of Virginia to continue statewide implementation of the Virginia Kindergarten Readiness Program conducted in the fall, and to continue to support a post-assessment upon the conclusion of the kindergarten year.

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 annually during the school year using the multi-dimensional kindergarten readiness assessment model. All school divisions shall be required to have their kindergarten students assessed with such model.

Of this amount, $1,050,000 the first year and $1,050,000 the second year shall be allocated to the University of Virginia to support implementation of a pre-kindergarten version of the Virginia Kindergarten Readiness Program for four-year-old children enrolled in publicly-funded pre-kindergarten programs, and for piloting the use and development of a pre-kindergarten version of the Virginia Kindergarten Readiness Program for three-year-old children enrolled in publicly-funded pre-kindergarten programs.

Of this amount, $350,000 the first year and $350,000 the second year from the general fund shall be allocated to the 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 school divisions that would benefit most from state assistance in order to provide more time for classroom instruction and student learning for kindergarten and pre-kindergarten students, including both three- and four-year-old pre-kindergarten classrooms.

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 using data from the prior year's fall

assessment to the Chairs of House Appropriations and Senate Finance and Appropriations Committees no later than October 1 each year.

Of this amount, $875,000 the first year and $875,000 the second year from the general fund is provided through the Department of Education to the University of Virginia in partnership with the Department and school divisions to support an assessment in literacy, math, social skills, and self-regulation in grades one, two, and three to help teachers, parents, and divisions identify students' strengths, deficiencies, and support student growth longitudinally.

Introduction

In this October 2025 data report of the Virginia Kindergarten Readiness program to the General Assembly, we report on the fall, mid-year, and spring kindergarten data collected during the 2024–2025 academic year, kindergarten trends from fall 2019 through spring 2025, and the 2024-2025 pre-kindergarten fall, mid-year, spring data for three- and four-year-old pre-kindergarten children. The report also provides an update on the mathematics, self-regulation, social skills, and mental health well-being assessment pilot in first through third grades (1-3 Assessment Pilot) and shares next steps for VKRP in the 2025–2026 school year and beyond.

The Virginia Kindergarten Readiness Program (VKRP) empowers Virginia's teachers and education leaders by providing a more comprehensive set of assessments that shine a spotlight on pre-kindergarten and kindergarten students' learning and growth. VKRP is a Virginia standards-aligned, multi-year early learning assessment system that produces actionable information to guide decisions at the student, classroom, school/program, and division levels from the beginning of pre-kindergarten through the end of kindergarten to support student learning. VKRP provides assessments of mathematics, self-regulation, and social skills to complement Virginia's literacy screeners (Virginia Language & Literacy Screener: Kindergarten (VALLS: K) and Virginia Language & Literacy Screener: Pre-K (VALLS: Pre-K)). Additionally, in 2020–2021, during the pandemic, VKRP also added items for teachers to indicate their perceptions of students' mental health well-being. The 2024–2025 literacy data gathered from the VALLS: K and VALLS: Pre-K come directly from the Virginia Literacy Partnerships (VLP). This is the first year of statewide implementation of the VALLSS: K. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and more sensitive to literacy risk. Literacy data in this 2024-2025 report includes data from the VALLS: K, VALLS: Pre-K, and historical Phonological Awareness Literacy Screener-Kindergarten (PALS-K) data. Throughout the report, it will be specified where historical PALS-K data is included. Additional information on the literacy assessments can be found on the VLP website.

From 2014 through 2018, the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia designed, piloted, and implemented VKRP in kindergarten through a voluntary rollout where, each year, an increasing number of divisions elected to administer VKRP in kindergarten classrooms. Virginia began statewide implementation of VKRP in kindergarten classrooms in the 2019–2020 school year.

The VKRP team developed a four-year-old pre-kindergarten extension of VKRP between 2018–2021. In the 2021–2022 school year, VKRP became available to all publicly-funded pre-kindergarten programs to assess four-year-old children's skills in fall 2021 and spring 2022. Additionally, the VKRP team developed a three-year-old extension of VKRP, which became available to all publicly-funded pre-kindergarten programs to assess three-year-old children's skills in the 2022-2023 school year. In 2024-2025, VKRP became available for an optional mid-year assessment timepoint.

Defining and Measuring School Readiness With VKRP

Virginia defines school readiness as, "the capabilities of children, their families, schools, and communities that best promote student success in kindergarten and beyond."[8] Each component – students, families, schools, and communities – plays an essential role in the development of school readiness. For Virginia's youngest learners, 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.

The Virginia Kindergarten Readiness Program (VKRP) is an initiative focused on building a more comprehensive understanding of students' early skills in Virginia. As an assessment system, VKRP adds measures of mathematics, self-regulation, social skills, and mental health well-being to complement Virginia's statewide assessment of literacy skills (VALLS: K and VALLS: Pre-K). Although not fully comprehensive of all the skills students 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 and puts an equal emphasis on academic and social-emotional skills, including a teacher report of students' mental health well-being. Notably, students develop skills through their early experiences at home, school, and in the community. It is important to acknowledge that VKRP is *not* a measure of a school, program, or a community's readiness (see Appendix B for more information about how VKRP measures and defines readiness).

Kindergarten Benchmarks

The VKRP benchmark estimates are calculated based upon the expected skill levels of a kindergarten student at the beginning (fall) and end (spring) of the school year for each learning domain. For example, if a student's score is above the benchmark for self-regulation in the fall, they should be demonstrating the minimum self-regulation skills needed to be successful at the *beginning* of kindergarten. If a student's score is above the benchmark in self-regulation in the spring, this means that they should be demonstrating the minimum self-regulation skills needed to be successful at the *end* of kindergarten. Thus, the benchmark for self-regulation is *higher* in the spring of kindergarten than in the fall of kindergarten.

For summative purposes, kindergarten students are categorized as *ready* (fall) or *meeting the overall benchmark* (spring) if their assessment scores indicate that they demonstrate minimally expected skills for the fall or the spring (depending upon data timepoint) as indicated by being at or above the benchmark in mathematics, self-regulation, and social skills, and in the Moderate- or Low-Risk Band for literacy. If a kindergarten students' assessment scores do **not** indicate that they are demonstrating the minimally expected skill **in one or more** areas as indicated by being below the benchmark in

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[8] Virginia Department of Education. (n.d.). School Readiness. Retrieved from
https://www.doe.virginia.gov/home/showpublisheddocument/41058/638096375884800000

mathematics, self-regulation, and social skills, and/or in the High-Risk Band for literacy at the respective timepoint (fall or spring), they are categorized as *not ready* or *below the overall benchmark* (fall) or *below the overall benchmark* (spring)(Figure 12).

The VKRP Mental Health Well-being Items provide valuable information about student behavior that is important for their successful school adaptation. However, they are not part of the overall benchmark in kindergarten. Information from these items is shared with teachers to help facilitate conversations between educators, instructional leaders, school counselors, other school personnel, and families on how best to support students.

Figure 12

Kindergarten Benchmark Expectations for Fall and Spring
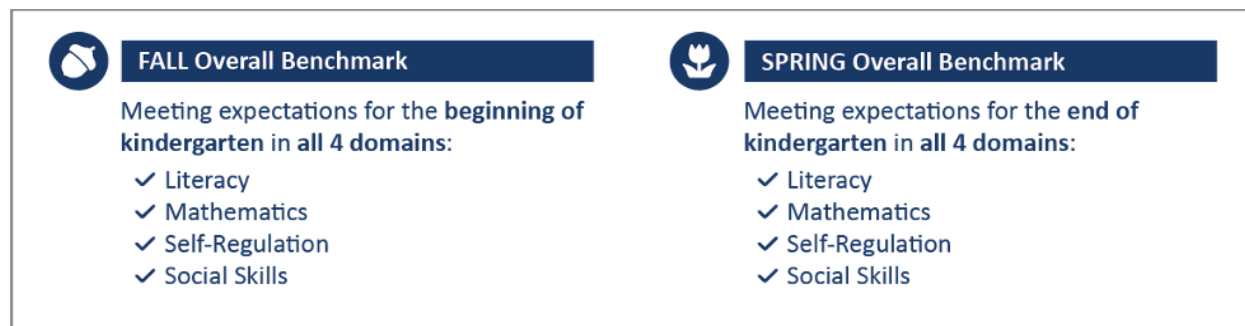
Pre-kindergarten Skill Development Bands

In fall 2022, VKRP designed and piloted pre-kindergarten Skill Development Bands to help teachers interpret and use their pre-kindergarten VKRP data. For the first time during the 2022–2023 school year, VKRP pre-kindergarten reports included information about where children's scores fell within three distinct Skill Development Bands: Beginning, Growing, and Strong. These score ranges are included to give guidance on where children are in their skill development so that teachers can provide appropriate support and instruction.

Young children enter and end pre-kindergarten with a wide range of early learning skills; the mathematics, self-regulation, and social skills assessments measure children's skills along a developmental continuum. To help teachers interpret and use their pre-kindergarten data, VKRP provides Skill Development Bands that identify children's skills in three developmental ranges: Beginning, Growing, and Strong. Separate bands are established for the fall and spring in mathematics, self-regulation, and social skills to represent children's skills as compared to expectations at a particular point in time. Skill Development Bands do not serve as benchmarks. Children's skills are not expected to be in the Strong Band by the end of the pre-kindergarten school year. Pre-kindergarten Literacy Skill Development Bands that were created by VLP for the 2024–2025 school year are not yet scaled and therefore are not included in this report. For more information on the VLP Literacy Skill Development Bands, see the VALLS: Pre-K specific reports.

Children whose skills fall within the Beginning Band are beginning to explore and develop foundational skills in a given early learning domain and will benefit from instruction with higher levels of support (Figure 13). Children whose skills fall within the Growing Band are developing their skills as expected in a given early learning domain and will benefit from encouragement to demonstrate skills consistently and with ease. Children whose skills fall within the Strong Band have strong foundational skills in a given early learning domain and will benefit from opportunities to advance their skills. All children at this age continue to need developmentally appropriate instruction and support to grow their early learning skills. For mathematics, the Skill Development Bands were developed using a statistically and empirically based approach. For self-regulation and social skills, the Skill Development Bands were set statistically based on standard deviations so that most children's scores fall within the Growing Band and smaller percentages of children's scores fall in the Beginning and Strong Bands.

The VKRP Mental Health Well-being Items provide valuable information about child behavior that is important for their successful school adaptation. However, they are not part of the Skill Development Bands in pre-kindergarten. Information from these items is shared with teachers to help facilitate conversations between educators, instructional leaders, school counselors, other school personnel, and families on how to best support children.

Figure 13

Pre-Kindergarten Skill Development Bands for Fall 2024 and Spring 2025

Skill Development Band	Interpretation Within a given learning domain, children whose scores fall within this band are:	Supporting development All children, no matter where they fall within the Skill Development Bands, will benefit from support and challenge as they learn. Direct instruction and engaging opportunities will support learning and development.
Beginning	Beginning to develop their skills	• Acknowledge efforts and attempts • Offer hands-on, engaging experiences and opportunities • Provide high levels of scaffolding, support, and specific feedback • Provide explicit instruction
Growing	Demonstrating skills as expected	• Encourage independent and fluent skill demonstration • Provide support to promote development • Offer engaging opportunities to practice and grow skills
Strong	Demonstrating strong foundational skills	• Encourage independence and flexible problem-solving • Encourage application of skills across settings • Provide opportunities for advancement

VKRP and the COVID-19 Pandemic

The COVID-19 pandemic disrupted young students' early learning environments, contributing to losses in foundational school readiness skills. These impacts were especially pronounced for students from families with low-income backgrounds and students with limited access to high quality, robust early learning opportunities. Although schools and communities have worked diligently to support recovery, continued efforts are needed to reduce early learning gaps and mitigate negative long-term effects. Kindergarten students in the 2024-2025 school year were required to be five years old by September

30, 2024, meaning most students were born in 2019. These students were infants and toddlers during the height of the COVID-19 pandemic, and many may have experienced early developmental disruptions. VKRP's longitudinal data collection allows for monitoring school readiness trends over time, offering insight into how students are recovering, and where additional investments are needed.

How Statewide VKRP Data Can Be Used in Virginia

VKRP provides detailed, actionable information to guide decisions at various levels before and after kindergarten entry to support early learning (Figure 14). Pre-kindergarten and kindergarten VKRP data can be used at different levels and by a variety of stakeholders. VKRP provides timely and actionable data for teachers to support the implementation of individualized academic and social-emotional instruction to meet students' needs. VKRP provides information about where students are succeeding and where more targeted support is needed. For example, teachers can use the data to tailor their instruction to a student's current skill level and provide scaffolding to support their growth, refer a student for additional assessment or support, and partner with families to support a student's continued learning at home.

Figure 14

How Statewide Data Can Be Used in Virginia
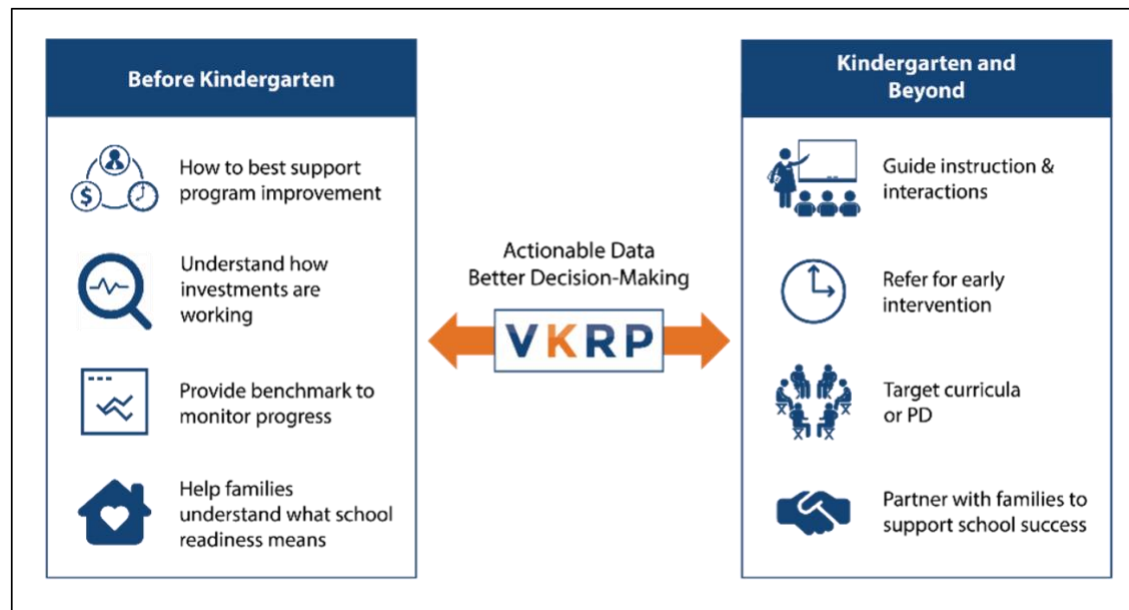
VKRP provides information and resources for families to support their students' early skill development and to help teachers be well-positioned to work as partners with families from the onset of a student's formal educational experience.

At a program, school, and/or division level, VKRP data can be used to better target professional development for educators based on the specific needs of the students, schools, and communities they serve. For example, division leaders can use the data to examine variability within and across schools,

individualize professional development for teachers, and align pre-kindergarten, kindergarten, and elementary curricula and instruction.

At the state level, VKRP data can inform targeted investments in divisions and programs across the state. Having statewide data allows for meaningful comparisons across programs, schools, divisions, and regions. VKRP and other early childhood education data can be used to identify access to opportunities, track system-level trends, and inform effective allocation of education resources.

An Integrated Approach to VDOE's Early Childhood Data Systems: Virginia Connects for Kids

 In 2022, VDOE provided funding through the federal Preschool Development Grant and American Rescue Plan Act to a team of researchers within UVA's School of Education and Human Development (EHD) to develop and implement a coordinated and integrated technology strategy and shared infrastructure between the growing state data collection initiatives (LinkB5, VALLSS, and VKRP) to maximize the impact and potential of these data systems (Figure 15). The integrated data system, Virginia Connects for Kids (VAConnects), ensures that each project can not only sustain individual growth and expansion but also work together to prioritize the integrity and continuity of data needed to inform and strengthen Virginia's sizeable investment in young learners—birth through eighth grade. By aligning these systems, VAConnects will be able to answer critical questions about how children's early care and education experiences across the first five years link to learning and social emotional outcomes and growth in pre-kindergarten through eighth grade.

Figure 15

VAConnects Goals
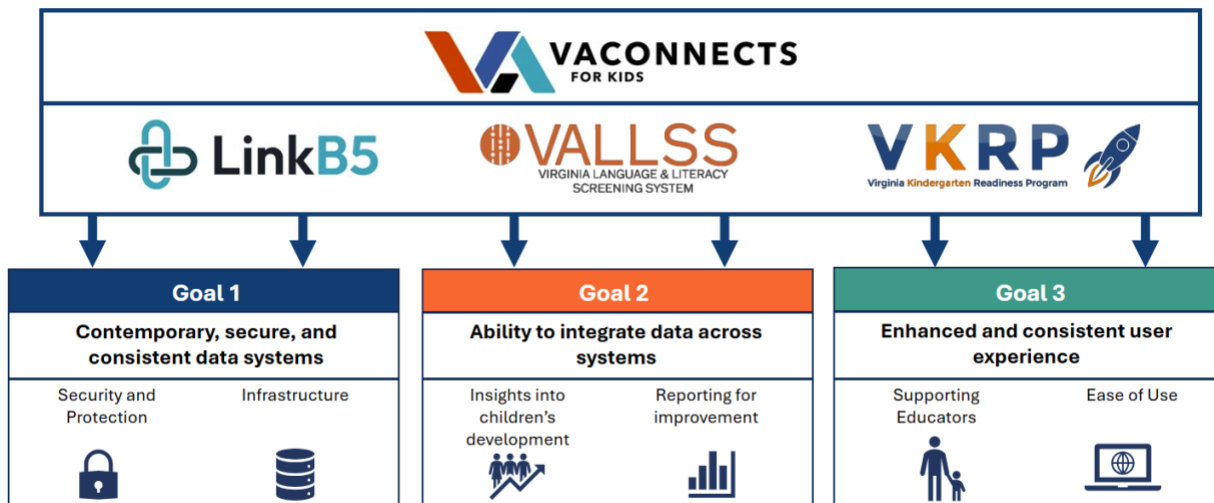
The goals of the integrated data system are to: 1) build a robust, coordinated system with enhanced hosting infrastructure and security features, 2) improve child outcomes through richer data and insights

with consistent, aligned, and integrated reporting, and 3) build a streamlined user interface to improve the experiences of educators currently juggling multiple data systems.

VAConnects High Level Milestones

This year, VAConnects made progress towards each of the goals outlined above.

With respect to goal 1, VAConnects maintained and strengthened a security infrastructure, conducted monthly security vulnerability scans, and completed a third-party web application penetration test. VDOE and UVA continued to iterate on and revise a shared data governance framework (Figure 16) and held an updated meeting in May 2025 with stakeholders.

Figure 16

Data Governance Framework
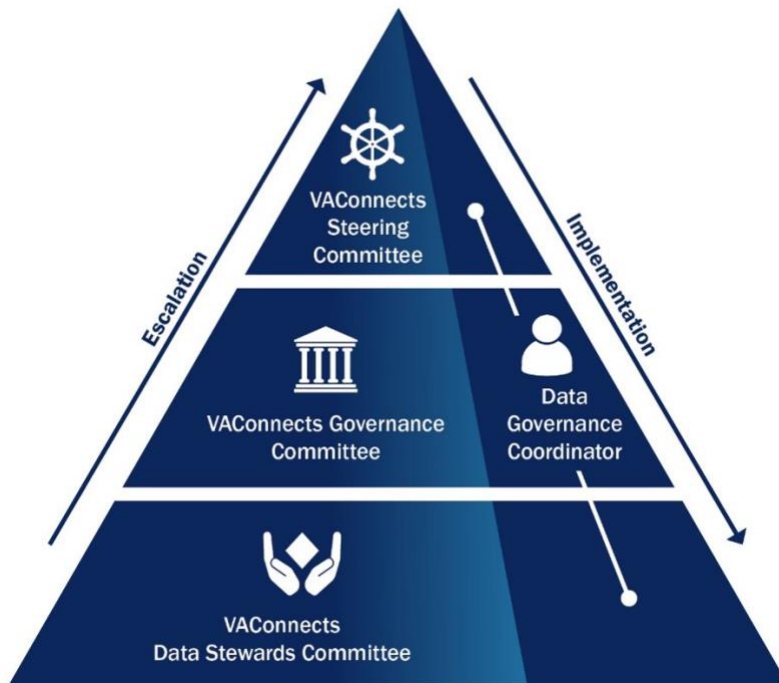
In terms of goal 2, the ability to integrate data across systems to improve child outcomes through richer data and insights, the VAConnects team built shared entity management which serves as the single location where all VAConnects users can be managed, allowing for decreased redundancy in information that users enter and upload to the three separate applications. Program-specific databases that connect data across LinkB5, VALLSS, and VKRP have been created. VAConnects is being built using Cloud-based services that are scalable and flexible. The selected reporting tool, PowerBI, has been used by VALLSS and will be used by LinkB5 and VKRP beginning in fall 2025 to create reports that help users visualize and understand data collected through VAConnects.

Finally, in regard to goal 3, an enhanced and consistent user experience will be achieved when all three initiatives launch in VAConnects in fall 2025, where there will be login access and a single platform for data entry for all three programs. There will also be an updated user interface launch that is mobile optimized.

2024-2025 VKRP Kindergarten Data

This section presents kindergarten data from the 2024–2025 school year. In fall 2024, mid-year 2025, and spring 2025, kindergarten students across the Commonwealth completed assessments in the domains of literacy (VALLS: K) and mathematics (EMAS), and teachers rated students' self-regulation, social skills, and mental health well-being (CBRS). The VKRP 2024–2025 assessment methods, demographic data, completion rates, results, and trends across time in mathematics, self-regulation, and social skills are all described below.

Background

Assessment Methods

Students were directly assessed on the Virginia Language & Literacy Screener: K (VALLS: K) and the Early Mathematics Assessment System (EMAS) in fall 2024, mid-year 2025 (required VALLS: K, optional EMAS), and spring 2025 by their classroom teachers, instructional assistants, and/or other school personnel (e.g., mathematics coaches, literacy specialists). In fall 2024, mid-year 2025 (optional) and spring 2025, teachers also completed the Child Behavior Rating Scale (CBRS), which assesses teachers' reports of students' self-regulation and social skills. Teachers also completed five items on their observations about students' mental health well-being and an item that asked them to report how concerned they were about a student's social-emotional well-being. Throughout the year 2024–2025, VKRP trained school staff on how to administer the EMAS and CBRS through either in-person or web-based trainings, by a trainer designated by the school division, or by completing VKRP kindergarten online training modules. Most teachers were trained on the VALLS: K measure by a trainer designated by the school division. More information regarding the VKRP assessments and the history of their implementation can be found on the [VKRP website](#).

The fall 2024 assessment term was September 3 – November 22, 2024, for VALLS: K and August 19 – November 1, 2024, for VKRP. The mid-year 2025 assessment term was January 6-February 7, 2025, for VKRP. The spring 2025 assessment term was April 21 – May 30, 2025, for VALLS-K and April 7 – May 23, 2025, for VKRP.

2024–2025 VKRP Kindergarten Demographic Data

During the 2024–2025 academic year, 131 school divisions participated in VKRP. In total, 1,099 Virginia schools implemented VKRP in fall 2024, resulting in data from 5,116 kindergarten classrooms and 86,012 kindergarten students. In spring 2025, 1,101 schools, 5,171 kindergarten classrooms, and 88,661 kindergarten students participated in VKRP.

The kindergarten student demographic data for fall 2024 and spring 2025 are presented in

Table 3. The spring 2025 sample included slightly more kindergarten students from low-income backgrounds (45%) compared to the fall 2024 sample (42%). This change has also been observed in past school years and reflects both more complete data obtained about the family's socioeconomic status as well as changes in a family's financial needs from fall 2024 to spring 2025. There were also more kindergarten students identified as having a disability in spring 2025 (15%) compared to fall 2024 (12%), reflecting additional kindergarten students being identified as having a disability after the fall 2024 VKRP assessment term during the kindergarten school year.

Table 3

2024-2025 Kindergarten Demographic Summary

Demographic	Description	Fall 2024 N=86,012 Mean (SD) or n (%)	Spring 2025 N=88,661 Mean (SD) or n (%)
Age	Age in years on September 30, 2024	5.55 (0.34)	5.55 (0.34)
Sex	Female	41,100 (48.5)	42,644 (48.5)
	Male	43,555 (51.5)	45,410 (51.5)
Race/Ethnicity	American Indian or Alaska Native	250 (0.3)	255 (0.3)
	Asian	5,953 (7.0)	6,304 (7.2)
	Black or African American	17,715 (20.9)	18,531 (21.0)
	Hispanic/Latino of any race	17,714 (20.9)	18,660 (21.2)
	Native Hawaiian or other Pacific Islander	111 (0.1)	115 (0.1)
	Non-Hispanic/Latino of any race, two or more races	6,907 (8.2)	7,161 (8.1)
	White, not of Hispanic origin	36,036 (42.6)	37,068 (42.1)
Family Income Status[a]	Students not from low-income backgrounds	49,323 (58.2)	48,837 (55.4)
	Students from low-income backgrounds	35,363 (41.8)	39,257 (44.6)
Disability[b]	Students without a disability	73,895 (87.6)	74,003 (84.6)
	Students with a disability	10,463 (12.4)	13,422 (15.4)
Language[c]	Not English language/multilingual learners (EL)	70,563 (83.3)	72,724 (82.6)
	English language/multilingual learners (EL)	14,123 (16.7)	15,370 (17.4)
Pre-kindergarten Experience	Head Start	3,351 (4.0)	3,461 (3.9)
	Public pre-kindergarten	32,242 (38.1)	33,159 (37.6)
	Private pre-kindergarten	26,586 (31.4)	27,256 (30.9)
	Department of Defense child development program	527 (0.6)	585 (0.7)
	Family day home	1,432 (1.7)	1,470 (1.7)
	No pre-kindergarten	20,548 (24.2)	22,163 (25.2)

Note. Sex category "Other" was inactivated by the VDOE, beginning with End-of-Year (EOY) SRC 2024-2025. Thirty-one students were categorized as "Other" in fall 2024, and 40 students were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; or 2) receives TANF; or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present *except, "Qualified Individual under Section 504."*

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "*Identified as EL and receives EL services*," "*Identified as EL but has refused EL services*," or "*Identified as formerly EL for each of the 4 years after exiting EL services*."

2024–2025 VKRP Kindergarten Completion Data

Kindergarten completion rates were above 95% for fall 2024 and spring 2025 (Table 4). EMAS and CBRS exemptions from testing, which are usually reserved for students who cannot be validly assessed due to developmental disabilities, were less than 1% of the total population of potentially assessed kindergarten students.

Table 4

2024-2025 Kindergarten Assessment Completion

Assessment	Status	Fall 2024 N=86,012	Spring 2025 N=88,661
		n (%)	n (%)
VALLS: Kindergarten	Incomplete	1,977 (2.3)	1,497 (1.8)
	Exempt	436 (0.5)	550 (0.6)
	Complete, non-standard[a]	477 (0.6)	576 (0.7)
	Complete, standard	82,213 (96.6)	82,534 (96.9)
EMAS	Incomplete	2,452 (2.9)	1,484 (1.7)
	Exempt	526 (0.6)	741 (0.9)
	Complete, Spanish	935 (1.1)	691 (0.8)
	Complete, non-standard[a]	347 (0.4)	395 (0.5)
	Complete, standard	80,843 (95.0)	81,846 (96.1)
CBRS	Incomplete	3,006 (3.5)	2,386 (2.8)
	Exempt	383 (0.5)	541 (0.6)
	Complete, standard	81,714 (96.0)	82,230 (96.6)
Breakdown of assessment overlap (complete, standard only)	Complete VALLS: K, EMAS, CBRS	79,312 (95.1)	80,172 (95.8)
	Complete VALLS: K, EMAS	818 (1.0)	1,048 (1.3)
	Complete VALLS: K, CBRS	1,277 (1.5)	927 (1.1)
	Complete EMAS, CBRS	673 (0.8)	600 (0.7)
	Complete VALLS: K	806 (1.0)	387 (0.5)
	Complete EMAS	40 (<0.1)	26 (<0.1)
	Complete CBRS	452 (0.6)	531 (0.6)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

Table 5 provides demographic characteristics of those students who were assessed across all four domains. Due to the high completion rates in both fall 2024 and spring 2025, kindergarten students who were fully assessed across all four domains, as compared with those who were assessed on only one, two, or three domains, largely resemble the overall sample except for disability status. In fall 2024, 12% of all kindergarten students in the overall sample were identified as having a disability, while 10% of kindergarten students who were fully assessed were identified as having a disability. This pattern was similar in spring 2025, where 15% of the overall sample were identified as having a disability, while 13% of kindergarten students who were fully assessed were identified as having a disability.

Table 5

2024-2025 Fully Assessed Kindergarten Students Demographic Summary

Demographic	Description	Fall 2024 Fully-Assessed Sample n=79,312 SRC Demographics n=78,974	Spring 2025 Fully-Assessed Sample n=80,172 SRC Demographics n=79,825
		Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2024	5.54 (0.33)	5.54 (0.33)
Sex	Female	38,922 (49.3)	39,262 (49.2)
	Male	40,023 (50.7)	40,527 (50.8)
Race/Ethnicity	American Indian or Alaska Native	229 (0.3)	227 (0.3)
	Asian	5,617 (7.1)	5,758 (7.2)
	Black or African American	16,374 (20.7)	16,611 (20.8)
	Hispanic/Latino of any race	15,851 (20.1)	16,394 (20.5)
	Native Hawaiian or other Pacific Islander	105 (0.1)	107 (0.1)
	Non-Hispanic/Latino of any race, two or more races	6,529 (8.3)	6,552 (8.2)
	White, not of Hispanic origin	34,269 (43.4)	34,176 (42.9)
Family Income Status[a]	Students not from low-income backgrounds	46,516 (58.9)	44,584 (55.9)
	Students from low-income backgrounds	32,458 (41.1)	35,241 (44.1)
Disability[b]	Students without a disability	70,877 (90.1)	69,220 (87.4)
	Students with a disability	7,791 (9.9)	9,980 (12.6)
Language[c]	Not English language/multilingual learners (EL)	66,575 (84.3)	66,520 (83.3)
	English language/multilingual learners (EL)	12,399 (15.7)	13,305 (16.7)
Pre-kindergarten Experience	Head Start	3,203 (4.1)	3,238 (4.1)
	Public pre-kindergarten	29,116 (36.9)	29,052 (36.4)
	Private pre-kindergarten	26,047 (33.0)	26,117 (32.7)
	Department of Defense child development program	515 (0.7)	545 (0.7)
	Family day home	1,391 (1.8)	1,369 (1.7)
	No pre-kindergarten	18,702 (23.5)	19,504 (24.4)

Note. Sex category "Other" was inactivated by the VDOE, beginning with End-of-Year (EOY) SRC 2024-2025. Twenty-nine students were categorized as "Other" in fall 2024, and 36 students were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; or 2) receives TANF; or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present except, "Qualified Individual under Section 504."

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "Identified as EL and receives EL services," "Identified as EL but has refused EL services," or "Identified as formerly EL for each of the 4 years after exiting EL services."

Table 6 provides descriptive information on the means across all four domains in fall and spring 2024–2025 school year. Table 6 also provides information on the number of kindergarten students who were meeting or below the overall benchmark across the four domains in fall 2024 and spring 2025.

Table 6

2024-2025 Kindergarten Assessment Descriptive Data

Domain	Description	Fall 2024				Spring 2025			
		N	Min	Max	Mean (SD)	N	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	80,843	296.00	830.00	590.39 (80.32)	81,846	363.00	911.00	701.44 (79.57)
Social-Emotional	CBRS Self-Regulation Mean Score	81,714	1.00	5.00	3.66 (0.84)	82,230	1.00	5.00	3.88 (0.82)
	CBRS Social Skills Mean Score	81,714	1.00	5.00	4.22 (0.68)	82,230	1.00	5.00	4.32 (0.67)
	CBRS Well-Being Mean Score	81,714	1.00	5.00	4.30 (0.62)	82,230	1.00	5.00	4.39 (0.61)
Domain	Score Status	n (%)				n (%)			
Literacy	High Risk Band	29,523 (35.9)				18,938 (22.9)			
	Low or Moderate Risk Band	52,690 (64.1)				63,596 (77.1)			
Mathematics	Below benchmark	17,801 (22.0)				15,735 (19.2)			
	Meeting benchmark	63,042 (78.0)				66,111 (80.8)			
Self-Regulation	Below benchmark	13,167 (16.1)				15,605 (19.0)			
	Meeting benchmark	68,547 (83.9)				66,625 (81.0)			
Social Skills	Below benchmark	14,202 (17.4)				17,869 (21.7)			
	Meeting benchmark	67,512 (82.6)				64,361 (78.3)			
Overall	Below benchmark	38,558 (48.6)				33,741 (42.1)			
	Meeting benchmark	40,754 (51.4)				46,431 (57.9)			

Note. Overall and domain benchmarks are only calculated for standard administrations.

2024-2025 VKRP Kindergarten Overall and Domain Results

In this section, fall 2024 and spring 2025 VKRP data for kindergarten students are presented. Data shared include the 2024–2025 overall readiness/benchmark levels of kindergarten students and those represented in specific demographic categories for both the overall readiness/benchmark levels and within the specific domains of literacy, mathematics, self-regulation, and social skills. Kindergarten

students are categorized as ready (fall) or meeting the overall benchmark (spring) if their assessment scores were at or above the benchmark in mathematics, self-regulation, and social skills, and in the Moderate- or Low-Risk Band for literacy. If a kindergarten students' assessment scores were below the benchmark in mathematics, self-regulation, and social skills, and/or in the High-Risk Band for literacy at the respective timepoint (fall or spring), they are categorized as not ready or below the overall benchmark (fall) or below the overall benchmark (spring). This is the first year of statewide implementation of the VALLSS: K. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. Literacy data in this 2024-2025 report includes data from the VALLS: K and historical Phonological Awareness Literacy Screener (PALS-K) data.

Benchmark estimates for the 2024–2025 school year are provided in Figure 17. **The data from the 2024–2025 academic year indicated that 49% of kindergarten students had scores that fell below the overall VKRP benchmark in fall 2024. In spring 2025, 42% of kindergarten students had scores that fell below the overall VKRP benchmark.**

When looking across fall 2024 and spring 2025, for literacy and mathematics, more kindergarten students had scores that were below the benchmark in fall compared to spring. For literacy, 36% of kindergarten students had scores that did not meet the benchmark in fall 2024 compared to 23% in spring 2025. For mathematics, 22% of kindergarten students had scores that did not meet the benchmark in fall 2024 compared to 19% in spring 2025. The pattern for self-regulation and social skills was the opposite with a greater percentage of kindergarten students who had scores that fell below the benchmark in spring 2025 as compared to fall 2024. For self-regulation, 16% of kindergarten students had scores that fell below the benchmark in fall 2024 and 19% in spring 2025. For social skills, 17% of kindergarten students had scores that fell below the benchmark in fall 2024 and 22% in spring 2025.

Figure 17

Fall 2024 and Spring 2025 Kindergarten Overall and Domain Benchmark Estimates
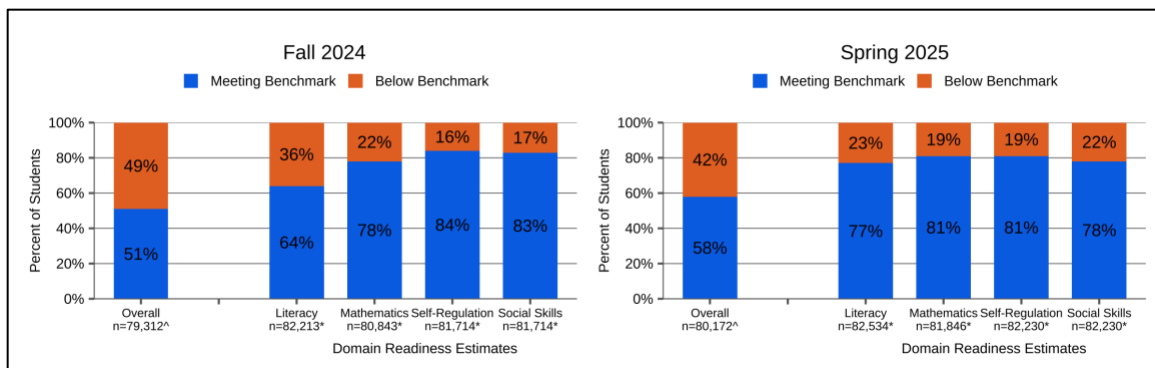
^ Students with complete data on all measures were included to obtain these estimates.

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

2024–2025 Variability in Benchmark Estimates Disaggregated by Student Characteristics

In this section, the benchmark data in fall 2024 and spring 2025 is disaggregated according to a variety of student characteristics. The breakdowns of VKRP data by pre-kindergarten experience are presented first because this is specifically requested in the General Assembly's budget appropriation language. In addition, the VKRP data is disaggregated according to student disability status, English language/multilingual learner (EL) status, race, sex, and age. Associations between student characteristics and VKRP data do not provide causal evidence that a student characteristic leads to having higher or lower scores on the VKRP assessments.

Students With Public Pre-kindergarten Experience Compared to Those Who Did Not Attend Pre-kindergarten

For this breakdown, public pre-kindergarten experience was defined as any student who attended a pre-kindergarten program operating within the public school. This includes VPI, Title I, ECSE, and Head Start programs—both in the public school and if the public school is the fiscal agent, locally-funded public pre-kindergarten program. No pre-kindergarten experience was defined as any student whose family reported that they had not had a formal classroom pre-kindergarten experience. An example of this would be if the student were at home with a parent, family member, or other caregiver. Below are the comparisons between students who attended any type of publicly-supported pre-kindergarten experience with those whose families reported that their students did not attend formal pre-kindergarten. Note that due to data limitations, this analysis does not include students who participated in preschool, pre-kindergarten or a similar experience in private childcare centers or family day homes. Current data cannot accurately indicate which children are in which private settings. In the future, Virginia will be able to compare all publicly-funded experiences that precede kindergarten, which is made possible through VQB5 and LinkB5, and data linkages within VAConnects.

Kindergarten students assessed in fall 2024 who attended public pre-kindergarten were more likely to have scores categorized as meeting or exceeding the overall readiness benchmark (ready), compared to kindergarten students who did not attend any pre-kindergarten (

Figure 18). In fall 2024, 51% of kindergarten students who attended public pre-kindergarten had scores that met the overall VKRP readiness benchmark compared to 31% of kindergarten students without pre-kindergarten experience that met the overall readiness benchmark.

In spring 2025, kindergarten students who attended public pre-kindergarten were slightly more likely to have scores categorized as meeting the overall benchmark (52%) compared to kindergarten students who did not attend pre-kindergarten (48%).

Figure 18

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Public Pre-kindergarten Experience
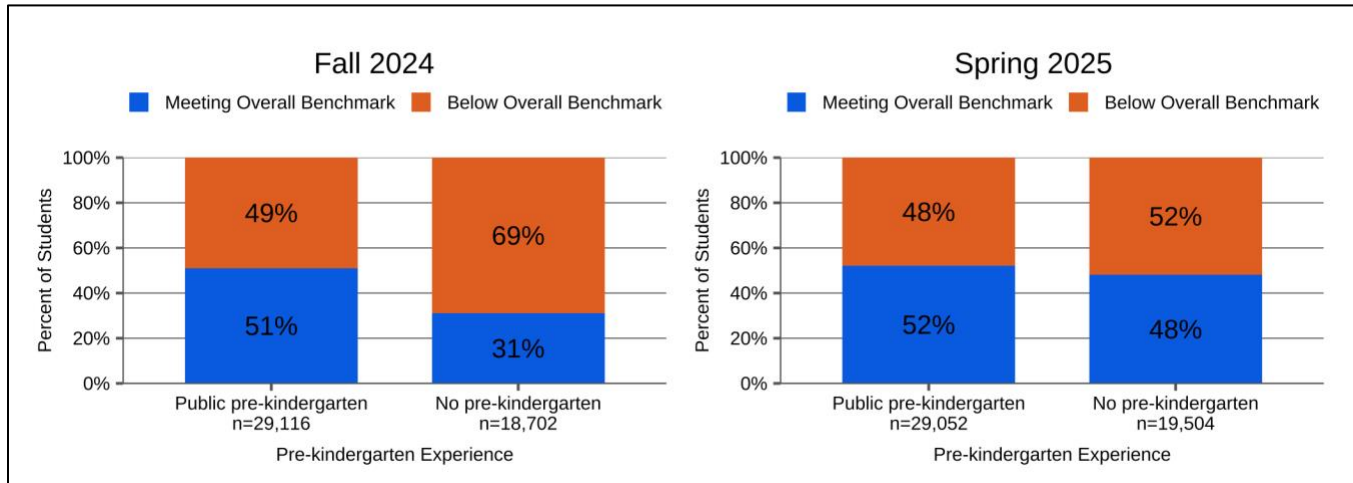
Students From Low-Income Backgrounds

Students' 2024–2025 benchmark scores were examined based on whether they came from low-income backgrounds. Students were categorized using the VDOE Disadvantaged Status Flag entered in the Student Record Collection (SRC). The Disadvantaged Status Flag identifies a student as economically disadvantaged, at any point during the school year, if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; 2) receives Temporary Assistance for Needy Families (TANF); or 3) is eligible for Medicaid. Detailed definitions for the SRC are included in Appendix A.

For the overall benchmark, in both fall and spring 2024–2025, kindergarten students from low-income backgrounds were significantly more likely to have scores categorized as below the overall benchmark, compared to those coming from higher income backgrounds (

Figure 19). Patterns were consistent in fall 2024 (40% below benchmark for kindergarten students not from low-income backgrounds compared to 61% below benchmark for kindergarten students coming from low-income backgrounds) and spring 2025 (32% below benchmark for kindergarten students not from low-income backgrounds compared to 54% below benchmark for kindergarten students coming from low-income backgrounds).

Figure 19

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Low-Income Background Status
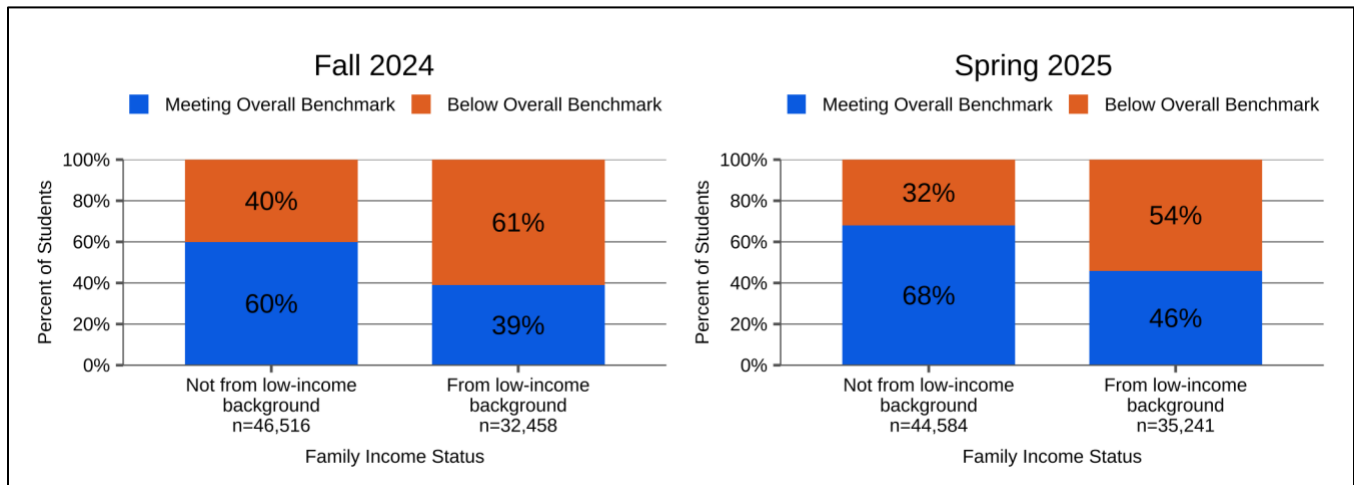
Students From Low-Income Backgrounds with Public Pre-kindergarten Experience

In fall 2024 and spring 2025, kindergarten **students from low-income backgrounds who attended public pre-kindergarten were more likely to have scores that met or exceeded the overall benchmark compared to kindergarten students from low-income backgrounds who did not attend public pre-kindergarten (45% versus 24% in fall 2024 and 47% versus 41% in spring 2025 (**

Figure 20**)**. The public pre-kindergarten advantage was larger in fall 2024 compared to spring 2025. In fall 2024, there was a 21% difference between the two groups. In spring 2025, the difference was only 6%. This is consistent with literature suggesting that there is a "catch-up" effect whereby advantages in skills at the beginning of the kindergarten year for children who attended pre-kindergarten, compared to children with no pre-kindergarten experience, diminish by the end of kindergarten (e.g., Ansari et al., 2020[9]).

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[9] Ansari, A., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., & Ruzek, E. A. (2020). Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers. *Developmental Psychology, 56*(11), 2027–2039. https://doi.org/10.1037/dev0001115

Figure 20

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Pre-kindergarten Experience for Students from Low-Income Background Status
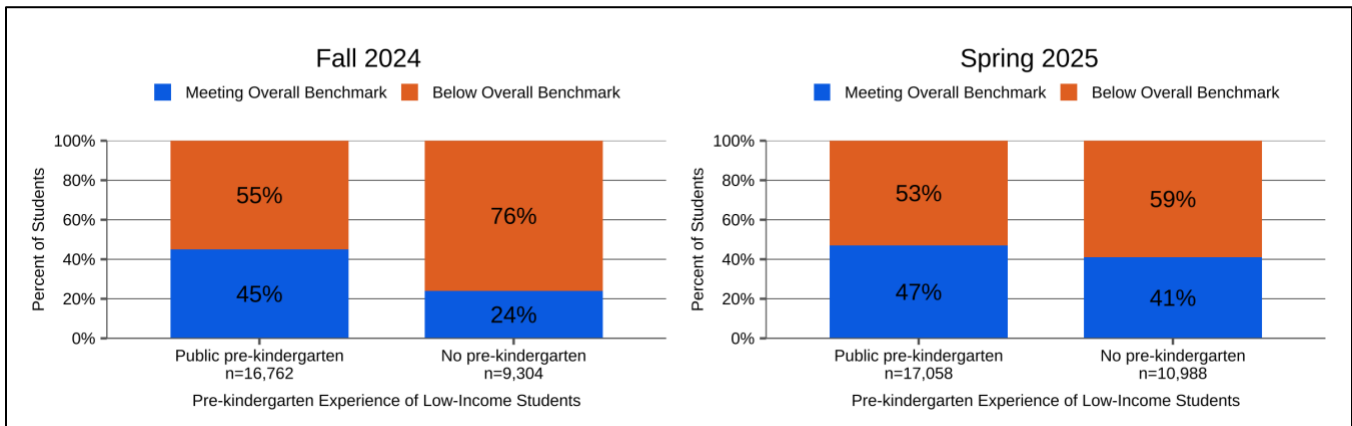
Students With Disability Status

Kindergarten students with disabilities were more likely to have scores categorized as below the overall benchmark in both fall 2024 and in spring 2025 (Figure 21). In fall 2024, 70% of kindergarten students with disabilities' scores were categorized as below the overall benchmark, compared with 46% of kindergarten students without disabilities. In spring 2025, 68% of kindergarten students with disabilities' scores were categorized as below the overall benchmark, compared to 38% kindergarten students without a disability.

Figure 21

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Disability Status
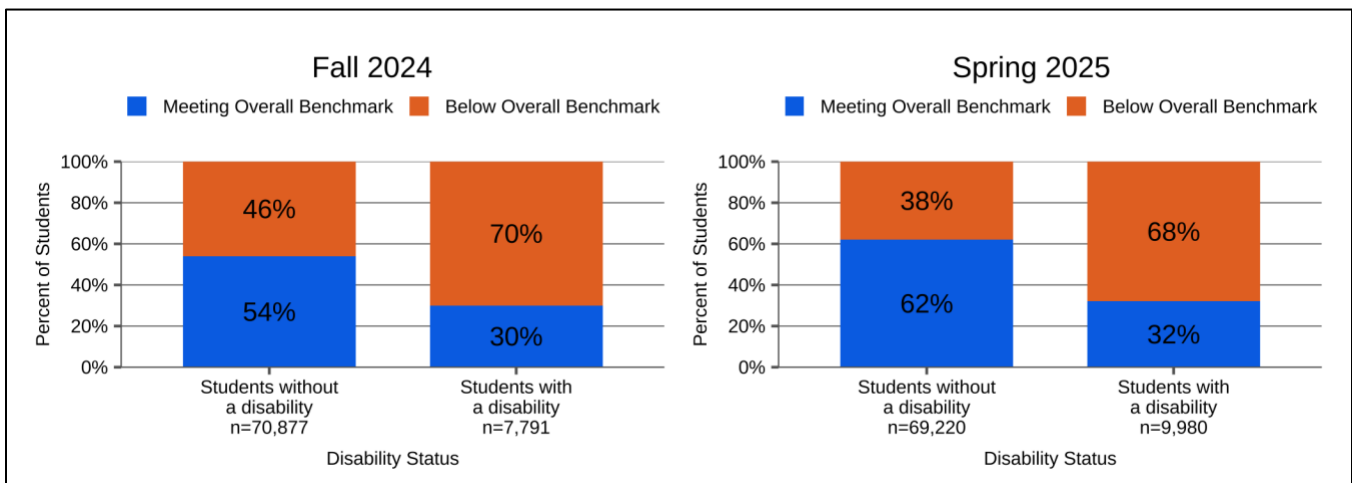
Students With English Language/Multilingual Learner (EL) Status

Kindergarten students identified as English language/multilingual learners (EL) were more likely than non-EL students to have scores categorized as below the overall benchmark in both fall 2024 and spring 2025 (Figure 22). In fall 2024, 74% of EL students had scores below the overall readiness

benchmark compared to 44% of non-EL students. In spring 2025, 59% of EL students had scores below the overall benchmark compared to 39% of non-EL students.

Figure 22

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by English Language/Multilingual Learner (EL) Status

Students' Race and Ethnic Groups

Overall benchmark status was associated with racial/ethnic identification. In 2024–2025, there was significant variability in the proportions of students performing above and below the overall benchmark across racial and ethnic groups at both timepoints (Figure 23). In fall 2024, Black or African American an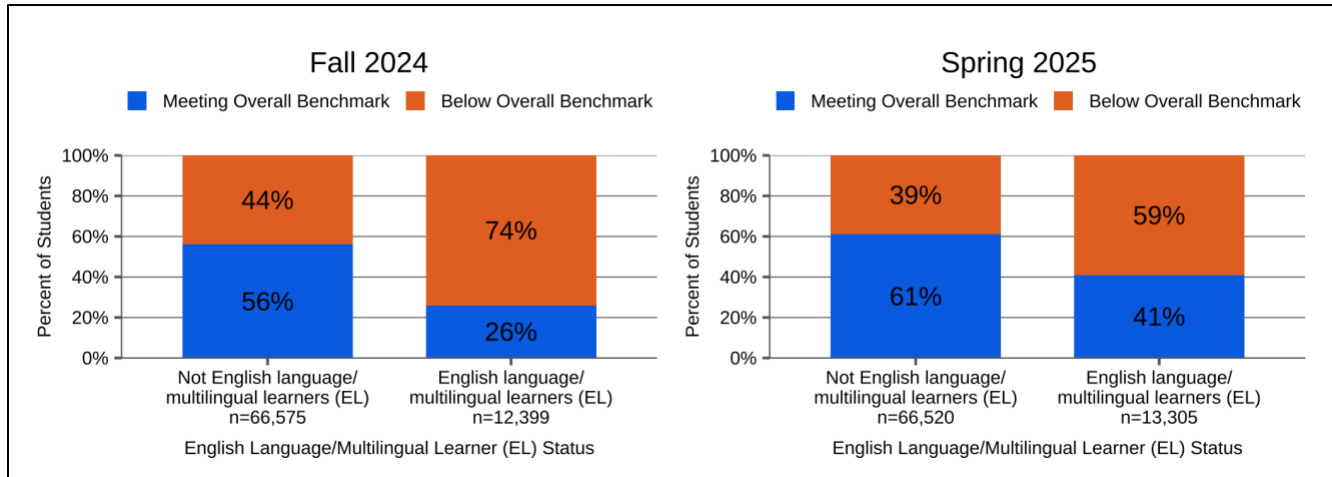d Hispanic/Latino kindergarten students of any race were more likely to have scores below the overall benchmark compared to students from other racial groups. In spring 2025, Black or African American and Hispanic/Latino students of any race were more likely to have scores below the overall benchmark compared to kindergarten students from other racial groups.

When examining variability in overall benchmark performance from fall 2024 to spring 2025 based on race/ethnicity, a lower percentage of kindergarten students fell below the overall benchmark in the spring compared to the fall with one exception. The same percentage of Black or African American kindergarten students had scores below the overall benchmark in spring 2025 (55%) compared to fall 2024 (55%).

Table 7 and Table 8 reveal that kindergarten students not from low-income backgrounds consistently outperform kindergarten students from low-income backgrounds across all racial/ethnic groups. However, racial/ethnic differences exist within kindergarten students not from low-income backgrounds and students from low-income backgrounds. In fall 2024, there was more variation in the proportion of kindergarten students performing above and below the benchmark by race/ethnicity for students not from low-income backgrounds compared to students from low-income backgrounds.

In fall 2024, there were a greater percentage of Asian and White, not of Hispanic origin kindergarten students not from low-income backgrounds who had scores that were above the overall benchmark compared with their peers who were who were Black or African American or Hispanic/Latino of any race. Similarly, for students from low-income backgrounds, there were a greater percentage of American Indian or Alaska Native and Asian kindergarten students who had scores that were above the overall benchmark compared with peers who were Hispanic/Latino or any race or Native Hawaiian or other Pacific Islander.

In spring 2025, there were similar patterns with a greater percentage of Asian and Native Hawaiian or other Pacific Islander kindergarten students not from low-income backgrounds who had scores that were above the overall benchmark compared with their peers who were Black or African American or Hispanic/Latino of any race. Similarly, for students from low-income backgrounds, there were a greater percentage of Asian and Native Hawaiian or other Pacific Islander kindergarten students who had scores that were above the overall benchmark compared with peers who were Hispanic/Latino or any race or Black or African American.

Figure 23

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Race/Ethnicity
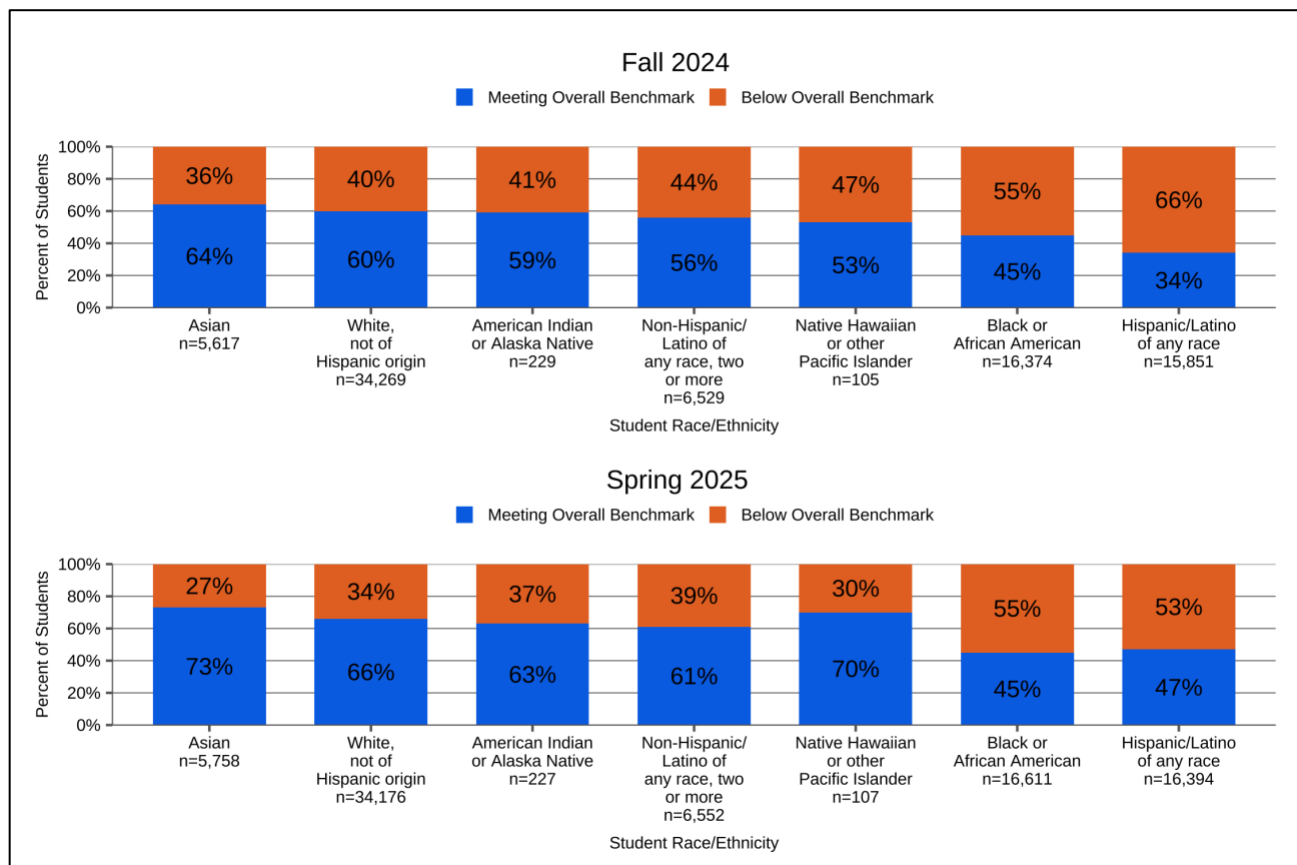
Table 7

Fall 2024 Kindergarten Overall Benchmark Status by Low-Income Status and Race/Ethnicity

Race/Ethnicity	Not Low-Income			Low-Income		
	Below Benchmark	Meeting Benchmark	Total	Below Benchmark	Meeting Benchmark	Total
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
American Indian or Alaska Native	61 (36.5)	106 (63.5)	167 (100.0)	32 (51.6)	30 (48.4)	62 (100.0)
Asian	1,151 (28.8)	2,846 (71.2)	3,997 (100.0)	852 (52.6)	768 (47.4)	1,620 (100.0)
Black or African American	3,054 (48.9)	3,194 (51.1)	6,248 (100.0)	6,033 (59.6)	4,093 (40.4)	10,126 (100.0)
Hispanic/Latino of any race	4,181 (58.7)	2,939 (41.3)	7,120 (100.0)	6,210 (71.1)	2,521 (28.9)	8,731 (100.0)
Native Hawaiian or other Pacific Islander	22 (36.1)	39 (63.9)	61 (100.0)	27 (61.4)	17 (38.6)	44 (100.0)
Non-Hispanic/Latino of any race, two or more races	1,452 (36.1)	2,573 (63.9)	4,025 (100.0)	1,435 (57.3)	1,069 (42.7)	2,504 (100.0)
White, not of Hispanic origin	8,503 (34.2)	16,395 (65.8)	24,898 (100.0)	5,318 (56.7)	4,053 (43.3)	9,371 (100.0)
Total	18,424 (39.6)	28,092 (60.4)	46,516 (100.0)	19,907 (61.3)	12,551 (38.7)	32,458 (100.0)

Table 8

Spring 2025 Kindergarten Overall Benchmark Status by Low-Income Status and Race/Ethnicity

Race/Ethnicity	Not Low-Income			Low-Income		
	Below Benchmark	Meeting Benchmark	Total	Below Benchmark	Meeting Benchmark	Total
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
American Indian or Alaska Native	42 (27.5)	111 (72.5)	153 (100.0)	41 (55.4)	33 (44.6)	74 (100.0)
Asian	875 (22.1)	3,083 (77.9)	3,958 (100.0)	707 (39.3)	1,093 (60.7)	1,800 (100.0)
Black or African American	2,431 (44.2)	3,074 (55.8)	5,505 (100.0)	6,668 (60.0)	4,438 (40.0)	11,106 (100.0)
Hispanic/Latino of any race	3,219 (46.6)	3,688 (53.4)	6,907 (100.0)	5,462 (57.6)	4,025 (42.4)	9,487 (100.0)
Native Hawaiian or other Pacific Islander	10 (16.9)	49 (83.1)	59 (100.0)	22 (45.8)	26 (54.2)	48 (100.0)
Non-Hispanic/Latino of any race, two or more races	1,131 (29.6)	2,696 (70.4)	3,827 (100.0)	1,451 (53.2)	1,274 (46.8)	2,725 (100.0)
White, not of Hispanic origin	6,667 (27.6)	17,508 (72.4)	24,175 (100.0)	4,795 (47.9)	5,206 (52.1)	10,001 (100.0)
Total	14,375 (32.2)	30,209 (67.8)	44,584 (100.0)	19,146 (54.3)	16,095 (45.7)	35,241 (100.0)

Students' Sex

In both fall 2024 and spring 2025, a larger percentage of kindergarten male students (52% and 47%, respectively) had scores that were below the overall benchmark compared to female students (44% and 37%, respectively) (Figure 24).

Figure 24

Fall 2024 and Spring 2025 Kindergarten Overall Benchmark Status by Sex
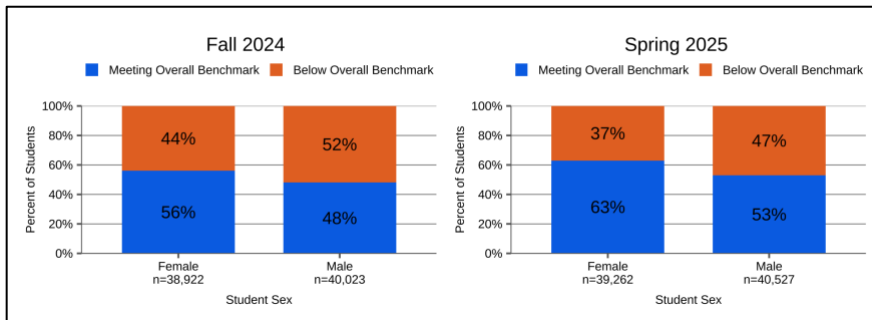
Students' Age

In both fall 2024 and spring 2025, a larger percentage of younger kindergarten students compared with older students had scores below the overall benchmark.

2024–2025 VKRP Kindergarten Students' Mental Health Well-being Data

In response to the COVID-19 pandemic, at the beginning of the 2020–2021 school year, VKRP added new reporting items to better understand teachers' perceptions of students' mental health well-being. These Mental Health Well-being Items capture the teachers' perceptions of students' behaviors related to mental health well-being. Items include "adapts when things change; goes with the flow" and "calms down after being upset, frustrated, or angry." Items are rated by the kindergarten classroom teacher on a scale of 1 to 5, with higher scores indicating greater mental health well-being. A composite score is created by averaging the Mental Health Well-being Item scores. Additionally, there is a single item where teachers are asked to rate their level of concern for each student's social-emotional well-being on a scale of 1 (not at all) to 5 (extremely). The average overall mental health well-being score was 4.30 out of 5 (*SD* = 0.62) in fall 2024 and 4.39 out of 5 (*SD* = 0.61) in spring 2025 (Table 6).

Figure 25

Fall 2024 and Spring 2025 Kindergarten Mental Health Well-being Composite Score
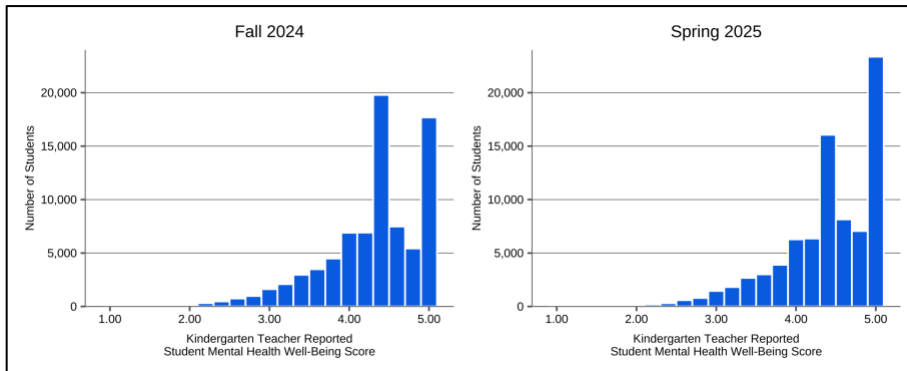
Teachers reported that most kindergarten students had high levels of mental health well-being based on the composite score in 2024–2025. Based on the teacher concern item, kindergarten teachers reported to be moderately, very, or extremely concerned about the social-emotional well-being of 15% of their kindergarten students in fall 2024 and 13% of their students in spring 2025 (see red line in Figure 26).

Figure 26

Fall 2024 and Spring 2025 Kindergarten Teacher Concern
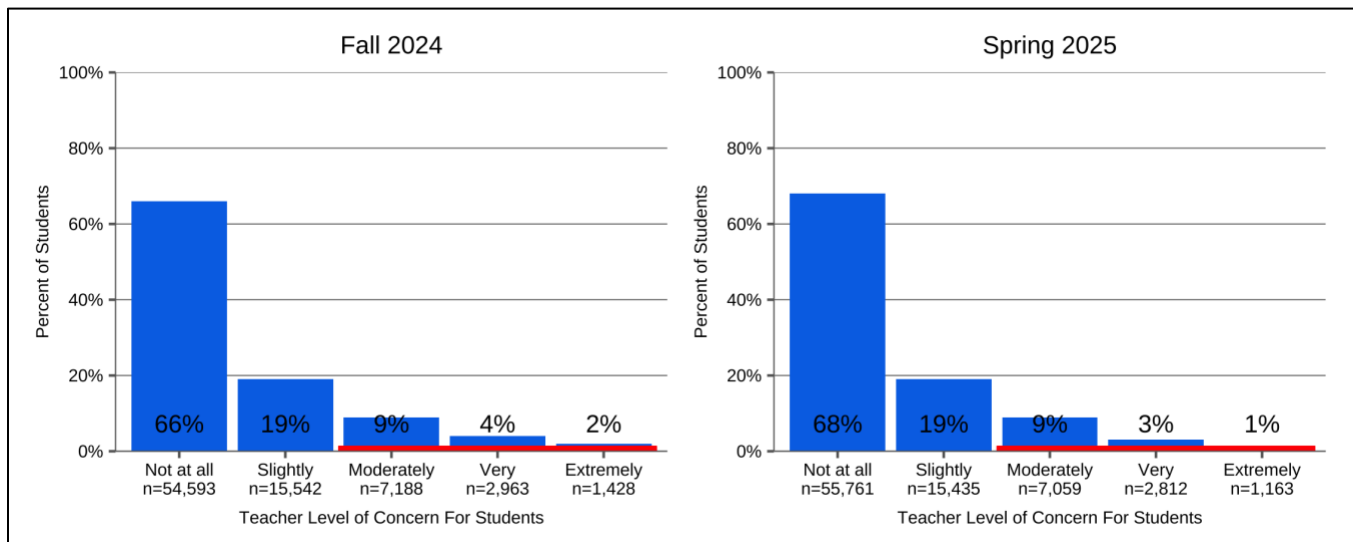
2024–2025 Teacher Reports of Concern for Student Social-Emotional Well-being and Benchmark Estimates

In both fall 2024 and spring 2025, kindergarten students whose teachers reported concern for the student's social-emotional well-being were much more likely to *not* meet the overall benchmark and to be below the benchmark in mathematics, in the High-Risk Band in literacy, and below the benchmark in self-regulation and social skills, compared to kindergarten students whose teachers did not report well-

being concern. These results indicate that teacher concern about a student's social-emotional well-being is an important indicator of which students need comprehensive and intensive supports to be successful in school.

VKRP Kindergarten Benchmark Status Growth from Fall 2024 to Spring 2025

In both fall 2024 and spring 2025, teachers administered literacy and mathematics assessments to kindergarten students and teachers completed ratings of kindergarten students' self-regulation and social skills. **The majority (85.5%, n = 76,067) of Virginia kindergarten students had complete data across all measures in both fall 2024 and spring 2025.**

This allowed us to answer the following questions:

- How did students shift in overall benchmark status from fall 2024 to spring 2025?
- How did students grow in mathematics, self-regulation, and social skills from fall 2024 to spring 2025?

Below are two metrics for understanding student progress or growth in the 2024–2025 school year. First, VKRP examined students' overall benchmark status changes from fall 2024 to spring 2025, which incorporates literacy, mathematics, self-regulation, and social skills. Second, students' growth from fall 2024 to spring 2025 for mathematics, self-regulation, and social skills were examined. The 2024-2025 school year marks the first year of statewide implementation of the revised state-supported literacy screener (VALLS: K), which can be used to track literacy growth across the year. For information on the literacy growth across the year, see the VLP data reports.

Did Kindergarten Students Change Their Overall VKRP Benchmark Status from Fall 2024 to Spring 2025?

There are four groups that kindergarten students can fall into based upon their overall benchmark status in fall 2024 and in spring 2025. The four groups are:

- Below overall benchmark for fall 2024/Below overall benchmark for spring 2025
- Below overall benchmark for fall 2024/Met overall benchmark for spring 2025
- Met overall benchmark for fall 2024/Below overall benchmark for spring 2025
- Met overall benchmark for fall 2024/Met overall benchmark for spring 2025

As a reminder, the VKRP overall benchmark estimates are calculated based upon the expected skill levels of a kindergarten student at the beginning (fall) and end (spring) of the school year for each learning domain.

Students are included in the *below overall benchmark* group for fall 2024 and spring 2025, respectively, if they did not meet the benchmark in mathematics, self-regulation, and social skills, and/or were in the High-Risk Band for literacy during either fall 2024 or spring 2025. Students are included in the *meeting overall benchmark* group for fall 2024 and spring 2025 terms, respectively, if they met the overall

benchmark in mathematics, self-regulation, and social skills, **and** were in the Low- or Moderate-Risk Band for literacy during either fall 2024 or spring 2025.

As seen in

Figure 27, **the largest group of kindergarten students (43%) were meeting the overall benchmark in both fall 2024 and spring 2025. The second largest group of kindergarten students (32%) were below the overall benchmark in both fall 2024 and spring 2025. Most kindergarten students (75%) remained in the same overall benchmark status group (met/met or below/below) from fall 2024 to spring 2025**. There were also two smaller groups of kindergarten students whose benchmark status shifted from fall 2024 to spring 2025. Specifically, 9% of kindergarten students met the overall benchmark in fall 2024 but were below the overall benchmark in spring 2025. Conversely, 16% of kindergarten students were below the overall benchmark in fall 2024 and met the overall benchmark in spring 2025.

Figure 27

Kindergarten Overall Benchmark Status Change from Fall 2024 to Spring 2025
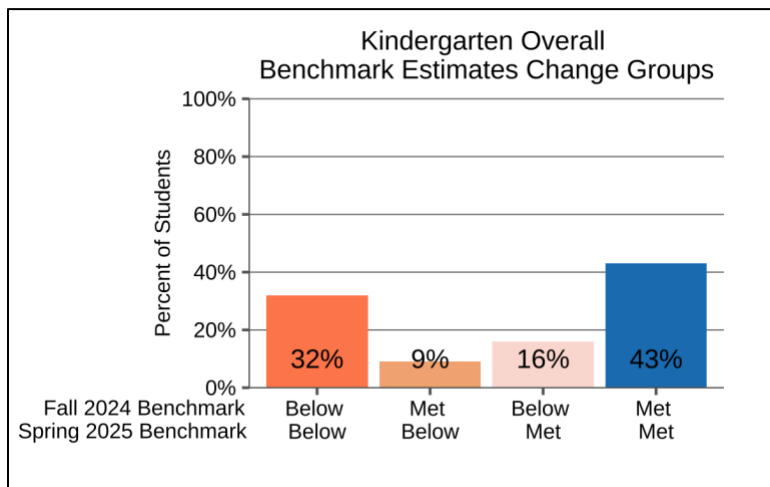
How Did Kindergarten Students Grow in Mathematics, Self-Regulation, and Social Skills from Fall 2024 to Spring 2025?

This section discusses the overall growth in scaled scores in mathematics and growth in raw averaged scores in self-regulation and social skills from fall 2024 to spring 2025.

2024–2025 VKRP Kindergarten Students' Mathematics Scaled Score Growth

The EMAS captures growth over time using scaled scores ranging from 296 to 911 in kindergarten. In the following table and figures, each student's scaled score in fall 2024 is subtracted from their scaled score in spring 2025 to arrive at each individual student's growth score in mathematics (Table 9). These individual growth scores are then averaged to create a mean growth score at the state level for the 2024–2025 school year.

Kindergarten students' scores on the EMAS had a normal distribution in fall 2024 and spring 2025. There was also a normal distribution of growth across the year. Although there was a range in growth across the year, **on average, students gained 112 points in mathematics from fall 2024 to spring 2025, demonstrating robust growth in mathematics skills**. Very few kindergarten students (56 or <0.01%) showed no growth, while a small portion of students (1,341 or 1.7%) showed negative growth.

Table 9

Fall 2024 and Spring 2025 Kindergarten Mathematics Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range	Benchmark
	Scaled Score, Fall	80,843	590.39 (80.32)	296 - 830	538
Mathematics	Scaled Score, Spring	81,846	701.44 (79.57)	363 - 911	643
	Mean Growth	78,276	111.96 (57.38)	-284 - 615	-

Interpreting Kindergarten Students' Growth in Self-Regulation and Social Skills Using the CBRS

The CBRS measures teachers' reports of students' self-regulation and social skills with scores ranging from 1 to 5 (never, rarely, sometimes, frequently, always). The CBRS uses the same items and the same rating scale across grades, and in fall and spring within a grade. The CBRS captures students' growth in self-regulation and social skills over time using averaged raw scores.

When teachers rate a student's skills in self-regulation and social skills, they do so in relation to their expectations of what students should be able to do in their classroom at a particular point in time. Therefore, gains in scores from fall to spring are expected to be positive but modest. For example, consider the following item on the CBRS self-regulation scale: "Completes tasks successfully." A teacher may score a child as being able to do this frequently (a score of 4) in the fall and the spring. Thus, the growth score for that item would be zero. However, this does not mean a child did not grow in self-regulation skills in relation to this task because instructional tasks become more advanced and require greater self-regulation from fall to spring (e.g., tasks take longer, cover higher order concepts, have more steps, are expected to be done more independently). Therefore, a student would need to grow in their self-regulation skills in order for a teacher to rate them as frequently completing tasks successfully in both fall and spring.

In the following tables, each kindergarten student's average raw score in fall 2024 is subtracted from their average raw score in spring 2025 to arrive at each individual student's growth in self-regulation or social skills. These individual growth scores are then averaged to create a mean growth score at the state level. Below, 2024–2025 growth in self-regulation skills is presented followed by growth in social skills.

2024–2025 VKRP Kindergarten Students' Self-Regulation Growth

There is a range in kindergarten self-regulation scores in both fall 2024 and spring 2025. **Teachers reported small gains in kindergarten students' self-regulation skills over the year, and growth is**

normally distributed (Table 10). Additionally, the data showed that some kindergarten students made larger gains in self-regulation skills while other students lost ground relative to their fall 2024 scores.

Table 10

Fall 2024 and Spring 2025 Kindergarten Self-Regulation Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range	Benchmark
	Average Raw Score, Fall	81,714	3.66 (0.84)	1 - 5	2.90
Self-Regulation	Average Raw Score, Spring	82,230	3.88 (0.82)	1 - 5	3.20
	Mean Growth	78,763	0.22 (0.63)	-3.8 - 4	-

2024–2025 VKRP Kindergarten Students' Social Skills Growth

There is a range in kindergarten social skills scores in both fall 2024 and spring 2025. **Teachers reported small gains in kindergarten students' social skills over the year 2024–2025 (Table 11).** Growth is normally distributed with some kindergarten students making gains and others losing ground with regards to their social skills.

Table 11

Fall 2024 and Spring 2025 Kindergarten Social Skills Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range	Benchmark
	Average Raw Score, Fall	81,714	4.22 (0.68)	1 - 5	3.71
Social Skills	Average Raw Score, Spring	82,230	4.32 (0.67)	1 - 5	4.00
	Mean Growth	78,763	0.10 (0.54)	-4 - 3.71	-

2024-2025 VKRP Kindergarten Mid-Year Results

VKRP became available to all divisions and programs at a mid-year timepoint, beginning in winter 2025. The inclusion of an optional mid-year timepoint for VKRP allows teachers to better monitor students' progress throughout the school year and to make instructional decisions to best meet students' individual needs.

Participation in the mid-year assessment timepoint was optional. Divisions, schools, and classrooms had the option to participate, but it was not required. Additionally, within classrooms, teachers could administer the mid-year assessments to some or all of their students, and had flexibility in whether they administered the EMAS, CBRS, or both. Conversely, the VALLS: K mid-year assessment timepoint is required. Because the sample of students participating in VKRP's optional mid-year assessment timepoint and VALLS: K mid-year vary, we only present domain specific data for mathematics, self-regulation, and social skills, and don't present overall benchmark information.

2024-2025 VKRP Kindergarten Mid-Year Demographic Data

During the mid-year 2025 timepoint, 46 school divisions voluntarily participated in VKRP. In total, 195 Virginia schools implemented VKRP in mid-year 2025, resulting in data from 712 kindergarten classrooms and 9,933 kindergarten students.

The student demographic data for mid-year 2025 is presented in

Table 12. Compared to the statewide fall 2024 and spring 2025 samples, kindergarten students assessed in the mid-year 2025 sample were more likely to be from low-income backgrounds, to be Black or African American, and were more likely to have either public pre-kindergarten or no pre-kindergarten experience. Conversely, kindergarten students included in the mid-year 2025 sample were less likely to be English language/multilingual learners and were less likely to have a disability compared to kindergarten students in the statewide fall 2024 and spring 2025 samples.

Table 12

2024-2025 Kindergarten Mid-Year Demographic Summary

Demographic	Description	Fall 2024 N=86,012 Mean (SD) or n (%)	Mid-Year 2025 N=9,933 Mean (SD) or n (%)	Spring 2025 N=88,661 Mean (SD) or n (%)
Age	Age in years on September 30, 2024	5.55 (0.34)	5.53 (0.34)	5.55 (0.34)
Sex	Female	41,100 (48.5)	4,654 (48.3)	42,644 (48.4)
	Male	43,555 (51.4)	4,986 (51.7)	45,410 (51.5)
Race/Ethnicity	American Indian or Alaska Native	250 (0.3)	21 (0.2)	255 (0.3)
	Asian	5,953 (7.0)	259 (2.7)	6,304 (7.2)
	Black, not of Hispanic origin	17,715 (20.9)	3,508 (36.4)	18,531 (21.0)
	Hispanic/Latino of any race	17,714 (20.9)	1,671 (17.3)	18,660 (21.2)
	Native Hawaiian or other Pacific Islander	111 (0.1)	21 (0.2)	115 (0.1)
	Non-Hispanic/Latino of any race, two or more races	6,907 (8.2)	866 (9.0)	7,161 (8.1)
	White, not of Hispanic origin	36,036 (42.6)	3,297 (34.2)	37,068 (42.1)
Family Income Status[a]	Students not from low-income backgrounds	49,323 (58.2)	4,989 (51.7)	48,837 (55.4)
	Students from low-income backgrounds	35,363 (41.8)	4,654 (48.3)	39,257 (44.6)
Disability[b]	Students without a disability	73,895 (87.6)	8,614 (89.7)	74,003 (84.6)
	Students with a disability	10,463 (12.4)	993 (10.3)	13,422 (15.4)
Language[c]	Not English language/multilingual learners (EL)	70,563 (83.3)	8,592 (89.1)	72,724 (82.6)
	English language/multilingual learners (EL)	14,123 (16.7)	1,051 (10.9)	15,370 (17.4)
Pre-kindergarten Experience	Head Start	3,351 (4.0)	494 (5.1)	3,461 (3.9)
	Public pre-kindergarten	32,242 (38.1)	4,681 (48.5)	33,159 (37.6)
	Private pre-kindergarten	26,586 (31.4)	1,642 (17.0)	27,256 (30.9)
	Department of Defense child development program	527 (0.6)	57 (0.6)	585 (0.7)
	Family day home	1,432 (1.7)	155 (1.6)	1,470 (1.7)
	No pre-kindergarten	20,548 (24.2)	2,614 (27.2)	22,163 (25.2)

Note. Sex category "Other" was inactivated by the VDOE, beginning with End-of-Year (EOY) SRC 2024-2025. Thirty-one students were categorized as "Other" in fall 2024, 3 students were categorized as "Other" in mid-year 2025, and 40 students were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; or 2) receives TANF; or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present *except, "Qualified Individual under Section 504."*

2024-2025 VKRP Kindergarten Mid-Year Completion Data

Out of the classrooms who signed up to participate, kindergarten completion rates for the mid-year assessment timepoint were approximately 94% for the EMAS and 92% for the CBRS (Table 13). EMAS and CBRS exemptions from testing, which are usually reserved for students who cannot be validly assessed due to developmental disabilities, were less than 1% of the total population of potentially assessed kindergarten students.

Table 13

2024-2025 Kindergarten Mid-Year Assessment Completion

		Mid-Year 2025
Assessment	Status	Overall Sample N=9,933
		n (%)
EMAS	Incomplete	481 (4.8)
	Exempt	7 (0.1)
	Complete, Spanish	99 (1.0)
	Complete, non-standard[a]	33 (0.3)
	Complete, standard	9,313 (93.8)
CBRS	Incomplete	786 (7.9)
	Exempt	4 (<0.1)
	Complete, standard	9,143 (92.0)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

2024-2025 VKRP Kindergarten Mid-Year Domain Results

Benchmark estimates for the mid-year assessment timepoint are provided in

Table 14 and Table 15. The data from mid-year 2025 indicated that 14% of kindergarten students had scores that fell below the benchmark in mathematics. In mid-year 2025, 17% of kindergarten students had scores that fell below the benchmark for self-regulation and 20% of kindergarten students had scores that fell below the benchmark for social skills.

Teachers reported that most kindergarten students had high levels of well-being based on the composite score in mid-year 2025. Based on the teacher concern item, kindergarten teachers reported to be moderately, very, or extremely concerned about the social-emotional well-being of 16% of their kindergarten students in mid-year 2025 (see red line in Figure 28).

Table 14

2024-2025 Kindergarten Mid-Year EMAS Assessment Descriptive Data

Early Mathematics Assessment System (EMAS)		Mid-Year 2025	
		N	Mean (*SD*)
Mathematics Scaled Score		9,313	638.83 (86.48)
Domain	**Score Status**	n	%
Mathematics Benchmark	Below	1,339	14.4
	Meeting	7,974	85.6

Note. Overall and domain benchmarks are only calculated for standard administrations.

Table 15

2024-2025 Kindergarten Mid-Year CBRS Assessment Descriptive Data

Child Behavior Rating System (CBRS)		Mid-Year 2025	
		N	Mean (*SD*)
Self-Regulation Mean Score		9,143	3.76 (0.87)
Social Skills Mean Score		9,143	4.27 (0.69)
Well-Being Mean Score		9,143	4.32 (0.63)
Domain	**Score Status**	n	%
Self-Regulation Benchmark	Below	1,536	16.8
	Meeting	7,607	83.2
Social Skills Benchmark	Below	1,784	19.5
	Meeting	7,359	80.5

Note. Overall and domain benchmarks are only calculated for standard administrations.

Figure 28

Mid-Year 2025 Kindergarten Teacher Concern
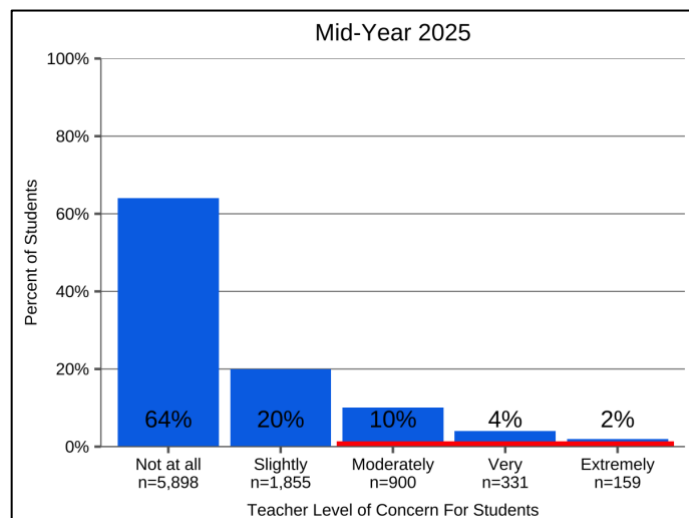
2019-2025 VKRP Kindergarten Trends Across Time

This section presents kindergarten trends over time across the last six years, from fall 2019 to spring 2025. Analyses include VKRP comparisons between fall timepoints of 2019, 2020, 2021, 2022, 2023, and 2024 and spring timepoints of 2021, 2022, 2023, 2024, and 2025 in terms of overall benchmark and specific skill domains in literacy, mathematics, self-regulation, and social skills.

2019-2024 Fall VKRP Kindergarten Data Over Time

The percentage of kindergarten students meeting the overall benchmark increased from fall 2019 to fall 2022, remained stable from fall 2022 to fall 2023, and decreased from fall 2023 to fall 2024 (Figure 29). In fall 2019, which was the last assessment timepoint pre-pandemic and the first year of statewide fall VKRP data collection, 44% of kindergarten students had scores that did not meet the overall benchmark. In fall 2020, when the sample was significantly reduced due to school closures, changes in student enrollment, and limited availability of remote assessments, 45% of kindergarten students who were assessed on all four measures had scores below the overall readiness benchmark. In fall 2021, when the sample of students assessed was much closer to the full population of kindergarten students enrolled in public school classrooms, 42% of kindergarten students had scores that were below the overall readiness benchmark. In fall 2022 and fall 2023, 40% of kindergarten students had scores that were below the overall readiness benchmark, and in fall 2024, 49% of kindergarten students had scores that were below the overall readiness benchmark**.

Figure 29

Fall Overall Kindergarten Readiness Estimates 2019-2024
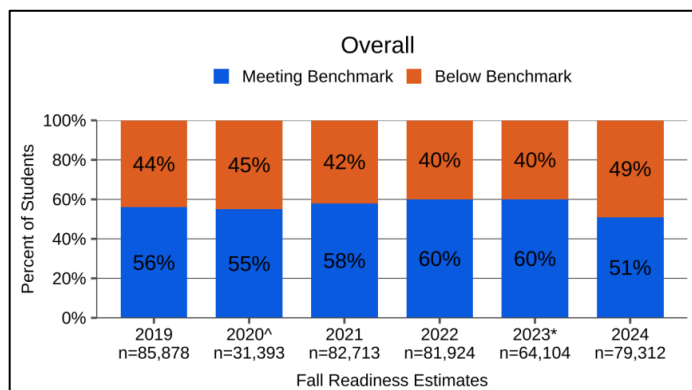
Note. Overall benchmark estimates from fall 2019 to fall 2023 utilized the PALS-K as the measure of literacy readiness. Beginning in fall 2024, the VALLS: K was used as the measure for literacy readiness.

^ These data represent students who were assessed in-person in fall 2020, prior to the availability of remote assessments.
* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

** 2024-2025 results are not comparable to prior years because the literacy screeners are different.

With regards to the four separate learning domains, **literacy benchmark estimates have varied over time**. In 2024-2025, VALLS: K was implemented for the first time statewide**. For VALLS: K Risk Bands are used to categorize kindergarten students' scores into three categories: Low Risk, Moderate Risk, and High Risk. In fall 2024, 36% of kindergarten students' scores fell in the High-Risk band (Figure 30). In fall 2023, 21% of kindergarten students had scores that were below the literacy benchmark. In fall 2022, 23% of kindergarten students had scores that were below the literacy benchmark. In fall 2021 and fall 2020, 25% and 26% of students' scores fell below the literacy benchmark, respectively. Fewer kindergarten students' scores (18%) fell below the literacy benchmark in fall 2019 prior to COVID-19. The fall 2019 to fall 2023 readiness estimates include literacy data from the PALS-K, and the fall 2024 readiness estimate includes literacy data from the VALLS: K. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at-risk for literacy difficulties at kindergarten entry as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented.

Figure 30

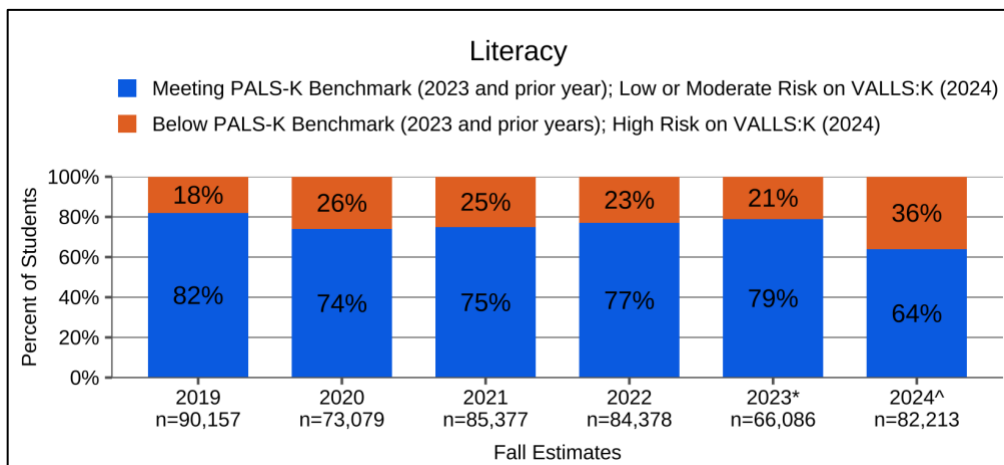*Fall Kindergarten Literacy Readiness Estimates 2019-2024*

* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

^ First year of statewide VALLS: K implementation.

** 2024-2025 results are not comparable to prior years because the literacy screeners are different.

Mathematics readiness estimates remained relatively stable over time in the fall with 22% (2019), 21% (2020), 23% (2021), 21% (2022), 21% (2023), and 22% (2024) of kindergarten students had scores below the mathematics benchmark (

Figure 31).

Figure 31

Fall Kindergarten Mathematics Readiness Benchmark Estimates 2019-2024
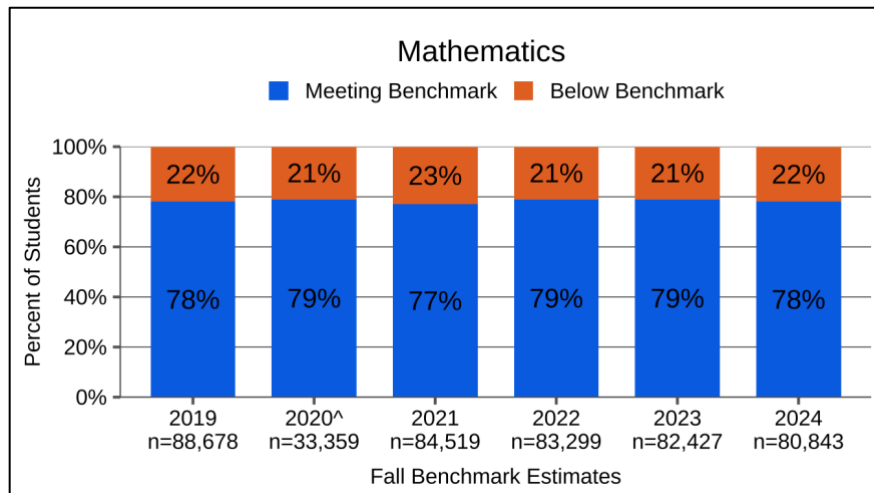
^ These data represent students who were assessed in-person in fall 2020, prior to the availability of remote assessments.

In fall 2019, 20% of kindergarten students had scores that fell below the self-regulation benchmark. **The percentage of kindergarten students' scores below the self-regulation benchmark decreased slightly in fall 2020 (17%) and then remained stable in fall 2021 (17%), fall 2022 (16%), fall 2023 (16%), and fall 2024 (16%) (Figure 32).**

Figure 32

Fall Kindergarten Self-Regulation Benchmark Estimates 2019-2024
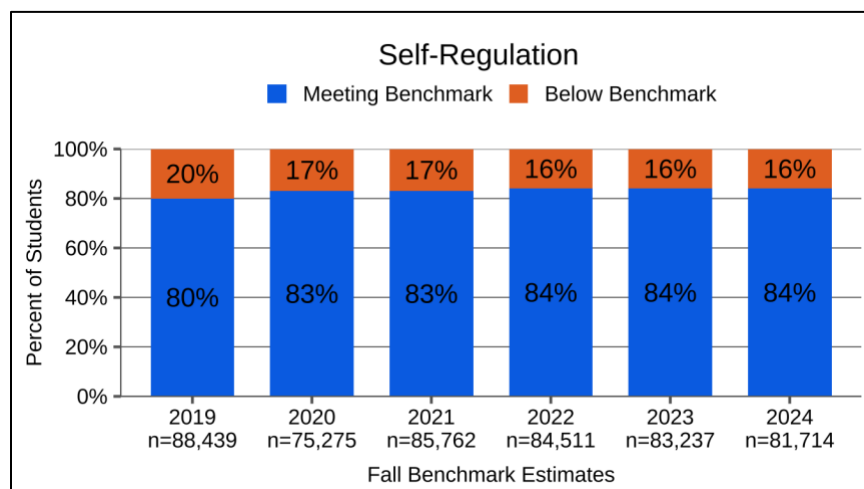
Social skills estimates were stable from fall 2019 to fall 2020 with 22% and 23% of kindergarten students' scores below the benchmark, respectively**. The percentage of kindergarten students with scores below the social skills benchmark decreased in fall 2021 to 16% and then remained relatively stable through fall 2022 (17%), fall 2023 (18%), and fall 2024 (17%) (**

Figure 33**).**

Figure 33

Fall Kindergarten Social Skills Benchmark Estimates 2019-2024
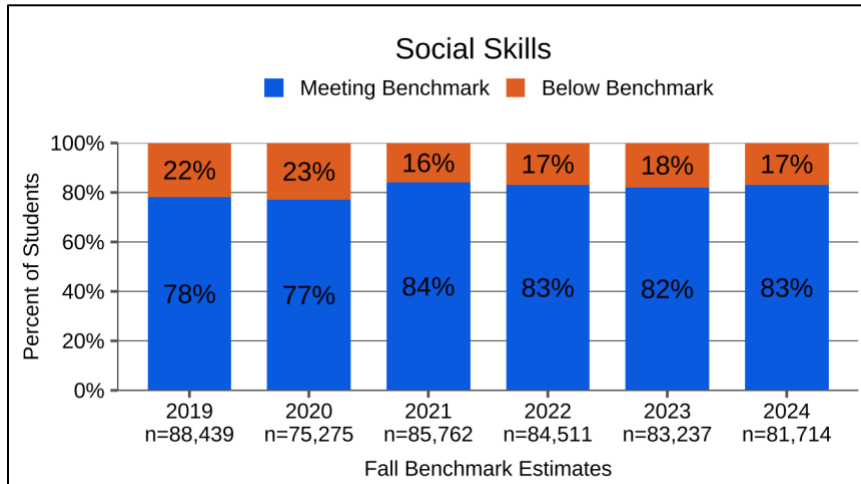
2021-2025 Spring VKRP Kindergarten Data Over Time

Spring VKRP data were not available in 2020 due to the onset of the COVID-19 pandemic and universally mandated public-school closures. Spring data can be compared between spring 2021, spring 2022, spring 2023, spring 2024, and spring 2025 (

Figure 34). In spring 2021, 52% of kindergarten students had scores that were below the overall benchmark and, in spring 2022, 44% of kindergarten students had scores that were below the overall benchmark. This percentage has continued to decrease with 41% of kindergarten students having scores that did not meet the overall benchmark in spring 2023 and spring 2024 and remained stable in spring 2025 with 42% of kindergarten students' scores not meeting the overall benchmark. Thus, **more students ended kindergarten likely demonstrating the skills they need for first grade in spring 2025, spring 2024, spring 2023, and spring 2022 when compared to spring 2021**. Causal claims cannot be made about the differences seen when looking at spring 2021 versus spring 2022, 2023, 2024, and 2025 data. However, the data may suggest some COVID-19 recovery and the importance of in-person instruction.

Figure 34

Spring Overall Kindergarten Benchmark Estimates 2021-2025
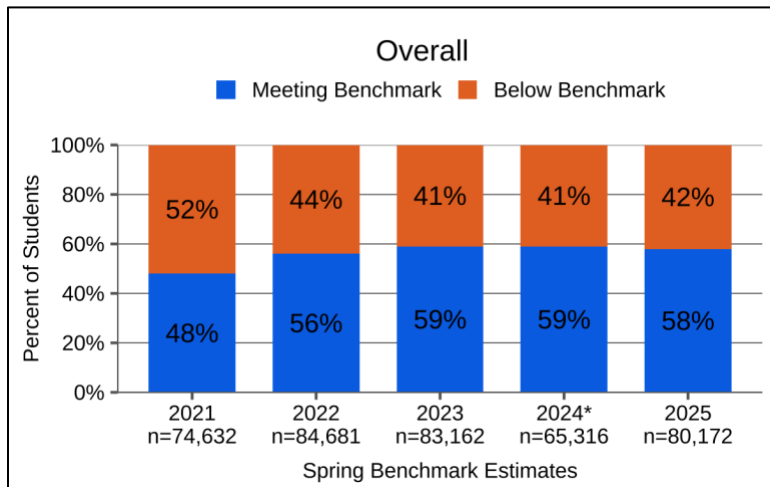
Note. Overall benchmark estimates from spring 2021 to spring 2024 utilized the PALS-K as the measure of literacy readiness. Beginning in spring 2025, the VALLS: K was used as the measure for literacy readiness.

* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

As the literacy assessment has been implemented for many years, spring literacy benchmark estimates are available across time. For literacy, data is shown from spring 2019 through spring 2025. **In spring 2019, prior to COVID-19, 15% of kindergarten students had scores that were below the literacy benchmark. In spring 2020, data were not available due to the onset of the COVID-19 pandemic. The percentage rose to 32% in spring 2021 and fell to 22% in spring 2022 and to 16% in spring 2023. The percentage rose slightly to 18% in spring 2024. In spring 2025, 23% of kindergarten students had scores that fell within the High-Risk Band (**

Figure 35). The spring 2021 to spring 2024 readiness estimates include literacy data from the PALS-K, and the spring 2025 readiness estimate includes literacy data from the VALLS: K**. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at-risk for literacy difficulties at kindergarten entry as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented.
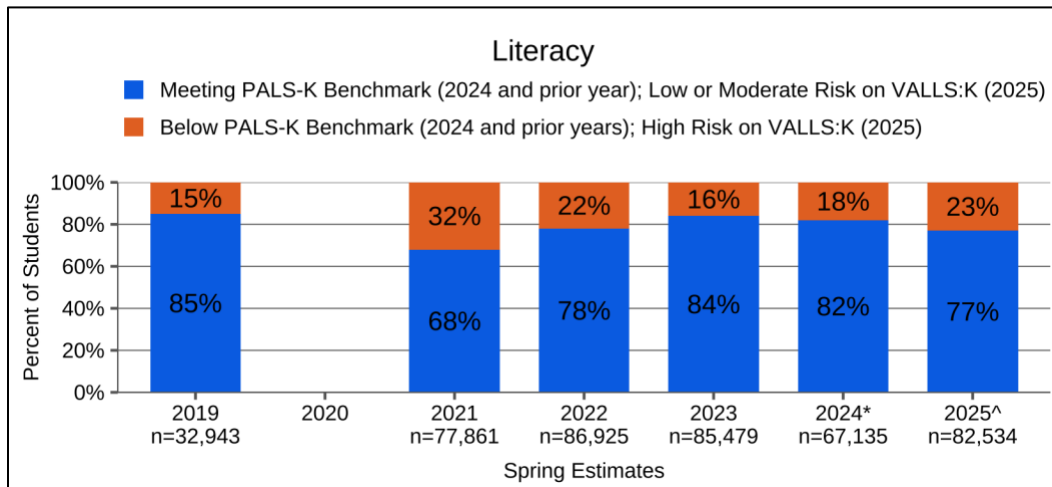
Figure 35

Spring Kindergarten Literacy Estimates 2021-2025

Note. Overall benchmark estimates from spring 2021 to spring 2024 utilized the PALS-K as the measure of literacy readiness. Beginning in spring 2025, the VALLS: K was used as the measure for literacy readiness.

* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: K.

^ First year of statewide VALLS: K implementation.

**2024-2025 results are not comparable to prior years because the literacy screeners are different.

For mathematics, **34% of kindergarten students had scores that fell below the mathematics benchmark in spring 2021 and decreased to 25% below the mathematics benchmark in spring 2022. The percentage of kindergarten students whose scores fell below the benchmark continued to decrease with 22% of kindergarten students not meeting the spring 2023 mathematics benchmark, 20% of kindergarten students not meeting the spring 2024 mathematics benchmark, and 19% of kindergarten students not meeting the spring 2025 mathematics benchmark (Figure 36).**

Figure 36

Spring Kindergarten Mathematics Benchmark Estimates 2019-2024

Mathematics
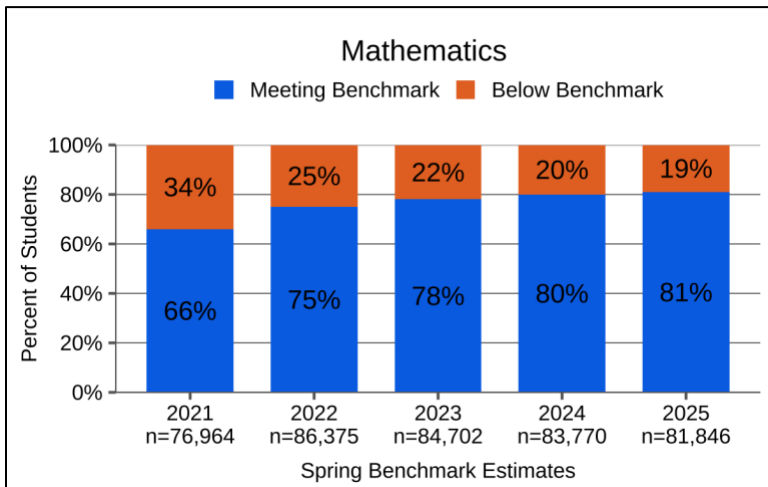
For self-regulation, **24% of kindergarten students had scores that fell below the self-regulation benchmark in spring 2021. This decreased to 19% scoring below the self-regulation benchmark in spring 2022 and remained relatively stable with 18% scoring below the benchmark in spring 2023, 19% in spring 2024, and 19% in spring 2025 (Figure 37).**

Figure 37

Spring Kindergarten Self-Regulation Benchmark Estimates 2021-2025

Self-Regulation
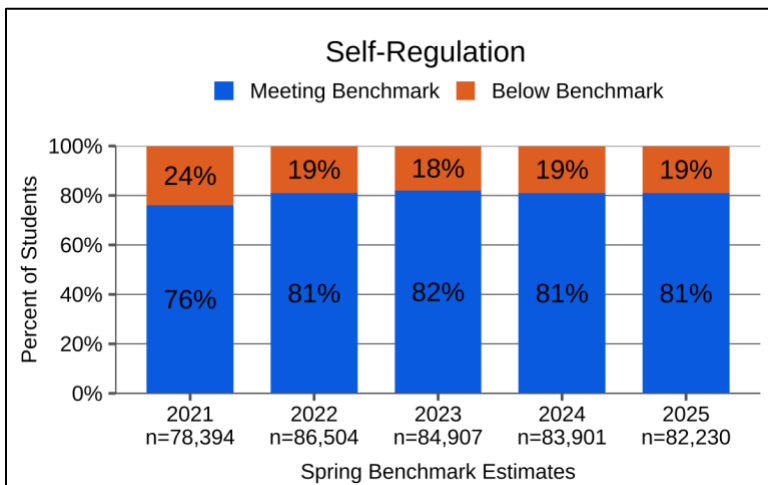
The percentage of kindergarten students with scores falling below the benchmark for social skills slightly increased from 2021 to 2022 and then remained stable from 2022 to 2025. **In spring 2021, 18% of kindergarten students had scores that were below the social skills benchmark compared to 21% of kindergarten students had scores that fell below the social skills benchmark in spring 2022. Twenty-two percent of kindergarten students had scores that fell below the spring social skills benchmark in 2023, 2024, and 2025 (**

Figure 38).

Figure 38

Spring Kindergarten Social Skills Benchmark Estimates 2021-2025

Social Skills

Meeting Benchmark ■ **Below Benchmark** ■

Year	Below Benchmark	Meeting Benchmark
2021 n=78,394	18%	82%
2022 n=86,504	21%	79%
2023 n=84,907	22%	78%
2024 n=83,901	22%	78%
2025 n=82,230	22%	78%

Percent of Students

Spring Benchmark Estimates
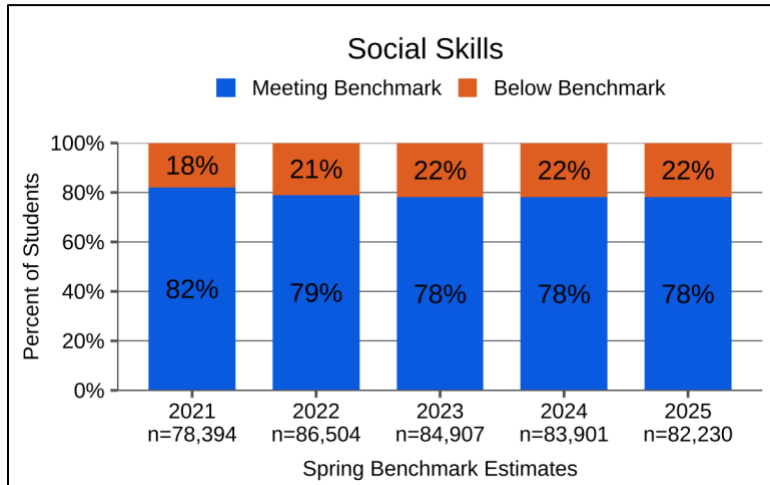
2024-2025 VKRP in Pre-kindergarten

Background

The VKRP team developed a four-year-old pre-kindergarten extension of VKRP between 2018–2021. In the 2021–2022 school year, VKRP became available to all publicly-funded pre-kindergarten programs to assess four-year-old children's skills in both the fall and spring. Additionally, the VKRP team developed a three-year-old extension of VKRP and beginning in the 2022–2023 school year, VKRP became available to all publicly-funded pre-kindergarten programs to assess both three- and four-year-old pre-kindergarten children in both the fall and spring. VKRP was required in VPI and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms and was optional for other publicly-funded pre-kindergarten classrooms (such as a full ECSE classroom, Head Start classroom, Title I classroom, or other locally supported pre-kindergarten classrooms). Given that the pre-kindergarten VKRP is optional for some early childhood programs, the VKRP team does not expect 100% participation of all publicly-funded programs of three- and four-year-old children across the state.

VKRP Pre-kindergarten Expansion

Pre-kindergarten VKRP measures children's early learning skills and growth across four domain areas: literacy (VALLS: Pre-K), mathematics (EMAS), self-regulation (CBRS), and social skills (CBRS). VALLS: Pre-K and the EMAS assessments each have different versions for three-year-olds and four-year-olds. However, the CBRS assessment is the same for three-year-old and four-year-old children. Throughout the 2024–2025 school year, VKRP trained pre-kindergarten staff on how to administer the EMAS and CBRS either at an in-person or remote training, by a trainer designated by the school division or program, or by viewing VKRP pre-kindergarten online training modules. Most teachers were trained on the VALLS: Pre-K by a trainer designated by the school division. More information regarding the VKRP assessments in pre-kindergarten can be found on the VKRP public website.

The fall 2024 assessment terms were September 3 – November 22, 2023, for VALLS: Pre-K and August 19 – November 1, 2024, for VKRP. The mid-year assessment term was January 6 – February 7, 2025, for VKRP. The spring 2025 assessment terms were April 21 – May 30, 2025, for VALLS: Pre-K and April 7 – May 23, 2025, for VKRP.

2024–2025 VKRP Pre-kindergarten Participation by Funding Source

The pre-kindergarten funding for any child enrolled in programs that are locally, state, or federally funded is reported to VDOE through the Student Record Collection (SRC). Demographic information, including pre-kindergarten funding code, is merged with VKRP pre-kindergarten data using the State Testing Identifier (STI), which is the only common identifier present in both data sources. VKRP serves a larger population of children than those who are assigned STI numbers; therefore, STI and associated demographic data are missing for a subset of the VKRP pre-kindergarten sample. In an effort to close information gaps, VECF shared demographic information for children enrolled in Mixed Delivery

classrooms in the 2024–2025 school year. This information was also merged with VKRP pre-kindergarten data using student name and location.

To provide an estimate of participating children with different funding sources, which includes VECF Mixed Delivery children, available SRC data was merged with pre-kindergarten funding source codes entered into the VLP system, and child records shared by VECF were identified as Mixed Delivery (Appendix C). Following the merge, funding information was missing for approximately 32% of the three-year-old VKRP sample, and 13% of the four-year-old VKRP sample. Therefore, analyses that include merged funding source should be interpreted with caution.

The merged funding source code is presented in

Table 16 and Table 17 below. **In both fall 2024 and spring 2025, VPI, local funding for VPI placement, and special education funding for VPI placement had the highest participation in VKRP. In addition, over 2,000 pre-kindergarten children were identified as having participated in VECF Mixed Delivery in fall 2024 and spring 2025.**

Table 16

Fall 2024 Pre-kindergarten Funding Source Estimates

Merged Funding Source Code	Three-Year-Old Children	Four-Year-Old Children	Total Children
	n (%)	n (%)	n (%)
Head Start	651 (6.7)	2,185 (6.8)	2,836 (6.8)
VPI, local funding for VPI placement, special education funding for VPI placement	2,533 (25.9)	21,027 (65.9)	23,560 (56.5)
Special Education Preschool	1,727 (17.7)	2,318 (7.3)	4,045 (9.7)
Title I	456 (4.7)	587 (1.8)	1,043 (2.5)
Local funding for other public preschool	85 (0.9)	445 (1.4)	530 (1.3)
Mixed Delivery Program (administered by VECF)	975 (10.0)	1,122 (3.5)	2,097 (5.0)
Private	121 (1.2)	229 (0.7)	350 (0.8)
VA CCSP	45 (0.5)	23 (0.1)	68 (0.2)
Missing	3,176 (32.4)	3,994 (12.5)	7,170 (17.2)
Total	9,769 (100.0)	31,930 (100.0)	41,699 (100.0)

Source: VECF and SRC PK Funding Code. Children missing SRC data were categorized utilizing the PK Funding Source from the VLP system if present.

Table 17

Spring 2025 Pre-kindergarten Funding Source Estimates

Merged Funding Source Code	Three-Year-Old Children	Four-Year-Old Children	Total Children
	n (%)	n (%)	n (%)
Head Start	721 (6.5)	2,309 (7.1)	3,030 (7.0)
VPI, local funding for VPI placement, special education funding for VPI placement	2,803 (25.4)	21,159 (65.3)	23,962 (55.1)
Special Education Preschool	2,423 (21.9)	2,675 (8.3)	5,098 (11.7)
Title I	471 (4.3)	595 (1.8)	1,066 (2.5)
Local funding for other public preschool	67 (0.6)	437 (1.3)	504 (1.2)
Mixed Delivery Program (administered by VECF)	1,020 (9.2)	1,123 (3.5)	2,143 (4.9)
Private	124 (1.1)	222 (0.7)	346 (0.8)
VA CCSP	79 (0.7)	59 (0.2)	138 (0.3)
Missing	3,331 (30.3)	3,833 (11.8)	7,164 (16.5)
Total	11,039 (100.0)	32,412 (100.0)	43,451 (100.0)

Source: VECF and SRC PK Funding Code. Children missing SRC data were categorized utilizing the PK Funding Source from the VLP system if present.

2024-2025 VKRP Three-Year-Old Pre-kindergarten Data

This section includes data collected on three-year-old pre-kindergarten students for fall, mid-year, and spring 2024-2025. Data includes three-year-old pre-kindergarten demographic information, program/classroom data, data completion information, descriptive data, and mental health well-being data for three-year-old children assessed during the 2024–2025 academic year.

2024–2025 Three-Year-Old VKRP Pre-kindergarten Demographic Information

In fall 2024, 9,769 three-year-old pre-kindergarten children participated in VKRP (

Table 18). A subset of that sample, 3,437 three-year-old pre-kindergarten children (35%), were missing demographic data. This is a result of missing STI numbers and is due to the timing at which the files are generated (i.e., children in the VKRP file may have an STI but may not appear in the VDOE demographic file because it is finalized on October 1st). Therefore, in fall 2024, 65% of children had available demographic information. The demographic information provided from fall 2024 is reflective of only 65% of children with demographic information and may not represent the demographic characteristics of the full cohort of three-year-olds who were assessed. Therefore, any analyses that include demographic information should be interpreted with caution.

For the subsample of children with demographic data, children were, on average, 3 years and 6 months old in fall 2024 and were racially and ethnically diverse. About 30% of the sample in fall 2024 were three-year-old children from low-income backgrounds, which was expected given the eligibility requirements of the participating pre-kindergarten programs. About one-third of three-year-old pre-kindergarten children had a disability, and the majority were non-EL students.

The number of three-year-old pre-kindergarten children participating in spring 2025 increased from fall 2024 (n = 11,039 in spring, n = 9,769 in fall). Of the spring sample, 67% had available demographic information. Racial/ethnic representation and EL status remained consistent from fall 2024 to spring 2025. The percentage of three-year-old pre-kindergarten children from low-income backgrounds increased from fall 2024 (30%) to spring 2025 (37%) and the percentage of children with a disability increased from fall 2024 (38%) to spring 2025 (47%).

Table 18

2024-2025 Pre-kindergarten Three-Year-Old Demographic Summary

Demographic	Description	Fall 2024 Overall Sample N=9,769 Demographics n=6,332	Spring 2025 Overall Sample N=11,039 Demographics n=7,385
		Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2024	3.54 (0.30)	3.59 (0.37)
Sex	Female	2,851 (45.0)	3,215 (43.5)
	Male	3,479 (54.9)	4,168 (56.4)
Race/Ethnicity	American Indian or Alaska Native	13 (0.2)	15 (0.2)
	Asian	283 (4.5)	345 (4.7)
	Black or African American	2,039 (32.2)	2,334 (31.6)
	Hispanic/Latino of any race	1,263 (19.9)	1,488 (20.1)
	Native Hawaiian or other Pacific Islander	8 (0.1)	11 (0.1)
	Non-Hispanic/Latino of any race, two or more races	391 (6.2)	470 (6.4)
	White, not of Hispanic origin	2,335 (36.9)	2,722 (36.9)
Family Income Status[a]	Students not from low-income backgrounds	3,782 (70.4)	4,032 (63.1)
	Students from low-income backgrounds	1,592 (29.6)	2,356 (36.9)
Disability[b]	Students without a disability	3,945 (62.3)	3,947 (53.5)
	Students with a disability	2,383 (37.7)	3,431 (46.5)
Language[c]	Not English language/multilingual learners (EL)	6,327 (99.9)	7,382 (100.0)
	English language/multilingual learners (EL)	5 (0.1)	3 (<0.1)
		Merged Funding Sample n=9,769	Merged Funding Sample n=11,039
Merged Funding Source Code[d]	Head Start	651 (6.7)	721 (6.5)
	VPI, local funding for VPI placement, special education funding for VPI placement	2,533 (25.9)	2,803 (25.4)
	Special Education Preschool	1,727 (17.7)	2,423 (21.9)
	Title I	456 (4.7)	471 (4.3)
	Local funding for other public preschool	85 (0.9)	67 (0.6)
	Mixed Delivery Program (administered by VECF)	975 (10.0)	1,020 (9.2)
	Private setting	121 (1.2)	124 (1.1)
	VA CCSP	45 (0.5)	79 (0.7)
	Missing	3,176 (32.4)	3,331 (30.3)

Note. Sex category "Other" was inactivated by the VDOE beginning with End-of-Year (EOY) SRC 2024-2025. Two children were categorized as "Other" in fall 2024, and two children were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students or 2) receives TANF, or 3) is eligible for Medicaid.

2024–2025 Three-Year-Old VKRP Pre-kindergarten Completion Data

Over 80% of children in participating 3-year-old classrooms were assessed on *at least one* domain in fall 2024 and in spring 2025 (Table 19). In fall 2024, 87% of three-year-old pre-kindergarten children had complete data across all VKRP assessments (literacy, mathematics, self-regulation, and social skills). In spring 2025, 86% of three-year-old pre-kindergarten children had complete VKRP data. Exemptions across assessments ranged from three to eight percent in fall 2024 and spring 2025.

Table 19

2024-2025 Pre-kindergarten Three-Year-Old Assessment Completion

Assessment	Status	Fall 2024 N=9,769	Spring 2025 N=11,039
		n (%)	n (%)
VALLS: Pre-kindergarten	Incomplete	1,187 (12.2)	1,560 (14.1)
	Exempt	320 (3.3)	923 (8.4)
	Complete, non-standard[a]	120 (1.2)	157 (1.4)
	Complete, standard	8,142 (83.3)	8,399 (76.1)
EMAS	Incomplete	977 (10.0)	2,057 (18.6)
	Exempt	577 (5.9)	535 (4.8)
	Complete, Spanish	88 (0.9)	51 (0.5)
	Complete, non-standard[a]	165 (1.7)	175 (1.6)
	Complete, standard	7,962 (81.5)	8,221 (74.5)
CBRS	Incomplete	1,024 (10.5)	2,095 (19.0)
	Exempt	483 (4.9)	426 (3.9)
	Complete, standard	8,262 (84.6)	8,518 (77.1)
Breakdown of assessment overlap (complete, standard only)	Complete VALLS: PreK, EMAS, CBRS	7,565 (87.3)	7,727 (85.6)
	Complete VALLS: PreK, EMAS	93 (1.1)	162 (1.8)
	Complete VALLS: PreK, CBRS	200 (2.3)	183 (2.0)
	Complete EMAS, CBRS	280 (3.2)	316 (3.5)
	Complete VALLS: PreK	284 (3.3)	327 (3.6)
	Complete EMAS	24 (0.3)	16 (0.2)
	Complete CBRS	217 (2.5)	292 (3.3)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

2024–2025 Three-Year-Old Pre-kindergarten Descriptive and Skill Development Band Data

Table 20 presents descriptive data for the VALLS: Pre-K measure for literacy (mean subtask scores), EMAS (mathematics total scaled score), and CBRS (self-regulation, social skills, and mental health well-being mean scores) in 2024–2025. Note the VALLS: Pre-K does not have a total score; therefore, the mean subtask scores (e.g., name writing, letter sounds, etc.) are presented. **Three-year-old children displayed a range of skills in fall 2024 and spring 2025 across each of the four domains – literacy, mathematics, self-regulation, and social skills.**

Table 20

2024-2025 Three-Year-Old Pre-kindergarten Assessment Descriptive Data

Domain	Description	Fall 2024		Spring 2025	
		n	Mean (SD)	n	Mean (SD)
Literacy	Letter Names	8,363	12.41 (16.44)	8,345	23.94 (18.95)
	Letter Sounds	8,377	2.82 (5.78)	8,646	7.54 (8.53)
	Syllable Segmenting	8,338	4.38 (4.07)	8,630	6.31 (3.81)
	Beginning Sounds Matching	8,324	2.10 (2.79)	8,608	3.06 (3.16)
	Passage Comprehension: Expressive	8,300	1.47 (1.45)	8,576	2.62 (1.78)
	Passage Comprehension: Receptive	8,290	1.55 (1.37)	8,563	2.05 (1.36)
	Name Writing	8,361	1.50 (1.08)	8,621	2.64 (1.57)
	Print Concepts	7,642	3.17 (2.69)	-	-
Mathematics	EMAS Scaled Score	7,962	445.86 (101.40)	8,221	521.14 (99.88)
Social-Emotional	CBRS Self-Regulation Mean Score	8,262	3.12 (0.87)	8,518	3.45 (0.88)
	CBRS Social Skills Mean Score	8,262	3.61 (0.74)	8,518	3.78 (0.76)
	CBRS Well-Being Mean Score	8,262	4.02 (0.67)	8,518	4.16 (0.66)

Table 21 provides descriptive information about the percentage of three-year-old pre-kindergarten children whose mathematics scores fell into each of the Skill Development Bands. **In fall 2024, 32% of three-year-old pre-kindergarten children's scores fell into the Beginning Band, 41% into the Growing Band, and 27% into the Strong Band. In spring 2025, 24% of three-year-old pre-kindergarten children's scores fell into the Beginning Band, 55% into the Growing Band, and 22% into the Strong Band.**

Table 21

2024-2025 Three-Year-Old Pre-kindergarten Mathematics Skill Development Bands Descriptive Data

		Fall 2024			Spring 2025		
		n = 7,962			n = 8,221		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	212	692	445.86 (101.40)	251	760	521.14 (99.88)
		n (%)			n (%)		
	Beginning	2,554 (32.1)			1,947 (23.7)		
Skill Development Bands	Growing	3,285 (41.3)			4,509 (54.8)		
	Strong	2,123 (26.6)			1,765 (21.5)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 39 provides a visual depiction of the percentage of three-year-old children's mathematics scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 39

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Mathematics Skill Development Bands
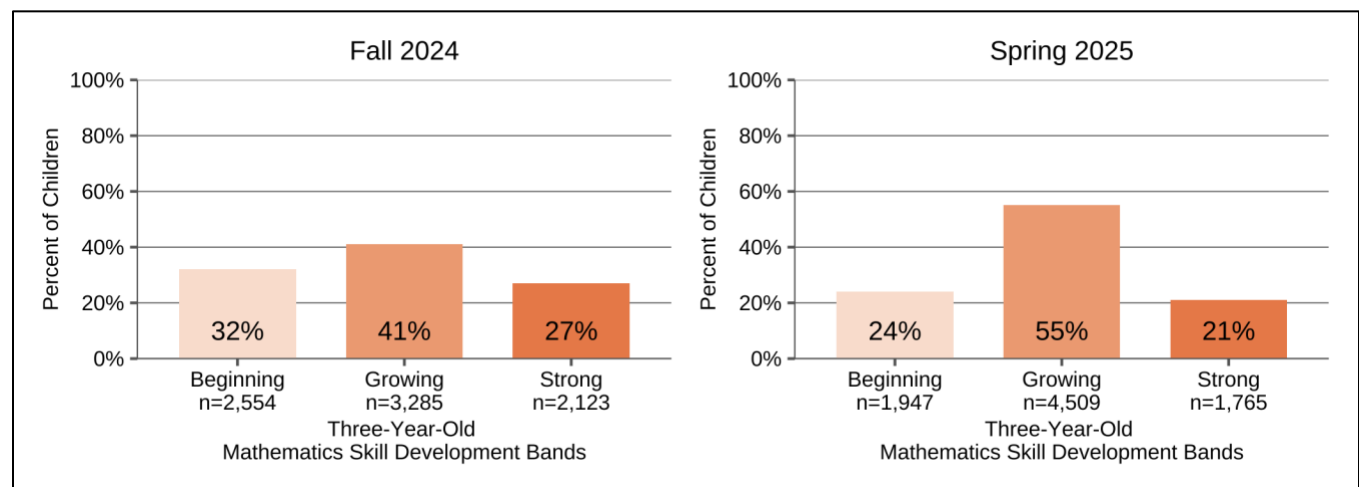
Table 22 provides descriptive information about the number of three-year-old pre-kindergarten children whose self-regulation scores fell into each of the Skill Development Bands. It is expected in pre-kindergarten that most three-year-old pre-kindergarten children's self-regulation scores will fall into the Growing Band at each time point. **In both fall 2024 and spring 2025, most three-year-old children's self-regulation scores fell into the Growing Band (67% and 67%, respectively).**

Table 22

2024-2025 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data

		Fall 2024			Spring 2025		
		n = 8,262			n = 8,518		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Self-Regulation	CBRS Mean Score	1.00	5.00	3.12 (0.87)	1.00	5.00	3.45 (0.88)
		n (%)			n (%)		
	Beginning	1,328 (16.1)			1,288 (15.1)		
Skill Development Bands	Growing	5,547 (67.1)			5,723 (67.2)		
	Strong	1,387 (16.8)			1,507 (17.7)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 40 provides a visual depiction of the percentage of three-year-old children's self-regulation scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 40

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands
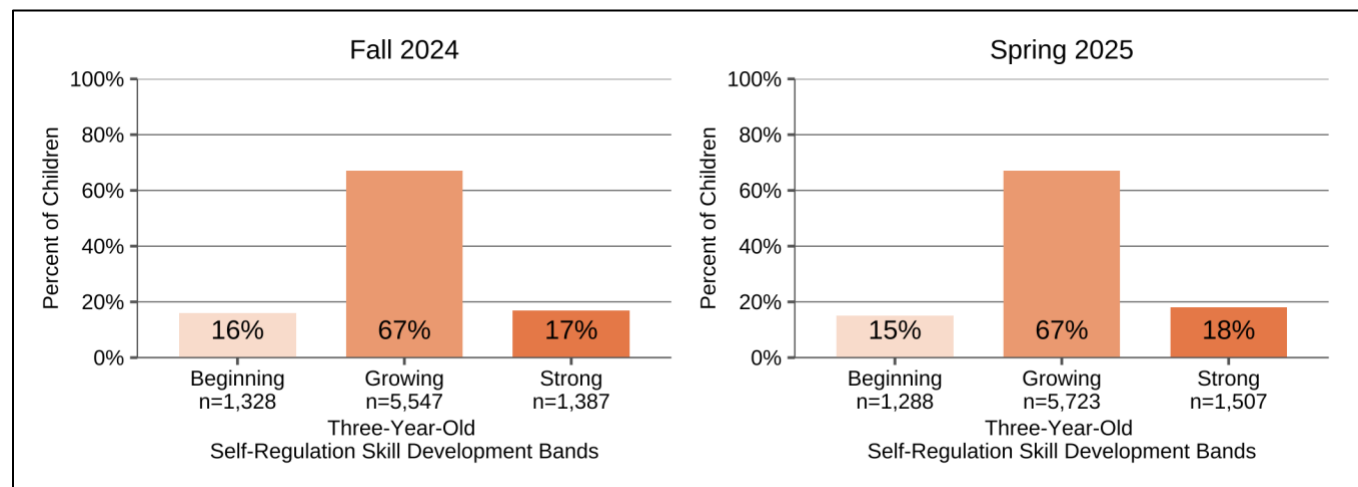
Table 23 provides descriptive information about the number of three-year-old pre-kindergarten children whose social skills scores fell into each of the Skill Development Bands. It is expected in pre-kindergarten that most three-year-old children's social skills scores will fall into the Growing Band at each time point. **In both fall 2024 and spring 2025, the majority of three-year-old pre-kindergarten children's self-regulation scores fell into the Growing Band (72% and 67%, respectively).**

Table 23

2024-2025 Three-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data

		Fall 2024			Spring 2025		
		n = 8,262			n = 8,518		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Social Skills	CBRS Mean Score	1.00	5.00	3.61 (0.74)	1.00	5.00	3.78 (0.76)
		n (%)			n (%)		
Skill Development Bands	Beginning	1,500 (18.2)			1,632 (19.2)		
	Growing	5,972 (72.3)			5,691 (66.8)		
	Strong	790 (9.5)			1,195 (14.0)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 41 provides a visual depiction of the percentage of three-year-old children's social skills scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 41

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Social Skills Skill Development Bands
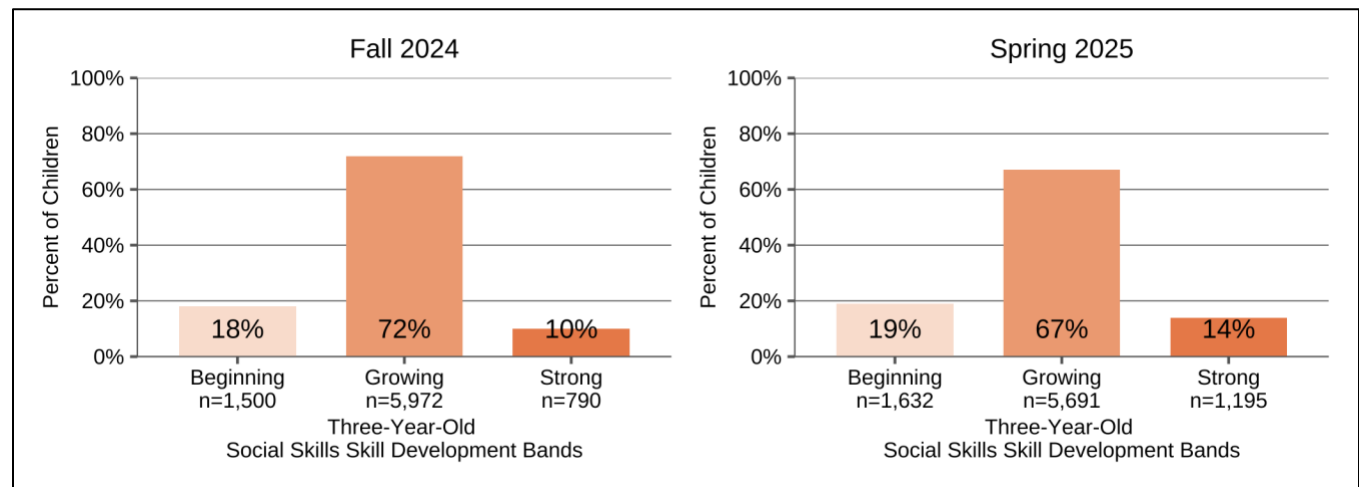
2024–2025 Three-Year-Old VKRP Pre-kindergarten Mental Health Well-being Data

The mean Mental Health Well-being scores for three-year-old children in fall 2024 and spring 2025 were 4.02 (*SD* = 0.67) and 4.16 (*SD* = 0.66), respectively (Table 20). **In fall 2024, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being of 24% of three-year-old children (see red line in Figure 43). Teacher concern for pre-kindergarten three-year-**

old children's social-emotional well-being decreased in spring 2025 where teachers reported being moderately, very, or extremely concerned about 22% of three-year-old pre-kindergarten children.

Figure 42

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Mental Health Well-Being Composite Score
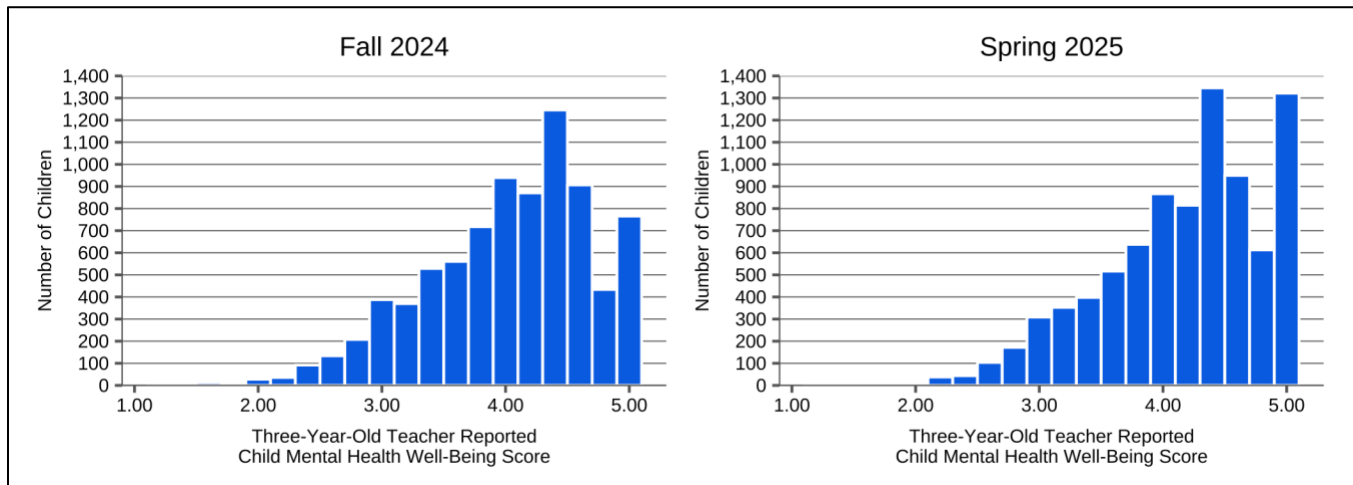
Figure 43

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Teacher Concern
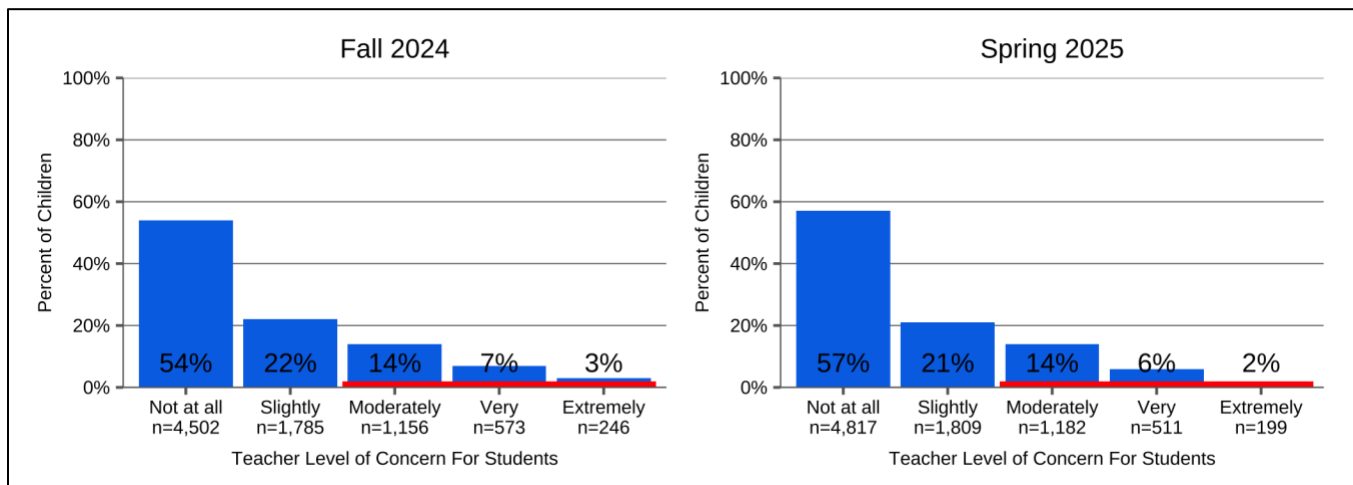
How Did Three-Year-Old Pre-kindergarten Children Grow in Mathematics, Self-Regulation, and Social Skills from Fall 2024 to Spring 2025?

This section presents data on the growth[10] in the total scaled scores in mathematics and growth in the raw averaged scores in self-regulation and social skills from fall 2024 to spring 2025.

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[10] Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

2024–2025 VKRP Three-Year-Old Pre-kindergarten Children's Mathematics Scaled Scores Growth

The EMAS captures growth over time using scaled scores ranging from 212 to 760 in pre-kindergarten. In the following table and figures, each three-year-old child's scaled score in fall 2024 is subtracted from their scaled score in spring 2025 to arrive at each individual child's growth in mathematics (Table 24). These individual growth scores are then averaged to create a mean growth score at the state level for the 2024–2025 year. **Three-year-old pre-kindergarten children's scores on the EMAS were normally distributed in fall 2024 and spring 2025, and there was a normal distribution of growth across the year. Although there was a range in growth across the year, on average, three-year-old pre-kindergarten students gained 78 points in mathematics from fall 2024 to spring 2025, demonstrating robust growth in mathematics skills.**

Table 24

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Mathematics Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
	Scaled Score, Fall	7,962	445.86 (101.40)	212 - 692
Mathematics	Scaled Score, Spring	8,221	521.14 (99.88)	251 - 760
	Mean Growth	6,934	77.78 (73.51)	-378 - 444

2024–2025 VKRP Three-Year-Old Pre-kindergarten Children's Self-Regulation Growth

Three-year-old children's mean raw scores in self-regulation in fall 2024 and spring 2025, as well as the average self-regulation growth across the state, are presented in Table 25. There was a range in three-year-old pre-kindergarten children's self-regulation scores in both fall 2024 and spring 2025. **Teachers reported small gains in three-year-old pre-kindergarten children's self-regulation skills over the year, and growth was normally distributed. The data also showed that some three-year-old children made larger gains in self-regulation skills while other three-year-old children demonstrated negative growth across the 2024-25 school year.**

Table 25

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Self-Regulation Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
	Average Raw Score, Fall	8,262	3.12 (0.87)	1 - 5
Self-Regulation	Average Raw Score, Spring	8,518	3.45 (0.88)	1 - 5
	Mean Growth	7,236	0.35 (0.71)	-2.8 - 4

2024–2025 VKRP Three-Year-Old Pre-kindergarten Children's Social Skills Growth

Three-year-old pre-kindergarten children's mean raw scores in social skills in fall 2024 and spring 2025, as well as the average social skills growth across the state, are presented in Table 26. There was a range in three-year-old pre-kindergarten children's social skills scores in both fall 2024 and spring 2025. Like self-regulation, **pre-kindergarten teachers reported small gains in three-year-old children's social skills over the 2024–2025 year. The distribution of children's teacher-reported social skills growth was**

normally distributed with some three-year-old pre-kindergarten children making larger gains and others demonstrating negative growth in their social skills across the 2024–25 school year.

Table 26

Fall 2024 and Spring 2025 Three-Year-Old Pre-kindergarten Social Skills Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
Social Skills	Average Raw Score, Fall	8,262	3.61 (0.74)	1 - 5
	Average Raw Score, Spring	8,518	3.78 (0.76)	1 - 5
	Mean Growth	7,236	0.17 (0.64)	-2.43 - 2.71

2024-2025 VKRP Three-Year-Old Pre-kindergarten Mid-Year Results

Beginning in winter 2025, VKRP became available to all pre-kindergarten divisions and programs for a mid-year timepoint. This optional mid-year assessment window helps pre-kindergarten teachers monitor children's developmental progress across the school year and make more informed, responsive instructional decisions to meet each child's needs. Head Start programs are especially encouraged to participate, as the VKRP mid-year timepoint supports their alignment with the Head Start Program Performance Standard 45 CFR §1302.102(c)(2)(ii), which calls for collecting and analyzing child-level assessment data three times per year. To further support this process, VKRP mid-year reports are available through the VKRP web portal to assist educators in identifying and promoting growth in children's early learning skills.

Participation in the pre-kindergarten mid-year VKRP assessment was optional. School divisions, sites, and classrooms could choose whether or not to participate. Within classrooms, teachers also had flexibility to assess all or just some students, and to select whether to administer the EMAS (Early Mathematics Assessment System), the CBRS (Child Behavior Rating Scale), or both. VALLS: Pre-K administration is also optional at the mid-year timepoint. However, the sample of children participating in VALLS: Pre-K and the EMAS and CBRS varied. Therefore, we only present domain specific data for mathematics, self-regulation, and social skills.

2024-2025 VKRP Three-Year-Old Pre-Kindergarten Mid-Year Demographic Information

During mid-year 2025, 54 three-year-old pre-kindergarten programs voluntarily participated in VKRP. In total, 162 three-year-old pre-kindergarten schools implemented VKRP in mid-year 2025, resulting in data from 2,497 three-year-old pre-kindergarten children.

A subset of that sample, 1,065 three-year-old pre-kindergarten children (43%), were missing demographic data. This is a result of missing STI numbers and is due to the timing at which the files are generated (i.e., children in the VKRP file may have an STI but may not appear in the VDOE demographic file because it is finalized on October 1st). Therefore, in mid-year 2025, 57% of three-year-old pre-kindergarten children had available demographic information. The demographic information provided from mid-year 2025 is reflective of only 57% of three-year-old pre-kindergarten children with demographic information and may not represent the demographic characteristics of the full cohort of

three-year-olds who were assessed. Therefore, any analyses that include demographic information should be interpreted with caution.

For the subsample of children with demographic data, children were, on average, 3 years and 6 months old in mid-year 2025 and were racially and ethnically diverse. About 36% of the sample in mid-year 2025 were three-year-old children from low-income backgrounds, which was expected given the eligibility requirements of the participating pre-kindergarten programs. About 13% of three-year-old children had a disability, and the majority were non-English Language (EL) students.

Compared to the fall 2024 and spring 2025 samples, three-year-old children assessed in the mid-year 2025 sample were more likely to be Black or African American and were more likely to be enrolled in Head Start or Title I programs. Conversely, three-year-old children assessed in the mid-year 2025 sample were less likely to have a disability compared to children in the fall 2024 and spring 2025 samples.

Table 27

2024-2025 Three-Year-Old Pre-kindergarten Mid-Year Demographic Summary

Demographic	Description	Fall 2024 Overall Sample N=9,769 Demographics n=6,332	Mid-Year 2025 Overall Sample N=2,497 Demographics n=1,432	Spring 2025 Overall Sample N=11,039 Demographics n=7,385
		Mean (SD) or n (%)	Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2024	3.54 (0.30)	3.54 (0.29)	3.59 (0.37)
Sex	Female	2,851 (45.0)	732 (51.1)	3,215 (43.5)
	Male	3,479 (54.9)	699 (48.8)	4,168 (56.4)
Race/Ethnicity	American Indian or Alaska Native	13 (0.2)	5 (0.3)	15 (0.2)
	Asian	283 (4.5)	20 (1.4)	345 (4.7)
	Black or African American	2,039 (32.2)	834 (58.2)	2,334 (31.6)
	Hispanic/Latino of any race	1,263 (19.9)	182 (12.7)	1,488 (20.1)
	Native Hawaiian or other Pacific Islander	8 (0.1)	1 (0.1)	11 (0.1)
	Non-Hispanic/Latino of any race, two or more races	391 (6.2)	97 (6.8)	470 (6.4)
	White, not of Hispanic origin	2,335 (36.9)	293 (20.5)	2,722 (36.9)
Family Income Status[a]	Students not from low-income backgrounds	3,782 (70.4)	850 (63.6)	4,032 (63.1)
	Students from low-income backgrounds	1,592 (29.6)	486 (36.4)	2,356 (36.9)
Disability[b]	Students without a disability	3,945 (62.3)	1,238 (86.6)	3,947 (53.5)
	Students with a disability	2,383 (37.7)	192 (13.4)	3,431 (46.5)
Language[c]	Not English language/multilingual learners (EL)	6,327 (99.9)	1,431 (99.9)	7,382 (100.0)
	English language/multilingual learners (EL)	5 (0.1)	1 (0.1)	3 (<0.1)
		Merged Funding Sample n=9,769	Merged Funding Sample n=2,310	Merged Funding Sample n=11,039
Merged Funding Source Code[d]	Head Start	651 (6.7)	353 (15.3)	721 (6.5)
	VPI, local funding for VPI placement, special education funding for VPI placement	2,533 (25.9)	560 (24.2)	2,803 (25.4)
	Special Education Preschool	1,727 (17.7)	95 (4.1)	2,423 (21.9)
	Title I	456 (4.7)	389 (16.8)	471 (4.3)
	Local funding for other public preschool	85 (0.9)	12 (0.5)	67 (0.6)

Demographic	Description	Fall 2024 Overall Sample N=9,769 Demographics n=6,332	Mid-Year 2025 Overall Sample N=2,497 Demographics n=1,432	Spring 2025 Overall Sample N=11,039 Demographics n=7,385
		Mean (SD) or n (%)	Mean (SD) or n (%)	Mean (SD) or n (%)
	Mixed Delivery Program (administered by VECF)	975 (10.0)	96 (4.2)	1,020 (9.2)
	Private setting	121 (1.2)	23 (1.0)	124 (1.1)
	VA CCSP	45 (0.5)	5 (0.2)	79 (0.7)
	Missing	3,176 (32.4)	777 (33.7)	3,331 (30.3)

Note. Sex category "Other" was inactivated by the VDOE beginning with End-of-Year (EOY) SRC 2024-2025. Two children were categorized as "Other" in fall 2024, one child was categorized as "Other" in mid-year 2025, and two children were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students or 2) receives TANF, or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present except, "*Qualified Individual under Section 504*."

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "*Identified as EL and receives EL services*," "*Identified as EL but has refused EL services*," or "*Identified as formerly EL for each of the 4 years after exiting EL services.*"

[d] Source: VECF and SRC PK Funding Code. Children missing SRC data were categorized utilizing the PK Funding Source from the VLP system if present.

2024-2025 VKRP Three-Year-Old Pre-Kindergarten Mid-Year Completion Data

Three-year-old pre-kindergarten completion rates for students who participated in the mid-year assessment timepoint were approximately 70% for the EMAS and 97% for the CBRS (Table 28).

Table 28

2024-2025 Three-Year-Old Pre-kindergarten Mid-Year Assessment Completion

Assessment	Status	Mid-Year 2025 N=2,497
		n (%)
EMAS	Incomplete	693 (27.8)
	Exempt	7 (0.3)
	Complete, Spanish	14 (0.6)
	Complete, non-standard[a]	32 (1.3)
	Complete, standard	1,751 (70.0)
CBRS	Incomplete	72 (2.9)
	Exempt	-
	Complete, standard	2,425 (97.1)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

2024-2025 VKRP Three-Year-Old Pre-kindergarten Mid-Year Descriptive and Skill Development Band Data

Table 29 provides descriptive information about the number of three-year-old pre-kindergarten children, participating in the mid-year 2025 assessment, whose mathematics scores fell into each of the Skill Development Bands. **In mid-year 2025, most three-year-old pre-kindergarten children's mathematics scores fell into the Growing Band (60%). Most three-year-old pre-kindergarten children's self-regulation and social skills scores fell into the Growing Band (71% and 73%, respectively) (Table 29).**

Table 29

2024-2025 Three-Year-Old Pre-kindergarten Mid-Year EMAS Assessment Descriptive Data

Early Mathematics Assessment System (EMAS)		Mid-Year 2025	
		N	Mean (*SD*)
Mathematics Scaled Score		1,751	514.06 (93.92)
		n	%
Mathematics Skill Band	Beginning	289	16.5
	Growing	1,052	60.1
	Strong	410	23.4

Note. Skill Development Bands are only calculated for standard administrations.

Table 30

2024-2025 Three-Year-Old Pre-kindergarten Mid-Year CBRS Assessment Descriptive Data

Child Behavior Rating System (CBRS)		Mid-Year 2025	
		N	Mean (*SD*)
Self-Regulation Mean Score		2,425	3.40 (0.85)
Social Skills Mean Score		2,425	3.83 (0.71)
Well-Being Mean Score		2,425	4.15 (0.63)
		n	%
Self-Regulation Skill Band	Beginning	366	15.1
	Growing	1,711	70.6
	Strong	348	14.3
Social Skills Skill Band	Beginning	364	15.0
	Growing	1,761	72.6
	Strong	300	12.4

Note. Skill Development Bands are only calculated for standard administrations.

2024-2025 VKRP Three-Year-Old Pre-kindergarten Mid-Year Mental Health Well-Being Data

The mean Mental Health Well-being score for three-year-old pre-kindergarten children in mid-year 2025 was 4.15 (*SD* = 0.63). In mid-year 2025, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 20% of three-year-old pre-kindergarten children (see red line in Figure 44).

Figure 44

Mid-Year 2025 Three-Year-Old Pre-kindergarten Teacher Concern
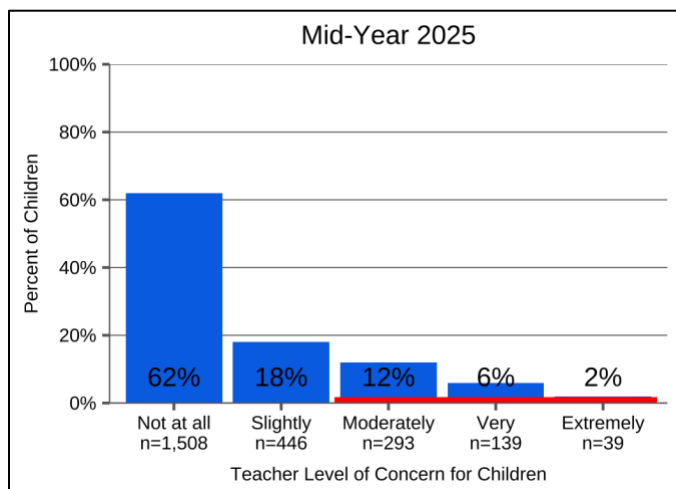
2024-2025 VKRP Four-Year-Old Pre-kindergarten Data

The VKRP four-year-old pre-kindergarten assessment data for the 2024–2025 academic year are shared in the sections below. Data include pre-kindergarten demographic information, program/classroom data, data completion information, descriptive data, and mental health well-being results for four-year-old pre-kindergarten children assessed in the 2024–2025 academic year.

2024–2025 Four-Year-Old VKRP Pre-kindergarten Demographic Information

In fall 2024, almost 32,000 four-year-old pre-kindergarten children participated in VKRP (

Table 31). A subset of that sample, 4,554 four-year-old pre-kindergarten children (14%), were missing demographic data. This is a result of missing STI numbers, and the timing at which the files are generated (i.e., children in the VKRP file may have an STI but may not appear in the VDOE demographic file because it is finalized on October 1st). Therefore, in fall 2024, 86% of four-year-old pre-kindergarten children had available demographic information. The demographic information provided from fall 2024 is reflective of only 86% of children with demographic information and may not represent the demographic characteristics of the full cohort of four-year-olds who were assessed. Therefore, any analyses that include demographic information should be interpreted with caution.

For the subsample of children with demographic data, children were, on average, 4 years and 6 months old in fall 2024 and were racially and ethnically diverse. In fall 2024, 56% of four-year-old pre-kindergarten children were from low-income backgrounds.

The number of four-year-old pre-kindergarten children participating in the spring was similar to the fall 2024 sample (n = 32,412 spring). Of the spring sample, 86% had available demographic information. Racial/ethnic representation remained consistent from fall 2024 to spring 2025, but there was a 5% increase in the number of four-year-old pre-kindergarten children from low-income backgrounds in spring 2025 compared to fall 2024. This increase is likely due to real increases in the number of families meeting low-income background status criteria over the course of the 2024–2025 year.

Table 31

2024-2025 Pre-kindergarten Four-Year-Old Demographic Summary

Demographic	Description	Fall 2024 Overall Sample N=31,930 Demographics n=27,376	Spring 2025 Overall Sample N=32,412 Demographics n=27,880
		Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2024	4.52 (0.30)	4.52 (0.30)
Sex	Female	12,955 (47.3)	13,188 (47.3)
	Male	14,414 (52.7)	14,683 (52.7)
Race/Ethnicity	American Indian or Alaska Native	53 (0.2)	58 (0.2)
	Asian	1,417 (5.2)	1,479 (5.3)
	Black or African American	8,404 (30.7)	8,502 (30.5)
	Hispanic/Latino of any race	6,486 (23.7)	6,689 (24.0)
	Native Hawaiian or other Pacific Islander	36 (0.1)	27 (0.1)
	Non-Hispanic/Latino of any race, two or more races	1,888 (6.9)	1,923 (6.9)
	White, not of Hispanic origin	9,091 (33.2)	9,201 (33.0)
Family Income Status[a]	Students not from low-income backgrounds	11,653 (44.3)	10,425 (38.9)
	Students from low-income backgrounds	14,638 (55.7)	16,369 (61.1)
Disability[b]	Students without a disability	21,799 (79.7)	21,009 (75.5)
	Students with a disability	5,543 (20.3)	6,804 (24.5)
Language[c]	Not English language/multilingual learners (EL)	27,358 (99.9)	27,859 (99.9)
	English language/multilingual learners (EL)	18 (0.1)	21 (0.1)
		Merged Funding Sample n=31,930	Merged Funding Sample n=32,412
Merged Funding Source Code[d]	Head Start	2,185 (6.8)	2,309 (7.1)
	VPI, local funding for VPI placement, special education funding for VPI placement	21,027 (65.9)	21,159 (65.3)
	Special Education Preschool	2,318 (7.3)	2,675 (8.3)
	Title I	587 (1.8)	595 (1.8)
	Local funding for other public preschool	445 (1.4)	437 (1.3)
	Mixed Delivery Program (administered by VECF)	1,122 (3.5)	1,123 (3.5)
	Private setting	229 (0.7)	222 (0.7)
	VA CCSP	23 (0.1)	59 (0.2)
	Missing	3,994 (12.5)	3,833 (11.8)

Note. Sex category "Other" was inactivated by the VDOE beginning with End-of-Year (EOY) SRC 2024-2025. Seven children were categorized as "Other" in fall 2024, and nine children were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students or 2) receives TANF, or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present except, "Qualified Individual under Section 504."

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "Identified as EL and receives EL services," "Identified as EL but has refused EL services," or "Identified as formerly EL for each of the 4 years after exiting EL services."

[d] Source: VECF and SRC PK Funding Code. Children missing SRC data were categorized utilizing the PK Funding Source from the VLP system if present.

2024–2025 Four-Year-Old VKRP Pre-kindergarten Completion Data

Ninety-one percent of participating four-year-old pre-kindergarten children had complete data on all assessments (literacy, mathematics, self-regulation, and social skills) in fall 2024, and 92% had complete data on all assessments in spring 2025 (

Table 32**).** The table below presents information on completion rates across the four-year-old pre-kindergarten assessments in 2024–2025. Across both the fall 2024 and spring 2025, exemptions were low (<3%) across each assessment.

Table 32

2024-2025 Pre-kindergarten Four-Year-Old Assessment Completion

Assessment	Status	Fall 2024 N=31,930	Spring 2025 N=32,412
		n (%)	n (%)
VALLS: Pre-K	Incomplete	1,537 (4.8)	2,228 (6.9)
	Exempt	465 (1.5)	252 (0.8)
	Complete, non-standard[a]	347 (1.1)	383 (1.2)
	Complete, standard	29,581 (92.6)	29,549 (91.1)
EMAS	Incomplete	1,744 (5.5)	2,331 (7.2)
	Exempt	658 (2.1)	621 (1.9)
	Complete, Spanish	466 (1.5)	273 (0.8)
	Complete, non-standard[a]	349 (1.1)	387 (1.2)
	Complete, standard	28,713 (89.8)	28,800 (88.9)
CBRS	Incomplete	1,870 (5.9)	2,460 (7.6)
	Exempt	563 (1.8)	454 (1.4)
	Complete, standard	29,497 (92.3)	29,498 (91.0)
Breakdown of assessment overlap (complete, standard only)	Complete VALLS: PreK, EMAS, CBRS	27,914 (91.4)	28,060 (91.9)
	Complete VALLS: PreK, EMAS	251 (0.8)	231 (0.8)
	Complete VALLS: PreK, CBRS	636 (2.1)	501 (1.6)
	Complete EMAS, CBRS	525 (1.7)	461 (1.5)
	Complete VALLS: PreK	780 (2.6)	757 (2.5)
	Complete EMAS	23 (0.1)	48 (0.2)
	Complete CBRS	422 (1.3)	476 (1.5)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

2024–2025 Four-Year-Old VKRP Pre-kindergarten Descriptive and Skill Development Band Data

Table 33 presents four-year-old pre-kindergarten VKRP descriptive data for the EMAS (total scaled score) and CBRS (self-regulation, social skills and mental health well-being mean scores) in 2024–2025. The VALLS: Pre-K measure for literacy does not have an overall total score; therefore,

Table 33 lists the mean subtask scores (e.g., name writing, letter sounds etc.) for the literacy screener. **Overall, four-year-old pre-kindergarten children displayed a range of skills in fall 2024 and spring 2025 across each of the domains – literacy, mathematics, self-regulation, and social skills.**

Table 33

2024-2025 Four-Year-Old Pre-kindergarten Assessment Descriptive Data

Domain	Description	Fall 2024		Spring 2025	
		n	Mean (SD)	n	Mean (SD)
Literacy	Letter Names	29,968	19.95 (18.67)	29,387	36.51 (16.96)
	Letter Sounds	30,140	5.19 (7.27)	30,085	14.22 (9.04)
	Syllable Segmenting	30,073	5.17 (3.78)	30,057	7.88 (3.23)
	Beginning Sounds Expressive	30,042	2.28 (3.31)	30,028	6.05 (3.92)
	Passage Comprehension: Retell	-	-	29,959	2.84 (1.85)
	Passage Comprehension: Expressive	30,004	2.24 (1.70)	29,952	2.54 (1.46)
	Passage Comprehension: Receptive	29,976	1.68 (1.22)	29,938	2.79 (1.25)
	Name Writing	30,109	2.89 (1.55)	30,040	4.37 (1.15)
	Print Concepts	25,622	4.58 (2.82)	-	-
Mathematics	EMAS Scaled Score	28,713	498.45 (96.00)	28,800	613.82 (94.00)
Social-Emotional	CBRS Self-Regulation Mean Score	29,497	3.38 (0.83)	29,498	3.80 (0.82)
	CBRS Social Skills Mean Score	29,497	3.87 (0.73)	29,498	4.11 (0.72)
	CBRS Well-Being Mean Score	29,497	4.09 (0.66)	29,498	4.31 (0.63)

Table 34 provides descriptive information about the number of four-year-old pre-kindergarten children's mathematics scores that fall into each of the Skill Development Bands. **In fall 2024, most four-year-old pre-kindergarten children's scores fell into the Beginning Band (50%), and in spring 2025, most four-year-old pre-kindergarten children's scores fell into the Growing Band (53%).**

Table 34

2024-2025 Four-Year-Old Pre-kindergarten Mathematics Skill Development Bands Descriptive Data

		Fall 2024			Spring 2025		
		n = 28,713			n = 28,800		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	240	752	498.45 (96.00)	304	829	613.82 (94.00)
		n (%)			n (%)		
Skill Development Bands	Beginning	14,471 (50.4)			6,224 (21.6)		
	Growing	8,530 (29.7)			15,382 (53.4)		
	Strong	5,712 (19.9)			7,194 (25.0)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 45 provides a visual depiction of the percentage of four-year-old pre-kindergarten children's mathematics scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 45

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Mathematics Skill Development Bands
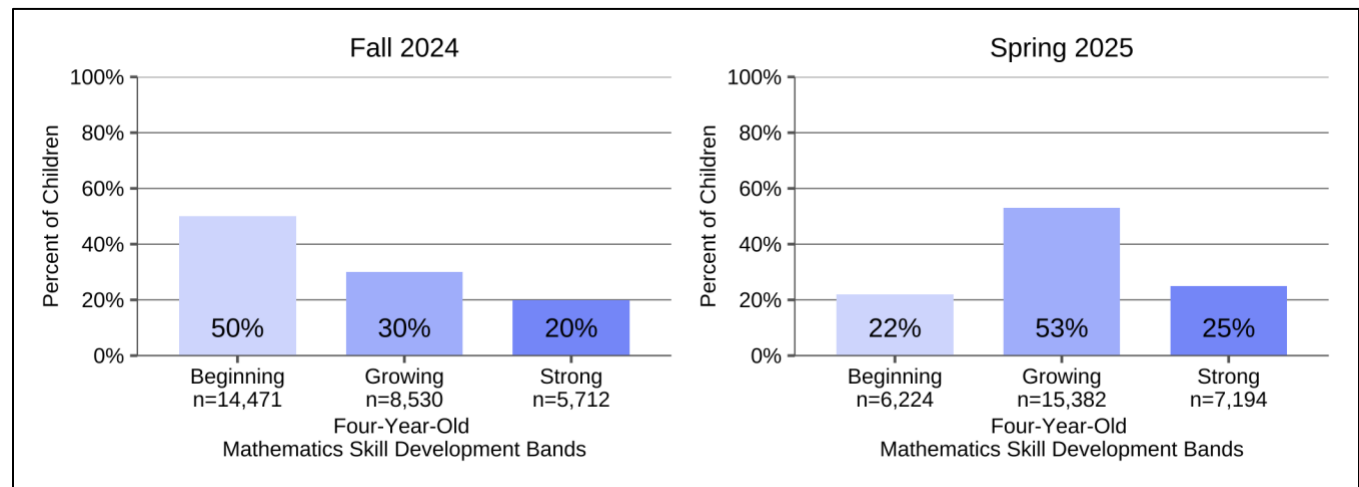
Table 35 provides descriptive information about the number of four-year-old pre-kindergarten children's self-regulation scores that fell into each of the Skill Development Bands. **In both fall 2024 and spring 2025, the majority of four-year-old pre-kindergarten children's self-regulation scores fell into the Growing Band (70% and 62%, respectively).**

Table 35

2024-2025 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data

		Fall 2024			Spring 2025		
		n = 29,497			n = 29,498		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Self-Regulation	CBRS Mean Score	1.00	5.00	3.38 (0.83)	1.00	5.00	3.80 (0.82)
		n (%)			n (%)		
Skill Development Bands	Beginning	5,262 (17.8)			5,525 (18.7)		
	Growing	20,487 (69.5)			18,393 (62.4)		
	Strong	3,748 (12.7)			5,580 (18.9)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 46 provides a visual depiction of the percentage of four-year-old pre-kindergarten children's self-regulation scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 46

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands
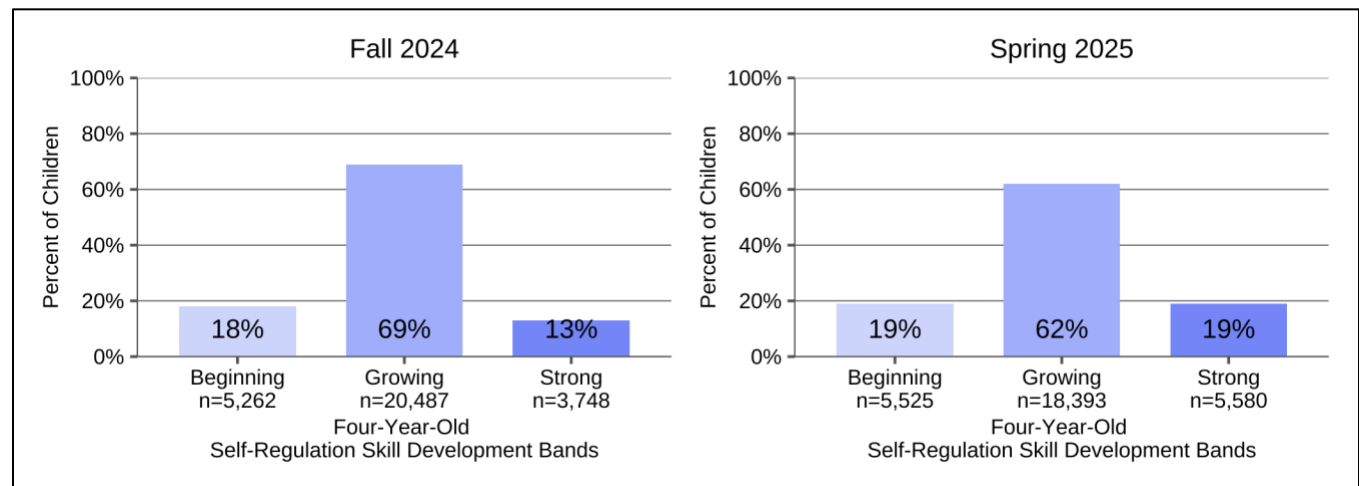
Table 36 provides descriptive information about the number of four-year-old pre-kindergarten children's social skills scores that fell into each of the Skill Development Bands. **In both fall 2024 and spring 2025, most four-year-old pre-kindergarten children's social skills scores fell into the Growing Band (68% and 63%, respectively).**

Table 36

2024-2025 Four-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data
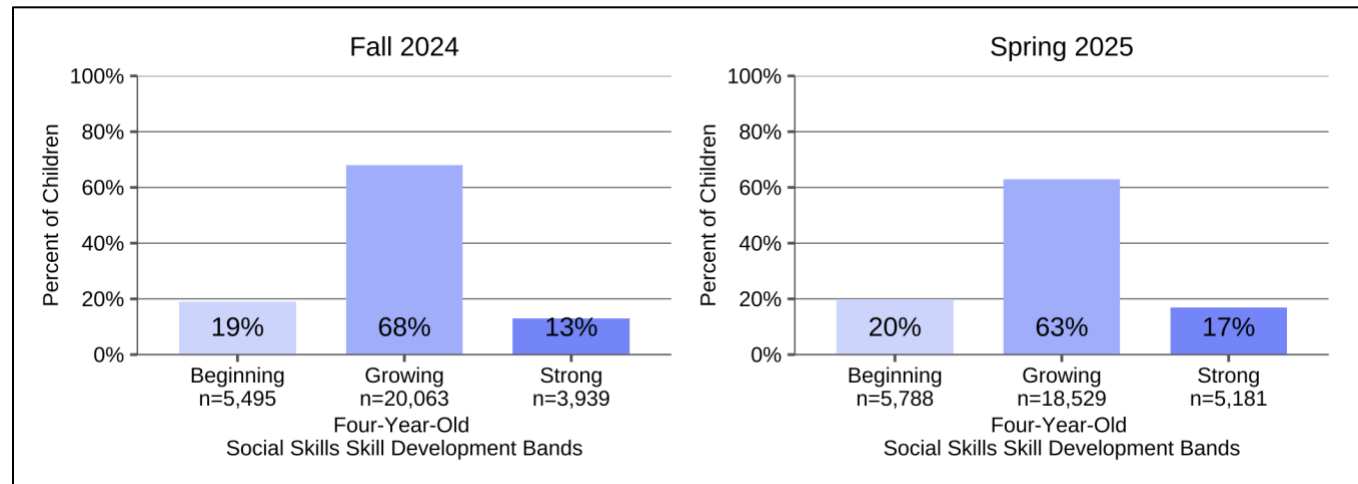
		Fall 2024			Spring 2025		
		n = 29,497			n = 29,498		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Social Skills	CBRS Mean Score	1.00	5.00	3.87 (0.73)	1.00	5.00	4.11 (0.72)
		n (%)			n (%)		
Skill Development Bands	Beginning	5,495 (18.6)			5,788 (19.6)		
	Growing	20,063 (68.0)			18,529 (62.8)		
	Strong	3,939 (13.4)			5,181 (17.6)		

Note. Skill Development Bands are only calculated for standard administrations.

Figure 47 provides a visual depiction of the percentage of four-year-old pre-kindergarten children's social skills scores that fell into each of the Skill Development Bands in fall 2024 and spring 2025.

Figure 47

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Social Skills Skill Development Bands

2024–2025 Four-Year-Old VKRP Pre-kindergarten Mental Health Well-being Data

The mean Mental Health Well-being scores for four-year-old pre-kindergarten children in fall 2024 and spring 2025 were 4.09 (*SD* = 0.66) and 4.31 (*SD* = 0.63), respectively (

Table 33). **In fall 2024, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 19% of four-year-old pre-kindergarten children (see red line in Figure 49). Teacher concern for four-year-old pre-kindergarten children's social-emotional well-being**

decreased slightly in spring 2025 where teachers reported being moderately, very, or extremely concerned about 18% of four-year-old pre-kindergarten children.

Figure 48

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Mental Health Well-Being Composite Score
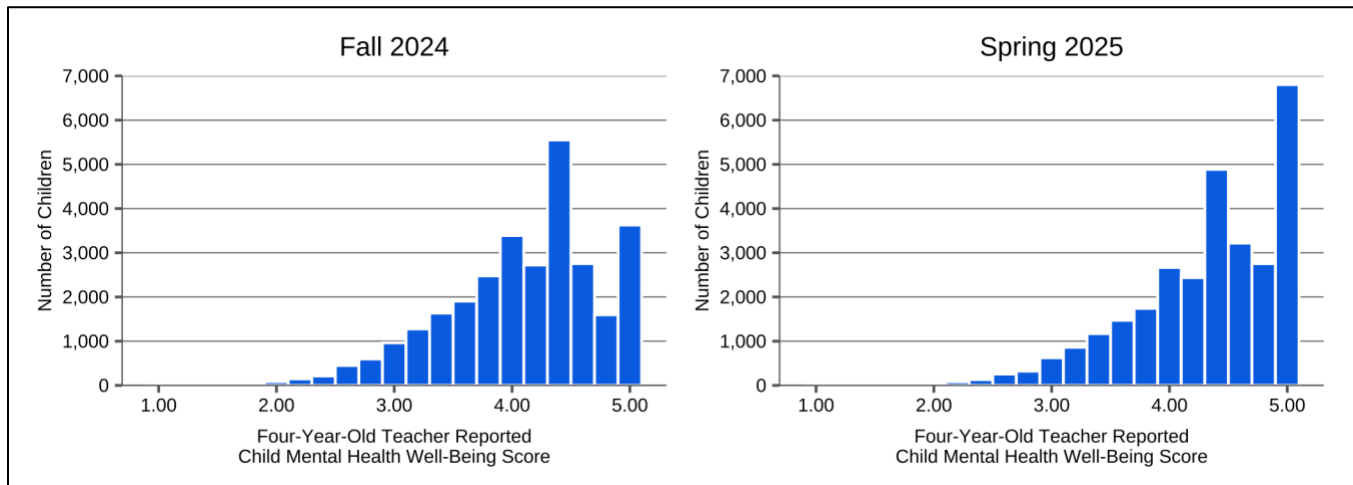
Figure 49

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Teacher Concern
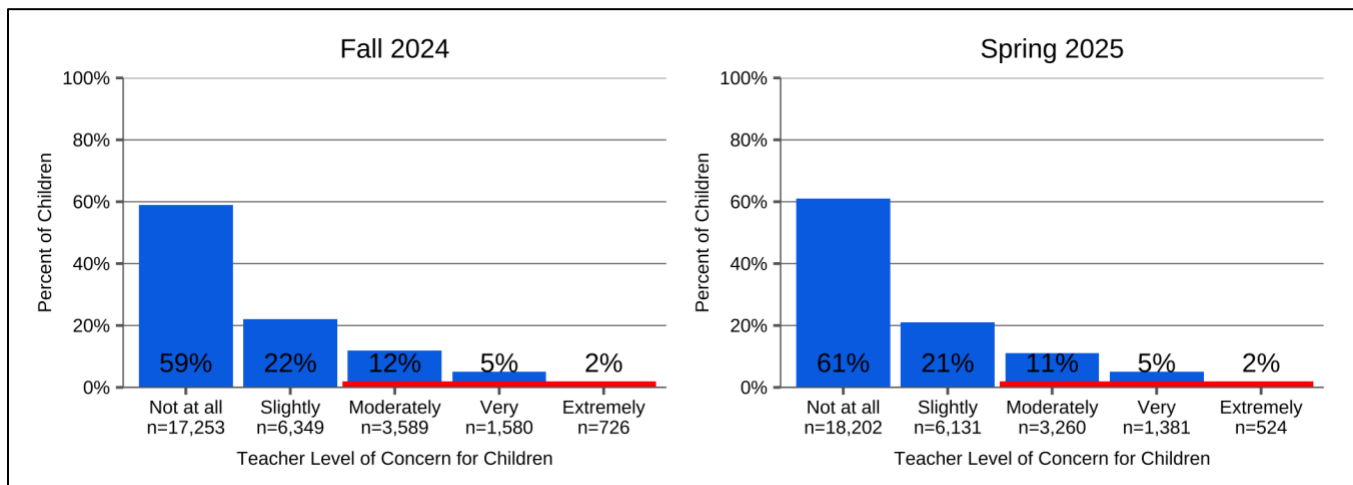
How Did Four-Year-Old VKRP Pre-kindergarten Children Grow in Mathematics, Self-Regulation, and Social Skills from Fall 2024 to Spring 2025?

This section discusses the overall growth[11] in four-year-old pre-kindergarten children's scaled scores in mathematics and growth in raw averaged scores in self-regulation and social skills from fall 2024 to spring 2025.

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[11] Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

2024–2025 VKRP Four-Year-Old Pre-kindergarten Children's Mathematics Scaled Scores Growth

The EMAS for pre-kindergarten captures growth over time using scaled scores ranging from 240 to 829. In the following table and figures, each four-year-old child's scaled score in fall 2024 is subtracted from their scaled score in spring 2025 to arrive at each individual child's growth in mathematics (Table 37). These individual growth scores are then averaged to create a mean growth score at the state-level for the 2024–2025 year. **Four-year-old pre-kindergarten children's scores on the EMAS were normally distributed in fall 2024 and spring 2025, and there was a normal distribution of growth across the year. Although there was a range in growth across the year, on average, four-year-old pre-kindergarten students gained 117 points in mathematics from fall 2024 to spring 2025, demonstrating robust growth in mathematics skills.**

Table 37

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Mathematics Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
	Scaled Score, Fall	28,713	498.45 (96.00)	240 - 752
Mathematics	Scaled Score, Spring	28,800	613.82 (94.00)	304 - 829
	Mean Growth	26,631	116.61 (72.51)	-245 - 589

2024–2025 VKRP Four-Year-Old Pre-kindergarten Children's Self-Regulation Growth

Four-year-old children's mean raw scores in self-regulation in fall 2024 and spring 2025 as well the average self-regulation growth across the state are presented in Table 38. There was a range in four-year-old pre-kindergarten children's self-regulation scores in both fall 2024 and spring 2025. **Teachers reported small gains in four-year-old pre-kindergarten children's self-regulation skills over the year, and growth was normally distributed. The data also showed that some four-year-old pre-kindergarten children made larger gains in self-regulation skills while other four-year-old children demonstrated negative growth in their self-regulation skills across the 2024–25 school year.**

Table 38

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Self-Regulation Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
	Average Raw Score, Fall	29,497	3.38 (0.83)	1 - 5
Self-Regulation	Average Raw Score, Spring	29,498	3.80 (0.82)	1 - 5
	Mean Growth	27,472	0.42 (0.68)	-2.9 - 3.9

2024–2025 VKRP Four-Year-Old Pre-kindergarten Children's Social Skills Growth

Four-year-old children's mean raw scores in social skills in fall 2024 and spring 2025 as well the average social skills growth across the state are presented in Table 39. There was a range in four-year-old pre-kindergarten social skills scores in both fall 2024 and spring 2025. Like self-regulation, **pre-kindergarten teachers reported small gains in four-year-old pre-kindergarten children's social skills over the 2024–**

2025 year. The distribution of growth is normally distributed with some four-year-old children making gains and others demonstrating negative growth with regards to teachers' perceptions of their social skills.

Table 39

Fall 2024 and Spring 2025 Four-Year-Old Pre-kindergarten Social Skills Descriptive Statistics

Domain	Measure	n	Mean (SD)	Range
Social Skills	Average Raw Score, Fall	29,497	3.87 (0.73)	1 - 5
	Average Raw Score, Spring	29,498	4.11 (0.72)	1 - 5
	Mean Growth	27,472	0.24 (0.60)	-3.14 - 4

2024-2025 VKRP Four-Year-Old Pre-kindergarten Mid-Year Results

2024-2025 VKRP Four-Year-Old Pre-Kindergarten Mid-Year Demographic Information

During mid-year 2025, 77 four-year-old pre-kindergarten programs voluntarily participated in VKRP. In total, 294 pre-kindergarten schools implemented VKRP in mid-year 2025, resulting in data from 8,614 four-year-old pre-kindergarten children.

A subset of that sample, 1,155 four-year-old pre-kindergarten children (13%), were missing demographic data. This is a result of missing STI numbers, and the timing at which the files are generated (i.e., children in the VKRP file may have an STI but may not appear in the VDOE demographic file because it is finalized on October 1st). Therefore, in mid-year 2025, 87% of four-year-old pre-kindergarten children had available demographic information. The demographic information provided from mid-year 2025 is reflective of only 87% of children with demographic information and may not represent the demographic characteristics of the full cohort of four-year-olds who were assessed. Therefore, any analyses that include demographic information should be interpreted with caution.

For the subsample of children with demographic data, children were, on average, 4 years and 6 months old in mid-year 2025 and were racially and ethnically diverse. About 53% of the sample in mid-year 2025 were children from low-income backgrounds, which was expected given the eligibility requirements of the participating pre-kindergarten programs. About 14% of four-year-old pre-kindergarten children had a disability, and the majority were non-EL students.

Compared to the fall 2024 and spring 2025 samples, four-year-old pre-kindergarten children included in the mid-year 2025 sample were more likely to be Black or African American and were more likely to be enrolled in Head Start or VPI. Conversely, four-year-old pre-kindergarten children included in the mid-year 2025 sample were less likely to have a disability compared to four-year-old pre-kindergarten children in the fall 2024 and spring 2025 samples.

Table 40

2024-2025 Four-Year-Old Pre-kindergarten Mid-Year Demographic Summary

Demographic	Description	Fall 2024 Overall Sample N=31,930 Demographics n=27,376	Mid-Year 2025 Overall Sample N=8,614 Demographics n=7,459	Spring 2025 Overall Sample N=32,412 Demographics n=27,880
		Mean (SD) or n (%)	Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2024	4.52 (0.30)	4.52 (0.29)	4.52 (0.30)
Sex	Female	12,955 (47.3)	3,629 (48.7)	13,188 (47.3)
	Male	14,414 (52.7)	3,829 (51.3)	14,683 (52.7)
Race/Ethnicity	American Indian or Alaska Native	53 (0.2)	16 (0.2)	58 (0.2)
	Asian	1,417 (5.2)	200 (2.7)	1,479 (5.3)
	Black or African American	8,404 (30.7)	3,278 (43.9)	8,502 (30.5)
	Hispanic/Latino of any race	6,486 (23.7)	1,399 (18.8)	6,689 (24.0)
	Native Hawaiian or other Pacific Islander	36 (0.1)	9 (0.1)	27 (0.1)
	Non-Hispanic/Latino of any race, two or more	1,888 (6.9)	591 (7.9)	1,923 (6.9)
	White, not of Hispanic origin	9,091 (33.2)	1,966 (26.4)	9,201 (33.0)
Family Income Status[a]	Students not from low-income backgrounds	11,653 (44.3)	3,442 (46.9)	10,425 (38.9)
	Students from low-income backgrounds	14,638 (55.7)	3,893 (53.1)	16,369 (61.1)
Disability[b]	Students without a disability	21,799 (79.7)	6,434 (86.5)	21,009 (75.5)
	Students with a disability	5,543 (20.3)	1,007 (13.5)	6,804 (24.5)
Language[c]	Not English language/multilingual learners (EL)	27,358 (99.9)	7,458 (100.0)	27,859 (99.9)
	English language/multilingual learners (EL)	18 (0.1)	1 (<0.1)	21 (0.1)
		Merged Funding Sample n=31,930	Merged Funding Sample n=8,268	Merged Funding Sample n=32,412
Merged Funding Source Code[d]	Head Start	2,185 (6.8)	746 (9.0)	2,309 (7.1)
	VPI, local funding for VPI placement, special education funding for VPI placement	21,027 (65.9)	6,134 (74.2)	21,159 (65.3)
	Special Education Preschool	2,318 (7.3)	295 (3.6)	2,675 (8.3)
	Title I	587 (1.8)	154 (1.9)	595 (1.8)

Demographic	Description	Fall 2024 Overall Sample N=31,930 Demographics n=27,376	Mid-Year 2025 Overall Sample N=8,614 Demographics n=7,459	Spring 2025 Overall Sample N=32,412 Demographics n=27,880
		Mean (SD) or n (%)	Mean (SD) or n (%)	Mean (SD) or n (%)
	Local funding for other public preschool	445 (1.4)	89 (1.1)	437 (1.3)
	Mixed Delivery Program (administered by VECF)	1,122 (3.5)	124 (1.5)	1,123 (3.5)
	Private setting	229 (0.7)	20 (0.2)	222 (0.7)
	VA CCSP	23 (0.1)	5 (0.1)	59 (0.2)
	Missing	3,994 (12.5)	701 (8.4)	3,833 (11.8)

Note. Sex category "Other" was inactivated by the VDOE beginning with End-of-Year (EOY) SRC 2024-2025. Seven children were categorized as "Other" in fall 2024, one child was categorized as "Other" in mid-year 2025, and nine children were categorized as "Other" in spring 2025.

[a] Source: Student Record Collection (SRC) Disadvantaged Status Flag. The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students or 2) receives TANF, or 3) is eligible for Medicaid.

[b] Source: SRC Primary Disability Code. Students are identified as having a disability if any code is present except, "Qualified Individual under Section 504."

[c] Source: SRC EL Services Code. Students are identified as English language/multilingual learners (EL) if code is, "Identified as EL and receives EL services," "Identified as EL but has refused EL services," or "Identified as formerly EL for each of the 4 years after exiting EL services."

[d] Source: VECF and SRC PK Funding Code. Children missing SRC data were categorized utilizing the PK Funding Source from the VLP system if present.

2024-2025 VKRP Four-Year-Old Pre-Kindergarten Mid-Year Completion Data

Approximately 77% of four-year-old pre-kindergarten children enrolled in VKRP classrooms had complete EMAS data and 95% had complete CBRS data (Table 41).

Table 41

2024-2025 Four-Year-Old Pre-kindergarten Mid-Year Assessment Completion

Assessment	Status	Mid-Year 2025 N=8,614
		n (%)
EMAS	Incomplete	1,729 (20.1)
	Exempt	19 (0.2)
	Complete, Spanish	113 (1.3)
	Complete, non-standard[a]	103 (1.2)
	Complete, standard	6,650 (77.2)
CBRS	Incomplete	400 (4.6)
	Exempt	6 (0.1)
	Complete, standard	8,208 (95.3)

[a] Non-standard administration includes accommodations to the administration conditions (i.e., frequent breaks, simplified directions) that do not follow the standard administration protocol.

2024-2025 VKRP Four-Year-Old Pre-kindergarten Mid-Year Descriptive and Skill Development Band Data

Table 42 provides descriptive information about the number of four-year-old pre-kindergarten children, participating in the mid-year 2025 assessment, whose mathematics scores fell into each of the Skill Development Bands. **In mid-year 2025, most four-year-old pre-kindergarten children's mathematics scores fell into the Growing Band (43%).**

In mid-year 2025, most four-year-old pre-kindergarten children's self-regulation and social skills scores fell into the Growing Band (68%, 67%) (Table 43).

Table 42

2024-2025 Four-Year-Old Pre-kindergarten Mid-Year EMAS Assessment Descriptive Data

Early Mathematics Assessment System (EMAS)		Mid-Year 2025	
		N	Mean (*SD*)
Mathematics Scaled Score		6,650	565.31 (92.37)
		n	%
Mathematics Skill Band	Beginning	1,693	25.5
	Growing	2,848	42.8
	Strong	2,109	31.7

Note. Skill Development Bands are only calculated for standard administrations.

Table 43

2024-2025 Four-Year-Old Pre-kindergarten Mid-Year CBRS Assessment Descriptive Data

| Child Behavior Rating System (CBRS)		Mid-Year 2025	
		N	Mean (*SD*)
Self-Regulation Mean Score		8,208	3.62 (0.81)
Social Skills Mean Score		8,208	4.05 (0.68)
Well-Being Mean Score		8,208	4.24 (0.62)
		n	%
Self-Regulation Skill Band	Beginning	1,328	16.2
	Growing	5,560	67.7
	Strong	1,320	16.1
Social Skills Skill Band	Beginning	1,334	16.3
	Growing	5,507	67.1
	Strong	1,367	16.6

Note. Skill Development Bands are only calculated for standard administrations.

2024-2025 VKRP Four-Year-Old Pre-kindergarten Mid-Year Mental Health Well-Being Data

The mean Mental Health Well-being scores for four-year-old pre-kindergarten children in mid-year 2025 was 4.24 (*SD* = 0.62). In mid-year 2025, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 18% of four-year-old pre-kindergarten children (see red line in Figure 50).

Figure 50

Mid-Year 2025 Four-Year-Old Pre-kindergarten Teacher Concern
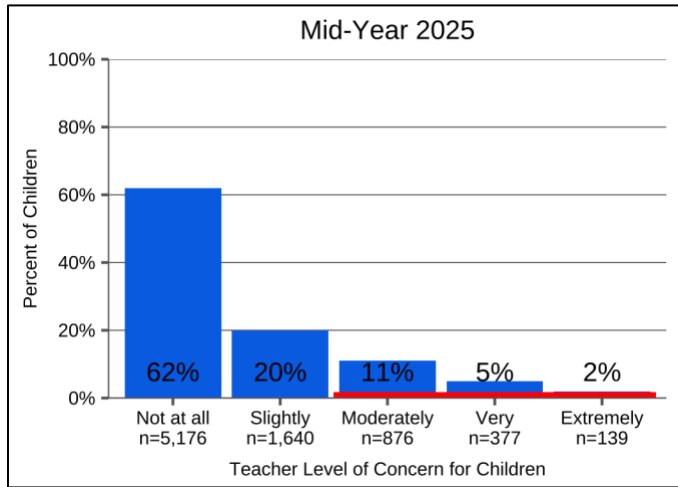
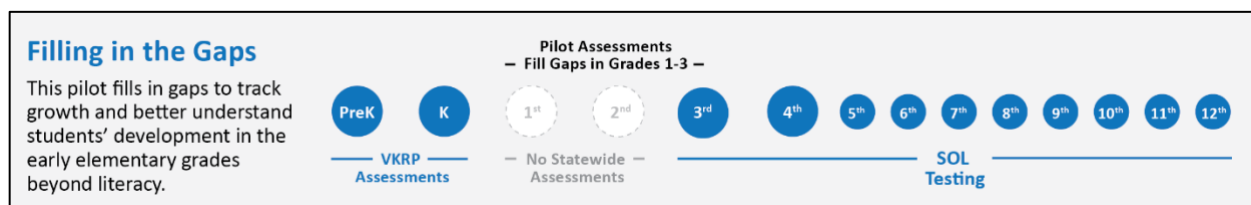# Mathematics, Self-Regulation, Social Skills, and Mental Health Well-Being Assessment Pilot: Grades 1-3

Introduction

VKRP, in partnership with VDOE, is conducting a mathematics, self-regulation, social skills, and mental health well-being assessment pilot in Grades 1 through 3 (VKRP 1-3 Assessment Pilot). The purpose of the VKRP 1-3 Assessment Pilot, required initially by Virginia's 2022–2024 Biennial Budget and continued through the 2024-2026 Biennial Budget, is to explore the utility of building longitudinal measures of mathematics, self-regulation, social skills, and mental health well-being that could potentially extend to Grades 1 through 3. These measures could complement Virginia's use of VALLSS in the primary grades administered by Virginia Literacy Partnerships (VLP).

School and division leaders, teachers, and families across Virginia have expressed interest in understanding how young students' skills develop in the early elementary grades and how to better track student growth from pre-kindergarten through the early grades. Currently, there are several gaps in existing assessments (Figure 51). Apart from literacy, there are no statewide assessments that measure students' early learning in these areas for Grades 1 and 2. Additionally, there are no statewide assessments that universally track students' growth throughout the academic year and across academic years in these same areas from Pre-kindergarten through Grade 3 (noting there are growth assessments in mathematics starting in Grade 3). Currently, school divisions across Virginia vary in their approach to student assessments in the early elementary grades.

Figure 51

How the Assessment Pilot Fills Gaps in Grades 1-3

Goals of the VKRP Grades 1-3 Assessment Pilot

There are four goals of the VKRP 1-3 Assessment Pilot. For each goal, VKRP has engaged or is continuing to engage in data collection, analysis, and planning:

1. Analyze feedback from teachers, school, division, and state leaders about existing assessments to learn what types of measures are currently being used in school divisions and to gain

perspectives on gaps in data on students' mathematics, self-regulation, social skills, and mental health well-being.

- This goal was accomplished through the development, administration, and analysis of a **Division Assessment Survey** following the 2022-2023 school year.

2. Create an inventory of current Early Mathematics Assessment System (EMAS) and Child Behavior Rating Scale (CBRS) items.

- For mathematics, **the VKRP team created a crosswalk between Clements and Sarama's Mathematics Learning Trajectories**[12,13] which describes the developmental path along which students learn mathematical concepts and skills, the Virginia Mathematics 2016 and 2023 Standards of Learning, and existing EMAS items to guide item development.
- **VDOE reviewed and provided feedback on the CBRS**, which is used statewide in three- and four-year-old pre-kindergarten and kindergarten classrooms to measure aspects of students' self-regulation, social skills, and mental health well-being. The CBRS has been used in research with children ranging in age from three to ten years old.

3. Pilot EMAS items developed during the 2022–2023 school year in Grades 1 through 3 in a subset of school divisions.

- This goal was accomplished through the **development and item piloting of EMAS mathematics items** led by UVA data collectors during the 2022-2023 and 2023-2024 school years.

4. Refine the measures, reports, resources, and technology so that a 1-3 Assessment System could be available for use statewide.

- The VKRP team made progress towards this goal in 2024-2025 by developing revised CBRS item, creating EMAS forms, conducting a resource review, and preparing for a **1-3 Teacher Assessment Pilot** in fall 2025.

Current 1-3 Assessment Pilot Activity Updates

Below are updates on ongoing key VKRP 1-3 Assessment Pilot activities noted in the goals section above.

EMAS Development

The VKRP team worked with consultants who had mathematics expertise to create 237 new items across five domains (Numeracy = 52, Geometry & Measurement = 43, Patterning = 36, Computation = 84, and Probability & Statistics = 22) that were then reviewed by VDOE. Piloting these new items in Grades 1 through 3 began during the 2022–2023 year and continued into the 2023–2024 year.

During 2024-2025, the 237 mathematics items that were created were revised based on data collector feedback and data analysis. Additionally, based on feedback from VDOE and teachers across

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[12] Clements, D. H., & Sarama, J. (2021). Learning and teaching early math: Learning trajectories approach. Routledge & CRC Press.

[13] Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.

Virginia, the Virginia Standards of Learning (SOL), and Clements and Sarama's Learning Trajectories, mathematics subdomains and skills are being selected for inclusion for each grade. Items are beginning to be assigned to subdomains and forms are being created in anticipation of the fall 2025 1-3 Teacher Assessment Pilot.

CBRS Development

During 2024-2025, there were slight revisions made to several items on the Child Behavior Rating Scale (CBRS) and additions made to a small number of items to make the scale appropriate for children in first through third grade.

Resources Review

During 2024-2025, the VKRP team explored existing resources currently available through VDOE and VKRP for first, second, and third grade teachers. The resource search revealed that while high-quality mathematics materials are relatively abundant and well-organized, particularly on the VDOE platform, self-regulation and social skills resources were more limited in accessibility and usability.

1-3 Teacher Assessment Pilot Preparation

During 2024-2025, the VKRP team prepared for a 1-3 Teacher Assessment Pilot. Activities have included:

- Recruiting a sample of teachers across Grades 1-3 (target = 50 teachers per grade) to administer the EMAS and CBRS with their students.
- Programming the assessments into Qualtrics forms for teachers.
- Developing a feedback survey to be given to teachers after the pilot to understand teachers' perspectives on the assessments, which will inform future revisions and broader implementation planning.

2025-2026 Next Steps

Virginia's youngest learners arrive to pre-kindergarten and kindergarten with different experiences, including varied access and exposure to early learning opportunities in their homes, childcare, and school-based settings. Teachers and administrators continue to use VKRP data in combination with other formative and summative assessments to help target individualized instruction, determine teacher professional development needs, and, at the state-level, inform policy decisions to help identify the programs, school divisions, and regions most in need of support. VKRP data can also be used to help families understand what school readiness means, and to create home-school connections focused on supporting young learners in educational settings. In partnership with VDOE, VKRP will continue to improve and expand the VKRP assessment system in the following ways during the 2025–2026 school year.

Implementation Support for Pre-Kindergarten and Kindergarten

The VKRP team will continue to aid pre-kindergarten and kindergarten divisions/programs in 2025-2026 in a variety of ways. The VKRP team will provide in-person and remote trainings for schools, programs, and divisions in order to ensure valid assessment data, offer coaching on how to analyze the data and provide appropriate supports based on student skill levels, and direct educators to the multitude of VKRP resources available within VAConnects and on the VKRP website. Additionally, the team will maintain consistent communication with all division and program contacts regularly, informing them of critical VKRP deadlines throughout the year. During the terms, division and program contacts will continue to receive regularly weekly updates on the status of their classrooms and overall completion rates on both the EMAS and CBRS and provide targeted support for those teams who would benefit most from assistance based on the data.

Continued Support for Three- and Four-Year-Old Pre-kindergarten VKRP Participation

The VKRP team will continue to collaborate with the VLP team to provide information on the features and benefits of the assessments, reports, and resources for pre-kindergarten educators. We will provide outreach, communication, and training on the transition from VKRP within the legacy VKRP application into VAConnects. There will be a number of training resources provided for programs including VKRP online training modules, program manuals, an instructional leader guide, and demonstration videos. Additionally, the VKRP team will provide Train-the-Trainer webinars, Teacher training webinars, and a webinar specific to onboarding new programs to VKRP. The VKRP team will consistently provide timely updates through multiple communication channels. Finally, the team will support divisions and programs in division- and program-level meetings and events to share information and answer questions about the VKRP assessments (i.e., Center for Early Success Symposium, VPI Coordinator meetings, VECF Mixed Delivery leads, Head Start directors).

Grades 1-3 Assessment Pilot

In fall, the VKRP team will conduct a 1-3 Teacher-Administered Assessment Pilot in teachers' classrooms across Grades 1-3. Data and feedback from the pilot will be used to refine assessments, reports, and resources. We will also continue to explore building the 1-3 assessments within VAConnects.

Collaboration with the Virginia Literacy Partnerships (VLP) and LinkB5 Teams

VKRP staff will continue to collaborate with the Virginia Literacy Partnerships (VLP) team around their implementation and continued rollout of the Virginia Language & Literacy Screening System (VALLSS) within VAConnects. The VKRP team will also continue to collaborate with LinkB5 on their integration of VQB5 within VAConnects. The three teams will continue to work together on assessment coordination and development (VKRP and VLP), technology system development and expansion, data integration, training, troubleshooting, support through a shared VAConnects hotline, and data usage and reporting.

Collaboration with STREAMin3

The STREAMin³ curriculum model supports skills and interactions that align to the Virginia Kindergarten Readiness Program (VKRP) and encourages use of VKRP as a progress monitoring tool. Through a competitive process and beginning in fall 2022, STREAMin³ is being provided as a no- to low-cost choice for eligible early childhood programs who receive public dollars. To support VKRP use in new STREAMin³ programs, the VKRP and STREAMin³ teams will continue to collaborate to encourage new programs, many of whom are small private childcare and family childcare programs, to use VKRP.

Improved and Expanded Reports

VKRP includes a robust reporting system that provides a detailed snapshot of students' academic and social-emotional skills in the fall and spring of each academic year. These reports provide detailed, actionable information to help meet students' needs at their current skill levels and to give a snapshot of how students' skills have grown across the year. VKRP is enhancing reports that show growth in students' skills for both teachers and families. VKRP will continue to enhance reports within VAConnects and will explore opportunities to incorporate prior-year data so that users will have access to historical trends as they continue to use the system moving forward.

Virginia Connects for Kids (VAConnects)

In fall 2025, LinkB5, VALLSS, and VKRP will launch and support the initial statewide use of VAConnects. VKRP team members will gather feedback from users about their experience in VAConnects and continue to adjust and make improvements based on feedback. They will also continue to design and develop additional features to enhance VAConnects. VKRP staff will provide regular updates to the Data Governance Committees with opportunities for input and feedback and use aligned and integrated data from VAConnects to provide more coordinated reports to the field. VKRP will also, using data sharing agreements and protocols, create and use linked data from the three programs to begin to answer

important questions about how features of children's early care and education experiences are associated with their growth and development.

Appendices

Appendix A

VDOE Student Record Collection Codes

English Language/Multilingual Learners (EL) Flag	
Yes	If VDOE EL Services Code is: 1) Identified as EL and receives EL services, 2) Identified as EL but has refused EL services, or 4) Identified as formerly EL for each of the four years after exiting EL services.
No	If VDOE demographic data is present but EL Services Code is not present.

Disability Flag	
Yes	If any VDOE Primary Disability Code is present except "*Qualified individual under Section 504*"
No	If VDOE demographic data is present but Primary Disability Code is not present or if Primary Disability Code is "*Qualified individual under Section 504*"

Disadvantaged Status Flag	
Yes	Yes, student is disadvantaged if the student: 1) is eligible for Free/Reduced Meals to include Foster, Head Start, Migrant, and Homeless students; or 2) receives TANF; or 3) is eligible for Medicaid.
No	No, student is not disadvantaged.

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.[14]

Note. Further documentation of these codes is available on the VDOE website:

- Virginia Department of Education Data Elements
- Virginia Department of Education Student Record Collection Code Values

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[14] Guidance for PK Funding and PK Experience Codes posted on the VPI website: https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/virginia-preschool-initiative

PK 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.

PK 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 – Four-Year-Old Students)	Select VPI 4-year-old program as the funding source code if the student slot is fully funded by the state Virginia Preschool Initiative (state/local match).
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 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. *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.*
Local Funding for VPI Placement	Select local funding for VPI student placement if a student is in a VPI classroom but is funded locally. 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. *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.*
Local Funding for Other Public Preschool Program	Select local funding that supports any other public preschool program not identified in this list.
Virginia Preschool Initiative (Pilot for Three-Year-Old Students)	Select VPI 3-year-old program as the funding source code if the student is a part of the VPI Pilot for 3s and is not 4 but turns 3 by September 30 and the slot is fully funded by the state Virginia Preschool Initiative (state/local match).
Mixed Delivery Program (administered by VECF)	Select Mixed Delivery if the student is participating in a Mixed Delivery program administered by the Virginia Early Childhood Foundation (VECF)
Special Education Funding for VPI Placement	Select special education funding if a student with an IEP is placed in a VPI classroom but is funded through special education funds (618 or 619) and is not reported as one of the division's state allocated VPI slots (Funding Code #3) or allocated VPI Pilot for Three-Year-Olds slots (Funding Code #12). This funding code is typically used when a school division places a child with an IEP in a VPI classroom and the child is not funded by an allocated VPI slot, Head Start, or local funds. This funding code is not to be used if the student slot is funded by VPI or Head Start.

Appendix B

How VKRP Defines Readiness and Benchmark Estimates for Summative Purposes

Virginia defines school readiness as, "the capabilities of children, their families, schools, and communities that best promote student success in kindergarten and beyond." The VKRP readiness and/or benchmark estimates are calculated based upon the expected skill levels of a kindergarten student at the beginning (fall) and end (spring) of the school year. There are separate kindergarten benchmarks for fall and spring with spring benchmarks being higher than fall benchmarks.

For summative purposes, kindergarten students are categorized as *ready* (fall) or *meeting the overall benchmark* (spring) if their assessment scores indicate that they demonstrate minimally expected skills for the fall or the spring (depending upon data timepoint) as indicated by being at or above the benchmark in mathematics, self-regulation, and social skills, and in the Moderate- or Low-Risk Band for literacy. If a kindergarten students' assessment scores do **not** indicate that they are demonstrating the minimally expected skill **in one or more** areas as indicated by being below the benchmark in mathematics, self-regulation, and social skills, and/or in the High-Risk Band for literacy at the respective timepoint (fall or spring), they are categorized as *not ready* or *below the overall benchmark* (fall) or *below the overall benchmark* (spring). The VKRP assessment tools 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, a benchmark at the fall and spring of kindergarten were established to estimate students' skills relative to developmentally appropriate expectations in each area.

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. 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 or spring of kindergarten. The benchmarks vary from the fall to the spring based on increased skill level expectations.

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 each 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, it is not recommended to use 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.

Appendix C

Merged Funding Source Code

VKRP serves a larger population of children than those enrolled in public preschool programs, including children enrolled in Mixed Delivery classrooms. Current efforts are underway to close information gaps about funding sources. Below information is provided about how children's funding source was estimated for the 2024–2025 school year through multiple data sources.

All public preschool students receive a Preschool Funding Code (PK Funding Code) assigned and reported to the VDOE's SRC system by school divisions in the preschool year. VDOE PK Funding Code was missing for approximately 20% of the VKRP pre-kindergarten sample in the 2024–2025 school year (Table 44).

The VLP system offers the opportunity for users to assign a Funding Source (PK Funding Source) as part of their pre-kindergarten student upload. Funding source codes entered into the VLP system are optional and were missing for over 75% of the VKRP pre-kindergarten sample in the 2024–2025 school year. However, the VLP PK Funding Source code for Mixed Delivery was present for a small portion of the VKRP pre-kindergarten sample (

Table 45).

Table 44

2024–2025 VKRP Pre-kindergarten Sample VDOE PK Funding Code Descriptives

PK Funding Code (VDOE)	Fall Total Pre-kindergarten Children	Spring Total Pre-kindergarten Children
	n (%)	n (%)
Head Start	1,857 (4.5)	2,673 (6.2)
Virginia Preschool Initiative (Four-Year-Old Students)	20,609 (49.4)	20,847 (48.0)
Virginia Preschool Initiative (Three-Year-Old Students)	2,470 (5.9)	2,517 (5.8)
Local Funding for VPI Placement	367 (0.9)	399 (0.9)
Special Education Funding for VPI Placement	113 (0.3)	143 (0.3)
Special Education Preschool	4,038 (9.7)	5,080 (11.7)
Title I Preschool	1,043 (2.5)	1,066 (2.5)
Local Funding for Other Public Preschool Program	485 (1.2)	453 (1.0)
Mixed Delivery Program (administered by VECF)	2,043 (4.9)	2,087 (4.8)
Missing	8,674 (20.7)	8,186 (18.8)
Total	41,699 (100.0)	43,451 (100.0)

Table 45

2024–2025 VKRP Pre-kindergarten Sample VLP PK Funding Source Descriptives

PK Funding Source (VLP)	Fall Total Pre-kindergarten Children	Spring Total Pre-kindergarten Children
	n (%)	n (%)
Head Start	1,304 (3.1)	1,343 (3.1)
VPI 4YO	3,884 (9.3)	4,114 (9.5)
VPI 3YO	572 (1.4)	577 (1.3)
Local for VPI	16 (<0.1)	14 (<0.1)
Special Ed Preschool	1,136 (2.7)	1,375 (3.2)
Other Local	179 (0.4)	180 (0.4)
Mixed Delivery	1,194 (2.9)	1,122 (2.6)
Private setting	368 (0.9)	382 (0.9)
VA CCSP	69 (0.2)	141 (0.3)
Funding Source Unassigned	32,977 (79.1))	34,200 (78.7)
Total	41,699 (100.0)	43,451 (100.0)

To provide a more accurate estimate of participation by funding source, available SRC data was merged with pre-kindergarten funding source codes entered into the VLP system. In an effort to close information gaps, VECF also shared demographic information for children enrolled in Mixed Delivery classrooms in the 2024–2025 school year. This information was also merged with VKRP pre-kindergarten data using student name and location.

VDOE PK Funding Code was set as the default code. VDOE PK Funding Codes of "*Virginia Preschool Initiative (VPI – Four-Year-Old Students)*," "*Virginia Preschool Initiative (Pilot for Three-Year-Old Students)*," "*Local Funding for VPI Placement*," and "*Special Education Funding for VPI Placement*" were combined into a single "*VPI, local funding for VPI placement, special education funding for VPI placement*" code. If no VDOE PK Funding Code was present and demographic information had been shared by VECF, the child was categorized as *"VECF Mixed Delivery."* If no VDOE PK Funding Code was present, the child was not present in VECF demographic data, and a VLP Funding Source code was present, VLP Funding Source was set as the merged funding source code. VLP Funding Source Codes of "*VPI 4YO*," "*VPI 3YO*," "*Local for VPI*" were combined into a single "*VPI, local funding for VPI placement, special education funding for VPI placement*" code (

Table 46).

Table 46

Creation of Merged Pre-kindergarten Funding Code

Default: PK Funding Code (VDOE)	If demographics shared from VECF:	If missing VDOE Funding Code: PK Funding Source (VLP)	Merged Funding Code
Head Start		Head Start	Head Start
Virginia Preschool Initiative (VPI – Four-Year-Old Students)		VPI 4YO	VPI, local funding for VPI placement, special education funding for VPI placement
Virginia Preschool Initiative (VPI – Three-Year-Old Students)		VPI 3YO	
Local Funding for VPI Placement			
Special Education Funding for VPI Placement		Local for VPI	
Special Education Preschool (Part B, 619)		Special Ed Preschool	Special Education Preschool
Title I Preschool			Title I Preschool
Local Funding for Other Public Preschool Program		Other Local	Local funding for other public preschool
Mixed Delivery Program (administered by VECF)	Mixed Delivery	Mixed Delivery	Mixed Delivery Program (administered by VECF)
		Private setting	Private setting
		VA CCSP	VA CCSP
Missing		Funding Source Unassigned	Missing