

United States Virgin Islands Department of Education FFY 2008 IDEA Part B Annual Performance Report

FFY 2008 APR

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Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report (APR) Development:

Since the preparation and submission of the FFY 2004 State Performance Plan, the Virgin Islands Department of Education (VIDE) has maintained a broad group of stakeholders including policy makers in the Department of Education, parents of children with disabilities, general and special education teachers, Part C representatives, the Virgin Islands Senate, the Virgin Islands Board of Education, State Office of Special Education (SOSE) personnel, individuals with disabilities, and representatives from the Virgin Islands Departments of Labor, Human Services and Justice for the purpose of SPP/APR development. As in the past, this group having the experience and knowledge of being involved in the preparation of the initial State Performance Plan (SPP) and subsequent Annual Performance Reports (APRs) was able to effectively participate in the general planning session without the need to provide an extensive history and purpose of the SPP/APR. It was also beneficial that many of the stakeholders also serve as members and officers on the Virgin Islands Advisory Panel. The SOSE utilized the services and information resources of the U.S. Department of Education's Technical Assistance and Dissemination Centers for the purposes of program operation and APR preparation including: the Southeast Regional Resource Center (SERRC), the National Dropout Prevention Center for Students with Disabilities, the National Secondary Transition Technical Assistance Center, the Data Accountability Center, the Consortium for Appropriate Dispute Resolution in Special Education, the Early Childhood Outcomes Center, the Center for Positive Behavioral Intervention and Support, and the National Early Childhood Technical Assistance Center. VIDE's SOSE staff also participated in all technical assistance calls for SPP/APR development provided by OSEP and the Regional Resource Center Program.

Using the SPP/APR Calendar as a guide, the VIDE examined and evaluated the effectiveness of the FFY 2007 improvement activities with respect to meeting the targets and keeping on schedule for preparation and timely submission of the FFY 2008 APR. Since the submission of the FFY 2007 APR in February 2009, the VIDE gauged the implementation of the APR through desk audits, monitoring activities and frequent meetings with LEA Superintendents and Special Education Directors.

The VIDE's SOSE held its first formal staff meeting for APR development on September 18, 2009. Prior to the meeting, each staff member received written correspondence outlining their individual responsibilities for specific indicators, a copy of the OSEP Response Table, the Part B Indicator Measurement Table and a copy of the OSEP's determination letter of the FFY 2007 SPP/APR. A SOSE staff meeting held in November 2009 outlined the responsibilities of each staff member with respect to their assigned cluster of indicators and status of special conditions. A plan was then developed to proceed with the FFY 2008 SPP/APR development. A deadline of December 22, 2009 was set for the submission of draft indicators to include: trend data, actual FFY 2008 target data, methods of collecting data and ensuring validity and reliability, how the VIDE addressed each element in OSEP's Response Table, how the VIDE addressed each noncompliance identified in previous SPP/APR submissions, a statement of meeting the targets, if not met the reasons for not meeting the targets, the improvement activities completed, and recommended improvement activities to ensure meeting the targets in the future, if not met. A general meeting of all stakeholders was held on January 12-13, 2010. At the time the Stakeholders were presented the draft FFY 2008 APR for review and revision, if necessary, and provided comments and recommendations on VIDE's progress on meeting the targets and on the improvement activities as outlined in the SPP.

The VIDE has prepared for submission the Territory's FFY 2008 Part B APR information for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19 and 20. The VIDE is submitting baseline data and measureable and rigorous targets for Indicator 7. States are not required to report on Indicators 4B, 6, 13 and 14 in the FFY 2008 APR.

In April 2010, the VIDE will report to the public on the Department's progress and/or slippage in meeting the measurable and rigorous targets found in the SPP; and the performance of each local educational agency located in the Territory on the targets in the SPP. Additionally, VIDE will host a summit and report to participants, which include the community at large and various stakeholders, SPP/APR data. A copy of the FFY 2008 SPP/APR and the revised State Performance Plan will be placed on the SOSE's website, <http://www.usviosep.org>, and will also be made available to the public by placement at each State and

District Special Education Office, the Commissioners Offices, public libraries and the Curriculum Centers in each district.

To address the issues and concerns consistent with OSEP's June 1, 2009 determination letter and response table, the VIDE collected data to determine the validity and reliability of data collected and reported in the FFY 2008 APR. The VIDE collected and analyzed data from the Goalview Data Management System, 618 data, the Department of Education's Division of Planning, Research and Evaluation, the Department of Education's Division of Human Resources, the Department of Human Services' Head Start program and Part C 619 data reports. The VIDE provided training and technical assistance to the LEAs in April, August 2008 and January 2009. On March 18, 2009, training in collaboration with SERRC and DAC was provided to the Division of Planning, Research and Evaluation staff on the collection of reporting high quality 616 and 618 data. In order to determine the validity and reliability of the data, the SOSE conducts onsite verification visits, desk audits, collaboration with District Directors and individual schools within the Territory, and cross references data submitted with alternate sources. When discrepancies are noted, the submission source is notified of the discrepancy and required to verify, correct and resubmit.

The Overview of the FFY 2008 Annual Performance Report development applies to every indicator throughout the APR unless otherwise specified in a particular indicator.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Revised Data Source and Measurement for FFY 2008:

The Planning, Research and Evaluation Division is the VIDE Office responsible for collecting monthly data from schools on graduation, exit, and discipline. The data for this indicator is the same used under Title I of the Elementary and Secondary Education Act (ESEA). Beginning in FFY 2009-10, the graduation rate for the USVI will be based on regulations issued by the U. S. Department of Education (ED) in October 2008. In order to make a graduation rate determination in 2009-10, the VIDE began collecting high school enrollment data in 2005-06 in a manner that will compare 9th grade enrollment to the number of graduates four years later. The VIDE will also use a five-year adjusted cohort rate in AYP determinations so that Students With Disabilities (SWD) who graduate with a regular diploma be included in the rate. Until graduation information can be reported in the manner required under NCLB Act, the rate for the USVI high schools have been calculated by dividing the number of students graduating at the end of a school year by the total number of students enrolled in the 12th grade at the beginning of that school year. The VIDE has adopted an initial goal of 70% to make graduation rate determination in 2009-10 for AYP purposes. The VIDE SOSE is no longer required to compare the graduation rate for youth with disabilities to that of all students in the State graduating with a regular diploma.

OSEP requires that States calculate and report graduation rates using ESEA data. Because of this requirement, the VIDE is reporting graduation rates calculated by the number of students with IEPs graduating at the end of a school year divided by the total number of students with IEPs enrolled in the 12th grade at the beginning of the school year rather than the method used in reporting FFY 2007 which was the total number of youth with IEPs graduating with a regular diploma divided by the total number of youth with IEPs in High School.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

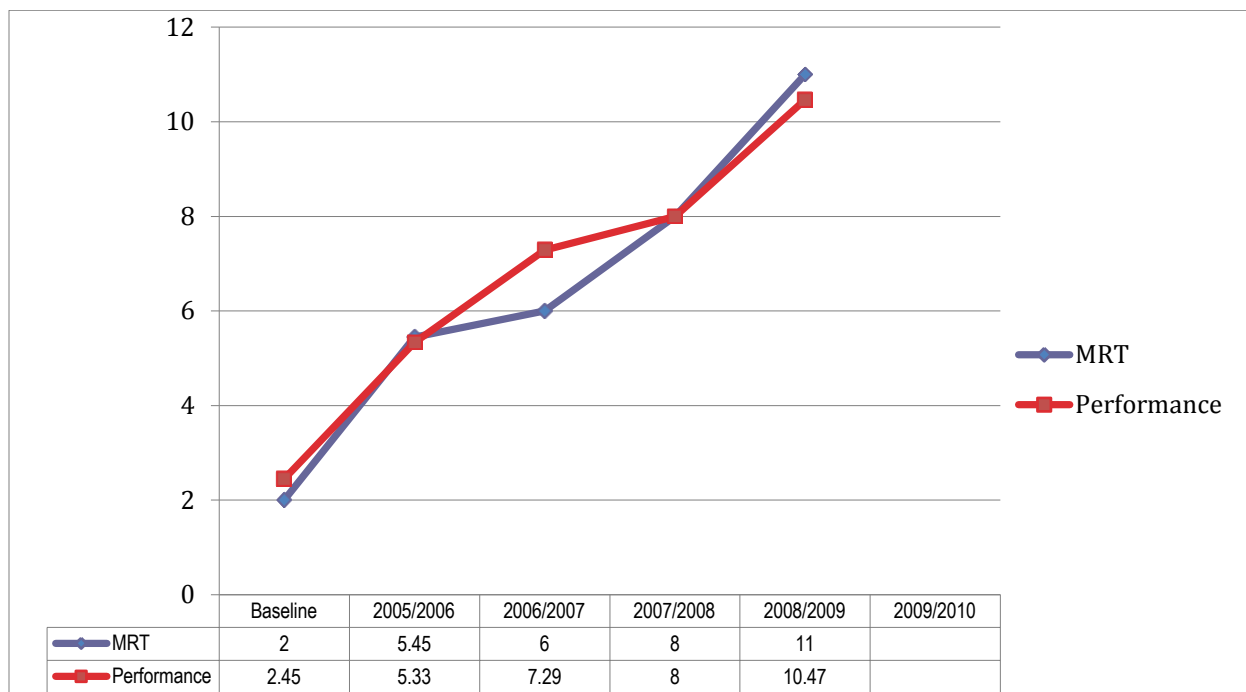
Measurement: The measurement for youth with IEPs is the same used under Title I of the ESEA.

The calculation for graduation rate is the number of students with IEPs graduating at the end of a school year divided by the total number of students with IEPs enrolled in the 12th grade at the beginning of the school year.

Data Source: Virgin Islands Department of Education Office of Planning, Research and Evaluation.

FFY	Measurable and Rigorous Target
Revised Baseline 2008	The baseline for the percent of youth with IEPs graduating from high school with a regular diploma is 77%
2009	Maintain percent of youth with IEPs graduating from high school with a regular diploma at 77%
2010	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 2%

VI Graduation Rates Trend Data



(MRT = Measurable and Rigorous Target)

Actual Target Data for FFY 2008:

56 OF 73 (76.7%) youth with IEPs graduated with a regular diploma.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Aligning the FFY 2008 measurement for this indicator with the VIDE measurement established under ESEA for graduation rate, the VIDE could not determine progress or slippage from FFY 2007 data that were based on a different calculation.

- Participated in the National Secondary Transition Technical Assistance Center (NSTTAC) Secondary Transition Planning Institute in Charlotte North Carolina. As a result of participating in the Institute, the VIDE was able to review and plan strategies for increasing capacity within the State to implement secondary transition education and services.
- Sponsored Self Determination Forums targeting youth with IEPs in junior and senior high schools that reported a high level of disciplinary problems. The Youth Self Determination Forums have afforded youths receiving special services the opportunity to engage with other peers in a social group to receive and discuss input from community professionals on issues surrounding their rights and responsibilities, career development exploration, and post school outcomes. The youth forums have allowed approximately 200 youths this year alone to experience their collective responsibilities in understanding their disabilities, learning how their disability will impact their post school ambitions, as well as, help build self confidence
- Purchased airtime for public service announcements in Spanish and English to reach those youths with IEPs who exited school in any manner to complete the post school survey and availed them to receive transition services. The state sponsored PSAs have become a hub for linking youths to public and private support agencies resulting in increased collaboration and effective post school outcomes. Youths between the ages of 16-22 years are encouraged to report to a transition specialist for assessing career readiness and or education alternatives.
- Introduced a transition guide to be utilized for the creation of transition services in IEPs for students 13 years and older. The transition guide highlights the transition requirements, post school services and outcomes, and IEPs regulatory compliance that lead towards improved outcomes for children with IEPs who graduate with a regular diploma or leave school in any manner. The effects of this guide will not be evident until data is gathered for indicators 1, 2, 13&14 for the FFY 2009 APR.
- Conducted the SOSE Annual Summer Institute "Improving Outcomes for Children with Disabilities" provided content around common areas of needs identified through analysis of State Performance Plan/Annual Performance Report data collection. It addressed request for building capacity targeting transition related indicators 1, 2, 13 & 14 from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), the National Post-School Outcomes Center (NPSO), and the National Secondary Transition Technical Assistance Center (NSTTAC). The effects of this institute is evident in meeting the targets in indicator B1 (Graduation) and B14 (Post-School Outcomes) throughout the course of the State Performance Plan and marked improvement on indicators B2 (Drop-out) and B13 (Supervision/Effective IEPs).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- March, 2010 facilitate a drop-out prevention program that will specifically focus on improving academic success, self-determination, and vocational/career linkages that will improve post-school outcomes.
- January and August, 2010 facilitate professional development and technical assistance, in collaboration with NPSO, NDPC-SD, and NSTTAC, through web-casting, teleseminars, and audio-conferencing to teachers, parents/students, and other stakeholders as a means of illustrating and supporting scientific base research and findings, and, additionally build knowledge of dropout prevention.
- March, 2010 monitor quarterly the implementation of drop-out prevention program initiative to ensure program outcome, specifically, yielding improvement on the delivery of preventative services.
- May, 2010 host a Positive Behavior Summit for youths-at-risk building coping skills and strategies to achieve positive academic outcomes.
- October, 2010 construct a transition model that addresses transition requirements from the 7th grade or 13th birthday whichever comes first that will specifically focus on career-related courses of study, achieving transition assessments, related services, and outcomes to produce the best academic/transition goals for students with disabilities.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: OSEP requires that States report using the same data as under Title I of the ESEA. Using this data, the VIDE revised the baseline for this indicator.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

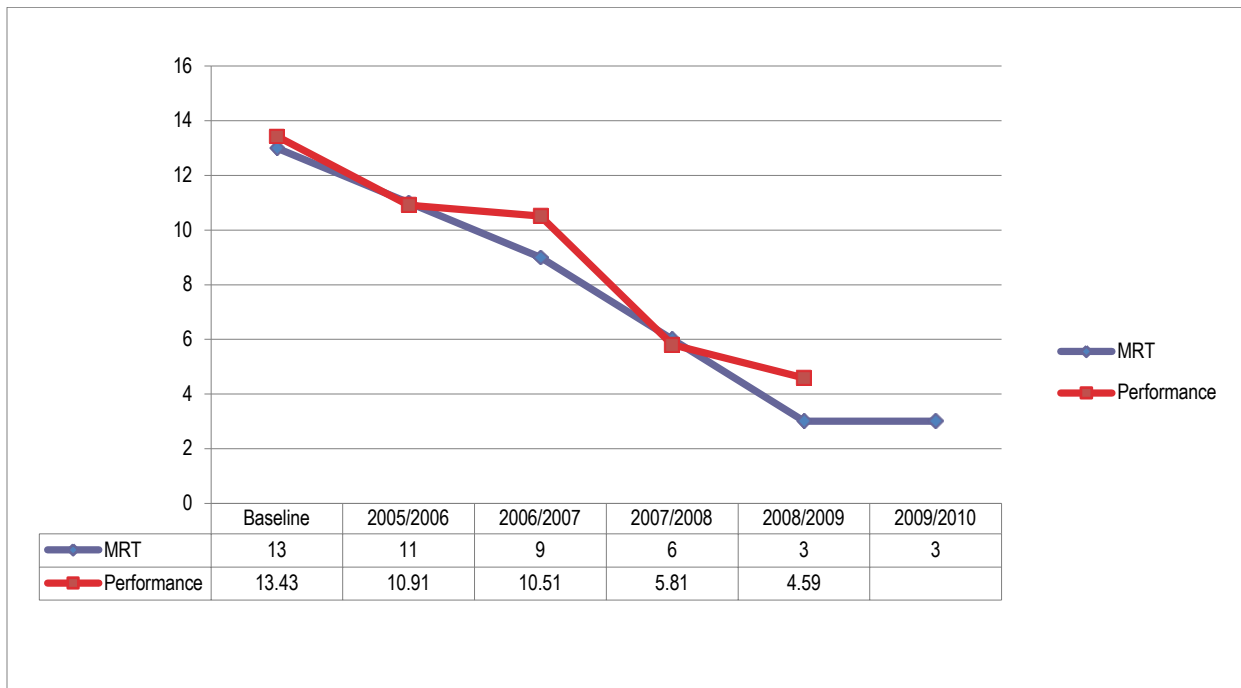
Measurement: The measurement for youth with IEPs dropping out is the same used under Title 1 of the ESEA.

Calculation: The calculation for dropout rate is the number of students with IEPs dropping out divided by the total number of students with IEPs in grades 7 through 12 times 100.

Data Source: Virgin Islands Department of Education Office of Planning, Research, and Evaluation.

FFY	Measurable and Rigorous Target
Revised baseline 2008	4% of youth with IEPs dropped out of high school.
2009	3% of youth with IEPs dropping out of high school.
2010	3% of youth with IEPs dropping out of high school.

Trend of VI Dropout Rates



MRT = Measurable and Rigorous Target.

Actual Target Data for FFY 2008:

In FFY 2008, **32 of 697 (4.59%)** of youth on IEPs in high school dropped out.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Aligning the FFY 2008 measurement for this indicator with the VIDE measurement established under ESEA for dropout rate, the VIDE could not determine progress or slippage from FFY 2007 data that were based on a different calculation.

- The SOSE staff participated in the National Secondary Transition Technical Assistance Center (NSTTAC) Secondary Transition Planning Institute in Charlotte North Carolina. The Institute focused on assisting State Education Agencies to review and plan strategies for increasing capacity within the State to implement secondary transition education and services.
- SOSE sponsored Self Determination Forums targeting youth with IEPs in junior and senior high schools that reported a high level of disciplinary problems. The Youth Self Determination Forums have afforded youths receiving special services the opportunity to engage with other peers in a social group to receive and discuss input from community professionals on issues surrounding their rights and responsibilities, career development exploration, and post school outcomes. The youth forums have allowed approximately 200 youth this year alone to experience their collective responsibilities in understanding their disabilities, learning how their disability will impact their post school ambitions, as well as, help build self confidence
- SOSE purchased airtime for public service announcements in Spanish and English to reach those youth with IEPs who exited school in any manner to complete the post school survey and availed them to receive transition services. The state sponsored PSAs have become a hub for linking youth to public and private support agencies resulting in increased collaboration and effective post school outcomes. Youth between the ages of 16-22 years are encouraged to report to a transition specialist for assessing career readiness and or education alternatives.
- In September 2009, the SOSE introduced a transition guide to be utilized for the creation of transition services in IEPs for students 13 years and older. The transition guide highlights the transition requirements, post school services and outcomes, and IEPs regulatory compliance that lead towards improved outcomes for children with IEPs who graduate with a regular diploma or leave school in any manner. The effects of this guide will not be evident until data is gathered for indicators 1, 2, 13&14 for the FFY 2009 APR.
- SOSE Annual Summer Institute "Improving Outcomes for Children with Disabilities" provided content around common areas of needs identified through analysis of State Performance Plan/Annual Performance Report data collection. It addressed request for building capacity targeting transition related indicators 1, 2, 13&14 from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), the National Post-School Outcomes Center (NPSO), and the National Secondary Transition Technical Assistance Center (NSTTAC).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- March, 2010 facilitate a drop-out prevention program that will specifically focus on improving academic success, self-determination, and vocational/career linkages that will improve post-school outcomes.
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- March, 2010 monitor quarterly the implementation of drop-out prevention program initiative to ensure program outcome, specifically, yielding improvement on the delivery of preventative services.
- May, 2010 host a Positive Behavior Summit for youths-at-risk building coping skills and strategies to achieve positive academic outcomes.
- October, 2010 construct a transition model that addresses transition requirements from the 7th grade or 13th birthday whichever comes first that will specifically focus on career-related courses of study, achieving transition assessments, related services, and outcomes to produce the best academic/transition goals for students with disabilities.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: In prior APR submissions the VIDE reported on Indicator 3 utilizing targets set by the stakeholders as required when the State Performance Plan was submitted in 2005. In the December 3, 2009 Memorandum, OSEP indicated that the data source for this Indicator and the measurement are now aligned with ESEA. Therefore, the VIDE used the data collected on the 2008-2009 administration of the VITAL to establish a new baseline and revised targets in line with those established in the U.S. Virgin Islands Department of Education Consolidated State Application Accountability Workbook, revised July 13, 2009. In the July, 2009 Accountability Workbook revision, the VIDE revised its Annual Measurable Objectives (AMOs) for years 2008-2009 and beyond. In setting the targets for years following the FFY 2008 APR submission, the VIDE will average the revised AMOs, combining reading (grades 3-8 and 11), and mathematics (grades 3-8 and 11) to set the targets

All calculations in this indicator are based on the VIDE's Official Enrollment, calculated by the VIDE's Division of Planning, Research and Evaluation on September 30 of each year.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. AYP percent = $\left[\left(\frac{\text{\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size}} \right) \right] \times 100$.
- B. Participation rate percent = $\left[\left(\frac{\text{\# of children with IEPs participating in the assessment}}{\text{total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math}} \right) \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = $\left[\left(\frac{\text{\# of children with IEPs enrolled for a full academic year scoring at or above proficient}}{\text{total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math}} \right) \right]$.

Data Source: The data to report on this indicator is the Virgin Islands Department of Education's NCLB Territorial Report Card. www.doe.vi.

FFY	Measurable and Rigorous Target
Revised Baseline 2008	<ul style="list-style-type: none"> A. 0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. B. 97% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. 17% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
Revised Baseline 2009	<ul style="list-style-type: none"> A. 0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. B. 93% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. 33% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
2010	<ul style="list-style-type: none"> A. 0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. B. 95% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. 38% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Targets and Actual Target Data for FFY 2008:

3.A - Actual AYP Target Data for FFY 2008:

FFY	Measurable and Rigorous Target
2008	0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
2009	0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
2010	0% of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

Districts with a disability subgroup that meet the State's minimum "n" size and met the State's AYP target for the disability subgroup.

Year	Total Number of Districts	Number of Districts Meeting the "n" size	Number of Districts that meet the minimum "n" size and met AYP for FFY 2008	Percent of Districts
FFY 2008	2	2	0	0.00%

Calculation: AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

$0 \div 2 \times 100 = 0$ The VIDE met its 3A target

3.B – Actual Participation Target Data for FFY 2008:

FFY	Measurable and Rigorous Target
2008 Revised Baseline	B. 93% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
2009	B. 95% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
2010	B. 95% of children participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

TARGET DATA FOR PARTICIPATION:

FFY 2008 Mathematics Participation

Statewide Assessment – 2008-2009		Math Assessment							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	61	79	106	74	147	132	88	687	100
b	IEPs in regular assessment with no accommodations	47	49	66	50	82	74	25	393	57.0
c	IEPs in regular assessment with accommodations	11	28	38	30	45	52	40	244	35.5
d	IEPs in alternate assessment against grade-level standards	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “
g	Overall (b+c+d) Baseline	58	77	104	80	127	126	65	637	92.7

Note: As indicated in the FFY 2007 APR, the VIDE does not have alternate achievement standards or modified standards, therefore (e) and (f) are eliminated in calculating participation in the mathematics assessment. “ “ indicates “n” <30 therefore data are not reported for confidentiality concerns and are included at a higher level as indicated in the VIDE Accountability Workbook.

FFY 2008 Reading Participation

Statewide Assessment – 2008-2009		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%
a	Children with IEPs	61	79	106	74	147	132	88	687	100
b	IEPs in regular assessment with no accommodations	47	49	66	50	82	74	25	393	57.2
c	IEPs in regular assessment with accommodations	11	28	38	30	45	52	40	244	35.5
d	IEPs in alternate assessment against grade-level standards	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “
g	Overall (b+c+d) Baseline	58	77	104	80	127	126	65	637	92.7

Note: As indicated in the FFY 2007 APR, the VIDE does not have alternate achievement standards or modified standards, therefore (e) and (f) are eliminated in calculating participation in the reading assessment. “ “ indicates “n” <30 therefore data are not reported for confidentiality concerns and are included at a higher level as indicated in the VIDE Accountability Workbook.

Calculation: Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

$$637 \div 687 \times 100 = 92.7\%$$

The VIDE revised its baseline and targets for 3B.

3.C – Actual Performance Target Data for FFY 2008

FFY	Measurable and Rigorous Target
Revised Baseline 2008	C. 33% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
2009	C. 38.2% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
2010	C. 53.6% proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

FFY TARGET DATA FOR PERFORMANCE:

Target Data for Math Performance: # and % of students with IEPs that scored proficient or higher

Statewide Assessment – 2007-2008	Math Assessment Performance							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a Children with IEPs	61	79	106	74	147	132	88	687	100
b IEPs in regular assessment with no accommodations	16	18	23	9	12	17	3	98	14.2
c IEPs in regular assessment with accommodations	2	6	9	6	6	9	1	39	5.67
d IEPs in alternate assessment against grade-level standards	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “
g Overall (b+c+d) Baseline	18	24	32	15	18	26	4	137	19.9

Note: As indicated in the FFY 2007 APR, the VIDE does not have alternate achievement standards or modified standards, therefore (e) and (f) are eliminated in calculating performance in the mathematics assessment. “ “ indicates “n” <30 therefore data are not reported for confidentiality concerns and are included at a higher level as indicated in the VIDE Accountability Workbook.

Target Data for Reading Performance: # and % of students with IEPs that scored proficient or higher

Statewide Assessment – 2007-2008	Reading Assessment Performance							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a Children with IEPs	61	79	106	74	147	132	88	687	100
b IEPs in regular assessment with no accommodations	14	17	10	11	1	6	3	62	9.02
c IEPs in regular assessment with accommodations	1	4	2	5	1	4	1	18	2.62
d IEPs in alternate assessment against grade-level standards	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “	“ “
g Overall (b+c+d) Baseline	15	32	12	16	2	10	4	91	13.24

Note: As indicated in the FFY 2007 APR, the VIDE does not have alternate achievement standards or modified standards, therefore (e) and (f) are eliminated in calculating performance in the reading assessment. “ “ indicates “n” <30 therefore data are not reported for confidentiality concerns and are included at a higher level as indicated in the VIDE Accountability Workbook.

Calculation: % Reading Proficient or higher + % Mathematics Proficient or higher = Overall Performance of students with IEPs that scored proficient or higher to set revised baseline.

$$13.24 + 19.9 = 33.14$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The VIDE met the FFY 2008 Target for 5A, but did not meet the targets for 5B and 5C. However, the VIDE demonstrated progress for 5A and 5B, but showed slight slippage for 5C.

- In January 2009, the VIDE developed a plan to include strategies and resources necessary to revise the VITAL-A to meet NCLB requirements for 2009-2010 administration.
- The VIDE's Curriculum and Assessment Taskforce met in March 2009 to discuss the form of assessment for alternate assessment and complete Literacy and Math strategies to align with content standards.
- The VIDE's Office of Curriculum and Instruction adopted a Portfolio method as its Territorial Alternate Assessment.
- The VIDE's Curriculum and Assessment Taskforce met in February 2009, with teachers and gave TA on the development of the Portfolio for children with significant cognitive disabilities.
- The VIDE's Curriculum and Assessment Taskforce met in May 2009, with teachers and gave TA on the scoring of the Portfolio for children with significant cognitive disabilities.
- The VIDE's Assessment Workbook Taskforce met in August, November 2009, and January 2010 with teachers and other education personnel to provide technical assistance on the development of alternate academic achievement standards in the area of science which will be added to the Portfolio for children with significant cognitive disabilities for assessment in March 2010.
- In February 2009, the VIDE revised its Assessment Manual to reflect the administration of the VITAL-A Portfolio and to address public reporting requirements.
- In March 2009, the VIDE administered the VITAL-A as a Portfolio Assessment.
- In February 2009, the SOSE collaborated with SERRC and the National Accountability Center to develop a plan on data collection and reporting.
- In June 2009, SOSE representatives attended the Part C to B Overlapping Data Management Conference sponsored by OSEP and DAC.

Slippage: Special Conditions: The VIDEs Division of Curriculum, Instruction and Assessment is responsible for conducting annual territorial assessment for the purpose of determining annual yearly progress. This division likewise is responsible for revising the Test Administration Manual. The State Office of Special Education is a member of the Task Force for the development of the manual and provides the Task Force with the applicable regulations relative to the assessment of children with IEPs being assessed with and without accommodations and taking alternate assessments. Additionally, the State Office of Special Education has provided the VIDEs Office of Planning Research and Evaluation the required data elements to be captured, analyzed, and reported on publicly and to the Secretary. Through State Office efforts towards complete understanding and cooperation, the Office of Planning Research and Evaluation has devised a system to capture all data with respect to the assessment of children with disabilities. The VIDE assures that the 2008-2009 U.S. Virgin Islands Territory NCLB Report Card contains disaggregated data for the participation and proficiency of children with IEPs performance including those tested with accommodations, tested without accommodations and on those children taking alternate assessments. The manner and frequency that the VIDE reports on the performance of

children in the Territory on State-wide and if appropriate district-wide assessment is the same for disabled and nondisabled children.

With the submission of the FFY 2008 APR, OSEP requires the VIDE to provide a copy of a revised Test Administration Manual that fully addresses the requirements of 20 U.S.C. §1412(a)(9) and 34 CFR §300.160, including but not limited to, appropriate guidelines for accommodations; for participation in alternate assessments; and for reporting. With the submission of the FFY 2008 APR, the VIDE is including the Virgin Islands Territorial Assessment of Learning-Alternate Assessment VITAL-A Educator Resource Guide developed February, 2009. The State Office of Special Education (SOSE) has provided the Department's Division of Curriculum, Instruction and Assessment, draft language to be included in the revised Territorial Test Administration Manual to comply with the requirements of the Special conditions and that meet the requirements of 20 U.S.C. §1412(a)(9) and 34 CFR §300.160, including but not limited to, appropriate guidelines for accommodations; for participation in alternate assessments; and for reporting, and to ensure that the VIDE has a revised Manual meeting the requirements of the IDEA.

In response to OSEP regarding publicly reporting on children with IEPs taking the VITAL-S with and without accommodations, the VIDE posted an addendum on its website in September 2007 with the required data. This report can be found at:

http://www.doe.vi/index.php?searchword=Vital+reports&option=com_search&Itemid .

The VIDE has in fact met the requirements of 20 U.S.C. §1412(a)(16)(D) and 34 CFR §300.160 with respect to publicly reporting on Territory-wide assessments disaggregating the number of students with disabilities who took the regular assessment with and without accommodations through Table 6: Report of the Participation and Performance of students with Disabilities on State Assessments, which is posted annually on the VIDE's State Office of Special Education's website <http://www.usviosep.org>. The VIDE has reported on the VITAL-A for the 2007-2008 administration which can be found on the VIDE's website, the alternate achievement scores are based on grade level standards, since the VIDE has not yet developed alternate achievement standards or alternate assessment against alternate standards.

Public Reporting Information: The VIDE publicly reports on the participation of children with disabilities on Territory-wide assessments (and district-wide assessments) with and without accommodations and on alternate assessments, as required by 20 U.S.C. §1412(a)(16)(D) and 34 CFR §300.160 at <http://doe.vi>. (DOE homepage indicates directions to Territorial Report Card).

VITAL-A and VITAL-S results are also found at <http://www.usviosep.org/webpages/alternate.html>.

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2008:

- The SOSE will continue to provide assistance and requirements to the Division of Curriculum and Instruction to assist them in the development of a revised Test Administration Manual.
- August, 2010 and annually thereafter, the VITAL-S and VITAL-A results will be posted on <http://www.usviosep.org/webpages/alternate.html>
- August 2010 The VIDE will report on the VITAL-A for the 2008-2009 administration which can be found on the [USVIOSEP.ORG](http://www.usviosep.org) website the alternate achievement scores are based on grade level standards, since the VIDE has not yet developed alternate achievement standards or alternate assessment against alternate standards.
- May 2010, the Curriculum and Assessment Taskforce will meet with teachers and other VIDE to personnel to score the Alternate Assessment Portfolio.
- June 2010, SOSE representatives will attend the Part C to B Overlapping Data Management Conference sponsored by OSEP and DAC.

- May 2010 the Alternate Assessment Advisory Group will meet to review the administration of the VITAL-A Portfolio.
- August 2010 the VIDE Curriculum and Assessment Taskforce will meet with teachers and give TA on the administration of the VITAL-A Portfolio.
- October 2010 the VIDE Curriculum and Assessment Taskforce will meet with teachers and give TA on the administration of the VITAL-A Portfolio.
- January 2010 the VIDE Curriculum and Assessment Taskforce will meet with teachers and give TA on the administration of the VITAL-A Portfolio.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: The U.S. Virgin Islands Department of Education defines “significant discrepancy as a comparison in the rate of long term suspensions and expulsions of children with IEPs for greater than 10 days in a school year between LEAs to determine if a 2:1 threshold is met as indicated in the Virgin Islands FFY 2007 Annual Performance Report.

Monitoring Priority: FAPE in the LRE

Indicator 4a: Rates of suspension and expulsion:

- A. Percent 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; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the 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) divided by the (# of districts in the State)] times 100.

Include State's definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2008	50% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2009	50% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2010	50% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Actual Target Data for FFY 2008:

The VIDE's Division of Planning, Research and Evaluation collects and reports on public school suspensions/expulsions of children with disabilities for 10 or more days in a school year. The VIDE established minimum "n" at 10. Suspensions/expulsions for 10 or more days in a school year for grades kindergarten through grade 6 are less than "n" and therefore are not considered in determining significant discrepancy. Both Districts meet the established "n" size of 10 (St. Croix = 27; St. Thomas/St. John = 8).

St. Croix District

Number of children with IEPs in grades 7 through 12 in the district suspended or expelled for greater than 10 days in a school year	27
Total number of children with IEPs in grades 7 through 12 in the district	564

Calculation: Number of children with IEPs in grades 7 through 12 in the district suspended or expelled for greater than 10 days in a school year in the district, divided by the total number of children with IEPs in grades 7 through 12 in the district times 100.

$$27 \div 564 \times 100 = 5\%$$

St. Thomas/St. John District

Number of children with IEPs in grades 7 through 12 in the district suspended or expelled for greater than 10 days in a school year	8
Total number of children with IEPs in grades 7 through 12 in the district	373

Calculation: Number of children with IEPs in grades 7 through 12 in the district suspended or expelled for greater than 10 days in a school year in the district, divided by the total number of children with IEPs in grades 7 through 12 in the district times 100.

$$8 \div 373 \times 100 = 2.1\%$$

The rate for the St. Croix district is **4.8%** the rate for the St. Thomas/St. John District is **2.1%**

Threshold = **4.8%** compared to **2.1%** = 2.28:1, which is greater than the 2:1 threshold.

Territorial calculation to determine significant discrepancy:

Percent = [(# of Districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of Districts in the State) x 100]

$$\text{Calculation: } 1 \div 2 \times 100 = 50\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:**The VIDE met the target**

As indicated in the FFY 2007 APR, a task force was assembled to review, and if appropriate, revise, the Department's policies, procedures, and practices relating to the development and implementation of IEPs,

the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the LEAs identified with significant discrepancies for 2007. Educational policies in the Virgin Islands are established by the elected Board of Education.

The Commissioner's Task Force examined the existing discipline policy and made revisions in line with the IDEA as reauthorized in 2004, with particular attention to positive behavioral interventions utilized by the LEAs prior to taking disciplinary actions that would result in the suspension or expulsion of students with disabilities for greater than 10 days in a school year. The revised discipline policy was forwarded to the Commissioner for review and subsequent presentation to the Board for approval. The VIDE also reviewed the existing Notice of Procedural Safeguards and found them to be appropriate.

During the reporting period, the State facilitated the process for LEAs to develop a Territorial Special Education Procedural Manual that includes components of discipline procedures (i.e., suspension and expulsion procedures) and procedural safeguards and used this process to review existing policies, procedures, and practices. The procedural manual is being finalized and will result in the VIDE having policies and procedures that are in compliance with federal and state requirements. A system of positive behavioral intervention supports is in place in schools throughout the territory. Technical assistance has been provided to the VIDE by The National Dropout Prevention Center for Students with Disabilities, Virgin Islands University Center for Excellence in Developmental Disabilities and the Center for Behavioral Education Research – Center of Positive Behavioral Intervention Supports. Additionally, behavior intervention plans are developed as an integral part of each student's IEP who demonstrate behavior problems within the school environment.

An examination of the data indicated a continuation of two schools in the St. Croix District accounting for a disproportionate number of suspensions and expulsions of children with disabilities for greater than 10 days in a school year within the district. In the St. Croix District, the St. Croix Educational Complex and the Arthur A. Richards Jr. High School accounted for 60% of the suspensions and expulsions of children with disabilities for greater than 10 days in a school year. St. Croix Educational Complex reported 9 of the total number of 27 reported for the district, and the Arthur A. Richards reported 12 of the total number of 27 reported for the District. These data were determined to be the causative factor in the significant discrepancy between the districts. The monitoring and targeted technical assistance and professional development provided to personnel at these schools did not prove effective in decreasing the number of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; consequently: the SOSE has added additional improvement activities to reduce rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. In the St. Thomas/St. John District, the technical assistance and professional development proved effective, lowering the percentage of suspensions and expulsions of children with disabilities for greater than 10 days in a school year from 8.85% in the previous reporting period to 2.1% for the current reporting period. The VIDE SOSE periodically reviews subsequent data to determine if systemic issues continue, and whether each LEA adheres to the regulatory requirements regarding the suspension and expulsion for greater than 10 school days in a school year for children with disabilities.

At the direction of the Commissioner of Education, a task force was assembled to review, and if appropriate, revise, the Department's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) for the LEAs identified with significant discrepancies.

Educational policies in the Virgin Islands are established by the elected Board of Education. The Commissioner's task force examined the existing discipline policy and made revisions in line with the IDEA as reauthorized in 2004, with particular attention to positive behavioral interventions utilized by the LEAs prior to taking disciplinary actions which would result in the suspension or expulsion of students with disabilities for greater than 10 days in a school year. The revised discipline policy was forwarded to the Commissioner for her review and subsequent presentation to the Board for approval.

The VIDE also reviewed the existing Notice of Procedural Safeguards and found them to be appropriate.

For FFY 2008, the VIDE SOSE completed the following improvement activities:

- In September 2009, implemented a service delivery model, in conjunction with the State Transition Task Force, for teachers and counselors that specifically focused on achieving transition assessment, services and outcomes to produce the most effective transition/career goals for students with disabilities.
- Purchased airtime for public service announcements (PSAs) in Spanish and English to reach those youths with IEPs who exited school in any manner to complete the post school survey and availed them to receive transition services. PSAs broadcast in May and September of 2009.
- In September 2009 and January 2010, introduced a transition guide to be utilized for the creation of transition services in IEPs for students 13 years and older in September 2009. The transition guide highlights the transition requirements, post school services and outcomes, and IEPs regulatory compliance information that lead towards improved outcomes for children with IEPs who graduate with a regular diploma or leave school in any manner.
- In August 2009 and January 2010, consulted with staff from the National Drop-Out Prevention Center for Students with Disabilities to present to teachers, counselors, and administrators school and community based research that address discipline and behavior strategies aimed to keep students in school and encourage them to complete their high school education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

The VIDE SOSE will implement the following improvement activities:

- January, 2010 initiate the Career Academy for students who have the potential of dropping out of school. The intent of this academy will be to curb potential dropouts and develop a career interest so students will want to stay in school.
- May and September, 2010, continue to air public service announcements in Spanish and English as an outreach effort for youth with IEPs who exit secondary school in any manner to complete the post school survey and to avail themselves of transition services they may be eligible to receive.
- June, September, 2010, January, 2011 conduct training during teacher professional days for special education and regular education teachers for new and veteran teachers in the area of discipline and behavior and on reducing suspension and expulsion rates.
- September, October 2010 continue to provide technical assistance to LEAs on alternative dispute resolution process. This training is intended to encourage new alternative dispute resolution processes, resolved due process hearings requests and complaints.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: The VIDE used Table 3, Educational Environment 618 Data for December 1, 2008 Child Count for the preparation of the FFY 2008 APR.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{(\# of children with IEPs served inside the regular class 80\% or more of the day)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$
- B. Percent = $\left[\frac{\text{(\# of children with IEPs served inside the regular class less than 40\% of the day)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$
- C. Percent = $\left[\frac{\text{(\# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$

Data Source: Table 3, 618 data collected on a date between October 1 and December 1, 2008.

FFY	Measurable and Rigorous Target
2008	A. 41% Inside the regular class 80% or more of the day; B. 16% Inside the regular class less than 40% of the day; and C. 3% In separate schools, residential facilities, or homebound/hospital placements
2009	A. 41% Inside the regular class 80% or more of the day; B. 16% Inside the regular class less than 40% of the day; and C. 3% In separate schools, residential facilities, or homebound/hospital placements
2010	A. 41% Inside the regular class 80% or more of the day; B. 16% Inside the regular class less than 40% of the day; and C. 3% In separate schools, residential facilities, or homebound/hospital placements

Actual Target Data for FFY 2008:

	FFY 2007 Actual Data	FFY 2008 Actual Data	FFY 2008 Targets
A. % inside the regular class 80% or more of the day.	34.88	41	41
B. % inside the regular class less than 40% of the day.	26.12	23.91	16
C. % in separate schools, residential facilities, or homebound/hospital placements.	2.56	3.06	3

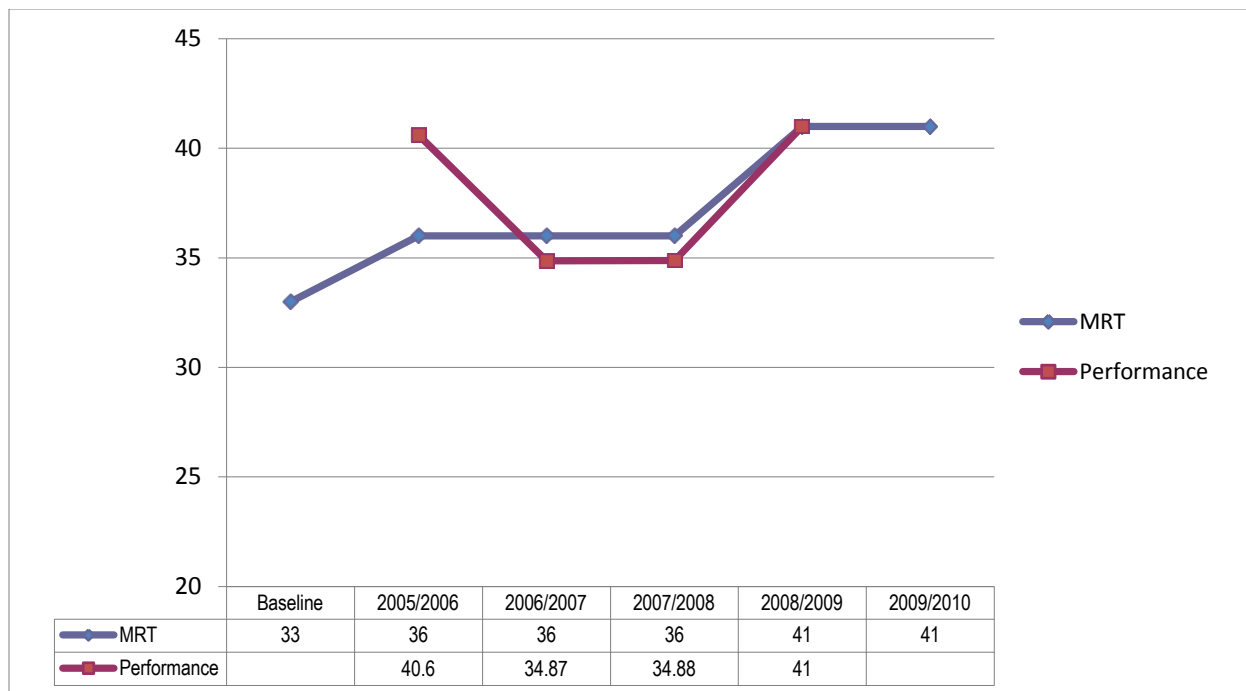
- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Total number of children with IEPs aged 6 through 21 = **1405**

Calculation:

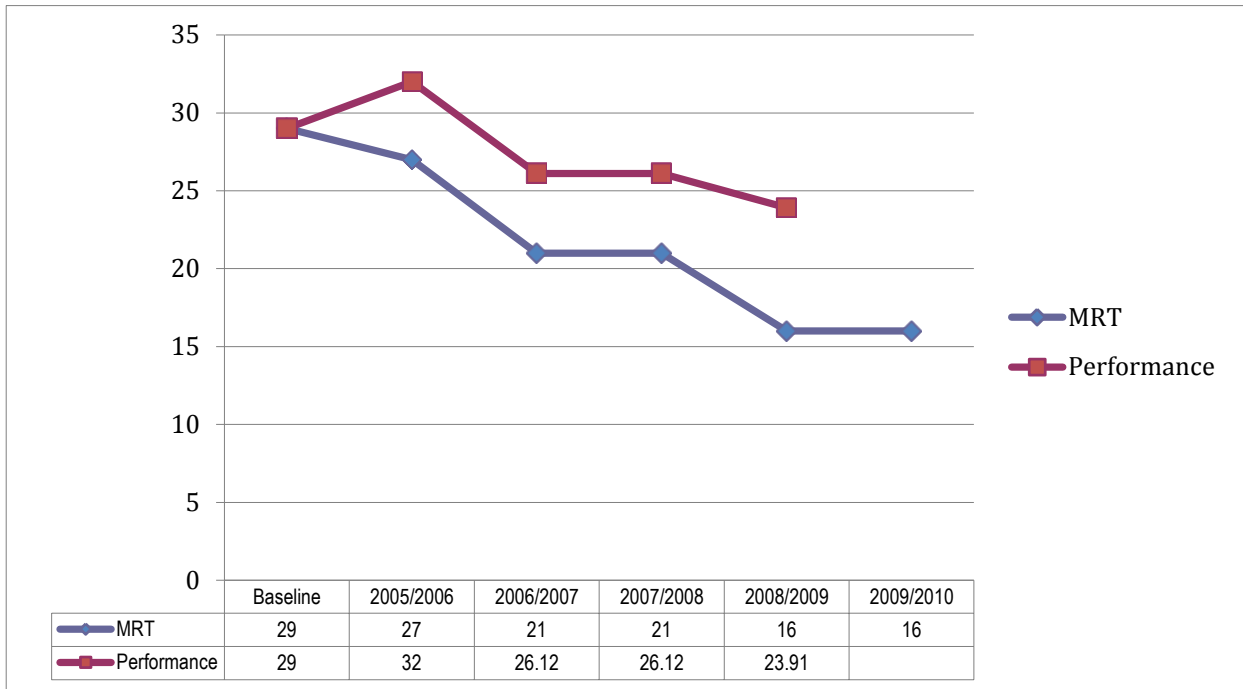
- A. $576 \div 1405 \times 100 = 41\%$
- B. $336 \div 1405 \times 100 = 23.91\%$
- C. $43 \div 1405 \times 100 = 3.06\%$

Trend of VI LRE (Indicator 5A)



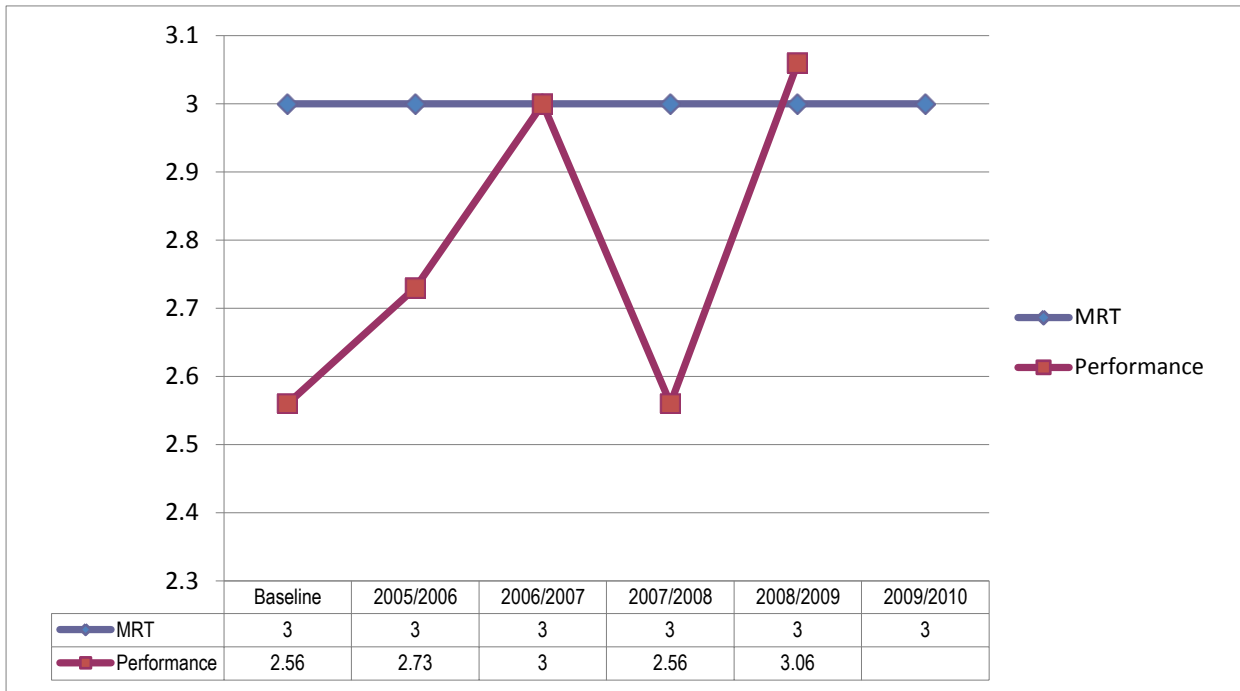
MRT = Measurable and Rigorous Target

Trend of VI LRE Data (Indicator 5B)



MRT = Measurable and Rigorous Target

Trend of VI LRE Data (Indicator 5C)



MRT = Measurable and Rigorous Target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The VIDE met the FFY 2008 Target for 5A, but did not meet the targets for 5B and 5C. The VIDE demonstrated progress for 5A and 5B, but showed slippage for 5C.

The VIDE met the FFY 2008 Targets for 5A, but did not meet the Targets for 5B and 5C. The VIDE showed progress for 5A and 5B and showed slight slippage for 5C. Because the language for the measurement of “percent in regular class” changed, the VIDE made progress in 5A and 5B, due to the efforts of the Districts to include more students in 5A of this indicator. The VIDE showed slight slippage in 5C due to the small size of the population, where the slightest movement would skew the percentage and cause it to change. Therefore, slippage in 5C changed because of one student included in this area.

- The St. Thomas/St. John District completed its Facilitated Self-Assessment in March 2009, which assisted the district in identifying the causes of the high percentage of children with IEPs for (5B) and enabled the district to devise a plan to decrease the percentage.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

- March, 2010, the VIDE will continue to conduct its RTI activities in both districts demonstrating effectiveness by an decreasing number of children requiring special education and related services
- April 2010, the SOSE will provide targeted TA to both districts on applicable federal and territorial regulations regarding least restrictive environment. The effectiveness of this activity will be measured by decreasing the percent of children in (B) of this indicator.
- June, 2010, the SOSE will conduct its retraining activity on the STEEP system.
- August, 2010, The SOSE will hold its Annual Summer Institute focusing on co-teaching, legal issues, and best practices.
- October 2010, the SOSE will conduct its Annual Parent Empowerment Conference focusing on increasing parental involvement and educating parents to be informed participants on best practices.
- October, 2010, the SOSE will conduct its annual Leadership Conference for Territorial administrators. The effectiveness of this activity will be measured by continuing progress for children with IEPs accessing the general education program, decreasing drop-outs, and increasing graduation rates.

Part B State Performance Plan (SPP) for 2005-2010

Overview of Issue/Description of System or Process: The SOSE in preparation for reporting on Indicator 7 secured the Child Observation Records (COR) from the Department of Human Services, Head Start Program for school year 2008-2009 throughout the Territory. Entry and exit data was collected and aggregated for children with and without IEPs. This data covered the period of November 2008 (entry) and May 2009(exiting). OSEP noted after the VIDE 2006 APR submission that the Virgin Islands Part B program needed a plan to assess and report on those children being served in environments other than Head Start Programs. The SOSE noted OSEPs comments and collaborated with Local Education Agencies on the requirements of this Indicator. During the collaboration process the Early Learning Accomplishment Profile (ELAP) and Learning Accomplishment Profile /LAP-D3 were selected. VIDE SOSE purchased and provided training to each Local Education Agency preschool personnel and school psychologists on the utilization of the Early Learning Accomplishment Profile (ELAP) and Learning Accomplishment Profile (LAP/LAP-D3), which was part of the revision of the original plan submitted in the FFY 2007 SPP/APR. The Local Education Agency assessed those children in environments other than Head Start Programs utilizing the LAP-D3 and provided the VIDE SOSE with the results for each child assessed. The VIDE defined "comparable to same age peers" in the FFY 2006 APR as: the approximate capabilities of children of a given age, across a variety of settings and situations, however those capabilities can be demonstrated. Functioning comparable to age level peers is not to be determined by only a single score on a norm referenced test or any other assessment although such scores when used in conjunction with other sources of information could inform a decision on the child's status with regard to an outcome or how much progress a child has made. This definition is adopted from the Early Childhood Outcome Center. The Virgin Islands Department of Human Services Head Start program upgraded the scoring of the Child Observation Record from a manual system to an electronic web-based scoring system. As a result of this the VIDE SOSE revised its numerical indicators to reflect the electronic COPA system and electronic scoring system for the COR. The following numerical indicators have been accepted by the VIDE to measure child outcomes for children with IEPs: a). Emerging is <1.50; b). Somewhat proficient falls between 1.50 and 2.50; c). Proficient falls between 2.50 and 3.50. d). Somewhat mastered falls between 3.50 and 4.50; and e). Mastered falls between 4.50 and 5.00. In reporting on this indicator the VIDE does not use sampling and is collecting child outcome data for all preschool children with IEP in Head Start and other educational environments.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language communication and early literacy); and
- C. Use appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a) (3) (A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language communication and early literacy); and
- C. Use appropriate behaviors to meet their needs.

Progress categories for A, B and C;

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improve functioning but not sufficient to move nearer to functioning comparable to same-age peers = [(# of pre-school children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

- c. Percent of preschool children who improved functioning to a level comparable to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improve functioning to reach a level comparable to same-aged peers = [(# of preschool children who improve functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintain functioning at a level comparable to same-aged peers = [(# of preschool children who maintain functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language communication and early literacy); and
- C. Use appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a) (3) (A))

COR ASSESSMENT DOMAINS	
I. Initiative	V. Language
A. Making Choices	Q. Listening
B. Solving problems with materials	R. Using Vocabulary
C. Initiating Play	S. Using complex patterns of speech
D. Taking care of personal needs	T. Showing awareness of sounds in words
II. Social Relations	U. Demonstrating Knowledge about books
E. Relating to adults	V. Using letter names and sounds
F. Relating to other children	W. Reading
G. Resolving interpersonal conflict	X. Writing
H. Understanding and expressing feelings	VI. Mathematics and Science
III. Creative Representation	Y. Sorting Objects
I. Making and building models	Z. Identifying patterns
J. Drawing and painting pictures	AA. Comparing properties
K. Pretending	BB. Counting
IV. Music and Movement	CC. Identifying position and direction
L. Moving in various ways	DD. Identifying materials and properties
	EE. Identifying natural and living things
M. Moving with objects	
N. Feeling and expressing steady beat	
O. Moving to music	

The VIDE extracted from the COR assessment of the following sub-elements from the six domains to report for this indicator.

Indicator 7 Measurement	COR Assessment Domain
A. Positive social-emotional skills (including social relationships)	II. Social Relations
	E. Relating to adults
	F. Relating to other children
	G. Resolving interpersonal conflict

	H. Understanding and expressing feelings
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	V. Language and Literacy
	Q. Listening and understanding speech
	R. Using vocabulary
	S. Using complex patterns of speech
	T. Showing awareness of sounds in words
	U. Demonstrating knowledge about books
	V. Using name and sounds
	W. Reading
	X. Writing
C. Use appropriate behaviors to meet their needs	I. Initiative
	A. Making choices
	B. Solving problems with materials
	C. Initiating play
	D. Taking care of personal needs

Actual Target Data FFY 2008

2008-2009 Preschool Outcomes Progress Data in Numbers Children with IEPs (71)			
	Social Emotional	Knowledge & Skills	Appropriate Behavior
a. # of preschoolers who did not improve functioning	37	43	36
b. # of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	27	18	27
c. # of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	7	10	8
d. # of preschoolers who improved functioning to reach a level comparable to same-aged peers.	0	0	0
e. # of preschoolers who maintained functioning at a level comparable to same-aged peers	0	0	0
Total	Number of children with IEPs =71	Number of children with IEPs =71	Number of children with IEPs =71

2008-2009 Preschool Outcomes Progress Data in Percentages Children with IEPs (n = 71)			
a. # of preschoolers who did not improve functioning	52.11%	60.56%	50.70%
b. # of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	38.03%	25.35%	38.03%
c. # of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	9.86%	14.08%	11.27%
d. # of preschoolers who improved functioning to reach a level comparable to same-aged peers.	0.00%	0.00%	0.00%

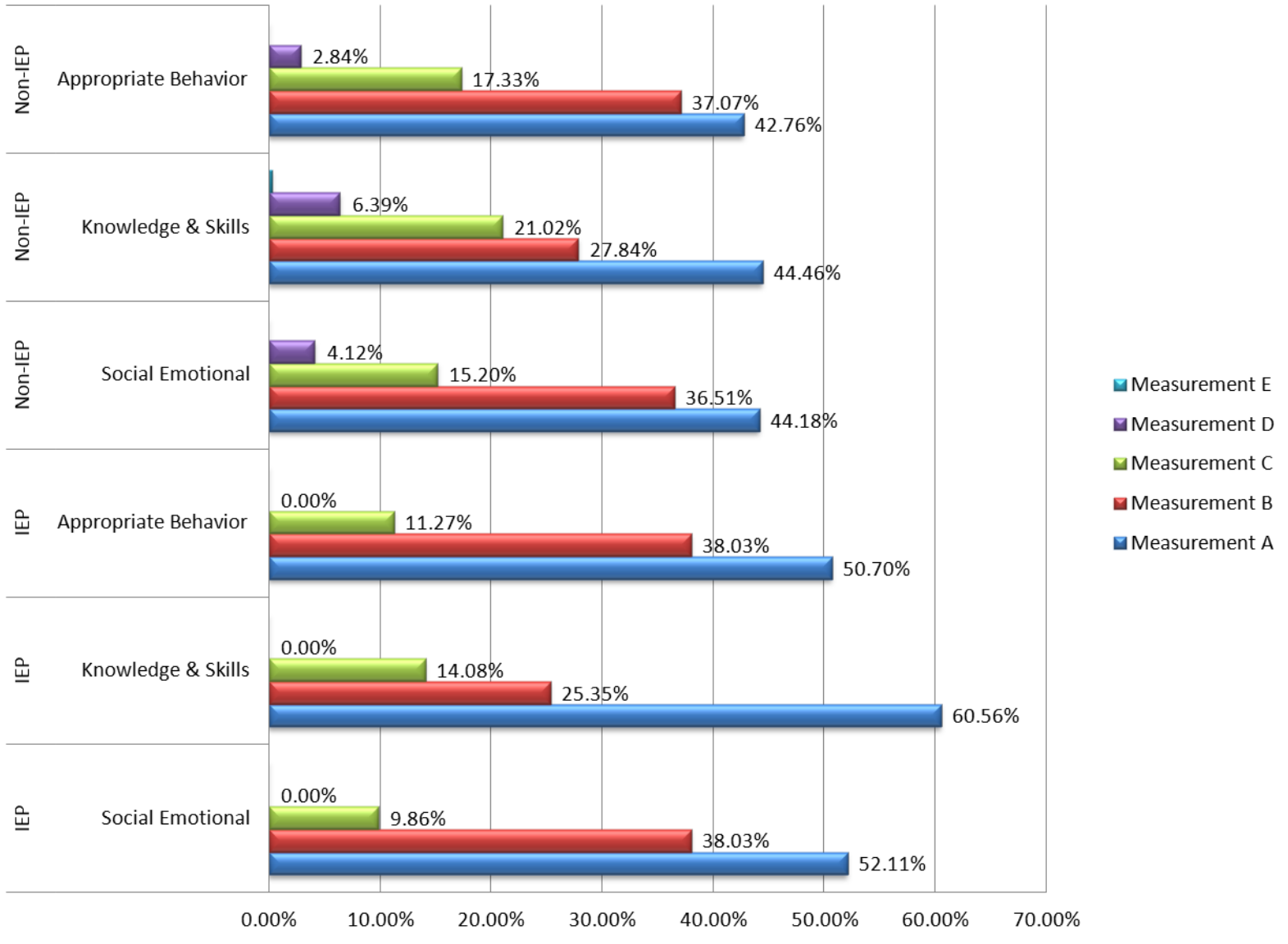
e. # of preschoolers who maintained functioning at a level comparable to same-aged peers	0.00%	0.00%	0.00%
Total	100%	100%	100%

2008-2009 Preschool Outcomes Progress Data in Numbers Children without IEPs (704)			
	Social Emotional	Knowledge & Skills	Appropriate Behavior
a. # of preschoolers who did not improve functioning	311	313	301
b. # of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	257	196	261
c. # of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	107	148	122
d. # of preschoolers who improved functioning to reach a level comparable to same-aged peers.	29	45	20
e. # of preschoolers who maintained functioning at a level comparable to same-aged peers	0	2	0
Total	Number of Children without IEPs =704	Number of Children without IEPs =704	Number of Children without IEPs =704

2008-2009 Preschool Outcomes Progress Data in Percentages Children without IEPs (n = 704)			
a. # of preschoolers who did not improve functioning	44.18%	44.46%	42.76%
b. # of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	36.51%	27.84%	37.07%
c. # of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	15.20%	21.02%	17.33%
d. # of preschoolers who improved functioning to reach a level comparable to same-aged peers.	4.12%	6.39%	2.84%
e. # of preschoolers who maintained functioning at a level comparable to same-aged peers	0.00%	0.00%	0.00%
Total	100%	100%	100%

Assessment of Pre-School Children receiving Special Education & Related Services in Head Start

Indicator 7



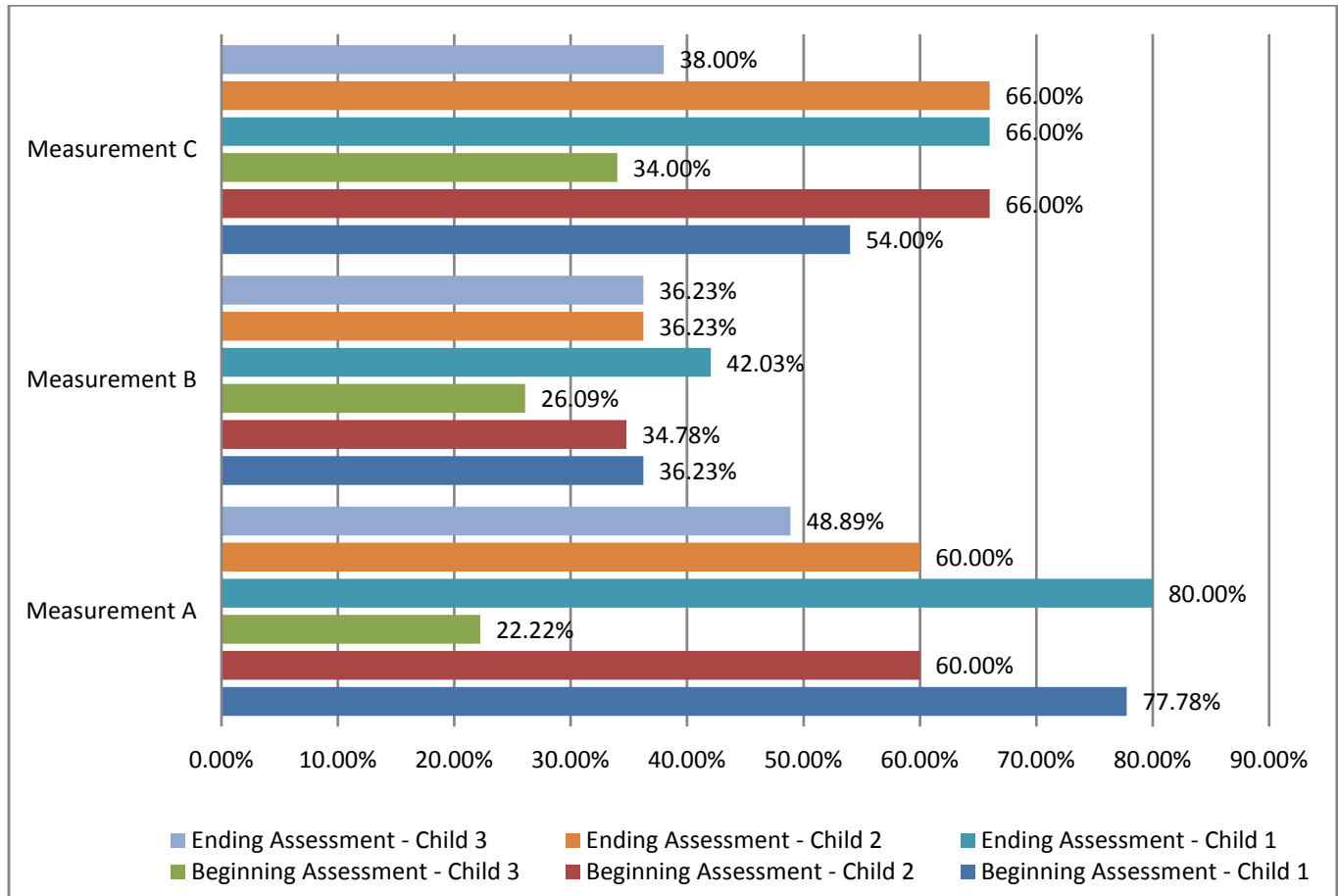
VIDE SOSE collected the Learning Accomplishment Profile 3rd Edition (LAP-3) assessment scores for those children who were receiving special education and related services in environments other than Head Start. Research has found the LAP-3 to be a reliable and valid tool for assessing the development of young children. The domain areas extracted to satisfy the reporting requirements are listed in the chart below and are based on the ceiling and basal rules of LAP-3. The number of children receiving services in environments other than Head Start with entry and exit data was three (3). As a result of this the VIDE SOSE has set minimum n as 10 for this Indicator. This assessment was administered by each Local Education Agency's preschool teachers and the testing data captured entrance and exiting scores for each child receiving services in environments other than Head Start. The entry data was collected in November 2008 (entrance) which captured a child's performance at that time and in May 2009(exiting) data which captured each child's progress. Each child's score reflects the number of items he/she scored correctly.

Children with IEPs in environments other than Head Start for FFY 2008

Learning Accomplishment Profile (LAP)		
Reporting Domains	LAP-3 Domains	Basal/Ceiling Score
A. Positive social-emotional skills (including social relationships);	Personal/Social	45
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	Language	69
C. Use appropriate behaviors to meet their needs	Self Help	50

Learning Accomplishment Profile (LAP)			
	Social Emotional	Knowledge & Skills	Appropriate Behaviors
a. # of preschoolers who did not improve functioning	50.0%	52%%	49.0%
b. # of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	37.0%	31.0%	37.0%
c. # of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	10.0%	12.0%	10.0%
d. # of preschoolers who improved functioning to reach a level comparable to same-aged peers.	2.0%	5.00%	2.0%
e. # of preschoolers who maintained functioning at a level comparable to same-aged peers	1.0%	0.00%	2.0%
Total	100%	100%	100%

LAP-3: Assessment of Pre-School Children receiving Special Education & Related Services in Environments other than Head Start

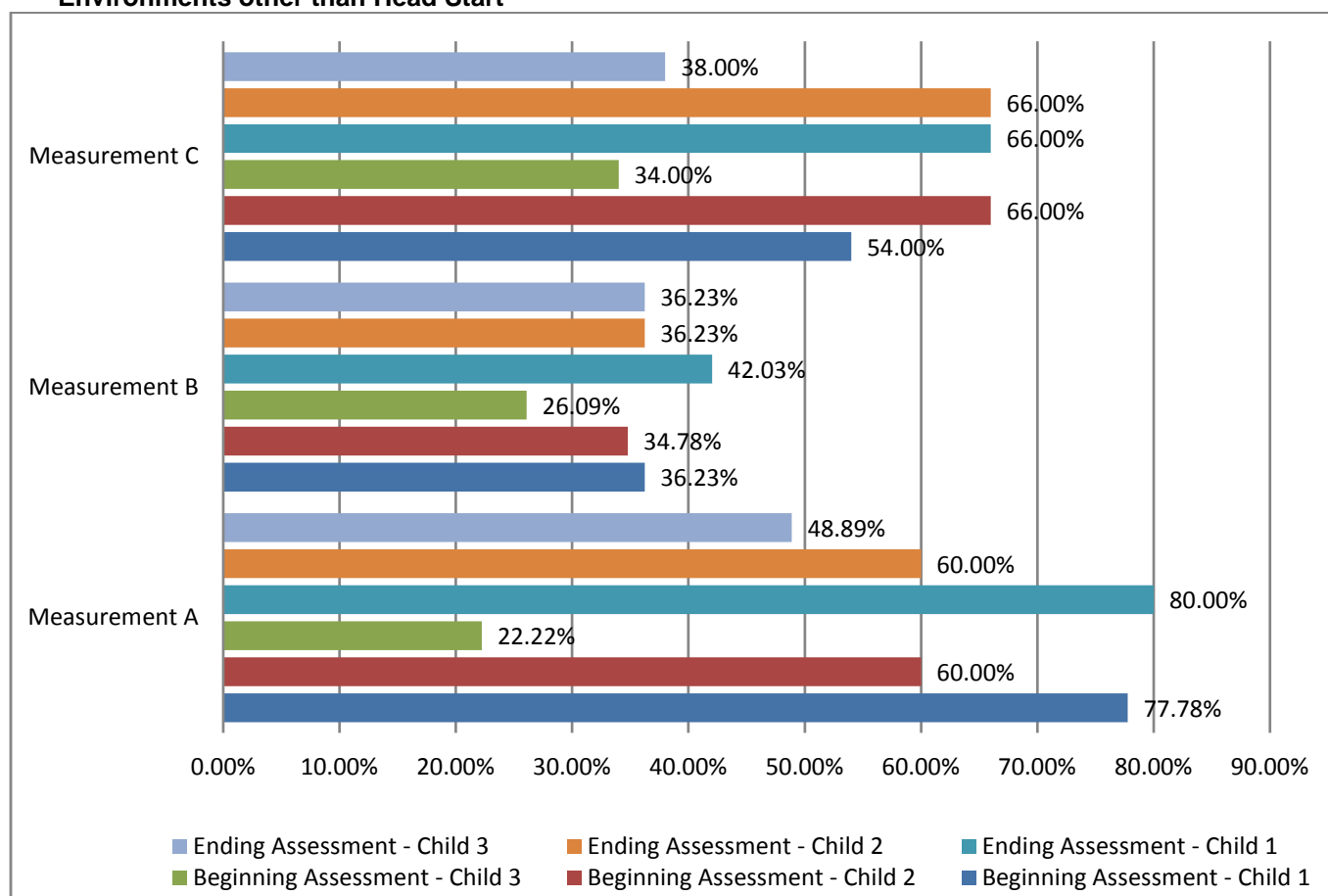


Baseline Data for FFY 2008: For reporting period 2007-2008 the VIDE SOSE utilized the Department of Human Services, Head Start Program enrollment and testing roster to identify preschool children who were receiving special educational and related services in the Head Start Program and also the Goalview Student Management System to identify those children who are receiving special education and related services in other environments other than Head Start for FFY 2008. The number of preschool children receiving services and who were assessed with entry and exit data for FFY 2008 is as follows: Head Start Programs is seventy one (71) and in other environment three (3).

Learning Accomplishment Profile (LAP) (Entrance Assessment Scores)			
Unique Identifier	Positive emotional (including relationships); social-skills social	Acquisition and use of knowledge and skills early (including language communication and early literacy)	Use appropriate behaviors to meet their needs
Child 1	35	25	27
Child 2	27	24	33
Child 3	13	18	17

Learning Accomplishment Profile (LAP) Exiting Assessment Scores			
Unique Identifier	Positive social-emotional skills (including social relationships);	Acquisition and use of knowledge and skills (including early language communication and early literacy)	Use appropriate behaviors to meet their needs
Child 1	36	29	33
Child 2	27	25	33
Child 3	22	25	19

LAP-3: Assessment of Pre-School Children receiving Special Education & Related Services in Environments other than Head Start



The VIDE SOSE utilized the Summary Statement Calculator from the Early Childhood Outcomes Center to calculate the Summary Statements for each child outcome area for this Indicator.

Discussion of Baseline Data: The VIDE SOSE compared the scores for FFY 2007 and 2008 and established baseline data. Based on this comparison the VIDE has established a baseline for the Percent of preschool children with IEPs who demonstrate improved in the following areas:

- (a) Positive social-emotional skills (including social relationships);
 - (b) Acquisition and use of knowledge and skills (including early language communication and early literacy); and
 - (c) Use appropriate behaviors to meet their needs
1. Of those children who entered the program below age expectations in {C&D}, the percent that substantially increased their rate of growth in {outcome} by the time they exited.

Children without Individual Education Programs (IEPs) N=704	
A. Positive social-emotional skills (including social relationships);	19.3%
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	27.5%
C. Use appropriate behaviors to meet their needs	20.2%

2. Percent of children who were functioning within age expectations in {D &E}, by the time they exited.

Children without Individual Education Programs (IEPs) N=704	
A. Positive social-emotional skills (including social relationships);	4.1%
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	6.7%
C. Use appropriate behaviors to meet their needs	2.8%

1. Of those children who entered the program below age expectations in {C&D}, the percent that substantially increased their rate of growth in {outcome} by the time they exited.

Children with Individual Education Programs (IEPs) N=71	
A. Positive social-emotional skills (including social relationships);	9.9%
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	14.1%
C. Use appropriate behaviors to meet their needs	11.3%

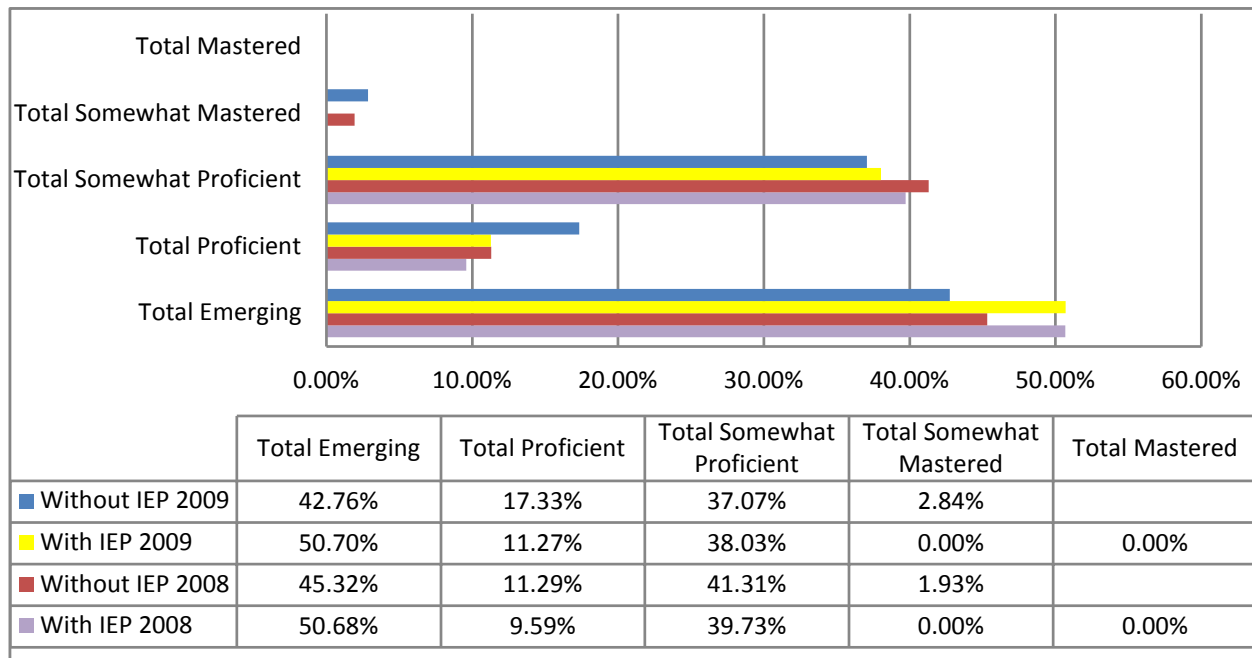
2. Percent of children who were functioning within age expectations in {D &E}, by the time they exited.

Children with Individual Education Programs (IEPs) N=71	
A. Positive social-emotional skills (including social relationships);	0%
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	0%
C. Use appropriate behaviors to meet their needs	0%

Using the summary statement calculator from the Early Childhood Outcome Center, the results indicated that no preschool children with IEPs demonstrated improvement upon exiting the program. Therefore, the VIDE manually examined and calculated the raw data to determine the number of children with IEPs who demonstrated improvement within age expectations by the time they exited the preschool program. These children with IEPs demonstrated functioning in the following categories: proficient; somewhat mastered; and mastered, scoring between 2.50 to 5.00. The table below reflects the results of the VIDE's examination.

Children with Individual Education Programs (IEPs) N=71		
	Children scoring between 2.50 and 5.00	Percent of Children who were functioning within expectations upon exiting
A. Positive social-emotional skills (including social relationships);	7	9.8
B. Acquisition and use of knowledge and skills (including early language communication and early literacy)	10	14
C. Use appropriate behaviors to meet their needs	8	11

Indicator 7 Entry and Exit Data - FY2008



FFY	Measurable and Rigorous Target
2008	<p>The baseline for the number of preschool children with IEPs who demonstrate improved:</p> <p>(a) 9.9% of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships);</p> <p>(b) 14.1% of preschool children with IEPs who demonstrate improved in the acquisition and use of knowledge and skills (including early language communication and early literacy); and</p> <p>(c) 11.3% of preschool children with IEPs who demonstrate improved in the use appropriate behaviors to meet their needs.</p>
2009	<p>(a) 9.9% of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships);</p> <p>(b) 14.1% of preschool children with IEPs who demonstrate improved in the acquisition and use of knowledge and skills (including early language communication and early literacy); and</p> <p>(c) 11.3% of preschool children with IEPs who demonstrate improved in the use appropriate behaviors to meet their needs</p>
2010	<p>(a) 12% of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships);</p> <p>(b) 16% of preschool children with IEPs who demonstrate improved in the acquisition and use of knowledge and skills (including early language communication and early literacy); and</p> <p>(c) 13% of preschool children with IEPs who demonstrate improved in the use appropriate behaviors to meet their needs</p>

Improvement Activities/Timelines/Resources:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

For FFY 2008, The VIDE SOSE completed the following activities:

- Obtained membership in the Early Childhood Outcomes Community of Practice (ECO Center)
- Received ongoing technical assistance from the Southeast Regional Resource Center (SERRC), National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) Center beginning in August 2008 and annually.
- Conducted quarterly meetings with Interagency Coordinating Council, Department of Human Head Start Programs beginning May, 2009 and annually.
- Monitored the administration of the COR to all preschool children in Department of Human Services, Head Start Programs Beginning May, 2009 and annually.
- Validated/verify the number of children receiving Part B services in locations other than Head Start at the beginning of each school year beginning September, 2008 and annually.

- Monitored the administration of the E-LAP and LAP-D 3 to all preschool children in environments other than Head Start beginning May, 2009 and annually.
- Provided professional development training to Local Education Agency in April, 2009 on the utilization of the LAP-D and ELAP assessment tools.
- Monitored the administration of the LAP-D and ELAP in December, 2009 to ensure assessment of all children receiving special education related services in settings other than Head Start Programs.
- Purchased and maintained adequate supply of the ELAP and LAP-D 3 assessment tools beginning January 2009.
- Secured the COR scores for all children assessed in Head Start Programs from Head Start Programs. The effectiveness of this activity was measured by collecting valid and reliable data for the preschool children program.
- Provided professional development to participants on Early Childhood Transition Policies and Procedures in August, 2009 through the National Early Childhood Technical Assistance Center.
- Provided professional development to Local Education Agency, through attendance at the National Early Childhood Transition Conference

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- July, 2010, continue to secure the COR scores for all children assessed in Head Start Programs from Head Start Programs.
- August, 2010 continue to provide professional development to Local Education Agencies on Early Childhood Special Education through the National Early Childhood Technical Assistance Center.
- January, 2010, and monthly, continue to validated/verify the number of children receiving Part B services in locations other than Head Start.
- December, 2010, provide professional development to Local Education Agency, through attendance at the National Early Childhood Transition Conference.
- January, 2010, continue to receive ongoing technical assistance from the Southeast Regional Resource Center (SERRC), National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes (ECO) Center.
- February, 2010, continue to conduct quarterly meetings with Interagency Coordinating Council, Department of Human Head Start Programs.
- November, 2010, continue to monitor the administration of the COR to all preschool children in Department of Human Services, Head Start Programs.
- June, 2010, continue to monitor the administration of the LAP-D and ELAP in December, 2009 to ensure assessment of all children receiving special education related services in settings other than Head Start Programs.

Part B State Annual Performance Report (APR) for FFY (2008)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a) (3) (A))

The Virgin Islands Department of Education, State Office of Special Education entered into its third (3rd) Memorandum of Agreement (MOA) with the University of the Virgin Islands(UVI), Eastern Caribbean Center (ECC) to conduct and analyze a telephonic survey of all parents of children with Individualized Education Program (IEP) (ages 3-5) and (ages 6-21) throughout the territory; to determine if schools facilitated parent involvement as a means of improving services and results for children with disabilities.

VIDE SOSE informed the general populace of the survey via Public Service Announcements and school bulletin boards. The University of the Virgin Islands, Eastern Caribbean Center collected and reported on the trend data, the demographic and enrollment data was gathered from the December 1, 2008 618 Child Count Data and the Goalview Data Management System.

The VIDE SOSE utilized the criteria of “agree” and “strongly agree”, to determine the number of parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities as 83.5%. An examination of the data indicated that the respondent parents were representative of the racial, ethnic and socioeconomic comparison of the Virgin Islands.

The VIDE and Stakeholders examined and modified the survey adopted by the National Center for Special Education Accountability (NCSEAM). This modified survey will collect data from respondent parents of child/children who are receiving special education and or related services. These questions will measure and assess the following areas; (a) positive academic progress (b) community support systems (c) administrative support (d) positive utilization of the Individualized Education Program (e) implementation of appropriate modifications and accommodations (f) effective transition planning and overall parental satisfaction with special education and related services.

According to ECC the programmatic significance of these three findings, all relevant to the IEP, is that SOSE's best performance in the eyes of parents is in the area of the services it provides relative to the children's Individualized Education Program. Additionally, ECC noted in its analysis and comparison of the parental survey the following statement “the inference here is that SOSE had implemented a number of interventions based on the statistical findings of the 2007 survey, and that the results here constitute evidence that these proactive interventions have produced positive results”.

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

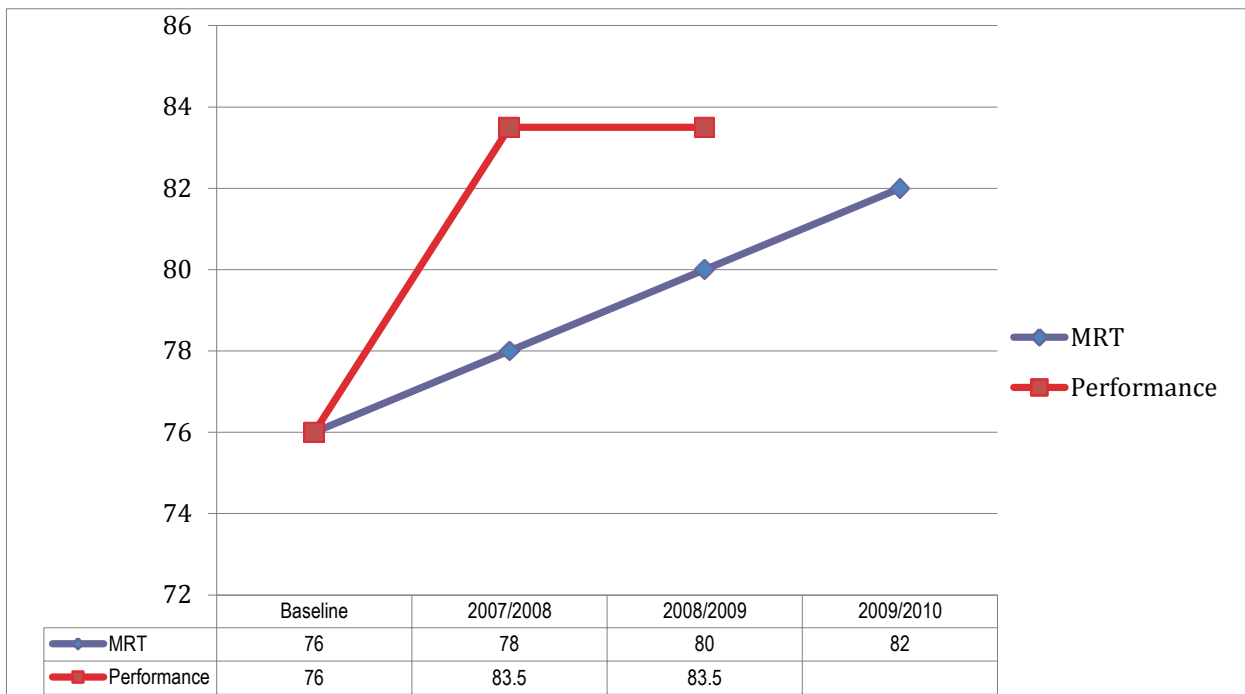
FFY	Measurable and Rigorous Target
2008	Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities to 78%
2009	Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities to 80%
2010	Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities to 82%

Actual Target Data for FFY 2008:

83.5% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

The data reported as actual target data for FFY 2008 is the same as reported in the FFY 2007 APR. The collection of the data in 2007 and reported on in the FFY 2007 APR was actually the data for the FFY 2008 APR.

Trend of VI Parent Involvement (Indicator 8)



MRT = Measurable and Rigorous Targets

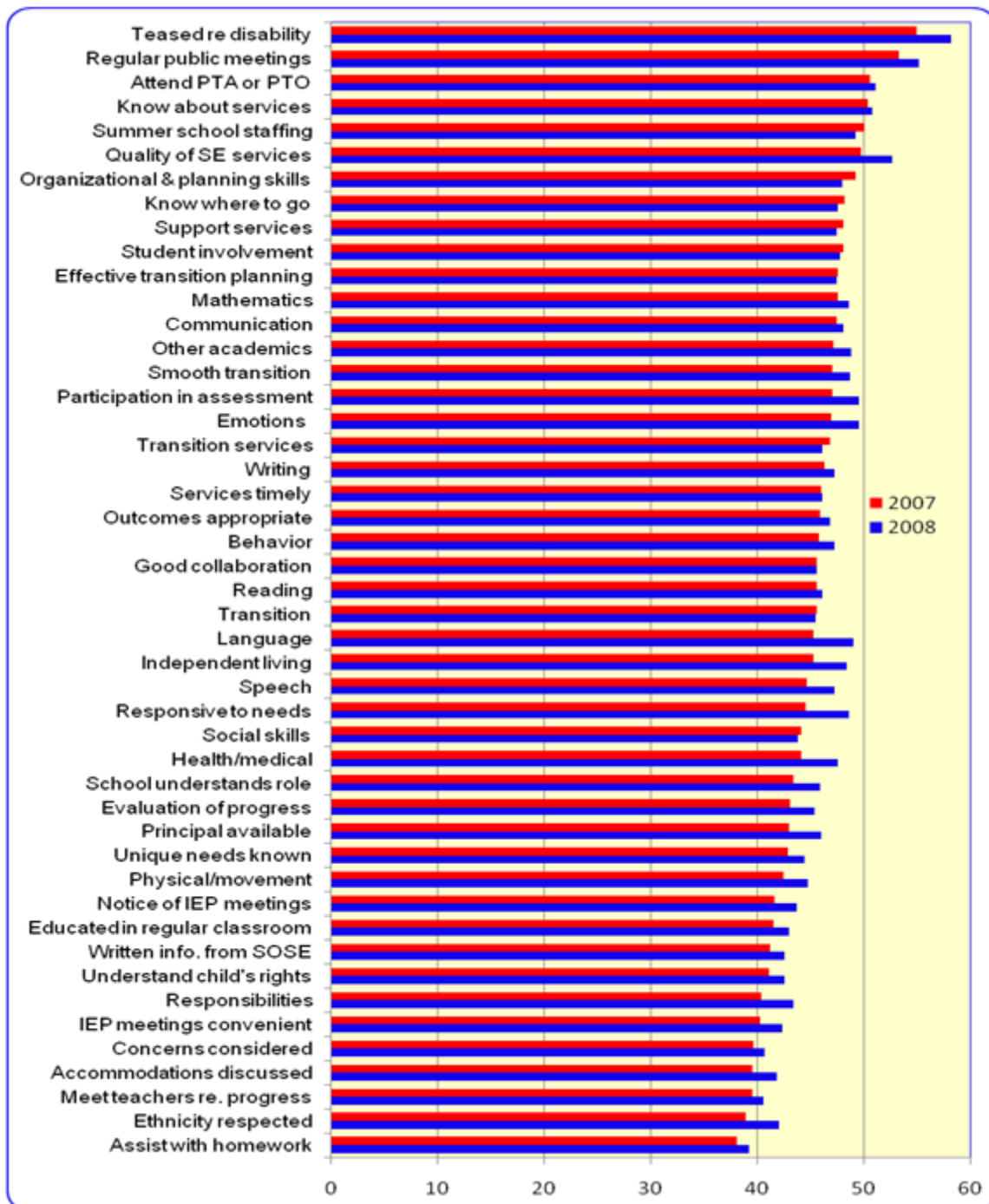
Territorial Parent Contact Profile

Category	Total Number	Percent
Parents Surveyed	1573	100
Respondent Parents	1014	64.5
Incomplete	33	2.1
Parent Refusal	51	3.2
Excessive Callbacks	81	5.1
Wrong Telephone Numbers	78	5.0
Disconnected Telephones	230	14.6
Other	61	3.9
Total	1573	100

Territory Parent Satisfaction Survey Results

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Adequate Notification of Upcoming IEP Meeting	157	711	112	17
The Team Discussed appropriate aids and supports	150	715	91	21
The Team Discussed Accommodations	152	760	61	11
The Team Discussed Participation in Statewide Assessment	106	596	188	28
The IEP Meetings are Scheduled Conveniently	154	740	80	11
. Parental concerns are Considered in Planning IEP	148	737	66	15
Regularly Public Meetings are held for parental input on Special Education	58	411	388	77
Parental Satisfaction with the level of communication received about child's educational program	102	664	192	48
Parental satisfaction with quality of special education services	106	624	192	81

Comparison of Measures for 47 Items in 2007 and 2008



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008: The VIDE met the target.

- Facilitated the Annual Parental Conferences throughout the Territory to educate parents on various strategies on effective parenting and parental involvement
- Provided training to school personnel and special education advisory members on various positive behavior interventions and support systems at its 7th Annual Summer Institute.

- Conducted monitoring activities to review parental consent for evaluation
- Continued collaboration with other agencies and provided technical assistance to parents of pre-school children transitioning from birth to three programs
- Disseminated the results of the parental survey to the Districts. VIDE utilized the outcome to and provided technical assistance to Districts at its annual Leadership conference

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- January, 2010, improve data collection to secure demographic data from The Division of Planning Research & Evaluation listing of parental contact for all children receiving special education and related services
- May, 2010, disseminate the results of the parental survey to the Districts. SOSE will utilized the results to provided technical assistance to Districts at its Annual Leadership Conference
- May, 2010, facilitate a parent roundtable discussion and establish formal communication with representatives of parent organizations this will enable more parental buddy system e.g. Parental liaisons.
- March, 2010, and quarterly thereafter, increase the number of PSAs to inform parents of best practices.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

The VIDE used data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA in analyzing data for this indicator as well as the total public school enrollment.

Monitoring Priority: Disproportionality

Indicator 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.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = $\left[\frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right] \times 100$.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2008	0% of districts with disproportionate representation of racial and ethnic group in special education and related services that is the result of inappropriate identification.
2009	0% of districts with disproportionate representation of racial and ethnic group in special education and related services that is the result of inappropriate identification.
2010	0% of districts with disproportionate representation of racial and ethnic group in special education and related services that is the result of inappropriate identification.

Definition of “Disproportionate Representation” and Methodology

The VIDE defines disproportionate representation as the relative difference in composition of racial and ethnic groups receiving special education and related services using +/- 20%, resulting in a calculation using the “.2” factor to determine distribution based on the enrollment composition or the relative difference percent that is over or under 20%. The VIDE has determined a minimum “n” as 10.

Actual Target Data for FFY 2008:

0% of districts with disproportionate representation of racial and ethnic group in special education and related services that is the result of inappropriate identification.

Child Count Virgin Islands Race/Ethnicity Ages 6-21: 2008-2009:

	Hispanic/Latino	American Indian of Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
District 1 (St. Croix)	220	<10	<10	522	<10	7	<10	749
District 2 (St. Thomas/St. John)	52	<10	<10	508	<10	23	<10	585
Totals	272	<10	<10	1030	<10	30	<10	1334

Virgin Islands Total Student Enrollment Ages 6-21: 2008-2009

	Hispanic/Latino	American Indian of Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
District 1	1801	12	28	6005	<10	45	<10	7891
District 2	604	10	20	6809	<10	159	<10	7602
Totals	2405	22	48	12814	<10	204	<10	15493

American Indian/Alaskan Native: n < 10
Native Hawaiian/Other Pacific Islander: n < 10

Asian: n < 10
Two or More Races: n < 10

DISTRICT 1			
RACIAL/ETHNIC (HISPANIC/LATINO STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
220/749 x 100 = 29.37%	1801/7891 x 100 = 22.84%	(29.37 – 22.84)/22.84 0.28	THE PERCENTAGE OF HISPANIC/LATINO STUDENTS WITH DISABILITIES IS SLIGHTLY GREATER THAN THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 1
RACIAL/ETHNIC (BLACK OR AFRICAN AMERICAN STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - NO DISPROPORTIONALITY]
522/749 x 100 = 69.69%	6005/7891 x 100 = 76.10%	(69.69 – 76.10)/76.10 -0.08	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH DISABILITIES IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1
RACIAL/ETHNIC (WHITE STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
7/749 x 100 = 0.93%	45/7891 x 100 = 0.57%	(0.93 – 0.57)/0.57 x 100 0.63	THE PERCENTAGE OF WHITE STUDENTS WITH DISABILITIES IS CONSIDERABLY GREATER THAN THE PERCENTAGE OF WHITE STUDENTS ENROLLED IN DISTRICT 1
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

DISTRICT 2			
RACIAL/ETHNIC (HISPANIC/LATINO STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF – No DISPROPORTIONALITY]
52/585 x 100 = 8.89%	604/7602 x 100 = 7.94%	(8.89 – 7.94)/7.94 0.12	THE PERCENTAGE OF HISPANIC/LATINO STUDENTS WITH DISABILITIES IS COMPARABLE TO THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 2
RACIAL/ETHNIC (BLACK OR AFRICAN AMERICAN STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
508/585 x 100 = 86.84%	6809/7602 x 100 = 89.57%	(86.84 – 89.57)/89.57 -0.03	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH DISABILITIES IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
RACIAL/ETHNIC (WHITE STUDENTS) COMPOSITION		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
23/585 x 100 = 3.93%	159/7602 x 100 = 2.09%	(3.93 – 2.09)/2.09 0.88	THE PERCENTAGE OF WHITE STUDENTS WITH DISABILITIES IN CONSIDERABLY GREATER THAN THE PERCENTAGE OF WHITE STUDENTS ENROLLED IN DISTRICT 2
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008	2	2	0	0.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

District 1 data indicated disproportionate representation (over representation) of Hispanic students with disabilities. District 2 indicated disproportionate representation (over representation) of White students with disabilities. However, after the review of district policies, procedures, and practices, it was determined that the demonstrated disproportionate representation is not the result of inappropriate identification.

The VIDE met the target.

- Accessed technical assistance from the National Research Center on Learning Disabilities (NRCLD) relating to identifying students with specific learning disabilities.
- Conducted a meeting with the Evaluation Diagnostic Evaluation District Coordinators utilizing the SLD Getting Started with SLD Determination Guide available on the NRCLD website to review the steps completed during the evaluation process. Information shared included: a review of data from the response to intervention process; determining whether the child is not achieving adequately for the child's age; determining the ability level using a valid and reliable standardized measure of intellectual or cognitive ability administered by trained personnel; validating child progress in the general curriculum by conducting class room observation; determining the discrepancy between ability and achievement; determining the deficit is not primarily the result of mental retardation, sensory deficit, emotional disturbance, cultural, limited English proficiency, environmental or economic disadvantage; and determining the primary disability after completing the written report.
- Met with the district to review and revise, as necessary, the district/territorial procedures manual
- Examined the policies and procedures addressing pre-referral intervention systems in the LEAs
- Provided professional development on positive behavioral supports during the Summer Institute and Annual Parent Conference.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

- April, 2006, explore and analyze the effects of childhood poverty on educational performance and identification of children with disabilities on a quarterly basis and developed comprehensive strategies to issues of concern. Use Kids Count data and collaborate with other agencies (e.g., Department of Human Services) to gather data.
- June, 2010 provide Kids Count analysis to parents, detailing the impact of childhood poverty on students' educational performance.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2008	0% of Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009	0% of Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010	0% of Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Definition of "Disproportionate Representation" and Methodology

The VIDE defines disproportionate representation as the relative difference in composition of racial and ethnic groups receiving special education and related services using +/- 20%, resulting in a calculation using the ".2" factor to determine distribution based on the enrollment composition or the relative difference percent that is over or under 20%. The VIDE has determined a minimum "n" as 10.

Actual Target Data for FFY 2008:

% of Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Child Count Virgin Islands for Specific Disabilities 2008-2009**District 1 (St. Croix District)**

	Hispanic/Latino	American Indian of Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
Mental Retardation	35	<10	<10	88	<10	<10	<10	123
Specific Learning Disability	135	<10	<10	283	<10	<10	<10	418
Speech or Language Impairments	<10	<10	<10	23	<10	<10	<10	23
Other Health Impairments	15	<10	<10	32	<10	<10	<10	47
Autism	<10	<10	<10	19	<10	<10	<10	19
Emotional Disturbance	<10	<10	<10	26	<10	<10	<10	26

Virgin Islands Total Student Enrollment Ages 6-21: 2008-2009

	Hispanic/Latino	American Indian of Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
District 1	1801	12	28	6005	<10	45	<10	7891
District 2	604	10	20	6809	<10	159	<10	7602
Totals	2405	22	48	12814	<10	204	<10	15493

DISTRICT 1: COMPOSITION COMPARISONS – MENTAL RETARDATION			
HISPANIC/LATINO STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
35/123 x 100 = 28.45%	1801/7891 x 100 = 22.84%	(28.45 – 22.84)/22.84 0.25	THE PERCENTAGE OF HISPANIC/LATINO STUDENTS WITH MENTAL RETARDATION IS SLIGHTLY GREATER THAN THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 1
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - NO DISPROPORTIONALITY]
88/123 x 100 = 71.54%	6005/7891 x 100 = 76.10%	(71.45 – 76.10)/76.10 -0.06	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH MENTAL RETARDATION IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

DISTRICT 1: COMPOSITION COMPARISONS - SPECIFIC LEARNING DISABILITIES			
HISPANIC/LATINO STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
135/418 x 100 = 32.30%	1801/7891 x 100 = 22.84%	(32.30 – 22.84)/22.84 0.41	THE PERCENTAGE OF HISPANIC/LATINO STUDENTS WITH SPECIFIC LEARNING DISABILITIES IS GREATER THAN THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 1
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - NO DISPROPORTIONALITY]
283/418 x 100 = 67.70%	6005/7891 x 100 = 76.10%	(67.70 – 76.10)/76.10 -0.11	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH SPECIFIC LEARNING DISABILITIES IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

DISTRICT 1: COMPOSITION COMPARISONS – SPEECH OR LANGUAGE IMPAIRMENTS

BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
23/23 x 100 = 100%	6005/7891 x 100 = 76.10%	(100 – 76.10)/76.10 0.31	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH SPEECH LANGUAGE IMPAIRMENTS IS GREATER THAN THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

DISTRICT 1: COMPOSITION COMPARISONS – OTHER HEALTH IMPAIRMENTS			
HISPANIC/LATINO STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
15/47 x 100 = 31.91%	1801/7891 x 100 = 22.84%	(31.91 – 22.84)/22.84 0.40	THE PERCENTAGE OF HISPANIC/LATINO STUDENTS WITH OTHER HEALTH IMPAIRMENTS IS GREATER THAN THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 1
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - NO DISPROPORTIONALITY]
32/47 x 100 = 68.08%	6005/7891 x 100 = 76.10%	(68.08 – 76.10)/76.10 -0.10	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH OTHER HEALTH IMPAIRMENTS IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

DISTRICT 1: COMPOSITION COMPARISONS – AUTISM			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
19/19 x 100 = 100%	6005/7891 x 100 = 76.10%	(100 – 76.10)/76.10 0.31	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH AUTISM IS GREATER THAN THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

DISTRICT 1: COMPOSITION COMPARISONS – EMOTIONAL DISTURBANCE			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - OVERREPRESENTATION]
26/26 x 100 = 100%	6005/7891 x 100 = 76.10%	(100 – 76.10)/76.10 0.31	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH EMOTIONAL DISTURBANCE IS GREATER THAN THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 1

Child Count Virgin Islands for Specific Disabilities 2008-2009

District 2 (St. Thomas/St. John District)

	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
Mental Retardation	<10	<10	<10	94	<10	<10	<10	94
Specific Learning Disability	24	<10	<10	207	<10	<10	<10	231
Speech or Language Impairments	<10	<10	<10	81	<10	<10	<10	81
Other Health Impairments	<10	<10	<10	35	<10	<10	<10	35
Autism	<10	<10	<10	21	<10	<10	<10	21
Emotional Disturbance	<10	<10	<10	17	<10	<10	<10	17

Virgin Islands Total Student Enrollment Ages 6-21: 2008-2009

	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Totals
District 1	1801	12	28	6005	<10	45	<10	7891
District 2	604	10	20	6809	<10	159	<10	7602
Totals	2405	22	48	12814	<10	204	<10	15493

DISTRICT 2: COMPOSITION COMPARISONS – MENTAL RETARDATION			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
94/94 x 100 = 100%	6809/7602 x 100 = 89.57%	(100 – 89.57)/89.57 0.11	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH MENTAL RETARDATION IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

DISTRICT 2: COMPOSITION COMPARISONS – SPECIFIC LEARNING DISABILITY			
HISPANIC/LATINO STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF – OVERREPRESENTATION]
24/231 x 100 = 10.39%	604/7602 x 100 = 7.94%	(10.39 – 7.94)/7.94 0.31	THE PERCENTAGE OF HISPANIC/LATINO SPECIFIC LEARNING DISABILITY IS GREATER THAN THE PERCENTAGE OF HISPANIC STUDENTS ENROLLED IN THE DISTRICT 2
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
207/231 x 100 = 89.61%	6809/7602 x 100 = 89.57%	(89.61 – 89.57)/89.57 0	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH SPECIFIC LEARNING DISABILITY IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

DISTRICT 2: COMPOSITION COMPARISONS – SPEECH OR LANGUAGE IMPAIRMENTS			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
81/81 x 100 = 100%	6809/7602 x 100 = 89.57%	(100 – 89.57)/89.57 0.12	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH SPEECH OR LANGUAGE IMPAIRMENTS IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
<p>A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED</p> <p>B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED</p> <p>C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION</p>			

DISTRICT 2: COMPOSITION COMPARISONS – OTHER HEALTH IMPAIRMENTS			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
35/35 x 100 = 100%	6809/7602 x 100 = 89.57%	(100 – 89.57)/89.57 0.12	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH OTHER HEALTH IMPAIRMENTS IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
<p>A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED</p> <p>B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED</p> <p>C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION</p>			

DISTRICT 2: COMPOSITION COMPARISONS – AUTISM			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
21/21 x 100 = 100%	6809/7602 x 100 = 89.57%	(100 – 89.57)/89.57 0.12	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH AUTISM IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

DISTRICT 2: COMPOSITION COMPARISONS – EMOTIONAL DISTURBANCE			
BLACK OR AFRICAN AMERICAN STUDENTS		RELATIVE DIFFERENCE IN COMPOSITION	DISPROPORTIONATE REPRESENTATION
(A)	(B)	(A – B)/B	[+/- 20% CUTOFF - No DISPROPORTIONALITY]
17/17 x 100 = 100%	6809/7602 x 100 = 89.57%	(100 – 89.57)/89.57 0.12	THE PERCENTAGE OF BLACK OR AFRICAN AMERICAN STUDENTS WITH EMOTIONAL DISTURBANCE IS COMPARABLE TO THE PERCENTAGE OF BLACK STUDENTS ENROLLED IN DISTRICT 2
A: DISABILITY COMPOSITION = NUMBER OF STUDENTS W/ DISABILITIES (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED B: ENROLLMENT COMPOSITION = NUMBER OF STUDENTS ENROLLED (RACIAL/ETHNIC GROUP) DIVIDED BY TOTAL NUMBER OF STUDENTS W/ DISABILITIES ENROLLED C: RELATIVE DIFFERENCE = DISABILITY COMPOSITION MINUS ENROLLMENT COMPOSITION DIVIDED BY ENROLLMENT COMPOSITION			

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008	2	2	0	0.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

District 1 data indicated disproportionate representation (over representation):

Hispanic/Latino students with MR, SLD, and OHI

Black or African American students with SL, AUT, and ED

District 2 data indicated disproportionate representation (over representation):

Hispanic/Latino students with SLD

However, after the review of district policies, procedures, and practices, it was determined that the demonstrated disproportionate representation is not the result of inappropriate identification.

The VIDE met the target.

For FFY 2008, the VIDE SOSE completed the following improvement activities:

- Accessed technical assistance from the National Research Center on Learning Disabilities (NRCLD) relating to identifying students with specific learning disabilities.
- Conducted a meeting with the Evaluation Diagnostic Evaluation District Coordinators utilizing the SLD Getting Started with SLD Determination Guide available on the NRCLD website to review the steps completed during the evaluation process. Information shared included: a review of data from the response to intervention process; determining whether the child is not achieving adequately for the child's age; determining the ability level using a valid and reliable standardized measure of intellectual or cognitive ability administered by trained personnel; validating child progress in the general curriculum by conducting class room observation; determining the discrepancy between ability and achievement; determining the deficit is not primarily the result of mental retardation, sensory deficit, emotional disturbance, cultural, limited English proficiency, environmental or economic disadvantage; and determining the primary disability after completing the written report.
- Met with the district to review and revise, as necessary, the district territorial procedures manual
- Examined the policies and procedures addressing pre-referral intervention systems in the LEAs
- Provided professional development on positive behavioral supports during the Summer Institute and Annual Parent Conference.
- Addressed the effects of childhood poverty on educational performance and identification of children with disabilities on a quarterly basis and developed comprehensive strategies to issues of concern.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- April, 2010, explore and analyze the effects of childhood poverty on educational performance and identification of children with disabilities on a quarterly basis and developed comprehensive strategies to issues of concern. Use Kids Count data and collaborate with other agencies (e.g., Department of Human Services) to gather data.
- June, 2010 provide Kids Count analysis to parents, detailing the impact of childhood poverty on student's educational performance.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 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 timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2008	100% of children with parental consent to evaluate were evaluated within 60 days of receiving parental consent for initial evaluation (or State established timeline.)
2009	100% of children with parental consent to evaluate were evaluated within 60 days of receiving parental consent for initial evaluation (or State established timeline.)
2010	100% of children with parental consent to evaluate were evaluated within 60 days of receiving parental consent for initial evaluation (or State established timeline.)

Actual Target Data for FFY 2008:

Of the **217** children for whom parental consent to evaluate was received, **211** children had evaluations completed within the State-established timeframe of 45 days.

211 / 217 x 100 = 97%

Description of method used to collect data for this indicator:

The VIDE SOSE used several methods to collect data and calculate the measurement for reporting for this indicator: Data Reports I. A-1 were collected from the LEAs on a monthly basis and used to verify consent received and evaluations completed or those pending for each month; desk audits of

students' files were selected from the Goalview System and checked for accuracy of information; bi-monthly verification visits to LEAs were conducted on all students' files submitted in data reports to verify that the data by the LEAs are present and correctly documented in files; and the facilitated self-assessment (FSA) web-based monitoring tool was utilized to verify if the LEAs were complying with the regulatory requirements.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	217
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	211
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	97%

Account for children included in (a) but not included in (b):

There were 6 children who were included in (a) but not in (b).

Range of days beyond the timeline along with reasons for the delays:

The number of days beyond the timeline when evaluations were completed was between **2** and **67** days. There were **6** children whose evaluations were completed beyond 45 day timeframe. One (**1**) child had evaluations completed 67 days beyond the 45 day timeline. The SOSE has determined that the reason for the delay was ineffective scheduling of evaluations. SOSE has determined that the root causes for the delay in timely assessments for the remaining **5** children were; inconsistencies in the utilization of self-monitoring tools; lags in time between the dates of receipt of consent and scheduling evaluations; ineffective scheduling mechanisms; and no effective plan in place for the receiving of referrals, taking consent and conducting evaluations during summer months.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):
Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 35%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	97
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	97
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

All noncompliance was corrected

Verification of Correction (either timely or subsequent):

Since October 2008, the VIDE SOSE is utilizing several procedures for accounting for all instance of noncompliance such as reviewing records during on-site monitoring verification visits, desk audits, and/or through our self-assessment monitoring system. To determine that the LEAs are correctly implementing the specific regulatory requirement(s), technical assistance (TA) is provided by the VIDE SOSE for this indicator that focus on strategies to comply with the regulatory requirements. Additionally, correspondence is provided to the LEAs indicating the mandated requirements outlined in the IDEA and the related Goalview requirements, which are aligned with the regulatory requirements. For identified areas of noncompliance, the LEAs are also notified that all noncompliance must be corrected as soon as possible and in no case later than one year after the State identifies noncompliance, as noted under the regulatory requirement of CFR §300.600 (e).

Consistent with OSEP Memorandum 09-02, dated October 17, 2008, in order to demonstrate that previously identified noncompliance has been corrected, the VIDE conducted on-site review of records and desk audits bi-monthly utilizing the Data Report I. A-1: Initial Evaluations Report. This report is submitted on a monthly basis with the following data elements: a) attending school; b) child's name; c) date of birth; d) date of consent; e) date of referral; f) date of evaluation; g) date of eligibility determination and h) date of initial IEP. The on-site verification visits, desk audits, and subsequent review of timely updated data ensured the LEAs submission of valid and reliable data reports submitted to the SOSE on Data Report I. A-1: Initial Evaluations, which meets the regulatory requirement of 34 CFR §300.301(c)(1).

Correction of Remaining FFY 2005 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2005 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	279
2. Number of remaining FFY 2005 findings the State has verified as corrected	279
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):

In FFY 2005, 238 findings of noncompliance were identified. The SOSE has verified and corrected all outstanding noncompliance for FFY 2005.

1. Number of remaining FFY 2005 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	238
2. Number of remaining FFY 2005 findings the State has verified as corrected	238
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
The State must take the steps necessary to ensure that it can report, in the FFY 2008 APR, due February 1, 2010, that it has corrected the noncompliance identified in FFY 2005 and FFY 2006.	Documentation regarding the State's correction of the remaining findings of noncompliance identified in FFY 2005 and FFY 2006 that were not reported as corrected in FFY 2007 APR will be submitted under a separate cover.
The State must demonstrate, in the FFY 2008 APR due February 1, 2010, that the State is in compliance with the timely evaluation requirement in 34 CFR §300.301(c)(1), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR	The State has demonstrated that it is in compliance with the timely evaluation requirements in 34 CFR §300.301(c)(1), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR. For FFY 2007, the 97 children range of days beyond the timeline when the evaluations were completed was between 3 and 408.
The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation, although late unless the child is no longer within the jurisdiction of the LEA consistent with OSEP Memorandum 09-02	Since October 2008, the VIDE SOSE is utilizing several procedures for accounting for all instance of noncompliance such as reviewing records during on-site monitoring verification visits, desk audits, and/or through our self-assessment monitoring system. To determine that the LEA is correctly implementing the specific regulatory requirement(s), technical assistance (TA) is provided by the VIDE SOSE in each indicator that focuses on strategies to comply with the regulatory requirements. Additionally, correspondence is provided to the LEA quoting the mandated obligation(s) outlined in IDEA and the related Goalview requirements, which are aligned with the regulatory requirements. For identified areas of noncompliance, the LEA is also notified that all noncompliance must be corrected as soon as possible and in no case later than one year the State identifies noncompliance, as noted under the regulatory requirement of CFR §300.600 (e).
If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance.	The State has reviewed and revised its improvement activities to ensure compliance with 34 CFR §300.301(c)(1).

In FFY 2007, the VIDE reported **35%** for Indicator 11. In FFY 2008 the VIDE is reporting **97%** compliance.

For FFY 2008, the VIDE SOSE implemented the following improvement activities:

- Conducted frequent monitoring of initial evaluations, which has assisted in moving the Territory from a 35% level of compliance to 97%. Specifically, the VIDE SOSE monitored the number of requests for parental consent for initial evaluations through data reports and requested that data reports be submitted on a monthly basis as opposed to submitting reports every two months. The effectiveness of this activity improved timely data submissions.
- Developed a plan requiring the LEAs to submit initial evaluation reports on a weekly basis.
- Received TA from SERRC and DAC in achieving target set in the SPP/APR. SOSE received TA throughout 2008 and 2009 on procedures on self-monitoring and the collection of reliable data. Evidence of effectiveness of this activity allowed the SOSE staff to review and implement procedures that effectively ensured accurate data submission from LEAs.
- Provided TA to LEAs on the design and implementation of appropriate protocols to enable the LEAs to evaluate and determine eligibility within required timeline. The VIDE SOSE recognizes that LEAs are still experiencing challenges and we will continue to provide technical assistance and closely monitor both LEAs.
- Provided TA to the LEAs Diagnostic Center Coordinators' and Directors' on the file management, record keeping and reporting in a timely manner. In September 2009, SOSE demonstrated the use of the self-calculating spreadsheet that assisted in scheduling evaluations within the timeline. As a result, the LEAs were able to accurately track and schedule evaluations from the receipt of parental consent to timely evaluations.
- Provided TA to the LEAs Diagnostic Center Coordinators' and Directors' on the Federal and Territorial regulations governing evaluation and placement of children with parental consent to evaluate. SOSE emphasized the importance of adhering to the regulations that governs timely placement of children for which parental consent was obtained.
- Provided TA to the LEA's Diagnostic Center Coordinators' and Directors' on effective personnel management. The VIDE SOSE gave suggestions on effective practices that can be utilized to closely monitor the efficiency of the LEAs staff. Progress of this activity is ongoing.
- SOSE and LEA staff received training, professional development, and technical assistance on the Advance Monitoring Facilitated Self-Assessment (FSA) Web-based System. The SOSE implemented its FSA monitoring system for cyclical monitoring. It identified what areas based on the related requirements were out of compliance and what areas needed to come into compliance no later than one year of identification.
- Conducted on-site verification visits to determine how districts were using the FSA to identify and address issues of noncompliance. Based on the verification visit conducted, it was determined that the FSA student file review forms (electronic and hard-copy) is being used as designed.
- August 2008, upgraded the Goalview Data Management System to meet the requirements of IDEA 2004, which included fields identified by the LEAs. Upgraded fields included: tracking of students referred from the general education population to initial placement and IEP development

and post-secondary goals aligned with the National Secondary Transition Technical Assistance Center checklist.

- September 2009, the Virgin Islands Part B of IDEA Plan for Using and Oversight IDEA 2009 Funds to Address Non-Compliance Indicator 11 was developed to provide TA on effective methods of scheduling for children with parental consent who were evaluated within 60 days or (state established timeline).

Virgin Islands Part B of IDEA Plan for Using and Oversight IDEA 2009 Funds to Address Non-Compliance Indicator 11

Requirement Description	Plan	Process	Timeline
Procedures for improving performance Standing noncompliance areas relative to the percent of children with parental consent to evaluate, who were evaluated within 60 days for FFY 2005 and FFY 2006	The State Office of Special Education will address noncompliance identified in Indicator 11 FFY 2007 APR due February 1, 2010 by providing technical Assistance on effective methods of scheduling for children with parental consent to evaluate who were evaluated within the State established timeline to the LEAs Special Education Directors, and Diagnostic Center Coordinators.	<p>The State Office will determine the need for intervention for low performance in Indicator 11 as follows:</p> <ul style="list-style-type: none"> • Facilitated a PowerPoint presentation of the of Federal Regulations and Virgin Islands Special Education Rules for timely evaluation • Provided assistance to objectively critique the feasibility of systems and processes; offer a friendly critique from monitoring to data collection • Provided technical assistance in the utilization of the preformatted Excel self-calculating spreadsheet provided by the State Office to enable the LEAs to evaluate within the required timeline to meet the compliance target of 100% set forth by OSEP. 	September 16 and 21, 2009
	State Office of Special education will access the Goalview Student Management System to track parental consent to evaluate within 60 days (or state established timeline).	<ul style="list-style-type: none"> • Conducted monthly Goalview data runs to substantiate the utilization of the tracking system in evaluating children with parental consent in the required timeline. 	Monthly; beginning October 2009

	<p>State Office of Special Education will utilize the Facilitated Self-Assessment Monitoring System to identify issues of noncompliance in regards to evaluating children with parental consent within the required timeline and to verify correction of noncompliance as soon as possible, but no later than within one year.</p>	<ul style="list-style-type: none"> Performed bi-monthly verification visits to the LEAs to validate correction of noncompliance of children with parental consent to evaluate how they were evaluated within 60 days (or state established timeline). 	<p>Bi-monthly; beginning September 2009</p>
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Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008:

- September, 2010, provide training and technical assistance, as necessary, on the Federal Regulations and Virgin Islands Special Education Rules for timely initial evaluations; offer objective critique on the feasibility of LEAs systems and processes; conduct monthly Goalview data runs; and perform periodic verification visits. The effectiveness of this activity will enable the LEAs to consistently monitor and evaluate practices and procedures for timely evaluations.
- January, 2010, Data Report I-1 Initial Evaluations will be analyzed weekly to ensure the accuracy of all data reporting elements.
- February, 2010, examine scheduling logs/calendars for testing by Educational Diagnostic Centers. The effectiveness of this activity will determine how scheduling is performed and will assist the VIDE SOSE with providing appropriate TA based on the findings and reconstruct their procedures to assist with closing the gaps.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in (a) but not included in (b, c, d or e). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

FFY	Measurable and Rigorous Target
2008	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2009	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2010	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2008:

100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Description of method used to collect data, and if the data are from monitoring, description of the procedures used to collect these data

The VIDE SOSE mandates that each LEA report monthly utilizing the Data Report III: Part C to B Transition Report. This report is submitted on a monthly basis with the following data elements: (a) child's name, (b) child's date of birth (c) date of transition meeting (d) Date child determined eligible/ineligible (e) date of IEP meeting (f) date services began or was refused by parent. VIDE SOSE also secures data from the Part C programs with the names of those children referred from Part C programs to Part B programs. Additionally, VIDE SOSE conducts onsite monitoring activities and desk audits to ensure the validity and reliability of the data reported by each LEA on Data Report III: Part C to B Transition Report.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	59
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	16
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	33
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	10
e. # of children who were referred to Part C less than 90 days before their third birthdays.	0
# in (a) but not in (b, c, d, or e).	4
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = $[(c) \div (a-b-d-e)] \times 100$	100%

Account for Children Included in a, but not in b, c, d, or e:

There were 4 children in (a) but not in (b, c, d, or e). Specifically, 1 child moved out of the Territory and 3 parents were no-shows.

Of the sixty-three (63) children listed in the table "Disaggregated Data of Children Determined Eligible/Ineligible for Part B services from Part C on pages 77-81, 59 children had been served in Part C and referred to Part B for eligibility determination. The remaining four (4) children of the (63) listed in the table had been served in Part C and referred to Part B for eligibility determinations. Of the four (4), three (3) parents were no shows, and one (1) child moved out of the Territory before eligibility determinations were made for Part B services. These children are identified with the unique identifiers 9002, 9032, 9033, and 9036 respectively.

Indicate the range of days beyond the third birthday and the reasons for the delays:

All children from Part C were transitioned to Part B within timeline; therefore, there were no delays during this reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	0
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions taken if Noncompliance Not Corrected

The VIDE SOSE did not report any findings of noncompliance for FFY 2007; therefore no action was required for FFY 2007.

Verification of Correction (either timely or subsequent)

To ensure that each LEA implemented the specific regulatory requirements consistent with §300.124(b), the VIDE SOSE conducted desk audits and on-site monitoring activities. In addition, each LEA was required to provide supporting documentation when deemed necessary.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

For FFY 2006, the 5 children who were previously identified as not being found eligible and having an IEP implemented by their 3rd birthday in the FFY 2006 SPP/APR did have an IEP implemented. The range of days beyond the 3rd birthday for each child identified and found eligible was zero (0) to one (1) month.

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	0
2. Number of remaining FFY 2006 findings the State has verified as corrected	0
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier

For FFY 2005, the 2 children who were previously identified as not being found eligible and having an IEP implemented by their 3rd birthday in the FFY 2005 SPP/APR did have an IEP implemented. The range of days beyond the 3rd birthday for each child identified and found eligible was zero (0) to four (4) months.

1. Number of remaining FFY 2005 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	0
2. Number of remaining FFY 2005 findings the State has verified as corrected	0
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

Additional Information Required by the OSEP APR Response Table:

Statement from the Response Table	State's Response
The FFY 2008 Special Conditions required the State to submit with the FFY 2007 APR, due February 2, 2009, accurate and complete data disaggregated by LEA demonstrating compliance with the transition requirements (20 USC §1412(a)(9) and 34 CFR §300.124) for children with disabilities transitioning from Part C to Part B for the period from February 2, 2008 to December 1, 2008 (i.e., for children participating under Part C who were born between February 2, 2005 and December 1, 2005, inclusive). The State provided the required information, but OSEP sought clarification on the documentation for two students that the State reported as falling under the exception in 34 CFR §300.301(d).	This clarification was provided to OSEP Contact via written correspondence in July 2009. Additionally, the State has provided disaggregated data below for those children two students that the State reported as falling under the exception in 34 CFR §300.301(d).
The FFY 2008 Special Conditions required that by May 15, 2009, the State provide accurate and complete data disaggregated by LEA demonstrating compliance with the transition requirements (20 USC §1412(a)(9) and 34 CFR	This clarification was forwarded to OSEP Contact via written correspondence on May 15, 2009. Additionally, the State has provided disaggregated data below for those children referred from Part C to

§300.124) for children with disabilities transitioning from Part C to Part B for the period from April 1, 2008 to March 30, 2009 (i.e., for children participating under Part C who were born between April 1, 2005 and March 30, 2006, inclusive). The State did not submit the required information.	Part B for services.
The State must report in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.	To fulfill this requirement the State provided updates on the status of those children who were referred to Part B programs from Part C Programs at its quarterly interagency meetings. Additionally, the State conducted weekly conference calls to ensure upcoming IEP meetings were scheduled. The State also conducted on-site monitoring activities to each LEA.

**Disaggregated Data of Children Determined Eligible/Ineligible
for Part B Services from Part C (Born July 1, 2005 and June 30, 2006 (inclusive))**

District	Child's Unique Identifier	Child's Date of Birth	Transition Meeting	Date Child Determined Elig./Inelig.	Date of IEP	Date Services Began or Refused by parent
STX	9001	07/02/2005	06/04/2008, 06/10/2008, 09/08/2008			06/10/2008 (Parent refused Services)
STX	9002	07/09/2005	03/18/2008, 04/15/2008, 06/04/2008, 09/08/2008			Parent no showed 4 times
STX	9003	07/14/2005	06/04/2008, 09/08/2008			07/08/2008 (parent refused services)
STX	9004	07/16/2005	03/18/2008	06/10/2008	06/10/2008	09/04/2008**
STX	9005	07/24/2005	03/18/2008	05/23/2008	05/23/2008	05/23/2008
STX	9006	08/01/2005	04/15/2008	05/28/2008	05/28/2008	05/28/2008
STX	9007	08/21/2005	04/15/2008	04/15/2008		04/15/2008 (Parent refused Services)
STX	9008	08/29/2005	04/15/2008	04/15/2008 (not Ineligible)		
STT/STJ	8001	09/01/2005	01/22/2008	01/22/2008	05/20/2008	09/08/2008
STT/STJ	8002	09/01/2005	1/22/2008			01/22/2008 (Parent

District	Child's Unique Identifier	Child's Date of Birth	Transition Meeting	Date Child Determined Elig./Inelig.	Date of IEP	Date Services Began or Refused by parent
						refused Services)
STT/STJ	8003	09/01/2005	1/22/2008			01/22/2008 (Parent refused Services)
STX	9009	09/03/2005	04/15/2008			04/15/2008 (Parent refused Services)
STX	9010	09/15/2005	06/16/2008, 09/08/2008	09/12/2008(Ineligible)		
STX	9011	09/20/2005	06/04/2008, 09/08/2008, 09/22/2008	09/18/2008	09/18/2008	09/28/2008
STX	9012	09/24/2005	06/10/2008, 09/08/2008, 09/22/2008	09/22/2008	09/22/2008	09/22/2008
STT/STJ	8004	10/16/2005	05/15/2008	05/15/2008 (Ineligible)		
STX	9013	10/17/2005	06/04/2008, 09/08/2008	10/27/2008	10/27/2008 (due to inclement weather)	11/05/2009
STX	9014	11/08/2005	06/04/2008, 09/08/2008, 10/30/2008	10/30/2008 (Ineligible)		
STX	9015	11/11/2005	06/04/2008, 06/08/2008, 06/10/2008			06/10/2008 (parent refused services)
STX	9016	11/13/2005	06/10/2008, 09/08/2008, 10/30/2008	10/30/2008 (Ineligible)		
STX	9017	11/17/2005	09/23/2008	11/06/2008(Ineligible)		
STT/STJ	8005	11/18/2005	05/15/2008	05/15/2008	09/17/2008	11/17/2008
STX	9018	11/20/2005	06/10/2008, 09/08/2008, 10/24/2008	10/24/2008	10/24/2008	10/24/2008
STX	9019	11/23/2005	06/04/2005, 09/08/2008, 11/24/2008, 12/22/2008	12/12/2008	01/16/2008	01/19/2009 (Guardian was off island which caused the delay)
STX	9020	11/26/2005	06/16/2008, 09/08/2008	09/08/2008 (Ineligible)		
STX	9021	11/27/2005	10/22/2008, 10/30/2008, 11/24/2008	11/24/2008	11/24/2008	11/24/2008

Unique Identifier	Child's Unique Identifier	Child's Date of Birth	Transition Meeting	Date Child Determined Elig./Inelig. for Part B Services	Date of IEP	Date Services began or Refused by parent
STX	9022	12/12/2005	09/23/2008	10/30/2008	10/30/2008	12/12/2008
STX	9023	12/12/2005	06/04/2008			06/04/2008 (Parent refused Services)
STX	9024	12/15/2005	06/10/2008,09/08/2008.10/30/2008	10/30/2008	12/09/2008	12/09/2008
STT/STJ	8006	1/6/2006	11/12/2008	11/12/2008 (Ineligible)		
STX	9025	1/9/2006	9/8/2008 & 09/23/2008	12/3/2008	12/3/2008	1/9/2009
STT/STJ	8007	1/28/2006	11/12/2008	11/12/2008 (Ineligible)		
STX	9026	1/29/2006	9/8/2008 & 09/23/2008 & 10/30/2008	01/26/2009 (Ineligible)		
STX	9027	2/4/2006	9/8/2008 & 09/23/2008			9/25/2008 (parent refused services)
STT/STJ	8008	2/8/2006	11/13/2008	1/15/2009	02/03/2009	02/9/2009**
STT/STJ	8009	2/15/2006	11/12/2008	1/15/2009	02/10/2009	02/16/2009**
STT/STJ	8010	2/23/2006	11/13/2008	1/15/2009	1/15/2009	2/23/2009
STX	9028	2/25/2006	9/8/2008 & 09/23/2008 & 10/30/2008	2/23/2009	2/23/2009	2/25/2009
STX	9029	2/27/2006	9/8/2008	09/08/2008 (Ineligible)		
STX	9030	3/2/2006	9/8/2008 & 10/07/2008 & 10/30/2008	1/29/2009	1/29/2009	3/2/2009
STX	9031	3/9/2006	12/17/2008	3/5/2009	3/5/2009	3/9/2009
STX	9032	03/11/2006	09/08/2008 & 09/23/2008			Parent no showed 2 times
STX	9033	03/11/2006	09/08/2008 & 09/23/2008			Parent no showed 2 times
STT/STJ	8011	3/20/2006	11/13/2008	1/15/2009	1/15/2009	3/20/2009
STT/STJ	8012	3/25/2006	11/12/2008	11/12/2008 (Ineligible)		
STX	9034	3/30/2006	9/8/2008 & 10/07/2008 & 11/18/2008	3/10/2009	3/10/2009	3/30/2009
STX	9035	4/4/2006	10/7/2008 & 10/30/2008	12/22/2008 (Ineligible)		
STX	9036	4/7/2006	12/17/2008 & 03/10/2009			Moved not known to be continuing
STX	9037	04/15/2006	01/27/2009	04/14/2009	04/14/2009	04/15/2009
STX	9038	4/20/2006	10/7/2008 & 10/30/2008	1/12/2009	1/12/2009	4/20/2009

Unique Identifier	Child's Unique Identifier	Child's Date of Birth	Transition Meeting	Date Child Determined Elig./Inelig. for Part B Services	Date of IEP	Date Services began or Refused by parent
STX	9039	4/22/2006	3/10/2009	4/22/2009	4/22/2009	4/22/2009
STX	9040	5/8/2006	11/18/2008	2/5/2009	2/5/2009	5/8/2009
STX	9041	5/8/2006	11/18/2008	2/5/2009	2/5/2009	5/8/2009
STX	9042	5/10/2006	3/10/2009	04/21/2009 (Ineligible)		
STX	9043	5/12/2006	3/16/2009	5/12/2009	5/12/2009	5/12/2009
STX	9044	5/25/2006	3/6/2009	3/6/2009	3/6/2009	9/08/2009***
STX	9045	5/28/2006	11/18/2008	03-13-2009 (Ineligible)		
STX	9046	5/31/2006	1/14/2009	1/14/2009		01/14/2009 (parent refused services)
STX	9047	6/2/2006	11/18/20089 (PNS) & 01/27/2009	6/2/2009	6/2/2009	6/2/2009
STX	9048	6/12/2006	12/17/2008	3/20/2009	04/062009	6/12/2009
STX	9049	6/12/2006	12/17/2008	3/20/2009	04/062009	6/12/2009
STX	9050	6/15/2006	11/18/2008	11/18/2008 (Ineligible)		
STX	9051	6/27/2006	11/18/2008 (PNS) & 12/17/2008 & 01/27/2009 & 02/19/2009	6/2/2009	6/2/2009	6/26/2009
<p>Of the thirty-three (33) children who were found eligible and had an IEP developed and implemented by their third birthday, twenty-nine (29) of those children had an IEP developed, and the remaining four (4) children are indicated by:</p> <p>** Birthday fell on a Sunday, served by Part C program until the Friday before third birthday. Unique identifiers 8008 and 8009. IEPs were developed before each child's third birthday).</p> <p>***Services continued by Part C programs until Head Start Programs reopens (following summer break). Unique identifiers 9004 and 9044. (IEPs were developed before each child's third birthday).</p> <p>8000 Sequence (St. Thomas/St. John District)</p> <p>9000 Sequence (St. Croix District)</p>						

The VIDE met the target.

For FFY 2008, the VIDE SOSE completed the following improvement activities:

- In collaboration with Part C, improved data collection and verification and monitoring, the VIDE met the target. A continuation of these efforts will ensure the timely transition of Part C children to Part B.
- Continued its quarterly Meetings with the Interagency Coordinating Council, Head Start Programs and Local Education Preschool Education Programs.
- Continued to receive monthly reports from each LEA and conducted regular conference calls.
- Continued to receive Part C/Section 619 data and verified the data with the LEAs to ensure data validity and reliability.
- Provided professional development to participants on Early Childhood Transition Policies and Procedures in August 2009 through the National Early Childhood Technical Assistance Center.
- Continued verification visits with each of the LEAs on quarterly basis

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

- January 2010 through January 2011, continue its quarterly interagency meeting with the Interagency Coordinating Council, Department of Human Services Head Start Programs and Local Education Agencies Preschool Programs.
- January 2010 through January 2011, continue to secure Part C data for those children referred to Part B programs for services.
- January 2010 through January 2011, continue to receive and verify monthly reports from each LEA.
- March, 2010, continue to provide professional development to Local Education Agencies on Early Childhood transition policies and procedures through National Technical Resource Centers.
- January, 2010, continue to receive technical assistance from the National Early Childhood Technical Assistance Center.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Reporting for indicator 13 is not required. However, reporting on the timely correction of noncompliance reported in the FFY 2007 APR is included under the Discussion of Improvement Activities section

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 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 services needs. There also must be evidence that the student 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 the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $\left[\frac{\text{(\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority)}}{\text{(\# of youth with an IEP age 16 and above)}} \right] \times 100$.

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: **96.1%**

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	17
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	17
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

The VIDE/SOSE ensured that FFY 2007 findings were timely corrected (corrected within one year from the date of notification to the LEA of the finding).

Verification of Correction (either timely or subsequent):

For those findings for which the State has reported corrections, the VIDE Adopted the NSTTAC Indicator 13 Transition Checklist (updated July 2009) and distributed the checklist to LEAs; furthermore, SOSE provided technical assistance on the use of the transition checklist to ensure effectiveness and accuracy in meeting secondary transition requirements.

For each finding of noncompliance, the VIDE SOSE conducted desk audits to ensure that an IEP that included the required transition contents was developed and implemented unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.

Consistent with OSEP Memorandum 09-02, dated October 17, 2008, in order to demonstrate that previously identified noncompliance for this indicator has been corrected, the VIDE conducted on-site monitoring activities and desk audits of previously identified records and subsequently updated data to ensure that each LEA identified is utilizing and complying with the NSTTAC Transition checklist and the regulatory requirements at 34 CFR §300.320(b).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable] N/A

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

The Office of Special Education Programs (OSEP) required the VIDE SOSE to demonstrate that it has a general supervision system that is reasonably designed to identify and correct noncompliance in a timely manner. In its efforts to do so, the VIDE SOSE has revised its Monitoring Manual to assist in managing its general supervision system more effectively in December 2008. During the revision of the Monitoring Manual, the SOSE did not conduct cyclical monitoring activities for FFY 2007-2008. The SOSE explored other States monitoring manuals and developed protocols to assist with the development of a Monitoring Manual. For this year's reporting, the VIDE in lieu of the monitoring cycle conducted desk audits weekly and quarterly for timely Individual Education Programs (IEPs), coordinated measurable annual IEP goals and transition services; and on-site visits based on desk audits to monitor timely transition of children referred by Part C Program to Part B Programs who has an IEP developed and implemented by their third birthdays.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

FFY	Measurable and Rigorous Target
2008	100% of noncompliance identified through monitoring, complaints, due process hearings, and mediations, etc., are corrected as soon as possible but in no case later than one year from identification.
2009	100% of noncompliance identified through monitoring, complaints, due process hearings, and mediations, etc., are corrected as soon as possible but in no case later than one year from identification.
2010	100% of noncompliance identified through monitoring, complaints, due process hearings, and mediations, etc., are corrected as soon as possible but in no case later than one year from identification.

Actual Target Data for FFY 2008:

96% of noncompliance identified through monitoring, complaints, due process hearings, and mediations, etc., was corrected as soon as possible but in no case later than one year from identification.

Describe the process for selecting LEAs for Monitoring:

The process for selecting a Local Education Agency (LEA) for monitoring occurs on a regular predetermined basis. Approximately four elementary schools, one junior high school, one high school and one program with the LEAs are selected annually for cyclical monitoring on a rotating basis. A minimum of fifteen (15) files and a maximum of fifty (50) files per district are selected and then reviewed from the child's initial date of screening for services through the implementation of the IEP. Children's files that are selected generally include those who were recently identified in each area of disability.

Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator B15 Worksheet)	155
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	149
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	6

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	6
5. Number of findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	6
6. Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

There was no noncompliance identified as not corrected.

Verification of Correction (either timely or subsequent)

Since 2007-2008, the VIDE SOSE is utilizing several procedures for accounting for all instance of noncompliance; review of records during on-site monitoring verification visits, desk audits, and/or through our self-assessment monitoring system. The root causes of the noncompliance are mentioned in each compliance Indicator reported in the SPP/APR. To determine that each LEA is correctly implementing the specific regulatory requirement(s), Technical Assistance (TA) is provided by the VIDE SOSE in each indicator, which emphasizes the regulatory requirements and outgoing correspondence indicates the mandated obligation of IDEA. For areas of noncompliance, each LEA is notified of the regulatory requirement of 34 CFR §300.600(e) to correct noncompliance as soon as possible and in no case later than one year from the time the State identifies the noncompliance.

The VIDE SOSE verified FFY 2007 findings of noncompliance corrected beyond the one-year timeline in FFY 2008. At the SPP/APR Stakeholder Meeting, the District Directors of Special Education reported the following as root causes of continued noncompliance for Indicator 11: the

LEAs inconsistency to self-monitor timeline compliance; lags in time between the dates of completion of consent to evaluation; and inability to track the progress of initial evaluations. Additionally, the same root causes were observed by the VIDE SOSE when analyzing the Data Report I. A-1 Initial Evaluation Reports, conducting desk audits on the Goalview Student Management System, and inputting the information into a self-calculating spreadsheet developed by the State. The LEAs not having policies and procedures in place was another causative factor. The LEAs have adopted the policies and procedures of the VIDE SOSE until the development of their own policies and procedures.

To ensure compliance and correction of noncompliance, the VIDE SOSE developed and forwarded to the LEAs a self-calculating spreadsheet that calculates the time period between consent to evaluation and the status of how many days they have before the expiration of the forty-five (45) day timeline; the Goalview Student Management System has been upgraded to assist with calculating parental consent to evaluation; and the utilization of the FSA system and file review form to identify and address issues of noncompliance. The VIDE SOSE sanctioned the LEAs, as required by 34 CFR §300.600 and §300.608, by redirecting IDEA sub-grant allotment of 5% into early intervention programs for continued inability to meet the 100% compliance target of Indicator 11.

Consistent with OSEP Memorandum 09-02 dated October 17, 2008, in order to demonstrate that all previously identified cases of noncompliance have been corrected for dispute resolution; formal state complaints, and due process hearings, the VIDE SOSE requested from each LEA verification documents regarding the issuance of required timelines for completing administrative decisions and orders, settlement agreements, mediation agreements, resolution agreements, and required actions. Upon receipt of the verification documents, the VIDE SOSE reviews the submission for compliance. Additionally, the VIDE SOSE conducts periodic review of records utilizing the previously submitted decisions and orders, agreements, and required actions to validate the received complaints.

The review of verification documents, periodic review of records, and subsequent data updates for identified noncompliance in each LEA ensured that the LEAs maintain compliance with the regulatory requirements at 34 CFR §§300.149(b) and 300.600(c).

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

The VIDE SOSE ensured that FFY 2006 findings were verified as corrected beyond the one-year timeline.

If the State reported <100% for this indicator in its FFY 2006 APR and did not report that the remaining FFY 2006 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	279
2. Number of remaining FFY 2006 findings the State has verified as corrected	279
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable)

Provide information regarding correction using the same format provided above.

1. Number of remaining FFY 2005 findings noted in OSEP's June 1, 2009 FFY	
---	--

2007 APR response table for this indicator	238
2. Number of remaining FFY 2005 findings the State has verified as corrected	238
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

Additional Information Required by the OSEP APR Response Table

Statement from the Response Table	State's Response
The State has not demonstrated that it is in compliance with the requirements, set out in OSEP's September 24, 2008 verification letter related to: (i) students receiving the needed related services and that parents are not required to prepay.	Documentation regarding parents not being required to prepay for related services and reimbursement provided was submitted to OSEP on January 17, 2008.
The State has not demonstrated that it is in compliance with the requirements, set out in OSEP's September 24, 2008 verification letter related to: (ii) participation in a full school day.	Documentation regarding children who receive transportation services are receiving a full school day was submitted to OSEP on February 13, 2008.
The State has not demonstrated that it is in compliance with the requirements, set out in OSEP's September 24, 2008 verification letter related to: (iii) availability of assistive technology.	Assistive technology needed to implement the IEPs of students with disabilities is addressed during IEP meetings by district supervisors. The Goal view IEP system contains a provision for IEP teams to address assistive technology needs. If a determination is made that a child requires assistive technology, the district begins the procurement process.
The State must demonstrate that in the FFY 2008 APR, due February 1, 2010, that the State has corrected the remaining findings of noncompliance identified in FFY 2005 and FFY 2006 that were not reported as corrected in FFY 2007 APR. (iv) Documentation of corrected noncompliance.	Documentation regarding the State's correction of the remaining findings of noncompliance identified in FFY 2005 and FFY 2006 that were not reported as corrected in FFY 2007 APR will be submitted under a separate cover.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The VIDE reported 86% compliance in FFY 2007. In FFY 2008 the VIDE is reporting 96%, improvement was made.

For FFY 2008, the VIDE SOSE implemented all of the proposed activities with the exception of one which required the LEAs to provide corrective action documents within 60 calendar days of the LEAs receipt of the final monitoring report for major violations and immediately for minor infringements to verify correction of noncompliance. This was because the SOSE was in the process of revising and developing its general supervision monitoring system and web-based facilitated self-assessment, which would necessitate the generation of CAP/IP for all areas of noncompliance; therefore the LEAs were not required to submit a corrective action plan. For FFY 2008, six findings in the area of timely IEPs were verified as corrected beyond the one-year timeline (see Indicator 15 Worksheet attachment). The SOSE did not impose sanctions required under 34 CFR §300.600 and §300.608 on the LEAs because cyclical monitoring did not occur for FFY 2007.

The VIDE SOSE also implemented the following improvement activities:

- Received technical assistance from SERRC and DAC to improve the VIDE's General Supervision System in March 2009, August 2009, November 2009 and January 2009. SERRC and DAC staff provided an objective critique of the feasibility of the VIDE SOSE's system and process. One of the major result of this TA, it was determined that the VIDE will define a finding as individual instances.
- Upgraded the Goalview Data Management System in August 2008 to meet the requirements of IDEA 2004, which included fields identified by the LEAs. Fields that were upgraded that enable the LEAs to comply with statutory regulations were: tracking of students referred from the general education population to initial placement and IEP development; and post-secondary goals aligned with the Nation Secondary Transition checklist, etc.. The effect of this upgrade is noted in the increased percentage of Indicator 11 and the continued compliance of Indicator 13.
- Implemented its web-based Facilitated Self- Assessment (FSA) monitoring system for cyclical monitoring October 2008. The FSA was successful in assisting SOSE in managing its general supervision system more effectively. It identified what areas based on the related requirements were out of compliance and what areas needed to come into compliance no later than one year of identification. On-site verification visits were monitored utilizing the FSA to track what areas came into compliance based on the areas identified as non-compliance. The LEAs were provided an electronic report outlining the date in which compliance was achieved before the one year expiration and what related requirements were still out of compliance.
- Provided on-going technical assistance training on the FSA to the LEAs. This enabled the LEAs to navigate the FSA web-based system to self-monitor the implementation and application of Part B regulations in regards to child find, assistive technology and services, suspensions and expulsion, least restrictive environment, Part C to Part B Transition, etc. In addition, a comprehensive review was provided on the student file review component that enables the LEAs to self-monitor their student records to verify if the related requirements are indeed being implemented. This was effective in the Districts continued understanding of the web-based system and the identification Part B regulations.
- Continued to use information and resources from CADRE, NCSEAM, SERRC and DAC for updates on dispute resolution and monitoring. CADRE was utilized through e-mail contact, e-mail connections with other States and website information. The utilization of CADRE was effective in that any questions concerning the resolution session were answered directly from a CADRE representative via the e-mail. Through questions other States inquired about from each other in the e-mail system, accessible was helpful in clarifying what other States were doing and what worked for their dispute resolution system. NCSEAM information and resources were used for exploring elements that should go into a monitoring system which was gleaned from the section on focus monitoring information on the website. Utilizing this website was effective for incorporating in the CAP/IP based on the results of the FSA a section that explicitly addresses findings of noncompliance in the report, and the percentage of compliance. SERRC and DAC

staff was used to provide technical assistance to conduct on-site observations to obtain an objective critique of the feasibility of our systems/processes.

- Improved the utility of the tracking system that self-calculates the timelines for state and due process complaints. The electronic Complaint System automatically and accurately calculates the timelines required by statutory regulations. The reason for this addition was to ensure that timelines are met. Its effectiveness is apparent in SOSE meeting compliance for Indicators 16, 17, 18, and 19. The Microsoft Outlook Alert Tracking System continues to be used and appears to be effective in monitoring verification documents sent to SOSE by the LEAs. This was effective for ensuring the resolution agreements, mediation agreements, and administrative orders and decisions were being met.
- Trained SOSE staff, impartial hearing officers, and mediators in January, 2008 on current identification, evaluations, individual education programs and eligibility Issues; judicial decisions; IDEA regulations and hearing officer competencies. This equipped the impartial hearing officers and mediators with the knowledge to follow timelines and resolve complaint issues according to statutory regulations. Its effectiveness is demonstrated in completing complaints within timelines and resolving issues in accordance to the federal regulations
- Provided training and technical assistance to the LEAs regarding the Dispute Resolution System. The training focused on timelines for the completion of resolution session agreement between parent and district, federal regulations as applied to timelines for completing formal state complaints and due process hearing complaints, who can initiate the complaint process, and who resolves the issues for the various complaint filed, the benefits of mediation, purpose of the resolution session, and the review of the established SOSE dispute resolution forms. It was evident that this training was effective in the proper procedures being followed by the LEAs in offering resolution sessions to parents, and submitting the proper forms to the SOSE regarding the complaints.
- February 2009, ensured that the electronically submitted CAP/IP to the LEAs was implemented and the necessary documentation was submitted to SOSE.
- Evaluated the effectiveness of the FSA system in the St. Croix District during July 2009 and in the St. Thomas/St. John District in November 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources:

- January, 2010, SOSE will improve data collection and reporting through technical assistance from DAC and SERRC.
- January, 2010, in collaboration with DAC and SERRC, SOSE will build systems and infrastructures of technical assistance and support.
- March, 2010, SOSE will provide technical assistance to the community in general supervision systems.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$.

FFY	Measurable and Rigorous Target
2008	100% of signed written complaints will be resolved within a 60 day timeline or a timeline extended for exceptional circumstance with respect to a particular complaint.
2009	100% of signed written complaints will be resolved within a 60 day timeline or a timeline extended for exceptional circumstance with respect to a particular complaint.
2010	100% of signed written complaints will be resolved within a 60 day timeline or a timeline extended for exceptional circumstance with respect to a particular complaint.

Actual Target Data for FFY 2008:

Indicator 16, Table 7: Signed, Written Complaints Resolved within Timelines

Complaint Timelines Met	
(1.1) Complaints with reports issued	13
(a) Reports with findings	12
(b) Reports within timelines	12
(c) Reports within extended timelines	1
Percent Resolved within timelines	100%

Calculation: $[(1.1(b) + 1.1(c)) \div (1.1)] \times 100 [(12 + 1) \div 13] \times 100 = 100\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008: The VIDE met the target.

For FFY 2008, the VIDE SOSE implemented the following improvement activities that facilitated full compliance with this indicator:

- Revised and updated its Excel Spreadsheet complaint monitoring tracking system by inputting a formula which tracks and monitors complaints to ensure adherence to the 60 day timeline and resolution of complaints.
- September and October 2009, provided technical assistance to LEA special education supervisors and administrators on the dispute resolution system, which was based on data collected from the complaint log. This activity will be provided biannually.
- August 2009, provided follow-up technical assistance training to LEAs and staff on Leader Services, a facilitated self-assessment web-based monitoring tool.
- Provided off-island training for SOSE staff, mediators and impartial hearing officers on dispute resolution. This training is conducted annually.
- Continued to make use of CADRE's website to download materials as resources and for use in conducting technical assistance training for staff and LEAs.
- Distributed the dispute resolution manual to all LEA special education supervisors and administrators.
- Hired an additional compliance monitor.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- February, 2010, at Parent Summit, information regarding the dispute resolution system will be provided to parents.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2008	100% of due process hearing requests fully adjudicated within the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009	100% of due process hearing requests fully adjudicated within the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2010	100% of due process hearing requests fully adjudicated within the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2008:

Indicator 17, Table 7: Due Process Hearing Requests Fully Adjudicated within Timelines

Due Process Hearing Request, Timelines Met	
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline (include expedited)	2
(b) Decisions within extended timelines	1
Percent adjudicated within timelines	100%

Calculation: $[3.2(a) + 3.2(b) \div 3.2] \times 100.$ $[(2 + 1) \div 3] \times 100 = 100\%$

Additional Information required by the OSEP APR Response Table (if applicable)

Statement from the Response Table	State's Response																
<p><i>OSEP Analysis/Next Steps – FFY 2007 SPP/APR Response Table – Indicator 17</i></p> <p>Given that there were no requests for timeline extensions made between September 24, 2008 and November 15, 2008, OSEP cannot conclude that the State is in compliance with the requirements of 34 CFR §300.515(c) regarding hearing timeline extensions. With the FFY 2008 APR, due February 1, 2010, the State must submit documentation demonstrating compliance with 34 CFR §300.515(c), including but not limited to: all relevant documentation on all due process hearing timeline extensions, if any, granted between November 2, 2008 and January 1, 2010.</p>	<p>The VIDE SOSE had a total of 21 due process hearing complaints filed for the period of November 2, 2008 and January 1, 2010. Three (3) of the due process hearings request had extensions:</p> <table><tr><th>CONTROL #</th><th>DATE FILED</th><th>EXTENSION LETTER</th><th>EXTENSION (YES) (NO)</th></tr><tr><td>DP 0809-002</td><td>3/27/09</td><td>12/8/08</td><td>Granted by hearing Officer to 2/09</td></tr><tr><td>DP 0910-007</td><td>11/9/09</td><td>12/21/09</td><td>Granted by hearing Officer to 1/2010</td></tr><tr><td>DP 0910-009</td><td>11/27/09</td><td>12/09/09</td><td>Granted by hearing Officer for due process hearing to proceed 1/ 2010</td></tr></table> <p>The VIDE SOSE is submitting supporting documentation to verify compliance with 34 CFR §300.515(c) under a <i>separate cover</i>.</p>	CONTROL #	DATE FILED	EXTENSION LETTER	EXTENSION (YES) (NO)	DP 0809-002	3/27/09	12/8/08	Granted by hearing Officer to 2/09	DP 0910-007	11/9/09	12/21/09	Granted by hearing Officer to 1/2010	DP 0910-009	11/27/09	12/09/09	Granted by hearing Officer for due process hearing to proceed 1/ 2010
CONTROL #	DATE FILED	EXTENSION LETTER	EXTENSION (YES) (NO)														
DP 0809-002	3/27/09	12/8/08	Granted by hearing Officer to 2/09														
DP 0910-007	11/9/09	12/21/09	Granted by hearing Officer to 1/2010														
DP 0910-009	11/27/09	12/09/09	Granted by hearing Officer for due process hearing to proceed 1/ 2010														

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008: The VIDE met the target.

- Revised and updated its Excel Spreadsheet complaint monitoring tracking system by inputting a formula which tracks and monitors complaints to ensure adherence to the 60 day timeline and resolution of complaints.
- September and October 2009, provided technical assistance to LEA special education supervisors and administrators on the dispute resolution system which was based on data collected from the complaint log. This activity will be provided biannually.
- Revised its Dispute Resolution Manual to include language indicating that only a hearing officer or reviewing officer can grant a due process hearing timeline extension meeting the requirements of 34 CFR §300.515(c).

- Distributed the dispute resolution manual to all LEA special education supervisors and administrators.
- Provided off-island training for SOSE staff, mediators and impartial hearing officers on complaint procedures. This training is conducted annually.
- Continued to make use of CADRE's website to download materials as resources and for use in conducting technical assistance training for staff and LEAs.
- Hired an additional compliance monitor.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- February, 2010, at Parent Summit, information regarding the dispute resolution system will be provided to parents.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Less than 10 resolution sessions were conducted during the reporting period. States are not required to establish baseline or targets if the number of resolution sessions is less than 10, however two (2) resolution sessions were conducted.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for FFY 2008:

Additional Information required by the OSEP APR Response Table (if applicable)

Statement from the Response Table	State's Response													
<p><i>OSEP Analysis/Next Steps – FFY 2007 SPP/APR Response Table – Indicator 18</i></p> <p>Given that there were no due process hearings requested between September 24, 2008 and November 1, 2008, OSEP cannot conclude that the State is in compliance with the requirements of 34 CFR §300.510 related to resolution meetings. With the FFY 2008 APR, due February 1, 2010, the State must submit documentation demonstrating compliance with 34 CFR §300.510, including but not limited to: a list of all due process hearings requested by parents between November 2, 2008 and January 1, 2010; documentation that those parents were offered a resolution meeting; the dates</p>	<p>The VIDE SOSE had a total of 21 due process hearings requested by parents between the period of November 2, 2008 and January 1, 2010 (listing below).</p> <table><tr><th>CONTROL #</th><th>DATE FILED</th><th>RESOLUTION MEETING DATE</th><th colspan="2">WAIVER (YES) (NO)</th></tr><tr><td>DP 0809-001</td><td>11/21/08</td><td>On 12/5/ 08, the Local Education Agency (LEA) determined</td><td>On 12/17/08,</td><td>Complainant requested to begin the</td></tr></table>				CONTROL #	DATE FILED	RESOLUTION MEETING DATE	WAIVER (YES) (NO)		DP 0809-001	11/21/08	On 12/5/ 08, the Local Education Agency (LEA) determined	On 12/17/08,	Complainant requested to begin the
CONTROL #	DATE FILED	RESOLUTION MEETING DATE	WAIVER (YES) (NO)											
DP 0809-001	11/21/08	On 12/5/ 08, the Local Education Agency (LEA) determined	On 12/17/08,	Complainant requested to begin the										

that each resolution meeting was held; a copy of each signed written waiver of the resolution meeting; or documentation that the parties agreed to use mediation in lieu of the meeting.			that a resolution meeting would not be held.	due process hearing timeline.
	DP 0809-002	12/2/08	Waived 12/8/08	Yes
	DP 0809-003	12/12/08	12/22/08	Parent did not sign the Resolution Session Agreement ; Resolved through Mediation Agreement
	DP 0809-004	1/9/09	Resolution Agreement took place on 1/7/09 for Formal State Complaint # 0809-005 received on 12/15/08	Resolution Agreement for Formal State Complaint revoked on 1/9/09. Parent request to proceed to a hearing on and DP Complaint filed on 1/9/09.
	DP 0809-005	1/16/09	2/6/09	Agreement
	DP 0809-006	3/4/09	Waived 3/4/09	Yes
	DP 0809-007	3/10/09	Waived 3/16/09	Yes
	DP 0809-008	4/17/09	Waived 4/16/09	Yes
	DP 0809-009	4/20/09	Waived 5/29/09	DP filed to enforce terms of resolution agreement entered in formal complaint 0809-009
	DP 0809-010	5/11/09	Mediation MA 0809-008	No
	DP 0809-011	5/15/09	5/28/09 RA 0809-007	Agreement
	DP 0910-001	9/1/09	9/10/09 RA 0910-001	Agreement
	DP 0910-	9/4/09	10/1/09	Yes

	002			
	DP 0910-003	9/16/09	Waived 9/22/09	Withdrew Due Process Complaint
	DP 0910-004	10/19/09	11/9/09 RA 0910-004	Agreement
	DP 0910-005	10/20/09	10/28/09 RA 0910-003	Agreement
	DP 0910-006	10/21/09	10/23/09 RA 0910-002	Agreement
	DP 0910-007	11/9/09	Waived 12/4/09	Yes
	DP 0910-008	11/9/09	11/25/09 12/7/09 Waived	Yes
	DP 0910-09	11/27/09	Waived 12/2/09	Yes
	DP0910-10	11/27/09	Waived 12/1/09	Yes
	The VIDE SOSE is submitting supporting documentation for this indicator under a <i>separate cover</i> .			

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: **Percent of mediations held that resulted in mediation agreements.**

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2008	95% of mediations held result in mediation agreements.
2009	95% of mediations held result in mediation agreements.
2010	95% of mediations held result in mediation agreements.

Actual Target Data for FFY 2008:

Indicator 19, Table 7: Mediations Held Resulting in Mediation Agreements

Mediation Resolutions	
(2) Mediation requests total	10
(2.1) Mediations held	9
(a) Mediations held related to due process complaints	5
(i) Mediation agreements related to due process complaints	5
(b) Mediations held not related to due process complaints	4
(i) Mediation agreements not related to due process	4
Percent Resulting in Mediation Agreements	100%

Calculations: $[2.1(a)(i) + 2.1(b)(i) \div 2.1] \times 100$. $[(5 + 4) \div 9] \times 100 = 100\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008: The VIDE met the target.

- Revised and updated its Excel Spreadsheet complaint monitoring tracking system by inputting a formula which tracks and monitors complaints to ensure adherence to the 60 day timeline and resolution of complaints.
- September and October 2009, provided technical assistance to LEA special education supervisors and administrators on the dispute resolution system which was based on data collected from the complaint log.
- August 2009, provided follow-up technical assistance training to LEAs and staff on Leader Services, a facilitated self-assessment web-based monitoring tool.
- Provided off-island training for SOSE staff and mediators on complaint procedures. This training is conducted annually.
- Continued to make use of CADRE's website to download materials as resources and for use in conducting technical assistance training for staff and LEAs.
- Distributed the dispute resolution manual to all LEA special education supervisors and administrators.
- Hired an additional compliance monitor.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- February, 2010, at Parent Summit, information regarding the dispute resolution system will be provided to parents.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2008	100% of State Reported Data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
2009	100% of State Reported Data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
2010	100% of State Reported Data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2008:

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	N/A	N/A	0
14	N/A	N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	34
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		39.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/10	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.857) =		39.00

Indicator #20 Calculation	
A. APR Grand Total	39.00
B. 618 Grand Total	39.00
C. APR Grand Total (A) + 618 Grand Total (B) =	78.00
Total N/A in APR	0
Total N/A in 618	0
Base	78.00
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.857 for 618

* Call your State Contact if you choose to provide data for Indicators 13 or 14

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008: The VIDE met the target.

- October, 2008, technical representatives from Goalview collaborated with the SOSE and PRE to upgrade the Goalview system with the SASI system, the process is ongoing.
- September, 2008, SOSE upgraded the Goalview System aligning with the IDEA 2004.
- April 2009, representative from Goalview provide training to LEA staff on the upgrade of the system.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

- January, 2010, SOSE will improve data collection and reporting through technical assistance from DAC and SERRC.
- January, 2010, in collaboration with DAC and SERRC, SOSE will build systems and infrastructures of technical assistance and support.
- March, 2010, SOSE will provide technical assistance to the community in general supervision systems.
- June, 2010, SOSE will attend OSEP and WESTAT Part C to B Data Managers Conference.