



GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT OF
EDUCATION

State Office of Special Education

St. Thomas: 1834 Kongens Gade, Charlotte Amalie
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FFY(2023) 2025

Local Education Agency (LEA) Performance on State Targets in the
State Performance Plan (SPP)/Annual Performance Report (APR)
Reporting Period (July 1, 2023-June 30, 2024)

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 (Data required and utilized for this Indicator is for 2022-23 Exiting Data)	56.50%	81.01% Met the Target	87.03% Met the Target	65.38% Met the Target
2.	Percent of youth with IEPs dropping out of high school (Data required and utilized for this Indicator is for 2022-23 Exiting Data)	27%	7.59% Met the Target	12.72% Met the Target	7.69% Met the Target
3. (3A) Participation rate for children with IEPs.					
Reading/Language Arts					
Grade	4	100%	98.39% Did not meet the Target	92.86%	96.77% Did not meet the Target
Grade	8	94%	100% Met the Target	96%	95.12% Met the Target
Grade	11	95%	100% Met the Target	84.38%	100% Met the Target
Math					
Grade	4	100%	100% Met the Target	92.86%	96.77% Did not meet the Target
Grade	8	95%	100% Met the Target	98.08%	97.5% Met the Target
Grade	11	95%	98.46% Met the Target	96.77%	100% Met the Target
(3B) Proficiency rate for children with IEPs against grade-level academic achievement standards.					

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Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas-St. John District
Reading/Language Arts					
Grade	4	4%	4.26% Met the Target	<10.81%	<10.81% Did not meet the Target
Grade	8	5%	6% Met the Target	<3.66%	<3.66% Did not Meet the Target
Grade	11	3%	3.51% Met the Target	,4.88%	,4.88% Met the Target
Math					
Grade	4	3%	0% Did not Meet the Target	<2.7%	<2.7% Did not Meet the Target
Grade	8	3%	2% Did not Meet the Target	<2.7%	<2.7% Did not Meet the Target
Grade	11	3%	0% Did not Meet the Target	<2.7%	<2.7% Did not Meet the Target
(3C) Proficiency rate for children with IEPs against alternate academic achievement standards.					
Reading/Language Arts					
Grade	4	60.50%	28.57% Did not Meet the Target	33.33%	<33.37% Did not Meet Target
Grade	8	3%	33.33% Met the Target	40%	,40% Met Target
Grade	11	3%	14.29% Met the Target	75%	75% Met Target
Math					

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Grade	4	60.50%	50% Did not Meet the Target	<16.67%	<16.67% Did not Meet the Target
Grade	8	45.50%	44.44% Did not Meet the Target	<40%	66.67% Met Target
Grade	11	2%	14.29% Did not Meet the Target	75%	50% Met Target

(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%	15.09% Did not Meet the Target	<3.38%	<3.38% Did not Meet Target
Grade	8	15%	17.54% Did not Meet the Target	<9.71%	<9.71% Did not Meet Target
Grade	11	27.50%	35.46% Did not Meet the Target	<25.89%	<25.89% Did not Meet Target

Math

Grade	4	5.10%	11.28% Did not meet the Target	<4.47%	<4.47% Did not Meet Target
Grade	8	5.90%	3.08% Met the Target	<2.39%	<2.39% Did not Meet Target
Grade	11	4.50%	4.60% Did not meet the Target	<4.65%	<4.65% Did not meet the Target

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Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas-St. John District
4.	(4A): Rates of suspension and expulsion: The percentage of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	50%	0% Met the Target	0%	0% Met the Target
	(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% Met the Target	0%	0% Met the Target
	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% Met the Target	0%	0% Met the Target
5.	Percent of children with IEPs aged 6 through 21 served: (A) Inside the regular class 80% or more of the day;	59%	58.40% Did not meet the Target	57.37% Did not meet the Target	59.61% Met the Target

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	(B) Inside the regular class less than 40% of the day; and	20.00%	20.69% Did not meet the Target	17.58%	33.96% Did not meet the Target
	(C) In separate schools, residential facilities, or homebound/hospital placements.	2.60%	2.45% Met the Target	3.60%	0.54% Met the Target
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%	95.28% Did not meet the Target	96.05% Did not meet the Target	85.71% Did not meet the Target
	(B) Separate special education class, separate school or residential facility.	1.25%	0% Met the Target	0% Met the Target	0% Met the Target
	(C) Home	22.39%	4.72% Met the Target	3.95% Met the Target	6.67% Met the Target
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.	40.50%	75.93% Met the Target	81.82% Met the Target	50% Met the Target

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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.	63%	49.23% Did not meet the Target	54.55% Did not meet the Target	20% Did not meet the Target
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 growth by the time they turned six years of age or exited the program.	40.50%	78.57% Met the Target	82.61% Met the Target	60% Met Target
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	57.50%	52.31% Did not meet the Target	58.18% Did not meet the Target	20% Did not meet the Target
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%	88.24% Met the Target	87.80% Met the Target	90% Met the Target
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%	66.15% Met the Target	69.09% Met the Target	50% Did not Meet Target

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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.	78% Note this indicator also examines the response rate to ascertain representativeness of the respondent parents 50% response rate	84.64% Met the Target 52.15% response rate(FFY 2022) 43.29 (FFY 2023)	89% Met the Target 52.15% response rate	82% Met the Target 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% Met the Target	0% Met the Target	0% Met the Target
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% Met the Target	0% Met the Target	0% Met the Target
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% Met the Target	100% Met the Target	100% Met the Target
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% Met the Target	100% Met the Target	100% Met the Target

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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% Met the Target	100% Met the Target	100% Met the Target
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	20.50%	22.22% Met the Target	(A) To be determined	(A) To be determined
14(B)	Enrolled in higher education or competitively employed	67%	71.11% Met the Target	(A) To be determined	(A) To be determined

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	within one year of leaving high				
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	78.50%	84.44% Met the Target	(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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