

APPROVED MINUTES

P-20 Longitudinal Data System Advisory Council
March 13, 2024
Microsoft Teams Meeting

Council Members Present: Phil Batty – Higher Education
Don Dailey – Public Schools
Richard Elenich – Higher Education
Kathleen Miller – Public Schools

Council Members Absent: Tammy Evans – Public Schools
Toni Glasscoe – Community Colleges
Kristina Martin – Public Schools
Tracy Pattok – Higher Education

Ex Officio Members Present: Beth Bullion – SBO
Delsa Chapman – MDE
Kimberly Crawford – DTMB
Michele Harmala – MDE
David Judd – MDE

Ex Officio Members Absent: Robin Lott – Treasury
Matthew Shields – LEO

CEPI Representatives Present: Trina Anderson
Erika Bolig
Tom Howell
Mike McGroarty

I. Welcome

- Tom Howell (Center for Educational Performance and Information) called the meeting to order at 1 p.m.

II. Prior Meeting Minutes

- The December minutes were approved by unanimous consent of the Council.

III. Update from the Michigan Center for Data and Analytics

Scott Powell, Michigan Center for Data and Analytics

- Role of Chief Data Officer – Evidence-based decision making
 - Enterprise Information Management (EIM)
 - Michigan Center for Data and Analytics (MCDA)
- Executive Order 2016-24
 - Enterprise Information Management
 - Help departments in state government make the most of their data
 - Multiple initiatives – analytics, open data, data sharing, privacy
- Executive Order 2022-11
 - Focus on Statewide priorities

- Hub for analytics – data from multiple departments, new analytics platform this year
- Three broad categories of types of data analysis – summaries and dashboards (better understanding of state programs), program evaluations (identifying what works best in state programs), predictive modeling (targeting services to those that need them most).
- Open Data promotes transparency, engagement, and accountability. Open Data Portal includes data from multiple departments across state government. Michigan’s Open Data Portal: <https://data.michigan.gov/>

IV. Michigan’s 2022-23 Benchmark Assessments

Tara Kilbride – Education Policy Innovation Collaborative (EPIC), Michigan State University

- The “Return to Learn” law outlined new student testing and data reporting requirements for school districts, including administering the selected benchmark assessments to all K-8 students in the fall and spring of each school year starting in 2020-21.
- The data for this study came from multiple assessments and in multiple formats. The data set begins in fall 2020, so there is no information about baseline achievement from before the pandemic.
- Key takeaways:
 - On average, math achievement improved slightly since spring 2021, but reading achievement has remained about the same.
 - Michigan students’ achievement levels vary to a greater extent than would have been expected pre-pandemic.
 - Students in 2022-23 were more likely to reach targets for “typical growth,” but many still did not demonstrate growth at all.
 - Groups of districts and students most negatively affected by the pandemic also experienced the most learning recovery, but some remain behind.
- Implications:
 - It will take more time, resources and support to recover academically.
 - Differentiated instruction and individualized supports will be critical to meet students where they are.
- Related research report: <https://epicedpolicy.org/mi-2022-23-benchmark-assessments/>

V. Teacher Shortages and Progress Through the Teacher Pipeline

Tara Kilbride – EPIC, Michigan State University

- Two recent studies by EPIC about Michigan’s teacher workforce – Michigan Teacher Shortage Study and Tracking Progress Through Michigan’s Teacher Pipeline.
- Key findings:
 - Following several years of declines, Michigan is beginning to see increases in program completion, initial certification, and entry into the workforce.
 - New teachers make up a larger share of Michigan’s workforce than ever before.
 - Special education and science teachers remain scarce throughout the state. Rural districts face particularly acute challenges finding teachers with science or special education endorsements that match their instructional needs.
 - The workforce remains less diverse than the population of students it serves.

- Competition between nearby districts for the same limited supply of teachers exacerbates shortages in disadvantaged districts.
- Related research reports:
 - <https://epicedpolicy.org/michigan-teacher-shortage-study-2024-report/>
 - <https://epicedpolicy.org/tracking-progress-through-mi-teacher-pipeline/>

VI. Understanding Variation in Take-Up of an Early First-Dollar Categorical Need-Based Aid Program

Katherine Micheltore – Ford School of Public Policy, University of Michigan

- Tuition Incentive Program is Michigan’s largest financial aid program. Covers in-district tuition and up to \$450 of mandatory fees per semester at a community college.
- TIP addresses some shortcomings of many state/local aid programs:
 - “first dollar” so can be added on top of Pell Grant
 - categorical eligibility based on participation in Medicaid (from age 9)
 - students informed as soon as they qualify (age 12)
 - no reapplication necessary.
- TIP eligibility:
 - Medicaid coverage for 24 months within a 36 month period between age 9 and high school graduation
 - high school graduate
 - Michigan resident
 - US citizen/permanent resident/refugee
 - not on default for federal student loan
 - Must file FAFSA and complete TIP application by August 31 of high school graduation year.
- Sample for this study includes all students graduating from Michigan public high schools between 2011 and 2021.
- TIP eligibility increased across high school graduation cohorts included in the study.
- On average, 14% of eligible high school graduates received TIP within two years of high school graduation (2011 to 2021 cohorts).
- Twenty-nine percent of TIP eligible students who enroll in a community college receive TIP within two years of high school graduation.
- TIP take-up is higher among students who were covered by Medicaid for more months with Medicaid coverage during the 36 month period.
- TIP take-up differences were also observed by Pell recipient, areas of the state, race/ethnicity and gender.
- Researchers are exploring through interviews reasons for incomplete TIP take-up.
- Next steps in study—continue to investigate take-up, examine how eligibility is associated with amount and timing of grant aid, examine how eligibility is associated with enrollment, persistence, GPA, and completion.

VII. Roundtable, Next Meeting Date, Next Meeting Theme

- Tom Howell and Erika Bolig thanked presenters and everyone for their contributions.
- Next meeting date is Thursday, August 22, 2024. The theme will be CEPI.
- Meeting adjourned at 3:17 p.m.