



COMMONWEALTH of VIRGINIA

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October 1, 2026

The Honorable L. Louise Lucas
Chair, Senate Finance and
Appropriations Committee
General Assembly Building, Room
1404
201 North 9th Street
Richmond, VA 23219

The Honorable Luke E. Torian
Chair, House Appropriations
Committee
General Assembly Building, Room
1223
201 North 9th Street
Richmond, VA 23219

The Honorable Barbara Favola
Chair, Senate Education and Health
Room 509
PO Box 396
Richmond, VA 23218

The Honorable Sam Rasoul
Chair, House Education
General Assembly Building, Room 1107
201 North 9th Street
Richmond, VA 23219

Dear Delegates Torian and Rasoul, and Senators Lucas and Favola:

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 2025-2026 academic year on both statewide kindergarten and publicly funded three and four-year-old pre-kindergarten students.

[Item 117\(H\)\(e\) \(Chapter 1, 2026 Special Session I\)](#) 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 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.

Data from the second year of statewide implementation of the Virginia Language & Literacy Screener: Kindergarten (VALLS: Kindergarten) is also included in this report.

Key data findings indicate a six-percentage-point increase in overall kindergarten readiness compared to the previous school year, with historically underserved student groups demonstrating some of the most significant gains. Importantly, these gains also represent kindergarten readiness levels that exceed pre-pandemic readiness for the overall benchmark and in mathematics, self-regulation, and social skills.

Updates on the current progress on VKRP mid-year participation, VKRP 1-3 Pilot, and trends in kindergarten readiness from 2019-2026 are also included in this report.

Please direct questions to Erin Carroll, Deputy Superintendent of Early Childhood Care and Education at Erin.Carroll@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jenna Conway', with a stylized, flowing script.

Jenna Conway
Superintendent of Public Instruction

JC/



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

October 2026 Report for the 2025–2026 School Year

Acknowledgments:

This report was prepared by the University of Virginia’s Center for Advanced Study of Teaching and Learning (CASTL) and the Virginia Department of Education supported through an appropriation from the Virginia General Assembly to the Virginia Department of Education subcontracted to CASTL. Initial funding for the development and piloting of VKRP and ongoing support and advocacy have been provided by Elevate Early Education (E3). The Virginia Kindergarten Readiness Program (VKRP) is implemented by CASTL under the direction of Amanda Williford (williford@virginia.edu).

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Table of Contents

Executive Summary	1
Summary of Appropriations Language	9
Introduction	11
2025-2026 VKRP Kindergarten Data	18
2019-2026 VKRP Kindergarten Trends Across Time	43
2025-2026 VKRP Pre-kindergarten Data	51
Mathematics, Self-Regulation, Social Skills, and Mental Health Well-Being Assessment Pilot: Grades 1-3	84
2026-2027 Next Steps	87
Appendices	89

Executive Summary

Introduction

VKRP is a Virginia standards-aligned, multi-year early learning assessment system that produces actionable information to guide decisions to support student learning at the student-, classroom-, school/program-, and division-levels from the beginning of pre-kindergarten through the end of kindergarten. VKRP includes assessments of mathematics, self-regulation, and social skills, skills that predict school success in the short and long term. VKRP assessments complement Virginia's longstanding literacy [screeners](#) administered by Virginia Literacy Partnerships (Virginia Language & Literacy Screener: Kindergarten [VALLS: Kindergarten] and Virginia Language & Literacy Screener: Pre-K [VALLS: Pre-K]). Additional information on the language and literacy screeners can be found on the [VLP website](#).

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 *meeting the overall benchmark* if their assessment scores meet the benchmark in mathematics, self-regulation, and social skills, and are in the Moderate- or Low-Risk Band for literacy at the assessment time point (fall or spring). Students whose assessment scores are below the benchmark in mathematics, self-regulation, or social skills and/or are in the High-Risk Band for literacy are categorized as *below the overall benchmark*.

VKRP does not publish benchmarks for pre-kindergarten children's skills. Instead, VKRP pre-kindergarten data are interpreted using Skill Development Bands (Beginning, Growing, and Strong). These bands describe children's skills relative to expectations for the fall, mid-year, and spring assessment terms to help educators, programs/schools, and families interpret and use VKRP pre-kindergarten data. VLP created separate Skill Development Bands for VALLS: Pre-K; see the [VALLS: Pre-K specific reports](#) on the VLP website for details.

The VKRP Mental Health Well-being Items provide information about behavior that supports successful school adaptation and are reported separately from the benchmarks and Skill Development Bands.

Virginia Connects for Kids is a Unified Platform that Brings Together VDOE's Early Childhood Data Systems

Virginia Connects for Kids (VAConnects) is a data system that links three state data systems—LinkB5, the Virginia Language & Literacy Screening System (VALLSS), and VKRP—into a unified platform. LinkB5 is the data system used to support [Virginia Quality Birth to Five](#) (VQB5).

By connecting and integrating these systems, VAConnects improves the integrity, continuity, usability, and security of data while providing educators and leaders with a more comprehensive view of children's learning from birth through eighth grade. In 2025–2026, the VAConnects team worked in

partnership with VDOE to continue to establish security infrastructure, develop and implement a Data Governance Framework, improve the user interface and reporting services, and launch statewide for LinkB5, VALLSS, and VKRP users for data entry and reporting. VAConnects supported more than 92,000 users and housed data for over 775,000 children ages birth through Grade 8.

2025-2026 Kindergarten Students Assessed With VKRP

Statewide, 95% of assessed kindergarten students in fall 2025 and 96% in spring 2026 had complete VKRP data across all four domains. Over 77,000 kindergarten students were fully assessed in both fall 2025 and spring 2026 in all four domains.

2025-2026 VKRP Kindergarten Key Findings

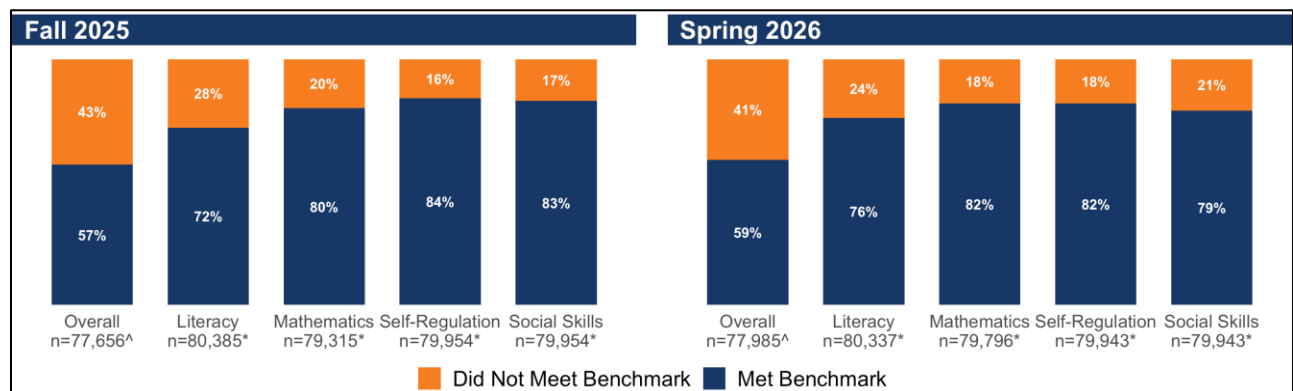
Fall 2025 and Spring 2026 Kindergarten Data

In fall 2025, 57% of kindergarten students had scores that met the overall benchmark in the four domains—literacy, mathematics, self-regulation, and social skills—while 43% began the school year needing to build skills in one or more domains (Figure 1).

In spring 2026, 59% of kindergarten students had scores that met the overall benchmark, an increase of 2% from fall 2025. From fall 2025 to spring 2026, the percentage of kindergarten students that had scores below the benchmark decreased in literacy and mathematics, while the percentage of students who had scores below the benchmark increased in self-regulation and social skills.

Figure 1

Fall 2025 and Spring 2026 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.

2025–2026 VKRP Kindergarten Benchmark Estimates Across Demographics

In both fall 2025 and spring 2026, students who had scores falling below the overall VKRP benchmark were disproportionately more likely to be from low-income backgrounds, have a disability, be an English language/multilingual learner (EL), be Black or African American or be Hispanic/Latino of any race, and be male, highlighting the need for all children to have access to high-quality educational experiences. However, there were notable gains for English language/multilingual learners (EL) from fall

2025 to spring 2026. Sixty-nine percent of EL students started the school year with scores below the overall benchmark, while in the spring, 58% of EL students' scores fell below the benchmark – a gain of 11 percentage points.

2025–2026 VKRP Kindergarten Mental Health Well-being Data

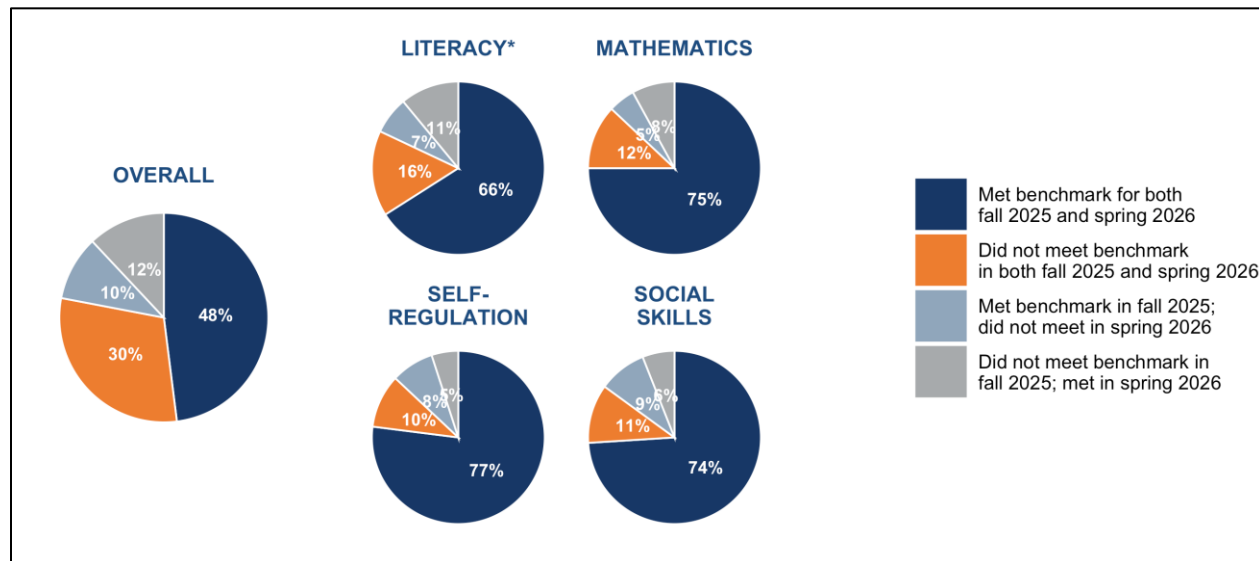
Teachers reported being moderately, very, or extremely concerned about the well-being for 15% of kindergarten students in fall 2025 and 13% of kindergarten students in spring 2026. These students were much more likely to *not* meet the overall benchmark and fall below the benchmark academically and social-emotionally compared to students who were not of concern, suggesting that teacher concern is an important indicator of which students likely need individualized supports to be successful in school.

2025–2026 VKRP Kindergarten Benchmark and Growth Data

Overall, 48% of kindergarten students met the overall benchmark for both fall 2025 and spring 2026, while 30% did not meet the overall benchmark at either time point. Smaller percentages of students shifted in their overall benchmark status across the 2025 - 2026 school year, either meeting the overall benchmark in fall 2025 and not meeting it in spring 2026 (10%) or not meeting the overall benchmark in fall 2025 and meeting in spring 2026 (12%) (Figure 2).

Figure 2

Kindergarten Benchmark Status for Fall 2025 and Spring 2026



* If a kindergarten student's VALLS: Kindergarten assessment scores fell in the High-Risk Band for literacy at the respective timepoint (fall or spring), they are categorized as below benchmark.

Regarding student growth from fall 2025 to spring 2026 in mathematics, self-regulation, and social skills¹, most kindergarten students demonstrated strong growth in mathematics skills and modest growth in self-regulation and social skills.

¹ Student growth in literacy skills as measured through VALLSS is examined by UVA's VLP.

2025–2026 VKRP Kindergarten Mid-Year Data

An optional VKRP mid-year assessment timepoint became available to all divisions and programs beginning in 2024–2025 to allow teachers to monitor students’ progress and individualize instruction throughout the school year. Participation in the VKRP mid-year assessment timepoint was optional, while the VALLS: Kindergarten mid-year assessment timepoint is required; see the [VALLS: Kindergarten Mid-Year 2026 report](#). Because the sample of students participating in the mid-year assessments for VKRP and VALLS: Kindergarten varied, we only present domain specific data for mathematics, self-regulation, and social skills, and do not present overall benchmark information.

Forty-nine school divisions voluntarily participated, and 208 Virginia schools implemented VKRP during the mid-year timepoint, resulting in data from 791 kindergarten classrooms and 9,583 kindergarten students. At mid-year 2026, 26% of kindergarten students scored below the mathematics benchmark, 18% below the self-regulation benchmark, and 20% below the social skills benchmark. Kindergarten teachers also reported being concerned about the social-emotional well-being of 16% of their students at mid-year.

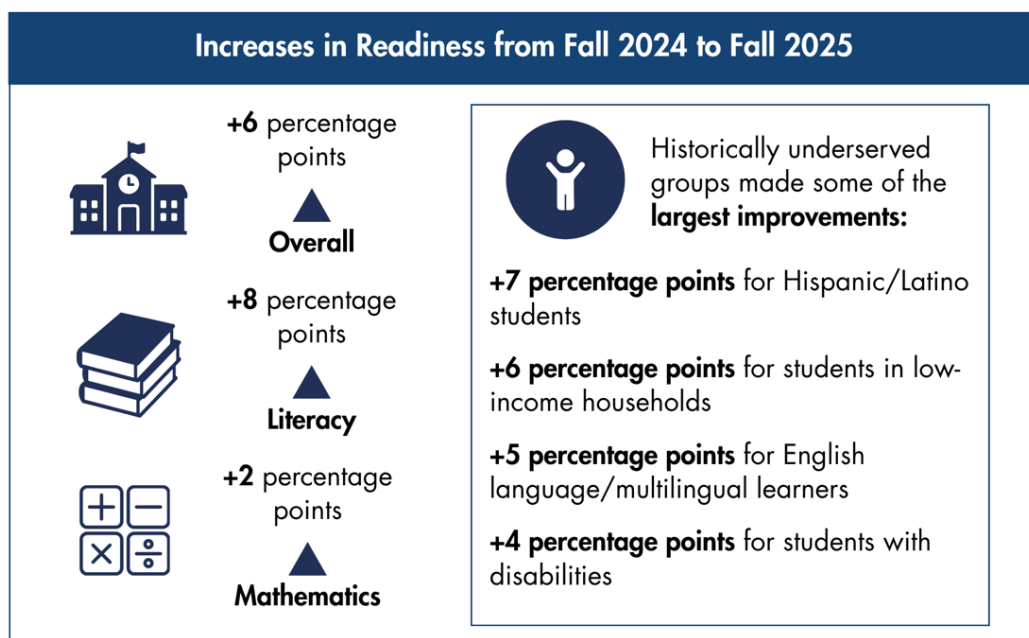
2024–2026 VKRP Kindergarten Trends Across Time Key Findings

Changes in Readiness from Fall 2024 to Fall 2025

The percentage of kindergarten students meeting the overall benchmark increased from 51% in fall 2024 to 57% in fall 2025, **a gain of 6 percentage points**. At the domain level, readiness rates increased in literacy and mathematics, while self-regulation and social skills held steady. Notably, **historically underserved groups made some of the largest improvements** (Figure 3).

Figure 3

Changes in Readiness from Fall 2024 to Fall 2025



Changes in Benchmark Estimates from Spring 2025 to Spring 2026

When looking across spring timepoints, overall benchmark estimates have remained stable at around 58% in spring 2025 and 59% in spring 2026. At the domain level, readiness rates in literacy, mathematics, self-regulation, and social skills have also held steady.

2025-2026 Pre-kindergarten Students Assessed With VKRP

Beginning in the 2022-2023 school year, VKRP participation became required for publicly-funded three- and four-year-old children enrolled in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms.

VKRP was optional for other publicly-funded pre-kindergarten programs, including Head Start, Early Childhood Special Education (ECSE), Title I, and locally funded classrooms. These programs could choose to administer the VKRP assessments, often through engagement with the Virginia Quality Birth to Five (VQB5) system.

Three-Year-Old Assessment Completion Data

Statewide, 83% of assessed three-year-old pre-kindergarten children in fall 2025 and 85% in spring 2026 had complete VKRP data on all four domains – literacy, mathematics, self-regulation, and social skills. This resulted in over 4,800 three-year-old pre-kindergarten children with complete assessment data in all four domains in both fall 2025 and spring 2026.

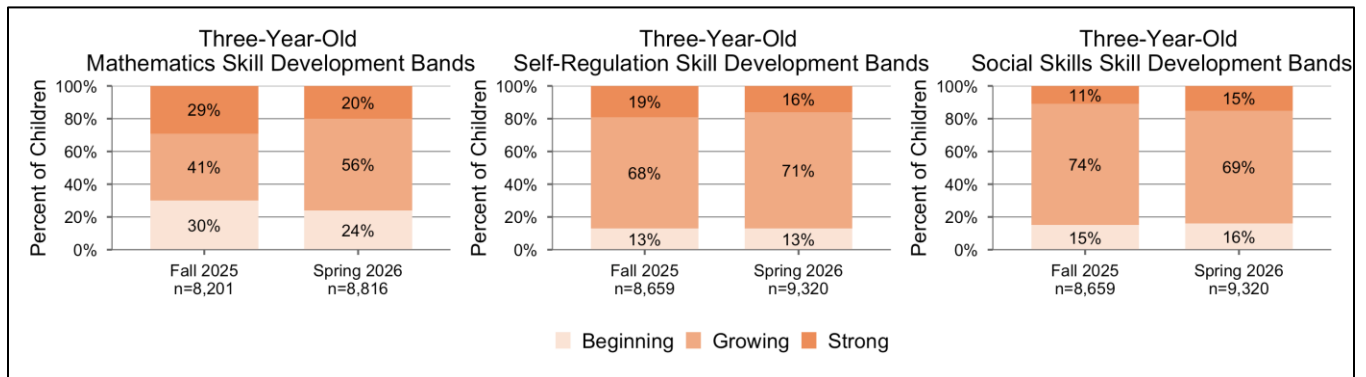
Four-Year-Old Assessment Completion Data

Statewide, 91% of assessed four-year-old pre-kindergarten children in fall 2025 and spring 2026 had complete VKRP data on all four domains – literacy, mathematics, self-regulation, and social skills. This resulted in over 22,000 four-year-old pre-kindergarten children with complete assessment data in all four domains in both fall 2025 and spring 2026.

2025-2026 VKRP Three-Year-Old Pre-kindergarten Key Findings

Fall 2025 and Spring 2026 Three-Year-Old VKRP Pre-kindergarten Data

For mathematics, in fall 2025 and spring 2026, the largest percentage of three-year-old children's scores fell into the Growing Skill Development Band. For self-regulation and social skills, the largest percentage of children's scores fell into the Growing Skill Development Band in both fall 2025 and spring 2026 (Figure 4).

Figure 4*Three-Year-Old Skill Development Bands***2025–2026 VKRP Three-Year-Old Pre-kindergarten Mental Health Well-being Data**

In fall 2025, teachers reported being concerned about the mental health well-being for 23% of three-year-old children, and in spring 2026, elevated teacher concern for three-year-old pre-kindergarten children decreased to 21%.

2025–2026 VKRP Three-Year-Old Pre-kindergarten Growth Data

VKRP examined trends in growth² in children's scores from fall 2025 to spring 2026 in mathematics, self-regulation, and social skills. Most three-year-old pre-kindergarten children demonstrated strong growth in mathematics skills and modest growth in self-regulation and social skills. Children's growth varied across all domains with most children showing growth, some children making robust gains, and a small percentage of children losing ground from fall 2025 to spring 2026.

2025–2026 VKRP Three-Year-Old Pre-kindergarten Mid-Year Data

In total, 240 pre-kindergarten programs opted to implement VKRP in mid-year 2026, resulting in data from 2,845 three-year-old pre-kindergarten children. Most three-year-old children's scores fell into the Growing Band for mathematics (55%), self-regulation (73%), and social skills (73%). Teachers reported being concerned about the social-emotional well-being for 18% of three-year-old children.

2025-2026 VKRP Four-Year-Old Pre-kindergarten Key Findings**Fall 2025 and Spring 2026 Four-Year-Old VKRP Pre-kindergarten Data**

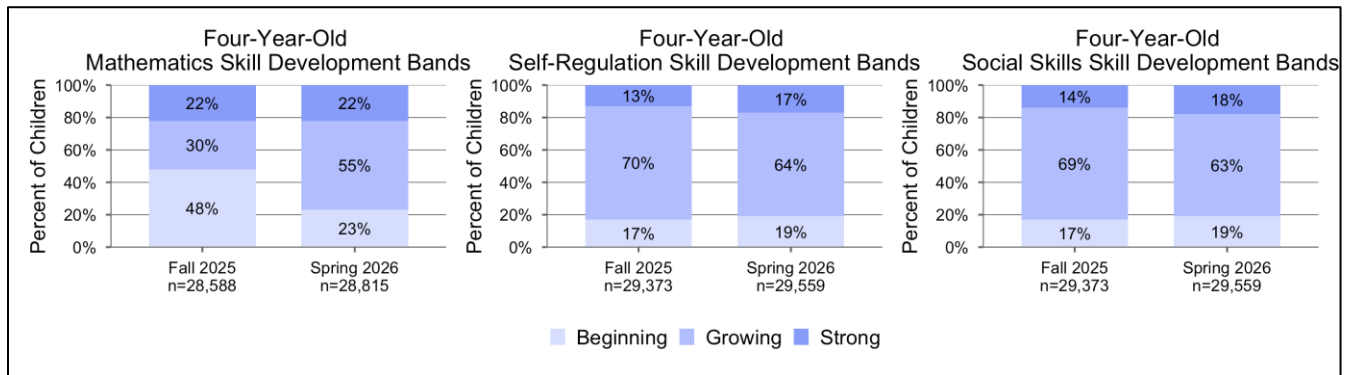
Four-year-old pre-kindergarten children displayed a range of skills across mathematics, self-regulation, and social skills in fall 2025 and spring 2026. For mathematics, the largest percentage of four-year-old children's scores fell into the Beginning Skill Development Band in fall 2025 and the Growing Skill Development Band in spring 2026. For self-regulation and social skills, the largest percentage of four-

² Growth scores on the pre-kindergarten language and literacy screener (VALLS: Pre-K) are still being finalized. Pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

year-old children's scores fell into the Growing Skill Development Band in both fall 2025 and spring 2026 (Figure 5).

Figure 5

Four-Year-Old Skill Development Bands



2025–2026 VKRP Four-Year-Old Pre-kindergarten Mental Health Well-being Data

In fall 2025, teachers reported being concerned about the mental health well-being for 19% of their four-year-old children, and in spring 2026, elevated teacher concern for four-year-old pre-kindergarten children decreased to 17%.

2025–2026 VKRP Four-Year-Old Pre-kindergarten Growth Data

The VKRP team examined trends in growth³ of four-year-old children's scores from fall 2025 to spring 2026 in mathematics, self-regulation, and social skills. Most four-year-old pre-kindergarten children demonstrated strong growth in mathematics skills and modest growth in self-regulation and social skills. Children's growth varied across all domains with most children showing growth, some children making robust gains, and a small percentage showing a decrease in skills from fall 2025 to spring 2026.

2025–2026 VKRP Four-Year-Old Pre-kindergarten Mid-Year Data

In total, 375 pre-kindergarten programs implemented VKRP in mid-year 2026, resulting in data from 9,221 four-year-old pre-kindergarten children.

In the optional mid-year 2026 assessment, most four-year-old children's scores fell into the Growing Band for mathematics (51%), self-regulation (68%), and social skills (67%). In mid-year 2026, teachers reported being concerned about the social-emotional well-being for 16% of four-year-old children.

Grade 1-3 Assessment Pilot

In 2022-2023, VKRP began piloting mathematics, self-regulation, social skills, and mental health well-being assessments in grades 1 through 3. During 2025-2026, VKRP continued to test the reliability,

³ 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).

validity, and feasibility of the expanded assessments in Grades 1 through 3. Across 22 divisions, 165 first through third grade teachers were recruited, trained, and administered the assessments, resulting in data for over 2,700 students. Quantitative and qualitative data analyses of the resulting data and feedback from teachers will inform future revisions and broader implementation planning.

Future Directions

In the 2026–2027 school year, VKRP will:

- **Support pre-kindergarten and kindergarten implementation.** VKRP will support teachers, administrators, divisions, and programs through in-person trainings, online training modules, implementation resources, and hotline assistance.
- **Support three- and four-year-old pre-kindergarten participation.** VKRP will remain available to publicly funded three- and four-year-old pre-kindergarten classrooms, with continued implementation support for required and voluntary participants.
- **Continue the Grades 1-3 Assessment Pilot.** VKRP will continue to implement a 1-3 Assessment Pilot, refining the assessments, resources, and training materials.
- **Improve and expand reports.** VKRP is expanding reports to include archival data and is adding requested features and improvements to existing reports.
- **Collaborate with STREAMin³.** VKRP will continue to closely collaborate with STREAMin³ as the model expands to additional sites and audiences statewide. The STREAMin³ curriculum model highly encourages use of VKRP and other assessments as progress monitoring tools. STREAMin³ encourages programs to follow VKRP and VALLSS' established opt-in process for new programs interested in implementing these tools.
- **Continue implementation, improvements, and expansion of VAConnects.** VKRP will continue to partner with VLP and the LinkB5 team to deliver a modern, secure, user-friendly system that continuously delivers improved features and maintains high-performance standards. We will continue to partner with the VLP team around their statewide implementation of VALLSS. We will also continue to collaborate with LinkB5 to support use of VAConnects and analyses examining associations between the scores from Virginia's birth-to-five quality improvement system (VQB5) and school readiness. Integrated data from VAConnects will be used to answer critical questions about how children's early care and education across the first five years link to children's skill development and growth and support the continued establishment of high expectations for the experiences children receive.

Summary of Appropriations 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 - [Item 117\(H\)\(e\) \(Chapter 1, 2026 Special Session I\)](#).

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 2026 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 2025–2026 academic year, kindergarten trends from fall 2019 through spring 2026, and the 2025–2026 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 2026–2027 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 language and literacy screeners (Virginia Language & Literacy Screener: Kindergarten [VALLS: Kindergarten] 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 2025–2026 language and literacy data gathered from the VALLS: Kindergarten and VALLS: Pre-K come directly from the Virginia Literacy Partnerships (VLP). This is the second year of statewide implementation of the VALLS: Kindergarten. The new language and literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and more sensitive to literacy risk. Language and literacy data in this 2025–2026 report includes data from the VALLS: Kindergarten, 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 newly revised language and 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.”⁴ 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.

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 language and literacy skills (VALLS: Kindergarten 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. VKRP also 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), middle (mid-year), 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 meeting the benchmark in

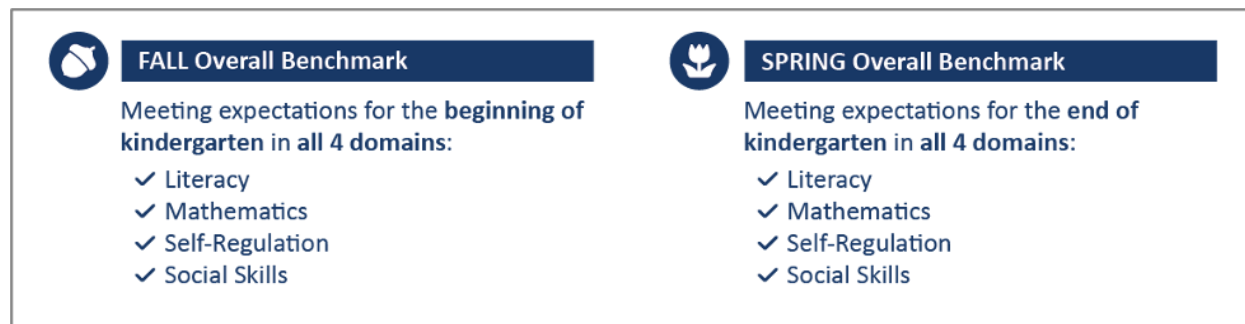
⁴ Virginia Department of Education. (n.d.). School Readiness. Retrieved from <https://www.doe.virginia.gov/home/showpublisheddocument/56414/638639931483670000>

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) (Figure 6).

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 6

Kindergarten Benchmark Expectations for Fall and Spring



Pre-kindergarten Skill Development Bands

Young children enter and end pre-kindergarten with a wide range of early learning skills; the VKRP 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, mid-year, 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-K Language & Literacy Skill Development Bands that were created by VLP for the 2025–2026 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 7). 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.

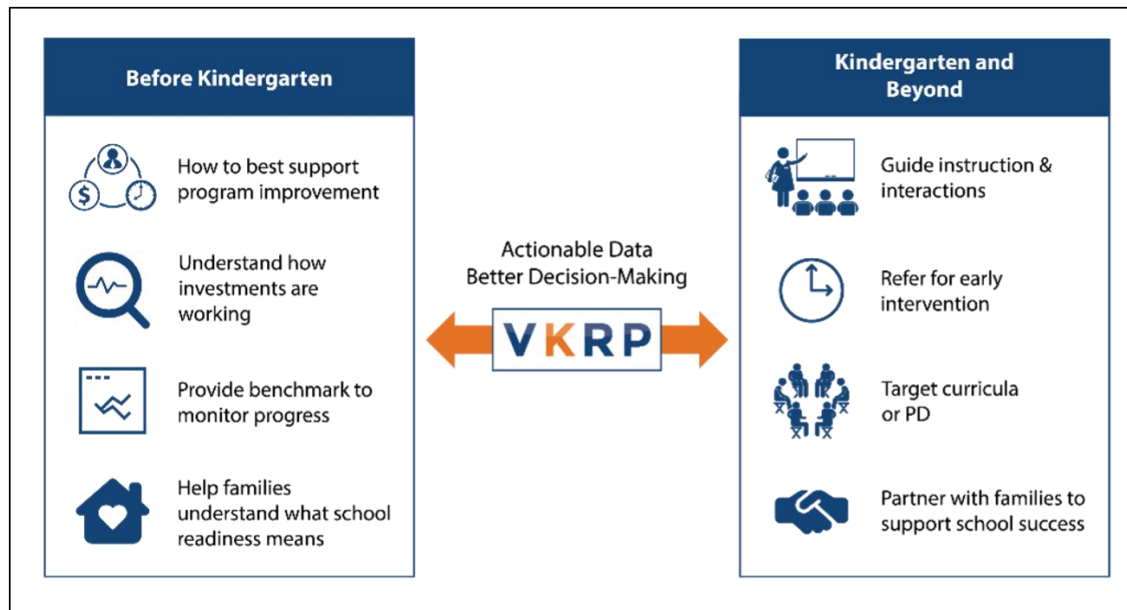
Figure 7

Pre-Kindergarten Skill Development Bands for Fall 2025 and Spring 2026

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

How Statewide VKRP Data Can Be Used in Virginia

VKRP provides detailed, actionable information that can be used by a variety of stakeholders to guide decisions at various levels before and after kindergarten entry to support early learning (Figure 8). Data can be used by teachers to implement 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 8*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 site, 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 (VAConnects)

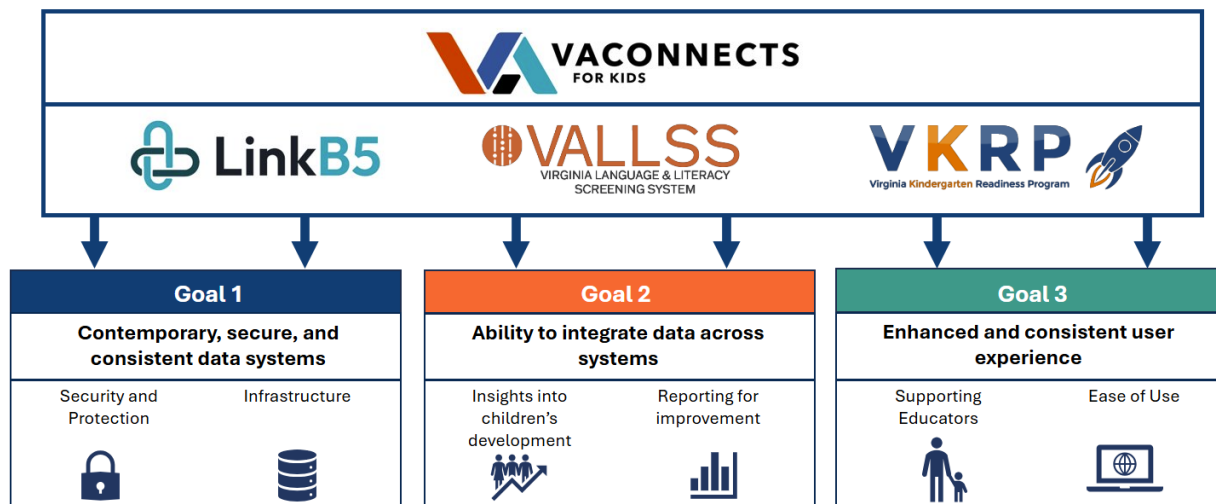
In 2022, VDOE provided funding through the federal Preschool Development Grant and American Rescue Plan Act to a team of researchers within UVA's School of Education and Human Development (EHD) to develop and implement a coordinated and integrated technology strategy and shared infrastructure between the growing state data collection initiatives (LinkB5, VALLSS, and VKRP) to maximize the impact and potential of these data systems (Figure 9). 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 \(VQB5\)](#). VALLSS and VKRP are data systems used to collect information about children's early skills and school readiness, with VALLSS also being used to assess students' language and literacy outcomes through eighth grade.

The integrated data system, Virginia Connects for Kids (VAConnects), ensures that each initiative 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. Leaders and educators can now leverage insights about children's learning and experiences in one unified platform.

Figure 9

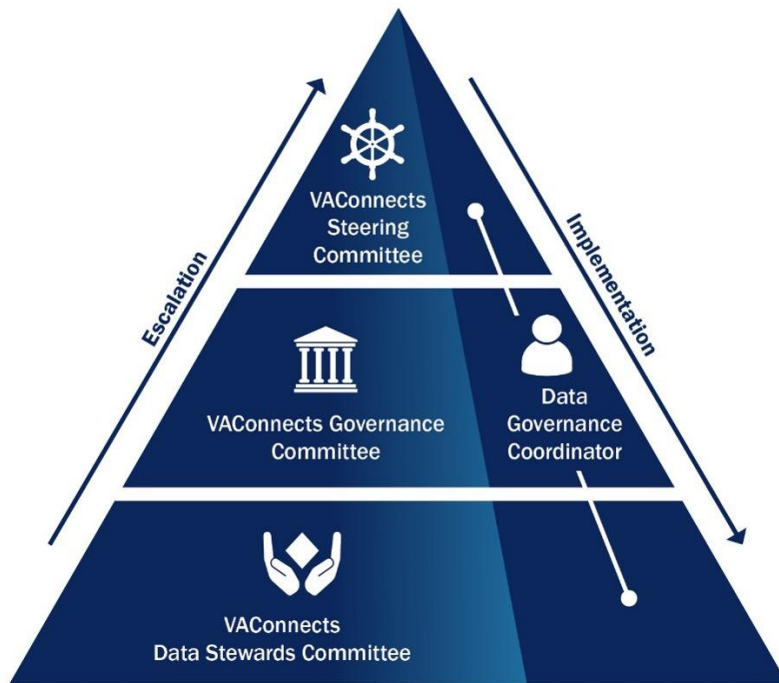
VAConnects Goals



The goals of the integrated data system: 1) Contemporary, secure, and consistent data systems - build a robust, coordinated system with enhanced hosting infrastructure and security features, 2) Ability to integrate data across systems - improve child outcomes through richer data and insights with consistent, aligned, and integrated reporting, and 3) Enhanced and consistent user experience - 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. With respect to goal 1, Contemporary, secure, and consistent data systems, the VAConnects team maintained and strengthened the system's security infrastructure, conducted monthly security vulnerability scans, completed a third-party web application penetration test, and completed a third-party review of security policies. VDOE and UVA continued to iterate on and revise a shared data governance framework (Figure 10) and keep stakeholders informed.

Figure 10*Data Governance Framework*

For goal 2, Ability to integrate data across systems to improve child outcomes through richer data and insights, the VAConnects team built a shared entity management system that serves as the single location for all VAConnects users, allowing for decreased redundancy in information; program-specific databases connect data across LinkB5, VALLSS, and VKRP. VAConnects was built using scalable and flexible cloud-based services and the reporting tool, PowerBI, creates reports that help users visualize and understand data collected through VAConnects. There are currently 10 LinkB5 reports in production, 148 VALLSS reports in production, and 94 VKRP reports in production.

To address goal 3, Enhanced and consistent user experience, VAConnects launched a single platform for data entry and reporting with login access statewide for LinkB5, VALLSS, and VKRP users in fall 2025. Previously LinkB5, VALLSS, and VKRP users entered information into three separate applications. VAConnects supported more than 92,000 users and housed data for over 775,000 children ages birth through Grade 8.

2025-2026 VKRP Kindergarten Data

This section presents kindergarten data from the 2025–2026 school year. In fall 2025, mid-year 2026, and spring 2026, kindergarten students across the Commonwealth completed assessments in the domains of literacy (Virginia Language & Literacy Screener: Kindergarten [VALLS: Kindergarten]) and mathematics (Early Mathematics Assessment System [EMAS]), and teachers rated students' self-regulation, social skills, and mental health well-being (Child Behavior Rating Scale [CBRS]). The VKRP 2025–2026 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 VALLS: Kindergarten and the EMAS in fall 2025, mid-year 2026 (required VALLS: Kindergarten, optional EMAS), and spring 2026 by their classroom teachers, instructional assistants, and/or other school personnel (e.g., mathematics coaches, literacy specialists). In fall 2025, mid-year 2026 (optional) and spring 2026, teachers also completed the 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, 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 program, or by completing VKRP Kindergarten Online Training Modules. Teachers were trained on the VALLS: Kindergarten measure using VLP's online trainings. More information regarding the VKRP assessments and the history of their implementation can be found on the [VKRP website](#). Additional information on the language and literacy screeners can be found on the [VLP website](#).

The fall 2025 assessment term was September 2 – November 21, 2025, for VALLS: Kindergarten and August 18 – November 7, 2025, for VKRP. The mid-year 2026 assessment term for VKRP was January 5 – February 20, 2026. The spring 2026 assessment term was April 20 – May 29, 2026, for VALLS: Kindergarten and April 6 – May 22, 2026, for VKRP.

2025–2026 VKRP Kindergarten Demographic Data

During the 2025–2026 academic year, 131 school divisions participated in VKRP and VALLS: Kindergarten. In fall 2025, 1,119 Virginia schools implemented VKRP and VALLS: Kindergarten, resulting in data from 5,000 kindergarten classrooms and 82,768 kindergarten students. In spring 2026, 1,127 schools, 5,090 kindergarten classrooms, and 82,810 kindergarten students participated in VKRP and VALLS: Kindergarten.

Demographic information was obtained from VDOE through the Student Record Collection (SRC). Child age data was complete for all students in the fall and missing for 0.4% ($n = 336$) students in the spring.

Missing data were observed for gender (fall: 0.8% $n = 645$; spring: 0.4% $n = 336$), race (fall: 0.8% $n = 645$; spring: 0.4% $n = 336$), disadvantage status (fall: 0.8% $n = 645$; spring: 0.4% $n = 336$), disability status (fall: 1.2% $n = 990$; spring: 1.3% $n = 1,056$), language status (fall: 0.8% $n = 645$; spring: 0.4% $n = 336$), and pre-kindergarten experience (fall: 0.8% $n = 645$; spring: 0.4% $n = 336$).

The kindergarten student demographic data for fall 2025 and spring 2026 are presented in Table 1. The spring 2026 sample included more kindergarten students from low-income backgrounds (43%) compared to the fall 2025 sample (39%). 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 2025 to spring 2026. There were also more kindergarten students identified as having a disability in spring 2026 (16%) compared to fall 2025 (13%), reflecting additional kindergarten students being identified as having a disability after the fall 2025 VKRP assessment term during the kindergarten school year.

Table 1*2025-2026 Kindergarten Demographic Summary*

Demographic	Description	Fall 2025 N=83,580	Spring 2026 N=83,955
		Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2025	5.55 (0.35)	5.55 (0.34)
Sex	Female	39,932 (48.1)	40,238 (48.1)
	Male	43,003 (51.9)	43,381 (51.9)
Race/Ethnicity	American Indian or Alaska Native	225 (0.3)	230 (0.3)
	Asian	5,976 (7.2)	6,079 (7.3)
	Black or African American	17,476 (21.1)	17,692 (21.2)
	Hispanic/Latino of any race	17,501 (21.1)	17,645 (21.1)
	Native Hawaiian or other Pacific Islander	105 (0.1)	104 (0.1)
	Non-Hispanic/Latino of any race, two or more races	6,877 (8.3)	6,922 (8.3)
	White, not of Hispanic origin	34,775 (41.9)	34,947 (41.7)
Family Income Status^a	Students not from low-income backgrounds	50,660 (61.1)	47,673 (57.0)
	Students from low-income backgrounds	32,275 (38.9)	35,946 (43.0)
Disability^b	Students without a disability	71,887 (87.0)	69,632 (84.0)
	Students with a disability	10,703 (13.0)	13,267 (16.0)
Language^c	Not English language/multilingual learners (EL)	69,073 (83.3)	69,289 (82.9)
	English language/multilingual learners (EL)	13,862 (16.7)	14,330 (17.1)
Pre-kindergarten Experience	Head Start	3,192 (3.8)	3,213 (3.8)
	Public pre-kindergarten	32,336 (39.0)	32,251 (38.6)
	Private pre-kindergarten	25,917 (31.2)	26,084 (31.2)
	Department of Defense child development program	525 (0.6)	551 (0.7)
	Home-based child care	1,380 (1.7)	1,397 (1.7)
	No pre-kindergarten	19,585 (23.7)	20,123 (24.0)

^aSource: Student Record Collection (SRC) Disadvantaged Status Flag. Students are identified as having a low-income background if, at any point during the school year, 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.

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

^cSource: 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 four years after exiting EL services."

2025–2026 VKRP Kindergarten Completion Data

Kindergarten completion rates were above 95% for fall 2025 and spring 2026 (Table 2). 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 assessed kindergarten students.

Table 2*2025-2026 Kindergarten Assessment Completion*

Assessment	Status	Fall 2025 N=83,580	Spring 2026 N=83,955
		<i>n</i> (%)	<i>n</i> (%)
VALLS: Kindergarten	Incomplete	1,375 (1.7)	1,162 (1.4)
	Exempt	475 (0.6)	628 (0.8)
	Complete, non-standard ^a	533 (0.6)	683 (0.8)
	Complete, standard	80,385 (97.1)	80,337 (97.0)
EMAS	Incomplete	1,908 (2.3)	1,660 (2.0)
	Exempt	411 (0.5)	483 (0.6)
	Complete, Spanish	873 (1.1)	651 (0.8)
	Complete, non-standard ^a	261 (0.3)	220 (0.3)
	Complete, standard	79,315 (95.8)	79,796 (96.3)
CBRS	Incomplete	2,541 (3.1)	2,547 (3.1)
	Exempt	273 (0.3)	320 (0.4)
	Complete, standard	79,954 (96.6)	79,943 (96.5)
Breakdown of assessment overlap (complete, standard only)	VALLS: Kindergarten, EMAS, CBRS	77,656 (95.1)	77,985 (95.7)
	VALLS: Kindergarten, EMAS	823 (1.0)	1,038 (1.3)
	VALLS: Kindergarten, CBRS	1,100 (1.3)	810 (1.0)
	EMAS, CBRS	784 (1.0)	749 (0.9)
	VALLS: Kindergarten	806 (1.0)	504 (0.6)
	EMAS	52 (0.1)	24 (<0.1)
	CBRS	414 (0.5)	399 (0.5)

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

Table 3 provides demographic characteristics of those students who were assessed across all four domains. Due to the high completion rates in both fall 2025 and spring 2026, 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 2025, 13% 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 2026, where 16% 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 3*2025-2026 Fully Assessed Kindergarten Students Demographic Summary*

Demographic	Description	Fall 2025 Fully-Assessed Sample <i>n</i> = 77,656	Spring 2026 Fully-Assessed Sample <i>n</i> = 77,985
		Mean (SD) or <i>n</i> (%)	Mean (SD) or <i>n</i> (%)
Age	Age in years on September 30, 2025	5.55 (0.34)	5.55 (0.33)
Sex	Female	37,781 (48.8)	37,997 (48.9)
	Male	39,645 (51.2)	39,764 (51.1)
Race/Ethnicity	American Indian or Alaska Native	208 (0.3)	212 (0.3)
	Asian	5,688 (7.3)	5,778 (7.4)
	Black or African American	16,090 (20.8)	16,140 (20.8)
	Hispanic/Latino of any race	15,790 (20.4)	16,088 (20.7)
	Native Hawaiian or other Pacific Islander	98 (0.1)	97 (0.1)
	Non-Hispanic/Latino of any race, two or more races	6,463 (8.3)	6,452 (8.3)
	White, not of Hispanic origin	33,089 (42.8)	32,994 (42.4)
Family Income Status^a	Students not from low-income backgrounds	47,783 (61.7)	44,927 (57.8)
	Students from low-income backgrounds	29,643 (38.3)	32,834 (42.2)
Disability^b	Students without a disability	69,056 (89.6)	66,955 (86.9)
	Students with a disability	8,046 (10.4)	10,129 (13.1)
Language^c	Not English language/multilingual learners (EL)	65,103 (84.1)	64,869 (83.4)
	English language/multilingual learners (EL)	12,323 (15.9)	12,892 (16.6)
Pre-kindergarten Experience	Head Start	3,034 (3.9)	3,034 (3.9)
	Public pre-kindergarten	29,280 (37.8)	29,058 (37.4)
	Private pre-kindergarten	25,412 (32.8)	25,458 (32.7)
	Department of Defense child development program	508 (0.7)	528 (0.7)
	Home-based child care	1,329 (1.7)	1,334 (1.7)
	No pre-kindergarten	17,863 (23.1)	18,349 (23.6)

^a Source: Student Record Collection (SRC) Disadvantaged Status Flag. Students are identified as having a low-income background if, at any point during the school year, 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 four years after exiting EL services."

Table 4 provides descriptive information on the means across mathematics, self-regulation, and social skills in fall 2025 and spring 2026. Table 5 provides information on the number of kindergarten students who were in the High-Risk Band or the Low- or Moderate-Risk Band for literacy and who were meeting or below the overall benchmark in mathematics, self-regulation, and social skills in fall 2025 and spring 2026. Kindergarten benchmark data for fall 2025 and spring 2026 disaggregated by public school division can be found in Appendix E.

Table 4*2025-2026 Kindergarten Assessment Descriptive Data*

Domain	Description	Fall 2025				Spring 2026			
		N	Min	Max	Mean (SD)	N	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	79,315	296.00	830.00	594.90 (80.66)	79,796	363.00	911.00	705.83 (80.96)
	CBRS Self-Regulation Mean Score	79,954	1.00	5.00	3.67 (0.84)	79,943	1.00	5.00	3.89 (0.82)
Social-Emotional	CBRS Social Skills Mean Score	79,954	1.00	5.00	4.22 (0.68)	79,943	1.00	5.00	4.34 (0.66)
	CBRS Well-Being Mean Score	79,954	1.00	5.00	4.31 (0.61)	79,943	1.00	5.00	4.41 (0.59)

Table 5*2025-2026 Kindergarten Benchmark Estimates*

Domain	Scoring	Fall 2025	Spring 2026
		<i>n</i> (%)	<i>n</i> (%)
Literacy	High-Risk Band	22,504 (28.0%)	19,121 (23.8%)
	Low- or Moderate-Risk Band	57,881 (72.0%)	61,216 (76.2%)
Mathematics	Below benchmark	16,084 (20.3%)	14,339 (18.0%)
	Meeting benchmark	63,231 (79.7%)	65,457 (82.0%)
Self-Regulation	Below benchmark	12,483 (15.6%)	14,583 (18.2%)
	Meeting benchmark	67,471 (84.4%)	65,360 (81.8%)
Social Skills	Below benchmark	13,738 (17.2%)	16,696 (20.9%)
	Meeting benchmark	66,216 (82.8%)	63,247 (79.1%)
Overall	Below benchmark	33,058 (42.6%)	32,086 (41.1%)
	Meeting benchmark	44,598 (57.4%)	45,899 (58.9%)

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

2025-2026 VKRP Kindergarten Overall and Domain Results

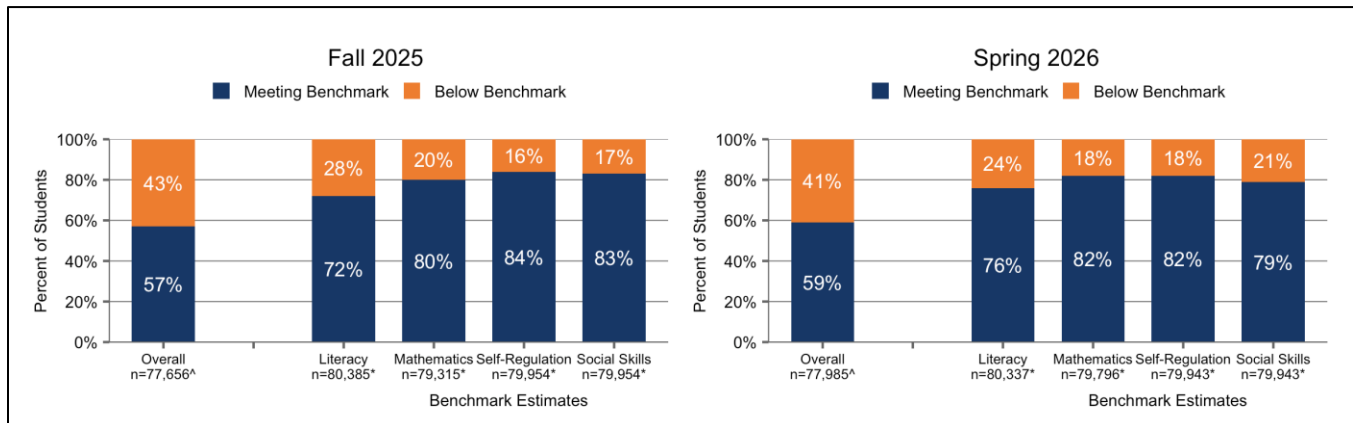
In this section, fall 2025 and spring 2026 VKRP data for kindergarten students are presented. Data include the 2025–2026 overall readiness/benchmark levels of kindergarten students and those represented in specific demographic categories for both the overall readiness/benchmark levels and within the 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 meeting 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 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 second year of statewide implementation of the VALLS: Kindergarten. 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 2025-2026 report includes data from the VALLS: Kindergarten and data from the historical Phonological Awareness Literacy Screener (PALS-K), used prior to the 2024-2025 school year; these two assessment systems are not directly comparable.

Benchmark estimates for the 2025–2026 school year are provided in Figure 11. **The data from the 2025–2026 academic year indicated that 43% of kindergarten students had scores that fell below the overall VKRP kindergarten benchmark in fall 2025. In spring 2026, 41% of kindergarten students had scores that fell below the overall VKRP kindergarten benchmark.**

When looking across fall 2025 and spring 2026, for literacy and mathematics, more kindergarten students had scores that were below the benchmark in fall compared to spring. For literacy, 28% of kindergarten students had scores that did not meet the benchmark in fall 2025 compared to 24% in spring 2026. For mathematics, 20% of kindergarten students had scores that did not meet the benchmark in fall 2025 compared to 18% in spring 2026. 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 2026 as compared to fall 2025. For self-regulation, 16% of kindergarten students had scores that fell below the benchmark in fall 2025 and 18% in spring 2026. For social skills, 17% of kindergarten students had scores that fell below the benchmark in fall 2025 and 21% in spring 2026.

Figure 11

Fall 2025 and Spring 2026 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.

2025–2026 Variability in Benchmark Estimates Disaggregated by Student Characteristics

In this section, the benchmark data in fall 2025 and spring 2026 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.

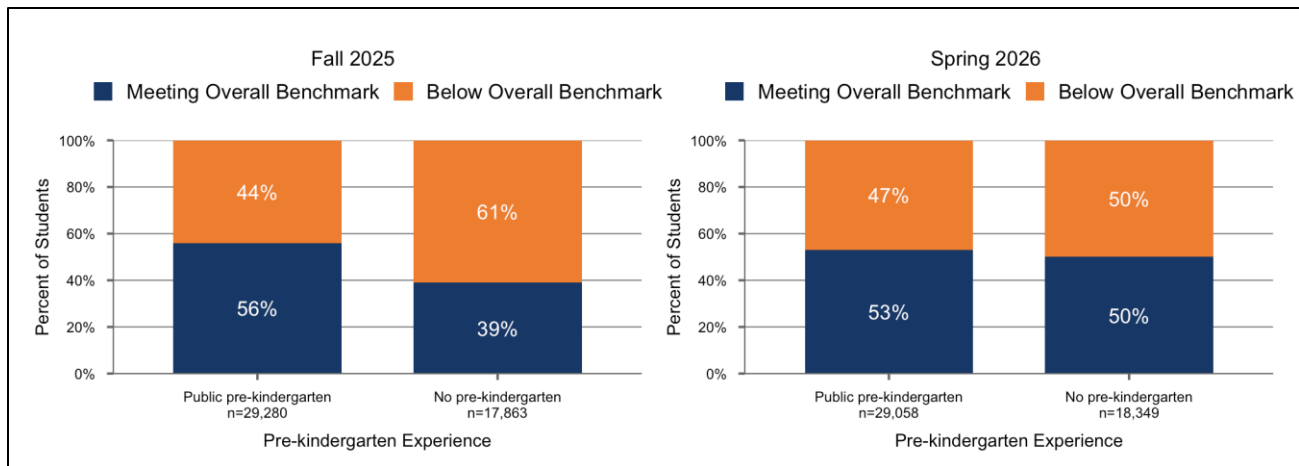
Kindergarten students assessed in fall 2025 who attended public pre-kindergarten were more likely to have scores categorized as meeting or exceeding the overall readiness benchmark (ready), compared to kindergarten students who did not attend any pre-kindergarten (Figure 12). In fall 2025, 56% of kindergarten students who attended public pre-kindergarten had scores that met the overall

VKRP readiness benchmark compared to 39% of kindergarten students without pre-kindergarten experience that met the overall readiness benchmark.

In spring 2026, kindergarten students who attended public pre-kindergarten were slightly more likely to have scores categorized as meeting the overall benchmark (53%) compared to kindergarten students who did not attend pre-kindergarten (50%).

Figure 12

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Public Pre-kindergarten Experience

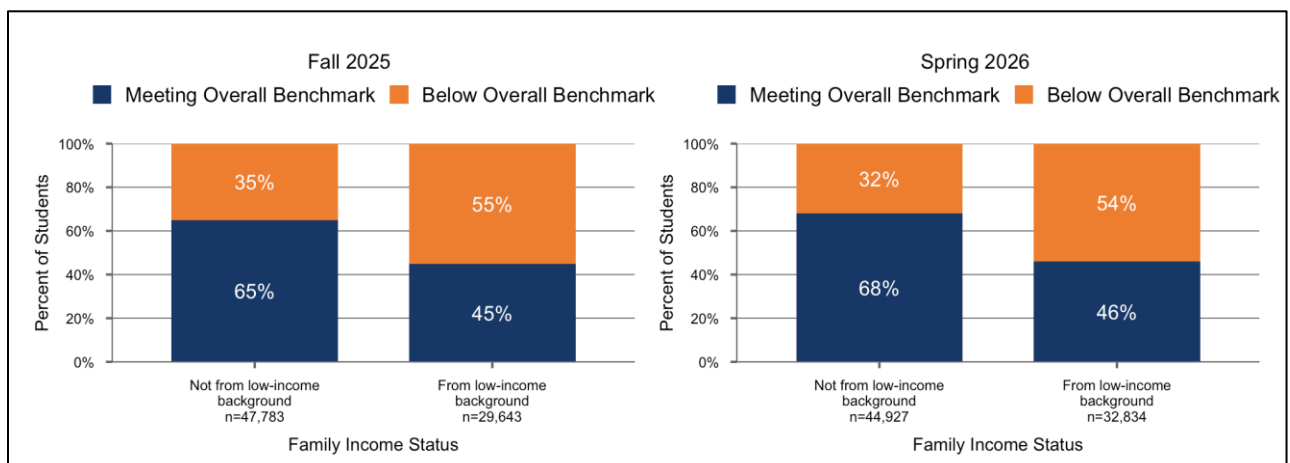


Students From Low-Income Backgrounds

Students' 2025–2026 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.

Figure 13

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Low-Income Background Status



For the overall benchmark, in both fall 2025 and spring 2026, 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 13). Patterns were consistent in fall 2025 (35% below benchmark for kindergarten students not from low-income backgrounds compared to 55% below benchmark for kindergarten students coming from low-income backgrounds) and spring 2026 (32% below benchmark for kindergarten students not from low-income backgrounds compared to 54% below benchmark for kindergarten students coming from low-income backgrounds).

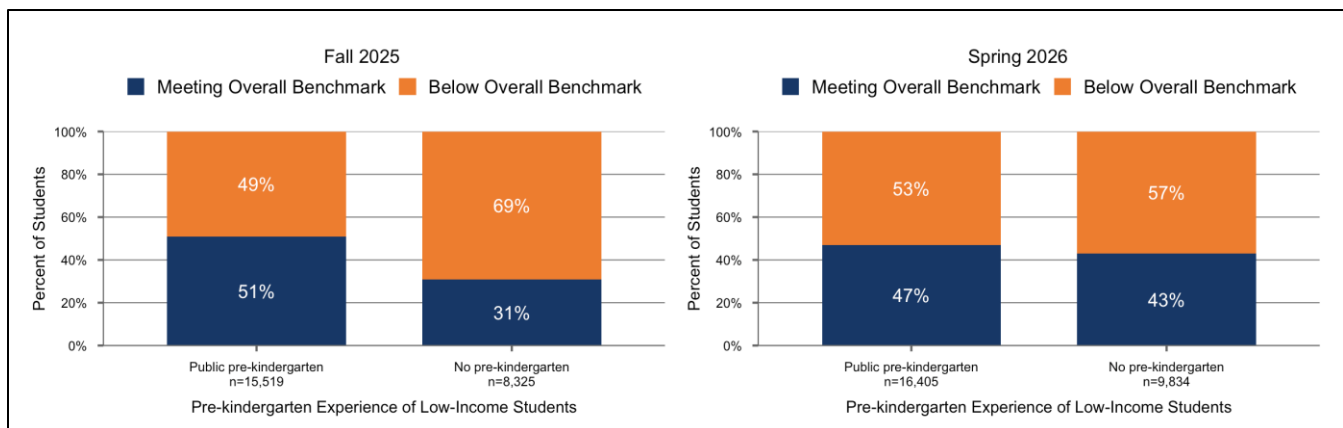
Students From Low-Income Backgrounds with Public Pre-kindergarten Experience

In fall 2025 and spring 2026, 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 (51% versus 31% in fall 2025 and 47% versus 43% in spring 2026 [Figure 14]).

The public pre-kindergarten advantage was larger in fall 2025 compared to spring 2026. In fall 2025, there was a 20% difference between the two groups. In spring 2026, the difference was only 4%. 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., 2020⁵).

Figure 14

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Pre-kindergarten Experience for Students from Low-Income Background Status



Students With Disability Status

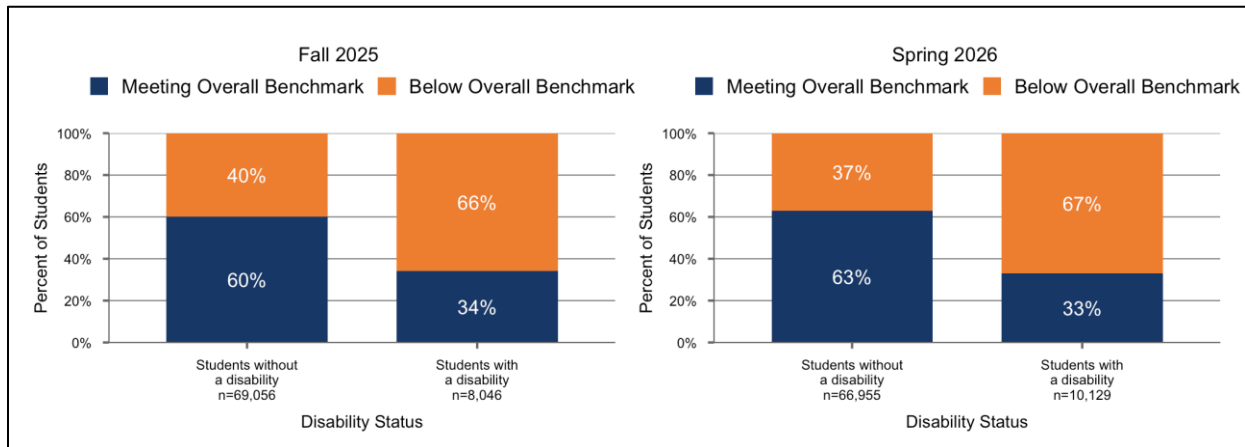
Kindergarten students with disabilities were more likely to have scores categorized as below the overall benchmark in both fall 2025 and in spring 2026 (Figure 15). In fall 2025, 66% of kindergarten

⁵ 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>

students with disabilities' scores were categorized as below the overall benchmark, compared with 40% of kindergarten students without disabilities. In spring 2026, 67% of kindergarten students with disabilities had scores that were categorized as below the overall benchmark, compared to 37% kindergarten students without a disability.

Figure 15

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Disability Status

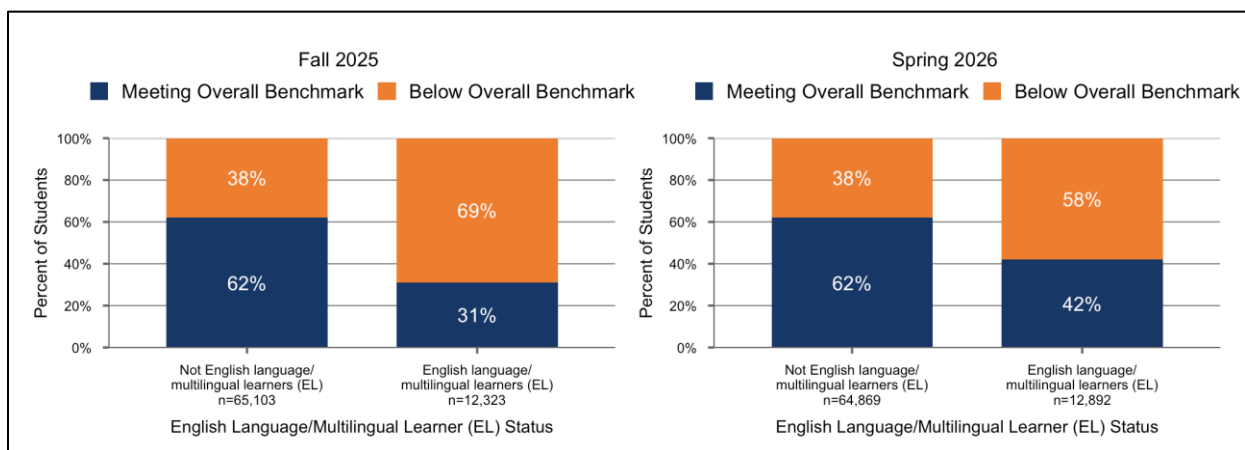


Students With English Language/Multilingual Learner (EL) Status

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 2025 and spring 2026 (Figure 16). In fall 2025, 69% of EL students had scores below the overall readiness benchmark compared to 38% of non-EL students. In spring 2026, 58% of EL students had scores below the overall benchmark compared to 38% of non-EL students.

Figure 16

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by English Language/Multilingual Learner (EL) Status

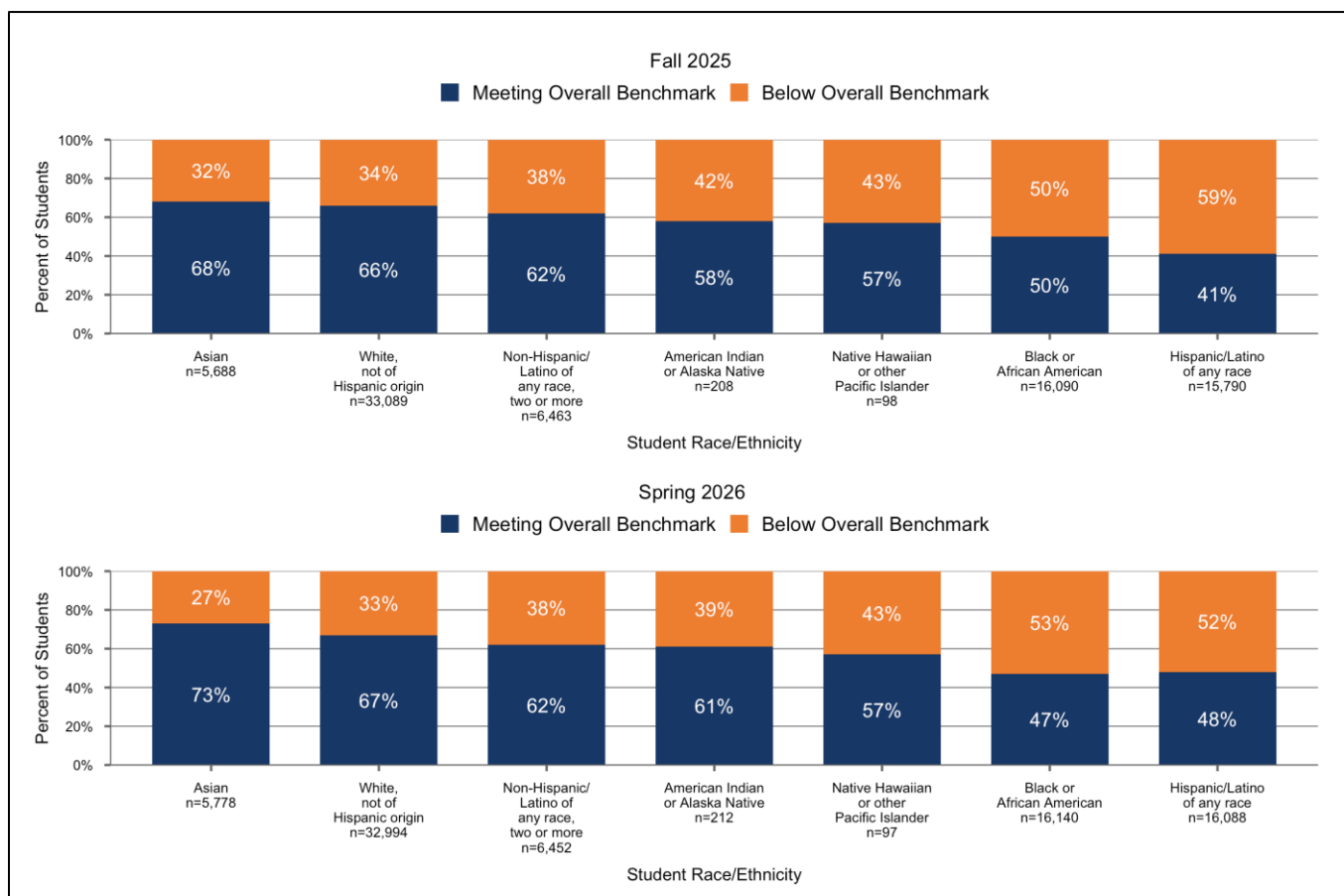


Students' Race and Ethnic Groups

Overall benchmark status was associated with racial/ethnic identification. In 2025–2026, 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 17). In fall 2025, Black or African American and Hispanic/Latino kindergarten students of any race were more likely to have scores below the overall benchmark compared to the full kindergarten sample. In spring 2026, Black or African American, Hispanic/Latino students of any race, and Native Hawaiian or other Pacific Islander students were more likely to have scores below the overall benchmark compared to the full kindergarten sample.

Figure 17

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Race/Ethnicity



When examining variability in overall benchmark performance from fall 2025 to spring 2026 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: a higher percentage of Black or African American kindergarten students had scores below the overall benchmark in spring 2026 (53%) compared to fall 2025 (50%). Table 6 and Table 7 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 2025, 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 2025, for kindergarten students not from low-income backgrounds, there was a greater percentage of Asian and White, not of Hispanic origin students 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 was a greater percentage of Native Hawaiian or other Pacific Islander and Asian kindergarten students who had scores that were meeting the overall benchmark compared with peers who were Hispanic/Latino of any race or American Indian or Alaska Native.

Table 6

Fall 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
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
American Indian or Alaska Native	45 (34.4)	86 (65.6)	131 (100.0)	43 (55.8)	34 (44.2)	77 (100.0)
Asian	1,048 (25.9)	2,998 (74.1)	4,046 (100.0)	776 (47.3)	866 (52.7)	1,642 (100.0)
Black or African American	3,040 (44.7)	3,758 (55.3)	6,798 (100.0)	5,003 (53.8)	4,289 (46.2)	9,292 (100.0)
Hispanic/Latino of any race	4,078 (52.2)	3,728 (47.8)	7,806 (100.0)	5,197 (65.1)	2,787 (34.9)	7,984 (100.0)
Native Hawaiian or other Pacific Islander	27 (42.9)	36 (57.1)	63 (100.0)	15 (42.9)	20 (57.1)	35 (100.0)
Non-Hispanic/Latino of any race, two or more races	1,227 (30.1)	2,853 (69.9)	4,080 (100.0)	1,232 (51.7)	1,151 (48.3)	2,383 (100.0)
White, not of Hispanic origin	7,109 (28.6)	17,750 (71.4)	24,859 (100.0)	4,064 (49.4)	4,166 (50.6)	8,230 (100.0)
Total	16,574 (34.7)	31,209 (65.3)	47,783 (100.0)	16,330 (55.1)	13,313 (44.9)	29,643 (100.0)

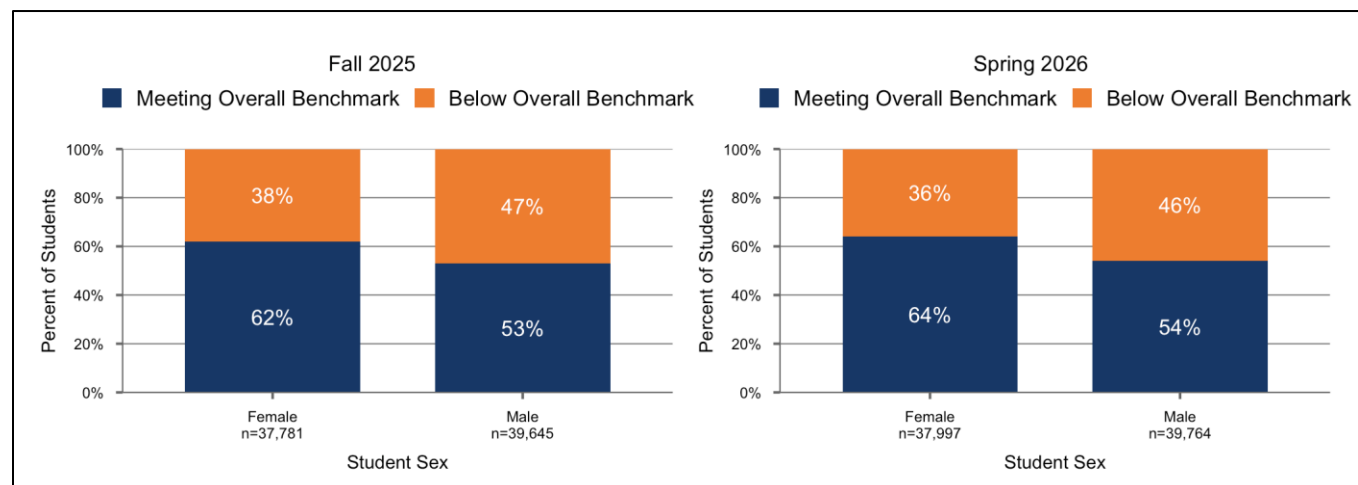
In spring 2026, for kindergarten students not from low-income backgrounds, there were similar patterns with a greater percentage of Asian and American Indian or Alaska Native students who had scores that were meeting the overall benchmark compared with their peers who were Black or African American or Hispanic/Latino of any race. Similarly, for students from low-income backgrounds, there were a greater percentage of Asian and White, not of Hispanic origin students who had scores that were meeting the overall benchmark compared with peers who were American Indian or Alaska Native or Black or African American.

Table 7*Spring 2026 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
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
American Indian or Alaska Native	34 (25.8)	98 (74.2)	132 (100.0)	48 (60.0)	32 (40.0)	80 (100.0)
Asian	864 (21.9)	3,090 (78.1)	3,954 (100.0)	704 (38.6)	1,120 (61.4)	1,824 (100.0)
Black or African American	2,591 (44.8)	3,192 (55.2)	5,783 (100.0)	5,990 (57.8)	4,367 (42.2)	10,357 (100.0)
Hispanic/Latino of any race	3,238 (45.3)	3,905 (54.7)	7,143 (100.0)	5,132 (57.4)	3,813 (42.6)	8,945 (100.0)
Native Hawaiian or other Pacific Islander	21 (38.2)	34 (61.8)	55 (100.0)	21 (50.0)	21 (50.0)	42 (100.0)
Non-Hispanic/Latino of any race, two or more races	1,126 (29.2)	2,728 (70.8)	3,854 (100.0)	1,350 (52.0)	1,248 (48.0)	2,598 (100.0)
White, not of Hispanic origin	6,488 (27.0)	17,518 (73.0)	24,006 (100.0)	4,347 (48.4)	4,641 (51.6)	8,988 (100.0)
Total	14,362 (32.0)	30,565 (68.0)	44,927 (100.0)	17,592 (53.6)	15,242 (46.4)	32,834 (100.0)

Students' Sex

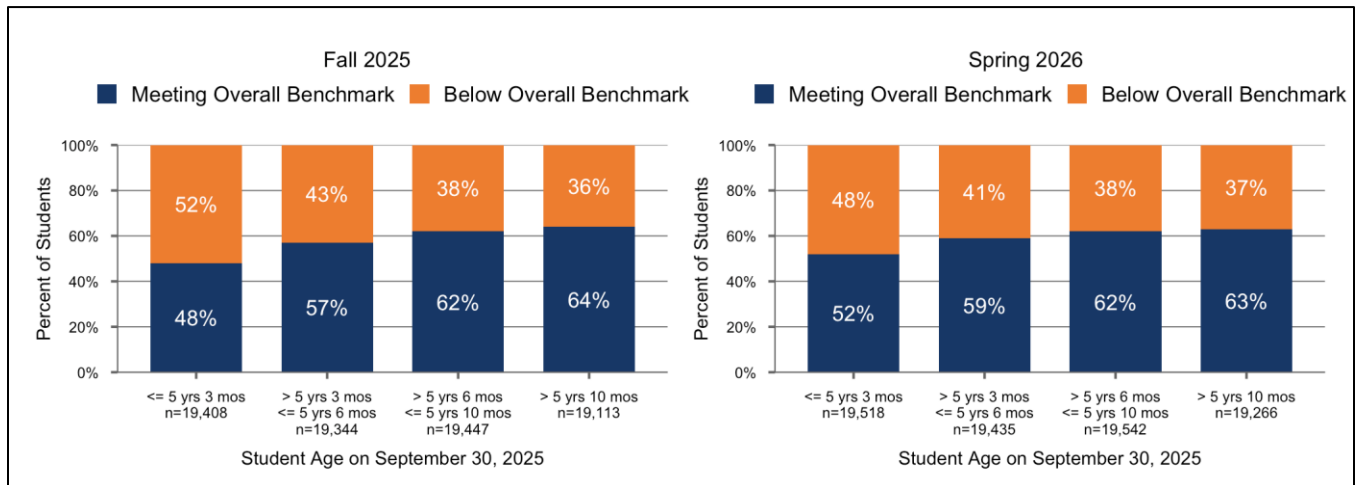
In both fall 2025 and spring 2026, a larger percentage of kindergarten male students (47% and 46%, respectively) had scores that were below the overall benchmark compared to female students (38% and 36%, respectively) (Figure 18).

Figure 18*Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Sex**Students' Age*

In both fall 2025 and spring 2026, a larger percentage of younger kindergarten students (52% and 48%, respectively) had scores that were below the overall benchmark compared to older students (36% and 37%, respectively) (Figure 19).

Figure 19

Fall 2025 and Spring 2026 Kindergarten Overall Benchmark Status by Age

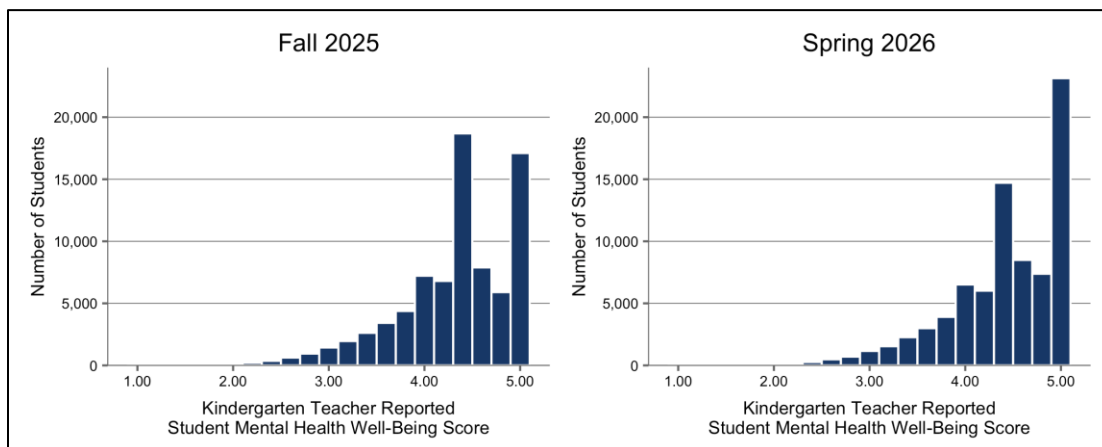


2025–2026 VKRP Kindergarten Students’ Mental Health Well-being Data

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. 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 4.31 out of 5 (SD = 0.61) in fall 2025 and 4.41 out of 5 (SD = 0.59) in spring 2026 (Table 4).

Figure 20

Fall 2025 and Spring 2026 Kindergarten Mental Health Well-being Composite Score

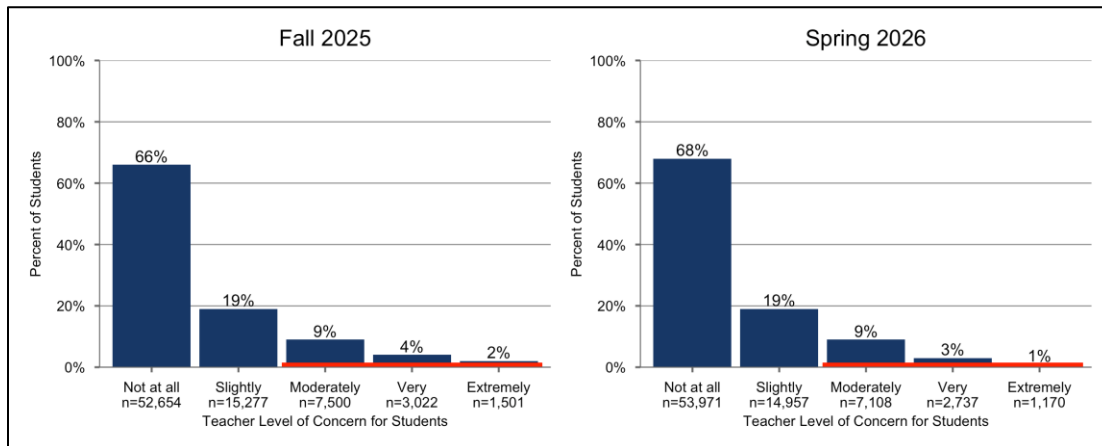


Teachers reported that most kindergarten students had high levels of mental health well-being based on the composite score in 2025–2026. Based on the teacher concern item, kindergarten teachers

reported to be moderately, very, or extremely concerned about the social-emotional well-being of 15% of their kindergarten students in fall 2025 and 13% of their students in spring 2026 (see red line in Figure 21).

Figure 21

Fall 2025 and Spring 2026 Kindergarten Teacher Concern



2025–2026 Teacher Reports of Concern for Student Social-Emotional Well-being and Benchmark Estimates

In both fall 2025 and spring 2026, kindergarten students whose teachers reported concern for their 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 mental health well-being concern. These results indicate that teacher concern about a student’s social-emotional well-being is an important indicator of which students may need comprehensive and intensive supports to be successful in school.

VKRP Kindergarten Benchmark Status Growth from Fall 2025 to Spring 2026

In both fall 2025 and spring 2026, teachers administered literacy and mathematics assessments to kindergarten students and completed ratings of kindergarten students’ self-regulation and social skills.

The majority (88%, $n = 74,415$) of Virginia kindergarten students had complete data across all measures in both fall 2025 and spring 2026.

This allowed us to answer the following questions:

- How did students shift in overall benchmark status from fall 2025 to spring 2026?
- How did students grow in mathematics, self-regulation, and social skills from fall 2025 to spring 2026?

Below are two metrics for understanding student progress or growth in the 2025–2026 school year.

First, VKRP examined students’ overall benchmark status changes from fall 2025 to spring 2026, which

incorporates literacy, mathematics, self-regulation, and social skills. Second, students' growth from fall 2025 to spring 2026 for mathematics, self-regulation, and social skills were examined. The 2025-2026 school year marks the second year of statewide implementation of the revised state-supported literacy screener (VALLS: Kindergarten), 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 2025 to Spring 2026?

There are four groups that kindergarten students can fall into based upon their overall benchmark status in fall 2025 and in spring 2026. The four groups are:

- Below overall benchmark for fall 2025/Below overall benchmark for spring 2026
- Below overall benchmark for fall 2025/Met overall benchmark for spring 2026
- Met overall benchmark for fall 2025/Below overall benchmark for spring 2026
- Met overall benchmark for fall 2025/Met overall benchmark for spring 2026

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.

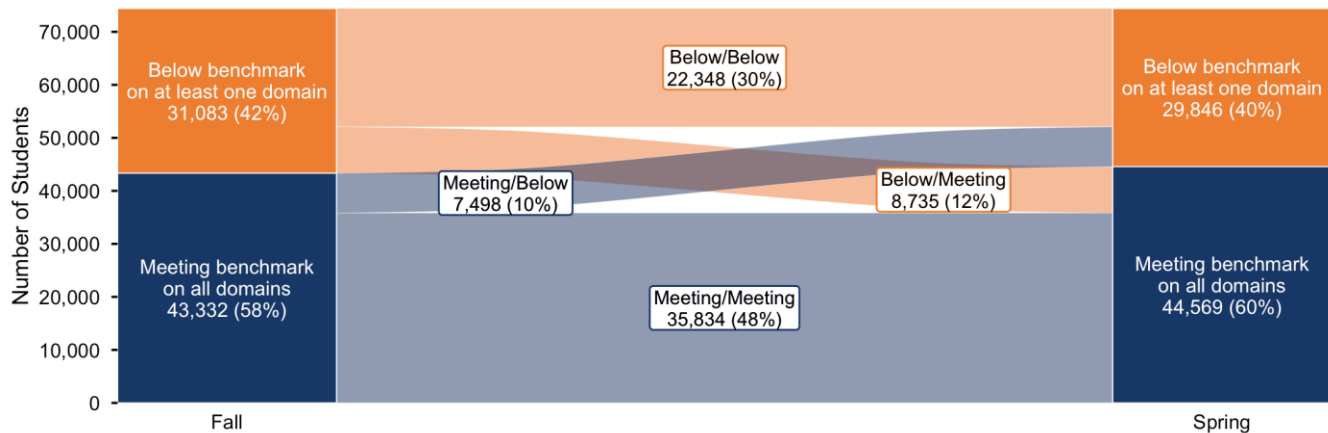
Students are included in the *below overall benchmark* group for fall 2025 and spring 2026, respectively, if they did not meet the benchmark in mathematics, self-regulation, and social skills, and/or were in the High-Risk Band for literacy during either fall 2025 or spring 2026. Students are included in the *meeting overall benchmark* group for fall 2025 and spring 2026 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 2025 or spring 2026.

Figure 22 shows the percentage of students who were below (42%) or meeting (58%) the overall benchmark in the fall and below (40%) or meeting (60%) the overall benchmark in the spring. Overall percentages as well as numbers of students in each benchmark category are presented together in the graphic.

Lighter colors depict the movement of students across fall to spring between benchmark status groups. **Most kindergarten students (78%) remained in the same overall benchmark status group (met/met or below/below) from fall 2025 to spring 2026. The largest group of kindergarten students (48%) were meeting the overall benchmark in both fall 2025 and spring 2026. The second largest group of kindergarten students (30%) were below the overall benchmark in both fall 2025 and spring 2026.** There were also two smaller groups of kindergarten students whose benchmark status shifted from fall 2025 to spring 2026. Specifically, 10% of kindergarten students met the overall benchmark in fall 2025 but were below the overall benchmark in spring 2026. Conversely, 12% of kindergarten students were below the overall benchmark in fall 2025 and met the overall benchmark in spring 2026.

Figure 22

Kindergarten Overall Benchmark Status Change from Fall 2025 to Spring 2026



How Did Kindergarten Students Grow in Mathematics, Self-Regulation, and Social Skills from Fall 2025 to Spring 2026?

This section discusses the overall growth in scaled scores in mathematics and growth in raw average scores in self-regulation and social skills from fall 2025 to spring 2026.

2025–2026 VKRP Kindergarten Students' Mathematics Scaled Score Growth

Growth in mathematics skills can be calculated using EMAS scaled scores ranging from 296 to 911 in kindergarten. In the following table and figures, each student's scaled score in fall 2025 is subtracted from their scaled score in spring 2026 to arrive at each individual student's growth score in mathematics (Table 8). These individual growth scores are then averaged to create a mean growth score at the state level for the 2025–2026 school year.

Kindergarten students' scores on the EMAS had a normal distribution in fall 2025 and spring 2026. 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 111 points in mathematics from fall 2025 to spring 2026, demonstrating robust growth in mathematics skills.** Very few kindergarten students (73 or 0.1%) showed no growth, while a small portion of students (1,323 or 1.7%) showed negative growth.

Figure 23 shows how kindergarten students' mathematics benchmark status changed from fall 2025 to spring 2026. The bar on the left shows the percentage of students who were below (20%) or meeting (80%) the mathematics benchmark in the fall, and the bar on the right shows the percentage of students who were below (17%) or meeting (83%) the mathematics benchmark in the spring.

The connecting flows between the bars show how students moved between benchmark status groups from fall to spring. **Most kindergarten students (87%) remained in the same mathematics benchmark status group (met/met or below/below) from fall 2025 to spring 2026. The largest group of kindergarten students (75%) were meeting the mathematics benchmark in both fall 2025 and spring 2026. The second largest group of kindergarten students (12%) were below the mathematics**

benchmark in both fall 2025 and spring 2026. There were also two smaller groups of kindergarten students whose benchmark status shifted from fall 2025 to spring 2026. Specifically, 5% of kindergarten students met the mathematics benchmark in fall 2025 but were below the mathematics benchmark in spring 2026. Conversely, 8% of kindergarten students were below the mathematics benchmark in fall 2025 and met the mathematics benchmark in spring 2026.

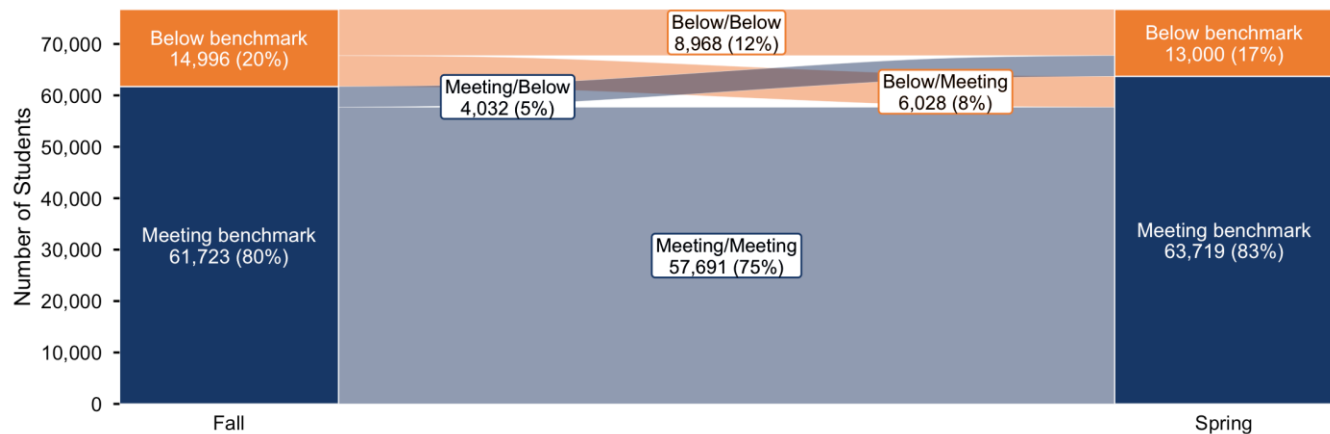
Table 8

Fall 2025 and Spring 2026 Kindergarten Mathematics Descriptive Statistics

Domain	Measure	<i>n</i>	Mean (SD)	Range	Benchmark
Mathematics	Scaled Score, Fall	79,315	594.90 (80.66)	296- 830	538
	Scaled Score, Spring	79,796	705.83 (80.96)	363- 911	643
	Mean Growth	76,719	111.45 (57.02)	-255- 466	-

Figure 23

Kindergarten Mathematics Benchmark Status Change from Fall 2025 to Spring 2026



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 average 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 student 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 student 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 likely 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 2025 is subtracted from their average raw score in spring 2026 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, 2025–2026 growth in self-regulation skills is presented followed by growth in social skills.

2025–2026 VKRP Kindergarten Students' Self-Regulation Growth

There is a range in kindergarten self-regulation scores in both fall 2025 and spring 2026. **Teachers reported small gains in kindergarten students' self-regulation skills over the year, and growth is normally distributed (Table 9).** Additionally, the data showed that some kindergarten students made larger gains in self-regulation skills while other students lost ground relative to their fall 2025 scores.

Table 9

Fall 2025 and Spring 2026 Kindergarten Self-Regulation Descriptive Statistics

Domain	Measure	<i>n</i>	Mean (SD)	Range	Benchmark
Self-Regulation	Average Raw Score, Fall	79,954	3.67 (0.84)	1- 5	2.90
	Average Raw Score, Spring	79,943	3.89 (0.82)	1- 5	3.20
	Mean Growth	76,937	0.21 (0.61)	-4- 4	-

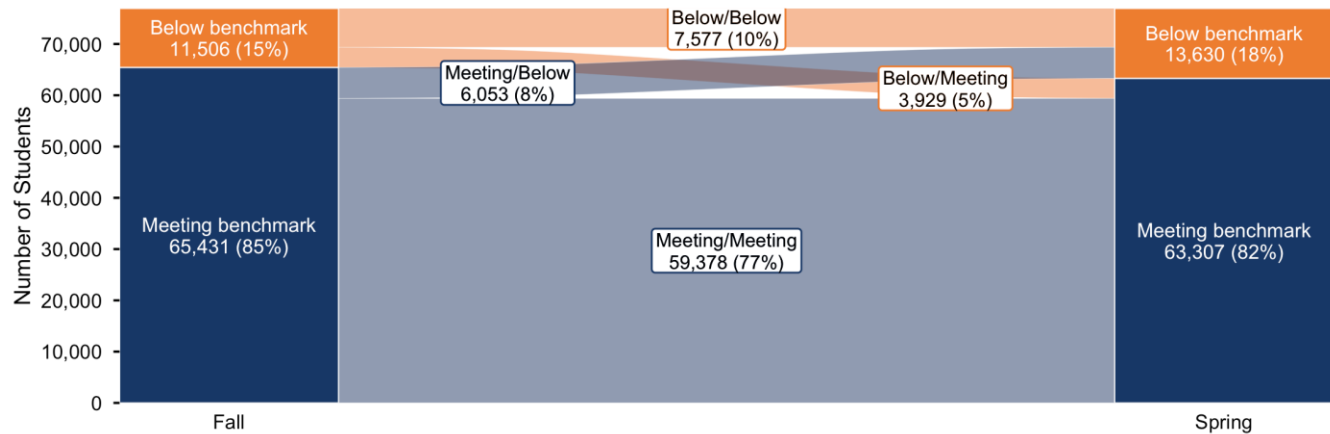
Figure 24 shows how kindergarten students' self-regulation benchmark status changed from fall 2025 to spring 2026 for students who had self-regulation data at both timepoints. The bar on the left shows the percentage of students who were below (15%) or meeting (85%) the self-regulation benchmark in the fall, and the bar on the right shows the percentage of students who were below (18%) or meeting (82%) the self-regulation benchmark in the spring.

The connecting flows between the bars show how students moved between benchmark status groups from fall to spring. **Most kindergarten students (87%) remained in the same self-regulation benchmark status group (met/met or below/below) from fall 2025 to spring 2026. The largest group of kindergarten students (77%) were meeting the self-regulation benchmark in both fall 2025 and spring 2026. The second largest group of kindergarten students (10%) were below the self-regulation benchmark in both fall 2025 and spring 2026.** There were also two smaller groups of kindergarten students whose benchmark status shifted from fall 2025 to spring 2026. Specifically, 8% of kindergarten students met the self-regulation benchmark in fall 2025 but were below the self-regulation benchmark

in spring 2026. Conversely, 5% of kindergarten students were below the self-regulation benchmark in fall 2025 and met the self-regulation benchmark in spring 2026.

Figure 24

Kindergarten Self-Regulation Benchmark Status Change from Fall 2025 to Spring 2026



2025–2026 VKRP Kindergarten Students' Social Skills Growth

There is a range in kindergarten social skills scores in both fall 2025 and spring 2026. **Teachers reported small gains in kindergarten students' social skills over the year 2025–2026 (Table 10).** Growth is normally distributed with some kindergarten students making gains and others losing ground with regards to their social skills.

Table 10

Fall 2025 and Spring 2026 Kindergarten Social Skills Descriptive Statistics

Domain	Measure	<i>n</i>	Mean (SD)	Range	Benchmark
Social Skills	Average Raw Score, Fall	79,954	4.22 (0.68)	1- 5	3.71
	Average Raw Score, Spring	79,943	4.34 (0.66)	1- 5	4.00
	Mean Growth	76,937	0.11 (0.52)	-2.86- 3.43	-

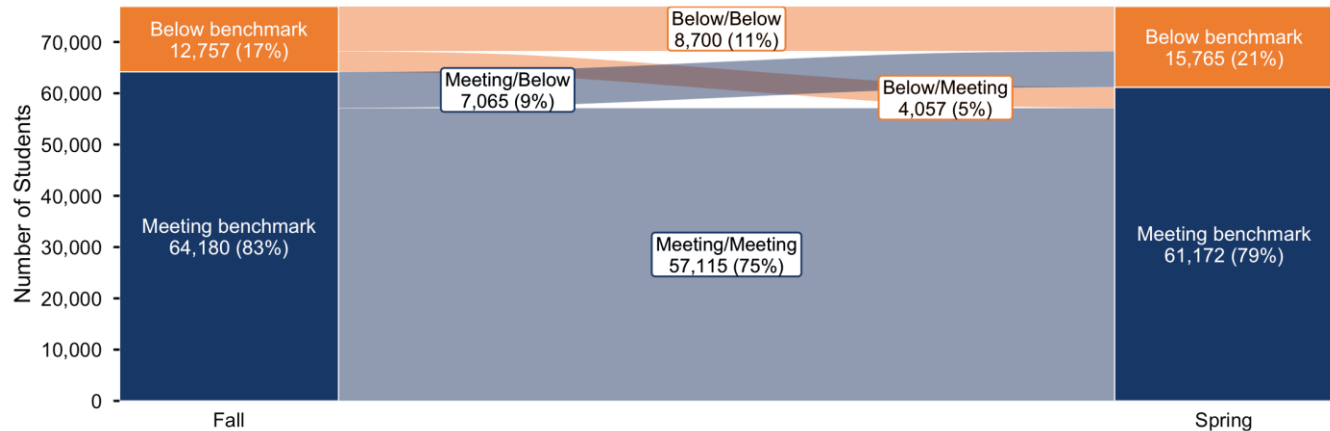
Figure 25 shows how kindergarten students' social skills benchmark status changed from fall 2025 to spring 2026 for students who had social skills data at both timepoints. The bar on the left shows the percentage of students who were below (17%) or meeting (83%) the social skills benchmark in the fall, and the bar on the right shows the percentage of students who were below (20%) or meeting (80%) the social skills benchmark in the spring.

The connecting flows between the bars show how students moved between benchmark status groups from fall to spring. **Most kindergarten students (86%) remained in the same social skills benchmark status group (met/met or below/below) from fall 2025 to spring 2026. The largest group of kindergarten students (75%) were meeting the social skills benchmark in both fall 2025 and spring 2026. The second largest group of kindergarten students (11%) were below the social skills benchmark in both fall 2025 and spring 2026.** There were also two smaller groups of kindergarten students whose benchmark status shifted from fall 2025 to spring 2026. Specifically, 9% of kindergarten

students met the social skills benchmark in fall 2025 but were below the social skills benchmark in spring 2026. Conversely, 5% of kindergarten students were below the social skills benchmark in fall 2025 and met the social skills benchmark in spring 2026.

Figure 25

Kindergarten Social Skills Benchmark Status Change from Fall 2025 to Spring 2026



2025-2026 VKRP Kindergarten Mid-Year Results

VKRP became available to all divisions and programs at a mid-year timepoint, beginning in 2024-2025. 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: Kindergarten mid-year assessment timepoint was required. Because the sample of students participating in VKRP's optional mid-year assessment timepoint and VALLS: Kindergarten mid-year vary, we only present domain specific data for mathematics, self-regulation, and social skills, and do not present overall benchmark information.

2025-2026 VKRP Kindergarten Mid-Year Demographic Data

During the mid-year 2026 timepoint, 49 school divisions voluntarily participated in VKRP. In total, 208 Virginia schools assessed using VKRP in mid-year 2026, resulting in data from 791 kindergarten classrooms and 9,583 kindergarten students.

The student demographic data for mid-year 2026 is presented in Table 11. Five hundred sixteen kindergarteners were not assessed in the fall but were assessed for the first time at the mid-year. Compared to the full fall 2025 sample, kindergarten students assessed in the mid-year 2026 sample were more likely to be Black or African American, from a low-income background, and have prior public pre-kindergarten or no pre-kindergarten experience.

Table 11*2025-2026 Kindergarten Mid-Year Demographic Summary*

Demographic	Description	Fall 2025 N=83,580	Mid-Year 2026 N=9,583
		Mean (SD) or n (%)	Mean (SD) or n (%)
Age	Age in years on September 30, 2025	5.55 (0.35)	5.54 (0.34)
Sex	Female	39,932 (48.1)	4,522 (48.4)
	Male	43,003 (51.9)	4,821 (51.6)
Race/Ethnicity	American Indian or Alaska Native	225 (0.3)	22 (0.2)
	Asian	5,976 (7.2)	228 (2.4)
	Black or African American	17,476 (21.1)	3,327 (35.6)
	Hispanic/Latino of any race	17,501 (21.1)	1,617 (17.3)
	Native Hawaiian or other Pacific Islander	105 (0.1)	16 (0.2)
	Non-Hispanic/Latino of any race, two or more races	6,877 (8.3)	873 (9.3)
	White, not of Hispanic origin	34,775 (41.9)	3,260 (35.0)
Family Income Status^a	Students not from low-income backgrounds	50,660 (61.1)	5,082 (54.4)
	Students from low-income backgrounds	32,275 (38.9)	4,261 (45.6)
Disability^b	Students without a disability	71,887 (87.0)	8,326 (89.5)
	Students with a disability	10,703 (13.0)	976 (10.5)
Language^c	Not English language/multilingual learners (EL)	69,073 (83.3)	8,366 (89.5)
	English language/multilingual learners (EL)	13,862 (16.7)	977 (10.5)
Pre-kindergarten Experience	Head Start	3,192 (3.8)	427 (4.6)
	Public pre-kindergarten	32,336 (39.0)	4,405 (47.1)
	Private pre-kindergarten	25,917 (31.2)	1,813 (19.4)
	Department of Defense child development program	525 (0.6)	61 (0.7)
	Home-based child care	1,380 (1.7)	107 (1.1)
	No pre-kindergarten	19,585 (23.7)	2,530 (27.1)

^aSource: Student Record Collection (SRC) Disadvantaged Status Flag. Students are identified as having a low-income background if, at any point during the school year, 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.

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

^cSource: 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 four years after exiting EL services."

2025-2026 VKRP Kindergarten Mid-Year Completion Data

Completion rates for the mid-year 2026 assessment timepoint were approximately 95% for the EMAS and 90% for the CBRS (Table 12). 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 12

2025-2026 Kindergarten Mid-Year Assessment Completion

Assessment	Status	Mid-Year 2026 N=9,583
		<i>n (%)</i>
EMAS	Incomplete	325 (3.4)
	Exempt	15 (0.2)
	Complete, Spanish	73 (0.8)
	Complete, non-standard ^a	24 (0.3)
	Complete, standard	9,146 (95.3)
CBRS	Incomplete	997 (10.4)
	Exempt	14 (0.1)
	Complete, standard	8,572 (89.5)

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

2025-2026 VKRP Kindergarten Mid-Year Domain Results

Assessment descriptive data and benchmark estimates for the mid-year 2026 timepoint are provided in Table 13 and Table 14.

The data from mid-year 2026 indicated that 26% of kindergarten students had scores that fell below the benchmark in mathematics. In mid-year 2026, 18% 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.

Table 13

2025-2026 Kindergarten Mid-Year Assessment Descriptive Data

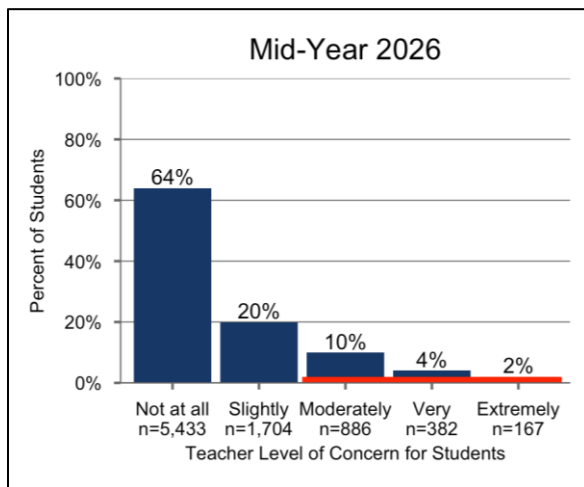
Domain	Description	Mid-Year 2026			
		N	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	9,146	345.00	835.00	651.71 (95.27)
	CBRS Self-Regulation Mean Score	8,572	1.00	5.00	3.74 (0.88)
Social-Emotional	CBRS Social Skills Mean Score	8,572	1.00	5.00	4.26 (0.69)
	CBRS Well-Being Mean Score	8,572	1.00	5.00	4.33 (0.62)

Table 14*2025-2026 Kindergarten Mid-Year Benchmark Estimates*

		Mid-Year 2026
		<i>n</i> (%)
Mathematics	Below benchmark	2,356 (25.8%)
	Meeting benchmark	6,790 (74.2%)
Self-Regulation	Below benchmark	1,519 (17.7%)
	Meeting benchmark	7,053 (82.3%)
Social Skills	Below benchmark	1,741 (20.3%)
	Meeting benchmark	6,831 (79.7%)

Note. Domain benchmarks are only calculated for standard administrations.

Teachers reported that most kindergarten students had high levels of mental health well-being based on the composite score in mid-year 2026. 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 2026 (see red line in Figure 26).

Figure 26*Mid-Year 2026 Kindergarten Teacher Concern*

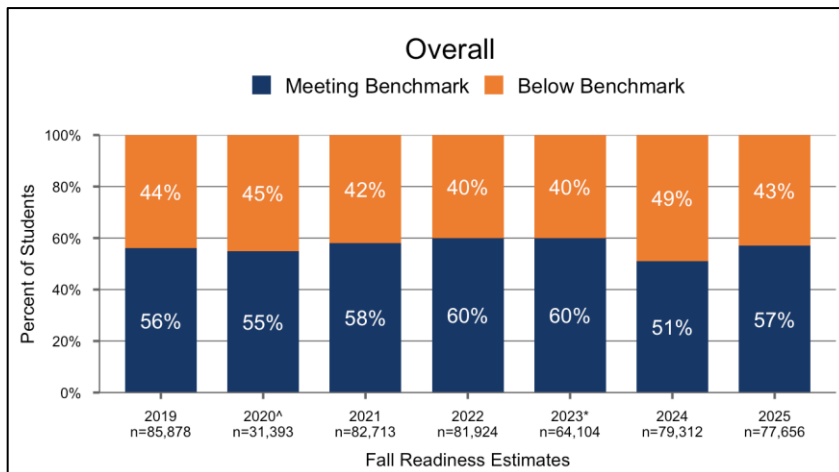
2019-2026 VKRP Kindergarten Trends Across Time

This section presents kindergarten trends over time across the last six years, from fall 2019 to spring 2026. Analyses include VKRP comparisons between fall timepoints of 2019, 2020, 2021, 2022, 2023, 2024 and 2025 and spring timepoints of 2021, 2022, 2023, 2024, 2025 and 2026 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 below the overall benchmark decreased from fall 2019 to fall 2022, remained stable from fall 2022 to fall 2023, increased from fall 2023 to fall 2024, and decreased from fall 2024 to fall 2025. (Figure 27). 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 below 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 below the overall readiness benchmark. In fall 2022 and fall 2023, 40% of kindergarten students had scores below the overall readiness benchmark. In fall 2024, during the first year of VALLS: Kindergarten implementation, 49% of kindergarten students had scores below the overall readiness benchmark. However, during the second year of VALLS: Kindergarten implementation, the percentage of kindergarten students below the overall benchmark decreased by 6 percentage points to 43% in fall 2025.

Importantly, the percentage of children meeting the overall benchmark as well as meeting the benchmarks in mathematics (Figure 28), self-regulation (Figure 29), and social skills (Figure 30) are all higher than they were pre-pandemic.

Figure 27*Fall Overall Kindergarten Readiness Estimates 2019-2025*

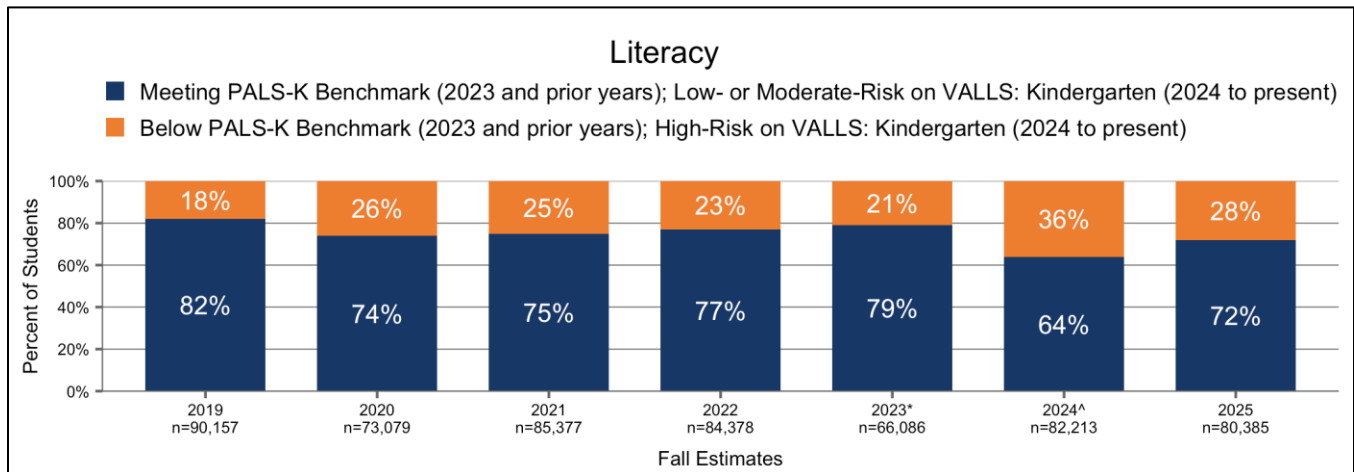
Note. Overall benchmark estimates from fall 2019 to fall 2023 utilized the PALS-K as the measure of literacy readiness.

Beginning in fall 2024, the VALLS: Kindergarten 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: Kindergarten.

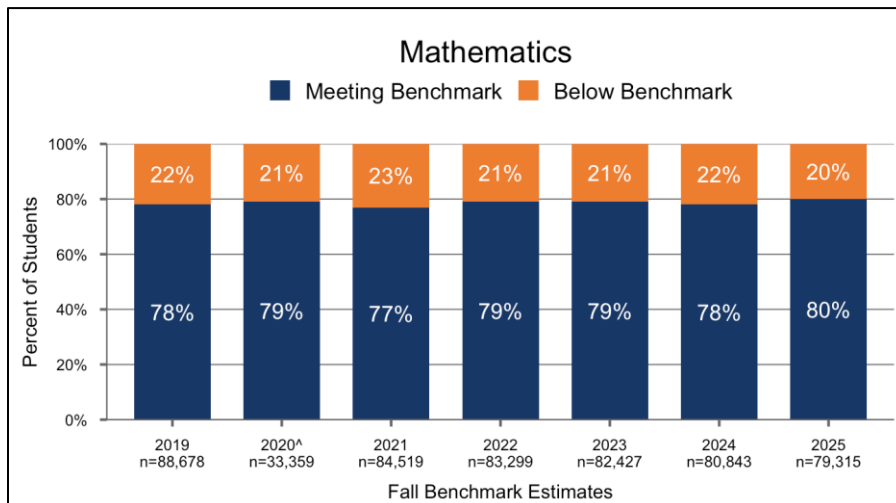
With regards to the four separate learning domains, **literacy benchmark estimates have varied over time** (Figure 28). Fewer kindergarten students' scores (18%) were below the literacy benchmark in fall 2019 prior to COVID-19. In fall 2020 and fall 2021, 26% and 25% of students' scores were below the literacy benchmark, respectively. In fall 2022, 23% of kindergarten students had scores below the literacy benchmark. In fall 2023, 21% of kindergarten students had scores below the literacy benchmark. In fall 2024, VALLS: Kindergarten was implemented for the first time statewide. The revised 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 with VALLS: Kindergarten as compared to previous years when the Phonological Awareness Literacy Screener (PALS-K) was implemented. In fall 2024, the percentage of kindergarten students below the literacy benchmark was 36%. However, during the second year of VALLS: Kindergarten implementation, the percentage of kindergarten students below the literacy benchmark decreased to 28% in fall 2025, a difference of 8 percentage points.

Figure 28*Fall Kindergarten Literacy Readiness Estimates 2019-2025*

* 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: Kindergarten.

^ First year of statewide VALLS: Kindergarten implementation.

Mathematics readiness estimates remained relatively stable over time in the fall with 22% (2019), 21% (2020), 23% (2021), 21% (2022), 21% (2023), 22% (2024), and 20% (2025) of kindergarten students had scores below the mathematics benchmark (Figure 29).

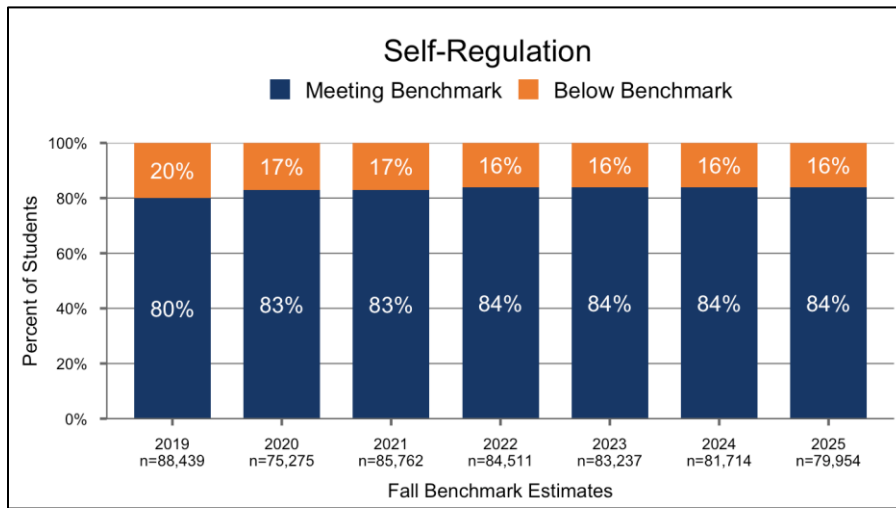
Figure 29*Fall Kindergarten Mathematics Readiness Benchmark Estimates 2019-2025*

^ 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%), fall 2024 (16%), and fall 2025 (16%) (Figure 30).**

Figure 30

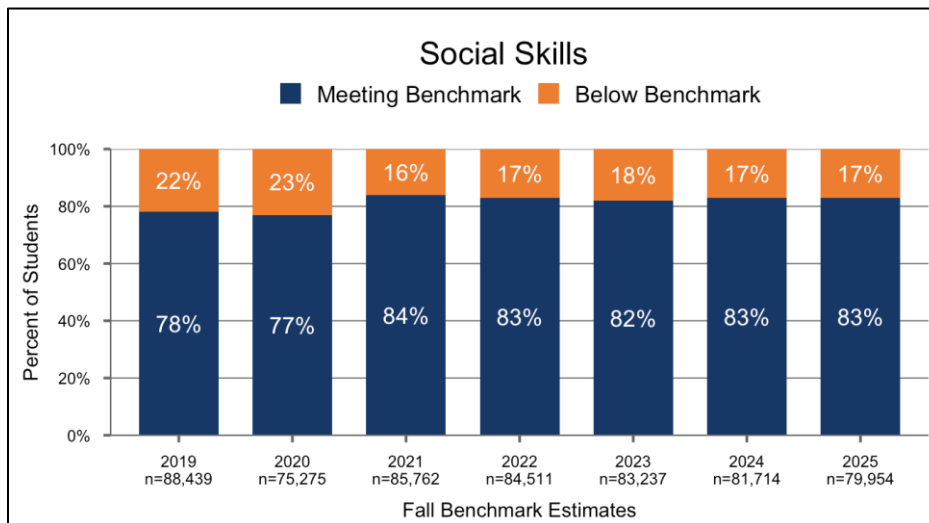
Fall Kindergarten Self-Regulation Benchmark Estimates 2019-2025



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%), fall 2024 (17%), and fall 2025 (17%) (Figure 31).**

Figure 31

Fall Kindergarten Social Skills Benchmark Estimates 2019-2025



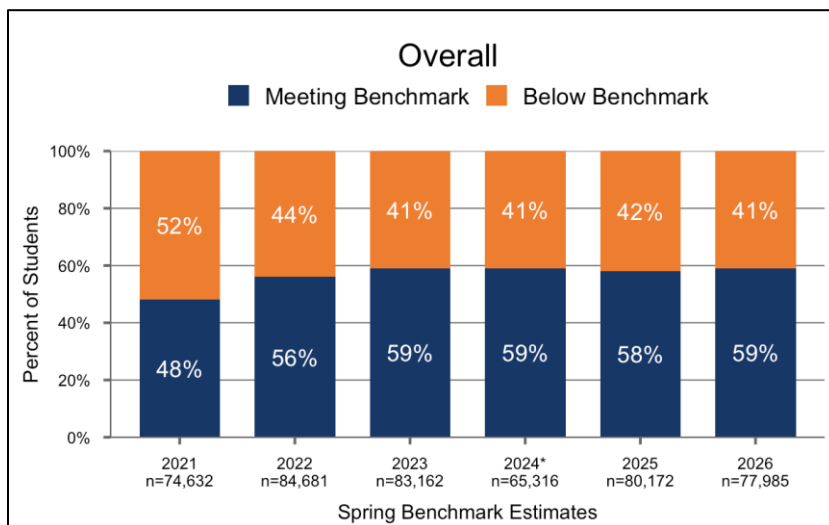
2021-2026 Spring VKRP Kindergarten Data Over Time

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, spring 2025, and spring 2026 (Figure 32).

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 and spring 2026, with 42% and 41% of kindergarten students' scores not meeting the overall benchmark respectively. Thus, **more students ended kindergarten likely demonstrating the skills they need for first grade in spring 2026, 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, 2025, and 2026 data. However, the data may suggest some COVID-19 recovery and the importance of in-person instruction.

Figure 32

Spring Overall Kindergarten Benchmark Estimates 2021-2026



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: Kindergarten was used as the measure for literacy readiness.

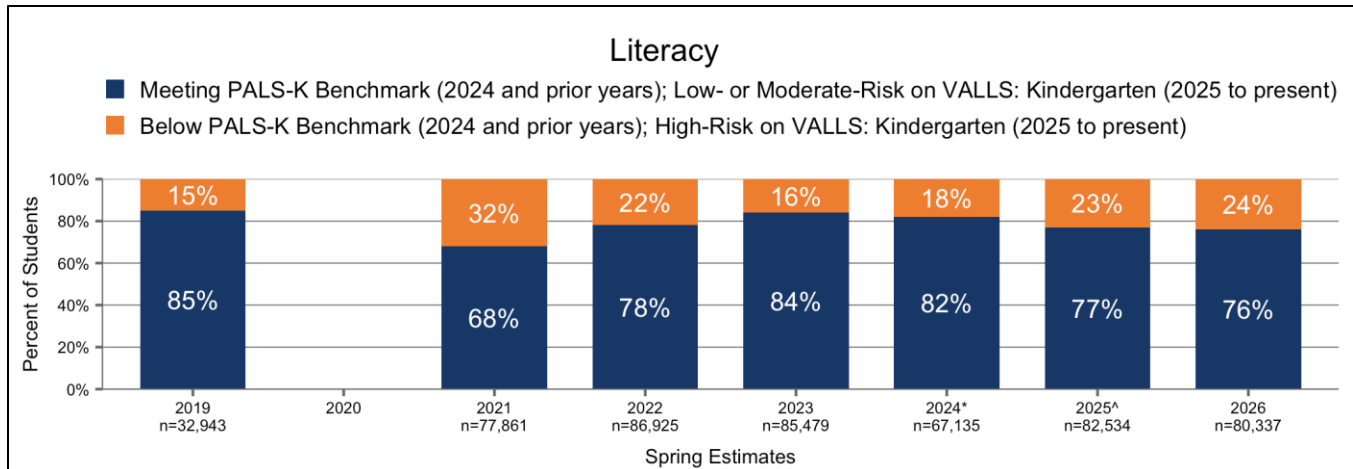
* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: Kindergarten.

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 2026. **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 and in spring 2026, 24% of kindergarten students had scores that fell within the High-Risk Band (Figure 33).**

The spring 2021 to spring 2024 readiness estimates include literacy data from the PALS-K, and the spring 2025 and spring 2026 readiness estimate includes literacy data from the VALLS: Kindergarten. The revised 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 33

Spring Kindergarten Literacy Estimates 2019-2026

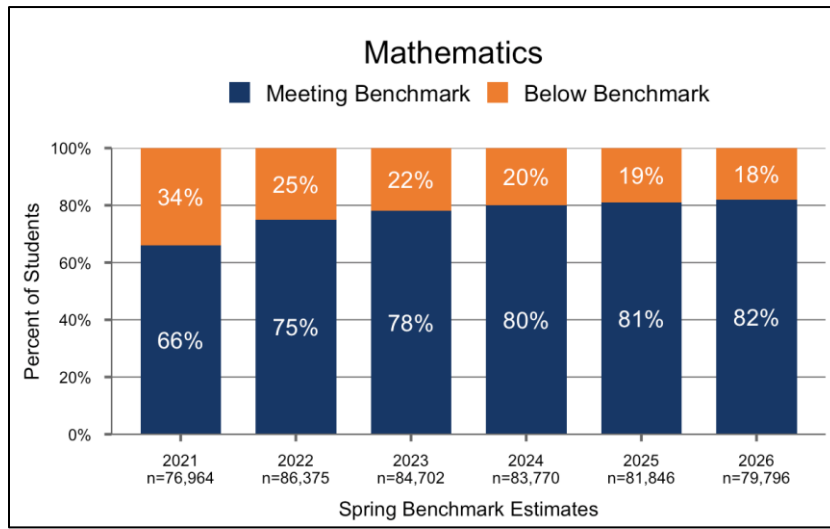


Note. Overall benchmark estimates from spring 2021 to spring 2024 utilized the PALS-K as the measure of literacy readiness. Beginning in spring 2025, the VALLS: Kindergarten was used as the measure for literacy readiness.

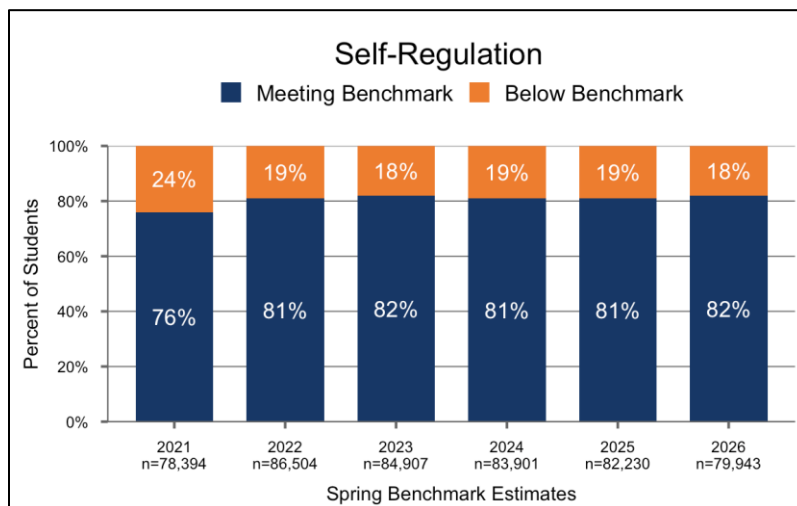
* These data represent 114 divisions who used the PALS-K measure during the 2023–2024 school year. They do not include the 17 school divisions who piloted the VALLS: Kindergarten.

^ First year of statewide VALLS: Kindergarten implementation.

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, 19% of kindergarten students not meeting the spring 2025, and 18% of kindergarten students not meeting the spring 2026 mathematics benchmark (Figure 34).**

Figure 34*Spring Kindergarten Mathematics Benchmark Estimates 2021-2026*

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, 19% in spring 2025, and 18% in spring 2026 (Figure 35).**

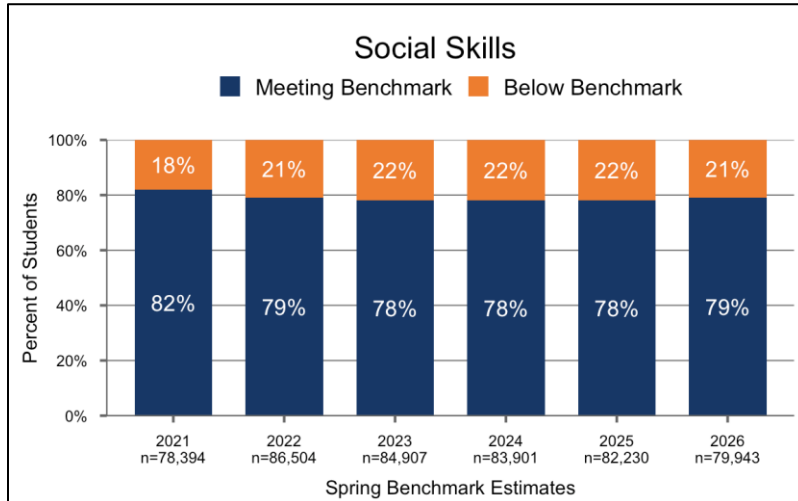
Figure 35*Spring Kindergarten Self-Regulation Benchmark Estimates 2021-2026*

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. In spring 2026, 21% of kindergarten students had scores that fell below the spring social skills benchmark (Figure 36).

Figure 36

Spring Kindergarten Social Skills Benchmark Estimates 2021-2026



In summary, these kindergarten readiness trends show areas of improvement since 2021. However, each year, a substantial number of students enter and leave kindergarten needing additional support across key learning domains. Mathematics readiness has improved steadily, while self-regulation and social skills have remained relatively stable in recent years. Literacy trends over time should be interpreted cautiously, given the PALS-K and VALLS: Kindergarten assessments are not directly comparable. Although these data cannot identify the specific factors or practices contributing to stability or change over time, they underscore the continued need to support students' academic and social-emotional development and to provide targeted support for students who score near or below the benchmark.

2025-2026 VKRP Pre-kindergarten Data

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 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: language and literacy (VALLS: Pre-K), mathematics (EMAS), self-regulation (CBRS), and social skills (CBRS). Both the 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 2025–2026 school year, VKRP trained pre-kindergarten staff new to VKRP 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. The VALLS: Pre-K online administration tutorial is available from within the teacher's VAConnects account. More information regarding the assessments in pre-kindergarten can be found on the [VKRP public website](#) and the [VLP website](#).

The fall 2025 assessment term was September 2 – November 21, 2025, for VALLS: Pre-K and August 18 – November 7, 2025, for VKRP. The mid-year 2026 assessment term was January 5–February 20, 2026, for VKRP. The spring 2026 assessment term was April 20 – May 29, 2026, for VALLS: Pre-K and April 6 – May 22, 2026, for VKRP.

2025–2026 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. A child receives an STI when they first enter the public school system, hence children not enrolled in public pre-kindergarten or Mixed Delivery will not have an STI. As a result, STI and associated demographic data can be 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 2025–2026 school year. This information was also merged with VKRP pre-kindergarten data using student name and location. If a pre-kindergarten child was missing demographic information from SRC and VECF, information entered into VAConnects was utilized to further fill information gaps (Appendix C). Following the merge, funding information was missing for approximately 5% of the three-year-old VKRP sample, and 2% of the four-year-old VKRP sample.

The merged funding source code is presented in Table 15 and Table 16 below. **In both fall 2025 and spring 2026, children with VPI funding represented the largest proportion of the VKRP pre-kindergarten sample.**

Table 15

Fall 2025 Pre-kindergarten Funding Source Estimates

Merged Funding Source Code	Three-Year-Old	Four-Year-Old	Total Children
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Head Start or Early Head Start	2,167 (19.2)	3,329 (10.5)	5,496 (12.8)
VPI, local funding for VPI placement, special education funding for VPI placement	2,832 (25.1)	21,154 (66.8)	23,986 (55.9)
Special Education Preschool	1,660 (14.7)	2,131 (6.7)	3,791 (8.8)
Title I	382 (3.4)	617 (1.9)	999 (2.3)
Local funding for other public preschool	227 (2.0)	475 (1.5)	702 (1.6)
Mixed Delivery Grant Program (administered by VECF)	1,079 (9.6)	1,191 (3.8)	2,270 (5.3)
Private Pay	254 (2.3)	336 (1.1)	590 (1.4)
VA Child Care Subsidy Program (VA CCSP)	2,060 (18.3)	1,895 (6.0)	3,955 (9.2)
Scholarship	6 (0.1)	1 (<0.1)	7 (<0.1)
Military Child Care in Your Neighborhood (MCCYN)	4 (<0.1)	2 (<0.1)	6 (<0.1)
Missing	593 (5.3)	536 (1.7)	1,129 (2.6)
Total	11,264 (100.0)	31,667 (100.0)	42,931 (100.0)

Source: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom-level data, if present.

Table 16

Spring 2026 Pre-kindergarten Funding Source Estimates

Merged Funding Source Code	Three-Year-Old	Four-Year-Old	Total Children
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Head Start or Early Head Start	2,428 (18.8)	3,434 (10.6)	5,862 (12.9)
VPI, local funding for VPI placement, special education funding for VPI placement	2,908 (22.5)	21,042 (65.0)	23,950 (52.9)
Special Education Preschool	2,036 (15.8)	2,392 (7.4)	4,428 (9.8)
Title I	390 (3.0)	577 (1.8)	967 (2.1)
Local funding for other public preschool	224 (1.7)	483 (1.5)	707 (1.6)
Mixed Delivery Grant Program (administered by VECF)	1,141 (8.8)	1,194 (3.7)	2,335 (5.2)
Private Pay	373 (2.9)	375 (1.2)	748 (1.7)
VA Child Care Subsidy Program (VA CCSP)	2,843 (22.0)	2,442 (7.5)	5,285 (11.7)
Scholarship	4 (<0.1)	3 (<0.1)	7 (<0.1)
Military Child Care in Your Neighborhood (MCCYN)	12 (0.1)	7 (<0.1)	19 (<0.1)
Missing	562 (4.4)	411 (1.3)	973 (2.1)
Total	12,921 (100.0)	32,360 (100.0)	45,281 (100.0)

Source: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom-level data, if present.

2025-2026 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 for 2025-2026. 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 2025–2026 academic year.

2025–2026 Three-Year-Old VKRP Pre-kindergarten Demographic Information

In fall 2025, 11,264 three-year-old pre-kindergarten children participated in VKRP (Table 17). As outlined above, demographic information was obtained from VDOE through the SRC, from VECF, and from the VAConnects system. If demographic information for a child was missing after merging SRC and VECF data, data for age, gender, race and funding source were obtained from VAConnects. Age and gender data were complete for all children. Missing data were observed for race (fall: 9%, $n = 1,018$; spring: 10%, $n = 1,271$), disadvantage status (fall: 42%, $n = 4,748$; spring: 44%, $n = 5,708$), disability status (fall: 38%, $n = 4,707$; spring: 34%, $n = 5,663$), language status (fall: 50%, $n = 5,659$; spring: 52%, $n = 6,665$), and funding source (fall: 5%, $n = 593$; spring: 4%, $n = 562$).

Children were, on average, 3 years and 6 months old in fall 2025 and were racially and ethnically diverse. About 36% of three-year-old children were 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 not identified as EL students.

The number of three-year-old pre-kindergarten children participating in spring 2026 increased from fall 2025 ($n = 12,921$ in spring, $n = 11,264$ in fall). Racial/ethnic representation and EL status remained consistent from fall 2025 to spring 2026. The percentage of three-year-old pre-kindergarten children from low-income backgrounds increased from fall 2025 (36%) to spring 2026 (39%) and the percentage of children with a disability increased from fall 2025 (35%) to spring 2026 (40%). Like kindergarten, these increases likely reflect additional children being identified as disadvantaged or as having a disability over the course of the school year.

Table 17
2025-2026 Pre-kindergarten Three-Year-Old Demographic Summary

Demographic	Description	Fall 2025 Overall Sample <i>n</i> = 11,264	Spring 2026 Overall Sample <i>n</i> = 12,921
		Mean (SD) or <i>n</i> (%)	Mean (SD) or <i>n</i> (%)
Age	Age in years on September 30, 2025	3.54 (0.29)	3.53 (0.29)
Sex	Female	5,370 (47.8)	6,053 (47.3)
	Male	5,873 (52.2)	6,734 (52.7)
Race/Ethnicity	American Indian or Alaska Native	27 (0.3)	39 (0.3)
	Asian	395 (3.9)	490 (4.2)
	Black or African American	3,533 (34.5)	3,978 (34.1)
	Hispanic/Latino of any race	1,633 (15.9)	1,853 (15.9)
	Native Hawaiian or other Pacific Islander	19 (0.2)	26 (0.2)
	Non-Hispanic/Latino of any race, two or more races	578 (5.6)	666 (5.7)
	White, not of Hispanic origin	4,061 (39.6)	4,598 (39.6)
Family Income Status^a	Students not from low-income backgrounds	4,181 (64.2)	4,377 (60.7)
	Students from low-income backgrounds	2,335 (35.8)	2,836 (39.3)
Disability^b	Students without a disability	4,292 (65.5)	4,393 (60.5)
	Students with a disability	2,265 (34.5)	2,865 (39.5)
Language^c	Not English language/multilingual learners (EL)	5,604 (100.0)	6,255 (100.0)
	English language/multilingual learners (EL)	1 (<0.1)	1 (<0.1)
Merged Funding Source Code^d	Head Start or Early Head Start	2,167 (19.2)	2,428 (18.8)
	VPI, local funding for VPI placement, special education funding for VPI placement	2,832 (25.1)	2,908 (22.5)
	Special Education Preschool	1,660 (14.7)	2,036 (15.8)
	Title I	382 (3.4)	390 (3.0)
	Local funding for other public preschool	227 (2.0)	224 (1.7)
	Mixed Delivery Grant Program (administered by VECF)	1,079 (9.6)	1,141 (8.8)
	Private Pay	254 (2.3)	373 (2.9)
	VA Child Care Subsidy Program (VA CCSP)	2,060 (18.3)	2,843 (22.0)
	Scholarship	6 (0.1)	4 (<0.1)
	Military Child Care in Your Neighborhood (MCCYN)	4 (<0.1)	12 (0.1)
	Missing	593 (5.3)	562 (4.4)

^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: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom- level data, if present.

2025–2026 Three-Year-Old VKRP Pre-kindergarten Completion Data

Over 80% of assessed three-year-old children were assessed on all four domains in fall 2025 and in spring 2026 (Table 18). In fall 2025, 83% of three-year-old pre-kindergarten children had complete data across all VKRP assessments (literacy, mathematics, self-regulation, and social skills). In spring 2026, 85% of three-year-old pre-kindergarten children had complete VKRP data. Exemptions across assessments ranged from three to five percent in fall 2025 and spring 2026.

Table 18

2025-2026 Pre-kindergarten Three-Year-Old Assessment Completion

Assessment	Status	Fall 2025 N=11,264	Spring 2026 N=12,921
		<i>n</i> (%)	<i>n</i> (%)
VALLS: Pre-Kindergarten	Incomplete	2,609 (23.2)	3,471 (26.9)
	Exempt	413 (3.7)	633 (4.9)
	Complete, non-standard ^a	107 (0.9)	154 (1.2)
	Complete, standard	8,135 (72.2)	8,663 (67.0)
EMAS	Incomplete	2,417 (21.5)	3,496 (27.1)
	Exempt	451 (4.0)	466 (3.6)
	Complete, Spanish	98 (0.9)	44 (0.3)
	Complete, non-standard ^a	97 (0.9)	99 (0.8)
	Complete, standard	8,201 (72.7)	8,816 (68.2)
CBRS	Incomplete	2,227 (19.8)	3,247 (25.1)
	Exempt	378 (3.4)	354 (2.7)
	Complete, standard	8,659 (76.8)	9,320 (72.2)
Breakdown of assessment overlap (complete, standard only)	VALLS: Pre-K, EMAS, CBRS	7,600 (83.7)	8,217 (84.6)
	VALLS: Pre-K, EMAS	155 (1.7)	156 (1.6)
	VALLS: Pre-K, CBRS	127 (1.4)	106 (1.1)
	EMAS, CBRS	430 (4.7)	389 (4.0)
	VALLS: Pre-K	253 (2.8)	184 (1.9)
	EMAS	16 (0.2)	54 (0.6)
	CBRS	502 (5.5)	608 (6.2)

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

2025–2026 Three-Year-Old Pre-kindergarten Descriptive and Skill Development Band Data

Table 19 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 2025–2026. 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 2025 and spring 2026 across each of the four domains – literacy, mathematics, self-regulation, and social skills.**

Table 19*2025-2026 Three-Year-Old Pre-kindergarten Assessment Descriptive Data*

Domain	Description	Fall 2025		Spring 2026	
		<i>n</i>	Mean (SD)	<i>n</i>	Mean (SD)
Literacy	Alphabet Knowledge: Letter Names	6,923	13.86 (17.49)	7,110	25.33 (19.15)
	Alphabet Knowledge: Letter Sounds	8,377	3.52 (6.65)	8,907	8.52 (8.99)
	Phonological Awareness: Syllable Segmenting	8,363	4.49 (4.12)	8,893	6.38 (3.75)
	Phonological Awareness: Beginning Sounds Matching	8,335	2.33 (2.99)	8,859	3.27 (3.24)
	Passage Comprehension: Expressive Comprehension Questions	8,267	1.53 (1.45)	8,828	2.61 (1.75)
	Passage Comprehension: Receptive Comprehension	8,295	1.67 (1.32)	8,810	2.04 (1.27)
	Passage Comprehension: Retell	8,321	1.60 (1.71)	8,869	2.35 (1.95)
	Emergent Writing: Name Writing	8,319	1.53 (1.09)	8,866	2.62 (1.55)
	Print Concepts ^a	3,925	3.41 (2.73)	-	
Mathematics	EMAS Scaled Score	8,201	450.42 (101.47)	8,816	526.21 (99.13)
Social-Emotional	CBRS Self-Regulation Mean Score	8,659	3.19 (0.85)	9,320	3.50 (0.84)
	CBRS Social Skills Mean Score	8,659	3.69 (0.73)	9,320	3.85 (0.74)
	CBRS Well-Being Mean Score	8,659	4.09 (0.65)	9,320	4.22 (0.62)

^a Print Concepts is assessed in the fall only.

Pre-K Language & Literacy Skill Development Bands that were created by VLP for the 2025 - 2026 school year are not yet scaled and, therefore, are not included in this report. VALLS: Pre-K data reports are found on the [VLP website](#).

Table 20 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 2025, 30% of three-year-old pre-kindergarten children's scores fell into the Beginning Band, 41% into the Growing Band, and 29% into the Strong Band. In spring 2026, 24% of three-year-old pre-kindergarten children's scores fell into the Beginning Band, 56% into the Growing Band, and 20% into the Strong Band.**

Table 20*2025-2026 Three-Year-Old Pre-kindergarten Mathematics Skill Development Bands Descriptive Data*

		Fall 2025			Spring 2026		
		<i>n</i> = 8,201			<i>n</i> = 8,816		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	212	692	450.42 (101.47)	251	771	526.21 (99.13)
		<i>n</i> (%)			<i>n</i> (%)		
Skill Development Bands	Beginning	2,483 (30.3)			2,141 (24.3)		
	Growing	3,321 (40.5)			4,941 (56.0)		
	Strong	2,397 (29.2)			1,734 (19.7)		

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

Figure 37 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 2025 and spring 2026.

Figure 37

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Mathematics Skill Development Bands

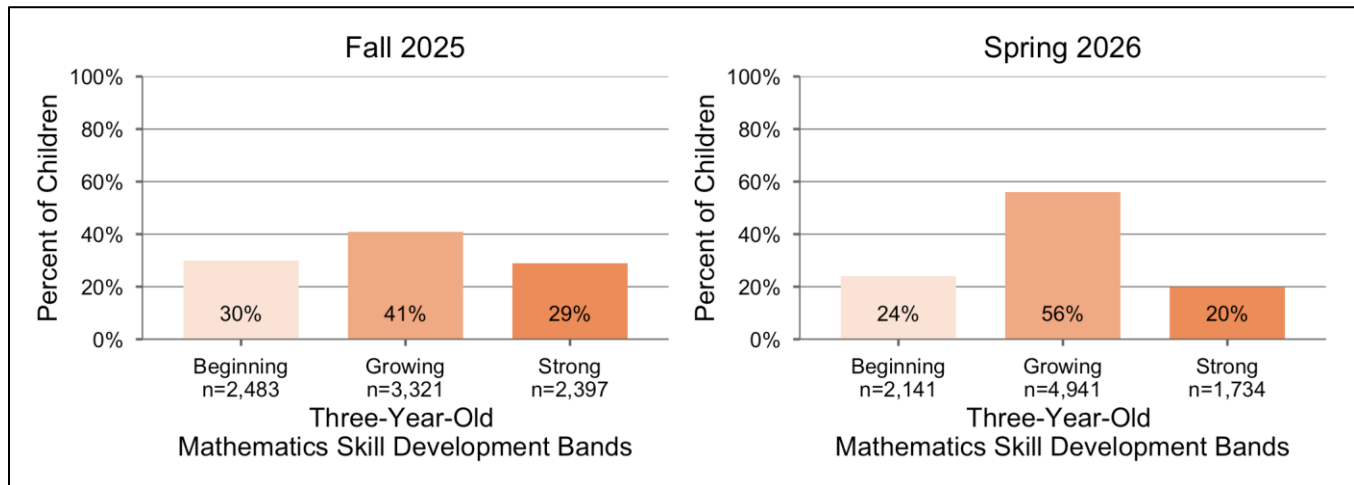


Table 21 provides descriptive information about the number of three-year-old pre-kindergarten children whose self-regulation scores fell into each of the Skill Development Bands. It is expected in pre-kindergarten that most three-year-old pre-kindergarten children's self-regulation scores will fall into the Growing Band at each time point. **In both fall 2025 and spring 2026, most three-year-old children's self-regulation scores fell into the Growing Band (68% and 71%, respectively).**

Table 21

2025-2026 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data

		Fall 2025			Spring 2026		
		<i>n</i> = 8,659			<i>n</i> = 9,320		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Self-Regulation	CBRS Mean Score	1.00	5.00	3.19 (0.85)	1.00	5.00	3.50 (0.84)
		<i>n</i> (%)			<i>n</i> (%)		
Skill Development Bands	Beginning	1,127 (13.0)			1,176 (12.6)		
	Growing	5,888 (68.0)			6,637 (71.2)		
	Strong	1,644 (19.0)			1,507 (16.2)		

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

Figure 38 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 2025 and spring 2026.

Figure 38

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands

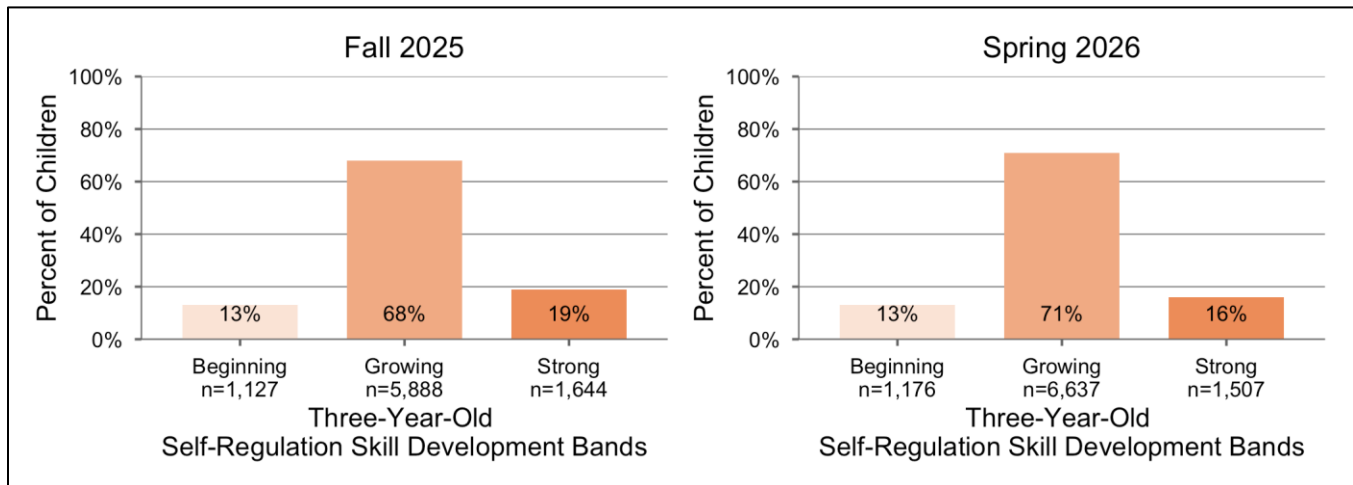


Table 22 provides descriptive information about the number of three-year-old pre-kindergarten children whose social skills scores fell into each of the Skill Development Bands. It is expected in pre-kindergarten that most three-year-old children's social skills scores will fall into the Growing Band at each time point. **In both fall 2025 and spring 2026, the majority of three-year-old pre-kindergarten children's social skills scores fell into the Growing Band (74% and 69%, respectively).**

Table 22

2025-2026 Three-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data

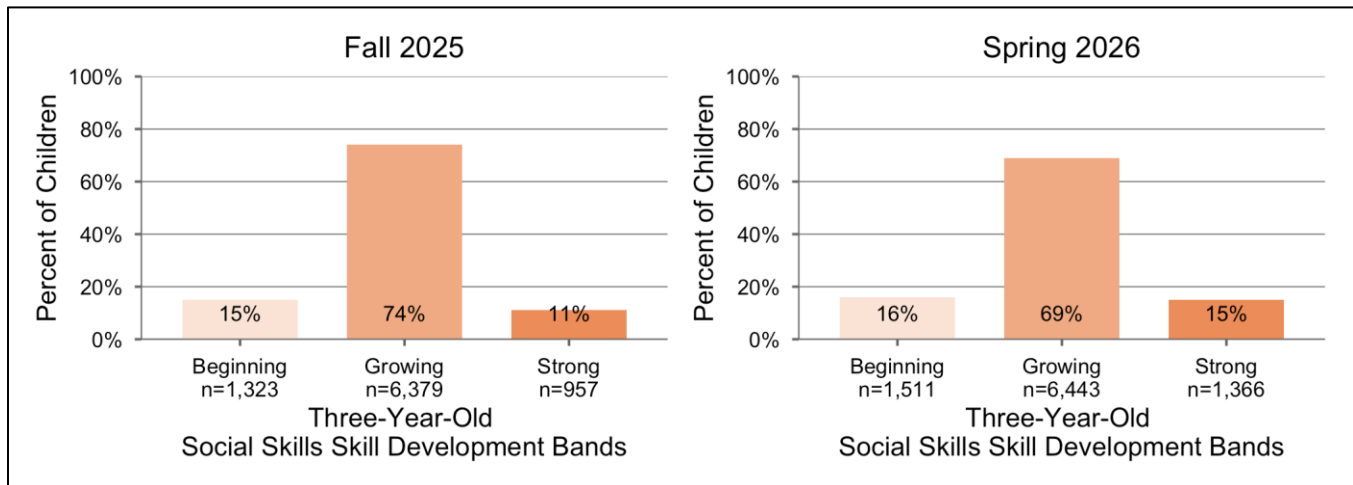
		Fall 2025			Spring 2026		
		<i>n</i> = 8,659			<i>n</i> = 9,320		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Social Skills	CBRS Mean Score	1.00	5.00	3.69 (0.73)	1.00	5.00	3.85 (0.74)
		<i>n</i> (%)			<i>n</i> (%)		
Skill Development Bands	Beginning	1,323 (15.3)			1,511 (16.2)		
	Growing	6,379 (73.7)			6,443 (69.1)		
	Strong	957 (11.1)			1,366 (14.7)		

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 social skills scores that fell into each of the Skill Development Bands in fall 2025 and spring 2026.

Figure 39

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Social Skills Skill Development Bands



2025–2026 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 2025 and spring 2026 were 4.09 ($SD = 0.65$) and 4.22 ($SD = 0.62$), respectively (Table 19). **In fall 2025, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being of 23% of three-year-old children (see red line in Figure 41). Teacher concern for pre-kindergarten three-year-old children's social-emotional well-being decreased in spring 2026 where teachers reported being moderately, very, or extremely concerned about 21% of three-year-old pre-kindergarten children.**

Figure 40

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Mental Health Well-Being Composite Score

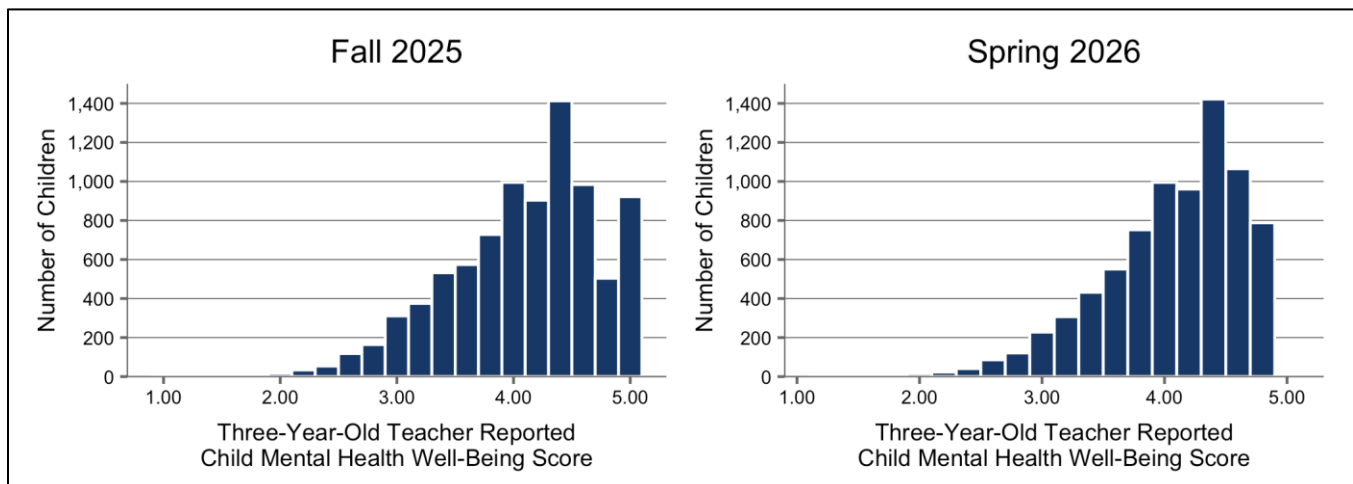
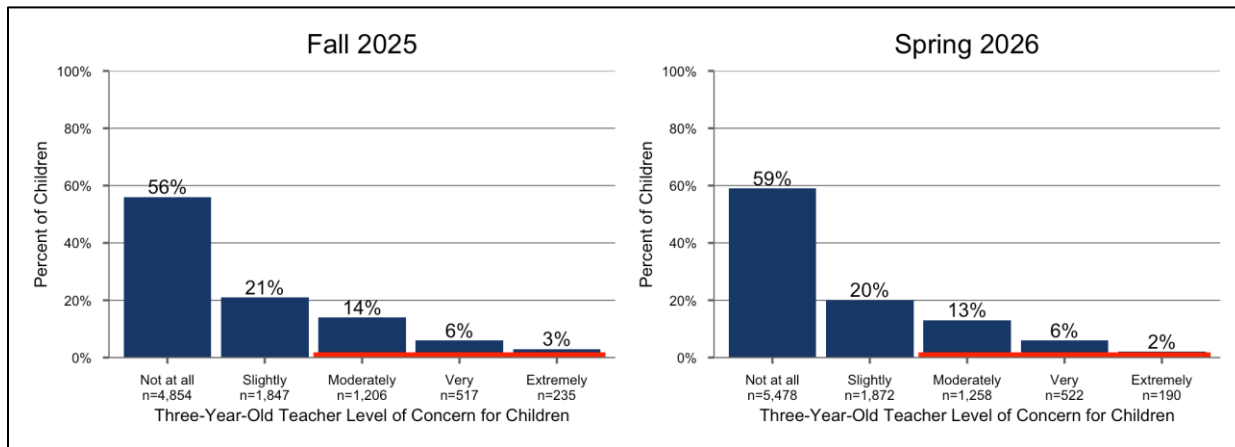


Figure 41

Fall 2025 and Spring 2026 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 2025 to Spring 2026?

This section presents data on the growth⁶ in three-year-old pre-kindergarten children's scaled scores in mathematics and growth in the raw averaged scores in self-regulation and social skills from fall 2025 to spring 2026.

2025–2026 VKRP Three-Year-Old Pre-kindergarten Children's Mathematics Scaled Scores Growth

The EMAS scaled scores can be used to measure growth over time and range from 212 to 771 in pre-kindergarten. In the following table and figures, each three-year-old child's scaled score in fall 2025 is subtracted from their scaled score in spring 2026 to arrive at each individual child's growth in mathematics (Table 23). These individual growth scores are then averaged to create a mean growth score at the state level for the 2025–2026 year. **Three-year-old pre-kindergarten children's scores on the EMAS were normally distributed in fall 2025 and spring 2026, 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 2025 to spring 2026, demonstrating robust growth in mathematics skills.**

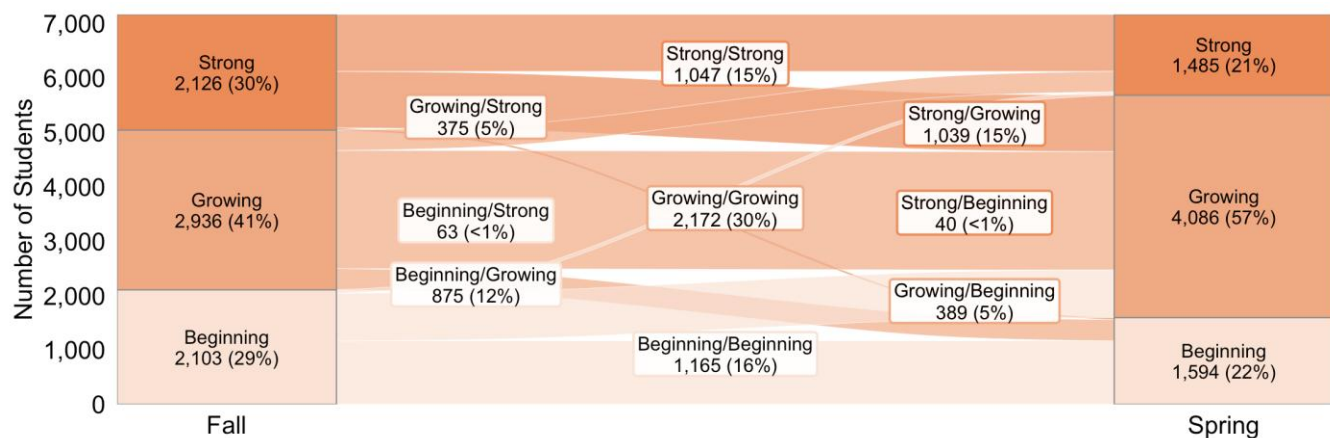
⁶ Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

Table 23*Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Mathematics Descriptive Statistics*

Domain	Measure	<i>n</i>	Mean (SD)	Range
Mathematics	Scaled Score, Fall	8,201	450.42 (101.47)	212- 692
	Scaled Score, Spring	8,816	526.21 (99.13)	251- 771
	Mean Growth	7,165	77.97 (73.88)	-284- 496

Figure 42 shows how three-year-old pre-kindergarten children's mathematics Skill Development Band changed from fall 2025 to spring 2026 for students who had mathematics data at both time points. The bar on the left shows the percentage of children in the Beginning (29%), Growing (41%), and Strong (30%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (22%), Growing (57%), and Strong (21%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children move between mathematics Skill Development Bands from fall 2025 to spring 2026.

Most three-year-old pre-kindergarten children (61%) remained in the same mathematics Skill Development Band from fall 2025 to spring 2026. Thirty percent remained in the Growing Band, 16% remained in the Beginning Band, and 15% remained in the Strong Band. Among children whose Skill Development Band changed, the most common transitions were from the Strong Band to the Growing Band (15%) and from the Beginning Band to the Growing Band (12%). Smaller percentages of children moved from the Growing Band to the Beginning Band (5%) or from the Growing Band to the Strong Band (5%). Very few children moved directly between the Beginning and Strong Bands in either direction (both <1%).

Figure 42*Fall 2025 to Spring 2026 Three-Year-Old Pre-kindergarten Mathematics Skill Development Band Change*

2025–2026 VKRP Three-Year-Old Pre-kindergarten Children’s Self-Regulation Growth

Three-year-old children’s mean raw scores in self-regulation in fall 2025 and spring 2026, as well as the average self-regulation growth across the state, are presented in Table 24. There was a range in three-year-old pre-kindergarten children’s self-regulation scores in both fall 2025 and spring 2026. **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 2025-26 school year.**

Table 24

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Self-Regulation Descriptive Statistics

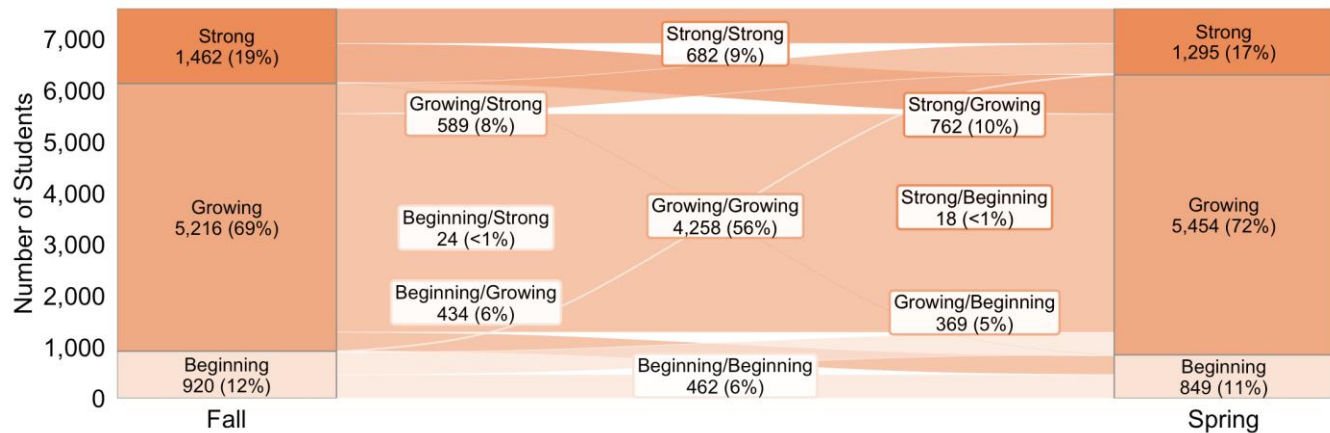
Domain	Measure	<i>n</i>	Mean (SD)	Range
Self-Regulation	Average Raw Score, Fall	8,659	3.19 (0.85)	1- 5
	Average Raw Score, Spring	9,320	3.50 (0.84)	1- 5
	Mean Growth	7,598	0.33 (0.70)	-3.8- 4

Figure 43 shows how three-year-old pre-kindergarten children’s self-regulation Skill Development Band changed from fall 2025 to spring 2026 for students who had self-regulation data at both time points. The bar on the left shows the percentage of students in the Beginning (12%), Growing (69%), and Strong (19%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (11%), Growing (72%), and Strong (17%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children move between self-regulation Skill Development Bands from fall to spring.

Most three-year-old pre-kindergarten children (71%) remained in the same self-regulation Skill Development Band from fall 2025 to spring 2026. Fifty-six percent remained in the Growing Band, 9% remained in the Strong Band, and 6% remained in the Beginning Band. Among children whose self-regulation Skill Development Band changed, the most common transitions were from the Strong Band to the Growing Band (10%) and from the Growing Band to the Strong Band (8%). Smaller percentages of children moved from the Beginning Band to the Growing Band (6%) or from the Growing Band to the Beginning Band (5%). Very few children moved directly between the Beginning and Strong Bands in either direction (both <1%).

Figure 43

Fall 2025 to Spring 2026 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Band Change



2025–2026 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 2025 and spring 2026, as well as the average social skills growth across the state, are presented in Table 25. There was a range in three-year-old pre-kindergarten children's social skills scores in both fall 2025 and spring 2026. Like self-regulation, **pre-kindergarten teachers reported small gains in three-year-old children's social skills over the 2025–2026 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 2025–26 school year.**

Table 25

Fall 2025 and Spring 2026 Three-Year-Old Pre-kindergarten Social Skills Descriptive Statistics

Domain	Measure	<i>n</i>	Mean (SD)	Range
Social Skills	Average Raw Score, Fall	8,659	3.69 (0.73)	1- 5
	Average Raw Score, Spring	9,320	3.85 (0.74)	1- 5
	Mean Growth	7,598	0.16 (0.61)	-2.43- 3.14

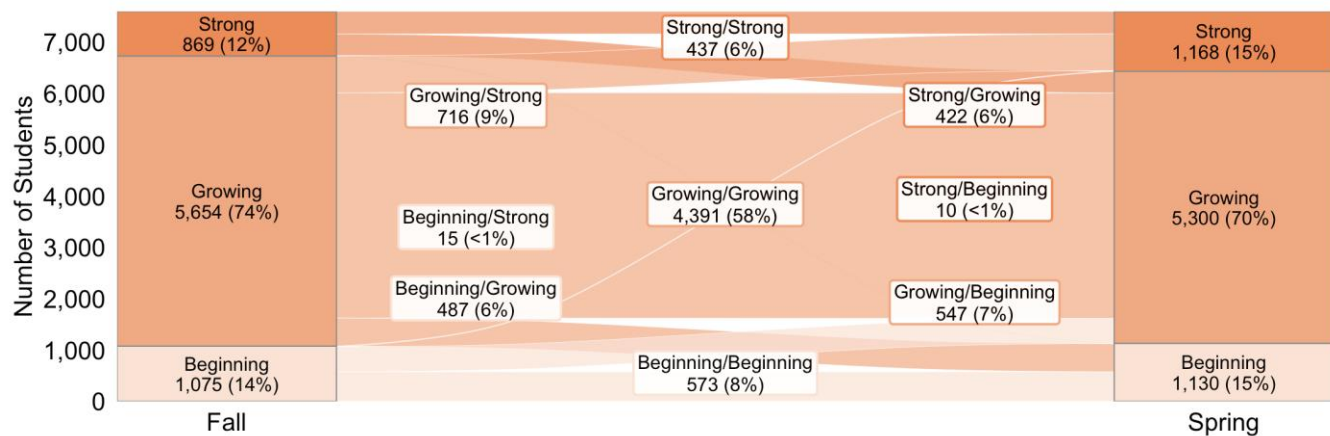
Figure 44 shows how three-year-old pre-kindergarten children's social skills Skill Development Band changed from fall 2025 to spring 2026 for students who had social skills data at both time points. The bar on the left shows the percentage of students in the Beginning (14%), Growing (74%), and Strong (12%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (15%), Growing (70%), and Strong (15%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children move between social skills Skill Development Bands from fall to spring.

Most three-year-old pre-kindergarten children (72%) remained in the same social skills Skill Development Band from fall 2025 to spring 2026. Fifty-eight percent remained in the Growing Band,

8% remained in the Beginning Band, and 6% remained in the Strong Band. Among children whose Skill Development Band changed, the most common transitions were from the Growing Band to the Strong Band (9%) and from the Growing Band to the Beginning Band (7%). Smaller percentages of children moved from the Beginning Band to the Growing Band (6%) or from the Strong Band to the Growing Band (6%). Very few children moved directly between the Beginning and Strong Bands in either direction (both <1%).

Figure 44

Fall 2025 to Spring 2026 Three-Year-Old Pre-kindergarten Social Skills Skill Development Band Change



2025-2026 VKRP Three-Year-Old Pre-kindergarten Mid-Year Results

Beginning in winter 2026, 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 VAConnects to assist educators in identifying and promoting growth in children's early learning skills.

Participation in VKRP at the mid-year timepoint 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, the CBRS, or both. VALLS: Pre-K administration is also optional at the mid-year timepoint. As a result, 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.

2025-2026 VKRP Three-Year-Old Pre-Kindergarten Mid-Year Demographic Information

During mid-year 2026, 32 three-year-old pre-kindergarten programs voluntarily participated in VKRP. In total, 240 three-year-old pre-kindergarten schools implemented VKRP in mid-year 2026, resulting in data from 2,845 three-year-old pre-kindergarten children. Four hundred ninety-four three-year-old pre-kindergarten children were not assessed in the fall but were assessed for the first time at the mid-year.

For the mid-year 2026 sample, children were, on average, 3 years and 6 months old and were racially and ethnically diverse.

Three-year-old children assessed in the mid-year 2026 sample were more likely to be Black or African American, were less likely to have a disability, and were more likely to be enrolled in VPI or Title I programs compared to children in the full fall 2025 sample.

Table 26*2025-2026 Three-Year-Old Pre-kindergarten Mid-Year Demographic Summary*

Demographic	Description	Fall 2025 Overall Sample <i>n</i> = 11,264	Mid-Year 2026 Overall Sample <i>n</i> = 2,845
		Mean (SD) or <i>n</i> (%)	Mean (SD) or <i>n</i> (%)
Age	Age in years on September 30, 2025	3.54 (0.29)	3.54 (0.29)
Sex	Female	5,370 (47.8)	1,351 (47.7)
	Male	5,873 (52.2)	1,481 (52.3)
Race/Ethnicity	American Indian or Alaska Native	27 (0.3)	7 (0.3)
	Asian	395 (3.9)	72 (2.6)
	Black or African American	3,533 (34.5)	1,343 (48.1)
	Hispanic/Latino of any race	1,633 (15.9)	376 (13.5)
	Native Hawaiian or other Pacific Islander	19 (0.2)	15 (0.5)
	Non-Hispanic/Latino of any race, two or more races	578 (5.6)	162 (5.8)
	White, not of Hispanic origin	4,061 (39.6)	820 (29.2)
Family Income Status^a	Students not from low-income backgrounds	4,181 (64.2)	1,187 (68.8)
	Students from low-income backgrounds	2,335 (35.8)	538 (31.2)
Disability^b	Students without a disability	4,292 (65.5)	1,389 (80.3)
	Students with a disability	2,265 (34.5)	341 (19.7)
Language^c	Not English language/multilingual learners (EL)	5,604 (100.0)	1,644 (100.0)
	English language/multilingual learners (EL)	1 (<0.1)	-
Merged Funding Source Code^d	Head Start or Early Head Start	2,167 (19.2)	616 (21.7)
	VPI, local funding for VPI placement, special education funding for VPI placement	2,832 (25.1)	939 (33.0)
	Special Education Preschool	1,660 (14.7)	239 (8.4)
	Title I	382 (3.4)	325 (11.4)
	Local funding for other public preschool	227 (2.0)	15 (0.5)
	Mixed Delivery Grant Program (administered by VECF)	1,079 (9.6)	110 (3.9)
	Private Pay	254 (2.3)	94 (3.3)
	VA Child Care Subsidy Program (VA CCSP)	2,060 (18.3)	380 (13.4)
	Scholarship	6 (0.1)	1 (<0.1)
	Military Child Care in Your Neighborhood (MCCYN)	4 (<0.1)	-
	Missing	593 (5.3)	126 (4.4)

^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: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom-level data, if present.

2025-2026 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 2026 assessment timepoint were approximately 70% for the EMAS and 92% for the CBRS (Table 27).

Table 27

2025-2026 Three-Year-Old Pre-kindergarten Mid-Year Assessment Completion

Assessment	Status	Mid-Year 2026
		N=2,845 <i>n</i> (%)
EMAS	Incomplete	818 (28.8)
	Exempt	7 (0.2)
	Complete, Spanish	14 (0.5)
	Complete, non-standard ^a	29 (1.0)
	Complete, standard	1,977 (69.5)
CBRS	Incomplete	224 (7.9)
	Exempt	8 (0.3)
	Complete, standard	2,613 (91.8)

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

2025-2026 VKRP Three-Year-Old Pre-kindergarten Mid-Year Descriptive and Skill Development Band Data

Table 28 provides descriptive information for EMAS and CBRS mid-year assessment scoring. **In mid-year 2026, most three-year-old pre-kindergarten children's mathematics scores fell into the Growing Band (55%) (Table 29). Most three-year-old pre-kindergarten children's self-regulation and social skills scores fell into the Growing Band (73%) (Table 30 and Table 31).**

Table 28

2025-2026 Three-Year-Old Pre-kindergarten Assessment Descriptive Data

Domain	Description	Mid-Year 2026	
		<i>n</i>	Mean (SD)
Mathematics	EMAS Scaled Score	1,977	509.99 (92.96)
	CBRS Self-Regulation Mean Score	2,613	3.43 (0.83)
Social-Emotional	CBRS Social Skills Mean Score	2,613	3.88 (0.70)
	CBRS Well-Being Mean Score	2,613	4.21 (0.62)

Table 29

2025-2026 Three-Year-Old Pre-kindergarten Mathematics Skill Development Bands Descriptive Data

	Mid-Year 2026	
	<i>n</i> = 1,977	
Skill Development Bands	Beginning	414 (20.9)
	Growing	1,088 (55.0)
	Strong	475 (24.0)

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

Table 30*2025-2026 Three-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data*

Mid-Year 2026 <i>n</i> = 2,613	
Skill Development Bands	Beginning 369 (14.1)
	Growing 1,916 (73.3)
	Strong 328 (12.6)

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

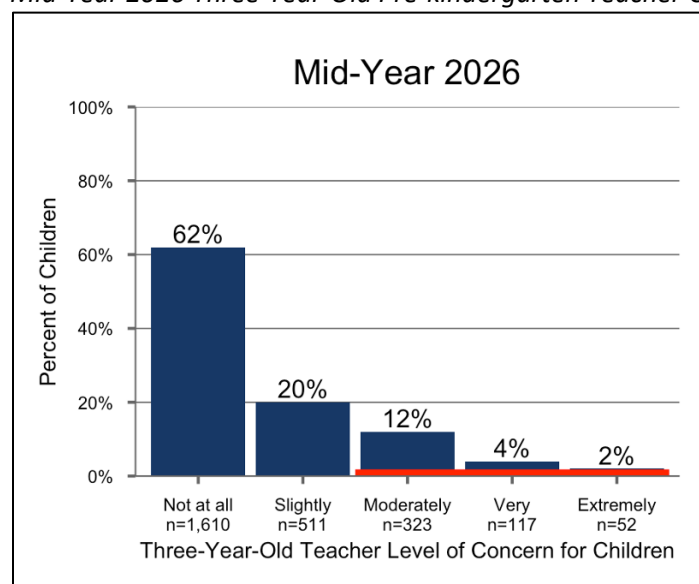
Table 31*2025-2026 Three-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data*

Mid-Year 2026 <i>n</i> = 2,613	
Skill Development Bands	Beginning 363 (13.9)
	Growing 1,918 (73.4)
	Strong 332 (12.7)

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

2025-2026 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 2026 was 4.24 (*SD* = 0.58). In mid-year 2026, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 18% of three-year-old pre-kindergarten children (see red line in Figure 45).

Figure 45*Mid-Year 2026 Three-Year-Old Pre-kindergarten Teacher Concern*

2025-2026 VKRP Four-Year-Old Pre-kindergarten Data

The VKRP four-year-old pre-kindergarten assessment data for the 2025–2026 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 2025–2026 academic year.

2025–2026 Four-Year-Old VKRP Pre-kindergarten Demographic Information

In fall 2025, almost 32,000 four-year-old pre-kindergarten children participated in VKRP (Table 32). As previously outlined, demographic information was obtained from VDOE through the SRC, from VECF, and from the VAConnects system. If demographic information for a child was missing after merging SRC and VECF data, data for age, gender, race and funding source were obtained from VAConnects. Age data was complete for all children. Missing data were observed for gender (fall: <0.1% $n = 11$; spring: <0.1% $n = 10$), race (fall: 2% $n = 641$; spring: 3% $n = 823$), disadvantage status (fall: 15% $n = 4,686$; spring: 15% $n = 4,947$), disability status (fall: 15% $n = 4,683$; spring: 15% $n = 4,979$), language status (fall: 18% $n = 5,541$; spring: 18% $n = 5,777$), and funding source (fall: 2% $n = 536$; spring: 1% $n = 411$).

Children were, on average, 4 years and 6 months old in fall 2025 and were racially and ethnically diverse. Fifty-two percent of four-year-old pre-kindergarten children were from low-income backgrounds, which was expected given the eligibility requirements of the participating pre-kindergarten programs. About one-fifth of four-year-old pre-kindergarten children had a disability, and the majority were not identified as EL students.

The number of four-year-old pre-kindergarten children participating in the spring 2026 was similar to the fall 2025 sample ($n = 32,360$ spring). Racial/ethnic representation remained consistent from fall 2025 to spring 2026, but there was a 6% increase in the number of four-year-old pre-kindergarten children from low-income backgrounds, and a 5% increase in the number of four-year-old pre-kindergarten children identified as having a disability in spring 2026 compared to fall 2025. Similar to kindergarten, these increases likely reflect additional children being identified as disadvantaged or as having a disability over the course of the school year.

Table 32
2025-2026 Pre-kindergarten Four-Year-Old Demographic Summary

Demographic	Description	Fall 2025 Overall Sample <i>n</i> = 31,667	Spring 2026 Overall Sample <i>n</i> = 32,360
		Mean (SD) or <i>n</i> (%)	Mean (SD) or <i>n</i> (%)
Age	Age in years on September 30, 2025	4.52 (0.71)	4.51 (0.30)
Sex	Female	15,215 (48.1)	15,457 (47.9)
	Male	16,427 (51.9)	16,824 (52.1)
Race/Ethnicity	American Indian or Alaska Native	86 (0.3)	89 (0.3)
	Asian	1,573 (5.1)	1,608 (5.1)
	Black or African American	9,354 (30.1)	9,518 (30.2)
	Hispanic/Latino of any race	6,927 (22.3)	7,053 (22.4)
	Native Hawaiian or other Pacific Islander	66 (0.2)	57 (0.2)
	Non-Hispanic/Latino of any race, two or more races	2,191 (7.1)	2,221 (7.0)
	White, not of Hispanic origin	10,829 (34.9)	10,991 (34.8)
Family Income Status^a	Students not from low-income backgrounds	12,916 (47.9)	11,508 (42.0)
	Students from low-income backgrounds	14,065 (52.1)	15,905 (58.0)
Disability^b	Students without a disability	21,373 (79.2)	20,515 (74.9)
	Students with a disability	5,611 (20.8)	6,866 (25.1)
Language^c	Not English language/multilingual learners (EL)	26,118 (100.0)	26,573 (100.0)
	English language/multilingual learners (EL)	8 (<0.1)	10 (<0.1)
Merged Funding Source Code^d	Head Start or Early Head Start	3,329 (10.5)	3,434 (10.6)
	VPI, local funding for VPI placement, special education funding for VPI placement	21,154 (66.8)	21,042 (65.0)
	Special Education Preschool	2,131 (6.7)	2,392 (7.4)
	Title I	617 (1.9)	577 (1.8)
	Local funding for other public preschool	475 (1.5)	483 (1.5)
	Mixed Delivery Grant Program (administered by VECF)	1,191 (3.8)	1,194 (3.7)
	Private Pay	336 (1.1)	375 (1.2)
	VA Child Care Subsidy Program (VA CCSP)	1,895 (6.0)	2,442 (7.5)
	Scholarship	1 (<0.1)	3 (<0.1)
	Military Child Care in Your Neighborhood (MCCYN)	2 (<0.1)	7 (<0.1)
	Missing	536 (1.7)	411 (1.3)

^aSource: 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.

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

^cSource: 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."

^dSource: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom- level data, if present.

2025–2026 Four-Year-Old VKRP Pre-kindergarten Completion Data

Ninety-one percent of assessed four-year-old pre-kindergarten children had complete data on all measures (literacy, mathematics, self-regulation, and social skills) in fall 2025, and 91% had complete data on all measures (literacy, mathematics, self-regulation, and social skills) in spring 2026 (Table 33). The table below presents information on completion rates across the four-year-old pre-kindergarten assessments in 2025–2026. Across both the fall 2025 and spring 2026, exemptions were low (<3%) across each assessment.

Table 33

2025-2026 Pre-kindergarten Four-Year-Old Assessment Completion

Assessment	Status	Fall 2025 N=31,667	Spring 2026 N=32,360
		<i>n (%)</i>	<i>n (%)</i>
VALLS: Pre-Kindergarten	Incomplete	1,949 (6.2)	2,372 (7.3)
	Exempt	570 (1.8)	678 (2.1)
	Complete, non-standard ^a	398 (1.3)	434 (1.3)
	Complete, standard	28,750 (90.7)	28,876 (89.3)
EMAS	Incomplete	1,807 (5.7)	2,378 (7.3)
	Exempt	694 (2.2)	712 (2.2)
	Complete, Spanish	300 (0.9)	217 (0.7)
	Complete, non-standard ^a	278 (0.9)	238 (0.7)
	Complete, standard	28,588 (90.3)	28,815 (89.1)
CBRS	Incomplete	1,745 (5.5)	2,315 (7.2)
	Exempt	549 (1.7)	486 (1.5)
	Complete, standard	29,373 (92.8)	29,559 (91.3)
Breakdown of assessment overlap (complete, standard only)	VALLS: Pre-K, EMAS, CBRS	27,459 (90.6)	27,757 (91.3)
	VALLS: Pre-K, EMAS	304 (1.0)	357 (1.2)
	VALLS: Pre-K, CBRS	377 (1.2)	324 (1.1)
	EMAS, CBRS	796 (2.6)	651 (2.1)
	VALLS: Pre-K	610 (2.0)	438 (1.4)
	EMAS	29 (0.1)	50 (0.2)
	CBRS	741 (2.5)	827 (2.7)

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

2025–2026 Four-Year-Old VKRP Pre-kindergarten Descriptive and Skill Development Band Data

Table 34 presents four-year-old pre-kindergarten VKRP descriptive data for the EMAS (mathematics total scaled score) and CBRS (self-regulation, social skills and mental health well-being mean scores) in 2025–2026. The VALLS: Pre-K measure for literacy does not have an overall total score; therefore,

Table 34 lists the mean subtask scores (e.g., name writing, letter sounds etc.) for the literacy screener. VALLS: Pre-K data reports are found on the [VLP website](#). **Overall, four-year-old pre-kindergarten children displayed a range of skills in fall 2025 and spring 2026 across each of the domains – literacy, mathematics, self-regulation, and social skills.**

Table 34

2025-2026 Four-Year-Old Pre-kindergarten Assessment Descriptive Data

Domain	Description	Fall 2025		Spring 2026	
		<i>n</i>	Mean (SD)	<i>n</i>	Mean (SD)
Literacy	Alphabet Knowledge: Letter Names	27,077	20.66 (18.88)	26,618	37.09 (16.68)
	Alphabet Knowledge: Letter Sounds	29,483	5.69 (7.62)	29,476	14.61 (9.00)
	Phonological Awareness: Syllable Segmenting	29,419	5.17 (3.84)	29,455	7.90 (3.19)
	Phonological Awareness: Beginning Sounds Expressive	29,408	2.32 (3.37)	29,420	6.06 (3.91)
	Phonological Awareness: Phoneme Blending	-		29,362	3.02 (3.77)
	Passage Comprehension: Expressive Comprehension Questions	29,159	2.25 (1.70)	29,329	2.64 (1.47)
	Passage Comprehension: Receptive Comprehension	29,277	1.69 (1.15)	29,317	2.77 (1.22)
	Emergent Writing: Name Writing	29,320	2.91 (1.57)	29,397	4.34 (1.19)
	Print Concepts ^a	12,888	4.76 (2.89)	-	
Mathematics	EMAS Scaled Score	28,588	502.78 (97.77)	28,815	613.21 (94.04)
Social-Emotional	CBRS Self-Regulation Mean Score	29,373	3.40 (0.82)	29,559	3.79 (0.81)
	CBRS Social Skills Mean Score	29,373	3.89 (0.72)	29,559	4.12 (0.72)
	CBRS Well-Being Mean Score	29,373	4.13 (0.64)	29,559	4.33 (0.61)

^a Print Concepts is assessed in the fall only.

Table 35 provides descriptive information about the number and percentage of four-year-old pre-kindergarten children's mathematics scores that fall into each of the Skill Development Bands. **In fall 2025, most four-year-old pre-kindergarten children's scores fell into the Beginning Band (48%), and in spring 2026, most four-year-old pre-kindergarten children's scores fell into the Growing Band (55%).**

Table 35

2025-2026 Four-Year-Old Pre-kindergarten Mathematics Skill Development Bands Descriptive Data

		Fall 2025			Spring 2026		
		<i>n</i> = 28,588			<i>n</i> = 28,815		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Mathematics	EMAS Scaled Score	240	752	502.78 (97.77)	303	840	613.21 (94.04)
		<i>n</i> (%)			<i>n</i> (%)		
Skill Development Bands	Beginning	13,724 (48.0)			6,703 (23.3)		
	Growing	8,607 (30.1)			15,803 (54.8)		
	Strong	6,257 (21.9)			6,309 (21.9)		

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 mathematics scores that fell into each of the Skill Development Bands in fall 2025 and spring 2026.

Figure 46

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Mathematics Skill Development Bands

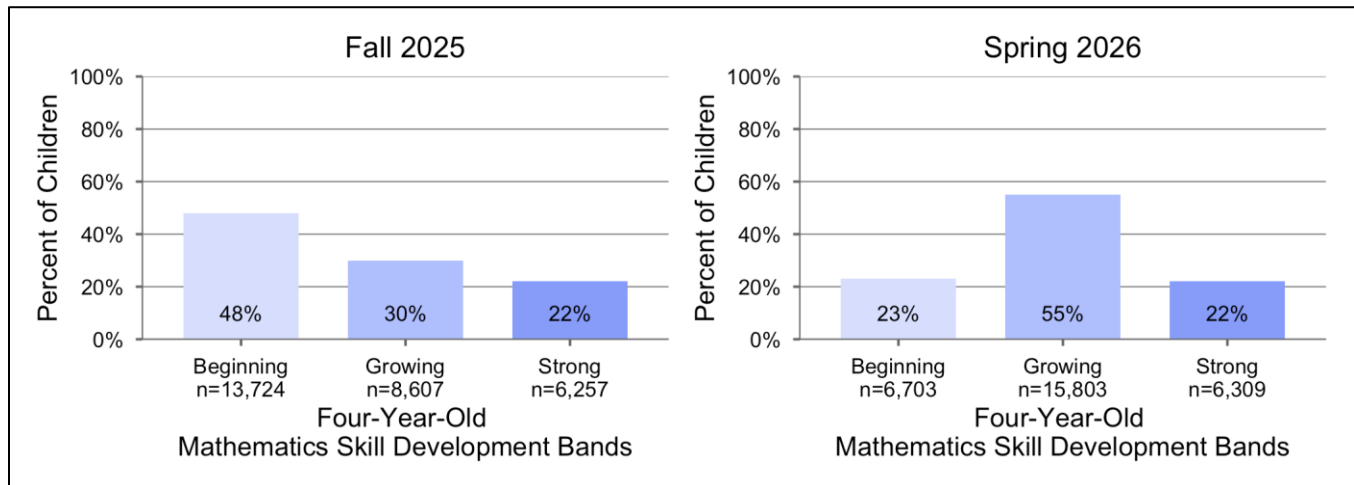


Table 36 provides descriptive information about the number of four-year-old pre-kindergarten children's self-regulation scores that fell into each of the Skill Development Bands. **In both fall 2025 and spring 2026, the majority of four-year-old pre-kindergarten children's self-regulation scores fell into the Growing Band (70% and 64%, respectively).** It is expected in pre-kindergarten that most four-year-old pre-kindergarten children's self-regulation scores will fall into the Growing Band at each time point.

Table 36

2025-2026 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data

		Fall 2025			Spring 2026		
		n = 29,373			n = 29,559		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Self-Regulation	CBRS Mean Score	1.00	5.00	3.40 (0.82)	1.00	5.00	3.79 (0.81)
		n (%)			n (%)		
Skill Development Bands	Beginning	4,960 (16.9)			5,491 (18.6)		
	Growing	20,627 (70.2)			18,785 (63.6)		
	Strong	3,786 (12.9)			5,283 (17.9)		

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 self-regulation scores that fell into each of the Skill Development Bands in fall 2025 and spring 2026.

Figure 47

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands

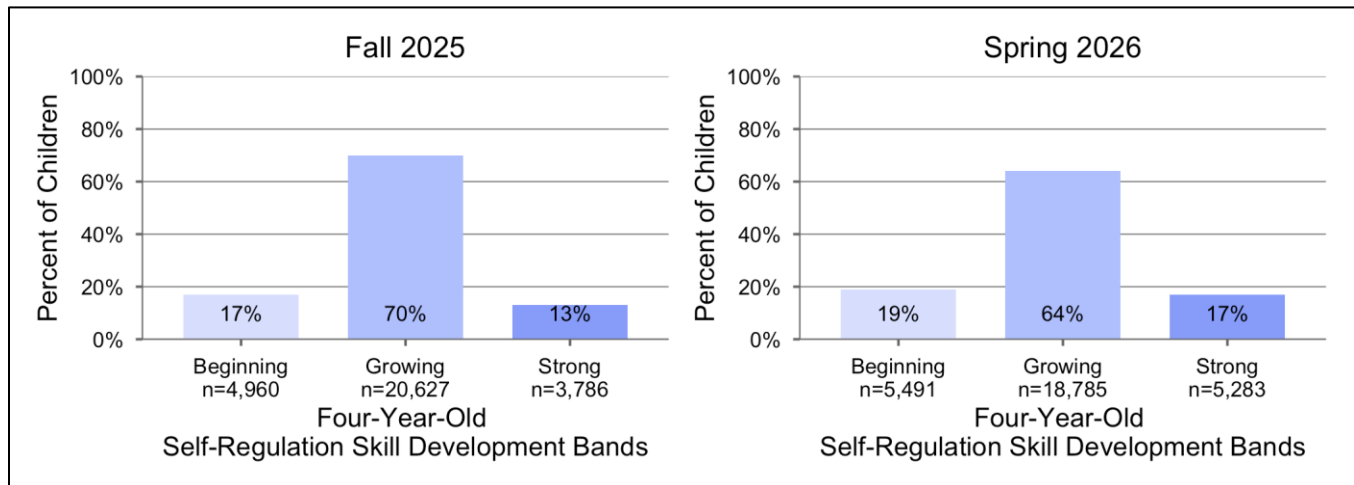


Table 37 provides descriptive information about the number of four-year-old pre-kindergarten children's social skills scores that fell into each of the Skill Development Bands. **In both fall 2025 and spring 2026, most four-year-old pre-kindergarten children's social skills scores fell into the Growing Band (69% and 63%, respectively).** It is expected in pre-kindergarten that most four-year-old children's social skills scores will fall into the Growing Band at each time point.

Table 37

2025-2026 Four-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data

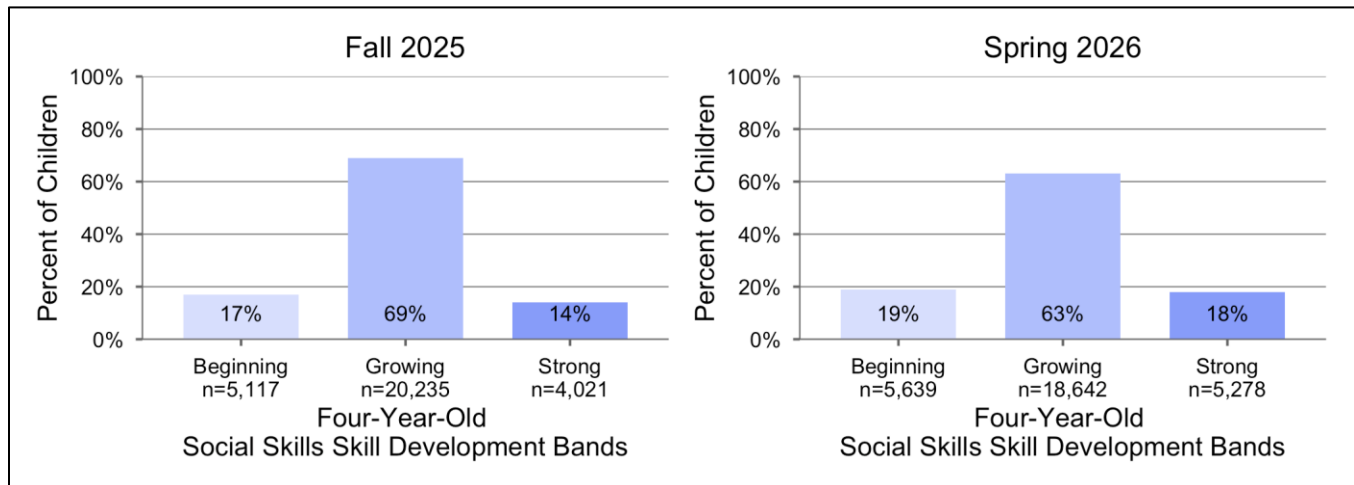
		Fall 2025			Spring 2026		
		<i>n</i> = 29,373			<i>n</i> = 29,559		
		Min	Max	Mean (SD)	Min	Max	Mean (SD)
Social Skills	CBRS Mean Score	1.00	5.00	3.89 (0.72)	1.00	5.00	4.12 (0.72)
		<i>n</i> (%)			<i>n</i> (%)		
Skill Development Bands	Beginning	5,117 (17.4)			5,639 (19.1)		
	Growing	20,235 (68.9)			18,642 (63.1)		
	Strong	4,021 (13.7)			5,278 (17.9)		

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

Figure 48 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 2025 and spring 2026.

Figure 48

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Social Skills Skill Development Bands



2025–2026 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 2025 and spring 2026 were 4.13 ($SD = 0.64$) and 4.33 ($SD = 0.61$), respectively (Table 34). **In fall 2025, 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 50). Teacher concern for four-year-old pre-kindergarten children’s social-emotional well-being decreased slightly in spring 2026 where teachers reported being moderately, very, or extremely concerned about 17% of four-year-old pre-kindergarten children.**

Figure 49

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Mental Health Well-Being Composite Score

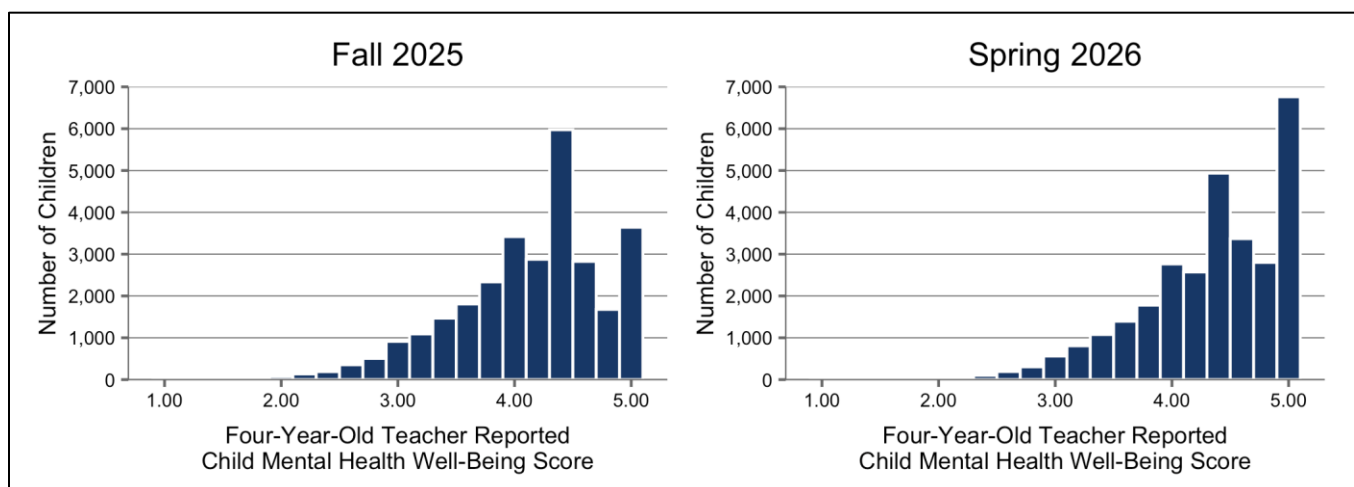
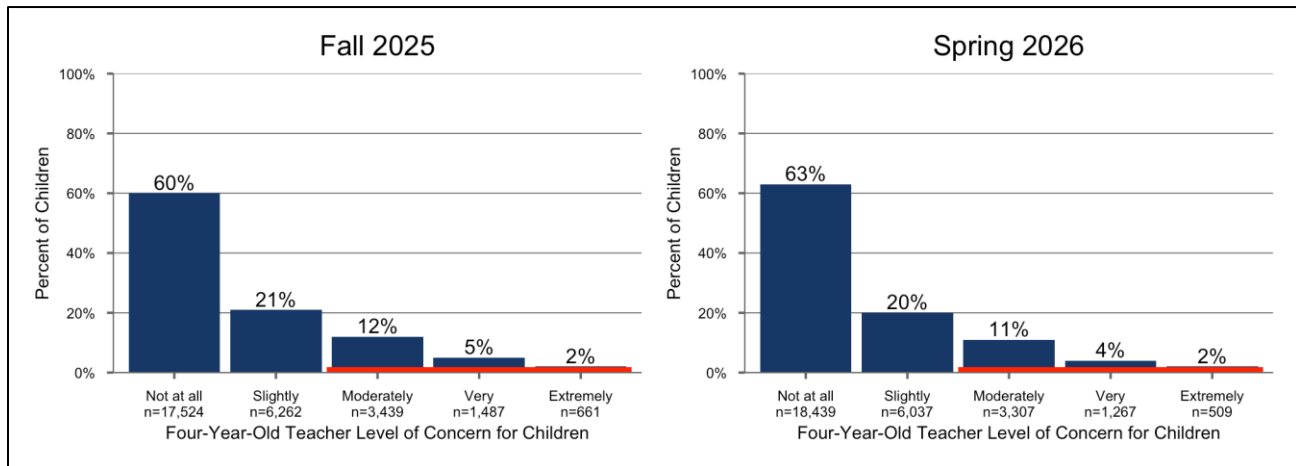


Figure 50

Fall 2025 and Spring 2026 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 2025 to Spring 2026?

This section discusses the overall growth⁷ 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 2025 to spring 2026.

2025–2026 VKRP Four-Year-Old Pre-kindergarten Children's Mathematics Scaled Scores Growth

Mathematics growth over time can be measured using EMAS scaled scores ranging from 240 to 840. In the following table and figures, each four-year-old child's scaled score in fall 2025 is subtracted from their scaled score in spring 2026 to arrive at each individual child's growth in mathematics (Table 38). These individual growth scores are then averaged to create a mean growth score at the state-level for the 2025–2026 year. **Four-year-old pre-kindergarten children's scores on the EMAS were normally distributed in fall 2025 and spring 2026, 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 112 points in mathematics from fall 2025 to spring 2026, demonstrating robust growth in mathematics skills.**

Table 38

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Mathematics Descriptive Statistics

Domain	Measure	<i>n</i>	Mean (SD)	Range
Mathematics	Scaled Score, Fall	28,588	502.78 (97.77)	240- 752
	Scaled Score, Spring	28,815	613.21 (94.04)	303- 840
	Mean Growth	26,620	111.87 (72.41)	-234- 600

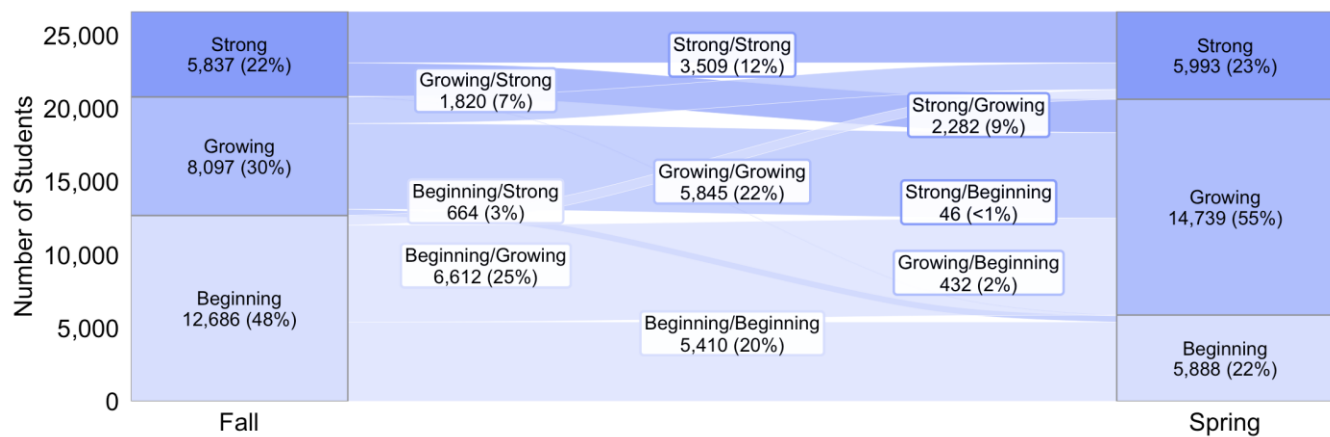
⁷ Growth scores on the pre-kindergarten literacy screener (VALLS: Pre-K) are still being finalized. Currently pre-kindergarten literacy scores represent children's outcomes at each distinct timepoint (i.e., fall and spring).

Figure 51 shows how four-year-old pre-kindergarten children's mathematics Skill Development Band changed from fall 2025 to spring 2026 for children who had mathematics data at both timepoints. The bar on the left shows the percentage of children in the Beginning (48%), Growing (30%), and Strong (22%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (22%), Growing (55%), and Strong (23%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children moved between mathematics Skill Development Bands from fall 2025 to spring 2026.

Most four-year-old pre-kindergarten children (55%) remained in the same mathematics Skill Development Band from fall 2025 to spring 2026. Twenty-two percent remained in the Growing Band, 20% remained in the Beginning Band, and 13% remained in the Strong Band. Among children whose Skill Development Band changed, the most common transition was from the Beginning Band to the Growing Band (25%). Smaller percentages of children moved from the Strong Band to the Growing Band (9%) or from the Growing Band to the Strong Band (7%). Few children moved from the Beginning Band to the Strong Band (2%) or the Growing Band to the Beginning Band (2%), and very few children moved from the Strong Band to the Beginning Band (<1%).

Figure 51

Fall 2025 to Spring 2026 Four-Year-Old Pre-kindergarten Mathematics Skill Development Band Change



2025–2026 VKRP Four-Year-Old Pre-kindergarten Children's Self-Regulation Growth

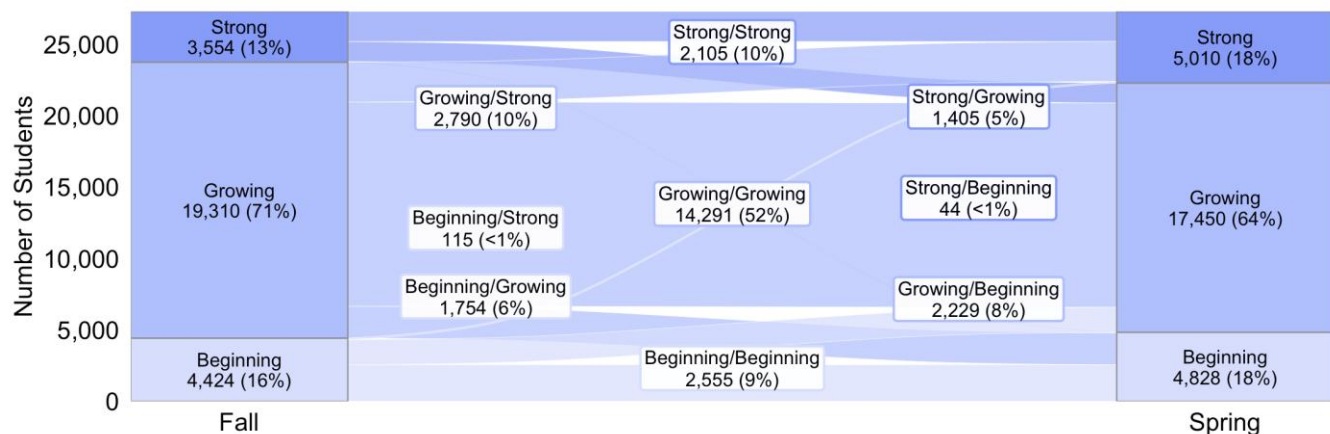
Four-year-old children's mean raw scores in self-regulation in fall 2025 and spring 2026 as well the average self-regulation growth across the state are presented in Table 39. There was a range in four-year-old pre-kindergarten children's self-regulation scores in both fall 2025 and spring 2026. **Teachers 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 pre-kindergarten children demonstrated negative growth in their self-regulation skills across the 2025–26 school year.**

Table 39*Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Self-Regulation Descriptive Statistics*

Domain	Measure	<i>n</i>	Mean (SD)	Range
Self-Regulation	Average Raw Score, Fall	29,373	3.40 (0.82)	1- 5
	Average Raw Score, Spring	29,559	3.79 (0.81)	1- 5
	Mean Growth	27,288	0.40 (0.67)	-3- 4

Figure 52 shows how four-year-old pre-kindergarten children's self-regulation Skill Development Band changed from fall 2025 to spring 2026 for children who had self-regulation data at both timepoints. The bar on the left shows the percentage of children in the Beginning (16%), Growing (71%), and Strong (13%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (18%), Growing (64%), and Strong (18%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children moved between self-regulation Skill Development Bands from fall to spring.

Most four-year-old pre-kindergarten children (71%) remained in the same self-regulation Skill Development Band from fall 2025 to spring 2026. Fifty-two percent remained in the Growing Band, 10% remained in the Strong Band, and 9% remained in the Beginning Band. Among children whose Skill Development Band changed, the most common transitions were from the Growing Band to the Strong band (10%) and from the Growing Band to the Beginning Band (8%). Smaller percentages of children moved from the Beginning Band to the Growing Band (6%) or from the Strong Band to the Growing Band (5%). Very few children moved directly between Beginning and Strong Bands in either direction (<1%).

Figure 52*Fall 2025 to Spring 2026 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Band Change**2025–2026 VKRP Four-Year-Old Pre-kindergarten Children's Social Skills Growth*

Four-year-old pre-kindergarten children's mean raw scores in social skills in fall 2025 and spring 2026 as well as the average social skills growth across the state are presented in Table 40. There was a range in

four-year-old pre-kindergarten social skills scores in both fall 2025 and spring 2026. Like self-regulation, **pre-kindergarten teachers reported small gains in four-year-old pre-kindergarten children's social skills over the 2025–2026 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 40

Fall 2025 and Spring 2026 Four-Year-Old Pre-kindergarten Social Skills Descriptive Statistics

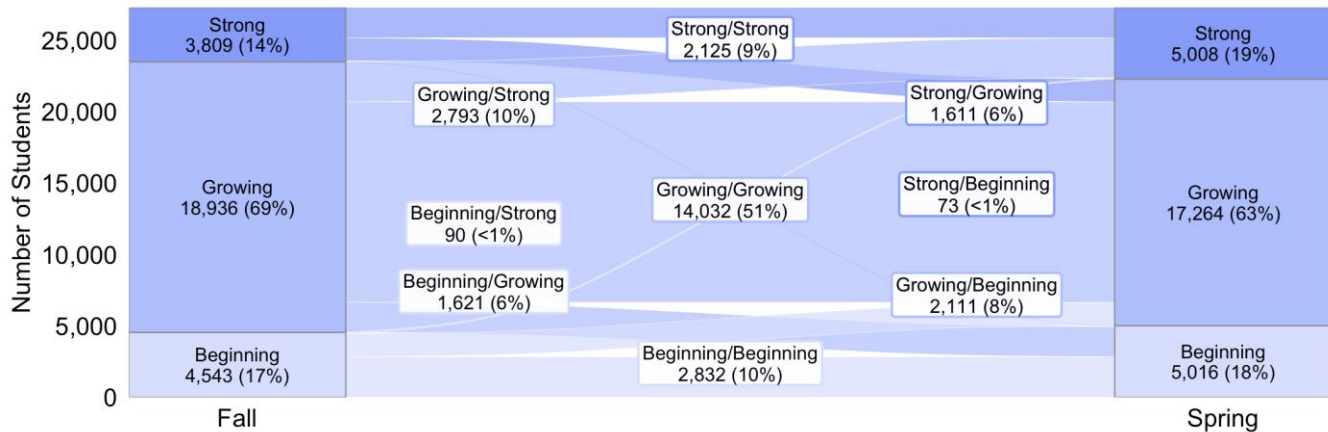
Domain	Measure	<i>n</i>	Mean (SD)	Range
Social Skills	Average Raw Score, Fall	29,373	3.89 (0.72)	1- 5
	Average Raw Score, Spring	29,559	4.12 (0.72)	1- 5
	Mean Growth	27,288	0.23 (0.58)	-3- 3.72

Figure 53 shows how four-year-old pre-kindergarten children's social skills Skill Development Band changed from fall 2025 to spring 2026 for children who had social skills data at both timepoints. The bar on the left shows the percentage of children in the Beginning (17%), Growing (69%), and Strong (14%) Skill Development Bands in fall 2025, and the bar on the right shows the percentage of children in the Beginning (18%), Growing (63%), and Strong (19%) Skill Development Bands in spring 2026. The connecting flows between the bars show how children moved between social skills Skill Development Bands from fall 2025 to spring 2026.

Most four-year-old pre-kindergarten children (70%) remained in the same social skills Skill Development Band from the fall 2025 to spring 2026. Fifty-one percent remained in the Growing Band, 10% remained in the Beginning Band, and 9% remained in the Strong Band. Among children whose Skill Development Band changed, the most common transitions were from the Growing Band to the Strong Band (10%) and from the Growing Band to the Beginning Band (8%). Smaller percentages of children moved from the Beginning Band to the Growing Band (6%) or from the Strong Band to the Growing Band (6%). Very few children moved directly between Beginning and Strong Bands in either direction (<1%).

Figure 53

Fall 2025 to Spring 2026 Four-Year-Old Pre-kindergarten Social Skills Skill Development Band Change



Overall, these findings demonstrate meaningful development across academic and social-emotional domains during the pre-kindergarten year, while also highlighting continued variation in children's skills. These data cannot identify which specific factors or practices are responsible for stability or change over time. Findings highlight the importance of supporting children across domains, particularly those who remain in the Beginning Skill Development Band.

2025-2026 VKRP Four-Year-Old Pre-kindergarten Mid-Year Results

Beginning in winter 2026, VKRP became available to all pre-kindergarten divisions and programs for a mid-year timepoint. This optional mid-year assessment is described in detail in the Three-Year-Old Pre-Kindergarten Mid-Year Results section.

2025-2026 VKRP Four-Year-Old Pre-Kindergarten Mid-Year Demographic Information

During mid-year 2026, 50 four-year-old pre-kindergarten programs voluntarily participated in VKRP. In total, 375 pre-kindergarten schools implemented VKRP in mid-year 2026, resulting in data from 9,221 four-year-old pre-kindergarten children. Seven hundred fifty-five four-year-old pre-kindergarten children were not assessed in the fall but were assessed for the first time at the mid-year.

Children were, on average, 4 years and 6 months old in mid-year 2026 and were racially and ethnically diverse.

Four-year-old pre-kindergarten children in the mid-year 2026 sample were more likely to be Black or African American, were less likely to have a disability, and were more likely to be enrolled in VPI programs.

Table 41*2025-2026 Four-Year-Old Pre-kindergarten Mid-Year Demographic Summary*

Demographic	Description	Fall 2025 Overall Sample <i>n</i> = 31,667	Mid-Year 2026 Overall Sample <i>n</i> = 9,221
		Mean (SD) or <i>n</i> (%)	Mean (SD) or <i>n</i> (%)
Age	Age in years on September 30, 2025	4.52 (0.71)	4.51 (0.42)
Sex	Female	15,215 (48.1)	4,484 (48.7)
	Male	16,427 (51.9)	4,716 (51.3)
Race/Ethnicity	American Indian or Alaska Native	86 (0.3)	26 (0.3)
	Asian	1,573 (5.1)	303 (3.3)
	Black or African American	9,354 (30.1)	3,816 (41.4)
	Hispanic/Latino of any race	6,927 (22.3)	1,753 (19.0)
	Native Hawaiian or other Pacific Islander	66 (0.2)	28 (0.3)
	Non-Hispanic/Latino of any race, two or more races	2,191 (7.1)	770 (8.4)
	White, not of Hispanic origin	10,829 (34.9)	2,512 (27.3)
Family Income Status^a	Students not from low-income backgrounds	12,916 (47.9)	3,775 (47.3)
	Students from low-income backgrounds	14,065 (52.1)	4,208 (52.7)
Disability^b	Students without a disability	21,373 (79.2)	6,843 (85.8)
	Students with a disability	5,611 (20.8)	1,135 (14.2)
Language^c	Not English language/multilingual learners (EL)	26,118 (100.0)	7,903 (100.0)
	English language/multilingual learners (EL)	8 (<0.1)	1 (<0.1)
Merged Funding Source Code^d	Head Start or Early Head Start	3,329 (10.5)	911 (9.9)
	VPI, local funding for VPI placement, special education funding for VPI placement	21,154 (66.8)	7,022 (76.2)
	Special Education Preschool	2,131 (6.7)	363 (3.9)
	Title I	617 (1.9)	147 (1.6)
	Local funding for other public preschool	475 (1.5)	85 (0.9)
	Mixed Delivery Grant Program (administered by VECF)	1,191 (3.8)	131 (1.4)
	Private Pay	336 (1.1)	81 (0.9)
	VA Child Care Subsidy Program (VA CCSP)	1,895 (6.0)	398 (4.3)
	Scholarship	1 (<0.1)	1 (<0.1)
	Military Child Care in Your Neighborhood (MCCYN)	2 (<0.1)	-
	Missing	536 (1.7)	82 (0.9)

^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: SRC PK Funding Code, VECF and VAConnects. Children missing SRC data were categorized utilizing VAConnects child- or classroom- level data, if present.

2025-2026 VKRP Four-Year-Old Pre-Kindergarten Mid-Year Completion Data

Approximately 77% of four-year-old pre-kindergarten children had complete EMAS data and 96% had complete CBRS data (Table 42).

Table 42

2025-2026 Four-Year-Old Pre-kindergarten Mid-Year Assessment Completion

Assessment	Status	Mid-Year 2026
		N=9,221 <i>n (%)</i>
EMAS	Incomplete	2,008 (21.8)
	Exempt	45 (0.5)
	Complete, Spanish	65 (0.7)
	Complete, non-standard ^a	77 (0.8)
	Complete, standard	7,026 (76.2)
CBRS	Incomplete	392 (4.3)
	Exempt	10 (0.1)
	Complete, standard	8,819 (95.6)

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

2025-2026 VKRP Four-Year-Old Pre-kindergarten Mid-Year Descriptive and Skill Development Band Data

Table 43 provides descriptive information for EMAS and CBRS mid-year assessment scoring. **In mid-year 2026, most four-year-old pre-kindergarten children's mathematics scores fell into the Growing Band (51%) (Table 44). In mid-year 2026, most four-year-old pre-kindergarten children's self-regulation and social skills scores fell into the Growing Band (68% and 67%, respectively) (Table 45 and Table 46).**

Table 43

2025-2026 Four-Year-Old Pre-kindergarten Mid-Year Assessment Descriptive Data

Domain	Description	Mid-Year 2026	
		<i>n</i>	Mean (SD)
Mathematics	EMAS Scaled Score	7,026	564.50 (92.54)
	CBRS Self-Regulation Mean Score	8,819	3.63 (0.80)
Social-Emotional	CBRS Social Skills Mean Score	8,819	4.07 (0.67)
	CBRS Well-Being Mean Score	8,819	4.25 (0.61)

Table 44

2025-2026 Four-Year-Old Pre-kindergarten Mid-Year Mathematics Skill Development Band Descriptive Data

	Mid-Year 2026	
	<i>n = 7,026</i>	
Skill Development Bands	Beginning	1,776 (25.3)
	Growing	3,573 (50.9)
	Strong	1,677 (23.9)

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

Table 45*2025-2026 Four-Year-Old Pre-kindergarten Self-Regulation Skill Development Bands Descriptive Data*

Mid-Year 2026 <i>n</i> = 8,819	
Skill Development Bands	Beginning 1,387 (15.7)
	Growing 5,951 (67.5)
	Strong 1,481 (16.8)

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

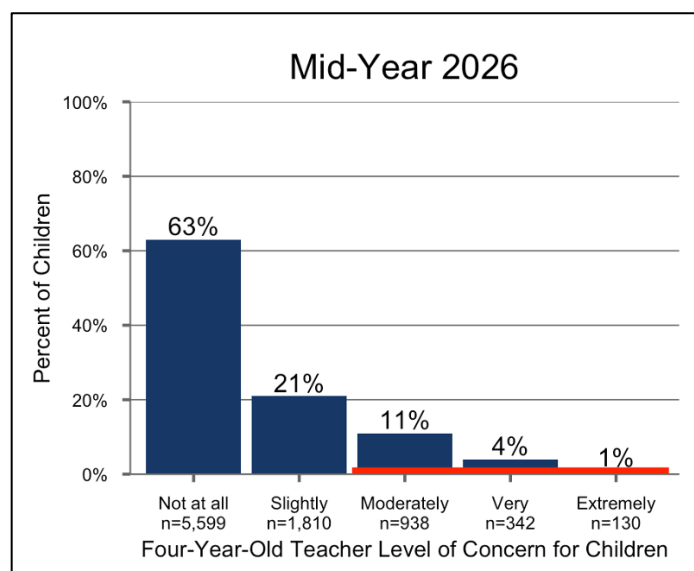
Table 46*2025-2026 Four-Year-Old Pre-kindergarten Social Skills Skill Development Bands Descriptive Data*

Mid-Year 2026 <i>n</i> = 8,819	
Skill Development Bands	Beginning 1,378 (15.6)
	Growing 5,942 (67.4)
	Strong 1,499 (17.0)

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

2025-2026 VKRP Four-Year-Old Pre-kindergarten Mid-Year Mental Health Well-Being Data

The mean mental health well-being score for four-year-old pre-kindergarten children in mid-year 2026 was 4.26 (*SD* = 0.59). In mid-year 2026, teachers reported being moderately, very, or extremely concerned about the social-emotional well-being for 16% of four-year-old pre-kindergarten children (see red line in Figure 54).

Figure 54*Mid-Year 2026 Four-Year-Old Pre-kindergarten Teacher Concern*

Mathematics, Self-Regulation, Social Skills, and Mental Health Well-Being Assessment Pilot: Grades 1-3

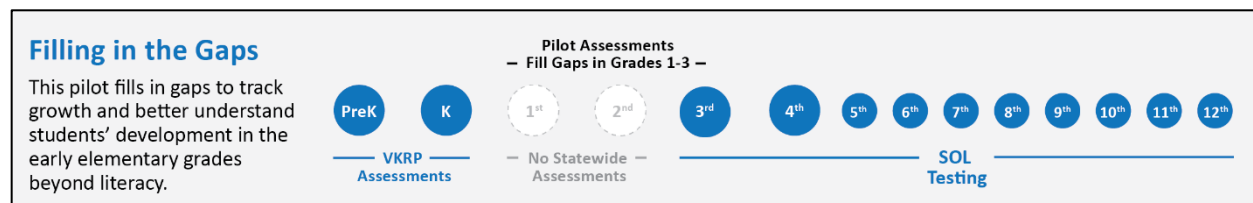
Introduction

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](#) and [2026-2028 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 55). 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 55

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^{8,9} 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 developed revised CBRS items, created EMAS forms, conducted a resource review, and prepared for the assessment pilot in 2024-2025.
 - The VKRP team conducted a Grades 1-3 Assessment Pilot to test the reliability, validity, and feasibility of the expanded and revised EMAS and CBRS assessments in Grades 1 through 3 during 2025-2026. The VKRP team recruited, trained, and supported first through third grade teachers across 22 divisions to administer the EMAS and CBRS with their students, resulting in EMAS and CBRS data for over 2,700 students and feedback survey data from 160 teachers.

Current 1-3 Assessment Pilot Activity Updates

Activities during 2025-2026 have included:

- Recruited, trained, and supported teachers across Grades 1-3 in 22 divisions across Virginia to administer the EMAS and CBRS with their students (Appendix D).
- Assembled and delivered EMAS assessment kits and programmed EMAS and CBRS forms.
- Collected data from EMAS and CBRS assessments with over 1,100 first graders, 900 second graders, and 600 third graders.
- Collected anonymous feedback surveys from teachers who completed assessments (160/165 teachers who completed at least one assessment; 97% response rate).

⁸ Clements, D. H., & Sarama, J. (2021). Learning and teaching early math: Learning trajectories approach. Routledge & CRC Press.

⁹ Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.

- Cleaned survey data and conducted both qualitative and quantitative analyses to understand teachers' perspectives on the assessments, which will inform future revisions and broader implementation planning.
- Cleaned EMAS and CBRS data and began analyzing psychometric properties of the assessments to inform item revisions and future expansion.

2026-2027 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, child care, 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 2026–2027 school year.

Implementation Support for Pre-Kindergarten and Kindergarten

During the 2026–2027 academic year, the VKRP team will continue to support pre-kindergarten and kindergarten divisions and programs through a comprehensive range of training, coaching, resources, and communications. The team will provide training to support schools, programs, and divisions in collecting valid assessment data and will offer coaching on data analysis and the use of student skill-level information to inform appropriate instructional supports. VKRP will also connect educators with relevant resources available through VAConnects and the VKRP websites. Throughout the year, the team will maintain consistent communication with division and program contacts regarding critical VKRP deadlines and will continue publishing biweekly blog posts that provide implementation guidance and highlight new and existing VAConnects resources.

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

The VKRP team will continue collaborating with the VLP team to communicate the features and benefits of assessments, reports, and resources for pre-kindergarten educators. Programs will receive a range of training materials, including VKRP Online Training Modules, program manuals, an Instructional Leader Guide, practice assessments, demonstration videos, onboarding webinars for new programs, and teacher-, school/program-, and division-level checklists to support VKRP implementation throughout the year. The team will also provide timely updates through blogs and division/program contact emails and will support meetings and events for divisions and programs, including VPI Coordinator meetings, VECF Mixed Delivery Coordinators and Ready Region Leads, and Head Start directors, to share information and respond to questions about VKRP assessments.

Grades 1-3 Assessment Pilot

In fall 2026, the VKRP team will share a summative report with VDOE that includes results from the 2025-2026 pilot. During 2026-2027, VKRP will continue to partner with VDOE to develop measures of

mathematics, social skills and self-regulation that could be used in school divisions in grades one, two, and three, in coordination with VLP, to help teachers, parents, and divisions identify students' strengths, deficiencies, and support student growth longitudinally in the early elementary grades. We will also continue to explore building the 1-3 assessments within VAConnects.

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, mid-year, and spring of each academic year. These reports provide detailed, actionable information to understand and support students' skill development and to give a snapshot of how students' skills have grown across the year. VKRP is enhancing reports in response to user feedback by incorporating frequently requested features and improvements. Additionally, VKRP is developing new reports that include information about historical data. This will allow teachers and administrators to explore trends in the data as they continue to use the system moving forward.

Collaboration with STREAMin³

VKRP will continue to closely collaborate with STREAMin³ as the model expands to additional sites and audiences statewide. The STREAMin3 curriculum model highly encourages use of VKRP and other assessments as progress monitoring tools. STREAMin3 encourages programs to follow VKRP and VALLSS' established opt-in process for new programs interested in implementing these tools.

Continue implementation, improvements, and expansion of VAConnects

VKRP will continue to partner with VLP and the LinkB5 team to deliver a modern, secure, user-friendly system that continuously delivers improved features and maintains high-performance standards. We will continue to partner with the VLP team around their statewide implementation of VALLSS. We will also continue to collaborate with LinkB5 to support use of VAConnects and analyses examining associations between the scores from Virginia's birth-to-five quality improvement system (VQB5) and school readiness. Integrated data from VAConnects will be used to answer critical questions about how children's early care and education across the first five years link to children's skill development and growth and support the continued establishment of high expectations for the experiences children receive.

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 demographic data is present but EL Services Code is not present.

Disability Flag	
Yes	If any VDOE Primary Disability Code is present except “ <i>Qualified individual under Section 504</i> ”
No	If demographic data is present but Primary Disability Code is not present or if Primary Disability Code is “ <i>Qualified individual under Section 504</i> ”

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.¹⁰

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](#)

¹⁰ 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.
Home-Based Child Care	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 Source 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 four-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 Children)	Select VPI three-year-old program as the funding source code if the student is a part of the VPI Pilot for threes and is not four but turns three by September 30 and the slot is fully funded by the state Virginia Preschool Initiative (state/local match).
Mixed Delivery Grant Program (administered by VECF)	Select Mixed Delivery Grant if the student is participating in a Mixed Delivery Grant 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 meeting 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). 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 2025–2026 school year through multiple data sources.

All public preschool students receive a Preschool Funding Code (PK Funding Code) assigned, linked to STI, and reported to the VDOE's SRC system by school divisions in the preschool year. Not all pre-kindergarten children served by VKRP have an STI, therefore VDOE PK Funding Code was missing for approximately 27% of the VKRP pre-kindergarten sample in the 2025–2026 school year (Table 47).

VECF also shared demographic information for children enrolled in Mixed Delivery classrooms in the 2025–2026 school year. This information was also merged with VKRP pre-kindergarten data using student name and location.

The VAConnects system offers the opportunity to leverage both student and classroom profile data to further fill information gaps.

Student profile primary funding source is entered via bulk upload by programs or by teachers during student verification. The field is not required but contains a valid value for about half of pre-kindergarten students (Table 48). In cases where VDOE PK Funding Code was missing and VECF Mixed Delivery data was not available, the child's primary funding source in VAConnects was utilized.

VQB5 Classroom profile revenue source is completed by primary site administrators in VAConnects and is completed for every infant, toddler, and pre-kindergarten classroom at a given site. In cases where VDOE PK Funding Code was missing, VECF Mixed Delivery data was not available, and child-level primary funding source was missing, the classroom profile revenue source was applied if a single revenue source was indicated.

Table 47*2025–2026 VKRP Pre-kindergarten Sample VDOE PK Funding Code Descriptives*

PK Funding Code (VDOE)	Fall Total	Spring Total
	Pre-kindergarten Children <i>n</i> (%)	Pre-kindergarten Children <i>n</i> (%)
Head Start	2,359 (5.5)	2,617 (5.8)
Virginia Preschool Initiative (Four-Year-Old Students)	20,480 (47.7)	20,698 (45.7)
Virginia Preschool Initiative (Three-Year-Old Students)	2,629 (6.1)	2,742 (6.1)
Local Funding for VPI Placement	645 (1.5)	701 (1.5)
Special Education Funding for VPI Placement	102 (0.2)	92 (0.2)
Special Education Preschool	3,780 (8.8)	4,455 (9.8)
Title I Preschool	1,013 (2.4)	982 (2.2)
Local Funding for Other Public Preschool Program	693 (1.6)	701 (1.5)
Mixed Delivery Program (administered by VECF)	30 (0.1)	30 (0.1)
Missing	11,200 (26.1)	12,442 (27.5)
Total	42,931 (100.0)	45,281 (100.0)

Table 48*2025–2026 VKRP VAConnects Student Primary Funding Source Descriptives*

PK Funding Source (VAConnects)	Fall Total	Spring Total
	Pre-kindergarten Children <i>n</i> (%)	Pre-kindergarten Children <i>n</i> (%)
Head Start	2,649 (6.2)	2,696 (6.0)
VPI 4YO	11,030 (25.7)	11,335 (25.0)
VPI 3YO	1,908 (4.4)	1,903 (4.2)
Local Funding for VPI Placement	234 (0.5)	251 (0.6)
Special Education Funding for VPI Placement	63 (0.1)	63 (0.1)
Special Education Preschool	3,672 (8.6)	3,820 (8.4)
Title I	612 (1.4)	593 (1.3)
Local Funding for Other Public Preschool Program	1,164 (2.7)	1,305 (2.9)
Mixed Delivery Grant Program - administered by VECF	969 (2.3)	1,059 (2.3)
VA Child Care Subsidy Program (VA CCSP)	324 (0.8)	446 (1.0)
Scholarship	10 (<0.1)	11 (<0.1)
Military Child Care in Your Neighborhood (MCCYN)	7 (<0.1)	19 (<0.1)
Private Pay	461 (1.1)	647 (1.4)
Missing	19,828 (47.6)	21,133 (46.7)
Total	41,699 (100.0)	45,281 (100.0)

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 and the child was not present in VECF demographic data, VAConnects Primary Funding Source was set as the merged funding source code. VAConnects Funding Source Codes of *“VPI 4YO,” “VPI 3YO,” “Special Education Funding for VPI Placement,” “Local Funding for VPI Placement”* were combined into a single *“VPI, local funding for VPI placement, special education funding for VPI placement”* code (Table 49).

If a funding code was still missing and the classroom had a single revenue source indicated in the classroom profile, that revenue source was set as the merged funding source code (Table 49).

Table 49*Creation of Merged Pre-kindergarten Funding Code*

Default: PK Funding Code (VDOE)	If demographics shared from VECF:	If still missing: PK Funding Source (VAConnects)	If still missing: Classroom Revenue Source (VAConnects)	Merged Funding Code
Head Start		Head Start	Head Start	Head Start
Virginia Preschool Initiative (VPI – Four- Year-Old Students) Virginia Preschool Initiative (VPI – Three-Year-Old Students) Local Funding for VPI Placement Special Education Funding for VPI Placement		VPI 4YO VPI 3YO Special Education Funding for VPI Placement Local Funding for VPI Placement	Virginia Preschool Initiative	VPI, local funding for VPI placement, special education funding for VPI placement
Special Education Preschool (Part B, 619)		Special Ed Preschool	Early Childhood Special Education	Special Education Preschool
Title I Preschool		Title I	Title I	Title I
Local Funding for Other Public Preschool Program		Local Funding for Other Public Preschool Program	Other Local Funding	Local funding for other public preschool
Mixed Delivery Program (administered by VECF)	Mixed Delivery	Mixed Delivery Grant Program - administered by VECF	VECF Mixed Delivery	Mixed Delivery Grant Program (administered by VECF)
		Private Pay	Private Pay	Private Pay
		VA CCSP	Virginia Child Care Subsidy Program	VA Child Care Subsidy Program (VA CCSP)
		Scholarship	Scholarship	Scholarship
		Military Child Care Subsidy	Military Child Care Fee Assistance	Military Child Care in Your Neighborhood (MCCYN)
Missing		Missing		Missing

Appendix D

1-3 Assessment Pilot Participating Divisions

1-3 Pilot Year	Participating Divisions
2022-2023 (Data Collector Pilot Year 1)	Amherst County Public Schools
	King George County Public Schools
	Lynchburg City Public Schools
	Madison County Public Schools
	Norfolk City Public Schools
	Pittsylvania County Public Schools
	Richmond City Public Schools
	Roanoke City Public Schools
	Virginia Beach City Public Schools
	Warren County Public Schools
	Waynesboro City Public Schools
	Wise County Public Schools
	Amherst County Public Schools
2023-2024 (Data Collector Pilot Year 2)	Fairfax County Public Schools
	Gloucester County Public Schools
	King George County Public Schools
	Lynchburg City Public Schools
	Madison County Public Schools
	Martinsville City Public Schools
	New Kent County Public Schools
	Norfolk City Public Schools
	Pittsylvania County Public Schools
	Portsmouth City Public Schools
	Radford City Public Schools
	Richmond City Public Schools
	Roanoke City Public Schools
	Virginia Beach City Public Schools
	Warren County Public Schools
	Waynesboro City Public Schools
	Wise County Public Schools
2025-2026 (Teacher Assessment Pilot)	Augusta County Public Schools
	Buchanan County Public Schools
	Charlotte County Public Schools
	Dickenson County Public Schools
	Galax City Public Schools
	Greensville County Public Schools
	Harrisonburg City Public Schools
	Lexington City Public Schools
	Lynchburg City Public Schools
	Norfolk City Public Schools
	Nottoway County Public Schools
	Patrick County Public Schools
	Petersburg City Public Schools
	Pittsylvania County Public Schools
	Poquoson City Public Schools
	Portsmouth City Public Schools
	Richmond City Public Schools
	Roanoke City Public Schools
	Salem City Public Schools
	Virginia Beach City Public Schools
	Warren County Public Schools
	Wise County Public Schools

Appendix E

2025-2026 Fall Kindergarten Division Aggregation

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Accomack County Public Schools	317	98%	57%	67%	73%	71%	41%	75	96%	32%	33	91%	13%	40	95%	18%	193	98%	49%
Albemarle County Public Schools	935	92%	73%	83%	88%	82%	60%	154	84%	26%	101	81%	28%	277	85%	38%	551	97%	74%
Alexandria City Public Schools	1,296	94%	68%	69%	84%	80%	51%	640	90%	30%	146	78%	26%	655	91%	36%	445	99%	76%
Alleghany Highlands Public Schools	205	94%	62%	76%	86%	87%	47%	s	>95%	<5%	42	74%	19%	103	92%	44%	67	99%	53%
Amelia County Public Schools	132	91%	59%	81%	89%	88%	52%	10	80%	38%	15	27%	25%	55	95%	50%	61	100%	57%
Amherst County Public Schools	230	99%	73%	86%	90%	86%	59%	10	100%	40%	17	88%	40%	128	99%	54%	90	99%	69%
Appomattox County Public Schools	179	99%	83%	75%	92%	91%	66%	s	>95%	<5%	23	96%	36%	85	99%	48%	87	100%	85%
Arlington County Public Schools	1,818	87%	83%	89%	89%	87%	72%	553	78%	50%	217	72%	47%	260	78%	53%	1,057	93%	85%
Augusta County Public Schools	668	97%	63%	80%	89%	86%	51%	28	100%	25%	65	74%	25%	249	96%	34%	375	100%	63%
Bath County Public Schools	37	97%	89%	86%	89%	86%	72%	0	-	-	s	88%	29%	18	94%	65%	17	100%	82%
Bedford County Public Schools	571	98%	67%	80%	86%	84%	55%	19	95%	39%	48	81%	28%	102	93%	49%	424	100%	58%
Bland County Public Schools	39	95%	62%	92%	97%	92%	59%	0	-	-	s	<5%		18	94%	53%	20	100%	65%
Botetourt County Public Schools	337	88%	69%	82%	87%	82%	56%	s	>95%	12%	59	73%	37%	111	80%	35%	197	93%	68%
Bristol City Public Schools	147	99%	74%	80%	78%	79%	54%	s	>95%	20%	25	92%	22%	94	99%	48%	44	100%	70%
Brunswick County Public Schools	114	97%	57%	73%	77%	73%	41%	0	-	-	10	80%	38%	90	98%	39%	21	100%	52%
Buchanan County Public Schools	172	97%	64%	83%	74%	73%	46%	s	>95%	<5%	40	92%	32%	s	>95%	20%	129	98%	50%
Buckingham County Public Schools	109	96%	68%	75%	90%	87%	57%	s	>95%	50%	23	83%	26%	72	99%	51%	30	100%	77%
Buena Vista City Public Schools	59	100%	69%	83%	81%	75%	51%	0	-	-	s	>95%	17%	s	>95%	33%	49	100%	55%
Campbell County Public Schools	535	99%	74%	82%	83%	82%	59%	25	92%	39%	56	98%	38%	255	100%	50%	238	100%	70%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Caroline County Public Schools	314	91%	70%	75%	86%	84%	54%	14	57%	50%	50	76%	37%	138	89%	41%	140	97%	68%
Carroll County Public Schools	222	98%	78%	85%	84%	76%	57%	s	86%	17%	33	100%	30%	114	96%	49%	87	100%	74%
Charles City County Public Schools	37	97%	50%	56%	86%	92%	39%	s	>95%	>95%	s	88%	29%	24	100%	38%	8	100%	38%
Charlotte County Public Schools	117	97%	75%	81%	97%	95%	66%	s	>95%	67%	17	76%	46%	65	97%	57%	44	100%	82%
Charlottesville City Public Schools	303	96%	81%	85%	85%	76%	59%	58	90%	50%	31	81%	32%	124	94%	44%	151	100%	73%
Chesapeake City Public Schools	2,499	96%	76%	83%	82%	85%	61%	112	96%	19%	323	78%	33%	815	97%	48%	1,376	99%	74%
Chesterfield County Public Schools	4,227	93%	66%	77%	86%	83%	53%	650	89%	16%	523	73%	34%	713	90%	39%	2,723	97%	63%
Clarke County Public Schools	98	100%	70%	85%	85%	88%	56%	s	>95%	33%	s	>95%	38%	33	100%	30%	57	100%	74%
Colonial Beach Public Schools	40	100%	80%	88%	90%	90%	72%	0	-	-	s	>95%	33%	16	100%	75%	24	100%	71%
Colonial Heights City Public Schools	213	90%	67%	74%	77%	78%	49%	31	71%	18%	41	76%	26%	127	88%	44%	55	100%	69%
Craig County Public Schools	42	100%	71%	90%	67%	67%	48%	0	-	-	s	>95%	40%	22	100%	36%	13	100%	46%
Culpeper County Public Schools	563	98%	81%	68%	86%	83%	55%	139	100%	24%	79	84%	45%	262	97%	44%	218	100%	75%
Cumberland County Public Schools	95	98%	76%	76%	80%	76%	54%	0	-	-	14	86%	33%	56	98%	51%	31	100%	65%
Danville City Public Schools	398	93%	64%	66%	75%	74%	42%	32	72%	22%	59	85%	20%	287	95%	40%	80	95%	57%
Dickenson County Public Schools	123	97%	75%	83%	81%	83%	55%	0	-	-	17	94%	50%	82	98%	50%	37	95%	69%
Dinwiddie County Public Schools	268	99%	63%	69%	86%	86%	50%	17	100%	29%	25	100%	24%	73	100%	44%	167	100%	56%
Essex County Public Schools	85	89%	82%	87%	77%	83%	61%	0	-	-	13	54%	14%	65	88%	60%	18	100%	67%
Fairfax County Public Schools	11,050	95%	72%	81%	86%	83%	59%	3,308	91%	28%	1,713	84%	34%	3,608	93%	37%	5,438	99%	80%
Falls Church City Public Schools	140	97%	86%	96%	96%	89%	78%	13	100%	31%	26	96%	68%	15	100%	53%	94	100%	85%
Fauquier County Public Schools	675	96%	73%	82%	86%	88%	60%	121	86%	27%	58	84%	33%	226	94%	42%	365	100%	75%
Floyd County Public Schools	119	98%	68%	82%	92%	90%	60%	s	>95%	<5%	23	91%	48%	37	95%	49%	72	100%	65%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Fluvanna County Public Schools	209	93%	77%	88%	86%	86%	62%	13	92%	33%	32	59%	32%	81	93%	47%	100	100%	81%
Franklin City Public Schools	59	93%	54%	65%	53%	59%	29%	s	<5%		10	90%	0%	0	-	-	46	96%	36%
Franklin County Public Schools	406	99%	78%	85%	83%	82%	58%	s	86%	33%	52	100%	35%	228	100%	52%	151	99%	71%
Frederick County Public Schools	937	96%	74%	77%	87%	87%	58%	155	95%	27%	95	72%	29%	357	96%	43%	477	98%	75%
Fredericksburg City Public Schools	293	96%	68%	75%	77%	76%	50%	87	93%	32%	31	97%	30%	174	97%	46%	73	100%	70%
Galax City Public Schools	95	99%	80%	84%	80%	89%	63%	26	100%	42%	15	100%	27%	59	100%	54%	24	100%	88%
Giles County Public Schools	146	98%	69%	81%	89%	81%	54%	0	-	-	17	82%	50%	s	83%	40%	126	100%	55%
Gloucester County Public Schools	316	97%	61%	86%	87%	86%	54%	s	>95%	20%	39	79%	39%	152	95%	46%	144	100%	63%
Goochland County Public Schools	174	97%	73%	85%	93%	95%	66%	10	100%	50%	20	90%	33%	46	96%	41%	113	98%	79%
Grayson County Public Schools	91	97%	81%	90%	84%	81%	59%	0	-	-	14	86%	42%	55	96%	49%	33	100%	73%
Greene County Public Schools	208	100%	63%	74%	82%	83%	50%	23	100%	13%	23	100%	13%	78	100%	35%	104	100%	67%
Greensville County Public Schools	118	98%	62%	76%	90%	80%	50%	s	>95%	20%	12	100%	33%	94	100%	50%	15	100%	67%
Halifax County Public Schools	340	90%	78%	85%	86%	87%	65%	s	67%	17%	47	83%	31%	202	91%	58%	102	92%	87%
Hampton City Public Schools	1,310	89%	78%	81%	80%	80%	57%	33	79%	42%	111	68%	28%	500	91%	59%	722	91%	58%
Hanover County Public Schools	1,080	96%	83%	89%	85%	84%	68%	40	98%	38%	151	80%	43%	325	93%	53%	667	99%	76%
Harrisonburg City Public Schools	477	96%	58%	60%	82%	79%	44%	246	96%	27%	50	76%	21%	209	95%	32%	139	99%	74%
Henrico County Public Schools	3,432	94%	70%	77%	86%	82%	55%	605	92%	33%	347	84%	28%	1,406	94%	41%	1,521	96%	73%
Henry County Public Schools	445	96%	66%	77%	81%	80%	51%	44	80%	40%	52	81%	29%	314	97%	50%	106	99%	59%
Highland County Public Schools	24	96%	91%	96%	96%	96%	91%	0	-	-	s	80%	>95%	10	90%	100%	12	100%	83%
Hopewell City Public Schools	276	95%	63%	72%	69%	69%	40%	23	83%	37%	46	80%	16%	173	97%	38%	78	99%	45%
Isle of Wight County Public Schools	362	96%	81%	84%	81%	86%	62%	s	75%	67%	33	76%	24%	114	96%	47%	210	99%	73%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
King George County Public Schools	252	96%	71%	80%	83%	86%	58%	s	75%	<5%	40	75%	47%	96	91%	54%	147	100%	61%
King William County Public Schools	148	94%	76%	79%	87%	81%	60%	0	-	-	13	46%	67%	47	87%	46%	94	98%	65%
King and Queen County Public Schools	40	100%	62%	78%	85%	88%	52%	s	>95%	>95%	s	>95%	50%	22	100%	59%	17	100%	41%
Lancaster County Public Schools	62	100%	84%	85%	94%	92%	71%	0	-	-	s	>95%	50%	40	100%	62%	17	100%	88%
Lee County Public Schools	198	99%	57%	74%	82%	83%	44%	0	-	-	19	100%	37%	30	100%	50%	156	99%	43%
Lexington City Public Schools	41	100%	80%	88%	88%	95%	63%	s	>95%	25%	s	>95%	50%	11	100%	55%	27	100%	70%
Loudoun County Public Schools	4,773	94%	80%	86%	89%	88%	68%	1,143	91%	41%	388	67%	36%	1,193	91%	43%	2,866	98%	81%
Louisa County Public Schools	398	98%	77%	88%	87%	88%	68%	14	86%	67%	34	85%	52%	108	96%	56%	268	99%	73%
Lunenburg County Public Schools	114	95%	70%	66%	86%	90%	53%	21	100%	33%	19	79%	53%	70	96%	40%	31	100%	77%
Lynchburg City Public Schools	575	92%	68%	78%	79%	79%	51%	41	78%	31%	77	77%	34%	383	91%	46%	154	99%	67%
Madison County Public Schools	98	98%	62%	79%	90%	81%	54%	s	>95%	20%	15	87%	31%	40	100%	55%	46	100%	61%
Manassas City Public Schools	470	96%	57%	74%	86%	88%	49%	269	96%	35%	46	76%	34%	224	96%	43%	118	99%	73%
Manassas Park City Public Schools	198	92%	61%	58%	79%	81%	42%	123	95%	32%	37	62%	22%	100	89%	30%	42	100%	76%
Martinsville City Public Schools	106	96%	65%	71%	82%	85%	48%	15	100%	13%	12	83%	20%	71	96%	49%	22	100%	68%
Mathews County Public Schools	64	92%	88%	76%	80%	85%	63%	0	-	-	18	72%	54%	16	75%	50%	40	100%	68%
Mecklenburg County Public Schools	288	100%	73%	77%	81%	85%	58%	s	>95%	25%	21	95%	30%	174	99%	51%	99	100%	72%
Middlesex County Public Schools	63	100%	71%	84%	90%	86%	60%	0	-	-	13	100%	38%	36	100%	53%	27	100%	70%
Montgomery County Public Schools	591	97%	73%	88%	86%	81%	59%	71	96%	38%	60	73%	30%	253	96%	46%	282	100%	72%
Nelson County Public Schools	80	99%	56%	79%	81%	85%	49%	s	>95%	75%	15	93%	14%	42	98%	32%	33	100%	73%
New Kent County Public Schools	266	97%	73%	89%	89%	84%	63%	s	>95%	43%	17	53%	33%	67	97%	54%	185	100%	67%
Newport News City Public Schools	1,846	92%	73%	78%	79%	78%	54%	176	78%	38%	211	77%	25%	1,137	93%	50%	552	99%	66%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Norfolk City Public Schools	2,027	93%	69%	74%	80%	77%	49%	197	92%	24%	307	82%	28%	1,157	95%	44%	616	96%	65%
Northampton County Public Schools	82	99%	54%	63%	84%	73%	35%	s	>95%	17%	s	>95%	14%	50	100%	34%	25	96%	38%
Northumberland County Public Schools	75	100%	80%	87%	89%	96%	71%	s	>95%	40%	s	>95%	50%	40	100%	62%	32	100%	81%
Norton City Public Schools	56	98%	62%	66%	89%	87%	51%	s	>95%	>95%	s	75%	33%	0	-	-	50	100%	52%
Nottoway County Public Schools	147	97%	65%	77%	84%	87%	57%	s	>95%	43%	12	58%	29%	87	97%	56%	52	100%	62%
Orange County Public Schools	324	94%	71%	86%	88%	82%	57%	29	97%	43%	22	77%	18%	111	94%	51%	160	96%	65%
Page County Public Schools	195	94%	81%	91%	89%	84%	72%	s	>95%	<5%	31	71%	45%	87	95%	63%	87	100%	84%
Patrick County Public Schools	121	99%	71%	82%	82%	89%	57%	0	-	-	22	95%	29%	58	98%	46%	52	100%	75%
Petersburg City Public Schools	356	83%	49%	60%	77%	69%	34%	35	89%	23%	19	47%	0%	45	80%	36%	257	85%	37%
Pittsylvania County Public Schools	491	97%	78%	78%	80%	85%	59%	18	100%	28%	79	86%	41%	s	67%	<5%	387	99%	64%
Poquoson City Public Schools	150	78%	74%	87%	90%	91%	65%	s	67%	50%	12	58%	29%	35	77%	48%	107	80%	71%
Portsmouth City Public Schools	918	95%	68%	78%	78%	79%	50%	31	87%	22%	44	59%	12%	581	96%	48%	297	97%	56%
Powhatan County Public Schools	256	98%	73%	89%	83%	87%	61%	s	>95%	25%	35	94%	36%	59	98%	45%	166	100%	69%
Prince Edward County Public Schools	139	94%	73%	88%	71%	80%	52%	s	>95%	<5%	23	65%	27%	65	97%	51%	59	98%	55%
Prince George County Public Schools	467	96%	71%	84%	82%	85%	56%	25	100%	20%	55	82%	24%	283	97%	51%	160	98%	68%
Prince William County Public Schools	5,653	95%	68%	75%	84%	85%	56%	1,964	93%	33%	695	80%	32%	2,028	94%	42%	2,393	100%	74%
Pulaski County Public Schools	386	62%	64%	85%	84%	84%	55%	12	58%	29%	27	70%	42%	193	54%	42%	160	67%	72%
Radford City Public Schools	235	44%	72%	83%	83%	77%	56%	s	50%	<5%	29	55%	38%	128	40%	41%	90	50%	69%
Rappahannock County Public School	48	98%	60%	79%	73%	75%	43%	s	>95%	<5%	s	89%	38%	17	94%	19%	25	100%	52%
Richmond City Public Schools	1,794	87%	60%	70%	79%	74%	44%	386	67%	22%	121	66%	36%	1,094	86%	34%	479	98%	71%
Richmond County Public Schools	90	96%	54%	83%	85%	82%	47%	s	<5%		18	94%	18%	37	92%	26%	40	100%	68%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Roanoke City Public Schools	1,029	94%	68%	69%	79%	75%	47%	228	91%	26%	132	73%	33%	350	93%	45%	475	99%	55%
Roanoke County Public Schools	838	99%	79%	88%	89%	85%	67%	58	97%	38%	100	93%	35%	305	99%	55%	459	100%	77%
Rockbridge County Public Schools	142	96%	68%	86%	85%	76%	52%	s	>95%	33%	16	62%	40%	70	93%	49%	62	100%	58%
Rockingham County Public Schools	800	96%	78%	79%	86%	84%	62%	151	90%	35%	113	85%	49%	398	96%	50%	322	99%	79%
Russell County Public Schools	221	96%	80%	78%	85%	88%	64%	s	>95%	>95%	45	91%	41%	114	94%	55%	89	100%	78%
Salem City Public Schools	230	99%	66%	82%	88%	85%	53%	22	95%	19%	27	93%	28%	114	98%	47%	93	100%	70%
Scott County Public Schools	239	97%	77%	83%	84%	87%	63%	0	-	-	50	86%	60%	107	96%	56%	115	99%	68%
Shenandoah County Public Schools	380	96%	61%	78%	81%	79%	48%	43	98%	33%	61	77%	23%	181	95%	39%	157	100%	61%
Smyth County Public Schools	306	80%	74%	81%	88%	94%	67%	s	>95%	50%	38	100%	50%	169	78%	54%	114	79%	86%
Southampton County Public Schools	174	75%	78%	77%	89%	83%	54%	s	80%	50%	s	78%	29%	89	71%	49%	76	79%	62%
Spotsylvania County Public Schools	1,533	94%	65%	75%	81%	79%	50%	267	90%	31%	201	73%	28%	620	93%	42%	694	99%	63%
Stafford County Public Schools	1,954	91%	69%	82%	88%	85%	58%	373	75%	33%	208	61%	38%	789	87%	45%	931	99%	70%
Staunton City Public Schools	182	97%	70%	73%	80%	86%	52%	s	>95%	38%	27	89%	29%	104	97%	39%	69	99%	72%
Suffolk City Public Schools	1,040	96%	74%	81%	81%	81%	55%	25	100%	24%	98	67%	21%	434	96%	47%	522	99%	65%
Surry County Public Schools	52	88%	81%	85%	85%	89%	70%	s	<5%		s	56%	20%	31	87%	63%	16	100%	88%
Sussex County Public Schools	82	90%	76%	88%	79%	62%	49%	s	>95%	<5%	11	55%	33%	59	93%	44%	17	94%	69%
Tazewell County Public Schools	368	95%	71%	85%	80%	79%	54%	s	>95%	<5%	48	77%	32%	200	92%	51%	146	99%	64%
Virginia Beach City Public Schools	4,271	97%	84%	87%	83%	82%	66%	234	89%	40%	540	83%	35%	1,726	97%	57%	2,159	100%	76%
Warren County Public Schools	328	95%	66%	80%	85%	84%	54%	20	95%	32%	40	62%	20%	163	93%	47%	146	100%	63%
Washington County Public Schools	471	86%	81%	90%	85%	85%	69%	10	80%	50%	71	94%	55%	177	95%	64%	239	81%	73%
Waynesboro City Public Schools	216	92%	52%	71%	75%	76%	38%	38	87%	9%	21	48%	50%	117	91%	28%	71	100%	55%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
West Point Public Schools	59	100%	93%	98%	88%	92%	76%	s	>95%	50%	s	>95%	>95%	25	100%	60%	28	100%	89%
Westmoreland County Public Schools	119	98%	75%	78%	90%	90%	63%	s	>95%	80%	s	>95%	38%	71	97%	58%	43	100%	74%
Williamsburg/James City Public Schools	760	95%	73%	81%	86%	84%	60%	73	93%	15%	121	77%	49%	264	91%	39%	393	99%	76%
Winchester City Public Schools	281	83%	58%	75%	80%	83%	54%	112	65%	33%	30	83%	24%	111	85%	50%	88	95%	71%
Wise County Public Schools	473	80%	74%	80%	81%	82%	59%	0	-	-	74	85%	41%	301	86%	51%	152	67%	82%
Wythe County Public Schools	255	97%	66%	78%	84%	82%	53%	s	>95%	<5%	79	94%	43%	139	98%	42%	82	100%	70%
York County Public Schools	803	98%	82%	88%	87%	86%	66%	55	100%	65%	84	92%	48%	233	97%	55%	486	99%	72%

Note 1. Assessment is considered complete if a student has a standard VALLS: Kindergarten (Literacy), English EMAS (Mathematics), and CBRS (Self-Regulation and Social Skills) assessment. Students who are exempted or assessed in a non-standard or Spanish format are not included in these estimates.

Note 2. Suppression rules consistent with DOE policy have been applied. Top and bottom coding (e.g., <5%, >95%) has also been applied where cell totals are suppressed. s = suppressed due to cell size <10.

^aSource: Student Record Collection (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 four years after exiting EL services."*

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

^cSource: SRC Disadvantaged Status Flag. Students are identified as having a low-income background if, at any point during the school year, 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.

^dNon-identified students include students grouped as: 1) not English-learners, 2) students without a disability, and 3) not from a low-income background.

2025-2026 Spring Kindergarten Division Aggregation

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Accomack County Public Schools	310	96%	58%	68%	77%	78%	43%	74	96%	39%	42	81%	24%	162	94%	37%	92	100%	61%
Albemarle County Public Schools	940	92%	82%	84%	84%	82%	63%	163	90%	39%	119	86%	30%	304	88%	42%	533	94%	78%
Alexandria City Public Schools	1,300	92%	76%	77%	82%	79%	58%	648	89%	46%	165	81%	24%	721	90%	47%	414	97%	80%
Alleghany Highlands Public Schools	206	95%	64%	82%	84%	86%	55%	s	>95%	>95%	51	80%	22%	130	94%	52%	51	100%	73%
Amelia County Public Schools	136	96%	59%	76%	82%	81%	44%	10	90%	33%	20	75%	13%	57	98%	43%	62	98%	51%
Amherst County Public Schools	235	99%	78%	85%	87%	77%	58%	10	100%	70%	17	88%	40%	140	99%	52%	85	100%	68%
Appomattox County Public Schools	179	98%	87%	74%	88%	85%	63%	s	>95%	<5%	24	88%	29%	93	97%	47%	82	100%	80%
Arlington County Public Schools	1,810	84%	85%	90%	87%	82%	69%	566	77%	52%	232	65%	35%	340	81%	53%	1,008	89%	80%
Augusta County Public Schools	672	97%	71%	80%	86%	82%	56%	34	97%	24%	84	80%	25%	269	95%	44%	350	99%	68%
Bath County Public Schools	37	97%	89%	92%	92%	73%	61%	0	-	-	s	88%	14%	18	94%	47%	17	100%	76%
Bedford County Public Schools	584	98%	72%	81%	86%	81%	56%	26	92%	46%	61	85%	23%	102	98%	46%	422	100%	62%
Bland County Public Schools	40	98%	79%	88%	92%	92%	79%	0	-	-	s	89%	50%	19	100%	74%	18	100%	89%
Botetourt County Public Schools	332	83%	75%	79%	84%	80%	59%	s	>95%	<5%	68	66%	29%	121	75%	35%	181	90%	75%
Bristol City Public Schools	144	99%	76%	81%	79%	72%	57%	s	>95%	50%	28	96%	15%	97	99%	50%	39	100%	79%
Brunswick County Public Schools	114	95%	44%	76%	64%	65%	29%	s	75%	33%	14	71%	10%	91	95%	22%	20	100%	60%
Buchanan County Public Schools	169	94%	69%	84%	74%	73%	47%	s	>95%	<5%	45	84%	26%	s	60%	67%	120	98%	53%
Buckingham County Public Schools	109	97%	57%	71%	90%	75%	44%	s	>95%	50%	26	92%	29%	74	97%	40%	28	100%	54%
Buena Vista City Public Schools	56	98%	69%	70%	71%	66%	47%	0	-	-	11	100%	27%	31	97%	37%	22	100%	64%
Campbell County Public Schools	531	99%	76%	88%	83%	80%	60%	24	100%	33%	59	97%	40%	272	99%	53%	223	100%	70%
Caroline County Public Schools	316	92%	73%	80%	83%	87%	61%	14	100%	43%	66	82%	35%	147	90%	48%	130	98%	79%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Carroll County Public Schools	219	100%	82%	89%	85%	77%	63%	14	100%	43%	37	97%	36%	118	99%	56%	79	100%	80%
Charles City County Public Schools	37	100%	46%	86%	89%	89%	41%	0	-	-	s	>95%	<5%	22	100%	32%	11	100%	73%
Charlotte County Public Schools	120	92%	73%	87%	91%	89%	65%	s	>95%	33%	19	79%	27%	70	90%	54%	44	98%	84%
Charlottesville City Public Schools	305	97%	82%	85%	78%	75%	58%	62	95%	46%	32	81%	27%	134	94%	39%	143	99%	77%
Chesapeake City Public Schools	2,528	95%	81%	83%	80%	79%	63%	133	96%	48%	495	79%	33%	957	95%	50%	1,210	100%	77%
Chesterfield County Public Schools	4,249	93%	74%	79%	82%	77%	55%	678	88%	30%	632	75%	29%	1,750	89%	40%	1,969	98%	73%
Clarke County Public Schools	94	100%	56%	81%	82%	82%	45%	10	100%	10%	11	100%	18%	29	100%	31%	55	100%	56%
Colonial Beach Public Schools	42	100%	83%	88%	90%	86%	71%	0	-	-	s	>95%	40%	23	100%	61%	17	100%	88%
Colonial Heights City Public Schools	205	92%	72%	84%	83%	79%	57%	30	93%	43%	56	80%	38%	131	89%	48%	46	96%	91%
Craig County Public Schools	44	100%	75%	77%	57%	64%	45%	0	-	-	10	100%	50%	21	100%	29%	16	100%	56%
Culpeper County Public Schools	565	98%	79%	68%	82%	78%	51%	135	99%	26%	104	90%	44%	268	97%	40%	202	100%	71%
Cumberland County Public Schools	92	98%	81%	83%	80%	78%	63%	0	-	-	19	89%	29%	56	98%	64%	26	100%	77%
Danville City Public Schools	391	96%	67%	83%	66%	66%	47%	29	97%	39%	58	84%	22%	275	96%	45%	85	99%	52%
Dickenson County Public Schools	121	98%	80%	91%	80%	74%	58%	0	-	-	24	96%	35%	83	99%	55%	35	94%	73%
Dinwiddie County Public Schools	261	100%	68%	85%	88%	86%	57%	17	100%	59%	s	>95%	38%	71	100%	41%	172	100%	64%
Essex County Public Schools	84	89%	66%	71%	66%	66%	48%	0	-	-	15	53%	25%	63	86%	54%	16	100%	44%
Fairfax County Public Schools	11,129	96%	77%	85%	83%	79%	62%	3,360	91%	37%	2,082	86%	39%	3,818	94%	44%	5,136	99%	79%
Falls Church City Public Schools	140	99%	92%	98%	92%	89%	79%	14	100%	29%	37	95%	71%	19	95%	39%	84	100%	92%
Fauquier County Public Schools	673	97%	79%	85%	86%	86%	64%	123	98%	32%	98	86%	43%	252	96%	44%	327	99%	81%
Floyd County Public Schools	117	98%	85%	89%	89%	87%	65%	s	>95%	<5%	33	97%	47%	34	97%	52%	65	98%	75%
Fluvanna County Public Schools	206	96%	89%	94%	82%	85%	73%	13	92%	42%	29	72%	29%	83	96%	64%	96	100%	89%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Franklin City Public Schools	57	95%	53%	65%	77%	53%	31%	0	-	-	s	75%	<5%	49	94%	28%	7	100%	57%
Franklin County Public Schools	397	93%	77%	77%	81%	82%	57%	s	>95%	14%	69	88%	43%	232	95%	47%	132	89%	77%
Frederick County Public Schools	945	94%	79%	83%	85%	83%	63%	160	92%	41%	134	81%	44%	391	93%	52%	447	97%	75%
Fredericksburg City Public Schools	297	99%	52%	68%	78%	76%	40%	91	100%	32%	36	94%	24%	167	99%	37%	82	99%	56%
Galax City Public Schools	95	99%	72%	80%	84%	82%	60%	27	100%	22%	17	100%	29%	61	100%	57%	23	100%	87%
Giles County Public Schools	147	97%	90%	83%	90%	92%	71%	0	-	-	17	76%	69%	s	83%	60%	127	100%	72%
Gloucester County Public Schools	325	95%	80%	92%	87%	84%	68%	s	>95%	20%	42	71%	50%	162	91%	56%	142	100%	81%
Goochland County Public Schools	179	92%	85%	88%	90%	81%	67%	13	100%	77%	27	85%	48%	55	91%	50%	103	92%	77%
Grayson County Public Schools	92	98%	84%	90%	87%	86%	71%	0	-	-	27	93%	60%	58	97%	62%	26	100%	85%
Greene County Public Schools	208	98%	74%	78%	78%	79%	54%	22	100%	23%	28	86%	21%	79	97%	43%	104	100%	67%
Greensville County Public Schools	122	98%	71%	73%	75%	76%	51%	s	83%	60%	14	93%	31%	92	98%	47%	24	96%	70%
Halifax County Public Schools	340	96%	65%	79%	74%	76%	52%	s	78%	43%	37	89%	15%	210	97%	42%	97	97%	77%
Hampton City Public Schools	1,311	85%	80%	79%	79%	76%	56%	37	84%	48%	129	66%	31%	779	88%	49%	454	84%	68%
Hanover County Public Schools	1,087	97%	86%	87%	83%	81%	68%	45	96%	42%	193	83%	51%	343	94%	51%	613	100%	79%
Harrisonburg City Public Schools	469	97%	76%	75%	80%	70%	50%	247	96%	37%	52	75%	15%	223	96%	43%	127	99%	77%
Henrico County Public Schools	3,472	93%	67%	77%	79%	78%	52%	640	92%	37%	423	83%	25%	1,483	92%	35%	1,442	95%	72%
Henry County Public Schools	452	97%	63%	83%	78%	75%	49%	45	93%	36%	73	85%	27%	328	97%	47%	94	100%	66%
Highland County Public Schools	24	92%	82%	96%	88%	92%	77%	0	-	-	s	60%	>95%	s	78%	86%	12	100%	67%
Hopewell City Public Schools	273	97%	46%	76%	69%	67%	33%	26	100%	27%	47	89%	14%	205	98%	29%	49	100%	51%
Isle of Wight County Public Schools	367	95%	76%	85%	78%	80%	57%	s	83%	80%	55	78%	14%	119	95%	44%	201	100%	71%
King George County Public Schools	251	96%	81%	89%	89%	88%	71%	s	50%	<5%	48	79%	42%	121	93%	56%	115	100%	87%

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			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
King William County Public Schools	145	95%	79%	85%	84%	80%	63%	0	-	-	13	46%	67%	47	87%	54%	92	100%	66%
King and Queen County Public Schools	38	100%	58%	84%	84%	82%	45%	s	>95%	<5%	s	>95%	<5%	22	100%	45%	14	100%	43%
Lancaster County Public Schools	59	97%	81%	79%	88%	84%	60%	0	-	-	s	78%	29%	34	94%	44%	20	100%	85%
Lee County Public Schools	196	98%	69%	73%	78%	86%	56%	0	-	-	36	94%	35%	35	97%	50%	137	99%	61%
Lexington City Public Schools	42	100%	93%	95%	86%	93%	79%	s	>95%	75%	s	>95%	25%	14	100%	57%	25	100%	96%
Loudoun County Public Schools	4,815	95%	83%	87%	89%	87%	69%	1,190	92%	47%	550	71%	35%	1,286	91%	47%	2,767	99%	82%
Louisa County Public Schools	386	98%	80%	84%	80%	81%	62%	10	100%	70%	43	86%	32%	173	98%	48%	184	100%	77%
Lunenburg County Public Schools	114	95%	71%	81%	87%	93%	61%	21	100%	57%	22	73%	38%	71	94%	54%	32	100%	84%
Lynchburg City Public Schools	565	92%	64%	80%	77%	75%	49%	37	78%	38%	88	78%	28%	395	91%	40%	137	96%	77%
Madison County Public Schools	99	97%	82%	88%	89%	92%	73%	s	80%	50%	20	85%	24%	45	100%	64%	42	100%	88%
Manassas City Public Schools	480	97%	68%	78%	82%	81%	56%	282	96%	47%	49	82%	32%	228	97%	55%	110	99%	79%
Manassas Park City Public Schools	197	93%	61%	58%	76%	76%	40%	126	94%	35%	52	73%	16%	112	89%	34%	33	100%	67%
Martinsville City Public Schools	108	99%	73%	78%	75%	76%	50%	14	100%	57%	14	100%	14%	77	99%	46%	19	100%	74%
Mathews County Public Schools	64	94%	73%	80%	77%	80%	58%	0	-	-	17	76%	23%	33	91%	40%	26	100%	81%
Mecklenburg County Public Schools	293	99%	66%	72%	78%	78%	47%	10	100%	20%	26	92%	12%	183	98%	39%	92	100%	67%
Middlesex County Public Schools	65	100%	89%	86%	82%	65%	60%	0	-	-	20	100%	45%	38	100%	53%	22	100%	73%
Montgomery County Public Schools	588	96%	82%	87%	80%	76%	59%	70	93%	38%	70	71%	38%	260	95%	45%	274	100%	73%
Nelson County Public Schools	78	100%	73%	79%	79%	88%	55%	s	>95%	57%	15	100%	20%	41	100%	41%	30	100%	80%
New Kent County Public Schools	265	96%	80%	90%	85%	78%	62%	s	>95%	43%	18	56%	30%	72	96%	46%	180	99%	69%
Newport News City Public Schools	1,806	94%	79%	77%	78%	75%	55%	183	80%	46%	229	76%	21%	1,117	94%	50%	531	99%	70%
Norfolk City Public Schools	2,040	95%	67%	75%	76%	72%	46%	206	97%	30%	337	84%	22%	1,235	96%	39%	576	95%	68%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Northampton County Public Schools	79	100%	54%	87%	90%	90%	49%	s	>95%	33%	s	>95%	22%	55	100%	51%	18	100%	50%
Northumberland County Public Schools	73	100%	88%	95%	88%	88%	74%	s	>95%	80%	s	>95%	83%	29	100%	62%	37	100%	84%
Norton City Public Schools	59	97%	64%	79%	88%	88%	60%	s	>95%	>95%	s	86%	50%	s	>95%	>95%	49	98%	60%
Nottoway County Public Schools	141	97%	63%	74%	80%	80%	51%	s	>95%	38%	19	84%	12%	103	96%	49%	31	100%	61%
Orange County Public Schools	320	95%	87%	93%	87%	75%	65%	32	91%	62%	53	77%	44%	142	92%	56%	143	100%	74%
Page County Public Schools	199	94%	85%	87%	89%	86%	71%	s	67%	50%	37	78%	38%	81	95%	65%	92	99%	82%
Patrick County Public Schools	121	98%	88%	85%	83%	78%	64%	0	-	-	29	93%	37%	66	97%	52%	44	100%	84%
Petersburg City Public Schools	352	94%	37%	57%	67%	63%	22%	41	90%	19%	30	73%	5%	53	89%	17%	235	96%	25%
Pittsylvania County Public Schools	492	98%	74%	81%	83%	84%	61%	18	100%	44%	103	92%	32%	s	>95%	25%	361	100%	70%
Poquoson City Public Schools	149	99%	86%	95%	91%	86%	75%	s	>95%	>95%	18	89%	19%	37	100%	49%	98	100%	88%
Portsmouth City Public Schools	942	96%	71%	79%	75%	69%	49%	37	95%	34%	78	64%	26%	656	96%	44%	238	100%	64%
Powhatan County Public Schools	259	90%	80%	85%	84%	86%	65%	s	83%	20%	42	88%	30%	64	86%	55%	162	91%	75%
Prince Edward County Public Schools	137	94%	80%	93%	72%	79%	62%	s	>95%	<5%	20	75%	20%	101	92%	60%	32	100%	75%
Prince George County Public Schools	461	94%	77%	84%	81%	80%	57%	25	96%	38%	67	76%	35%	292	95%	52%	139	99%	68%
Prince William County Public Schools	5,679	95%	82%	83%	84%	84%	66%	2,012	93%	54%	862	78%	36%	2,215	94%	58%	2,242	100%	79%
Pulaski County Public Schools	420	54%	70%	85%	83%	77%	62%	14	50%	57%	51	65%	52%	222	46%	57%	156	59%	74%
Radford City Public Schools	221	51%	71%	76%	75%	75%	56%	s	67%	50%	47	51%	21%	121	47%	40%	75	52%	90%
Rappahannock County Public School	48	96%	63%	91%	77%	79%	52%	s	<5%		s	78%	14%	18	89%	56%	24	100%	58%
Richmond City Public Schools	1,805	90%	68%	78%	72%	66%	47%	421	75%	38%	173	73%	18%	1,161	89%	38%	424	98%	73%
Richmond County Public Schools	90	98%	75%	85%	84%	82%	65%	s	>95%	>95%	18	89%	31%	36	97%	49%	40	100%	85%
Roanoke City Public Schools	1,025	95%	67%	69%	78%	72%	44%	229	95%	35%	134	72%	19%	358	93%	40%	465	98%	53%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Roanoke County Public Schools	848	99%	81%	84%	83%	77%	59%	62	98%	46%	147	94%	30%	333	98%	50%	428	100%	68%
Rockbridge County Public Schools	146	94%	76%	91%	87%	78%	58%	s	>95%	50%	16	62%	40%	75	92%	49%	59	100%	68%
Rockingham County Public Schools	799	95%	81%	78%	84%	77%	58%	147	88%	31%	141	87%	36%	402	94%	44%	314	99%	76%
Russell County Public Schools	221	97%	71%	85%	78%	82%	57%	s	>95%	>95%	52	88%	33%	124	95%	43%	79	100%	78%
Salem City Public Schools	231	99%	81%	88%	88%	83%	68%	24	96%	43%	41	98%	52%	115	98%	56%	86	100%	84%
Scott County Public Schools	236	91%	60%	75%	81%	78%	47%	s	>95%	>95%	63	83%	31%	105	88%	38%	106	96%	54%
Shenandoah County Public Schools	378	97%	77%	79%	78%	73%	57%	48	92%	55%	69	83%	26%	195	96%	47%	143	100%	71%
Smyth County Public Schools	314	76%	73%	73%	88%	84%	56%	s	67%	50%	49	98%	40%	179	75%	46%	114	75%	71%
Southampton County Public Schools	171	98%	65%	85%	87%	80%	49%	s	>95%	50%	13	85%	45%	88	97%	44%	75	99%	55%
Spotsylvania County Public Schools	1,542	95%	64%	77%	79%	78%	50%	277	93%	34%	277	78%	23%	681	95%	41%	633	100%	64%
Stafford County Public Schools	1,941	95%	75%	84%	85%	82%	59%	379	89%	41%	249	73%	34%	871	93%	50%	836	100%	72%
Staunton City Public Schools	182	97%	85%	77%	73%	80%	58%	s	>95%	11%	30	87%	38%	104	96%	51%	68	100%	68%
Suffolk City Public Schools	1,033	96%	73%	85%	79%	79%	57%	21	100%	52%	137	74%	31%	434	96%	46%	486	100%	71%
Surry County Public Schools	55	91%	62%	80%	88%	88%	52%	s	>95%	<5%	11	64%	29%	33	91%	40%	14	100%	79%
Sussex County Public Schools	78	92%	76%	90%	82%	61%	53%	s	50%	>95%	16	62%	10%	59	95%	46%	14	100%	79%
Tazewell County Public Schools	363	95%	73%	75%	80%	78%	54%	s	>95%	<5%	53	75%	28%	229	93%	48%	116	100%	70%
Virginia Beach City Public Schools	4,236	97%	85%	85%	79%	76%	62%	248	92%	45%	613	84%	32%	1,677	96%	52%	2,078	100%	75%
Warren County Public Schools	326	95%	67%	81%	81%	78%	52%	21	95%	40%	35	66%	9%	164	95%	42%	141	98%	67%
Washington County Public Schools	481	84%	84%	79%	81%	81%	58%	12	58%	57%	88	89%	36%	217	76%	50%	208	92%	68%
Waynesboro City Public Schools	212	89%	65%	76%	75%	67%	41%	36	86%	10%	28	61%	24%	126	88%	32%	63	94%	58%
West Point Public Schools	61	100%	92%	85%	85%	82%	67%	s	>95%	75%	s	>95%	56%	31	100%	68%	27	100%	67%

Division	Total Students	% Complete Assessment	% Ready					English-learner students ^a			Students with a disability ^b			Students from low-income background ^c			Non-identified students ^d		
			Literacy	Math	Self-Reg	Social Skills	Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall	Total Students	% Complete Assessment	% Ready Overall
Westmoreland County Public Schools	121	98%	70%	84%	80%	82%	59%	10	100%	70%	12	92%	27%	83	98%	54%	36	97%	71%
Williamsburg/James City Public Schools	756	96%	80%	85%	83%	81%	64%	76	95%	40%	131	79%	44%	277	91%	45%	379	100%	80%
Winchester City Public Schools	279	86%	71%	87%	84%	83%	63%	112	72%	47%	44	80%	26%	119	87%	57%	81	99%	85%
Wise County Public Schools	477	75%	73%	82%	82%	80%	61%	s	<5%		98	87%	38%	318	76%	53%	135	72%	84%
Wythe County Public Schools	250	98%	65%	80%	85%	83%	57%	s	>95%	33%	84	96%	33%	141	98%	47%	71	99%	77%
York County Public Schools	806	98%	90%	90%	86%	83%	72%	55	100%	73%	110	91%	43%	254	98%	63%	451	100%	78%

Note 1. Assessment is considered complete if a student has a standard VALLS: Kindergarten (Literacy), English EMAS (Mathematics), and CBRS (Self-Regulation and Social Skills) assessment. Students who are exempted or assessed in a non-standard or Spanish format are not included in these estimates.

Note 2. Suppression rules consistent with DOE policy have been applied. Top and bottom coding (e.g., <5%, >95%) has also been applied where cell totals are suppressed. s = suppressed due to cell size <10.

^aSource: Student Record Collection (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 four years after exiting EL services."*

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

^cSource: SRC Disadvantaged Status Flag. Students are identified as having a low-income background if, at any point during the school year, 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.

^dNon-identified students include students grouped as: 1) not English-learners, 2) students without a disability, and 3) not from a low-income background.