



INFORMATION SHEET

**Proposed Changes to the State Determined Levels of Performance (SDLPs) of Perkins Core Performance Academic Proficiency Indicators –
2S1: Academic Proficiency in Reading
2S2: Academic Proficiency in Mathematics**

Proposed State Determined Levels of Performance

| Indicators | Current 2020-2021 SDLP | Current 2021-2022 SDLP | Proposed 2021-2022 SDLP | Change | Current 2022-2023 SDLP | Proposed 2022-2023 SDLP | Change |
|------------|------------------------|------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------|
| 2S1 | Waived | 58.25% | Adjust to 40.0% | -18.25 percentage points | 58.50% | Adjust to 40.0% | -18.25 percentage points |
| 2S2 | Waived | 34.25% | Adjust to 17.0% | -17.25 percentage points | 34.50% | Adjust to 17.0% | -17.25 percentage points |

Background

After a year of school closings and distance learning amid the coronavirus crisis, more than half of public school K-12 teachers said the pandemic resulted in a “significant” learning loss for students, both academically and in their social-emotional progress, according to a national report in March 2021¹. The Academic Proficiency indicators need to be adjusted to reflect these impacts. The SDLPs of 2S1 and 2S2 academic proficiency in reading and math are revised based on current available quantitative research findings which were focused on the k-8th grade student learning data.

- The NWEA national research study projected that returning students would start fall 2020 with approximately 63 to 68% of the learning gains in reading and 37 to 50% of the learning gains in mathematics relative to a typical school year^{2, 3}.
- Learning loss is expected to be greatest among low-income, black, and Hispanic students. The average amount of learning loss is expected to be equivalent to seven months of learning. Black students may fall even farther behind by as much as 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. It is estimated that this will exacerbate existing achievement gaps to 15-20 percent⁴.
- The recovery of the 2019-2020 losses could take years. Additional losses incurred in the current year further impact the timeline^{3, 5}. A recent research report looking at Georgia students shows that the impact of COVID on learning loss had grown substantial by the middle of 2020-21 school year compare to the start of the school year⁷.

- In addition to learning loss, COVID-19 closures will probably increase high-school drop-out rates. It is estimated that an additional 2 to 9 percent of high-school students could drop out as a result of the coronavirus and associated school closures⁴.
- In the 2020-21 school year, more than half of districts in Michigan were in a fully remote learning mode up until April 2021⁶.
- Equity issues in testing access in Spring 2021 during the pandemic may include:
 - Access to technology
 - Transportation issue
 - Test rescheduling

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1. CNBC news (Mar 30, 2021). Virtual school resulted in 'significant' academic learning loss, study finds. <https://www.cnbc.com/2021/03/30/learning-loss-from-virtual-school-due-to-covid-is-significant-.html>
 2. Kuhfeld, M. & Tarasawa, B. (2020). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement. NWEA.
 3. Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., and Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. Educational Researcher, Vol. 49 No. 8, pp. 549–565.
 4. Dorn, E., Hancock, B., Sarakatsannis, J., and Viruleg, E. (June 1, 2020). New evidence shows that the shutdowns caused by COVID-19 could exacerbate existing achievement gaps. McKinsey New York Office Article. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>
 5. The Center for Research on Education Outcomes Stanford University (Oct 2020). Estimates of Learning Loss in the 2019-2020 School Year.
 6. Michigan COVID-19 Learning Plan Dashboard <https://www.mischooldata.org/covid-dashboard/>
 7. Sass, T. & Goldring, T. (May 2021). Student Achievement Growth During the COVID-19 Pandemic: Insights from Metro-Atlanta School Districts. Report from Georgia Policy Labs. <https://gpl.gsu.edu/publications/student-achievement-growth-during-the-covid-19-pandemic/>

Under the Strengthening Career and Technical Education for the 21st Century Act section 113(b)(3)(A)(iii), a state may, after public comment, revise state determined levels of performance (SDLPs) if unanticipated circumstances arise. Therefore, Michigan is seeking public comment on proposed revised SDLPs. Following is the state board presentation and public hearing/comments timeline.

| Time | Task |
|---|--|
| September 10, 2021 | State Board of Education Informational Item |
| October 12, 2021 | State Board of Education Presentation |
| October 14, 2021 – December 14, 2021 | Public hearings/Public comment (60 days) |
| December 15, 2021 – January 14, 2021 ² | Compile Public Comments |
| February 4, 2022* | State Board of Education Informational Item |
| March 8, 2022* | State Board of Education Presentation |
| May 6, 2022* | Revise Perkins V state plan and submit to US Department of Education |

*Tentative dates for next year’s State Board of Education meeting

Strengthening Career and Technical Education for the 21st Century Act Legislation Section

Section 113(b)(3)(A)(iii), UNANTICIPATED CIRCUMSTANCES --If unanticipated circumstances arise in a State or changes occur related to improvements in data or measurement approaches, the eligible agency, at the end of the program year, may revise the State determined levels of performance required under this subparagraph. After public comment, as described in subparagraph (B), the eligible agency shall submit such revised levels of performance to the Secretary with evidence supporting the revision. The Secretary shall approve any such revision if that revision meets the requirements of clause (ii). (B) PUBLIC COMMENT.-- (i) IN GENERAL.--Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A). (ii) WRITTEN COMMENTS.--Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)-- (I) meet the requirements of the law; (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and (III) support the needs of the local education and business community. (iii) ELIGIBLE AGENCY RESPONSE.--Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

The Michigan State Plan for Career and Technical Education supports the Michigan's Top 10 Strategic Education Plan.

Specifically:

- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential