



**Education Policy  
Innovation Collaborative**  
RESEARCH WITH CONSEQUENCE

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**Education Policy Innovation Collaborative**

# **Instructional Delivery Under Michigan Districts' Extended COVID-19 Learning Plans – April 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<sup>1</sup> 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 April, 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 April were administered through MDE's GEMS-MARS application and the latest set of district submissions were accepted through 11:59 pm on April 25, 2021. Districts were asked to indicate if they planned<sup>ii</sup> 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 April, but also incorporates September through March plans that had not yet been submitted at the time of our March update. As of April 25, 2021, all districts submitted plans for September, October, December, January, March, and April. All districts except one PSA submitted plans for November, and all districts except one LEA submitted plans for February. Thus, 812 districts submitted plans across all eight months.

**Table 1. September-April ECOL Plans Submitted by Michigan Districts**

	<b>Total Number of Districts</b>
<b>All Districts</b>	814
Districts that Submitted <b>September</b> ECOL Plans	814
Districts that Submitted <b>October</b> ECOL Plans	814
Districts that Submitted <b>November</b> ECOL Plans	813
Districts that Submitted <b>December</b> ECOL Plans	814
Districts that Submitted <b>January</b> ECOL Plans	814
Districts that Submitted <b>February</b> ECOL Plans	813
Districts that Submitted <b>March</b> ECOL Plans	814
Districts that Submitted <b>April</b> ECOL Plans	814
Districts that Submitted ECOL Plans <b>All 8 Months</b>	812

*Notes: Data reflect plans submitted by 11:59 pm on 4/25/2021. 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**

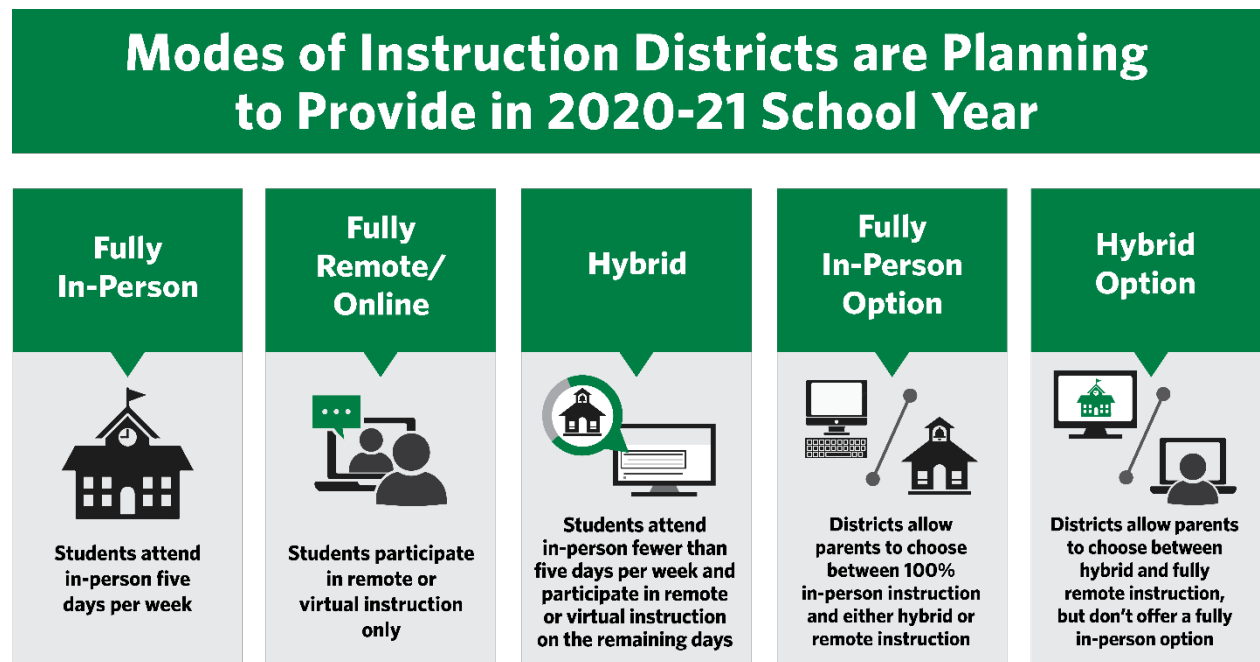
This report draws from several auxiliary data sources to provide additional context about school districts and the local communities they serve. District plans are linked with publicly available characteristics from the Educational Entity Master (EEM) database to compare ECOL plan content and instructional 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.<sup>iii</sup>

## 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.”

## APRIL PLANS FOR INSTRUCTIONAL MODALITY

In April, 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. Just 6% 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 April. Ninety-four percent of students in Michigan are enrolled in districts that planned to offer some amount of in-person instruction. Only 4% of Michigan students are enrolled in the 50 districts that planned to offer only remote instruction. The 74% of districts that planned to offer fully in-person schooling in April represent 71% of Michigan K-12 students. Conversely, 23% of Michigan students attend the 19% of districts that planned to offer hybrid schooling in April.

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

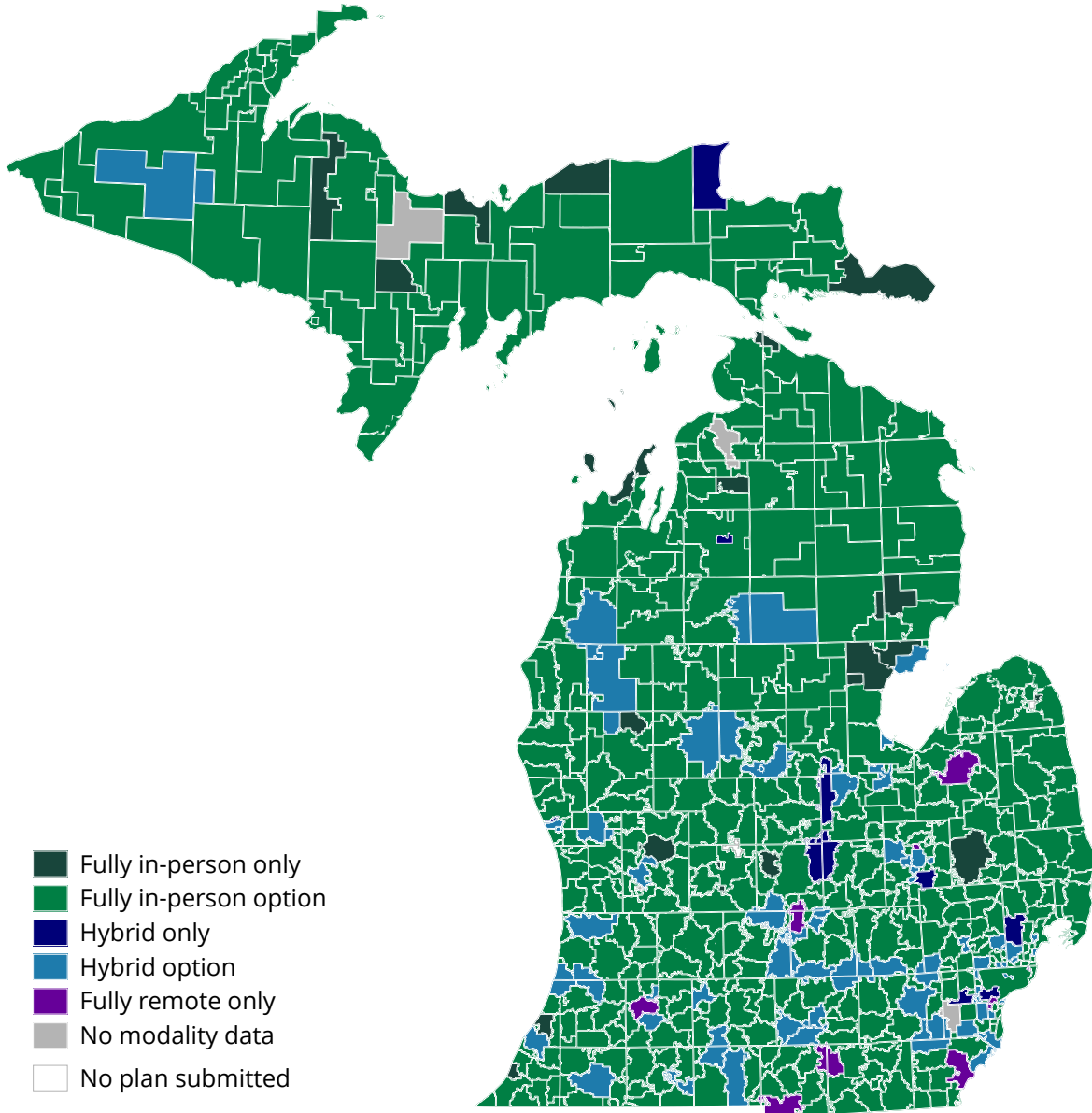
Instructional Modality	School Districts		Students	
	Count	Percent	Count	Percent
Fully In-Person Only	29	4%	18,653	1%
Fully In-Person Option	571	70%	971,564	70%
Hybrid Only	21	3%	71,951	5%
Hybrid Option	133	16%	249,345	18%
Fully Remote Only	50	6%	59,612	4%
No Modality Data	10	1%	10,763	1%
No Plan Submitted	0	0%	0	0%

*Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 11:59 pm on 4/25/2021. 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>*

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 slightly smaller than the state average, whereas districts offering hybrid instruction tend to be larger.

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 April. 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, April 2021 (*Traditional Public Schools Only*)**



*Notes: Data reflect plans submitted by 11:59 pm on 4/25/2021. 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, mostly near large urban areas (e.g., Detroit, 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 eight 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 roughly 83% in both October and November. 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.

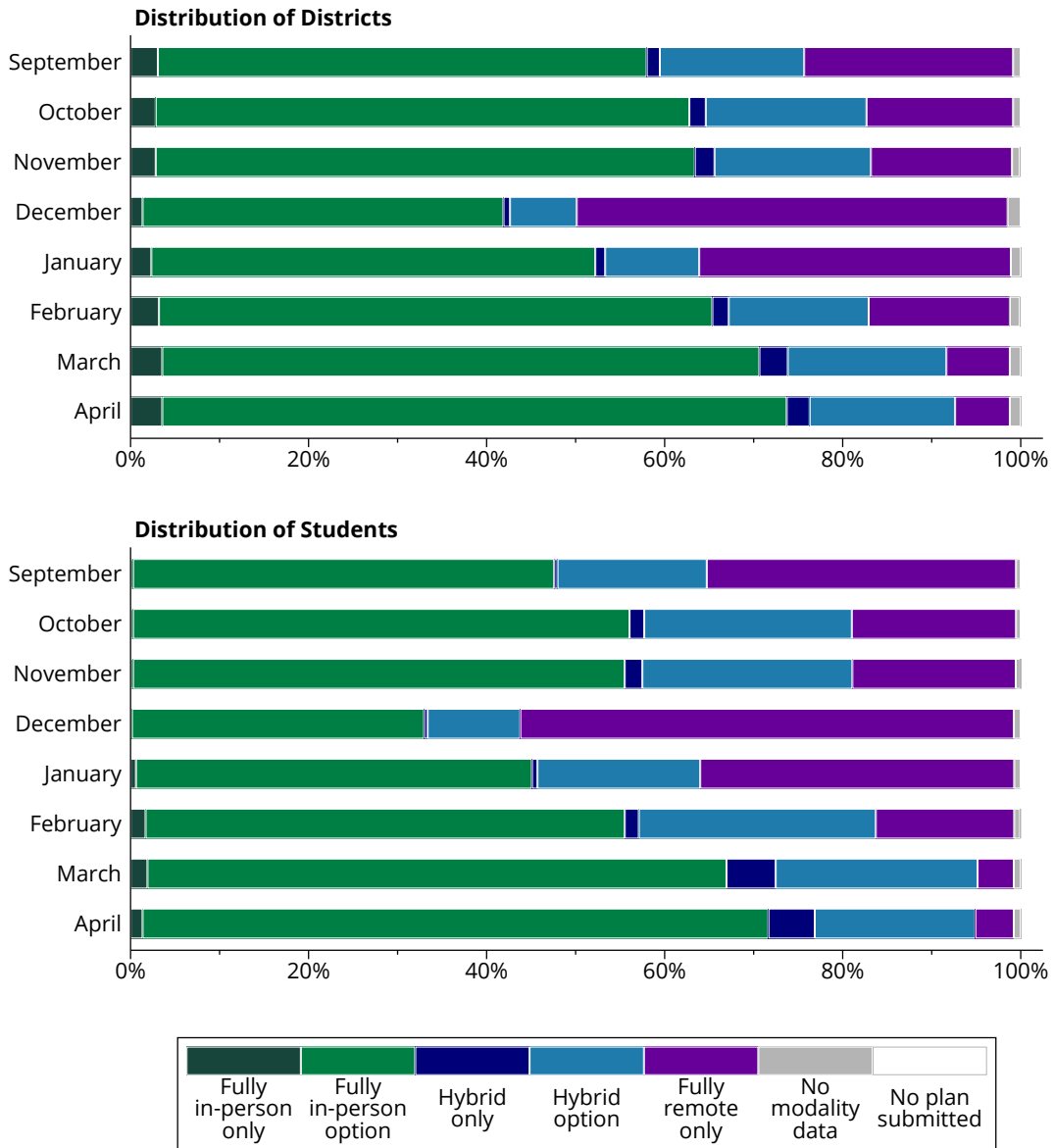
Michigan experienced a dramatic rise in COVID-19 infections over the course of the fall, especially in November.<sup>iv</sup> On November 15<sup>th</sup>, the Michigan Department of Health and Human Services (MDHHS) issued an Emergency Order under MCL 333.2253 that mandated all high schools halt in-person instruction between November 18<sup>th</sup> and December 20<sup>th</sup>, 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%).<sup>v</sup> 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 April, 74% of districts planned to offer fully in-person instruction (a 4% increase from March), 19% planned to offer hybrid instruction (a 10% decrease), and only 6% planned to offer only fully remote instruction (a 14% decrease).

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 eight months, districts offering fully in-person instruction tend to be slightly smaller than the state average. By April, the 74% of districts planning to offer fully in-person schooling enrolled 71% of Michigan's student population. Although earlier in the year remote-only districts tended to be larger than average, by April this was no longer

the case, largely because most of the remote-only districts remaining in April were PSAs (more on this below). In April, districts that planned to offer hybrid instruction were larger, representing 23% of Michigan students (down from 29% in March).

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

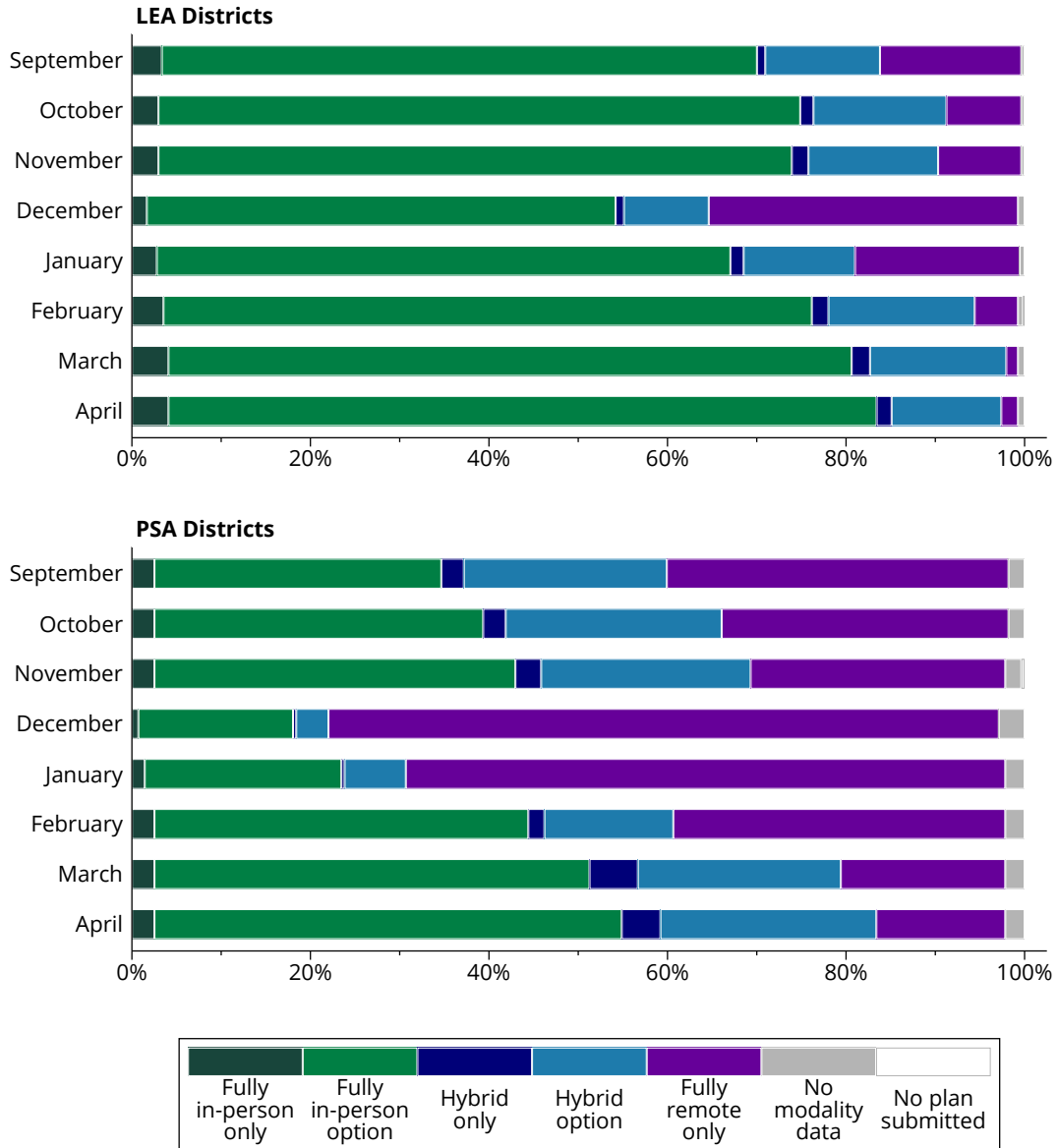


Notes: Data reflect plans submitted by 11:59 pm on 4/25/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did 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 eight 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 April, 83% of LEA districts were planning to offer fully in-person instruction, with another 14% planning to offer hybrid instruction. Only 2% 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-sixth of PSAs (14%) planned to offer only fully remote instruction.

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

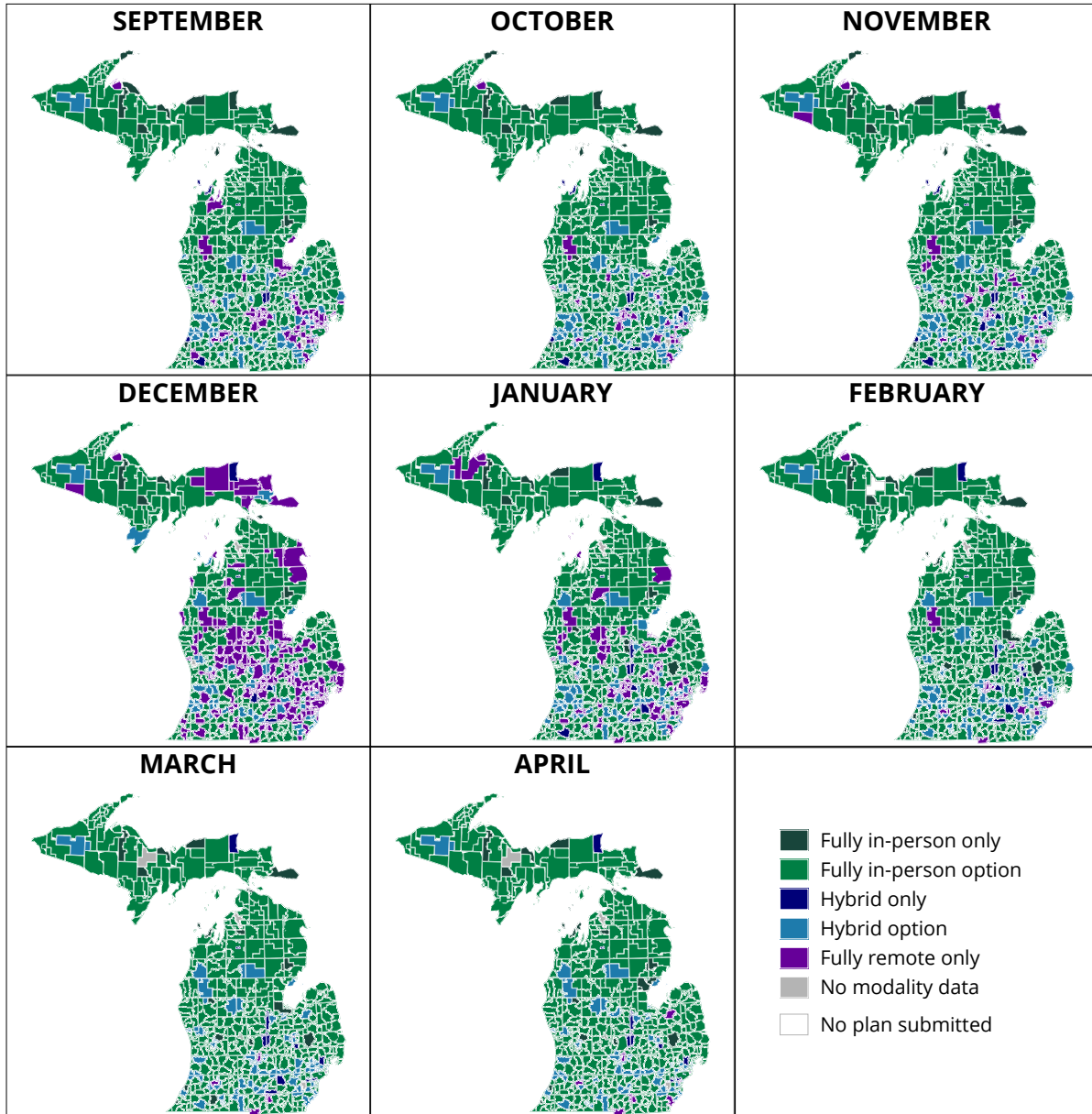


Notes: Data reflect plans submitted by LEAs by 11:59 pm on 4/25/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts 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. Between September and November, an increasing number of 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).

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



Notes: Data reflect plans submitted by 11:59 pm on 4/25/2021. 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.



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 five 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. By April, only seven LEAs planned to only offer fully remote instruction.

## Forms of Instruction Within Instructional Modalities

### **DAYS OF IN-PERSON INSTRUCTION PROVIDED TO HYBRID STUDENTS**

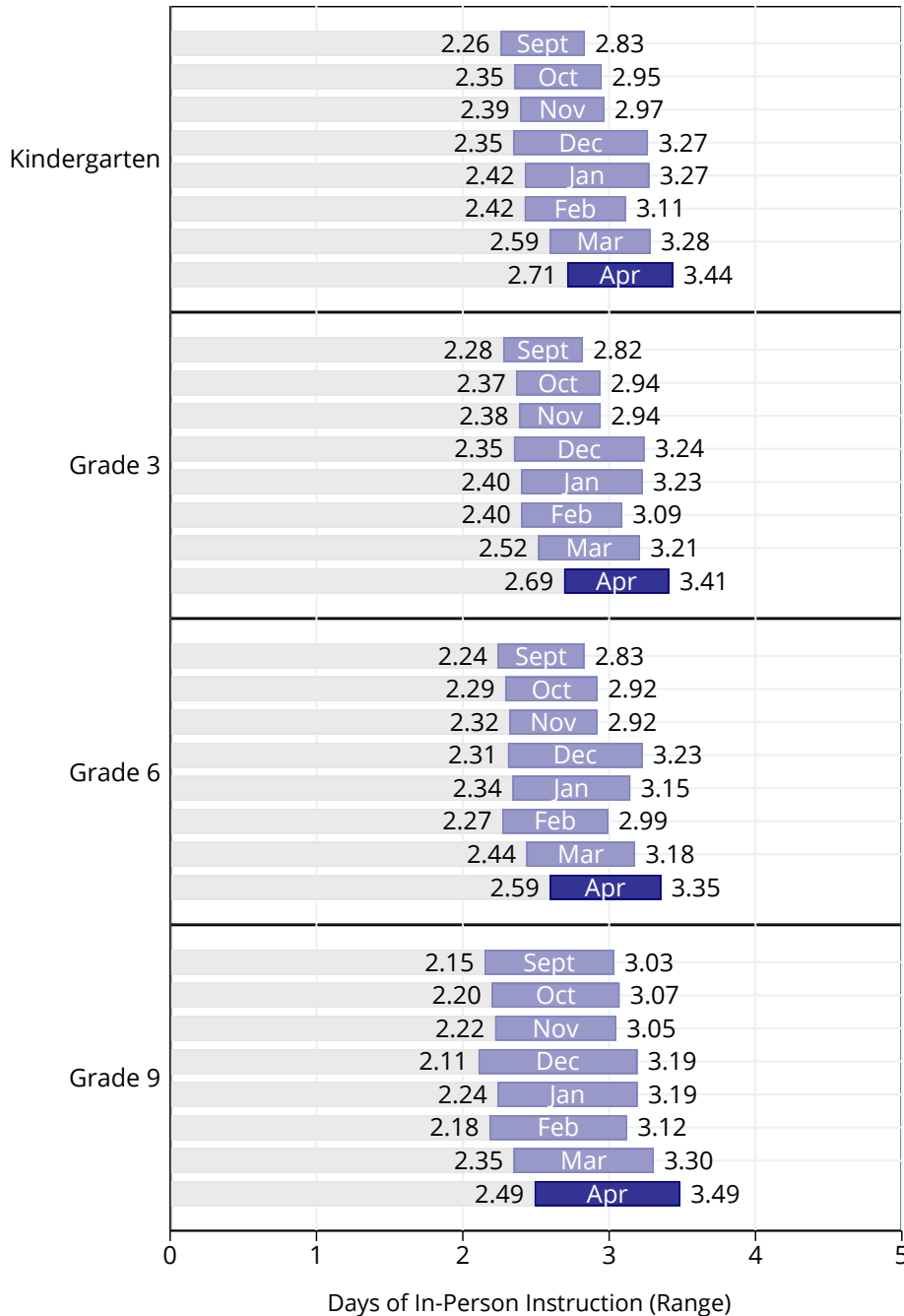
Students who received hybrid instruction attended school in person for part of the week and participated in remote instruction for part of the week. Districts that planned to provide hybrid instruction were asked to approximate the minimum and maximum number of days that hybrid students in their district 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. There was a slight dip in the average number of in-person days for districts offering hybrid instruction in February relative to January, however, all grade levels saw a slight increase in the average number of in-person days of instruction provided to hybrid students between February and April.

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

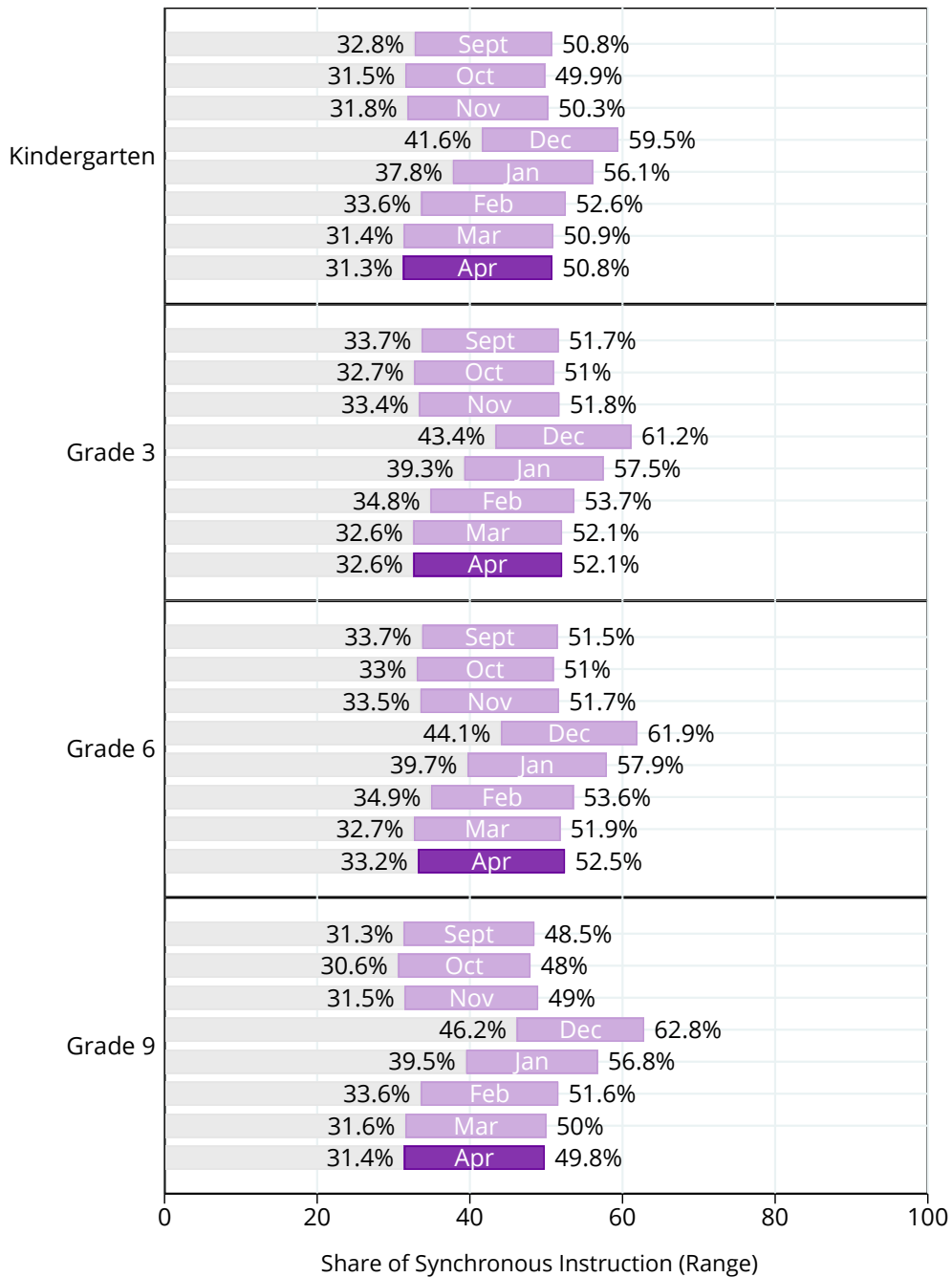


Notes: We calculate the average range of planned days of in-person instruction for hybrid students by averaging district responses for each grade across all districts that responded that they planned to offer any students hybrid instruction. The top bar can be interpreted as “Kindergarteners receiving 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 4/25/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure 6 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.

**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 32.8% and 50.8% of instruction was in a synchronous format." Data reflect plans submitted by 11:59 pm on 4/25/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

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 in January, February, March, and April, with the estimated range of synchronous instruction in April roughly equaling what was provided at the beginning of the academic year. In other words, the districts that offer fully remote instruction in April are offering less synchronous instruction, on average, than the set of districts offering fully remote instruction in December 2020.

## **Estimated Percentage of Students by Planned Instructional Modality and District Characteristics**

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.<sup>vi</sup> While the results in Figure 2 show that Governor Whitmer's goal was nearly met (only 7% of school districts planned to offer remote instruction in March), it is still unclear how many students will receive each type of instruction for the upcoming month.

The remainder of this report investigates student uptake of each instructional modality and any differences across districts with varying characteristics. 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.

We classify districts into "low," "medium," and "high" categories based on the distributions of several characteristics of districts (i.e., total enrollment and the percentage of economically disadvantaged, Black, and Hispanic/Latinx students) and communities (i.e., urbanicity and broadband internet access). We then compare student uptake of each instructional modality across districts in the lowest quartile ("low"), the middle two quartiles ("medium"), and the highest quartile ("high") for each characteristic. In this section, we only discuss uptake results for the economically disadvantaged and Black student distributions, as well as urbanicity, since previous ECOL reports show consistent disparities in planned instructional modality within these distributions. Analyses examining modality uptake by

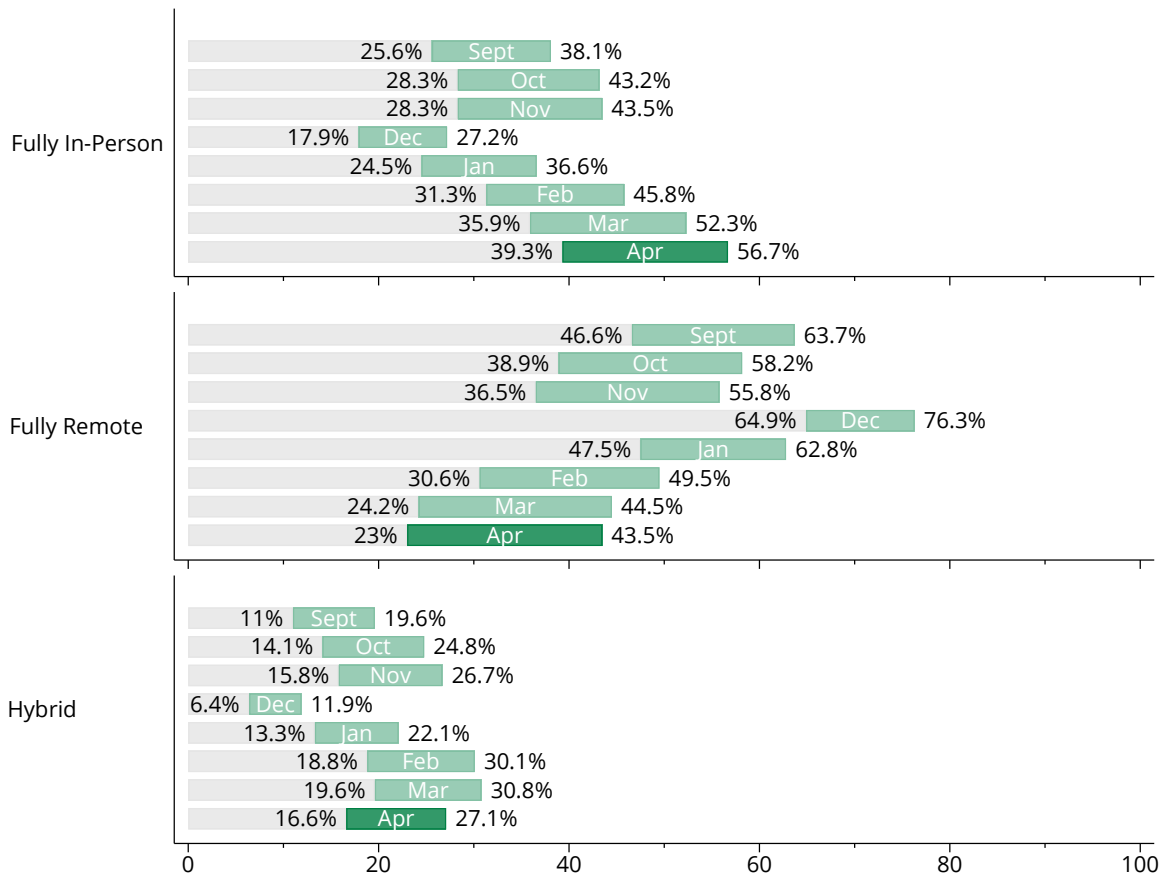
districts with various levels of Hispanic/Latinx students, total enrollment, and broadband internet access are presented in Appendix Figures A1 through A3.

Analyses presented in the November and December iterations of this report but not yet discussed here have been updated to include district’s planned April modality. These figures can be found in the Appendix (see Appendix Figures A4-A10 and Tables A9-A14).

### STUDENT UPTAKE FOR EACH INSTRUCTIONAL MODALITY

Figure 7 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.

**Figure 7. 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 25.6 and 38.1 percent of Michigan students were receiving fully in-person instruction in September.” Data reflect plans submitted by 11:59 pm on 4/25/2021. 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>

In April, districts planned to provide fully in-person instruction to between 39% 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 71% 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 23% and 44% of all students across the state. Thus, in April, the fewest Michigan students are learning remotely since the beginning of the 2020-21 school year. However, this proportion is far greater than the 4% of students that attended districts only offering remote instruction.

Notably, April is the second 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.

## INSTRUCTIONAL MODALITY UPTAKE BY DISTRICT CHARACTERISTICS

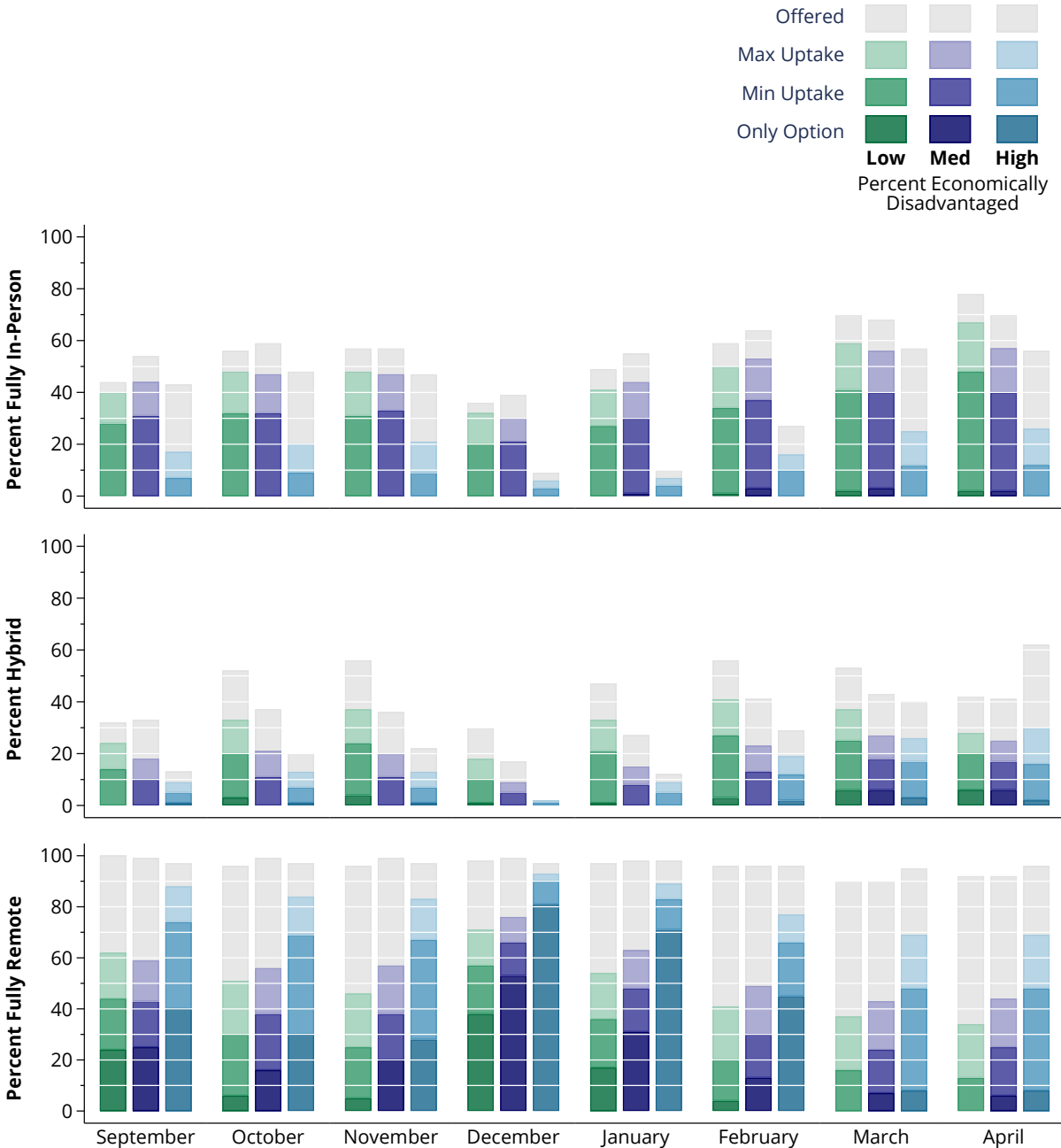
Figures 8 through 10 repeat the previous analysis separately for districts that fall into the low, medium, and high categories of the economically disadvantaged and Black student populations, as well as urban, suburban/town, and rural districts. Within each figure, we provide four unique values to understand student uptake of each modality: the percent of students offered each instructional modality (represented by the gray bars), the maximum estimated percentage of students receiving each modality (represented by the lightest shades of green/navy/blue), the minimum estimated percentage of students receiving each modality (represented by the middle shades of green/navy/blue), and the percentage of students who were not offered any other modes of instruction and therefore could not choose their learning modality (represented by the darkest shades of green/navy/blue).

With these four unique values, we can make multiple observations regarding student modality decisions. First, the percent of students offered each modality simply shows what share of students were *offered* the opportunity to learn in each instructional modality. Second, the minimum and maximum estimated percentages of students receiving each modality tell us what share of students *received* each modality. Third, the percentage of students only offered one modality tells us the share of students who *did not have a choice* in how they were instructed. Finally, subtracting the percentage of students who did not have a choice both from the total percentage of students offered a given modality, and the estimated range of students receiving each modality, tells us the percentage of students who *opted in* to each modality. We use this terminology throughout the discussion below.

Figure 8 shows how student uptake of each planned instructional modality differs according to the proportion of economically disadvantaged students enrolled in a district. The bright blue bars represent the districts with the highest proportion of economically disadvantaged students. The grey shading shows that, across all eight months, students in

districts with the greatest shares of economically disadvantaged students were significantly less likely to be offered fully in-person instruction. Until April, the same was true for the offer of hybrid instruction.

**Figure 8. Estimated Percentage of Students by Planned Instructional Modality and Economically Disadvantaged Student Population (*Ranges based on district reports*)**



Notes: There are 221 districts in the “Low” group ( $\leq 45\%$  economically disadvantaged), 381 in “Middle” (45-79% economically disadvantaged), and 212 in the “High” group ( $> 79\%$  economically disadvantaged). Data reflect plans submitted by 11:59 pm on 4/25/2021. 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).

Across the eight months, relative to students in districts with fewer economically disadvantaged students, far lower proportions of students in districts with the most economically disadvantaged students took up the offer for in-person instruction. At the beginning of the 2020-21 school year, for districts with the highest shares of economically disadvantaged students, approximately 16% to 40% of students offered fully in-person instruction have opted to learn in this modality. By April, 56% of students in districts with largest shares of economically disadvantaged students were offered fully in-person instruction and 12% to 26% received fully in-person instruction.

In contrast, 44% of students in districts with small economically disadvantaged populations were offered fully in-person instruction in September, rising to 78% in April. Twenty-eight percent to 40% of students received fully in-person instruction in September, increasing to 48% to 67% in April. Two percent of students in these districts did not have any choices other than fully in-person instruction in April. Thus, approximately 60% to 90% of students in districts that offered both fully in-person and another modality opted to receive in-person instruction in both months.

Compared to in-person instruction, districts were far less likely to offer students hybrid instruction throughout the school year. In September, 32% of students in districts with small economically disadvantaged student populations were offered hybrid instruction, with 14% to 24% of students receiving hybrid instruction (between 44% and 75% opted in to hybrid instruction). At the same time, only 13% of students in districts with larger economically disadvantaged student populations were offered hybrid instruction in September, 5% to 9% received hybrid instruction, and 33% to 67% opted in to this modality. Between September and March, districts with small economically disadvantaged student populations were consistently more likely to offer hybrid instruction compared to districts with large economically disadvantaged student populations. This changed in April, when districts with larger economically disadvantaged student populations offered hybrid instruction to 62% of their students and 23% to 47% opted in to receive this instructional modality. Conversely, only 42% of students in district with small economically disadvantaged student populations offered hybrid instruction in April (39% to 61% opted to receive hybrid instruction).

In all months, nearly all Michigan students were at least offered the option of receiving instruction remotely (between 90% and 100% of all Michigan students in each category). However, remote uptake was highest among students in districts with the greatest shares of economically disadvantaged students. In districts with high proportions of economically disadvantaged students, 97% and 96% of students were offered fully remote instruction in September and April, respectively. In September, 74% to 88% of students in these districts received remote instruction, decreasing to 48% to 69% in April. Further, 40% and 8% of students in these districts were only offered remote instruction in September and April, respectively. This indicates that 34% to 48% chose remote instruction in September, increasing to between 40% and 61% choosing remote instruction in April. In other words,



60% to 84% of students in districts with high shares of economically disadvantaged students and multiple modality options opted in to fully remote instruction in September, diminishing to 45% to 69% of students opting in to fully remote instruction in April.

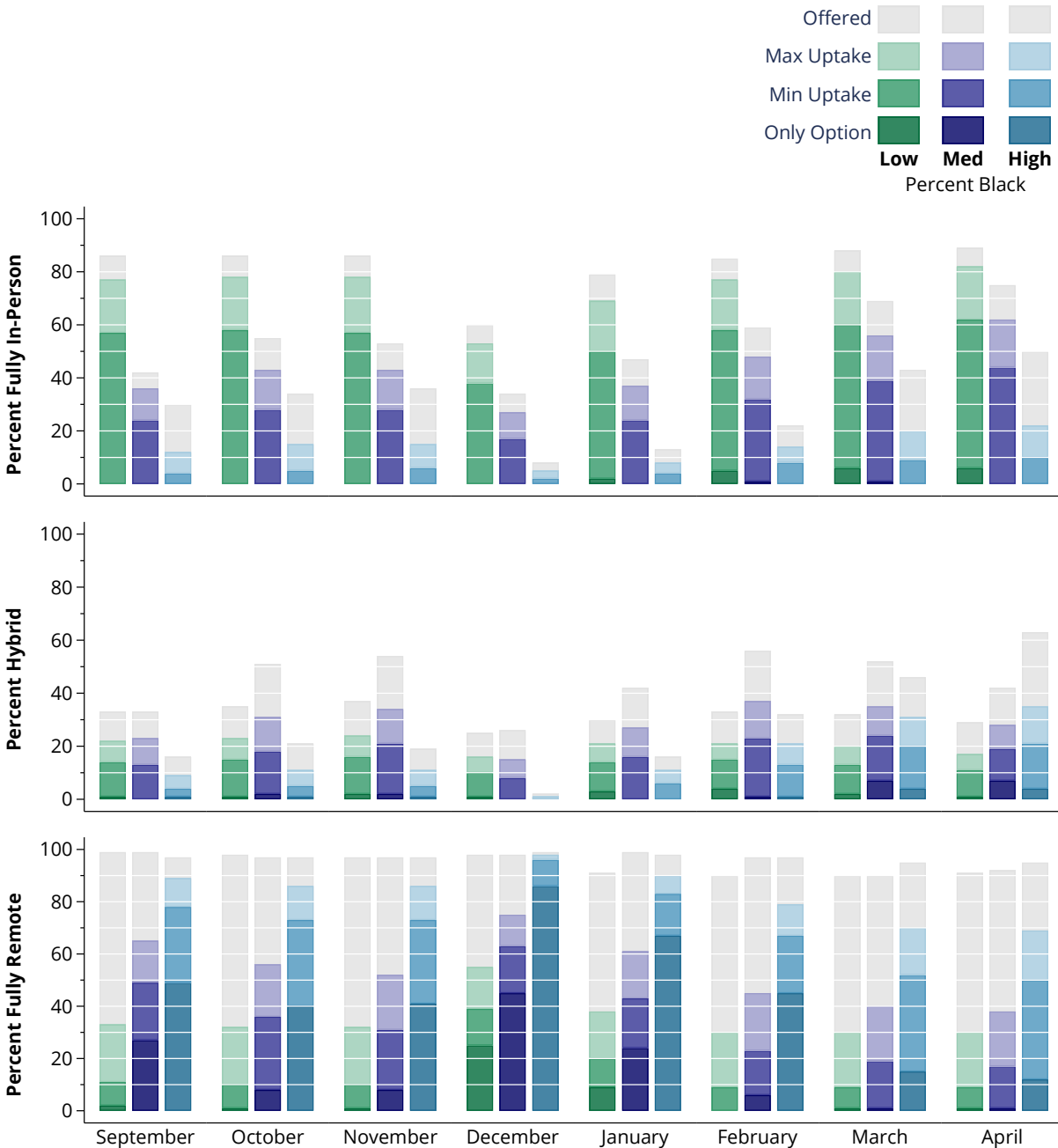
In September, 100% of students in districts with low proportions of economically disadvantaged districts were offered fully remote instruction and 44% to 62% of students received fully remote instruction. Twenty-four percent were *only* offered fully remote instruction with no other options, and 26% to 50% of students opted to receive this modality. In April, a slightly lower share of students in these districts (92%) were offered fully remote instruction, and 13% to 34% of students received fully remote instruction (or 14% to 37% of those offered).

By April, a large share of students in districts with smaller economically disadvantaged populations were receiving instruction in person (48% to 67% and 40% to 57% of students in low and medium economically disadvantaged districts, respectively), while 48% to 69% of students in districts with the highest share of economically disadvantaged students were still receiving instruction in a remote format.

Figure 9 shows how student uptake of each planned instructional modality differs according to the proportion of Black students enrolled in a district. The patterns are similar to those reported above in Figure 8. Throughout the entire school year, students in districts with the lowest shares of Black students were the most likely both to be offered and to receive in-person instruction (shown by the green bars). By contrast, students in districts with the greatest share of Black students were the least likely either to be offered or to receive this type of instruction (shown in the bright blue bars).

In September, 86% of students in districts with low shares of Black students were offered fully in-person instruction and 57% to 77% of students received fully in-person instruction, or 66% to 90% of the students who were offered this modality. Similarly, in April, 89% of students in these districts were offered fully in-person instruction and 62% to 82% of students opted in to fully in-person instruction, suggesting that 67% to 92% of students in districts with the fewest Black students and with multiple modality options opted in to fully in-person instruction. Conversely, only 30% and 50% of students in districts with high shares of Black students were offered fully in-person instruction in September and April, respectively. In September, 4% to 12% of students in these districts received fully in-person instruction, increasing to 10% to 22% in April. This means that approximately 13% to 40% of students in districts with the greatest proportion of Black students who were offered the choice between in-person instruction and some other modality in September opted to enroll in person, growing just slightly to between 20% and 44% opt-ins by April.

**Figure 9. Estimated Percentage of Students by Planned Instructional Modality and Black Student Population (*Ranges based on district reports*)**



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 4/25/2021. 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).

The opposite is true regarding the provision of remote instruction. Most students in each type of district were offered the option of learning remotely. However, students in districts

with the largest shares of Black students were consistently more likely to learn remotely throughout the 2020-21 school year. In September, 97% of students in districts with high Black student shares were offered fully remote instruction. Seventy-eight percent to 89% of students in these districts received fully remote instruction. However, because 49% of these students were *only* offered fully remote instruction, in fact only 29% to 40% of students chose remote instruction.

In April, a slightly lower share of students in districts with high proportions of Black students were offered fully remote instruction (95%), and substantially fewer were offered *only* remote instruction (12%). Fifty percent to 69% of students in these districts received fully remote instruction, meaning that 38% to 57% of students chose fully remote instruction. For districts with low Black student shares, 99% and 91% of students were offered fully remote instruction in September and April, respectively. In September, 11% to 33% of students received remote instruction, decreasing slightly to 9% to 30% in April. Because so few students in districts with low shares of Black students were only offered remote instruction (2% and 1% in September and April, respectively), approximately 9% to 32% of students in these districts opted in to remote instruction in both months.

Overall, in April, most students in districts with fewer Black students were receiving instruction in person (62% to 82% and 44% to 62% of students in districts low and medium Black student shares, respectively), while 50% to 69% of students in districts with the highest shares of Black students were still receiving instruction in a remote format.

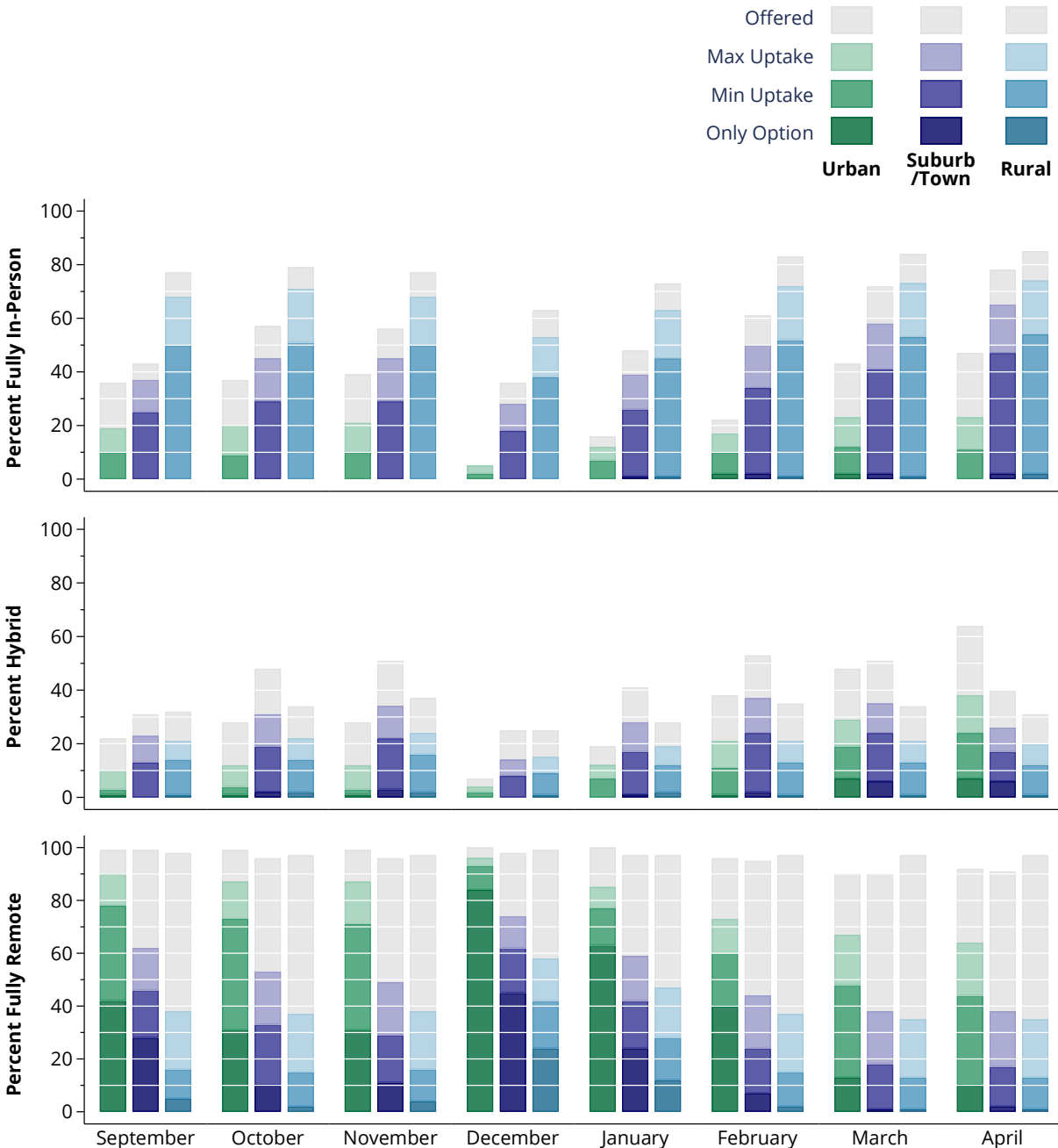
Finally, Figure 10 shows how student uptake of each planned instructional modality differs by urbanicity. Across all eight months, students in rural districts were more likely to be offered and more likely to opt in to in-person instruction. Further, students in suburban or town locales were consistently less likely to be offered or to receive in-person instruction compared to rural districts. However, disparities between suburban and rural districts have lessened throughout the school year.

Seventy-seven percent of students in rural districts were offered fully in-person instruction in September, growing to 85% by April. Across both months, approximately 2/3 to nearly 90% of rural students who were offered fully in-person instruction opted to learn in this manner. At the same time, 43% and 78% of students in suburban or town locales were offered fully in-person instruction in September and April, respectively. Again, across both months, approximately 60% to 85% of students in these districts opted in to learn in person.

The share of students in urban districts with the opportunity to learn through in-person instruction has increased considerably since the beginning of the school year, but still lags behind the opportunities presented to their suburban and rural counterparts. For students in urban districts, 36% and 47% of students were offered fully in-person instruction in September and April, respectively. The estimated range of students receiving this modality

increased slightly from 10% to 19% in September to 11% to 23% in April. In other words, 28% to 53% of students in urban districts with multiple modality options chose in-person instruction in September, along with 23% to 49% of students in April.

**Figure 10. Estimated Percentage of Students by Planned Instructional Modality and Urbanicity (Ranges based on district reports)**



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 4/25/2021. 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).

For the first five months of the school year, urban districts were the least likely to offer hybrid instruction. In September, 22% of students in urban districts were offered hybrid instruction, with 3% to 10% of students learning in this modality. At the same time, 32% of students in rural districts were offered hybrid instruction in September and 14% to 21% received hybrid instruction. By February, 38% of students in urban districts were offered hybrid instruction, increasing to 64% in April. Ten percent to 20% and 17% to 31% of urban students chose this modality in February and April, respectively. At the same time, 35% and 31% of rural students were offered hybrid instruction in February and April, respectively, with 12% to 20% and 11% to 19% choosing hybrid in each month.

Similar to the trends seen in Figures 8 and 9, nearly all Michigan students were at least offered the option of receiving remote instruction across all months this school year (between 90% and 100% of students in each category). Remote uptake, however, was highest among students in urban districts. The estimated range of students receiving fully remote instruction decreased from 78% to 90% in September to 44% to 64% in April. Thirty-six percent to 48% of these students chose fully remote instruction in September, along with 34% to 54% in April. Thus, 63% to 84% and 41% to 66% of students with multiple modality options in urban districts chose fully remote instruction in September and April, respectively. Conversely, in September, 98% of students in rural districts were offered fully remote instruction, but only 16% to 38% received fully remote instruction (5% of students did not have a choice). Similarly, in April, 97% of rural districts offered fully remote instruction, but only 13% to 35% received fully remote instruction (1% did not have a choice).

Overall, in April, between 54% and 74% of students in rural areas and between 47% and 65% of students in suburbs and towns were estimated to be educated in person, while 44% to 64% of students in urban areas were still receiving fully remote instruction.

## 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 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 April, 74% of districts were

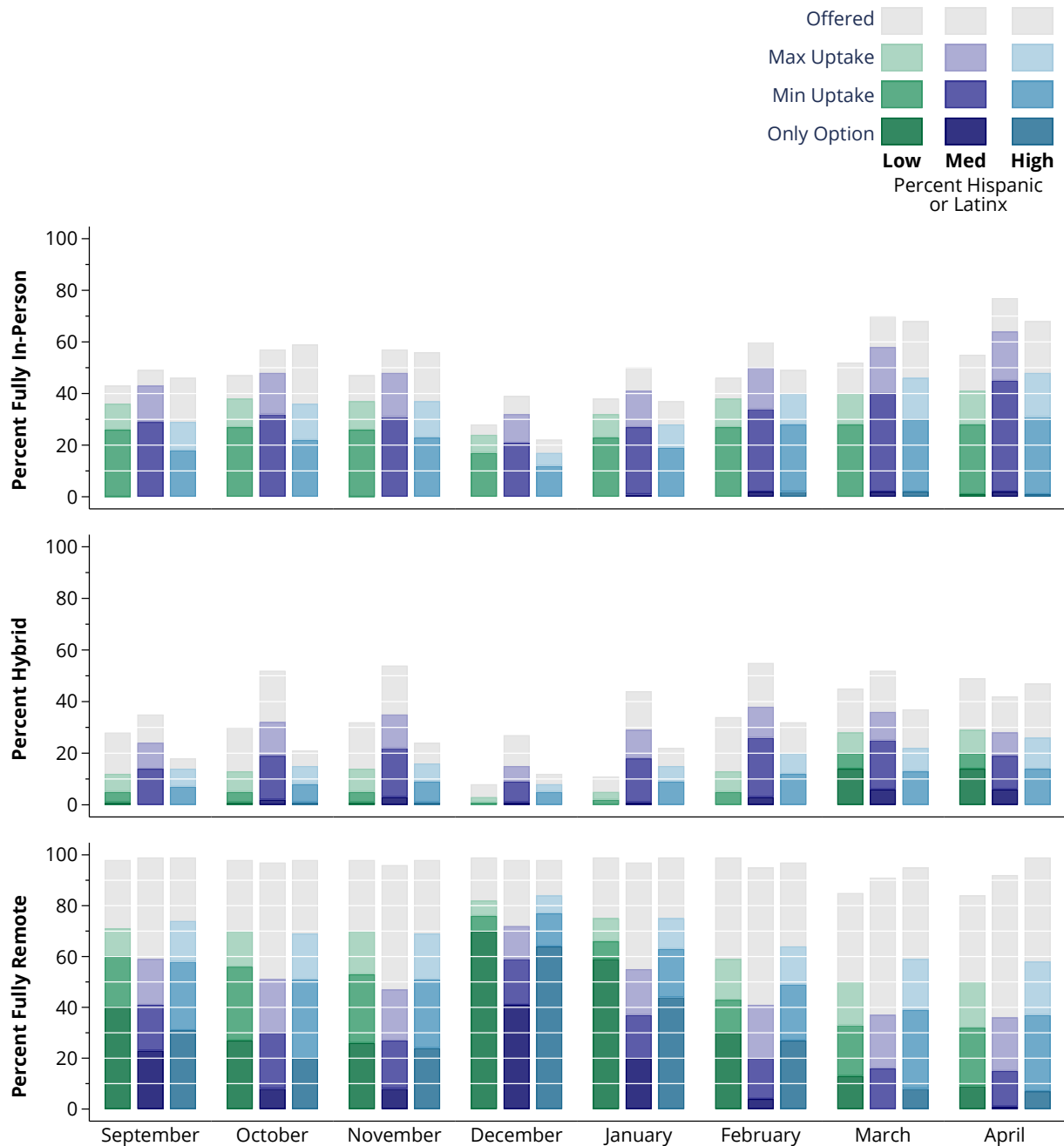
planning to offer fully in-person instruction to students and 19% of districts were planning to offer hybrid instruction. Only 6% of districts were planning to offer only remote instruction, a 14% decrease from the previous month.

- Traditional public school districts (LEAs), are particularly likely to offer some kind of in-person instruction. Just 2% of LEAs (10 districts) planned to offer only fully remote instruction in April, relative to 14% of PSAs (40 districts).
- In April, for the second consecutive month since the start of the pandemic, a larger share of Michigan K-12 students attended school fully in person (between 39% and 57% of all students) compared to those receiving instruction remotely (between 23% and 44%). This reflects differential uptake of instructional modalities; 71% of Michigan students were offered the opportunity to learn fully in-person in April and only 4% of students were only offered the option of learning fully remotely.
- There remain inequities in which kinds of students are offered the opportunity to learn in-person and in families' decisions to return to in-person learning. Urban districts, and those with the largest shares of economically disadvantaged and black students, remain the most likely both to offer and educate students in a remote format. For instance, in April, only 47% of students in urban districts were offered the option to learn fully in-person, relative to 85% of students in rural districts. Moreover, relatively few urban students opted to attend school fully in-person, with districts estimating that only 11-23% of urban students actually learned fully in-person. A far higher share of rural students took up the offer to learn fully in-person, with districts estimating that between 54-74% of students learned in-person in April. By contrast, nearly all students in Michigan were offered the option to learn fully remotely in April, and urban districts estimated that 44-64% of students opted to do so, whereas rural districts reported that only 13-35% of their students learned fully remotely in April of 2021.

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 modality uptake and district characteristics highlight this fact and shed new light on disparities across the state. 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.

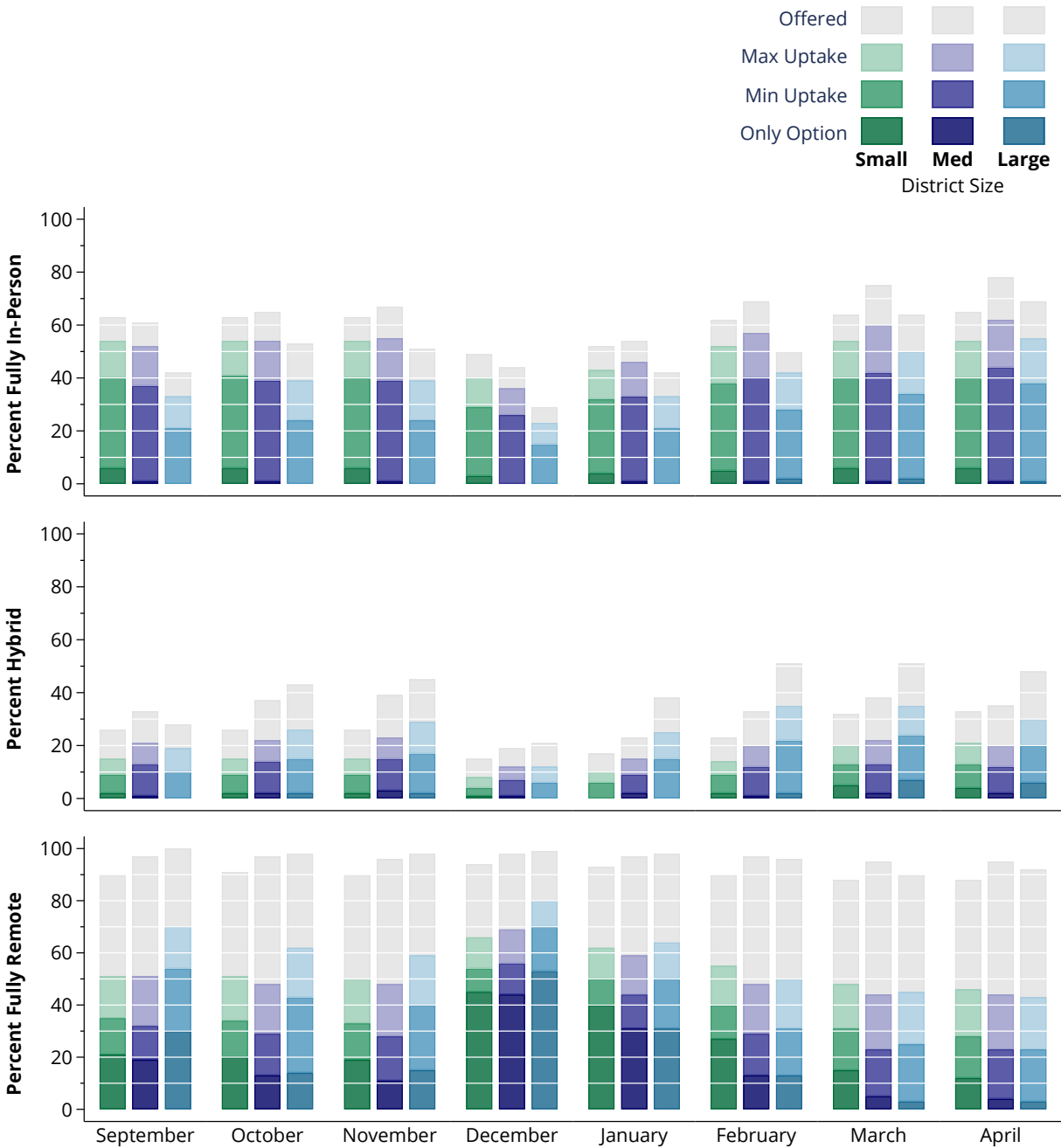
APPENDIX

Figure A1. Estimated Percentage of Students by Planned Instructional Modality and Hispanic/Latinx Student Population (*Ranges based on district reports*)



Notes: There are 206 districts in the “Low” group ( $\leq 2\%$  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 4/25/2021. 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).

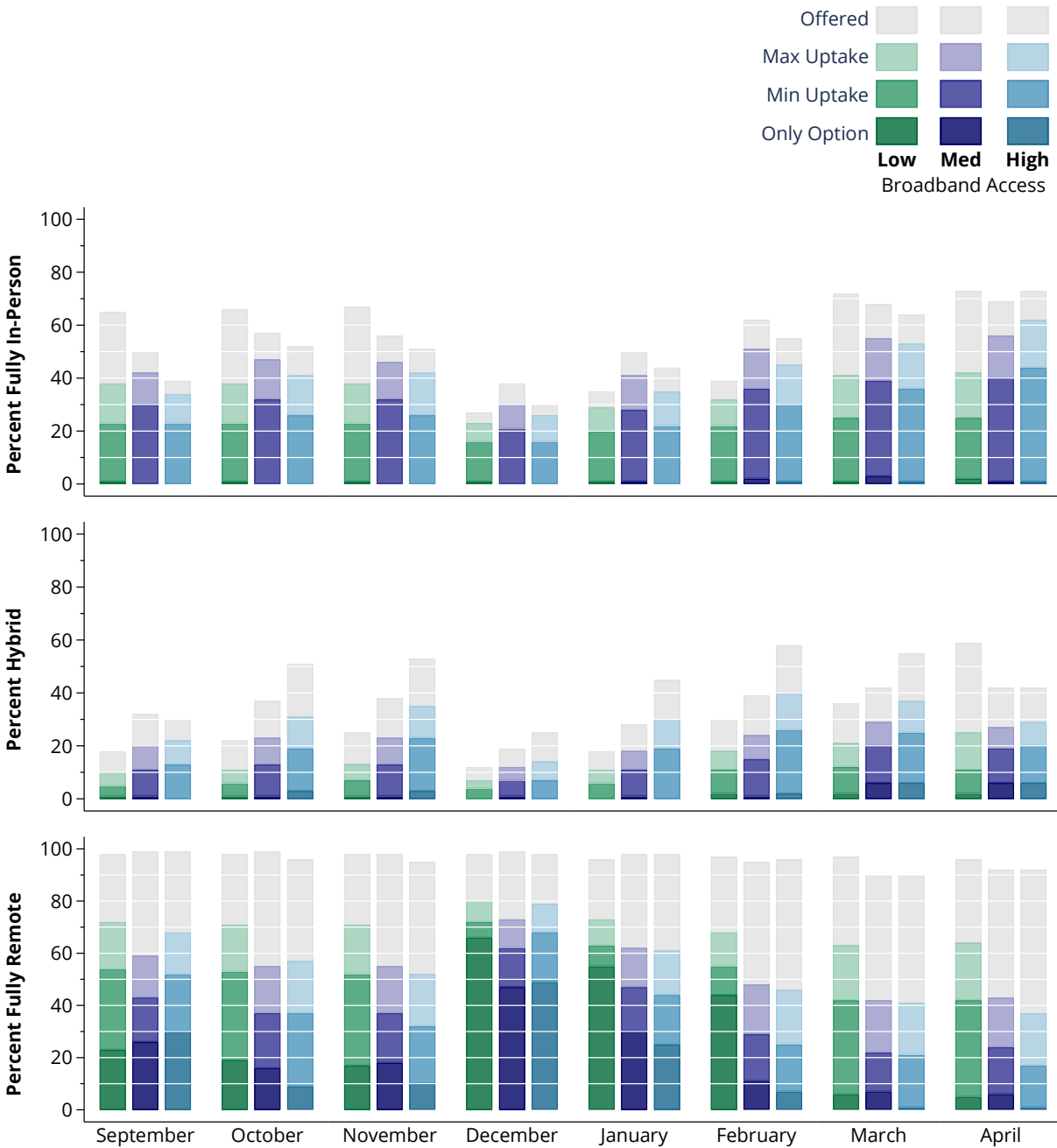
**Figure A2. Estimated Percentage of Students by Planned Instructional Modality and Total Enrollment (*Ranges based on district reports*)**



Notes: There are 195 districts in the “Small” group ( $\leq 337$  students), 406 in “Midsize” (337-1824 students), and 213 in the “Large” group ( $> 1824$  students). Data reflect plans submitted by 11:59 pm on 4/25/2021. 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).

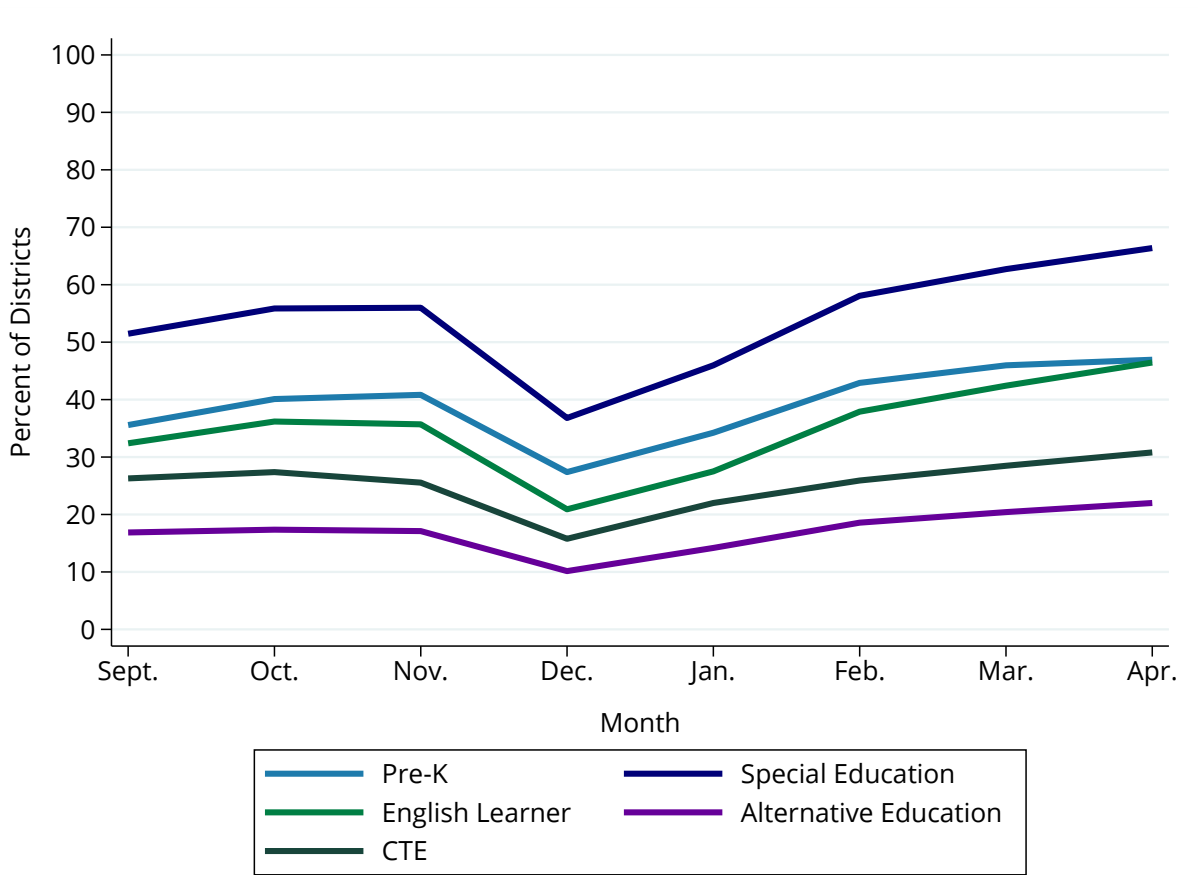


**Figure A3. Estimated Percentage of Students by Planned Instructional Modality and Broadband Internet Access (*Ranges based on district reports*)**



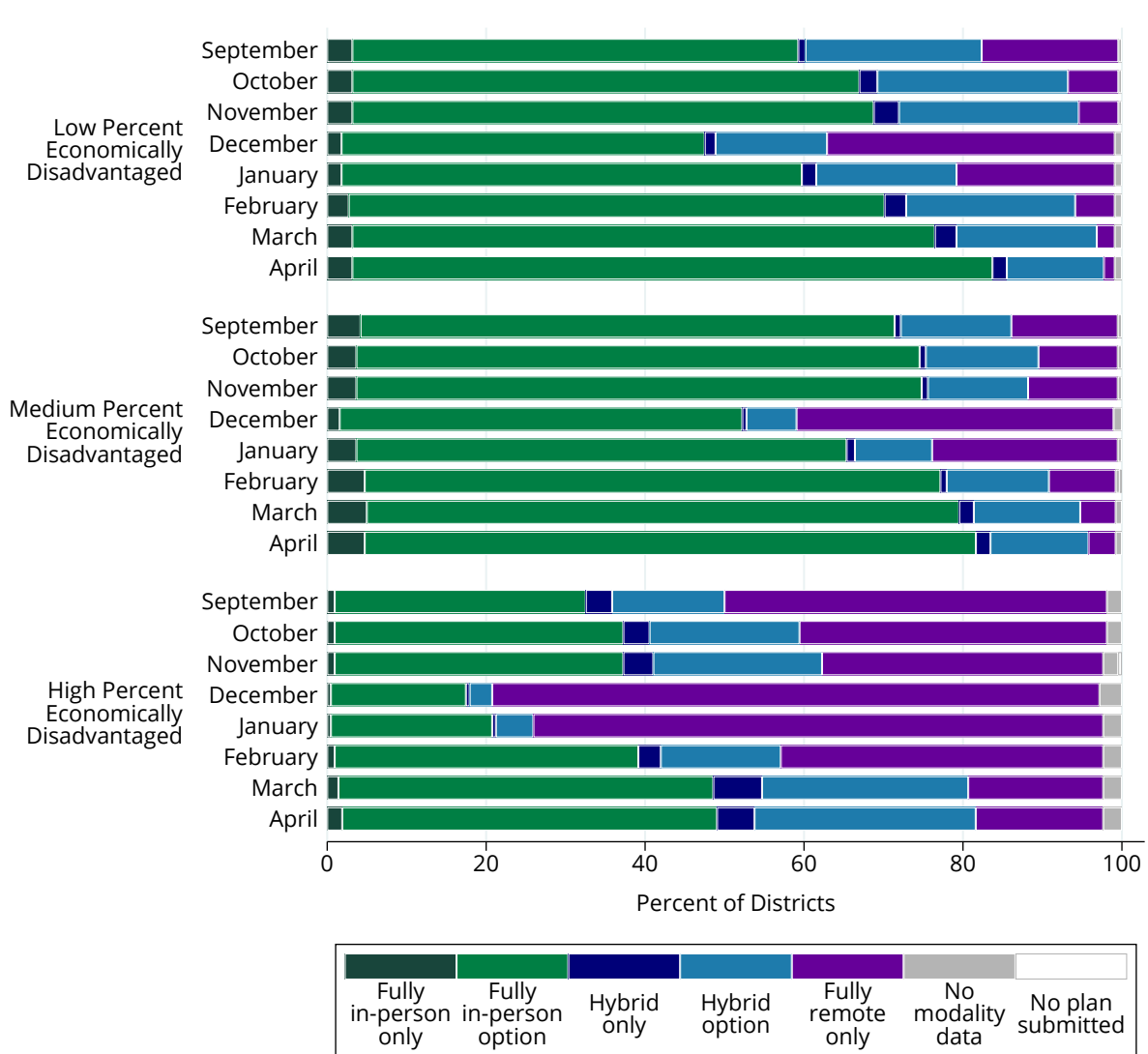
Notes: There are 191 districts in the “Low” grouping ( $\leq 68\%$  of households), 407 in “Middle” ( $68\% - 83\%$  of households) and 208 in the “High” grouping ( $> 83\%$  of households). Data reflect plans submitted by 11:59 pm on 4/25/2021. Appendix Table A8 provides the percentages behind this 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](http://www.nhgis.org).

**Figure A4. Changes in the Share of Districts Planning to Provide In-Person Instruction for Special Populations of Students**



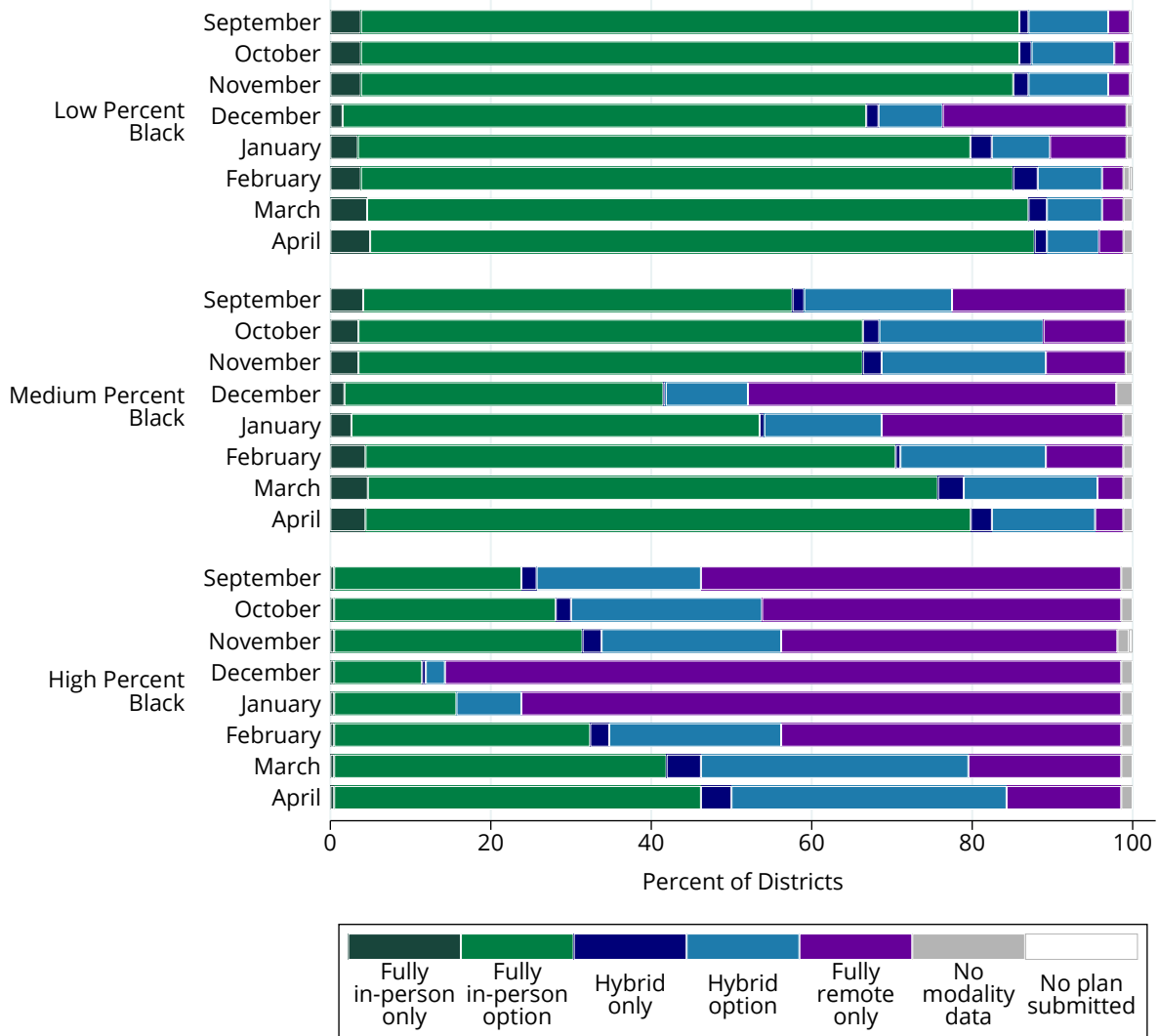
Notes: Lines represent the proportion of districts in each month that reported providing in-person instruction to each subgroup of students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59 pm on 4/25/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

**Figure A5. Share of Districts by Economically Disadvantaged Student Population, Planned Instructional Modality, and Month**



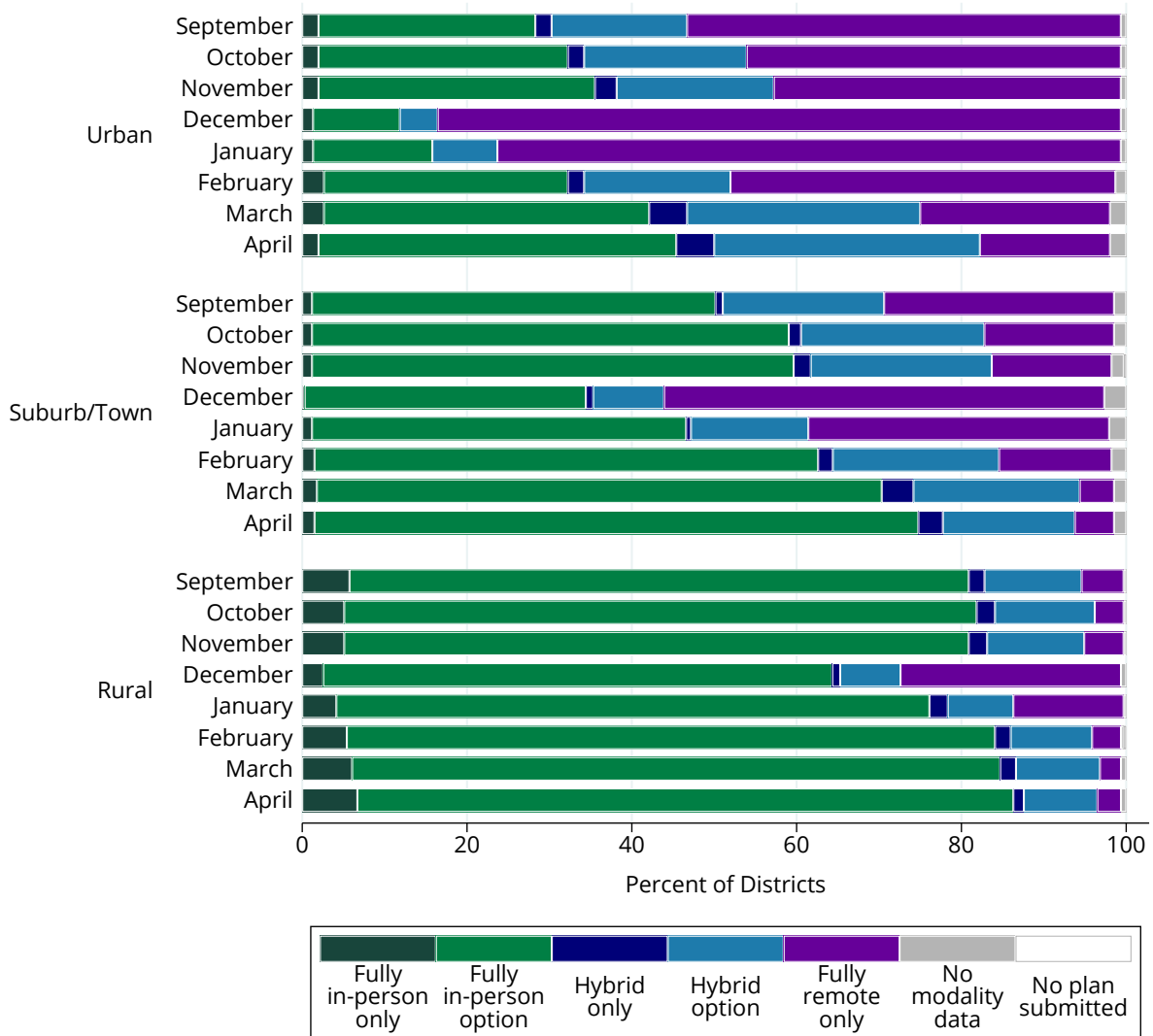
Notes: There are 221 districts in the “Low” group ( $\leq 45\%$  economically disadvantaged), 381 in “Middle” ( $45\text{--}79\%$  economically disadvantage), and 212 in the “High” group ( $>79\%$  economically disadvantaged). Data reflect plans submitted by 11:59 pm on 4/25/2021. The “No Modality Data” 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 (202021, Statewide, accessed April 1, 2021).

**Figure A6. Share of Districts by Black Student Population, Planned Instructional Modality, and Month**



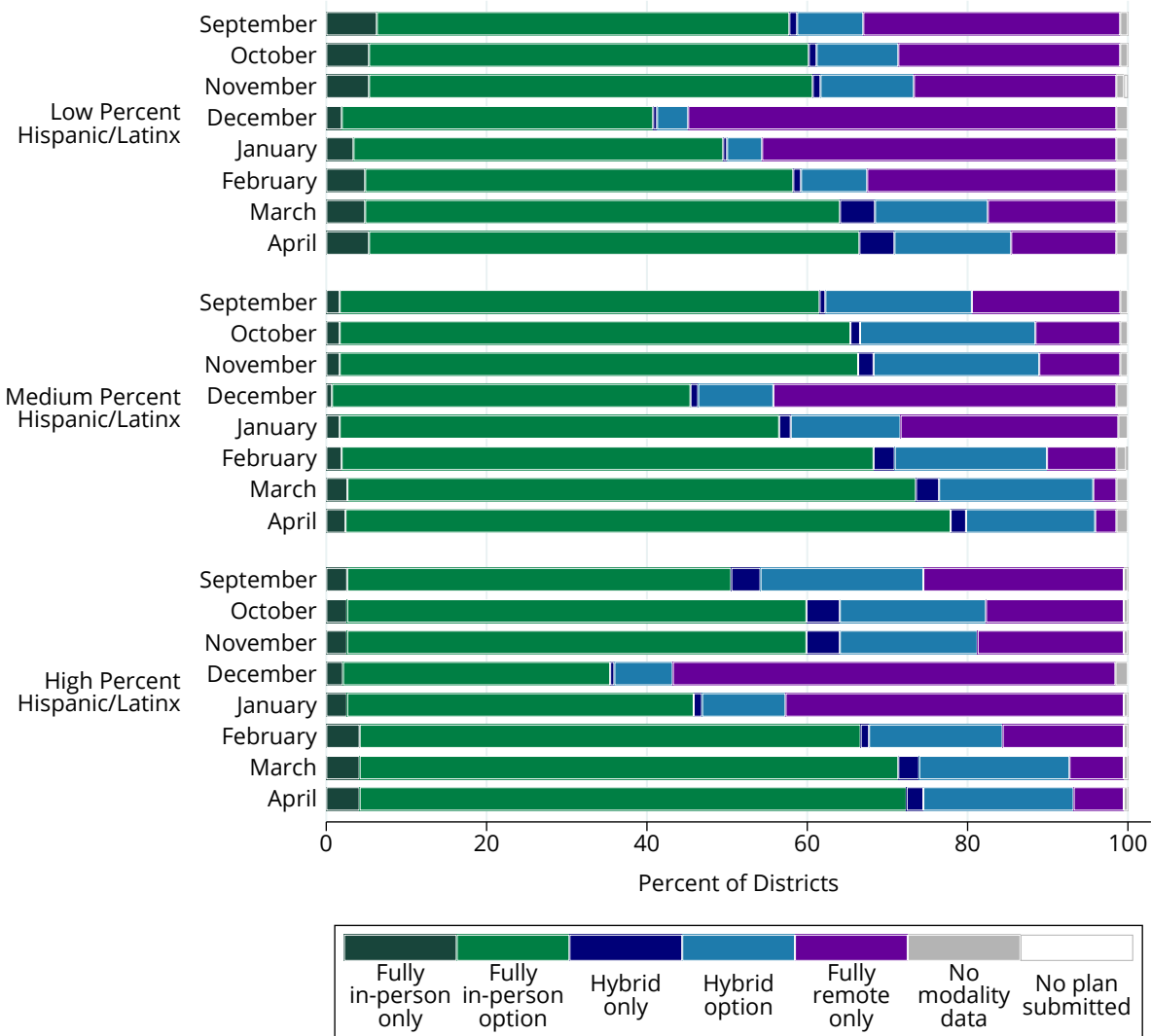
Notes: There are 262 districts in the “Low” group ( $\leq 1\%$  Black students), 342 in “Middle” (1-24% Black students), and 210 in the “High” group ( $> 24\%$  Black students). Data reflect plans submitted by 11:59 pm on 4/25/2021. The “No Modality Data” category includes districts that submitted plans 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 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 (2020-21, Statewide, accessed April 1, 2021).

**Figure A7. Share of Districts by Urbanicity, Planned Instructional Modality, and Month**



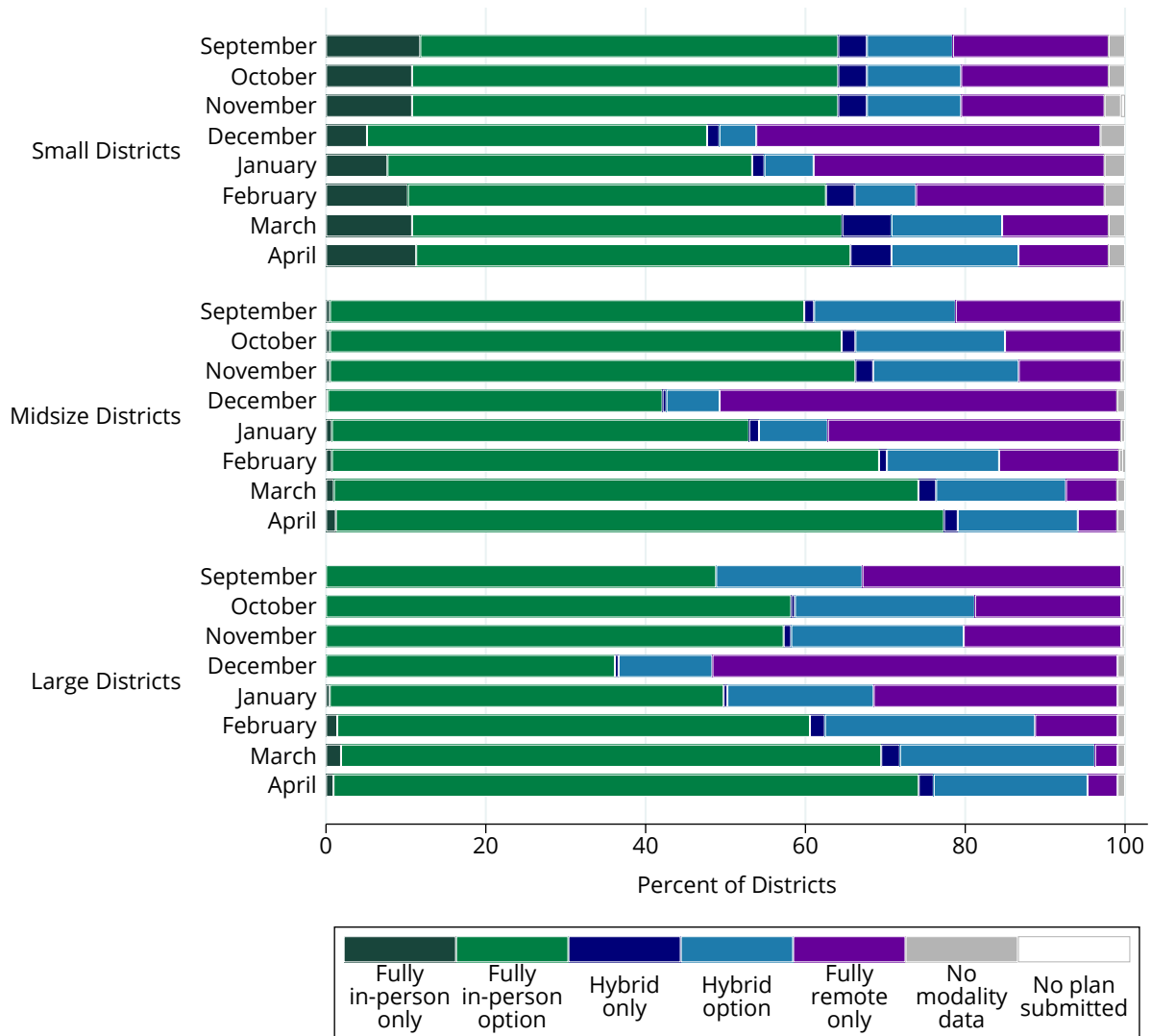
Notes: There are 152 districts in the “Urban” group, 314 in “Rural,” and 337 in the “Suburb/Town” group. Data reflect plans submitted by 11:59 pm on 4/25/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality 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 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 (2020-21, Statewide, accessed April 1, 2021).

**Figure A8. Share of Districts by Hispanic/Latinx Student Population, Planned Instructional Modality, and Month**



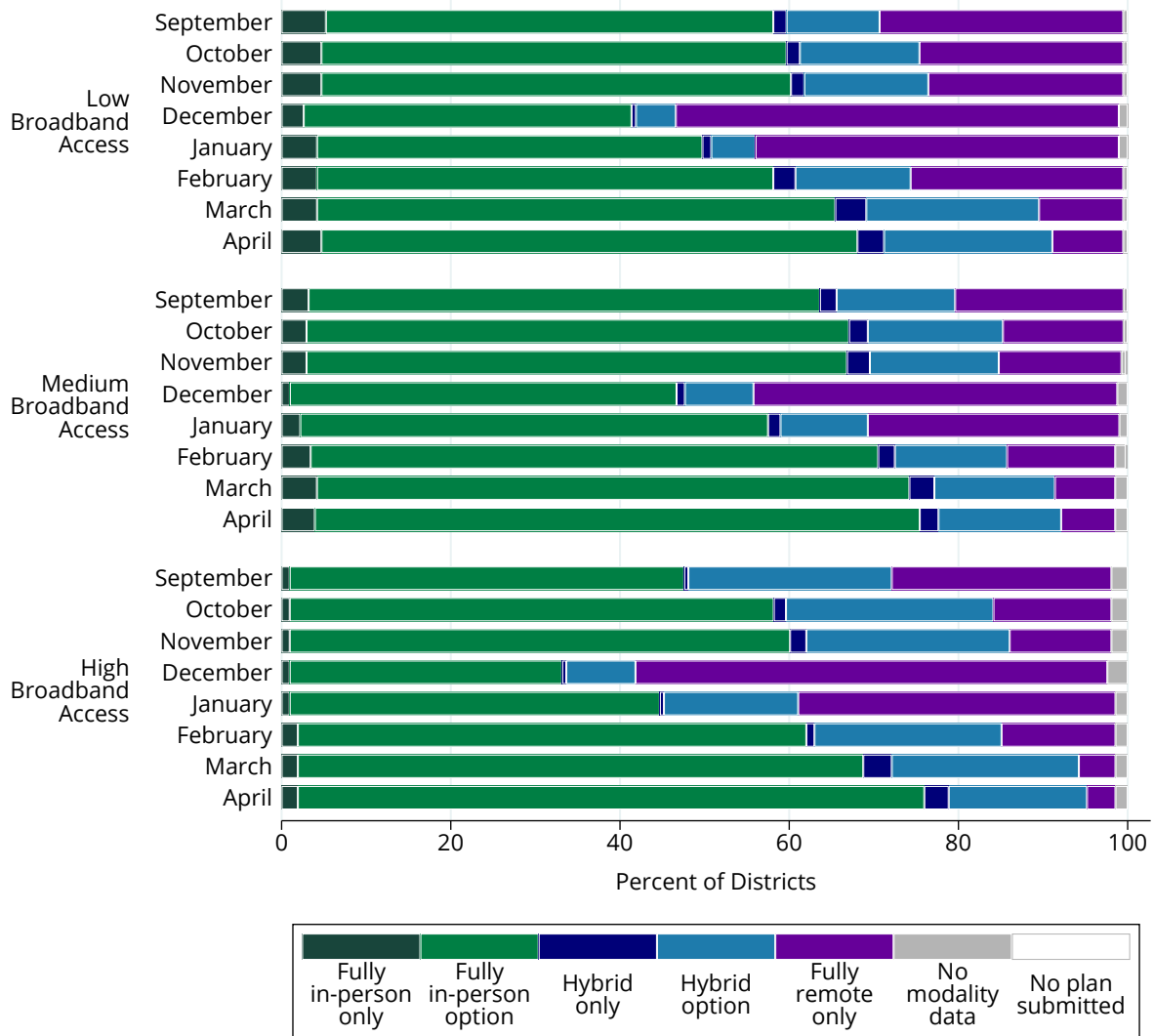
Notes: There are 206 districts in the “Low” group ( $\leq 2\%$  Hispanic/Latinx students), 397 in “Middle” ( $2\text{-}9\%$  Hispanic/Latinx students), and 208 in the “High” group ( $>9\%$  Hispanic/Latinx students). Data reflect plans submitted by 11:59 pm on 4/25/2021. The “No Modality Data” category 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 (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 ( $\leq 337$  students), 406 in “Midsize” (337-1824 students), and 213 in the “Large” group ( $> 1824$  students). Data reflect plans submitted by 11:59 pm on 4/25/2021. 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 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 (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 4/25/2021. 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; household broadband access data from the American Community Survey (ACS) obtained from IPUMS NHGIS, University of Minnesota, [www.nhgis.org](http://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
<b>Districts</b>								
Fully In-Person Only	3%	3%	3%	1%	2%	3%	4%	4%
Fully In-Person Option	55%	60%	61%	41%	50%	62%	67%	70%
Hybrid Only	1%	2%	2%	1%	1%	2%	3%	3%
Hybrid Option	16%	18%	18%	7%	11%	16%	18%	16%
Fully Remote Only	23%	16%	16%	48%	35%	16%	7%	6%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%
<b>Students</b>								
Fully In-Person Only	0%	0%	0%	0%	1%	2%	2%	1%
Fully In-Person Option	47%	56%	55%	33%	44%	54%	65%	70%
Hybrid Only	0%	2%	2%	0%	1%	2%	6%	5%
Hybrid Option	17%	23%	24%	10%	18%	27%	23%	18%
Fully Remote Only	35%	18%	18%	55%	35%	16%	4%	4%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%
No Plan Submitted	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
<b>LEA Districts</b>								
Fully In-Person Only	3%	3%	3%	2%	3%	4%	4%	4%
Fully In-Person Option	67%	72%	71%	53%	64%	73%	77%	79%
Hybrid Only	1%	1%	2%	1%	1%	2%	2%	2%
Hybrid Option	13%	15%	15%	9%	12%	16%	15%	12%
Fully Remote Only	16%	8%	9%	35%	18%	5%	1%	2%
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	0%	0%
<b>PSA Districts</b>								
Fully In-Person Only	3%	3%	3%	1%	1%	3%	3%	3%
Fully In-Person Option	32%	37%	40%	17%	22%	42%	49%	52%
Hybrid Only	3%	3%	3%	0%	0%	2%	5%	4%
Hybrid Option	23%	24%	23%	4%	7%	14%	23%	24%
Fully Remote Only	38%	32%	29%	75%	67%	37%	18%	14%
No Modality Data	2%	2%	2%	3%	2%	2%	2%	2%
No Plan Submitted	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. Estimated Percentage of Students by Planned Instructional Modality and Economically Disadvantaged Student Population (*Ranges based on district reports*)**

Instructional Modality	Uptake	Low								Medium								High							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	44%	56%	57%	36%	49%	59%	70%	78%	54%	59%	57%	39%	55%	64%	68%	70%	43%	48%	47%	9%	10%	27%	57%	56%
	Max Uptake	40%	48%	48%	32%	41%	50%	59%	67%	44%	47%	47%	30%	44%	53%	56%	57%	17%	20%	21%	6%	7%	16%	25%	26%
	Min Uptake	28%	32%	31%	20%	27%	34%	41%	48%	31%	32%	33%	21%	30%	37%	40%	40%	7%	9%	9%	3%	4%	10%	12%	12%
	Only Option	0%	0%	0%	0%	0%	1%	2%	2%	0%	0%	0%	0%	1%	3%	3%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Hybrid	Offered	32%	52%	56%	30%	47%	56%	53%	42%	33%	37%	36%	17%	27%	41%	43%	41%	13%	20%	22%	2%	12%	29%	40%	62%
	Max Uptake	24%	33%	37%	18%	33%	41%	37%	28%	18%	21%	20%	9%	15%	23%	27%	25%	9%	13%	13%	2%	9%	19%	26%	30%
	Min Uptake	14%	20%	24%	10%	21%	27%	25%	20%	10%	11%	11%	5%	8%	13%	18%	17%	5%	7%	7%	1%	5%	12%	17%	16%
	Only Option	0%	3%	4%	1%	1%	3%	6%	6%	0%	0%	0%	0%	0%	0%	6%	6%	1%	1%	1%	0%	0%	2%	3%	2%
Fully Remote	Offered	100%	96%	96%	98%	97%	96%	90%	92%	99%	99%	99%	99%	98%	96%	90%	92%	97%	97%	97%	97%	98%	96%	95%	96%
	Max Uptake	62%	51%	46%	71%	54%	41%	37%	34%	59%	56%	57%	76%	63%	49%	43%	44%	88%	84%	83%	93%	89%	77%	69%	69%
	Min Uptake	44%	30%	25%	57%	36%	20%	16%	13%	43%	38%	38%	66%	48%	30%	24%	25%	74%	69%	67%	90%	83%	66%	48%	48%
	Only Option	24%	6%	5%	38%	17%	4%	0%	0%	25%	16%	20%	53%	31%	13%	7%	6%	40%	30%	28%	81%	71%	45%	8%	8%

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 4/25/2021. 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 (202021, Statewide, accessed April 1, 2021).

**Table A4. Estimated Percentage of Students by Planned Instructional Modality and Black Student Population (*Ranges based on district reports*)**

Instructional Modality	Uptake	Low								Medium								High							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	86%	86%	86%	60%	79%	85%	88%	89%	42%	55%	53%	34%	47%	59%	69%	75%	30%	34%	36%	8%	13%	22%	43%	50%
	Max Uptake	77%	78%	78%	53%	69%	77%	80%	82%	36%	43%	43%	27%	37%	48%	56%	62%	12%	15%	15%	5%	8%	14%	20%	22%
	Min Uptake	57%	58%	57%	38%	50%	58%	60%	62%	24%	28%	28%	17%	24%	32%	39%	44%	4%	5%	6%	2%	4%	8%	9%	10%
	Only Option	0%	0%	0%	0%	2%	5%	6%	6%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hybrid	Offered	33%	35%	37%	25%	30%	33%	32%	29%	33%	51%	54%	26%	42%	56%	52%	42%	16%	21%	19%	2%	16%	32%	46%	63%
	Max Uptake	22%	23%	24%	16%	21%	21%	20%	17%	23%	31%	34%	15%	27%	37%	35%	28%	9%	11%	11%	1%	11%	21%	31%	35%
	Min Uptake	14%	15%	16%	10%	14%	15%	13%	11%	13%	18%	21%	8%	16%	23%	24%	19%	4%	5%	5%	0%	6%	13%	20%	21%
	Only Option	1%	1%	2%	1%	3%	4%	2%	1%	0%	2%	2%	0%	0%	1%	7%	7%	1%	1%	1%	0%	0%	1%	4%	4%
Fully Remote	Offered	99%	98%	97%	98%	91%	90%	90%	91%	99%	97%	97%	98%	99%	97%	90%	92%	97%	97%	97%	99%	98%	97%	95%	95%
	Max Uptake	33%	32%	32%	55%	38%	30%	30%	30%	65%	56%	52%	75%	61%	45%	40%	38%	89%	86%	86%	98%	90%	79%	70%	69%
	Min Uptake	11%	10%	10%	39%	20%	9%	9%	9%	49%	36%	31%	63%	43%	23%	19%	17%	78%	73%	73%	96%	83%	67%	52%	50%
	Only Option	2%	1%	1%	25%	9%	0%	1%	1%	27%	8%	8%	45%	24%	6%	1%	1%	49%	40%	41%	86%	67%	45%	15%	12%

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 4/25/2021. 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).

**Table A5. Estimated Percentage of Students by Planned Instructional Modality and Urbanicity (*Ranges based on district reports*)**

Instructional Modality	Uptake	Urban								Suburb/Town								Rural							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	36%	37%	39%	5%	16%	22%	43%	47%	43%	57%	56%	36%	48%	61%	72%	78%	77%	79%	77%	63%	73%	83%	84%	85%
	Max Uptake	19%	20%	21%	5%	12%	17%	23%	23%	37%	45%	45%	28%	39%	50%	58%	65%	68%	71%	68%	53%	63%	72%	73%	74%
	Min Uptake	10%	9%	10%	2%	7%	10%	12%	11%	25%	29%	29%	18%	26%	34%	41%	47%	50%	51%	50%	38%	45%	52%	53%	54%
	Only Option	0%	0%	0%	0%	0%	2%	2%	0%	0%	0%	0%	0%	1%	2%	2%	2%	0%	0%	0%	0%	1%	1%	1%	2%
Hybrid	Offered	22%	28%	28%	7%	19%	38%	48%	64%	31%	48%	51%	25%	41%	53%	51%	40%	32%	34%	37%	25%	28%	35%	34%	31%
	Max Uptake	10%	12%	12%	4%	12%	21%	29%	38%	23%	31%	34%	14%	28%	37%	35%	26%	21%	22%	24%	15%	19%	21%	21%	20%
	Min Uptake	3%	4%	3%	2%	7%	11%	19%	24%	13%	19%	22%	8%	17%	24%	24%	17%	14%	14%	16%	9%	12%	13%	13%	12%
	Only Option	1%	1%	1%	0%	0%	1%	7%	7%	0%	2%	3%	0%	1%	2%	6%	6%	1%	2%	2%	1%	2%	1%	1%	1%
Fully Remote	Offered	99%	99%	99%	100%	100%	96%	90%	92%	99%	96%	96%	98%	97%	95%	90%	91%	98%	97%	97%	99%	97%	97%	97%	97%
	Max Uptake	90%	87%	87%	96%	85%	73%	67%	64%	62%	53%	49%	74%	59%	44%	38%	38%	38%	37%	38%	58%	47%	37%	35%	35%
	Min Uptake	78%	73%	71%	93%	77%	60%	48%	44%	46%	33%	29%	62%	42%	24%	18%	17%	16%	15%	16%	42%	28%	15%	13%	13%
	Only Option	42%	31%	31%	84%	63%	40%	13%	10%	28%	10%	11%	45%	24%	7%	1%	2%	5%	2%	4%	24%	12%	2%	1%	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 4/25/2021. 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).

**Table A6. Estimated Percentage of Students by Planned Instructional Modality and Hispanic/Latinx Student Population (*Ranges based on district reports*)**

Instructional Modality	Uptake	Low								Medium								High							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	43%	47%	47%	28%	38%	46%	52%	55%	49%	57%	57%	39%	50%	60%	70%	77%	46%	59%	56%	22%	37%	49%	68%	68%
	Max Uptake	36%	38%	37%	24%	32%	38%	40%	41%	43%	48%	48%	32%	41%	50%	58%	64%	29%	36%	37%	17%	28%	40%	46%	48%
	Min Uptake	26%	27%	26%	17%	23%	27%	28%	28%	29%	32%	31%	21%	27%	34%	40%	45%	18%	22%	23%	12%	19%	28%	30%	31%
	Only Option	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	2%	2%	2%	0%	0%	0%	0%	0%	2%	2%	1%
Hybrid	Offered	28%	30%	32%	8%	11%	34%	45%	49%	35%	52%	54%	27%	44%	55%	52%	42%	18%	21%	24%	12%	22%	32%	37%	47%
	Max Uptake	12%	13%	14%	3%	5%	13%	28%	29%	24%	32%	35%	15%	29%	38%	36%	28%	14%	15%	16%	8%	15%	20%	22%	26%
	Min Uptake	5%	5%	5%	1%	2%	5%	20%	20%	14%	19%	22%	9%	18%	26%	25%	19%	7%	8%	9%	5%	9%	12%	13%	14%
	Only Option	1%	1%	1%	0%	0%	0%	14%	14%	0%	2%	3%	1%	1%	3%	6%	6%	0%	1%	1%	0%	0%	0%	0%	0%
Fully Remote	Offered	98%	98%	98%	99%	99%	99%	85%	84%	99%	97%	96%	98%	97%	95%	91%	92%	99%	98%	98%	98%	99%	97%	95%	99%
	Max Uptake	71%	70%	70%	82%	75%	59%	50%	50%	59%	51%	47%	72%	55%	41%	37%	36%	74%	69%	69%	84%	75%	64%	59%	58%
	Min Uptake	60%	56%	53%	76%	66%	43%	33%	32%	41%	30%	27%	59%	37%	20%	16%	15%	58%	51%	51%	77%	63%	49%	39%	37%
	Only Option	40%	27%	26%	70%	59%	30%	13%	9%	23%	8%	8%	41%	20%	4%	0%	1%	31%	20%	24%	64%	44%	27%	8%	7%

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 4/25/2021. 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).

**Table A7. Estimated Percentage of Students by Planned Instructional Modality and Total Enrollment (*Ranges based on district reports*)**

Instructional Modality	Uptake	Small								Medium								Large							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	63%	63%	63%	49%	52%	62%	64%	65%	61%	65%	67%	44%	54%	69%	75%	78%	42%	53%	51%	29%	42%	50%	64%	69%
	Max Uptake	54%	54%	54%	40%	43%	52%	54%	54%	52%	54%	55%	36%	46%	57%	60%	62%	33%	39%	39%	23%	33%	42%	50%	55%
	Min Uptake	40%	41%	40%	29%	32%	38%	40%	40%	37%	39%	39%	26%	33%	40%	42%	44%	21%	24%	24%	15%	21%	28%	34%	38%
	Only Option	6%	6%	6%	3%	4%	5%	6%	6%	1%	1%	1%	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	2%	2%	1%
Hybrid	Offered	26%	26%	26%	15%	17%	23%	32%	33%	33%	37%	39%	19%	23%	33%	38%	35%	28%	43%	45%	21%	38%	51%	51%	48%
	Max Uptake	15%	15%	15%	8%	10%	14%	20%	21%	21%	22%	23%	12%	15%	20%	22%	20%	19%	26%	29%	12%	25%	35%	35%	30%
	Min Uptake	9%	9%	9%	4%	6%	9%	13%	13%	13%	14%	15%	7%	9%	12%	13%	12%	10%	15%	17%	6%	15%	22%	24%	20%
	Only Option	2%	2%	2%	1%	0%	2%	5%	4%	1%	2%	3%	1%	2%	1%	2%	2%	0%	2%	2%	0%	0%	2%	7%	6%
Fully Remote	Offered	90%	91%	90%	94%	93%	90%	88%	88%	97%	97%	96%	98%	97%	97%	95%	95%	100%	98%	98%	99%	98%	96%	90%	92%
	Max Uptake	51%	51%	50%	66%	62%	55%	48%	46%	51%	48%	48%	69%	59%	48%	44%	44%	70%	62%	59%	80%	64%	50%	45%	43%
	Min Uptake	35%	34%	33%	54%	50%	40%	31%	28%	32%	29%	28%	56%	44%	29%	23%	23%	54%	43%	40%	70%	50%	31%	25%	23%
	Only Option	21%	20%	19%	45%	40%	27%	15%	12%	19%	13%	11%	44%	31%	13%	5%	4%	30%	14%	15%	53%	31%	13%	3%	3%

Notes: There are 195 districts in the "Small" group ( $\leq 337$  students), 406 in "Midsize" (337-1824 students), and 213 in the "Large" group ( $> 1824$  students). Data reflect plans submitted by 11:59 pm on 4/25/2021. Data reflect plans submitted by 4:00 pm on 3/8/2021. 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).

**Table A8. Estimated Percentage of Students by Planned Instructional Modality and Broadband Internet Access (*Ranges based on district reports*)**

Instructional Modality	Uptake	Low								Medium								High							
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person	Offered	65%	66%	67%	27%	35%	39%	72%	73%	50%	57%	56%	38%	50%	62%	68%	69%	39%	52%	51%	30%	44%	55%	64%	73%
	Max Uptake	38%	38%	38%	23%	29%	32%	41%	42%	42%	47%	46%	30%	41%	51%	55%	56%	34%	41%	42%	26%	35%	45%	53%	62%
	Min Uptake	23%	23%	23%	16%	20%	22%	25%	25%	30%	32%	32%	21%	28%	36%	39%	40%	23%	26%	26%	16%	22%	30%	36%	44%
	Only Option	1%	1%	1%	1%	1%	1%	1%	2%	0%	0%	0%	0%	1%	2%	3%	1%	0%	0%	0%	0%	0%	1%	1%	1%
Hybrid	Offered	18%	22%	25%	12%	18%	30%	36%	59%	32%	37%	38%	19%	28%	39%	42%	42%	30%	51%	53%	25%	45%	58%	55%	42%
	Max Uptake	10%	11%	13%	7%	11%	18%	21%	25%	20%	23%	23%	12%	18%	24%	29%	27%	22%	31%	35%	14%	30%	40%	37%	29%
	Min Uptake	5%	6%	7%	4%	6%	11%	12%	11%	11%	13%	13%	7%	11%	15%	20%	19%	13%	19%	23%	7%	19%	26%	25%	20%
	Only Option	1%	1%	1%	0%	0%	2%	2%	2%	1%	1%	1%	1%	1%	1%	6%	6%	0%	3%	3%	0%	0%	2%	6%	6%
Fully Remote	Offered	98%	98%	98%	98%	96%	97%	97%	96%	99%	99%	98%	99%	98%	95%	90%	92%	99%	96%	95%	98%	98%	96%	90%	92%
	Max Uptake	72%	71%	71%	80%	73%	68%	63%	64%	59%	55%	55%	73%	62%	48%	42%	43%	68%	57%	52%	79%	61%	46%	41%	37%
	Min Uptake	54%	53%	52%	72%	63%	55%	42%	42%	43%	37%	37%	62%	47%	29%	22%	24%	52%	37%	32%	68%	44%	25%	21%	17%
	Only Option	23%	19%	17%	66%	55%	44%	6%	5%	26%	16%	18%	47%	30%	11%	7%	6%	30%	9%	10%	49%	25%	7%	1%	1%

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 4/25/2021. 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](http://www.nhgis.org).

**Table A9. 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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person Only	3%	3%	3%	2%	2%	3%	3%	3%	4%	4%	4%	2%	4%	5%	5%	5%	1%	1%	1%	0%	0%	1%	1%	2%
Fully In-Person Option	56%	64%	66%	46%	58%	67%	73%	81%	67%	71%	71%	51%	62%	72%	75%	77%	32%	36%	36%	17%	20%	38%	47%	47%
Hybrid Only	1%	2%	3%	1%	2%	3%	3%	2%	1%	1%	1%	1%	1%	1%	2%	2%	3%	3%	4%	0%	0%	3%	6%	5%
Hybrid Option	22%	24%	23%	14%	18%	21%	18%	12%	14%	14%	13%	6%	10%	13%	13%	12%	14%	19%	21%	3%	5%	15%	26%	28%
Fully Remote Only	17%	6%	5%	36%	20%	5%	2%	1%	13%	10%	11%	40%	23%	8%	4%	3%	48%	39%	35%	76%	72%	41%	17%	16%
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	2%	2%	3%	2%	2%	2%	2%
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%

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 4/25/2021. 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 A10. 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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person Only	4%	4%	4%	2%	3%	4%	5%	5%	4%	4%	4%	2%	3%	4%	5%	4%	0%	0%	0%	0%	0%	0%	0%	0%
Fully In-Person Option	82%	82%	81%	65%	76%	81%	82%	83%	54%	63%	63%	40%	51%	66%	71%	75%	23%	28%	31%	11%	15%	32%	41%	46%
Hybrid Only	1%	2%	2%	2%	3%	3%	2%	2%	1%	2%	2%	0%	1%	1%	3%	3%	2%	2%	2%	0%	0%	2%	4%	4%
Hybrid Option	10%	10%	10%	8%	7%	8%	7%	6%	18%	20%	20%	10%	15%	18%	17%	13%	20%	24%	22%	2%	8%	21%	33%	34%
Fully Remote Only	3%	2%	3%	23%	10%	3%	3%	3%	22%	10%	10%	46%	30%	10%	3%	4%	52%	45%	42%	84%	75%	42%	19%	14%
No Modality Data	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	2%	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%	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 4/25/2021. 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 A11. Share of Districts by Urbanicity, Planned Modality, and Month**

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

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 4/25/2021. 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 A12. 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	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person Only	6%	5%	5%	2%	3%	5%	5%	5%	2%	2%	2%	1%	2%	2%	3%	2%	3%	3%	3%	2%	3%	4%	4%	4%
Fully In-Person Option	51%	55%	55%	39%	46%	53%	59%	61%	60%	64%	65%	45%	55%	66%	71%	75%	48%	57%	57%	33%	43%	63%	67%	68%
Hybrid Only	1%	1%	1%	0%	0%	1%	4%	4%	1%	1%	2%	1%	1%	3%	3%	2%	4%	4%	4%	1%	1%	1%	3%	2%
Hybrid Option	8%	10%	12%	4%	4%	8%	14%	15%	18%	22%	21%	9%	14%	19%	19%	16%	20%	18%	17%	7%	10%	17%	19%	19%
Fully Remote Only	32%	28%	25%	53%	44%	31%	16%	13%	19%	11%	10%	43%	27%	9%	3%	3%	25%	17%	18%	55%	42%	15%	7%	6%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	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%

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 4/25/2021. 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 A13. Share of Districts by Total Enrollment, Planned Modality, and Month**

Instructional Modality	Small								Medium								Large							
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person Only	12%	11%	11%	5%	8%	10%	11%	11%	0%	0%	0%	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	2%	1%
Fully In-Person Option	52%	53%	53%	43%	46%	52%	54%	54%	59%	64%	66%	42%	52%	68%	73%	76%	49%	58%	57%	36%	49%	59%	68%	73%
Hybrid Only	4%	4%	4%	2%	2%	4%	6%	5%	1%	2%	2%	0%	1%	1%	2%	2%	0%	0%	1%	0%	0%	2%	2%	2%
Hybrid Option	11%	12%	12%	5%	6%	8%	14%	16%	18%	19%	18%	7%	9%	14%	16%	15%	18%	23%	22%	12%	18%	26%	24%	19%
Fully Remote Only	19%	18%	18%	43%	36%	24%	13%	11%	21%	15%	13%	50%	37%	15%	6%	5%	32%	18%	20%	51%	31%	10%	3%	4%
No Modality Data	2%	2%	2%	3%	3%	3%	2%	2%	0%	0%	0%	1%	0%	0%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	1%	0%	0%	0%	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 ( $\leq 337$  students), 406 in “Midsize” (337-1824 students), and 213 in the “Large” group ( $> 1824$  students). Data reflect plans submitted by 11:59 pm on 4/25/2021. 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 A14. Share of Districts by Broadband Internet Access, Planned Modality, and Month**

Instructional Modality	Low								Medium								High							
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Fully In-Person Only	5%	5%	5%	3%	4%	4%	4%	5%	3%	3%	3%	1%	2%	3%	4%	4%	1%	1%	1%	1%	1%	2%	2%	2%
Fully In-Person Option	53%	55%	55%	39%	46%	54%	61%	63%	60%	64%	64%	46%	55%	67%	70%	71%	47%	57%	59%	32%	44%	60%	67%	74%
Hybrid Only	2%	2%	2%	1%	1%	3%	4%	3%	2%	2%	3%	1%	1%	2%	3%	2%	0%	1%	2%	0%	0%	1%	3%	3%
Hybrid Option	11%	14%	15%	5%	5%	14%	20%	20%	14%	16%	15%	8%	10%	13%	14%	14%	24%	25%	24%	8%	16%	22%	22%	16%
Fully Remote Only	29%	24%	23%	52%	43%	25%	10%	8%	20%	14%	14%	43%	30%	13%	7%	6%	26%	14%	12%	56%	38%	13%	4%	3%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	2%	2%	2%	2%	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%

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 4/25/2021. 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](http://www.nhgis.org).



## ENDNOTES

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<sup>i</sup> 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.

<sup>ii</sup> 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.

<sup>iii</sup> ACS data were obtained from IPUMS NHGIS, University of Minnesota, [www.nhgis.org](http://www.nhgis.org)

<sup>iv</sup> 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/>

<sup>v</sup> 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.

<sup>vi</sup> 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/](http://www.detroitnews.com/story/news/local/michigan/2021/01/08/gov-whitmer-expected-encourage-person-instruction-schools/6595679002/).