

**Michigan Math Corps**

**ANNUAL IMPLEMENTATION REPORT**

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**2022-2023**



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# Sites and Students

## Tutors and Students by Program Year

The number of tutors and students increased to the highest level in program history.

## Sites by Student Eligibility for Free or Reduced Price-Lunch Program

Schools with a greater percentage of students eligible for the Free or Reduced Price-Lunch Program were more likely to participate in Michigan Math Corps compared to the statewide distribution and Math Corps nationally.

## Student Race by Year

Students participating in Math Corps in Michigan were more likely to be Black or African American compared to students statewide and Math Corps students nationally.

# Implementation Metrics

## Observation Days

*\* Coaches are expected to conduct intervention observations at least once every other month.*

Coaches observed all tutors at least once and provided observations to most tutors throughout the year.

Distribution of Tutors by Intervention Fidelity Range

Intervention fidelity is very high for most tutors – and higher than the tutors nationally – suggesting training and coaching helps tutors implement key components of the program accurately.

## Distribution of Tutor Intervention Fidelity by Site Free-Reduced Price Lunch Rate

Left panel includes sites with less than 75% of student eligible for FRPL

Right panel includes sites with more than 75% of students eligible for FRPL

Intervention fidelity data was slightly lower at sites with a high percentage of students eligible for the free-reduced priced lunch program, indicating tutors at these sites may need greater support delivering tutoring interventions in this context.

Tutor Caseloads

|  |  |  |  |
| --- | --- | --- | --- |
| **Minimum Caseload Expectation** | **Number of Tutors** | **Average Total Students Served** **per Tutor** | **Percentage of Tutors Meeting Caseload Expectation \*** |
| **Michigan** |  |  |  |
| 12 students | 13 | 19.0 | 100% |
| 24 students | 15 | 29.5 | 62% |
| **National** |  |  |  |
| 12 students | 131 | 19.1 | 85% |
| 24 students | 220 | 28.2 | 49% |

*\*Met minimum caseload expectation at least 80% of the weeks they were tutoring*

Tutors with a caseload goal of 12 were able to meet this expectation. However, 62% of tutors with a caseload target of 24 met this expectation 80% of the time, highlighting a potential opportunity for the program to serve more students by ensuring tutors have full caseloads.

Lesson Completion

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Number of Students\*** | **Average Lessons Completed per Student** | **Average Weeks per Lesson** |
| **Michigan** | **413** | **9.3** | **2.5** |
| Grade 4 | 171 | 9.8 | 2.4 |
| Grade 5 | 173 | 9.4 | 2.4 |
| Grade 6 | 53 | 8.4 | 2.7 |
| Grade 7 | 10 | 7.7 | 2.6 |
| Grade 8 | 6 | 6.0 | 3.2 |
| **National** | **5,388** | **9.3** | **2.3** |
| Grade 4 | 1,842 | 9.5 | 2.4 |
| Grade 5 | 1,957 | 8.3 | 2.6 |
| Grade 6 | 783 | 10.0 | 2.1 |
| Grade 7 | 461 | 11.7 | 1.7 |
| Grade 8 | 345 | 9.5 | 2.1 |

*\*Includes students with at least 12 weeks of tutoring.*

Students in Michigan completed a similar number of lessons as Math Corps students nationally. Overall, most students are not making it through the full lesson sequence, making lesson progression a potential program growth area.

Distribution of Students by Percent Tutoring Range

8% of students received tutoring between 81-100% of their scheduled days compared to 16% nationally, indicating a growth opportunity for the program.

Average Student Tutoring Attendance by Year

Percent tutoring increased 2 percentage points compared to the previous year, though members had a 4 percentage point increase in absences.

Average Student Tutoring Attendance by Student Race

White students had a greater percentage of sessions delivered than non-white students, with members absences being the most substantial differences between the two groups.

# Student Outcomes

## Percentage of Students Exceeding Star Math Target Growth by Grade and Year

## Percentage of Students Above Target Growth by Race

In two of the three grades, the percentage of students exceeding target growth in 2022-23 was greater than the previous year. Data for Grade 7 and Grade 8 not displayed due to relatively few students served in Michigan in those grade levels.

Across all three grades and measures, a greater percentage of non-white students exceeded target growth compared to white students. The differences between the two groups ranged from 1 percentage points to 17 percentage points.

## Percentage of Students Above Target Growth by Site Free-Reduced Price Lunch Percentage

In Grade 6, students at schools with the greater percentage of students eligible for the FRPL program had a greater percentage of students exceeding target growth than students at schools with a lower percentage of students eligible for the FRPL program. For Grade 4 and Grade 5, students at schools in the middle range (50-74% eligible for FRPL) had the greatest percentage of students exceeding target growth.

# Tutor Outcomes

## Tutor Satisfaction with Program by Year

Tutors were more likely to respond they would definitely recommend serving compared to both the state’s previous year results but less likely than Math Corps tutors nationally.

Tutors Pursuing Careers in Education

Fourth-fifths of respondents answered that they are likely or very likely to pursue a career in education as a result of their service, more than the national data. These results indicate Math Corps likely makes a noteworthy contribution to the education career pipeline in the communities where tutors serve.