



Executive Summary of Fall 2021 Kindergarten and Pre-Kindergarten VKRP Surveys

The Virginia Kindergarten Readiness Program (VKRP, vkrponline.org) is an initiative focused on building a more comprehensive understanding of school readiness and success. As an assessment system, VKRP adds measures of mathematics (Early Mathematics Assessment System-EMAS), self-regulation, and social skills (Child Behavior Rating Scale-CBRS) to complement Virginia’s statewide assessment of literacy skills using the Phonological Awareness Literacy Screening (PALS, pals.virginia.edu). In the fall of 2021, VKRP was administered statewide in kindergarten and all 4-year-old state-funded pre-kindergarten (VPI) classrooms in 132 public school divisions and 20 child care programs across the Commonwealth. Additional private preschool classrooms opted in to assessment administration voluntarily.

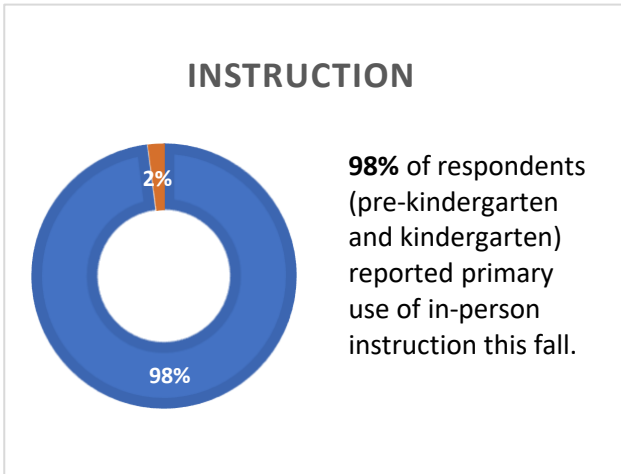
Fall 2021 VKRP Survey—Who Responded

The fall 2021 VKRP survey was sent to 8175 active VKRP users in mid-October 2021 with ongoing weekly reminders through the end of the survey window. 2940 users completed the survey for a response rate of 30% of kindergarten users and 55% of pre-kindergarten users. Responses reflect the views of the survey respondents and may not be reflective of the entire population of VKRP users. Users included pre-kindergarten and kindergarten teachers and program, school and division administrators from 129 divisions and 19 child care programs in Virginia. The survey included questions related to 1) participants’ demographic characteristics, 2) instruction, family engagement and teachers’ well-being, and 3) feedback on VKRP assessments, reports, and resources. Key takeaways from pre-kindergarten and kindergarten survey response data are highlighted within this summary.

COVID-19 Continued Impact on Instruction

The COVID-19 pandemic continued to pose challenges for teachers and administrators in the fall of 2021. Survey data from COVID-19 impact related to instruction, attendance, support for students, and interactions are shared below in this section.

Instruction and Attendance



79% of pre-kindergarten teachers
86% of kindergarten teachers

reported experiencing quarantine(s) in their individual classrooms this fall.

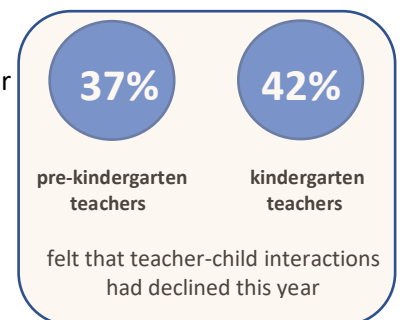
- ◇ Most teachers reported that families' experiences with quarantines and/or illness significantly impacted student in-person attendance during this time (66% pre-kindergarten, 70% kindergarten).
- ◇ Attendance and enrollment were also a continued challenge for a significant proportion of school/program and division leaders (49% of pre-kindergarten and 33% of kindergarten leaders).

Teacher Concern

- ◇ Approximately half (47% pre-kindergarten, 53% kindergarten) of responding teachers reported feeling moderate or extreme concern that student social-emotional skills were developing more slowly than before COVID-19.
- ◇ Approximately half (54% pre-kindergarten, 59% kindergarten) of responding teachers were mildly, moderately, or extremely concerned that students with disabilities would not receive the services they need.
- ◇ Approximately half (53% pre-kindergarten, 52% kindergarten) of responding teachers also expressed concern that students and families who are English language/multilingual learners would not receive the services they needed due to challenges related to the pandemic.

Teacher-Child Interactions

In fall 2021, a significant proportion of responding teachers felt the quality of their teacher-child interactions had declined compared to years prior to the pandemic (37% pre-kindergarten, 42% kindergarten). Very few teachers (8% pre-kindergarten, 9% kindergarten) felt that teacher-child interactions had improved this year when taking into consideration the additional challenges of instruction during another year of the pandemic.



VKRP Assessment Administration and Data-Use During COVID-19

Training

- ◇ Most teachers (74% pre-kindergarten, 75% kindergarten) and leaders (89% pre-kindergarten and 90% kindergarten) found that VKRP training was helpful.
- ◇ Most teachers reported that VKRP trainings prepared them to administer the assessments (90% pre-kindergarten, 92% kindergarten).

EMAS

- ◇ Most teachers administered both the EMAS (rather than using math specialists, for example) and almost all teachers reported using the in-person version of the EMAS rather than the remote EMAS.
- ◇ About half of teachers (54% pre-kindergarten, 59% kindergarten) reported that administrative supports were provided to help them complete assessments. Supports most reported included:
 - Substitute teacher coverage, direct assistance administering assessments by school/program personnel, and extended assessment windows to complete assessments.
 - One teacher shared that, “My kindergarten team was thankful that the time to give this assessment was extended. We had a big fluctuation in attendance because of illnesses.”

CBRS

- ◇ In the fall of 2021, when most teachers were using in-person instruction, teachers reported knowing their students well enough to be able to answer the questions regarding each child’s self-regulation and social skills on the CBRS (84% pre-kindergarten and 79% kindergarten).

Administration Challenges

Even with additional logistical support, some teachers found that fall 2021 assessment administration was difficult due to the added strain of teaching during an ongoing pandemic. 26% of pre-kindergarten and 36% of kindergarten teachers experienced challenges administering the EMAS, primarily reporting that it took too long to administer, or they could not get substitutes or coverage to help with administration.

Data Use

- ◇ Following fall 2021 assessment administration, a large majority of teachers (80% pre-kindergarten and 82% kindergarten) accessed and reviewed their data, primarily on their own.
 - Administrators also primarily reviewed data on their own (51% pre-kindergarten and 66% kindergarten) or with other teachers/support staff within their schools.

“I like VKRP. We just need time to practice and implement it. It is difficult to implement fully during a pandemic.”

-VKRP User, Teacher

- ◇ Teachers and administrators reported that data were used to:

Data Use	
Teachers	Administrators
<ul style="list-style-type: none">▪ Select Instructional Content▪ Tailor instruction to meet individual needs▪ Inform discussions with families	<ul style="list-style-type: none">▪ Inform meetings with instructional support staff and families▪ Individualized instruction for students

VKRP Resources

- ◇ About half of teachers (53% pre-kindergarten, 40% kindergarten) and the most administrators (80% pre-kindergarten, 76% kindergarten) found VKRP resources (e.g., blog, public website, resources on the web portal) useful to instruction and supporting instruction.
- ◇ Some teachers and leaders reported lack of time to review reports and resources due to COVID.

“I am just getting used to VKRP. I know that all of the reports and resources are very useful, and I look forward to using all of them when I have time to review them. This year is unusually overwhelming, and I just need time to do this.”

-VKRP User, Teacher

Despite continued challenges and disruption caused by COVID-19 during the fall of 2021, many teachers and administrators felt supported to complete assessments, utilized VKRP instructional resources, and used data to drive instruction. One teacher summarized the experience of assessment this fall by sharing, “I am thankful for the resources and the data collected to inform parents and guide instruction.”