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# Impacts of Success Boston Coaching

Success Boston Convening

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# Context and Completion Commitment



- 52% of Boston Public School (BPS) graduates complete postsecondary education in eight years<sup>1</sup>
- Various efforts to help students access and succeed in college have emerged in recent years (TFCC, early colleges, etc.)
- Success Boston and local colleges renewed commitment to 70% completion goal across **all** BPS students



<sup>1</sup> Boston Opportunity Agenda. 2022. [Tenth Annual Report Card](#).

# Success Boston Coaching (SBC)



- SBC has offered transition coaching for BPS graduates since 2009, originally serving a few hundred students per cohort
- SBC served about 1,000 students per cohort for the 2015-2017 cohorts, with increased focus on two-year college students and young men of color
  - Coach professional development emphasis on helping these students
  - Higher education liaisons
  - Resource hub
  - More frequent coaching interactions
- Previous reports have shown SBC to have positive impacts on early college outcomes, especially when coaching is more frequent

# Success Boston Coaching Organizations



steppingstone

**WEST END HOUSE**



**BOSTON  
HERC**



**college  
BOUND  
DORCHESTER**



**u·aspire**



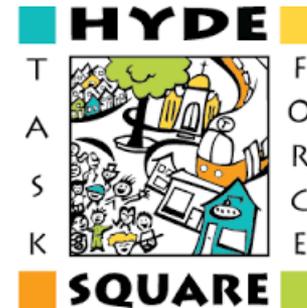
**Bottom Line**



**American  
Student  
Assistance®**

**duet**

*(formerly Match Beyond)*

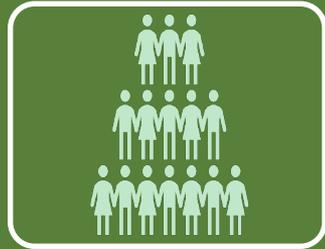


# Study Design



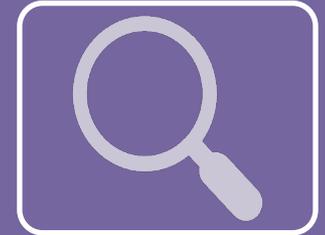
## Study Objective

- Examine SBC effects on postsecondary completion by four, five, and six years after college entry



## Followed five cohorts of students who received SBC

- Two pre-scale-up cohorts: 2013 and 2014
- Three post-scale-up cohorts: 2015, 2016, and 2017



## Used a rigorous quasi-experimental study to provide strong evidence of SBC effects

- Post-scale-up cohorts only (2015-2017) (*focus of presentation*)
- Across all five cohorts (2013-2017)

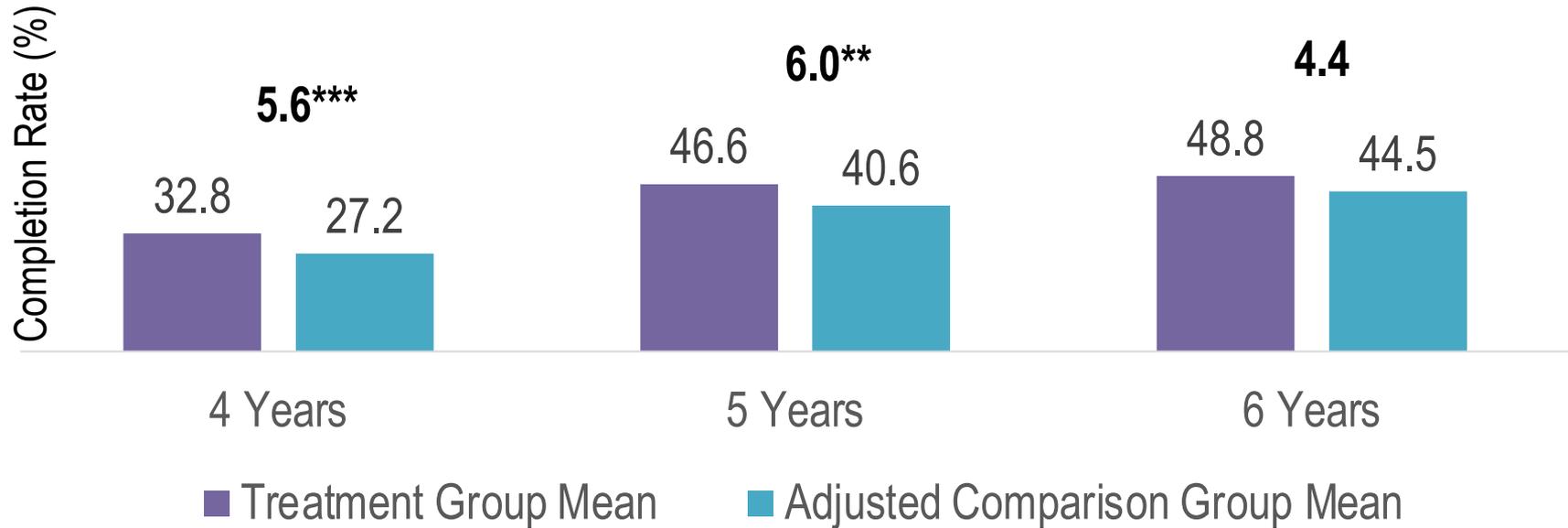


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# Findings

# SBC had Positive Effects on Overall Completion by Year 4 (21%) and by Year 5 (15%)

## Impacts of SBC on postsecondary completion, 2015-2017 cohorts



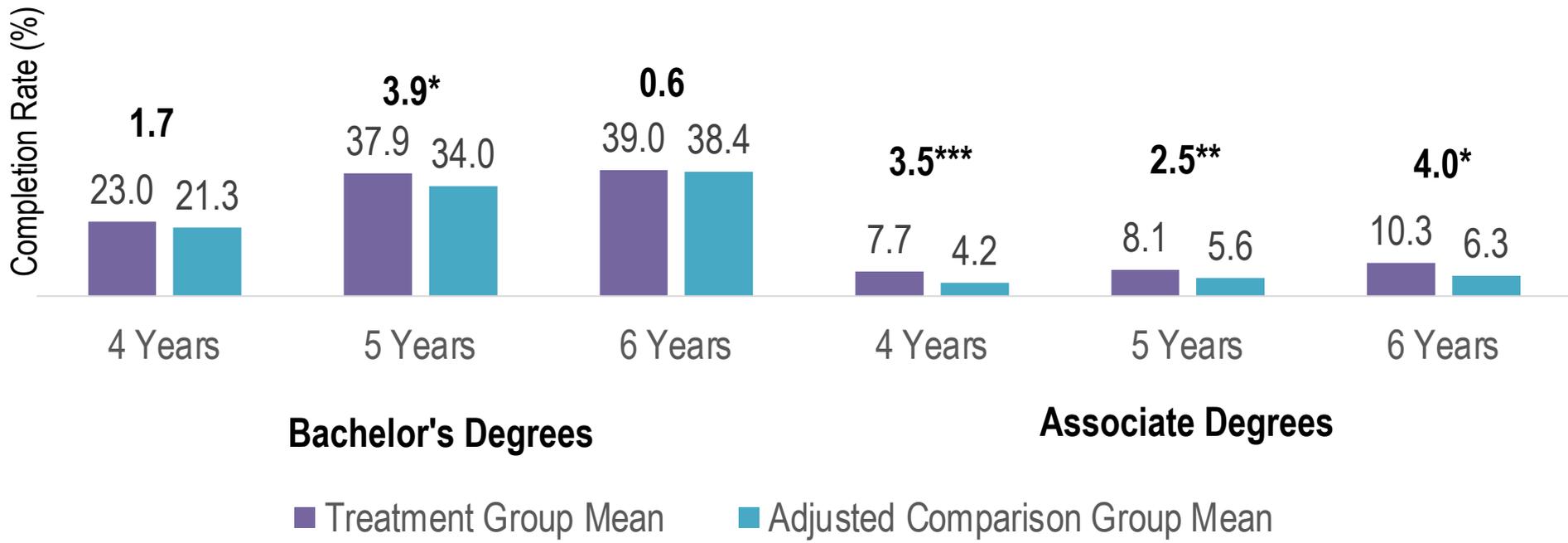
\*\* Significant at the 1 percent level.

\*\*\* Significant at the 0.1 percent level.

N=9,054 students, 4 years; 5,863 students, 5 years; 2,719 students, 6 years.

# SBC had Positive Effects on Bachelor's Degree Completion by Year 5, and Associate Degree Completion by Years 4, 5, and 6

## Impacts of SBC on completion of bachelor's and associate degrees, 2015-2017 cohorts

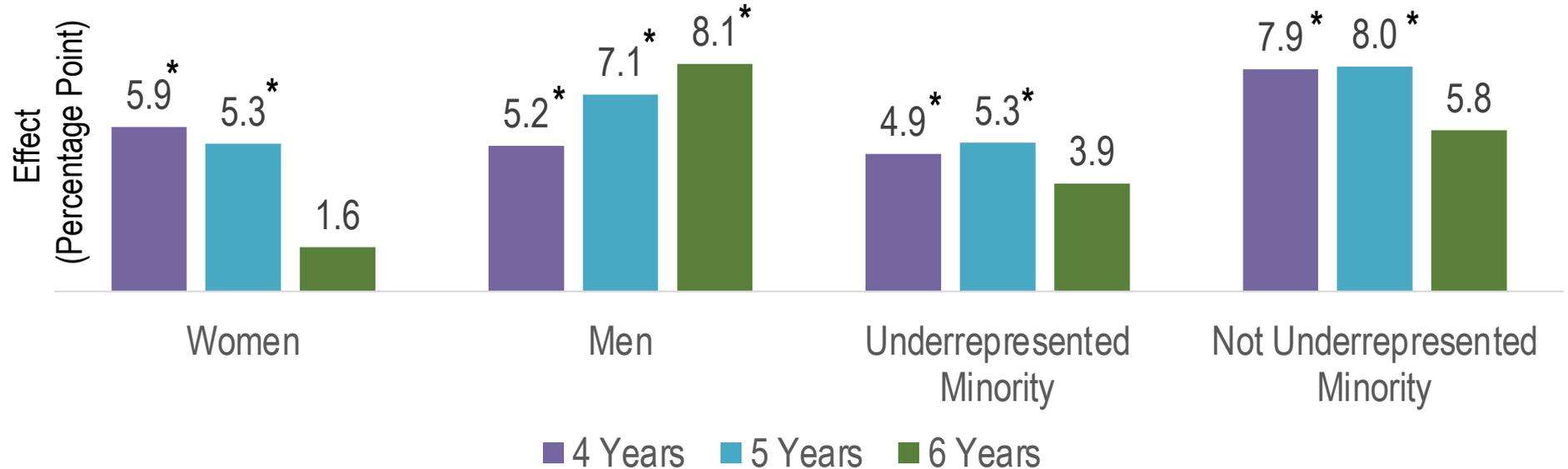


\* Significant at the 5 percent level. \*\* Significant at the 1 percent level. \*\*\* Significant at the 0.1 percent level.

N=9,054 students, 4 years; 5,863 students, 5 years; 2,719 students, 6 years.

# SBC had Positive Effects on Completion Across Gender, Racial/Ethnic Minority Subgroups; No Differences in Size of Effects by Gender or Race/Ethnicity

## Impacts of SBC by gender and underrepresented minority status, 2015-2017 cohorts



\* Significant at the 5 percent level.

N=4,854 (4 years), 3,156 (5 years), 1,426 (6 years) women; N=4,200 (4 years), 2,707 (5 years), 1,293 (6 years) men; N=5,170 (4 years), 3,220 (5 years), 1,150 (6 years) students in underrepresented racial/ethnic minority groups; N=3,884 (4 years), 2,643 (5 years), 1,209 (6 years) students not in underrepresented racial/ethnic minority groups.

# Takeaways



- SBC students graduate in 4 and 5 years at higher rates than their peers
  - 21% and 15% higher overall completion rates in years 4 and 5
  - Some SBC students can benefit from finishing in 4-5 years instead of 6
- Effects at 4- and 5-year marks may reflect one or more factors, including:
  - Coaches' increased familiarity with campus resources over time
  - Post-scale-up programming changes
  - Ad hoc support during pandemic
  - Greater statistical power
- No effect on overall completion at 6-year mark; effects may not last as more time elapses since end of SBC model's two-year coaching period

# Looking Ahead



- Coached students are more likely to complete postsecondary education in 4 and 5 years, though only about half of SBC students graduate in 6 years, well short of the 70% goal
- Success Boston's cross-sector structure distinguishes the initiative and could offer opportunities for further collaboration
  - Learning from, institutionalizing, or expanding, helpful practices
  - Sustained commitments of time, staff, and resources
- To work toward the 70% goal, it may be necessary to consider:
  - Extending coaching model beyond first two years
  - Coupling coaching with financial assistance
  - Addressing underlying barriers directly



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Thank You



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# Supplemental Slides

# Student Characteristics at Baseline



Characteristic		2013-2014 Cohorts	2015-2017 Cohorts	2013-2017 Cohorts
Race and ethnicity	% Underrepresented minority students	79%	77%	77%
	% Black, non-Hispanic	41%	42%	42%
	% White, non-Hispanic	7%	7%	7%
	% Asian Pacific Islander, non-Hispanic	13%	16%	16%
	% Hispanic	37%	32%	34%
	% Native American, non-Hispanic	0%	0%	0%
	% Other/Multiracial	1%	<1%	<1%
Demographics	% Free/reduced-price lunch	85%	74%	77%
	% Women	60%	60%	60%
	% English language learners	15%	10%	12%
High school academic achievement	High school GPA (mean)	2.81	2.47	2.56
	MCAS English Language Arts score (z-score)	-0.50	-0.28	-0.34
	MCAS Math score (z-score)	-0.08	-0.03	-0.04
	SAT score (mean)	1242	1201	1212
Initial college enrollment	Students who initially enrolled in two-year colleges	38%	34%	35%
	Number of colleges in which students initially enrolled	26	51	53

# Matching Rates and Sample Sizes by Outcome



	2013-2017 cohorts			2015-2017 cohorts		
	Completion by...			Completion by...		
	4th Year	5th Year	6th Year	4th Year	5th Year	6th Year
Matched treatment students (n)	2,599	1,908	1,235	1,925	1,234	561
Matched treatment students (%)	87%	87%	89%	85%	83%	83%
Non-matched treatment students (n)	389	283	150	352	246	113
Non-matched treatment students (%)	13%	13%	11%	15%	17%	17%
Matched comparison students (n)	8,946	6,446	3,975	7,129	4,629	2,158
Matched comparison students (%)	56%	58%	61%	52%	52%	50%
Non-matched comparison students (n)	7,064	4,658	2,573	6,676	4,270	2,185
Non-matched comparison students (%)	44%	42%	39%	48%	48%	50%

# Standardized Baseline Differences by Outcome, 2015-2017 Cohorts



Matching Variables	Treatment N	Comparison N	Treatment Mean	Comparison Mean	Standardized Difference
Age	1,925	7,129	18.20	18.21	-0.005
Women	1,925	7,129	0.60	0.60	<0.001
English language learner	1,925	7,129	0.10	0.11	-0.006
Free/reduced-price lunch eligible	1,925	7,129	0.74	0.74	-0.002
Black	1,925	7,129	0.42	0.42	<0.001
White	1,925	7,129	0.07	0.07	0.001
Asian/Pacific Islander	1,925	7,129	0.16	0.17	-0.021
Hispanic	1,925	7,129	0.33	0.32	0.020
Native American	1,925	7,129	<0.01	<0.01	-0.008
Other/Multiracial	1,925	7,129	0.01	0.01	-0.010
SAT score (2400) <sup>a</sup>	1,664	5,944	1204.35	1198.23	0.040
10th grade English MCAS scaled score	1,839	6,849	-0.26	-0.30	0.044
10th grade math MCAS scaled score	1,847	6,865	-0.03	-0.02	-0.005
High school GPA	1,925	7,129	2.48	2.47	0.005
Student took an advanced course	1,925	7,129	0.57	0.55	0.040

# Completion Effects by High School GPA, 2015-2017 Cohorts



Outcome	High GPA					Low GPA					Difference
	Treatment Group Mean	Adj. Comparison Group Mean	Effect	Standard Error	Sample Size	Treatment Group Mean	Adj. Comparison Group Mean	Effect	Standard Error	Sample Size	
Completion in...											
4 Years	46.02	40.95	5.07	2.60	3,883	26.99	21.11	5.88*	1.56	5,171	-0.81
5 Years	62.99	57.23	5.76	3.20	2,513	39.27	33.12	6.16*	2.20	3,350	-0.40
6 Years	63.58	64.59	-1.01	5.66	1,054	43.41	36.79	6.62	3.50	1,665	-7.64

\* Significant at the 5 percent level.

# Completion Effects by Type of Initial College, 2015-2017 Cohorts



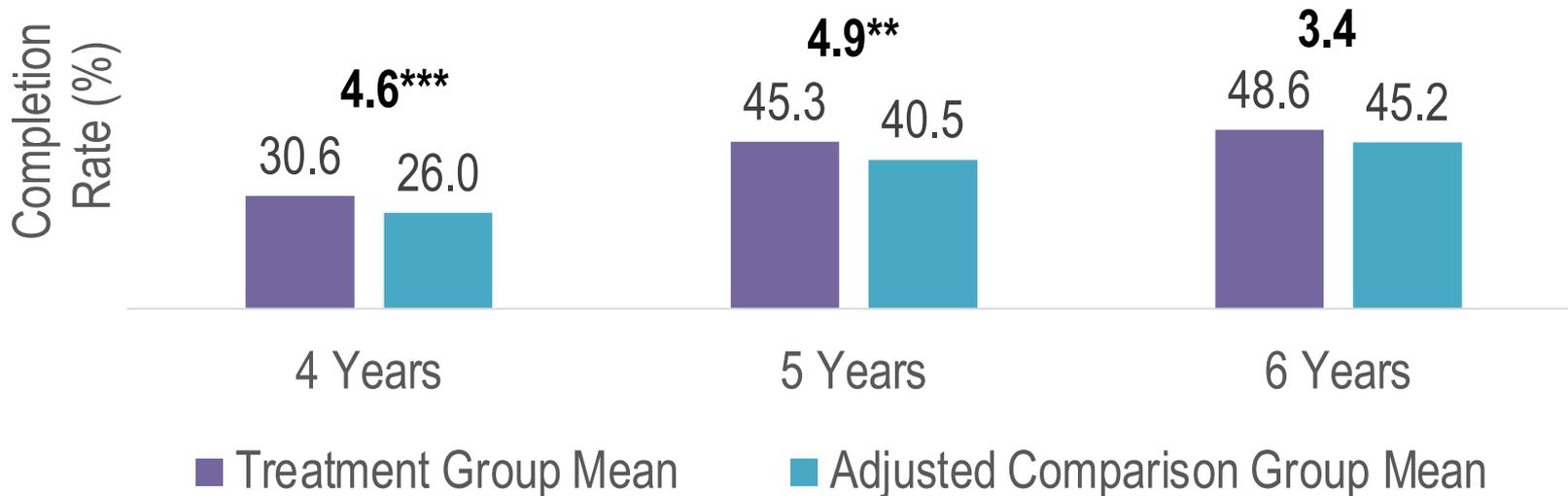
Outcome	2-Year College					4-Year College					Difference
	Treatment Group Mean	Adj. Comparison Group Mean	Effect	Standard Error	Sample Size	Treatment Group Mean	Adj. Comparison Group Mean	Effect	Standard Error	Sample Size	
Completion in...											
4 Years	23.18	14.81	8.37*	2.10	2,722	37.87	33.67	4.20*	1.73	6,332	4.17
5 Years	24.70	19.40	5.30	2.92	1,753	57.93	51.60	6.33*	2.30	4,110	-1.03
6 Years	30.88	23.40	7.49	5.16	856	59.10	56.51	2.59	3.69	1,863	4.89

\* Significant at the 5 percent level.

# SBC had Positive Effects on Overall Completion by Year 4 (18%) and by Year 5 (12%)



## Impacts of SBC on postsecondary completion, 2013-2017 cohorts

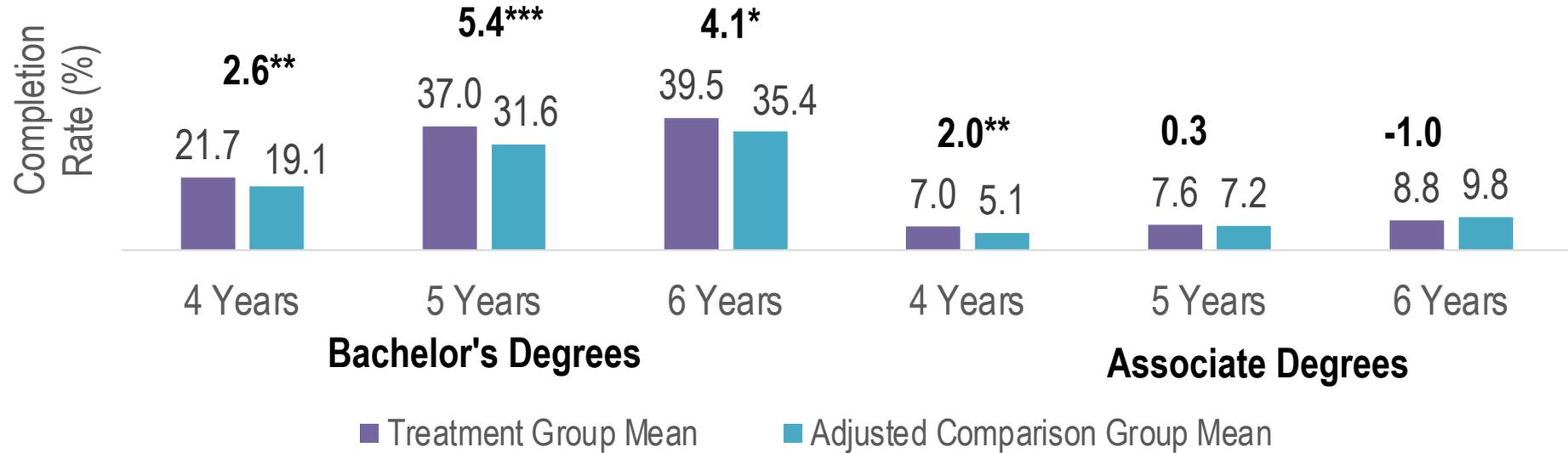


\*\* Significant at the 1 percent level.    \*\*\* Significant at the 0.1 percent level.

N=11,545 students, 4 years; 8,354 students, 5 years; 5,210 students, 6 years

# SBC had Positive Effects on Bachelor's Degree Completion by Years 4, 5, and 6, and Associate Degree Completion by Year 4

## Impacts of SBC on completion of bachelor's and associate degrees, 2013-2017 cohorts

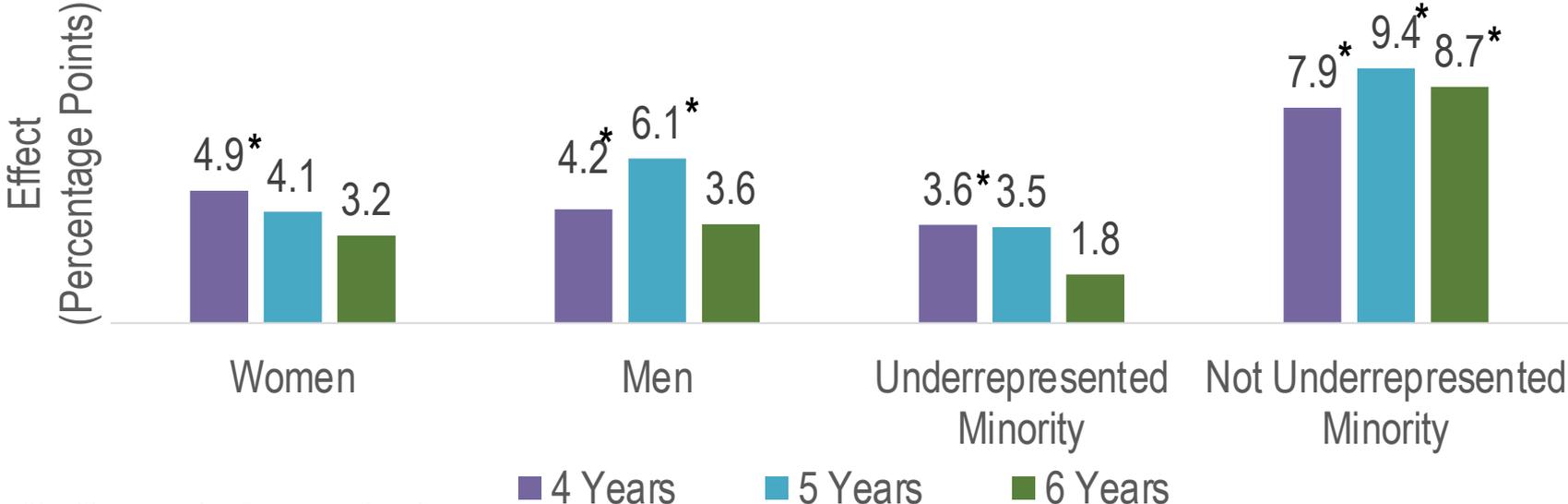


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N=11,545 students, 4 years; 8,354 students, 5 years; 5,210 students, 6 years

# SBC had Positive Effects Across Different Gender and Racial/Ethnic Minority Subgroups; No Differences in Size of Effects by Gender or Race/Ethnicity

## Impacts of SBC by gender and underrepresented minority status, 2013-2017 cohorts



\* Significant at the 5 percent level.

N=6,217 (4 years), 4,519 (5 years), 2,789 (6 years) women; N=5,328 (4 years), 3,835 (5 years), 2,421 (6 years) men; N=6,808 (4 years), 4,858 (5 years), 3,148 (6 years) students in underrepresented racial/ethnic minority groups; N=4,737 (4 years), 3,496 (5 years), 2,062 (6 years) students not in underrepresented racial/ethnic minority groups