



**Local Education Agency (LEA) Performance on State Targets in the
State Performance Plan (SPP)/Annual Performance Report (APR)
FFY 2017
Reporting Period (July 1, 2017-June 30, 2018)**

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	41%	53.21%	50%	38.18%
2.	Percent of youth with IEPs dropping out of high school	3.75%	7.54%	5.85%	10.26%
3.	Participation and performance of children with IEPs on statewide assessments: (3 A) Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.	N/A	N/A	N/A	N/A
	(3B) Participation rate for children with IEPs.	Participation for Students with IEPs (3B) Reading 95.5% Math 95.5%	Reading 100% N/A	Participation for Students with IEPs (3B) Reading N/A Math N/A *See last page	Participation for Students with IEPs (3B) Reading N/A Math N/A *See last page
	(3C) Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards.	Proficiency for students with IEPs (3C) Reading 54.5% Math 52.9%	Reading N/A Math N/A	Proficiency for Students with IEPs (3C) *See last page	Proficiency for Students with IEPs *See last page

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: 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;	(A) 54%	(A) 57.5%	(A) 58%	(A) 57.1%
	(B) Inside the regular class less than 40% of the day; and	20%	22.4%	19%	26.5%
	(C) In separate schools, residential facilities, or homebound/hospital placements.	3.05%	2.9%	1.9%	4.1%

FFY 2017

2019 State Determination Data-District Performance Profiles

Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas/St. John District
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	94%	(A) 81%	79%	83%
	(B) Separate special education class, separate school or residential facility.	4.25%	12%	14%	9%
7.	Percent of Preschool Children aged 3 through 5 who demonstrated improved:	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW
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.	68%	76.92%	100%	90%
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.	40.50%	54.78%	73.7%	36.4%
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.	68.5%	73.68%	70%	80%

FFY 2017

2019 State Determination Data-District Performance Profiles

Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas/St. John District
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.	33%	50.43%	68.4%	36.4%
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.	79%	69.49%	77.8%	66.7%
Summary Statement 2-	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	40.5%	48.7%	73.7%	36.4%
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.	83%	85%	86.6%	84.7%
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%

Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas/St. John District
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%	74%	89%	50%
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:	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW
14(A)	(A) Enrolled in higher education within one year of leaving high school	(A) 24.00%	(A) 24.14%	(A) 10.35%	(A) 13.79%

FFY 2017

2019 State Determination Data-District Performance Profiles

Indicator	Indicator Language	State Target	State Performance	District Performance St. Croix District	District Performance St. Thomas/St. John District
14(B)	(B) Enrolled in higher education or competitively employed within one year of leaving high	(B)60.50%	(B) 68.97%	(B) 31.04%	(B) 37.93%
14(C)	(C) 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	(C) 81.50%	(C) 82.76%	(C) 34.48%	(C) 48.28%

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.

*For the 2019 Determination (FFY 2017), the Territory was unable to administer Statewide assessments for the 2017-2018 school year a result of the 2017 storms. Thus, the St. Thomas-St. John and St. Croix district were unable to collect and report participation and performance data for Reading/Language Arts and Mathematics Statewide assessments for students with disabilities

*Performance for State-wide is reported as a State