MI Kids Back on Track (23g) Evaluation Report

2024-2025

Version 1.0

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MI Kids Back on Track (23g) Evaluation Report: 2024-2025

The MI Kids Back on Track grant funds (MCL388.1623g) support programs provided before school, during school, after school, or during the summer. These funds are designed to address unfinished learning, get students to grade-level academic standards, provide additional academic assistance to students at risk of falling behind their peers, or help high school students prepare for postsecondary education.

Executive Summary

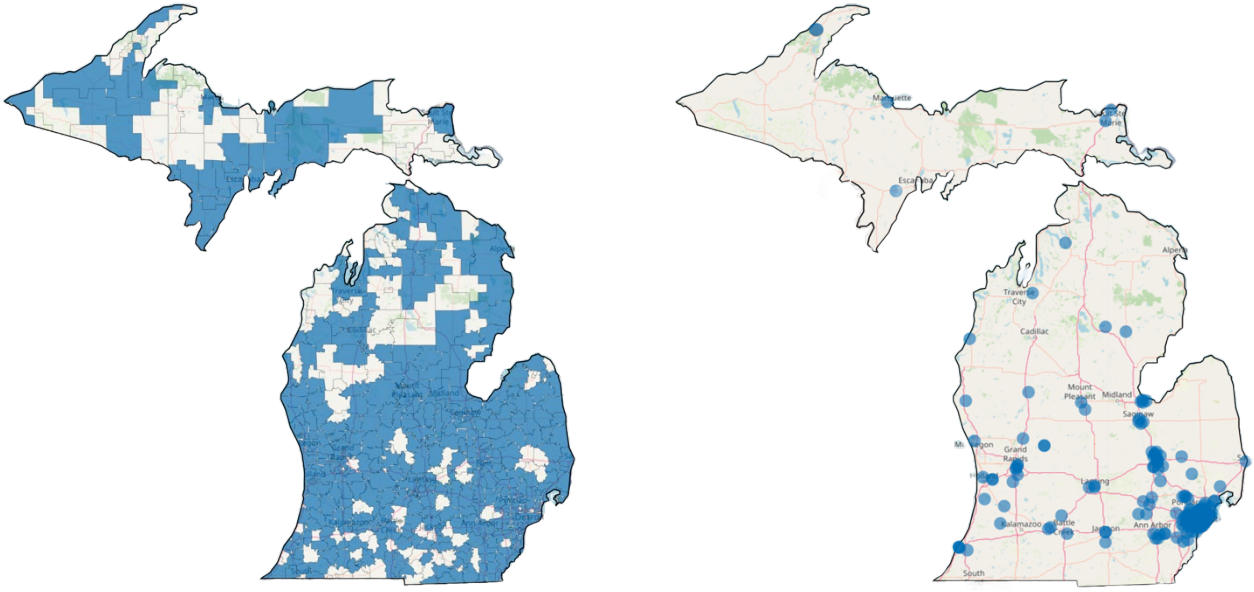
Table 1. 2024-2025 Results Summary

Evaluation Question	2024-2025 School Year Results
1. Who has the funding supported?	**78,497 students** from **1,034 schools** participated in 23g programming, based on data submitted by **271 districts** (of the 447 that used funds during the 2024-2025 school year).
2. What programs and services are districts implementing using MI Kids Back on Track (23g) funding?	Most districts used their MI Kids Back on Track (23g) funding for **Expanded Learning Time**.
3. What is known about how programs and services were implemented?	**Implementation fidelity data were only required for Vetted High-Impact Tutoring (HIT) programs** (1 of 8 programming options). Based on the limited available HIT data from 13 school districts, **90% of HIT sessions received a passing fidelity score.**
4. To what extent did student reading performance improve?	When compared to national averages, **23g students demonstrated higher average Fall-to-Spring reading gains across all grade levels** based on data from 173 districts (27,159 participating students) with the complete pre-post assessment data for Fall-to-Spring comparisons.
5. To what extent did student math performance improve?	When compared to national averages, **23g students demonstrated higher average Fall-to-Spring math gains across all grade levels** based on data from 173 districts (26,845 participating students) with the pre and post assessment data necessary for Fall-to-Spring comparisons.
6. What lessons have been learned from the MI Kids Back on Track (23g) grant program?	Districts overwhelmingly reported Increased Support for Students, Improved Student Performance, and Increased Student Confidence as positive impacts of 23g funding. State-level efforts to **reduce the reporting burden on districts,** resulted in fewer districts reporting moderate or major challenges related to data reporting compared to 2023-2024.

Who has the funding supported?

District and School-Level Participation

Of the 530 districts that applied for funding, all successfully worked with the Michigan Department of Education to meet the grant requirements and receive approval. Six districts ultimately declined the funding after their applications were approved. In total, 524 districts, including 399 traditional school districts and 125 public school academies, accepted funding. In Figure 1, the maps illustrate the geographic location of all funded traditional school districts on the left and public school academies on the right, highlighted in blue. Each district's allocation was calculated by multiplying $364.517 by the number of nonproficient students on the 2023 M-STEP, MME, and SAT in Math and/or ELA. Using this formula, the smallest district allocation was $2,187, and the largest allocation was $7,923,514.



399 Traditional School Districts 125 Public School Academies

Figure 1. Geographic Distribution of 23g-Funded Traditional School Districts and Public School Academies

Student Participation

During the 2024-2025 school year, **447 of 524 (85%) funded districts reported using 23g funds**, per the MI Kids Back on Track (23g) Impact Survey. Of the 447 districts that utilized 23g funds during the 2024-2025 school year, **271 districts submitted student participation data** for analysis through the Michigan Data Hub (Figure 2), representing 61% of the districts that utilized funding and 52% of the total districts. The data submission process took place over a three-month period, during which districts received support through a 23g reporting webinar, online resources, and direct technical assistance.

Data submitted by 271 school districts represented 1,034 schools, and 78,497 students with 23g program participation and demographic information reported to the Michigan Data Hub for the 2024–2025 school year, spanning July 1, 2024, to June 30, 2025. Participation was defined by

districts assigning a 23g programming cohort to each student within their school information system (SIS).

Across the 271 districts that submitted data during the 2024–2025 school year, the number of participating students per district ranged from 1 to 6,035. Given this wide range, the median is more useful than the mean for decision-making, as it is not influenced by extreme values. The median number of participating students per district was 133. At the school level, participation ranged from 1 to 1,771 students, with a median of 43.

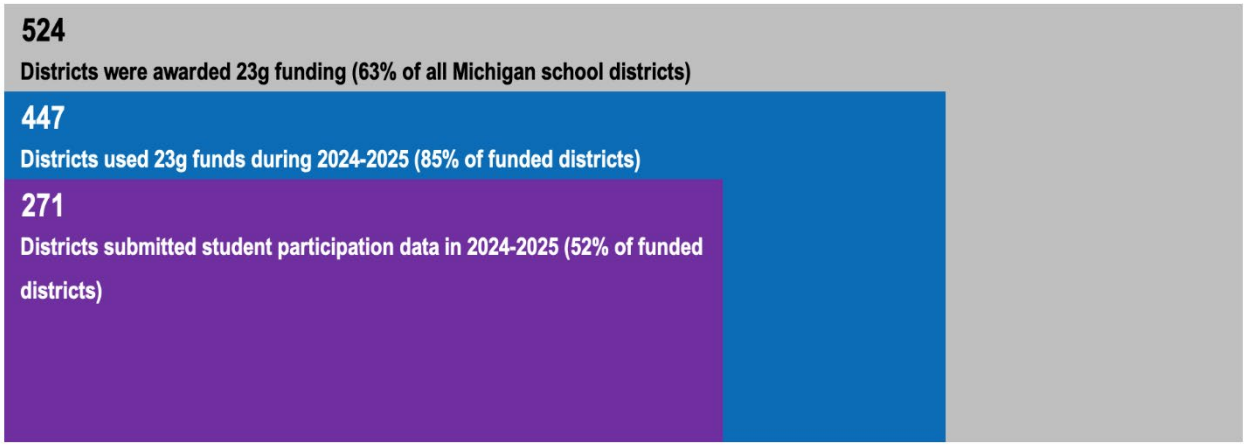


Figure 2. Number and Proportion of Districts that Submitted Student Participation Data in 2024–2025

Grade Level

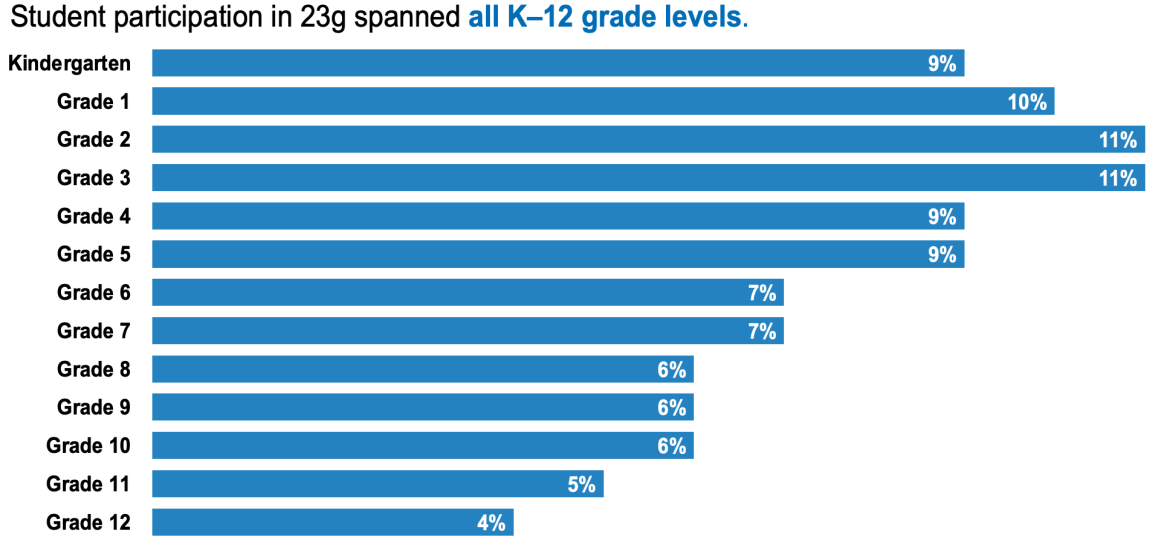


Figure 3. 23g Student Participation by Grade, 2024-2025 (Appendix A)

Student participation in 23g spanned all K–12 grade levels (Figure 3), with a concentration in the elementary years, as students in grades K–5 accounted for 59% of participating students from the 271 districts that reported data.

Gender, Special Education Services, Race, and Ethnicity

The demographic characteristics of the reported 23g student participants were compared to those of the 2024-2025 Michigan statewide K–12 student population, as reported at MISchoolData.org, using Participation-to-Prevalence Ratios (PPRs). A PPR between 0.80 and 1.20 was defined as equivalent representation, while PPRs below 0.80 indicated underrepresentation and PPRs above 1.20 indicated overrepresentation.

The proportions presented are based on a total of 78,497 students reported by 271 districts (61% of 447 districts that used 23g funds) during the 2024-2025 academic year. The gender distribution was nearly even, with 48% female and 52% male, indicating equivalent representation (PPR = 1.00). Students with an Individualized Education Program (IEP) comprised 12% of the dataset, a proportion equivalent to the statewide rate of 15% with a PPR of 0.82 (Table 2).

Racial and ethnic representation varied across groups. Students identifying as Two or More Races were overrepresented (7% compared with 5% statewide; PPR = 1.31). White (72% relative to 62% statewide; PPR = 1.16), Black or African American students (15% relative to 18% statewide; PPR = 0.80), American Indian or Alaska Native (0.53% relative to 0.58% statewide; PPR = 0.91), and Native Hawaiian or Pacific Islander (0.10% relative to 0.09% statewide; PPR = 1.11) fell within the range of equivalent representation. Asian (2% relative to 4% statewide; PPR = 0.53) and Hispanic or Latino students (0.07% relative to 9.46% statewide; PPR = 0.15) were underrepresented. Additionally, 3% of the dataset did not have a specified race or ethnicity category (Table 2).

Table 2. Representation by Gender, Race, Ethnicity, and Special Education Status

Demographic Characteristics	Group	23g Representation	23g Dataset	MI Student Population	PPR
Gender	Female	Equivalent	48.52%	48.65%	1.00
Special Education Services	Individualized Education Plan	Equivalent	12.15%	14.83%	0.82
Race	Two or More Races	Over	7.18%	5.49%	1.31
Race	White	Equivalent	72.25%	62.35%	1.16
Race	Black or African American	Equivalent	14.63%	18.29%	0.80
Race	American Indian or Alaska Native	Equivalent	0.53%	0.58%	0.91
Race	Native Hawaiian or Pacific Islander	Equivalent	0.10%	0.09%	1.11
Race	Asian	Under	1.97%	3.74%	0.53
Ethnicity	Hispanic or Latino	Under	0.07%	9.46%	0.15

What programs and services are districts implementing using MI Kids Back on Track (23g) funding?

Funding Use

Districts completed the 2024-2025 MI Kids Back on Track (23g) Impact Survey between April and June 2025. The survey asked districts to indicate which of eight programming options they implemented using 23g funding from July 1, 2024, through the last day of the 2024-2025 school year. Districts could choose one or more options when they applied for grant funds.

A total of 510 out of 524 funded districts responded to the MI Kids Back on Track (23g) Impact Survey, achieving a 97% response rate. Among these, 447 districts used funding during the 2024-2025 school year.

Districts applying for 23g funding were required to tie the funding request to their Michigan Integrated Continuous Improvement Process (MICIP) needs and plan, using MiStrategyBank to tag the strategies they planned to implement with the funding. In the 2024-2025 school year, **most districts (325; 73% of districts that used funds) utilized their MI Kids Back on Track (23g) funding for Expanded Learning Time**, defined as supplemental instruction provided before school, after school, or during the summer (Figure 4). Other frequently selected programs were Other Tutoring (168; 38%) and Intensive Individualized Support (124; 28%). See Appendix B for descriptions of each program type.

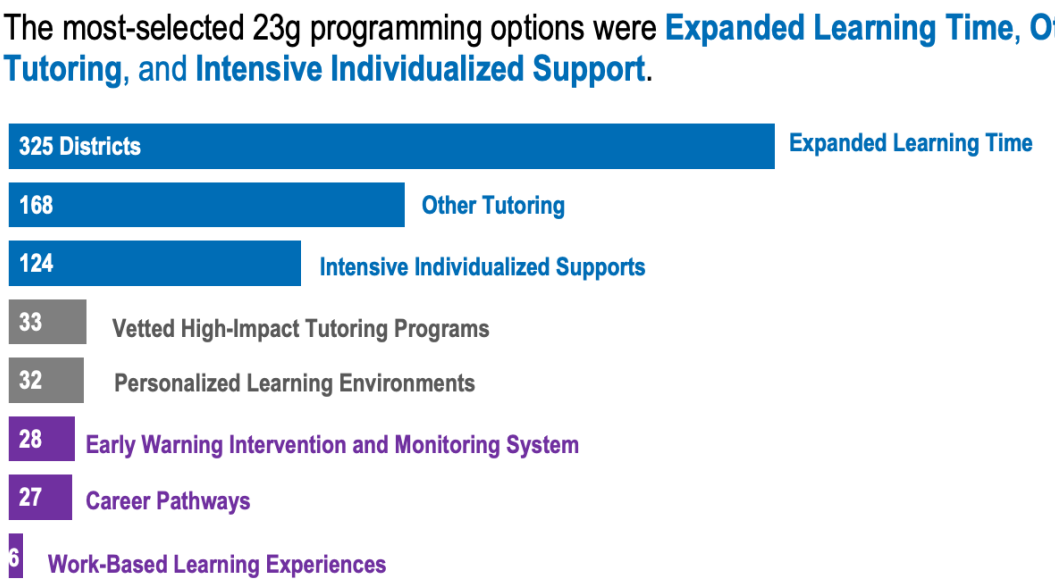


Figure 4. 23g Programming Options Implemented by Districts, 2024-2025 (Appendix C)

Vetted High-Impact Tutoring Programs

As part of MI Kids Back on Track, the Michigan Association of Intermediate School Administrators (MAISA) vetted tutoring programs for alignment with the legislative requirements outlined in Section 23g of the 2023-2024 School Aid Act. MAISA formed a committee to oversee

the vetting process as soon as funds were allocated in October 2023. Section (5) of 23g specifies that:

"All tutoring programs in the MiStrategyBank must be reviewed by MAISA. If necessary, MAISA may convene a committee to review tutoring programs for inclusion in the MiStrategyBank. The committee described in this subsection must include all of the following members:

(a) Two certified teachers representing elementary and secondary schools.
(b) A representative from the MiMTSS TA Center.
(c) A representative from an institution of higher education with a teacher preparation college.
(d) Two representatives of the department.
(e) One representative of the MAISA Michigan Collaboration Hub.
(f) An intermediate district designee with a background in English language arts.
(g) An intermediate district designee with a background in mathematics."

Then, an application process for vendors was developed, and groups of three reviewers evaluated the application materials. MAISA had follow-up communications with vendors to clarify application details before releasing the first list of approved Vetted High Impact Tutoring (HIT) programs in February 2024. Criteria were aligned to the requirements specified in Section 4 of the 23g legislation. Programs that met these criteria were designated as HIT programs, making them eligible for purchase using 23g funds, which resulted in a list of approved vendors. **Four waves of program reviews resulted in 30 programs meeting the requirements of a HIT program.** Due to the legislative focus on HIT, a dedicated section is included in this report. Of the 447 districts that used funds in 2024-2025, 33 districts (7%) implemented HIT, according to the MI Kids Back on Track (23g) Impact Survey. Of the 33 districts, 13 submitted fidelity data through the Michigan Data Hub. These data covered 1,212 tutoring sessions during the 2024–2025 school year. Among these sessions, **90% received a passing fidelity score** of 70 or higher.

Benchmark Assessment Data

Benchmark assessment data were used to measure students' fall-to-spring growth in reading and math during the 2024–2025 school year. Growth analysis was based on data from the Measures of Academic Progress (MAP) assessments developed by the Northwest Evaluation Association, as student-level data from other benchmark assessments were not available for this report. Student-level growth was calculated by subtracting each student's Fall 2024 MAP RIT score from their Spring 2025 MAP RIT score.

A total of 447 districts reported using 23g funds in 2024–2025 through the MI Kids Back on Track (23g) Impact Survey. Student-level NWEA MAP data were available for 32,548 students across 180 districts that completed benchmark assessment data integration with the Michigan Data Hub. These districts represent approximately 40% of the 447 districts that used 23g funds during the academic year.

During data cleaning, 64 students were identified as having multiple records with differing scores. A decision rule was applied: when the score difference between a student's repeated

records was less than 10 points, the scores were averaged for that student; when the difference exceeded 10 points, the student was excluded. As a result, 21 students were removed, and 43 had average scores computed. An additional 56 students were excluded because their grade level was not identified. Students without a complete set of Fall and Spring scores were also excluded, resulting in the removal of 5,312 reading records and 5,626 math records.

After data cleaning, 27,159 students' reading scores and 26,845 math scores from **173 districts (39% of which used 23g funds)** were a complete fall-spring set for analysis. All subsequent analyses are based on this final dataset.

To What Extent Did Student Reading Performance Improve?

Fall-to-Spring Growth in Average Reading Scores by Grade

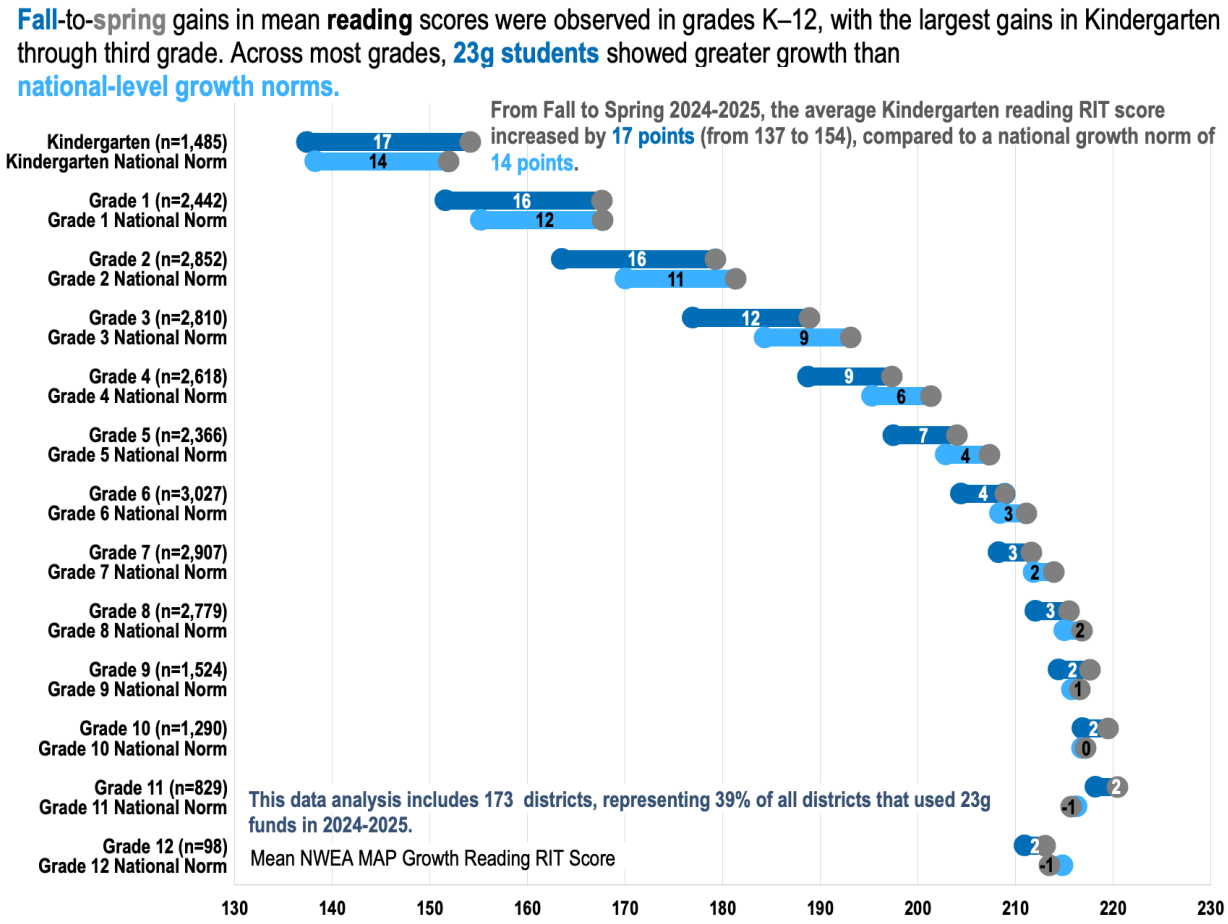


Figure 5. Fall-to-Spring Reading Growth of 23g Students Compared to the National Growth Norm, by Grade Level (Appendix D)

Reading performance was measured by growth, defined as the difference between each student's Spring 2025 and Fall 2024 MAP RIT scores. Among the 27,159 students with MAP Growth reading benchmark assessment data, **75% demonstrated improvement in their RIT scores from Fall 2024 to Spring 2025**. Score gains were calculated by subtracting each

student's Fall 2024 RIT score from their Spring 2025 RIT score. **Average RIT scores increased across all grades (K–12)**, with gains ranging from 2 points in Grade 12 to nearly 17 points in Kindergarten. The largest improvements were observed in the early elementary grades (Figure 5).

Compared with reading growth norms, 23g students demonstrated higher average growth across all grade levels. The differences were most pronounced in the early grades, where Kindergarten students showed average growth 3 points higher than the national norm (17 vs. 14), Grade 1 students 4 points higher (16 vs. 12), and Grade 2 students 5 points higher (16 vs. 11). The trend continued in the upper elementary grades, with Grade 3 students gaining 3 points more than the national norm (12 vs. 9), Grade 4 students 3 points more (9 vs. 6), and Grade 5 students 3 points more (7 vs. 4). As shown in Figure 5, 23g students exhibited higher average growth than national growth norm across middle and high school grades as well, with smaller but consistent differences. The NWEA MAP school growth norms provide national benchmarks that allow grade-level growth to be compared with typical growth patterns for students across the United States (NWEA, 2025). This data analysis included 173 districts, representing 39% of all districts that used 23g funds in 2024-2025.

Fall-to-Spring Growth in Average Reading Scores by Grade for HIT Students

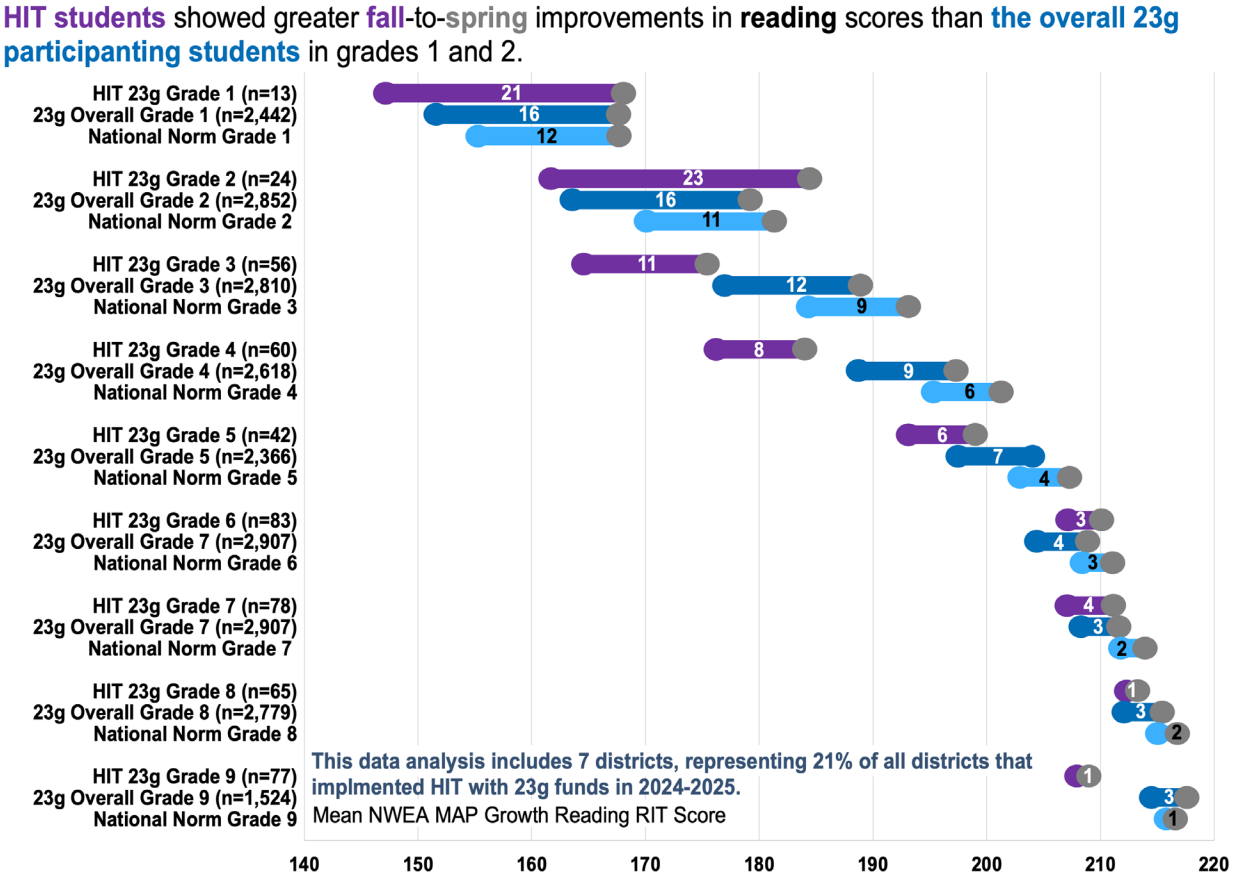


Figure 6. Fall-to-Spring Reading Growth of HIT 23g Students Compared to the Overall 23g Participants and the National Growth Norm, by Grade Level, 2024-2025 (Appendix E)

Due to the legislative focus on HIT, a dedicated data analysis section is included in this report. **Of the 447 districts that used funds in 2024–2025, 33 (7%) implemented HIT**, according to the Mi Kids Back on Track (23g) Impact Survey. A complete set of benchmark assessment data for fall-to-spring reading growth was available for 498 students across seven districts, representing 21% of the 33 districts that implemented HIT during the 2024–2025 school year; these results are based on data available for Grades 1–9. Among these students, **70% showed improvement in reading RIT scores from Fall 2024 to Spring 2025**.

Compared with the overall 23g average growth for the same grade level, HIT participants exhibited greater average reading growth in Grades 1 and 2. Specifically, Grade 1 HIT students showed average growth 5 points higher than the overall 23g average (21 vs. 16), and Grade 2 HIT students showed growth 7 points higher (23 vs. 16). Across the remaining reported grades, average gains for HIT students were similar to or slightly lower than the overall 23g average (Figure 6).

To What Extent Did Student Math Performance Improve?

Fall-to-Spring Growth in Average Math Scores by Grade

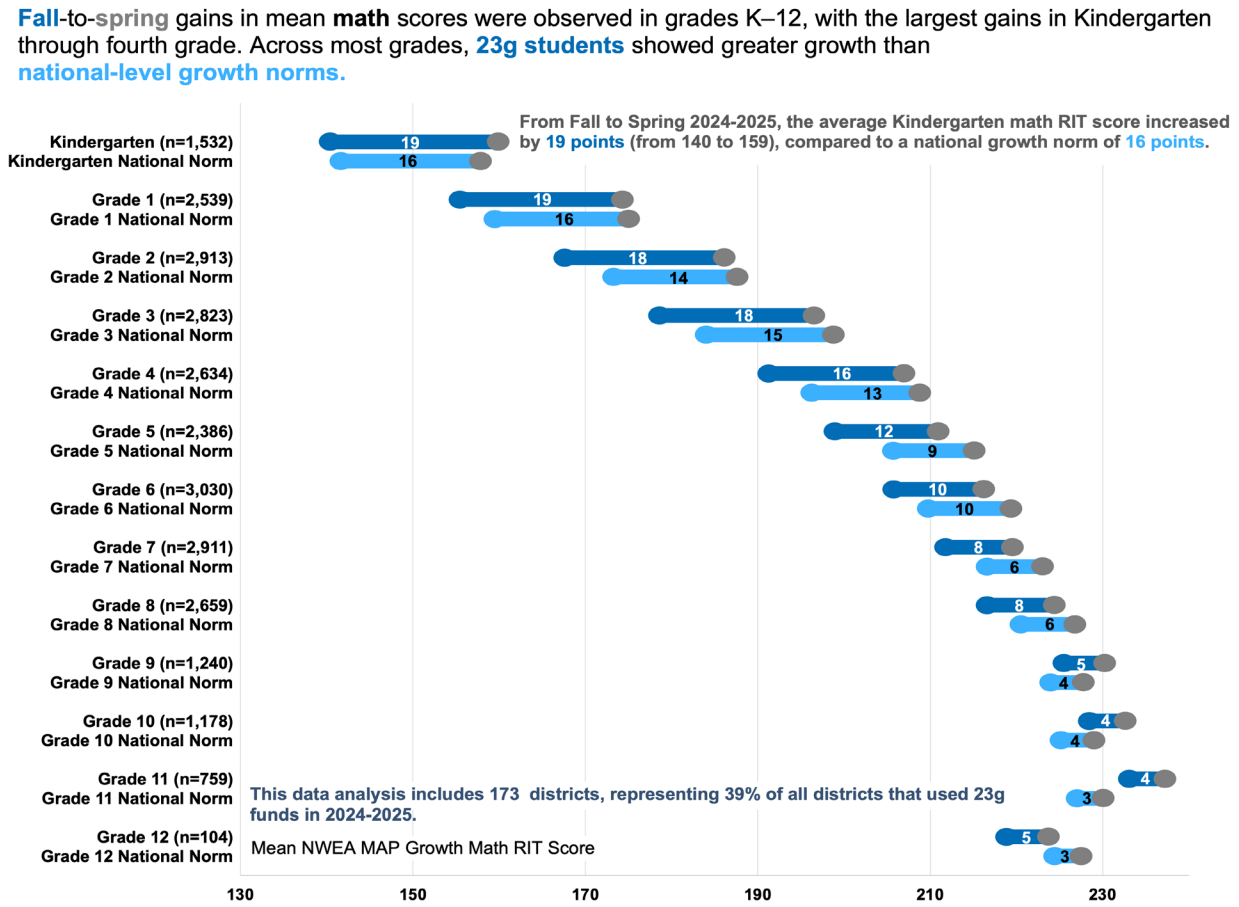


Figure 7. Fall-to-Spring Math Growth of 23g Students Compared to the National Growth Norm, by Grade Level (Appendix F)

Math performance was measured by growth, defined as the difference between each student's Spring 2025 and Fall 2024 MAP RIT scores. Among the 26,845 students with a complete set of MAP Growth math benchmark assessment data, **87% demonstrated improvement in their math RIT scores from Fall 2024 to Spring 2025**. Average RIT scores increased across all grades (K–12), with gains ranging from 4 points in Grade 10 to nearly 19 points in Kindergarten. The largest improvements were observed in the early elementary grades (Figure 7).

Compared with math growth norms, 23g students demonstrated higher average growth across all grade levels. The differences were most pronounced in the early grades, where Kindergarten students exhibited average growth 3 points higher than the national norm (19 vs. 16), Grade 1 students 3 points higher (19 vs. 16), and Grade 2 students 4 points higher (18 vs. 14). The trend continued in the upper elementary grades, with Grade 3 students exhibiting average growth 3 points higher than the national norm (18 vs. 15), Grade 4 students 3 points higher (16 vs. 13), and Grade 5 students 3 points higher (12 vs. 9). Figure 7 indicates that 23g students maintained higher average gains than national norms through middle and high school, with smaller but consistent advantages across grade levels (Figure 7). This data analysis included 173 districts, representing 39% of all districts that used 23g funds in 2024-2025.

Fall-to-Spring Growth in Average Math Scores by Grade for HIT Students

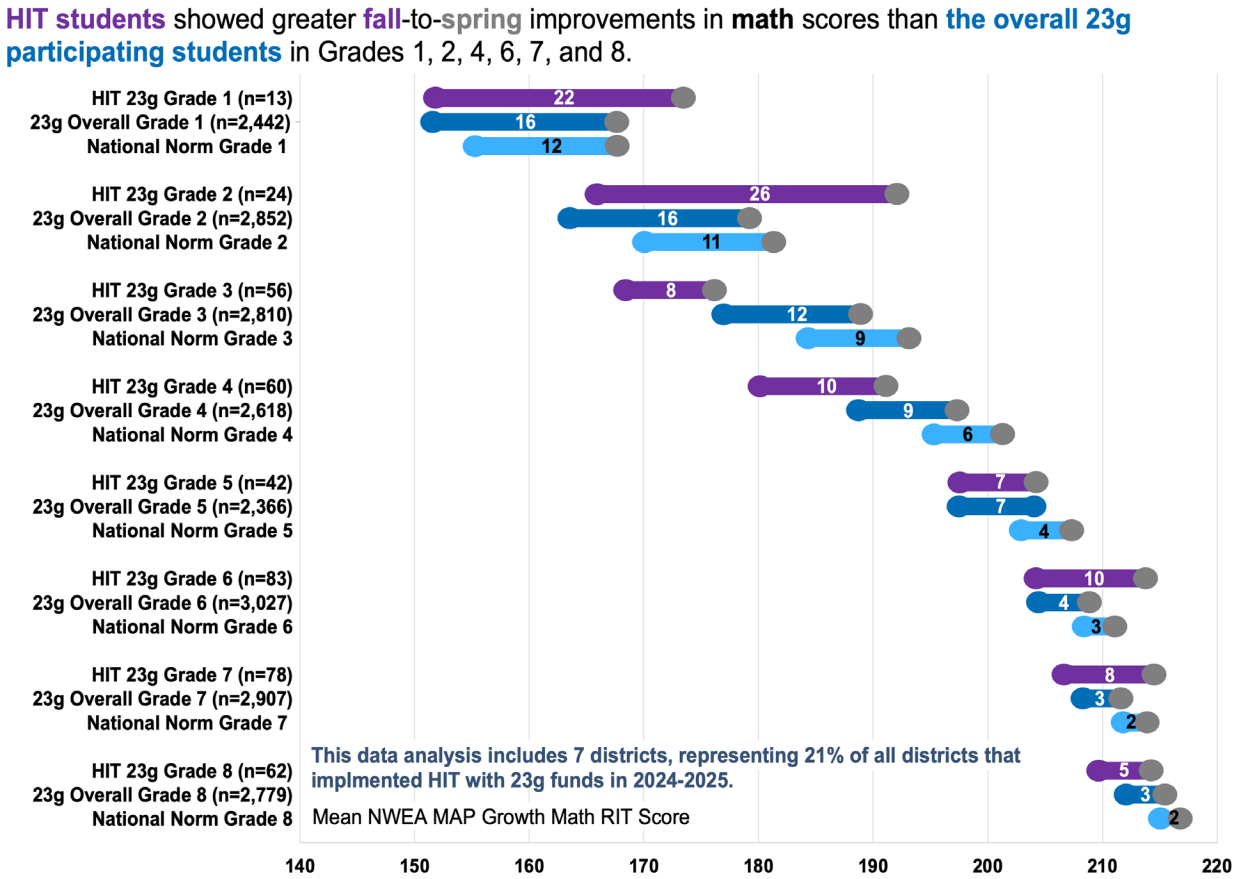


Figure 8. Fall-to-Spring Math Growth of HIT 23g Students Compared to the Overall 23g Participants and the National Growth Norm, by Grade Level, 2024-2025 (Appendix G)

Of the 447 districts that used funds in 2024–2025, 33 (7%) implemented HIT, according to the Mi Kids Back on Track (23g) Impact Survey. A complete set of benchmark assessment data for a fall-to-spring comparison in math was available for 498 students across seven districts, representing 21% of the 33 districts that implemented HIT during the 2024–2025 school year. Among these students, **84% showed improvement in math RIT scores from Fall 2024 to Spring 2025**.

Analyses are based on data available for Grades 1–8, across which HIT students showed positive fall-to-spring growth, with average gains ranging from 5 points in Grade 8 to 26 points in Grade 2 (Figure 8). **Compared with the overall 23g average growth for the same grade level, HIT participants demonstrated greater average growth in six of the eight reported grades (Grades 1, 2, 4, 6, 7, and 8) and matched growth in Grade 5**. The largest differences were observed in the early grades and middle school, with Grade 1 HIT students showing growth 6 points higher than the overall 23g average for that grade level (22 vs. 16), Grade 2 students 10 points higher (26 vs. 16), Grade 6 students 6 points higher (10 vs. 4), and Grade 7 students 5 points higher (8 vs. 3).

What lessons have been learned from the MI Kids Back on Track (23g) grant program?

District-Reported Positive Impacts of 23g Funding

Method

The 2024–2025 MI Kids Back on Track (23g) Impact Survey gathered input from school districts regarding their use of 23g funding, focusing on services provided during the 2024–2025 school year and the summer of 2025. **The purpose of the survey was to understand the perceived positive impacts of 23g programming from multiple perspectives, including those of teachers, students, families, program staff, and district leaders**. A total of 510 districts responded (one survey per district), achieving a 97% response rate. Among these, 447 districts reported using 23g funds during the 2024–2025 school year.

The MI Kids Back on Track (23g) Impact Survey was primarily completed by members of the district administration, including superintendents, assistant superintendents, principals, and curriculum directors. Respondents were encouraged to engage in structured consultations with teachers, families, students, tutors, and other staff before completing the survey. This approach aimed to capture a range of perspectives through locally administered surveys tailored to each group; to assist in gathering diverse perspectives, the MiMTSS Technical Assistance Center provided districts with sample survey items that supported the design of these surveys. Districts were asked to indicate in the MI Kids Back on Track (23g) Impact Survey which stakeholder groups provided input.

Based on the 2023–2024 MI Kids Back on Track (23g) Impact Survey, 1,705 open-ended responses from 320 districts (88% of 363 implementing 23g programs during the 2023-2024 school year and 61% of 524 funded districts) were analyzed using a hybrid approach that

combined qualitative data analysis with machine learning techniques. For more details on the analytical procedure, refer to the MI Kids Back on Track (23g) 2023-2024 Evaluation Report.

The analyzed responses included verbatim answers gathered directly from teachers, families, students, tutors, and other staff through locally implemented surveys. The analysis revealed eight categories of positive impact, including Increased Support for Students, Improved Student Performance, Increased Student Confidence, Enhanced Overall Student Development, Improved Student Engagement, Increased Student Receptivity to Support, Partnership and Collaboration, and Other Positive Impacts. In the 2024-2025 MI Kids Back on Track (23g) Impact Survey, participating districts rated each category using a three-point Likert scale consisting of Minimal Positive Impact, Moderate Positive Impact, and Exceptional Positive Impact. Respondents could also select Positive Impact Not Observed when applicable and were allowed to rate multiple categories. Districts were instructed to select Moderate Positive Impact only when their rating was supported by both data and input from multiple stakeholder groups, and to select Exceptional Positive Impact only when their conclusion was supported by data and unanimous stakeholder agreement.

Positive Impact Categories

Of the 447 districts that utilized 23g funding in 2024–2025, 442 (99%) completed the Positive Impact item of the Impact Survey. Most districts indicated that their responses to the MI Kids Back on Track (23g) Impact Survey were informed by feedback gathered from stakeholder groups through locally implemented surveys. Specifically, 92% collected input from teachers, 90% from administrators, 82% from interventionists or tutors, 73% from parents, and 71% from students. The high percentage of districts gathering input from various stakeholders indicates that districts actively sought diverse perspectives to inform their conclusions on the positive impact experienced.

Most districts observed positive impacts across all eight categories, with the highest percentages reported for Increased Support for Students, Improved Student Performance, and Increased Student Confidence (Figure 9). Across all categories, the majority of districts indicated either Exceptional or Moderate Positive Impact, suggesting that MI Kids Back on Track (23g) was widely perceived as contributing to both student growth and to the systems that support learning. Improved Student Performance and Increased Student Confidence remained among the top three named positive impacts since 2023-2024. Increased Support for Students moved into a higher position when provided as a rating option in the 2024-2025 survey, compared to when that category was extracted from the typed comments in the 2023-2024 survey.

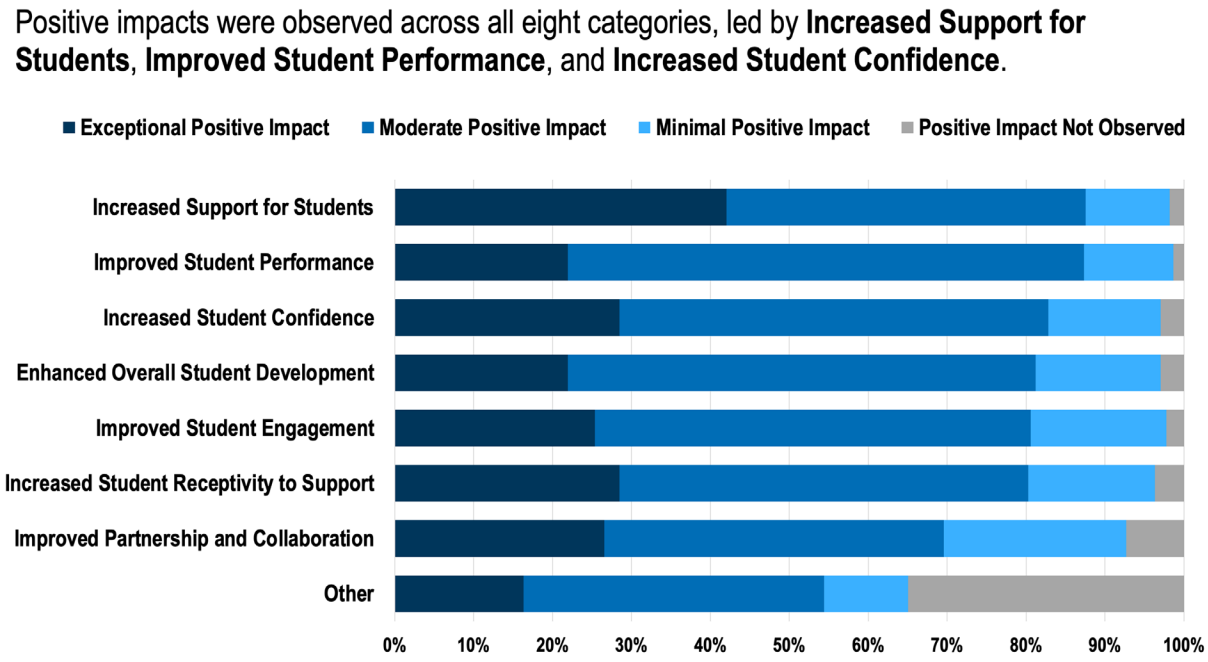


Figure 9. Districts Self-Reported 23g Positive Impact Categories (Appendix H)

Administrators' Voices

"The academic gains were incredible (historic) and the students and families said it was joyful. One child who hardly knew his letter sounds celebrated with his tutor that he could read books! He was so proud and his significant gains were celebrated by school and family. Families want to return."

"The high school credit recovery program was also yielded the best results in regards to attendance, engagement, and credits earn toward graduation. Students felt success and momentum towards their graduation status. One student said with gratitude, 'I will work hard to make sure I am not in this position again.' Confidence was gained, and students were given the second chance they needed."

"The 23g-funded tutoring programs at [middle school name] have had a profound and measurable impact on our student body, teachers, and families. Through targeted intervention aligned with benchmark data from NWEA and internal Focal Point Assessments, we have been able to close learning gaps in real time while building student confidence and academic independence."

Teachers' Voices

"This extra programming gives me time to reteach skills without sacrificing the core curriculum. I can see students gaining confidence by the week."

"After learning about the science of reading, I completely changed how I taught high-frequency words and decoding. My students are decoding and retaining better than ever."

"I have a student in my general classroom, and extended day program that also visits with the math interventionist as of February. The interventionist has realized that he was able to show 50% growth on his mid-year iReady diagnostic in January, with only receiving general classroom and extended day support."

Parent Voices

"My daughter used to cry when reading. Now she reads to me every night, and loves it. The extra learning has given her confidence and skills we never thought were possible."

“My son is more confident and has made big improvements on his test scores and doesn’t complain anymore about feeling “behind” in math. Great improvement mentally and emotionally. He says he ready for middle school now, thanks to his tutor!"

“This program helped my son not just improve in reading, but also believe in himself again. He comes home showing me his scores and explaining what he learned. We’ve never seen him this motivated.”

"My daughter participates in the after school tutoring program for math and I cannot begin to tell you the confidence she has gained and the strengthening of her skills for math. She started this year with an I can't mentality and now after completing her sessions she has completely changed and saying ‘I can!’ She is no longer feeling intimidated by math. I'm thankful for the grant funding as a teacher and parent!”

Student Voices

"I'm not so stressed about doing math."

*“*I HAVE BECOME MORE HAPPY HAPPY HAPPY!"

"I love my extra learning time with my teacher, he makes it so fun and I am actually understanding math and reading so much more."

"Before, I didn't really like school, but now with the extra help I've received I actually feel smart and want to come to school every day."

"Tutoring made me feel smart again. I'm not scared to raise my hand anymore."

"Tutoring helped me go from failing math to getting a B. I can finally understand and pass math."

“I learned that just because I struggle doesn’t mean I can’t get better. I’m actually good at math now.”

"This class has helped me be more responsible and has helped me feel more confident about my skills and how I act.”

"If it wasn't for credit recovery, I would be unbelievably behind and I would probably have already gone to the ALC. But because of Credit Recovery and [teacher’s name], I am able to have a shot at a true graduation rather than an easier one. It's still going to be a lot of work and a lot of luck but with [teacher’s name] as the teacher, I can do it. I believe credit recovery is absolutely necessary and should be kept for many years to come.”

District-Reported Challenges

As part of the 2023–2024 MI Kids Back on Track (23g) Impact Survey, districts were also asked to identify challenges to help inform future improvements. Responses from the 413 districts that responded to the challenges question (79% of 524 funded districts) were analyzed using the same process outlined in the positive impact section. From this analysis, nine challenge categories were identified: Student Attendance, Data Collection and Reporting, Sustainability, Multiple Grant Management, Staffing, Communication, Application Process, Timing of Fund Distribution, and Other Challenges.

In the 2024–2025 Mi Kids Back on Track (23g) Impact Survey, districts rated each of the nine challenge categories using a three-point Likert scale: Minimal Challenge, Moderate Challenge,

or Major Challenge. Respondents could also select Challenge Not Observed when applicable and were allowed to rate multiple categories. Participants were instructed to select Minimal Challenge for infrequent or minor difficulties, Moderate Challenge for persistent barriers that required additional effort, and Major Challenge for significant barriers that impeded progress.

Most districts reported either Minimal Challenge or Challenge Not Observed across the nine categories. However, **sustainability emerged as the most frequently reported challenge, with 43% of districts indicating moderate or major difficulty**. Districts expressed concern about how they would sustain the programs currently being implemented once existing funding is exhausted. Student Attendance was the second most frequently reported challenge, with 38% of districts identifying it as a moderate or major concern (Figure 10). Nevertheless, student attendance remains a statewide issue, with 28% of students classified as chronically absent during the 2024–2025 school year, according to MI School Data.

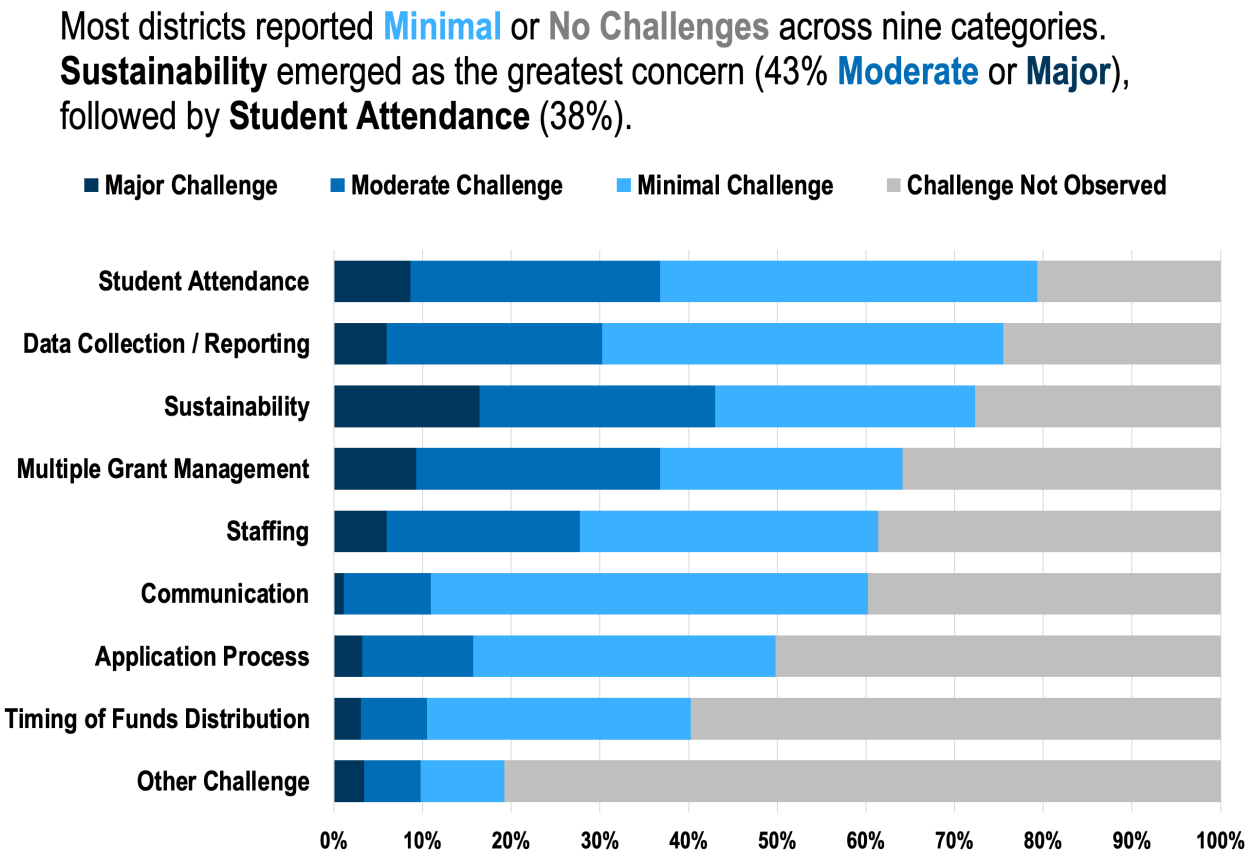


Figure 10. Districts' Self-Reported Challenge Categories (Appendix I)

A collaborative team from MDE, MAISA, Michigan Data Hub, and the MiMTSS TA Center worked to reduce the reporting burden on districts by providing a reporting guide, a live webinar, and individualized technical assistance throughout the 2024–2025 reporting period. To ensure clarity and ease in completing the MI Kids Back on Track (23g) Impact Survey, the survey was pilot tested with four districts, and adjustments were made based on their feedback. As a result, **fewer than 30% of districts reported moderate or major challenges related to Data**

Collection and Reporting. This challenge category was the most frequently mentioned in response to the 2023-2024 open-ended question about challenges. Additionally, 271 districts successfully completed their SIS integration with the Michigan Data Hub this year (60% of districts that used funds during 2024-2025), compared to 118 the previous year, representing a 130% increase. Of the 447 districts that used funds this year, this means 61% achieved successful SIS integration for reporting purposes. Despite the efforts to support districts, challenges remained in completing SIS integration for data submission, as reflected in the nearly 30% of districts that reported having moderate or major challenges related to data submission.

Conclusion

Most districts used their MI Kids Back on Track (23g) funding for Expanded Learning Time and Other Tutoring. Across grade levels, students in the analytic sample demonstrated higher average fall-to-spring growth in both reading and mathematics compared with national growth norms during the same period. In addition, districts appreciated the funds and named Increased Support for Students, Increased Student Performance, and Increased Student Confidence as the main perceived positive impacts. Districts also expressed concern about how they would sustain the programs currently being implemented once existing funding is exhausted.

Limitations

Findings are based on descriptive comparisons between average fall-to-spring growth among participating students and national growth norms. These findings are descriptive and do not support causal conclusions about the effects of MI Kids Back on Track (23g).

Reading and math growth analyses are based on data from 173 districts that submitted complete benchmark assessment data for fall-to-spring comparisons, representing approximately 39% of the 447 districts that reported using 23g funds during the 2024–2025 school year. Because districts included in the sample were not randomly selected and because not all fund-using districts submitted complete benchmark data, results may not be generalizable to all districts that used 23g funds in 2024–2025

Recommendations

Sixty-three percent of Michigan school districts (524 of 826) used 23g funds to enhance student programming. In addition, early student performance findings were positive, and districts reported numerous local benefits. Based on this information, consideration should be given to future funding opportunities to help districts sustain the work initiated through 23g.

Evaluation results indicate that students participating in High-Impact Tutoring (HIT) had greater growth in reading (Grades 1 and 2) and math (Grades 1, 2, 4, 6, 7, and 8) compared to students participating in other 23g program types and relative to national growth norms. These findings suggest that continued investment in HIT may be warranted. MAISA may also consider aligning

future MI Kids Back on Track efforts to vet and evaluate HIT programs with the Michigan Department of Education's review of literacy materials under Section 35m.

Although the MI Kids Back on Track legislation was primarily designed to support High-Impact Tutoring, most funded districts used 23g funds to support Expanded Learning Time. This pattern highlights a statewide need for resources that support learning outside the regular school day and school year.

What's next?

- Summer 2026: Districts report 2025-2026 data about programming, student participation, and benchmark assessment scores.
- Fall 2026: 2025-2026 data analysis and reporting.
- As Needed: MAISA will continue to review resubmitted vendor modifications. No new vendor applications will be accepted.

Resources

23g Reporting Webinar
(https://www.gomaisa.org/projects/mi-kids-back-on-track/)

Vetted High-Impact Tutoring
(https://docs.google.com/document/d/16-K-jOxzRFam_DAQ3i0by7Zfzs3FMqD5FhvsOveYJeY/edit?tab=t.0)

Sample Locally Implemented Survey Items
(https://drive.google.com/file/d/16jFj5wP-6CM6klGA0wcTQ64mjkUBYGw2/view)

NWEA MAP School Growth Norms

(https://www.nwea.org/resource-center/fact-sheet/87992/MAP-Growth-2025-norms-quick-reference_NWEA_onesheet.pdf/)

MI Kids Back on Track (23g) 2023-2024 Evaluation Report
(https://gomaisa-cdn.fxbrt.com/downloads/maisa/2023-2024_23g_mikidsbackontrack_evaluationreport.pdf)

Appendices

Appendix A

23g Student Participation by Grade Level, 2024-2025

Grade Level	Student Participation
Kindergarten	9%
Grade 1	10%
Grade 2	11%
Grade 3	11%
Grade 4	9%
Grade 5	9%
Grade 6	7%
Grade 7	7%
Grade 8	6%
Grade 9	6%
Grade 10	6%
Grade 11	5%
Grade 12	4%
Total	100%

Appendix B

Career Pathways - Grades 9-12

Career pathways enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career-related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

Early Warning Intervention and Monitoring System (EWIMS) - Grades 6-12

EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an offtrack indicator (failed two or more semester-long or three or more trimester-long core courses or

accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Expanded Learning Time -All grades

EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Intensive, Individualized Support - Grades 7-12

A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate and typically provides these supports for the entire time a student is enrolled in the school or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Personalized Learning Environments

A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Work-based Learning Experiences - Grades 9-12

Apprenticeships and internships provide pupils with a planned program of job training and other employment experiences related to a chosen career. Depending on the type of learning experience, the pupil might be engaged for one hour, one day, one semester, or even one year in length. The learning experience may be paid or unpaid and can be an in-school or out-of-school placement. The learning experience is coordinated by the district through a contract (training agreement) with an employer or career training institution. It is an educational experience that relates to both school instruction (training plan) and supervised work (employer) that is monitored by a professional employee of the district.

Vetted High-Impact Tutoring Program - All grades

As part of MI Kids Back on Track, MAISA has vetted high-impact tutoring programs for alignment with the legislative requirements of Section 23g of the 2023-24 School Aid Act. The MAISA page for MI Kids Back on Track (23g) includes information about all vendor-provided programs have been vetted to meet the current requirements.

Other Tutoring - All grades

Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring: • customizes learning to target a student's immediate learning needs. • provides additional instructional time by aligning the tutoring activities to current classroom activities. • offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments. • creates meaningful mentor relationships.

Appendix C

23g Programming Options Implemented by Districts, 2024-2025

Programming Options	Number of Districts
Expanded Learning Time	325
Other Tutoring	168
Intensive, Individualized Support	124
Vetted High Impact Tutoring Program	33
Personalized Learning Environments	32
Career Pathways	28
Early Warning Intervention and Monitoring System	27
Work-Based Learning Experiences	6

Appendix D

Reading Fall-to-Spring Averages and Growth by Grade (NWEA MAP), 2024-2025

Grade	Number of Students (n)	23g Fall 2024	23g Spring 2025	23g Growth	Norm Fall	Norm Spring	Norm Growth	23g - Norm Growth Difference
Kindergarten	1,485	137	154	17	138	152	14	3
Grade 1	2,442	152	168	16	155	168	12	4
Grade 2	2,852	164	179	16	170	181	11	4
Grade 3	2,810	177	189	12	184	193	9	3
Grade 4	2,618	189	197	9	195	201	6	3
Grade 5	2,366	197	204	7	203	207	4	2
Grade 6	3,027	204	209	4	208	211	3	2
Grade 7	2,907	208	212	3	212	214	2	1
Grade 8	2,779	212	215	3	215	217	2	2
Grade 9	1,524	214	218	3	216	217	1	2
Grade 10	1,290	217	219	2	217	217	0	2
Grade 11	829	218	220	2	216	216	-1	3
Grade 12	98	211	213	0	215	213	-1	1

Appendix E

Fall-to-Spring Reading Growth of HIT 23g Students Compared to the Overall 23g Participants and the National Growth Norm, by Grade Level, 2024-2025

Grade	Number of 23g Students (n)	Number of HIT Students (n)	23g Fall 2024	23g Spring 2025	23g Growth	HIT Fall 2024	HIT Spring 2025	HIT Growth	HIT - 23g Growth Difference
Grade 1	2,442	13	152	168	16	147	168	21	5
Grade 2	2,852	24	164	179	16	162	184	23	7
Grade 3	2,810	56	177	189	12	165	175	11	-1
Grade 4	2,618	60	189	197	9	176	184	8	-1
Grade 5	2,366	42	197	204	7	193	199	6	-1
Grade 6	3,027	83	204	209	4	207	210	3	-1
Grade 7	2,907	78	208	212	3	207	211	4	1
Grade 8	2,779	65	212	215	3	212	213	1	-2
Grade 9	1,524	77	214	218	3	208	209	1	-2

Appendix F

Math Fall-to-Spring Averages and Growth by Grade (NWEA MAP), 2024-2025

Grade	Number of Students (n)	23g Fall 2024	23g Spring 2025	23g Growth	Norm Fall	Norm Spring	Norm Growth	23g - Norm Growth Difference
Kindergarten	1,532	141	160	19	142	158	16	3
Grade 1	2,539	155	174	19	159	175	16	3
Grade 2	2,913	168	186	18	173	188	14	4
Grade 3	2,823	179	196	18	184	199	15	3
Grade 4	2,634	191	207	16	196	209	13	3
Grade 5	2,386	199	211	12	206	215	9	3
Grade 6	3,030	206	216	10	210	219	10	1
Grade 7	2,911	212	220	8	217	223	6	1
Grade 8	2,659	217	224	8	220	227	6	2
Grade 9	1,240	225	230	5	224	228	4	1
Grade 10	1,178	228	233	4	225	229	4	0
Grade 11	759	233	237	4	227	230	3	1
Grade 12	104	219	224	5	224	228	3	2

Appendix G

Fall-to-Spring Math Growth of HIT 23g Students Compared to the Overall 23g Participants and the National Growth Norm, by Grade Level, 2024-2025

Grade	Number of 23g Students (n)	Number of HIT Students (n)	23g Fall 2024	23g Spring 2025	23g Growth	HIT Fall 2024	HIT Spring 2025	HIT Growth	HIT - 23g Growth Difference
Grade 1	2,539	13	152	168	16	152	173	22	6
Grade 2	2,913	24	164	179	16	166	192	26	11
Grade 3	2,823	56	177	189	12	168	176	8	-4
Grade 4	2,634	60	189	197	9	180	191	10	1
Grade 5	2,386	42	197	204	7	198	204	7	0
Grade 6	3,030	83	204	209	4	204	214	10	5
Grade 7	2,911	78	208	212	3	207	214	8	5
Grade 8	2,659	62	212	215	3	210	214	5	1

Appendix H

Districts Self-Reported 23g Positive Impact Categories by Rating Level (%)

Positive Impact Category	Exceptional	Moderate	Minimal	Not Observed
Improved Student Performance	22	65	11	1
Increased Support for Students	42	45	11	2
Improved Student Engagement	25	55	17	2
Enhanced Overall Student Development	22	59	16	3
Increased Student Confidence	28	54	14	3
Increased Student Receptivity to Support	28	51	16	4
Improved Partnership and Collaboration	26	43	23	7
Other	16	38	11	35

Appendix I

Districts' Self-Reported Challenge Categories by Rating Level (%)

Challenge Category	Major	Moderate	Minimal	Not Observed
Student Attendance	8.6	28.2	42.5	20.7
Data Collection / Reporting	5.9	24.3	45.2	24.5
Sustainability	16.4	26.6	29.3	27.7
Multiple Grant Management	9.3	27.5	27.3	35.9
Staffing	5.9	21.8	33.6	38.6
Communication	1.1	9.8	49.3	39.8
Application Process	3.2	12.5	34.1	50.2
Timing of Funds Distribution	3	7.5	29.8	59.8
Other Challenge	3.4	6.4	9.4	80.8

The MiMTSS Technical Assistance Center prepared this report. The MiMTSS TA Center provides program evaluation services for MI Kids Back on Track (23g) on behalf of Clinton County RESA and Michigan Association of Intermediate School Administrators.