

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

Virgin Islands



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The Virgin Islands Department of Education (VIDE), State Office of Special Education's (SOSE) State Identified Measurable Results (SiMR), is to increase the percentage of third-grade students with disabilities who score proficient or above on state-wide reading and language assessments.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

The VIDE/SOSE is providing the link to its Theory of Action.

<https://vide.vi/our-divisions/special-education/#SSIP>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2014	8.61%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	11.11%	11.50%	12.00%	12.50%	13.00%

FFY 2021 SPP/APR Data

	10	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
	90		11.11%		N/A	N/A

Provide the data source for the FFY 2021 data.

The VIDE/SOSE's data source for FFY 2021 (School Year 2021-22) Year 7 reporting of the SSIP is the Virgin Islands Department of Education, Division of Planning Research Evaluation (PRE), the primary data source for all statewide assessment data for all students including students with disabilities. The VIDE/SOSE in turn collects the raw disaggregated student and school-level data from the division of PRE and the pre-populated data submitted via the EDFacts data platform for file specifications 175 and 178 and the data groups 583,584 and 588), to ascertain the performance of students with disabilities in third-grade, namely those who score proficient or above on state-wide reading and language assessments.

Please describe how data are collected and analyzed for the SiMR.

During FFY 2021, (School Year 2021/22) Year 7 reporting of Phase III, the VIDE/SOSE reconvened testing on statewide assessment for all students including students with disabilities. Students in grades 3 through 8 and 11 were tested to ascertain their academic performance on reading, language arts, and math assessments. The Virgin Islands Department of Education, State Office

of Curriculum and Instruction (C&I), and the Division of Planning Research Evaluation (PRE) are the primary data sources for all statewide assessment data for children with disabilities. The VIDE/SOSE in turn collects the raw disaggregated student and school-level data from the division of PRE and the pre-populated data submitted via the EDFacts data platform for file specifications 175 and 178 and the data groups 583,584 and 588). Moreover, the VIDE/SOSE analyzes the data to ensure completeness, a grouping of proficiency levels, and a tabulation of proficiency rates for students on state-wide reading and language assessments. Additionally, the territory-wide general assessments in English Language Arts (ELA) and math (Smarter Balanced ELA and math), in this instance, ELA are administered to students in an online format except for those students that require large print or braille booklets based on their Individualized Education Program (IEP). Data for the student's administered Statewide Assessment are collected utilizing the Online Reporting System (ORS). Further, results are available for access approximately ten (10) days after the student completes their assessment (summative). Access to specific student-level, classroom, and school-wide data is contingent on the role of the individual. For example, teachers' view is restricted to the student and classroom levels, whereas district and school leadership have access to student-specific, classroom, and school-wide data. These data are disaggregated by subgroups, for instance, students with disabilities.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

The Virgin Islands Department of Education, District Office of Data and Assessments provides the testing schedule for iReady adaptive Diagnostic test. This diagnostic test is utilized to ascertain what specific skill student needs to cultivate. Thus, testing occurs at the beginning of the school year, mid-year, and end of the School Year (October, January, and May). iReady data for each student are collected and analyzed through the (name of the dashboard) which utilizes results-specific algorithms utilizing historical and current data to identify and or accelerate evidence-based instructional strategies. Trained district and school leadership, and content area specialists/coordinators to extract iReady data to devise student-level, classroom-wide supportive academic and behavioral intervention programs aimed at increasing skill areas such as English Language Arts. In addition, the District Office of Data and Assessments utilizes a data dashboard as the mechanism to triangulate data from district data sources, for example, iReady, and Power School. The dashboard has the capabilities such as extracting attendance and performance data for all subgroups in an array of measurements. Moreover, the Districts Offices of the Superintendents, Curriculum and Instruction Offices of District Data and Assessment team members review iReady Data; following the reviews, the teams conduct data chats with the respective school leaders and school data teams. Professional development (PD) is conducted on district professional development days, and also when target professional development is needed. Schools also share and discuss the data chart worksheets with each parent, and in some instances, students on the higher grade level students lead the data chats with their parents.

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

YES

Describe any data quality issues, unrelated to COVID-19, specific to the SiMR data and include actions taken to address data quality concerns.

The VIDE/SOSE, existing challenges are evident, particularly with the ongoing stakeholder (internal and external) conversations; relating to the analysis and use of other data points (qualitative and quantitative) that will assist with identifying the following: strengths, challenges, and progress relative to the Coherent Improvement Strategies. These steps are critical in gauging the effectiveness of: professional development activities, evidence-based instructional academic and behavioral strategies, and improving student achievement. For these reasons, the VIDE/SOSE recognizes that it must identify action steps that will expeditiously identify areas of student, teacher, and school professional development needs for administrators and school teams. Moreover, there remains a need to restructure existing communication and meeting calendars to facilitate ongoing discussions between district leadership, school leadership, and school data (improvement) teams.

The division of C & I and PRE are aligning the collection and dissemination of data collected through the statewide assessment to better inform stakeholders on the progress of the VIDE Accountability Workbook as it aligns the needs of the VIDE/SOSE evaluation of the SiMR to upscale strategies to achieve the SiMR. The alignment of these 2 divisions to integrate data on statewide assessment into the curriculum will facilitate the collaboration among schools to plot data and conduct data chats that will become the focal point in planning the progress to achieving the SiMR.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

The VIDE/SOSE's current evaluation plan can be accessed on the Virgin Islands Department of Education's homepage web portal www.vide.vi homepage by first clicking the "Our Divisions" tab, then clicking on Special Education.

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

In an attempt to improve the infrastructure, and chiefly optimize the collection and reporting capabilities for student level, compliance, results, and Section 616 and Section 618 during FFY 2021, (School Year 2021/22) Year 7 of implementation the VIDE/SOSE commenced with the preparation for the conversion to an improved online web-based special education student data management system ("EDPlan"). The VIDE/SOSE ensured that revisions and upgrades met the requirements of the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), specifically, the following processes and data collection such as referral, consent and evaluation and Individuated Education Program (IEP) information. Moreover, the VIDE/SOSE met weekly with the vendors of EDPlan and discussed questions and concerns, additional needs, and status updates. Further, this student management system provides all documents as mandated by 34 CFR §300.600. The VIDE/SOSE hosted both virtual and onsite training for each LEA, for all State Office of Special Education personnel, administrators, special education teachers, school social workers, psychologists, physical, occupational, and speech and language therapists, system district managers, and paraprofessionals. The VIDE/SOSE revised and disseminated the following special education document; Notice of Procedural Safeguards (various languages), State Office of Special Education Rules, and Special Education Procedural Manual. Moreover, the VIDE/SOSE collected qualitative and quantitative data during its Continuous Results Focused Monitoring System (CIRFMS) virtual monitoring activity for Year 7 of the SSIP's implementation.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

The VIDE/SOSE collaboration with internal stakeholders is an ongoing function that informs the progress of the State's infrastructure to upscale strategies and introduces the best evidence-based practices that will sustain the strategies for achieving the SiMR. In determining the sustainability of the State's system, a review of the data collected showed the need for optimizing the collection and reporting of student-level data to ensure that students, parents, teachers, and education stakeholders have access to the highest level of valid and reliable data. The VIDE/SOSE utilizes several methods of collecting input for implementing systemic changes. Through its comprehensive strategic review, the State collects data from its stakeholder's quarterly meetings and combines this with other infrastructure frameworks to evaluate its level of quality standards. The need for integrating specific-student level and grade-level strategies in a central repository has been an essential need in the State's infrastructure for sustainability and upscaling of the CIS and TOA. The rebranding of the State's new student data management system is the integration of the most up-to-date data platform for ensuring that all students have scientific-based strategies and goals for achieving grade-level achievement and alternate achievement standards at the school level. The use of a system with the most effective strategies and the highest level of quality control ensures that the user is afforded quality professional development and technical support to ensure best practices and outcomes

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Although challenges remain during FFY 2021, (School Year 2021/22) Year 7 of implementation of its SSIP, the VIDE/SOSE remain committed to heightening the level of attainment, improvements, and modifications to the infrastructure that supports the utilization of SSIP initiatives, organizational transformations, implementation of CIS, and increasing the capacity of the VIDE/SOSE's multi-tiered system of supports (RTI and PBIS) which remains the focal point of the VIDE/SOSE. During Year 7, the VIDE/SOSE utilized all available opportunities to continue its collaborative and targeted efforts in analyzing and sustaining short and long-term outcomes, particularly sustainability, and scaling-up up each component in its Logic Models(LM). Further, the VIDE/SOSE is cognizant that it must intensify each infrastructure improvement strategy to achieve the expected outcome (s). Thus, for the reporting of Phase III Year 8 of implementation, the VIDE/SOSE will heighten its collaborative efforts with schools PLCs and report the progress of the CIS with VIDE's CORE Stakeholders. These collaborative opportunities will be used as a mechanism to introduce/reintroduce its Logic Models (LM); to novice and tenured school administrators, coordinators, school improvement team, and CORE stakeholders, with special emphasis on the coherent improvement strategies contained within the LM models. Furthermore, specific emphasis will be placed on connecting, reconnecting, and enhancing stakeholder relationships to include heightening the understanding of the roles all of which are the vehicle for improving and attaining the VIDE/SOSE's SiMR. The VIDE/SOSE will ensure that it utilizes all collaborative opportunities for PD activities, particularly those relating to supporting, sustaining, and scaling up evidence-based strategies. More importantly, make certain that selected PD's are meaningful and intentional, as well as aligned with its SSIP's improvement strategies. Also, the VIDE/SOSE will work to achieve the following: revisit roles (district and school), collaborate with each superintendent in both districts to identify a liaison, engage in dialogue with state and district leaders to solicit CORE SSIP stakeholder committee members, identify and collaborate teams' roles; and secure and procure contractual services to provide the highest levels of evidence-based professional development instructional strategies. Furthermore, the VIDE/SOSE will continue to use Table D as the major mechanism to assist with all-inclusive planning and execution of PD activities as well as data collection and analysis in order to evaluate CIS and anticipated outcomes.

List the selected evidence-based practices implement in the reporting period:

The SSIP CIS implementation of the Logic Model activities is the guiding mechanism for continued progress in the implementation of evidence-based practices for FFY 2020 and FFY 2021. Despite the change to a hybrid model during FFY 2020, the State's implementation of activities is ongoing. To ensure ongoing and scaling up professional development, the State partnered with the Division of C&I and the Regional Educational Laboratory Northeast and Islands (REL. NEI) to provide a series of webinars in both districts that sustain the State's LM. The webinars focused on strategies to implement high-quality instructional practices for English learners in the general education environment and were presented on a recurring basis.

The use of Differentiated Instruction/Learning (DI) in districts' schools has been the main course of instructional pedagogy supported by schools including pilot schools. The level of implementation with fidelity of this mode of instruction will increase the performance of reading scores and ultimately achieve the State's SiMR. The State utilizes the LM to evaluate the implementation of DI for evidence of academic growth.

Provide a summary of each evidence-based practices.

During FFY 2021, (School Year 2021/22) Year 7 the VIDE/SOSE implementation and quality of professional development were still experiencing challenges related to the effects of school closures due to the Pandemic. While restrictions to a full personal learning environment were limited to a hybrid model, the State's CIS provided for ongoing supportive professional development. The state worked closely with its core stakeholders to ensure the use of evidence-based practices was sustained thus, district schools engaged in using data collection from iReady, and Literacy Interventions (Fountas and Pinnell) to guide schools' implementation of best practices. Additionally, for FFY 2021 the VIDE SIP building Literacy Proficiency in Reading and Language and data platforms are in pre-pandemic mode these platforms will be used by schools' PLCs to drive academic instruction and decisions at the school level.

For FFY 2021 (School Year 2021/22) Year 7 reporting of Phase III, all evidence-based practices were carried out through online webinars. The ongoing provision of webinars to support professional development for elementary school was in response to the limitations of in-person instruction and co-existing limitations of switching to a full virtual instructional platform. The webinars were all geared towards improving outcomes, specifically, literacy and language acquisition. The webinars helped build capacity in using instructional strategies within a multi-tiered system of support and behavioral support system which are all part of the SSIP LM.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

During FFY 2021 (School Year 2021/22) year 7 of implementation the VIDE/SOSE continued to support activities such as professional development for teachers premised on strategies in its Positive Behavioral Intervention and Supports(PBIS) Logic Model, which is aimed at improving school-wide academic and behavioral practices. The VIDE/SOSE continues to support activities such as professional development for teachers through off and on-island modes that are premised on strategies in its Positive Behavioral Intervention and Supports(PBIS) Logic Model, which is aimed at improving school-wide academic and behavioral practices.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

During FFY 2021 (School Year 2021/2022) for Year 7 of implementation the VIDE/SOSE used its Continuous Improvement Results Focused Monitoring System as a means of assessing/supporting the level of practice and program effectiveness.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

The VIDE/SOSE secured iReady and Statewide proficiency data for FFY (School Year 2021/2022), Year 7 of implementation, the results of these data sets to support the need not only to continue the ongoing use of evidenced-based strategies(EBS), but the need to intensify its collaboration, supports that will aid with increasing the knowledge and skills of school teams, special and regular education teachers, data teams on the use of effective EBS to increase student performance/growth.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Although challenges remain the VIDE/SOSE remain committed to heightening the level of attainment, improvements, and modifications to the infrastructure that supports the utilization of SSIP initiatives, organizational transformations, implementation of CIS, and increasing the capacity of the VIDE/SOSE's multi-tiered system of supports (RTI and PBIS) remains the focal point of the VIDE/SOSE. During Year 7, the VIDE/SOSE utilized all available opportunities to continue its collaborative and targeted efforts in analyzing and sustaining short and long-term outcomes, particularly sustainability, and scaling-up up each component in its Logic Models (LM). Further, the VIDE/SOSE is cognizant that it must intensify each infrastructure improvement strategy to achieve the expected outcome (s). Thus, for the reporting of Phase III Year 8 of implementation, the VIDE/SOSE will heighten its collaborative efforts with schools PLCs and report the progress of the CIS with VIDE's CORE stakeholders. These collaborative opportunities will be used as a mechanism to introduce/reintroduce its Logic Models (LM); to novice and tenured school administrators, coordinators, school improvement team, and CORE stakeholders, with special emphasis on the coherent improvement strategies contained within the LM models. Furthermore, specific emphasis will be placed on connecting, reconnecting, and enhancing stakeholder relationships to include heightening the understanding of the roles all of which are the vehicle for improving and attaining the VIDE/SOSE's SiMR. The VIDE/SOSE will ensure that it utilizes all collaborative opportunities for PD activities, particularly those relating to supporting, sustaining, and scaling up evidence-based strategies, more importantly, make certain that selected PD's are

meaningful and intentional, as well as aligned with its SSIP's improvement strategies. Also, the VIDE/SOSE will work to achieve the following: revisit roles (district and school), collaborate with each superintendent in both districts to identify a liaison, engage in dialogue with state and district leaders to solicit CORE SSIP stakeholder committee members, identify and collaborate teams' roles; and secure and procure contractual services to provide the high levels of evidence-based professional development instructional strategies. Furthermore, the VIDE/SOSE will continue to use Table D as the major mechanism to assist with all-inclusive planning and execution of PD activities as well as data collection and analysis in order to evaluate CIS and anticipated outcomes.

Additionally, the VIDE/SOSE through collaboration with CORE Stakeholders will concentrate its efforts on the re-alignment of its evidence-based professional development that will address the need of all elementary schools in the territory to employ all the necessary resources in the recovery of loss of learning caused by the Pandemic. The VIDE Core Stakeholders have met with all school leaders and activated a system of accountability across all schools. This collaboration with school-building leaders in ensuring accountability across academic performance has led to a collection of specific academic and behavioral data that will highlight the scope and level of MTSS implementation across all schools. School building leaders will ensure that the use of a measure such as rate of instructions and other interventions are maximized for all Tiers 2 and 3 learners, additionally, the use of these measures will formulate the basis for all academic core instruction across all grade levels. This will improve academic performance and achievement in reading for all English Learners. School Planning Learning Committees will align the necessary interventions for optimum academic achievement. For example, each school will be instructed to identify the areas of academic and behavioral supports contributing to learning loss/gaps in order to improve academic achievement in one hand, and improve reading proficiency in statewide assessments on the other hand. The VIDE/SOSE CORE Stakeholders' short-term goal is to improve the reading proficiency of all English Learners in third grade. The anticipated outcomes are to improve with efficacy the implementation of evidence-based teaching strategies and improve the overall performance of reading proficiency for all English Learners, especially, third-grade reading proficiency which is aligned with the Virgin Islands Department of Education Strategic Plan.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

The VIDE/SOSE will continue its implementation of its SSIP, with an intensive focus on a robust partnership with other VIDE CORE internal stakeholders on the implementation of evidence-based strategies that support the activities within the VIDE/SOSE's Logic Models. Some of these strategies are unpacking the data (data points) Universal Design for Learning (UDL), and Differentiated Instruction (DI),

Section C: Stakeholder Engagement

Description of Stakeholder Input

For FFY 2021 (School Year 2021/22) the VID/SOSE continues with the expanded mode for Indicator clusters which concentrates on specific indicators. This ensures that each cluster of indicators has representatives in all areas. For instance, the VIDE/SOSE's SSIP cluster of indicators is 3, 5, and SSIP. Moreover, this redesign includes the following, and is not limited to parents/guardians of preschool children receiving special education and related services, district and school administrators, district directors of special education, school counselors, preschool special and regular education teachers (preschool), content area specialists, grade-level educational diagnostic team members, and outside linking agencies. Furthermore, the VIDE/SOSE will work closely with the District Office of Special Education with district-level activities such as parental roundtable meetings and monthly newsletters.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

During FFY 2021 (School Year 2021/22) Year 7 implementation, VIDE/SOSE strategically used district leadership and departmental meeting opportunities to inform, share progress and areas for improvement and engage its stakeholders.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

The VIDE/SOSE has no newly described activities to be implemented for the reporting FFY 2022. (School Year 2022/23). In year 8 of implementation, the VIDE/SOSE will continue with the activities included in Table D which was submitted in April 2020.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

The VIDE/SOSE has not identified any new activities.

Describe any newly identified barriers and include steps to address these barriers.

For FFY 2021 (School Year 2021/22) Year 8 reporting for the SSIP, further, throughout the reporting phases, the VIDE/SOSE's noted that it anticipated barriers to developing a plan with the CORE internal stakeholders. For example, District and State Offices of Curriculum and Instruction District Superintendent's Offices, District Offices of Data and Assessment, and School, and District Professional Learning Communities (PLCs). One of the steps to address the barriers is collaborating with the respective stakeholder members to brainstorm and devise a plan in partnership with these stakeholder group members. The aim of this plan is that it is

closely linked to each Logic Model, namely the Short and Long-Term Outcomes. Moreover, through this Plan, the VIDE/SOSE will have a mechanism to ensure continuous stakeholder communication and cooperative collaborative efforts to improve performance for third-grade students with disabilities on reading language arts assessments. The next stage is to commence with a series of intentional dialogues with State and District Leadership to include District Content Coordinators to ascertain the level of support needed that will impact the implementation of evidence-based instructional strategies geared towards improving teacher knowledge and skills that will ultimately impact the performance of all students, particularly students with disabilities in the third grade.

Provide additional information about this indicator (optional).

The VIDE/SOSE reconvened its Cluster Stakeholders for Indicators 3, 5, and 17 in order to review and recommend targets that demonstrate improvements for this indicator over the 5-year targets of this SPP/APR. The State Cluster Stakeholders used the data collected and reported for this indicator to build a framework for building capacity within the State Curriculum and Instructions Literacy Improvement Plan and the VIDE School-Wide Strategic Improvement Plan designed to improve literacy outcomes for ELA and increase the proficiency rates in reading comprehension for children with disabilities in grades 3 as specified in the State Improvement Measurable Results. The Cluster Stakeholders verified the data collected for this indicator which is the percentage of third-grade students with disabilities who score proficient or above on state-wide reading and language assessments and verified this data collected. The Stakeholders agreed that the data represented is as followed: Students who scored proficient 10 divided by the total number of students assessed 90 = 11.11% Students in 3rd grade scored proficient or above on state-wide reading and language assessments.

17 - Prior FFY Required Actions

Virgin Islands did not provide data for FFY 2020. Virgin Islands must provide the required data for FFY 2021 in the FFY 2021 SPP/APR.

OSEP notes that one or more of the Indicator 17 attachment(s) included in Virgin Islands FFY 2020 SPP/APR submission are not in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (Section 508), and will not be posted on the U.S. Department of Education's IDEA website. Therefore, Virgin Islands must make the attachment(s) available to the public as soon as practicable, but no later than 120 days after the date of the determination letter.

Response to actions required in FFY 2020 SPP/APR

As required by OSEP the VIDE/SOSE's attachments for FFYs 2020 Indicator B17 can be accessed on the Virgin Islands Department of Education's homepage web portal www.vide.vi homepage by first clicking the "Our Divisions" tab, then clicking on Special Education.

17 - OSEP Response

The Virgin Islands revised its FFY 2021 through FFY 2025 targets for this indicator, and OSEP accepts those targets.

The Virgin Islands did not provide data for FFY 2021 for this Indicator; however, the Virgin Islands provided data to the Department under Title I of ESEA using EdFacts file specifications 178 and 188.

The Virgin Islands did not provide the numerator and denominator descriptions in the FFY 2021 SPP/APR Data table.

17 - Required Actions

The Virgin Islands did not, as required by the Measurement Table, provide: (1) FFY 2021 data for this indicator, and (2) the numerator and denominator descriptions in the FFY 2021 SPP/APR Data table.

In the FFY 2022 SPP/APR, the Virgin Islands must report all required data and components in this indicator. Reporting data under this indicator is critical so that the Virgin Islands, OSEP and the public can determine the Virgin Island's performance and whether and how the Virgin Islands met its targets for this indicator. OSEP may consider taking additional actions if the Virgin Islands is unable to report the required data in its FFY 2022 SPP/APR.