

APPROVED MINUTES

P-20 Longitudinal Data System Advisory Council
March 15, 2023
Microsoft Teams Meeting

Council Members Present: Phil Batty - Higher Education
Don Dailey - Public Schools
Richard Elenich - Higher Education
Tammy Evans - Public Schools
Toni Glasscoe - Community Colleges
Kristina Martin - Public Schools
Kathleen Miller - Public Schools

Council Members Absent: Tracy Pattok – Higher Education

Ex Officio Members Present: Beth Bullion - SBO
Kim Crawford (for Jim Hogan) - DTMB
David Judd - MDE K-12 Assessment & Accountability
Robin Lott - Treasury
Ann-Marie Mapes (for Delsa Chapman) - MDE K-12
Academic Affairs

Ex Officio Members Absent: Scott Koenigsknecht - MDE Early Childhood
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 1:01 p.m.

II. Prior Meeting Minutes

- A motion to approve the minutes was made by Kim Crawford.
- The motion was seconded by Don Dailey.
- The minutes were approved by unanimous consent of the Council.

III. Michigan's Transitional Kindergarten Study: A First Look at Program Reach and Features

Dr. Christina Weiland, University of Michigan

- Impact evaluation of Transitional Kindergarten, using State administrative records (data structured and maintained by MERI-Michigan Education Data Center), and surveys of district administrators, TK teachers, and parents of TK enrollees.
- What was learned from the data and surveys:

- The majority of students in Michigan public schools in the 2021-22 school year were enrolled in a school district that offers a TK program.
- Districts that offer TK are more likely to be in suburbs and towns, and to serve fewer students historically underserved by public education systems.
- TK primarily serves students with summer and fall birthdays.
- Curricula and assessments vary across TK programs.
- District leaders are overwhelmingly positive about their TK programs.

IV. The Psychosocial Impact of the Flint Water Crisis on School-Age Children

Dr. Brian Jacob, University of Michigan

- Study used data structured and maintained by the MERI-Michigan Education Data Center, and water line data from Flint.
- Student population included in the study was public school-aged children with a residential address in Flint. Examined mathematics achievement, reading achievement, special needs, and attendance.
- Used two research strategies: between-district analysis (synthetic controls method) and within-Flint analysis.
- The impact of lead water lines on academic achievement in the study were not as large as expected.
- Limitations/caveats of the study:
 - Study focused on school-aged children, using administrative education records. Cannot study students exposed as young children.
 - Not able to identify or study specific social-psychological mechanisms, attention, executive functioning, or behavior.
 - Social and psychological processes also have an important role to play in shaping the outcomes of individuals living in Flint.
- Study conclusions: The Flint Water Crisis negatively impacted school-age children, but these effects are not largely mediated through their home water service line.
 - “Indirect” psychosocial effects of the crisis were substantial.
 - Insufficient to treat Flint Water Crisis as merely a public health crisis.

V. Leading and Learning in Michigan During the COVID-19 Pandemic

Dr. Tara Kilbride, Education Policy Innovation Collaborative (EPIC)

Dr. Ayesha Hashim, Education Policy Innovation Collaborative (EPIC)

- Student achievement in Michigan during the COVID-19 pandemic study examined how the COVID-19 pandemic affected academic trajectories of middle school students in Michigan, using State summative assessment (M-STEP) and district benchmark assessments as measures of academic achievement in English language arts/reading and mathematics.
- Findings of student learning/student achievement study:
 - Overall, student learning occurred at a slower rate during school years affected by the pandemic than in pre-pandemic years.
 - Improvements in math and reading achievement growth in 2021-22 were often insufficient to counteract the effects of unfinished learning in 2020-21.
 - In particular, Black, Latino/a, and economically disadvantaged students saw slower increases in math achievement during the pandemic. This caused disparities in math achievement between white students and students of color

- and between economically disadvantaged students and their non-economically disadvantaged peers to worsen during the pandemic.
 - Students that attended districts operating remotely in 2020-21 experienced less achievement growth than those attending districts operating in-person.
 - Differences remained in math achievement by the end of 2021-22.
- District strategies for supporting student learning during the pandemic study used surveys and interviews with district and school leaders regarding strategies to support student learning during the pandemic.
- Key takeaways from the district and school leaders study:
 - Districts that were relatively successful during the 2020-21 school year:
 - Had existing capacities and structures set up that could support them and, in some instances, could be translated into the pandemic context
 - Increased collaboration and communication across staff roles, with families, and with communities
 - Focused on data-informed decision-making
 - Prioritized students' connections with peers and educators
 - Individualized support to address students' unique needs
 - These "successful" districts have several priorities for pandemic recovery:
 - Accelerating student learning via tiered and diagnostic-based interventions and 1:1 or small-group tutoring
 - Integrating social-emotional learning into education programming
 - Maintaining appropriate staffing to support recovery efforts

VI. Enrollment, Mobility, and Attendance in Detroit: A Research Partnership Enhanced with State and District Data

Dr. Sarah Winchell Lenhoff, Wayne State University

- Choice in a time of COVID-19 enrollment study used student and school State administrative data (MERI-Michigan Education Data Center) for Detroit traditional public school and charter public school students in grades K-8 during the years of 2015 to 2021. Explored school choice, focusing on immediate enrollment decisions in Fall 2020.
 - No changes in enrollment trends observed
 - Enrollment in both charters and traditional public school sectors relatively stable
 - Entry rates decreased across all grades, especially kindergarten
 - No change in exit rates
 - Non-structural mobility decreased, and no change in the percent of students moving to better or worse schools
- Detroit families' experience with COVID-19 and school attendance study examined student attendance in DPSCD, using student level district administrative data (attendance, demographics) and parent survey data linked (with parental permission) to administrative student records. Findings:
 - Most DPSCD families faced significant economic, mental health, and logistical hardship during the pandemic.
 - Computer and internet issues were major reasons for absence; transportation and health not major reasons for absence during the pandemic.
 - 70% of DPSCD students were chronically absent in the 2020-21 school year, compared to 62% in 2018-19.

- Major socioeconomic status differences between severely chronically absent students and others.
- Computer issues and family socioeconomic status significantly associated with percent days absent and chronic absenteeism.
- Parent-reported COVID challenges not significantly associated with attendance.

VII. Forging a Path to College Persistence: An Experimental Evaluation of the Detroit Promise Path Program

Dr. Stacey Brockman, Mathematica and University of Michigan

- Detroit Promise Path is a community college student support program.
 - Evaluation of the Detroit Promise Path program was a partnership of Detroit Regional Chamber, Detroit Promise Path program, and five metro Detroit community colleges.
 - Students who were registered for the Detroit Promise scholarship were randomly assigned to receive (or not) the Detroit Promise Path program as well. (Control group students received the Detroit Promise scholarship and regular college services, but did not receive outreach from coaches, messaging, or financial incentives that are part of the Detroit Promise Path program.)
- Evaluation found that Detroit Promise Path had moderate positive impacts on community college enrollment (examined initial enrollment, and enrollment over 6 semesters) and credit accumulation. However, Detroit Promise Path had no discernable effect on degree completion at the end of the three-year mark.
- Students highly valued relationships with their coaches.
- Students continued to face barriers: financial uncertainty, inadequate academic preparation for college level work, high rates of enrollment in developmental education coursework, unreliable public transportation, and competing responsibilities at school and at home.
 - Among those no longer enrolled, 52% said lack of reliable transportation and 40% said inability to pay for transportation were the reasons why.
 - Other costs identified as barriers included: rent (30%); books, supplies, lab fees (14%); childcare (4%); food (4%)

VIII. Using State Data Collections to Evaluate Virtual Learning

Dr. Joe Freidhoff, Michigan Virtual

- Public Act 201 of 2012 created Michigan Virtual Learning Research Institute, and includes the requirement that MVLRI use student performance and completion data reported to MDE and CEPI by cyber schools and other online course providers to analyze the effectiveness of online learning delivery models in preparing pupils to be college- and career-ready and publish a report that highlights enrollment totals, completion rates, and the overall impact on pupils.
 - Available: <https://michiganvirtual.org/research/effectiveness-reports/>
- The data used for the effectiveness reports comes from what schools submit to the State in MSDS (Michigan Student Data System).
- For the 2021-22 school year:
 - 208,460 K-12 students took at least one virtual course, representing 14% of Michigan public school students.

- 1,914 schools had virtual learners, with 57% of these schools having 100 or more virtual enrollments.
- 64% of virtual enrollments occurred in core subject areas.
- 74% pass rate for part time virtual enrollment students, 59% pass rate for full time virtual enrollment students.
- 64% pass rate for economically disadvantaged students, 78% pass rate for non-economically disadvantaged students.
- During the 2021-22 school year, there were 301 new schools with virtual enrollment, and 594 schools left (discontinued) virtual enrollments. This impacted virtual pass rates and student populations served.
 - The 301 new schools represented 97,043 virtual enrollments, while the 594 that left virtual enrollments represented 643,497 virtual enrollments (and the new schools had lower pass rate than those that left).
 - Virtual pass rate was lowest among students in grades 9-12.

IX. Roundtable, Next Meeting Date, Next Meeting Theme

- Tom Howell thanked presenters and everyone for their contributions.
- Erika Bolig provided the next meeting date of Wednesday, August 9, 2023 from 1 to 4 p.m. The theme for the meeting will be CEPI.
- Meeting adjourned at 4:02 p.m.