



# Math Corps

Preparing students for success in high school, college, and 21st century careers



### Putting the “M” in STEM

Math Corps prepares students for high school algebra, which is a gateway to higher-level mathematics and the basis for many careers in the rapidly growing STEM (science, technology, engineering and math) sector. Gaps in math knowledge begin as early as elementary school, increase over time, and are a major obstacle for students from lower-income families.

### Closing the achievement gap

Less than 1% of low-income students are advanced math learners at graduation (Tyre, 2016). Students who receive Math Corps tutoring improve their math skills at nearly twice the rate of comparable students. Plus, Math Corps students build self-confidence, which directly translates into more interest in high-level coursework. This helps students who are underrepresented in STEM education to access this growing and important field.

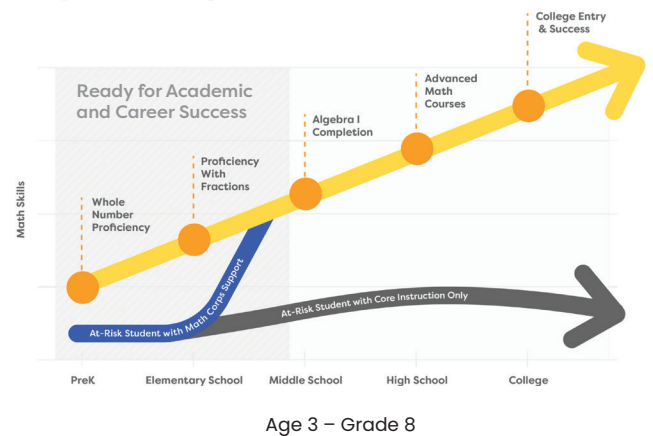
### Raising high school graduation rates

Math skills are highly predictive of high school graduation. Only 11% of students who fail 6th grade math go on to earn high school diplomas (Balfanz, 2007). Minnesotans without high school diplomas have an unemployment rate four times that of those with advanced degrees.

### Delivering a strong return on investment

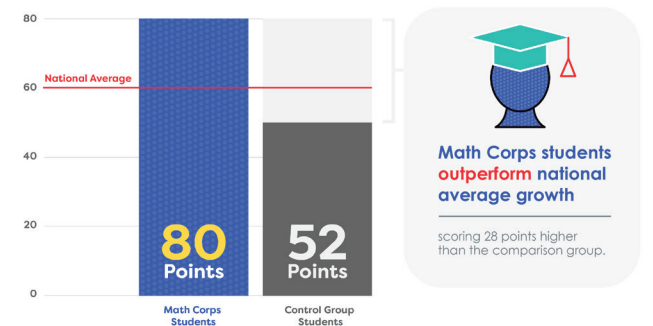
For an average of \$185 in state funding per student per year, Math Corps tutors help thousands of students become proficient in math. Math Corps leverages private and federal funds to make the most of this state investment. In 2021, \$2 was leveraged for every \$1 of state funding.

### Why Math Corps?



**H.F. 3088 (Acomb)** and **S.F. 3231 (Coleman)** would provide Minnesota Math Corps with \$500K in fiscal year 2024 and thereafter to maintain the current appropriation. It would ensure Minnesota Math Corps can continue to serve 5,400 students annually at 165 schools.

### Math Corps students make great gains



## What Math Corps does

Evidence-Based intervention for PreK-Grade 8

Conceptual Understanding



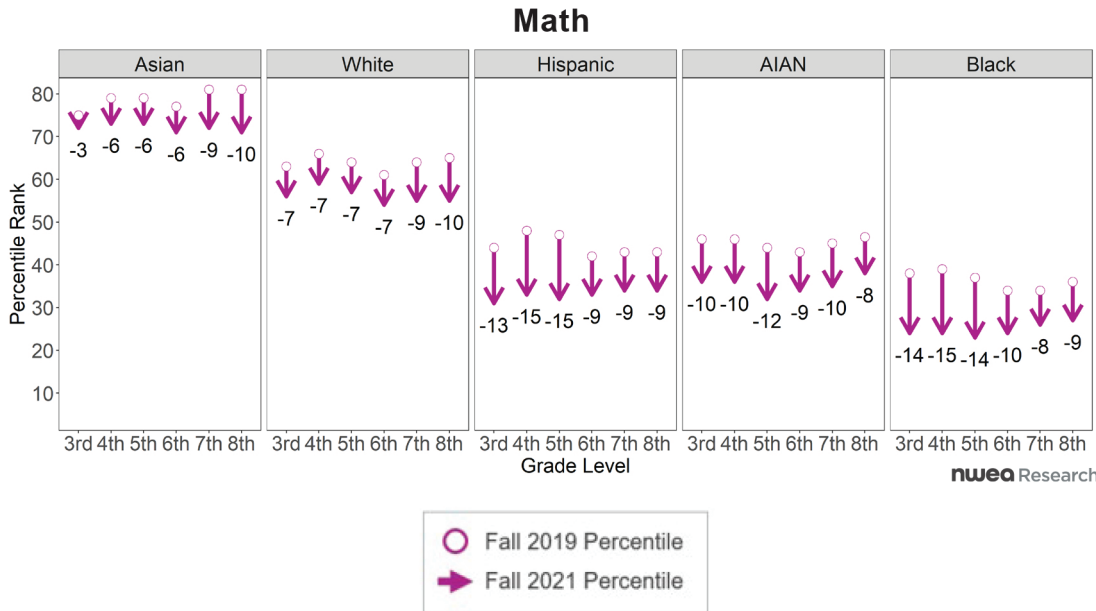
Computational Proficiency



Word Problem Solving



## Math scores before and during the pandemic



Note: The circles represent the median percentile rank for the pre-pandemic (fall 2019) cohort; the arrow tip represents the median percentile rank for the fall 2021 cohort; and the value outside the arrow indicates the change in median percentile rank between fall 2019 and fall 2021.

This figure shows dramatic declines in math performance from before (2019) and after the onset (2021) of the pandemic. The figure also shows pre-existing discrepancies in performance across groups that have been further exacerbated by the pandemic. For example, math scores for Hispanic, American Indian/Alaska Native, and Black students were already lower than their White and Asian counterparts (see circles depicting 2019 scores), and their relative drops in performance (arrows depicting 2021 scores) were more pronounced.

Lewis, K., & Kuhfeld, M. (2021). *Learning during COVID-19: An update on student achievement and growth at the start of the 2021-22 school year*. Portland, OR: NWEA Center for School and Student Progress.

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