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Trends in Academic Performance in Virginia

VERSION 2025.1

This report summarizes district-level educational outcomes using data from the Stanford Education Data Archive (SEDA) from 2009-2025. Figures may contain gaps where source data are unavailable.

For more information, please visit edopportunity.org

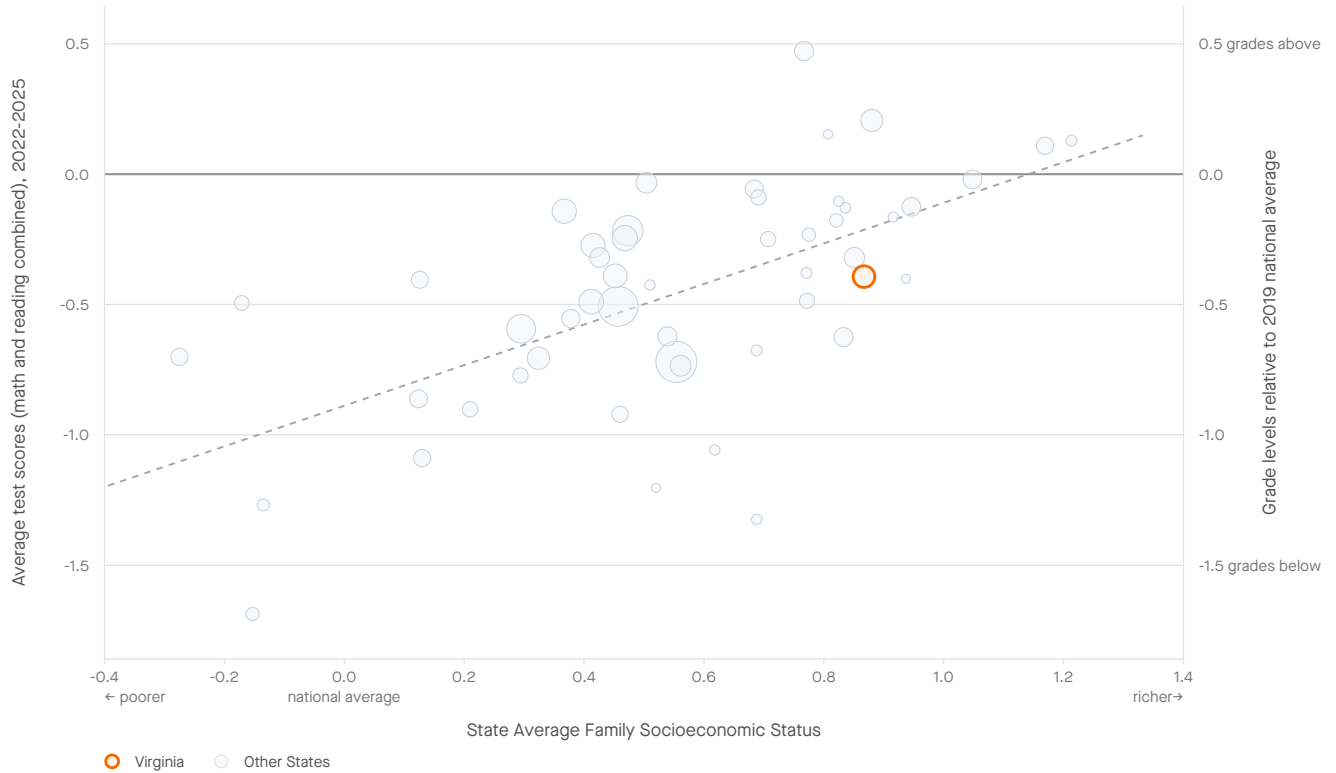
Report created by the Educational Opportunity Project at Stanford University in collaboration with the Education Scorecard at Harvard University, using data provided by the National Center for Education Statistics and the Education Data Center. See final page for full information on data sources.





Average Grade 3-8 Test Scores, 2022-2025, by State Socioeconomic Status

Average test scores in grades 3-8 reflect the set of educational opportunities available to students in the district, including those provided by their families, preschools, neighborhoods, and elementary and middle schools.



Note: each bubble is a U.S. state, with size proportional to state enrollment. State socioeconomic status is a composite measure of average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate. Test scores are measured in grade levels relative to the 2019 national average.

Average Test Scores and Trends, 2022-2025

ALL STUDENTS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
Virginia	-0.39	-0.03
National Average	-0.46	0.00

Test scores are reported in grade level units, relative to the 2019 national average. For example, the first row above reads: "Students in Virginia performed 0.39 grade levels below the 2019 national average. Test scores in Virginia have been changing at a rate of -0.03 grade levels/year since 2022."

STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	0.65	-0.02
Black	-2.19	-0.02
Hispanic	-2.00	-0.12
Asian	1.93	-0.02
Poor	-2.04	-0.05
Non-Poor	0.87	-0.07
Female	-0.37	-0.06
Male	-0.43	-0.03



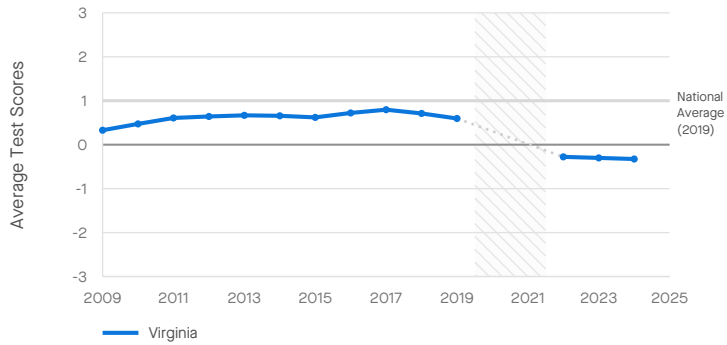
Virginia

Trends in Average Grade 3-8 Test Scores, 2009-2025, by Subject and Student Subgroup

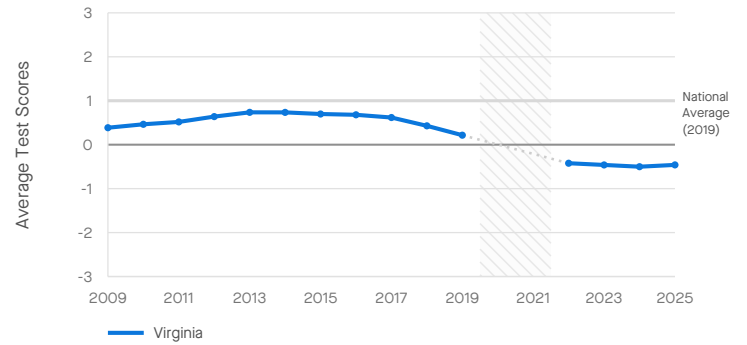


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

Trend in Math Scores (All Students)



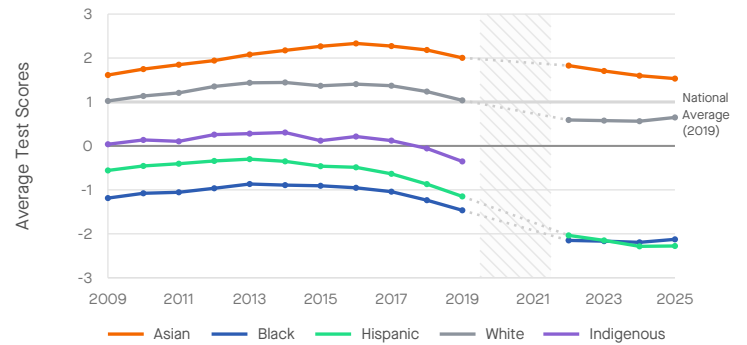
Trend in Reading Scores (All Students)



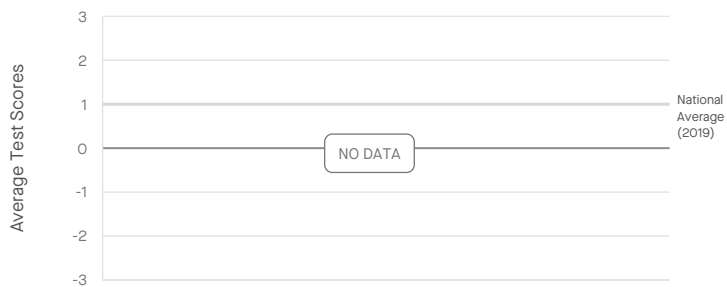
Trend in Math Scores, by Student Race/Ethnicity



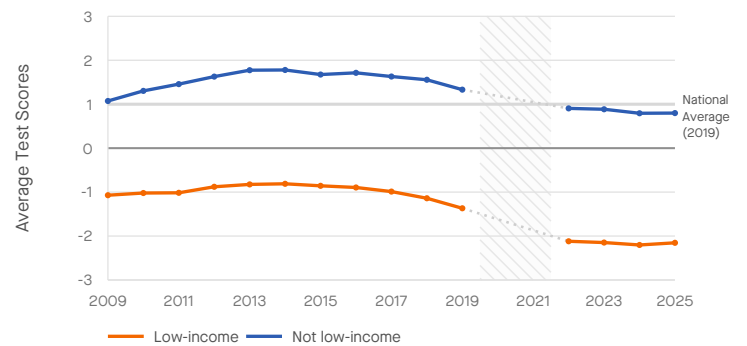
Trend in Reading Scores, by Student Race/Ethnicity



Trend in Math Scores, by Student Income Level



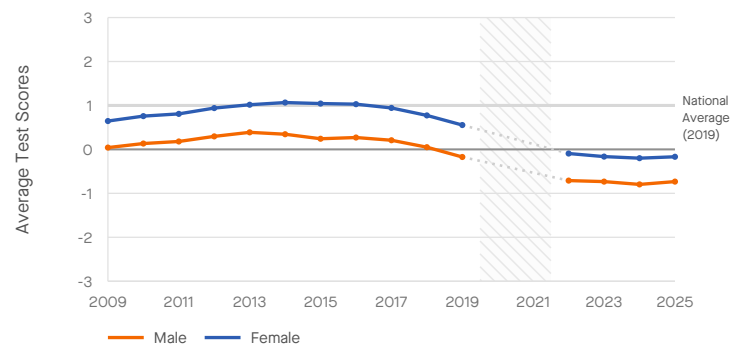
Trend in Reading Scores, by Student Income Level



Trend in Math Scores, by Student Gender



Trend in Reading Scores, by Student Gender

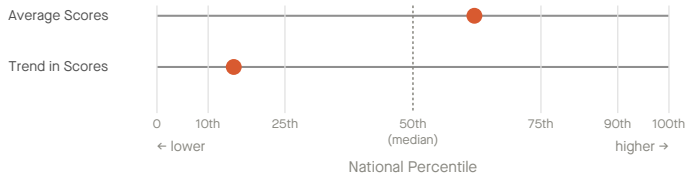


Virginia

Academic Performance Rankings, 2022-2025, Relative to Other States in the U.S.



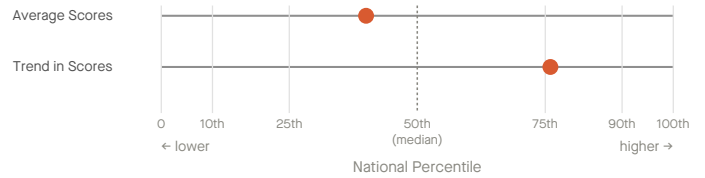
Math Ranks



	Average	Trend
● Virginia	20 / 51 (62nd pct)	44 / 51 (15th pct)

Virginia ranked higher than 62% of states nationwide in average math performance during the 2022-25 school years (20th of 51 states with available data).

Reading Ranks



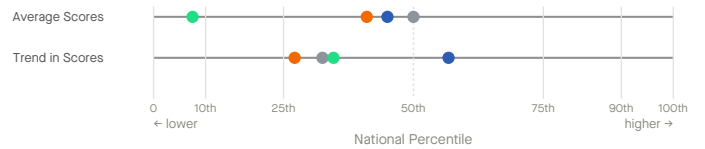
	Average	Trend
● Virginia	31 / 51 (40th pct)	13 / 51 (76th pct)

Virginia ranked higher than 40% of states nationwide in average reading performance during the 2022-25 school years (31st of 51 states with available data).

Math Ranks by Race/Ethnicity

No subgroup data available

Reading Ranks by Race/Ethnicity

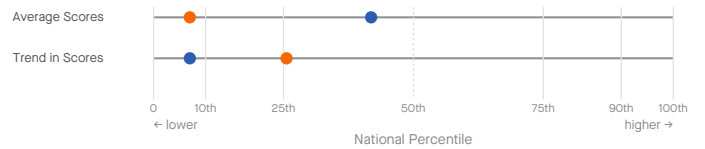


	Average	Trend
● White	21 / 41 (50th pct)	28 / 41 (33rd pct)
● Black	23 / 41 (45th pct)	17 / 38 (57th pct)
● Hispanic	38 / 41 (8th pct)	27 / 40 (35th pct)
● Asian	24 / 40 (41st pct)	27 / 36 (27th pct)

Math Ranks by Income

No subgroup data available

Reading Ranks by Income

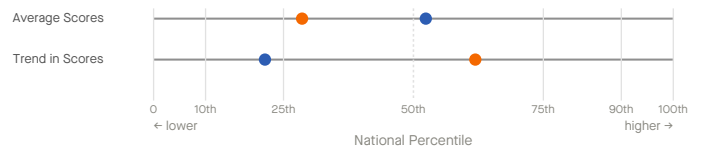


	Average	Trend
● Low-income	41 / 44 (7th pct)	33 / 44 (26th pct)
● Not low-income	26 / 44 (42nd pct)	41 / 44 (7th pct)

Math Ranks by Gender

No subgroup data available

Reading Ranks by Gender



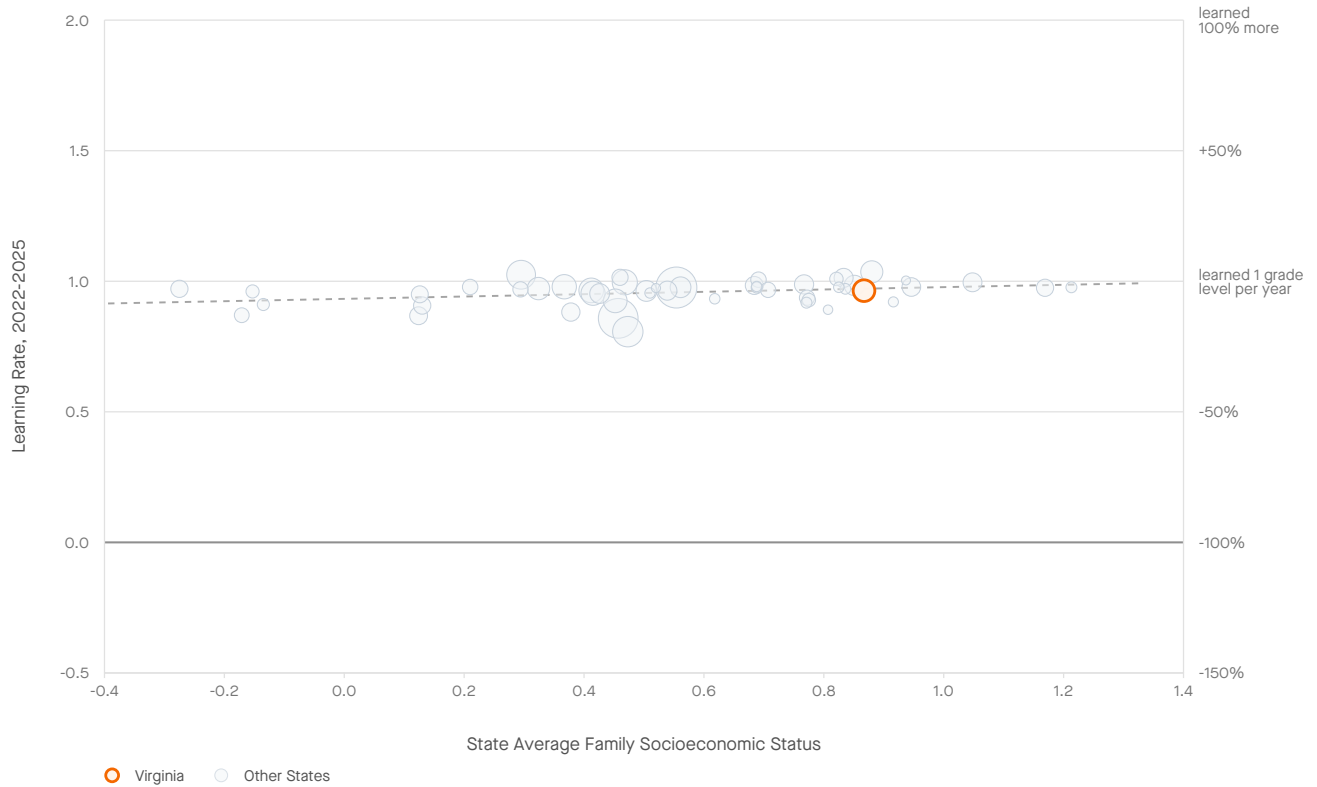
	Average	Trend
● Female	31 / 43 (29th pct)	17 / 43 (62nd pct)
● Male	21 / 43 (52nd pct)	34 / 43 (21st pct)





Average Grades 3-8 Learning Rates, 2022-2025, by State Socioeconomic Status

Learning rates measure how much students' scores improve as they progress from grade to grade. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



Note: each bubble is a U.S. state, with size proportional to state enrollment. State socioeconomic status is a composite measure of average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate.

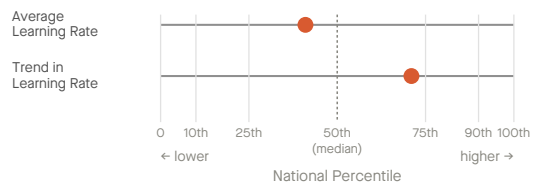
Learning Rates and Trends, 2022-2025

ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
Virginia	0.96	0.00
National Average	0.96	-0.01

Learning rates are measured in grade levels of skills gained per year and are averaged over math and reading. The national average learning rate is 1.0. For example, the first row above reads: "Students in Virginia learned an average of 0.96 grade levels/year during 2022-2025. Learning rates in Virginia have been changing at a rate of -0.00 grade levels/year since 2022."

Learning Rate Rankings



	Average	Trend
● Virginia	31 / 51 (41st pct)	16 / 51 (71st pct)

Virginia ranked higher than 41% of states nationwide in average learning rates during the 2022-25 school years (31st of 51 states with available data).



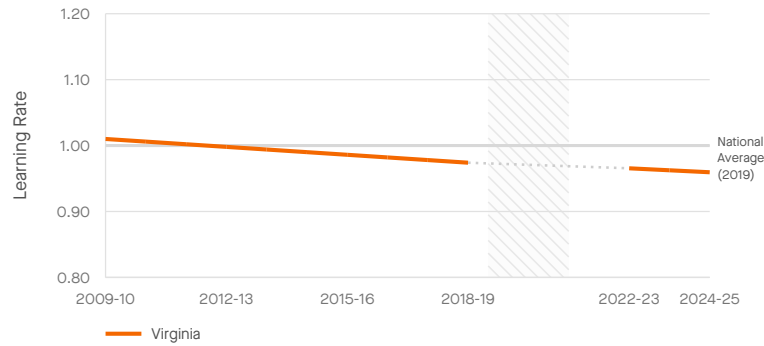
Virginia

Trends in Average Grade 3-8 Learning Rates, 2009-2025, by Student Subgroup

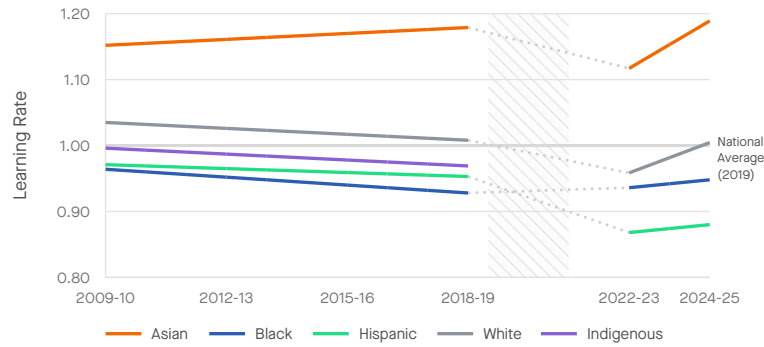


Trends in learning rates measure how annual learning rates change over time. They are a better indicator of changes in school quality than trends in average test scores, which are influenced by a range of experiences outside of school.

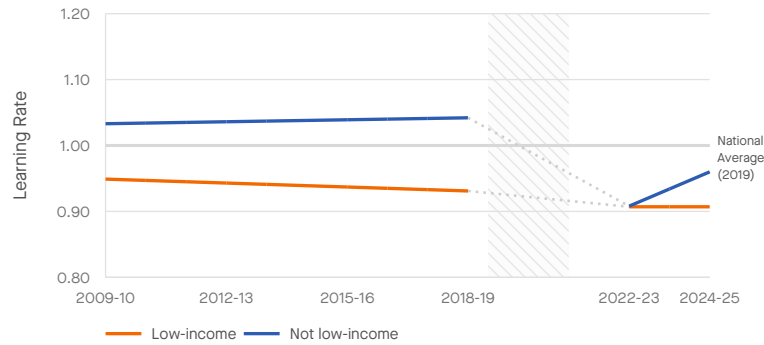
Trend in Learning Rates (All Students)



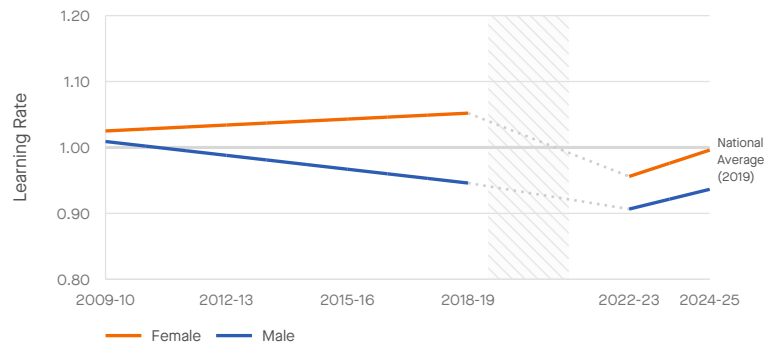
Trend in Learning Rates, by Student Race/Ethnicity



Trend in Learning Rates, by Student Income Level



Trend in Learning Rates, by Student Gender

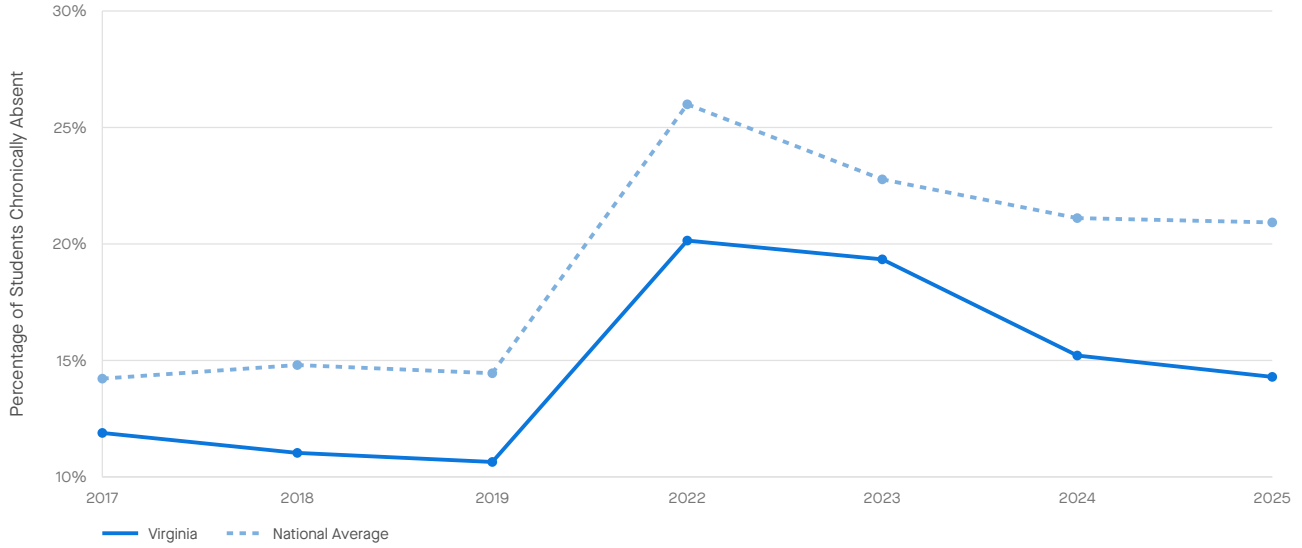




Trends in Chronic Absenteeism

Chronic absenteeism rates indicate the proportion of students who were absent 10% or more of the school year.

Trends in Chronic Absenteeism



Trends in Chronic Absenteeism

ALL STUDENTS

	2017-2019 Avg. Chronic Absenteeism	2022-2025 Avg. Chronic Absenteeism	Change
Virginia	11.2	17.2	-0.0
National Average	14.5	22.7	N/A

Absenteeism data courtesy of [Nat Malkus, American Enterprise Institute](#).





Changes in Average Reading Scores in Virginia Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate

Change in Reading Scores, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average

Change in Reading Scores, 2022-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average





Change in Chronic Absenteeism in Virginia Districts, 2019-2025, by District Free/Reduced-Price Lunch Eligibility Rate

Change in Chronic Absenteeism, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts ◆ State Average





Notes & Acknowledgments

This report summarizes academic performance in Virginia from 2008-09 through 2024-25, using data from the Stanford Education Data Archive (SEDA). SEDA is a national database of U.S. academic performance produced by the Educational Opportunity Project at Stanford University. The SEDA data are based on the standardized accountability tests in math and reading language arts (RLA) administered by each state to all public-school students in grades 3-8.

The raw test score data used to construct the SEDA 2022-2025 estimates here were graciously provided to us by Emily Oster and Clare Halloran at the [Education Data Center](#). The raw test score data used to construct the SEDA 2009-2019 estimates are available through the [EDFacts](#) data system at the U.S. Department of Education, and were provided to us by the National Center for Education Statistics (NCES). Detailed NAEP data used to harmonize test scores across states was provided by NCES and the National Assessment Governing Board. Chronic absenteeism data were provided by [Nat Malkus at the American Enterprise Institute](#). Funding to construct and analyze SEDA was provided by the Gates Foundation. Funding for the Education Scorecard was provided by the Carnegie Corporation of New York, Bloomberg Philanthropies, Joyce Foundation, Kenneth C. Griffin and Citadel Catalyst. The findings and opinions expressed in our research and reported here are those of the authors alone; they do not represent the views of any of the above organizations.

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