


FALL 2024 VKRP SNAPSHOT - KINDERGARTEN & PRE-KINDERGARTEN DATA

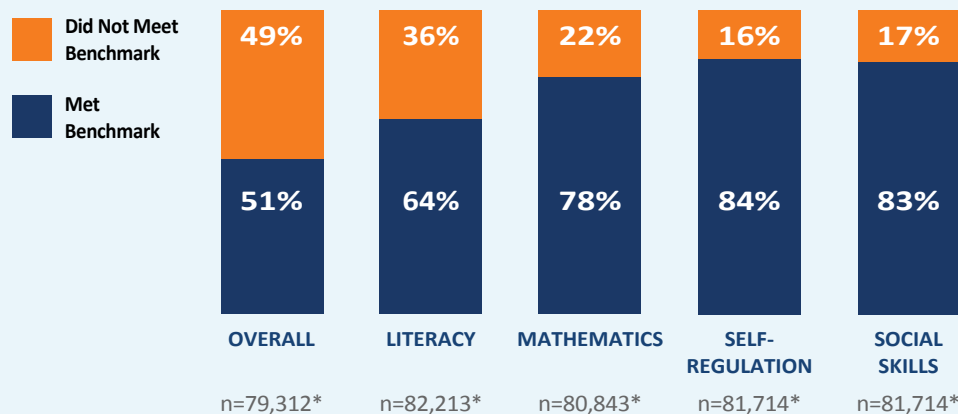
VKRP gives school and program leaders, teachers, and families a more complete picture of children's learning across four areas: Literacy (Virginia Language and Literacy Screening System; VALLSS) through [Virginia Literacy Partnerships](#) (VLP), Mathematics, Self-Regulation, and Social Skills.

STATEWIDE KINDERGARTEN DATA - FALL 2024

The fall overall benchmark is based on the expected skill levels of a kindergarten student at the end of the 2024-2025 academic year.

 **49%** of Virginia's kindergarteners began the 2024-2025 school year still needing to build skills in Literacy, Mathematics, Self-regulation, and/or Social Skills.*

This is the first year of statewide implementation of the VALLSS. The new literacy screening system better reflects the component skills necessary for children to be successful in literacy over time and is more sensitive to literacy risk. As such, more children were classified as at-risk for literacy difficulties at kindergarten entry as compared to previous years when PALS was implemented. The percentages of students falling above and below the benchmark for Mathematics, Self-Regulation, and Social Skills were very similar to Fall 2023.



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

Comparison of VKRP fall 2024 kindergarten data across demographic subgroups shows that historically marginalized students were more likely to have scores categorized as below the overall benchmark. These patterns illustrate continued disparities in educational opportunities and experiences.

- **56%** of Black students, and **66%** of Hispanic children started the school year below the overall benchmark.
- **61%** of students from low-income backgrounds started the school year with scores below the overall benchmark.
- **74%** of English language/multilingual learners (EL) started the school year with scores below the overall benchmark.
- **70%** of students identified as having a disability started the school year below the overall benchmark.

KINDERGARTEN BENCHMARK TRENDS

- Approximately **1 in every 3 students** was below the benchmark in foundational early Literacy skills (36%), and approximately **1 in every 5 students** was below the benchmark in foundational early Mathematics skills (22%).
- Teachers reported that **most children entered kindergarten displaying solid foundational Self-Regulation and Social Skills**, with 16% and 17% falling below the benchmark, respectively.

KINDERGARTEN STUDENTS' MENTAL HEALTH WELL-BEING

Teachers reported being moderately, very, or extremely concerned about mental health and social-emotional well-being for about **14% of their students** in the fall of 2024.

PRE-KINDERGARTEN DATA

Beginning in the 2022-2023 school year, VKRP was administered to publicly funded three- and four-year-old children in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms. Over 7,500 3-year-old pre-kindergarten children and almost 28,000 4-year-old pre-kindergarten children were assessed in the fall of 2024 in all four domains of Literacy, Mathematics, Self-Regulation, and Social Skills.

PRE-KINDERGARTEN MATTERS FOR READINESS

Children from low-income families who attend public pre-kindergarten are more likely to be categorized as ready for kindergarten, compared to their peers who do not attend pre-kindergarten. **45% of public pre-kindergarten attenders are categorized as ready, compared to 24% of non-attenders categorized as ready.**

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“I enjoyed using this system this year. I think it is functional and user friendly.

I love the reports and how the data is collected. It was nice to have reports and data for parent-teacher conferences, and it leaves the parents with facts about their child.”

- Pre-kindergarten Teacher

UNDERSTANDING AND USING PRE-KINDERGARTEN VKRP DATA

- Pre-kindergarten VKRP data provide information to educators and families to support and challenge all children using developmentally appropriate and engaging activities and instruction.
- VKRP uses Skill Development Bands to help programs and educators interpret and use their VKRP pre-kindergarten data for Mathematics, Self-Regulation, and Social Skills. (VLP provides pre-kindergarten Literacy bands.) Separate bands were established for 3-year-olds and 4-year-olds to represent appropriate developmental expectations.

PRE-KINDERGARTEN CHILDREN’S MENTAL HEALTH WELL-BEING

- Teachers reported being moderately, very, or extremely concerned about **24% of 3-year-old children** enrolled in VKRP in the fall of 2024.
- Teachers reported being moderately, very, or extremely concerned about **20% of 4-year-old children** enrolled in VKRP in the fall of 2024.

RESOURCES FOR FAMILIES

VKRP results are available to families, who are encouraged to contact their school division and/or program for more information about their child’s scores. Additional resources for families are available on the VKRP ([VKRP Resources for Families](#)), VLP ([VLP Family Resource Center](#)), and ECE Resource Hub ([Take-Home Strategies](#)) websites.

WHAT’S NEXT

- A pilot of an upward expansion of the VKRP assessments into first through third grades is continuing. The goal of the 1-3 Assessment Pilot is to help teachers, families, and divisions identify students’ strengths and the supports needed to foster skills growth during the early elementary grades.
- Optional mid-year assessments will be available to all divisions and programs for kindergarten and pre-kindergarten in winter 2025. The inclusion of a VKRP mid-year timepoint will allow teachers to better monitor students’ progress over the year and to make instructional decisions to best meet students’ individual needs to promote student skill growth through the spring.
- The VKRP team is collaborating with the VLP and the LinkB5 teams to develop a coordinated integrated data system, Virginia Connects for Kids (VAConnects). This system will integrate statewide early childhood data collection initiatives to leverage data in order to maximize the impact of the three initiatives.