Success Teams and the Pre- and Post- COVID-19 On-Track to Graduation Status of Students in Oregon

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Research Question

Did the passage and implementation of Measure 98-funded high school success (HSS) teams relate to changes in the ninth grade on track to graduation (9G-OTG) rates in Oregon pre and post-COVID?

Key Predictor

- Schools were classified into **three implementation levels**:
  - **Full** – 1) Ninth grade coaches (i.e., student success teams) were funded and trained 2) data systems to track 9G-OTG developed and utilized
  - **Partial** – Either of the full implementation components, but not both
  - **None** – Neither endorsed tracking nor coaching services for students

Population/Participants

- Data obtained from approximately 340,000 ninth grade students (~45,000/year) across eight cohorts.
- Students distributed across ~300 schools

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9	X	X	X	X	X	X		X	X

Note. Due to state-level COVID-19 impacts on data collection and validation, data from the 2019-20 academic year were not available for analysis..

Research Design

- Multilevel interrupted time series (ITS) models were used to estimate the change in 9G-OTG trajectory for schools that fully, partially, or did not implement the 9th grade HSS teams.
- A simple ITS was first estimated to identify the average change in on-track to graduation rates and to determine the extent to which on-track rates increased or decreased following implementation of the intervention.
- Comparative ITS models, with time-varying demographic covariates were then estimated to control for baseline and post-intervention differences between schools that differentially implemented the student success teams.

Results

Figure 1. Model estimated 9G-OTG rates by school year.

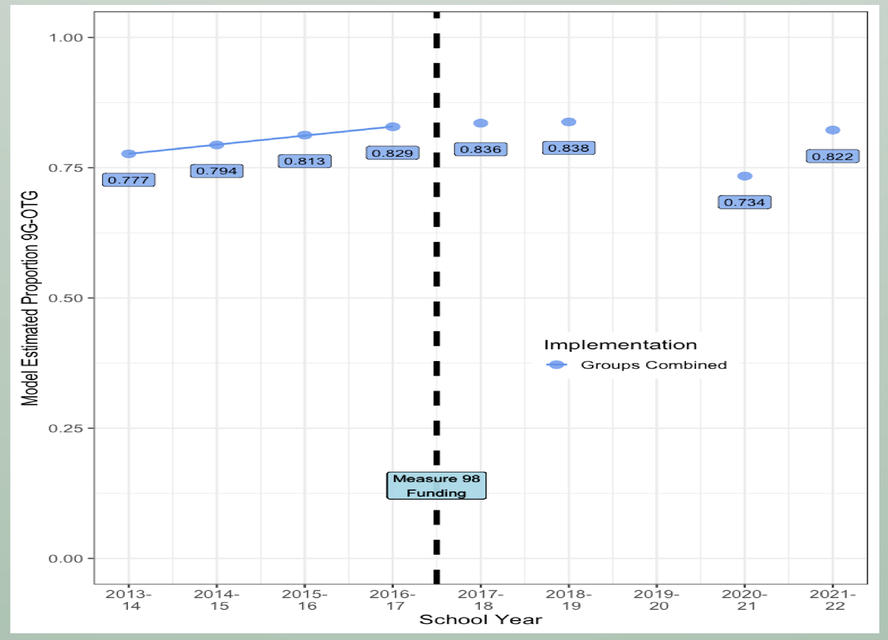
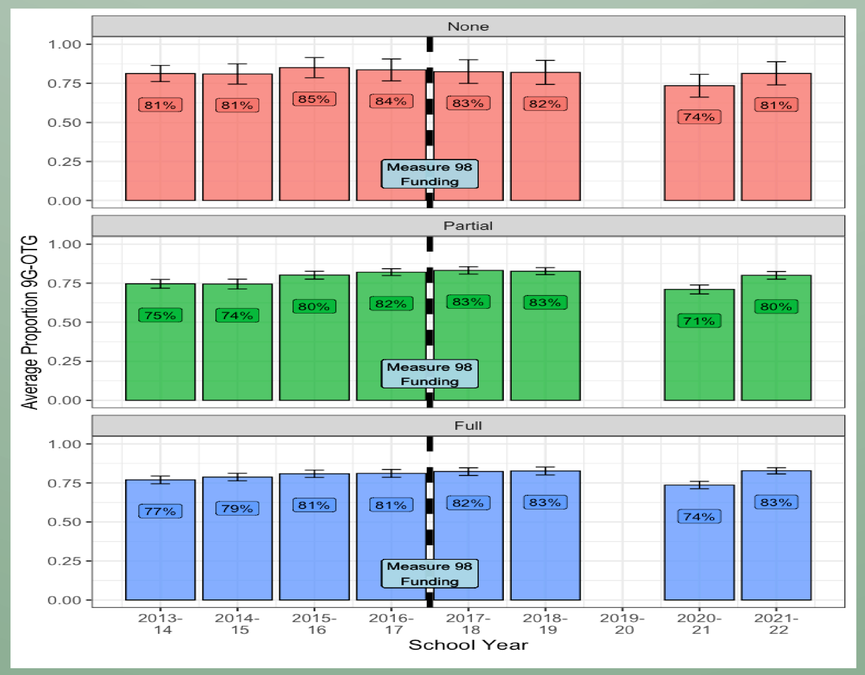
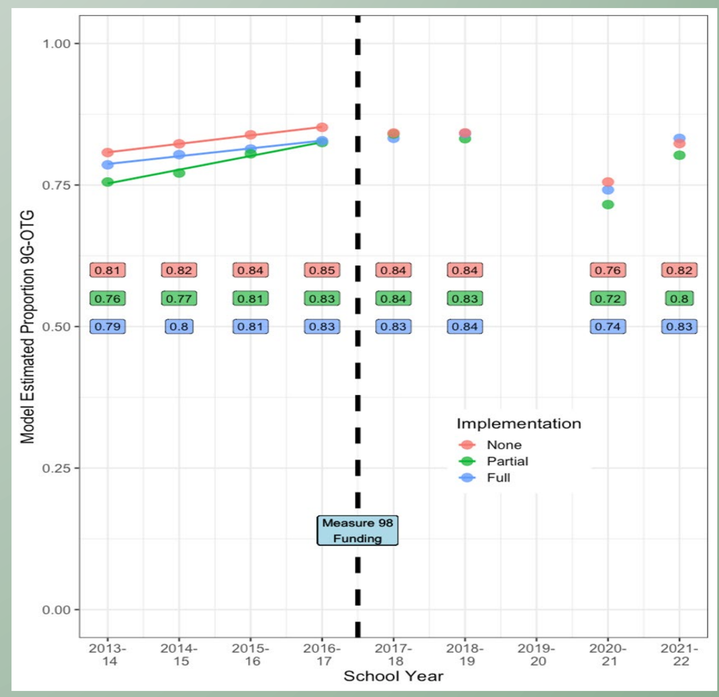


Figure 2. Average 9G-OTG rates by implementation level and school year.



Results (cont.)

Figure 3. Model estimated 9G-OTG rates as a function of implementation level and school year.



Conclusions

- Buffering effect - Gaps between school implementation types closed after the start of the intervention
- The COVID-era disruption had a similar negative impact on the 9G-OTG rates of all school types
- Post-COVID 9G-OTG rebounds were also relatively similar
- Post COVID the larger more urban full implementation schools demonstrated equivalent 9G-OTG performance with respect to the smaller non-implementing schools

Acknowledgement

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305S210005 awarded to the Oregon Department of Education. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.