

PROPOSED MINUTES

P-20 Longitudinal Data System Advisory Council
September 23, 2021
Microsoft Teams Meeting

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

Council Members Absent: Tracy Pattok - Higher Education

Ex Officio Members Present: Beth Bullion - SBO
David Judd - MDE K-12 Assessment & Accountability
Scott Koenigsknecht - MDE Early Childhood
Robin Lott - Treasury
Delsa Chapman - MDE K-12 Academic Affairs

Ex Officio Members Absent: James Hogan - DTMB
Vern Westendorf - LEO-E&T

CEPI Representatives Present: Trina Anderson
Tom Howell
Mike McGroarty

I. Welcome

- Tom Howell (Center for Educational Performance and Information) called the meeting to order at 1:01 p.m. with a welcome.

II. Prior Meeting Minutes

- Tom reviewed the proposed minutes from the March 25, 2021 meeting.
- A motion to approve the minutes was made by Richard Elenich.
- The motion was seconded by Robin Lott.
- The minutes were approved by unanimous consent of the Council.
- Lastly, Tom provided an overview of the agenda for today's meeting.

III. Center for Educational Performance and Information – Pandemic Enrollment

Mike McGroarty, Director of the Office for Analytics and Reporting

- To set the stage for the discussions to follow related to all sorts of testing during the pandemic, Mike showcased some work on the pandemic effects on Michigan enrollment using data trends from the SLDS.

- Higher than expected enrollment declines for SY 2019-20
 - Increased movement to home school and nonpublic schools.
 - Larger than typical delay in kindergarten enrollment.
 - Cyclical decline in enrollment continued.
- Learning modality for SY 2019-20 will impact testing of all types
 - 5 modalities: fully in person, fully remote, hybrid, in-person option and hybrid option.
 - Urban areas and larger districts tended to be fully remote.
 - In-person instruction was low for much of the year, picking up in the last half of the school year for some districts.

IV. Michigan State University – EPIC – Benchmark Assessments

Dr Tara Kilbride, Assistant Director for Research at EPIC

- Overview of testing requirements in the “Return to Learn Law”
- Data and methods were outlined
- NWEA, i-Ready, Star 360 and DRC results were shared
- Key takeaways:
 - Students of color, economically disadvantaged and students with disabilities were disproportionately under-represented in the benchmark data.
 - Although gains were achieved, Michigan students made less than normal progress toward learning goals as measured through benchmark assessments.
 - Many of the reasons why a student would not participate in testing are also likely to negatively affect student learning.
 - Thus, it is likely that the results of this analysis overestimate the average performance and learning growth of MI students.

V. Michigan Department of Education – MDE – Assessments and Accounting Updates

Andy Middlestead, Director for Educational Assessment and Accountability at MDE

- Assessment and Accountability Updates
 - 70% of students participated in the Math and ELA aspects of MSTEP.
 - 61% of students participated in Science and Social Studies.
 - Since testing usually encompasses over 95% of students, results should be only used in a localized context with knowledge of enrollment, attendance and learning modality of the district and school.
 - M-STEP, PSAT and SAT results from Spring 2021 were shared.
 - Grades 3-7 ELA were within 3.3% points lower than previous year.
 - Grades 3-7 Math were between 3 and 6% points lower.
 - PSAT 8-9 saw a 1% increase in Math and a 5% decrease in ELA.
 - SAT 11 saw a +1% increase in ELA and a 2% decrease in Math.

VI. Michigan State University – EPIC – Third Grade Retention

- *Dr. Katharine Strunk, Professor of Education Policy at MSU and Facility Director of EPIC*
- 3rd Grade Retention good cause exemption overview was shared.

- Data and methods were reviewed for understanding.
- Results were detailed by groups of students most impacted, by race/ethnicity, by learning modality, and by type of district including those that are historically low performing.
- Key takeaways:
 - 4.8% of students who took the Third Grade M-Step in 2021 are eligible for retention under the Read by Grade Three Law after accounting for likely good cause exemptions, the estimated retention rate is 2.2% (up slightly from 2.0% in 2019).
 - Students with disabilities (10%), economically disadvantaged (7.7%) and English learners (7.2%) were most impacted overall.
 - Of the 5 learning modalities, fully remote learners saw the largest percentage of students targeted for retention.

VII. Roundtable

- Tom Howell thanked presenters and everyone for their contributions, and asked the council for topics they would like discussed at future meetings. Erica Bolig suggested the topic of postsecondary studies surrounding the Reconnect and Frontliners initiatives. Another suggestion was an update on the work around College Affordability with input from Treasury and LEO. Tom mentioned that a discussion at this time would support information about the programs and since data have not yet been gathered, any report out on emerging studies would follow at a later date. Kathleen Miller suggested a topic of CTE and skilled trade studies. Tom mentioned the possibly to include LEO to discuss Pathways and success rates.
- CEPI will review council member preferences and availability for a December meeting.
- Meeting adjourned at 2:34 p.m.