Education Policy Innovation Collaborative
RESEARCH WITH CONSEQUENCE

FEBRUARY 19, 2021

Education Policy Innovation Collaborative

Instructional Delivery Under Michigan Districts' Extended COVID-19 Learning Plans – February Update

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 district[i] is required to develop an **Extended COVID-19 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 submitted between September and February, and updates selected findings presented in previous ECOL reports, which can be found here: https://epicedpolicy.org/ecol-reports/. EPIC's ECOL reports are intended as a complement to the public-facing dashboard CEPI releases each month, which can be found here: https://mischooldata.org/covid-dashboard/. We note that this report and the CEPI dashboard use districts' reports of their ECOL plans uploaded by a certain date and time each month. However, given the ever-changing nature of the pandemic, districts' plans can be fluid and are apt to change after they have submitted their reports. The results below represent districts' reported planned instructional modalities for each month.

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 September through February were administered through MDE's GEMS-MARS application and the latest set of district submissions were accepted through 5:00 pm on February 17, 2021. Districts were asked to indicate if they planned[ii] to instruct students in a fully in-person, fully remote, or hybrid format for each of these six 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 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.

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. This update to our November analysis not only incorporates new plans submitted for the month of February, but also incorporates several September through January plans that had not yet been submitted at the time of our January update. As of February 17, 2021, all districts submitted plans for September, October, December, and January, all districts except one PSA submitted plans for November, and 99% responded in February (99% of LEAs and 98% of PSAs). Eight hundred and four districts (99%) submitted plans across all six months (99% of LEAs and 98% of PSAs).

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

	Total Number of Districts
All Districts	814
Districts that Submitted September ECOL Plans	814
Districts that Submitted October ECOL Plans	814
Districts that Submitted November ECOL Plans	813
Districts that Submitted December ECOL Plans	814
Districts that Submitted January ECOL Plans	814
Districts that Submitted February ECOL Plans	805
Districts that Submitted ECOL Plans All 6 Months	804

Notes: Data reflect plans submitted by 5:00 pm on 2/17/2021. The total number of districts for this report differs from previous iterations. Of the 833 districts analyzed in previous months, 15 PSAs that are authorized as "cyber schools" under Part 6E of the Revised School Code (and therefore exempt from reporting requirements) and four PSAs that are no longer listed as "Open-Active" in the Educational Entity Master database were excluded from our February analysis. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.
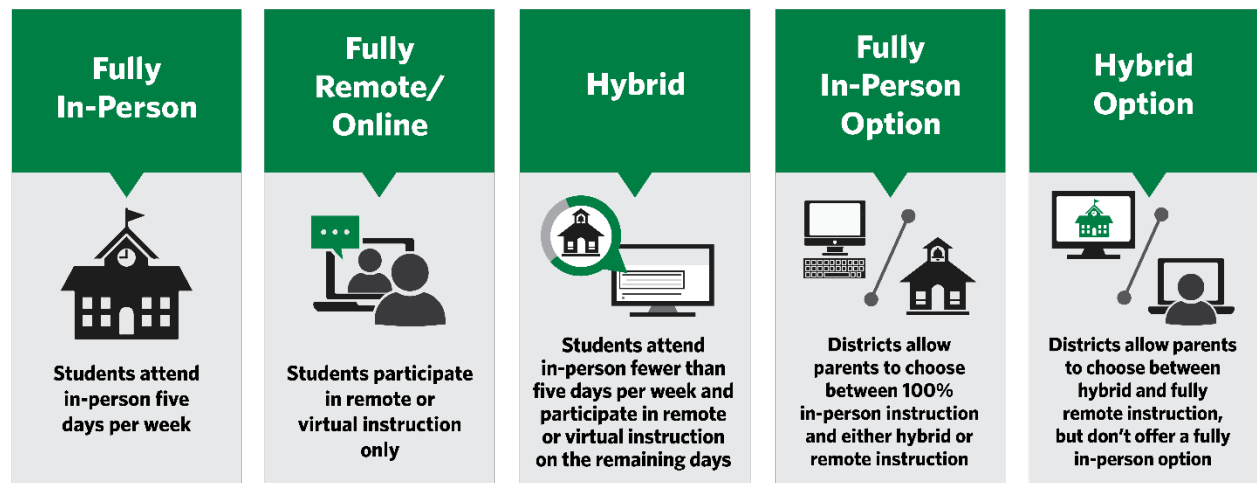
AUXILIARY DATA SOURCES

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 MI School Data Student Headcount report are also incorporated to estimate the proportions of Michigan students[iv] whose districts offer each mode of instruction. We also use estimates of the proportions of households in each district with broadband internet subscriptions from the 2014-2018 American Community Survey.[v] Finally, we use publicly available data on 2018-19 district-level outcome measures including chronic absenteeism, math and ELA M-STEP scores, math and evidence-based reading and writing (ERW or EBRW) SAT scores, and high school graduation rates.

Results

Instructional Modality

As in our previous ECOL reports, districts 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.

Modes of Instruction Districts are Planning to Provide in 2020-21 School Year

Fully In-Person	Fully Remote/ Online	Hybrid	Fully In-Person Option	Hybrid Option
Students attend in-person five days per week	Students participate in remote or virtual instruction only	Students attend in-person fewer than five days per week and participate in remote or virtual instruction on the remaining days	Districts allow parents to choose between 100% in-person instruction and either hybrid or remote instruction	Districts allow parents to choose between hybrid and fully remote instruction, but don't offer a fully in-person option

Fully in-person only districts indicated that they planned to offer in-person instruction to all students. **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 others. 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.

Each month, approximately 1% 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, no more than 1% of districts did not submit responses to the questionnaire in November and February. We label these districts "No Plan Submitted."

FEBRUARY PLANS FOR INSTRUCTIONAL MODALITY

In February, 83% of school districts planned to offer some amount of in-person instruction (either fully in-person or hybrid, shown in Table 2). Sixty-five percent of districts planned to offer fully in-person instruction and 18% planned to offer hybrid instruction. Nearly all of these districts planned to provide multiple options; just 3% of districts planned to offer only fully in-person instruction[vi] and 2% planned to offer only hybrid instruction. Just 15% of Michigan districts planned to offer only fully remote instruction.

The second panel in Table 2 shows the total number of *students* enrolled in districts planning to offer each modality in February. Fifteen percent of Michigan students are enrolled in districts that planned to offer only remote instruction, and 83% are enrolled in districts that planned to offer some amount of in-person instruction. However, 65% of districts planned to offer fully in-person schooling, and these districts represent only 55% of Michigan K-12 students. Conversely, 29% of Michigan students attend the 18% of districts that planned to offer hybrid schooling in February. Discrepancies between the percentages of districts and students represented in each modality category reflect differences in the average size of the student population in districts providing each mode of instruction. Districts offering fully in-person instruction tend to be smaller than the state average, whereas districts offering hybrid instruction tend to be larger.

Table 2. Distribution of Districts and Share of Student Population by Planned Instructional Modality, February 2021

| Instructional Modality	School Districts		Students	
	Count	Percent	Count	Percent
Fully In-Person Only	26	3%	24,754	2%
Fully In-Person Option	503	62%	761,487	53%
Hybrid Only	15	2%	23,354	2%
Hybrid Option	127	16%	381,646	27%
Fully Remote Only	125	15%	221,883	15%
No Modality Data	9	1%	9,490	1%
No Plan Submitted	9	1%	10,758	1%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; 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

Figure 1 shows the geographic boundaries of each LEA district in the state, where the color of each region represents the planned instructional modality reported in a district's ECOL plan for the month of February. This map does not depict the locations or instructional modalities of PSA districts, as PSAs do not have geographic boundaries.

LEAs offering fully in-person instruction as an option (in addition to hybrid and/or fully remote instruction), depicted in bright green, are prevalent in every region of the state. LEAs offering only remote instruction, depicted in purple, are generally concentrated in and around large urban areas (e.g., Detroit, Lansing, and Flint). Similarly, LEAs providing hybrid instruction only (dark blue) or as an option (bright blue) are largely clustered together or adjacent to fully remote districts. The limited number of LEAs that planned to offer only in-person instruction (dark green) are scattered across the state.

Figure 1. Districts by Planned Instructional Modality, February 2021 (*Traditional Public Schools Only*)
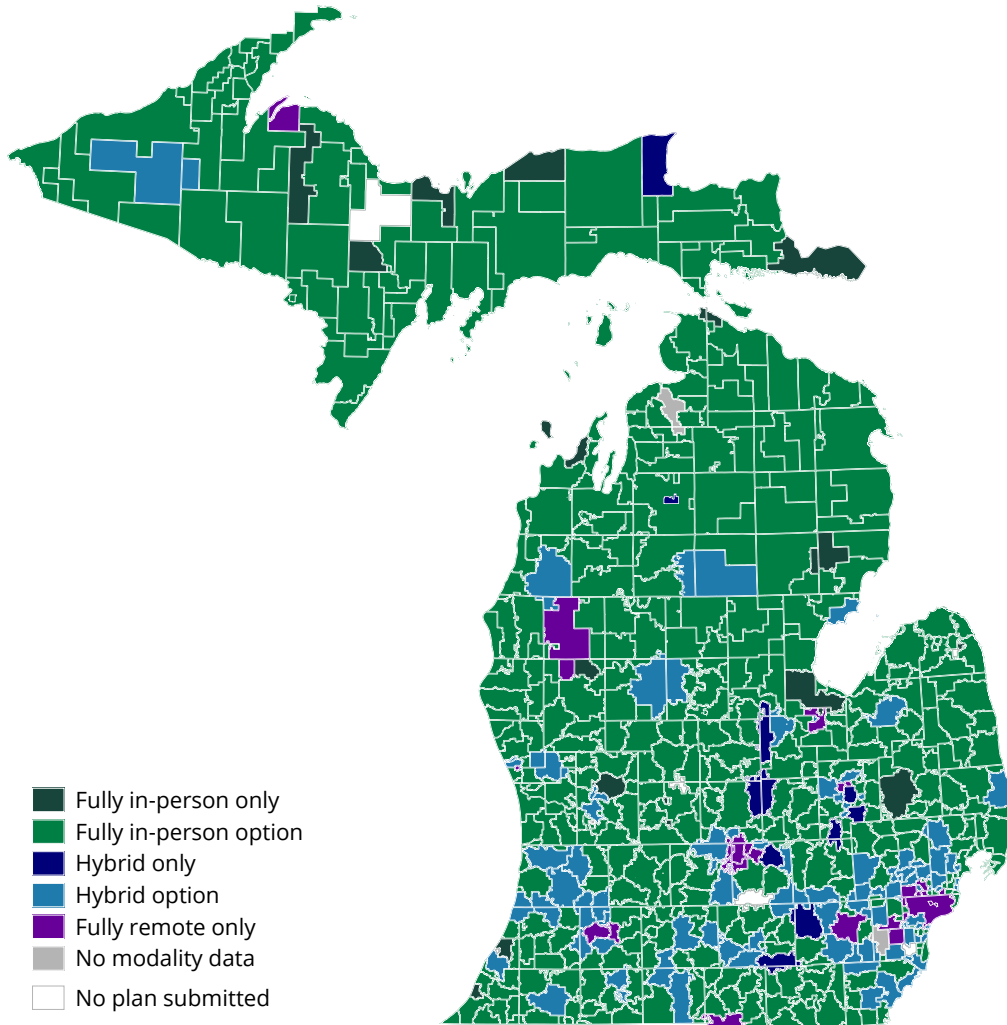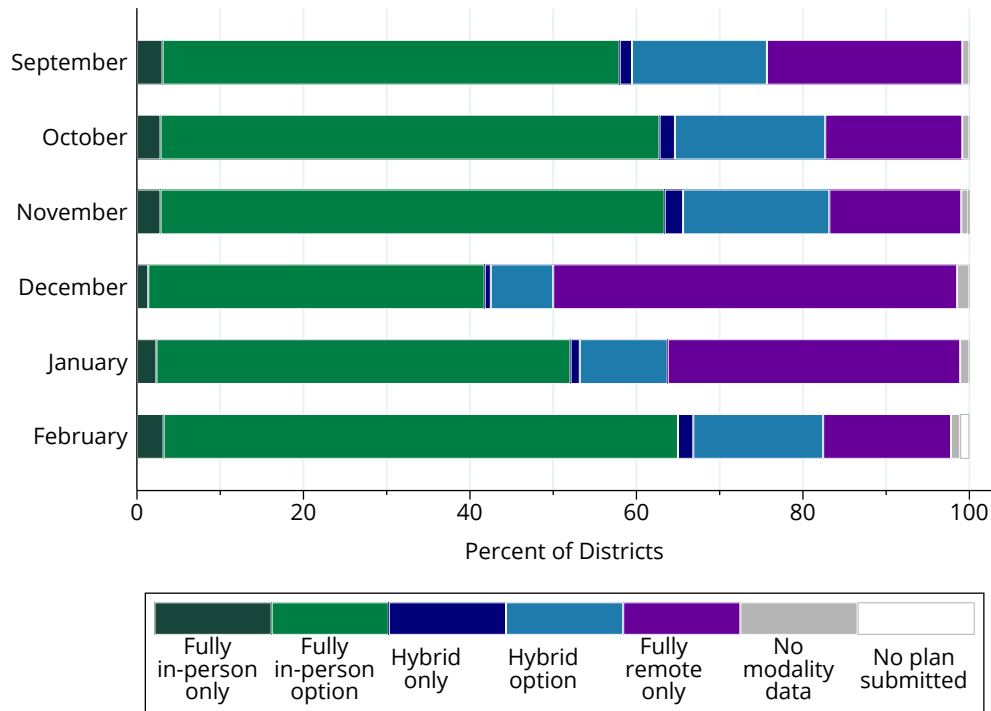

Notes: Data reflect plans submitted by 5:00 pm on 2/17/2021. The map only includes data from traditional public school LEAs and not PSAs. The "No Modality Data" category includes districts that submitted plans but did not provide information about their planned instructional modality for general education 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.

TEMPORAL CHANGES IN INSTRUCTIONAL MODALITY

Figure 2 shows the distribution of districts' planned instructional modalities for the first six months of the 2020-2021 academic year. Appendix Table A1 provides the specific percentages.

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

Notes: Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

In September, more than three quarters of all Michigan school districts (76%) planned to offer some amount of in-person instruction (either fully in-person or hybrid). This share increased to roughly 83% in both October and November. At the same time, nearly one-quarter (23%) of districts planned to provide fully remote instruction in September, and that share decreased to 16% through November.

Michigan experienced a dramatic rise in COVID-19 infections over the course of the fall, especially in November.[vii] On Sunday November 15th, the Michigan Department of Health and Human Services (MDHHS) issued an Emergency Order under MCL 333.2253 that mandated all high schools halt in-person instruction between November 18th and December 20th, 2020. While the order only pertained to instruction at the high school level, many districts altered their December planned instructional modality for all grade levels. The share of districts that planned to offer only fully remote instruction in December more than tripled compared to the previous month (49% up from 16%).[viii] Conversely, the share of districts that planned to offer some form of in-person instruction decreased from 83% to 49%.

The pattern began to reverse in January of 2021. Twenty-nine percent fewer districts planned to offer remote instruction in December relative to January (a decrease from 49% to 35% of all districts), and in February 57% fewer districts offered only remote instruction relative to January. Conversely, the proportion of fully in-person districts increased by approximately 25% month over month in the new year, from 41% of districts in December to 52% and 65% of districts in January and February, respectively. Similarly, the proportion of districts planning to offer hybrid instruction increased by 50% in each month, from 8% in December to 12% and 18% in January and February, respectively.

Appendix Figures 1 and 2 recreate Figure 2 separately for LEAs and PSAs, respectively. Across all six months, LEAs were far more likely to plan to offer some form of in-person instruction, especially fully in-person instruction, and PSAs were more likely to plan to only offer fully remote instruction.

Figure 3 shows how these changes over time were reflected in the state's geography. Between September and November, an increasing number of traditional public school LEAs in urban areas switched from only offering fully remote instruction to a modality that included more in-person instruction (as evident from the decreased prevalence of purple regions between September and November). The remaining districts offering fully remote or hybrid instruction in November were clustered near the largest urban areas in the state. December's large increase in "fully remote only" districts led to a more equal distribution of this modality across the state. The patterns seen between September and November repeated over the following three months: the share of districts offering some form of in-person instruction increased each month and the remaining districts offering only fully remote instruction became increasingly concentrated around urban areas

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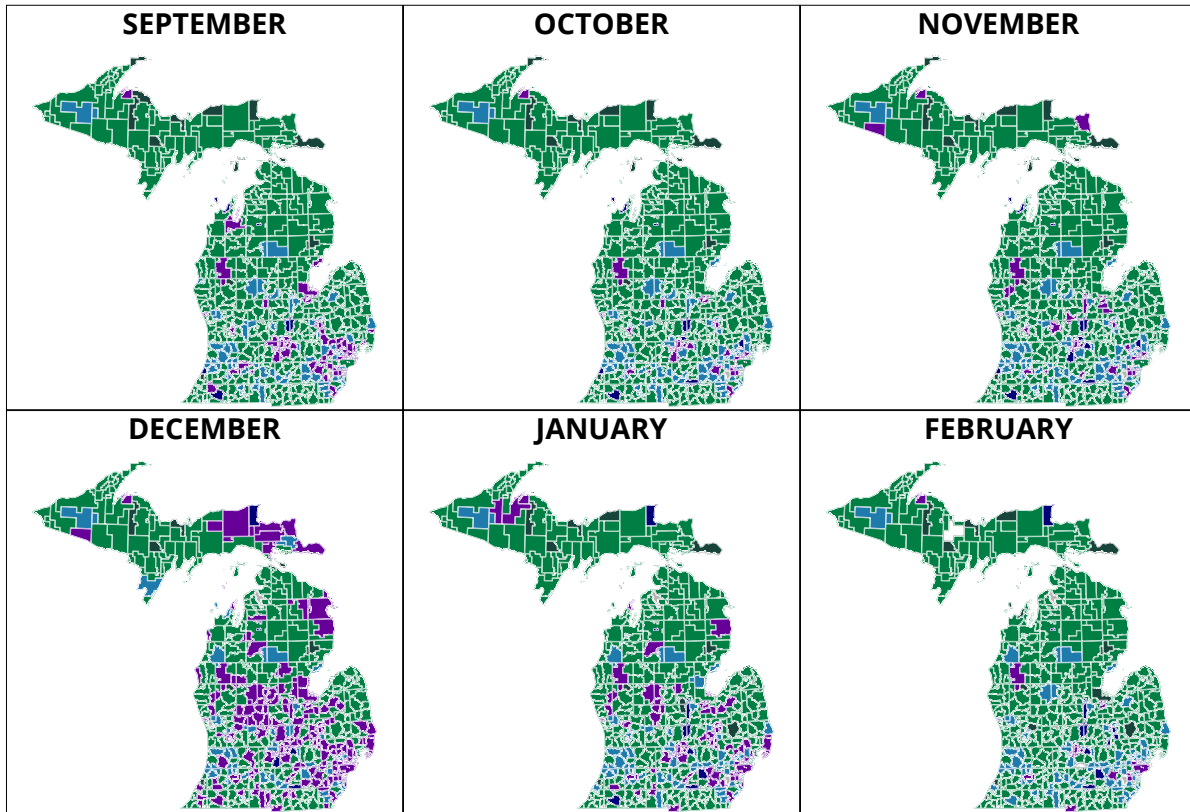

Legend:
- Fully in-person only
- Fully in-person option
- Hybrid only
- Hybrid option
- Fully remote only
- No modality data
- No plan submitted

Notes: Data reflect plans submitted by 5:00 pm on 2/17/2021. 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.

Districts were asked to specify the approximate percentage of students that received each modality each month (i.e., less than 24%, 25-49%, 50-74%, 75-99%, and 100%). We combine these responses with district-level student enrollment counts to estimate the share of all Michigan students that received each instructional modality. For districts that indicated 100% of students received a single instructional modality, we count their entire enrollment in the selected modality. For districts that 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 4 shows the estimated share of Michigan students by modality for each month. The ranges depicted on the graph represent the total student shares based on the low end and high end of the percentage ranges indicated by each district.

Figure 4. Estimated Percentage of Students by Planned Instructional Modality (*Ranges based on district reports*)
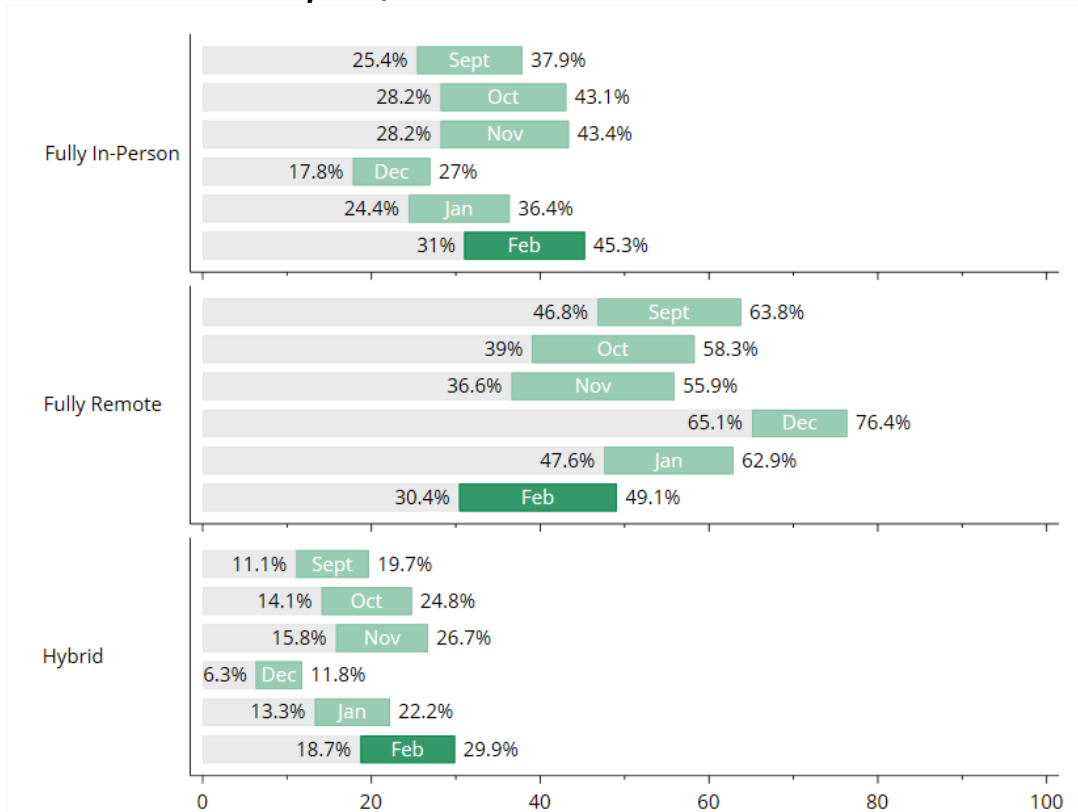
Notes: We calculate the percent of students by multiplying district-reported ranges of plans for students to be served by each instructional modality by their total student counts and then summing across all the districts offering each modality. For example, the top bar for September Fully In-Person can be interpreted as "Between 25.4 and 37.9 percent of Michigan students were receiving fully in-person instruction in September." Data reflect plans submitted by 5:00 pm on 2/17/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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

In February, districts planned to provide fully in-person instruction to between 31% and 45% of all students across the state. This estimate is substantially lower than the 55% of students who were enrolled in districts that offered at least the option of fully in-person instruction in February, suggesting that many of the students in these districts are choosing hybrid or fully remote options. Districts planned to provide fully remote instruction to between 30% and 49% of all students across the state, which is far greater than the 15% of districts that only offered remote instruction in February but roughly half the rate of remote instruction than occurred at the peak in December. Notably, February is the first month since the start of the academic year where the estimated share of students receiving fully in-person or fully remote instruction were generally equivalent. In addition, more students are estimated to be receiving hybrid instruction in February (19% to 30%) than at any point thus far in the 2020-21 school year.
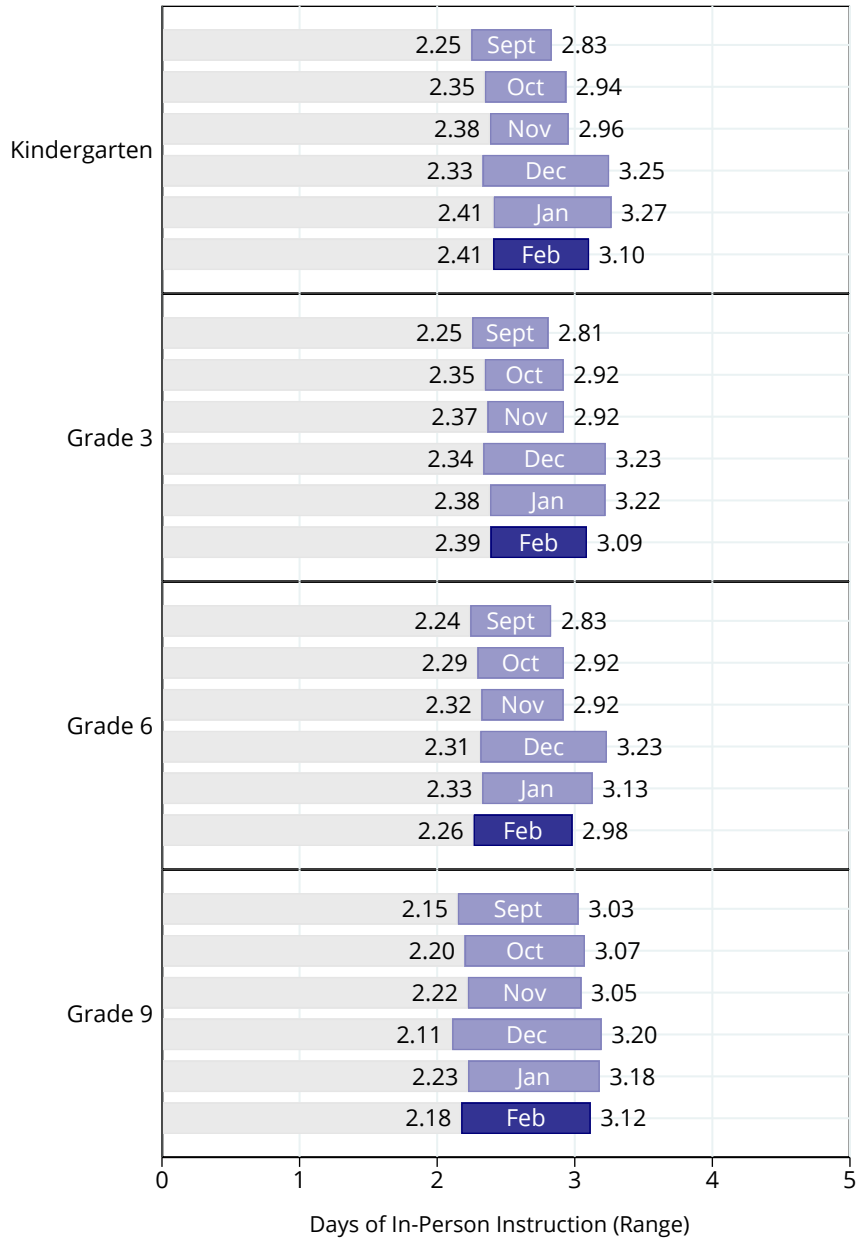
Forms of Instruction Within Instructional Modalities

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 5 shows that the average Michigan student who received hybrid instruction, regardless of grade level, attended school in person approximately two to three days each week. Over the last three months, nearly all grade levels saw a slight increase in the average number of in-person days of instruction provided to hybrid students. The more significant increases seen in December and January, however, were reduced in February.

Figure 5. Reported Days of Planned In-Person Instruction for Hybrid Students, by Grade (K, 3, 6, and 9).

Kindergarten		
2.25	Sept	2.83
2.35	Oct	2.94
2.38	Nov	2.96
2.33	Dec	3.25
2.41	Jan	3.27
2.41	Feb	3.10

Grade 3		
2.25	Sept	2.81
2.35	Oct	2.92
2.37	Nov	2.92
2.34	Dec	3.23
2.38	Jan	3.22
2.39	Feb	3.09

Grade 6		
2.24	Sept	2.83
2.29	Oct	2.92
2.32	Nov	2.92
2.31	Dec	3.23
2.33	Jan	3.13
2.26	Feb	2.98

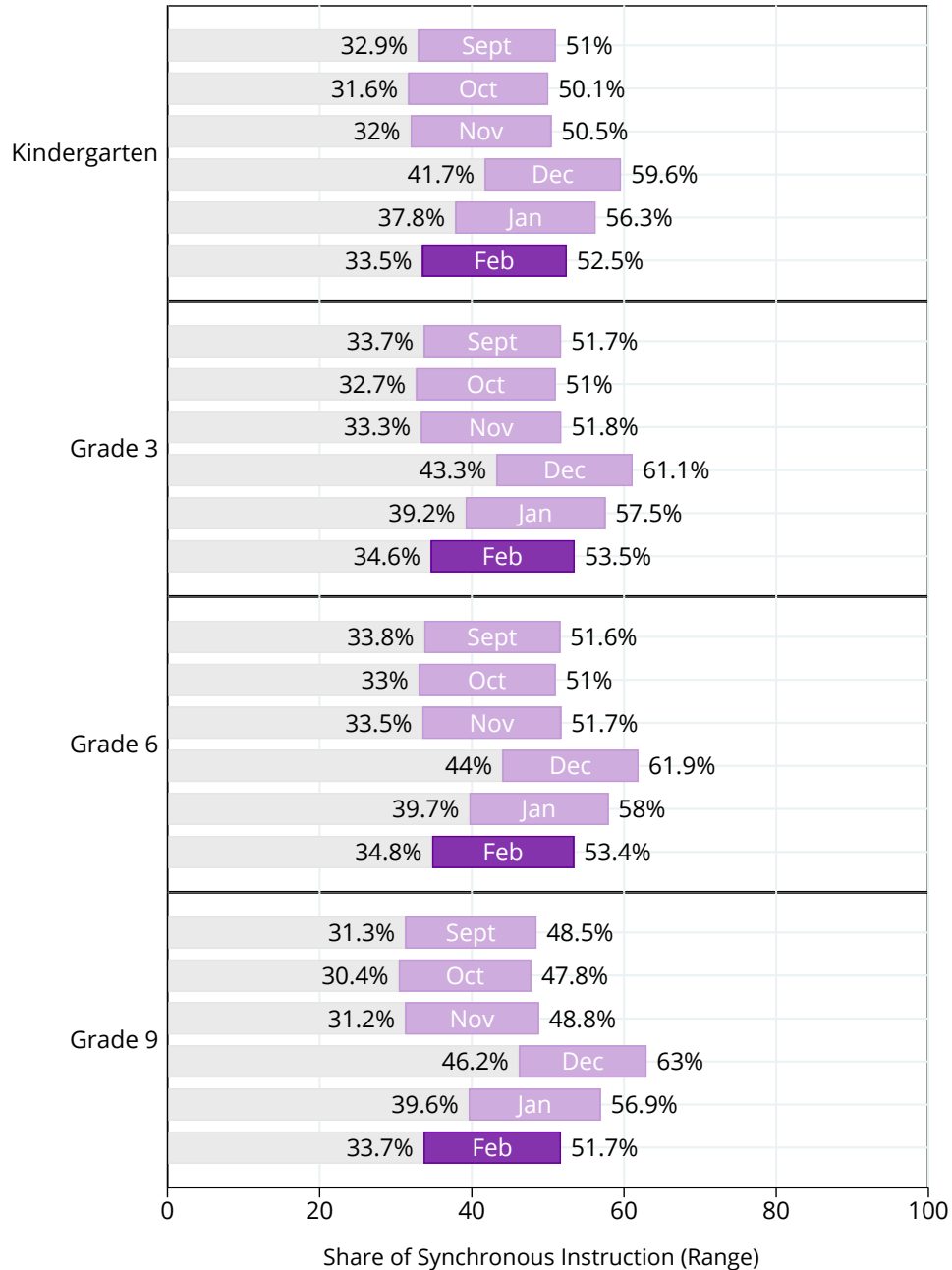| Grade 9		
2.15	Sept	3.03
2.20	Oct	3.07
2.22	Nov	3.05
2.11	Dec	3.20
2.23	Jan	3.18
2.18	Feb	3.12

Days of In-Person Instruction (Range)

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 2.25 and 2.83 days of in-person instruction each week." Data reflect plans submitted by 5:00 pm on 2/17/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

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 6 provides results for select grades to represent different schooling levels. At the start of the academic year, districts planned to provide approximately 30% to 50% of instruction for fully remote students in a synchronous format, regardless of grade level. Thus, 50% to 70% was planned to be asynchronous. These averages were almost completely unchanged between September and November. In the following months when the share of districts only offering fully remote instruction increased, so too did the share of synchronous instruction. In December, fully remote districts provided roughly 40% to 60% of instruction synchronously. This share decreased slightly in January and February, although the estimated range of synchronous instruction in both months exceeds what was provided at the beginning of the academic year.

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

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 32.9% and 51.0% of instruction was in a synchronous format." Data reflect plans submitted by 5:00 pm on 2/17/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

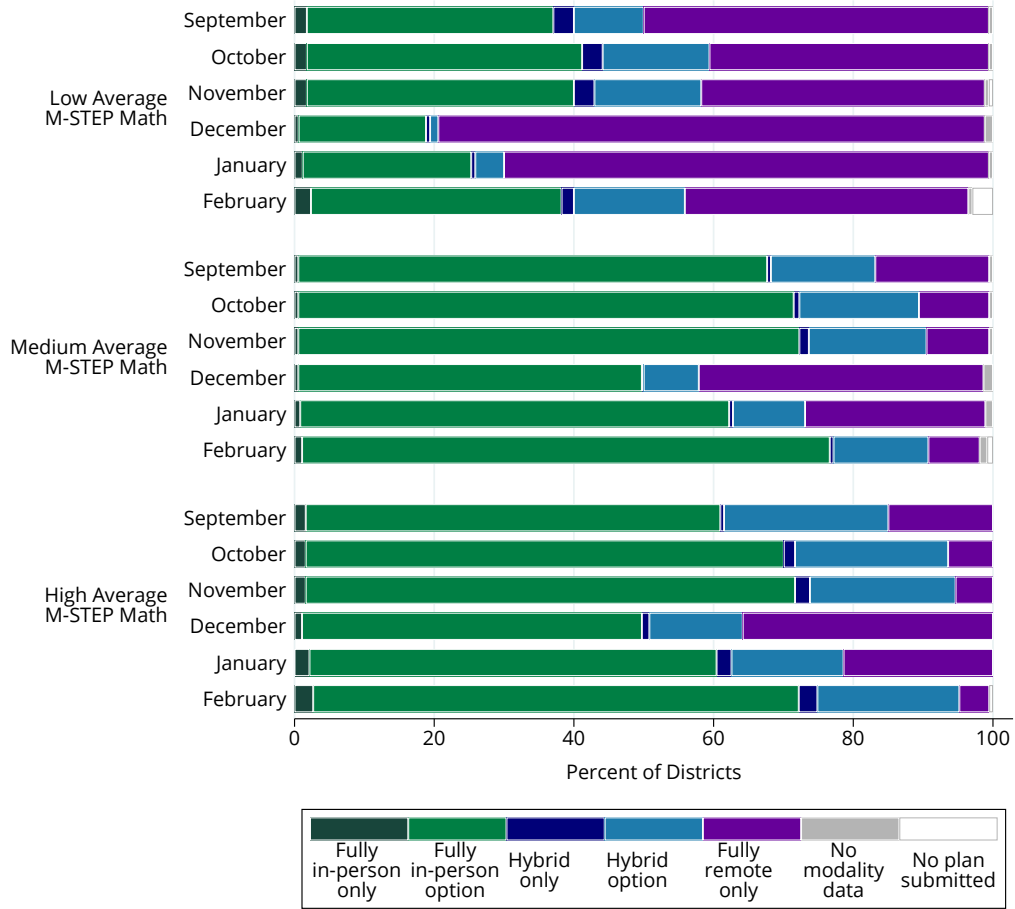# Spotlight: Instructional Modality and Prior Achievement and Absenteeism

The remainder of this report investigates how instructional modality differs across districts with varying levels of prior student achievement. We classify districts into "low," "middle," and "high" categories based on the distributions of average math and ELA M-STEP scores, math and ERW SAT scores, high school graduation rates, and district-level chronic absenteeism. We then compare across districts in the lowest quartile ("low"), the middle two quartiles ("middle"), and the highest quartile ("high") for each achievement measure. Note, we discuss only math results for both the M-STEP and SAT since the differences across subjects are negligible. The distribution of districts by ELA M-STEP and ERW SAT scores are presented in Appendix Figures A3 and A4, respectively.

Other than the January spotlight on students with disabilities, any analyses presented in the November, December, or January iterations of this report but not yet discussed here have been updated to include district's planned February modality. These figures can be found in the Appendix (see Appendix Figures A5-A11 and Tables A10-A15).

INSTRUCTIONAL MODALITY AND PRIOR STUDENT ACHIEVEMENT

Figures 7 and 8 show how planned instructional modalities differ across districts with higher and lower average 2018-19 math M-STEP and SAT scores, respectively. The patterns in both figures are quite similar; districts with low average math M-STEP or SAT scores were the least likely to plan to provide any form of in-person instruction (either fully in-person or hybrid) and the most likely to only offer fully remote instruction. More specifically, between 59% and 96% of districts with medium and high average math M-STEP or SAT scores planned to offer some form of in-person instruction. At the same time, districts with the lowest average math M-STEP or SAT scores were approximately two to 10 times as likely as those in the middle and upper portions of the distribution to plan to only provide fully remote instruction.

Figure 7. Share of Districts by Average Math M-STEP Scores, Planned Instructional Modality, and Month

Notes: There are 170 districts in the "Low" group (≤-.6414 math M-STEP z-score), 368 in "Middle" (-.6414 to .5717 math M-STEP z-score), and 187 in the "High" group (>.5717 math M-STEP z-score). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A4 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 8. Share of Districts by Average Math SAT Scores, Planned Instructional Modality, and Month**
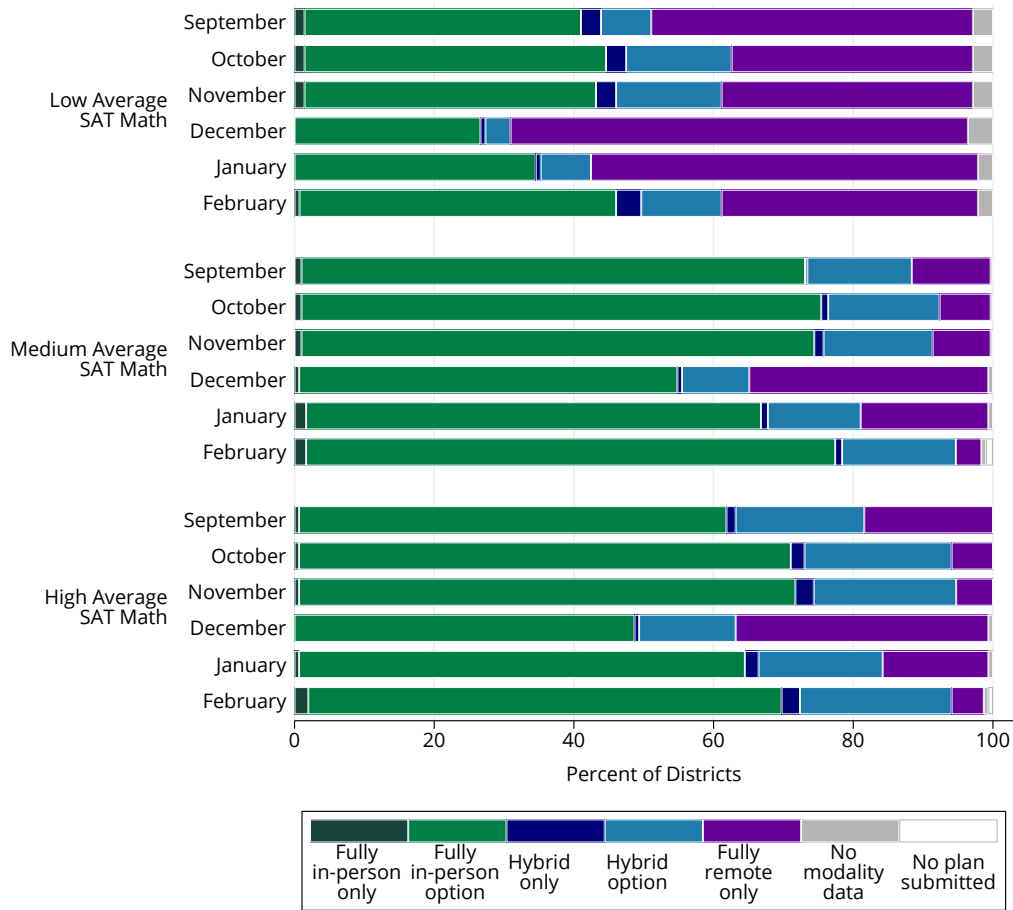
Notes: There are 139 districts in the "Low" group (≤440 math SAT), 301 in "Middle" (440-499 math SAT), and 152 in the "High" group (>499 math SAT). Data reflect plans submitted by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did not provide information 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 A6 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 9 describes differences in planned instructional modality across districts with higher and lower four-year high school graduation rates for the 2018-19 academic year. Districts with the lowest four-year graduation rates were the most likely to plan to only offer fully remote instruction. Averaging across all months, roughly 34% of districts with low graduation rates planned to only offer fully remote instruction, while only 18% and 16% of medium and high-graduation rate districts, respectively, planned to only offer remote instruction. Conversely, districts in the top three-quarters of the distribution were more likely to offer some form of in-person instruction. On average, 81% and 85% of districts

with medium of high graduation rates, respectively, planned to offer in-person or hybrid instruction, compared to 65% of districts with low graduation rates.

Figure 9. Share of Districts by Graduation Rate, Planned Modality, and Month
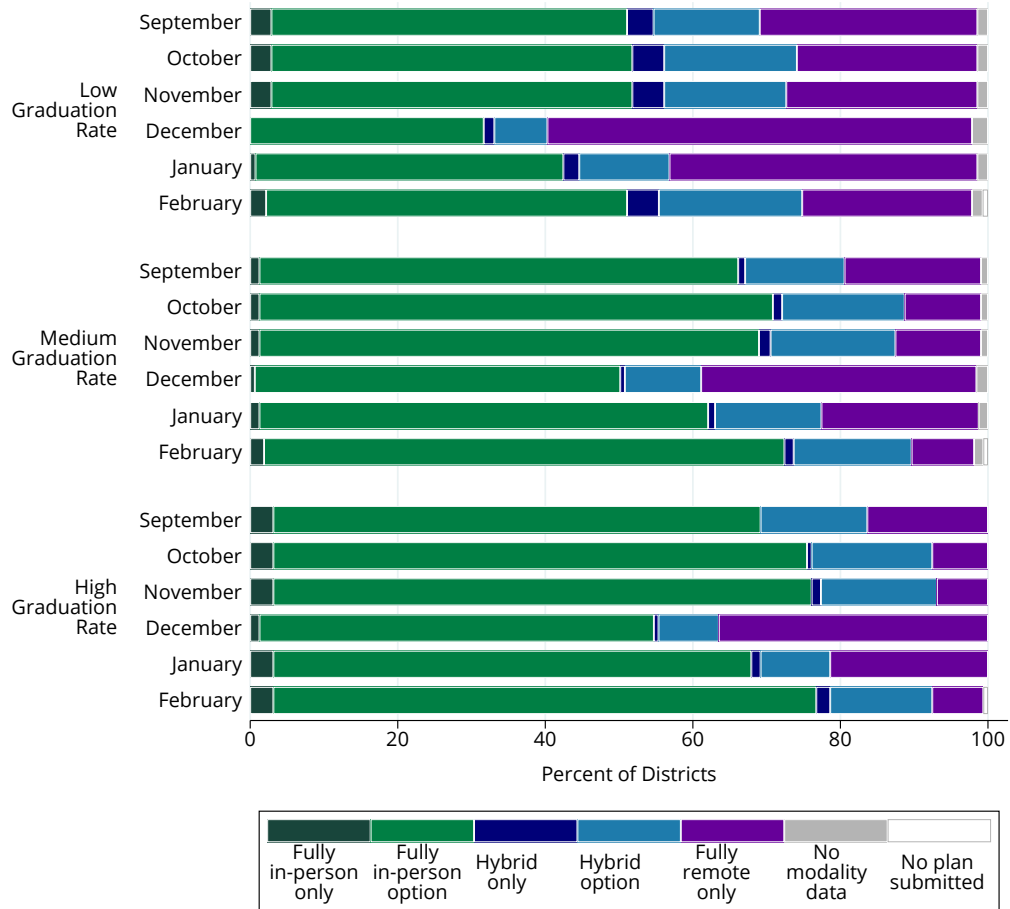
Notes: There are 139 districts in the "Low" group (≤76% graduate), 319 in "Middle" (76-92% graduate), and 159 in the "High" group (>92% graduate). Data reflect plans submitted by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did not provide information 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 A8 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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).

INSTRUCTIONAL MODALITY AND PRIOR CHRONIC ABSENTEEISM

Chronic absenteeism is an extreme form of absenteeism conventionally defined as a student missing at least 10% of instructional days in a single academic year. Figure 10 shows how planned instructional modalities differ according to the proportions of chronically absent students enrolled in the district during the 2018-19 academic year. Across all six months, districts with the greatest shares of chronically absent students were far more likely to plan to only offer fully remote instruction; students in these districts were at least twice as likely only to be offered fully remote instruction. Conversely, districts in the other two categories, with fewer chronically absent students, were roughly twice as likely to plan to provide some form of in-person instruction (either fully in-person or hybrid).

Figure 10. Share of Districts by Chronically Absent Student Population, Planned Instructional Modality, and Month

Notes: There are 198 districts in the "Low" group (≤13% chronically absent), 384 in "Middle" (13-29% chronically absent), and 185 in the "High" group (>29% chronically absent). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A9 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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).

Key Takeaways

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 than it did a year ago, before the onset of the COVID-19 pandemic.

This report provides 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.

- The proportion of districts planning to provide some form of in-person instruction has been increasing steadily in each month of 2021. By February, 65% of districts were planning to offer fully in-person instruction to students and 18% of districts were planning to offer hybrid instruction. Only 15% of districts were planning to offer only remote instruction, a 57% decrease from the previous month.

- February saw the largest increase in districts planning to offer some form of in-person instruction since the start of the 2020-21 academic year, from 64% in January to 83% in February. The decrease in the prevalence of remote instruction and the increase in the proportion of districts offering some kind of in-person instruction may reflect President Biden's and Governor Whitmer's encouragement for all Michigan school districts to offer in-person learning by March 1, 2021.

- Districts with lower levels of prior student achievement and attainment were less likely to plan to provide either in-person or hybrid learning options. While the true impact of remote instruction on student outcomes is yet unknown, schools and districts will likely have to find new and innovative ways to help students who were most at-risk of falling behind during the COVID-19 pandemic.

- Similarly, across all months, districts with a history of low student attendance were almost twice as likely to only offer fully remote instruction. Given that K-12 educators have voiced concerns about student attendance for students receiving remote instruction,[ix] it is likely these districts are experiencing acute, compounding challenges related to student engagement that may exacerbate disparities.

Together, these results continue to suggest that the choices to provide and to receive schooling through different modalities are complex and can change quickly. The new

analyses surrounding the relationship between instructional modality and prior academic achievement highlights this fact and sheds new light on the potential impact of COVID-19 on student achievement. It will be critical to keep these considerations at the fore as policymakers continue to consider the best ways to support districts, educators, and students as the pandemic continues.

APPENDIX

Figure A1. Distribution of LEA Districts by Planned Instructional Modality and Month
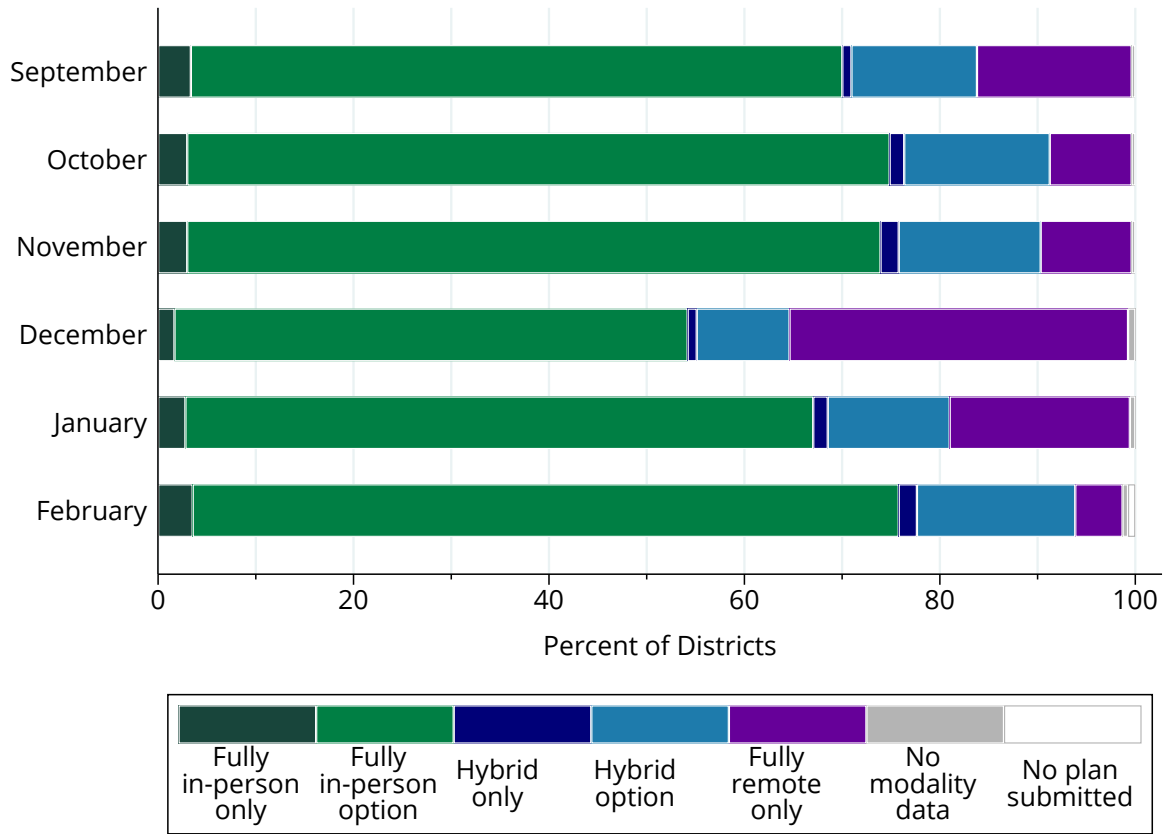
Notes: Data reflect plans submitted by LEAs by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The "No Plan Submitted" category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A2 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A2. Distribution of PSA Districts by Planned Instructional Modality and Month
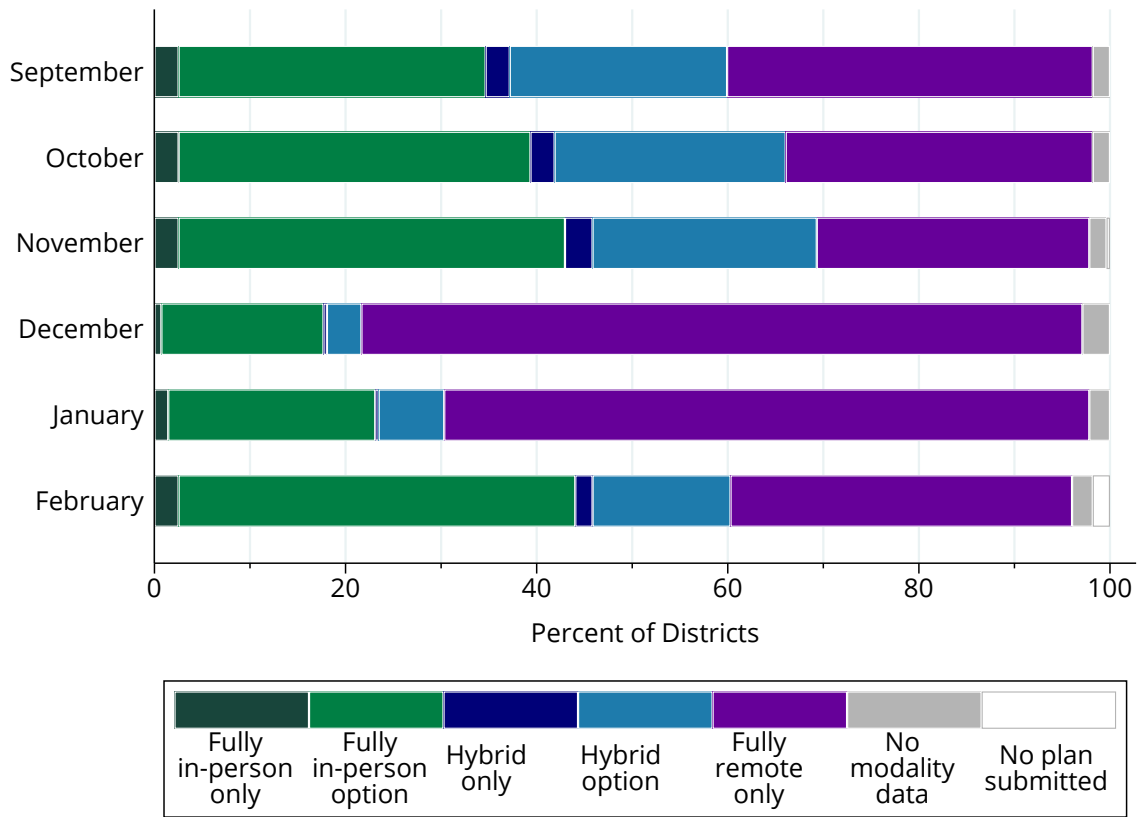
Notes: Data reflect plans submitted by LEAs by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The "No Plan Submitted" category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A3 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A3. Share of Districts by Average ELA M-STEP Scores, Planned Instructional Modality, and Month

Notes: There are 174 districts in the "Low" group (≤-.5910 ELA M-STEP z-score), 366 in "Middle" (-.5910 to .5864 ELA M-STEP z-score), and 185 in the "High" group (>.5684 ELA M-STEP z-score). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A5 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 A4. Share of Districts by Average ERW SAT Scores, Planned Instructional Modality, and Month

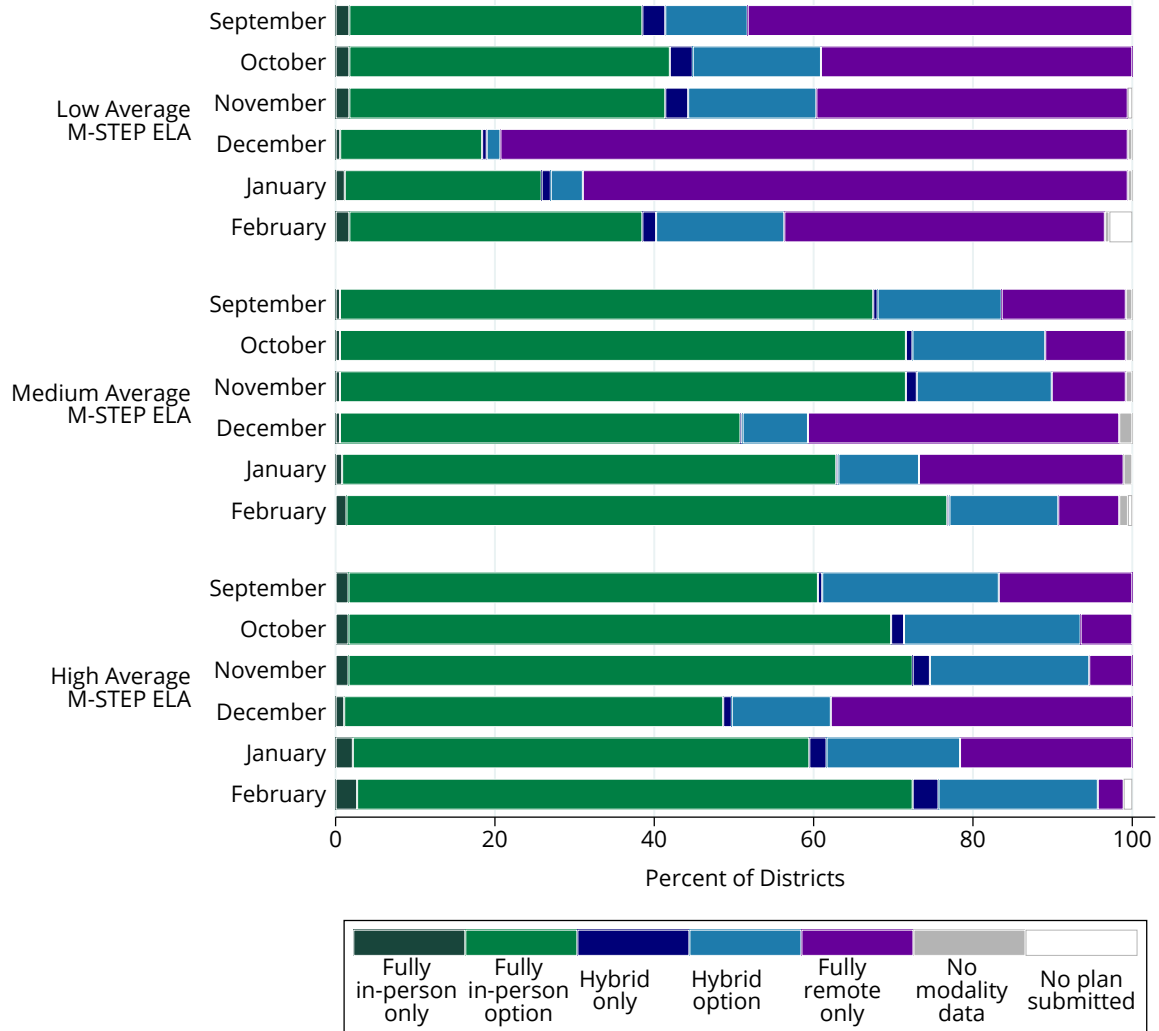Notes: There are 142 districts in the "Low" group (≤459 ERW SAT), 298 in "Middle" (459-506 ERW SAT), and 152 in the "High" group (>506 ERW SAT). Data reflect plans submitted by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did not provide information 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 A7 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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).

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Figure A5. Changes in the Share of Districts Planning to Provide In-Person Instruction for Special Populations of Students
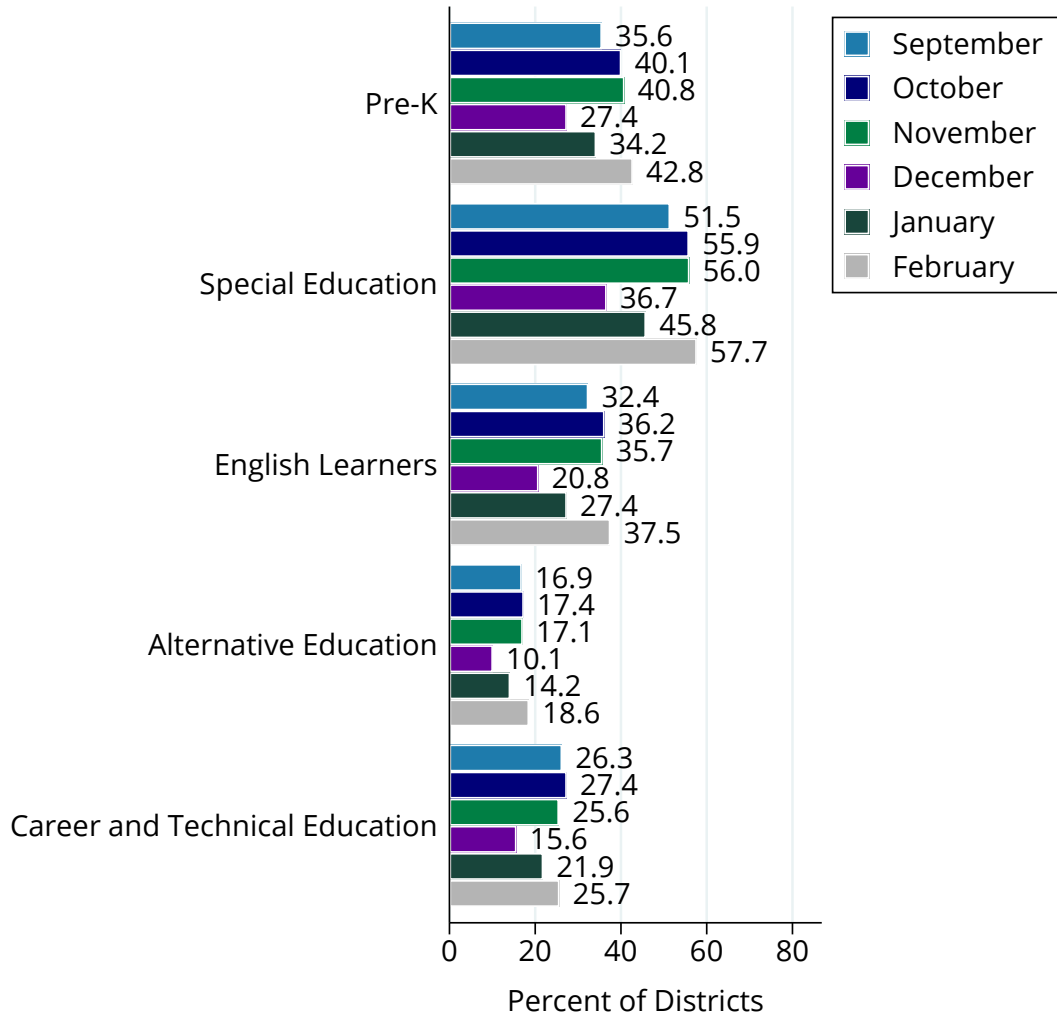
Notes: Bars represent the proportion of districts in each month that reported providing in-person instruction to each subgroup of students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 5:00 pm on 2/17/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A6. Share of Districts by Economically Disadvantaged Student Population, Planned Instructional Modality, and Month

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

Notes: There are 221 districts in the "Low" group (≤46% economically disadvantaged), 377 in "Middle" (47-78% economically disadvantage), and 213 in the "High" group (>78% economically disadvantaged. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A10 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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).

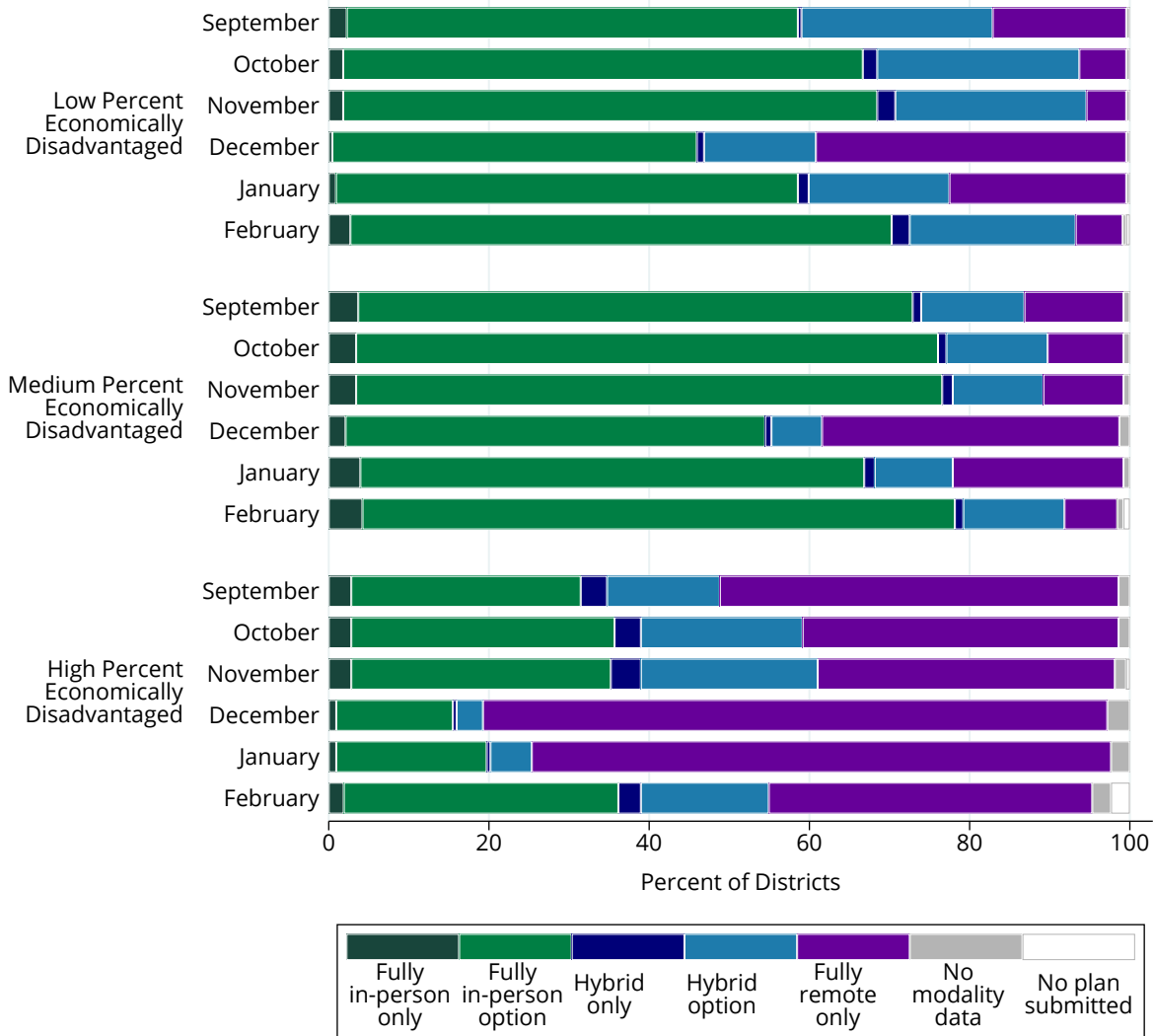**Figure A7. Share of Districts by Black Student Population, Planned Instructional Modality, and Month**

Notes: There are 256 districts in the "Low" group (≤1% Black students), 332 in "Middle" (2-20% Black students), and 223 in the "High" group (>20% Black students. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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. Appendix Table A11 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 A8. Share of Districts by Hispanic/Latinx Student Population, Planned Instructional Modality, and Month

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

Notes: There are 206 districts in the "Low" group (≤2% Hispanic/Latinx students), 397 in "Middle" (2-8% Hispanic/Latinx students), and 208 in the "High" group (>8% Hispanic/Latinx students). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A12 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 A9. Share of Districts by Urbanicity, Planned Instructional Modality, and Month

Notes: There are 152 districts in the "Urban" group, 337 in "Rural," and 314 in the "Suburb/Town" group. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A13 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 A10. Share of Districts by Total Enrollment, Planned Instructional Modality, and Month

Notes: There are 197 districts in the "Small" group (≤352 students), 402 in "Midsize" (352-1879 students), and 212 in the "Large" group (>1879 students). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A14 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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 A11. Share of Districts by Broadband Internet Access, Planned Instructional Modality, and Month
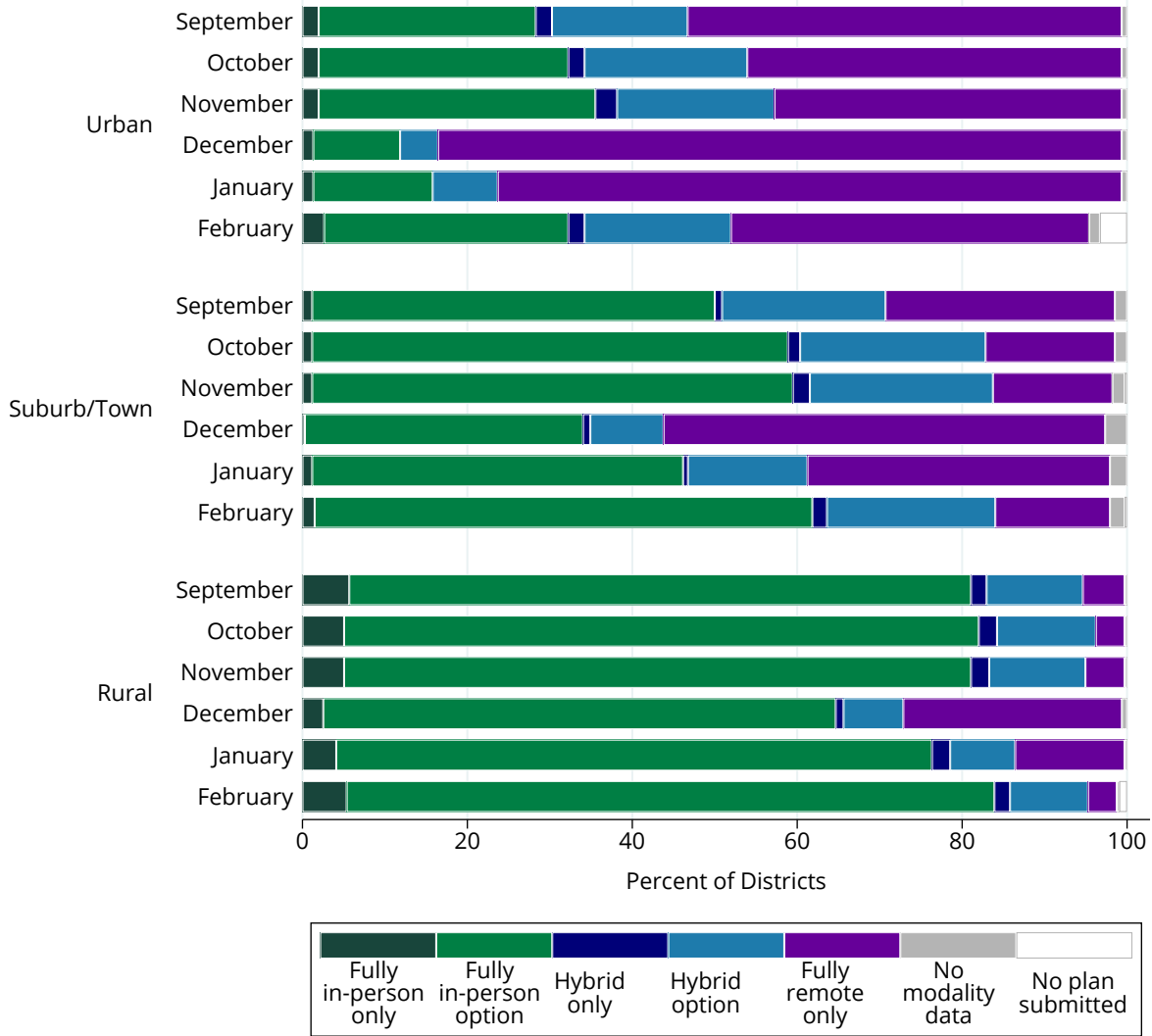

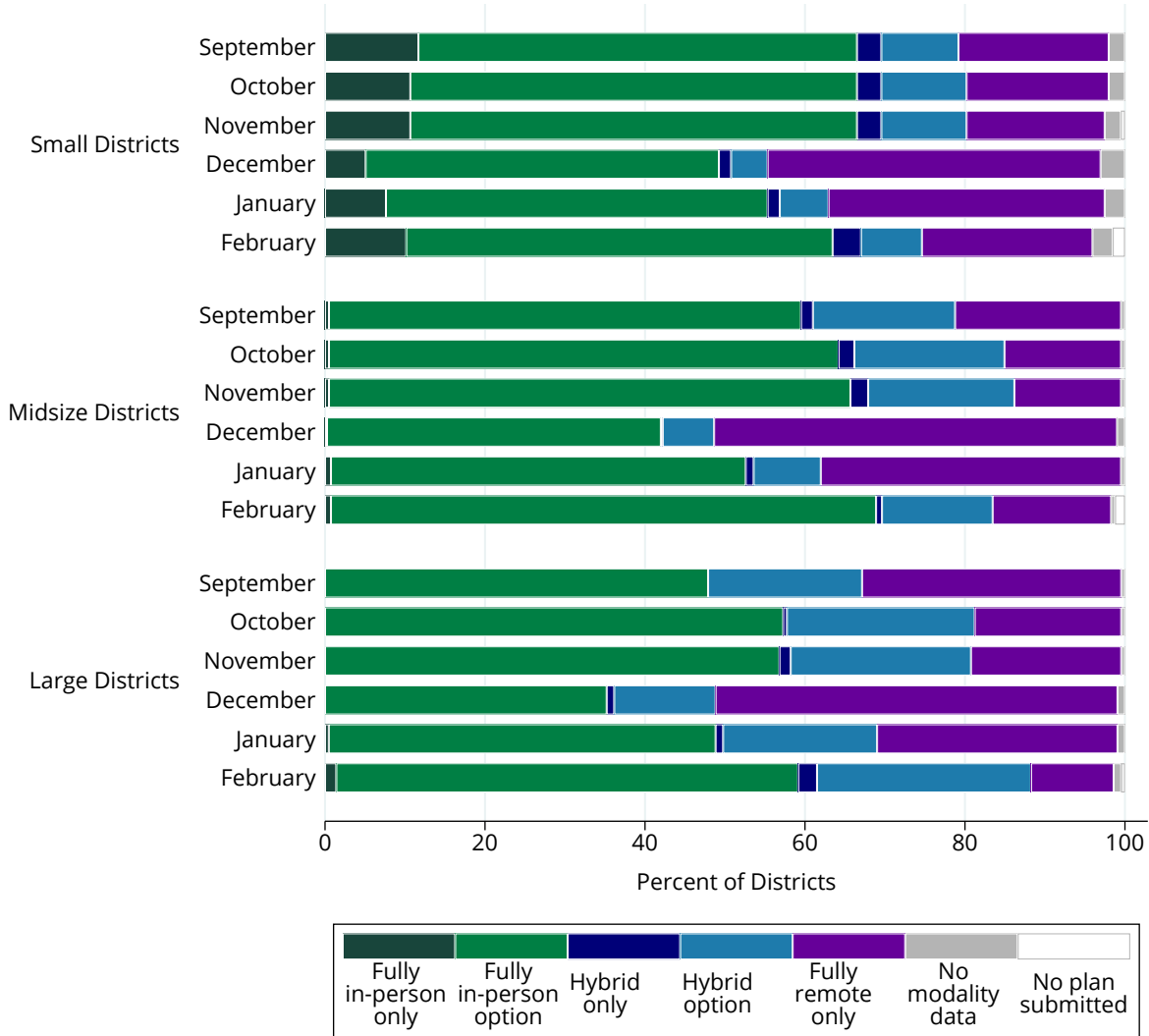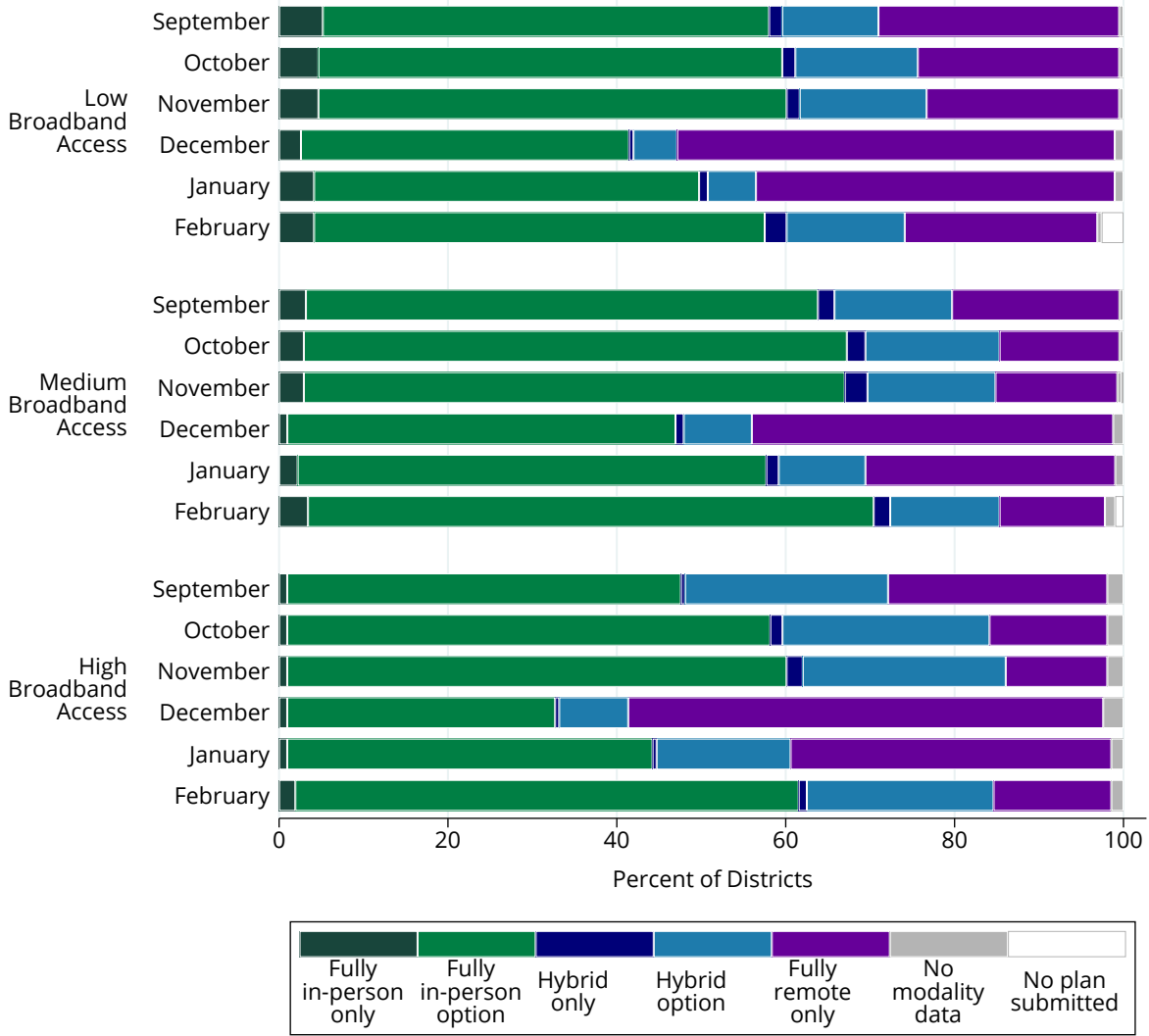*Notes: There are 191 districts in the "Low" grouping (≤68% of households), 407 in "Middle" (68%-83% of households) and 208 in the "High" grouping (>83% of households). Data reflect plans submitted by 5:00 pm on 2/17/2021. The "No Modality Data" category includes districts that submitted plans but did 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 A15 provides the percentages behind this figure. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning 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.*

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

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	3%	3%	3%	1%	2%	3%
Fully In-Person Option	55%	60%	61%	40%	50%	62%
Hybrid Only	1%	2%	2%	1%	1%	2%
Hybrid Option	16%	18%	18%	7%	11%	16%
Fully Remote Only	23%	16%	16%	49%	35%	15%
No Modality Data	1%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	1%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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. Distribution of LEA Districts by Planned Instructional Modality and Month

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	3%	3%	3%	2%	3%	4%
Fully In-Person Option	67%	72%	71%	53%	64%	72%
Hybrid Only	1%	1%	2%	1%	1%	2%
Hybrid Option	13%	15%	15%	9%	12%	16%
Fully Remote Only	16%	8%	9%	35%	18%	5%
No Modality Data	0%	0%	0%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	1%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A3. Distribution of PSA Districts by Planned Instructional Modality and Month

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	3%	3%	3%	1%	1%	3%
Fully In-Person Option	32%	37%	40%	17%	22%	42%
Hybrid Only	3%	3%	3%	0%	0%	2%
Hybrid Option	23%	24%	23%	4%	7%	14%
Fully Remote Only	38%	32%	29%	75%	68%	36%
No Modality Data	2%	2%	2%	3%	2%	2%
No Plan Submitted	0%	0%	0%	0%	0%	2%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A4. Share of Districts by Average Math M-STEP Scores, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	2%	2%	2%	1%	1%	2%	1%	1%	1%	1%	1%	1%	2%	2%	2%	1%	2%	3%
Fully In-Person Option	35%	39%	38%	18%	24%	36%	68%	71%	72%	50%	62%	76%	60%	69%	71%	49%	59%	70%
Hybrid Only	3%	3%	3%	1%	1%	2%	1%	1%	1%	0%	1%	1%	1%	2%	2%	1%	2%	3%
Hybrid Option	10%	15%	15%	1%	4%	16%	15%	17%	17%	8%	11%	14%	24%	22%	21%	13%	16%	20%
Fully Remote Only	49%	40%	41%	78%	69%	41%	16%	10%	9%	41%	26%	7%	15%	6%	5%	36%	21%	4%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%
No Plan Submitted	0%	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%

Notes: There are 170 districts in the "Low" group (≤-.6414 math M-STEP z-score), 368 in "Middle" (-.6414 to .5717 math M-STEP z-score), and 187 in the "High" group (>.5717 math M-STEP z-score). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; 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 Average ELA M-STEP Scores, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	2%	2%	2%	1%	1%	2%	1%	1%	1%	1%	1%	1%	2%	2%	2%	1%	2%	3%
Fully In-Person Option	37%	40%	40%	18%	25%	37%	67%	72%	72%	51%	63%	76%	59%	69%	71%	48%	58%	70%
Hybrid Only	3%	3%	3%	1%	1%	2%	1%	1%	1%	0%	0%	0%	1%	2%	2%	1%	2%	3%
Hybrid Option	10%	16%	16%	2%	4%	16%	16%	17%	17%	8%	10%	14%	22%	22%	20%	12%	17%	20%
Fully Remote Only	48%	39%	39%	79%	68%	40%	16%	10%	9%	39%	26%	8%	17%	6%	5%	38%	22%	3%
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%	2%	1%	1%	0%	0%	0%	0%	0%	0%
No Plan Submitted	0%	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%

Notes: There are 174 districts in the "Low" group (≤-.5910 ELA M-STEP z-score), 366 in "Middle" (-.5910 to .5864 ELA M-STEP z-score), and 185 in the "High" group (>.5684 ELA M-STEP z-score). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; 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 Average Math SAT Scores, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	2%	2%	1%	1%	1%	0%	1%	2%
Fully In-Person Option	40%	43%	42%	27%	35%	45%	73%	75%	74%	55%	66%	77%	61%	70%	71%	49%	64%	68%
Hybrid Only	3%	3%	3%	1%	1%	4%	0%	1%	1%	1%	1%	1%	1%	2%	3%	1%	2%	3%
Hybrid Option	7%	15%	15%	4%	7%	12%	15%	16%	16%	10%	13%	16%	19%	22%	21%	14%	18%	22%
Fully Remote Only	46%	35%	36%	65%	55%	37%	11%	7%	8%	34%	18%	4%	18%	6%	5%	36%	15%	5%
No Modality Data	3%	3%	3%	4%	2%	2%	0%	0%	0%	1%	1%	1%	0%	0%	0%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%

Notes: There are 139 districts in the "Low" group (≤440 math SAT), 301 in "Middle" (440-499 math SAT), and 152 in the "High" group (>499 math SAT). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; 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 Average ERW SAT Scores, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	1%	3%
Fully In-Person Option	39%	43%	41%	26%	33%	44%	73%	75%	75%	55%	66%	77%	62%	72%	72%	50%	65%	69%
Hybrid Only	3%	3%	3%	1%	1%	4%	0%	1%	1%	1%	1%	0%	1%	3%	3%	1%	2%	3%
Hybrid Option	10%	16%	15%	5%	8%	13%	15%	17%	16%	10%	15%	17%	17%	19%	19%	13%	15%	19%
Fully Remote Only	46%	35%	38%	66%	56%	36%	11%	7%	7%	33%	17%	3%	19%	6%	5%	37%	16%	5%
No Modality Data	2%	2%	2%	3%	3%	3%	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%

Notes: There are 142 districts in the "Low" group (≤459 ERW SAT), 298 in "Middle" (459-506 ERW SAT), and 152 in the "High" group (>506 ERW SAT). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; 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 Graduation Rate, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	3%	3%	3%	0%	1%	2%	1%	1%	1%	1%	1%	2%	3%	3%	3%	1%	3%	3%
Fully In-Person Option	48%	49%	49%	32%	42%	49%	66%	70%	68%	50%	61%	71%	67%	73%	74%	54%	65%	74%
Hybrid Only	4%	4%	4%	1%	2%	4%	1%	1%	2%	1%	1%	1%	0%	1%	1%	1%	1%	2%
Hybrid Option	15%	19%	17%	8%	13%	20%	13%	17%	17%	10%	14%	16%	14%	16%	16%	8%	9%	14%
Fully Remote Only	29%	24%	26%	58%	42%	23%	18%	10%	12%	37%	21%	8%	16%	8%	7%	36%	21%	7%
No Modality Data	1%	1%	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	0%	0%	0%	0%	0%	1%
No Plan Submitted	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%

Notes: There are 139 districts in the "Low" group (≤76% graduate), 319 in "Middle" (76-92% graduate), and 159 in the "High" group (>92% graduate). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A9. Share of Districts by Chronically Absent Student Population, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	2%	2%	2%	0%	1%	3%	2%	2%	2%	2%	2%	3%	2%	2%	2%	0%	1%	1%
Fully In-Person Option	61%	70%	71%	49%	60%	71%	65%	69%	70%	48%	59%	72%	32%	36%	35%	18%	23%	37%
Hybrid Only	1%	2%	2%	1%	2%	3%	1%	1%	2%	1%	1%	1%	3%	3%	4%	1%	1%	3%
Hybrid Option	20%	20%	20%	12%	13%	17%	16%	17%	16%	9%	12%	16%	14%	18%	19%	2%	6%	17%
Fully Remote Only	18%	8%	7%	38%	24%	7%	17%	11%	11%	42%	26%	9%	46%	38%	37%	77%	68%	38%
No Modality Data	0%	0%	0%	1%	1%	1%	0%	0%	0%	1%	1%	1%	2%	2%	2%	3%	2%	2%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%

Notes: There are 198 districts in the "Low" group (≤13% chronically absent), 384 in "Middle" (13-29% chronically absent), and 185 in the "High" group (>29% chronically absent). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Table A10. Share of Districts by Economically Disadvantaged Student Population, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	2%	2%	2%	0%	1%	3%	4%	3%	3%	2%	4%	4%	3%	3%	3%	1%	1%	2%
Fully In-Person Option	57%	65%	67%	46%	58%	68%	70%	73%	74%	53%	63%	75%	29%	33%	32%	15%	19%	34%
Hybrid Only	0%	2%	2%	1%	1%	2%	1%	1%	1%	1%	1%	1%	3%	3%	4%	0%	0%	3%
Hybrid Option	24%	25%	24%	14%	18%	21%	13%	13%	11%	6%	10%	13%	14%	20%	22%	3%	5%	16%
Fully Remote Only	17%	6%	5%	39%	22%	6%	12%	10%	10%	37%	21%	7%	50%	39%	37%	78%	72%	40%
No Modality Data	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	3%	2%	2%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	2%

Notes: There are 221 districts in the "Low" group (≤46% economically disadvantaged), 377 in "Middle" (47-78% economically disadvantage), and 213 in the "High" group (>78% economically disadvantaged. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A11: Share of Districts by Black Student Population, Planned Instructional Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	4%	4%	4%	1%	3%	4%	4%	4%	4%	2%	3%	5%	0%	0%	0%	0%	0%	0%
Fully In-Person Option	83%	83%	83%	66%	78%	84%	55%	64%	63%	41%	52%	65%	25%	30%	33%	12%	16%	33%
Hybrid Only	1%	2%	2%	2%	3%	3%	1%	2%	2%	0%	0%	1%	2%	2%	3%	0%	0%	2%
Hybrid Option	10%	11%	10%	8%	8%	7%	19%	21%	21%	11%	14%	19%	20%	23%	22%	3%	9%	21%
Fully Remote Only	4%	2%	3%	24%	9%	2%	20%	9%	9%	44%	30%	10%	51%	43%	40%	83%	73%	39%
No Modality Data	0%	0%	0%	0%	0%	0%	1%	1%	1%	2%	1%	1%	2%	2%	2%	2%	2%	2%
No Plan Submitted	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%

Notes: There are 256 districts in the "Low" group (≤1% Black students), 332 in "Middle" (2-20% Black students), and 223 in the "High" group (>20% Black students. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A12. Share of Districts by Hispanic/Latinx Student Population, Planned Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	8%	7%	7%	3%	5%	6%	1%	1%	1%	0%	1%	1%	2%	2%	2%	2%	2%	4%
Fully In-Person Option	47%	51%	51%	36%	42%	50%	63%	66%	68%	47%	57%	69%	49%	58%	58%	34%	45%	62%
Hybrid Only	1%	1%	1%	0%	0%	1%	1%	2%	2%	1%	2%	3%	3%	3%	3%	0%	1%	1%
Hybrid Option	10%	12%	14%	5%	5%	10%	18%	21%	19%	9%	13%	18%	20%	19%	18%	8%	11%	17%
Fully Remote Only	34%	29%	26%	54%	46%	30%	17%	10%	10%	43%	27%	9%	25%	16%	17%	54%	40%	14%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%

Notes: There are 206 districts in the "Low" group (≤2% Hispanic/Latinx students), 397 in "Middle" (2-8% Hispanic/Latinx students), and 208 in the "High" group (>8% Hispanic/Latinx students). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A13: Share of Districts by Urbanicity, Planned Modality, and Month

Instructional Modality	Urban						Suburban/Town						Rural					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	2%	2%	2%	1%	1%	3%	1%	1%	1%	0%	1%	1%	6%	5%	5%	3%	4%	5%
Fully In-Person Option	26%	30%	34%	11%	14%	30%	49%	58%	58%	34%	45%	61%	76%	78%	77%	63%	73%	79%
Hybrid Only	2%	2%	3%	0%	0%	2%	1%	1%	2%	1%	1%	2%	2%	2%	2%	1%	2%	2%
Hybrid Option	16%	20%	19%	5%	8%	18%	20%	23%	22%	9%	15%	20%	12%	12%	12%	7%	8%	10%
Fully Remote Only	53%	45%	42%	83%	76%	43%	28%	16%	15%	54%	37%	14%	5%	4%	5%	27%	13%	4%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	3%	2%	2%	0%	0%	0%	1%	0%	0%
No Plan Submitted	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%

Notes: There are 152 districts in the "Urban" group, 337 in "Rural," and 314 in the "Suburb/Town" group. Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A14. Share of Districts by Total Enrollment, Planned Modality, and Month

Instructional Modality	Small						Midsize						Large					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	12%	11%	11%	5%	8%	10%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	1%
Fully In-Person Option	55%	56%	56%	44%	48%	53%	59%	64%	66%	42%	52%	69%	48%	58%	57%	35%	49%	58%
Hybrid Only	3%	3%	3%	2%	2%	4%	1%	2%	2%	0%	1%	1%	0%	0%	1%	1%	1%	2%
Hybrid Option	10%	11%	11%	5%	6%	8%	18%	19%	18%	6%	8%	14%	19%	24%	23%	13%	19%	27%
Fully Remote Only	19%	18%	17%	42%	35%	21%	21%	15%	13%	51%	38%	15%	33%	18%	19%	50%	30%	10%
No Modality Data	2%	2%	2%	3%	3%	3%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%
No Plan Submitted	0%	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%

Notes: There are 197 districts in the "Small" group (≤352 students), 402 in "Midsize" (352-1879 students), and 212 in the "Large" group (>1879 students). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 A15: Share of Districts by Broadband Internet Access, Planned Modality, and Month

Instructional Modality	Low						Medium						High					
	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb
Fully In-Person Only	5%	5%	5%	3%	4%	4%	3%	3%	3%	1%	2%	3%	1%	1%	1%	1%	1%	2%
Fully In-Person Option	53%	55%	56%	39%	46%	54%	61%	65%	64%	46%	56%	67%	47%	57%	59%	32%	43%	60%
Hybrid Only	2%	2%	2%	1%	1%	3%	2%	2%	3%	1%	1%	2%	0%	1%	2%	0%	0%	1%
Hybrid Option	12%	15%	15%	5%	6%	14%	14%	16%	15%	8%	10%	13%	24%	25%	24%	8%	16%	22%
Fully Remote Only	29%	24%	23%	52%	43%	23%	20%	14%	14%	43%	30%	13%	26%	14%	12%	56%	38%	14%
No Modality Data	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	2%	2%	2%	2%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%

Notes: There are 191 districts in the "Low" grouping (≤68% of households), 407 in "Middle" (68%-83% of households) and 208 in the "High" grouping (>83% of households). Data reflect plans submitted by 5:00 pm on 2/17/2021. 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 for September through November 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 and December submissions, and submissions for all future months, 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] Because student enrollment counts for fall 2020 are not yet available, we use student enrollment counts from the 2019-2020 school year as estimates.

[v] ACS data were obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org

[vi] This one percent represents 11 Michigan districts. Of these, seven serve only kindergarten through eighth or kindergarten through sixth grades. Four of these districts (all traditional public-school districts) are K-12 and should have been impacted by the Department of Health and Human Services' Executive Order. We assume that these four districts submitted their plans before the extension of the Executive Order with the plan of offering only in-person instruction for the majority of December.

[vii] On November 12, 2020 – the Thursday prior to Department of Health and Human Services' Executive Order – Michigan reported a one-day record of 6,940 new cases and 45 new deaths, as well as a record 7-day moving average for daily cases with 5,313 and the highest 7-day death average since June 2020 (46 deaths, on average). Source: Bartkowiak, D. (2020, November 12). Coronavirus in Michigan: Here's what to know Nov. 12, 2020. Retrieved December 16, 2020, from https://www.clickondetroit.com/news/michigan/2020/11/12/coronavirus-in-michigan-heres-what-to-know-nov-12-2020/

[viii] 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. It is likely that districts shifted instructional modality mid-November after the Executive Order, but those changes are not captured in their November plans.

[ix] Cummings, A., Kilbride, T., Turner, M., Zhu, Q., & Strunk, K. (2020, August). *How did Michigan educators respond to the suspension of face-to-face instruction due to COVID-19?* EPIC. https://epicedpolicy.org/wp-content/uploads/2020/08/RBG3-COVID-Survey-Policy-Brief.pdf; Hamilton, L.S., Kaufman, J.H., & Diliberti, M. (2020). Teaching and Leading through a Pandemic: Key findings from the American Educator panels Spring 2020 COVID-19 Surveys. *RAND.* https://www.rand.org/pubs/research_reports/RRA168-2.html; Kemper Patrick, S., & Newsome, U. (2020). Teaching through a global pandemic. *Tennessee Education Research Alliance.* https://peabody.vanderbilt.edu/TERA/files/TES2020_COVID_Brief_FINAL.pdf; Kraft, M., & Simon, N. (2020, June 25). Teachers' experience working from home during the COVID-19 pandemic. *Upbeat.* https://education.brown.edu/news/2020-06-25/teachers-experiences-working-home-during-covid-19-pandemic