22ND
VIRGIN ISLANDS BOARD OF EDUCATION

VIBE

TURNING THE TIDE:
RECLAIMING THE PROMISE IN PUBLIC EDUCATION

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**ADVANCING PUBLIC EDUCATION
THROUGH ACCOUNTABILITY**

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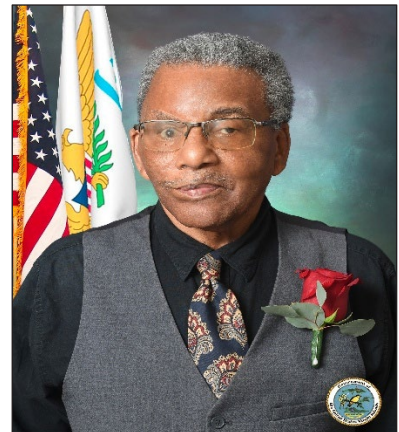St. Thomas

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June 15, 2025

The Honorable Albert Bryan Jr.
Governor of the U.S. Virgin Islands
Government House
Charlotte Amalie, St. Thomas, VI 00802

Subject: **Advancing Public Education Through Accountability – Submission of the 2025 School Management Report - "Turning the Tide: Reclaiming Promise in Public Education"**

Dear Governor Bryan:

The Virgin Islands Board of Education (VIBE) proudly presents the 2025 School Management Accountability Report, titled "Turning the Tide: Reclaiming Promise in Public Education." This report is more than a reflection of past hardships; it is a bold call to action and a roadmap for measurable, transformational change in the state of public education across our territory.

While we acknowledge the systemic challenges that have long impacted our students, this report centers on strategic solutions and real-world outcomes. It challenges us as leaders, policymakers, and educators to shift the narrative from stagnation to momentum, from fractured systems to focused execution. The title speaks to our collective journey: we may be bruised, but we are not broken. We are ready to rise. Contained within the report are critical data points, performance trends, and forward-thinking recommendations focused on:

- Reinforcing school-level leadership and decision-making rooted in accountability;
- Expanding teacher preparation, support, and retention as a pillar of long-term success;
- Modernizing infrastructure and instructional delivery to meet 21st-century learning needs; and
- Rebuilding public trust through transparency, partnerships, and consistent results.

Governor Bryan, addressing the state of public education, calls for purposeful collaboration and bold, forward-thinking action. It requires a unified, urgent, and courageous response. VIBE stands ready to work together with your administration, the Virgin Islands Department of Education, and the 36th Legislature to implement the actions outlined in this report.

We respectfully request a meeting to discuss the report's recommendations and identify the next steps that align with your administration's broader vision for youth development and workforce readiness. By acting together decisively and with integrity, we can achieve the attainable goals our students deserve.

Thank you for your unwavering commitment to transforming education in the Virgin Islands. Let us take this opportunity to lead boldly, act strategically, and deliver lasting impact.

With determination and in service,

Kyza A. Callwood

Kyza A. Callwood, Ph.D.
Chairman
Virgin Islands Board of Education

INTRODUCTION

The Virgin Islands Board of Education is responsible for evaluating and holding the public education system accountable for students' academic performance, student engagement, standardized test scores, and opportunities to enable career selection and contribute to community service. The School Management Accountability Report (SMAR) formally reviews the performance of public education in the Virgin Islands to identify strengths, weaknesses, successes, and potential areas of development.

This process includes a functional review of the school's leadership team, organizational components, school climate, as well as staff productivity and professional development supported by counseling and guidance services. In addition, the curriculum standards and instructional support provided by the Virgin Islands Department of Education, including professional development, materials & resources, mentorship, and funding, are appraised. Finally, instructional strategies and methods used in learning environments to educate learners are observed and identified as educational "Best" practices or harmful to achievement and student success.

The evaluation process includes several steps, site visits, and holistic discussions with school teams focusing on academic programs, age and grade-level skills, cognitive assessments, and environmental factors that may affect the school's mission and goals. A written report based on a coherent framework or checklist systematically shares data about the school. A summary of findings and recommendations are provided to assist schools in understanding their strengths and weaknesses and provide valuable feedback to administrators, teachers, parents, and other critical stakeholders.

The School Management Accountability Report (SMAR) shares purpose, structure, content, and pervasive challenges that the Board observed on school visits. The report presents its findings, recommendations, and concerns as it pertains to administrative leadership, counseling services, and academic performance. With the support of the stakeholders involved, we hope this report will serve as a tool for decision-making and educational reform to turn the tide and deliver high-quality education to the community.

The educational evaluation is mandated by the *Virgin Islands Code Annotated > TITLE SEVENTEEN Education (Chs. 1 — 45) > Chapter 3. Virgin Islands Board of Education (§§ 21 — 25) to* be used as an essential tool to ensure public school accountability and improve educational effectiveness.

Statutes current through Act 8703 of the 2023 session of the 35th Legislature, including all code changes through April 24, 2023

Virgin Islands Code Annotated > TITLE SEVENTEEN Education (Chs. 1 — 45) > Chapter 3. Virgin Islands Board of Education (§§ 21 — 25)

§ 24. School management accountability

(a) The Board of Education shall:

    (1) in consultation with the Department of Education, conduct a thorough annual assessment and evaluation of all public-school curricula and instruction, and school administration in the territory;

(b) [Deleted.]

(c) [Deleted.]

(d) The Board of Education, in consultation with the Commissioner of Education, shall make recommendations to the Legislature and the Governor through an annual report of its findings and recommendations based on the inspections conducted under the provisions of this section, no later than June 15 after the close of the school academic year. The report shall include:

    (1) findings of administrative deficiencies and the recommendations for addressing the deficiencies;

    (2) findings of guidance and counseling deficiencies and recommendations for addressing the deficiencies; and

    (3) identification of strengths and weaknesses of each school to include achievement and standardized test scores, and statistics for dropouts, attendance, college entrance, and vocational program entrance.

History

—Added Aug. 2, 2001, *No. 6421, § 1, Sess. L. 2001*, p. 106; amended Dec. 2, 2005, *No. 6797, § 4, Sess. L. 2005*, p. 445; amended Apr. 25, 2023, *No. 8717, § 9(a)(1), (2), (b), Sess. L. 2023*, p. —.

Annotations

Notes

HISTORY

Amendments

—2023.

Act 8717, § 9(a)(1), substituted "curricula and instruction" for "facilities, school guidance division" in subsection (a)(1).

Act 8717, § 9(a)(2), deleted subsections (a)(2) and (a)(3).

Act 8717, § 9(b), deleted subsections (b) and (c).

—2005.

Act 6797, § 4, in subsection (a), redesignated former paragraph (2) as subparagraph (2)(A) and added subparagraph (2)(B).

ADMINISTRATION – SCHOOL LEADERSHIP

School leaders, such as principals and assistant principals, are responsible for organizing the school's master schedules, facilitating professional development, implementing curriculum standards, addressing test and assessment results, observing, and mentoring staff, and communicating with internal and external organizations about the school's programs, practices, academic performance, and social development.

Total Number of Schools: 24

Total Number of Principals: **21** STT/STJ- 9   STX- 12

Total Number of Assistant Principals: 43 STT/STJ -20   STX -23

Administrative Findings

School leaders in the Virgin Islands are predominantly female, 80% territory-wide, who moved through the ranks as teachers or counselors, often with years of service, into leadership positions.

Planning- Administrative findings reveal that delays in student evaluations hinder access to special education, behavioral, and after-school services. These challenges directly affect administrators' ability to plan and implement timely interventions and school improvement strategies.

School Safety- Administrators are challenged by school safety, health, and maintenance of an orderly environment, often facing shortages in school nurses, teachers, and other critical staff vacancies.

Disciplinary & Behavioral Issues- Daily challenges with disciplinary problems, fights, poor attendance, and tardiness significantly impact the school's operation. School infrastructure aspects such as classrooms, buildings, sanitation, and safety issues affect learning.

Delays- Administrators also face extended wait times for student diagnoses for special services.

Funding- Imprest funds, along with high school accreditation funds, earmarked to support school operations, are consistently late.

Leadership – Administrators are not exercising the commitment to utilize the autonomy of school-based management.

Staff Wellness- School administrators need to be concerned about increased teacher burnout and wellness to perform their duties.

Alternative Programs – Program administrators are faced with disjointed support, resources, curricula guidance, and proper training for at-risk youths at schools deemed appropriate for marginalized learners.

The VI schools that provide alternative education programs are not equitable and accessible to students who have diverse needs. The programs are understaffed, lack consistent administrative leadership, core teachers, nurses, and generally have maintenance and structural needs. The learning programs lack reliable collaboration between the home school and alternative staff.

Special Education Programs- School administrators face myriad challenges addressing classrooms with different modifications and learners. Administrators routinely participate in meetings to review assessments, adjust Individualized Educational Plans, determine placement in mainstream classrooms, and solicit support from parents. These existing issues need additional teachers, paraprofessionals, and therapists to facilitate the requirements for children with disabilities. More supportive training and understanding of the changing provisions for students with special needs are also imperative.

Administrative Recommendations

- Encourage volunteerism among parents/guardians and external stakeholders, which increases school collaboration, mentorships, academic, and social achievement.

- School administrators need to initiate meetings for internal and external stakeholders at the beginning of the year, where the school's academic and social goals are documented, discussed, and distributed. Commitments to program support, resources, and collective action should be sought.

- Administrators should start the school year by explaining student learning programs, curriculum standards, and how parents can play a role in addressing the skills students should know and do.

- Administrators should provide timely notice about student performance, grading, and homework policy.

- The VIDE shall provide school leaders and the community with a written functional plan at the end of each school year, which identifies territorial targets and school leaders' expectations for the next school year.

    The plan should identify targets based on the results of territorial diagnostic and summative assessments. The plan should guide school leaders and curriculum

coordinators in facilitating training aligned with curriculum standards, resources, and enhanced technology programs.

Goals and assessments should also be formulated to prepare advanced learners with college- and career-ready options.

- **These goals should be promoted:**

1. High expectations for academic leadership
2. Territorial targets for ELA, Math, and Science, that correlate with all subject matters

- **School administrators should distribute clear plans at school orientation & faculty meetings for:**
1. Leadership team goals & areas of responsibility'
2. Attendance & tardiness monitoring
3. Samples of curriculum strands and how they determine student skills & knowledge
4. Observation plans for new, marginal & returning personnel

- Teacher Instructional Levels: School administrators must monitor and oversee teacher competence, instructional delivery, and practices in classrooms. Effective teaching must include lessons at the ***Knowledge*** *level*- remembering, recognizing, and recalling facts, and the ***Comprehension*** *level* – understanding what facts mean. Administrators must require instruction at higher levels that promote critical thinking, problem solving, and rigor. Lessons at higher levels require students to: ***Apply***- use the facts, rules, concepts, and ideas, ***Analyze***- break down information into component parts, ***Evaluate***- judge the value of information or ideas, and ***Create-combine*** parts and information to form new ideas or whole.

- Strategies to increase achievement**.** There is a direct correlation between teacher methods and student achievement. Teachers who use higher-order critical thinking questions, use problem-based examples, case studies, and technology-assisted learning promote maximum learning. To assist students in raising performance at or above grade level, the use of strategies such as critical reflection, logs, journals, collaboration questions, and small group inquiry as projection techniques must be maximized in classrooms.

- School administrators should promote parents & external community involvement.
1. Identify a messaging board space for PTA/PTO in a common space to indicate academic grading criteria, steps for due process and disciplinary actions, and share PTA/PTO contact information and schedules.
2. Schools should complete surveys and questionnaires to determine external perception of the school's programs and services. This creates an opportunity to receive valued opinions and accept constructive criticism.

COUNSELING

School counselors are certified to support students in four main areas: career counseling, social-emotional wellness, academic guidance, college readiness, and workforce development.

- Elementary counselors- focus on social emotional development, academic achievement, and knowledge; Early childhood counseling focus – should focus on students' health, physical, social emotional, cognitive development, and parent support.
- Secondary counselors- focus on postsecondary, achievement, career & future preparation; admissions, testing, course completion, and graduation requirements.

Total Number of Guidance Counselors: 48 STT/STJ: 21_ STX: 27

		STT/STJ	STX
Attendance counselors	6	STT/STJ: 4	STX: 2
Career Specialist	8	STT/STJ: 4	STX: 4
Student Success specialist	2	STT/STJ: 0	STX: 2

Counseling Findings

- Counselors support school leadership in addressing academic goals through a variety of services.
- Students complain that counselors do not provide expanded subject/course choices due to designation restricted to pathway phasing.
- Many schools do not have the number of dedicated counselors to provide necessary services.
- Counselors, teachers, and administrators sometimes use "soft language," not conveying the depth, severity, level of struggle, or deficit students face. Parents' complaint assessment test results are not interpreted or fully explained so that they understand proficiency, levels, and gaps.
- Counselors complain that many issues, such as trauma, emotional, mental, and social challenges, are outside their area of expertise.
- Counselors report a lack of resources, inadequate space, and reduced funding, hindering their ability to deliver effective services.
- Counselors provide limited group and individual sessions due to a focus on emotional wellness, conflict resolution, coping strategies, and healthy or life-altering choices.
- Counselors are responsible for scheduling classes, credit recovery, and educational goals, but are also often tasked with other duties, limiting their ability to fulfill their counseling responsibilities.
- Counselors need to utilize the VIBE graduation exit plan to assist students with career options, military preparation, or job employment, as specified in the required time frame.

- Counselors strive to identify policies and practices that improve students' performance and advocate for critical services.
- The effects of hurricanes, COVID, caseloads, and challenges greatly reduce clearly defined and timely responses to benefit student continuous improvement.
- Counselors assist students with career options, military preparation, or job employment, often within short timeframes. Counselors also help students prepare for SAT/ACT tests, complete college applications, and entrance exams.

Counseling Recommendations

- The Virgin Islands Department of Education needs to review best practices to facilitate comprehensive student-centered support models. The review should include the structure and effectiveness of counseling roles that include Attendance, Guidance, Workforce Readiness, and Deans of Students. With significant overlapping functions, staffing vacancies, and budgetary efficiency, districts across the nation are merging responsibilities, considering cross-functional collaboration to provide timely and practical support for student success outcomes.

- **The American School Counselor's Association** recommends 250 students to 1 counselor maximum. The counselor caseload for elementary counselors and students should be adjusted to 1: 250. The caseload for secondary counselors should be 1:300. *VIBE is recommending that VIDE and AFT associations negotiate the adjustment for caseloads in the best interest of the students*.

- Each secondary school facility must employ a psychologist and or social worker to address mental health issues and support the academic, social, emotional, and behavioral well-being of students.

  School psychologist: 1   STTJ- 0   STX- 1

  School psychoeducational assessment includes diagnosis, intervention, prevention, health promotion, and program development for mental health, learning, and behavioral issues.

  School psychologists are trained to help create safe and conducive environments; address violence and other destructive behaviors, and support families and schools be more successful in accomplishing learning goals.

- Counselors should use the Graduation Exit Plan process to complete and update a service profile for each child, which is reviewed and signed by parents, student, and counselor.

- Counselors, parents & students must meet face to face on a yearly basis. The meetings must include, but should not be limited to, identifying career interests,

courses, academic & technical criteria. Connections or alignment with field trips, site visits, and internships should be part of the process.

- Counselors should provide group and individual sessions focused on academic requirements, emotional wellness, conflict resolution, coping strategies, and healthy life choices.

- Formal reports that indicate evidence of prevention, early intervention, and intensive intervention for students who are chronically absent or tardy are required by attendance counselors. Data logs of contact with parents, students, and supportive agencies should be kept.

- Student Success Counselors – Must provide reports with clear strategies for mentoring and monitoring academic requirements, with social & personal development plans acknowledged by parental notification and contact.

- Career specialists- Should provide reports to school administrators that focus on the academic and vocational skills & interests of students. Students should be exposed to in-school speakers, fairs, community work experience, online workshops, and internships with measurable, time-bound, research, technological, and networking opportunities.

DEAN OF STUDENTS

There shall be one Dean of Students for each high school ... the Assistant Commissioner, the Insular Superintendents, and one Dean of Students for each high school shall be deemed of the same rank.

- Deans shall resolve discipline problems in the public high schools in their respective districts.
- Deans shall work with community and government agencies on problems relating to violence, drug abuse, and other behavioral problems in the public high schools and truancy from school.
- Deans shall   assist in developing and administering practices addressing campus control and security; and
- Deans shall confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare; Perform such other duties as the Commissioner may prescribe; and
- Deans shall perform such other duties as the Commissioner may prescribe.
  Total Number of Deans of Students: 7   STT/STJ: 4   STX: 3

Dean of Students Findings

- Dean of Students works with administrative personnel to address disciplinary concerns and contribute to the success of students' academic journey.
- Deans strive to help students derive greater benefits and treatment from behavioral approaches and wraparound services by identifying the possible sources of problems: poverty, gang relationships, mental health, domestic violence, sexual harassment, food support, adult or alternative education, mentorship, etc.
- Some Deans are not given the authority and capacity to make critical decisions. They are limited to making suggestions and must defer to the principal's authority.

Recommendations for Dean of Students

- Deans need to stay abreast of educational trends using approaches such as restorative justice, conflict resolution, and mediating strategies to communicate and advocate for students.
- Deans should play a crucial role in presenting post-secondary academic, career, and technical choices to students.
- Deans need to increase services to incarcerated and confined learners who are relegated to distance learning programs or alternative school' settings.
- Dean should provide monthly reports showing categories of service to diverse groups such as overaged students, incarcerated/confined students, students with mental health or drug use issues.
- Deans should ensure that all students have critical numbers to seek support, mentorship, and or help: Police- 911, Suicide –988, Poison- 800-222-1222

ACADEMIC PROGRESS

- **Academic prerequisites.** Refers to a student's ability to meet grade-level goals, course, and credit criteria, in compliance with compulsory school education laws, alternative settings, educational services, and graduation requirements. If academic progress is unsatisfactory, schools are required to meet with child study teams, who contact and notify guardians about requirements, interventions, support programs, and resources before making decisions about retention.

- **Public Perceptions of Education in the Virgin Islands.** There is a negative perception in the community regarding students' academic performance and behavior within public schools.

- Public education PreK through Twelfth grade programs are perceived to be moving in the wrong direction, negligent, and poorly prepared for high-quality education services.

- Emotional wellness and social behavior are deemed subpar and not able to address chronic absenteeism and the continuing effects of the pandemic and prior hurricanes.

- Classroom overcrowding, teacher shortages, unfilled vacancies, and insufficient funding are significant issues that hinder solving public education challenges.

- Internet & online learning tools are inconsistent and unreliable, which leaves students ill-equipped to address technological challenges.

SMARTER BALANCE ASSESSMENT

- The Smarter Balance Assessment is a computer-based system used by the VIDE to measure student achievement, growth, and knowledge in English Language Arts, Mathematics, and Science for students in grades 3-8 and 11, including those with special needs. The assessment helps determine whether students are at or above proficiency levels, or near/below proficiency, assessing their ability to think critically, solve real-world problems, and apply technological skills.

2023-2024 Assessment Results:

- **St. Thomas – St. John Results:**
  - **English Language Arts (ELA)**: 2,663 students in grades 3–8 and 11 were tested. Proficiency growth shows improvement: 15.1% (2021–2022), 16.1% (2022–2023), and 18.7% (2023–2024). However, 60.6% of students tested are still below standard, with Fourth (4th) grade being the furthest behind at 71.9%.
  - **Mathematics**: 2,658 students were tested, and 73.4% of students were below standard. Eighth (8th) & Eleventh (11th) showed the lowest proficiency rates, 81.8% and 81.9% respectively.

- **Science**: 1,102 students were tested, and 37.4% of students tested were below proficiency. Eighth (8th) graders were 51.2 % below standards.

- **St. Croix Results:**
    - **English Language Arts (ELA)**: 2,597 students were tested. Proficiency rates showed improvement from 19.8% (2021–2022) to 28.3% (2023–2024). Fourth (4th) graders showed lowest proficiency rate 59.0% .
    - **Mathematics**: 2,615 students were tested, and 69.7% were below standard. The lowest proficiency rates were Eleventh (11th) 83.4 % , Eighth (8th) 77.9%, and Seventh (7th) -72.5 % .
    - **Science**: 1,089 students tested, with good growth from 27.1% (2021–2022) to 37.0% (2023–2024). Eight(8th) performed at 45.0% below proficiency rate.

The ELA score for fourth (4th) graders in the STT/STJ district was 71.9% below proficiency level, with STX fourth (4th) graders 59% below proficiency level. These students did not develop strong foundational skills at the primary level. They will struggle and may become behavior risks, dropouts, and over-aged learners. What Should A 4th Grader Know in Reading? Fourth graders should know how to:
- Summarize the main ideas of a story.
- Compare and contrast books, ideas, opinions, and authors.
- Read books and various texts at the fourth-grade level.
- Use the context of a passage to figure out what an unfamiliar word means.
- Understand the difference between narrative, prose, fiction, nonfiction, and other types of text.
- Extract meaning from illustrations, charts, graphs, and other figures found in nonfiction

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Smarter Balance Findings:

- Incremental strides are being made in academic performance, particularly in science.
- The VIDE coordinators' service to teachers and schools are unsuitable based on the number of students being tested. These students need intervention support to measure and address learning deficits connected to curriculum standards and Smarter Balance skills.
- The number of coordinators needs to increase with a designated elementary coordinator for ELA, Math & Science.
- Class sizes need to be reduced for more effective instruction.
- Factors like COVID-19, hurricanes, lack of digital materials, and technological deficiencies have lasting effects on ELA and Math Performance.
- On going and continuous targeted professional development needs to be identified for teachers at the middle school level.

- Reading skills need improvement through intervention programs, after-school initiatives, and specialized tutoring.
- A territorial deficit in Math skills exists, and additional practice and resources are necessary to address the deficit
- *Math teachers need tremendous professional support. Virgin Islands students scored low on the math performance test.*

- *English Language Arts territorial results: Fourth graders did not perform well. (71.9% below proficiency level)*

- *Mathematics territorial results:*
  Eighth (8th) graders performed poorly (81.8 STTJ & 77.9% STX). Eleventh 11th graders in STTJ- 81.9% and STX -83.4% below proficiency level
  Seventh (7th) graders on STX (72.5%) also performed below standards.

- *Science territorial results:*
  Eighth (8th) graders - 51.2% STTJ & 45.0% STX did not perform well out of Fifth- 5th and Eleventh -11th graders who were tested.

- *Based on the assessment results eighth (8th) graders have learning gaps that need assistance and instructional decisions.*

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- *A system for monitoring and reporting their progress needs to be established, and skills deficits need to be identified.*

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- *On going and continuous targeted professional development needs to be identified for teachers at the middle school level.*

- *Math teachers need to address important content in a concrete manner. Teachers need to use students' errors to monitor and engage in reasoning, deduction, and discussion.*

- *At the classroom level, explanations for poor performance in Math include factors such as low–quality curricula, lack of effective instructors, and inequitable Math coursework.*

- *Struggling Math students need timely intervention, the ability to simplify difficult problems, ask for help, etc.*

- *The certification of Math teachers is important to ensure the ability of the school to offer rigorous, high-quality math instruction that provides students with a solid grade-level foundation necessary to prepare them for advanced courses in later years.*

Smarter Balance Recommendations: Reading programs. Reading should be prioritized as a foundational skill from Pre-K to 3rd grade.

- VIBE recommends that foundational programs for Prekindergarten, Kindergarten, First, Second, and Third students be strengthened in reading, writing, speaking, listening, and comprehension. The programs must build vocabulary through speaking, listening, and engaging in presenting ideas. Effective writing should use proper grammar, spelling, and sentence structure. Reading should include a variety of texts- fiction, non-fiction, poetry, drama, and cultural story reading.

- VIBE recommends school librarians, called media specialists or teacher librarians, play a greater role to integrate literacy by creating library spaces rich with print and digital resources. Students should have a definite library period with exposure to reading genres, such as manga/comic, graphic novels, picture books, and newspapers with current issues.

- Remedial reading efforts need to be expanded. Community organizations and churches could assist in improving literacy among students and parents.

- ELA instruction needs more emphasis on: Listening, writing, comprehension, and research skills.

- School Communication Showcases should be created to highlight performance and knowledge of English Language Arts skills. Students should be evaluated on their ability to recite poetry, tell stories, perform choral recitation, read and response to critical topics. Communication showcases engage and empower students to develop the ability to utilize reading, writing, communicating, and listening at high-quality standards.

- Science education should focus on living organisms and their vital processes, including their interactions, evolution, and mechanisms of life. This prepares them for other crucial applications.

- Territorial goals for literacy, math, and science should be clearly defined and disseminated across schools and the community.

- Programs for students meeting or exceeding grade-level expectations should be consistently provided and documented.

- VISA Goals Analysis: VIDE needs to complete an analysis of VISA (Virgin Islands Student Achievement) goals to determine if the scope, sequence, and grade requirements are sufficient to meet the educational goals of students across the territory.

- Meaningful and strong pedagogical relationships need to be established between The University of the Virgin Islands (UVI), VIDE, and other professional laboratories and foundations. This collaboration can ensure a holistic approach to professional development and approval of educational practices.

Smarter balance skills tested & instructional strategies:

ELA Skills Tested:
An overview of what is tested in English Language Arts (ELA):
- **Reading**: Students must read closely and analytically to comprehend increasingly complex literary and informational texts.
- **Writing**: Students are expected to produce effective, well-grounded writing for a variety of purposes and audiences.
- **Listening**: Effective listening skills must be demonstrated for a range of purposes and audiences.
- **Research**: Students must engage in research and inquiry to investigate topics, analyze, integrate, and present information.

ELA Instructional Strategies: In English Language Arts (ELA), evidence-based strategies should be prioritized and integrated into district and school professional development. Teaching methods that are researched and proven to be effective must be consistently practiced in classrooms to improve student learning outcomes.
- Explicit Instruction: Teachers model skills and explicitly explain their thought processes to help students understand and apply concepts effectively.
- Metacognition: Students should practice self-assessment and self-regulation, becoming more aware of their thinking processes and learning strategies.
- Charting: Teachers and students chart information to visually represent and enhance the learning process.
- Reinforcement: Students should be rewarded for demonstrating desired behaviors, reinforcing positive academic and social conduct.
- Modeling & Scaffolding: Teachers demonstrate skills or concepts by guiding students through the process, gradually applying those skills with increasing independence.
- Peer Feedback: Students provide and receive constructive feedback from their peers, fostering collaborative learning and improving their understanding of key concepts.
- Activating Strategies: New material should be connected to students' prior knowledge to make learning more relevant and meaningful.

- Bloom's Taxonomy: Teachers should focus on incorporating not only the knowledge and comprehension levels but also the higher-order levels of application, analysis, synthesis, and evaluation.

Math Skills Tested:
An overview of what is tested in Mathematics:
- **K-2**: Focus on addition and subtraction concepts, skills, problem-solving, and place value.
- **3rd–5th**: Focus on multiplication and division of whole numbers and fractions, including concepts, skills, and problem-solving.
- **6th**: Ratios and proportional reasoning, early expressions, and equations.
- **7th**: Ratios and proportional reasoning, arithmetic of rational numbers.
- **8th**: Linear algebra and linear functions.
- **11th**: Test readiness for career and college-level courses (may be a graduation requirement in some states).

Math Instructional Strategies: Math instruction should focus on operations, problem-solving, and communicating reasoning.
- **Use of Manipulatives and Hands-On Learning**: Teachers should utilize manipulatives and hands-on learning to help students visualize and connect concrete elements of mathematical problems before transitioning to abstract concepts.
- **Incorporating Prior Knowledge**: Instruction should build upon students' prior knowledge or real-world connections to engage them and make the material more relatable.
- **Targeted Support for Struggling Learners**: Struggling learners should be supported by reinforcing basic mathematical facts, such as addition, subtraction, multiplication, and division operations. Mastery of these facts helps increase speed, decision-making skills, and the ability to apply shortcuts. Learning multiplication tables aids students with mental math skills, problem solving, and prepares them for advanced concepts in fractions, algebra, and statistics.
- **Show Your Work and Explain Thinking**: Students must be encouraged to show their work and articulate their thought processes when solving mathematical problems.

Science Skills Tested:
An overview of what is tested in science. Students must demonstrate understanding and complete various types of assessments:
- **Multiple Choice**
- **Multiple Selection** (select checkboxes)
- **Table Match** (create a 1-to-1 comparison/relationship between two elements)
- **Inline Choice Interaction** (select from drop-down menus)
- **Equation Editor** (entry of mathematical expressions)
- **Graphic Response** (drag-and-drop or drawing on coordinates)

- **Simulation** (conducting experiments using input)
- **Table Input** (completing tabular data)
- **Hot Text** (clicking on highlighted words to respond)
- **External Copy** (clicking on highlighted words to respond to copy-paste instructions)

Science Instructional Strategies: Effective science education strategies should foster active engagement, which promotes critical thinking and decision making.

- **Hands-On Experiments**: Active student involvement in investigations helps deepen understanding.
- **Real-World Connections**: Linking scientific concepts to students' lived experiences makes learning more meaningful.
- **Collaborative Learning**: Encouraging students to work together fosters teamwork and enhances learning outcomes.
- **Inquiry-Based Learning**: Students' curiosity is driven through questions that promote deeper investigation and understanding.
- **Integration of Technology**: Using technology to enhance learning and engagement.
- **Differentiated Instruction**: Tailoring instruction to meet the individual needs of students, ensuring all learners can succeed.
- **Project-Based Learning**: Students engage in projects that require problem-solving and critical thinking skills.

STRENGTHS OF VIRGIN ISLANDS PUBLIC EDUCATION

- **Inclusive Education**: Virgin Island schools strive to provide appropriate age classes, with options for students; who speak English as a second language; who have disabilities; who demonstrate special interests-Vocational & Technical Education programs; who need different learning environments Alternative Education, Youth Rehabilitation Center, and who are early learners- Pre-kindergarten programs. Education for all students requires academic, social, emotional, and appropriate grade components.

- **Diverse Opportunities**: Students have access to a wide range of services, including Career and Technical Education, Workforce Development, Military, and College preparation services. Magnet programs, Advanced Placement (AP) classes, early admissions, apprenticeships, and dual enrollment components are provided across the territory.

- **Extracurricular Participation**: Public schools are encouraged to participate in academic, competitive, and social activities, such as Spelling Bees, Math Counts, Science Fairs, Moot courts, Agricultural Fair, Steel Pan orchestras, Quadrille Dancing, ARTS exhibitions, Musical & Dance programs, and a wide array of Sports Competitions, local, national, and international.

- **Teacher Effectiveness:** Most Virgin Island teachers are observed to be effective in classrooms: delivering concrete, explicit, and engaging instruction; implementing evidence-based classroom management and teaching strategies that show strong relationships with their students.
(Macsuga-Gage, Simonsen & Briere, 2012. Most Virgin Island teachers who focus on core topics and use resource materials, Promethean boards, and textbook guides were more effective in presenting challenging course curricula. Their methods promoted responses from students that emphasized higher-order thinking and great verbalization.

- **Experiential Background:** Teachers who use the experiential background of students with activities such as role playing, cooperative group work, and thought-provoking discussion questions allow students to showcase their knowledge.

WEAKNESSES OF THE VIRGIN ISLANDS' PUBLIC EDUCATION

- **Standardized Curriculum**: The Virgin Islands curriculum has been standardized through the Virgin Islands State Achievement (VISA) common core standards, setting skills, expectations, and goals across all subjects. *Other than listing the standards in lesson plans, there is no other reference to the standard/s in the lesson, alignment to the skills and expectations of what the learner should do or know.*

- *Curriculum standards are not visible in the schools' environment, parental plans, professional development training, or PTA/PTO agendas.*

- **Class Sizes**: Class size needs to be reduced to allow teachers more time and opportunity to provide differentiated instruction to students, especially those who need intervention support.

- *American Federation of Teachers (local 1825 & 1826) and the Virgin Islands Department of Education must collaborate with legislators, the Board of Education, and community stakeholders for educational reform and policy changes. The Virgin Islands Board of Education recommends that a reduction in class size be considered.*

Current maximum class size:	VIBE recommends modifying to:
Kindergarten- 25	PreK, Kindergarten & 1st grade- 15 with an assistant
2nd - 6th grade – 30	2nd - 6th grade- 25.
7th – 12th grades - 27	7th –12th grades -25
Ungraded - 16	Same
PE – 175 per day	Same
Occupational/Vocational – 22 per class	Same

- **Teacher Effectiveness:** More teachers need to deliver concrete and engaging instruction. Personnel are sitting for extended periods, in poorly lighted rooms, with distracting noise from air conditioners, working within a limited action zone, with tardy students interrupting, with numerous intercom messages decreasing the quality of instruction provided. These factors need to be monitored and addressed by school leadership. Teachers must move away from passive approaches for lesson delivery to maximize learning time. Lessons must capture students' attention.

- **Evidence-based classroom management:** and teaching strategies are needed for marginal personnel and individuals with varying cultural backgrounds. Classrooms should be a conducive environment where respect, rules, warning systems, and cues are part of the daily routines.
  (Macsuga-Gage, Simonsen & Briere, 2012).

- **Real world alignments**: many teachers do not simulate real-world experiences and environments, making connections that help students understand how the topic

relates to their lives. Teachers do not directly make critical curricula connections and offer opportunities to use their knowledge to solve relevant problems.

- **Strategies for Self-expression**: A concerted effort is not made to encourage students to express themselves in a complete statement. Many students are inhibited and cannot deliver a clear response or speech. Students are not encouraged to speak in an appropriate tone and audible volume for all to benefit from details & information.

- **Overemphasis on Standardized Testing**: The system has prioritized standardized tests and overemphasized the test as the primary and sole determinant of students' skills and knowledge. Standardized tests are a **specific opportunity** to look at a student's achievement. The test evaluates and measures specific skills but cannot predict creativity, critical thinking, or how a student would solve a problem in a real-life situation.

- **Inadequate Funding for Intervention Programs**: One of the main challenges of the Imprest fund system is the need for regular monitoring and replenishment of the funds. There is a consistent failure to replenish the fund promptly, which leads to cash shortages and disrupts day-to-day operations. School programs and Intervention responses are impacted by inadequate funds to run programs, with resources being delivered late in the school year.

- **Parental Involvement & Student Engagement Behavior:** There is inconsistent correlation between parents & students and their involvement in school activities. Poor attendance, academic achievement, and disruptive behavior reflect the schools' inability to communicate, limited engagement attempts, language barriers, cultural differences, and high-cost requirements by schools.

- **Professional Development**: More professional development and training need to be offered and completed to improve the quality of instruction at schools and to support the teachers' certification process.

- **Teacher Certification:** Completing certification requirements should be a commitment by teachers to develop their capabilities and qualifications to address rigorous educational standards. School administrators who use a lack of certification to determine the final evaluation and rating of school personnel performance negatively compound certification issues.

We respectfully request that all stakeholders review this report in its entirety and provide a direct response that includes plans for meetings, policy recommendations and funding priorities. We ask that stakeholders incorporate key issues in your organizations' plan to support and improve all levels and services for the public education system.

CONCLUSION

The School Management Accountability Report 2024-2025 offers a data-informed reflection on instructional challenges and systemic gaps that continue to impact teaching effectiveness, student engagement, and school operations throughout the territory. These include inadequate instructional strategies, overreliance on standardized testing, inconsistent parental engagement, underfunded intervention programs, and issues related to certification and professional development.

The findings and recommendations highlight the urgent need for actionable reforms that enhance classroom conditions, increase academic rigor, and prioritize real-world connections, particularly for culturally diverse and underperforming student populations. Schools must be equipped and led in a manner that promotes equity, meaningful instruction, and consistent accountability.

Appendix: Chart of School Personnel

Position	STTJ	STX	Grand Total
ACCOUNTANT I	1	7	8
ACCOUNTANT II	1	0	1
ADMIN OFFICER I	4	5	9
ADMIN OFFICER II	3	1	4
ADMIN OFFICER III	3	1	4
ADMIN SECRETARY I	11	16	27
ADMIN SECRETARY II	2	2	4
ADMINISTRATIVE SECRETARY II		1	1
ASSISTANT PRINCIPAL	20	23	43
ATTENDANCE COUNSELOR	2	0	2
BILINGUAL AIDE	0	5	5
BILINGUAL RES TEACHER	0	1	1
BILINGUAL TEACHER	1	0	1
CAREER SPECIALIST	4	4	8
COMPUTER OPER III	1	0	1
COMPUTER OPERATOR I	0	1	1
COMPUTER OPERATOR II	1	0	1
COMPUTER TECHNICIAN	2	0	2
COOK I	11	10	21
COOK II	3	4	7
CUSTODIAL WORKER	10	0	10
CUSTODIAL WORKER I	9	17	26
CUSTODIAL WORKER II	23	32	55
DEAN OF STUDENTS	0	3	3
DEAN OF STUDENTS	4	0	4
DIR OF ALTER ED	1	1	2
ELEMENTARY TEACHER	158	191	349
FOOD SERVICE WORKER	38	44	82
GUIDANCE COUNSELOR	21	27	48
JROTC INSTRUCTOR	7	3	10
KITCHEN MANAGER I	7	9	16
KITCHEN MANAGER II	0	1	1
LABORER	2	3	5
LABORER II	0	2	2
LIBRARIAN	6	8	14
PARAPROFESSIONAL	107	136	243
PHYSICAL ED TEACHER	25	19	44

PRINCIPAL	9	12	21
REGISTRAR	7	3	10
SCHOOL ATTENDANCE CO	4	2	6
SCHOOL MONITOR	43	61	104
SCHOOL NURSE	6	7	13
SCHOOL PSYCHOLOGIST	0	1	1
SCHOOL SOCIAL WORKER	2	0	2
SECONDARY TEACHER	138	130	268
SIGN LANGUAGE INTERP	0	1	1
SPECIAL ED TEACHER	35	41	76
SPEECH THERAPIST	2	0	2
STUDENT SUCCESS SPECIALIST	0	2	2
SYSTEM ANALYST I	0	5	5
VOCATIONAL GUID COUN	1	0	1
VOCATIONAL TEACHER	46	37	83
Grand Total	**782**	**887**	**1669**

2023-2024 Assessment Results Territorial

Virgin Islands Department of Education
2023-2024 Assessment Proficiency Rate
Smarter Balanced and the National Center the Multi-State Alternate Assessment
Saint Croix School District
All Schools

English Language Arts/Literacy

GRADES	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	98.8 / 411	406	51.5 / 209	0.5 / 2	26.1 / 106	12.1 / 49	9.9 / 40	48.0 / 195	16.6	13.7	21.9 / 89
04	98.7 / 381	376	59.0 / 222	0.8 / 3	16.8 / 63	14.9 / 56	8.5 / 32	40.2 / 151	14.1	16.3	23.4 / 88
05	99.2 / 382	379	48.5 / 184	1.1 / 4	22.7 / 86	19.8 / 75	7.9 / 30	50.4 / 191	19.6	16.4	27.7 / 105
06	99.2 / 387	384	51.3 / 197	0.3 / 1	24.5 / 94	18.5 / 71	5.5 / 21	48.4 / 186	21.6	22.3	24.0 / 92
07	94.0 / 366	344	41.3 / 142	0.0 / 0	29.4 / 101	26.2 / 90	3.2 / 11	58.7 / 202	18.3	16.1	29.4 / 101
08	96.3 / 382	368	32.1 / 118	1.1 / 4	37.0 / 136	26.6 / 98	3.3 / 12	66.8 / 246	20.5	13.9	29.9 / 110
11	95.0 / 358	340	23.8 / 81	0.0 / 0	32.4 / 110	31.5 / 107	12.4 / 42	76.2 / 259	31.4	29.8	43.8 / 149
All Grades	97.4 / 2,667	2,597	44.4 / 1,153	0.5 / 14	26.8 / 696	21.0 / 546	7.2 / 188	55.1 / 1,430	19.8	17.8	28.3 / 734

Mathematics

GRADES	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	98.8 / 411	406	65.5 / 266	0.2 / 1	19.5 / 79	12.3 / 50	2.5 / 10	34.2 / 139	11.3	8.4	14.8 / 60
04	98.7 / 380	375	56.5 / 212	0.8 / 3	29.6 / 111	8.3 / 31	4.8 / 18	42.7 / 160	5.6	7.9	13.1 / 49
05	98.4 / 382	376	69.7 / 262	1.1 / 4	21.5 / 81	4.8 / 18	2.9 / 11	29.3 / 110	3.8	6.1	7.7 / 29
06	99.0 / 387	383	64.2 / 246	0.0 / 0	23.8 / 91	7.3 / 28	4.7 / 18	35.8 / 137	7.5	7.3	12.0 / 46
07	97.3 / 366	356	72.5 / 258	0.0 / 0	21.3 / 76	5.3 / 19	0.8 / 3	27.5 / 98	6.1	5.1	6.2 / 22
08	98.2 / 383	376	77.9 / 293	0.5 / 2	15.4 / 58	4.8 / 18	1.3 / 5	21.5 / 81	8.7	4.3	6.1 / 23
11	95.5 / 359	343	83.4 / 286	0.3 / 1	11.7 / 40	2.6 / 9	2.0 / 7	16.3 / 56	4.5	5.5	4.7 / 16
All Grades	98.0 / 2,668	2,615	69.7 / 1,823	0.4 / 11	20.5 / 536	6.6 / 173	2.8 / 72	29.9 / 781	6.9	6.3	9.4 / 245

Science

GRADES	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
05	100.0 / 370	370	28.1 / 104	0.0 / 0	24.6 / 91	25.1 / 93	22.2 / 82	71.9 / 266	33.0	34.9	47.3 / 175
08	100.0 / 373	373	45.0 / 168	0.0 / 0	27.9 / 104	13.7 / 51	13.4 / 50	55.0 / 205	23.1	25.7	27.1 / 101
11	100.0 / 346	346	25.1 / 87	0.0 / 0	38.2 / 132	26.3 / 91	10.4 / 36	74.9 / 259	24.5	34.4	36.7 / 127
All Grades	100.0 / 1,089	1,089	33.0 / 359	0.0 / 0	30.0 / 327	21.6 / 235	15.4 / 168	67.0 / 730	27.1	31.3	37.0 / 403

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2020-2021 Note: The administration of Spring 2021 Smarter Balanced and Multi-State Alternate Assessments is one of several strategies that the VIDE is employing to better understand how students are performing academically as part of our COVID-19 academic recovery efforts. Direct comparisons with assessment data from previous years may not be appropriate because of participation rates, length of test, changes in learning opportunities, impact of trauma, shifts in access to services due to quarantine, and test impropriety differences.

2017-18 Note: The VIDE requested a waiver from standardized testing for the '17-'18 school year due to the damages caused to the technological infrastructure and loss of instructional time because of Hurricane Irma and Hurricane Maria. The VIDE administered the summative assessments in the fall of 2018 to measure the impact of the hurricanes on student achievement. Direct comparisons with assessment data from previous years may not be appropriate because of the loss of instructional time, disruption of services, impact of trauma, mode of administration, and test impropriety differences.

Virgin Islands Department of Education
2023-2024 Assessment Proficiency Rate
Smarter Balanced and the National Center the Multi-State Alternate Assessment
Saint Thomas - Saint John School District
All Schools

English Language Arts/Literacy

GRADES	Participation Rate	Students Tested	Percent of Students tested who scored in each performance level						Percentage of Proficient students		
			Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	99.7 383	382	69.4 265	0.3 1	15.4 59	8.6 33	6.3 24	30.4 116	10.9	12.8	14.9 57
04	100.0 367	367	71.9 264	0.5 2	12.0 44	11.7 43	3.8 14	27.5 101	12.9	12.4	15.5 57
05	100.0 380	380	63.2 240	0.3 1	20.3 77	14.2 54	2.1 8	36.6 139	12.4	14.2	16.3 62
06	99.5 388	386	63.5 245	0.0 0	21.8 84	10.6 41	4.1 16	36.5 141	12.8	14.2	14.8 57
07	98.4 431	424	59.2 251	0.5 2	22.4 95	14.6 62	3.3 14	40.3 171	13.2	13.2	17.9 76
08	99.1 345	342	57.3 196	0.3 1	25.4 87	12.3 42	4.7 16	42.4 145	16.6	13.2	17.0 58
11	99.2 385	382	40.3 154	0.0 0	25.4 97	23.3 89	11.0 42	59.7 228	27.6	32.3	34.3 131
All Grades	99.4 2,679	2,663	60.6 1,615	0.3 7	20.4 543	13.7 364	5.0 134	39.1 1,041	15.1	16.1	18.7 498

Mathematics

GRADES	Participation Rate	Students Tested	Percent of Students tested who scored in each performance level						Percentage of Proficient students		
			Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	100.0 382	382	64.7 247	0.3 1	23.0 88	8.6 33	3.4 13	35.1 134	6.4	6.8	12.0 46
04	100.0 366	366	64.2 235	0.5 2	24.3 89	7.7 28	3.3 12	35.2 129	5.9	6.6	10.9 40
05	99.5 382	380	75.0 285	0.0 0	18.2 69	5.3 20	1.6 6	25.0 95	4.7	6.3	6.8 26
06	99.2 388	385	70.6 272	0.0 0	20.3 78	7.0 27	2.1 8	29.4 113	7.1	7.6	9.1 35
07	97.2 434	422	76.1 321	0.0 0	17.1 72	5.5 23	1.4 6	23.9 101	4.0	4.9	6.9 29
08	99.7 342	341	81.8 279	0.0 0	13.2 45	3.2 11	1.8 6	18.2 62	4.0	0.9	5.0 17
11	98.7 387	382	81.9 313	0.3 1	13.1 50	4.2 16	0.5 2	17.8 68	4.8	5.3	4.7 18
All Grades	99.1 2,681	2,658	73.4 1,952	0.2 4	18.5 491	5.9 158	2.0 53	26.4 702	5.3	5.4	7.9 211

Science

GRADES	Participation Rate	Students Tested	Percent of Students tested who scored in each performance level						Percentage of Proficient students		
			Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
05	100.0 378	378	40.7 154	0.0 0	20.1 76	23.0 87	16.1 61	59.3 224	27.8	34.6	39.2 148
08	100.0 346	346	51.2 177	0.0 0	20.5 71	13.3 46	15.0 52	48.8 169	26.8	24.9	28.3 98
11	100.0 378	378	21.4 81	0.0 0	38.1 144	26.2 99	14.3 54	78.6 297	27.5	40.3	40.5 153
All Grades	100.0 1,102	1,102	37.4 412	0.0 0	26.4 291	21.1 232	15.2 167	62.6 690	27.4	33.1	36.2 399

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Virgin Islands Department of Education
2023-2024 Assessment Proficiency Rate
Smarter Balanced and the National Center the Multi-State Alternate Assessment
State
All Schools

English Language Arts/Literacy

GRADES		Percent of Students tested who scored in each performance level							Percentage of Proficient students		
	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	99.2 / 794	788	60.2 / 474	0.4 / 3	20.9 / 165	10.4 / 82	8.1 / 64	39.5 / 311	13.8	13.3	18.5 / 146
04	99.3 / 748	743	65.4 / 486	0.7 / 5	14.4 / 107	13.3 / 99	6.2 / 46	33.9 / 252	13.4	14.3	19.5 / 145
05	99.6 / 762	759	55.9 / 424	0.7 / 5	21.5 / 163	17.0 / 129	5.0 / 38	43.5 / 330	16.0	15.2	22.0 / 167
06	99.4 / 775	770	57.4 / 442	0.1 / 1	23.1 / 178	14.5 / 112	4.8 / 37	42.5 / 327	17.8	18.1	19.4 / 149
07	96.4 / 797	768	51.2 / 393	0.3 / 2	25.5 / 196	19.8 / 152	3.3 / 25	48.6 / 373	16.2	14.7	23.0 / 177
08	97.7 / 727	710	44.2 / 314	0.7 / 5	31.4 / 223	19.7 / 140	3.9 / 28	55.1 / 391	18.7	13.5	23.7 / 168
11	97.2 / 743	722	32.5 / 235	0.0 / 0	28.7 / 207	27.1 / 196	11.6 / 84	67.5 / 487	29.2	31.3	38.8 / 280
All Grades	98.4 / 5,346	5,260	52.6 / 2,768	0.4 / 21	23.6 / 1,239	17.3 / 910	6.1 / 322	47.0 / 2,471	17.5	16.9	23.4 / 1,232

Mathematics

GRADES		Percent of Students tested who scored in each performance level							Percentage of Proficient students		
	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
03	99.4 / 793	788	65.1 / 513	0.3 / 2	21.2 / 167	10.5 / 83	2.9 / 23	34.6 / 273	8.9	7.6	13.5 / 106
04	99.3 / 746	741	60.3 / 447	0.7 / 5	27.0 / 200	8.0 / 59	4.0 / 30	39.0 / 289	5.7	7.2	12.0 / 89
05	99.0 / 764	756	72.4 / 547	0.5 / 4	19.8 / 150	5.0 / 38	2.2 / 17	27.1 / 205	4.3	6.2	7.3 / 55
06	99.1 / 775	768	67.4 / 518	0.0 / 0	22.0 / 169	7.2 / 55	3.4 / 26	32.6 / 250	7.4	7.5	10.5 / 81
07	97.3 / 800	778	74.4 / 579	0.0 / 0	19.0 / 148	5.4 / 42	1.2 / 9	25.6 / 199	5.2	5.0	6.6 / 51
08	98.9 / 725	717	79.8 / 572	0.3 / 2	14.4 / 103	4.0 / 29	1.5 / 11	19.9 / 143	6.6	2.6	5.6 / 40
11	97.2 / 746	725	82.6 / 599	0.3 / 2	12.4 / 90	3.4 / 25	1.2 / 9	17.1 / 124	4.7	5.3	4.7 / 34
All Grades	98.6 / 5,349	5,273	71.6 / 3,775	0.3 / 15	19.5 / 1,027	6.3 / 331	2.4 / 125	28.1 / 1,483	6.1	5.9	8.6 / 456

Science

GRADES		Percent of Students tested who scored in each performance level							Percentage of Proficient students		
	Participation Rate	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	2021-2022	2022-2023	2023-2024
05	100.0 / 748	748	34.5 / 258	0.0 / 0	22.3 / 167	24.1 / 180	19.1 / 143	65.5 / 490	30.4	34.8	43.2 / 323
08	100.0 / 719	719	48.0 / 345	0.0 / 0	24.3 / 175	13.5 / 97	14.2 / 102	52.0 / 374	24.9	25.3	27.7 / 199
11	100.0 / 724	724	23.2 / 168	0.0 / 0	38.1 / 276	26.2 / 190	12.4 / 90	76.8 / 556	26.2	37.8	38.7 / 280
All Grades	100.0 / 2,191	2,191	35.2 / 771	0.0 / 0	28.2 / 618	21.3 / 467	15.3 / 335	64.8 / 1,420	27.3	32.2	36.6 / 802

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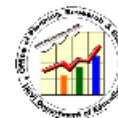
Virgin Islands Department of Education
Office of Planning, Research and Evaluation
Public Schools Enrollment by Program
2024-2025

Districts\Schools	General Education	Students with Disabilities	Limited English Proficiency	Students with Disabilities & Limited English Proficiency	Total
St. Thomas-St. John District	**3,789**	**277**	**1,169**	**30**	**5,265**
Jane E. Tuitt Elementary School	69	4	106		179
Joseph Gomez Elementary School	348	2	141	1	492
Joseph Sibilly Elementary School	232	2	1		235
Lockhart Elementary School	615	43	241	5	904
Ulla F. Muller Elementary School	358	12	77		447
Yvonne E. Milliner-Bowsky Elementary School	311	52	52	5	420
Julius E. Sprauve School	188	7	42	1	238
Bertha C. Boschulte Middle School	414	49	124	8	595
Charlotte Amalie High School	695	54	261	8	1,018
Ivanna Eudora Kean High School	559	52	124	2	737
St. Croix District	**4,425**	**444**	**244**	**32**	**5,145**
Alfredo Andrews Elementary School	420	30	32	2	484
Juanita Gardine	257	38	1		296
Claude O. Markoe Elementary School	368	28	8	7	411
Eulalie Rivera	563	41	23	4	631
Lew Muckle Elementary School	343	20			363
Pearl B. Larsen	321	47	77	3	448
Ricardo Richards Elementary School	388	34			422
John H. Woodson Junior High School	381	39	36	5	461
St. Croix Central High School	535	92	61	9	697
St. Croix Educational Complex High School	849	75	6	2	932
Virgin Islands	**8,214**	**721**	**1,413**	**62**	**10,410**

Virgin Islands Department of Education
2023-2024 Assessment Proficiency Rate
Smarter Balanced and the National Center the Multi-State Alternate Assessment
Limited English Proficient Only

English Language Arts/Literacy							
Districts\Schools	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	Proficient & Exceeded
St. Thomas-St. John District	631	76.9 / 485	0.0 / 0	13.9 / 88	6.7 / 42	2.5 / 16	23.1 / 146	9.2 / 58
Jane E. Tuitt Elementary School	38	76.3 / 29	0.0 / 0	18.4 / 7	2.6 / 1	2.6 / 1	23.7 / 9	5.3 / 2
Joseph Gomez Elementary School	72	77.8 / 56	0.0 / 0	16.7 / 12	4.2 / 3	1.4 / 1	22.2 / 16	5.6 / 4
Joseph Sibilly Elementary School	2	100.0 / 2	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0
Lockhart Elementary School	194	72.2 / 140	0.0 / 0	16.5 / 32	7.7 / 15	3.6 / 7	27.8 / 54	11.3 / 22
Ulla F. Muller Elementary School	39	79.5 / 31	0.0 / 0	10.3 / 4	10.3 / 4	0.0 / 0	20.5 / 8	10.3 / 4
Yvonne E. Milliner-Bowsky Elementary School	41	82.9 / 34	0.0 / 0	9.8 / 4	7.3 / 3	0.0 / 0	17.1 / 7	7.3 / 3
Julius E. Sprauve School	41	73.2 / 30	0.0 / 0	14.6 / 6	7.3 / 3	4.9 / 2	26.8 / 11	12.2 / 5
Bertha C. Boschulte Middle School	136	86.8 / 118	0.0 / 0	8.1 / 11	2.9 / 4	2.2 / 3	13.2 / 18	5.1 / 7
Charlotte Amalie High School	45	71.1 / 32	0.0 / 0	22.2 / 10	6.7 / 3	0.0 / 0	28.9 / 13	6.7 / 3
Ivanna Eudora Kean High School	23	56.5 / 13	0.0 / 0	8.7 / 2	26.1 / 6	8.7 / 2	43.5 / 10	34.8 / 8
St. Croix District	151	69.5 / 105	0.0 / 0	19.9 / 30	6.0 / 9	4.6 / 7	30.5 / 46	10.6 / 16
Alfredo Andrews Elementary School	33	72.7 / 24	0.0 / 0	27.3 / 9	0.0 / 0	0.0 / 0	27.3 / 9	0.0 / 0
Claude O. Markoe Elementary School	13	84.6 / 11	0.0 / 0	7.7 / 1	7.7 / 1	0.0 / 0	15.4 / 2	7.7 / 1
Eulalie Rivera	17	70.6 / 12	0.0 / 0	11.8 / 2	5.9 / 1	11.8 / 2	29.4 / 5	17.6 / 3
Lew Muckle Elementary School	1	100.0 / 1	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0	0.0 / 0
Pearl B. Larsen	52	71.2 / 37	0.0 / 0	17.3 / 9	5.8 / 3	5.8 / 3	28.8 / 15	11.5 / 6
John H. Woodson Junior High School	20	75.0 / 15	0.0 / 0	15.0 / 3	5.0 / 1	5.0 / 1	25.0 / 5	10.0 / 2
St. Croix Central High School	15	33.3 / 5	0.0 / 0	40.0 / 6	20.0 / 3	6.7 / 1	66.7 / 10	26.7 / 4
Virgin Islands	782	75.4 / 590	0.0 / 0	15.1 / 118	6.5 / 51	2.9 / 23	24.6 / 192	9.5 / 74

Virgin Islands Department of Education
2023-2024 Assessment Proficiency Rate
Smarter Balanced and the National Center the Multi-State Alternate Assessment
Non Limited English Proficient Only

English Language Arts/Literacy							
Districts\Schools	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	Proficient & Exceeded
St. Thomas-St. John District	2,032	55.6 1,130	0.3 7	22.4 455	15.8 322	5.8 118	44.0 895	21.7 440
Jane E. Tuitt Elementary School	27	74.1 20	0.0 0	18.5 5	3.7 1	3.7 1	25.9 7	7.4 2
Joseph Gomez Elementary School	178	62.9 112	0.6 1	20.2 36	14.0 25	2.2 4	36.5 65	16.3 29
Joseph Sibilly Elementary School	98	30.6 30	0.0 0	20.4 20	29.6 29	19.4 19	69.4 68	49.0 48
Lockhart Elementary School	544	54.2 295	0.0 0	26.3 143	16.2 88	3.3 18	45.8 249	19.5 106
Ulla F. Muller Elementary School	162	65.4 106	0.0 0	18.5 30	11.7 19	4.3 7	34.6 56	16.0 26
Yvonne E. Milliner-Bowsky Elementary School	174	69.5 121	1.7 3	14.9 26	9.2 16	4.6 8	28.7 50	13.8 24
Julius E. Sprauve School	107	66.4 71	0.0 0	17.8 19	12.1 13	3.7 4	33.6 36	15.9 17
Bertha C. Boschulte Middle School	428	62.1 266	0.7 3	21.3 91	11.9 51	4.0 17	37.1 159	15.9 68
Charlotte Amalie High School	170	31.8 54	0.0 0	30.0 51	25.9 44	12.4 21	68.2 116	38.2 65
Ivanna Eudora Kean High School	144	38.2 55	0.0 0	23.6 34	25.0 36	13.2 19	61.8 89	38.2 55
St. Croix District	2,440	43.2 1,053	0.6 14	27.2 664	21.6 528	7.4 181	56.3 1,373	29.1 709
Alfredo Andrews Elementary School	250	50.8 127	0.4 1	26.4 66	16.8 42	5.6 14	48.8 122	22.4 56
Juanita Gardine	199	44.2 88	1.0 2	30.2 60	18.6 37	6.0 12	54.8 109	24.6 49
Claude O. Markoe Elementary School	211	62.1 131	0.0 0	19.4 41	13.7 29	4.7 10	37.9 80	18.5 39
Eulalie Rivera	388	50.0 194	0.3 1	21.9 85	22.4 87	5.4 21	49.7 193	27.8 108
Lew Muckle Elementary School	202	57.4 116	1.0 2	19.3 39	17.8 36	4.5 9	41.6 84	22.3 45
Pearl B. Larsen	230	41.3 95	3.5 8	25.2 58	20.4 47	9.6 22	55.2 127	30.0 69
Ricardo Richards Elementary School	244	29.5 72	0.0 0	29.1 71	24.2 59	17.2 42	70.5 172	41.4 101
John H. Woodson Junior High School	391	39.4 154	0.0 0	35.5 139	22.5 88	2.6 10	60.6 237	25.1 98
St. Croix Central High School	157	30.6 48	0.0 0	33.1 52	24.2 38	12.1 19	69.4 109	36.3 57
St. Croix Educational Complex High School	168	16.7 28	0.0 0	31.5 53	38.7 65	13.1 22	83.3 140	51.8 87
Virgin Islands	4,472	48.8 2,183	0.5 21	25.0 1,119	19.0 850	6.7 299	50.7 2,268	25.7 1,149

VIBE School Curricula and Instruction Evaluation – "Raise the Bar" for Virgin Islands Public Education

Name of School _____

District _____

Interview Process
The interview process will be structured around responses (provided in advance) to questions indicated on the following checklists.

Interviews will be conducted with:

School Leadership:

Name _____   Title_____

Guidance Division:

Name _____   Title_____

Intervention Personnel:

Name _____   Title_____

Curriculum Coordinator:

Name _____   Title_____

Other Participants:

Name _____   Title_____

Name _____   Title_____

SECTION 1

OBJECTIVE #1 School has academic learning plans for all students

	School Profile	Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	*Enrollment data by grade				
B.	*Attendance data and intervention strategy by grade level				
C.	*After school programs and participation data				
D.	*(1) School identified benchmarks and goals for academic achievement & socio-emotional wellness to connect with learning. *(2) School plans for Smarter Balance Assessment for the upcoming school year is based on analysis and alignment with curriculum standards				
E.	(1) Early Childhood: Pre-K and Kg. student development and family engagement support programs are available (2) Approaches for special needs students to include: 504 accommodations, IEPS, ELL, Gifted & Talented plans are available				

F.	Information and data available for: *(1) Personnel breakdown statistics and roster (list all staff by department, include titles and grade level if applicable) *(2) School Professional Development Plan (3) Completed performance evaluations (by school administrators, other) (4) Accreditation Status				

*Footnote: Please provide in advance and update information as data changes.

SECTION 2

OBJECTIVE #2: Evidence School Plans are comprehensive and rigorous across all curriculum areas.

Evidence-Based Intervention		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	(1) VIDE curriculum directors & coordinators collaborate with principals regarding the attainment of curriculum standards and pacing guidelines by grade level. (2) Indicate how curriculum standards and instructional resources are made available (electronic, hard copy, etc.) (3) Indicate how VIDE support is shared with administrators, teachers, parents through formal presentation, data chats, review, and other pedagogical strategies to impact student learning.				
B.	Curriculum support provides: Systemic guidance and resources to assist students working below/above level and for English Language Learners, so they receive equitable content and skill intervention				

C.	(1) Classroom instruction practices; Samples of inquiry-based lesson plans cover areas across the curriculum to help student explore new content *(2) Sample(s) of how grade level instructional standards is monitored base on curriculum requirements				
D.	*Literacy Instruction is integrated throughout all content areas. The science of reading research & tools are provided to personnel				

*Footnote: Please provide in advance and update information as data changes.

SECTION 3

OBJECTIVE #3 School integrates career options/pathways (college, work, military, etc.) and opportunities for multilingualism, VI History & Culture

Evidence Plan for Implementation		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	*(1) School monitored cultural diversity, career awareness, students' interests (AI, robotics, coding) and capabilities integrated in lessons and classroom environment. (2) VIDE supports strategies for career development for teachers, students and parents which prepares students for academic disciplines and programs that require specialized training. (3) Academic discipline and behavioral strategies …. Socio- emotional Learning supports are employed. (4) Show Dean of Students and Guidance Counseling practices for leadership, behavior management and mental health wellness.				

B.	*Academic discipline and behavioral strategies are focused on reinforcing positive behaviors, rather than punitive and exclusionary discipline. Positive models such as PBIS, Restorative Practices, Culturally Responsive Classroom Management, Trauma and Socio- Emotional Learning supports are employed.				
C.	Provide proof of learning guidance, directions & alternative for: required courses, credit recovery, dual enrollment, early admissions, vocational competencies				
D.	Transition Guides for: **(1) Pre-K to Kg** **(2) Elementary to Junior High** **(3) Junior to High School -** Awareness of academic standards; Awareness of high school programs, vocational programs, career pathways, and requirements for magnet and				

vocational programs, etc. **(4) High School Exit Plans -** Awareness of academic course standards, awareness of credits and grade level requirements; awareness of regular, advance, early admissions dual enrollment, and alternative route options, involvement in on-the-job programs, career pathways *(5) dropout rates / intervention (all levels)				

*Footnote: Please provide in advance and update information as data changes.

SECTION 4

OBJECTIVE #4 School has plans for public input

Examine and reflect		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	(1) Engaged a variety of stakeholders in the examination and reflection of school assessment results and goals to increase academic and social performance including: *(a) Internal audiences (parents, VIDE teachers, trainers, coordinators) *(b) External audiences (business partners, regional laboratories, UVI, etc.) (2) Sharing critical information using different mediums. (3) Setting attendance and truancy goals (4) Facilitating expectations & progress in academic performance for students (5) Establishing students' career, internship, and industrial support.				

SECTION 5

OBJECTIVE 5. Classrooms are positive and conducive for learning with great impact on student achievement.

Classroom Management		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	Class environment reflects the culture, diversity, and ethnicity of the student body				
B.	Area is neat, organized, and welcoming: Learners' objectives were posted in appropriate language				
C.	Class is free of unsafe, unhealthy, or other environmental hazards				
D.	Teacher is certified				
E.	Students have access to developmentally appropriate artifacts, materials and accommodations for learning.				
F.	Effective planning - diagnostic, predictive, prescriptive, etc. (copy of lesson plan)				
G.	Teacher/students dynamics and relationship is positive. The teacher asks questions to clarify and assess student knowledge.				
H.	Teacher asked questions to clarify and assess student understanding and knowledge.				
I.	Teacher used a variety of approaches and				

	instructional techniques for delivery; lecture, groups, one-to-one coaching, questions, other				
J.	Students were on task and actively participating; Teacher used sufficient wait time to allow for reflection				
K.	Students responded to behavior cues or direct correction				
L.	Lessons are student-centered, concise, had rigor, and were easy to follow. Concepts were linked to real life experiences.				
M.	Use of Technology for Learning – tools and skills appropriate for grade requirements; students familiar with virtual and digital programs and have easy access to information for research, projects, labs, programs...				

*Footnote: Please provide in advance and update information as data changes.

NOTES.

_____

FINDINGS

_____

RECOMMENDATIONS

_____

_____

Board Member or other stakeholders

_____

VIBE School Curricula and Instruction Evaluation – "Raise the Bar" for Virgin Islands Public Education

Name of School _____

District _____

Interview Process
The interview process will be structured around responses (provided in advance) to questions indicated on the following checklists.

Interviews will be conducted with:

School Leadership:

Name _____   Title_____

Guidance Division:

Name _____   Title_____

Intervention Personnel:

Name _____   Title_____

Curriculum Coordinator:

CHECKLIST II

SECTION 1

OBJECTIVE #1 School has academic learning plans for all students.

	School Profile	Evidence	Comments
A.	Enrollment data by grade		
B.	Evidence of attendance and truancy program(s)		
C.	Evidence of Progress with Benchmarks & goals		
D.	Evidence of Smarter Balance Intervention progress (Submission of 2023-2024 ELA, Math and Science results)		
E.	Evidence of Early childhood programs and preparation for transition		
F.	Evidence Special Needs Services		
G.	Personnel listing and vacancies update		
H.	Certification update		

SECTION 2

OBJECTIVE #2 Evidence School Plans are comprehensive and rigorous across all curriculum areas

	School Profile	Evidence	Comments
A.	Coordinators Visitation Schedule & Assistance		
B.	Evidence of Funding & After school programs		
C.	Evidence of Inclusion of careers, multilingualism & VI. History & culture		
D.	Evidence Curriculum Standards shared with Stakeholders		

SECTION 3

OBJECTIVE #3 School integrates career options/pathways (college, work, military, etc.) and opportunities for multilingualism, VI History & Culture

	School Profile	Evidence	Comments
A.	Evidence of connection with career awareness, academics and work initiatives		
B.	Evidence of progress with discipline approaches (Statistics on suspensions, expulsions, fights, and parent conferences)		
C.	Evidence of Dean of Students programs		
D.	Evidence of Counselors' programs		
E.	Evidence of Transition plans for Jr. & High school		
F.	Evidence of Graduation Exit plans		
G.	Evidence of Policy implementation of bullying, electronic devices, emergency preparation		

SECTION 4

OBJECTIVE #4 School has plans for public input.

School Profile		Evidence	Comments
A.	Evidence of PTA agenda and accomplishments		
B.	Evidence- School Leadership meeting with PTA and goals		
C.	Evidence Business & external partnerships goals		

SECTION 5

OBJECTIVE #5 Classrooms are positive and conducive for learning with great impact on student achievement.

	School Profile	Evidence	Comments
A.	Copy 2 classroom Lesson plans		
B.	Evidence of variety of approaches		
C.	Evidence of students' ability to ask questions, and respond individually		
D.	Evidence of lesson connection to the real world		
E.	Evidence of appropriate student tone and volume in classroom		
F.	Evidence of Curriculum standards in lesson plans and reference in lesson taught		

SCHOOL LEADERSHIP QUESTIONNAIRE

1. <u>Team Collaboration</u>: How does the school administration facilitate effective team collaboration/communication among faculty and staff?

Evidence: _____
_____
_____

Comments- VIBE:

_____
_____

2. <u>Support for New and Marginal Teachers:</u> What specific support does the administration provide for new and marginal teachers to help them succeed?
Evidence: _____
_____

Comments- VIBE:

_____

3. <u>School Culture</u>: How does the school administration actively promote a positive and inclusive school culture?
Evidence: _____
_____

Comments- VIBE:

_____

4. <u>Learning Environment</u>: How promptly does the administration address maintenance and repair needs within the school?
Evidence: _____
_____

Comments- VIBE:

_____

5. <u>Adherence to Board Policies</u>: In what ways does the administration ensure compliance with board policies?
Evidence: _____
_____

Comments-VIBE:

_____

6. <u>Observational Reports:</u> How does the administration utilize observational reports to improve instructional practices and support staff?

Evidence: _____

_____

Comments- VIBE:

_____

Thank you for your continued assistance and participation in the legislatively mandated process.

NOTES.

_____

FINDINGS

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RECOMMENDATIONS

_____

_____

Board Member or other stakeholder

_____

PARENT AND FAMILY ENGAGEMENT

Parent Teacher Associations (PTA)/ Parent Teacher Organizations. Parents and teachers play a crucial role in improving student performance by fostering collaboration between families and schools.

Parent and Family Engagement Findings.
- Some schools have established Parent Teacher Organizations which has an affiliation independent of PTA
- The Parents University program must stress the need for responsible involvement in public education programs
- Parents /guardians are hesitant to collaborate with school officials because they are not knowledgeable about school policies, procedures,
  and parental rights to advocate for student educational needs.
- Increased costs for school required materials, contributions, and frequent donations inhibit participation due to income levels.
- Some parents fear negative responses towards their child/ren if they speak out or voice their concerns.

The National PTA organization recommends the following components for family engagement:
- Schools should provide clear and consistent communication with families about curriculum standards, pacing, and skills.
- School must ensure families are actively involved in decision-making processes.
- Schools should create an inclusive and welcoming environment for all families.
- Should encourage parents to advocate for their children's educational needs.
- Schools should provide programs that address the academic, social, and emotional needs of students.

- Schools should work closely with the broader community to support student success

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2025
District Teachers of the Year

Cherise C. Davis
3rd Grade Teacher
Juanita Gardine K-8 School
St.Croix

*State Teacher of the Year

Cornell Hanley
Adaptive Physical Education Teacher
Yvonne. E. Milliner Bowsky Elementary School
St.Thomas

VIBE

V I

THE VIRGIN ISLANDS BOARD OF EDUCATION PROVIDES THE FOLLOWING SERVICES:

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- ✓ PROFESSIONAL STAFF CERTIFICATION
- ✓ PUBLIC SCHOOL POLICY DEVELOPMENT
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CHRISTIANSTED, VI 00820
PHONE: (340) 772-4144
CELL: (340) 201-4890
EMAIL: STX@MYVIBOE.COM

ST. THOMAS OFFICE
P.O. BOX 11900
60B, 61 & 62 DRONNINGENS GADE
ST. THOMAS, VI 00801
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