



K-12 Education Issues Arising from 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.

SESSION OVERVIEW: KEY QUESTIONS

This Presentation Will Address Four Main Questions

1. What are the greatest concerns about the provision of K12 education during the pandemic?
2. What are states doing in relation to K12 education during the pandemic?
3. What did Michigan districts do last spring?
4. What did Michigan districts plan to do this fall?

Key Question #1:

What are the greatest concerns about the provision of K12 education during the pandemic?

LEARNING CONCERNS:

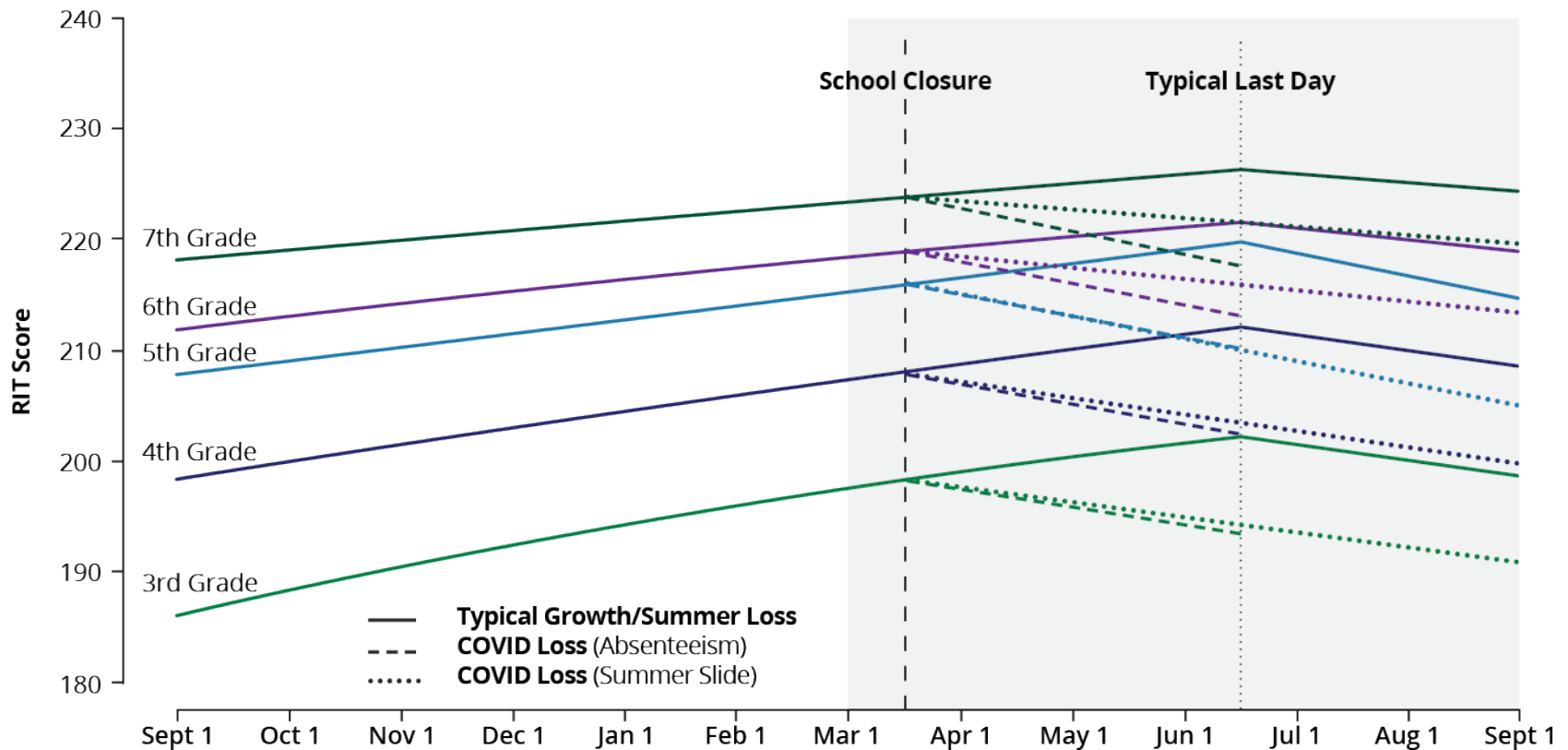
Policy and Research Conversations Have Surfaced Several Concerns With Pandemic Learning

- The pandemic is likely to widen disparities in K-12 education.
- Technology is a key educational resource for families learning from a distance. If students lack access to internet or electronic devices, distance learning can be restricted.
- All educators, but in particular teachers of students with disabilities, homeless students, and English Learners need guidance to support their students.
- As educators work to teach their students during the pandemic, it will be critical to also address students' nutritional, socio-emotional, and mental health needs.
- Districts and schools will need more money, not less, to provide a high- quality K-12 education to students, and especially to students in traditionally underserved districts.

PROJECTED LEARNING LOSS: MARCH TO SEPTEMBER 2020

National Projections Using NWEA Data Suggest Substantial Learning Loss in Light of the Pandemic

MATHEMATICS PROJECTIONS

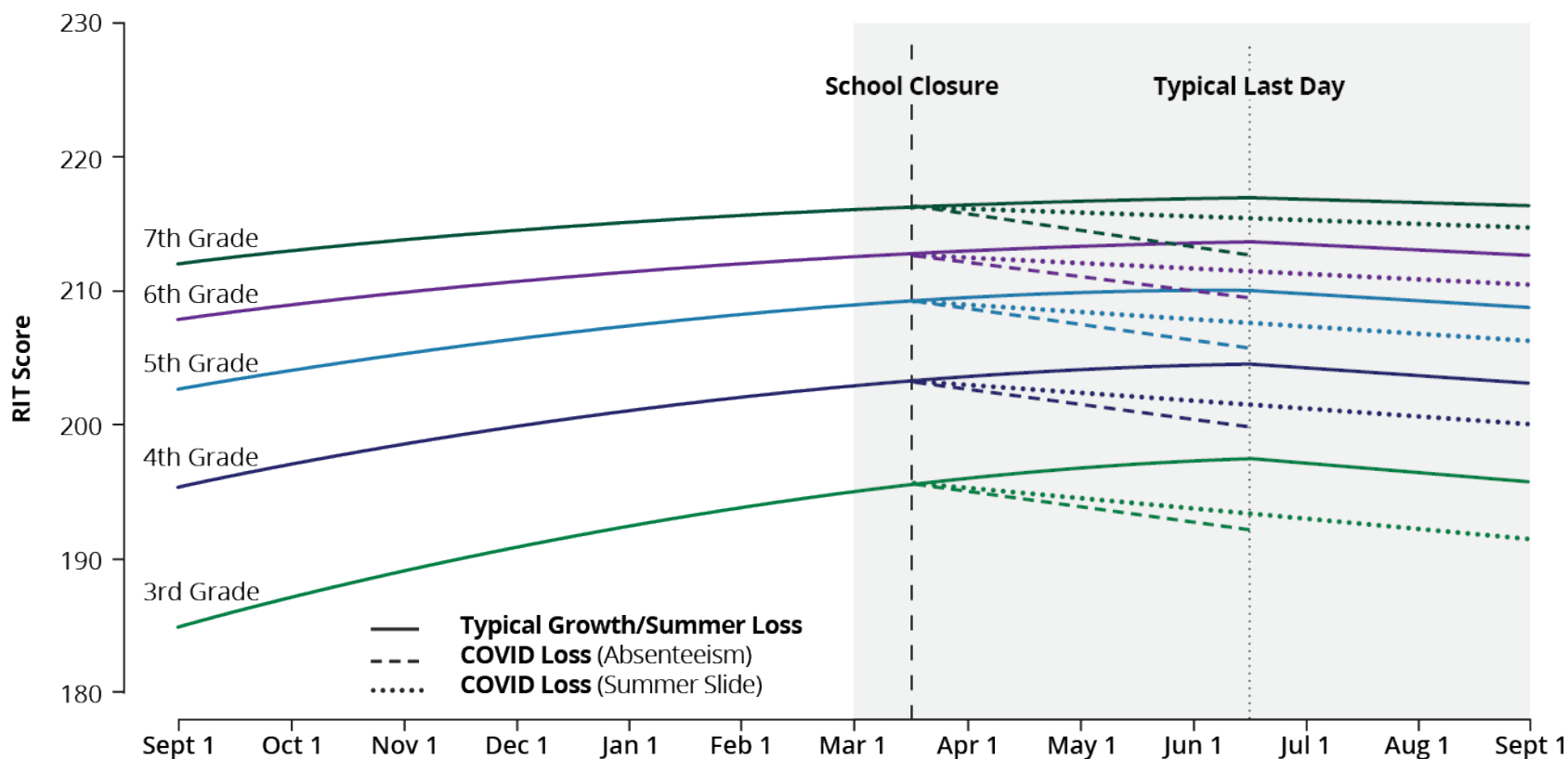


Kuhfeld et al. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. (EdWorking Paper: 20-226). Annenberg Institute, Brown University.

PROJECTED LEARNING LOSS: MARCH TO SEPTEMBER 2020

National Projections Using NWEA Data Suggest Substantial Learning Loss in Light of the Pandemic

READING PROJECTIONS



Kuhfeld et al. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. (EdWorking Paper: 20-226). Annenberg Institute, Brown University.

Key Question #2:

What are states doing
in relation to K12 education
during the pandemic?

DATA SOURCES

EPIC Used a Combination of Public and Collected Data

New Data Collected by EPIC Researchers

State database of legislation

- EPIC and IPPSR created database of key state legislation related to K12 education during the pandemic

Continuity of Learning (COL) Plans

- EPIC coded and constructed a database of the content of all 813 COL plans submitted in spring 2020

Educator Surveys

- EPIC surveyed K-8 teachers & principals in May-June 2020

Extended Continuity of Learning (ECOL) Plans

- EPIC coded instructional modality and constructed a database of the content of all 831 ECOL plans submitted in August 2020

District Characteristics from Outside Sources

State Education Data

- Sector & Locale of District
- Student demographic composition (percent economically disadvantaged, underrepresented minority)
- Average student achievement (M-STEP ELA)

U.S. Census Data

- Percent of households with broadband internet subscriptions

STATE DIRECTIVES RELATED TO K12 EDUCATION IN FALL 2020

Most States Leave Decisions to Local Control

- Nearly all states (N=47) deferred to local districts on school reopening for fall 2020
- Few states have provided detailed guidance about school and district operations, e.g., required hours of instruction, graduation requirements, promotion and retention decisions, attendance, and grading.
- Some states have made cuts to their K-12 education budgets (notably Colorado, Georgia, Missouri, and Mississippi), but more states are using the CARES funds to either fill those cuts (i.e., Colorado) or supplement K-12 education budgets (i.e., Arizona, Florida).



For more information: <https://ippsr.msu.edu/state-policies-address-covid-19-school-closure>

MICHIGAN DIRECTIVES RELATED TO K12 EDUCATION IN FALL 2020

Most States Leave Decisions to Local Control

- Michigan's Return to Learn Roadmap is one of the most comprehensive sets of guidance, largely providing suggestions not requirements.
- Michigan has provided legislation about attendance, instructional hours, and benchmark assessments
 - HB 5912 waived instructional hours for the 2020-2021 academic year and attendance requirements for funding have been waived if two-way interactions occurs between each student and their teacher once a month.
 - HB 5913 required the administration of benchmark assessments within the first nine weeks and determined a new method of funding based on count days.
- Michigan's K-12 education budget was level funded.



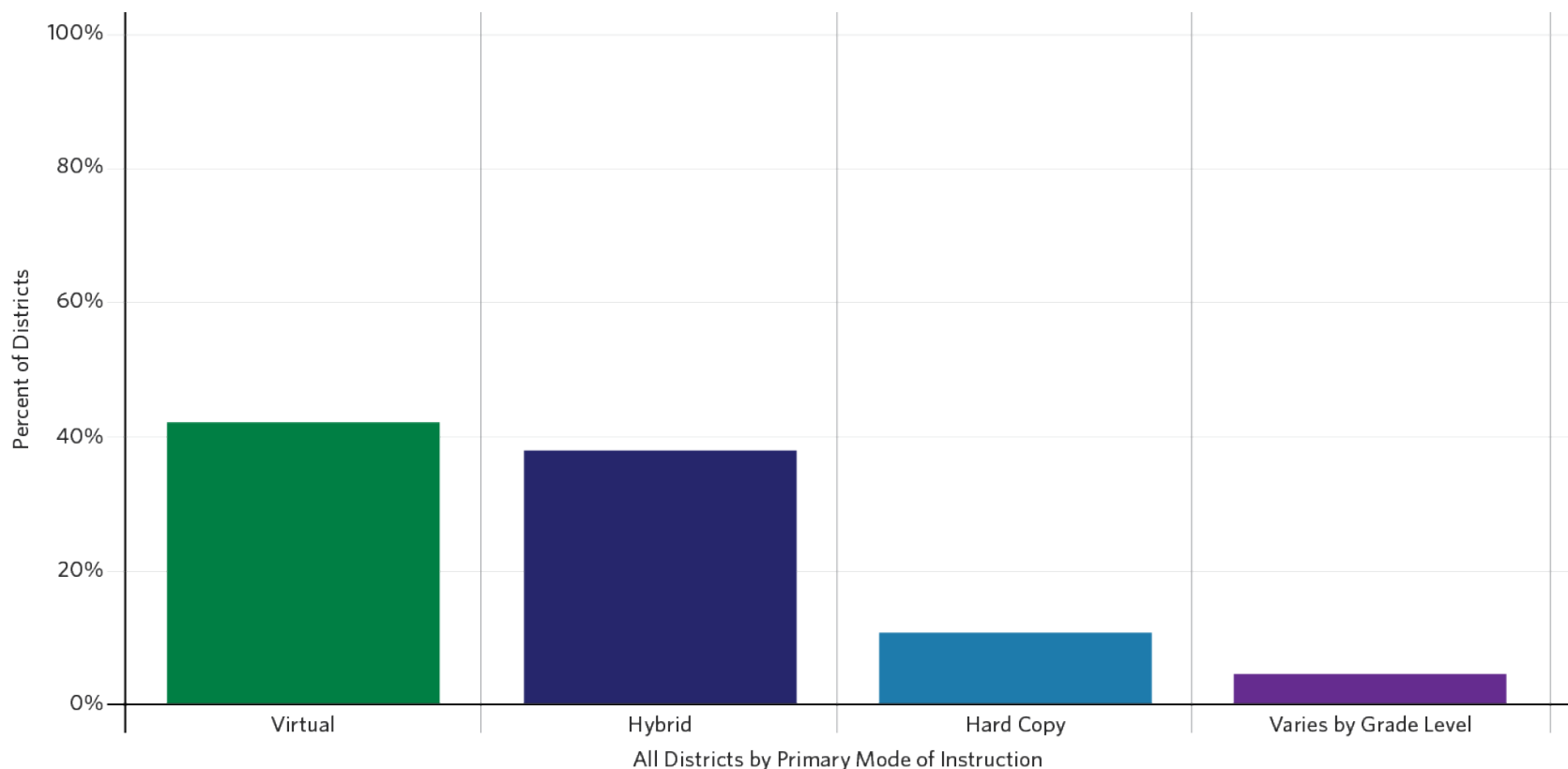
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Key Question #3:

**What did Michigan districts
do last spring?**

PRIMARY MODE OF INSTRUCTION

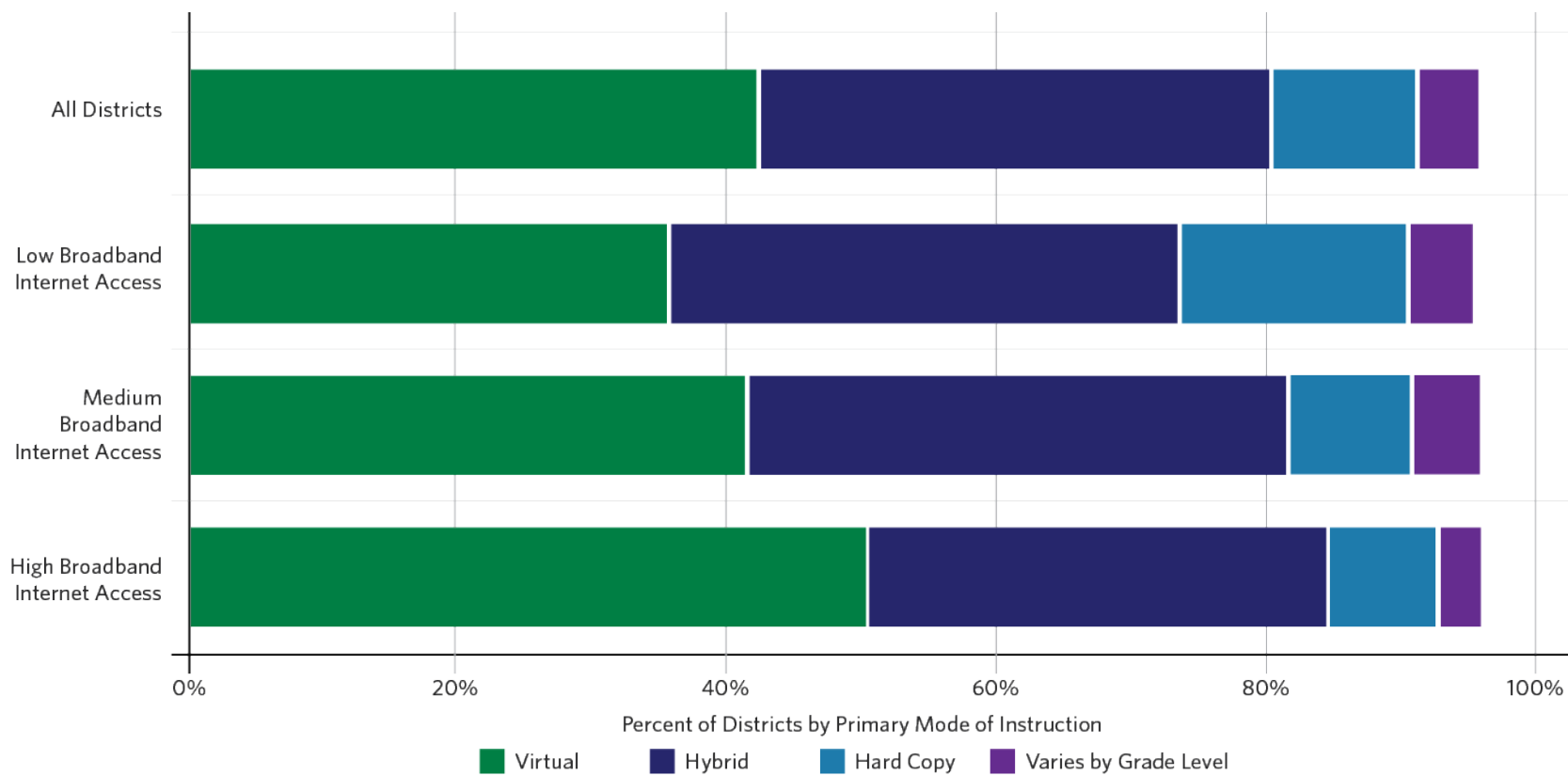
Most Districts Planned on Using Virtual Instruction Entirely or in Part to Educate Students in Spring 2020



Hybrid in spring 2020 was defined as a mix of **online** and **hard copy** instruction and instructional materials.

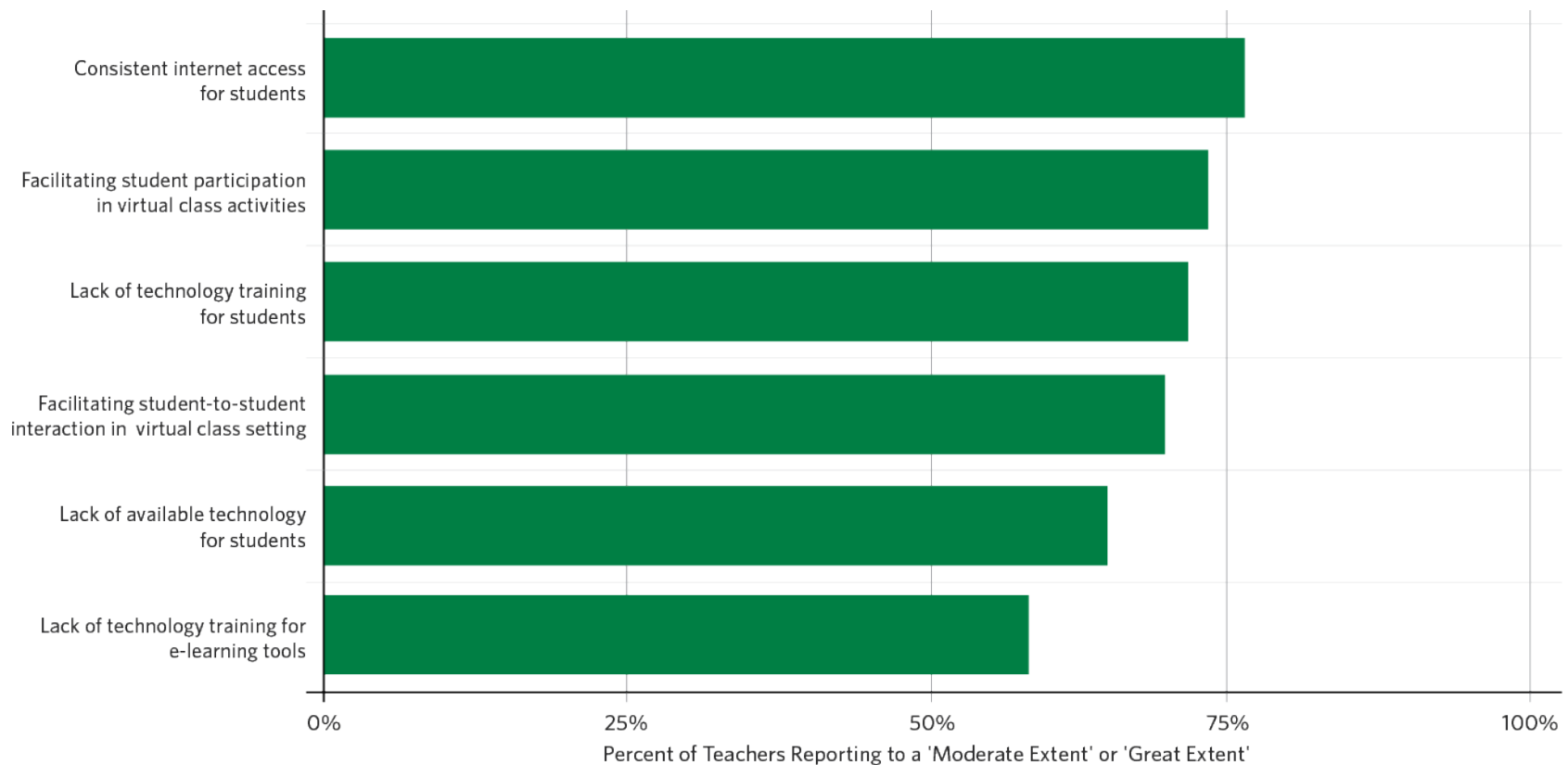
PRIMARY MODE OF INSTRUCTION

The Planned Use of Virtual Instruction Varied by Broadband Internet Access



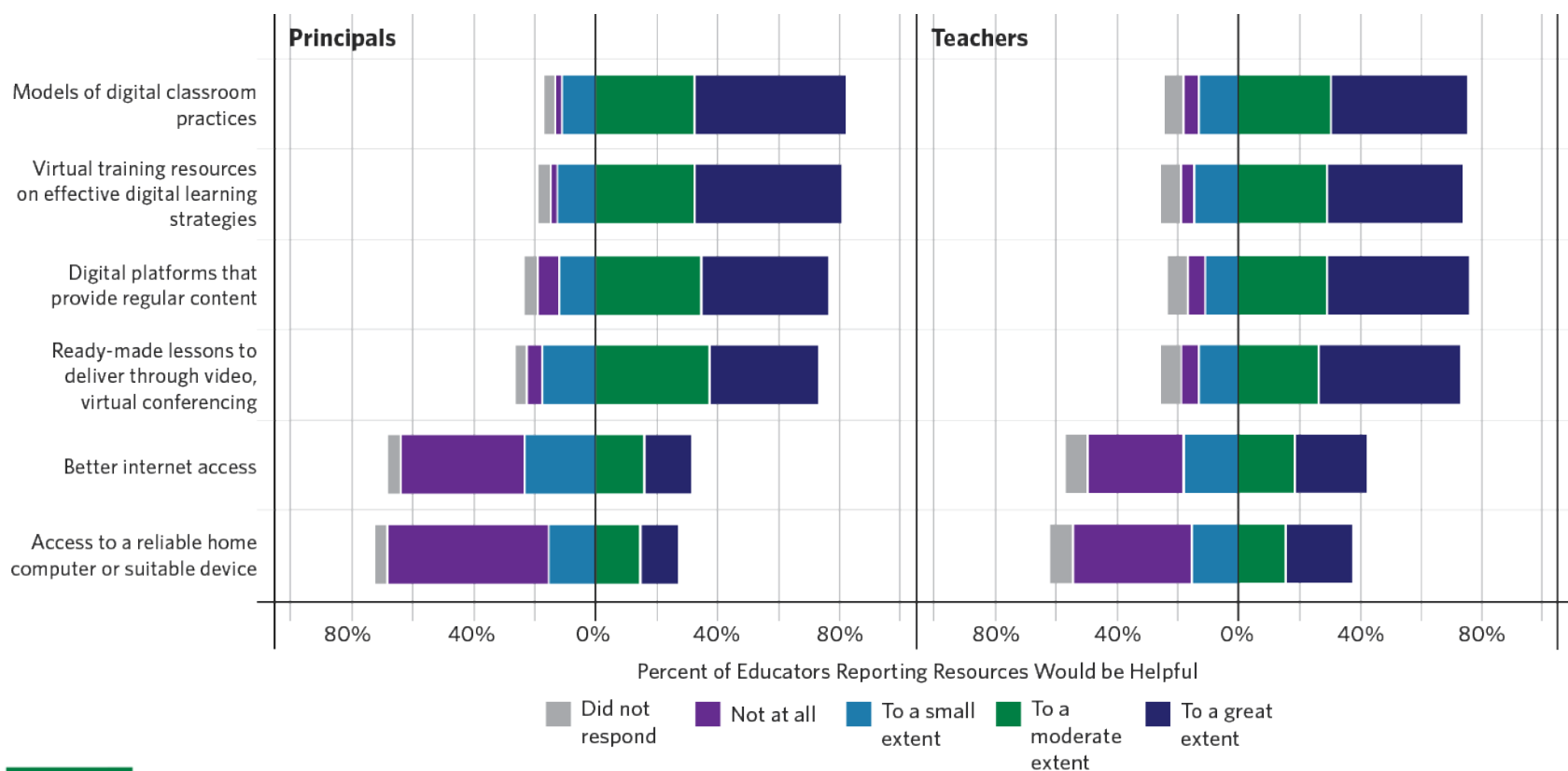
CHALLENGES FACED BY TEACHERS

Teachers Reported Substantial Challenges With Technology and Virtual Instruction When Transitioning to Remote Learning



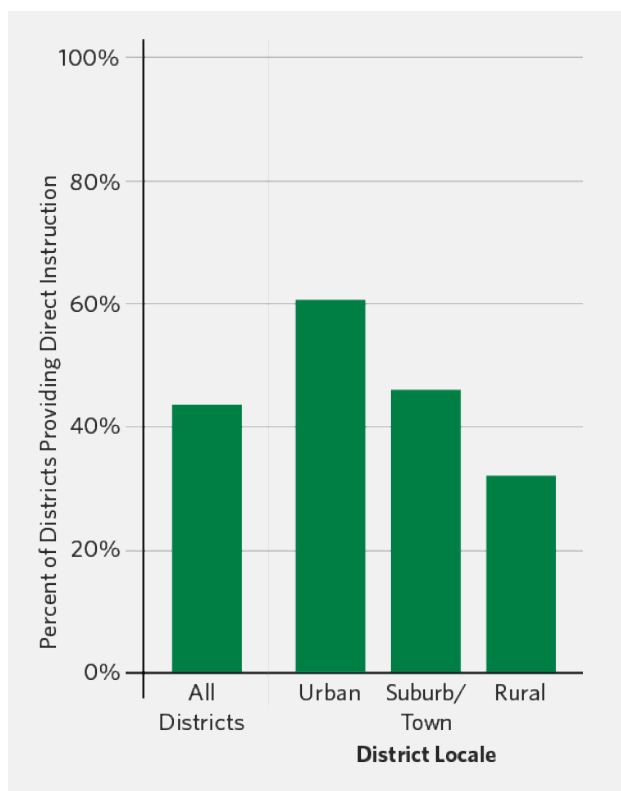
RESOURCES TO HELP EDUCATORS PROVIDE REMOTE INSTRUCTION

Educators Wanted Virtual Resources That Provide Content, Training, Strategies, and Ready-Made Virtual Lessons



DISTRICTS PROVIDE DIRECT INSTRUCTION

Districts' Plans For Providing Student Instruction Suggest Less Direct Engagement Than Usual



9% of plans specified hours or lessons of direct instruction

- Average time: **11.3 hours** / week
- Average number: **5-6 lessons/week**

16% of plans specified expected time on independent learning and school work

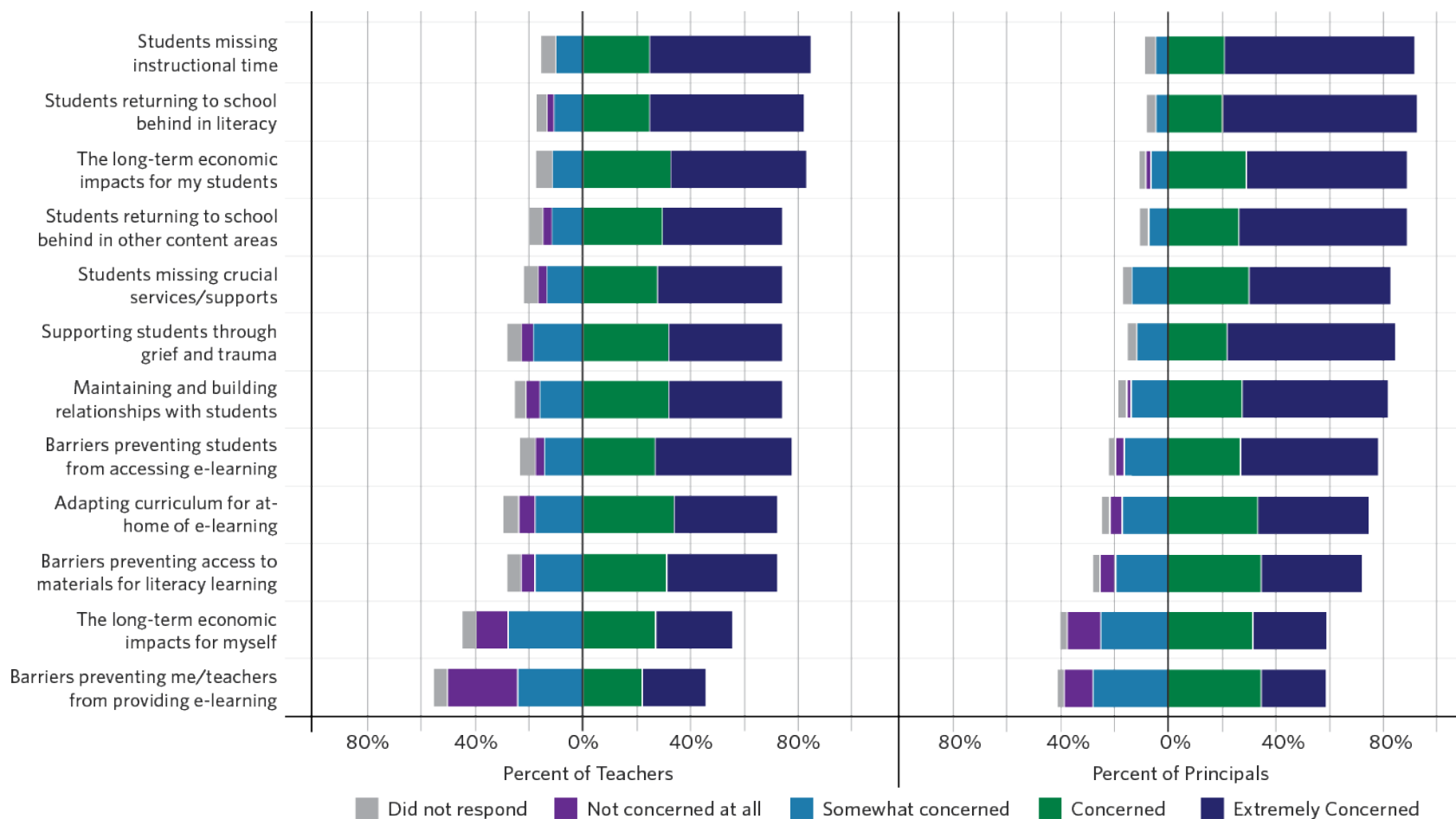
- Average time: **12.2 hours/week**

Younger students were provided with less instructional time/lessons.

Rural districts planned for fewer hours/lessons.

EDUCATORS' CONCERNS ABOUT THE IMPACT OF COVID-19

Educators Expressed Deep Concern About the Ways in Which the Suspension of Face-to-Face Instruction Would Impact Students' Learning and Well-Being



CONCERNS WITH THE CONTINUATION OF LEARNING FOR SPECIAL POPULATIONS OF STUDENTS

TEACHERS' Reported Challenges

64% reported challenges with continuing to provide supports and services to students with IEPs/504 plans

39% reported challenges with continuing to provide supports and services to English Learners

69% reported challenges with continuing to provide access to literacy intervention services

■ vs ■

DISTRICT Plans Reported

70% noted accommodations for students with IEPs/504 plans

26% discussed accommodations for English Learners

4% addressed accommodations for students with "reading deficiencies" or IRIPs

Key Question #4:

**What did Michigan districts
plan to do this fall?**

DISTRICT RETURN TO LEARN PLANS

How Did Districts Plan to Offer Instruction in Fall 2020?

Fully In-Person



Students attend in-person five days per week

Fully Remote/Online



Students participate in remote or virtual instruction only

Hybrid



Students attend in-person fewer than five days per week and participate in remote or virtual instruction on the remaining days

Fully In-Person Option



Districts allow parents to choose between 100% in-person instruction and either hybrid or remote instruction

Hybrid Option



Districts allow parents to choose between hybrid and fully remote instruction, but don't offer a fully in-person option

DISTRICT RETURN TO LEARN PLANS

How Did Districts Plan to Offer Instruction in Fall 2020?

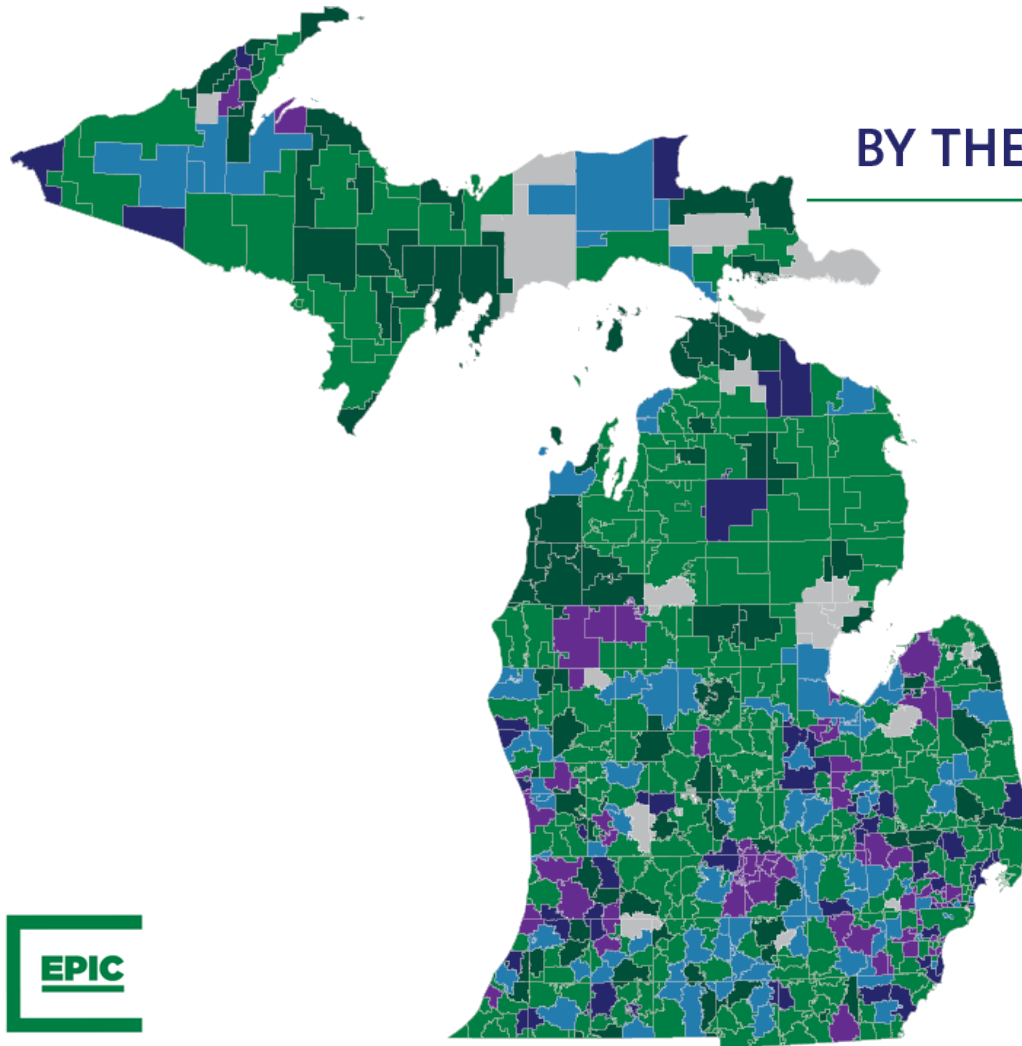
	All Districts	LEA Districts	PSA Districts
Total Number of Districts	823	537	286
Districts in Phase 4 Regions	84%	79%	93%
Districts in Phase 5 Regions	16%	21%	7%
Mode of Instruction			
Fully in-person	16%	18%	12%
Fully in-person option	43%	44%	40%
Hybrid only	10%	8%	13%
Hybrid option	17%	14%	22%
Fully remote only	12%	11%	12%
Not specified	3%	4%	1%



Notes: Columns may not sum to 100% due to rounding. Data reflect plans submitted by 8/19/2020/websites as of 8/21/2020.
 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 RETURN TO LEARN PLANS

How Michigan Plans to Return to School



BY THE COLORS: A QUICK LOOK

- Fully In-Person
- Fully In-Person Option
- Hybrid Only
- Hybrid Option
- Fully Remote Only
- Not Specified

DISTRICT RETURN TO LEARN PLANS

How Did Districts Plan to Offer Instruction in Fall 2020?

	Total Number of School Districts		Total Number of Students Enrolled		Economically Disadvantaged Students	
Mode of Instruction						
Fully in-person	132	16%	135,615	9%	76,754	11%
Fully in-person option	351	43%	613,600	43%	302,153	42%
Hybrid only	82	10%	178,523	12%	92,263	13%
Hybrid option	137	17%	214,969	15%	100,312	14%
Fully remote only	96	12%	275,490	19%	145,720	20%
Not specified	25	3%	25,179	2%	9,945	1%

Notes: Columns may not add to exactly 100% due to rounding.

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); Enrollment data from the Center for Educational Performance and Information (CEPI), Student Count Report (2019-20, Statewide, accessed July 30, 2020).

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

MOVING FORWARD

Important lessons can be learned from Michigan's experience and from other states around the country

- Equip all students with the necessary learning materials to allow them to fully engage in any kind of instructional modality.
- Continue to focus efforts on both instruction and student support services, particularly in lower-achieving, economically disadvantaged districts and for younger students.
- Build on current efforts to provide direct instruction and frequent contact between students and teachers.
- Expand access to high quality professional development and resources for educators.
- Keep equity of opportunity at the forefront when planning for high-quality instruction.



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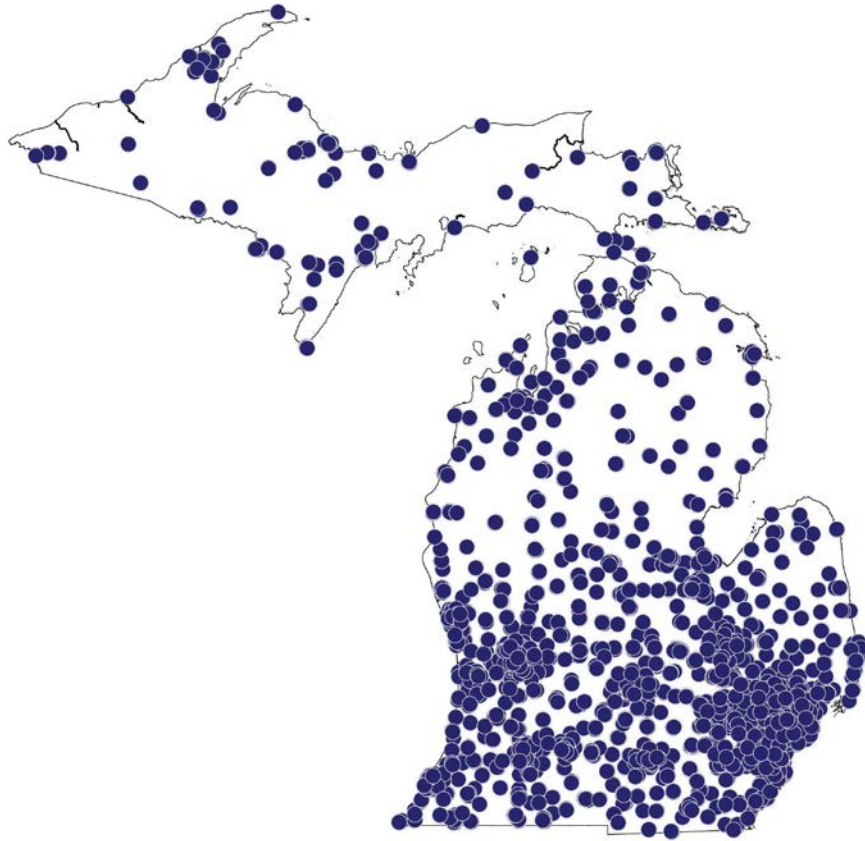
EPICedpolicy.org/covid-19-education-policy/

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EDUCATOR SURVEY SAMPLE

The survey sample was generally representative of Michigan teachers and principals



SAMPLE CHARACTERISTICS

8,881 K-8 educators from 752
(**90%**) Michigan school districts

- **16%** of all eligible teachers
- **12%** of all eligible principals

The survey sample is representative of MI educators; slightly higher proportions of educators who are...

- Female;
- Hired within the last 5 years;
- Elementary-certified; or
- Endorsed in ELA

CAVEATS

- We coded district's **initial** Continuity of Learning plans. Not their final plans, nor the actual implementation of those plans.
- Districts **learned and evolved** as the semester unfolded.
- Survey responses are **limited** by the questions asked and who answered them and when.
- We coded district's **August 2020** Extended Continuity of Learning plans. These plans changed and are continuing to change.
- We will **continue to work** with MDE and districts to understand instruction and learning during the pandemic.