



**STATE OF HAWAII  
DEPARTMENT OF EDUCATION**

P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 17, 2020

TO: The Honorable Catherine Payne  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto  
Superintendent

A handwritten signature in blue ink, appearing to be "CK", written over the name "Dr. Christina M. Kishimoto".

SUBJECT: **Update on Metrics to Monitor and Evaluate the Department of Education's Comprehensive Plan for Reopening Schools for the 2020-2021 School Year, Including Student Access to Devices and Connectivity; Personal Protective Equipment and Sanitation Supply Needs; Student Attendance; and Student Academic Status and Progress**

My Leadership Team and I continue to closely monitor the effects of the COVID-19 pandemic on the Department of Education's (Department) data collection and reports for the reopening of school. We have carefully considered the transition to distance learning and related shifts in school operations in our review and adjustments to the Board of Education (BOE) - approved vital sign metrics.

Background

The Department has made numerous shifts to the reopening of school year 2020-21 plans due to the continued uncertainty of the COVID-19 pandemic. On July 23, 2020, the Department presented and the BOE unanimously approved the 12 vital sign metrics to monitor and evaluate the Department's comprehensive plan for school reopening (Attachment A). Students were expected to return to school on August 4, 2020, as determined by the approved school model. However, because of the significant rise in COVID cases, it was determined that the majority of our schools would begin on August 17, 2020 in full distance learning mode, thereby accommodating additional health and safety and distance learning professional development training for school faculty and staff. Students were scheduled to return to campus on September 14, 2020, but as a result of the continued increase in positive COVID cases, distance learning was extended to the end of the first quarter (October 2, 2020).

Over the last six weeks, the dramatic rise in active COVID-19 cases has led to the issuance of state and county proclamations, and a coordinated response by the Department to ensure the uninterrupted

delivery of instruction and programming to our haumana. During this period, the Office of Strategy, Innovation and Performance (OSIP) has been closely tracking school-level operations and the impact of changes implemented by the Department to the collection of data in preparation for the vital sign metrics reports.

Further, as part of its planning and preparations, the Department has remained focused on the goal of the vital sign metrics report to:

- inform BOE decision-making and enable it to fulfill its oversight responsibilities;
- clearly communicate system status, needs, and concerns to education stakeholders and the public;
- allow the Department to take action to resolve issues to improve conditions for learning for students and staff.

#### Vital Sign Metrics: Iterative Metric Review Process

##### *Iterative Metric Review Process*

The utilization of an iterative review process for metric refinement provides a way for the Department to gather immediate feedback through rounds of analysis. Concurrent to this process, the OSIP teams validate the metrics' actionability.

Pursuant to the BOE's July 30, 2020 and August 20, 2020 General Board meetings, OSIP facilitated the following meetings:

- September 4, 2020 - Representatives from each Department state office convened to review the collected data for the adjusted metrics.
- August 31, 2020 - The Leadership Team provided feedback on the proposed adjustments to the Vital Sign metrics.
- August 28, 2020 - Representatives from each Department state office provided input on the appropriateness and reasonableness of proposed changes and additions.
- August 24, 2020 - The Leadership Team revisited the August 20, 2020 BOE metric-related discussions.
- July 31, 2020 - August 19, 2020 - Based on the approved changes to the official school calendar start date for students, the Leadership Team and state offices reviewed the need for and proposed refinements to the vital sign metrics.

#### Vital Sign Metrics: Parameters

The Department is proactively preparing the report within the following parameters to ensure clear communication of the vital sign metrics.

- The vital sign metrics will not be interpreted as replacing the key strategic indicators that allow an annual year-to-year comparison for growth. The strategic indicators are better sources for providing progress towards addressing equity gaps in our education system.

- Where applicable, individual metrics within each subsequent report will be compared to either the baseline and/or the total of the last comparable count reported to thereby show progress or lack thereof.
- The vital signs report will show the overall state of the department with respect to the four BOE priority focus areas (*health & safety, vulnerable students, in-person instruction, and access to connectivity and devices*) and will be aggregated on a state and/or complex area level.
- Metrics for vulnerable students will be reported on two levels:
  - 1) as defined and outlined by the BOE, which includes the “high needs” students who are Special Education, English Learners, and Socioeconomically Disadvantaged; and
  - 2) a school-determined indicator to note the students who, despite their subgroup affiliation, require face-to-face instruction and interaction during distance learning. Due to the timeliness of the data collection, the Department will address this measure in the November 2020 report.
- The consistent use of the public accountability system reporting of the Official Enrollment Count, since arbitrarily using the projected and monthly enrollment counts creates confusion and misunderstanding of the reported data. Enrollment count for public accountability reporting (either Official Enrollment Count or Full School Year) is different from the projected and monthly actual student enrollment counts. Differences in proposed counts do not take into consideration the movement of students in/out public school from private, out-of-state, out-of-country, etc.

#### Vital Sign Metrics: Adjustments

During this pandemic crisis, the Department has remained agile in its response to various situations including but not limited to the evidentiary need to carefully adjust the vital sign metrics to improve clarity in our reporting. Further, we have ensured our continued alignment to the BOE’s resolution to not impose unrealistic expectations or cause undue burden on schools during the data collection process.

Five metrics remain unchanged, as follows:

- Health & Safety
  - Percent of schools offering face-to-face in person, blended learning, hybrid, exception (methods of learning).
- Vulnerable Students
  - Percent of elementary students receiving Developing Proficiency "DP" or Well Below "WB" marks in English Language Arts (ELA) or Math at the end of the quarter.
- Vulnerable Students
  - Percent of secondary students receiving an "F" mark in a core course (ELA, Math, Science, Social Studies) at the end of the quarter.
- In-Person Instruction
  - Percent of students enrolled at a school who choose to remain at home rather than attending in-person school instruction.

- Access to Connectivity & Devices
  - Percent of schools whose vulnerable students are adequately equipped to support distance learning (Conditional on the completion of a statewide parent technology survey).

Six metrics have been reworded to improve clarity for reporting:

- Vulnerable Students
  - From: Percent of vulnerable students who have high risk attendance to change.
  - To: *Percent of students who have high-risk attendance.*
- Vulnerable Students
  - From: Number of elementary and middle/intermediate students not meeting grade level using universal screener (ELA and Math) results/number of high school students needing credits (off-track) to graduate.
  - To: *Percent of elementary and middle/intermediate students screened not meeting grade level using universal screener (ELA and Math) and percent of high school students needing credits (off-track) to graduate.*
- In-Person Instruction
  - From: Percent of average daily attendance per month by school model (based on instructional delivery).
  - To: *Percent of average daily attendance.*
- Access to Connectivity & Devices
  - From: Percent of schools that have provided professional development to staff on how to support distance learning.
  - To: *Count of employees (% by role) that have completed professional development training to support distance learning.*
- Access to Connectivity & Devices
  - From: Percent of students with devices at home to engage in remote learning.
  - To: *Percent of students indicating they have devices at home to engage in remote learning.*
- Access to Connectivity & Devices
  - From: Percent of vulnerable students with internet connectivity at home.
  - To: *Percent of students indicating they have connectivity at home to engage in remote learning.*

One metric has been bifurcated:

- Health & Safety
  - From: Percent of schools that are adequately equipped with PPEs, sanitation supplies, equipment and training to ensure a safe and healthy environment will now be reflected as:
  - To: *Percent of schools that are adequately equipped with PPEs, sanitation supplies, and equipment to ensure a safe and healthy environment.*

- To: *Count of employees (% by role) that have completed training to ensure a safe and healthy environment.*

Please refer to Attachment B for additional information.

Vital Sign Metrics: Contextual Metric Report Addendum

The Department recognizes the importance of and agrees that the four contextual metrics described below should also be reported to the BOE on the monthly basis in a contextual metric report addendum.

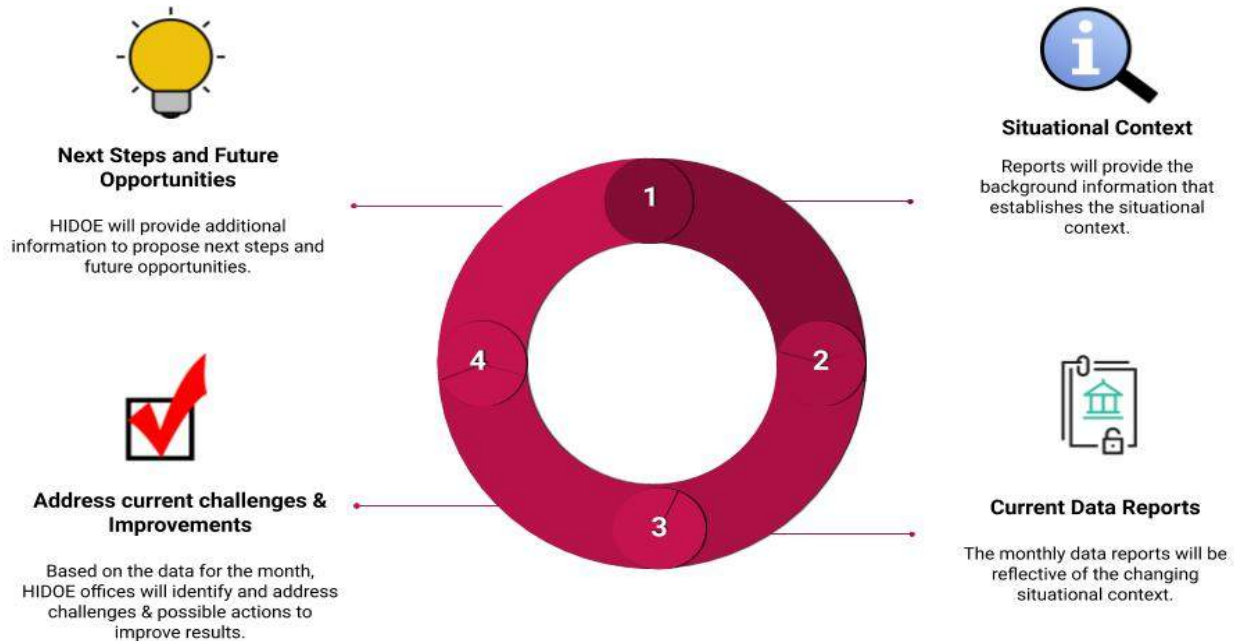
Topic	Metric
School Meals*	<ul style="list-style-type: none"><li>● Number of Breakfast served</li><li>● Number of Lunches served</li></ul>
Ohana Help Desk	<ul style="list-style-type: none"><li>● Number of calls and chats received</li><li>● Percent of types of calls and chats received</li></ul>
Student Withdrawals	<ul style="list-style-type: none"><li>● Total number and count by exit codes</li></ul>
Personnel	<ul style="list-style-type: none"><li>● Number of Teacher Vacancies</li></ul>

*\*The Department is awaiting information from the US Department of Agriculture (USDA) in regards to a potential reimbursement waiver for all school meals served. An approved waiver would necessitate a metric modification. Due to the possible waiver, data collection will begin after October 12, 2020 with reporting in November 2020.*

Vital Sign Metrics: Reopening of School Year 2020-21 Reports

The Department's report will tell the story and document the status of Hawaii's school reopening efforts amidst the unpredictability of the pandemic. The reports will include metric data, and issues resolved by the Department.

## Vital Sign Metrics - Reporting Cycle



*Use monthly reports to tell the story of the reopening metrics data, which follows a regular cadence and routine to provide ongoing information.*

In accordance with the metric review, the monthly reporting follows the same cycle regularity and cadence as the iterative review process. The initial baseline report consisting of data available during August 2020 will be posted on September 30, 2020 at [hawaiipublicschools.org](http://hawaiipublicschools.org).

The erratic nature of the COVID-19 pandemic has challenged K-12 education systems nationwide. School districts continue to grapple with high-stakes questions, decisions and actions to ensure the safe reopening of schools. In implementing decisions, the Department will give hope, act with kindness, and work toward togetherness for the sake of our haumana, their families and our school communities.

Should you have any questions, please contact Rodney Luke, Assistant Superintendent, Office of Strategy, Innovation and Performance at (808) 586-3400.

CMK:rl

Attachments: Attachment A - July 23, 2020 GBM Vital Sign Metrics Memo  
Attachment B - Vital Sign Metrics - Adjustments Table

c: Office of Strategy, Innovation and Performance

DAVID Y. IGE  
GOVERNOR



DR. CHRISTINA M. KISHIMOTO  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION

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OFFICE OF THE SUPERINTENDENT

July 23, 2020

TO: The Honorable Catherine Payne  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto  
Superintendent

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SUBJECT: **Board Action on Metrics to Monitor and Evaluate the Department of Education's Comprehensive Plan for Reopening Schools for the 2020-2021 School Year, Including Student Access to Devices and Connectivity; Personal Protective Equipment and Sanitation Supply Needs; Student Attendance; and Student Academic Status and Progress**

1. EXECUTIVE SUMMARY

- On June 18, 2020, the Hawaii State Board of Education (BOE) adopted a resolution directing the Department of Education (HIDOE) to prepare for the reopening of schools for the 2020-2021 school year amid the global COVID-19 pandemic; urging school communities to give hope, act with kindness, and work toward togetherness during its General Business Meeting.
- On July 9, 2020, the HIDOE presented its comprehensive Return to Learn Plan for reopening schools for the 2020-2021 school year during the BOE General Business Meeting.
- The BOE resolution and the HIDOE plan provide "big picture" guidance and expectations for the reopening of public schools in the 2020-2021 school year. The four BOE priorities provide a framework for the HIDOE-proposed 12 vital sign metrics.

- HIDOE shared and sought feedback regarding the appropriateness and reasonableness of the data being evaluated for the reopening of school metrics.

## 2. RECOMMENDATION

It is recommended that the BOE approve the metrics to monitor and evaluate the HIDOE's comprehensive plan for reopening schools for the 2020-2021 school year.

## 3. RECOMMENDED EFFECTIVE DATE

Upon approval by the Board.

## 4. RECOMMENDED COMPLIANCE DATE

Upon approval by the Board.

## 5. DISCUSSION

- a. Conditions leading to the recommendation:

### Background

On June 18, 2020, the BOE adopted a resolution ("BOE Resolution on School Reopening") directing the HIDOE to prepare for the reopening of schools for the 2020-2021 school year amid the global COVID-19 pandemic; urging school communities to give hope, act with kindness, and work toward togetherness; and authorizing Board Members to represent the BOE in mid-term bargaining of collective bargaining agreements during its General Business Meeting.

On July 9, 2020, the HIDOE presented its comprehensive Return to Learn Plan for reopening schools for the 2020-2021 school year during the BOE General Business Meeting.

The BOE Resolution on School Reopening and the HIDOE Return to Learn Plan provide "big picture" guidance and expectations for the reopening of public schools in the 2020-2021 school year.

### Vital Sign Metrics

Pursuant to the adoption of the BOE Resolution on School Reopening, the HIDOE immediately evaluated summer learning data collection processes, reviewed school reopening plans from other states, and closely examined possible metrics to consider as vital signs. Further, in accordance with the resolution, the HIDOE sought to ensure that any proposed metrics ("vital sign



metrics”) would not impose unrealistic expectations or unduly burden schools during the data collection process.

The proposed vital sign metrics will inform decision making of and provide valuable information and insight for the BOE, HIDOE administrators and educators, and stakeholders through measures that:

- prioritize health and safety of the students, teachers, and administration;
- assist with providing equitable services by honoring each school’s unique design;
- monitor student daily attendance and progress using various learning models; and
- identify student and teacher access to connectivity and applicable devices to support in-person and distance learning models.

The table below describes the vital sign metrics organized within the four BOE priorities and includes a description of the 12 proposed metrics. Notably, only two of the 12 proposed metrics involve manual data collection.

<b>BOE Priorities/Return to Learn Plan</b>	<b>Descriptors</b>	<b>Proposed Vital Sign Metrics</b>
<b>Health &amp; Safety</b> (Aligned to the Return to Learn Plan: Health & Safety, Equity & Access, Operations, School Design)	The health and safety of our students and staff are the most important priority for the Board of Education and Superintendent. The Board heard from hundreds of constituents about the importance of properly preparing our schools as safe learning environments. HIDOE will also monitor the percent of families who decide that a 5-day a week in-person instruction is not best for their children as part of our measures of Health and Safety.	1. Percent of schools that are adequately equipped with PPEs, sanitation supplies, equipment and training to ensure a safe and healthy environment  <i>Data Source: Complex Areas/Schools</i>
		2. Percent of schools offering face-to-face in-person, blended learning, hybrid, exception (methods of learning)  <i>Data Source: HIDOE with school updates</i>
<b>Students Most Vulnerable</b> (Aligned to the Return to Learn Plan: Equity and Access, Operations, School	All of our students have been negatively impacted by the COVID-19 Global Pandemic. Many of our students have additional challenges that make them	3. Percent of elementary students receiving Developing Proficiency “DP” or Well Below “WB” marks in ELA or Math at the <i>end of the quarter</i>  <i>Data Source: Longitudinal Data</i>

<p>Design)</p>	<p>vulnerable to be less successful in school.  <b>*Vulnerable Students</b> may include high needs students (SPED, EL, Low Socioeconomic Status) and additional students designated by their Principal or Complex Area Superintendent as vulnerable.</p> <p>The HIDOE will monitor vulnerable students' academic achievement, readiness for school, and attendance during the 2020-2021 school year to ensure that school staff and the HIDOE can respond in a timely manner to provide additional support or resources for vulnerable students to be successful.</p>	<p><i>System (LDS)</i></p> <p>4. Percent of secondary students receiving "F" mark in a core course (ELA, Math, Science, Social Studies) at the <i>end of the quarter</i></p> <p><i>Data Source: Longitudinal Data System (LDS)</i></p> <p>5. Percent of vulnerable students who have high risk attendance (missed 8.3% or more of the school year)</p> <p><i>Data Source: Infinite Campus</i></p> <p>6. Number of elementary and middle/intermediate students not meeting grade level using universal screener (ELA and Math) results/number of high school students needing credits (off-track) to graduate (to be confirmed)</p> <p><i>Data Source: Longitudinal Data System (LDS)</i></p>
<p><b>In-Person Instruction</b>        (Aligned to the Return to Learn Plan: School Design, Staff Capacity)</p>	<p>The BOE and Superintendent have made it a high priority for our schools to offer in-person instruction with teachers offering face-to-face instruction in the same physical space as students. HIDOE will monitor student attendance and enrollment for in-person, distance, and blended instructional programs.</p>	<p>7. Percent of average daily attendance per month by school model. (based on instructional delivery)</p> <p><i>Data Source: Infinite Campus</i></p> <p>8. Percent of students enrolled at a school who choose to remain at home rather than attending in-person school instruction</p> <p><i>Data Source: Infinite Campus</i></p>
<p><b>Access to Connectivity and Devices</b></p>	<p>While in-person instruction is preferred, hybrid and distance learning will also be a part of HIDOE's school models for SY 2020-</p>	<p>9. Percent of schools that have provided professional development to staff on how to support distance learning</p> <p><i>Data Source: PDE3/Schools</i></p>

(Aligned to the Return to Learn Plan: Equity and Access, Family and Community)	2021. HIDOE will train staff to provide instruction through distance learning, monitor our students' technology access at home, and assess schools' readiness to support distance learning in wider numbers should in-person instruction become a requirement for more students this year	10. Percent of students with devices at home to engage in remote learning  <i>Data Source: Infinite Campus</i>
		11. Percent of vulnerable students with internet connectivity at home  <i>Data Source: Infinite Campus</i>
		12. Percent of schools whose vulnerable students are adequately equipped to support distance learning  <i>Data Source: Infinite Campus</i>

Vital Sign Metrics Evaluation and Feedback

June 19-30, 2020 - The HIDOE Office of Strategy, Innovation and Performance (OSIP) led internal convenings to identify a pool of metrics and data currently available in HIDOE data systems such as the HIDOE Longitudinal Data System and Infinite Campus System for targeted and meaningful data collection and reporting.

July 2-10, 2020 - OSIP held four meetings involving representatives from each HIDOE state office including the Office of Curriculum and Instructional Design, Office of Facilities and Operations, Office of Fiscal Services, Office of Information Technology Services, Office of Student Support Services, and Office of Talent Management to validate and provide input as to the appropriateness and reasonableness of the data being evaluated.

July 13-14, 2020 - OSIP shared the 12 preliminary vital sign metrics with HIDOE Leadership, including Superintendent, Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents for feedback.

July 15-21, 2020 - OSIP sought input and feedback about the proposed vital sign metrics and data collection process from complex areas and schools.

July 23, 2020 - HIDOE presents the [vital sign] metrics to monitor and evaluate HIDOE's comprehensive plan for reopening schools for the 2020-2021 school year to the BOE. BOE feedback will be shared with CASs and Principals for final discussion.

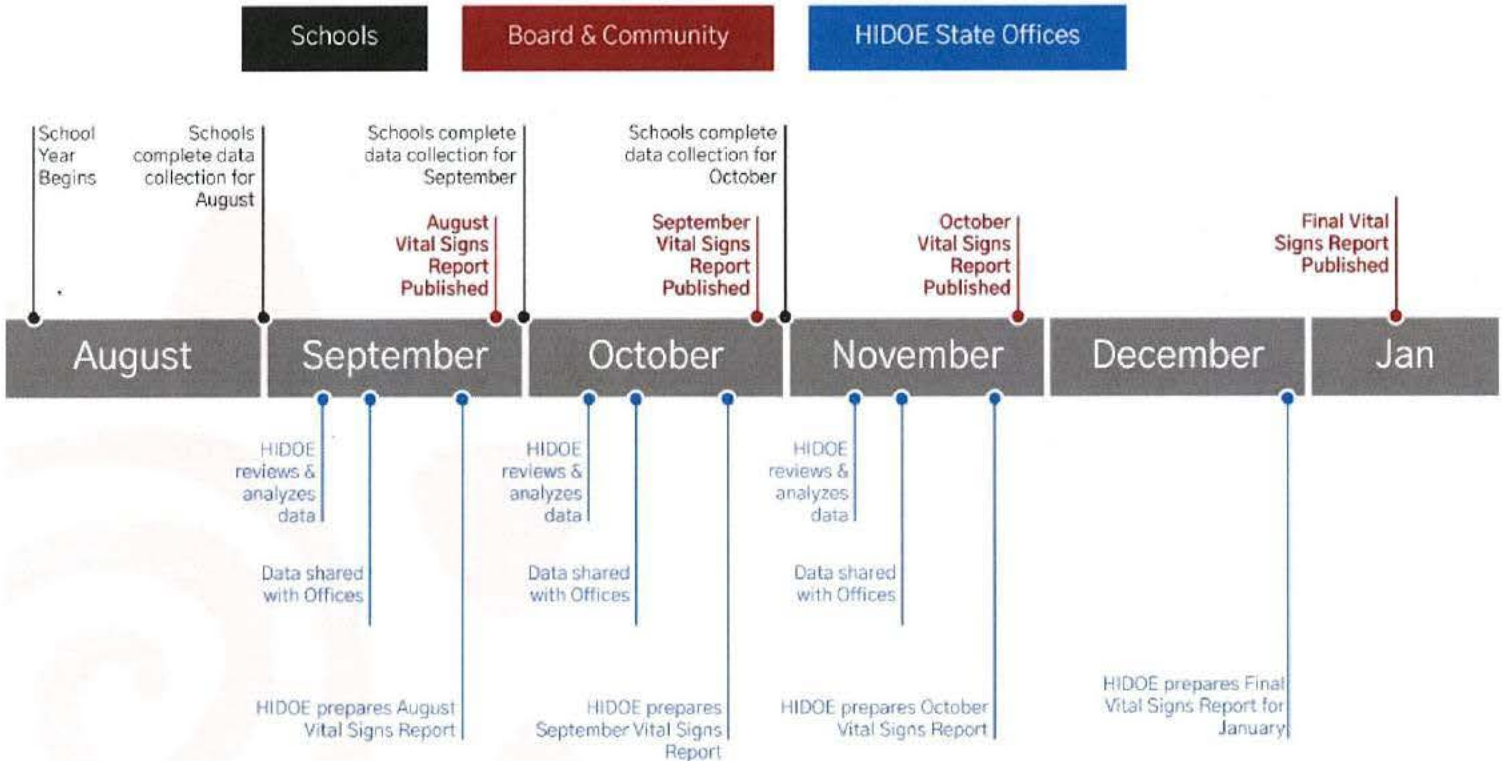
### Vital Sign Metrics Collection and Reporting

The proposed Vital Sign Metrics Calendar (see graphic below) lays out the collection, aggregation, analysis and reporting on the reopening of schools.



# Proposed Vital Sign Metrics Calendar\*

## Collection, aggregation, analysis and reporting



\*subject to change

Vital sign reports will:

- inform BOE decision-making and enable it to fulfill its oversight responsibilities;
- clearly communicate system status, needs, and concerns to education stakeholders and the public;
- allow HIDOE to take action to resolve issues to improve conditions for learning for students and staff;

The e-reports will be issued monthly. The initial September 30, 2020 report will include data collected during the month of August 2020 and will be posted at [hawaiipublicschools.org](http://hawaiipublicschools.org).

HIDOE is planning to publish a culminating report in January 2021. Due to the uncertainty of the pandemic, the issuance of monthly and culminating reports may be extended.

- b. Previous action of the Board and Committee(s) on the same or similar matter:

None.

- c. Other policies affected:

None.

- d. Arguments in support of the recommendation:

The reporting of the reasonable vital sign metrics to the BOE, education stakeholders and community will ensure HIDOE accountability and transparency for the implementation, monitoring and evaluation of its Return to Learn Plan.

Further, the vital metric reporting supports tri-level system empowerment and decision making and necessitates collaboration among stakeholders. The data allows us to recognize how our actions affect others, and how we can strengthen our public schools for the sake of our haumana.

- e. Arguments against the recommendation:

None. Prior actions taken by the BOE to ensure accountability by the HIDOE have been positively received by the public.

- f. Other agencies or department of the State of Hawaii involved in the action:

Not applicable.

- g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations:

It is anticipated that the overall reaction to the recommendation will be positive. By requiring the HIDOE to identify and report on critical and informative metrics pertaining to the reopening of school year 2020-21, the BOE is holding the HIDOE accountable for its Return to Learn plan, including implementation of the plan and decisions involving academics, resources, and operations.

h. Educational implications:

The proposed vital sign metrics align with the BOE priorities and the HIDOE's Return to Learn Plan. These metrics will provide valuable information for administrators, educators, and education stakeholders through measures that:

- o prioritize health and safety of the students, teachers, and administration;
- o assist with providing equitable services by honoring each school's unique design;
- o monitor student daily attendance and progress using various learning models; and
- o identify student and teacher access to connectivity and applicable devices to support in-person and distance learning models.

i. Personnel implications:

During the data collection process, complex area and school staff may receive requests to clarify data or provide vital sign metric responses.

j. Financial implications:

None.

CMK:rl  
Attachment

c: Office of Strategy, Innovation and Performance





OFFICE OF THE  
**Superintendent**

**Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress**

**General Business Meeting  
July 23, 2020**

**Dr. Christina M. Kishimoto**  
*Superintendent*





# HIDOE Phases of Design and Delivery

## *Continuity of Learning through COVID-19*

### Phase 1

Continuity of School  
Year 2019-20 & Initiating  
Department Support  
Services

### Phase 2

Summer Learning &  
Transition Planning

### Phase 3

Planning for  
Reopening: School  
Year 2020-21

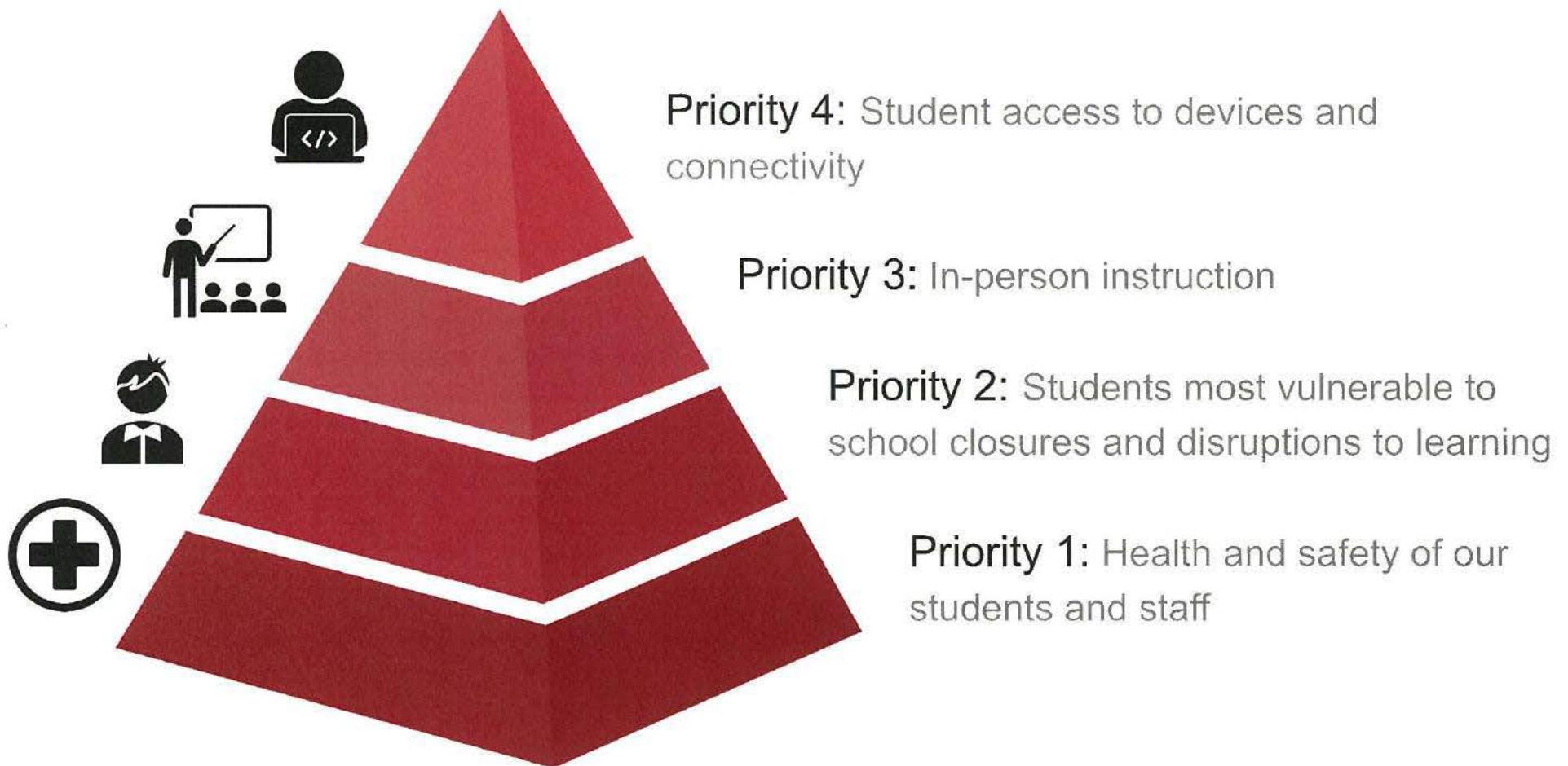
Identifying the vital sign metrics for the reopening of  
Hawaii public schools for SY 2020-21





# Vital Sign Metrics Overview

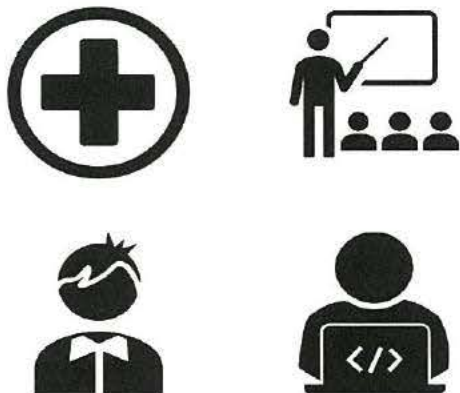
The most fundamental needs of our students and staff are the foundation for the Vital Sign metrics





# Vital Sign Metrics are aligned with the BOE Priorities and the Return to Learn Plan (RTL)

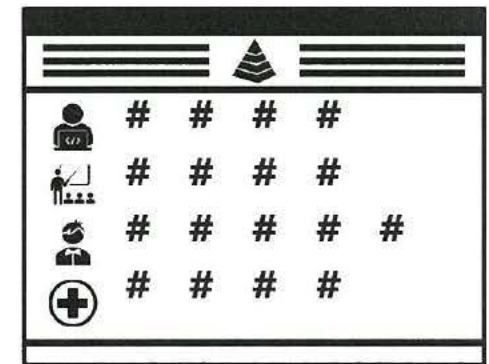
## Four BOE Priorities



## Return to Learn Plan



## Vital Sign Metrics







# Vital Sign Metrics

- Actions taken: Evaluated summer learning data collection processes, reviewed school reopening plans from other states, and closely examined possible metrics to consider as vital signs.
- Vital sign metrics will:
  - provide valuable insight for the RTL Plan;
  - not be burdensome to schools and staff; and
  - inform the BOE, HIDOE, and stakeholder decision making.
- In Process: Feedback is being solicited from stakeholders about the proposed vital sign metrics. BOE feedback will be shared with the CASs and Principals for final discussion.



# Proposed 12 Vital Sign Metrics\*

## Beginning with State Priorities

### Priority Area 1:

Health and Safety of Students and Staff



1. Percent of schools that are adequately equipped with PPEs, sanitation supplies, equipment and training to ensure a safe and healthy environment
2. Percent of schools offering face-to-face in-person, blended learning, hybrid, exception (methods of learning)

### Priority Area 2:

Students Most Vulnerable



3. Percent of elementary students receiving Developing Proficiency "DP" or Well Below "WB" marks in ELA or Math at the *end of the quarter*
4. Percent of secondary students receiving "F" mark in a core course (ELA, Math, Science, Social Studies) at the *end of the quarter*
5. Percent of vulnerable students who have high risk attendance
6. Number of elementary and middle/intermediate students not meeting grade level using universal screener (ELA and Math) results/number of high school students off-track to graduate (to be confirmed)

### Priority Area 3:

In-Person Instruction



7. Percent of average daily attendance per month by school model (based on instructional delivery)
8. Percent of students enrolled at a school who choose to remain at home rather than attending in-person school instruction

### Priority Area 4:

Access to Connectivity and Devices



9. Percent of schools that have provided professional development to staff on how to support distance learning
10. Percent of students with devices at home to engage in remote learning
11. Percent of vulnerable students with internet connectivity at home
12. Percent of schools whose vulnerable students are adequately equipped to support distance learning

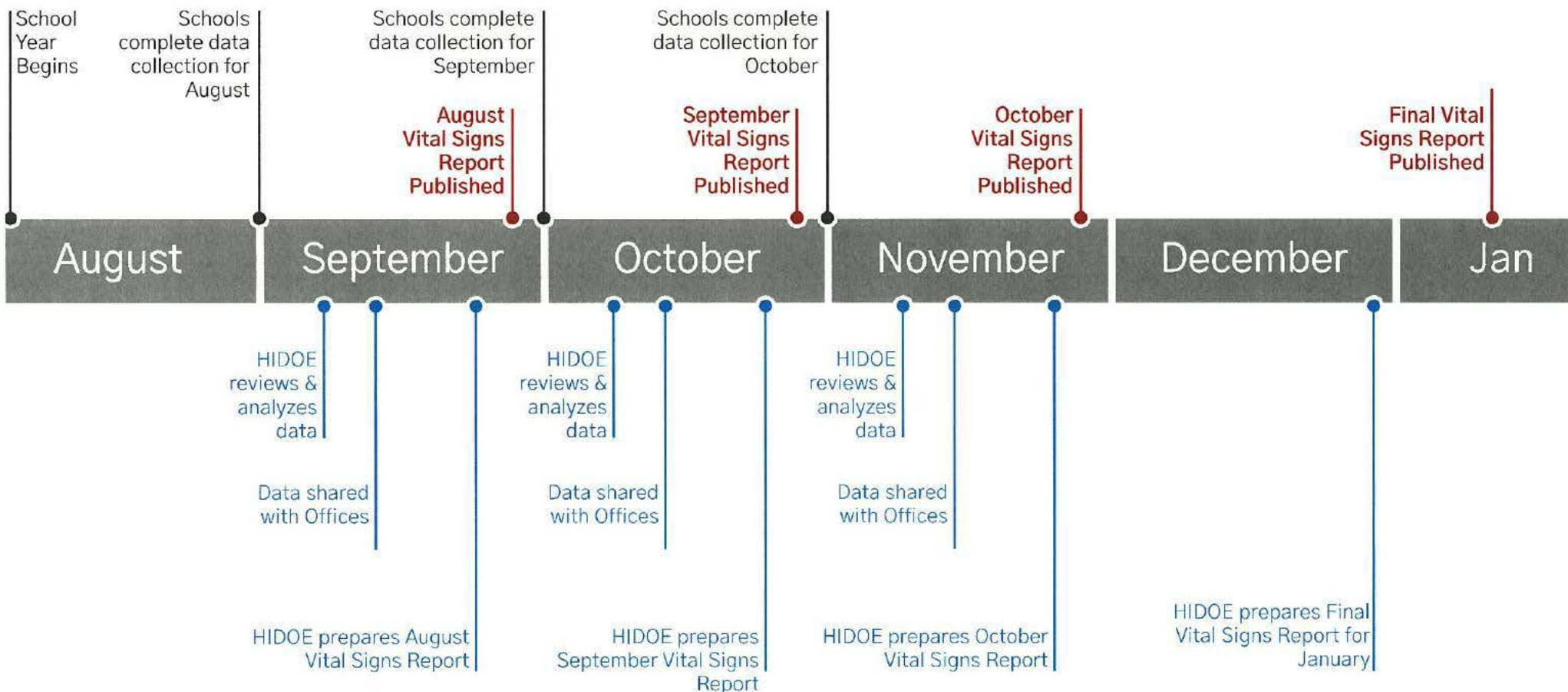
\*subject to change





# Proposed Vital Sign Metrics Calendar\*

## Collection, aggregation, analysis and reporting



\*subject to change

## Attachment B – Vital Signs Metrics – Adjustments Table

The table below lists the approved 12 vital sign metrics and the requested changes that are needed to adequately reflect the current changes in circumstances. Additional changes to the wording of the metrics helps to improve clarity.

BOE Priorities	BOE Approved Metrics	Clarifying Comments/Adjustments
<b>Health &amp; Safety</b>	Percent of schools that are adequately equipped with PPEs, sanitation supplies, equipment and training to ensure a safe and healthy environment.	Remove “training” to change to <i>“Percent of schools that are adequately equipped with PPEs, sanitation supplies, and equipment to ensure a safe and healthy environment.”</i>
		The original approved metric has been bifurcated for readability to <i>“Count of employees (% by role) that have completed training to ensure a safe and healthy environment.”</i>
	Percent of schools offering face-to-face in person, blended learning, hybrid, exception (methods of learning)	No change
<b>Vulnerable Students</b>	Percent of elementary students receiving Developing Proficiency "DP" or Well Below "WB" marks in ELA or Math at the end of the quarter.	No change
	Percent of secondary students receiving an "F" mark in a core course (ELA, Math, Science, Social Studies) at the end of the quarter.	No change
	Percent of vulnerable students who have high risk attendance	Remove “vulnerable” to change to <i>“Percent of students who have high risk attendance”</i>
	Number of elementary and middle/intermediate students not meeting grade level using universal screener (ELA and Math) results/number of high school students needing credits (off-track) to graduate.	Change to <i>“Percent of elementary and middle/intermediate students screened not meeting grade level using universal screener (ELA and Math) and percent of high school students needing credits (off-track) to graduate.”</i>
<b>In-Person Instruction</b>	Percent of average daily attendance per month by school model (based on instructional delivery)	Remove “by school model (based on instructional delivery)” to change to <i>“Percent of average daily attendance”</i>
	Percent of students enrolled at a school who choose to remain at home rather than attending in-person school instruction	No change
<b>Access to Connectivity &amp; Devices</b>	Percent of schools that have provided professional development to staff on how to support distance learning	Remove “percent of schools” to change to <i>“Count of employees (% by role) that have completed professional development training to support distance</i>

		<i>learning.”</i>
	Percent of students with devices at home to engage in remote learning	Add “indicating” to change to “ <i>Percent of students indicating they have devices at home to engage in remote learning.”</i>
	Percent of vulnerable students with internet connectivity at home.	Remove “vulnerable”, Add “indicating” to change to “ <i>Percent of students indicating they have connectivity at home to engage in remote learning</i> ”
	Percent of schools whose vulnerable students are adequately equipped to support distance learning. ]’;l	No change. (Reporting of this metric is conditional on the completion of a statewide parent technology survey)

