



**Education Policy
Innovation Collaborative**
RESEARCH WITH CONSEQUENCE

NOVEMBER 19, 2020

Education Policy Innovation Collaborative

Instructional Delivery Under Michigan Districts' Extended Continuity of Learning Plans

Overview

On August 20, 2020, Michigan Governor Gretchen Whitmer signed a series of three “Return to Learn” bills into law. The Return to Learn legislation amended the State School Aid Act in two key ways: first, by providing greater flexibility for districts to meet instructional requirements as they adapt their programs and operations to ensure the safety of their students and employees during the COVID-19 pandemic, and second, by outlining new requirements for the 2020-21 school year to ensure that students’ needs are adequately met despite these changes.

Under the Return to Learn legislation, each district¹ is required to develop an **extended continuity of learning (ECOL)** plan which must include a description of the mode through which instruction will be delivered (e.g., in-person, remote). After the initial ECOL plan is submitted, each district must **reconfirm the mode of instructional delivery** each month.

The Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) are collecting data monthly from districts about their ECOL plans for instructional delivery. The Education Policy Innovation Collaborative (EPIC), as the state’s strategic research partner, is working closely with MDE and CEPI to provide a summary and analysis of the ECOL plans that were submitted and reconfirmed by Michigan school districts each month. The current report includes data for district plans for the months of September, October, and November. It is intended as a complement to the public-facing dashboard CEPI will release each month, which can be found here: <https://mischooldata.org/covid-dashboard/>.

Data and Methods

This report primarily relies on districts' submissions to the Reconfirmed COVID-19 Learning Plan Monthly Questionnaire. Given the current health crisis and the challenges it presents when educating students across Michigan, educators' time is at a premium. EPIC, MDE, and CEPI thank the Michigan school districts that provided these valuable data through the Reconfirmed COVID-19 Learning Plan Monthly Questionnaire. We also incorporate data from several public sources to examine relationships between ECOL plan content and characteristics of school districts and communities.

ECOL PLAN DATA

The Reconfirmed COVID-19 Learning Plan Monthly Questionnaires for the months of September, October, and November were administered through MDE's GEMS-MARS application and accepted through midnight on November 11, 2020. Districts were asked to indicate if they plannedⁱⁱ to instruct students in a fully in-person, fully remote, or hybrid format for these three months. These three instructional modalities are defined as follows:

- **Fully in-person:** Students receive 100% of their instruction in person.
- **Fully remote:** Students receive 100% of their instruction remotely.
- **Hybrid:** Students attend school in person for part of the week and participate in remote instruction for part of the week.

In a previous analysis of the Return to School plans that Michigan districts submitted to MDE in August of 2020, EPIC researchers found that the majority of districts planned to give families a choice between two or more modes of instruction.ⁱⁱⁱ In order to capture similar details from districts' monthly ECOL plans, the reconfirmation questionnaire allowed districts to select more than one modality.

The August plans were submitted as written documents, which coders from both EPIC and MDE read and interpreted to determine which modalities each district was planning to provide. The structure and content of these Return to School plans varied widely, and there was not always enough detail to determine whether a district planned to provide different modes of instruction to students based on grade level, school building, or educational setting. As a result, modality classifications for the August analysis focused solely on which options were available for families to choose. Details about planned instructional modality for September through November, on the other hand, were submitted directly by districts and in a consistent manner using the reconfirmation questionnaire. This allows us to incorporate greater detail and nuance in our ECOL plan analysis.

Districts were also asked follow-up questions about each mode of instruction they planned to provide. For all three modalities, follow-up questions included details such as the

percentage of students in the district to whom they planned to provide this mode of instruction (asked in ranges of less than 24%, 25-49%, 50-74%, 75-99%, and 100%) and the grade level(s) or special population(s) of students to whom they planned to provide this mode of instruction.

Table 1 provides details about the number of districts – both Local Education Agencies (LEAs, which are traditional public school districts) and Public School Academies (PSAs, or charter schools) – that provided their ECOL reconfirmation plans for each month: September, October, and November. Approximately 97% of districts submitted plans in September and October (98% of LEAs and 94% of PSAs), decreasing in November with 91% of districts submitting ECOL plans (consistent across both LEAs and PSAs). Seven hundred and fifty-nine districts (91%) submitted plans across all three months, again evenly distributed across LEAs and PSAs.

Table 1. September-November ECOL Plans Submitted by Michigan Districts

	Number of Districts
All Districts	833
Districts that Submitted September ECOL Plans	806
Districts that Submitted October ECOL Plans	802
Districts that Submitted November ECOL Plans	763
Districts that Submitted ECOL Plans All 3 Months	759

Notes: Data reflect plans submitted by 12:00 am on 11/11/2020. Data was collected from school districts' monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

Table 2 shows how districts that submitted plans across all three months differed on observable characteristics from the full set of Michigan districts and from those that did not submit plans in each month. Districts that submitted plans in all three months look remarkably similar to the overall population of districts in Michigan. Because schools that operated as virtual schools before the pandemic were not required to provide ECOL plans or monthly reconfirmations of those plans, many of the missing district plans – in particular the missing PSA plans – are only missing because they already operated as virtual schools and were therefore exempt from these reporting requirements.

It is important to note that district responses to the ECOL questionnaire represent a snapshot of instructional modality decisions and those plans can change quickly. At the time of publishing this report, Michigan is experiencing a dramatic rise in COVID-19 exposure and many districts^{iv} have voluntarily changed their November ECOL plans since submitting the questionnaire, either delaying plans to offer more in-person instruction or returning to a fully remote format. Additionally, on Sunday November 15th, the Michigan Department of Health and Human Services issued a new Emergency Order under MCL

333.2253 that mandated all high schools halt in-person instruction for three weeks starting November 18th, 2020. Some districts have and likely more will reassess ECOL plans in the coming weeks.^v These changes, which will take place during the month of November, will not be reflected in the November data provided here.

Table 2. Comparison of Districts by Observable Characteristics, Full Sample Relative to the Sample That Provided ECOL Plans for All Three Months

	All	ECOL Plans All 3 Months	No ECOL Plan		
			Sept.	Oct.	Nov.
Total Number of Districts	833	759	27	31	70
LEA Districts	537	490	8	12	46
PSA Districts	296	269	19	19	24
District Characteristics					
Percent Urban	19%	19%	15%	17%	12%
Percent Rural	38%	41%	31%	43%	43%
Percent Suburban/Town	41%	39%	38%	27%	39%
Average enrollment	1,753	1,764	1,092	1,494	1,707
Demographic Composition					
American Indian	2%	1%	4%	3%	3%
Black	21%	21%	19%	20%	16%
Latinx	7%	8%	9%	7%	6%
Economically Disadvantaged	61%	61%	71%	68%	60%
Students with Disabilities	14%	13%	16%	16%	14%
English Learners	10%	10%	9%	9%	6%

Notes: Data reflect average characteristics across districts. The “No ECOL Plan” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month as of 12:00 am on 11/11/2020. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; district type and locale data from the Educational Entity Master (EEM) public database; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020). <https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>.

AUXILIARY DATA SOURCES

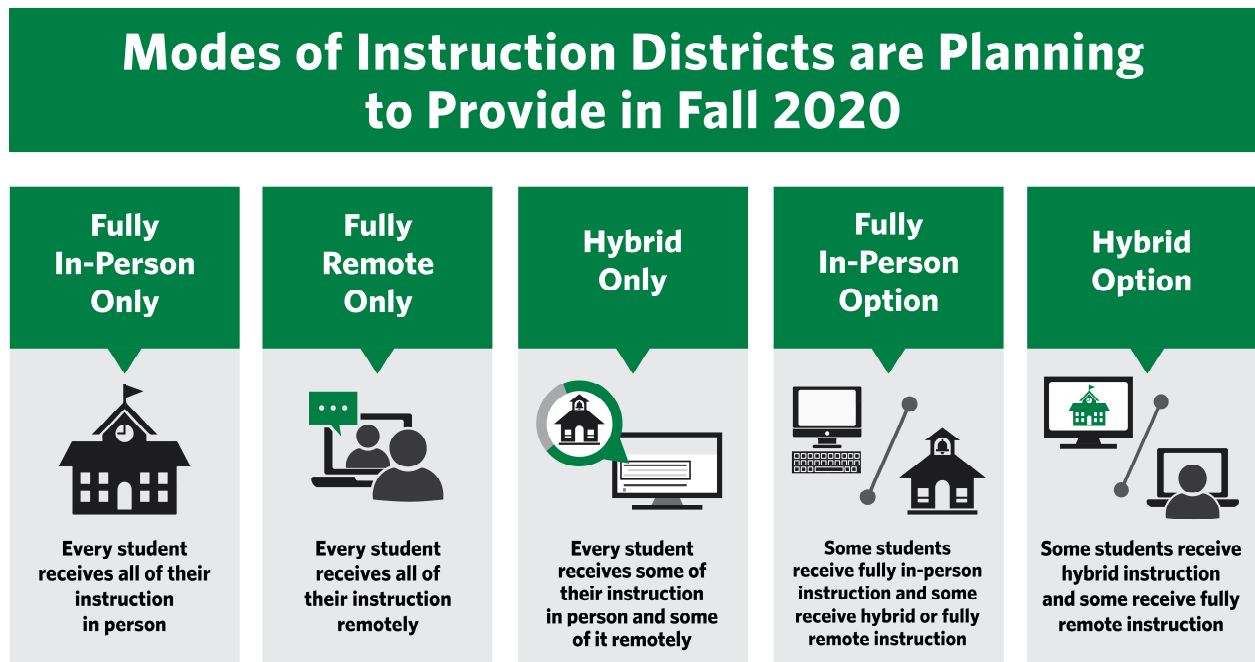
This report draws from several auxiliary data sources to provide additional context about school districts and the local communities they serve. District plans are linked with publicly available characteristics from the Educational Entity Master (EEM) database to compare ECOL plan content and instructional modality across types of districts (e.g., LEA districts and PSA districts) and locations across the state. Aggregate student enrollment data from

the 2019-20 MISchoolData Student Headcount report are also incorporated to estimate the proportions of Michigan students^{vi} whose districts offer each mode of instruction.

Results

Instructional Modality

For this analysis, instructional modalities are grouped into five mutually exclusive categories based on the type of instruction districts planned to offer K-12 general education students each month: fully in-person only, fully in-person option, hybrid only, hybrid option, and fully remote only. **Fully in-person only** districts indicated that they planned to only offer in-person instruction. **Fully in-person option** districts indicated that they planned to provide fully in-person instruction to some students and hybrid or fully remote instruction to other students. Similarly, **hybrid only** districts planned to provide hybrid instruction to all students, and **hybrid option** districts planned to provide hybrid instruction to some students and remote instruction to others. Finally, **fully remote only** districts planned to provide all instruction remotely.



A small number of districts submitted Re-Confirmed COVID-19 Learning Plan Monthly Questionnaires but did not specify how instruction would be provided for general education students. These districts could not be classified into one of the five mutually

exclusive categories described above and are labeled “No Modality Data” in the tables and figures that follow. As noted above in Table 1, between three and nine percent of districts did not submit responses to the questionnaire. We label these districts “No Plan Submitted.”

NOVEMBER PLANS FOR INSTRUCTIONAL MODALITY

In November, 77% of districts planned to offer some amount of in-person instruction (fully in-person or hybrid). Only 3% of districts planned only to offer fully in-person instruction. Seventy-two percent of districts reported that they planned to provide more than one mode of instruction, and most of these districts (56%) planned to provide fully in-person instruction to some of their students while 16% planned to provide hybrid (but not fully in-person) instruction to some of their students. Only 2% planned only to offer hybrid instruction where students attend school in person for part of the week and receive remote instruction for part of the week. Fourteen percent of districts indicated that all instruction would be provided remotely.

Table 3. Distribution of Districts and Share of Student Population by Planned Instructional Modality, November 2020

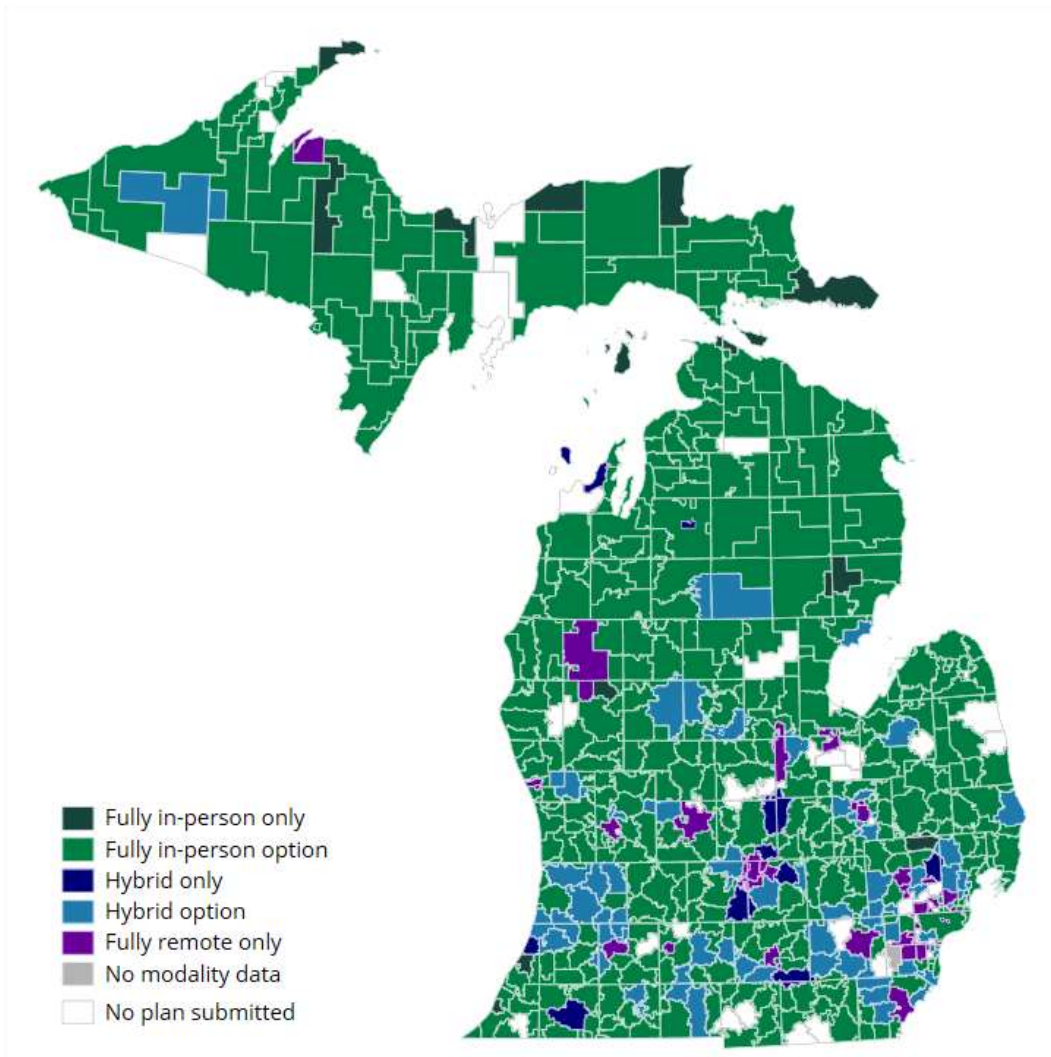
Modality	Districts	% of Districts	Students	% of Students
Fully In-Person Only	21	3%	9,957	1%
Fully In-Person Option	465	56%	761,467	53%
Hybrid Only	17	2%	28,477	2%
Hybrid Option	133	16%	291,141	20%
Fully Remote Only	118	14%	237,776	16%
No Modality Data	9	1%	6,512	1%
No Plan Submitted	70	8%	112,633	8%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 12:00 am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020). <https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>

The second panel in Table 3 provides the number of students enrolled in districts offering each of these modalities. Seventy-five percent of Michigan students are enrolled in districts that planned either to provide or give families the option to receive some in-person instruction in November. Sixteen percent of students are in districts that planned only to provide instruction remotely.

Figure 1 shows the locations of LEA districts and their planned November instructional modalities. LEAs offering only fully in-person instruction (dark green) are almost exclusively located in the northern half of the state, where any types of hybrid or remote formats are less common. Most LEAs that planned to offer fully remote instruction or some form of hybrid instruction are clustered near large urban areas (e.g., Detroit, Grand Rapids, Lansing, and Flint).

Figure 1. Districts by Planned Instructional Modality, November 2020 (*Traditional Public School Only*)

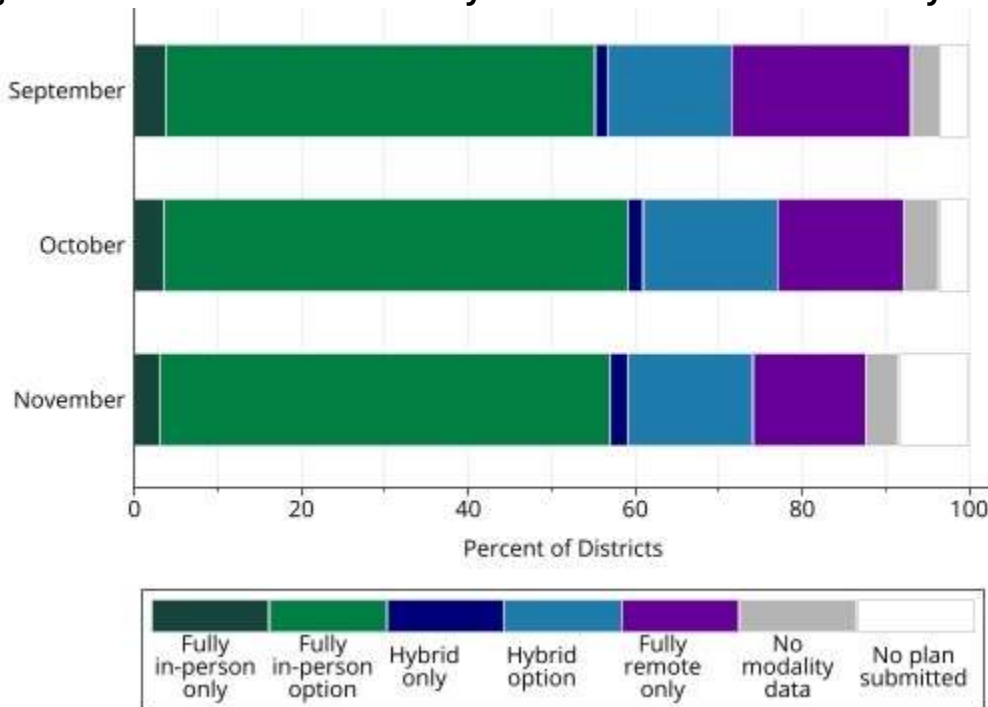


Notes: Data reflect plans submitted by 12:00am on 11/11/2020. The map only includes data from traditional public school LEAs and not PSAs. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

CHANGES OVER TIME IN INSTRUCTIONAL MODALITY

Figure 2 shows how the distribution of districts’ planned instructional modality for the first three months of the 2020-21 academic year. The most significant modality changes occurred in districts that indicated they only would provide fully remote instruction to start the school year. Nearly one-quarter (23%) of districts planned to provide fully remote instruction in September, and that share decreased by well over a third across the last three months. By November, 14% of districts planned to provide only fully remote instruction. At the same time, the number of districts that planned to offer fully in-person instruction to some students and hybrid or fully remote instruction to other students increased by roughly 3 percentage points. The number and share of districts only offering fully in-person instruction (3%), only hybrid instruction (2%), or providing the choice between hybrid and remote instruction (16%) is substantively unchanged across the three months. While the proportion of districts that planned to offer fully in-person instruction or the option for fully in-person instruction only increased slightly in November, this is largely a function of the prevalence of those districts that did not provide data in the November collection.

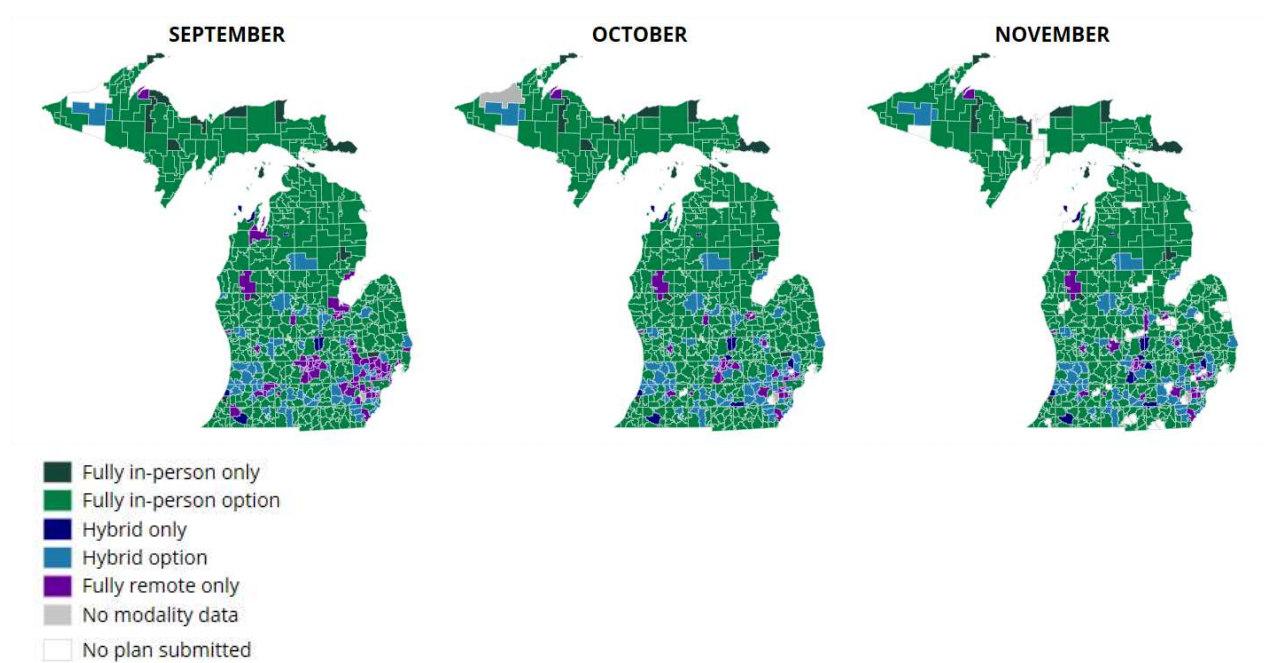
Figure 2. Distribution of Districts by Planned Instructional Modality and Month



Notes: Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A1 provides the percentages behind this figure. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

Figure 3 shows these changes geographically. Again, since it is difficult to depict PSAs on maps, Figure 3 provides data only for traditional public school districts. LEAs that planned to offer fully remote or some form of hybrid instruction in September are clustered near large urban areas. Over time, an increasing number of districts in these areas switched from only offering fully remote instruction to a modality that included more in-person instruction. However, in November, the districts that planned to offer fully remote or hybrid options were still, for the most part, clustered near urban areas in the state.

Figure 3. Districts by Planned Instructional Modality and Month (Traditional Public School Only)

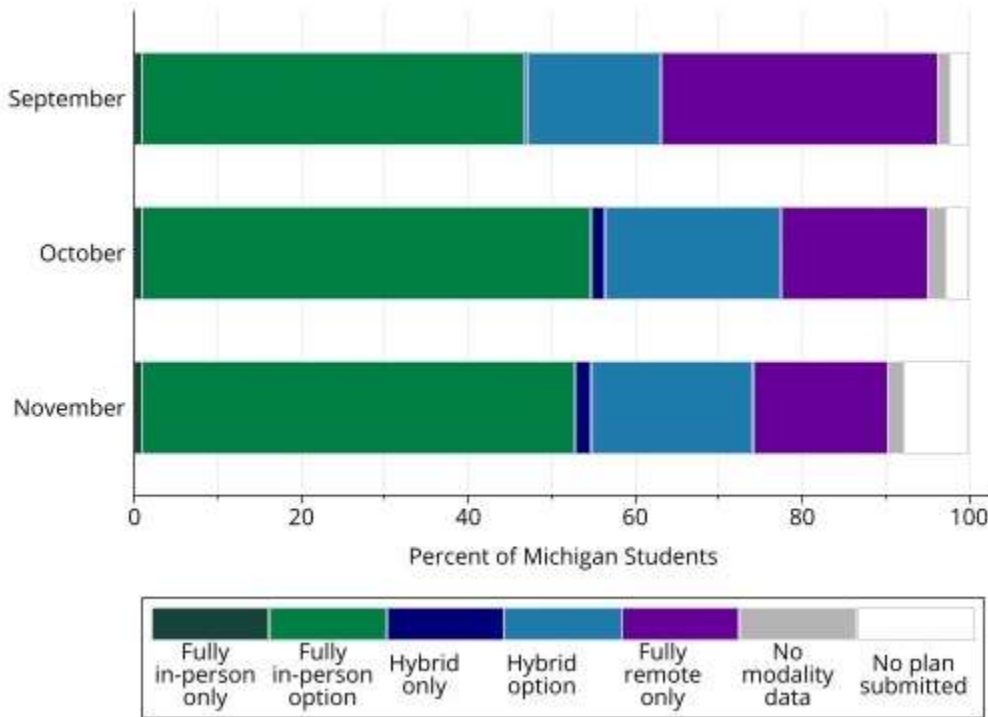


Notes: Data reflect plans submitted by 12:00am on 11/11/2020. The map only includes data from traditional public school LEAs and not PSAs. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

The general shift toward modalities that include some form of in-person instruction means that a smaller share of Michigan students is educated in districts that planned to offer only fully remote instruction. More specifically, approximately half as many students attend school in a district that planned to offer only fully remote instruction in November relative to September (an 18 percentage point decrease, shown in Figure 4). Districts that changed modality over time most often shifted to offering fully in-person instruction for some students (a seven percentage point increase), providing only hybrid instruction (a two

percentage point increase), or offering both hybrid and fully remote instruction (a three percentage point increase).

Figure 4. Share of Student Population by District Planned Modality and Month

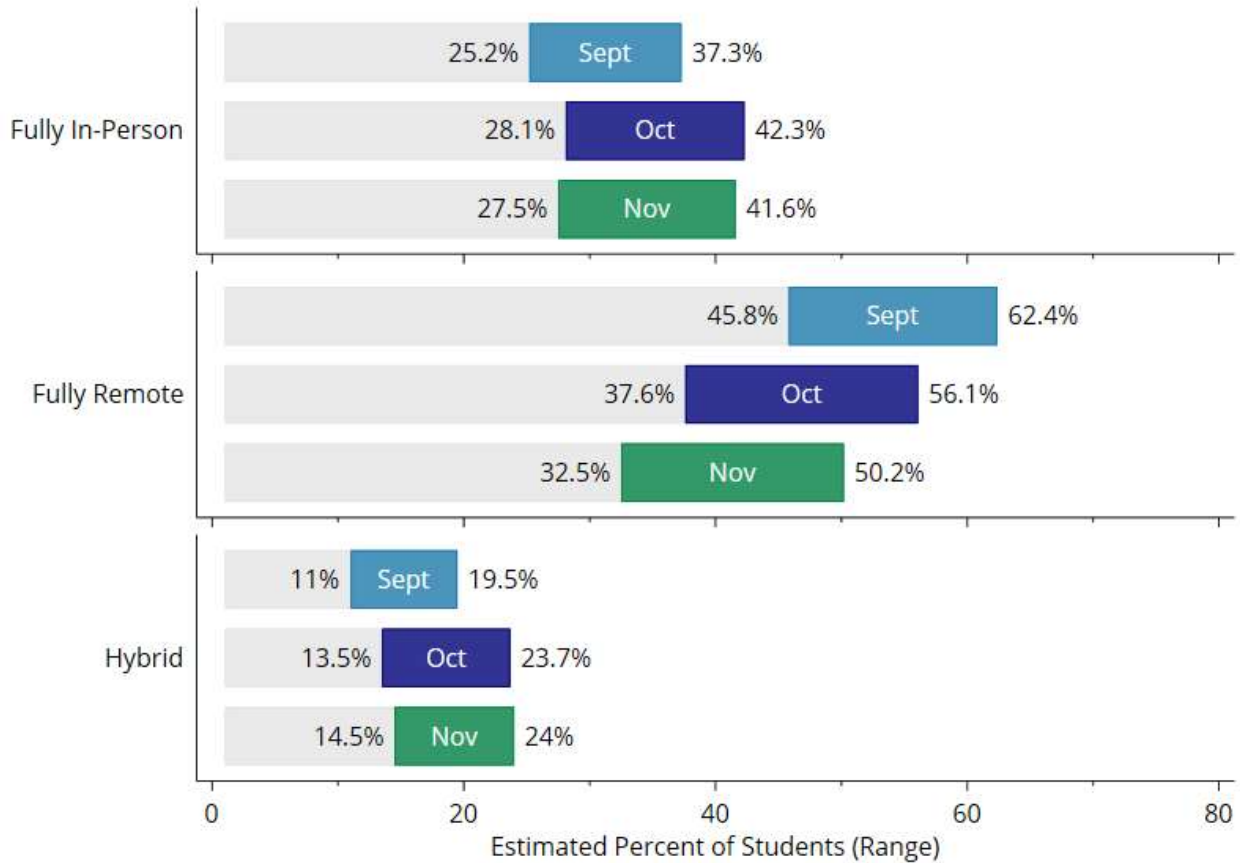


Notes: Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. We calculate the share of the student population by summing the number of students in all the districts offering each modality. Appendix Table A2 provides the percentages behind this figure. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020). <https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>.

While Figure 4 shows the proportion of Michigan students enrolled in districts that *offered* some form of in-person instruction, these number do not reflect actual *take-up* of each mode of instruction. To begin to assess the actual share of students that received each kind of instruction, districts were asked to specify the approximate percentage of students that received each modality offered by the district in each month (in ranges of less than 24%, 25-49%, 50-74%, 75-99%, and 100%). We estimate the share of Michigan students that received each instructional modality by combining these responses with district-level student enrollment counts. For districts that indicated 100% of students received a single instructional modality, we count their entire enrollment in the selected modality. However, if a district planned to provide different modes of instruction to different subsets of their

student population, we divide total district enrollment based on the indicated percentage range of students receiving each modality.

Figure 5. Estimated Percentage of Students by Planned Modality (Ranges based on district reports)



Notes: We calculate the percent of students by multiplying district-reported ranges of plans for students to be served by each instructional modality by their total student counts and then summing across all the districts offering each modality. For example, the top bar for September Fully In-Person can be interpreted as “Between 25.2 and 37.3 percent of Michigan students were receiving fully in-person instruction in September.” Data reflect plans submitted by 12:00am on 11/11/20. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

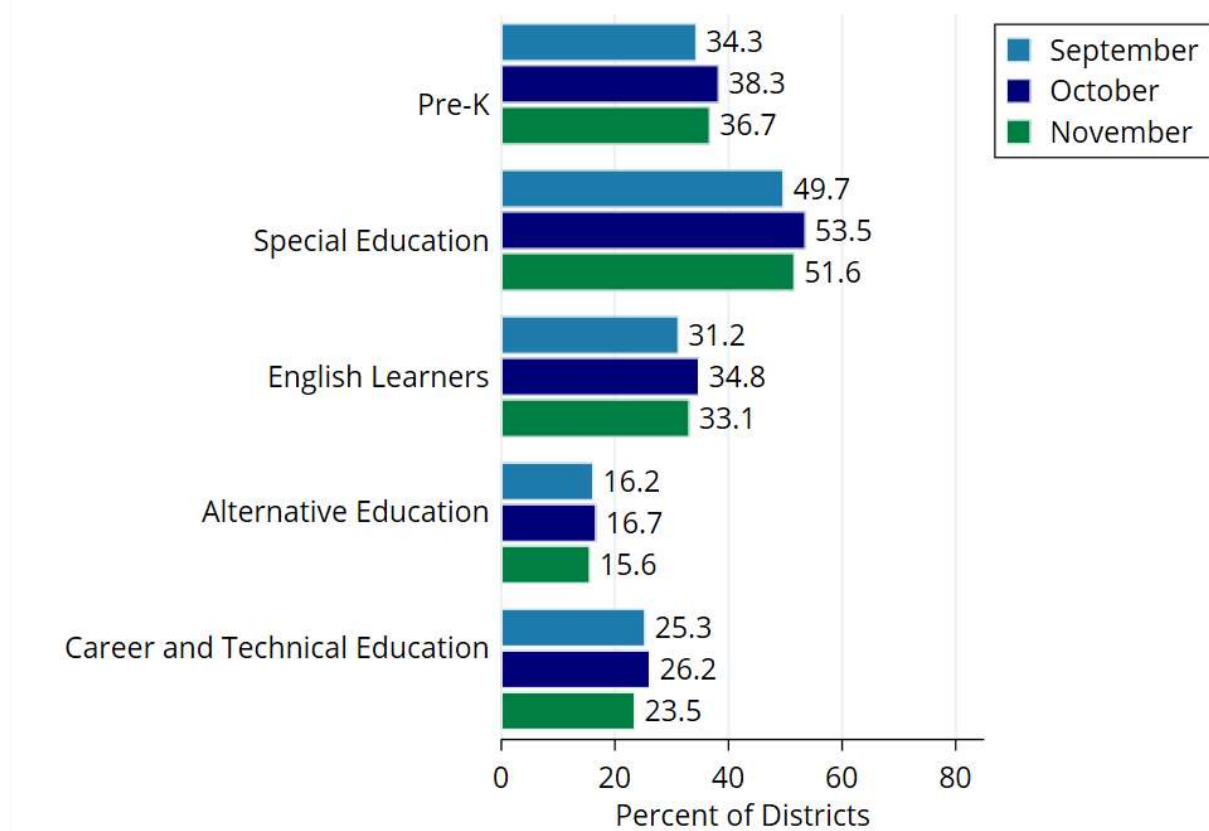
<https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>

For November, districts planned to provide fully in-person instruction to between 28% and 42% of all Michigan students. This is far below the share of students that attended districts that offered fully in-person instruction (59%). Both the low and high ends of this range have increased by approximately 10% since September. By contrast, between one-third and one-

half of Michigan students planned to participate in fully remote instruction in November, relative to the only 14% of students enrolled in districts offering only remote instruction. While the shares of students receiving fully remote instruction have decreased substantially since September, suggesting that far more students are selecting to learn in a fully remote setting even if their districts provide the option to participate in some amount of in-person instruction. The share of students that planned to receive hybrid instruction in November has increased since the beginning of the school year, but it remains the least utilized mode of instruction.

Districts that indicated they would provide fully in-person instruction were also asked to identify which student populations would receive fully in-person instruction. Figure 6 describes the share of districts that planned to provide fully in-person instruction to Pre-K, special education, English learners, alternative education, and career and technical education (CTE) students between September and November.

Figure 6. Changes in the Share of Districts Planning to Provide In-Person Instruction for Special Populations of Students



Notes: Bars represent the proportion of districts in each month that reported providing in-person instruction to each subgroup of students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 12:00am on 11/11/2020. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Across all three months, more than half of all Michigan school districts planned to offer fully in-person instruction to students with disabilities. Roughly a third of districts planned to offer Pre-K and English learners fully in-person instruction. For all three of these populations, the share of districts offering fully in-person instruction has increased slightly between September and November. Approximately 25% and 16% of districts planned to offer fully in-person instruction to CTE and alternative education students, respectively. These are relatively consistent over time.

Forms of Instruction Within Instructional Modalities

DAYS OF IN-PERSON INSTRUCTION PROVIDED TO HYBRID STUDENTS

Students who received hybrid instruction attended school in person for part of the week and participated in remote instruction for part of the week. Districts that planned to provide hybrid instruction were asked to approximate the minimum and maximum number of days that hybrid students in their district would receive in-person instruction. Districts were asked this question separately for each grade level, from Pre-K through 12. The responses were nearly identical across grades, and particularly across grade ranges. Results for select grades are provided below to represent different schooling levels.

Figure 7 shows that the average Michigan student who received hybrid instruction, regardless of grade level, attended school in person between two and three days each week. There was a very slight increase in the average number of in-person days of instruction provided to hybrid students over the last three months.

THE PROVISION OF SYNCHRONOUS REMOTE INSTRUCTION

Remote instruction can take place in a synchronous or asynchronous format. Synchronous instruction consists of live instructional activities that occur in real-time between the students and teacher. In an asynchronous format, students are not interacting with teachers in real-time; instruction during this time is completed using recorded lessons, instructional packets, or other activities that do not require face-to-face interaction with the teacher. Districts that planned to provide fully remote instruction were asked to approximate the share of instruction delivered synchronously, selecting ranges from: none, less than 24%, 25-49%, 50-74%, 74-99%, and 100%. Again, districts answered for all grades and for special populations.

Ranges were nearly identical across grades, and particularly across grade ranges. Figure 8 provides results for select grades to represent different schooling levels. Across all grade levels, districts planned to provide approximately 30% to 50% of instruction for fully remote

students in a synchronous format. Thus, 50% to 70% was planned to be asynchronous. These averages were almost completely unchanged between September and November. Elementary and middle school students seemingly received slightly higher proportions of synchronous remote instruction than did high school students.

Figure 7. Reported Days of Planned In-Person Instruction for Hybrid Students, by Grade (K, 3, 6, 9, and 12).



Notes: We calculate the average range of planned days of in-person instruction for hybrid students by averaging district responses for each grade across all districts that responded that they planned to offer any students hybrid instruction. The top bar can be interpreted as “Kindergarteners receiving hybrid instruction in September received between 2.26 and 2.82 days of in-person instruction each week.” Data reflect plans submitted by 12:00am on 11/11/2020. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

Figure 8. Reported Share of Synchronous Instruction for Fully Remote Students, by Grade (K, 3, 6, 9, and 12)



Notes: We calculate the average range of synchronous instruction for remote students by averaging district responses for each grade across all districts that responded that they planned to offer any students remote instruction. The top bar can be interpreted as "For Kindergarteners receiving remote instruction in September, between 32.6 and 50.75% of instruction was in a synchronous format." Data reflect plans submitted by 12:00am on 11/11/2020. Source: Data collected from school districts' monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

Differences in the Planned Provision of Instructional Modalities Across Districts

The remaining analyses examine differences in the kinds of instructional modalities offered by different categories and types of districts: differences by governance type, geographic region, district demographic characteristics and district and community characteristics.

DISTRICT GOVERNANCE TYPE (LEA AND PSA DISTRICTS)

Table 4 shows differences in planned instructional modality by district governance type: traditional public school LEA or public school academy (PSA). We find that PSAs were far less likely to plan for fully in-person instruction in any month and were more likely to plan to offer hybrid instruction. They were also substantially more likely to plan to provide only fully remote instruction.

Table 4. Distribution of Districts by Instructional Modality and Month, LEA and PSA

	LEA Districts			PSA Districts		
Number of Districts	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	18	16	14	7	7	7
Fully In-Person Option	354	378	359	88	101	106
Hybrid Only	5	8	10	6	6	7
Hybrid Option	69	76	69	63	66	64
Fully Remote Only	82	44	38	107	90	80
No Modality Data	1	3	1	6	7	8
No Plan Submitted	8	12	46	19	19	24
Percent of Districts	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	3%	3%	3%	2%	2%	2%
Fully In-Person Option	66%	70%	67%	30%	34%	36%
Hybrid Only	1%	1%	2%	2%	2%	2%
Hybrid Option	13%	14%	13%	21%	22%	22%
Fully Remote Only	15%	8%	7%	36%	30%	27%
No Modality Data	0%	1%	0%	2%	2%	3%
No Plan Submitted	1%	2%	9%	6%	6%	8%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

GEOGRAPHIC REGION

As part of Governor Whitmer’s Michigan Safe Start plan, all 83 counties across the state were grouped into eight Regions by the Michigan Economic Recover Council (MERC)^{vii} based on location, population, and the incidence of COVID-19: 1) Detroit region (consisting of nine counties in southeast Michigan); 2) Grand Rapids region (13 counties in the midwestern part of the state); 3) Kalamazoo region (nine counties in southwest Michigan); 4) Saginaw region (12 counties in the upper mid-eastern part of Michigan); 5) Lansing region (five counties in central Michigan); 6) Traverse City region (17 counties in northern Michigan); 7) Jackson region (three counties in southern Michigan); and 8) Upper Peninsula (the 15 counties located in Michigan’s Upper Peninsula). The distributions of districts in each of these regions by modality for September and November are shown in Table 5.

Table 5. Distribution of Districts by Instructional Modality and Month, by MERC Region

MERC Region		Fully In-Person Only	Fully In-Person Option	Hybrid Only	Hybrid Option	Fully Remote Only	No Modality Data	No Plan Submitted
Detroit (1)	Sept	1%	26%	1%	21%	47%	1%	3%
	Nov	1%	34%	2%	25%	30%	2%	7%
Grand Rapids (2)	Sept	2%	68%	0%	21%	7%	0%	2%
	Nov	2%	76%	0%	12%	7%	0%	3%
Kalamazoo (3)	Sept	6%	61%	3%	20%	6%	2%	1%
	Nov	5%	63%	3%	18%	3%	2%	5%
Saginaw (4)	Sept	3%	73%	0%	8%	12%	0%	4%
	Nov	3%	65%	0%	9%	7%	0%	16%
Lansing (5)	Sept	0%	50%	4%	11%	24%	0%	11%
	Nov	0%	52%	9%	13%	11%	0%	15%
Traverse City (6)	Sept	3%	82%	3%	3%	3%	2%	5%
	Nov	3%	80%	3%	3%	0%	2%	9%
Jackson (7)	Sept	0%	86%	0%	14%	0%	0%	0%
	Nov	0%	73%	3%	11%	3%	0%	11%
Upper Peninsula (8)	Sept	14%	75%	0%	1%	3%	0%	6%
	Nov	12%	71%	0%	3%	1%	0%	13%

Notes: Rows may not sum to 100% due to rounding. A map of MERC regions can be found at <https://www.mistartmap.info/>. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC.

Table 5 shows that nearly half of all school districts in the Detroit MERC Region started the year offering only fully remote instruction. This decreased by approximately one-third between September and November, by which time one-third of Region 1 districts planned to offer fully in-person instruction and over a quarter planned to offer hybrid instruction. More than half of school districts in the Lansing region planned to offer fully in-person instruction to students. Nearly a quarter of districts in the Lansing region planned to offer only fully remote instruction in September; this has decreased by half in Lansing region districts' November plans.

Most districts in the remaining MERC regions planned to offer fully in-person instruction to some or all students in both September and November. Until recently, the Upper Peninsula Region was one of two MERC regions in Phase 5 of the Michigan Safe Start Plan (or, the "Containing" phase), and districts in this region were more than twice as likely to provide only in-person instruction relative to districts in other regions.

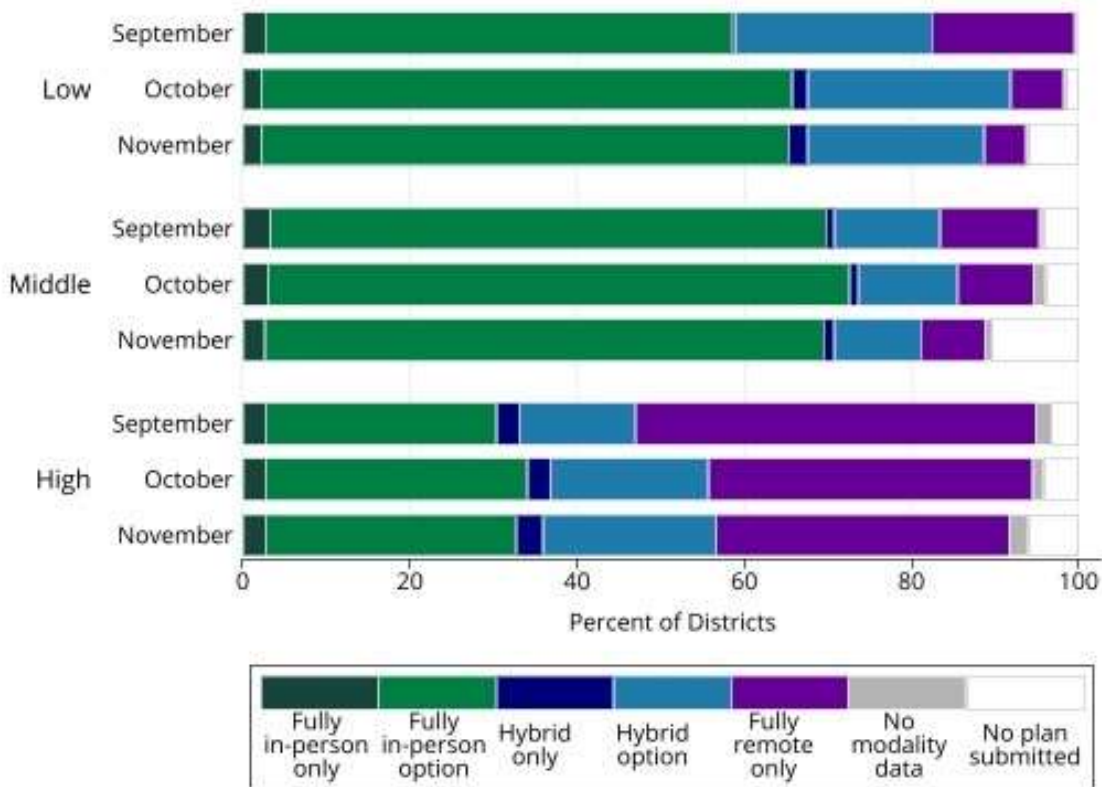
The Appendix includes maps similar to those shown in Figures 1 and 3, broken down by MERC region.

DEMOGRAPHIC COMPOSITION

To investigate how planned instructional modality differs across districts with varying student populations, we classify districts into "low," "middle," and "high" categories based on the distributions of district-level percentages of economically disadvantaged, Black, and Latinx students across the state of Michigan. We then compare across districts in the lowest quartile ("low"), the middle two quartiles ("middle"), and the highest quartile ("high") for each student demographic group.

Figure 9 shows how planned instructional modalities differ according to the proportions of economically disadvantaged students enrolled in the district. Across all three months, districts with the greatest shares of economically disadvantaged students were far more likely to plan to offer only remote instruction; students in these districts were at least three times as likely only to be offered fully remote instruction and by November they were seven times as likely. Conversely, districts in the other two categories, with fewer low-income students, were more than twice as likely to plan to provide the option for fully in-person instruction.

Figure 9. Share of Districts by Economically Disadvantaged Student Population, Planned Modality, and Month

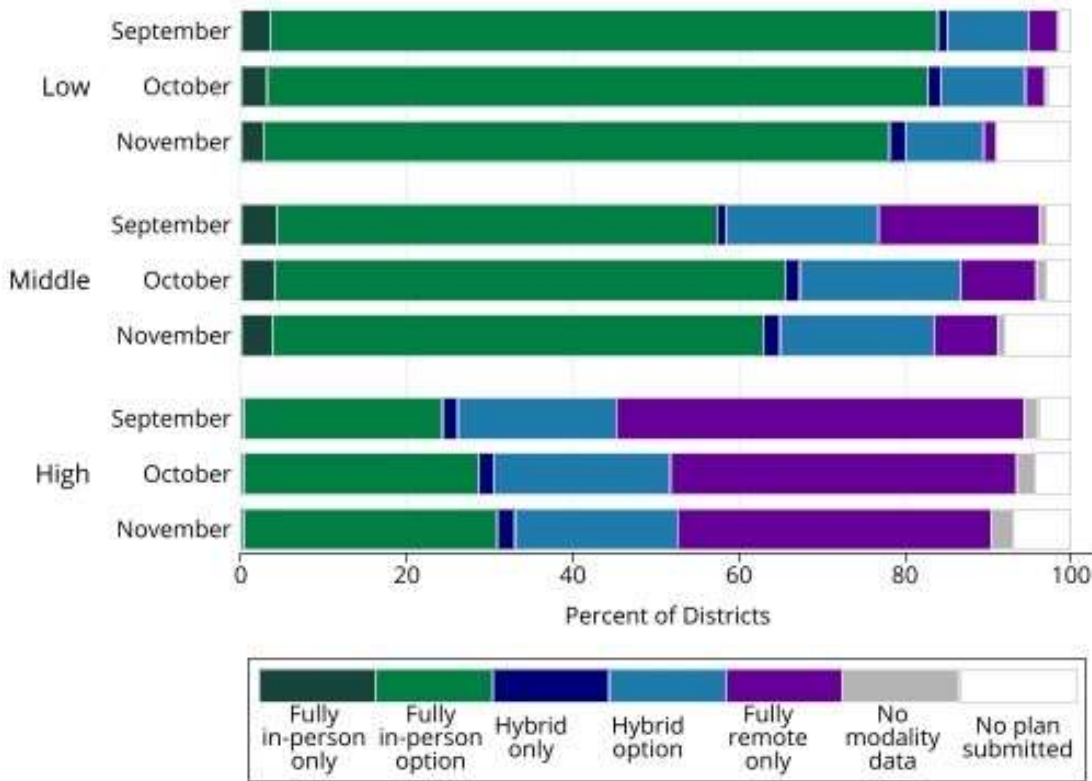


Notes: There are 222 districts in the “Low” group ($\leq 46\%$ economically disadvantaged), 387 in “Middle” ($47\text{--}78\%$ economically disadvantaged), and 217 in the “High” group ($>78\%$ economically disadvantaged). A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure 10 shows how planned instructional modalities differ across districts with greater or lesser proportions of Black students. The patterns are similar to those shown in Figure 9 for economically disadvantaged students; districts with the most Black students were the least likely to plan to provide fully in-person instruction, or any in-person instruction at all (fully in-person or hybrid), to any or all students. In fact, districts with the greatest proportion of Black students were approximately four times as likely as those in the middle of the distribution to plan to provide only remote instruction, and between 12 and 18 times as likely relative to districts with the fewest Black students. Only one district in the “high” category planned to offer only fully in-person instruction since the start of the school year. Conversely, between 78% and 84% of districts with the fewest Black students planned to

offer fully in-person instruction to at least some students, and approximately 90% planned to offer fully in-person or hybrid instruction.

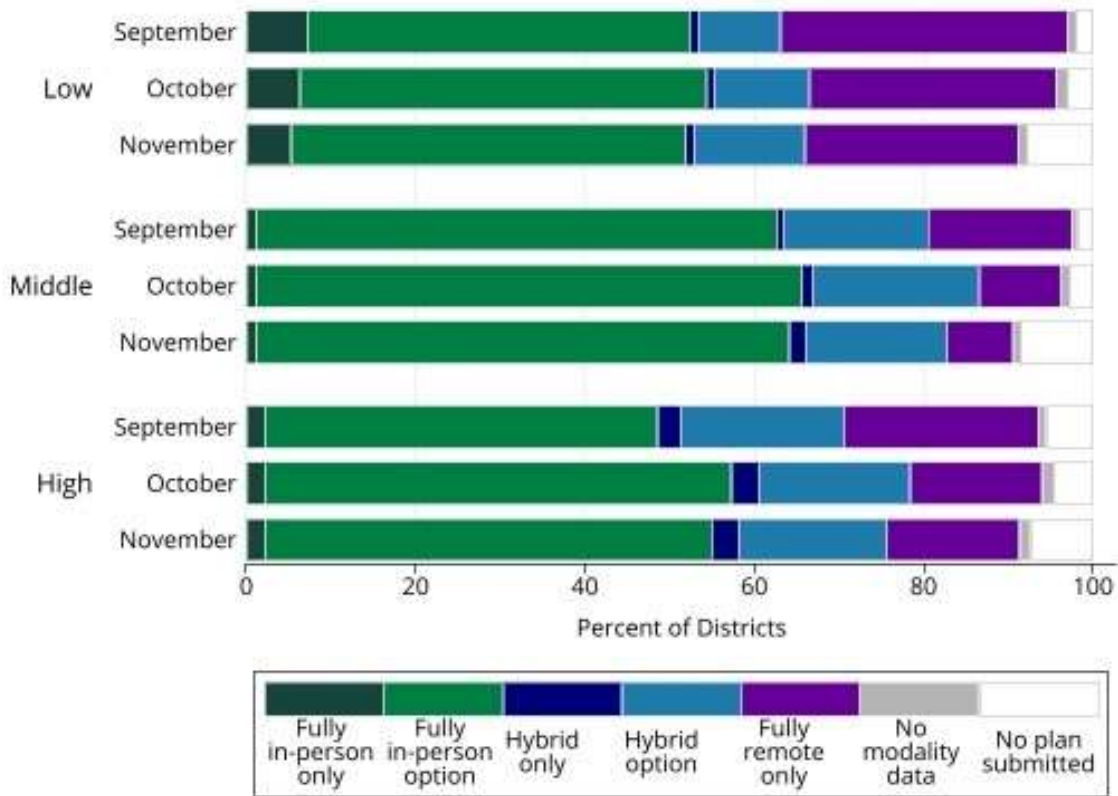
Figure 10. Share of Districts by Black Student Population, Planned Modality, and Month



Notes: There are 256 districts in the “Low” group ($\leq 1\%$ Black students), 340 in “Middle” (2-20% Black students), and 230 in the “High” group ($> 20\%$ Black students). A full table of values corresponding to this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not upload information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure 11 shows how planned instruction modalities differ across districts with larger and smaller populations of Latinx students. Districts with the fewest Latinx students are the most likely to have planned to offer both only fully in-person instruction and fully remote instruction. The “middle” group is the most likely to have planned to provide at least some students the option to learn in person, and the least likely to have only offered fully remote instruction.

Figure 11. Share of Districts by Latinx Student Population, Planned Modality, and Month

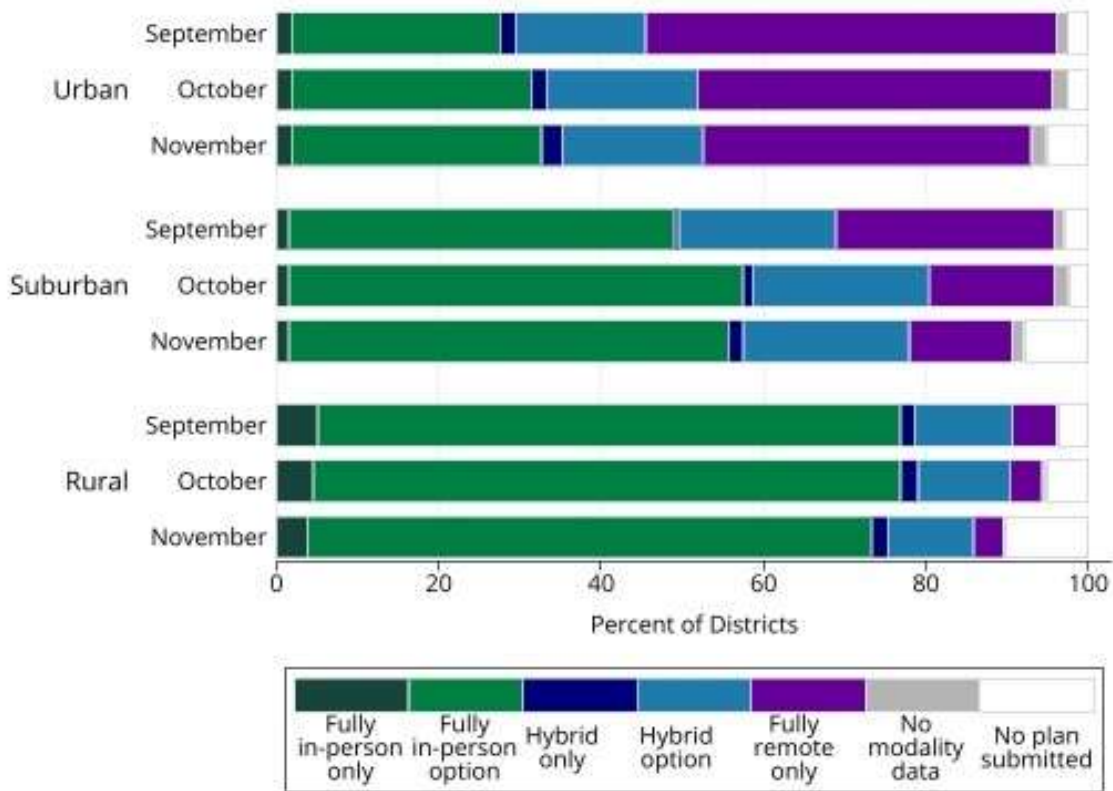


Notes: There are 206 districts in the “Low” group ($\leq 2\%$ Latinx students), 402 in “Middle” (2-8% Latinx students), and 218 in the “High” group ($> 8\%$ Latinx students). A full table of values corresponding to this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

DISTRICT AND COMMUNITY CHARACTERISTICS

Figure 12 shows the distribution of planned instructional modalities by urbanicity. Urban districts in the state were twice as likely as suburban districts and 10 times as likely as rural districts to plan to provide fully remote instruction. Conversely, urban districts were the least likely to plan to offer fully in-person instruction.

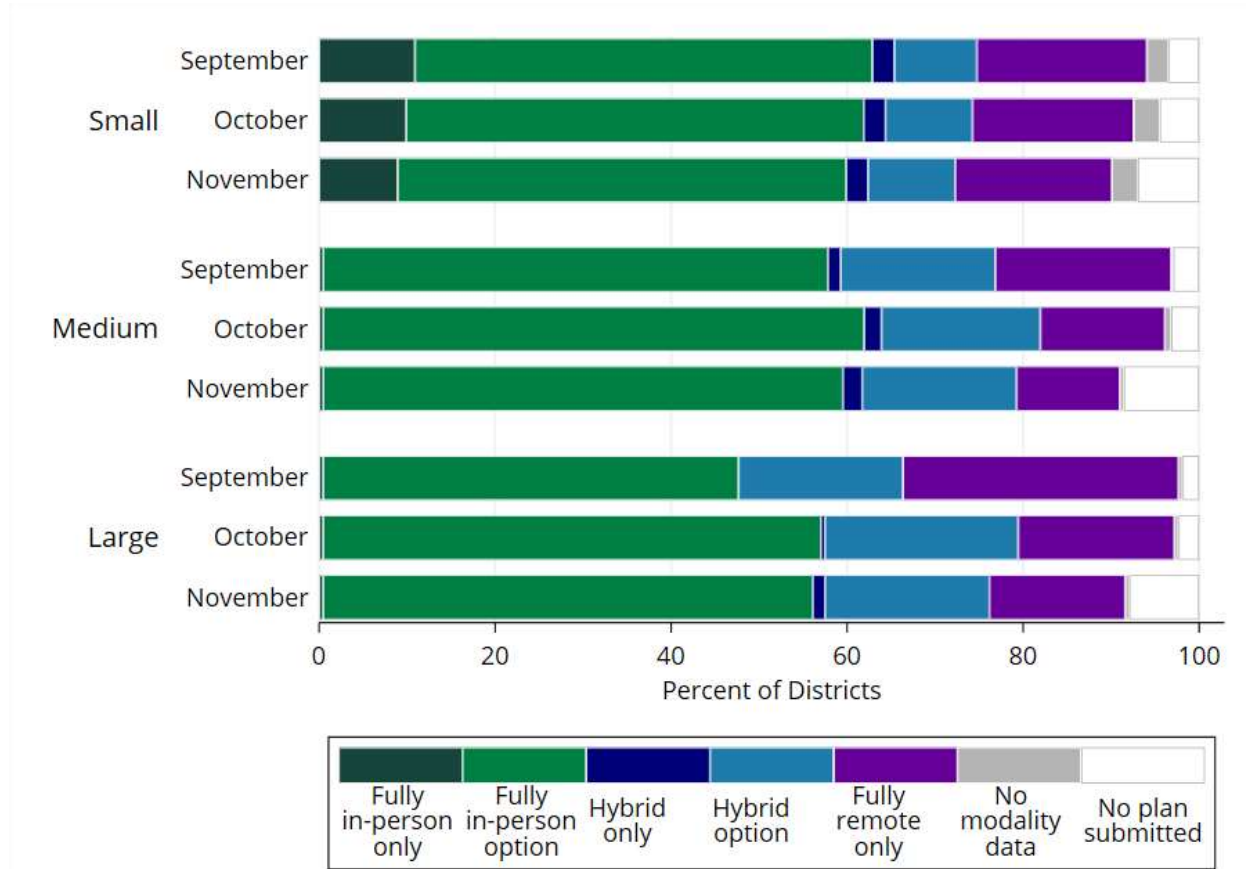
Figure 12. Share of Districts by Urbanicity, Planned Modality, and Month



Notes: There are 156 districts in the “Urban” group, 341 in “Rural,” and 319 in the “Suburban” group. A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure 13 shows the distribution of planned instructional modalities by district size. Small districts were the only districts to plan solely to offer fully in-person instruction across all three months. They were also more likely to plan to offer any option for fully in-person instruction than were large districts. Conversely, large districts were the most likely to plan to provide only fully remote instruction in both September and October.

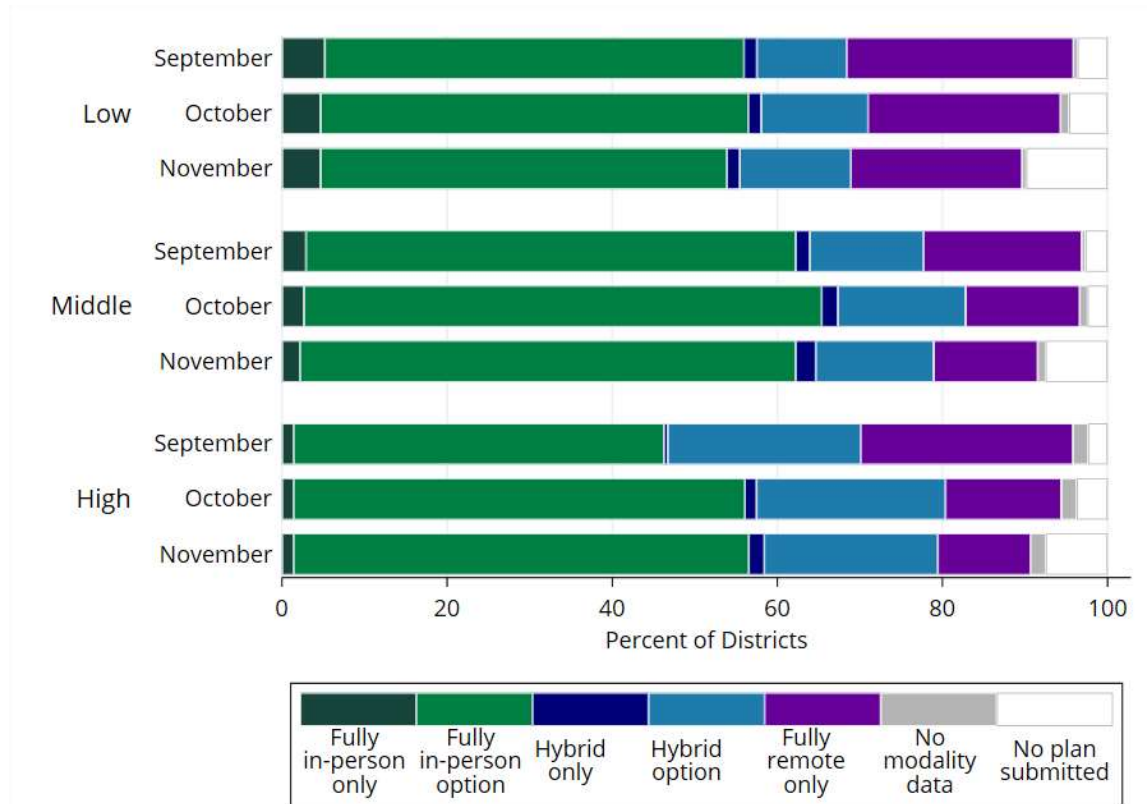
Figure 13. Share of Districts by Total Enrollment, Planned Modality, and Month



Notes: There are 202 districts in the “Small” group (≤ 352 students), 410 in “Medium” (352-1879 students), and 214 in the “Large” group (> 1879 students). A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure 14 shows how planned instructional modalities differ across districts where more and fewer households have broadband internet subscriptions. Initially, districts in the high broadband group were the least likely to plan to offer fully in-person instruction, although this difference diminished over time. However, these districts consistently remained the most likely to plan to provide families with the option for hybrid or remote schooling across all three months.

Figure 14. Share of Districts by Broadband Internet Access, Planned Modality, and Month



Notes: There are 193 districts in the “Low” grouping ($\leq 68\%$ of households), 413 in “Middle” ($68\% - 83\%$ of households) and 214 in the “High” grouping ($> 83\%$ of households). A full table of values corresponding with this figure are provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; household broadband access data from the American Community Survey (ACS) obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org.

Considerations About the Relationship Between Instructional Modality and COVID spread

It is worth a comment about any potential relationships between instructional modality and the incidence of COVID across the state. EPIC is working to analyze these relationships, which are obviously critically important to the conversation around the provision of different instructional modalities. However, caution must be taken with such analyses. It is simple to report *correlations* between instructional modality and COVID incidence, but it is far more difficult to draw *causal conclusions* from them. The main reason for this challenge

is that there may be a third factor – for example, the enforcement of social distancing, mask-wearing, and other safety precautions – that might cause a “spurious” correlation and drive any apparent relationship.

Any analysis of the relationship between instructional modalities and COVID incidence needs to account for these factors. The danger in not doing so is that policy decisions may be made that are not in the best interest of students or educators. EPIC will continue to work on these questions so that we may provide the best evidence to inform these critical conversations.

Key Takeaways

The importance of the ways in which schooling is being offered to students cannot be overstated. As a result of the pandemic, students have been asked to learn in new ways and in new contexts. Similarly, educators have been asked to teach and engage with students in manners that are both unfamiliar to them and pedagogically suboptimal. This is the case in instances in which education is being provided remotely and in person. Schooling – whichever way it occurs – looks vastly different this fall than it did last fall, before the onset of the COVID-19 pandemic.

In this report, EPIC worked to provide additional nuance and context to the [data](#) provided by the Center for Educational Performance and Information and the Michigan Department of Education. There are several main takeaways from this report that can inform policy conversations about the ways students are learning in schools in Michigan during the 2020-21 school year.

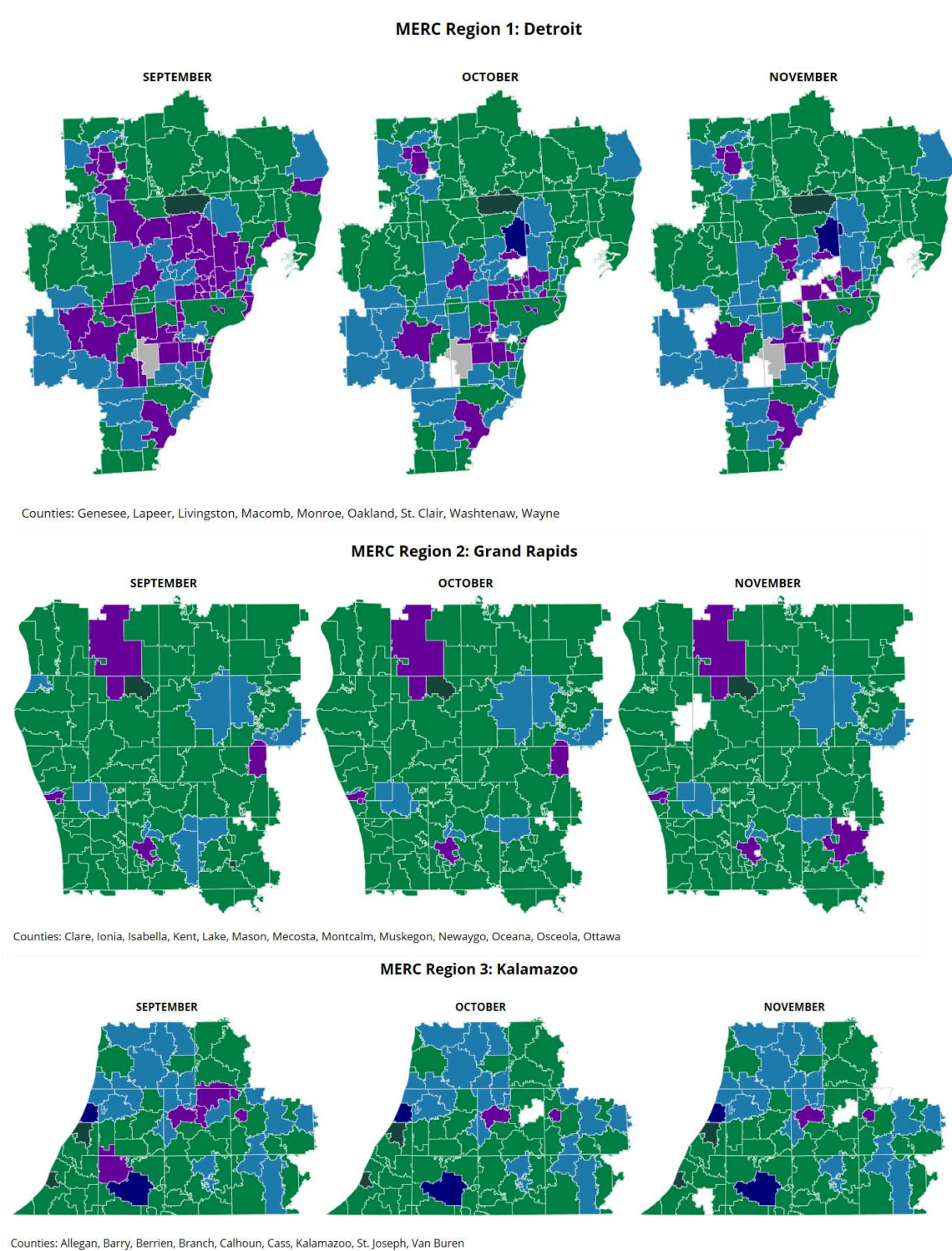
- Although many districts are providing the opportunity for students to learn in-person, far fewer students are actually choosing to learn in-person. This may be viewed as an expression of families’ preferences: many families who have the opportunity to send their child to school in person are not choosing to do so.
- Whether or not families choose to learn in-person or remotely, there are substantial differences in who is being offered the option to learn in-person. In particular, students who live in the Detroit and Lansing MERC regions were far less likely to be enrolled in districts that planned to offer in-person instruction. Similarly, Black and low-income students and students located in urban areas are more likely to be enrolled in districts that did not plan to offer the opportunity to learn in-person.
- Hybrid instruction, for the districts that planned to offer it, looks remarkably consistent across grade-levels and over time. Districts planned to provide hybrid students with 2.4 to 3 days of instruction each week, on average.

- When students are learning remotely, only about one-third to one-half of that time is in synchronous (live) instruction. The remainder of instruction is offered asynchronously. This means that students enrolled in districts that planned to offer fully remote instruction are interfacing with their teachers and other students far less than they were before the pandemic, and likely less than students who are receiving fully in-person instruction.

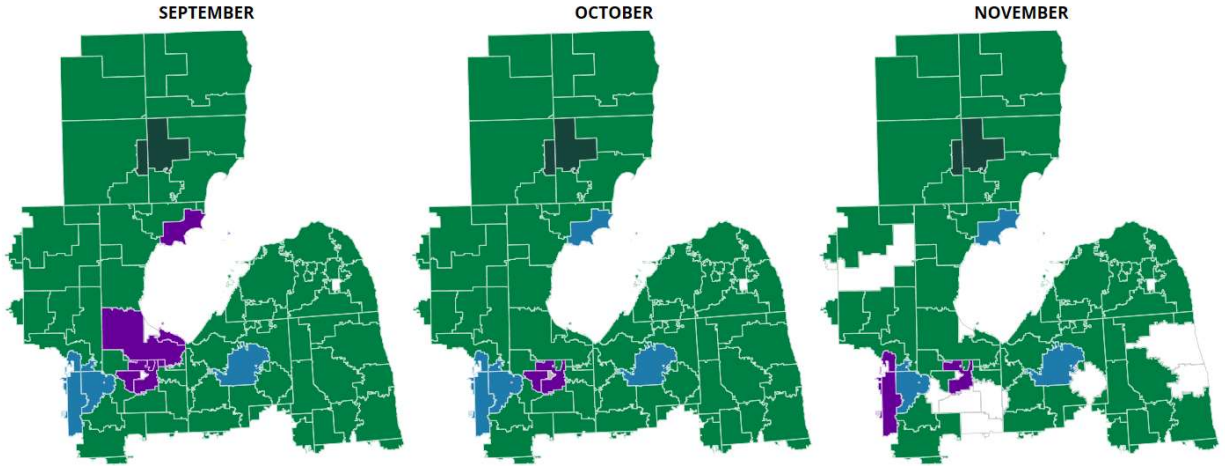
Together, these results suggest that the choices to provide and to receive schooling through different modalities are complex. Unfortunately, the data point to disparities by race, income, and geographic context in ways that are likely shaped by the realities of the pandemic and its spread. Thus, not only are certain populations of students more affected by the pandemic's health and economic implications, they are also more impacted by the educational opportunities provided as a result. It will be critical to keep these equity considerations at the fore as policymakers continue to consider the best ways to support districts, educators, and students as the pandemic continues to spread throughout the state.

APPENDIX

Figure A1. Districts (Traditional Public School Only) by MERC Region, Planned Instructional Modality and Month

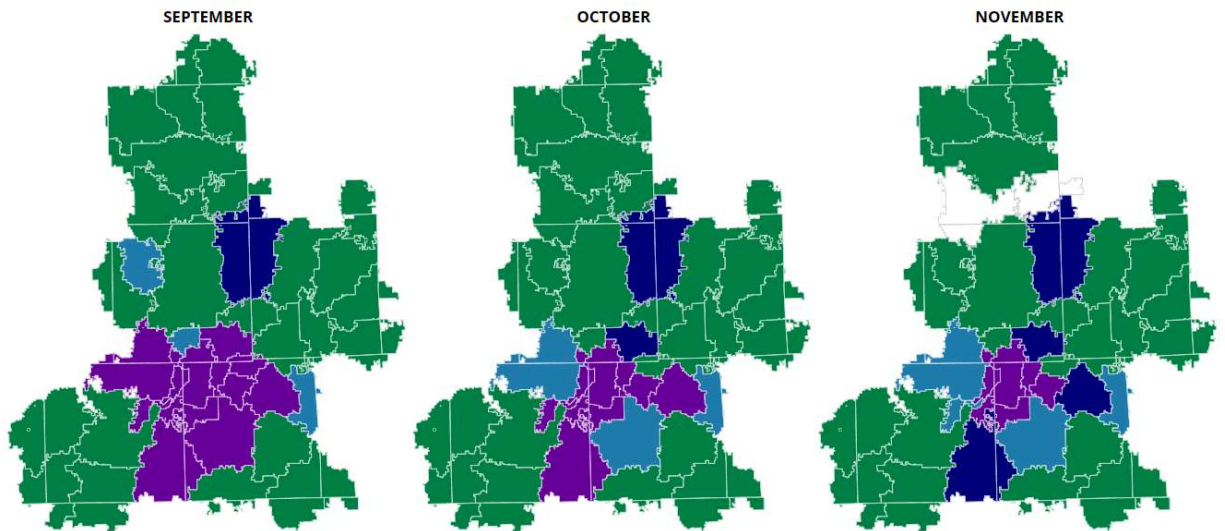


MERC Region 4: Saginaw



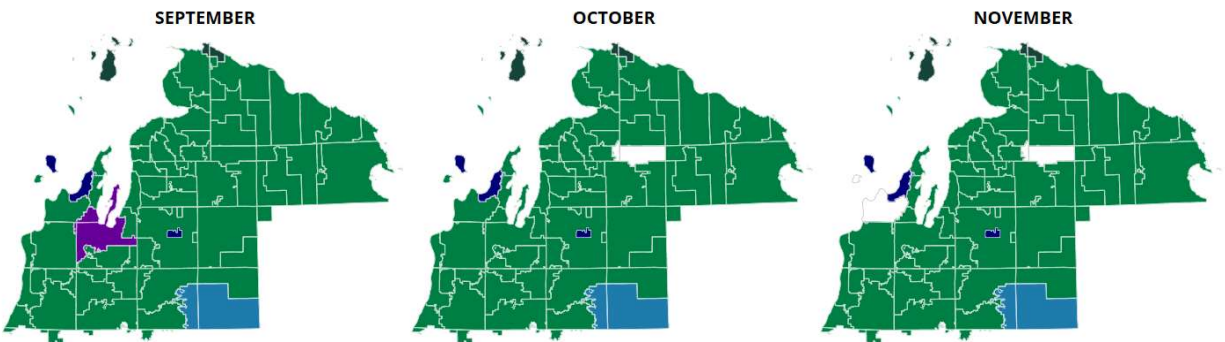
Counties: Alcona, Arenac, Bay, Gladwin, Huron, Iosco, Midland, Ogemaw, Oscoda, Saginaw, Sanilac, Tuscola

MERC Region 5: Lansing

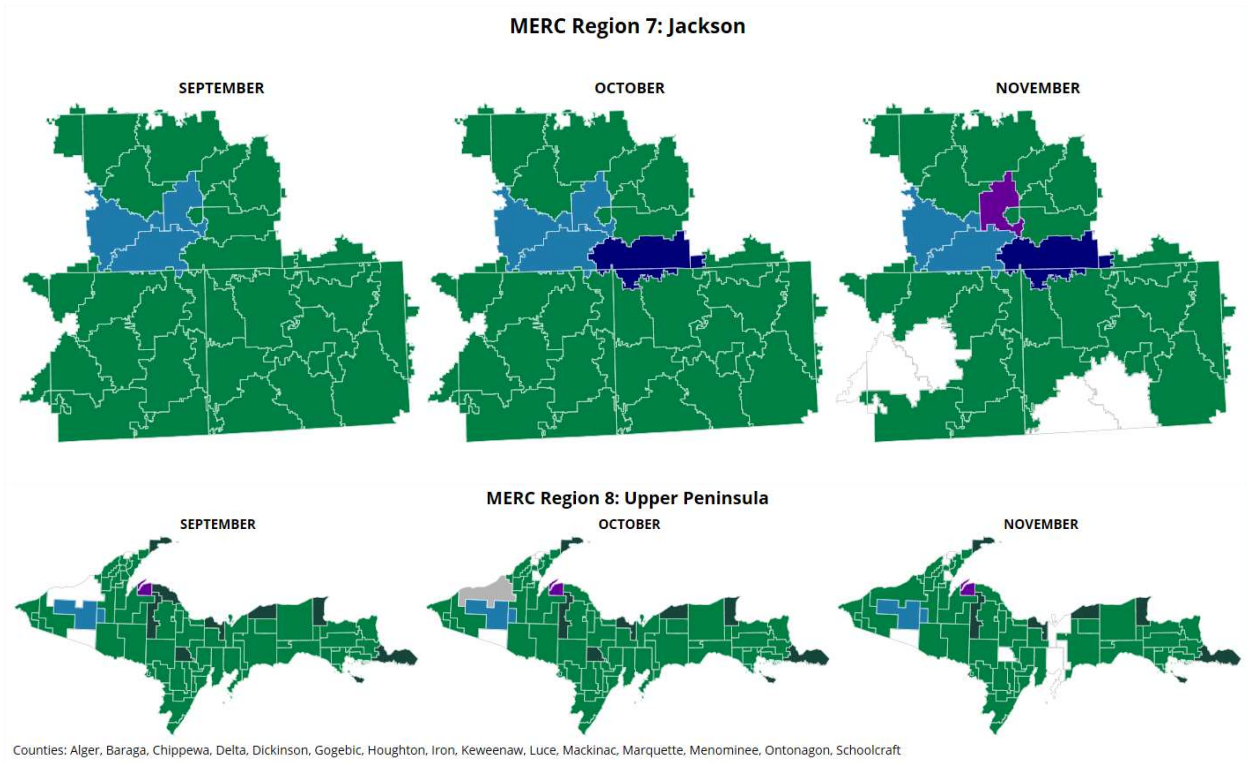


Counties: Clinton, Eaton, Gratiot, Ingham, Shiawassee

MERC Region 6: Traverse City



Counties: Alpena, Antrim, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Montmorency, Otsego, Presque Isle, Roscommon, Wexford



- Fully in-person only
- Fully in-person option
- Hybrid only
- Hybrid option
- Fully remote only
- No modality data
- No plan submitted

Table A1. Distribution of Districts by Planned Instructional Modality and Month

Instructional Modality	September	October	November
Fully In-Person Only	3%	3%	3%
Fully In-Person Option	53%	58%	56%
Hybrid Only	1%	2%	2%
Hybrid Option	16%	17%	16%
Fully Remote Only	23%	16%	14%
No Modality Data	1%	1%	1%
No Plan Submitted	3%	4%	8%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between the Michigan Department of Education, the Center for Educational Performance and Information, and the Education Policy Innovation Collaborative.

Table A2: Share of Student Population by District Planned Modality and Month

Instructional Modality	September	October	November
Fully In-Person Only	1%	1%	1%
Fully In-Person Option	46%	54%	53%
Hybrid Only	0%	2%	2%
Hybrid Option	17%	22%	20%
Fully Remote Only	34%	18%	16%
No Modality Data	0%	1%	0%
No Plan Submitted	2%	3%	8%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. We calculate the share of the student population by summing the number of students in all the districts offering each modality. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; Enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A3. Share of Districts by Economically Disadvantaged Student Population, Planned Modality, and Month

Instructional Modality	Low			Middle			High		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	3%	2%	2%	3%	3%	3%	3%	3%	3%
Fully In-Person Option	56%	64%	63%	66%	70%	67%	28%	31%	30%
Hybrid Only	0%	2%	2%	1%	1%	1%	3%	3%	3%
Hybrid Option	23%	24%	21%	13%	12%	10%	14%	19%	21%
Fully Remote Only	17%	6%	5%	12%	9%	8%	48%	39%	35%
No Modality Data	0%	0%	0%	1%	2%	1%	2%	1%	2%
No Plan Submitted	0%	1%	6%	4%	4%	10%	3%	4%	6%

Notes: There are 222 districts in the “Low” group (≤46% economically disadvantaged), 387 in “Middle” (47-78% economically disadvantaged), and 217 in the “High” group (>78% economically disadvantaged). A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A4: Share of Districts by Black Student Population, Planned Modality, and Month

Instructional Modality	Low			Middle			High		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	4%	3%	3%	4%	4%	4%	0%	0%	0%
Fully In-Person Option	80%	80%	75%	53%	61%	59%	24%	28%	30%
Hybrid Only	1%	2%	2%	1%	2%	2%	2%	2%	2%
Hybrid Option	10%	10%	9%	18%	19%	19%	19%	21%	20%
Fully Remote Only	4%	2%	2%	19%	9%	8%	49%	42%	38%
No Modality Data	0%	0%	9%	1%	1%	1%	2%	2%	3%
No Plan Submitted	2%	3%	0%	3%	3%	8%	4%	4%	7%

Notes: There are 256 districts in the “Low” group (≤1% Black students), 340 in “Middle” (2-20% Black students), and 230 in the “High” group (>20% Black students). A full table of values corresponding to this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not upload information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A5. Share of Districts by Latinx Student Population, Planned Modality, and Month

Instructional Modality	Low			Middle			High		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	7%	6%	5%	1%	1%	1%	2%	2%	2%
Fully In-Person Option	45%	48%	47%	61%	64%	63%	46%	55%	53%
Hybrid Only	1%	1%	1%	1%	1%	2%	3%	3%	3%
Hybrid Option	10%	11%	13%	17%	20%	17%	19%	18%	17%
Fully Remote Only	34%	29%	25%	17%	10%	8%	23%	16%	16%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%
No Plan Submitted	2%	3%	8%	2%	3%	8%	6%	5%	7%

Notes: There are 206 districts in the “Low” group ($\leq 2\%$ Latinx students), 402 in “Middle” (2-8% Latinx students), and 218 in the “High” group ($> 8\%$ Latinx students). A full table of values corresponding to this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A6: Share of Districts by Urbanicity, Planned Modality, and Month

Instructional Modality	Urban			Suburban			Rural		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	2%	2%	2%	1%	1%	1%	5%	5%	4%
Fully In-Person Option	26%	29%	31%	48%	56%	54%	73%	74%	71%
Hybrid Only	2%	2%	3%	1%	1%	2%	2%	2%	2%
Hybrid Option	16%	19%	17%	19%	22%	21%	12%	11%	10%
Fully Remote Only	51%	44%	40%	27%	16%	13%	5%	3%	3%
No Modality Data	1%	1%	2%	1%	2%	1%	0%	1%	0%
No Plan Submitted	3%	3%	5%	3%	2%	8%	3%	4%	9%

Notes: There are 156 districts in the “Urban” group, 341 in “Rural,” and 319 in the “Suburban” group. A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A7. Share of Districts by Total Enrollment, Planned Modality, and Month

Instructional Modality	Small			Medium			Large		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	11%	10%	9%	0%	0%	0%	0%	0%	0%
Fully In-Person Option	52%	52%	51%	57%	61%	59%	47%	57%	56%
Hybrid Only	2%	2%	2%	1%	2%	2%	0%	0%	1%
Hybrid Option	9%	10%	10%	18%	18%	18%	19%	22%	19%
Fully Remote Only	19%	18%	18%	20%	14%	12%	31%	18%	15%
No Modality Data	2%	3%	3%	0%	1%	0%	2%	0%	0%
No Plan Submitted	3%	4%	7%	3%	3%	9%	0%	2%	8%

Notes: There are 202 districts in the “Small” group (≤ 352 students), 410 in “Medium” (352-1879 students), and 214 in the “Large” group (> 1879 students). A full table of values corresponding with this figure is provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A8: Share of Districts by Broadband Internet Access, Planned Modality, and Month

Instructional Modality	Low			Middle			High		
	Sept	Oct	Nov	Sept	Oct	Nov	Sept	Oct	Nov
Fully In-Person Only	5%	5%	5%	3%	3%	2%	1%	1%	1%
Fully In-Person Option	51%	52%	49%	59%	63%	60%	45%	55%	55%
Hybrid Only	2%	2%	2%	2%	2%	2%	0%	1%	2%
Hybrid Option	11%	13%	13%	14%	15%	14%	23%	23%	21%
Fully Remote Only	27%	23%	21%	19%	14%	13%	26%	14%	11%
No Modality Data	1%	1%	1%	0%	1%	1%	2%	2%	2%
No Plan Submitted	4%	5%	10%	3%	2%	8%	2%	4%	7%

Notes: There are 193 districts in the “Low” grouping ($\leq 68\%$ of households), 413 in “Middle” (68%-83% of households) and 214 in the “High” grouping ($> 83\%$ of households). A full table of values corresponding with this figure are provided in the appendix. Data reflect plans submitted by 12:00am on 11/11/2020. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; household broadband access data from the American Community Survey (ACS) obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org.

ENDNOTES

ⁱ These requirements apply to most local education agency (LEA, or traditional public school) districts and public school academy (PSA, or charter) districts. Districts that were providing virtual education only prior to the pandemic are exempt from the ECOL plan requirements. Some intermediate school districts (ISDs) submitted ECOL plans as well. However, schools run by ISDs typically do not offer general education services, so we excluded these plans from our analyses.

ⁱⁱ Although districts were asked about their “plans” for a given month, the submission form was not available until October 26, 2020. Thus, responses for September were completed after the month had already ended, and responses for October were completed after the month had already started. The November submissions, and submissions for all future months, will reflect how districts are planning to deliver instruction during the upcoming month.

ⁱⁱⁱ Education Policy Innovation Collaborative. (2020, August 28). *Return to Learn: How Michigan School Districts Plan to Reopen in Fall 2020* (Research report). https://epicedpolicy.org/wp-content/uploads/2020/08/EPIC_return_to_learn.pdf

^{iv} Berkley School District, Bloomfield Hills Schools, Chippewa Valley Schools, Clarenceville School District, Detroit Public Schools, Farmington Public School District, Ferndale Public Schools, Grosse Pointe Public Schools, Holly Area Schools, Huron Valley Schools, Pontiac City School District, Rochester Community School District, and Utica Community Schools all delayed reopening plans

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^v Frick, M. (2020, November 19). In-person classes ending for some K-8 West Michigan students after state closes high schools due to COVID-19 surge. Retrieved November 19, 2020, from https://www.mlive.com/news/grand-rapids/2020/11/in-person-classes-ending-for-some-k-8-west-michigan-students-after-state-closes-high-schools-due-to-covid-19-surge.html?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_detroit

^{vi} Because student enrollment counts for fall 2020 are not yet available, we use student enrollment counts from the 2019-2020 school year as estimates.

^{vii} MERC Region 1 (Detroit Region) includes Genesee, Lapeer, Livingston, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne. MERC Region 2 (Grand Rapids) includes Clare, Ionia, Isabella, Kent, Lake, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Ottawa, and Osceola. MERC Region 3 (Kalamazoo) includes Allegan, Barry, Berrien, Branch, Calhoun, Cass, Kalamazoo, St. Joseph, and Van Buren. MERC Region 4 (Saginaw) includes Alcona, Arenac, Bay, Gladwin, Huron, Iosco, Midland, Ogemaw, Oscoda, Saginaw, Sanilac, and Tuscola. MERC Region 5 (Lansing) includes Clinton, Eaton, Gratiot, Ingham, and Shiawassee. MERC Region 6 (Traverse City) includes Antrim, Alpena, Benzie, Charlevoix, Cheboygan, Crawford, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Montmorency, Otsego, Presque Isle, Roscommon, and Wexford. MERC Region 7 (Jackson) includes Hillsdale, Jackson, and Lenawee. MERC Region 8 (Upper Peninsula) includes Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, and Schoolcraft.