VKRP Teacher Survey Executive Summary

Excerpted from the VKRP Teacher Survey Report, 2023-2024

UNIVERSITY of VIRGINIA | SCHOOL of EDUCATION and HUMAN DEVELOPMENT CASTL

INTRODUCTION

In this report, we summarize key results from the 2023-2024 VKRP Teacher Survey. The report includes information about teachers' demographic characteristics and professional background. It also includes both quantitative and qualitative educator feedback on VKRP reports and data, teachers' family engagement practices, and the VKRP Mid-Year Assessment Pilot.

The Virginia Kindergarten Readiness Program (VKRP, vkrponline.org) is an initiative focused on building a more comprehensive understanding of school readiness and success. VKRP empowers Virginia's teachers and education leaders by providing a comprehensive assessment system that shines a spotlight on pre-kindergarten and kindergarten students' learning and growth. VKRP is a Virginia standards-aligned, multi-year early learning assessment system that produces actionable information to guide decisions at the student, classroom, program, school, and division level from the beginning of pre-kindergarten through the end of kindergarten to support student learning. VKRP provides assessments of mathematics, self-regulation, social skills, and mental health well-being to complement Virginia's literacy screeners (Virginia Language & Literacy Screener: Pre-K (VALLS: Pre-K), Virginia Language & Literacy Screener: Kindergarten (VALLS: Kindergarten, PALS-K).

> *VKRP empowers Virginia's teachers and education leaders by providing a comprehensive assessment system that shines a spotlight on pre-kindergarten and kindergarten students' learning and growth.*

SURVEY DESIGN AND DISTRIBUTION

The Virginia Kindergarten Readiness Program (VKRP) Fall 2023-2024 Teacher Feedback Survey included questions related to:

1. teachers' **demographic characteristics**,
2. their **professional background and teaching practices**,
3. feedback on **VKRP reports and data,**
4. teachers' **family engagement** practices, and
5. **the VKRP Mid-Year Pilot**

Questions were in both multiple-choice or quantitative format as well as open-ended or free form responses. Responses to both types of questions are integrated into the results presented below.

The survey was sent to 7,743 teachers in the VKRP system. The **overall response rate was 32.56% (n=2,521).** The response rate for **pre-kindergarten teachers was 41.09% (n=1,160)** and **kindergarten teachers was 27.66% (n=1,361).**

418 teachers participated in the **VKRP Mid-Year Assessment Pilot** including **336 pre-kindergarten teachers and 82 kindergarten teachers**. The **overall response rate was 46.89% (n=196)**. The

response rate for **kindergarten teachers was 50.00% (n=41)** and for **pre-kindergarten teachers was 46.13% (n=155)**.

In the figures and tables below, where questions were asked to both pre-kindergarten and kindergarten teachers, the results are disaggregated by grade level.

PARTICIPANTS' DEMOGRAPHIC CHARACTERISITICS

Pre-kindergarten and Kindergarten Teachers' Identified Gender, Ethnicity, & Race

Table 1
Teachers' Gender

		Pre-Kindergarten Teacher	Kindergarten Teacher
		N=1,110	N=1,354
		n (%)	n (%)
Gender	Woman	1093 (98.5%)	1335 (98.6%)
	Man	16 (1.4%)	18 (1.3%)
	Nonbinary	1 (0.1%)	1 (0.1%)

Table 2
Teachers' Ethnicity

		Pre-Kindergarten Teacher	Kindergarten Teacher
		N=1,090	N=1,353
		n (%)	n (%)
Ethnicity	Hispanic, Latino, or Spanish origin	70 (6.4%)	54 (4.0%)
	Not Hispanic, Latino, or Spanish origin	1020 (93.6%)	1299 (96.0%)

Table 3
Teachers' Race

		Pre-Kindergarten Teacher	Kindergarten Teacher
		N=986	N=887
		n (%)	n (%)
Race*	American Indian or Alaskan native	4 (0.4%)	7 (0.8%)
	Asian	31 (3.1%)	22 (2.5%)
	Black or African American	236 (23.9%)	98 (11.0%)
	Native Hawaiian or other Pacific Islander	4 (0.4%)	1 (0.1%)
	White	713 (72.3%)	758 (85.5%)
	Some other race, ethnicity, or origin	6 (0.6%)	17 (1.9%)

Note. Self-identification of racial group membership was not mutually exclusive, and teachers were able to select more than one race.

Mean age of **pre-kindergarten teachers was 45 years** (*SD*=12 years) and **kindergarten teachers was 43 years** (*SD*= 11 years).

Pre-kindergarten and Kindergarten Teachers' Education, Endorsements, and Experience

Table 4
Teachers' Highest Level of Education

	Pre-Kindergarten Teacher (%)	Kindergarten Teacher (%)
	N=1,159	N=1,361
Less than a Bachelor's degree	16.9%	0.6%
A Bachelor's degree	32.9%	31.1%
Some graduate work or graduate degree	50.2%	68.3%

Table 5
Teachers' Teaching Endorsements*

	Pre-Kindergarten Teacher (%)	Kindergarten Teacher (%)
	N=1,131	N=1,339
Early Childhood for 3- and 4-year-olds	41.6%	13.3%
Early/Primary Education	34.6%	35.3%
Elementary Education	40.1%	79%

*Note. This does not include the complete list of endorsements. Full list can be found in 2023-2024 Teacher Survey Report. Teachers can select more than one endorsement (percentages do not equal 100%).

Table 6
Teachers' Teaching Experience

	Pre-Kindergarten Teacher	Kindergarten Teacher
	M (SD)	M (SD)
	N=943	N=905
Years as teacher	16.3 (10.0)	15.7 (10.0)
Years teaching this grade	9.9 (8.4)	9.2 (8.1)
Years taught in current school	7.8 (7.8)	8.5 (8.0)

VKRP DATA USE

Teachers were asked to indicate the ways in which they used the students' **mathematics, literacy, self-regulation, social skills, and mental health well-being** data. The tables below report the number and percentage of pre-kindergarten and kindergarten teachers using the students' data in different ways. Teachers were able to select more than one way they use students' data.

The social-emotional part of the VKRP has been extremely helpful in addressing students' needs.

- Pre-K 4 Teacher

Table 7

*Number and Percentages of **Pre-kindergarten** Teachers Using the Students' VKRP Data in Different Ways*

	Mathematics N=1,073	Literacy N=1,125	Self-Regulation and Social Skills N=1,021	Mental Health Well-Being N=930
	n (%)	n (%)	n (%)	n (%)
1. Identify instructional content to cover in class	733 (68.3%)	872 (77.5%)	507 (49.7%)	417 (44.8%)
2. Tailor instruction to the needs of individual students	754 (70.3%)	904 (80.4%)	625 (61.2%)	537 (57.7%)
3. Develop recommendations for additional instructional support	413 (38.5%)	610 (54.2%)	479 (46.9%)	410 (44.1%)
4. Form small groups	715 (66.6%)	802 (71.3%)	344 (33.7%)	258 (27.7%)
5. Inform discussions with families	651 (60.7%)	800 (71.1%)	707 (69.2%)	634 (68.2%)
6. Inform meetings with instructional specialists, coaches, and/or other teachers	302 (28.1%)	437 (38.8%)	377 (36.9%)	355 (38.2%)
7. Other	29 (2.7%)	35 (3.1%)	33 (3.2%)	30 (3.2%)

Table 8
*Number and Percentages of **Kindergarten** Teachers Using the Students' VKRP Data in Different Ways*

		Mathematics N=1,202	Literacy N=1,312	Self-Regulation and Social Skills N=994	Mental Health Well-Being N=910
		n (%)	n (%)	n (%)	n (%)
1.	Identify instructional content to cover in class	595 (49.5%)	857 (65.3%)	212 (21.3%)	179 (19.7%)
2.	Tailor instruction to the needs of individual students	785 (65.3%)	1116 (85.1%)	375 (37.7%)	315 (34.6%)
3.	Develop recommendations for additional instructional support	571 (47.5%)	985 (75.1%)	374 (37.6%)	313 (34.4%)
4.	Form small groups	817 (68.0%)	1200 (91.5%)	195 (19.6%)	129 (14.2%)
5.	Inform discussions with families	793 (66.0%)	1072 (81.7%)	708 (71.2%)	631 (69.3%)
6.	Inform meetings with instructional specialists, coaches, and/or other teachers	564 (46.9%)	935 (71.3%)	460 (46.3%)	423 (46.5%)
7.	Other	22 (1.8%)	24 (1.8%)	40 (4.0%)	27 (3.0%)

FAMILY ENGAGEMENT PRACTICES

Sharing VKRP Reports, Resources, and Information with Families

Teachers were asked to indicate if they shared any of the resources and information available through VKRP with their students' families. The table below reports the number and percentage of pre-kindergarten and kindergarten teachers who reported sharing resources and information with families in different ways. Teachers were able to select more than one way they use students' data.

I print out the family data sheet in Spanish to help families better understand their child's progress.

- Kindergarten Teacher

Table 9

Number and Percentage of Pre-Kindergarten and Kindergarten Teachers Who Reported Sharing Resources and Information with Families in Different Ways

Resources or information teachers shared with families	Pre-kindergarten Teacher N=1,119 n (%)	Kindergarten Teacher N=1,313 n (%)
1. VKRP Family Information Report	754 (67.4%)	796 (60.6%)
2. VKRP resources	341 (30.5%)	245 (18.7%)
3. Information about student's mathematics skills	848 (75.8%)	923 (70.3%)
4. Information about student's social emotional skills	780 (69.7%)	617 (47.0%)
5. Information about student's mental health well-being	614 (54.9%)	476 (36.3%)
6. Information about student's literacy skills	891 (79.6%)	996 (75.9%)

Teachers were also asked to describe how they share VKRP reports, resources, and information with families. Below is a list of the most reported ways teachers shared information.

- *Direct Interactions*: Teachers reported sharing most often through family-teacher conferences, home visits, and IEP meetings to allow for immediate feedback from families.
- *Sent Home*: Teachers also frequently reported sharing information about students' progress and printing the reports and resources and sending them home in students' backpacks.
- *Digital Communications*: Teachers reported sharing with families via email, school or district websites, and electronic systems (e.g., Seesaw and ClassDojo).

Comfort with Sharing Resources and Information with Families

Teachers were asked to share their level of comfort with sharing VKRP reports and resources, and information about students' mathematics skills, literacy skills, self-regulation, social skills, and mental health well-being.

Teachers responded to several questions on a 1-5 scale (1: Strongly disagree, 2: Disagree, 3: Neither disagree nor agree, 4: Agree, 5: Strongly agree).

Figure 1

*Number and Percentage of **Pre-kindergarten** Teachers Who Shared Resources Related to Each Domain and Level of Comfort with Sharing Resources and Information with Families*
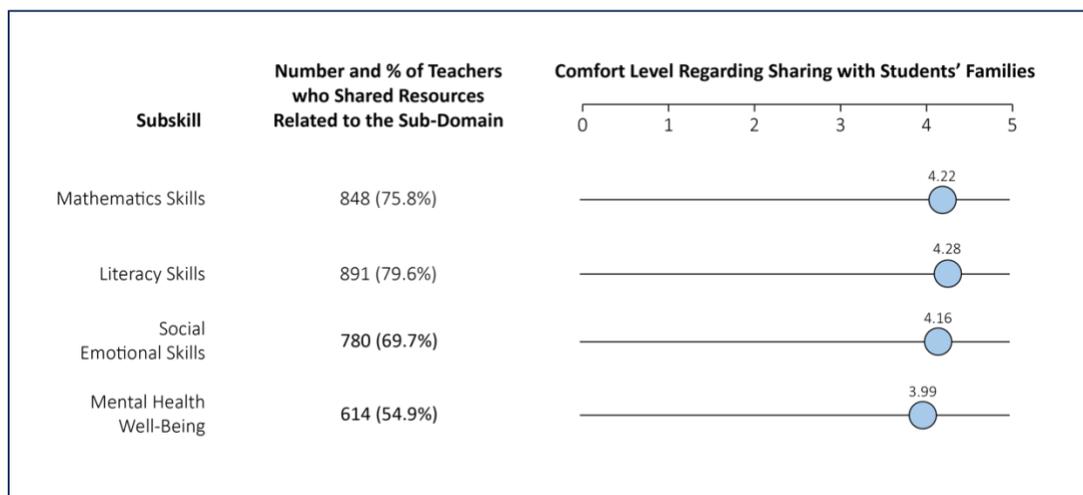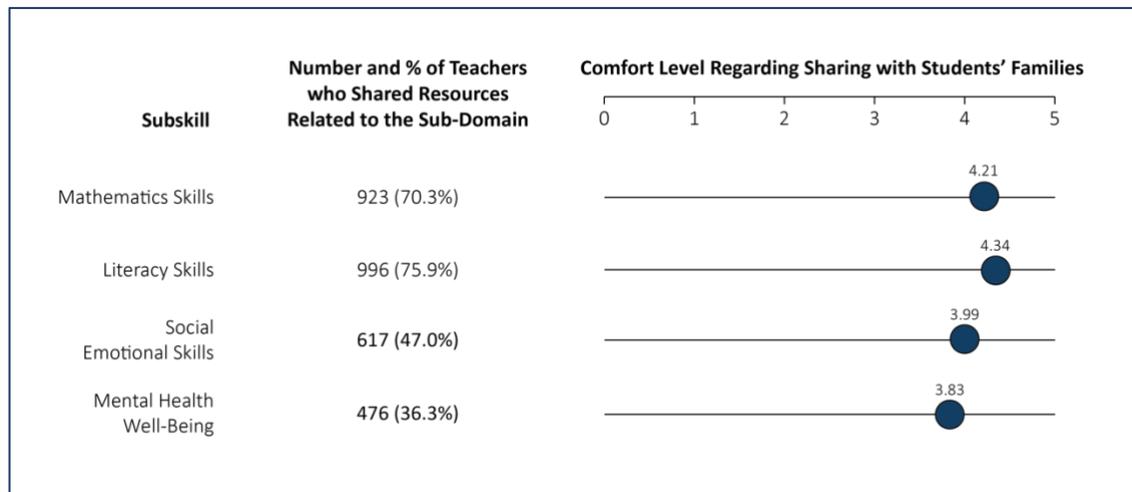

Pre-kindergarten teachers reported feeling most comfortable with sharing information about students' mathematics skills (*M*=4.22 out of 5) and literacy skills (*M*=4.28 out of 5) with families.

Additionally, while **pre-kindergarten teachers** reported relatively high levels comfort with sharing information about a student's self-regulation and social skills (*M*=4.12 out of 5) and mental-health well-being (*M*=3.99 out of 5), the percentage of **pre-kindergarten teachers** who share information about students' self-regulation and social skills (69.7%) and mental health well-being (54.9%) with families remains *relatively lower* than the percentage of **pre-kindergarten teachers** who share information about students' mathematics and literacy skills.

Figure 2

*Number and Percentage of **Kindergarten** Teachers Who Shared Resources Related to Each Domain and Level of Comfort with Sharing Resources and Information with Families*

Kindergarten teachers reported feeling most comfortable sharing information about students' mathematics skills (*M*=4.21 out of 5) and literacy skills (*M*=4.34 out of 5) with families.

While **kindergarten teachers** reported relatively high levels comfort with sharing information about a student's self-regulation and social skills (*M*=3.99 out of 5) and mental-health well-being (*M*=3.83 out of 5), the percentage of **kindergarten teachers** who share information about students' self-regulation and social skills (47%) and mental health well-being (36.3%) with families *is low* when compared to the percentage of **kindergarten teachers** who share information about students' mathematics and literacy skills .

Communicating with Families for Students with Behavioral Challenges
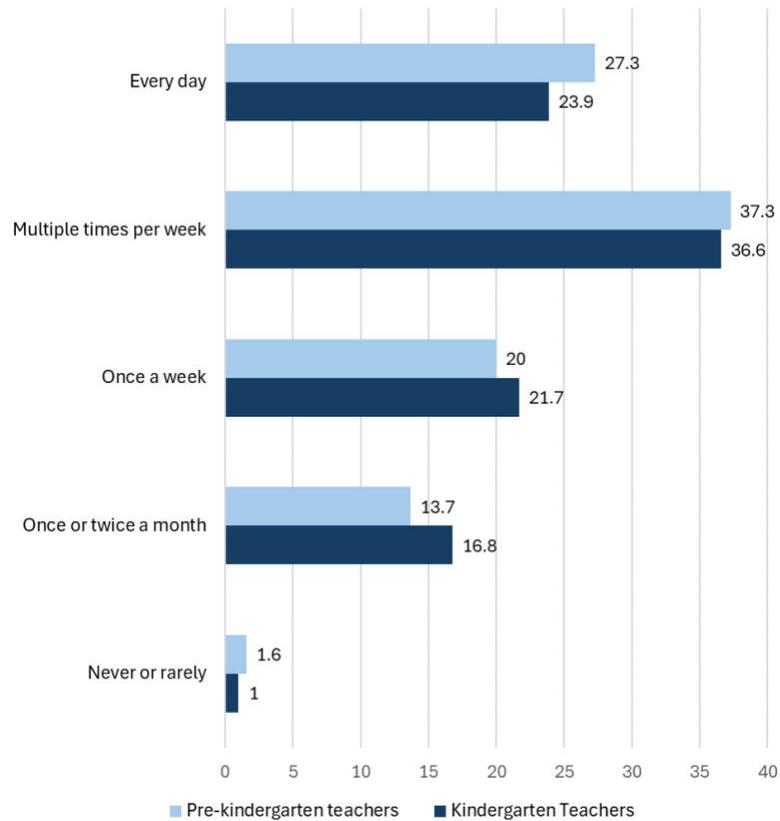
Teachers were asked to share about how often they communicated with families for students who were demonstrating behavioral challenges in the classroom.

Teachers responded based on a 1-5 scale 5 (1: Never or rarely, 2: Once or twice a month, 3: Once a week, 4: Multiple times per week, 5: Every day).

Most **pre-kindergarten** and **kindergarten teachers** reported communicating with families multiple times per week for students who are demonstrating behavioral challenges.

Figure 3

Percentage of Pre-Kindergarten and Kindergarten Teachers' Responses about Frequency of Communication with Families about Children's Challenging Behaviors

Teachers were also asked to share about the helpfulness of VKRP data when talking with families about children's challenging behaviors.

Teachers responded based on a 1-5 scale 5 (1: Very unhelpful, 2: Unhelpful, 3: Neither helpful nor unhelpful, 4: Somewhat helpful, 5: Very helpful).

Most **pre-kindergarten teachers** reported that VKRP data was somewhat helpful when talking to families about children's challenging behaviors.

Most **kindergarten teachers** reported that VKRP data was neither helpful nor unhelpful or somewhat helpful when talking to families about children's challenging behaviors.

Figure 4

Percentage of Teachers Who Did and Did Not Meet with Families About VKRP Data
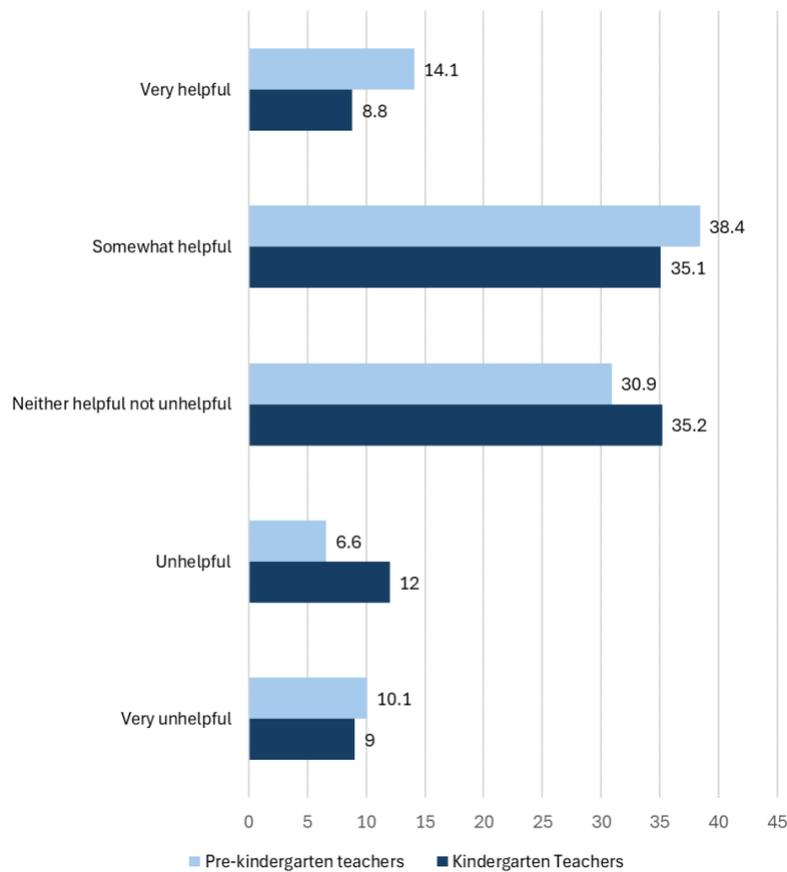
Teachers were asked whether they, their program director, their principal, or other school staff discussed with a student's family the possibility of the student leaving the program or school because of the student's behavior.

Table 10

Number and Percentage of Pre-Kindergarten and Kindergarten Teachers Reporting Discussions with a Student's Family about the Possibility of the Student Leaving the Program or School

	Pre-kindergarten Teacher N=1,058	Kindergarten Teacher N=1,264
There were discussions with a student's family about their child leaving the program or school	n (%)	n (%)
Yes	230 (21.8%)	191 (15.1%)
No	826 (78.2%)	1071 (84.9%)

For those teachers who reported that there were discussions with a student's family about their child leaving the program, teachers were asked if the student ended up leaving the school/program.

Table 11

Number and Percentage of Pre-Kindergarten and Kindergarten Teachers Reporting Whether the Student Left the Program or School

	Pre-kindergarten Teacher N=230	Kindergarten Teacher N=191
The student ended up leaving the program or school	n (%)	n (%)
Yes	96 (41.7%)	82 (42.9%)
No	134 (58.3%)	109 (57.1%)

Communicating with Families for Students Struggling in the Area of Mental Health Well-Being

Teachers were asked to share about how often they communicated with families for students who were struggling with mental health well-being.

Teachers responded based on a 1-5 scale 5 (1: Never or rarely, 2: Once or twice a month, 3: Once a week, 4: Multiple times per week, 5: Every day).

Most **pre-kindergarten and kindergarten teachers** reported communicating with families multiple times per week for students who were struggling with mental health well-being.

Figure 5

Percentage of Pre-Kindergarten and Kindergarten Teachers' Responses about Frequency of Communication with Families of Students Struggling with Mental Health Well-Being

11
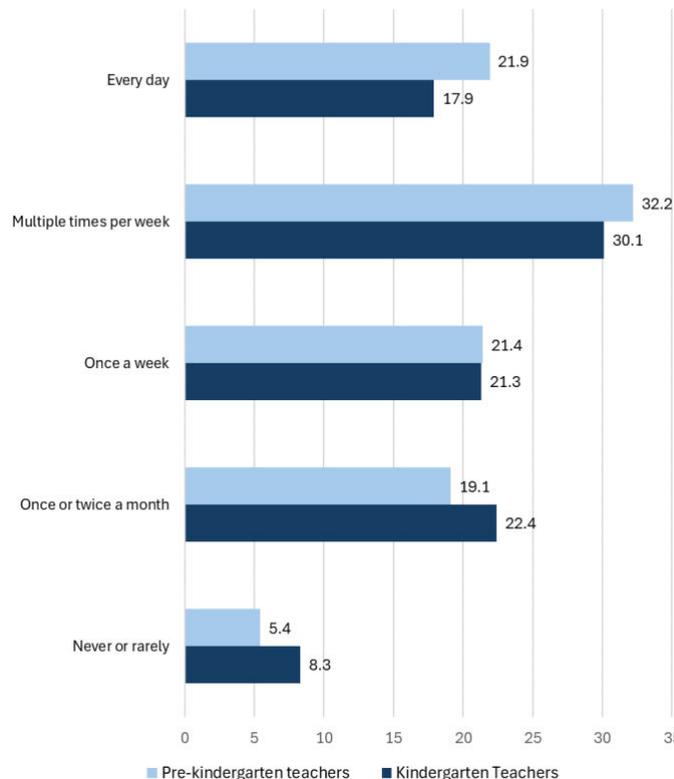
Support for Communicating with Families

Teachers were asked to share the kinds of supports that would be helpful to increase their level of comfort when sharing VKRP resources and information across all domains with families. The table below reports the number and percentage of pre-kindergarten and kindergarten teachers endorsing different kinds of supports that would increase their level of comfort in sharing VKRP resources and information with families. Teachers were able to select more than one support that would be helpful.

Table 12
Number and Percentage of Pre-Kindergarten and Kindergarten Teachers Listing Different Kinds of Supports that Would Help Increase the Level of Comfort in Sharing Resources and Information with Families

Supports for teachers about sharing reports with families	Pre-kindergarten Teacher N=812 n (%)	Kindergarten Teacher N=964 n (%)
1. Professional development for family-teacher conferences	346 (42.6%)	266 (27.6%)
2. A Frequently Asked Questions (FAQ) document to reference talking points	451 (55.5%)	526 (54.6%)
3. Aligned reports for teachers and families	457 (56.3%)	628 (65.1%)
4. Other	82 (10.1%)	94 (9.8%)

For teachers who selected that there were other supports that would be helpful, they were asked to share what those additional supports would be. Below are the most identified suggestions made by teachers:

- *More User-Friendly Reports*: Teachers want to see more straightforward reports that are easier for families to understand, simpler, and avoid the use of technical terms.
- *Concrete Guidance for Families*: Teachers emphasized the desire to have reports offer specific advice that families can use to support their student's development at home.
- *Training and Collaborative Learning*: Teachers requested webinars to help them understand how to share and interpret the data as well as time to explore the resources and reports with more experienced colleagues for newer teachers.
- *Additional Languages*: Teachers also identified a necessity for the reports and resources to be in other languages beyond Spanish.

VKRP MID-YEAR ASSESSMENT PILOT

Teachers who participated in the VKRP Mid-Year Pilot Assessment were asked a series of questions about ways they could use data from the VKRP Mid-Year Assessment Pilot.

Mid-Year Assessment Pilot Likelihood of Use

Teachers were asked to report how likely they would be to use the data for different purposes. The tables below report the mean and standard deviation of pre-kindergarten and kindergarten teachers' likelihood of using the data from VKRP Mid-Year Assessment Pilot for different purposes.

Teachers responded based on a 1-5 scale (1: Extremely unlikely, 2: Unlikely, 3: Neutral, 4: Likely, 5: Extremely likely).

Table 13
*Mean and Standard Deviation of **Pre-kindergarten** Teachers' Likelihood of Using the Data from VKRP Mid-Year Assessment Pilot for Different Purposes*

Actions	N	Mean	SD
1. Identify gaps in student knowledge and skills.	378	3.98	0.96
2. Identify gaps in curriculum.	376	3.77	1.02
3. Identify common errors or misconceptions.	375	3.70	1.02
4. Plan class-wide instruction.	376	3.89	1.01
5. Use the data to create small groups.	376	3.96	1.05
6. Plan instruction for small groups.	377	3.97	1.03
7. Plan instruction to meet the needs of an individual student.	376	4.04	0.98
8. Develop recommendations for additional instructional support.	376	3.84	1.02
9. Communicate with families about students' development of mathematics, self-regulation, and social skills.	376	3.98	0.96
10. Share with a math coach or interventionist when seeking instructional advice and support.	374	3.44	1.17
11. Share with a colleague when seeking instructional advice and support.	374	3.70	1.04

Table 14
*Mean and Standard Deviation of **Kindergarten** Teachers' Likelihood of Using the Data from VKRP Mid-Year Assessment Pilot for Different Purposes*

Actions	N	Mean	SD
1. Identify gaps in student knowledge and skills.	174	3.98	0.89
2. Identify gaps in curriculum.	174	3.79	0.92
3. Identify common errors or misconceptions.	173	3.82	0.94
4. Plan class-wide instruction.	173	3.83	0.90
5. Use the data to create small groups.	173	4.05	0.93
6. Plan instruction for small groups.	172	4.03	0.90
7. Plan instruction to meet the needs of an individual student.	173	4.06	0.86
8. Develop recommendations for additional instructional support.	173	3.91	0.89
9. Communicate with families about students' development of mathematics, and self-regulation, and social skills.	172	3.90	0.90
10. Share with a math coach or interventionist when seeking instructional advice and support.	172	3.81	0.99
11. Share with a colleague when seeking instructional advice and support.	173	3.78	0.95

Mid-Year Assessment Pilot Additional Uses and Reports

Teachers were asked about other ways they planned to use the VKRP Mid-Year Assessment Pilot data and if there were additional reports and/or data that they would find useful.

Other Ways Teachers Plan to Use the VKRP Mid-Year Assessment Pilot Data
- Teachers plan to use the data to work with individual students and use information gathered to inform parents and families.
- Teachers plan to use the VKRP Mid-Year Assessment data to evaluate the growth from the fall and to support skill development.

PUTTING FEEDBACK INTO ACTION: NEXT STEPS

After reviewing the feedback provided in the 2023-2024 Teacher Survey, VKRP, in collaboration with VDOE, has identified some key next steps to put the feedback into action. Key next steps fall into three major categories that include enhanced implementation supports, improved reports and resources for families, improved data use supports for teachers, and continued development of assessments, reports, and resources for students in grades 1-3.

Continue to provide implementation support. VKRP will continue to support pre-kindergarten and kindergarten teachers' implementation of VKRP by providing in-person, remote, and online training, resources, and information for teachers as well as program/school-level and division-level administrators. VKRP partners with programs, schools, and divisions on how to conduct assessments that are engaging for students and use their growth data to promote student skill development over time.

Improve reports and resources for families. The Pre-kindergarten VKRP Family Information Report, which was informed by focus group feedback from the summer and fall of 2023, is now available for spring 2024. VKRP, in partnership with VDOE, will begin engaging with Family Councils in the upcoming year to continue learning about what school readiness means to families and how VKRP family reports and resources can continue to be refined and improved. Data will inform improved VKRP Family Information Reports and resources for the 2024-2025 school year.

Improve data use resources for teachers. VKRP will continue to convene data use experts, administrators, and teachers to gather information and best approaches to understanding and using data. This information will be used to develop an improved suite of online, asynchronous resources to help schools, programs and teachers use the VKRP data to inform practice and support students' development.

Continue developing and piloting assessments, reports, and resources for students in grades 1-3. VKRP will continue developing and piloting assessments, reports, and resources that could be used for students in grades one through three.