

# HIGH QUALITY, LITERACY + KINDERGARTEN READINESS

SPRING 2026



♥ E3 SCHOOL

# TOGETHER, WE HAVE IMPACTED THOUSANDS OF CHILDREN, FAMILIES, TEACHERS, PROGRAMS + SCHOOLS



## OUR STORY

The E3 School is an innovative, state-of-the-art, mixed-income, year-round school for all children and families. The school is in the Park Place neighborhood of Norfolk, Virginia. More than 12 years ago, a public-private partnership was forged to provide equitable access for all children ages one to five and to drive innovation, impact, policy change, and state investment.

## THE BIG PICTURE

In partnership with the University of Virginia, the goal was to create a continuous improvement model that could be replicated and scaled to strengthen quality for more children in communities across Virginia. With support from E3: Elevate Early Education, UVA developed the STREAMin3 curriculum in our school. Today, more than **5,625 publicly funded classrooms** have enrolled to use the curriculum through a collaboration with the Virginia Department of Education, UVA, and E3. **It is now the most widely used early childhood curriculum in the state.**

## A PROVEN HIGH-QUALITY MODEL

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 be successful. **We have proven that year after year by implementing the model with fidelity.**

**More than 1,230 children were impacted, 127 scholarships were provided, and \$4M+ was raised for the scholarship fund.** The scholarship fund provides the opportunity for underserved and working families to attend our school.

Over the years, our team has shared lessons learned with other programs across the nation, state and region. We've shared our expertise, program and business model with cities, foundation leaders, philanthropists, faith-based and private programs, The Sprout School in Richmond, Hampton Child Development Center, Peake Early Childhood Center on the Peninsula, The Williams School in Norfolk, school divisions, Sentara, Piedmont Housing Alliance in Charlottesville, UVA's School of Education and Human Development, Spark in North Carolina and many others.

# SNAPSHOT OF QUALITY, EARLY LITERACY + KINDERGARTEN READINESS

## KEY OUTCOMES:

- Children are engaged in high-quality interactions with teachers in **every classroom**.
- Classroom quality averages **exceeded statewide averages across all domains**.
- The school reached its **highest-recorded quality scores** in instruction and learning interactions.
- **Most children** are within or above expected developmental ranges for math, self-regulation, and social skills.
- **Most children** are within or above expected developmental ranges for literacy skills.
- Targeted improvements resulted in **substantial growth in literacy skills and social skills**.
- Some children need more intervention and support in language comprehension.

**Every year**, we examine the quality of interactions in the classroom, literacy, math, social skills and self-regulation of three-and-four-year-olds. A data-driven action plan is developed to improve quality, teaching, and learning in every classroom.

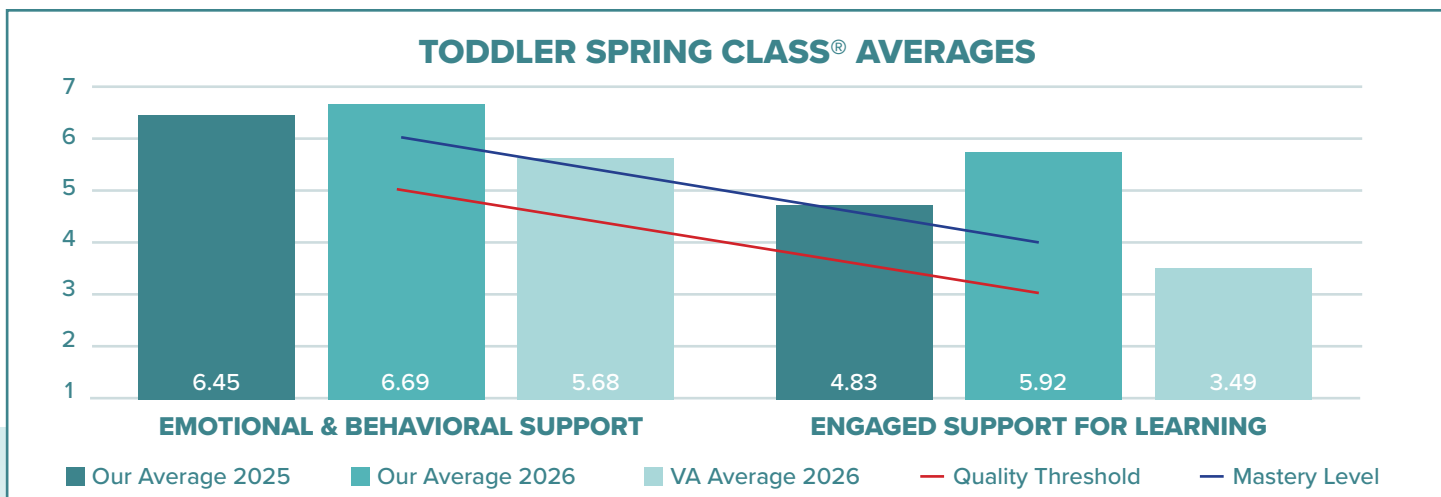
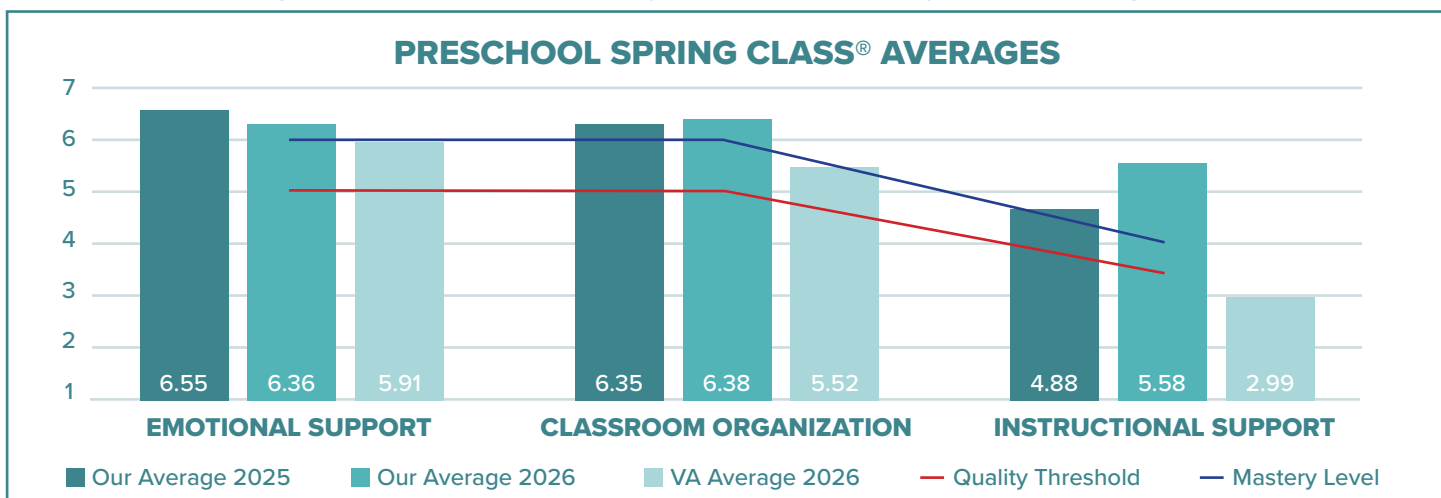


# HIGH-QUALITY INTERACTIONS MATTER

The ingredients of quality are rooted in the practices teachers use every day. Interactions, daily conversations, and responsive relationships serve as the primary drivers of brain development, language and literacy skills, and social skills during the most formative years. Research confirms that back-and-forth conversations and “serve and return” interactions matter for children.

The Classroom Assessment Scoring System (CLASS®) framework is used to continuously assess and ensure that children are consistently experiencing the quality interactions that matter most. These data guide individualized coaching and targeted professional development for teachers in every classroom.

CLASS® Domain Averages Compared to VA and Quality Threshold and Mastery Levels for Spring 2025 + 2026.



## OUTCOMES FOR CLASSROOM QUALITY

- High-quality interactions are **consistent and strong across all classrooms**.
- **All classrooms** reached the **mastery level** in all domains.
- Average scores in our classrooms are **higher than those across Virginia** in every domain and **substantially higher** in Instructional Support and Engaged Support for Learning.
- These are our **highest recorded scores** in Instructional Support and Engaged Support for Learning.

**The result is high-quality interactions for all children.** External observations in the spring of 2026 were conducted in every classroom.

# KINDERGARTEN READINESS: MATH, SELF-REGULATION + SOCIAL SKILLS

Every three- and four-year-old's math, self-regulation, social skills, and literacy skills are assessed multiple times using the Virginia Kindergarten Readiness Program (VKRP) and the Virginia Language and Literacy Screening System (VALLSS) screeners. The leadership team, coaches and teachers use these data to provide individual, small group, and whole group instruction for every child and activities for families to do at home.

*Percentage of Children Developing Within or Above Expected Ranges in Spring of '23 to '26.*

| THREE-YEAR-OLD ASSESSMENTS (37 CHILDREN)                                                     |             |             |             |             |                       |
|----------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-----------------------|
|                                                                                              | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Change from 2025-2026 |
| <b>Math</b> (number sense, operations, shape, space, and pattern)                            | 68%         | 79%         | 97%         | 86%         | -11 Children          |
| <b>Self-Regulation</b> (attention, emotions, behaviors)                                      | 88%         | 81%         | 97%         | 97%         | 0 Children            |
| <b>Social Skills</b> (cooperating, positive expression of emotions, and conflict resolution) | 82%         | 77%         | 81%         | 97%         | +16 Children          |

| FOUR-YEAR-OLD ASSESSMENTS (32 CHILDREN)                                                      |             |             |             |             |                       |
|----------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-----------------------|
|                                                                                              | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Change from 2025-2026 |
| <b>Math</b> (number sense, operations, shape, space, and pattern)                            | 64%         | 76%         | 87%         | 91%         | +4 Children           |
| <b>Self-Regulation</b> (attention, emotions, behaviors)                                      | 88%         | 71%         | 74%         | 88%         | +14 Children          |
| <b>Social Skills</b> (cooperating, positive expression of emotions, and conflict resolution) | 80%         | 71%         | 61%         | 100%        | +39 Children          |

## OUTCOMES FOR MATH, SELF-REGULATION + SOCIAL SKILLS

- **Most children are within or above the expected developmental ranges** in math, self-regulation, and social skills.
- Some children are falling below the expected ranges in math, self-regulation, social skills and need continued intervention.
- On the three-year-old assessment, the percentage of children developing within or above expectations **decreased in math, remained high in self-regulation, and increased in social skills.**
- On the four-year-old assessment, the percentage of children developing within or above expected ranges **increased from 2025 to 2026 across math, self-regulation, and social skills.**
- **Social skills increased substantially** on the four-year-old assessment after decreasing in the prior two years.

# KINDERGARTEN READINESS: LANGUAGE + LITERACY SKILLS

Our team uses the Virginia Language and Literacy Screening System (VALLSS) three times per year to measure early language and literacy development. VALLSS provides teachers and families of three-and-four-year-olds a snapshot of alphabet knowledge, phonological awareness, language and comprehension, print concepts and writing.

Percentage of Children Showing Strong Literacy Skills in Spring of '23 to '26 on Code-Based Tests.

| THREE-YEAR-OLD ASSESSMENTS (37 CHILDREN)                             |             |             |             |             |                       |
|----------------------------------------------------------------------|-------------|-------------|-------------|-------------|-----------------------|
|                                                                      | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Change from 2025-2026 |
| Letter Names (names of letters)                                      | 56%         | 63%         | 59%         | 59%         | 0 Children            |
| Letter Sounds (sound of printed letters)                             | 24%         | 47%         | 65%         | 73%         | +8 Children           |
| Syllable Segmenting (divide words into syllables)                    | 47%         | 67%         | 100%        | 73%         | -27 Children          |
| Beginning Sounds Matching (pair words beginning with the same sound) | 15%         | 12%         | 59%         | 57%         | -2 Children           |

| FOUR-YEAR-OLD ASSESSMENTS (32 CHILDREN)                        |             |             |             |             |                       |
|----------------------------------------------------------------|-------------|-------------|-------------|-------------|-----------------------|
|                                                                | Spring 2023 | Spring 2024 | Spring 2025 | Spring 2026 | Change from 2025-2026 |
| Letter Names (names of letters)                                | 52%         | 71%         | 84%         | 88%         | +4 Children           |
| Letter Sounds (sound of printed letters)                       | 20%         | 53%         | 74%         | 94%         | +20 Children          |
| Syllable Segmenting (divide words into syllables)              | 72%         | 94%         | 90%         | 88%         | -2 Children           |
| Beginning Sounds Expressive (provide beginning sound of words) | 48%         | 82%         | 87%         | 94%         | +7 Children           |
| Phoneme Blending ((blend individual sounds into whole words)   | 24%         | 18%         | 19%         | 63%         | +44 Children          |

Percentage of Children Showing Strong Literacy Skills in Spring '26 on Language and Name Writing Tests.

|                                                                                  | THREE-YEAR-OLD ASSESSMENT<br>(37 Children) | FOUR-YEAR-OLD ASSESSMENT<br>(32 Children) |
|----------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|
| Passage Retell (retell details from a short passage)                             | N/A                                        | 69%                                       |
| Expressive Comprehension Questions (answer questions aloud about a passage)      | 54%                                        | 6%                                        |
| Receptive Comprehension (show understanding of a passage by identifying answers) | 5%                                         | 41%                                       |
| Name Writing (write name)                                                        | 84%                                        | 97%                                       |

## OUTCOMES FOR LANGUAGE + LITERACY SKILLS

### CODE-BASED SUBSETS

- On the three-year-old assessment, the percentage of children showing strong literacy skills in Syllable and Segmenting fell from 2025.
- On the four-year-old assessment, the percentage of children showing strong literacy skills in Letter Sounds and Phoneme Blending substantially increased from 2025 to 2026.
- Most children show strong literacy skills in all areas.

### LANGUAGE AND NAME WRITING SUBTESTS

- On the three-year-old assessment, most children met expectations in Expressive Comprehension, but a low percentage showed strong Receptive Comprehension
- On the four-year-old assessment, most children met expectations for Passage Retell, some met expectations for Receptive Comprehension, and a low percentage showed strong Expressive Comprehension.
- Most children showed strong skills in Name Writing.

# OUR ACTION PLAN FOR 2026-2027

Our school is a continuous improvement model that uses data to improve quality in the classroom, teaching, and learning. Our team will consistently use data collected from CLASS, VKRP, VALLSS and other tools to guide instruction, professional development, and coaching for the entire team.

| LITERACY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>✓ Use progress monitoring, formative assessments, and observations to individualize instruction and improve literacy outcomes for every child ages one to five.</li><li>✓ Hold data meetings with preschool teams weekly to understand data, align small group and individualized instruction in alphabet knowledge, phonological awareness, and comprehension.</li><li>✓ Strengthen the use of interactive read-alouds, questioning, and data-driven instruction to improve oral language, literacy skills, and comprehension.</li></ul> | <ul style="list-style-type: none"><li>✓ Assess children three times a year using the Early Mathematics Assessment System (EMAS) Screener to individualize instruction.</li><li>✓ Hire a math coach to provide one-on-one support for children needing additional help in early math skills using EMAS data.</li><li>✓ Use VKRP data to support teachers in implementing targeted strategies to improve math instruction and children's outcomes.</li></ul>                                                                  |
| SOCIAL SKILLS & SELF-REGULATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | HEALTH, SAFETY & QUALITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>✓ Use classroom observations and data to identify trends, monitor progress, and determine if interventions are needed for every child.</li><li>✓ Create individualized strategies and classroom resources to support self-regulation and social skills based upon data.</li><li>✓ Create a tiered framework for responding to children's social-emotional and self-regulation needs when children need more support.</li><li>✓ Pilot a new tool to understand the social-emotional support children need.</li></ul>                       | <ul style="list-style-type: none"><li>✓ Maintain healthy, safe, and high-quality classrooms consistently.</li><li>✓ Implement the model with fidelity.</li><li>✓ Improve teaching and learning through data-driven PD and coaching.</li><li>✓ Build stronger partnerships with families. Provide strategies and resources to continue learning at home.</li><li>✓ Partner with Sentara pediatricians to provide Chat with a Pediatrician Lunch and Learn virtual sessions for families on topics they identified.</li></ul> |



