



GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT OF

EDUCATION

State Office of Special Education

St. Thomas: 1834 Kongens Gade, Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00802-6746
Tel: (340) 776-5802 • Fax: (340) 777-1020

St. Croix: 2133 Hospital Street, Christiansted
St. Croix, U.S. Virgin Islands 00820-4665
Tel: (340) 773-1095 • Fax: (340) 713-9579

FFY(2022) 2024

**Local Education Agency (LEA) Performance on State Targets in the
State Performance Plan (SPP)/Annual Performance Report (APR)
Reporting Period (July 1, 2022-June 30, 2023)**

Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas-St. John District
1.	Percent of youth with IEPs graduating from high school with a regular diploma	55.50%	66.67%	74.54%	50%
2.	Percent of youth with IEPs dropping out of high school	28%	19.75%	12.72%	12.12%
3.					
(3A) Participation rate for children with IEPs.					
Reading/Language Arts					
Grade	4	100%	100%	92.86%	96.77%
Grade	8	95%	94%	96%	95.12%
Grade	11	95%	95%	84.38%	100%
Math					
Grade	4	100%	100%	92.86%	96.77%
Grade	8	95%	94.46%	98.08%	97.5%
Grade	11	95%	87.78%	96.77%	100%
(3B) Proficiency rate for children with IEPs against grade level academic achievement standards.					
Reading/Language Arts					
Grade	4	3%	10.81%	<10.81%	<10.81%
Grade	8	4%	3.66%	<3.66%	<3.66%
Grade	11	2%	4.88%	,4.88%	,4.88%
Math					
Grade	4	2%	2.7%	<2.7%	<2.7%

FFY 2022 -District Performance Profiles

Based on the 2024 State Annual Letter of Determination from the Office of Special Education Programs (OSEP)



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Grade	8	2%	0%	<2.7%	<2.7%
Grade	11	2%	0%	<2.7%	<2.7%
(3C) Proficiency rate for children with IEPs against alternate academic achievement standards.					
Reading/Language Arts					
Grade	4	60%	33.33%	33.33%	<33.37%
Grade	8	2%	40%	40%	,40%
Grade	11	2%	75%	75%	75%
Math					
Grade	4	60%	16.67%	<16.67%	<16.67%
Grade	8	45%	40%	<40%	66.67%
Grade	11	2%	62.5%	75%	50%
(3C) Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.					
Reading/Language Arts					
Grade	4	10.50%	3.38%	<3.38%	<3.38%
Grade	8	15%	9.71%	<9.71%	<9.71%
Grade	11	27.50%	25.89%	<25.89%	<25.89%
Math					
Grade	4	5.10%	4.47%	<4.47%	<4.47%
Grade	8	5.90%	2.39%	<2.39%	<2.39%

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Grade	11	4.50%	4.65%	<4.65%	<4.65%
4.	(4A): Rates of suspension and expulsion: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsion of greater than 10 days in a school year for children with IEPs.	50%	0%	0%	0%
	(4B): Rates of suspension and expulsion: • Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsion of greater than 10 days in a year for children with IEPs and	0%	0%	0%	0%
	b) Policies, procedures or practices that significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs the use of positive behavioral interventions and supports and procedural safeguards	0%	0%	0%	0%
5.	Percent of children with IEPs aged 6 through 21 served: (A) Inside the regular class 80% or more of the day;	58.89%	53.80%	54.02%%	53.37%%
	(B) Inside the regular class less than 40% of the day; and	20.30%	24.82%	17.58%	33.96%

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	(C) In separate schools, residential facilities, or homebound/hospital placements.	2.63%	2.26%	3.60%	0.54%
6.	Percent of children aged 3 through 5 with IEPs attending a: (A) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and	97.44%	86.25%	69.23%	85.71%
	(B) Separate special education class, separate school or residential facility.	1.28%	0%	0%	0%
	(C) Home	22.39%	13.75%	17.74%	5.55%

7. Percent of Preschool Children aged 3 through 5 who demonstrated improved:

7 A. Positive social-emotional skills (including social relationships)

Summary Statement 1-7(A)	Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.	40.5%	78.57%	81.97%	55.56%
Summary Statement 2-7(A)	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	62.5%	52.56%	55.07%	33.33%

7 B. Acquisition and use of knowledge and skill (including early)

Summary Statement 1-7(B)	Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of	40%	82.43%	87.69%	44.44%
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	growth by the time they turned six years of age or exited the program.				
Summary Statement 2-7(B)	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	57.14%	50%	53.62%	22.22%
7 C. Use of appropriate behaviors to meet their needs					
Summary Statement 1-7(C)	Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.	65.20%	85.48%	90.91%	42.86%
Summary Statement 2-7(C)	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	56.30%	71.79%	75.36 %	44.44%
8.	Percent of parents with child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	77.5% Note this indicator also examines the response rate to ascertain representativeness of the respondent parents 50% response rate	82.15% 52.15% response rate	83.20% 52.15% response rate	81.09% 46.37% response rate
9.	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0%	0%	0%	0%
10.	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0%	0%	0%	0%

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11.	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that time frame.	100%	100%	100%	100%
12.	Percent of children referred by Part C prior to age 3, who are found, have an IEP developed and implemented by their third birthdays.	100%	100%	100%	100%
13.	Percent of youth with IEPs age 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the students was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent of the parent or student who has reached the age of majority.	100%	100%	100%	100%
14.	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:				
14(A)	Enrolled in higher education within one year of leaving high school	20%	23.08%	(A) To be determined	(A) To be determined
14(B)	Enrolled in higher education or competitively employed within one year of leaving high	68.50%	71.79%	(A) To be determined	(A) To be determined

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14(B)	Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	77.70%	76.92 %	(A) To be determined	(A) To be determined

Targets are set by the Office of Special Education (OSEP) at either at 0% or 100% for Part B Compliance for Indicators 4B, 9 and 10, 11, 12 and 13.

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