



JANUARY 19, 2021

Education Policy Innovation Collaborative

Instructional Delivery Under Michigan Districts' Extended COVID-19 Learning Plans – January 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 districtⁱ 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 for the months of September through January, and updates selected findings presented in EPIC’s November and December 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’ 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 the months of September through January were administered through MDE’s GEMS-MARS application and district submissions were accepted through 11:59pm on January 11, 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 five months. These three instructional modalities are defined as follows:

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

In a previous analysis of the Return to School plans that Michigan districts submitted to MDE in August of 2020, EPIC researchers found that the majority of districts planned to give families a choice between two or more modes of instruction.ⁱⁱⁱ In order to capture similar

details from districts’ monthly ECOL plans, the reconfirmation questionnaire allowed districts to select more than one modality.

Districts were also asked follow-up questions about each mode of instruction they planned to provide. For all three modalities, follow-up questions included details such as the percentage of students in the district to whom they planned to provide this mode of instruction (asked in ranges of less than 24%, 25-49%, 50-74%, 75-99%, and 100%) and the grade level(s) or special population(s) of students to whom they planned to provide this mode of instruction.

Table 1 provides details about the number of districts – both Local Education Agencies (LEAs, which are traditional public-school districts) and Public School Academies (PSAs, or charter schools) – that provided their ECOL reconfirmation plans for each month. This update to our November analysis not only incorporates new plans submitted for the month of January, but also incorporates several September through December plans that had not yet been submitted at the time of our November analysis. As of January 11, 2021, approximately 98% of districts submitted plans for the months of September, October, and November (100% of LEAs and 95% of PSAs), and 97% submitted ECOL plans for the months of December and January. Eight hundred and five districts (97%) submitted plans across all five months (98% of LEAs and 94% of PSAs). Fifteen districts did not submit ECOL plans in any month. These districts are all PSAs, and at least 12 of the 15 were operating as virtual schools before the pandemic and are not required to submit ECOL plans each month.^{iv}

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

	Total Number of Districts
All Districts	833
Districts that Submitted September ECOL Plans	817
Districts that Submitted October ECOL Plans	817
Districts that Submitted November ECOL Plans	816
Districts that Submitted December ECOL Plans	808
Districts that Submitted January ECOL Plans	806
Districts that Submitted ECOL Plans All 5 Months	805

Notes: Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

AUXILIARY DATA SOURCES

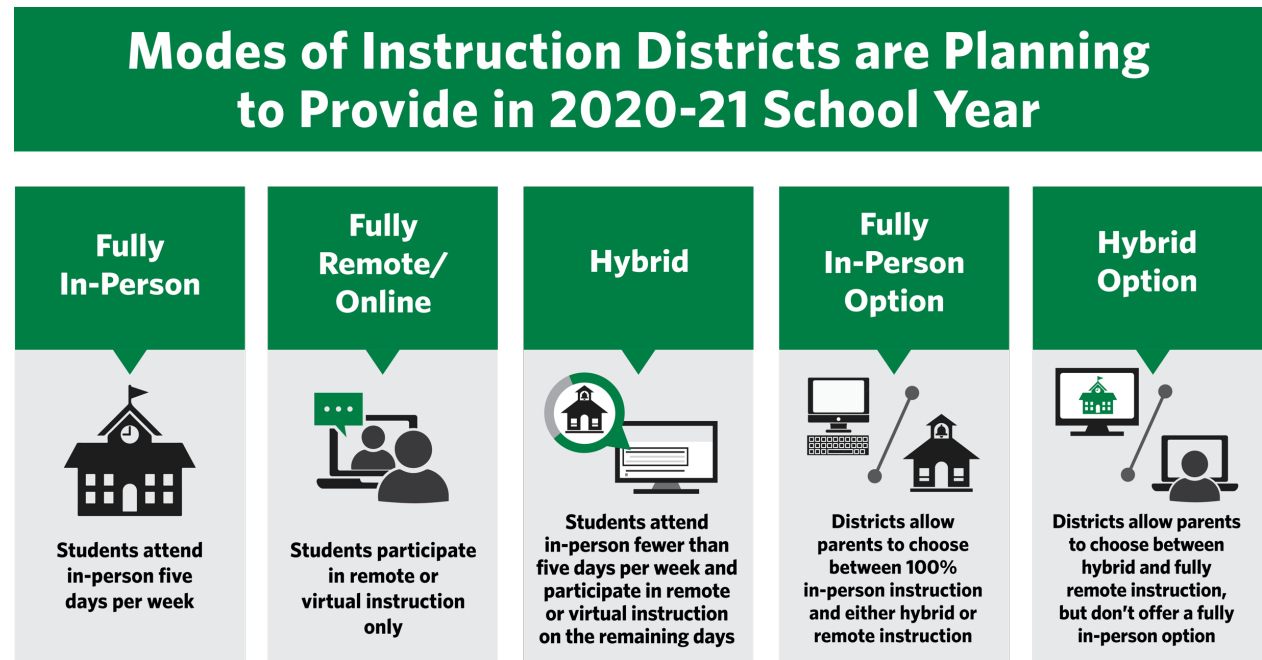
This report draws from several auxiliary data sources to provide additional context about school districts and the local communities they serve. District plans are linked with publicly

available characteristics from the Educational Entity Master (EEM) database to compare ECOL plan content and instructional modality across types of districts (e.g., LEA districts and PSA districts) and locations across the state. Aggregate student enrollment data from the 2019-20 MI School Data Student Headcount report are also incorporated to estimate the proportions of Michigan students^v 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^{vi}.

Results

Instructional Modality

As in our November and December analyses, 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, between 1% and 2% of districts submitted Re-Confirmed COVID-19 Learning Plan Monthly Questionnaires but did not specify how instruction would be provided for general education students. These districts could not be classified into one of the five mutually exclusive categories described above and are labeled “No Modality Data” in the tables and figures that follow. As noted above in Table 1, between 2% and 3% of districts did not submit responses to the questionnaire. We label these districts “No Plan Submitted.”

JANUARY PLANS FOR INSTRUCTIONAL MODALITY

In January, 61% of school districts planned to offer some amount of in-person instruction (either fully in-person or hybrid, shown in Table 2). Nearly all of these districts planned to provide multiple options; just 2% of districts planned to offer only fully in-person instruction^{vii} and 1% planned to offer only hybrid instruction. Of the 58% of districts that planned to provide more than one mode of instruction, most (48%) planned to offer fully in-person instruction to some of their students and 10% planned to offer hybrid instruction. Just over a third of all Michigan districts (35%) planned only to offer fully remote instruction.

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

Instructional Modality	School Districts		Students	
	Count	Percent	Count	Percent
Fully In-Person Only	18	2%	9,025	1%
Fully In-Person Option	399	48%	621,536	43%
Hybrid Only	8	1%	7,440	1%
Hybrid Option	81	10%	255,533	18%
Fully Remote Only	291	35%	511,692	35%
No Modality Data	9	1%	12,179	1%
No Plan Submitted	27	3%	30,558	2%

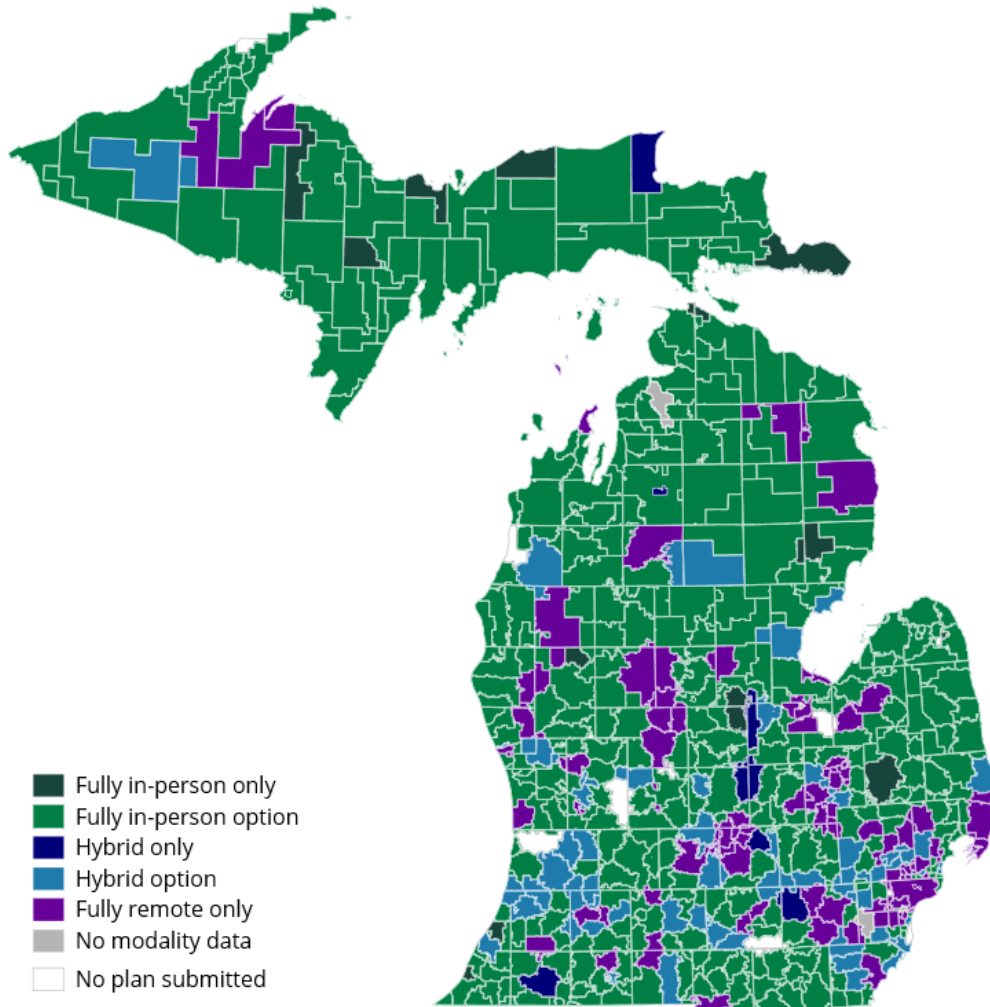
Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

The second panel in Table 2 provides the total number of students enrolled in districts planning to offer each of these modalities for the month of January. Thirty-five percent of Michigan students are enrolled in districts that planned to offer only remote instruction, and 62% are enrolled in districts that planned to offer some amount of in-person instruction.

Discrepancies between the percentages of districts and students represented in each modality category reflect differences in the average size of districts providing each mode of instruction. Districts offering fully in-person instruction tend to be smaller than the state average, whereas districts offering hybrid instruction tend to be larger.

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



Notes: Data reflect plans submitted by 11:59pm on 1/11/2021. 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.

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 January. This map does not depict the locations or instructional modalities of PSA districts, as PSAs are not geographic regions and do not have geographic boundaries.

LEAs offering fully in-person instruction as an option (in addition to hybrid and/or fully remote instruction), depicted in bright green, are prevalent in every region of the state. LEAs offering only remote instruction, depicted in purple, are most heavily concentrated in and around large urban areas (e.g., Detroit, Grand Rapids, Lansing, and Flint). Almost all LEAs that planned to offer only in-person instruction (dark green) are located in the northern part of the state, and nearly all are in the Upper Peninsula. LEAs providing hybrid instruction only (dark blue) or as an option (bright blue) are generally clustered together or located adjacent to fully remote districts.

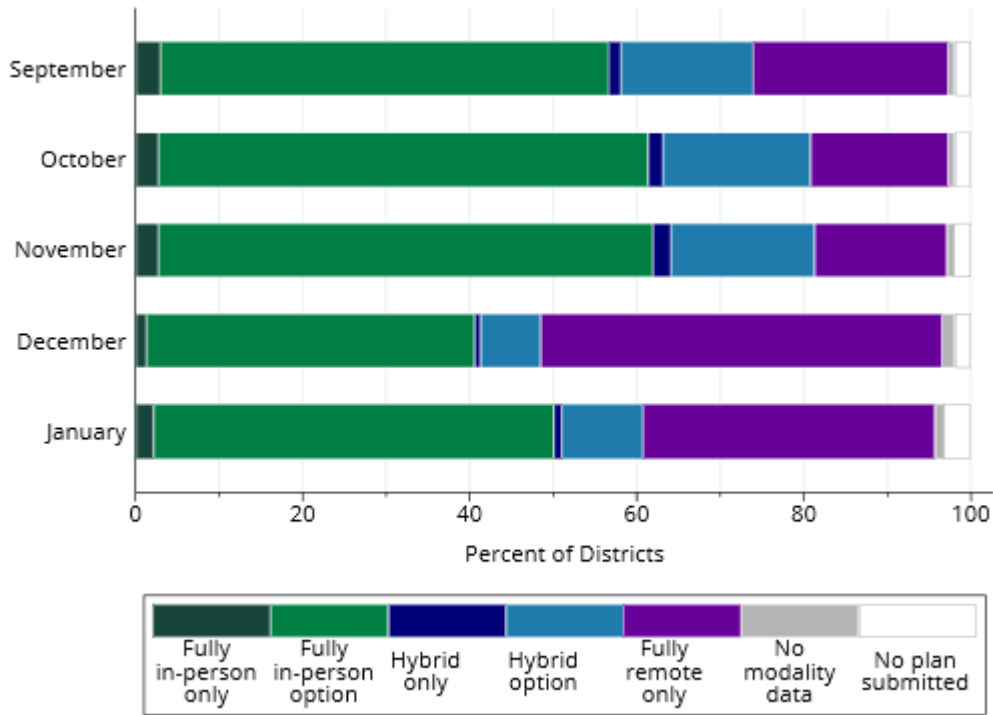
TEMPORAL CHANGES IN INSTRUCTIONAL MODALITY

Figure 2 shows the distribution of districts' planned instructional modalities for the first five months of the 2020-2021 academic year. In September, nearly three quarters of all Michigan school districts (74%) planned to offer some amount of in-person instruction (either fully in-person or hybrid). This share increased to roughly 81% in both October and November. At the same time, nearly one-quarter (23%) of districts planned to provide fully remote instruction in September, and that share decreased to 16% through November.

However, Michigan experienced a dramatic rise in COVID-19 infections over the course of the fall and especially into November.^{viii} On Sunday November 15th, the Michigan Department of Health and Human Services (MDHHS) issued an Emergency Order under MCL 333.2253 that mandated all high schools halt in-person instruction for three weeks starting November 18th, 2020. The order was subsequently extended through 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%).^{ix} Conversely, the share of districts that planned to offer some form of in-person instruction decreased from 81% to 49%.

Of the districts that were fully remote in December, more than two thirds planned to remain fully remote in January, and less than one third planned to resume in-person instruction for at least some of their students. Overall, the share of districts providing only fully remote instruction decreased from 48% to 35%, and the share of districts providing some form of in-person instruction increased from 49% to 61%.

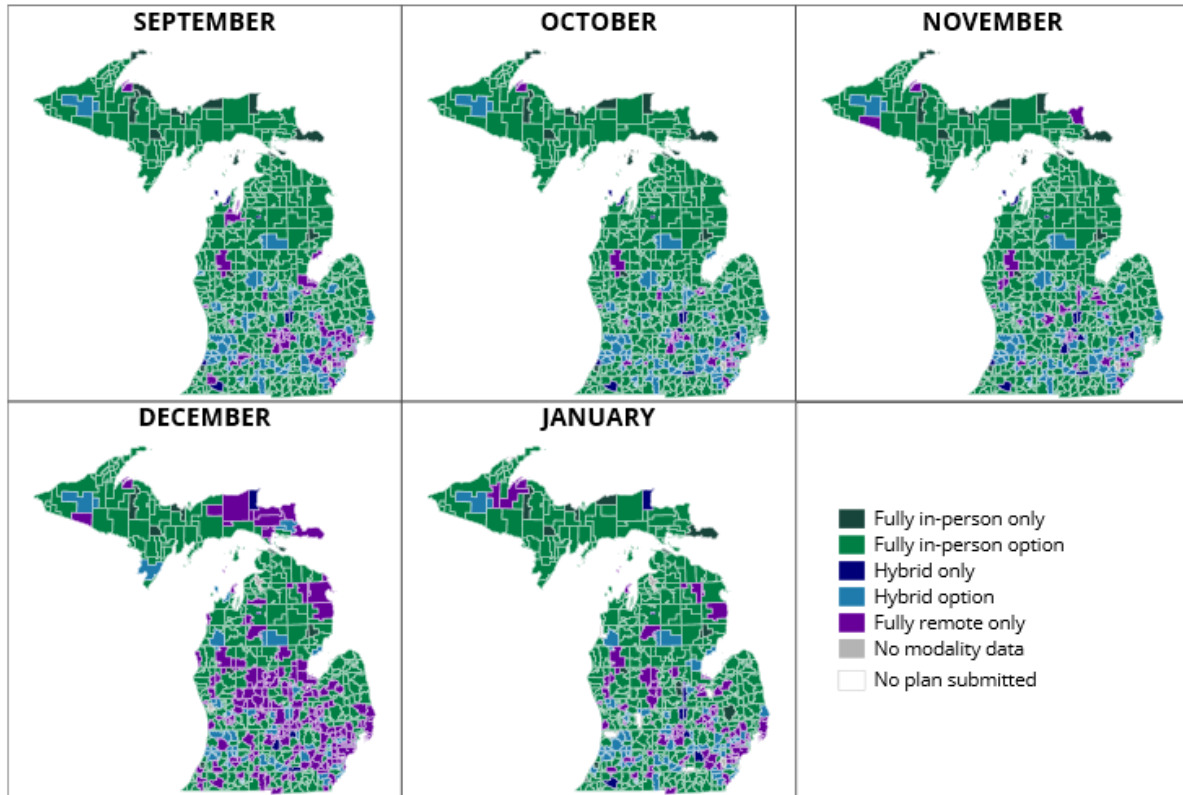
Figure 2. Distribution of Districts by Planned Instructional Modality and Month



Notes: Data reflect plans submitted by 11:59pm on 1/11/2021. 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 shows how these changes over time were reflected in the state’s geography. Between September and November, an increasing number of traditional public school LEAs in urban areas switched from only offering fully remote instruction to a modality that included more in-person instruction (as evident from the decreased prevalence of purple regions in October and November, compared to September). 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. Although many of the districts that shifted to fully remote instruction in December planned to resume in-person instruction January, the remaining fully remote districts are geographically scattered throughout the state.

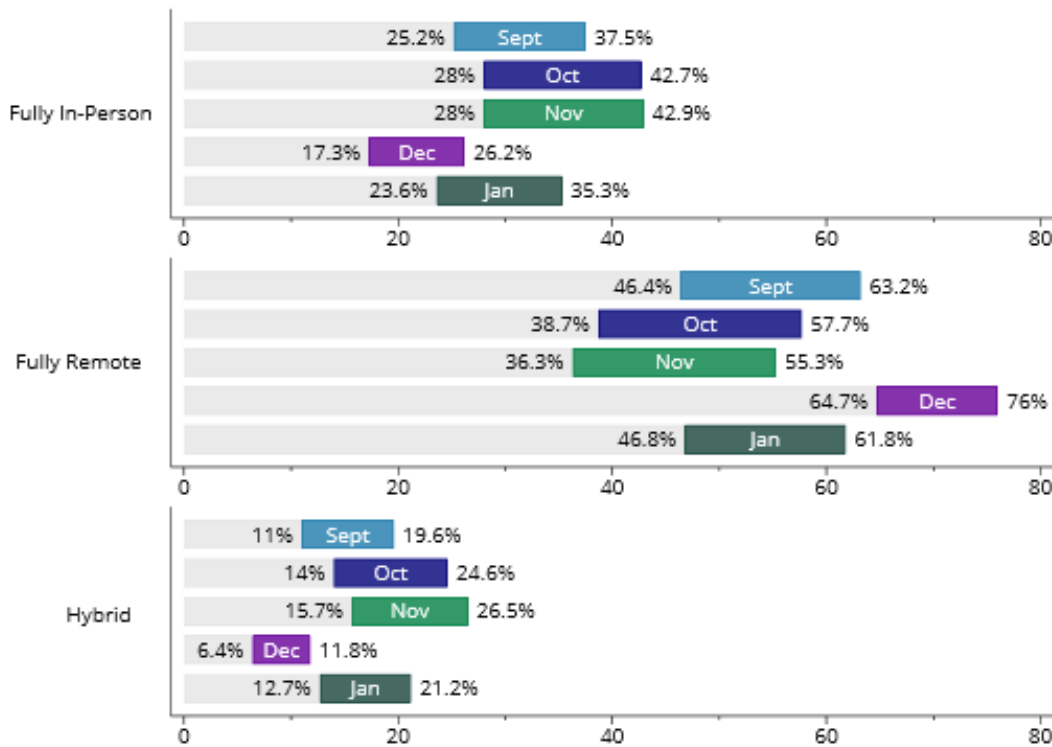
Figure 3. Districts by Planned Instructional Modality and Month (*Traditional Public Schools Only*)



Notes: Data reflect plans submitted by 11:59pm on 1/11/2021. The map only includes data from traditional public school LEAs and not PSAs. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

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

Figure 4. Estimated Percentage of Students by Planned Modality (*Ranges based on district reports*)



Notes: We calculate the percent of students by multiplying district-reported ranges of plans for students to be served by each instructional modality by their total student counts and then summing across all the districts offering each modality. For example, the top bar for September Fully In-Person can be interpreted as “Between 25.2 and 37.5 percent of Michigan students were receiving fully in-person instruction in September.” Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020). <https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount2.aspx>

In January, districts planned to provide fully in-person instruction to between 24% and 35% of all students across the state. This estimate is substantially lower than the 44% of students who were enrolled in districts that offered at least the option of fully in-person instruction in January, suggesting that many of the students in these districts are choosing hybrid or fully remote options. Although there are fewer students estimated to be receiving in-person instruction and more students estimated to be receiving remote instruction than in October and November, the estimated student shares for January are comparable to those from September.

The remainder of this report focuses on one specific population of Michigan students: students with disabilities. Any analyses presented in the November and December iterations of this report but not yet discussed here have been updated to include district’s planned January modality and can be found in the Appendix (see Appendix Figures A1-A9 and Tables A3-A8).

Spotlight: Special Education During COVID-19

DETERMINANTS OF INSTRUCTIONAL MODALITY

Districts were also asked about the factors they considered when offering students a particular mode of instruction. Ten potential factors were presented to districts: parent preference, grade level, school assignment, closure due to COVID-19 outbreak, student IEP/section 504 status, English Learner status, economically disadvantaged status, struggling/early reader status, at-risk status, and other factor(s) not already specified. If multiple factors were considered, districts were asked to indicate all that apply. Districts responded to this question separately for each mode of instruction they planned to offer.

Figures 5a and 5b summarize the factors districts considered across all three instructional modalities. For example, 82% of Michigan districts that completed the Reconfirmed COVID-19 Learning Plan Monthly Questionnaire considered parental preferences in September when offering students instructional modalities, regardless of whether those districts planned to provide fully in-person instruction, hybrid instruction, fully remote instruction, or some combination of the three.

Throughout the entire academic year, most districts reported that parent preferences and closures due to COVID-19 outbreaks were considered when determining instructional modalities for students (see Figure 5a). More than 80% of districts considered these two factors in September, however, that share has declined in recent months. In January, roughly 70% of districts still incorporated parental preferences in their decisions, while only 55% of districts considered closures due to COVID-19 outbreaks. Note, however, that due to the vague language for this survey instrument, it is unclear whether districts are referencing school- or community-level closures due to COVID-19 outbreaks when making decisions (e.g., a school closure due to an in-school outbreak versus increased community spread that leads to local businesses suspending operations).

The share of districts reporting that they considered any of the remaining three factors in Figure 5a has been relatively consistent throughout the entire school year: between 15% and 20% of districts considered student grade level or school assignment when making modality decisions each month, and a slightly higher share considered unspecified factors (between 18% and 26%). Figure 5b compares the share of districts considering special population status when determining instructional modalities for students. Across all months, districts were more likely to report considering IEP/section 504 status when determining instructional modalities (between 15% and 19%) compared to any of the other listed student characteristics. Districts were least likely to report considering a student's economically disadvantaged status (between 4% and 5%), while a slightly high share considered English Learner status (between 6% and 8%), struggling/early reader status (between 6% and 8%), or at-risk status (between 7% and 10%).

Figure 5a. Factors used by Districts to Determine Student Instructional Modality

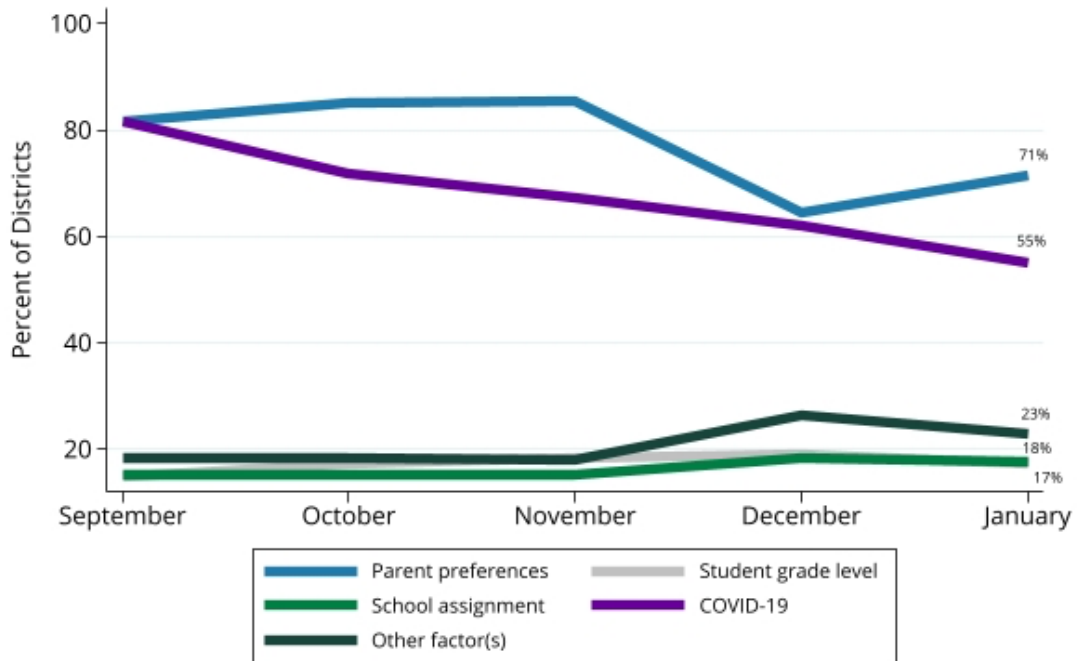
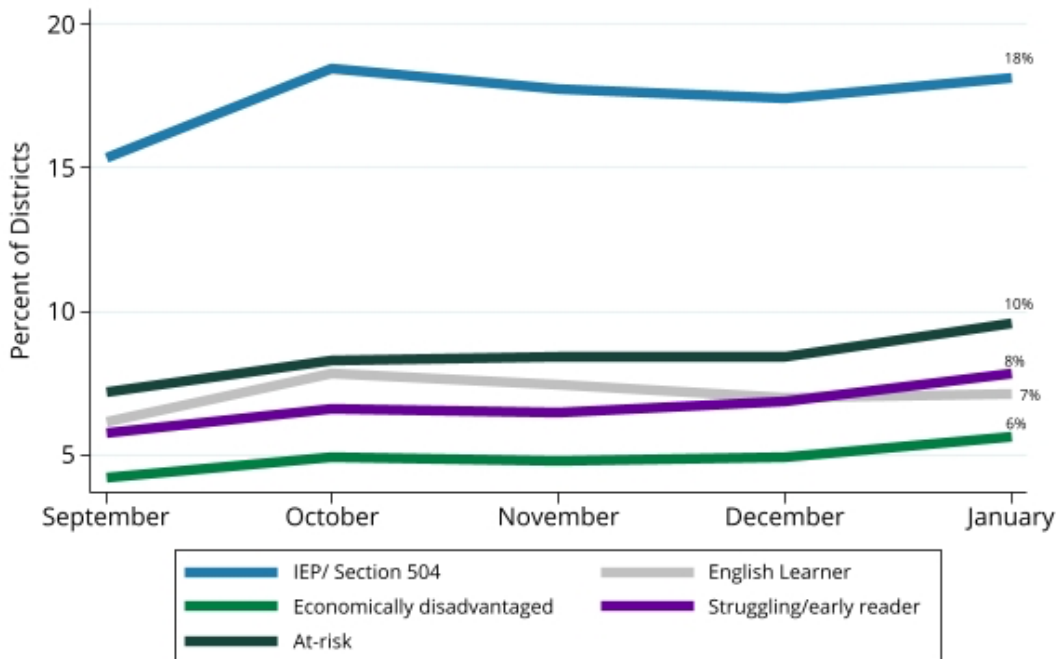


Figure 5b. Factors used by Districts to Determine Student Instructional Modality



Notes: Lines represent the proportion of districts in each month that considered each specific factor when determining instructional modalities for students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. 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.

PREVALANCE OF IN-PERSON AND SYNCHRONOUS INSTRUCTION FOR STUDENTS WITH DISABILITIES

Districts that indicated they would provide fully in-person instruction were also asked to identify which grades and student populations would receive this type of instruction. Figure 6 describes the share of districts that planned to provide fully in-person instruction to students with disabilities between September and January.

Figure 6. Share of Districts Offering Fully In-Person Instruction to Students with Disabilities



Notes: Bars represent the proportion of districts in each month that reported providing in-person instruction to students with disabilities. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

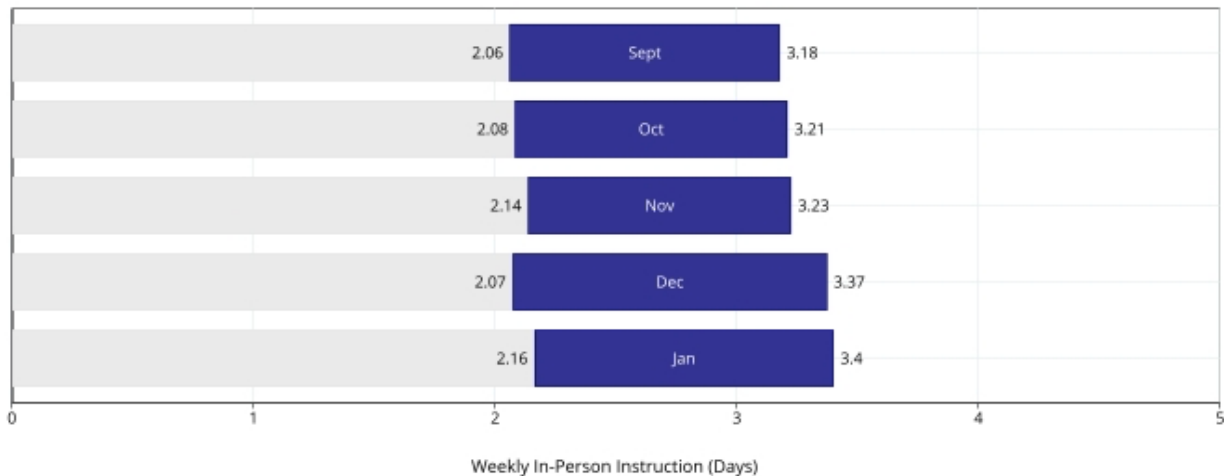
Across the first three months of the school year, an increasing majority of Michigan school districts planned to offer fully in-person instruction to students with disabilities. In December, following the MDHHS order that high schools must switch to fully remote instruction, Michigan saw a 200% increase in the share of districts providing fully remote instruction, as 32% of all school districts switched from planning to offer some amount of in-person to fully remote instruction only.

Similarly, the share of districts planning to offer in-person instruction to students with disabilities in December dropped by almost 20 percentage points (i.e., a 35% reduction).

The share planning to offer in-person instruction in January increased to roughly 44%, an increase of approximately nine percentage points but still below the share of districts that planned offered students with disabilities in-person instruction prior to the MDHHS order.^x

Students with disabilities, as well as all other Michigan 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 (i.e., Pre-K through 12) and special population (e.g., students with disabilities or English learners). Results for students with disabilities are provided in Figure 7.

Figure 7. Reported Days of Planned In-Person Instruction for Districts Offering Hybrid Instruction to Students with Disabilities (*Ranges based on district reports*)



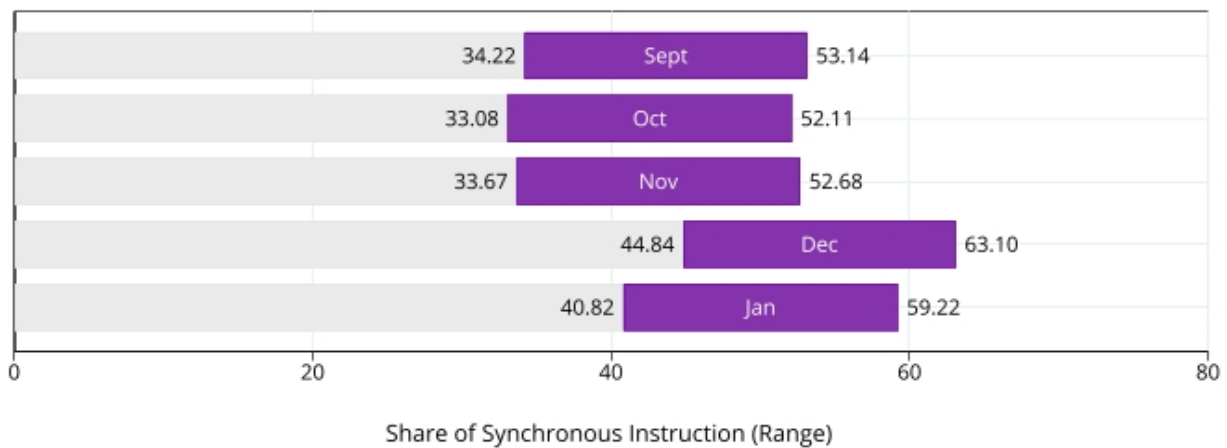
Notes: We calculate the average range of planned days of in-person instruction for hybrid students with disabilities by averaging district responses for this population across all districts that responded that they planned to offer any students with disabilities hybrid instruction. The top bar can be interpreted as “Students with disabilities receiving hybrid instruction in September received between 2.06 and 3.18 days of in-person instruction each week.” Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

On average, Michigan students with a disability who received hybrid instruction attended school in person roughly two to three days each week. This is similar to the amount of in-person instruction provided to general education students in districts that offered hybrid instruction (see Appendix Figure A2). Both the lower and upper bounds of this range have increased slightly since the start of the academic year, indicating that the average number of in-person days of instruction provided to hybrid students with disabilities has increased over the last five months.

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

Figure 8 provides results for students with disabilities since the start of the school year. Across the first three months of the school year, districts planned to provide approximately 33% to 53% of instruction for fully remote students with disabilities in a synchronous format. Thus, 47% to 67% was planned to be asynchronous. These averages were relatively unchanged between September and November, however, this range increased dramatically as more districts planned to offer fully remote instruction in December and January. In December and January, districts planned to provide approximately 45-63% and 41-59% of instruction for fully remote students with disabilities in a synchronous format, respectively. Both the range of synchronous instruction for fully remote students with disabilities, as well as changes in this range over time, mirror the instruction provided to fully remote general education students (see Appendix Figure A3).

Figure 8. Reported Share of Synchronous Instruction for Districts Offering Fully Remote Instruction to Students with Disabilities (*Ranges based on district reports*)



Notes: We calculate the average range of synchronous instruction for remote students with disabilities by averaging district responses for this population across all districts that responded that they planned to offer students with disabilities remote instruction. The top bar can be interpreted as "For students with a disability receiving remote instruction in September, between 34.22% and 53.14% of instruction was in a synchronous format." Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

ADDITIONAL RESOURCES AND SUPPORTS WITHIN INSTRUCTIONAL MODALITY

Districts were asked whether they planned to offer any of the following additional resources to students because of the pandemic: electronic devices, Wi-Fi hotspots, broadband internet subscriptions, access to facilities where adults work to assist students with remote work (e.g., learning labs), or access to facilities that provide technology to complete remote work (e.g., Wi-Fi access arranged by the district at a community center). If a district already provided these resources prior to COVID-19, it was not considered an “additional” resource. In addition to asking which resources districts planned to provide, districts were asked to indicate plans for which grade levels and special populations would receive each resource.

Table 3 summarizes the share of districts offering additional resources to students with disabilities in districts offering in-person, hybrid, and remote instruction. Note, for Tables 3 and 4, districts offering in-person instruction combines Fully In-Person Only and Fully In-Person Option districts, districts offering hybrid instruction combines Hybrid Only or Hybrid Option districts, and districts offering remote instruction are Fully Remote Only districts.

Table 3. Share of Districts Offering Additional Resources to Students with Disabilities

Additional Resources	In-Person					Hybrid					Remote				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Electronic devices	80%	81%	80%	81%	82%	85%	83%	82%	82%	79%	84%	80%	78%	83%	83%
Wi-Fi hotspots	56%	59%	60%	57%	60%	71%	70%	70%	73%	78%	66%	59%	57%	67%	66%
Broadband internet subscriptions	8%	8%	8%	7%	9%	8%	8%	8%	9%	7%	12%	12%	13%	10%	9%
Access to facilities where adults assist students with remote work	31%	33%	33%	40%	41%	47%	44%	45%	50%	46%	36%	36%	30%	34%	36%
Access to facilities with technology to complete remote work	28%	27%	26%	31%	31%	21%	22%	22%	30%	35%	20%	17%	18%	18%	13%

Notes: Percentages represent the proportion of districts in each month that reported providing each additional resource to students with disabilities. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

As seen in Table 3, roughly 80% of all Michigan districts report offering electronic devices to students with disabilities. This share has remained relatively constant throughout the school year and is not significantly different across districts offering various instructional modalities. Compared to general education students, roughly 85% of districts across all

modalities reported offering electronic devices to elementary and middle school general education students, while slightly less than 70% reported offering electronic devices to general education students in high school grade levels.

Districts planning to offer hybrid instruction were the most likely to report offering Wi-Fi hotspots to students with disabilities (between 70% and 78%), followed by districts planning to offer remote (between 59% and 67%) and in-person instruction (between 56% and 60%). Again, compared to general education students, between 60% and 65% of districts across all modalities reported offering Wi-Fi hotspots to elementary and middle school general education students. Only 51% to 54% of districts reported offering Wi-Fi hotspots to high school general education students.

Less than 10% of districts planning to offer in-person or hybrid instruction also reported offering students with disabilities broadband internet subscriptions. The share of remote districts offering broadband internet subscriptions was slightly higher for the first three months of the school year (roughly 12%), but fewer districts have offered this resource in recent months. Less than 10% of school districts across all modalities and grade levels reported offering broadband internet subscriptions to general education students.

Table 4. Share of Districts Offering Additional Instructional Supports to Students with Disabilities

Instructional Supports	In-Person					Hybrid					Remote				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
One-on-one, in person	25%	26%	25%	28%	29%	27%	30%	30%	38%	35%	26%	23%	22%	19%	17%
Small-group, in person	21%	21%	21%	22%	25%	22%	27%	26%	35%	33%	18%	16%	17%	11%	9%
Large-group, in person	12%	12%	11%	11%	13%	6%	7%	6%	8%	14%	3%	3%	3%	2%	2%
Other in-person activities	13%	14%	13%	12%	17%	14%	16%	17%	27%	27%	9%	10%	10%	9%	8%
One-on-one, virtual	0%	15%	22%	34%	41%	0%	27%	38%	52%	65%	0%	7%	21%	65%	62%
Small-group, virtual	61%	64%	65%	61%	62%	82%	80%	79%	77%	80%	81%	81%	82%	82%	84%
Large-group, virtual	38%	40%	40%	36%	39%	60%	59%	57%	49%	52%	61%	65%	67%	64%	68%
Other virtual activities	34%	36%	36%	31%	34%	61%	58%	58%	52%	55%	55%	58%	57%	53%	57%

Notes: Percentages represent the proportion of districts in each month that reported providing each additional instructional support to students with disabilities. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Finally, districts were asked to indicate how they planned to provide additional instructional supports for special populations. More specifically, districts were asked if additional instructional supports would be provided in an in-person or virtual setting, as well as the size of the group receiving instruction (i.e., one-on-one, small group, large group, or some

other type of activity). Again, districts were asked only to specify instructional supports they planned to provide in response to the pandemic and exclude any supports that a district provided before COVID-19.

Table 4 summarizes the share of districts providing additional instructional supports to students with disabilities in districts offering in-person, hybrid, and remote instruction. In September, in-person, hybrid, and remote districts all reported offering additional one-on-one supports only in an in-person setting (25%, 27%, and 26% respectively). By November, the share of districts that reported offering one-on-one supports in-person and virtually were roughly equal, with virtual one-on-one supports becoming even more prominent over the last two months. Across all modalities and months, districts were more likely to report offering small-group, large-group, and “other” supports virtually compared to in person.

Key Takeaways

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.

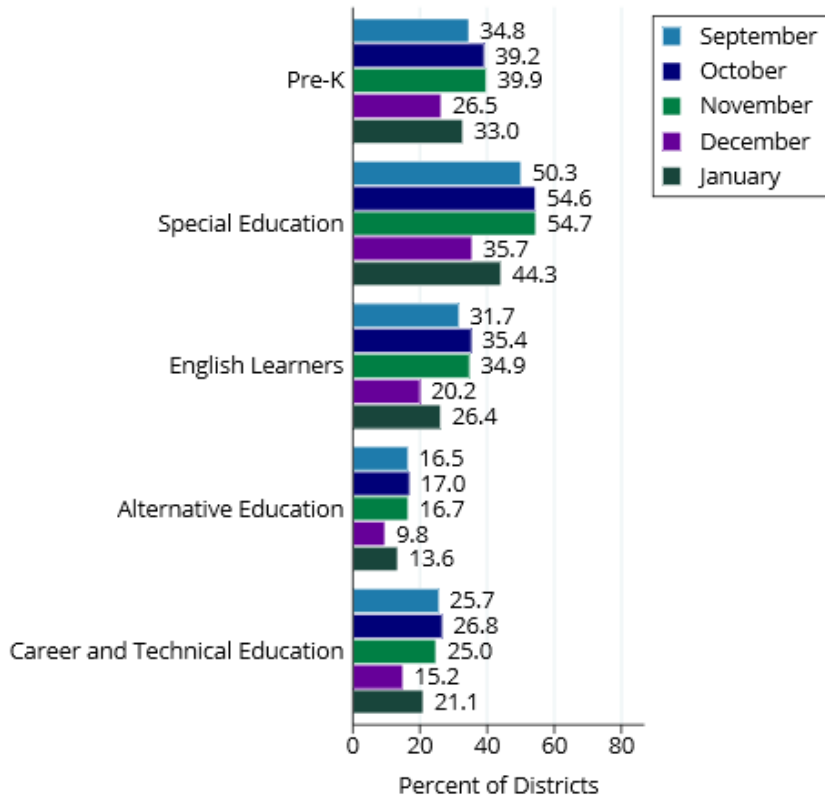
- The dramatic shift toward remote instruction in December remains the most significant change in how Michigan students receive instruction this school year. Even though the November MDHHS order requiring all high schools meet remotely has expired, the share of districts planning to offer some amount of in-person instruction in January is still significantly less than what was reported prior to the order.
- Across all months, districts were more likely to report considering special education status when determining student instructional modality compared to any of the other student characteristic provided in the questionnaire (i.e., English Learner status, economically disadvantaged status, struggling/early reader status, at-risk status).
- Roughly 80% of all Michigan districts reported offering electronic devices to students with disabilities, and more than half reported providing Wi-Fi hotspots.
- The drastic increase in the share of districts that reported offering students with disabilities additional one-on-one supports in virtual settings exemplifies how the delivery of special education services has changed during the pandemic. Further, across all modalities and months, districts were more likely to report offering

additional small- and large-group supports to students with disabilities in a virtual format compared to in person.

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 students with disabilities highlights this fact and sheds new light on the challenges certain student populations face within different instructional modalities. 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.

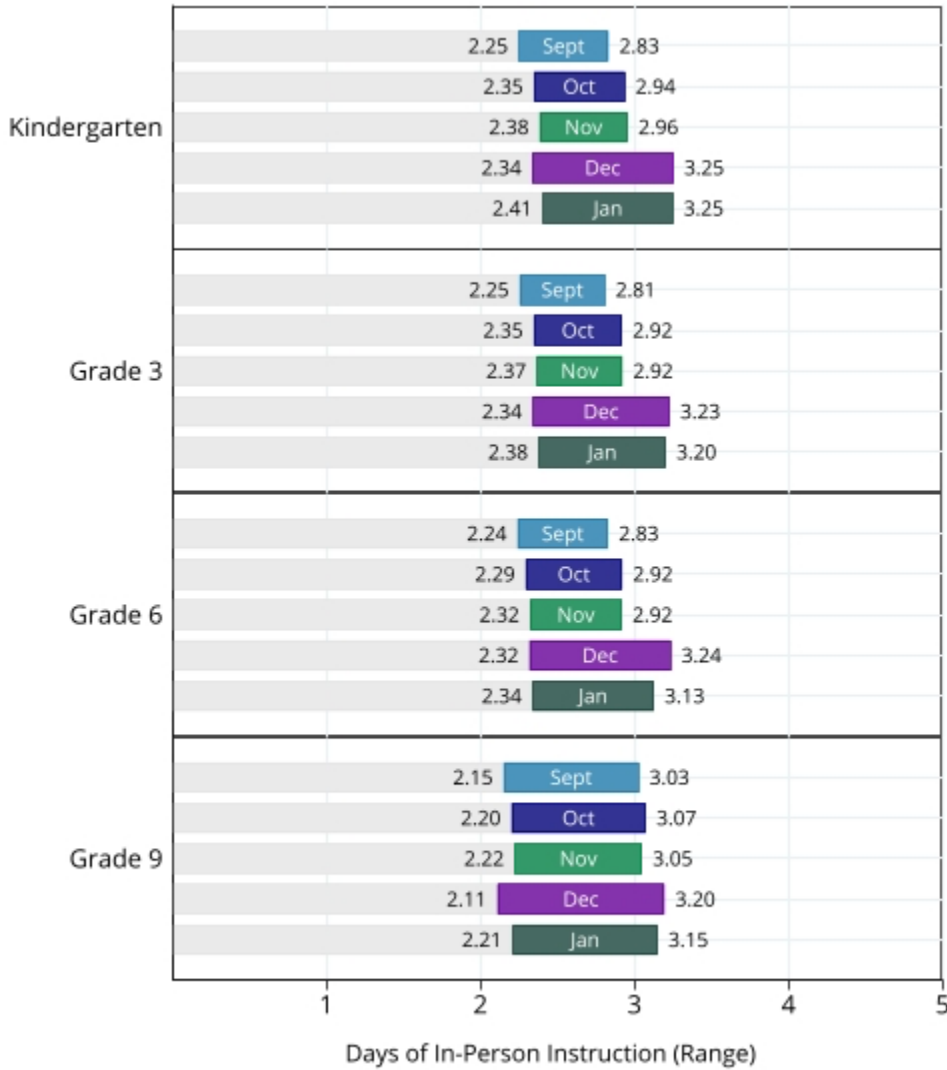
APPENDIX

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



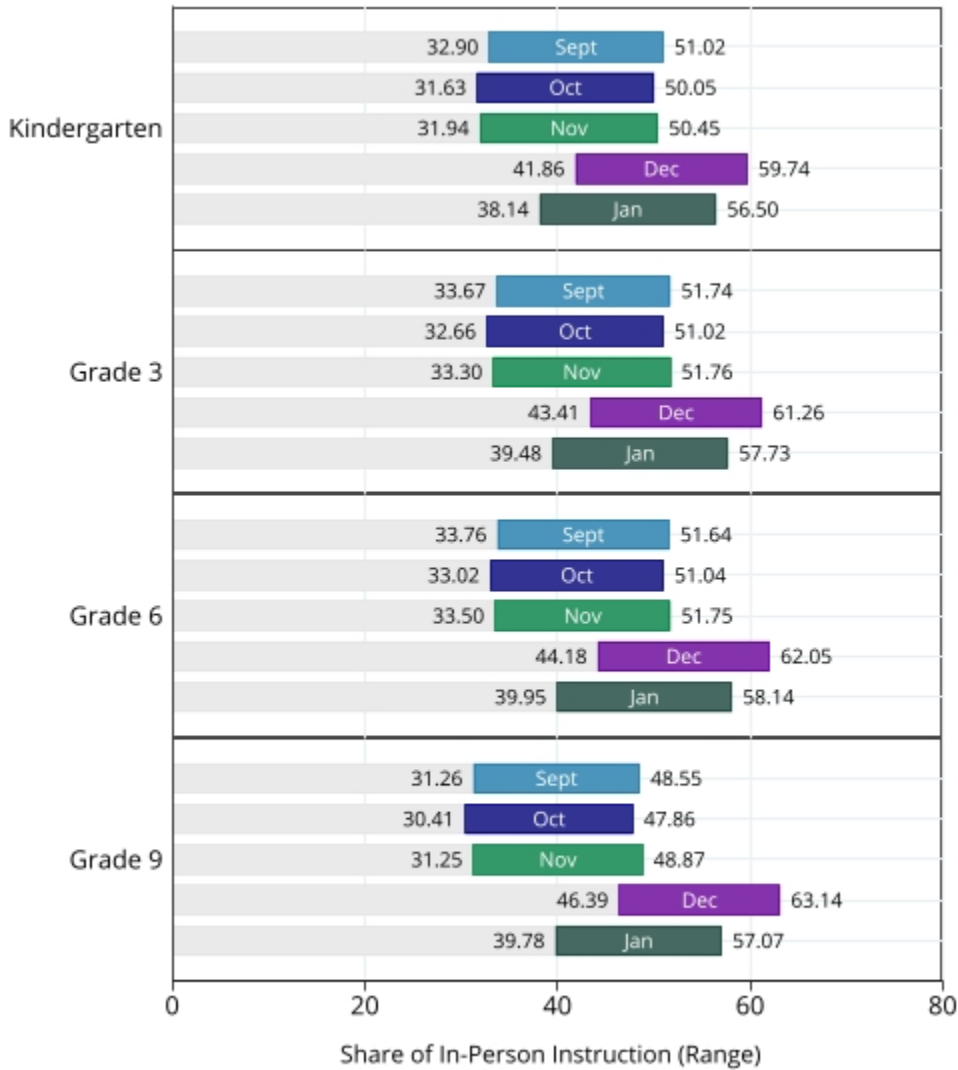
Notes: Bars represent the proportion of districts in each month that reported providing in-person instruction to each subgroup of students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A2. Reported Days of Planned In-Person Instruction for Hybrid Students, by Grade (K, 3, 6, 9, and 12).



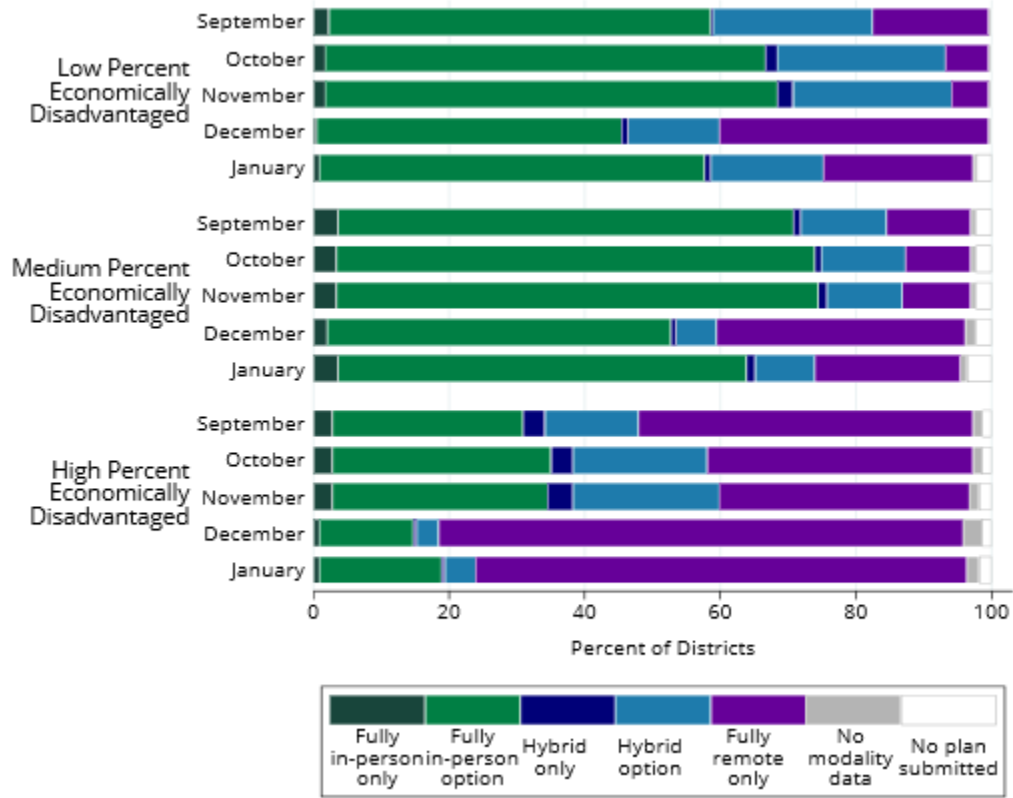
Notes: We calculate the average range of planned days of in-person instruction for hybrid students by averaging district responses for each grade across all districts that responded that they planned to offer any students hybrid instruction. The top bar can be interpreted as “Kindergarteners receiving hybrid instruction in September received between 2.25 and 2.83 days of in-person instruction each week.” Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A3. Reported Share of Synchronous Instruction for Fully Remote Students, by Grade (K, 3, 6, 9, and 12)



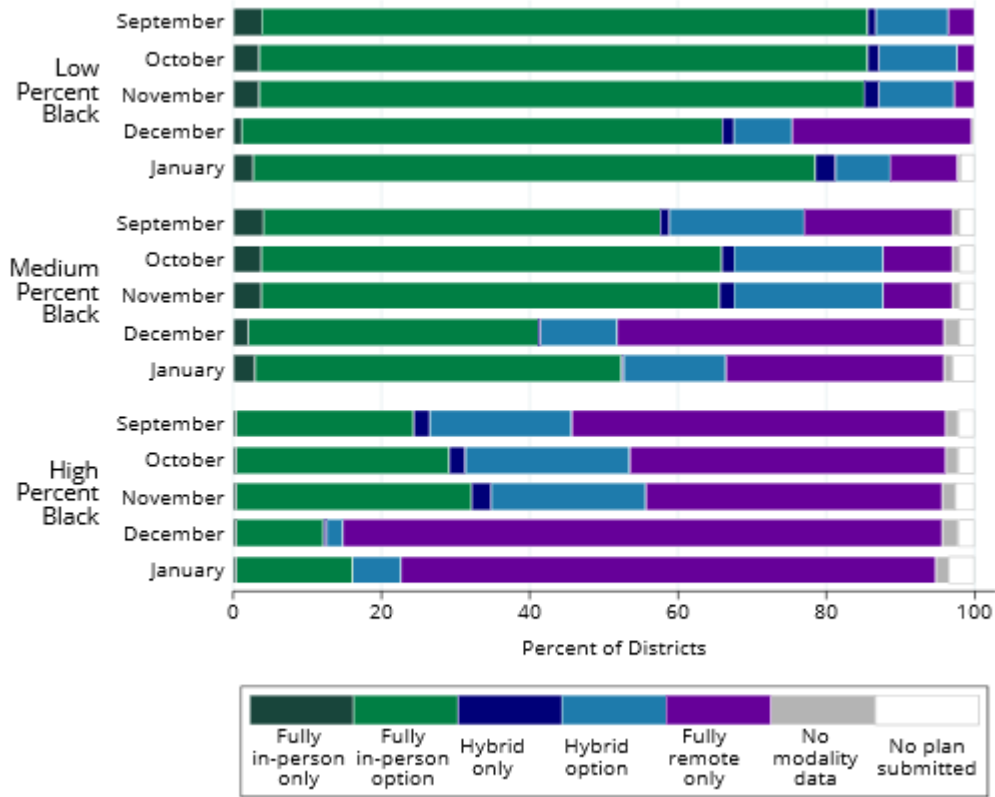
Notes: We calculate the average range of synchronous instruction for remote students by averaging district responses for each grade across all districts that responded that they planned to offer any students remote instruction. The top bar can be interpreted as "For Kindergarteners receiving remote instruction in September, between 32.9 and 51.0% of instruction was in a synchronous format." Data reflect plans submitted by 11:59pm on 1/11/2021. Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

Figure A4. Share of Districts by Economically Disadvantaged Student Population, Planned Modality, and Month



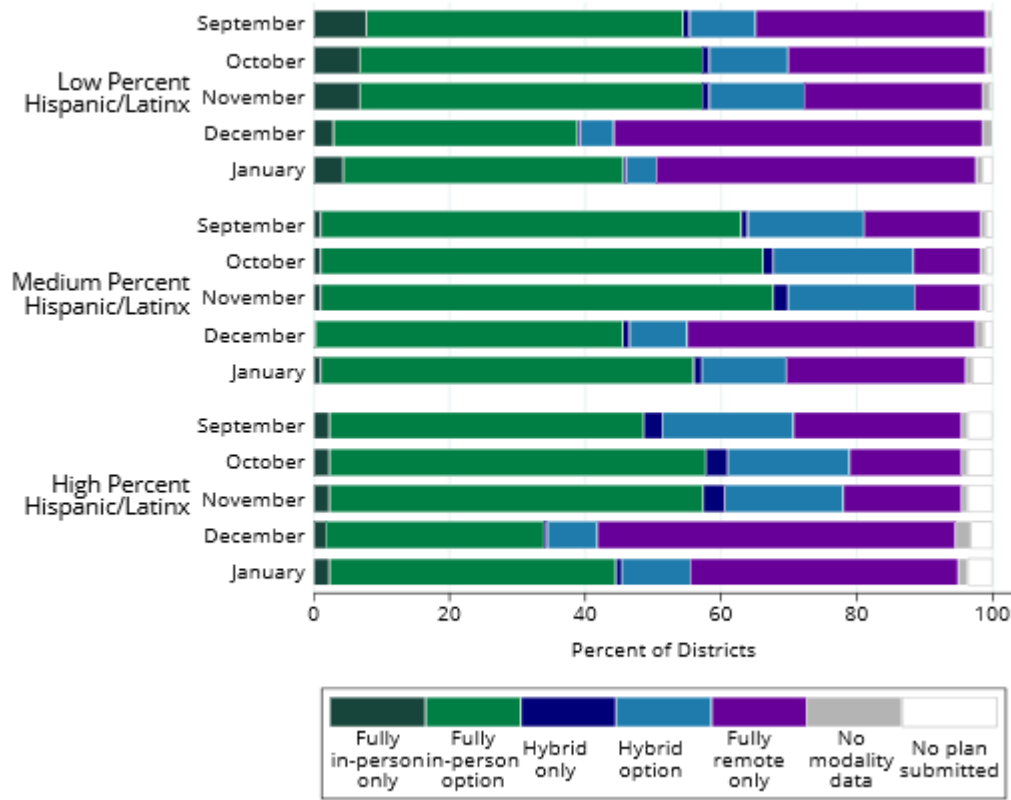
Notes: There are 222 districts in the “Low” group ($\leq 46\%$ economically disadvantaged), 387 in “Middle” (47-78% economically disadvantage), and 217 in the “High” group ($> 78\%$ economically disadvantaged). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes 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 (2019-20, Statewide, accessed July 30, 2020).

Figure A5. Share of Districts by Black Student Population, Planned Modality, and Month



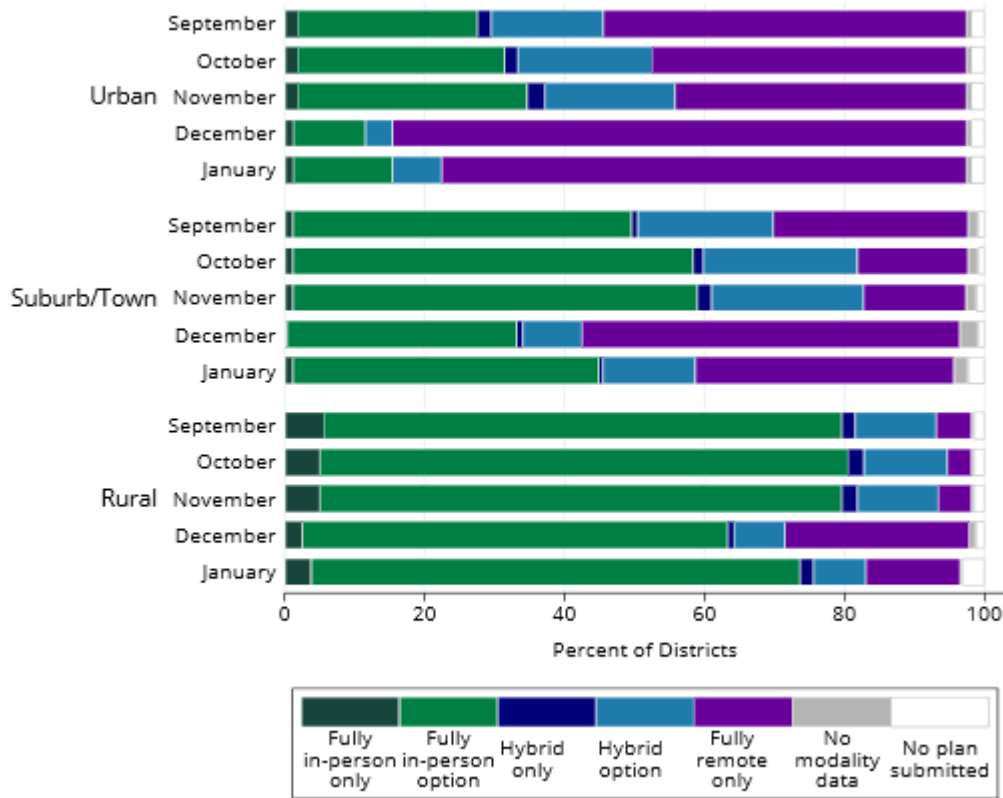
Notes: There are 256 districts in the “Low” group ($\leq 1\%$ Black students), 340 in “Middle” (2-20% Black students), and 230 in the “High” group ($> 20\%$ Black students). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but 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 (2019-20, Statewide, accessed July 30, 2020).

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



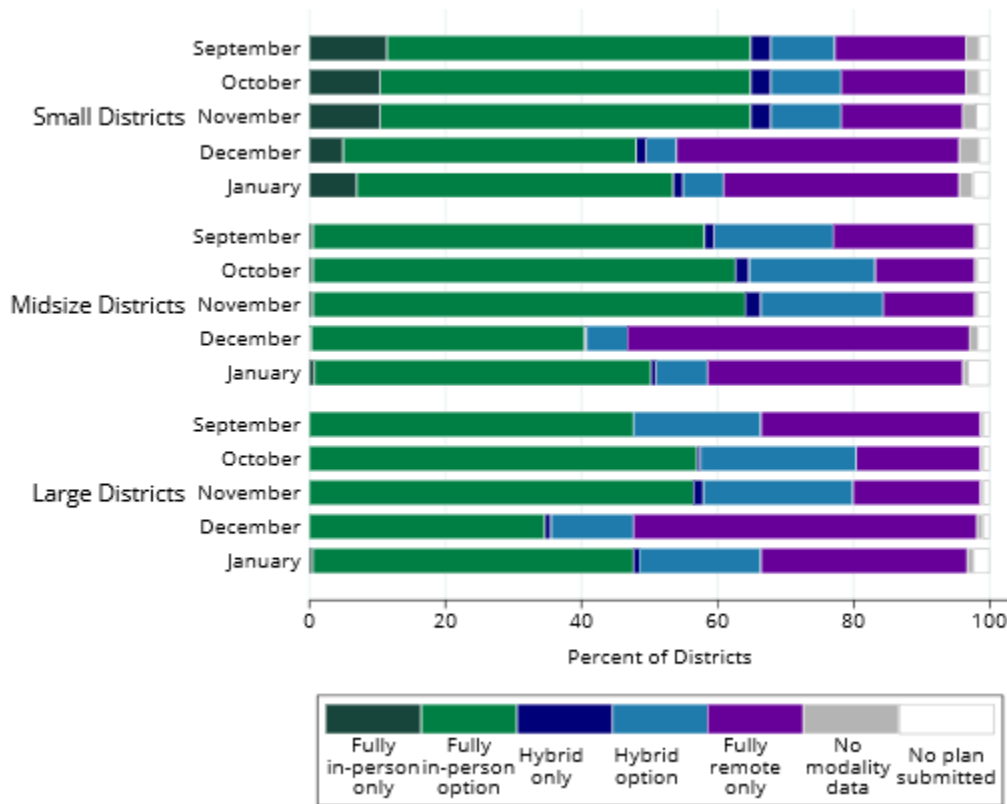
Notes: There are 206 districts in the “Low” group ($\leq 2\%$ Hispanic/Latinx students), 402 in “Middle” (2-8% Hispanic/Latinx students), and 218 in the “High” group ($> 8\%$ Hispanic/Latinx students). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A5 provides the percentages behind this figure. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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



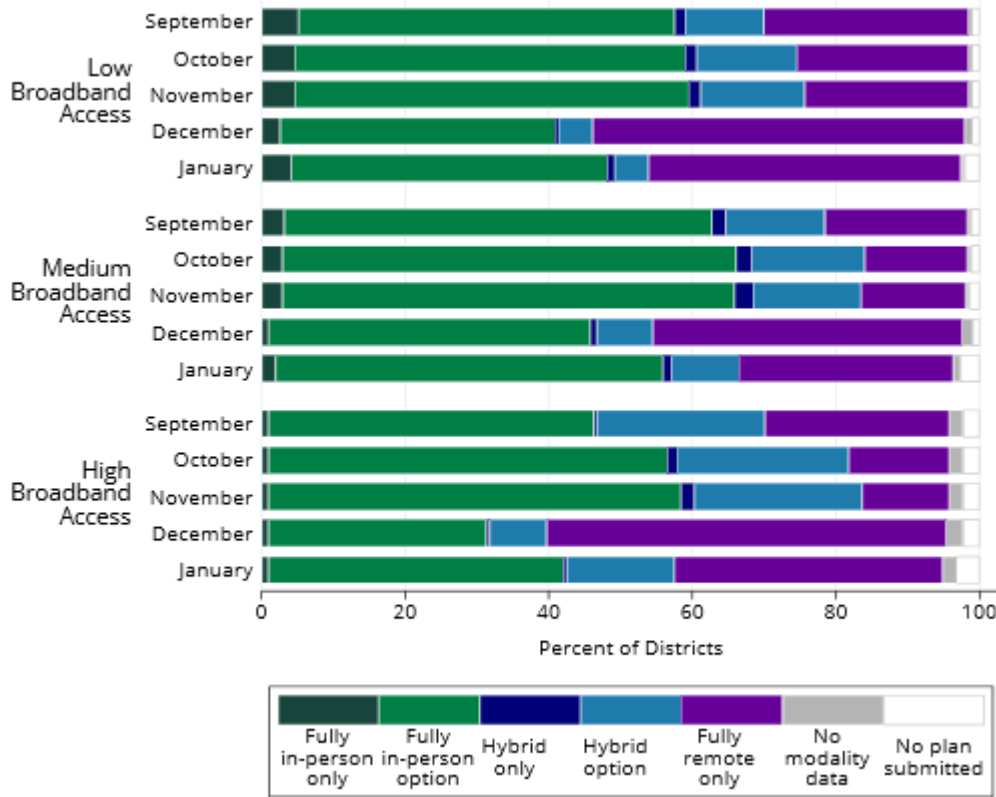
Notes: There are 156 districts in the “Urban” group, 341 in “Rural,” and 319 in the “Suburb/Town” group. Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A6 provides the percentages behind this figure. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure A8. Share of Districts by Total Enrollment, Planned Modality, and Month



Notes: There are 202 districts in the “Small” group (≤ 352 students), 410 in “Midsize” (352-1879 students), and 214 in the “Large” group (> 1879 students). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Appendix Table A7 provides the percentages behind this figure. Source: Data collected from school districts’ monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

Figure A9. Share of Districts by Broadband Internet Access, Planned Modality, and Month



Notes: There are 193 districts in the “Low” grouping ($\leq 68\%$ of households), 413 in “Middle” ($68\% - 83\%$ of households) and 214 in the “High” grouping ($> 83\%$ of households). Data reflect plans submitted by 11:59pm on 1/11/2021. 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 by Planned Instructional Modality and Month

Instructional Modality	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	3%	3%	3%	1%	2%
Fully In-Person Option	54%	59%	60%	40%	48%
Hybrid Only	1%	2%	2%	1%	1%
Hybrid Option	16%	18%	17%	7%	10%
Fully Remote Only	23%	16%	16%	48%	35%
No Modality Data	1%	1%	1%	2%	1%
No Plan Submitted	2%	2%	2%	2%	3%

Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 11:59pm on 1/11/2021. 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. Factors used by Districts to Determine Student Instructional Modality

Factor	Sept	Oct	Nov	Dec	Jan
Parent preferences	82%	85%	86%	64%	71%
Student grade level	15%	17%	18%	19%	17%
School assignment	15%	15%	15%	18%	18%
COVID-19	82%	72%	67%	62%	55%
IEP/Section 504 status	15%	19%	18%	17%	18%
English Learner status	6%	8%	7%	7%	7%
Economically disadvantaged status	4%	5%	5%	5%	6%
Struggling/early reader status	6%	7%	7%	7%	8%
At-risk status	7%	8%	8%	8%	10%
Other factor(s)	19%	18%	18%	26%	23%

Notes: Percentages represent the proportion of districts in each month that considered a specific factor when determining instructional modalities for students. Districts that did not provide data are not counted in the percentage figures. Data reflect plans submitted by 11:59pm on 1/11/2021. 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.

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

Instructional Modality	Low					Middle					High				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	2%	2%	2%	0%	1%	4%	3%	3%	2%	4%	3%	3%	3%	1%	1%
Fully In-Person Option	56%	65%	67%	45%	57%	67%	71%	71%	51%	60%	28%	32%	32%	14%	18%
Hybrid Only	0%	2%	2%	1%	1%	1%	1%	1%	1%	1%	3%	3%	4%	0%	0%
Hybrid Option	23%	25%	23%	14%	17%	13%	12%	11%	6%	9%	14%	20%	22%	3%	5%
Fully Remote Only	17%	6%	5%	40%	22%	12%	10%	10%	37%	21%	49%	39%	37%	77%	72%
No Modality Data	0%	0%	0%	0%	0%	1%	1%	1%	2%	1%	1%	1%	1%	3%	2%
No Plan Submitted	0%	0%	0%	0%	2%	2%	2%	2%	2%	4%	1%	1%	2%	1%	2%

Notes: There are 222 districts in the “Low” group ($\leq 46\%$ economically disadvantaged), 387 in “Middle” (47-78% economically disadvantage), and 217 in the “High” group ($> 78\%$ economically disadvantaged). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

Instructional Modality	Low					Middle					High				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	4%	4%	4%	1%	3%	4%	4%	4%	2%	3%	0%	0%	0%	0%	0%
Fully In-Person Option	82%	82%	82%	65%	76%	54%	62%	62%	39%	49%	24%	29%	32%	12%	16%
Hybrid Only	1%	2%	2%	2%	3%	1%	2%	2%	0%	0%	2%	2%	3%	0%	0%
Hybrid Option	10%	11%	10%	8%	7%	18%	20%	20%	10%	14%	19%	22%	21%	2%	7%
Fully Remote Only	4%	2%	3%	24%	9%	20%	9%	9%	44%	29%	50%	43%	40%	81%	72%
No Modality Data	0%	0%	0%	0%	0%	1%	1%	1%	2%	1%	2%	2%	2%	2%	2%
No Plan Submitted	0%	0%	0%	0%	2%	2%	2%	2%	2%	3%	2%	2%	3%	2%	3%

Notes: There are 256 districts in the “Low” group ($\leq 1\%$ Black students), 340 in “Middle” (2-20% Black students), and 230 in the “High” group ($> 20\%$ Black students). Data reflect plans submitted 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not upload information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

Instructional Modality	Low					Middle					High				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	8%	7%	7%	3%	4%	1%	1%	1%	0%	1%	2%	2%	2%	2%	2%
Fully In-Person Option	47%	50%	50%	36%	41%	62%	65%	67%	45%	55%	46%	56%	55%	32%	42%
Hybrid Only	1%	1%	1%	0%	0%	1%	1%	2%	1%	1%	3%	3%	3%	0%	1%
Hybrid Option	10%	12%	14%	5%	4%	17%	21%	19%	8%	12%	19%	18%	17%	7%	10%
Fully Remote Only	34%	29%	26%	54%	47%	17%	10%	10%	43%	26%	25%	17%	17%	53%	39%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%
No Plan Submitted	0%	0%	0%	0%	1%	1%	1%	1%	1%	3%	4%	4%	4%	3%	4%

Notes: There are 206 districts in the “Low” group ($\leq 2\%$ Hispanic/Latinx students), 402 in “Middle” (2-8% Hispanic/Latinx students), and 218 in the “High” group ($> 8\%$ Hispanic/Latinx students). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

Instructional Modality	Urban					Suburban/Town					Rural				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	2%	2%	2%	1%	1%	1%	1%	1%	0%	1%	6%	5%	5%	3%	4%
Fully In-Person Option	26%	29%	33%	10%	14%	48%	57%	58%	33%	44%	74%	76%	75%	61%	70%
Hybrid Only	2%	2%	3%	0%	0%	1%	1%	2%	1%	1%	2%	2%	2%	1%	2%
Hybrid Option	16%	19%	19%	4%	7%	19%	22%	22%	9%	13%	12%	12%	12%	7%	8%
Fully Remote Only	52%	45%	42%	82%	75%	28%	16%	15%	54%	37%	5%	3%	5%	26%	13%
No Modality Data	1%	1%	1%	1%	1%	1%	1%	1%	3%	2%	0%	0%	0%	1%	0%
No Plan Submitted	2%	2%	2%	2%	2%	1%	1%	1%	1%	2%	2%	2%	2%	1%	3%

Notes: There are 156 districts in the “Urban” group, 341 in “Rural,” and 319 in the “Suburban” group. Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

Instructional Modality	Small					Medium					Large				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	11%	10%	10%	5%	7%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Fully In-Person Option	53%	54%	54%	43%	47%	58%	62%	64%	40%	50%	48%	57%	57%	35%	47%
Hybrid Only	3%	3%	3%	1%	1%	1%	2%	2%	0%	1%	0%	0%	1%	1%	1%
Hybrid Option	9%	10%	10%	4%	6%	18%	19%	18%	6%	8%	19%	23%	22%	12%	18%
Fully Remote Only	19%	18%	18%	42%	35%	21%	15%	13%	50%	38%	32%	18%	19%	50%	30%
No Modality Data	2%	2%	2%	3%	2%	0%	0%	0%	1%	1%	0%	0%	0%	1%	1%
No Plan Submitted	1%	1%	2%	1%	2%	2%	2%	2%	2%	3%	1%	1%	1%	1%	2%

Notes: There are 202 districts in the “Small” group (≤ 352 students), 410 in “Medium” (352-1879 students), and 214 in the “Large” group (> 1879 students). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; enrollment data from the Center for Educational Performance and Information, Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

Instructional Modality	Low					Middle					High				
	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan	Sept	Oct	Nov	Dec	Jan
Fully In-Person Only	5%	5%	5%	3%	4%	3%	3%	3%	1%	2%	1%	1%	1%	1%	1%
Fully In-Person Option	52%	54%	55%	38%	44%	60%	63%	63%	45%	54%	45%	56%	57%	30%	41%
Hybrid Only	2%	2%	2%	1%	1%	2%	2%	3%	1%	1%	0%	1%	2%	0%	0%
Hybrid Option	11%	14%	15%	5%	5%	14%	16%	15%	8%	9%	23%	24%	23%	8%	15%
Fully Remote Only	28%	24%	23%	52%	44%	20%	14%	15%	43%	30%	26%	14%	12%	56%	37%
No Modality Data	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	2%	2%	2%	2%	2%
No Plan Submitted	1%	1%	1%	1%	2%	1%	1%	1%	1%	3%	2%	2%	2%	2%	3%

Notes: There are 193 districts in the “Low” grouping ($\leq 68\%$ of households), 413 in “Middle” (68%-83% of households) and 214 in the “High” grouping ($> 83\%$ of households). Data reflect plans submitted by 11:59pm on 1/11/2021. The “No Modality Data” category includes districts that submitted plans but did not provide information about their planned instructional modality for general education students. The “No Plan Submitted” category includes districts that did not submit any information in the MDE/CEPI data collection instrument for the month. Source: Data collected from school districts’ monthly reconfirmation of ECOL plans through a collaboration between MDE, CEPI, and EPIC; household broadband access data from the American Community Survey (ACS) obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org.

ENDNOTES

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

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

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

^{iv} Only four PSA districts failed to report ECOL plans in any month, two PSAs did not respond for one month (one in November and one in December), and nine LEAs did not respond in December.

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

^{vi} ACS data were obtained from IPUMS NHGIS, University of Minnesota, www.nhgis.org

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

^{viii} 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/>

^{ix} 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.

^x Districts were asked to indicate if they planned to instruct students in a fully in-person, fully remote, or hybrid format each month. We classify districts into the five mutually exclusive modality categories based on their responses for how they plan to educate traditional grade levels (i.e., kindergarten through 12th grade). Thus, the share of districts offering each modality to traditional grade levels may not equal the share of districts offering a particular modality to students with disabilities.