QUALITY, EARLY LITERACY, & READINESS REPORT

SPRING 2025



10 YEARS +

THOUSANDS OF CHILDREN, FAMILIES, TEACHERS + PROGRAMS IMPACTED



OUR STORY

It all started with a big idea cooked up by a visionary philanthropist and founding board member for E3: Elevate Early Education and The New E3 School, Jane Batten. She, along with Mayor Paul Fraim, Lisa Howard, business leaders, the City of Norfolk, and the Y, worked together to create a public-private, mixed-income, and "proof of concept" school to drive innovation, impact, policy change, and investment in early education in the region and state.

Over 10 years ago, The New E3 School was created from scratch as a high-quality implementation model for children ages one to five. The leadership visited programs across the nation and researched international programs to develop the model. From the beginning, our goal was to impact 130+ children who attend the school each year and to replicate and scale the model in partnership with the University of Virginia (UVA) to impact even more children and families.

We set out to prove that when all children have equitable access to quality programs, regardless of their zip code, they will enter kindergarten with the academic and social skills they need to thrive. Our school, in partnership with philanthropy, has educated over 1,200 children, provided 117 scholarships, and raised almost $3 million dollars for The Scholarship Fund.

The school's model was replicated and scaled through the development of the STREAMin3 curriculum, professional development, coaching, and assessment model funded by E3: Elevate Early Education and developed by UVA. The creation of a high-quality implementation model and data-driven approach increased equitable access for thousands of children and families, improved quality in classrooms, and supported teachers and programs. It led to shifting the conversation from access to access to quality for all children and historic investments with over $85 million in state investments leveraged with private dollars.

Our longstanding partnership with UVA has impacted **thousands of children and families, teachers, and programs across Virginia. Over 5,400 publicly funded classrooms have enrolled to use STREAMin3**. It is the most widely used early childhood curriculum across state-funded programs in the Commonwealth.

SUMMARY OF OUTCOMES

In this report, we examine the quality of interactions at our school and the readiness skills of three- and four-year-olds in literacy, math, social skills, and self-regulation. A data-driven action plan was developed to improve quality and learning in every classroom.

KEY OUTCOMES:

- Children are engaged in **high-quality interactions** with their teachers in **every classroom**.
- Classroom **quality met or exceeded** those from other Virginia classrooms externally observed in 2024-2025.
- **Most children are within or above** the expected developmental ranges for math, self-regulation, and social skills.
- **Most children have strong literacy skills** in almost all areas, which is well above the Virginia averages reported in 2024.
- There are children that need more intervention and support in all areas.









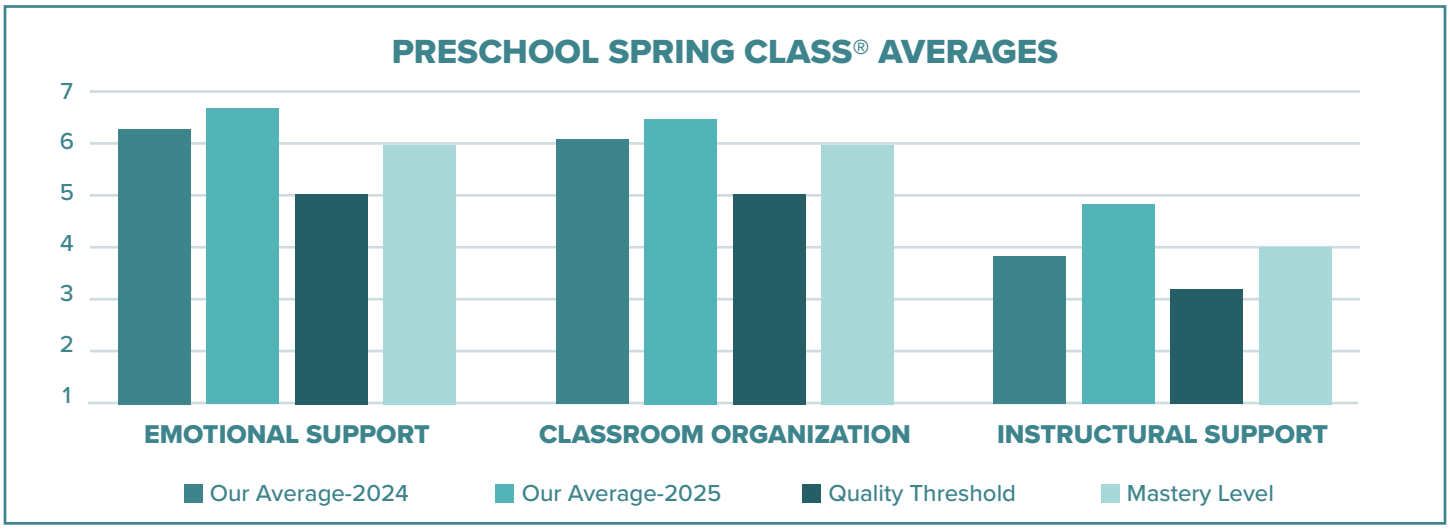


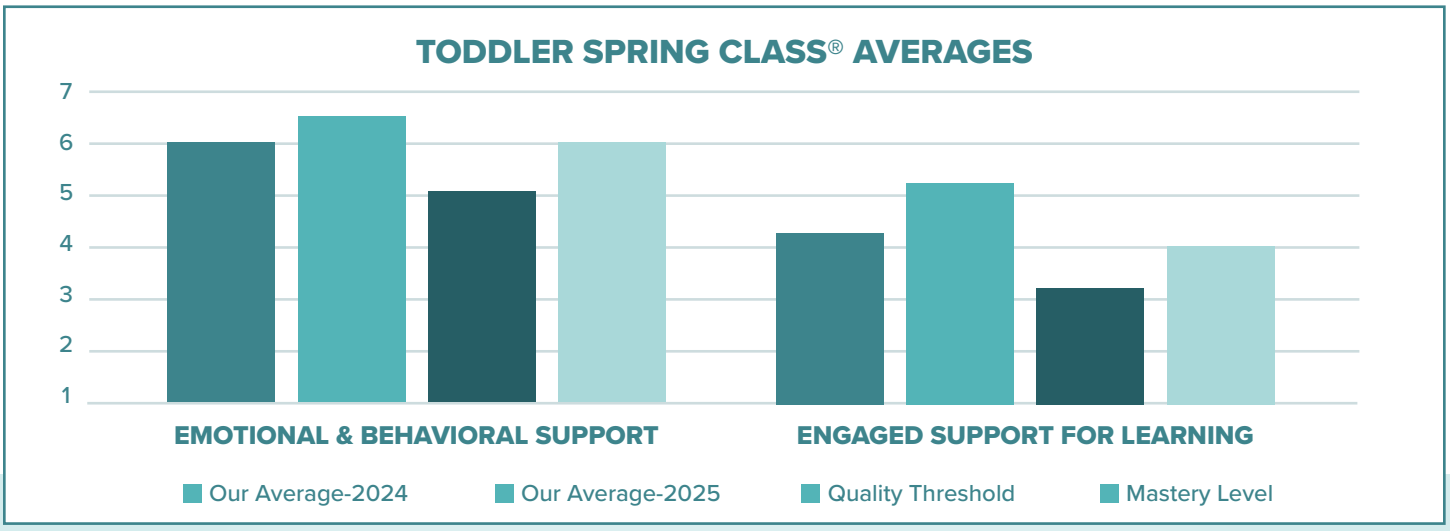


CLASSROOM QUALITY INTERACTIONS & OUTCOMES

The Classroom Assessment Scoring System (CLASS®) is a widely used and respected measure of the quality of teacher child interactions across critical domains of teaching that link to student achievement and development. In the spring of 2025, the classrooms at our school were observed by an external certified CLASS® observer. The charts below show the average CLASS® domain scores from our school compared to established quality and mastery levels. The data is used to inform professional development and coaching to improve teaching and learning.

CLASS® Domain Averages Compared to Quality Threshold and Mastery Level, Spring '24 & '25.





OUTCOMES FOR CLASSROOM QUALITY

- High-quality interactions are consistent and strong across all classrooms and improved from 2024.
- All classrooms **met or exceeded the threshold for quality** across all domains.
- All classrooms **reached mastery level in at least one domain.**
- All but one classroom reached mastery level in all domains.
- Average scores of our classrooms are higher than those from programs externally observed across Virginia.

DATA-DRIVEN INSTRUCTION, IMPROVEMENT, & RESULTS

Our school uses the Virginia Kindergarten Readiness Program (VKRP) and the Virginia Language and Literacy Screening System (VALLSS) screeners to assess children's development across the critical domains of literacy, math, social skills, and self-regulation. The data collected is used to help teachers, families, and the school to understand where children are and individualize instruction.

VKRP and VALLSS provide developmental bands that are used to help interpret whether children are developing below, within, or above the expected ranges for their age. Further research is being conducted to identify bands, and they may change as more data is collected.

In the spring of 2025, 68 three-, four-, and five-year-olds were assessed at our school. In the charts below, the percentage of children meeting expectations and considered "on track" for kindergarten is provided and compared to scores for the previous two years. Virginia Kindergarten Readiness Program:

VIRGINIA KINDERGARTEN READINESS PROGRAM: MATH, SELF-REGULATION, & SOCIAL SKILLS

Percentage of Children Developing Within or Above Expected Ranges in Spring of '23, '24, & '25.

THREE- AND FOUR-YEAR-OLDS

	Spring 2023	Spring 2024	Spring 2025
Math (number sense, operations, shape, space, and pattern)	68%	79%	97%
Self-Regulation (attention, emotions, behaviors)	88%	81%	97%
Social Skills (cooperating, positive expression of emotions, and conflict resolution)	82%	77%	81%

FOUR- AND FIVE-YEAR-OLDS

	Spring 2023	Spring 2024	Spring 2025
Math (number sense, operations, shape, space, and pattern)	64%	76%	87%
Self-Regulation (attention, emotions, behaviors)	88%	71%	74%
Social Skills (cooperating, positive expression of emotions, and conflict resolution)	80%	71%	61%

OUTCOMES FOR MATH, SELF-REGULATION, & SOCIAL SKILLS

- **Most children are within or above** the expected developmental ranges in all areas.
- There are children falling **below the expected ranges** in all areas that need more intervention and support.
- The percentage of children within or above the expected ranges in **math and self-regulation increased** from 2024 to 2025.
- The percentage of children within or above the expected ranges in **social skills decreased on the four-year-old** assessment but **increased for the three-year-old** assessment from 2024 to 2025.

VIRGINIA LANGUAGE AND LITERACY SCREENING SYSTEM

The E3 School Leadership Team uses the literacy data to drive instruction, professional development, coaching, and activities families can do at home. This year, we are comparing the last three years of data in literacy from 2023 to 2025.

Percentage of Children Developing Within or Above Expected Ranges in Spring of '23, '24, & '25.

THREE- AND FOUR-YEAR-OLDS

	Spring 2023	Spring 2024	Spring 2025
Letter Names (names of letters)	56%	63%	59%
Letter Sounds (sound of printed letters)	24%	47%	65%
Syllable Segmenting (divide words into syllables)	47%	67%	100%
Beginning Sounds Matching (pair words beginning with the same sound)	15%	12%	59%

FOUR- AND FIVE-YEAR-OLDS

	Spring 2023	Spring 2024	Spring 2025
Letter Names (names of letters)	52%	71%	84%
Letter Sounds (sound of printed letters)	20%	53%	74%
Syllable Segmenting (divide words into syllables)	72%	94%	90%
Beginning Sounds Matching (pair words beginning with the same sound)	48%	82%	87%
Phoneme Blend (blend individual sounds into whole words)	24%	18%	19%

OUTCOMES FOR EARLY LITERACY

- **Most children are within or above** the expected developmental ranges.
- There are children falling **below the expected ranges** that need more intervention and support, especially with Phoneme Blends (blending individual sounds into whole words, such as /k/ /a/ /t/= "cat").
- The percentage of children **with strong literacy skills increased** from 2024 to 2025 in all areas except Letter Names and Syllable Segmenting, though that percentage remains high at 90%.
- The percentage of children with **strong literacy skills exceeded the 2024 statewide averages** in all areas except Phoneme Blending, where it was about the same.
- **Substantial increases have occurred across all areas since 2023,** with the exception of Phoneme Blends.

SNAPSHOT OF OUTCOMES

IN 2024-2025, OUR SCHOOL:

1. **Exceeded classroom quality benchmarks,** outperforming other Virginia classrooms observed in 2024–2025.
2. **Met or exceeded expected ranges for math and self-regulation** for most children, with outcomes improving from 2024.
3. **Declined in social skills for four-year-olds** for the second consecutive year, highlighting a need for targeted training and support.
4. **Achieved expected literacy outcomes** for most children in nearly all areas, with only one exception.
5. **Grew the percentage of children within expected developmental ranges in literacy** across nearly all areas.



This report was prepared by leadership at the University of Virginia, Center for Advanced Study of Teaching and Learning, and E3: Elevate Early Education.

THE ACTION PLAN FOR 2025-2026

Our school is a continuous improvement model that uses data to help every child learn and improve quality in the classroom. Our entire school team will consistently use data collected from formative assessments, CLASS®, VKRP, and VALLSS to guide instruction, professional development, and coaching for children, teachers, and the entire team.

OUR LEADERSHIP TEAM WILL CONSISTENTLY:

- ✓ Ensure health, safety, and quality daily by completing quality control checklists **three times per day.**
- ✓ Engage expert consultants to educate the entire team on how to manage challenging behaviors and improve social skills.
- ✓ Complete a series of leadership coaching modules to enhance management and leadership as a team.
- ✓ Utilize best practices and strategies to manage challenging behaviors.
- ✓ Follow policies and procedures to address challenging behaviors proactively.
- ✓ Focus on improving self-regulation and social skills based upon the data in every classroom through PD, coaching, and modeling.
- ✓ Utilize and enforce the use of data to individualize instruction for every child (formative assessments, CLASS®,VALLSS, and VKRP).
- ✓ Conduct **four Literacy Walks daily** to ensure instruction and practice is aligned with the science of reading.
- ✓ Model and monitor teachers' active engagement in PD, coaching, and implementation of the curriculum and model with fidelity.
- ✓ Utilize the Performance Based Pay Matrix to develop and grow the team.
- ✓ Maintain the Net Promotor Score and provide excellent customer service to all children and families.

OUR COACHES WILL CONSISTENTLY:

- ✓ Use CLASS® data to set goals and improve the quality of interactions between every teacher and child.
- ✓ Support the implementation of STREAMin3.
- ✓ Use assessments and data to help every teacher understand how to differentiate learning for every child.
- ✓ Show how to use VALLSS data and align with literacy instruction.
- ✓ Model how to use data to create learning stations in the classroom.
- ✓ Work with children individually and in small groups based upon data.
- ✓ Create Family Activity Kits aligned with the data and individualized for each child.
- ✓ Utilize classroom video footage to guide PD, coaching, teaching practices, and instruction.

OUR COACHES WILL CONSISTENTLY:

- ✓ Maintain a healthy, safe, and high-quality classroom.
- ✓ Set up learning stations that align with data and encourage playful learning.
- ✓ Implement STREAMin3 with fidelity.
- ✓ Utilize VALLSS data **three times per year** to guide and individualize instruction.
- ✓ Implement literacy strategies.
- ✓ Engage in back-and-forth conversations with every child.
- ✓ Read aloud **six times per day** in every classroom.
- ✓ Build in one-on-one time to read with every child and work on phonemic awareness, letter recognition, sounds, and matching sounds.
- ✓ Retell stories, ask questions, relate to characters, and listen.
- ✓ Build vocabulary and comprehension skills.
- ✓ Partner with families to help every child learn.
- ✓ Provide strategies for every family to use at home.
- ✓ Engage actively in PD and coaching to improve teaching and learning.


University of Virginia


E3 SCHOOL


ELEVATE
E3
EARLY EDUCATION