



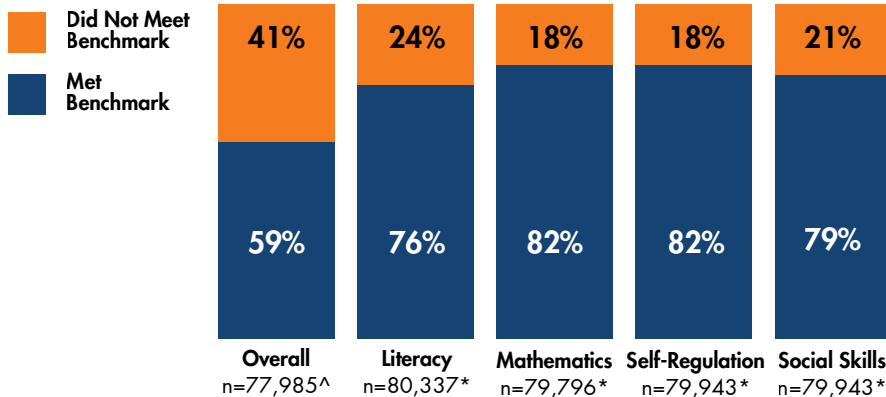
Spring 2026 VKRP Snapshot - Kindergarten & Pre-Kindergarten Data

VKRP gives school and program leaders, teachers, and families a more complete picture of children's learning across four areas: Literacy (Virginia Language & Literacy Screening System; VALLSS) through [Virginia Literacy Partnerships \(VLP\)](#), Mathematics, Self-Regulation, and Social Skills. VKRP is administered through VAConnects, Virginia's integrated platform to assess, track, and report progress using LinkB5, VALLSS, and VKRP.

Statewide Kindergarten Data - Spring 2026

The spring overall benchmark is based on the expected skill levels of a kindergarten student at the end of the academic year.

41% of Virginia's kindergarteners ended the 2025-2026 school year still needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills.^{^*}



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

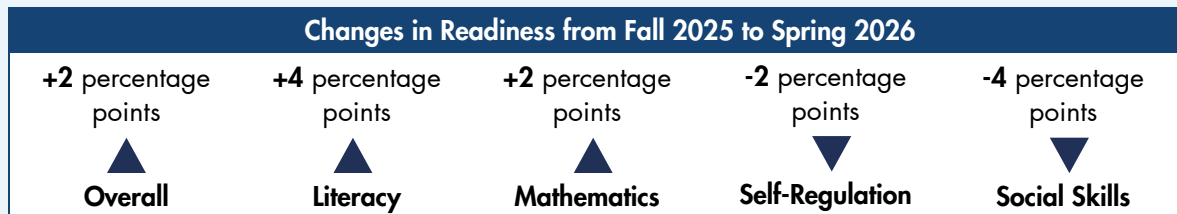
*Students with complete data on each individual measure were included to obtain these estimates.

In spring 2026, historically underserved kindergarten students were more likely to have scores that fell below the overall benchmark. These differential skill development patterns highlight the need for all children to have access to high-quality educational experiences.

- 53% of Black students and 52% of Hispanic/Latino students ended the school year with scores below the overall benchmark.
- 54% of students from low-income backgrounds ended the school year with scores below the overall benchmark.
- 58% of English language/multilingual learners ended the school year with scores below the overall benchmark.
- 67% of students identified as having a disability ended the school year with scores below the overall benchmark.

Change in Benchmark Estimates from Fall 2025 to Spring 2026

The percentage of kindergarten students meeting the overall benchmark increased from 57% in fall 2025 to 59% in spring 2026. At the domain level, readiness rates increased in Literacy and Mathematics, while rates in Self-Regulation and Social Skills decreased.



Growth from Fall 2025 to Spring 2026

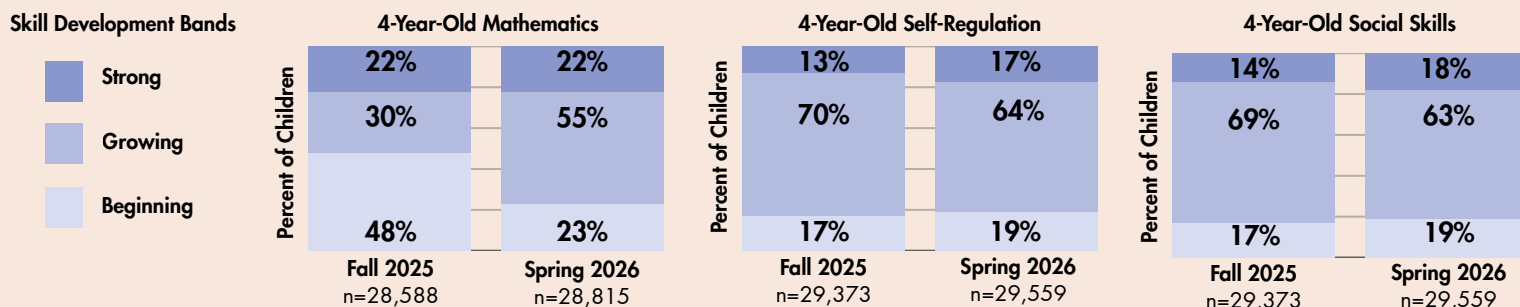
When examining continuous growth from fall 2025 to spring 2026, on average, kindergarten students demonstrated strong gains in Mathematics (about 1.41 standard deviations) and modest gains in Self-Regulation and Social Skills*. Teachers' reports of being moderately, very, or extremely concerned about kindergarten students' social emotional well-being decreased from 15% in fall 2025 to 13% in spring 2026.

*Student growth in literacy skills as measured through VALLSS is examined by UVA's VLP. Additional information can be found in [VLP data reports](#).

Understanding and Using Pre-Kindergarten VKRP Data

Skill Development Bands help programs and educators interpret and use their VKRP pre-kindergarten data. They describe typical developmental ranges for 3- and 4-year-olds including Beginning, Growing, and Strong, and help educators understand where a child is along the learning continuum. VLP created separate Skill Development Bands for VALLS: Pre-K; see the [VLP website](#) for details.

Change in Skill Development Bands from Fall 2025 to Spring 2026



The graph above shows changes in Skill Development Bands for 4-year-olds assessed in Mathematics, Self-Regulation, and Social Skills in fall 2025 and spring 2026. In Mathematics, more children's scores fell in the growing band in the spring compared to fall. In Self-Regulation and Social Skills, the percentages of children's scores in each of the bands were relatively consistent from fall to spring, with a slightly higher percentage of children's scores falling within the strong band in the spring compared to fall. Skill Development Bands for 3-year-olds followed a similar pattern. For more information, please contact the VKRP team at vkrrp@virginia.edu.

Growth from Fall 2025 to Spring 2026

On average, pre-kindergarten children demonstrated strong gains in Mathematics (about 0.80 of a standard deviation for 3-year-olds and 1.19 standard deviations for 4-year-olds) and modest gains in Self-Regulation and Social Skills*. Teachers' reports of being moderately, very, or extremely concerned about pre-kindergarten students' social emotional well-being decreased from 23% to 21% of 3-year-olds and from 19% to 17% of 4-year-olds from fall 2025 to spring 2026.^

*Student growth in literacy skills as measured through VALLS: Pre-K is examined by UVA's VLP.

^Pre-kindergarten programs are targeted towards children who are experiencing risks in one or more areas and therefore are representative of a distinct group of children.

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.

VAConnects Brings an Integrated Approach to VDOE's Early Childhood Data Systems

- In fall 2025, Virginia launched VAConnects, an integrated platform for educators and administrators to assess, track, and report progress using LinkB5, VALLSS, and VKRP.
- VAConnects links early childhood classroom and site quality with assessment results for tens of thousands of children in the Commonwealth.
- Data from VAConnects gives stakeholders across Virginia the ability to clearly understand the impact of investments in early childhood on school readiness, literacy, mathematics, and social-emotional learning.

1-3 Pilot Update

VKRP is continuing to conduct a 1-3 Assessment Pilot. The goal of the pilot is to explore the utility of building longitudinal measures that could extend current VKRP measures to Grades 1 through 3 to help teachers, families, and divisions identify students' strengths and the supports needed to foster skills growth during the early elementary grades.