



Changes in Michigan School Districts' Instructional Modalities During COVID-19

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BACKGROUND ON EPIC



- The **Education Policy Innovation Collaborative (EPIC)** at Michigan State University is an independent, non-partisan research center that operates as the strategic research partner to the Michigan Department of Education (MDE) and works to provide evidence to education policymakers and stakeholders across Michigan.
- EPIC is devoted to **research with consequence** and the idea that rigorous evidence can improve education policy and practice and, ultimately, students' lives.
- EPIC conducts **original research** using a variety of methods to **produce new insights** that decision-makers can use to create and implement policy.

OUR RESPONSIBILITY AS RESEARCHERS

Research With Consequence

- As the COVID-19 pandemic continues to disrupt education across the country, educators in every school, district, and state have been working tirelessly to **provide students with high quality learning experiences** and plan for instruction in the midst of great uncertainty.
- We believe it is critical for those of us engaged in research to help educators with this daunting task. At EPIC, that means doing what we can in Michigan to help policymakers and practitioners use the **best available evidence to make the most informed choices possible.**



How did districts plan to offer instruction during the 2020-21 school year, and how did this change over time?



DISTRICT EXTENDED COVID-19 LEARNING (ECOL) PLANS

MDE, CEPI, & EPIC developed an ECOL survey that asks districts for information about their plans for instruction each month:

- **Instructional modality:**
 - By grade level (K-12)
 - By special populations (Special Education, English Learners, Alternative Education, Career and Technical Education)
 - Approximate % of students learning in each modality
- **Remote instruction:** Approximate % of remote learning done synchronously
- **Hybrid instruction:** Days of in-person instruction/week; Approximate % of remote learning done synchronously
- **Additional resources and support:**
 - Devices/internet: Electronic devices, WiFi hotspots, Broadband internet subscriptions, Access to facilities where students can complete remote work
 - Instructional support for specified populations:
 - Populations: Special education, ELs, Struggling/early readers, Economically disadvantaged, At-risk
 - Supports: In-person (1:1, small group, other) and virtual (1:1, small group, other)

DISTRICT EXTENDED COVID-19 LEARNING PLANS

How Districts Planned to Offer Instruction Each Month of the School Year

Modes of Instruction Districts Planned to Provide Each Month of the 2020-21 School Year

Fully In-Person Only



Every student receives all of their instruction in person

Fully Remote Only



Every student receives all of their instruction remotely

Hybrid Only



Every student receives some of their instruction in person and some of it remotely

Fully In-Person Option



Some students receive fully in-person instruction and some receive hybrid or fully remote instruction

Hybrid Option



Some students receive hybrid instruction and some receive fully remote instruction

DISTRICT EXTENDED COVID-19 LEARNING PLANS

In March, 7% of Districts (4% of Students) Planned to Offer Only Remote Instruction

March Instructional Modality	School Districts		Students	
	Count	Percent	Count	Percent
Fully In-Person Only	28	3%	22,964	2%
Fully In-Person Option	535	66%	915,160	64%
Hybrid Only	26	3%	79,303	6%
Hybrid Option	143	18%	321,111	22%
Fully Remote Only	57	7%	58,865	4%
No Modality Data	10	1%	11,092	1%
No Plan Submitted	15	2%	24,877	2%



Notes: Columns may not sum to 100% due to rounding. 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 (2019-20, Statewide, accessed July 30, 2020).

DISTRICT EXTENDED COVID-19 LEARNING PLANS

More Districts Planned to Offer In-Person Instruction in February and March

Instructional Modality	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Fully In-Person Only	3%	3%	3%	1%	2%	3%	3%
Fully In-Person Option	55%	60%	61%	41%	50%	62%	66%
Hybrid Only	1%	2%	2%	1%	1%	2%	3%
Hybrid Option	16%	18%	18%	7%	11%	16%	18%
Fully Remote Only	23%	16%	16%	48%	35%	16%	7%
No Modality Data	1%	1%	1%	1%	1%	1%	1%
No Plan Submitted	0%	0%	0%	0%	0%	0%	2%

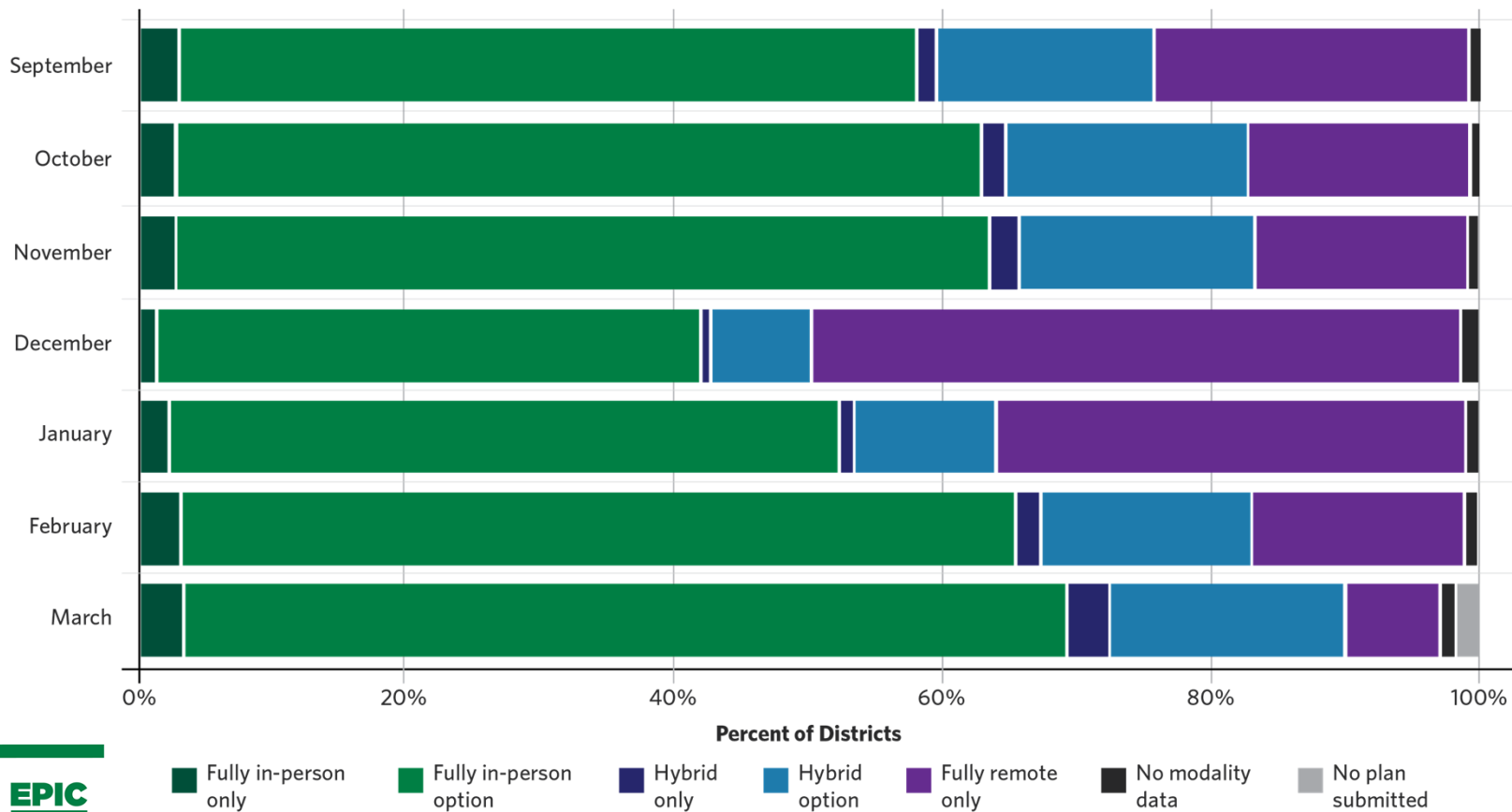


Notes: Columns may not sum to 100% due to rounding September - March data reflect plans submitted by districts by the second Tuesday of each month.

DISTRICT EXTENDED COVID-19 LEARNING PLANS

How Districts' Plans Changed Over AY2020-21

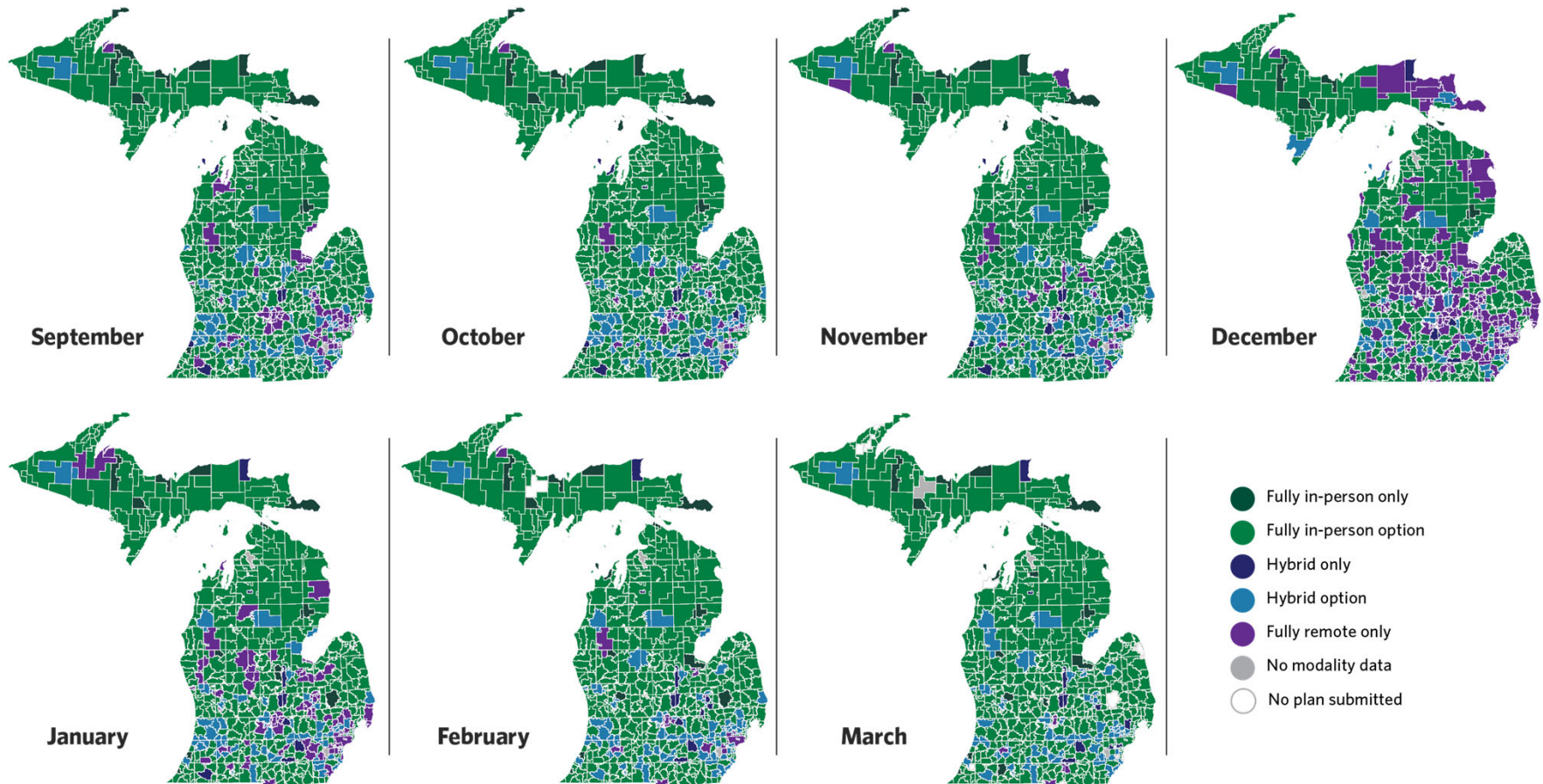
% of Districts by Instructional Modality



Source: Data collected from school districts' monthly reconfirmation of Extended COVID-19 Learning Plans through a collaboration between MDE, CEPI, and EPIC.

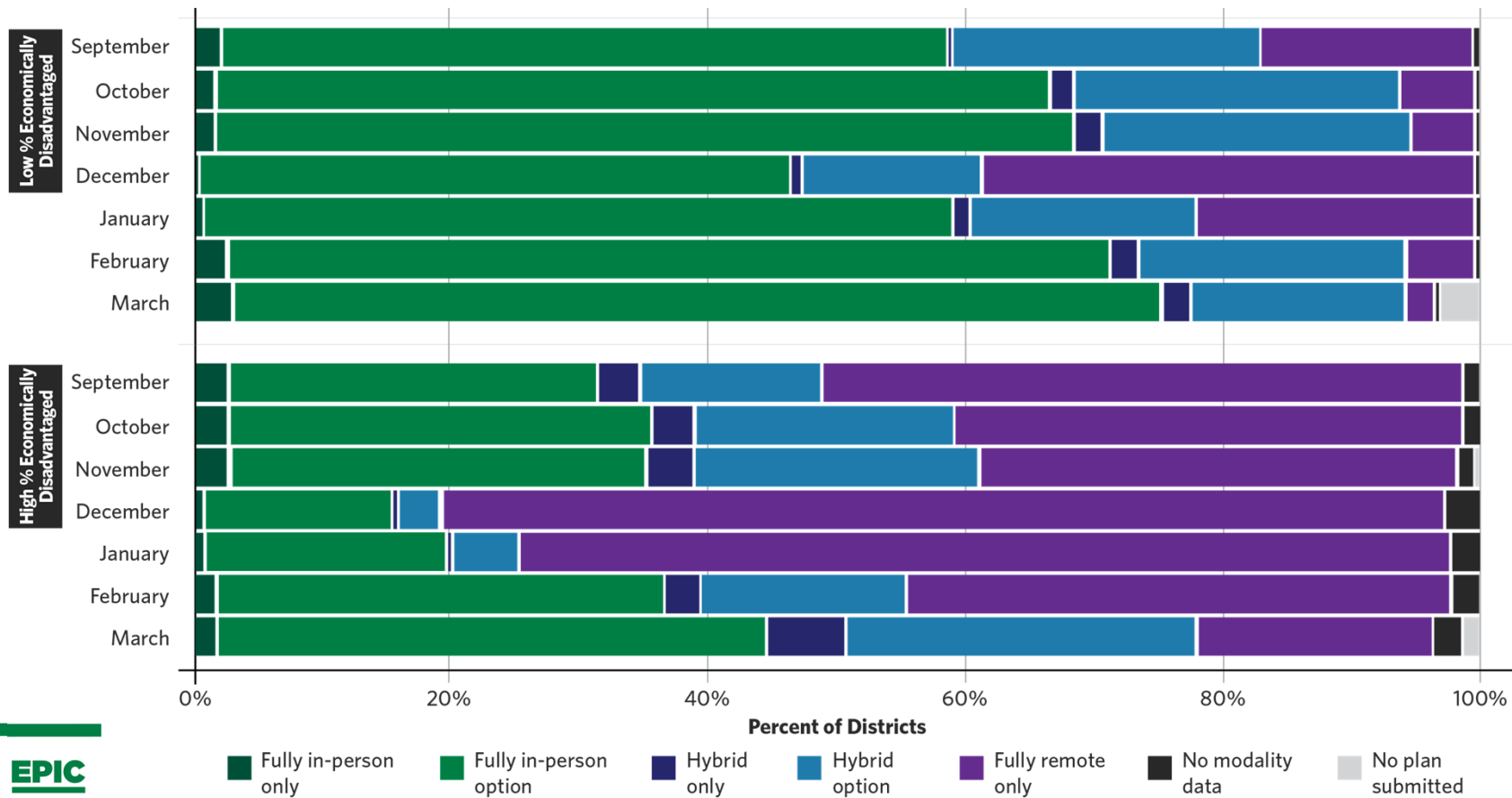
DISTRICT EXTENDED COVID-19 LEARNING PLANS

How Districts' Plans Changed Over AY2020-21



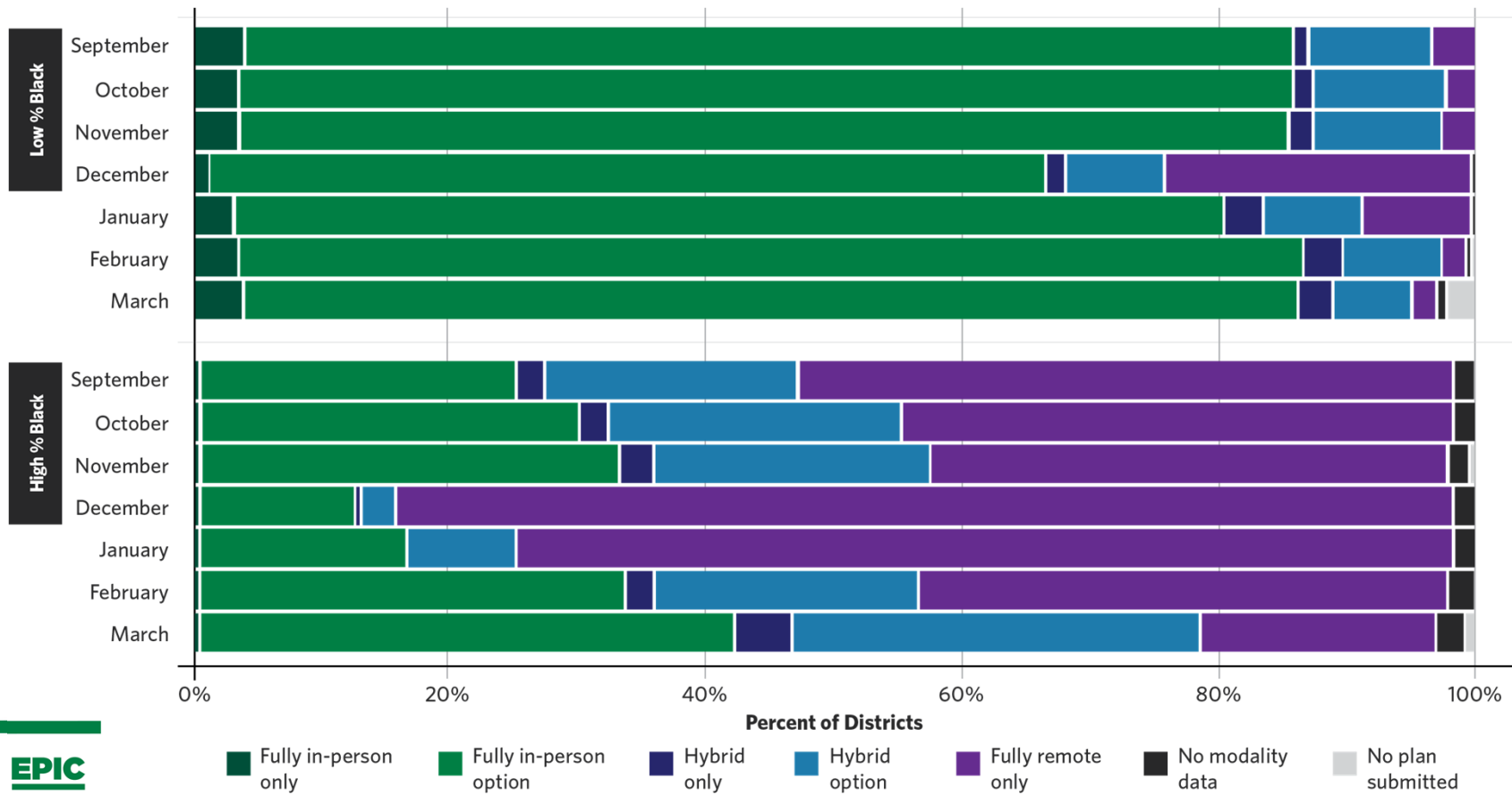
DISTRICT EXTENDED COVID-19 LEARNING PLANS

% of Districts by Planned Instructional Modality and % Economically Disadvantaged Students



DISTRICT EXTENDED COVID-19 LEARNING PLANS

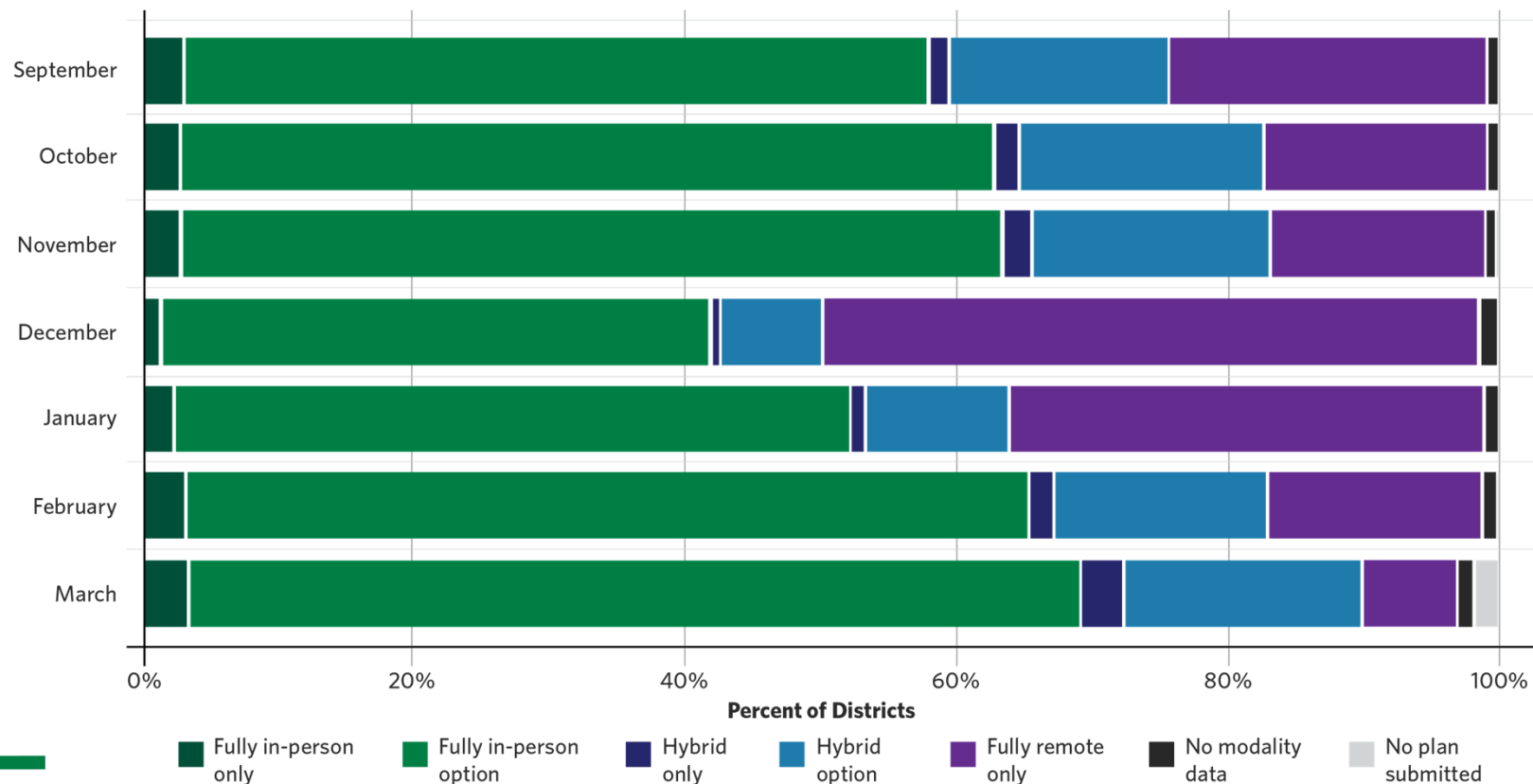
% of Districts by Planned Instructional Modality and % Black Students



DISTRICT EXTENDED COVID-19 LEARNING PLANS

How Districts' Plans Changed Over the Fall

% of Students by Planned Instructional Modality

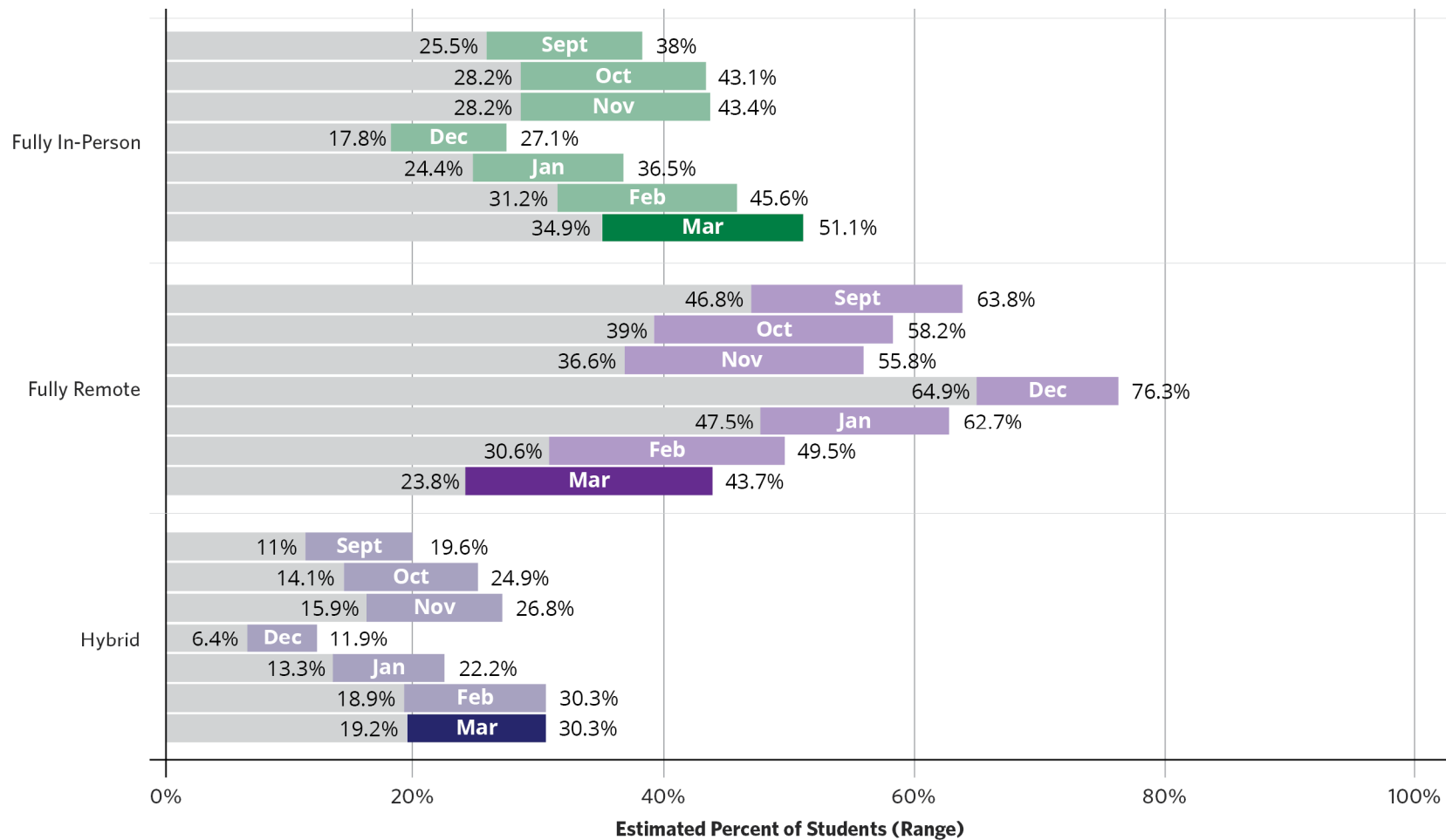


Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 4:00pm on 12/9/2020.

Source: Data collected from school districts' Return to School Plans and district websites through a collaboration between the Michigan Department of Education (MDE) and the Education Policy Innovation Collaborative (EPIC).

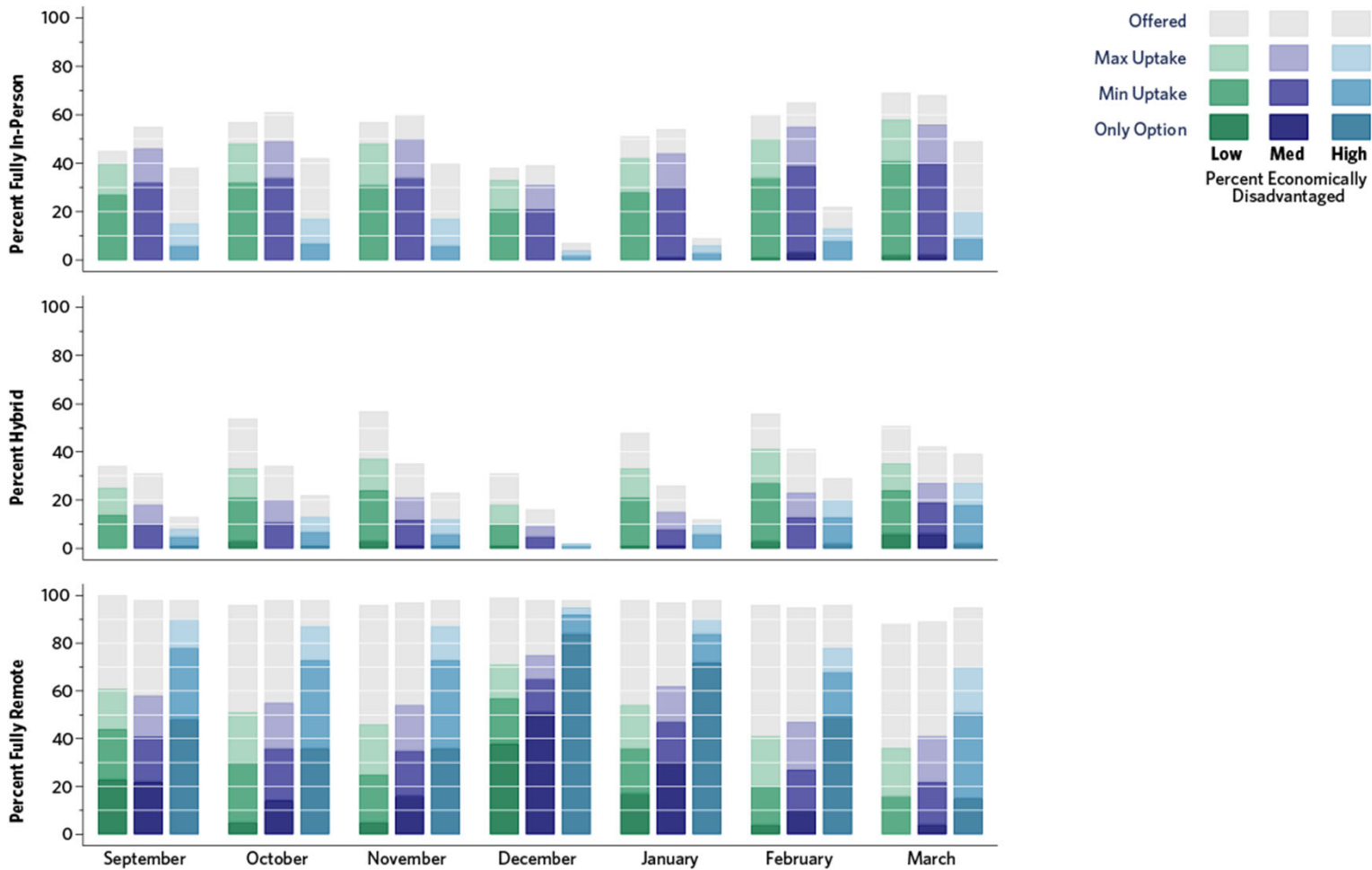
DISTRICT EXTENDED COVID-19 LEARNING PLANS

Estimated Percentage of Students by Planned Instructional Modality



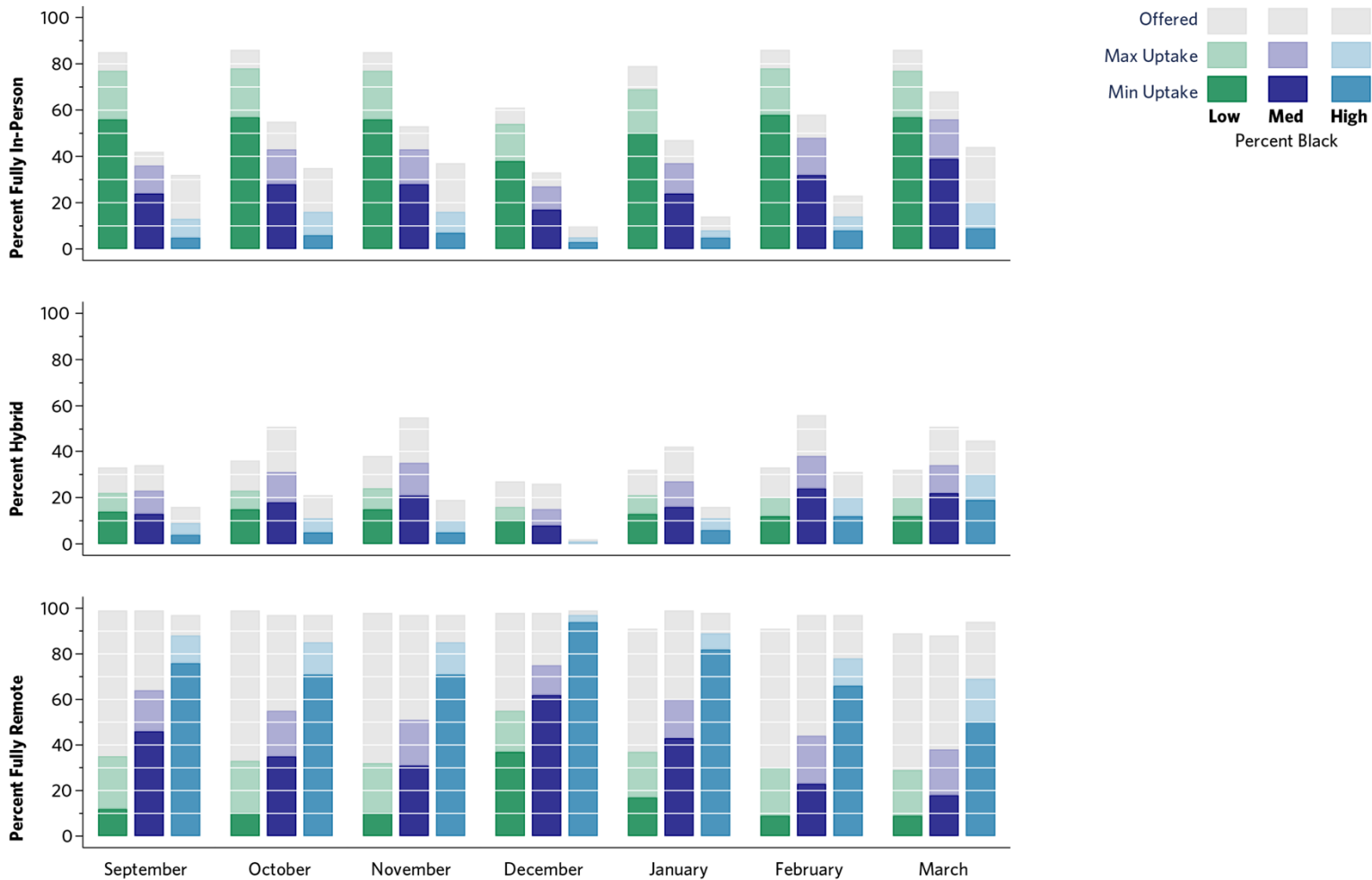
DISTRICT EXTENDED COVID-19 LEARNING PLANS

Estimated Percentage of Students by Planned Instructional Modality and Economically Disadvantaged Student Population



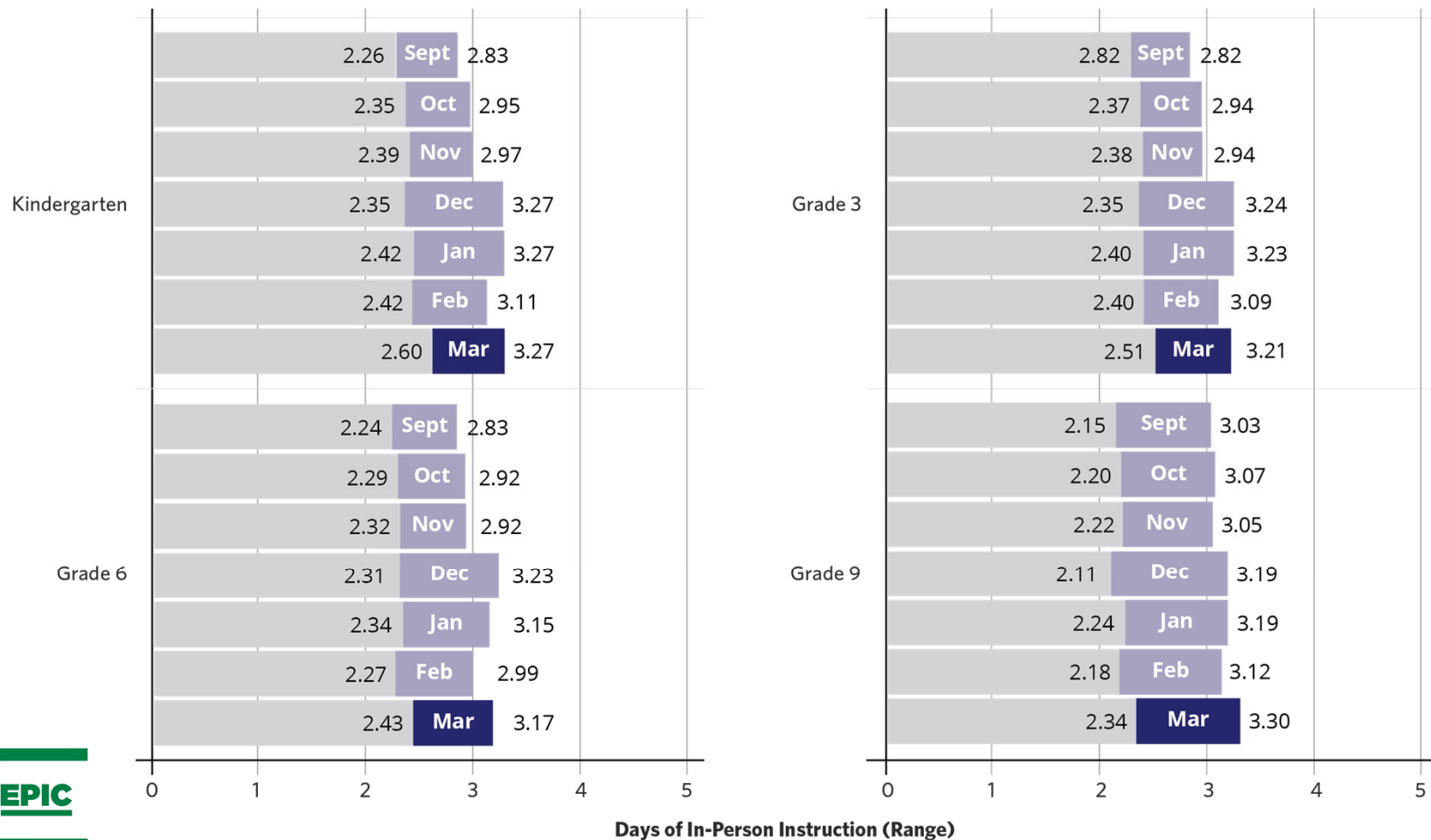
DISTRICT EXTENDED COVID-19 LEARNING PLANS

Estimated Percentage of Students by Planned Instructional Modality and Black Student Population



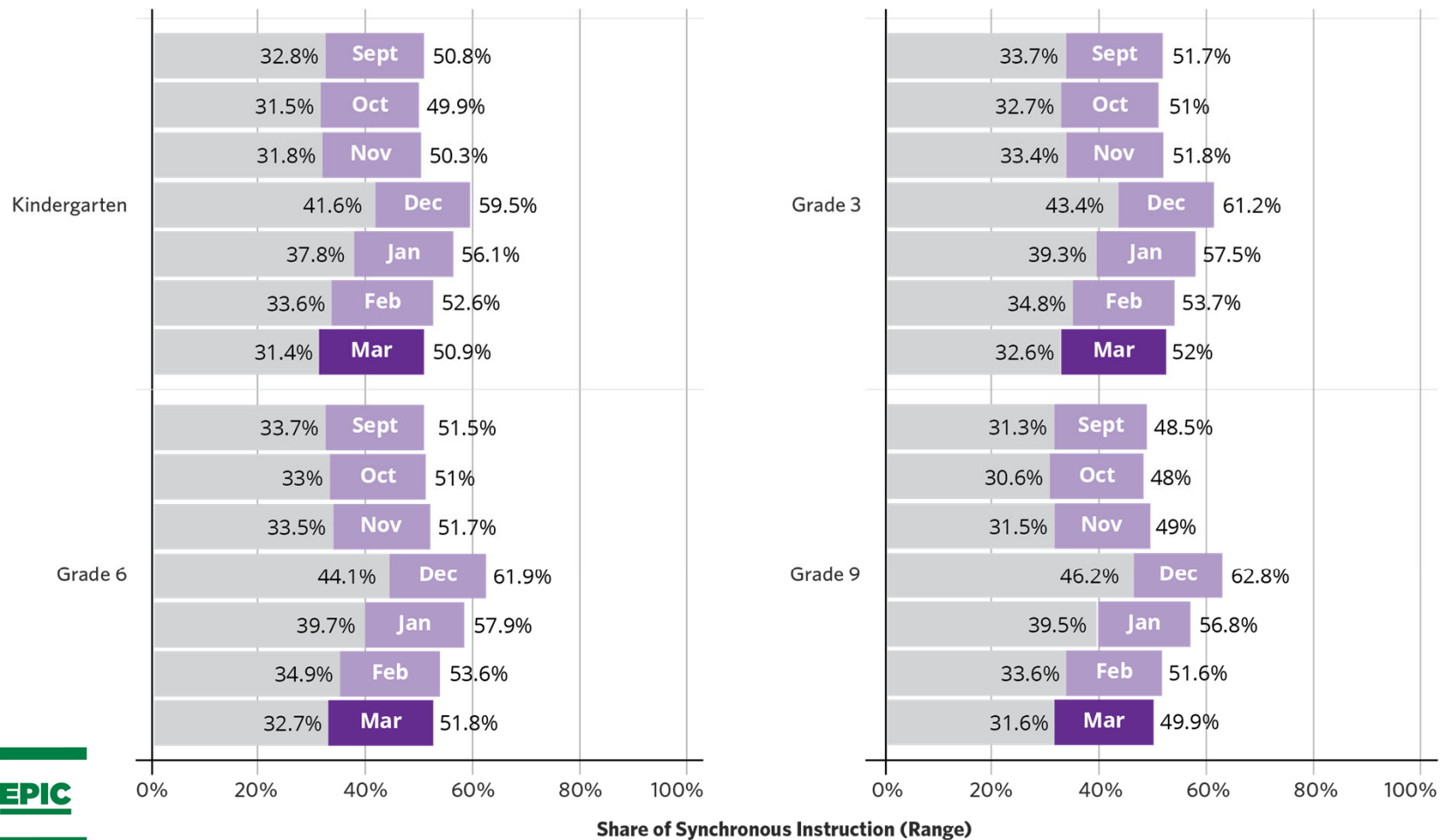
DISTRICT EXTENDED COVID-19 LEARNING PLANS

Reported Days of Planned In-Person Instruction for Hybrid Students, by Grade



DISTRICT EXTENDED COVID-19 LEARNING PLANS

Reported Share of Synchronous Instruction for Fully Remote Students, by Grade



KEY TAKEAWAYS

- The far **majority of districts have planned to offer some in-person learning** for most of the 2020-21 school year.
- Yet these **opportunities are not the same for all students** across the state. Lower-income, Black, Latino/a, and urban students are *less likely* to have been offered the opportunity to learn in-person.
- There are **differential take-up rates for in-person learning**. Lower-income, Black, Latino/a, and urban students are *less likely* to opt-in to in-person instruction, even when offered.
- We do not have a measure of quality of learning experiences, whether remote, hybrid or in-person. However:
 - Students learning in a **hybrid modality** are in-person ~2.5 -3.3 days/week.
 - Students learning in a **remote modality** receive only 1/3- 1/2 of their instruction **synchronously**.
- All of this suggests that **students have had differential opportunities to learn**, which has implications for how prepared students will be when they return to school in Fall 2021.



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EPICedpolicy.org/covid-19-education-policy/

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