



**Education Policy
Innovation Collaborative**
RESEARCH WITH CONSEQUENCE

MAY 18, 2021

Education Policy Innovation Collaborative

Instructional Delivery Under Michigan Districts' Extended COVID-19 Learning Plans – May 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 district¹ 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 May, 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 May were administered through MDE's GEMS-MARS application and the latest set of district submissions were accepted through 11:59 pm on May 10, 2021. Districts were asked to indicate if they plannedⁱⁱ to instruct students in a fully in-person, fully remote, or hybrid format for each of these eight 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.

Thus far in the 2020-21 school year, the majority of districts have planned to give families a choice between two or more modes of instruction. Therefore, 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 month’s updated analysis not only incorporates new plans submitted for the month of May, but also incorporates September through April plans that had not yet been submitted at the time of our April update. As of May 10, 2021, all districts submitted plans for September, October, December, January, March, and April. All districts except one PSA submitted plans for November, all districts except one LEA submitted plans for February, and 6 districts did not submit plans in May (5 LEAs and 1 PSA). Thus, 806 districts submitted plans across all nine months.

Table 1. September-May 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	813
Districts that Submitted March ECOL Plans	814
Districts that Submitted April ECOL Plans	814
Districts that Submitted May ECOL Plans	808
Districts that Submitted ECOL Plans All 9 Months	806

Notes: Data reflect plans submitted by 11:59 pm on 5/10/2021. 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, March, and April analyses. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

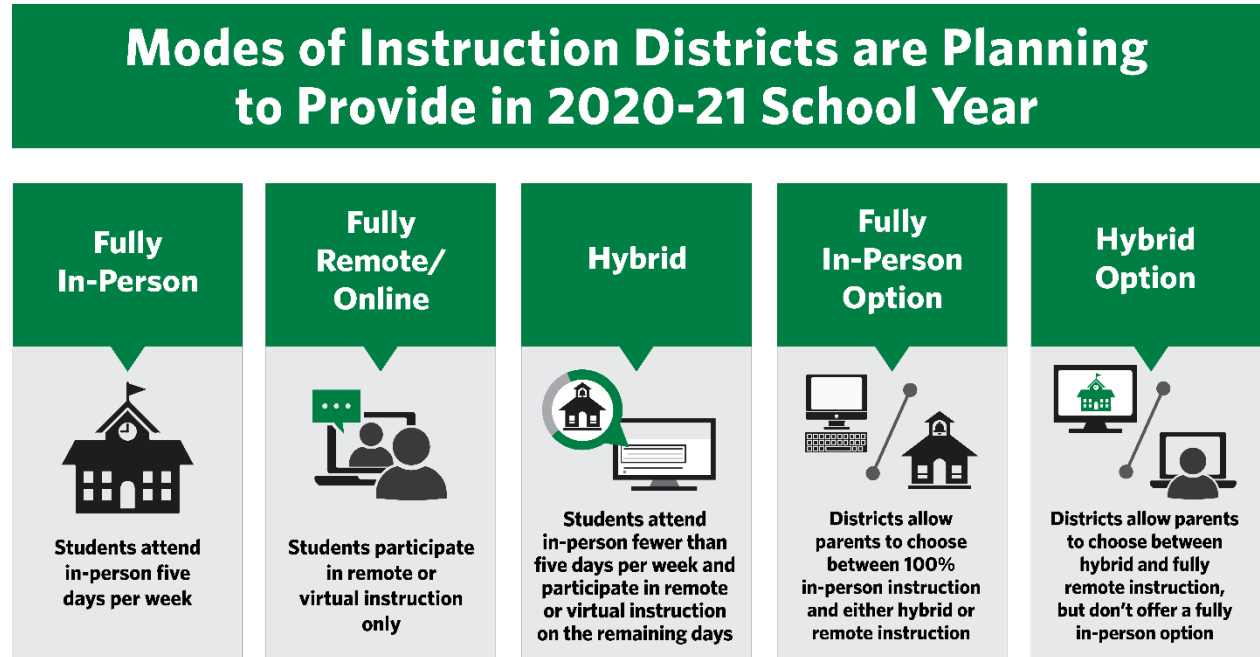
AUXILIARY DATA SOURCES

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 2020-21 MI School Data Student Headcount report are also incorporated to estimate the proportions of Michigan students 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.ⁱⁱⁱ

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.



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, less than 1% of districts did not submit responses to the questionnaire in any month. We label these districts “No Plan Submitted.”

MAY PLANS FOR INSTRUCTIONAL MODALITY

In May, 93% of school districts planned to offer some amount of in-person instruction (either fully in-person or hybrid, shown in Table 2). Seventy-four percent of districts planned to offer fully in-person instruction and 19% planned to offer hybrid instruction. Nearly all of these districts planned to provide multiple options; a combined 7% of districts planned to offer only fully in-person instruction or only hybrid instruction and 5% of 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 May. Ninety-six percent of students in Michigan are enrolled in districts that planned to offer some amount of in-person instruction in May. Only 3% of Michigan students are enrolled in the 41 districts that planned to offer only remote instruction. The 74% of districts that planned to offer fully in-person schooling in May represent 73% of Michigan K-12 students. Conversely, 23% of Michigan students attend the 19% of districts that planned to offer hybrid schooling in May.

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 hybrid instruction in May are larger, on average, whereas districts offering only remote instruction are smaller.

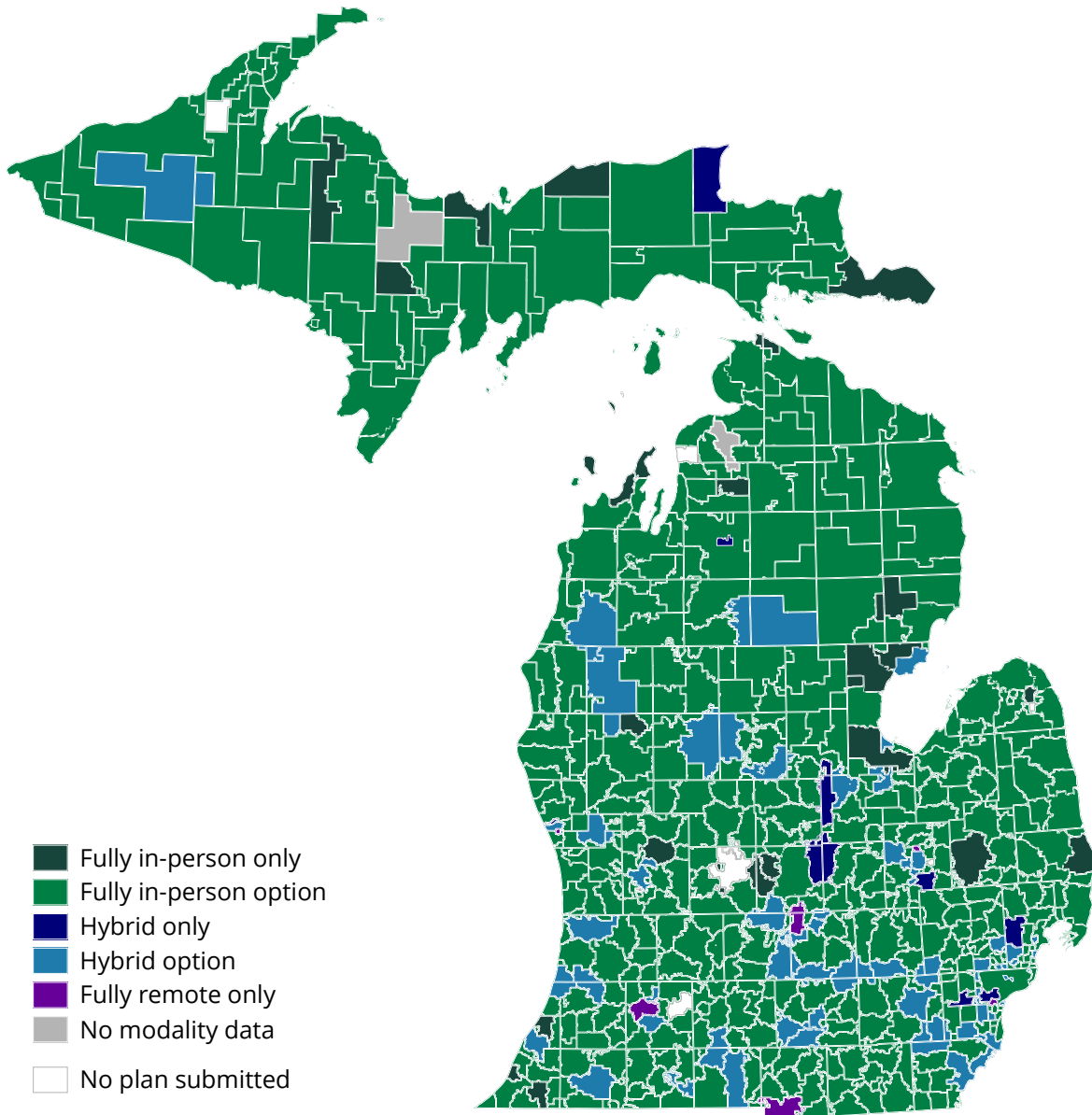
Table 2. Distribution of Districts and Share of Student Population by Planned Instructional Modality, May 2021

Instructional Modality	School Districts		Students	
	Count	Percent	Count	Percent
Fully In-Person Only	32	4%	34,765	3%
Fully In-Person Option	572	70%	972,656	70%
Hybrid Only	23	3%	72,719	5%
Hybrid Option	131	16%	246,781	18%
Fully Remote Only	41	5%	43,429	3%
No Modality Data	9	1%	6,418	<1%
No Plan Submitted	6	1%	5,120	<1%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 11:59 pm on 5/10/2021. 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 (2020-21, Statewide, accessed April 1, 2021). <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 May. This map does not depict the locations or instructional modalities of PSA districts, as PSAs do not have geographic boundaries.

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



Notes: Data reflect plans submitted by 11:59 pm on 5/10/2021. 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.

LEAs offering fully in-person instruction as an option (in addition to hybrid and/or fully remote instruction), depicted in bright green, are a majority in every region of the state. The few remaining LEAs offering only remote instruction, depicted in purple, are all located in the southern part of the state, almost exclusively near large urban areas (e.g., Lansing, and Kalamazoo). Similarly, LEAs providing hybrid instruction only (dark blue) or as an

option (bright blue) are largely adjacent to metropolitan areas. The limited number of LEAs that planned to offer only in-person instruction (dark green) are scattered across the state.

TEMPORAL CHANGES IN INSTRUCTIONAL MODALITY

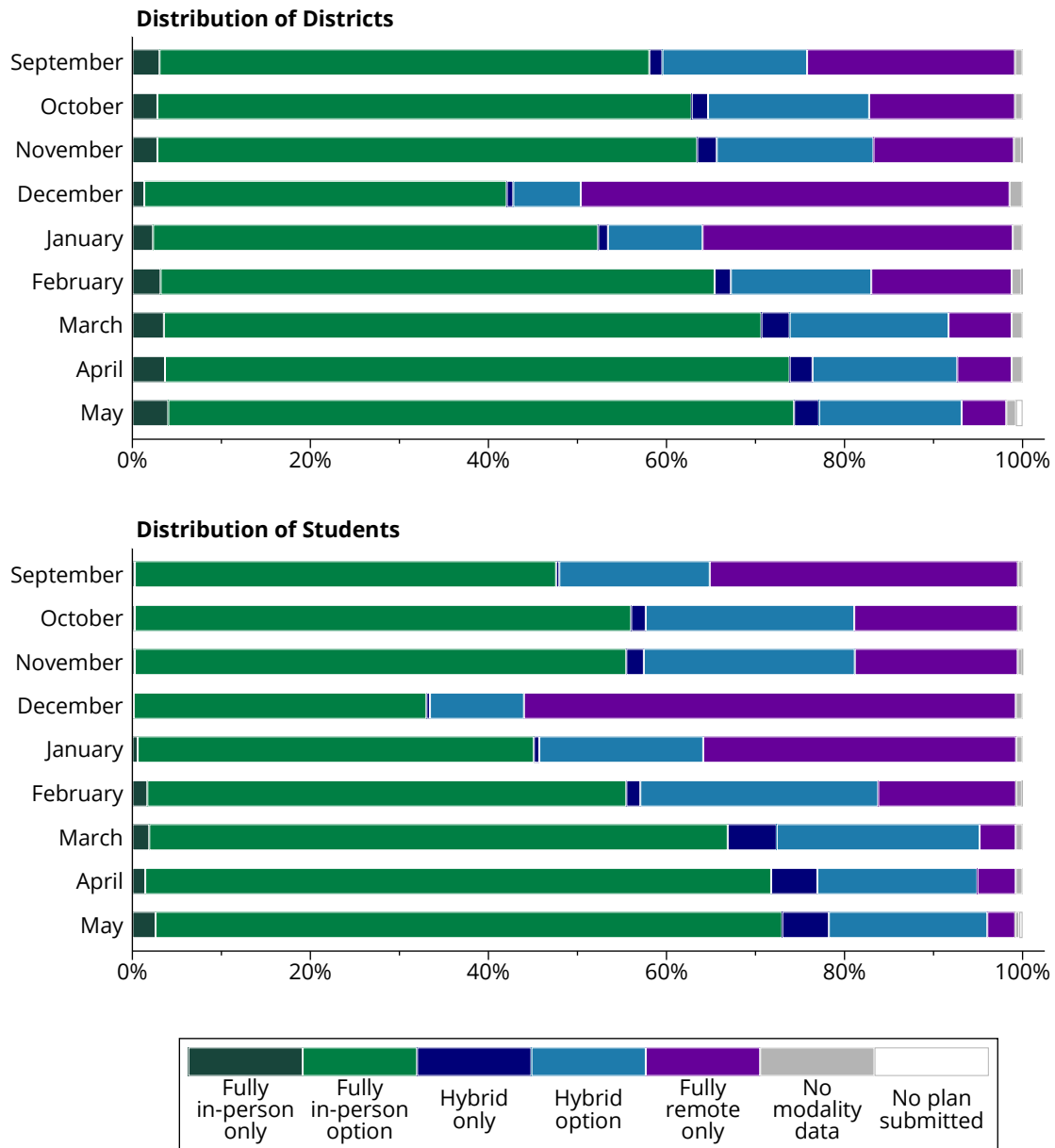
Figure 2 shows the distribution of districts' planned instructional modalities for the first nine months of the 2020-2021 academic year, as well the proportion of students enrolled in districts offering each modality. Appendix Table A1 provides the specific percentages. In September, three quarters of all Michigan school districts (75%) planned to offer some amount of in-person instruction (either fully in-person or hybrid). This share increased to 83% and 84% in both October and November, respectively. At the same time, nearly one-quarter (23%) of districts planned to provide only 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.^{iv} On 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 tripled compared to the previous month (48% up from 16%).^v Conversely, the share of districts that planned to offer some form of in-person instruction decreased from 83% to 50%.

The pattern began to reverse in January of 2021, with steady increases in the proportion of districts offering in-person instruction and decreases in the number of districts offering only remote instruction. By May, 74% of districts planned to offer fully in-person instruction, 19% planned to offer hybrid instruction, and only 5% planned to offer only fully remote instruction.

The bottom panel of Figure 2 shows how the proportion of students enrolled in districts offering each modality changed over time. As seen in Table 2, 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. Across all nine months, districts offering fully in-person instruction tend to be slightly smaller than the state average. By May, the 74% of districts planning to offer fully in-person schooling enrolled 73% of Michigan's student population. Although earlier in the year remote-only districts tended to be larger than average, by May this was no longer the case, largely because most of the remote-only districts remaining in May were PSAs (which tend to have far fewer students than a typical LEA). In May, districts that planned to offer hybrid instruction were larger, representing 23% of Michigan students (no change from April).

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

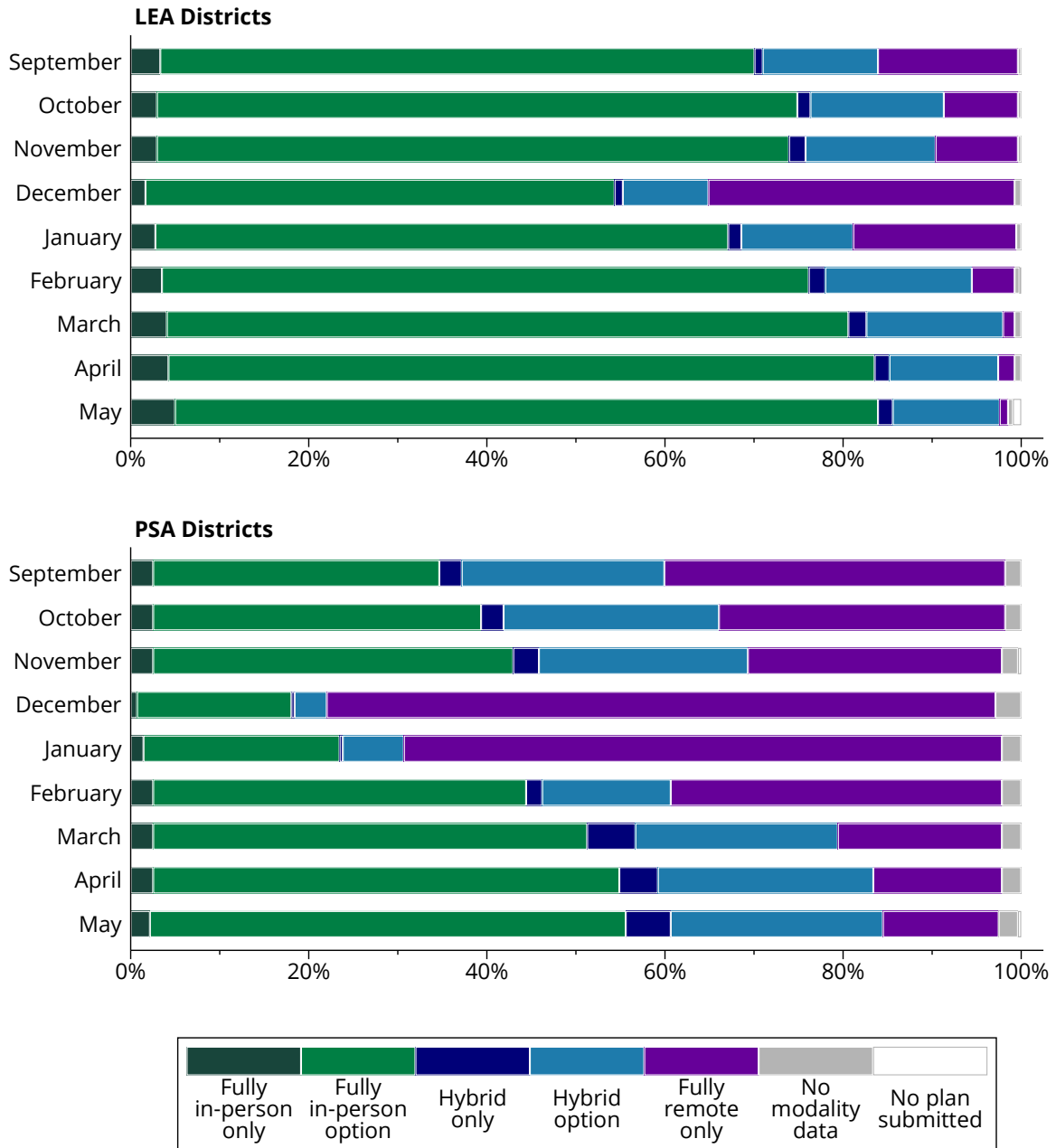


Notes: Data reflect plans submitted by 11:59 pm on 5/10/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did 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.

Figure 3 recreates the top panel in Figure 2 separately for LEAs and PSAs. Across all nine 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. In May, 84% of LEA districts were planning to offer fully in-person instruction, with another 14% planning to offer hybrid instruction. Only 1% of LEA districts

planned to offer only fully remote instruction. By contrast, 55% of PSAs planned to offer fully in-person instruction and 28% planned to offer hybrid instruction. Approximately one-seventh of PSAs (13%) planned to offer only fully remote instruction.

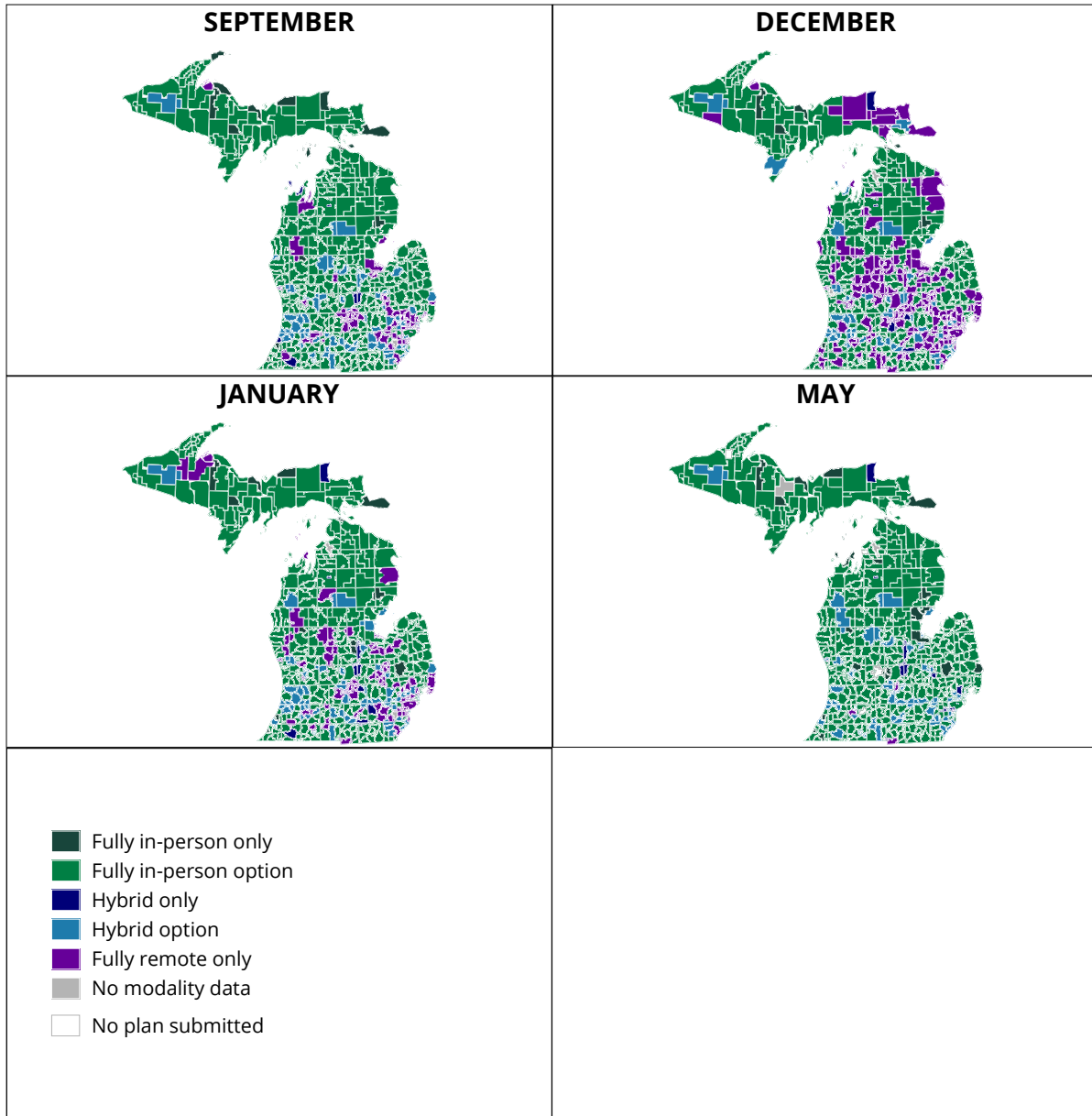
Figure 3. Distribution of LEA and PSA Districts by Planned Instructional Modality and Month



Notes: Data reflect plans submitted by LEAs by 11:59 pm on 5/10/2021. 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 4 shows how these modality changes over time were reflected in the state’s geography. We select the first and last month of each term, fall and spring, to show the geographic progression over the course of the year.

Figure 4. Districts by Planned Instructional Modality and Month (*Traditional Public Schools Only*)



Notes: Data reflect plans submitted by 11:59 pm on 5/10/2021. 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.

At the start of the school year, fully remote districts were, for the most part, clustered around large metropolitan areas. In December – amidst the surge in COVID cases – a large swath of districts across much of the state planned to offer only fully remote instruction. January looked much more like the original geographic distribution of remote districts, and by May, the few remaining remote LEAs were contained in mid- and south Michigan.

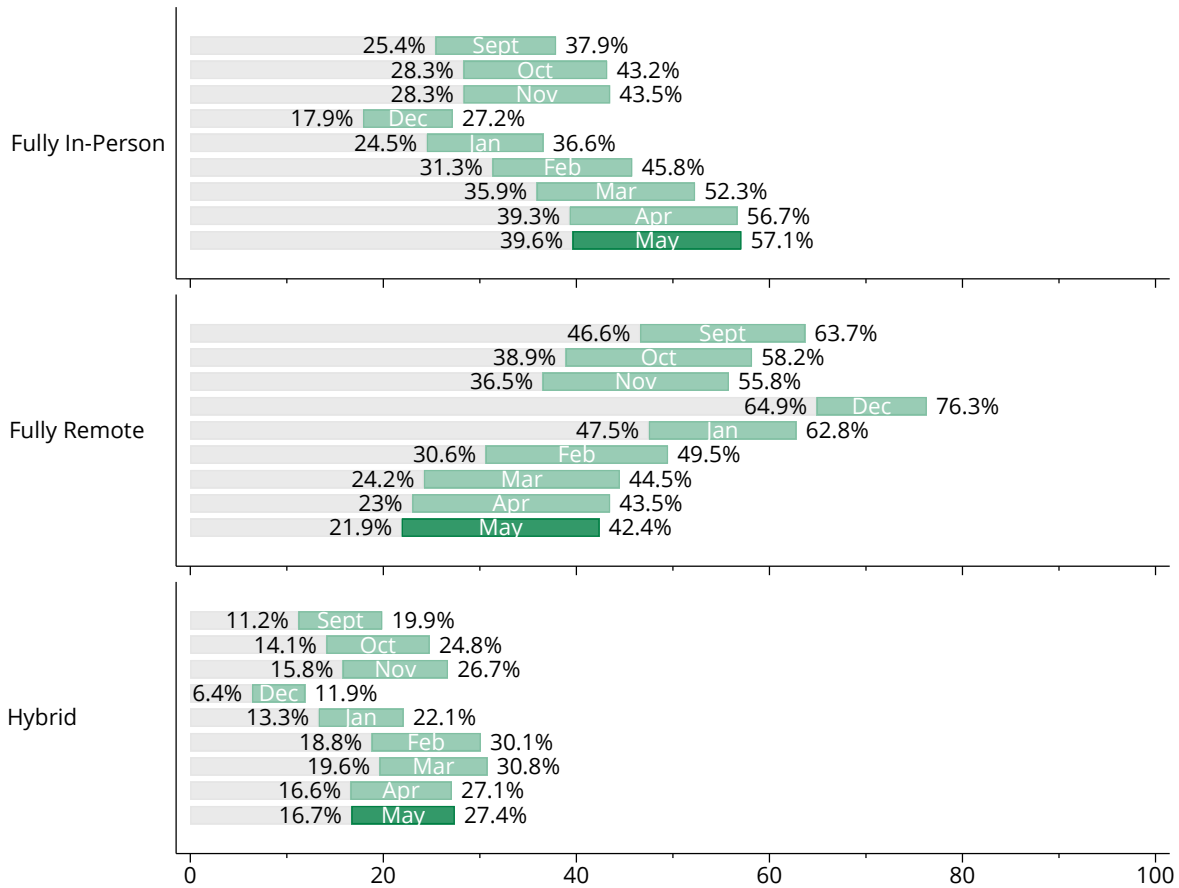
Forms of Instruction Within Instructional Modalities

In a January 8, 2021 press conference, Governor Gretchen Whitmer set a goal for all Michigan districts to offer an in-person learning option for their students by March 1, 2021, echoing President Biden's nationwide target to get all students back to in-person learning in the first 100 days of his presidency.^{vi} The results in Figure 2 show that Governor Whitmer's goal was not met. Below, we examine how many students were estimated to receive each type of instruction in each month.

Figure 5 investigates student uptake of each instructional modality. 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 offer families the choice between modes of instruction or to provide different subsets of students with different instructional modalities, we divide total district enrollment based on the indicated percentage range of students receiving each modality.

Figure 5 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 and high ends of the percentage ranges indicated by each district. Estimates of student uptake of each modality in May are nearly identical to those reported in April. In May, districts planned to provide fully in-person instruction to between 40% and 57% of all students across the state. Although this is the greatest proportion of students receiving in-person instruction thus far this school year, this estimate is substantially lower than the 73% of Michigan students who were enrolled in districts that offered the option of fully in-person instruction. This suggests that many students are choosing hybrid or fully remote options even when provided the opportunity to learn fully in-person. Districts planned to provide fully remote instruction to between 22% and 42% of all students across the state. Thus, in May, the fewest Michigan students are learning remotely since the beginning of the 2020-21 school year. However, this proportion is far greater than the 3% of students that attended districts only offering remote instruction.

Figure 5. 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 11:59 pm on 5/10/2021. 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 (2020-21, Statewide, accessed April 1, 2021). <https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>

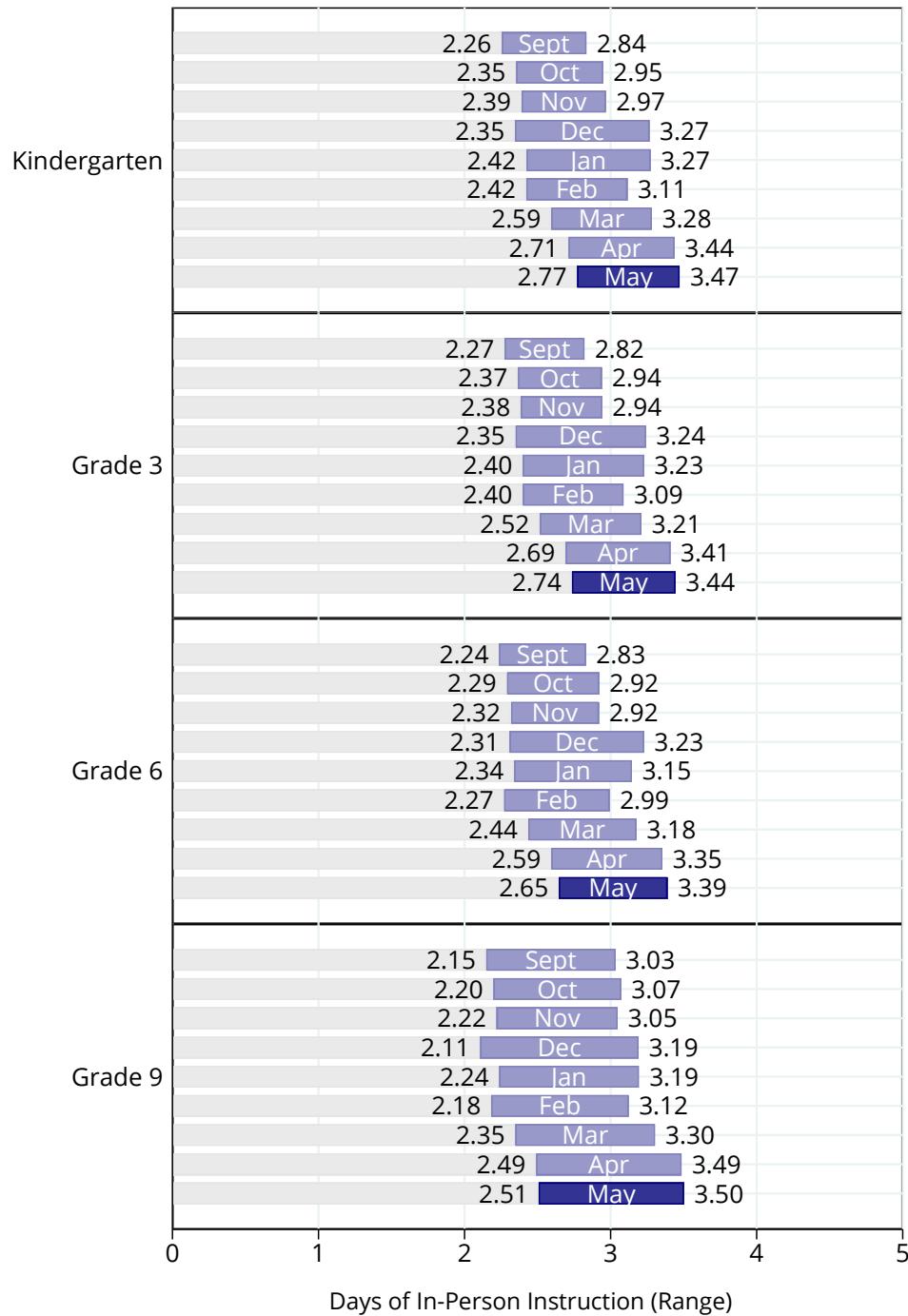
May is the third consecutive month since the start of the 2020-21 academic year where the estimated share of students receiving fully in-person instruction exceeds the share learning fully remotely. Since March, the gap between the estimated shares of students receiving fully in-person and fully remote instruction has grown slightly larger each month.

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



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 2.83 days of in-person instruction each week.” Data reflect plans submitted by 11:59 pm on 5/10/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure 6 shows that the average Michigan student who received hybrid instruction, regardless of grade level, attended school in person approximately 2.5 to 3.5 days each week. All grade levels saw an increase in the average number of in-person days of instruction provided to hybrid students between February and May.

THE PROVISION OF SYNCHRONOUS REMOTE INSTRUCTION

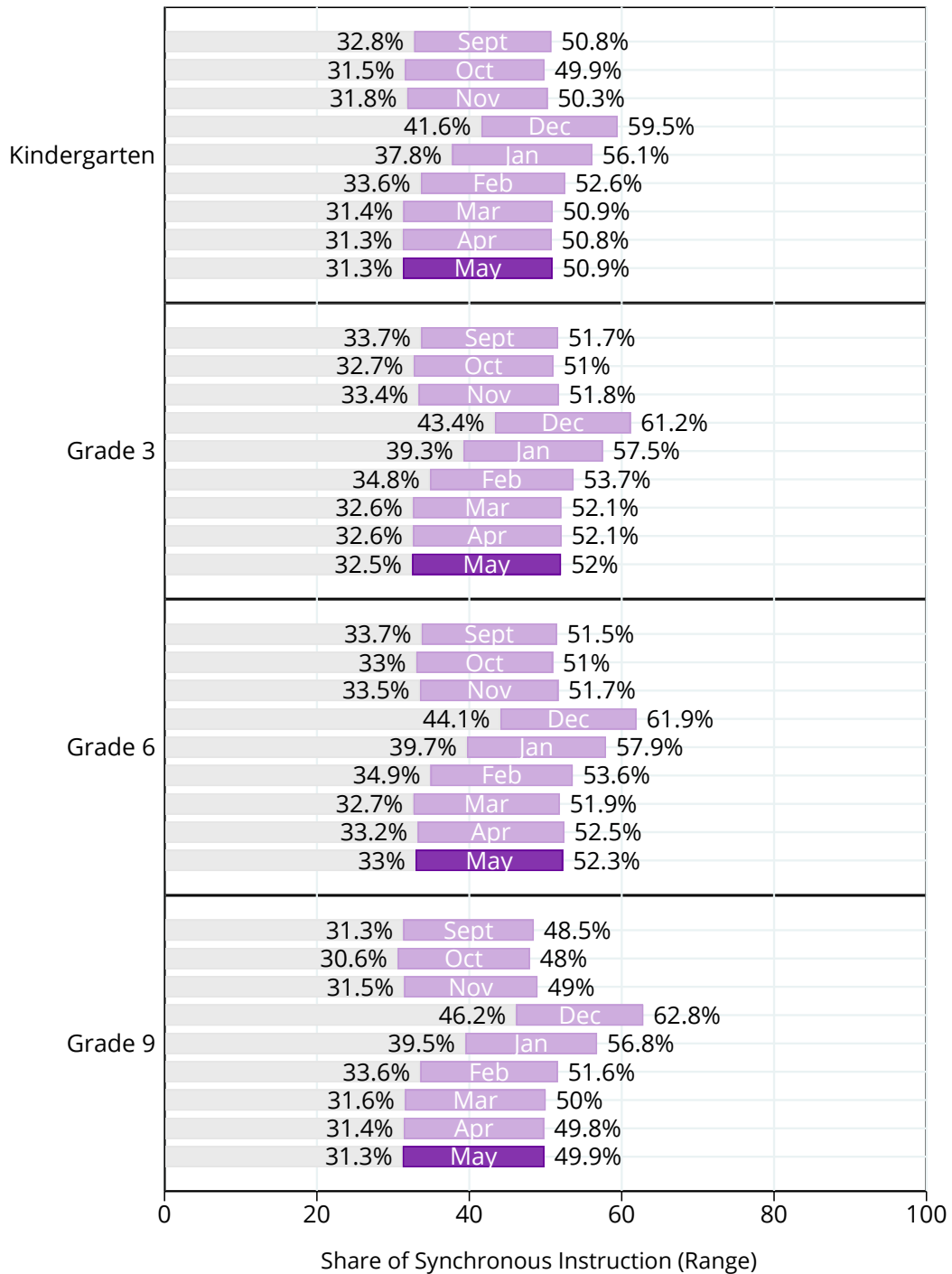
Remote instruction can take place in a synchronous or asynchronous format. Synchronous instruction consists of live instructional activities that occur in real-time between the students and teacher. In an asynchronous format, students are not interacting with teachers in real-time; instruction during 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 separately for each grade level. Ranges were nearly identical across grades, and particularly across grade ranges. Figure 7 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 each month between January and March and has remained stable over the last three months.

By May, the estimated range of synchronous instruction roughly equals what was provided at the beginning of the academic year. In other words, the districts that offer fully remote instruction in May are offering less synchronous instruction, on average, than the set of districts offering fully remote instruction in December 2020.

Figure 7. 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 32.8% and 50.8% of instruction was in a synchronous format.” Data reflect plans submitted by 11:59 pm on 5/10/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Key Takeaways

As a result of the pandemic, students have been asked to learn in new ways and in new contexts. Schooling – whichever way it occurs – looks vastly different than it did before the onset of the COVID-19 pandemic.

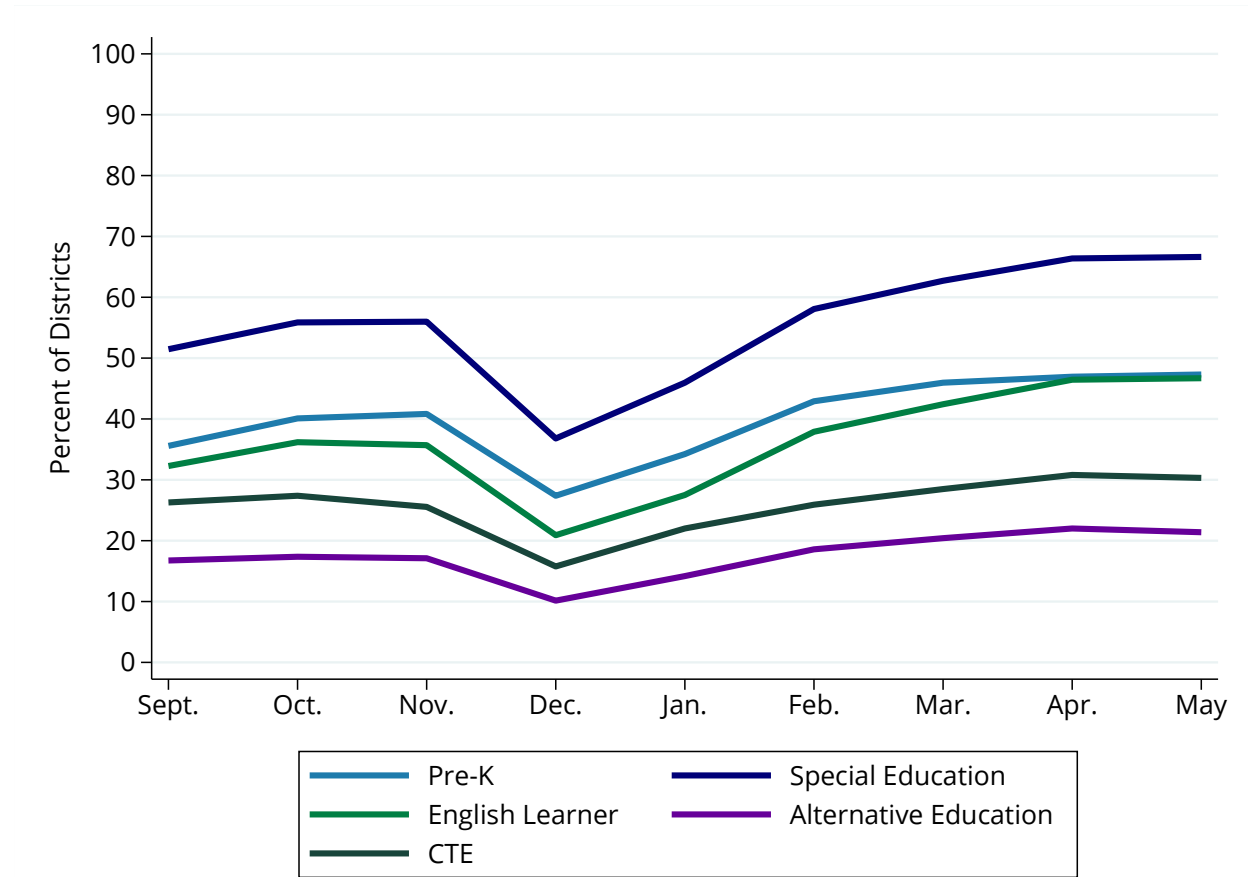
This report provides additional nuance and context to the data provided by the Center for Educational Performance and Information and the Michigan Department of Education. There are several main takeaways from this report that can inform policy conversations about the ways students are learning in schools in Michigan during the 2020-21 school year.

- The proportion of districts planning to provide some form of in-person instruction has been increasing in each month of 2021. By May, 74% of districts were planning to offer fully in-person instruction to students and 19% of districts were planning to offer hybrid instruction. Only 5% of districts were planning to offer only remote instruction.
- Traditional public school districts (LEAs), are particularly likely to offer some kind of in-person instruction. Just 1% of LEAs (5 districts) planned to offer only fully remote instruction in May, relative to 13% of PSAs (36 districts).
- In May, for the third consecutive month since the start of the pandemic, a larger share of Michigan K-12 students attended school fully in person (between 40% and 57% of all students) compared to those receiving instruction remotely (between 22% and 42%). This reflects differential uptake of instructional modalities; 73% of Michigan students were offered the opportunity to learn fully in-person in May and only 3% of students were only offered the option of learning fully remotely.

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

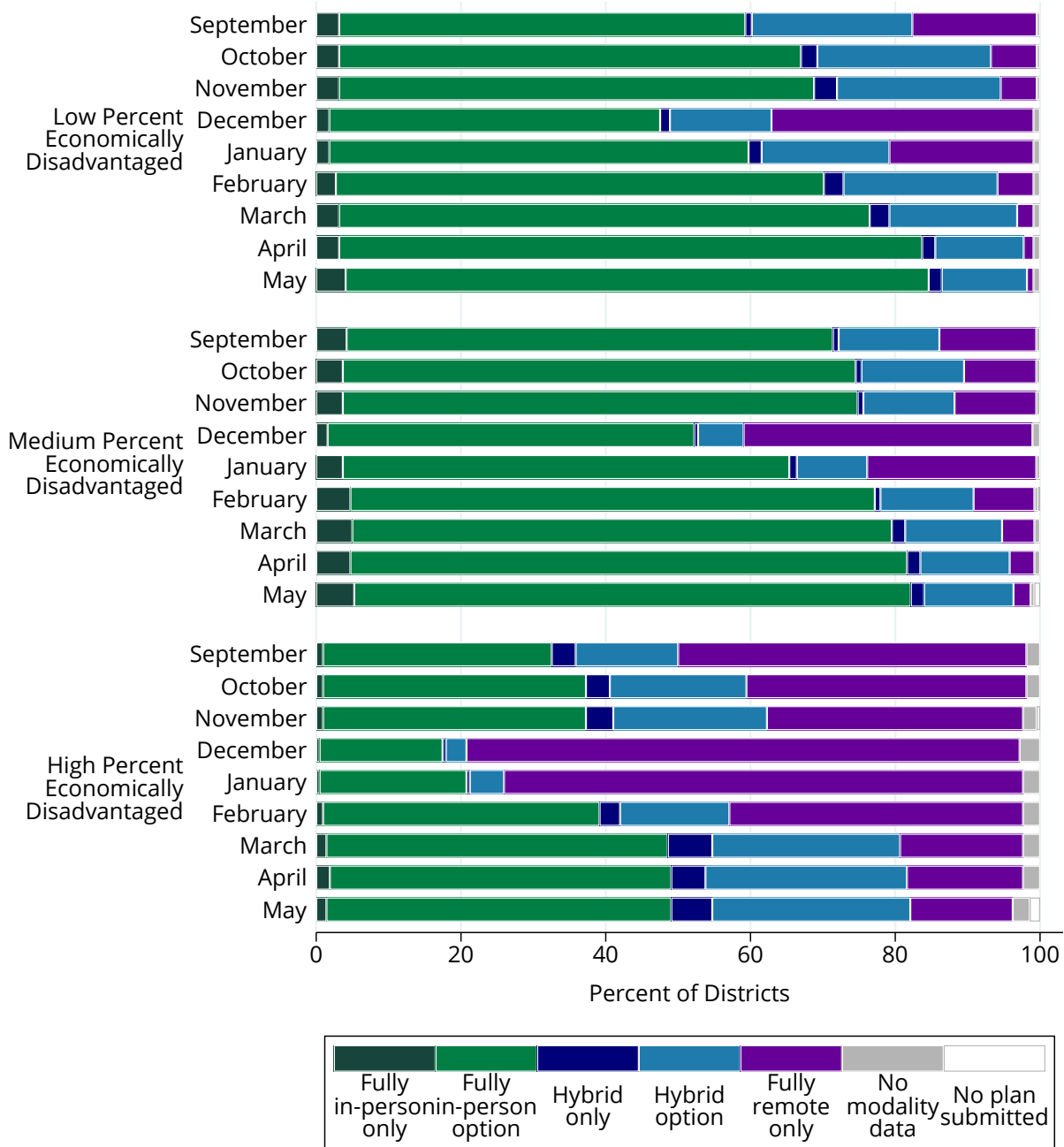
APPENDIX

Figure A1. Changes in the Share of Districts Planning to Provide In-Person Instruction for Special Populations of Students



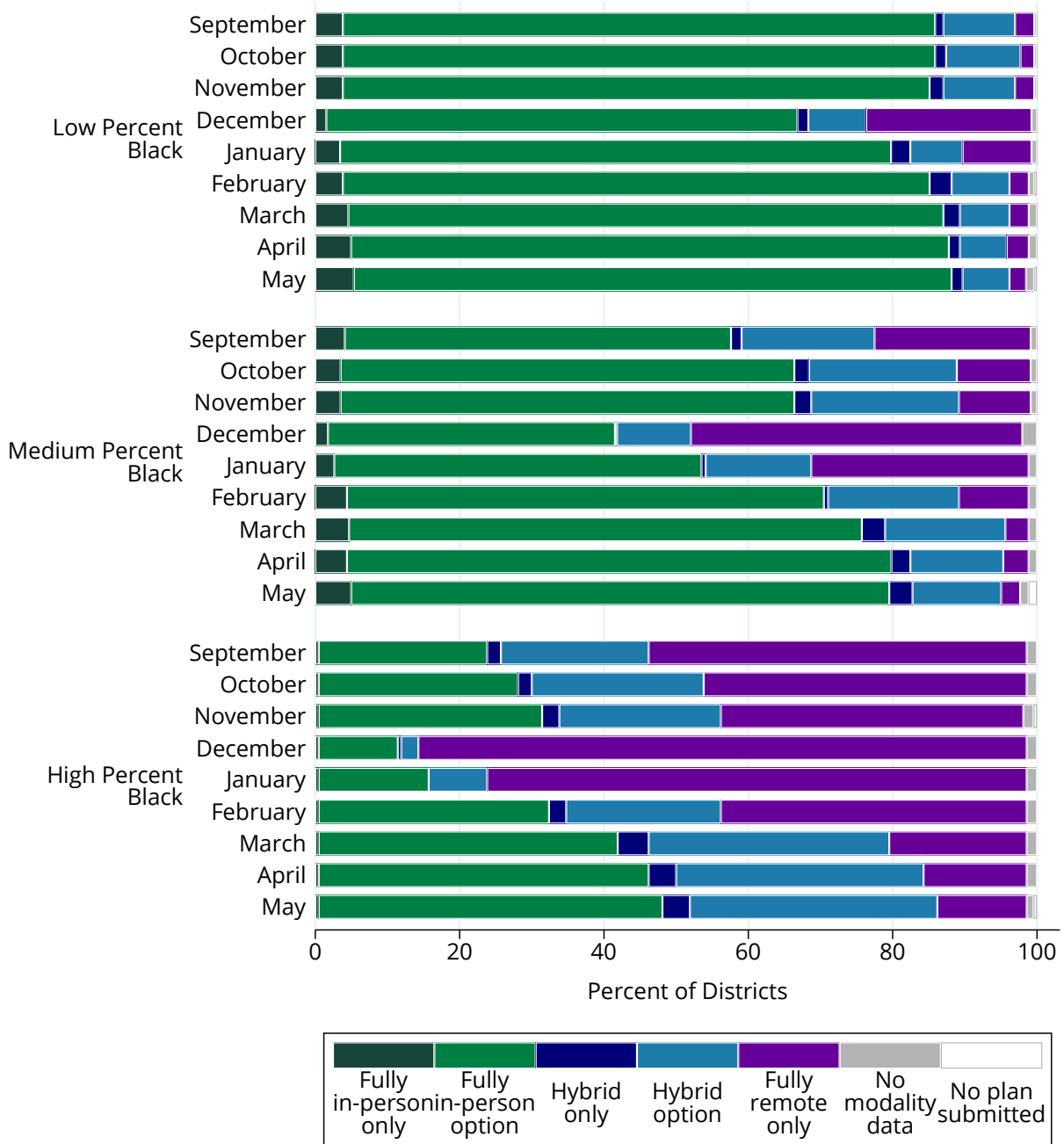
Notes: Lines represent the proportion of districts in each month that reported providing in-person instruction to each subgroup of students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59 pm on 5/10/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A2. Share of Districts by Economically Disadvantaged Student Population, Planned Instructional Modality, and Month



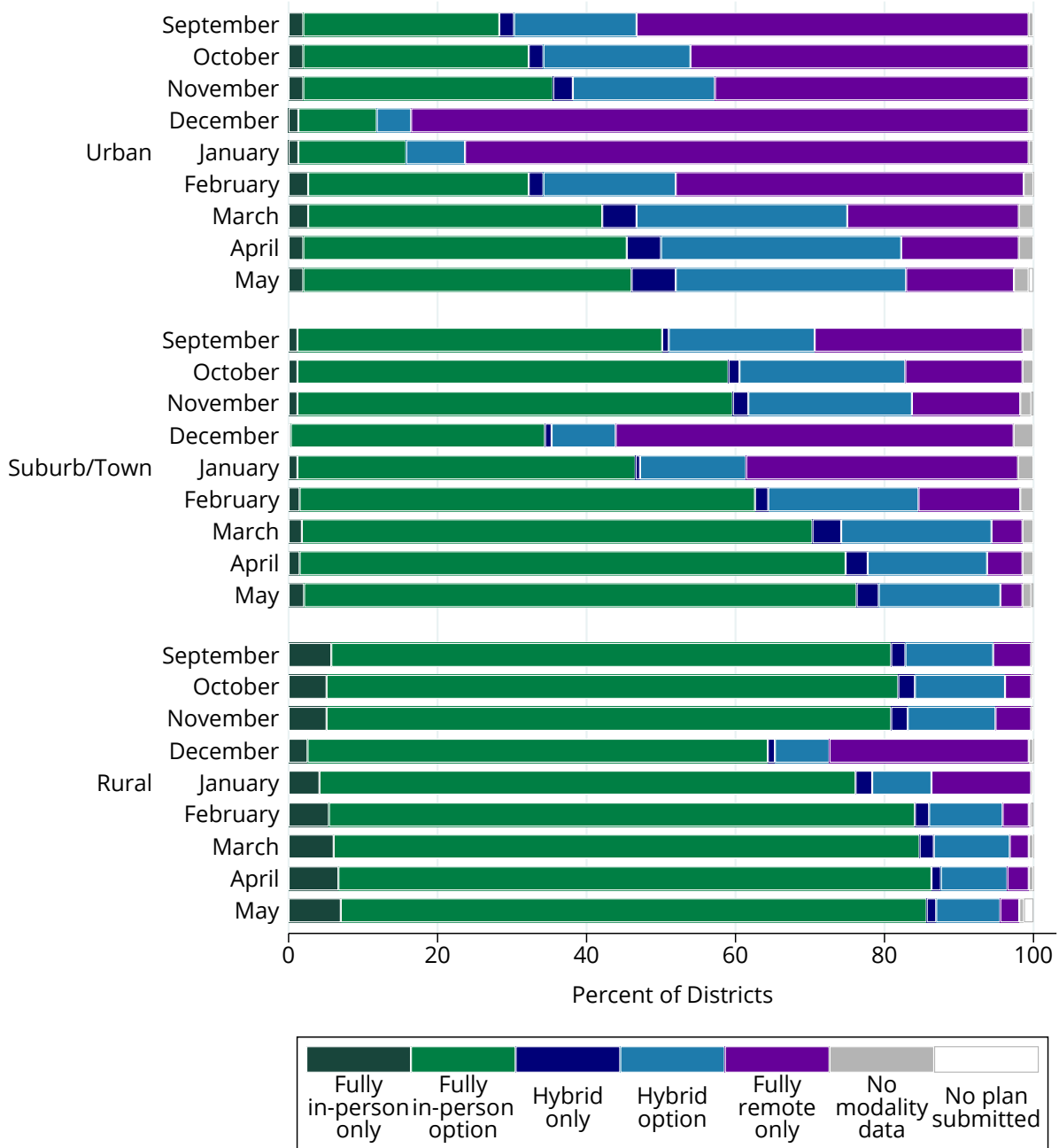
Notes: There are 221 districts in the “Low” group ($\leq 45\%$ economically disadvantaged), 381 in “Middle” ($45\text{--}79\%$ economically disadvantage), and 212 in the “High” group ($>79\%$ economically disadvantaged). Data reflect plans submitted by 11:59 pm on 5/10/2021. The “No Modality Data” category 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; enrollment data from the Center for Educational Performance and Information, Student Count Report (202021, Statewide, accessed April 1, 2021).

Figure A3. Share of Districts by Black Student Population, Planned Instructional Modality, and Month



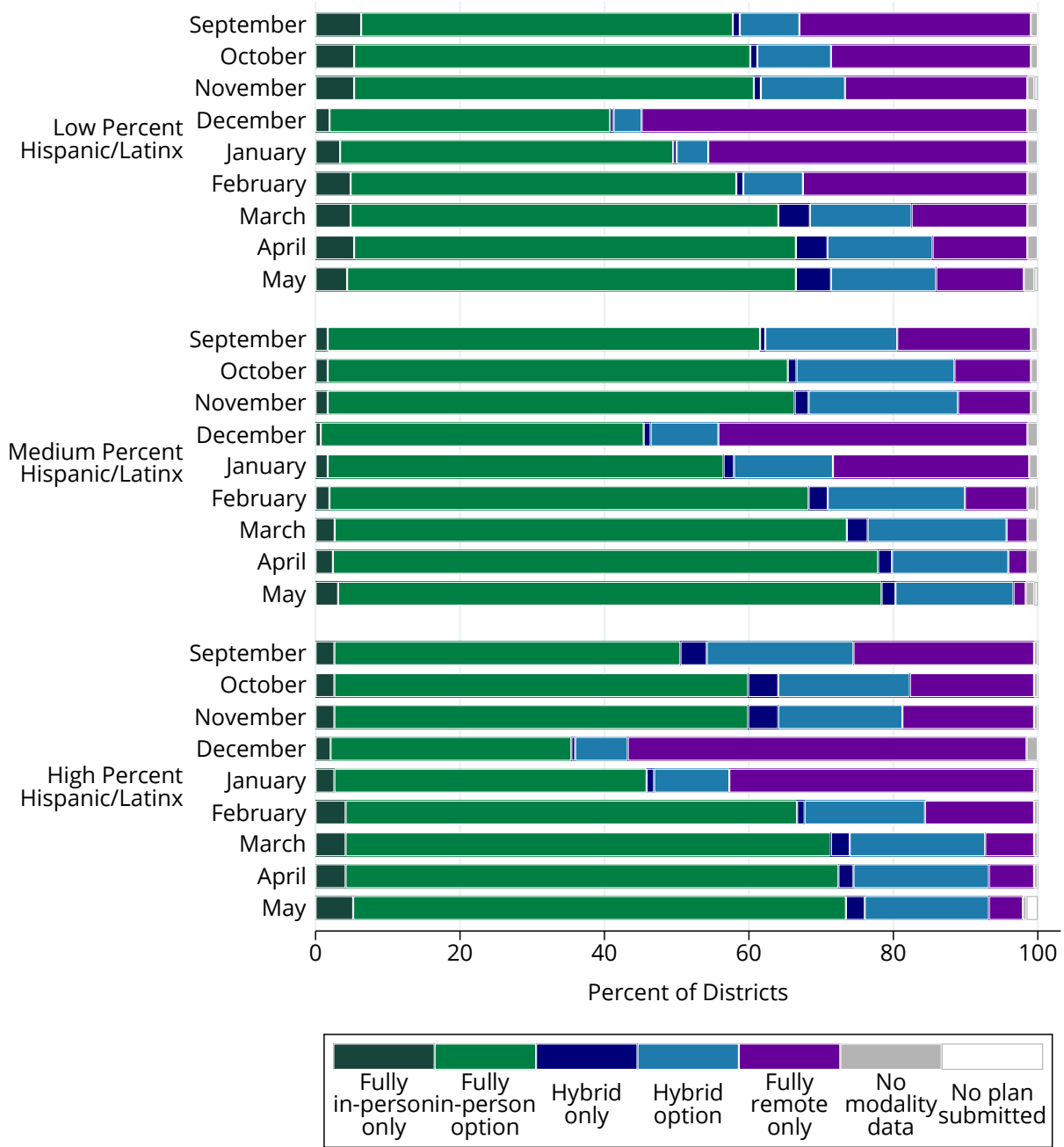
Notes: There are 262 districts in the “Low” group ($\leq 1\%$ Black students), 342 in “Middle” (1-24% Black students), and 210 in the “High” group ($> 24\%$ Black students). Data reflect plans submitted by 11:59 pm on 5/10/2021. The “No Modality Data” category includes districts that submitted plans 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 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 (2020-21, Statewide, accessed April 1, 2021).

Figure A4. Share of Districts by Urbanicity, Planned Instructional Modality, and Month



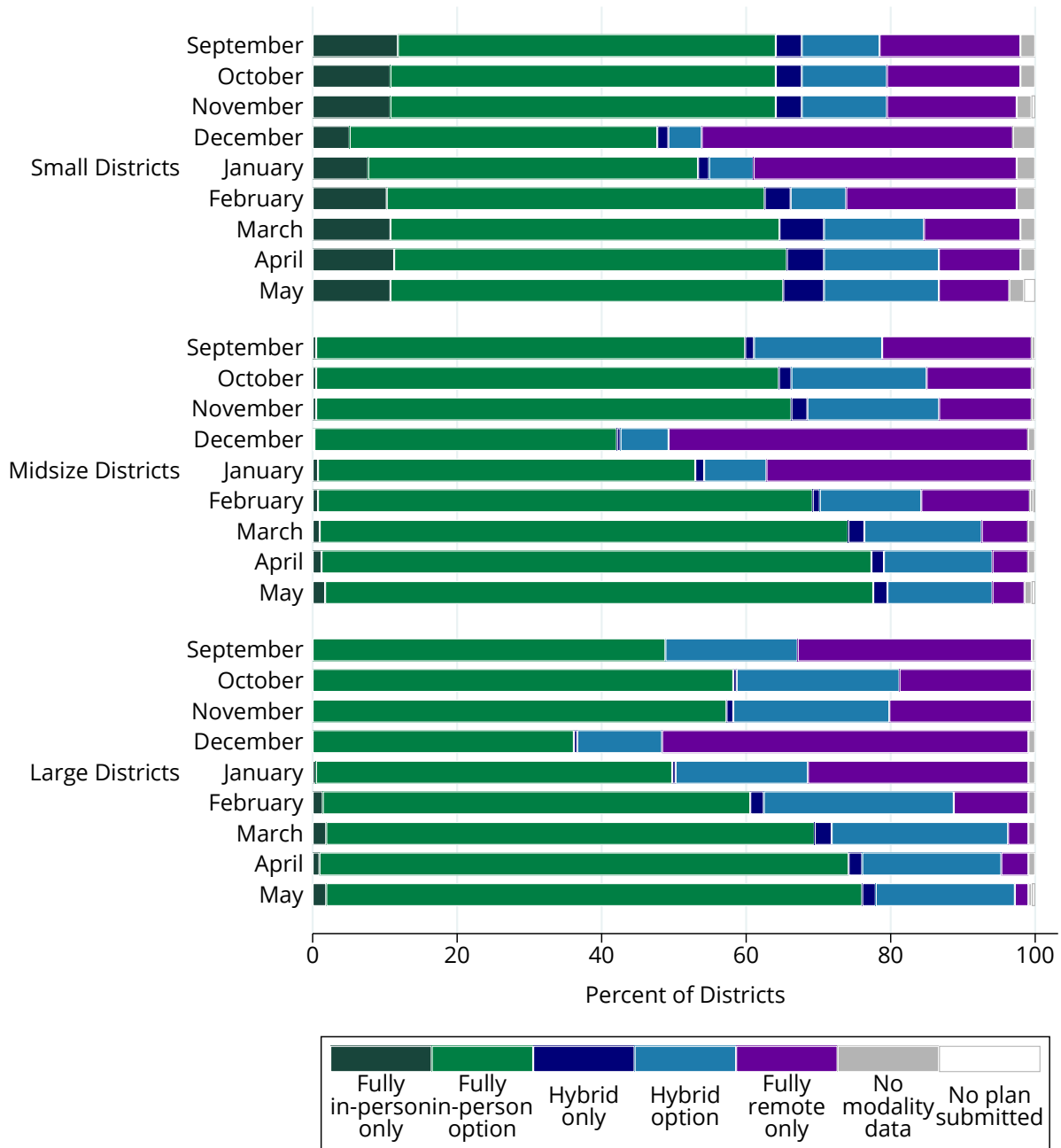
Notes: There are 152 districts in the “Urban” group, 314 in “Rural,” and 337 in the “Suburb/Town” group. Data reflect plans submitted by 11:59 pm on 5/10/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality 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 (2020-21, Statewide, accessed April 1, 2021).

Figure A5. Share of Districts by Hispanic/Latinx Student Population, Planned Instructional Modality, and Month



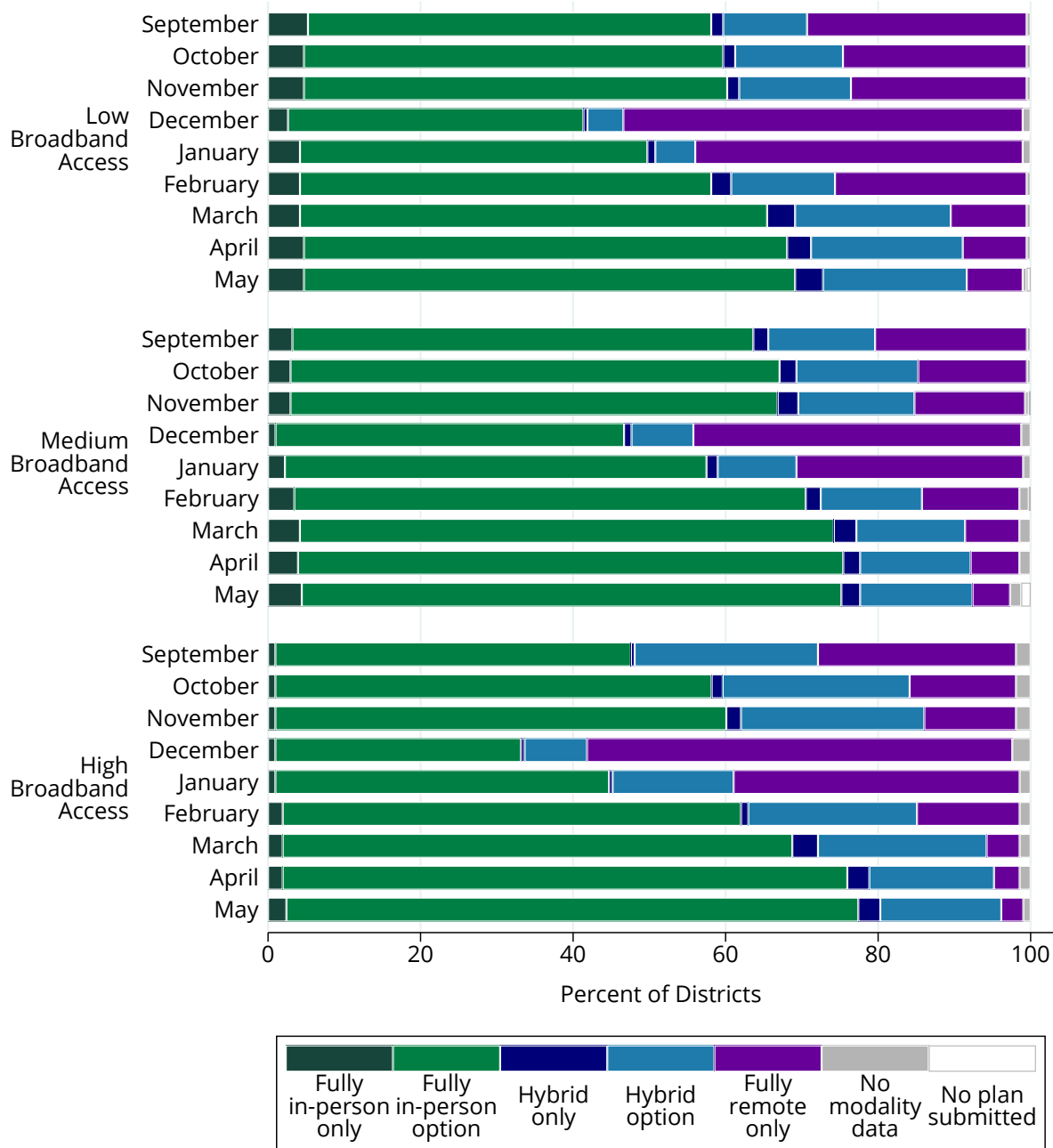
Notes: There are 206 districts in the “Low” group ($\leq 2\%$ Hispanic/Latinx students), 397 in “Middle” ($2\text{--}9\%$ Hispanic/Latinx students), and 208 in the “High” group ($>9\%$ Hispanic/Latinx students). Data reflect plans submitted by 11:59 pm on 5/10/2021. The “No Modality Data” category includes 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 (2020-21, Statewide, accessed April 1, 2021).

Figure A9. Share of Districts by Total Enrollment, Planned Instructional Modality, and Month



Notes: There are 195 districts in the “Small” group (≤ 337 students), 406 in “Midsize” (337-1824 students), and 213 in the “Large” group (> 1824 students). Data reflect plans submitted by 11:59 pm on 5/10/2021. Data reflect plans submitted by 4:00 pm on 3/8/2021. 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 (2020-21, Statewide, accessed April 1, 2021).

Figure A10. Share of Districts by Broadband Internet Access, Planned Instructional Modality, and Month



Notes: There are 191 districts in the “Low” grouping ($\leq 68\%$ of households), 407 in “Middle” ($68\% - 83\%$ of households) and 208 in the “High” grouping ($> 83\%$ of households). Data reflect plans submitted by 11:59 pm on 5/10/2021. 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; 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 and Students by Planned Instructional Modality and Month

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Districts</i>									
Fully In-Person Only	3%	3%	3%	1%	2%	3%	4%	4%	4%
Fully In-Person Option	55%	60%	61%	41%	50%	62%	67%	70%	70%
Hybrid Only	1%	2%	2%	1%	1%	2%	3%	3%	3%
Hybrid Option	16%	18%	18%	7%	11%	16%	18%	16%	16%
Fully Remote Only	23%	16%	16%	48%	35%	16%	7%	6%	5%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	1%
<i>Students</i>									
Fully In-Person Only	0%	0%	0%	0%	1%	2%	2%	1%	3%
Fully In-Person Option	47%	56%	55%	33%	44%	54%	65%	70%	70%
Hybrid Only	0%	2%	2%	0%	1%	2%	6%	5%	5%
Hybrid Option	17%	23%	24%	10%	18%	27%	23%	18%	18%
Fully Remote Only	35%	18%	18%	55%	35%	16%	4%	4%	3%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	0%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 4:00 pm on 3/8/2021. 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 and PSA Districts by Planned Instructional Modality and Month

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>LEA Districts</i>									
Fully In-Person Only	3%	3%	3%	2%	3%	4%	4%	4%	5%
Fully In-Person Option	67%	72%	71%	53%	64%	73%	77%	79%	79%
Hybrid Only	1%	1%	2%	1%	1%	2%	2%	2%	2%
Hybrid Option	13%	15%	15%	9%	12%	16%	15%	12%	12%
Fully Remote Only	16%	8%	9%	35%	18%	5%	1%	2%	1%
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	1%
<i>PSA Districts</i>									
Fully In-Person Only	3%	3%	3%	1%	1%	3%	3%	3%	2%
Fully In-Person Option	32%	37%	40%	17%	22%	42%	49%	52%	53%
Hybrid Only	3%	3%	3%	0%	0%	2%	5%	4%	4%
Hybrid Option	23%	24%	23%	4%	7%	14%	23%	24%	24%
Fully Remote Only	38%	32%	29%	75%	67%	37%	18%	14%	13%
No Modality Data	2%	2%	2%	3%	2%	2%	2%	2%	2%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 4:00 pm on 3/8/2021. 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. Share of Districts by Economically Disadvantaged Student Population, Planned Instructional Modality, and Month

Instructional Modality	Low										Medium										High									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	3%	3%	3%	2%	2%	3%	3%	3%	4%	4%	4%	4%	2%	4%	5%	5%	5%	5%	1%	1%	1%	0%	0%	1%	1%	2%	1%			
Fully In-Person Option	56%	64%	66%	46%	58%	67%	73%	81%	81%	67%	71%	71%	51%	62%	72%	75%	77%	77%	32%	36%	36%	17%	20%	38%	47%	47%	48%			
Hybrid Only	1%	2%	3%	1%	2%	3%	3%	2%	2%	1%	1%	1%	1%	1%	1%	2%	2%	2%	3%	3%	4%	0%	0%	3%	6%	5%	6%			
Hybrid Option	22%	24%	23%	14%	18%	21%	18%	12%	12%	14%	14%	13%	6%	10%	13%	13%	12%	12%	14%	19%	21%	3%	5%	15%	26%	28%	27%			
Fully Remote Only	17%	6%	5%	36%	20%	5%	2%	1%	1%	13%	10%	11%	40%	23%	8%	4%	3%	2%	48%	39%	35%	76%	72%	41%	17%	16%	14%			
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	2%	2%	3%	2%	2%	2%	2%	2%			
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%			

Notes: There are 221 districts in the “Low” group (≤45% economically disadvantaged), 381 in “Middle” (45-79% economically disadvantage), and 212 in the “High” group (>79% economically disadvantaged). Data reflect plans submitted by 11:59 pm on 5/10/2021. 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 (202021, Statewide, accessed April 1, 2021).

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

Instructional Modality	Low										Medium										High									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	4%	4%	4%	2%	3%	4%	5%	5%	5%	4%	4%	4%	2%	3%	4%	5%	4%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%			
Fully In-Person Option	82%	82%	81%	65%	76%	81%	82%	83%	83%	54%	63%	63%	40%	51%	66%	71%	75%	75%	23%	28%	31%	11%	15%	32%	41%	46%	48%			
Hybrid Only	1%	2%	2%	2%	3%	3%	2%	2%	2%	1%	2%	2%	0%	1%	1%	3%	3%	3%	2%	2%	2%	0%	0%	2%	4%	4%	4%			
Hybrid Option	10%	10%	10%	8%	7%	8%	7%	6%	6%	18%	20%	20%	10%	15%	18%	17%	13%	12%	20%	24%	22%	2%	8%	21%	33%	34%	34%			
Fully Remote Only	3%	2%	3%	23%	10%	3%	3%	3%	2%	22%	10%	10%	46%	30%	10%	3%	4%	3%	52%	45%	42%	84%	75%	42%	19%	14%	12%			
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%			
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%			

Notes: There are 262 districts in the “Low” group (≤1% Black students), 342 in “Middle” (1-24% Black students), and 210 in the “High” group (>24% Black students). Data reflect plans submitted by 11:59 pm on 5/10/2021. 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 (2020-21, Statewide, accessed April 1, 2021).

Table A5. Share of Districts by Urbanicity, Planned Modality, and Month

Instructional Modality	Urban										Suburban/Town										Rural									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	2%	2%	2%	1%	1%	3%	3%	2%	2%	1%	1%	1%	0%	1%	1%	2%	1%	2%	6%	5%	5%	3%	4%	5%	6%	7%	7%			
Fully In-Person Option	26%	30%	34%	11%	14%	30%	39%	43%	44%	49%	58%	58%	34%	45%	61%	69%	73%	74%	75%	77%	76%	62%	72%	79%	79%	80%	79%			
Hybrid Only	2%	2%	3%	0%	0%	2%	5%	5%	6%	1%	1%	2%	1%	1%	2%	4%	3%	3%	2%	2%	2%	1%	2%	2%	2%	1%	1%			
Hybrid Option	16%	20%	19%	5%	8%	18%	28%	32%	31%	20%	22%	22%	9%	14%	20%	20%	16%	16%	12%	12%	12%	7%	8%	10%	10%	9%	9%			
Fully Remote Only	53%	45%	42%	83%	76%	47%	23%	16%	14%	28%	16%	15%	53%	36%	14%	4%	5%	3%	5%	4%	5%	27%	13%	4%	3%	3%	3%			
No Modality Data	1%	1%	1%	1%	1%	1%	2%	2%	2%	1%	1%	1%	3%	2%	2%	1%	1%	1%	0%	0%	0%	1%	0%	0%	1%	1%	1%			
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%			

Notes: There are 152 districts in the “Urban” group, 314 in “Rural,” and 337 in the “Suburb/Town” group. Data reflect plans submitted by 11:59 pm on 5/10/2021. 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 (2020-21, Statewide, accessed April 1, 2021).

Table A6. Share of Districts by Hispanic/Latinx Student Population, Planned Modality, and Month

Instructional Modality	Low										Medium										High									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	6%	5%	5%	2%	3%	5%	5%	5%	4%	2%	2%	2%	1%	2%	2%	3%	2%	3%	3%	3%	3%	2%	3%	4%	4%	4%	5%			
Fully In-Person Option	51%	55%	55%	39%	46%	53%	59%	61%	62%	60%	64%	65%	45%	55%	66%	71%	75%	75%	48%	57%	57%	33%	43%	63%	67%	68%	68%			
Hybrid Only	1%	1%	1%	0%	0%	1%	4%	4%	5%	1%	1%	2%	1%	1%	3%	3%	2%	2%	4%	4%	4%	1%	1%	1%	3%	2%	3%			
Hybrid Option	8%	10%	12%	4%	4%	8%	14%	15%	15%	18%	22%	21%	9%	14%	19%	19%	16%	16%	20%	18%	17%	7%	10%	17%	19%	19%	17%			
Fully Remote Only	32%	28%	25%	53%	44%	31%	16%	13%	12%	19%	11%	10%	43%	27%	9%	3%	3%	2%	25%	17%	18%	55%	42%	15%	7%	6%	5%			
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%			
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%			

Notes: There are 206 districts in the “Low” group (≤2% Hispanic/Latinx students), 397 in “Middle” (2-9% Hispanic/Latinx students), and 208 in the “High” group (>9% Hispanic/Latinx students). Data reflect plans submitted by 11:59 pm on 5/10/2021. 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 (2020-21, Statewide, accessed April 1, 2021).

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

Instructional Modality	Small										Medium										Large									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	12%	11%	11%	5%	8%	10%	11%	11%	11%	0%	0%	0%	0%	1%	1%	1%	1%	2%	0%	0%	0%	0%	0%	1%	2%	1%	2%			
Fully In-Person Option	52%	53%	53%	43%	46%	52%	54%	54%	54%	59%	64%	66%	42%	52%	68%	73%	76%	76%	49%	58%	57%	36%	49%	59%	68%	73%	74%			
Hybrid Only	4%	4%	4%	2%	2%	4%	6%	5%	6%	1%	2%	2%	0%	1%	1%	2%	2%	2%	0%	0%	1%	0%	0%	2%	2%	2%	2%			
Hybrid Option	11%	12%	12%	5%	6%	8%	14%	16%	16%	18%	19%	18%	7%	9%	14%	16%	15%	15%	18%	23%	22%	12%	18%	26%	24%	19%	19%			
Fully Remote Only	19%	18%	18%	43%	36%	24%	13%	11%	10%	21%	15%	13%	50%	37%	15%	6%	5%	4%	32%	18%	20%	51%	31%	10%	3%	4%	2%			
No Modality Data	2%	2%	2%	3%	3%	3%	2%	2%	2%	0%	0%	0%	1%	0%	0%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	0%			
No Plan Submitted	0%	0%	1%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			

Notes: There are 195 districts in the “Small” group (≤337 students), 406 in “Midsize” (337-1824 students), and 213 in the “Large” group (>1824 students). Data reflect plans submitted by 11:59 pm on 5/10/2021. Data reflect plans submitted by 4:00 pm on 3/8/2021. 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 (2020-21, Statewide, accessed April 1, 2021).

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

Instructional Modality	Low										Medium										High									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May			
Fully In-Person Only	5%	5%	5%	3%	4%	4%	4%	5%	5%	3%	3%	3%	1%	2%	3%	4%	4%	4%	1%	1%	1%	1%	1%	2%	2%	2%	2%			
Fully In-Person Option	53%	55%	55%	39%	46%	54%	61%	63%	64%	60%	64%	64%	46%	55%	67%	70%	71%	71%	47%	57%	59%	32%	44%	60%	67%	74%	75%			
Hybrid Only	2%	2%	2%	1%	1%	3%	4%	3%	4%	2%	2%	3%	1%	1%	2%	3%	2%	2%	0%	1%	2%	0%	0%	1%	3%	3%	3%			
Hybrid Option	11%	14%	15%	5%	5%	14%	20%	20%	19%	14%	16%	15%	8%	10%	13%	14%	14%	15%	24%	25%	24%	8%	16%	22%	22%	16%	16%			
Fully Remote Only	29%	24%	23%	52%	43%	25%	10%	8%	7%	20%	14%	14%	43%	30%	13%	7%	6%	5%	26%	14%	12%	56%	38%	13%	4%	3%	3%			
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	2%	2%	2%	2%	1%	1%	1%	1%	1%			
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	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 11:59 pm on 5/10/2021. 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; 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 ACS data were obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org

^{iv} 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/>

^v 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.

^{vi} Mauger, Craig, and Jennifer Chambers. “Gov. Whitmer Urges All Schools to Offer in-Person Option by March 1.” *The Detroit News*, The Detroit News, 8 Jan. 2021, www.detroitnews.com/story/news/local/michigan/2021/01/08/gov-whitmer-expected-encourage-person-instruction-schools/6595679002/.