VQB5
Data Deep Dive
2024-2025

Ready Region Blue Ridge

October 9, 2025

Objectives and Agenda

**During regional Data Deep Dives, Ready Region partners will:**

- Learn about state and regional results from 2024-2025 and how results have changed from prior year.
- Strengthen understanding about VQB5 data by looking at connections across data sources.
- Reflect on regional strengths and areas for continuous quality improvement.
- Ask questions and provide feedback to help strengthen Virginia's efforts to measure and improve the quality of children's early childhood experiences.

Agenda

- Introduction: Data Storytelling to Drive Change
- VQB5 Overview and Purpose
- Regional Participation and Successes
- VQB5 Quality Profiles
  - *Reflection/Discussion*
- VQB5 Data Connections
  - Interactions and Curriculum Connections
  - Exploring VQB5 and School Readiness Connections
  - *Reflection and Discussion*
- Next Steps for Virginia and Ready Regions

> **Data shared during today's presentation is not to be shared publicly until after the VQB5 2025 Profile release.**

# What are the steps needed to tell a story with Legos?

1 Data Collection

2 Data Preparation

3 Data Visualization
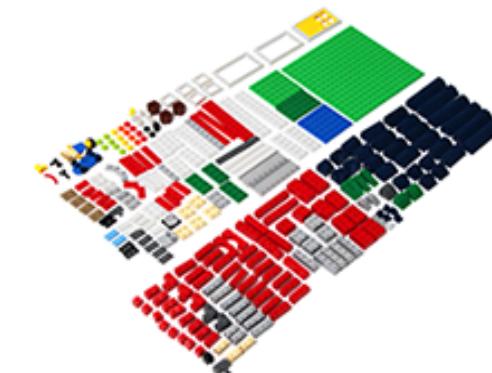
4 Data Analysis

5 Data Storytelling

www.effectivedatastorytelling.com

**Data Explained
with a Story:**

**Data Storytelling to Drive
our Shared Vision:**

Today we'll be using VQB5 data to share state and regional stories to about Virginia's quality measurement and improvement system – to help inform decision making at all levels of the system so children and families can thrive.

VQB5 Overview and Purpose

Our Shared Vision

We envision a Virginia where *all* children have the opportunity to enter school ready.
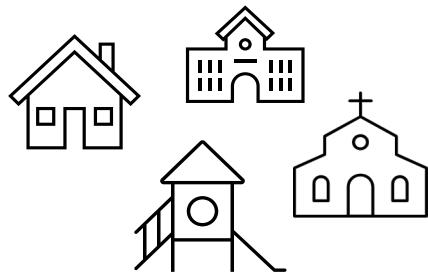
Families have a variety of affordable, high-quality, public-private early learning options.


Programs are measured, supported to improve, and rewarded for continuous improvement.

Parents can work or go to school and meet their family's needs.

School Readiness in Virginia

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

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

Chart legend: ■ Met benchmark ■ Did not meet benchmark

Categories and values:
- Overall: Met benchmark 51%, Did not meet benchmark 49%
- Literacy: Met benchmark 64%, Did not meet benchmark 36%
- Mathematics: Met benchmark 78%, Did not meet benchmark 22%
- Self-Regulation: Met benchmark 84%, Did not meet benchmark 16%
- Social Skills: Met benchmark 83%, Did not meet benchmark 17%

Source: Fall 2024 VKRP Data – VDOE

Household Income Predicts Readiness

Across all Ready Regions, children from low-income families are less likely to enter kindergarten ready.

Children most likely to benefit from publicly-funded ECCE programs in VQB5.

Percent values by region:

| Region	Not low-income	Low-income
Southwest	58%	45%
West	58%	40%
Southside	56%	42%
Central	59%	34%
Southeastern	59%	46%
Chesapeake Bay	56%	44%
Capital Area	65%	31%
North Central	61%	39%
Blue Ridge	59%	37%
Virginia	60%	39%

● Percent of not low-income children who met benchmark
● Percent of low income children who met benchmark

Early Childhood Matters for Readiness

Early childhood significantly improves school readiness for Virginia students from low-income backgrounds. Research shows this is true for different public and private early childhood experiences.

Only about **2** out of **10** students in low-income households *with no preschool experience* enter school ready.

Readiness Predicts Third Grade Reading

Virginia children who enter kindergarten ready are more likely to read on level in 3rd grade.

Source: Probability of Proficiency on Third-Grade SOL by Kindergarten PALS Quintile (All Children) – Bassok, Herring, McGinty, Miller, & Wycoff, 2019
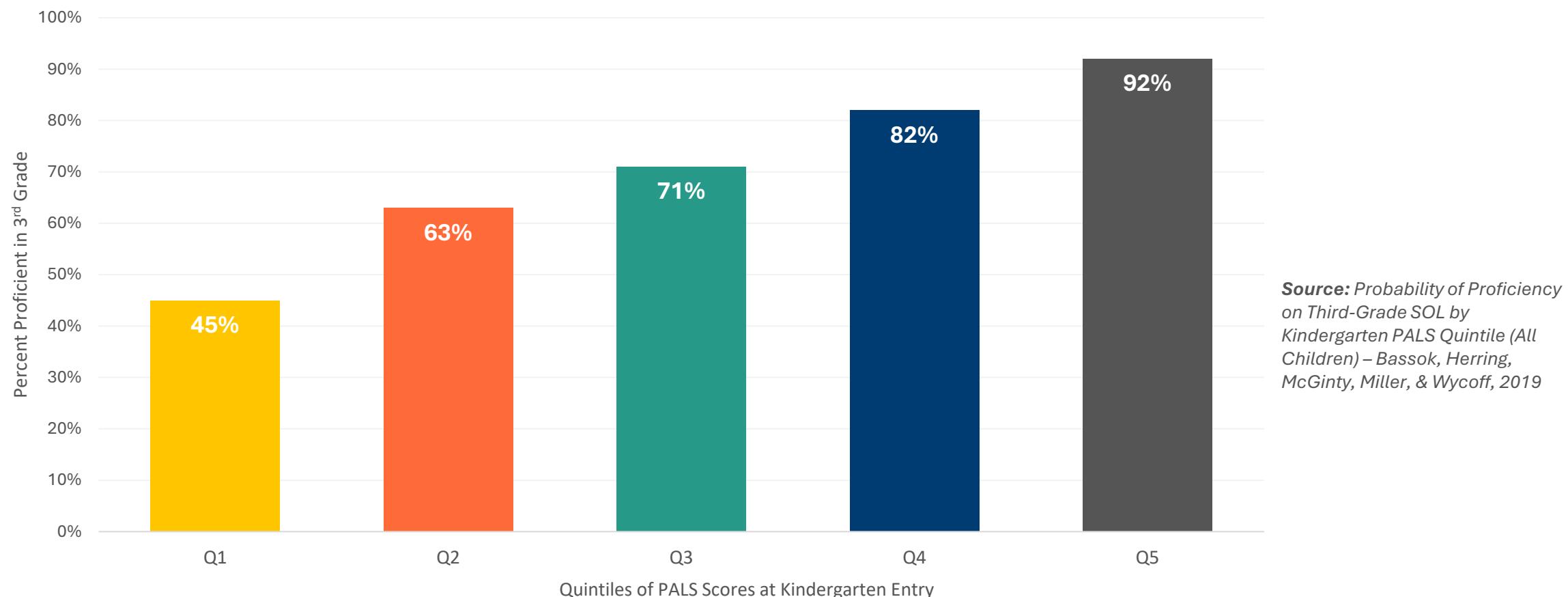
Working Families Rely on Early Childhood

Parents are children's first and most important teachers, but now more Virginia families depend on early childhood care and education.

Percent of Virginia Children Under Age 6 With All Available Parents
in the Workforce
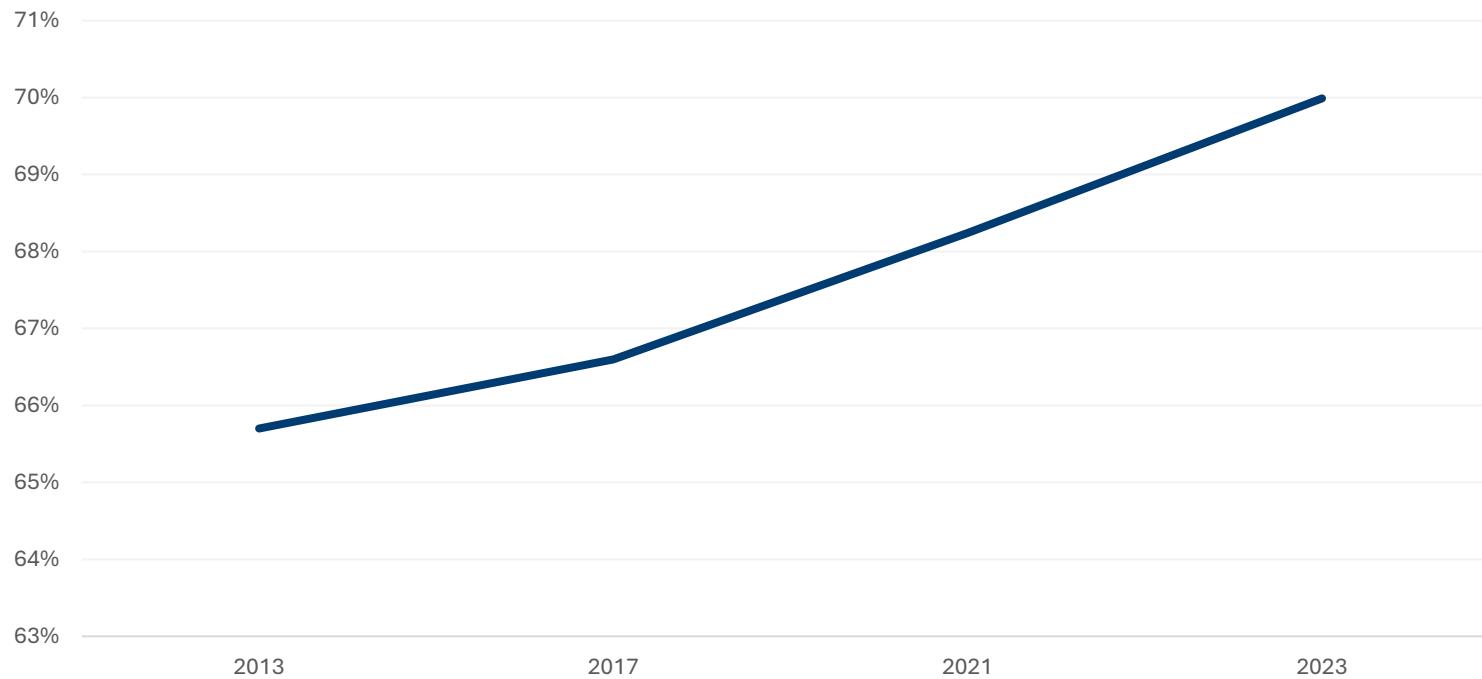
SEVEN OUT OF TEN
Virginia children under the age of 6 have all available parents in the
WORKFORCE

VQB5 Theory of Change

To prepare all children for kindergarten, Virginia's public-private early childhood system must ensure parents can choose quality teaching and learning experiences that meet their children's unique needs.

To achieve this, VQB5 measures and supports improvement in the quality of infant, toddler, and preschool teaching and learning using two nationally-recognized quality indicators.

Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of approved curricula* that are aligned with Virginia's Early Learning and Development Standards
Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children's holistic learning and development, *resulting in improved school readiness*.	

Use of an approved curriculum in VQB5 is optional. There is no VQB5 curriculum requirement.

Ready Region Blue Ridge Participation and Successes

PARTICIPATION & SUCCESSES

Measurable Impacts	FY23	FY24	FY25
Pre-K Scores (averages)	5.09	5.01	**5.15**
Toddler Scores (averages)	4.89	4.88	**4.92**
Infant Scores (averages)	5.19	5.18	**5.16**
# of sites participating as of October 1	194	214	**251**
# of classrooms	662	827	**863**
# of teachers	1,451	2,030	**2,097**
# sites w/ curriculum	508	664	**708**
completed	1,324	1,633	**1,669**
# of RRBR trainings	10	50	**75**

PARTICIPATION

SUCCESSES:
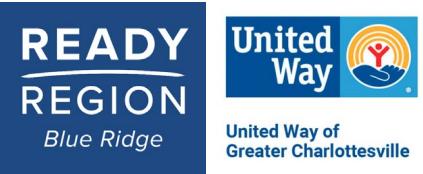
Scale + Quality Together- Not just more classrooms, but more classrooms using vetted curriculum and quality observations.

Workforce Growth + Training- Significant increase in teachers paired with expanded training opportunities.

Sustained Child Outcomes- Growth scores remain consistently strong even as the system scales.

Financial Commitment-Nearly doubling investments underscores long-term sustainability and impact.

VQB5 Quality Profiles

In this section we'll cover:

- 2025 Key Messages

- 2024-2025 Quality Rating Results

- Changes from Year 1 to Year 2

- Honor Roll Data

VQB5 Quality Profile Release – Fall 2025

This fall VDOE will release 3,293 Quality Profiles based on results from the 2024-2025 year. www.EarlyChildhoodQuality.doe.virginia.gov

Website Enhancements:
- Addition of historic rating information for returning sites.
- New Honor Rolls recognize top performance and significant improvement.
- More publicly available downloadable data files.
- Improved search and sorting features.

Key Messages for 2025

1) **MEASURING WHAT MATTERS MOST** – VQB5 completed a second successful year and continues to grow, leading the nation in measuring quality to improve child outcomes at scale.

2) **ENGAGING FAMILES TO SUPPORT CHOICE** – The VQB5 Quality Profile Website serves as a one-stop portal for information about public and private options, quality, health, and safety, has had more than **100,000 views** since launching in October 2024.

3) **ELEVATING EXCELLENCE AND IMPROVEMENT THROUGH HONOR ROLLS** – For the first time, Virginia will award Honor Roll designations to nearly 500 sites across the Commonwealth based on excellence, high quality infant/toddler programming, and/or significant improvement.

4) **IMPROVING QUALITY WHILE INCREASING OPTIONS** – Virginia is strengthening the quality of public-private early childhood programs, with results showing the quality of teacher-child interactions and use of curriculum have improved across the Commonwealth.

5) **SERVING MORE CHILDREN THAN EVER BEFORE** – As a result of historic $1.2 billion statewide investments in Virginia's public-private early childhood system, more children have access to publicly-funded slots than ever before, resulting in over 130,000 birth-to-five children benefiting from VQB5.

Data Reminders

Data Notes:

- All data is from the first two years of full VQB5 implementation and includes all 3,293 VQB5 sites who received a quality rating, unless otherwise stated.
    - Year 1: 2023-2024 and Year 2: 2024-2025
    - Returning Sites are sites who participated in both years. (n =2,908)
    - New Sites are sites who only participated in the 2024-2025 year. (385 sites)
- Data featured do not represent the entire universe of ECCE in Virginia.
    - Publicly-funded programs who serve birth-to-five and who met VQB5 eligibility were required to participate.
    - Non-publicly-funded programs had the option to participate.
- Findings do not imply statistical significance, correlation, or causation. Analyses are explorations of the data and relationships, not proof of causation.
- Some categorical data is self-reported by site administrators, so data entry errors could have occurred.

We will share a copy of the PPT slides, with additional data in the appendix **after the public profiles have been released.** Some state and regional data is also provided in your handouts.

> **RRBR 2024-2025**
> **All sites = 216**
> - **Returning sites = 196**
> - **New Sites = 20**

2024-2025 VQB5 Quality Ratings Summary

- 3,293 sites will receive a VQB5 Quality Rating for the 2024-2025 year, which is 172 more sites than last year (6% increase).

- 99% of sites met or exceeded the states quality expectations, compared to 98% last year.

- Fewer sites are receiving a Needs Support rating than the previous year – down from 51 last year to 25 this year.

VQB5 Quality Rating	# of Sites 2024-2025	% of Sites 2024-2025	# of Sites 2023-2024	% of Sites 2023-2024	Change in 2024-2025
Exceeds Expectations (700-800 points)	101	3%	79	2%	+22
Meets Expectations (400-699 points)	3,167	96%	2,991	96%	+176
Needs Support (100-399 points)	25	1%	51	2%	-26

Quality Ratings Change – by Site Type

The statewide average VQB5 site score was 592 points, which is 4 points higher than last year's average of 588 points.

- Average rating scores increased across all site types, with family day homes demonstrating the highest improvement from the previous year.
- The statewide average for new VQB5 sites (n=385) was 563, which is 25 points lower than the overall statewide average.

| Site Type	Average Rating (2024-2025)	Average Rating (2023-2024)	Change in 2024-2025	Average Rating for New Sites
Public Schools*	628	626	+2	630
Family Day Homes	570	559	+11	542
Child Care Centers*	583	580	+3	568
All Sites	**592**	**588**	**+4**	**563**

Includes Head Start

VQB5 Results by 100-Point Ranges – 2024-2025

Most (86%) sites are in the <u>mid to high </u>range of Meets Expectations (500-699 points).
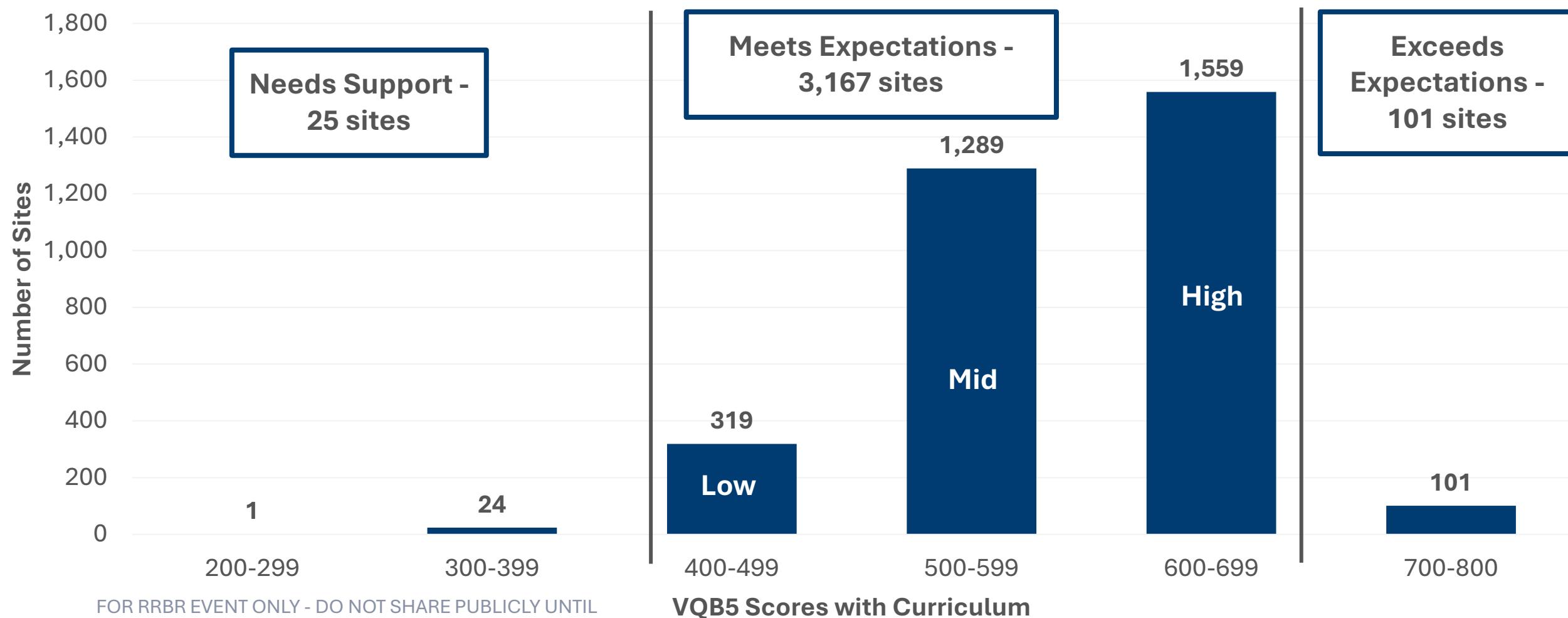
Needs Support - 25 sites

Meets Expectations - 3,167 sites

Exceeds Expectations - 101 sites

Number of Sites (y-axis): 0, 200, 400, 600, 800, 1,000, 1,200, 1,400, 1,600, 1,800

- 200-299: **1**
- 300-399: **24**
- 400-499: **319** — Low
- 500-599: **1,289** — Mid
- 600-699: **1,559** — High
- 700-800: **101**

VQB5 Scores with Curriculum
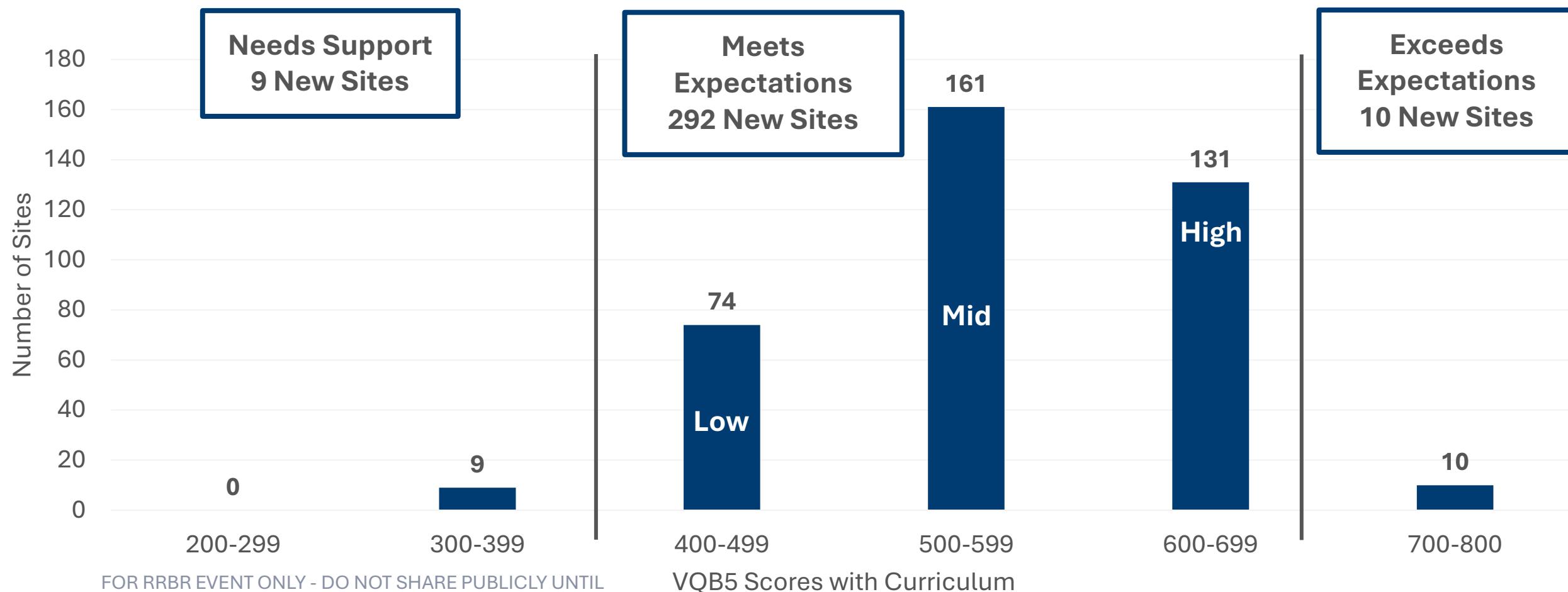
Variation in VQB5 Quality Ratings - 2024-2025 (n=3,293)

The range of quality rating scores, from lowest to highest score, varies across all site types, with the largest ratings variation being in Family Day Homes.

FY25 Highest vs. Lowest Quality Rating, by Site Type

Site Type	Lowest Quality Rating	Highest Quality Rating	Variation
Family Day Home (N=819)	274	757	483
Child Care Center (N=1,606)	347	754	407
Public School (N=868)	438	758	320

- Lowest Quality Rating
- Highest Quality Rating
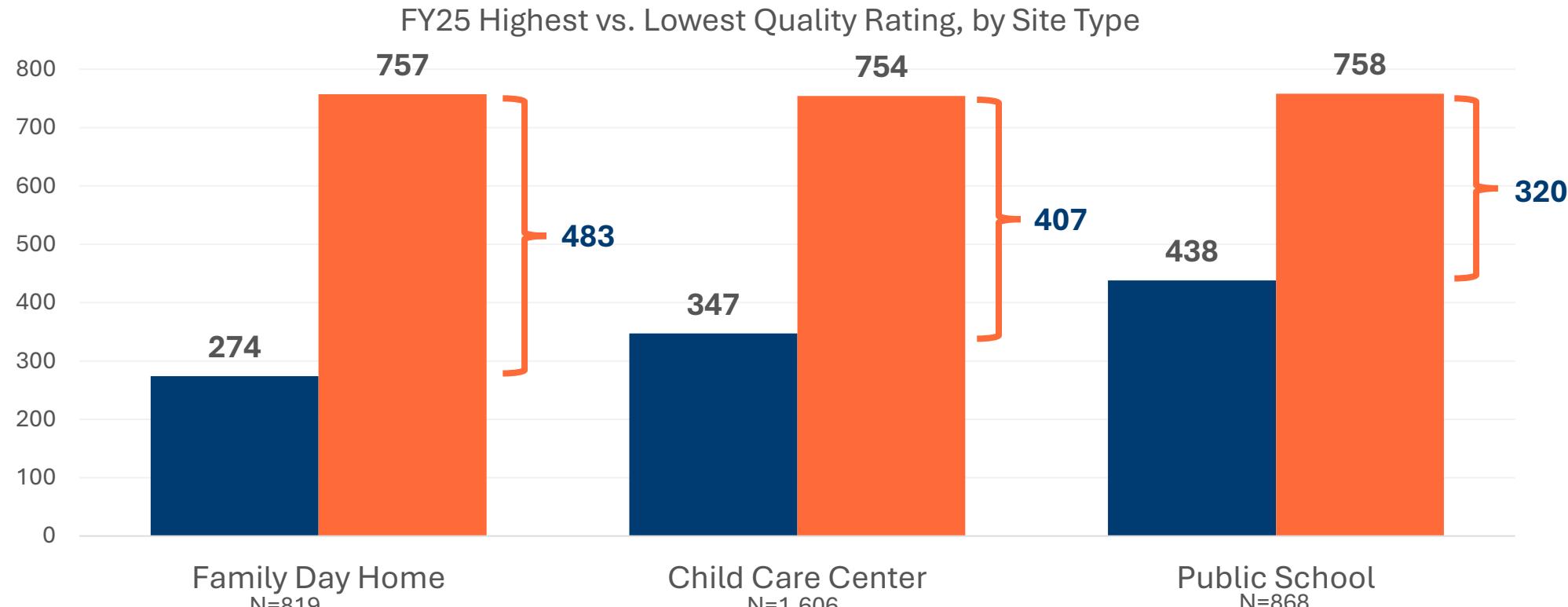
Variation in Quality Ratings -
New Sites in VQB5 2024-2025 (n=385)

**New sites had a similar ranges of lowest/highest quality rating scores across all site types, with the largest ratings variation being in new Family Day Homes.**

FY25 Highest vs. Lowest Quality Rating, by Site Type

	Family Day Home N=159	Child Care Center N=1,191	Public School N=35
Lowest Quality Rating	341	390	500
Highest Quality Rating	734	714	753
Variation	393	324	253

■ Lowest Quality Rating ■ Highest Quality Rating
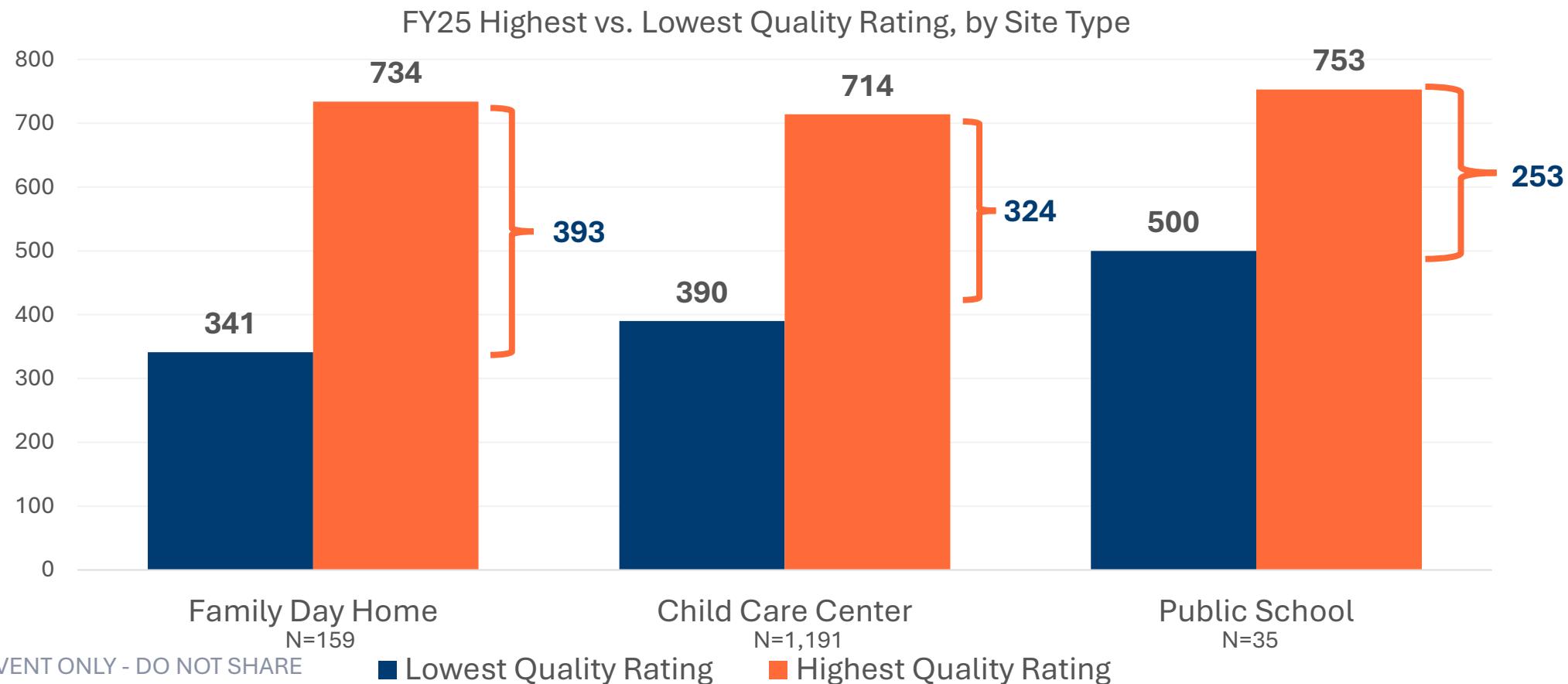
Variation in Quality Ratings - **Ready Region Blue Ridge** 2024-2025 (n=216)

The range of quality rating scores in **Ready Region Blue Ridge** varies across all site types, with the largest ratings variation being in Child Care Centers.
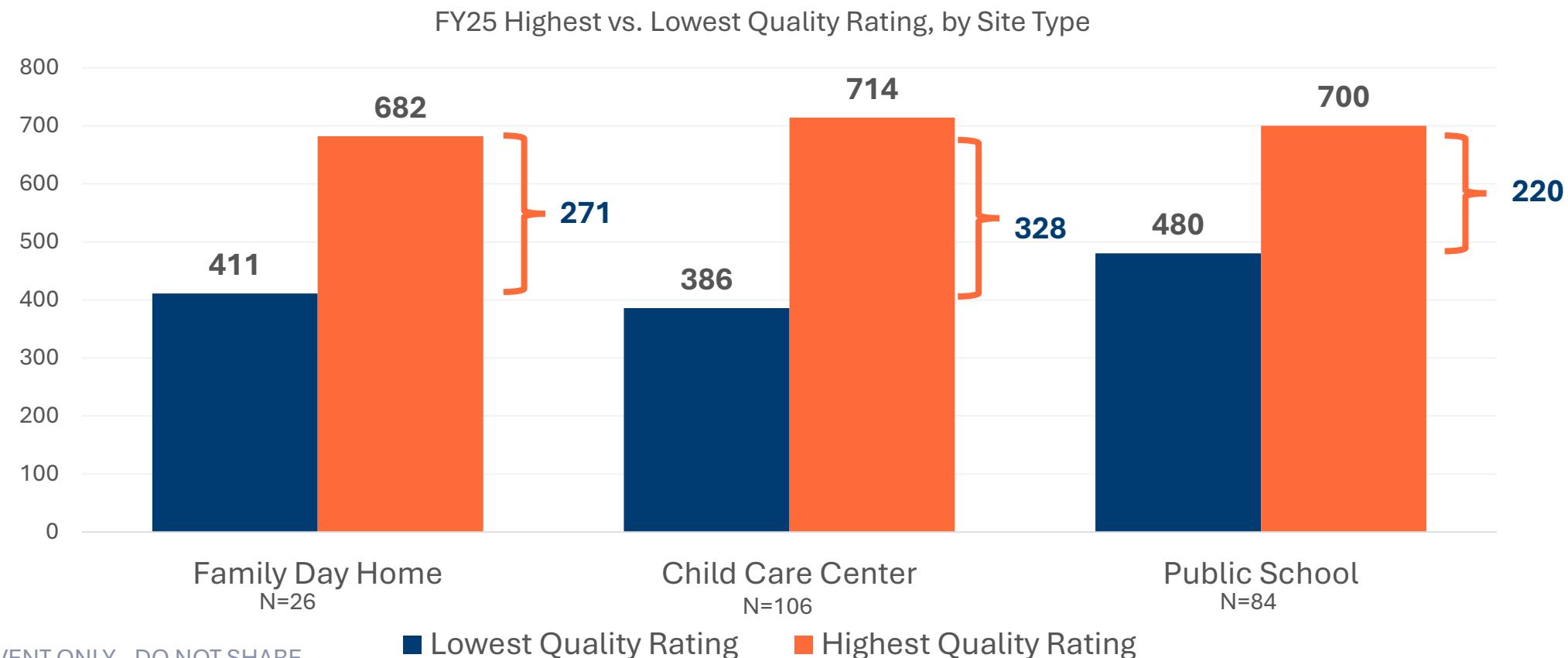
FY25 Highest vs. Lowest Quality Rating, by Site Type

	Family Day Home N=26	Child Care Center N=106	Public School N=84
Lowest Quality Rating	411	386	480
Highest Quality Rating	682	714	700
Variation	271	328	220

■ Lowest Quality Rating   ■ Highest Quality Rating

VQB5 Honor Roll Data

Why VQB5 Honor Rolls

Elevate Excellence Across the Birth-to-Five System

- Honor Rolls elevate high quality sites who serve infants, toddlers, and preschoolers – including child care, family child care, Head Start, and public school programs.

Recognize Quality Infant and Toddler Providers

- Honor Rolls increase recognition for educators in child care and family day homes who provide quality care and education to our littlest learners.

Motivate Continual Improvement

- Honor Rolls can motivate sites to be recognized in multiple ways, which can lead to better instructional practices, stronger leadership, and improved child outcomes.

Support Informed Family Choice

- Honor Rolls provide families with additional information about site accomplishments to help them find and choose the best option for their children.

Honor Roll Categories – by Site Type

For the first time, Virginia has awarded Honor Roll designations to nearly 500 sites across the Commonwealth based top performance and significant improvement.

- Honor Roll sites represent 15% of all rated sites.
- Honor Roll sites represent all site types and all publicly-funded program types.
- VQB5 Honor Roll sites are located across Virginia, with Honor Roll sites in every Ready Region.

Honor Roll Categories	Centers	Family Day Home	Public School	Total Sites*
Excellence *Criteria*: Sites who receive an Exceeds Expectations Rating	26	36	39	**101**
Top Improvement in Interactions *Criteria*: Returning Sites in the Top 10% for Interactions Point Improvement (CLASS Score Improvement)	103	131	60	**294**
Top Infant and Toddler Quality *Criteria*: Child care centers and family day homes in the Top 10% for Infant/Toddler Interaction Points (Infant and Toddler CLASS Scores)	103	113	0	**216**

Sites can receive more than one type of Honor Roll and are not mutually exclusive.

Type and Frequency of Honor Roll Recipiency

497 unique sites will receive an VQB5 Honor Roll in one or more categories.

- Most (81%) Honor Roll sites will receive one type of Honor Roll.
- 94 (19%) of sites will receive more than one type of Honor Roll.

Honor Roll Category	Number of Sites	Percent of Honor Roll Sites
One Honor Roll	402	81%
Two Honor Rolls	76	15%
All Three Honor Rolls	19	4%
Total # of Honor Roll Sites	**497**	**15% of all VQB5 sites**

Fall 2025 Profile and Honor Roll Certificates

Sites will access their 2024-2025 certificates via LinkB5 reports. Displaying certificates is optional.
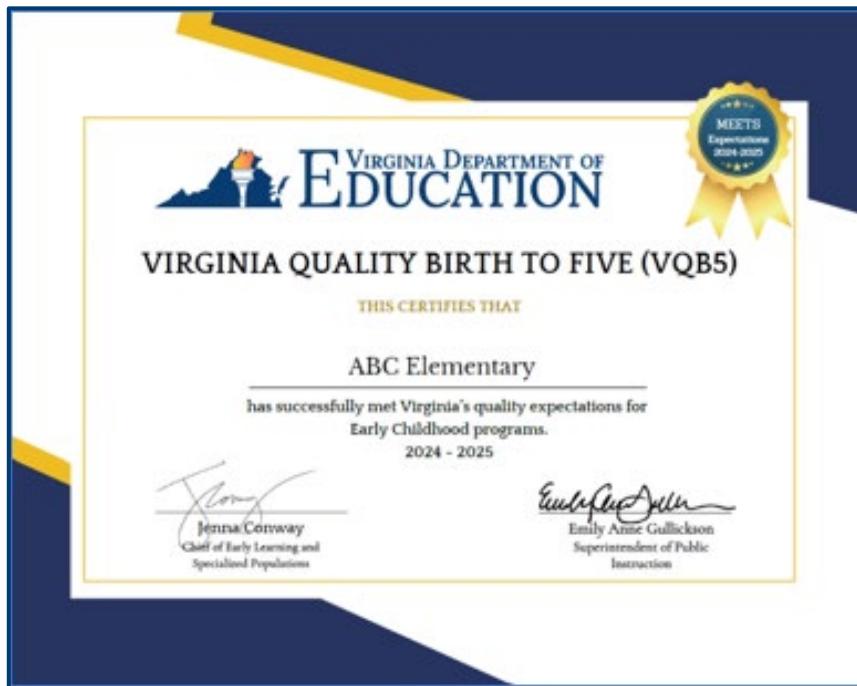
Quality Rating Certificate

Honor Roll Certificate

Reflection/Discussion

Let's pause and reflect on the VQB5 Quality Profile and Honor Roll state and regional data stories shared in this section.

❖ What do you feel is the most important 'story' from this data in relation to your work in the ECCE system?

❖ Did anything surprise you about the ratings and/or honor roll data? Why?

❖ How might you use this data to celebrate progress and build awareness for VQB5?

Interactions and Curriculum Data 2024-2025

In this section we will cover:

- 2024-2025 CLASS and Curriculum Data
- Comparison of Year 1 to Year 2
- Curriculum Use and CLASS Score Connections
- Educator Retention and CLASS Scores

Continuous Quality Improvement

VQB5 uses classroom-level data to support and practice a model of continuous reflection in dedicating resources towards targeted improvements.

PREPARE

MEASURE AND IMPROVE

GIVE FEEDBACK

SUPPORT

RECOGNIZE, REFLECT, AND ADJUST
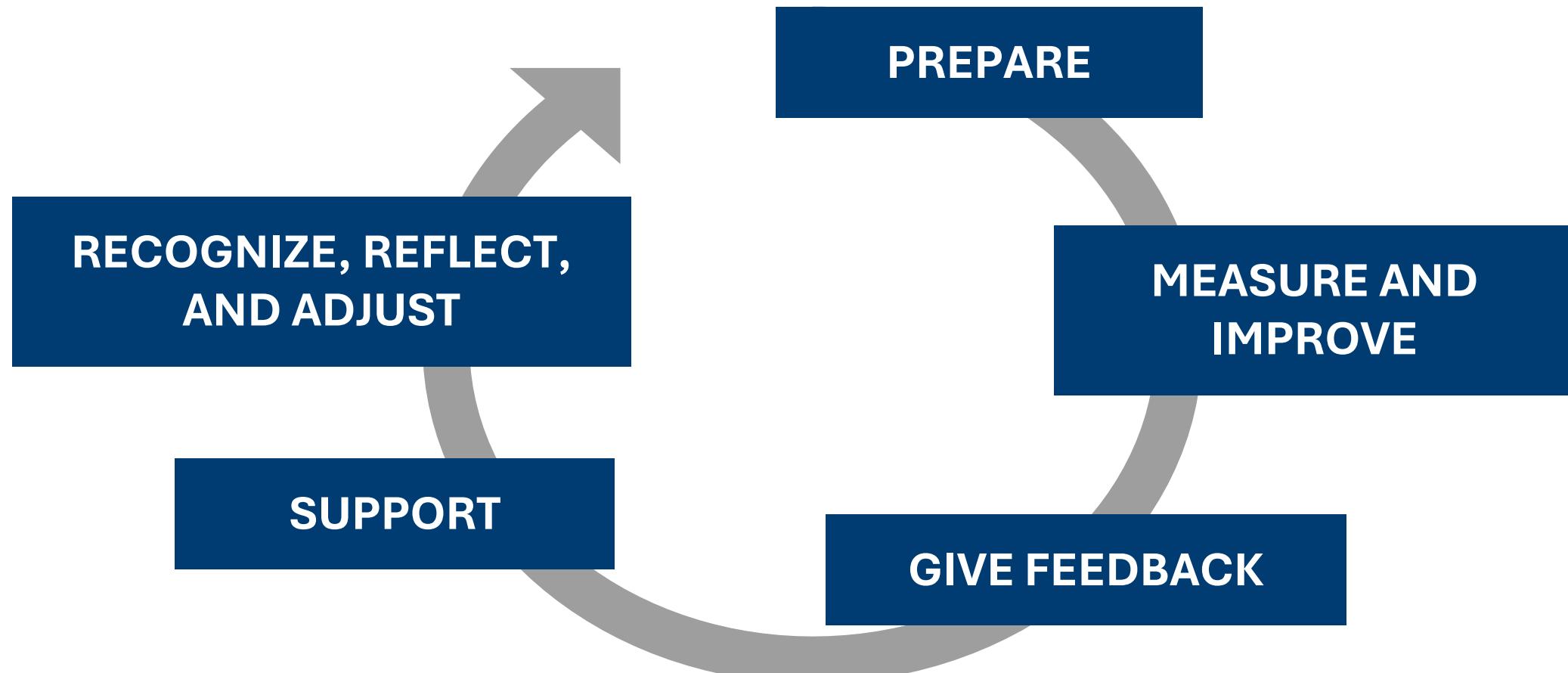
More Feedback Than Ever Before

In 2024-2025, VQB5 measured and supported improvement in 11,300+ classrooms; 600+ more classrooms than the previous year.

- VQB5 primarily relies on local observations and local feedback coordinated by Ready Regions to produce site quality ratings and drive quality improvement at the classroom level.
- At the same time, Virgina continues to ensure consistency, reliability, and accuracy across thousands of local observers through the use of statewide external observations.

2024-2025	Fall Completed	Spring Completed	Total
Local Observations	11,313	11,312	22,625
External Observations	3,381	5,252	8,633
TOTAL	**14,694**	**16,564**	**31,258**

This represents 2.2 million minutes of insight into children's experiences.

Using Local-External CLASS Data for Improvement

Local and External CLASS Averages and Ranges VQB5 2024-2025

Age-level trends and ranges across both types of observations are similar. Local scores on average are slightly higher than external scores across all age-levels, similar to last year.

CLASS Tool	Number of Observations	Total CLASS Average	Total CLASS Range
Virginia - Local Observations			
Infant	2,973	5.30	1.88-7.00
Toddler	7,959	5.05	2.06-7.00
Pre-K	11,693	5.15	2.03-7.00
Total	**22,625**	**5.13**	**1.88-7.00**
Virginia - External Observations			
Infant	1,424	4.98	2.13-7.00
Toddler	3,140	4.73	2.22-6.63
Pre-K	4,071	4.78	1.90-6.60
Total	**8,635**	**4.79**	**1.90-7.00**

Changes in Score Replacement

In 2024-2025, there were 8,447 paired local and external observations, 1,783 more paired observations than last year.

Scores from paired observations were more consistent in 2024-2025, than in 2023-2024.

- **51% (4,333) of paired observations were consistent across all domains, compared to 48% (3,223) last year.** This means more than half of all paired observations had no score replacement in 2024-2025 and only local scores were used in the final rating calculation.

- **When scores were inconsistent, score replacement in only 1 domain was the most common type of replacement in both 2023-2024 and 2024-2025.** This means most score replacements only impacted part of the local observation score.

- **Score replacement rates continue to vary by domain.** Emotional/behavioral domains were more consistent, and instructional domains were less consistent.

Regional Score Replacement Rates Over Time

Local and external score consistency improved across the majority of regions, as shown by lower score replacement rates.

Percent of Observations / Ready Region

- Blue Ridge: 52%, 50%
- 57%, 50%
- 54%, 51%
- 50%, 48%
- 46%, 45%
- 56%, 51%
- 48%, 46%
- 43%, 44%
- 54%, 49%

Legend: ■ 2023-2024 ■ 2024-2025
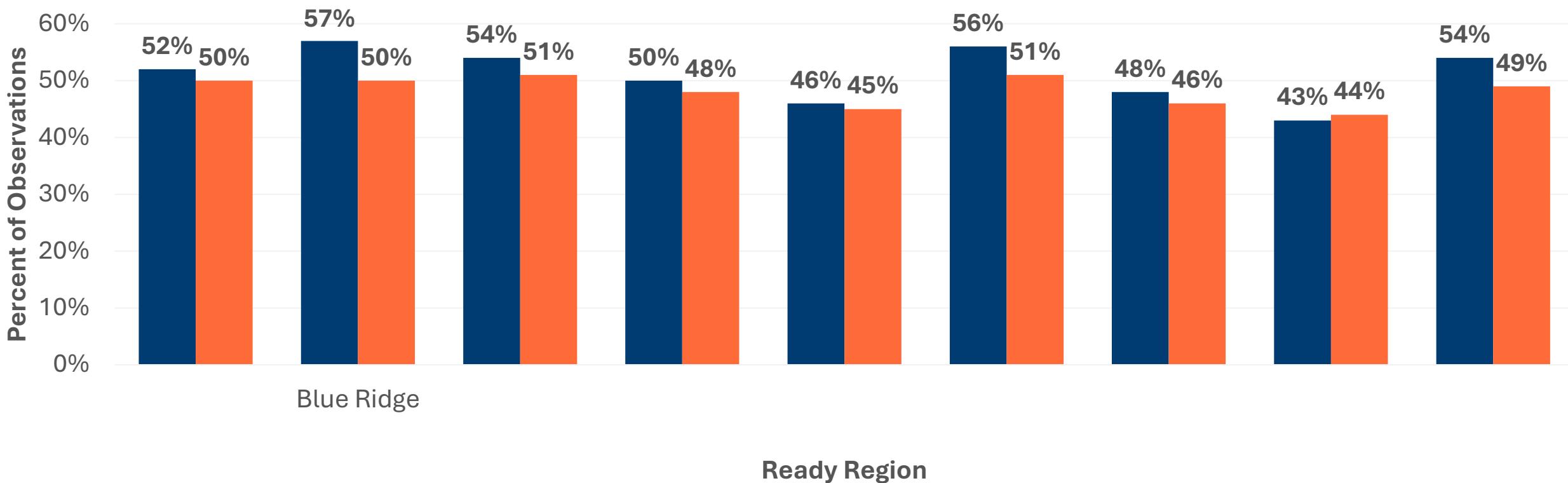
Using Site Interaction Point Data to Support Improvement

Understanding VQB5 Interaction Points

VQB5 site-level interactions points can range from 100-700 points and are based on a site's CLASS scores from the full year. Annual interaction points provide an overall reflection of what children are experiencing on average at each site.

- Higher site interaction points indicate children are experiencing higher quality interactions.

- Lower site interaction points indicate children are experiencing lower quality interactions.

Interactions Points *(up to 700 total points)*	Average of all local CLASS scores from the fall and the spring (*all VQB5 eligible classrooms* at a site) x 100*
Example	*Site Total CLASS Score is 5.29* *5.29 x 100 = 529 Interaction Points*

*If score replacement is necessary in one or more classrooms, external observation scores will be used when calculating the interaction points for the total as outlined in Section 6.2.1 in the VQB5 Guidelines.

Interaction Points - Change Over Time

2,908 sites in VQB5 completed two full years of VQB5. These sites will be called returning sites.

- In Virginia, most returning sites (53%) showed improvement in interaction points.

Change for Returning Sites	VA Number of Sites	VA Percent of Sites		RRBR Number of Sites	RRBR Percent of Sites
Showed Growth in Interaction Points	1,533	53%		105	54%
No Change (Interaction Points Remained the Same)	28	1%		3	2%
Showed Decline in Interaction Points	1,347	46%		88	45%

Interaction Points – Change Over Time by Site Type

Across all site types, most sites showed improvement in their interaction points.

Site Type	Improved	No Change	Decreased
Public School	51%	1%	48%
Child Care Centers	53%	1%	46%
Family Day Homes	54%	1%	45%

Legend: ■ Improved ■ No Change ■ Decreased
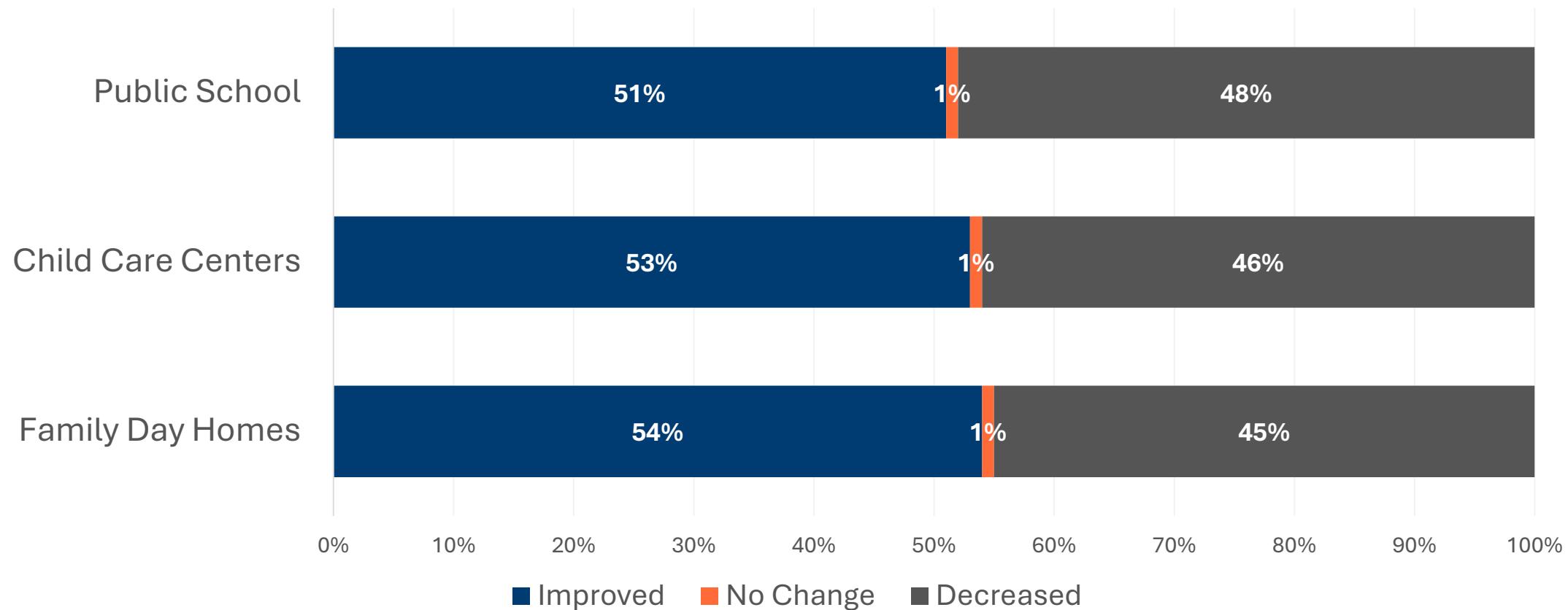
Distribution of Change in Interaction Points

In Virginia, most sites (n=1,470, 50.5%) had a change in Interaction Points between -26 and 32. This can be interpreted as "typical change for this year in Virginia" for Year 1 to Year 2.

- In Virginia, improving Interaction Points by 3 points was the most common experience across Returning Sites.

Change in Interaction Points	Average	Minimum	1st Quartile	Median	3rd Quartile	Maximum
Virginia	3.8	-209	-26	3	32	224

'Typical Change' in Interaction Points

Using Curriculum Use Data to Support Improvement

Curriculum Use – by Site Type
# Spring 2024 - Spring 2025
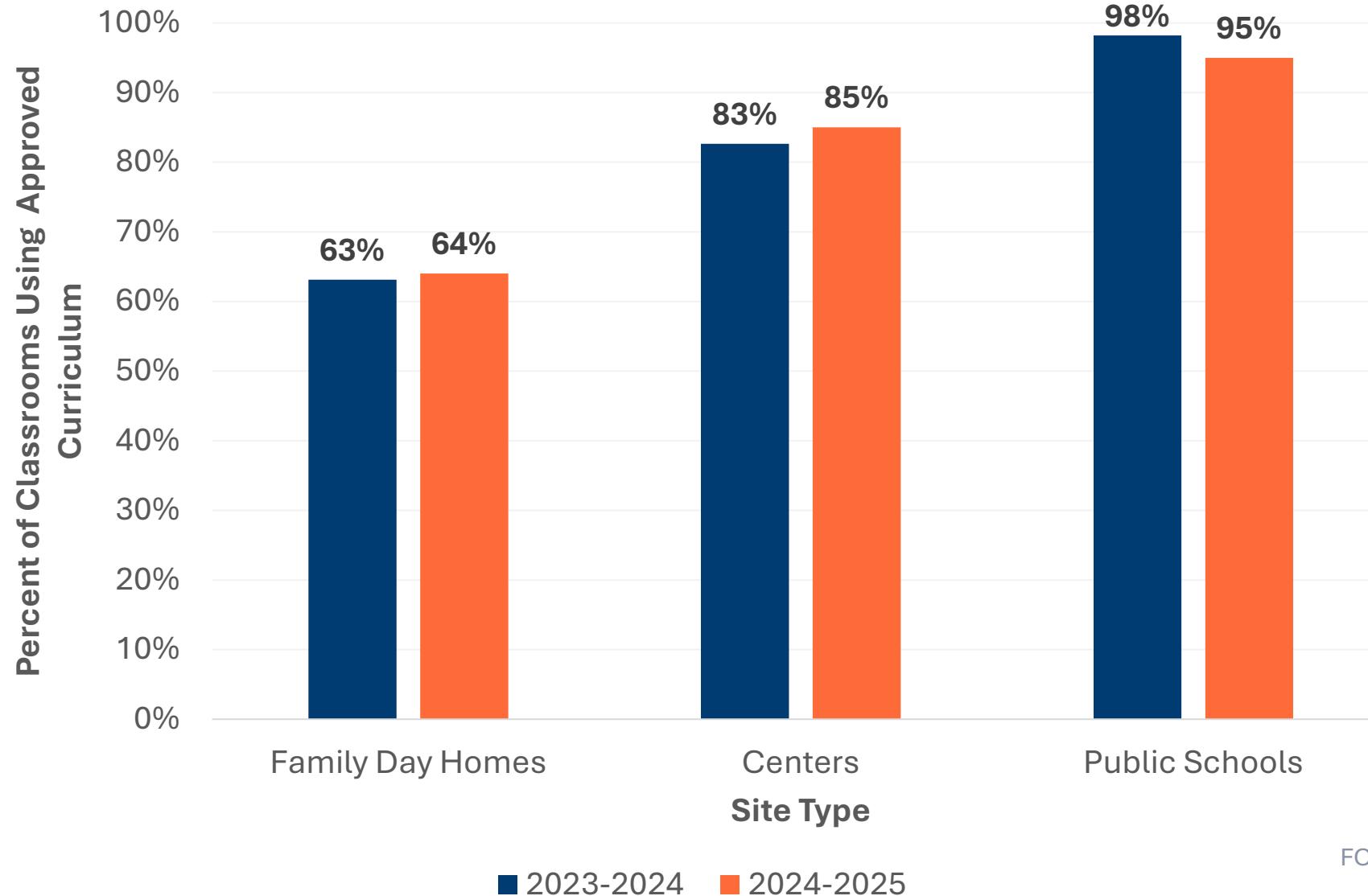
Curriculum use from 2023-2024 to 2024-2025 remained relatively the same.

However, there continues to be a significant difference in use of curriculum across site types.

Ratings by 100-Point Brackets (By Curriculum Use)

Sites who reported using curriculum tended to score higher than sites who did not use curriculum.

Number of Sites (y-axis)

VQB5 Scores (x-axis)

- Needs Support
- Meets Expectations
- Exceeds Expectations
- Low
- Mid
- High

VQB5 Scores	Not Using an Approved Curriculum	Using an Approved Curriculum
200-299	1	
300-399	24	
400-499	244	75
500-599	224	1,065
600-699	15	1,544
700-800		101

Legend: ■ Not Using an Approved Curriculum ■ Using an Approved Curriculum
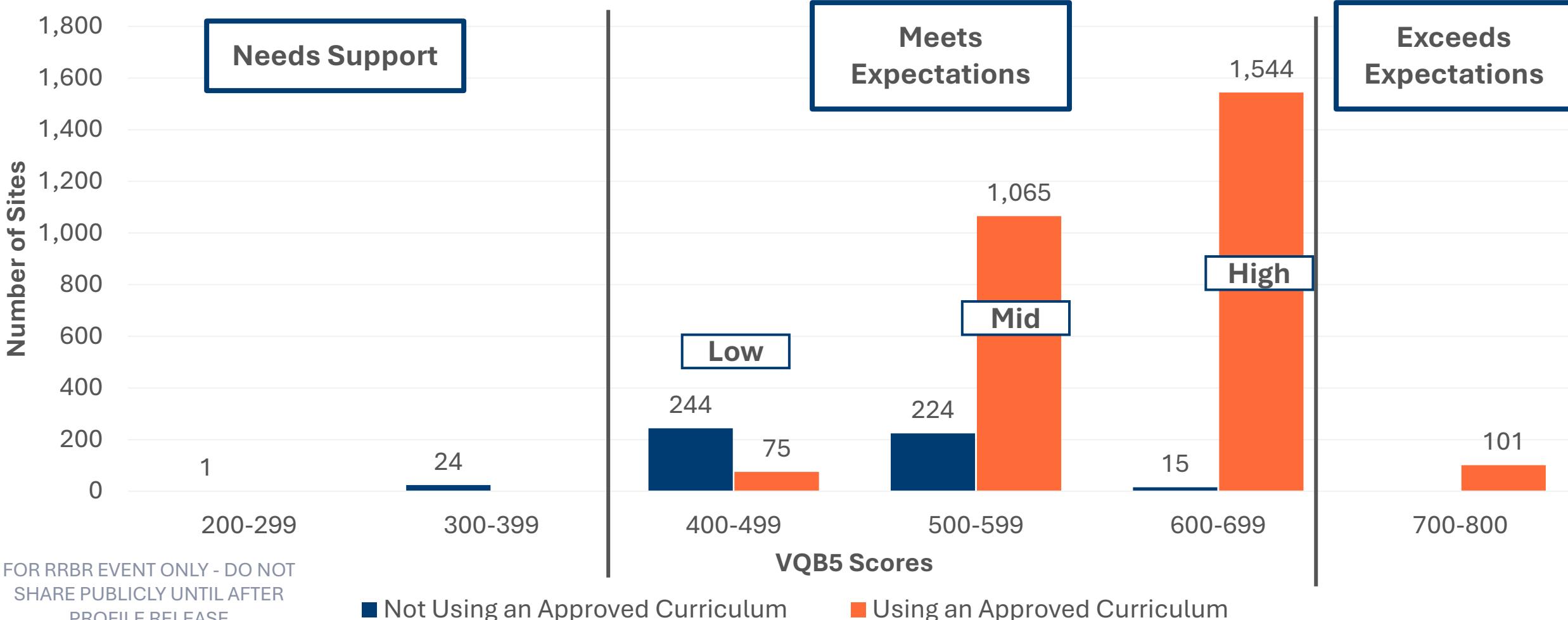
Differences in CLASS Scores by Curriculum Use 2024-2025

Classrooms using curriculum, on average, score better than those without curriculum on every age-level dimension shown below.

CLASS Dimension or Domain	Avg. CLASS Score with Approved Curriculum	Avg. CLASS Score with No Approved Curriculum	Difference
Instructional Support/Engaged Support for Learning – Pre-K & Toddler	3.21	3.09	0.12^
Language Modeling – Pre-K & Toddler	3.53	3.39	0.14^
Quality Feedback – Pre-K & Toddler	2.80	2.73	0.07^
Concept Development/Facilitation of Learning and Development – Pre-K & Toddler	3.31	3.16	0.15^
Facilitated Exploration – Infant	4.84	4.66	0.18*
Early Language Support – Infant	4.65	4.45	0.20*

^ = p-value < 0.001 | * = p-value < 0.05

Curriculum Use in All Classrooms

During the 2024-2025 year, most sites reported using an approved curriculum in <u>every</u> classroom.

Pie chart:
- **80%** All classrooms (dark blue)
- **4%** Some, but not all (orange)
- **16%** No curriculum (gray)

Legend:
- ■ All classrooms
- ■ Some, but not all
- ■ No curriculum
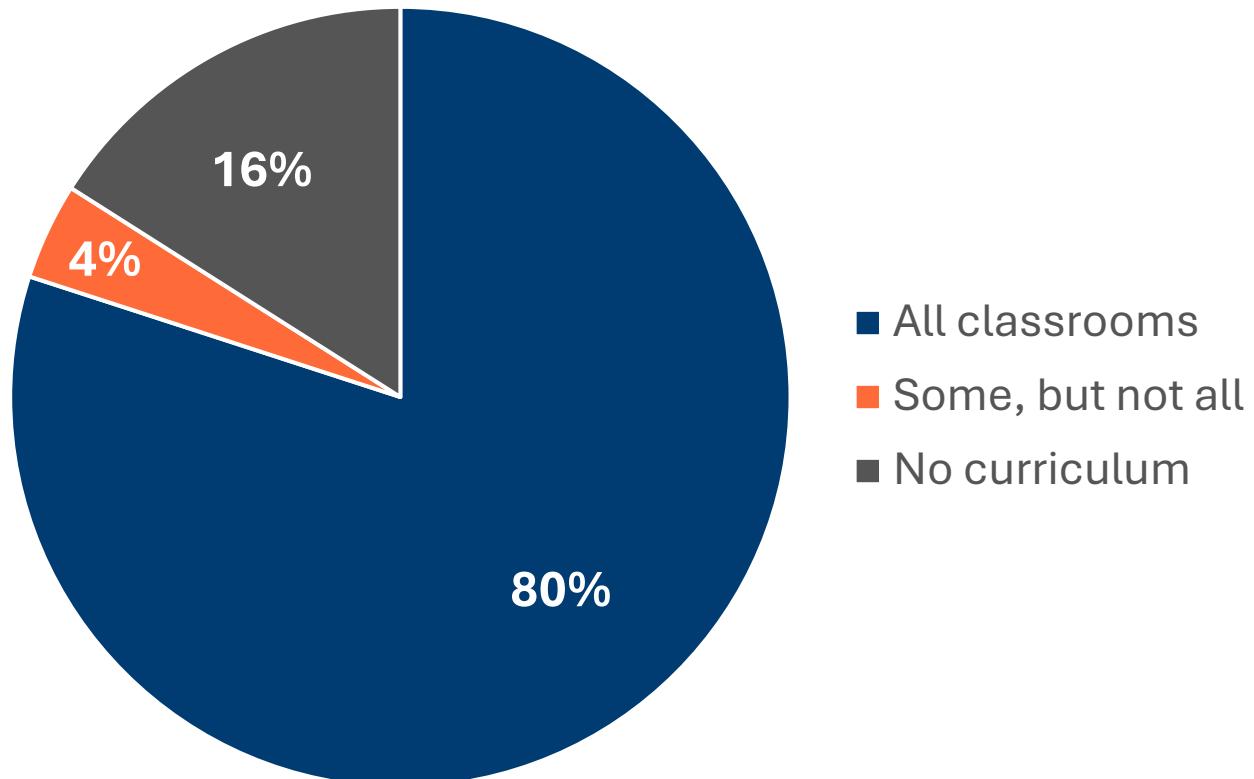
Beginning in 2026-2027, sites will <u>only</u> receive curriculum points if they choose to use <u>approved curriculum</u> in <u>every</u> classroom

To prepare for the curriculum change in 2026-2027, VDOE and Ready Regions will use updated curriculum use information gathered during fall 2025 registration to provide extra support to sites that are not yet using curriculum in every classroom.

Fall-to-Spring Educator Retention and CLASS Data Connections

Fall-to-Spring Retention by Site Type

Child care centers had significantly more lead teacher turnover from fall 2024 to spring 2025 than family day homes and public schools.


Percent of Teachers

	Retained	Not Retained
Centers	69%	31%
Family Day Homes	96%	4%
Public Schools	95%	5%

■ Retained ■ Not Retained
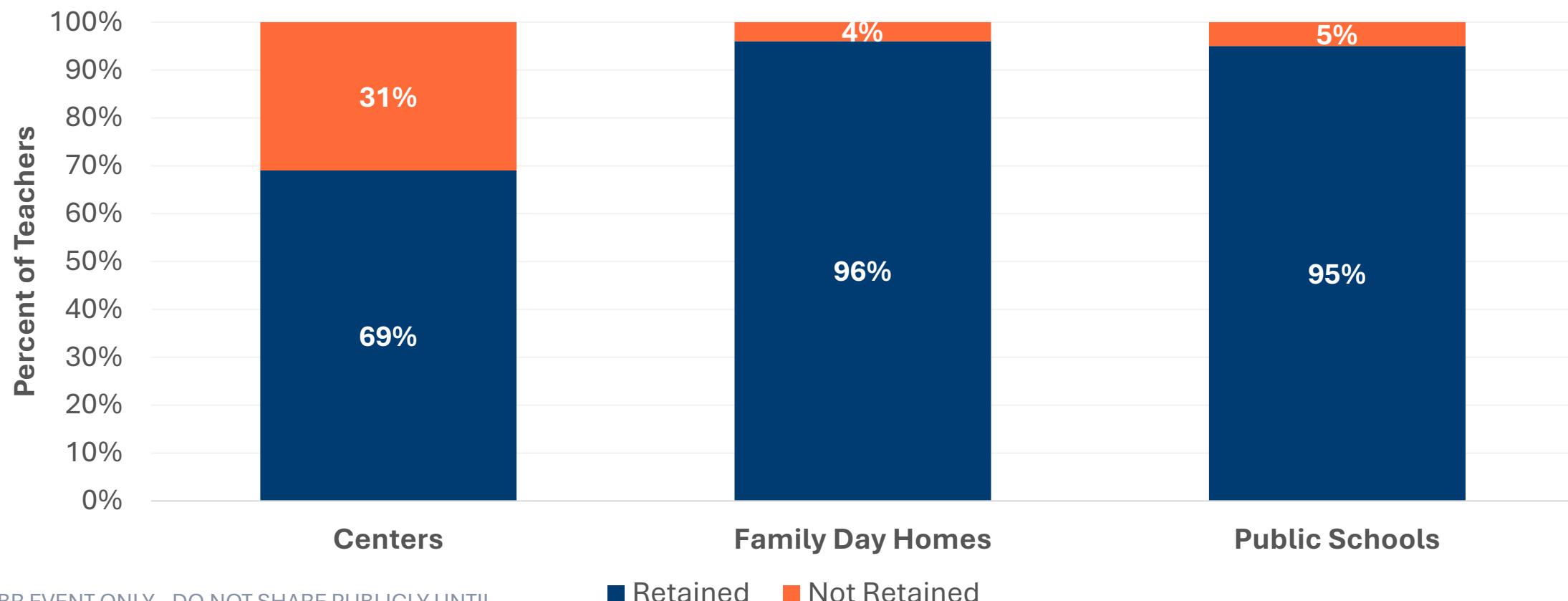
CLASS Scores by Fall-to-Spring Retention Status

On average, CLASS scores were .30 higher when the lead teachers was the same in the fall and spring. The largest difference was in Pre-K classrooms (0.46).

	Teacher Retained		Teacher Not Retained	
	Avg. CLASS Score	Number of Classrooms	Avg. CLASS Score	Number of Classrooms
Infant	5.12	964	5.03	523
Toddler	4.91	2,702	4.70	1,023
Pre-K	5.12	5,086	4.66	1,021
All Classrooms	**5.05**	**8,752**	**4.75**	**2,567**

Wages and Fall-to-Spring Turnover

While 95% of ECCE school-based teachers stayed for the full school year, nearly a third of center-based teachers left between fall 2024 and spring 2025. Beyond continuity of teacher-child relationships, teachers who stayed performed better on VQB5.

Percent of Teachers

	Centers	Public Schools
Not Retained	$17.12	$28.05
Retained	$17.98	$32.85

31% of teachers left from fall 2024 to spring 2025.

Only 5% of teachers left.

■ Retained ■ Not Retained
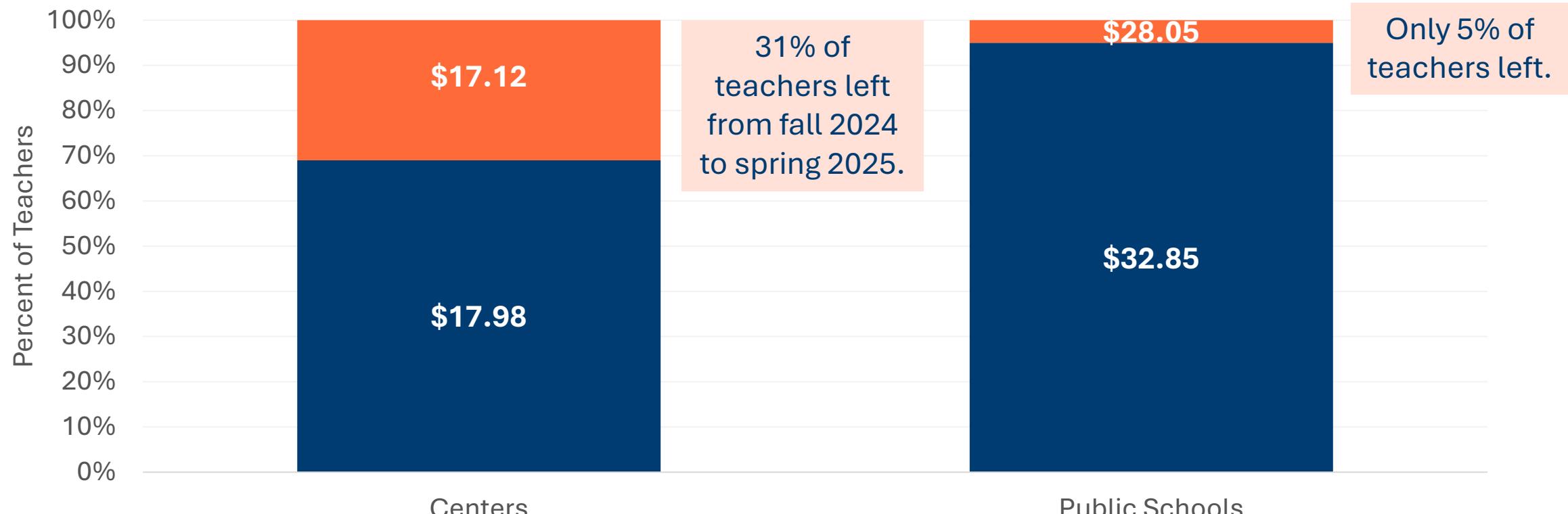
Exploring VQB5 and School Readiness

In this section we will cover:

- Virginia's Kindergarten Readiness Program (VKRP) Participation Data

- 2024-2025 Preschool Results for Literacy, Math, and Self-Regulation

Virginia Kindergarten Readiness Program

VQB5 quality measures and Virginia Kindergarten Readiness Program (VKRP) can work together to support school readiness.

VKRP is:

- a set of coordinated assessments

- a reporting system

- a set of instructional resources

What Preschool VKRP Covers

VKRP is a screening system that gives leaders, teachers, and families a more complete picture of children's learning across four areas: Literacy, Mathematics, Self-Regulation, and Social Skills.

|			
Language and Literacy	**Mathematics**	**Self-Regulation and Social Skills**	**Mental Health Well-Being**
• Teachers conduct direct assessment (VALLS: Pre-K) • Different versions for 3s and 4s • Example items: beginning sound matching, passage retell, name writing	• Teachers conduct direct assessment (EMAS) • Different versions for 3s and 4s • Example items: patterning, shape recognition, counting	• Teachers examine children's behavior using Child Behavior Rating Scale (CBRS) • Same items for 3s and 4s • Example items: responding to instructions, willing to share toys	• Teachers evaluate children's well-being; not included in score • Same items for 3s and 4s • Example: level of concern re: child's social-emotional well-being
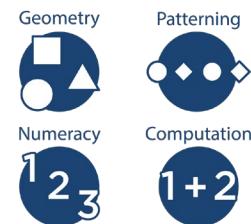
More Children in VKRP

More than 43,000 preschool children were assessed with VKRP in 2024-2025, leading to new insights about children's learning and development.

VKRP Pre-Kindergarten Expansion Over Time
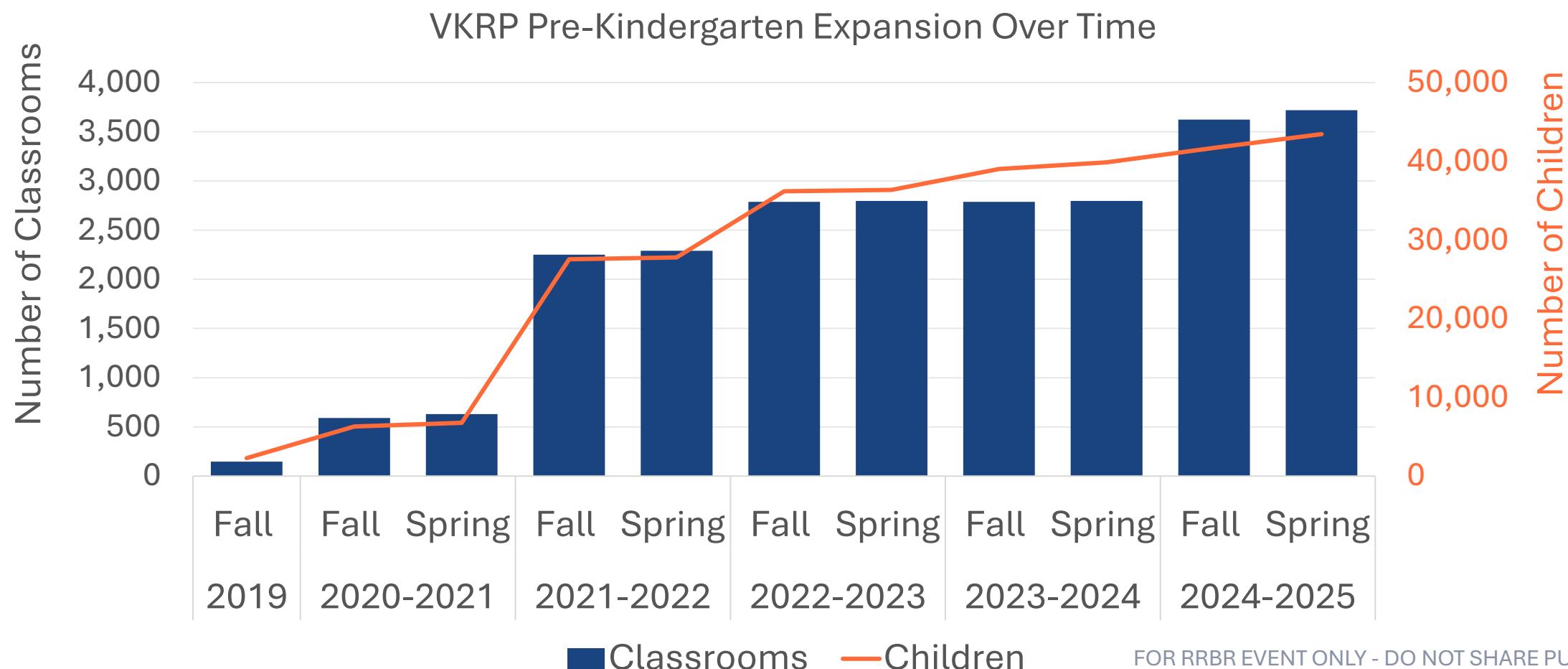
# Understanding Children's Learning 2024-2025

Nearly all children in preschool VKRP are at some risk of not entering kindergarten ready.
In 2024-2025, 3,795 children in Ready Region Blue Ridge participated in VKRP assessments.

Public Funding Type	Assessment Requirement	Three-Year-Olds Assessed n (%)	Four-Year-Olds Assessed n (%)	Total Children Assessed n (%)
Virginia Preschool Initiative (VPI)	Required	2,803 (25.4%)	21,159 (65.3%)	23,962 (55.1%)
Mixed Delivery (administered by VECF)	Required	1,020 (9.2%)	1,123 (3.5%)	2,143 (4.9%)
Title I, Local, or Other School Based Preschool	Optional	538 (4.9%)	1,032 (3.1%)	1,570 (3.7%)
Special Education Preschool (ECSE)	Optional	2,423 (21.9%)	2,675 (8.3%)	5,098 (11.7%)
Head Start	Optional	721 (6.5)	2,309 (7.1%)	3,030 (7.0%)
Child Care Subsidy Program (CCSP)	Optional	79 (0.7%)	59 (0.2%)	138 (0.3%)
Private	Optional	124 (1.1%)	222 (0.7%)	346 (0.8%)
Other Preschool Children^	Optional	3,331 (30.3%)	3,833 (11.8%)	7,164 (16.5%)
Totals (% of all children assessed)		**11,039 (100%)**	**32,412 (100%)**	**43,451 (100%)**

^ *Represents children whose funding source was braided or not provided.*

Example: Literacy and Language Gains for 4-Year-Olds

2024-2025 VALLS: Pre-K results saw the number of students who ended the year in the Growing and Strong skill development bands increase from fall to spring.

Pre-K4 Skill Development Band Rates — Code-Based Subtests

Fall

Subtest	Beginning	Growing	Strong
Beginning Sounds Expressive	63.2%	13.5%	23.3%
Letter Names	40.0%	34.6%	25.4%
Letter Sounds	65.2%	17.2%	17.6%
Phoneme Blending	—	—	—
Syllable Segmenting	39.9%	24.0%	36.2%

Spring

Subtest	Beginning	Growing	Strong
Beginning Sounds Expressive	22.4%	12.1%	65.5%
Letter Names	25.6%	13.8%	60.5%
Letter Sounds	30.9%	9.5%	59.5%
Phoneme Blending	66.9%	12.4%	20.7%
Syllable Segmenting	16.1%	10.9%	73.1%
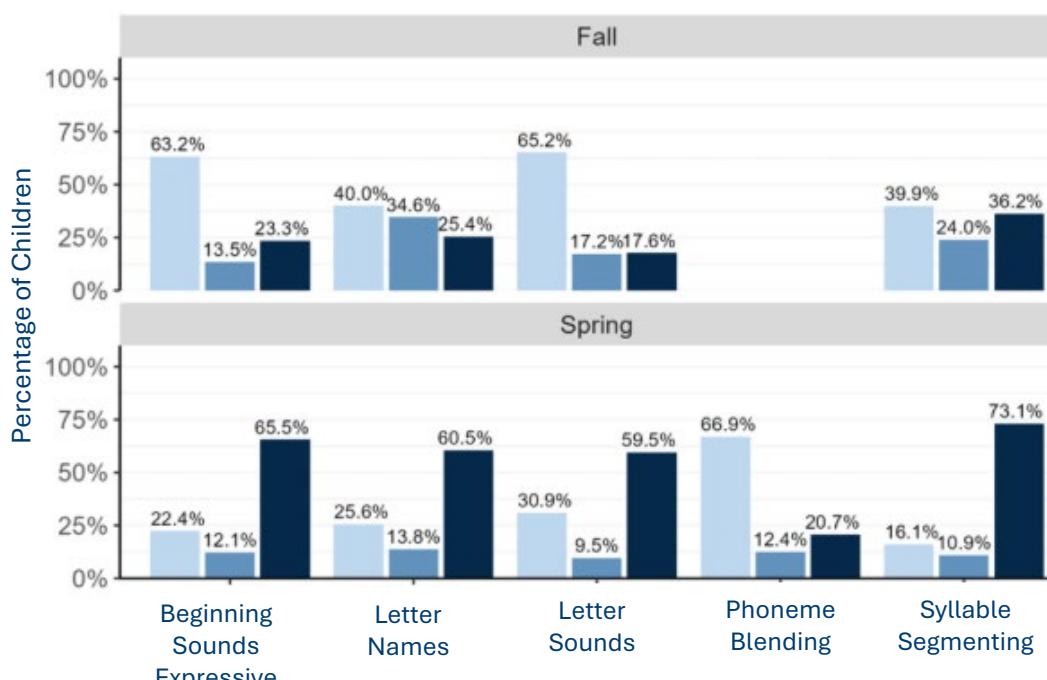
Pre-K4 Skill Development Band Rates — Language and Name Writing Subtests
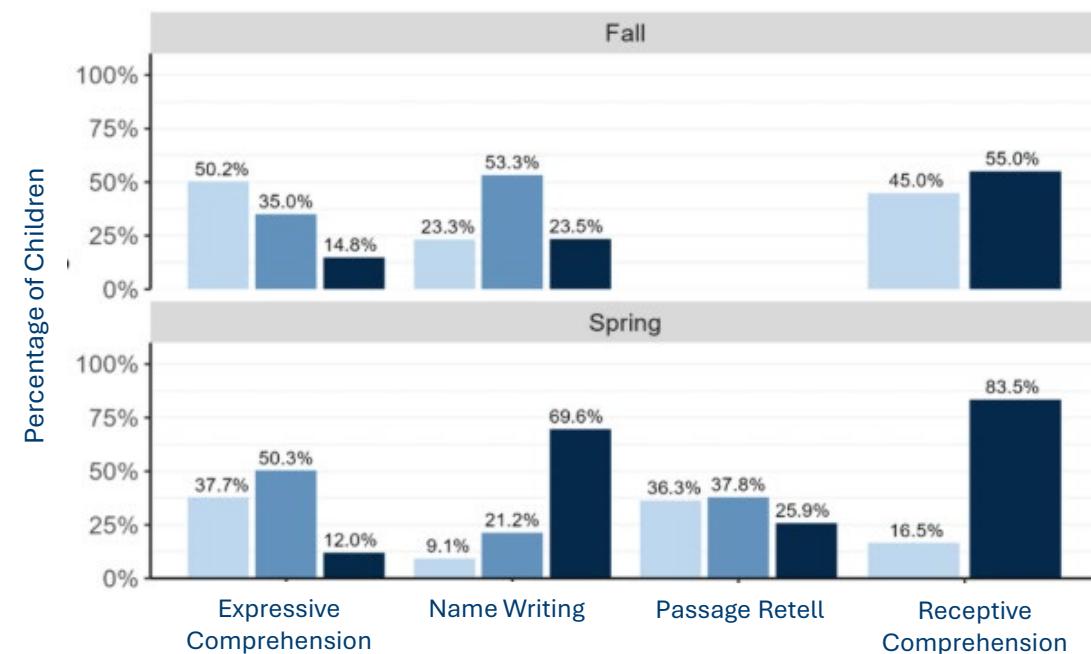
Fall

Subtest	Beginning	Growing	Strong
Expressive Comprehension	50.2%	35.0%	14.8%
Name Writing	23.3%	53.3%	23.5%
Passage Retell	—	—	—
Receptive Comprehension	45.0%	—	55.0%

Spring

Subtest	Beginning	Growing	Strong
Expressive Comprehension	37.7%	50.3%	12.0%
Name Writing	9.1%	21.2%	69.6%
Passage Retell	36.3%	37.8%	25.9%
Receptive Comprehension	16.5%	—	83.5%

Legend: Beginning, Growing, Strong

Source: 2024-2025 VALLS: Pre-K Report

Example: Math Learning Gains for 4-Year-Olds

2024-2025 EMAS data show that most 4-year-olds demonstrated growth in their mathematics skills from fall to spring.

2024-2025 Four-Year-Old Pre-K Mathematics Skill Development Bands

Fall 2024

Band	Percent
Beginning n=14,471	50%
Growing n=8,530	30%
Strong n=5,712	20%

Four-Year-Old Mathematics Skill Development Bands

Spring 2025

Band	Percent
Beginning n=6,224	22%
Growing n=15,382	53%
Strong n=7,194	25%

Four-Year-Old Mathematics Skill Development Bands
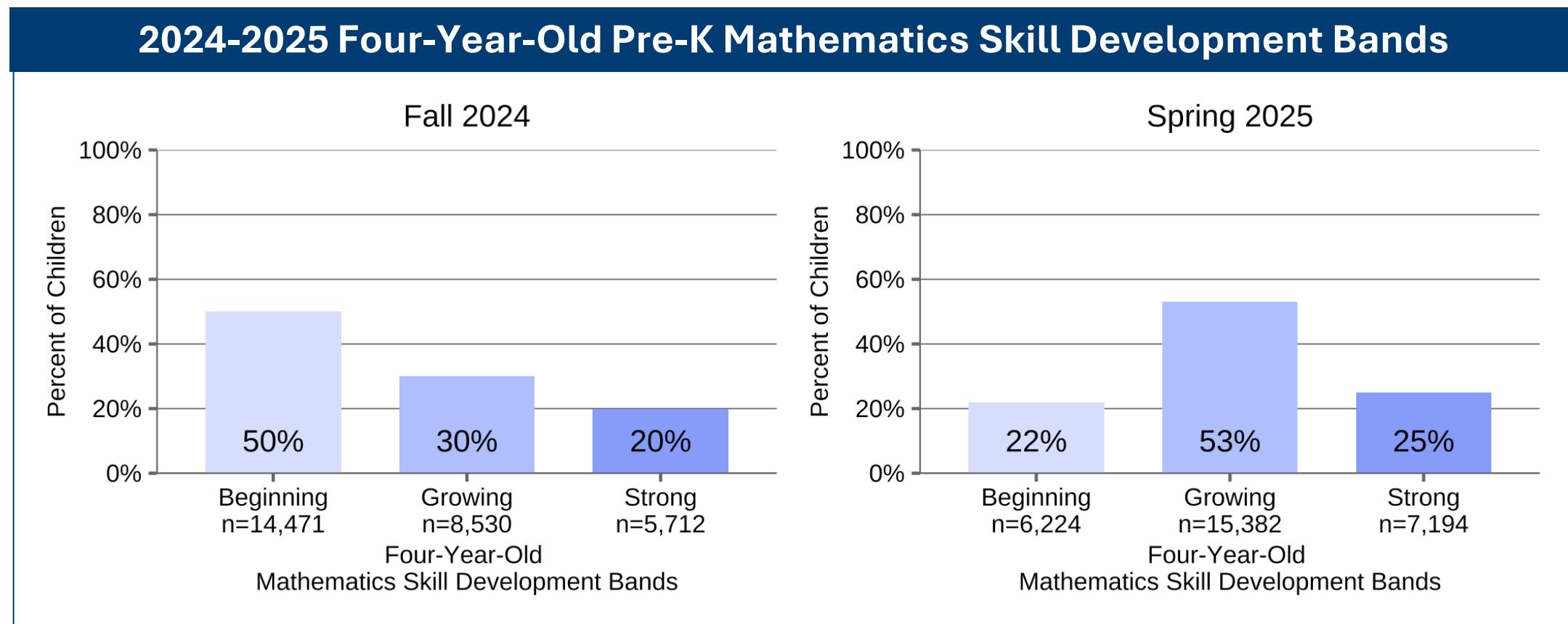
Example: Self-Regulation Gains for 4-Year-Olds

On average, teachers reported small gains in 4-year-old's self-regulation skills over the year. **CBRS** data shows that while self-regulation skills are improving for some children, there are others who need more support.

2024-2025 Four-Year-Old Pre-K Self Regulation Skill Development Bands

Fall 2024

Band	Percent
Beginning n=5,262	18%
Growing n=20,487	69%
Strong n=3,748	13%

Four-Year-Old Self-Regulation Skill Development Bands

Spring 2025

Band	Percent
Beginning n=5,525	19%
Growing n=18,393	62%
Strong n=5,580	19%

Four-Year-Old Self-Regulation Skill Development Bands
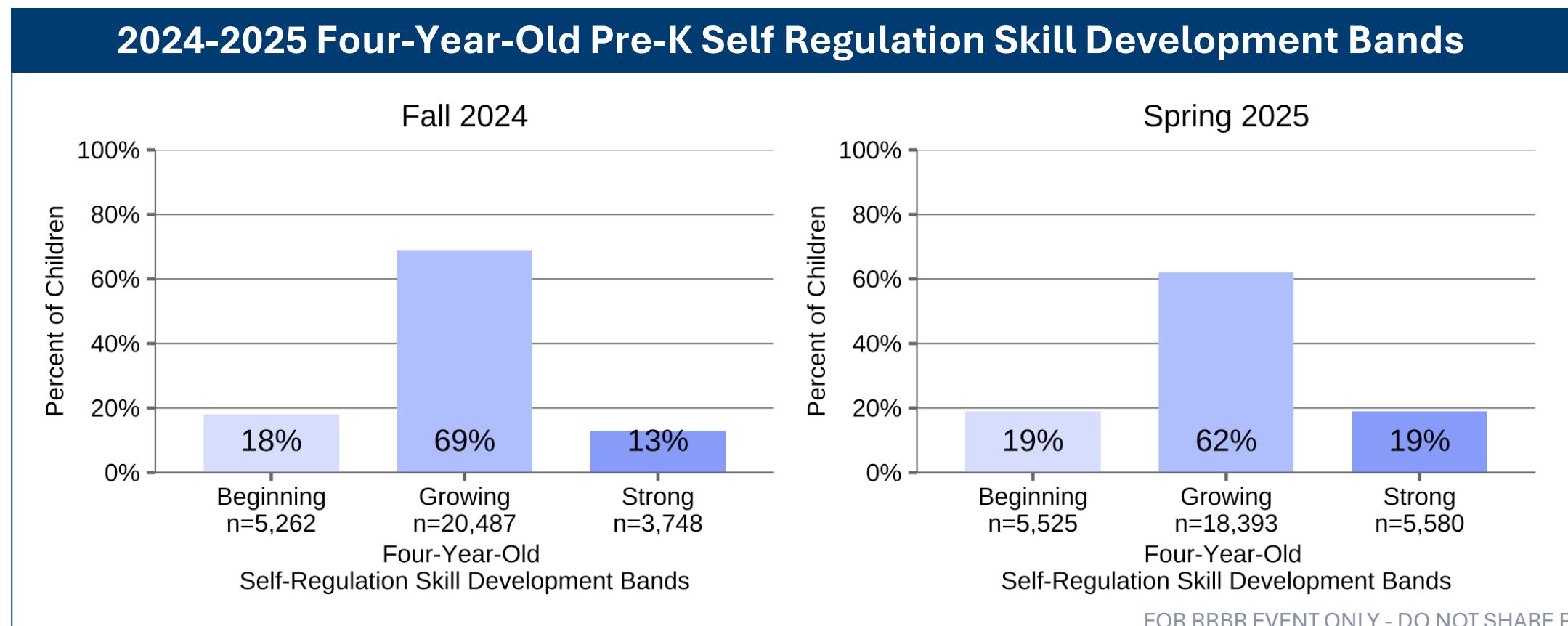
How it All Fits Together

Virginia can use preschool VKRP data to help teachers strengthen interactions and use curriculum materials more effectively to meet each child's unique needs.

- VKRP is only required for VPI and Mixed Delivery. VKRP is available free of charge but *not* required for child care, Head Start, and family day home sites that are participating in VQB5.

- There are no high stakes or consequences. VKRP should *only* be used to support educators to promote individualized learning and development.

- Participating educators complete assessments in the fall and spring. An optional mid-year window offers an additional opportunity to measure children's skill development.

- VDOE will continue to explore how to support Ready Regions and sites to use *CLASS*, curriculum, and VKRP data together.

To learn more, watch the [Get to Know VKRP](#) video.

- **Interested programs should contact vkrp@virginia.edu to be added to the interested programs list for 2025-2026.**

Final Reflection

Summary - Using Data to Target Supports

VDOE works closely with Ready Regions and improvement partners to use site, classroom, and educator data, to inform and prioritize the improvement supports available to VQB5 programs who need support the most.

Sites

Classrooms

New Educators

In addition to using publicly available VQB5 data, other community partners who support improvement in early childhood programs are encouraged to connect with their local Ready Region to learn more about local/regional strengths and needs in VQB5 programs.

Data Explained with a Story:

Data Storytelling to Drive our Shared Vision:

Final Reflection: How can we use the insights from the data shared today to inform quality improvement and child outcomes in Ready Region Blue Ridge?

Next Steps

What's Next for Virginia?

Looking ahead, VDOE will focus on the following areas to continually strengthen quality in Virginia:

1. Release of Public VQB5 Quality Profiles and Data Files

2. Focus Improvement Supports on Those Who Need It Most

3. Prepare for Curriculum Change in 2026-2027

4. Promote Family-Friendly VQB5 website and Honor Roll Sites

5. Support Use of VQB5 Data in Connection with Improving Child Outcomes

6. Support the Early Childhood Workforce

VQB5
VIRGINIA QUALITY
BIRTH TO FIVE
Virginia Department of Education

What's Next for **Ready Region Blue Ridge?**
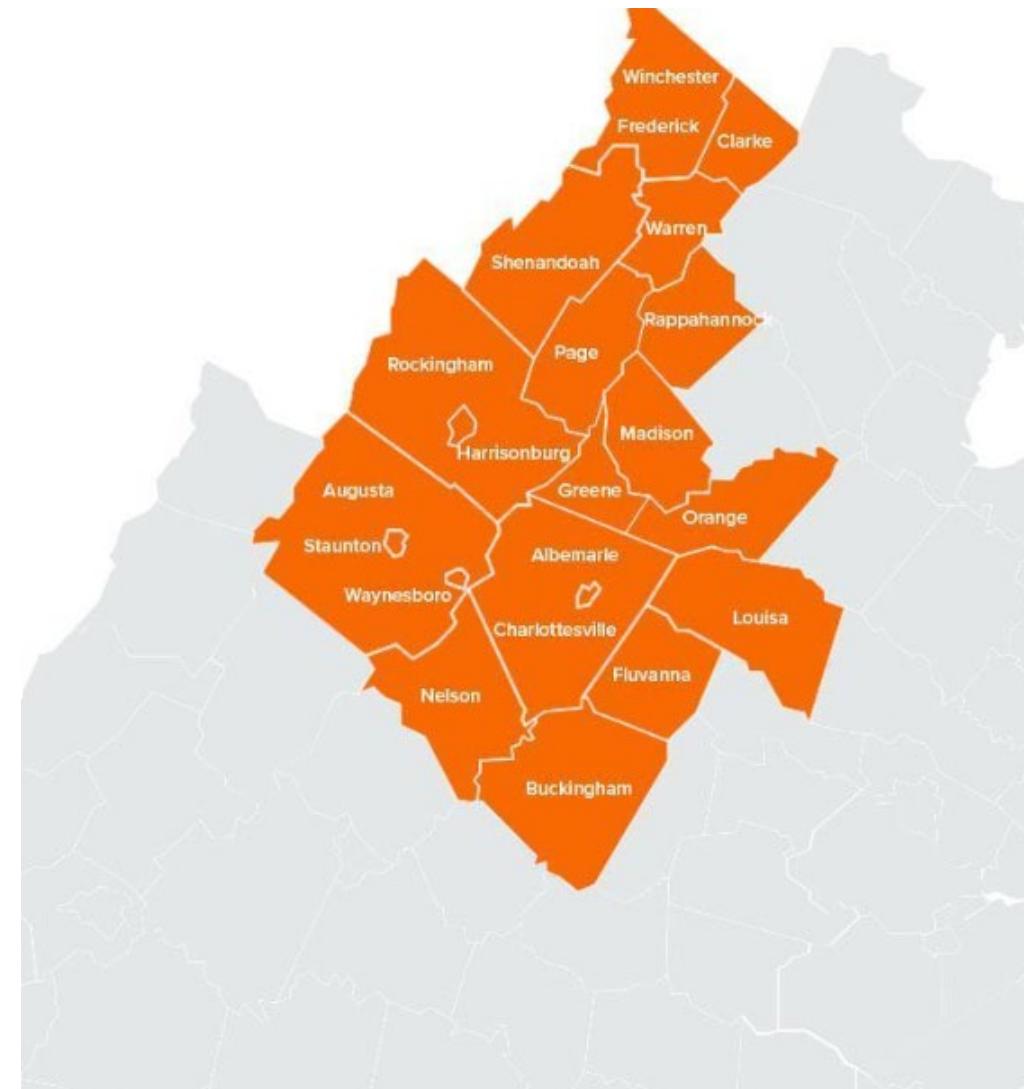
Share Your Feedback!

Thank You!

Additional questions and feedback can be sent to your Ready Region or to vqb5@doe.virginia.gov.

Feedback Survey Link

Appendix

VQB5 Quality Improvement Listserv

This fall VDOE is launching a [Quality Improvement Listserv](#) to improve communications and strengthen connections with those who provide and/or lead professional development to early childhood programs in the state of Virginia, such as:

- Coaches
- Trainers
- Technical Assistance (TA) Providers
- Consultants

As a part of this [Listserv](#), you will receive quarterly improvement updates, invitations to VQB5 Improvement Partner webinars, and have the opportunity to provide feedback on VQB5 improvement resources.

Site Type By Region

The proportion of each site type has remained stable from spring 2024 to spring 2025.

Region	Center	Family Day Home	Public School
Southwest	110	17	85
West	87	14	77
Southside	87	7	59
Central	254	77	103
Southeastern	272	95	120
Chesapeake Bay	128	42	55
Capital Area	315	425	137
North Central	247	116	148
Blue Ridge	106	26	84

Number of Sites

■ Center ■ Family Day Home ■ Public School
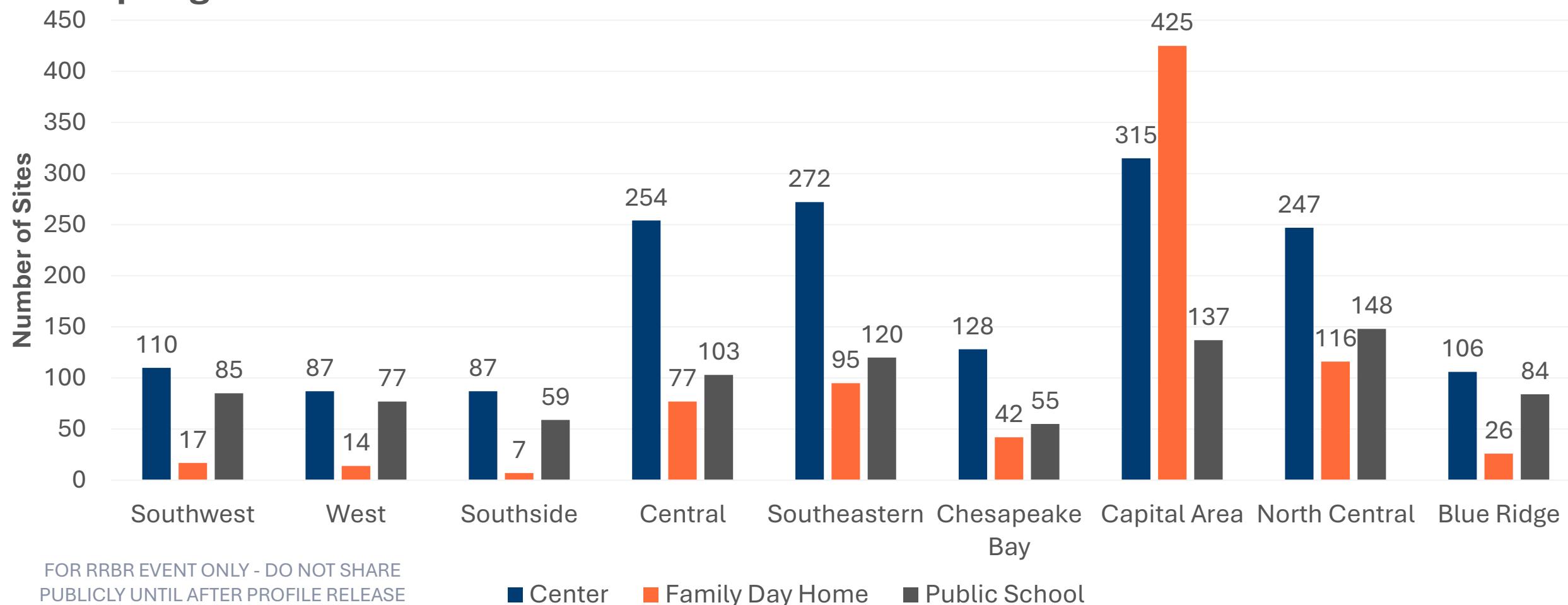
Regional 2024-2025 VQB5 Ratings

There were high performers across state with slight variation across regions.

Ready Region	Needs Support	Meets Expectations	Exceeds Expectations
Southside	0.0%	95.4%	4.6%
West	0.0%	95.5%	4.5%
Southwest	0.0%	95.8%	4.2%
Central	0.2%	97.0%	2.8%
North Central	0.4%	97.5%	2.2%
Blue Ridge	0.5%	98.1%	1.4%
Southeastern	0.6%	96.9%	2.5%
Virginia	0.8%	96.2%	3.1%
Capital Area	1.5%	94.2%	4.3%
Chesapeake Bay	2.2%	97.3%	0.4%

Percentage of Sites

Legend: Needs Support · Meets Expectations · Exceeds Expectations
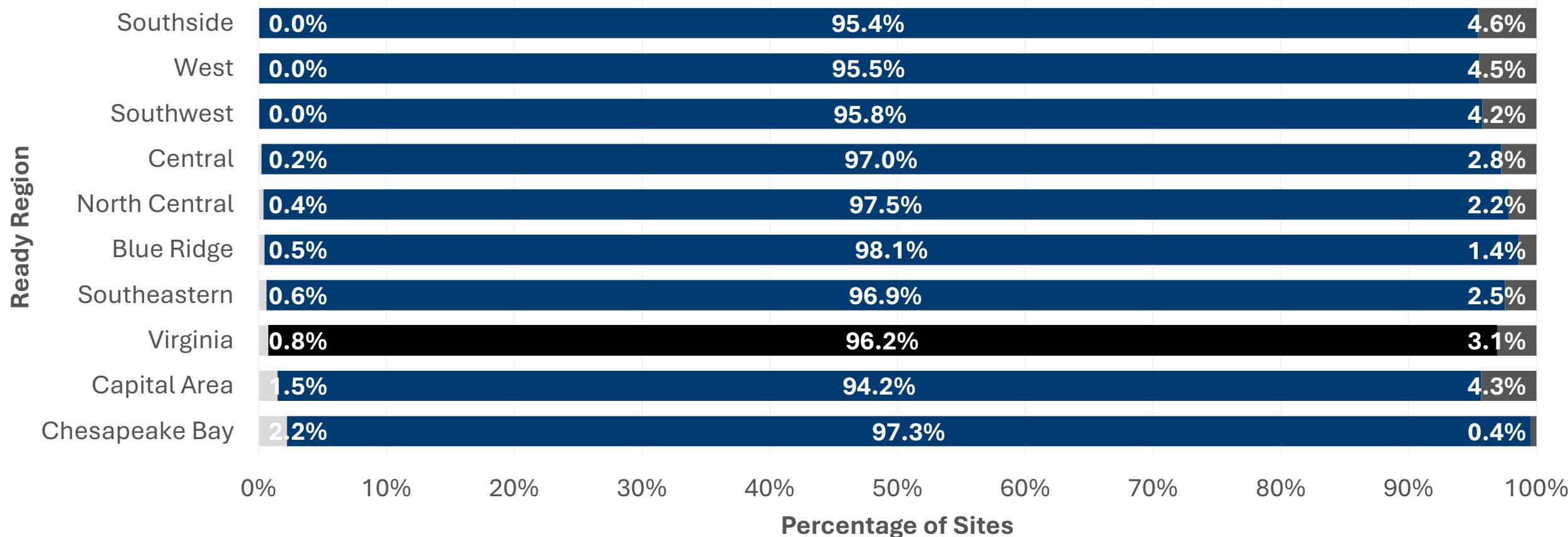
VQB5 Quality Ratings

VQB5 Quality Ratings are calculated at the end of the program year using the following point system.

Interactions Points *(700 total points)*	Average of all local CLASS scores from the fall and the spring (*all VQB5 eligible classrooms* at a site) x 100*
Curriculum Points *(100 total points)*	Programs using a VDOE-approved curriculum in *at least one classroom, by May 31,* will receive 100 points added to their score
Total Points	Interactions Points + Curriculum Points = Total Points
VQB5 Quality Ratings	• **Exceeds Expectations = 700 - 800 points** • **Meets Expectations = 400 - 699 points** • **Needs Support = 100 - 399 points**

*If score replacement is necessary in one or more classrooms, external observation scores will be used when calculating the interaction points for the total as outlined in Section 6.2.1 in the VQB5 Guidelines.

VQB5 Pre-K CLASS Scores by Domain - Over Time (N=2,091)

Pre-K CLASS and domain averages remained consistent between 2023-2024 and 2024-2025. With Emotional Support and Classroom Organization scoring in the high and upper mid range, and Instructional Support in the low range.

Year	Domain ES	Domain CO	Domain IS	Total Pre-K CLASS Score
2023-2024	6.03	5.56	2.88	4.94
2024-2025	5.99	5.52	2.91	4.93

Domain and Dimensions Over Time – Infants (N=958)

Most infant dimension scores remained consistent between 2023-2024 and 2024-2025, with the largest increase in the ELS dimension.

Year	RC	TS	FE	ELS	Domain/CLASS Score
2023-2024	5.85	5.80	4.56	4.17	5.09
2024-2025	5.84	5.80	4.56	4.27	5.12
Change	**-0.01**	**0.00**	**0.00**	**0.10**	**0.02**

Domains Over Time – Toddler (N=1,494)

Toddler CLASS and domain scores increased between 2023-2024 and 2024-2025.

Year	Domain EBS	Domain ESL	CLASS Score
2023-2024	5.64	3.27	4.75
2024-2025	5.66	3.35	4.80
Change	**0.02**	**0.08**	**0.05**

Dimensions Over Time – Toddler (N=1,494)

There was an increase in toddler CLASS scores between 2023-2024 and 2024-2025. All dimension scores increased with the largest increase in the LM dimension.

Year	PC	NC	TS	RCP	BG	FLD	QF	LM	CLASS Score
2023-2024	5.81	6.85	5.57	4.91	5.06	3.88	2.61	3.32	4.75
2024-2025	5.83	6.85	5.64	4.92	5.08	3.95	2.64	3.47	4.80
Change	0.02	0.00	0.08	0.01	0.02	0.07	0.03	0.15	0.05

Dimensions Over Time – Pre-K (N=2,091)

There was a slight decrease in Pre-K dimension scores between 2023-2024 and 2024-2025.

Year	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	CLASS Score
2023-2024	6.10	6.90	5.84	5.28	5.77	5.82	5.08	2.51	2.81	3.31	4.94
2024-2025	6.03	6.90	5.81	5.22	5.70	5.80	5.06	2.53	2.80	3.41	4.93
Change	-0.08	0.00	-0.03	-0.06	-0.07	-0.02	-0.02	0.02	-0.01	0.10	-0.01

Curriculum Use – by Classroom Type
Spring 2024 - Spring 2025
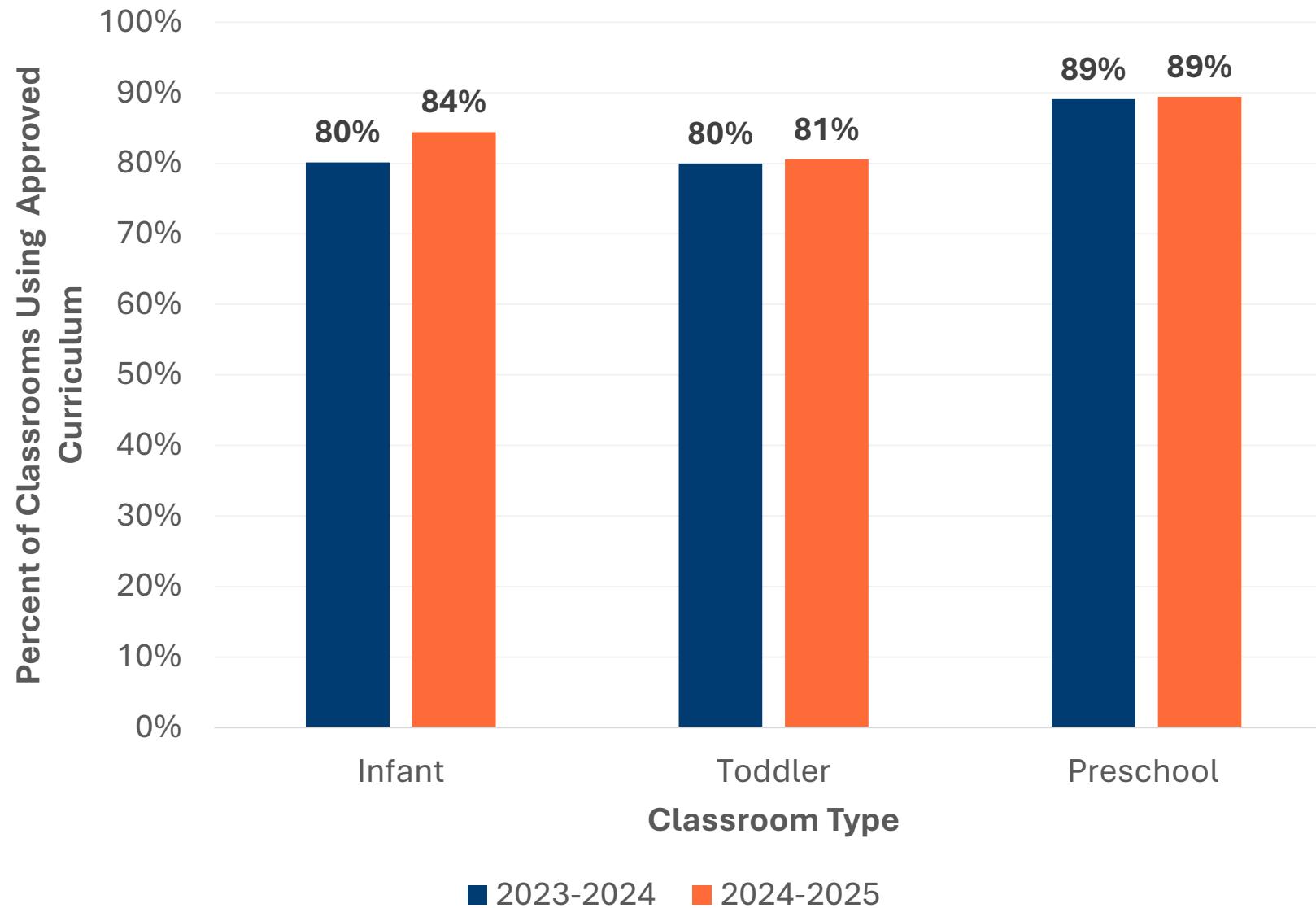
The majority of VQB5 classrooms continue to choose to use a VDOE-approved Early Childhood curriculum. This is consistent with use last year.

Percent of Classrooms Using Approved Curriculum

Classroom Type

Infant: 80% (2023-2024), 84% (2024-2025)
Toddler: 80% (2023-2024), 81% (2024-2025)
Preschool: 89% (2023-2024), 89% (2024-2025)

■ 2023-2024   ■ 2024-2025

Fall-to-Spring Retention by Ready Region

FOR RRBR EVENT ONLY - DO NOT SHARE PUBLICLY UNTIL AFTER PROFILE RELEASE
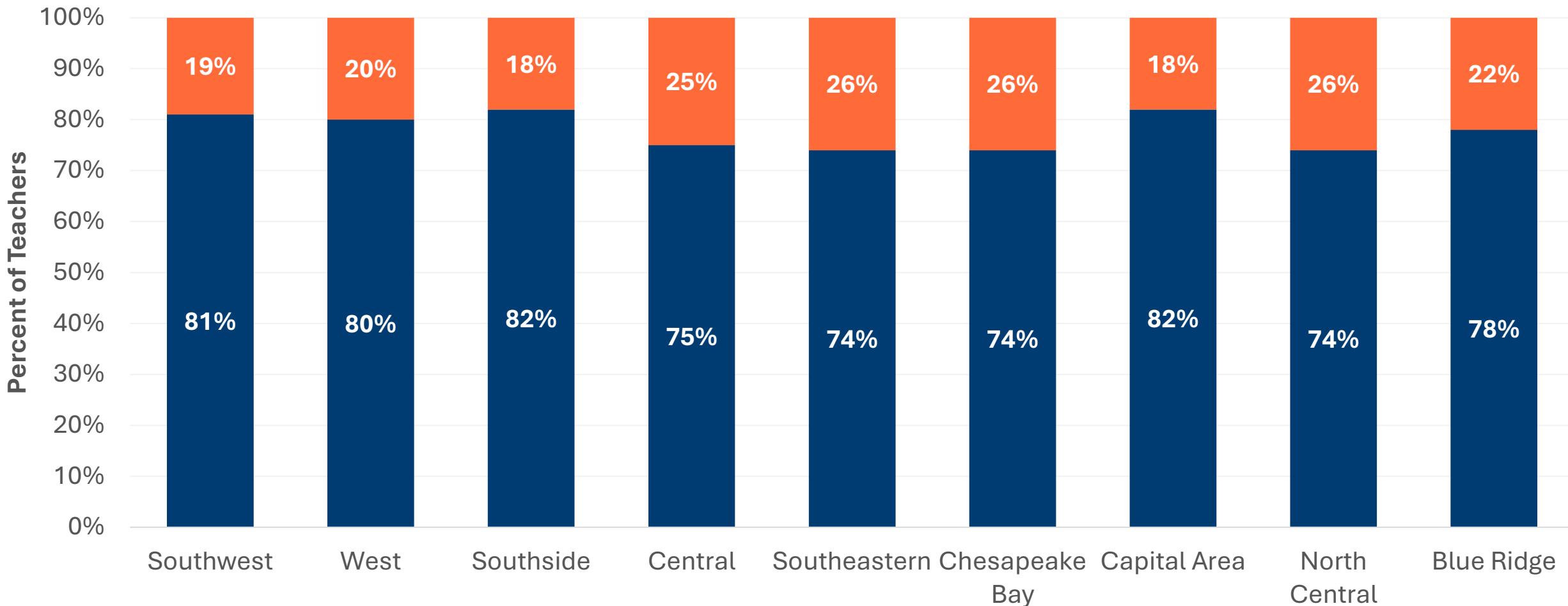
Resource: ELDS and CLASS Crosswalks

The ELDS and CLASS Crosswalks demonstrate how the ELDS and CLASS work together to support positive outcomes for young children by showcasing the alignment between the standards and CLASS domains.

- Infant CLASS and ELDS Crosswalk

- Toddler CLASS and ELDS Crosswalk

- Pre-K CLASS and ELDS Crosswalk

Quality Interactions Can Improve Child Outcomes

Children who experienced higher-quality classrooms as measured by CLASS showed gains in social and cognitive skills, including inhibitory control, working memory, and language and literacy skills.

MATH & LITERACY GAINS
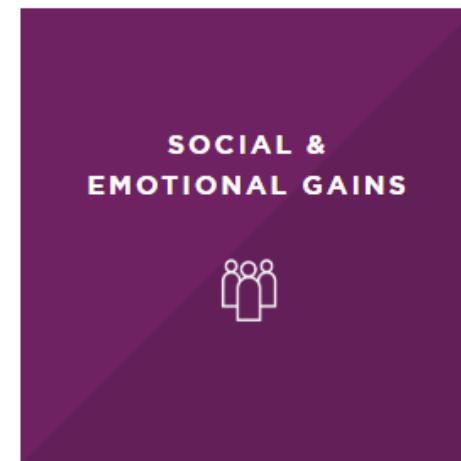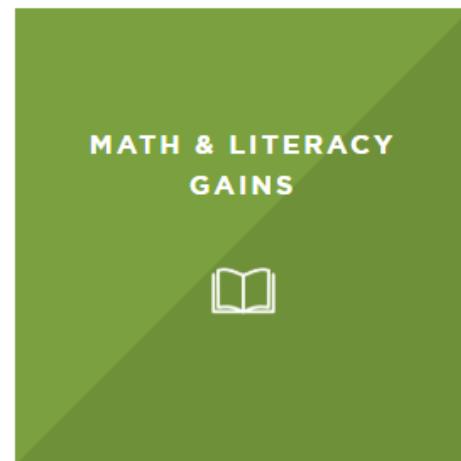
- Better performance on math problems
- Increased vocabulary knowledge
- Improved listening comprehension

SOCIAL & EMOTIONAL GAINS

- Reduced problem behaviors
- Minimized conflicts with teachers
- Greater inhibition of impulsive behaviors
- Improved social competence

COGNITIVE GAINS

- Better working memory
- Improved inhibitory control
- Stronger cognitive flexibility

CLASSROOM ENGAGEMENT

- Increased enthusiasm for learning
- Positive engagement with teacher
- Greater cooperation, persistence, and attention
- More involvement in class activities

View - CLASS Research Summary

How can the use of early childhood assessments help improve teacher-child interactions?

Assessment provides educators with insight into children's skill development.
- Social-Emotional Skill development (e.g., self-regulation, social skills)
- Early Language and Literacy development (e.g., letters, sounds, vocabulary)
- Early Mathematics development (e.g., counting, numeracy, patterns)

Assessment helps educators track progress and growth.
- Fall provides a baseline to guide instruction.
- Mid-Year gives additional insight to adjust instruction.
- Spring shows skill development and growth.

Results help educators tailor instruction.
- Individualize instruction for children based on their specific needs.
- Provide small group support based on classroom data.
- Connect families with resources to support learning at home.

Virginia's [Baseline Criteria for Early Childhood Curriculum](#) includes tools for ongoing assessment and individualization of instruction.