XQ+RI: Barrington

EDUCATIONAL OPPORTUNITY AUDIT REPORT

Fall 2019

XQ | The Super School Project

Let's transform our high schools.
It's urgent.

Why is transformation urgent?

- Research shows that **postsecondary education is increasingly essential** for success in today's world. Every student will need some level of postsecondary education in the course of their careers, as job requirements continue to become more demanding.

- **The distinction between college and career readiness is artificial.** To be ready for either, students need to be ready for both.

- **The traditional model of high school is antiquated.** The world has changed, and most high schools have failed to keep up.

Why is transformation urgent?

- Many students meet basic high school graduation requirements without gaining the knowledge, skills, and capacities they need. By asking the minimum, **high schools leave far too many students underprepared for** college and career.

- **High school graduation does not equal college readiness.** Even when high schools get students to the doorstep of college, far too many students are underprepared to thrive when they get there. Many students are required to take remedial courses in college — costing them time and money to learn what they should have learned in high school.

- **Great inequities persist in the preparation students receive.** Some students graduate fully ready for the future, but many if not most do not.

What impact does sending students to college unprepared have in Rhode Island?

At Rhode Island's three public colleges

(Community College of Rhode Island, Rhode Island College
and University of Rhode Island)

45%

**of incoming students
were required to take remedial
coursework.**

What impact does sending students to college unprepared have in Rhode Island?

Only half of incoming URI students graduate on time. At RIC, the number is only one in five:

19%
Rhode Island College
(entering class 2012)

49%
University of Rhode Island
(entering class 2012)

Transforming high school means preparing all students to succeed.

Three Critical Benchmarks That All Students Must Attain

Prepared to succeed in college

Eligible for college entry

Meets requirements for high school graduation
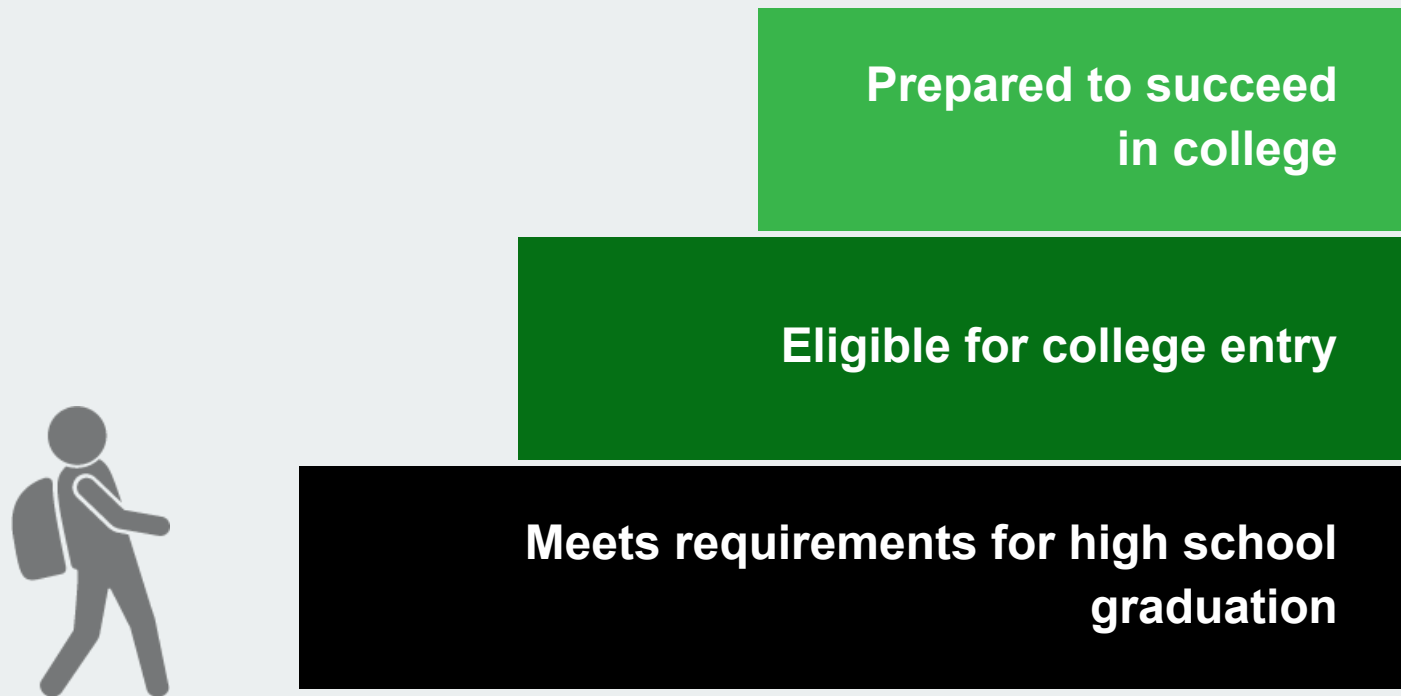
Transforming high schools means preparing all students to succeed.

Schools can and must be transformed so students attain all three benchmarks—high school graduation, college access, and college success.To achieve that, schools must focus on developing students who are prepared to succeed in college and beyond.

Your school's EOA report will give you the information you need to make sure that your transformational redesign addresses inequities in course access and success that exist in your school community.

Table of Contents

PART I:

EOA Overview

- What is the EOA and why is it important?

- How are we defining college eligibility?

- Who is included in your EOA analysis?

Educational Opportunity Audit
What is it and why is it important?

The Educational Opportunity Audit (EOA) examines the journeys students take through high school and the institutional practices that determine the level of access and support students receive toward fulfilling rigorous course requirements that prepare them for college and career.

It identifies patterns in student access and success by gathering findings from several analytical tools — creating a comprehensive audit report.

The Educational Opportunity Audit for XQ+RI Schools

Your school's EOA Report contains an analysis of the following:

Student Transcripts

Analyzed the journey through high school for the class of 2019 with respect to the level of course preparation for both college and career.

Student Surveys

Gathered the perceptions of students about how well schools are preparing them for college and career.

Student Focus Groups

Conducted in-depth conversations with students about how high school is preparing them for their future.

How are we defining college eligibility in Rhode Island?

Students who successfully complete the required college and career preparatory (CCP) coursework for application to either the University of Rhode Island (URI) or Rhode Island College (RIC).

College and Career Preparatory (CCP) Coursework

High School Course Requirements for Application to URI or RIC

18 college preparatory units

- 4 units/years of English
- 2 units/years of the same foreign language
- 3 units/years of mathematics (Algebra I, Algebra II, and geometry)
- 2 units/years of history or social science
- 2 units/years of laboratory science
- 5 additional college preparatory units (additional coursework in any of the above subjects, or other college preparatory elective courses offered by your high school)

We are using URI/RIC course requirements as our measure for college eligibility.

Post-Secondary Enrollment of 2016-17 HS Graduates in RI

23.6

11.2

65.2

● RI Public   ● RI Private   ● Out of State
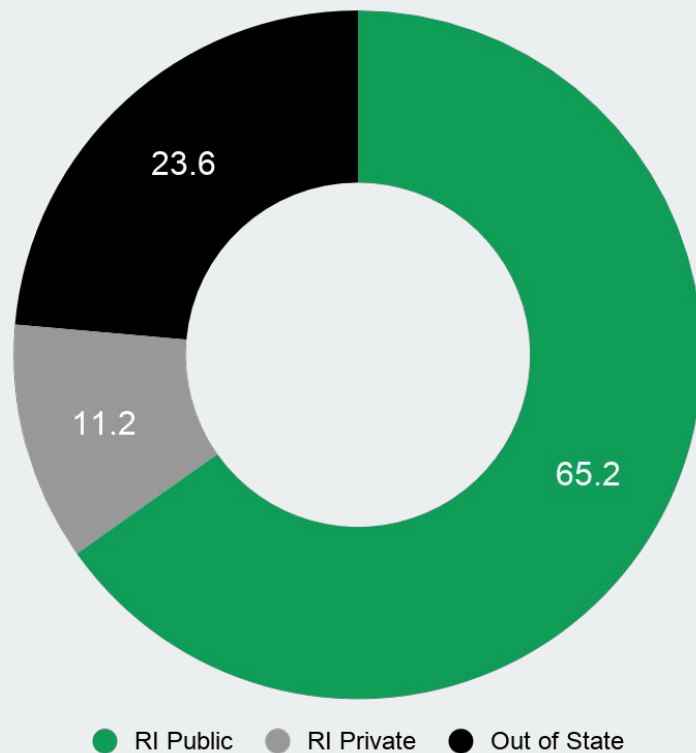
Almost 2 out of 3

RI high school graduates who attend college go to an in-state public institution.

What are URI and RIC admissions standards? How do they compare and differ?

	University of Rhode Island (URI)	Rhode Island College (RIC)
Courses	CCP coursework **18 credits of CCP Coursework**	
GPA	The students offered admission for the fall of 2018 had an average recalculated **GPA of 3.5/4.0**	The students offered admission for the fall of 2018 had an average recalculated **GPA of 3.14/4.0***
SAT**	SAT Evidence-Based Reading and Writing 25th-75th percentile (enrolled students) **550 - 630** SAT Math 25th-75th percentile (enrolled students) **540 - 630**	SAT Evidence-Based Reading and Writing 25th-75th percentile (enrolled students) **550 - 630** SAT Math 25th-75th percentile (enrolled students) **540 - 630**

XQ+RI: Barrington Educational Opportunity Audit Report

How are we defining career readiness in Rhode Island?

Students who successfully complete three or more CTE courses in the same career field* and ideally graduate with an industry recognized credential.

"...Career readiness is in fact inclusive of college readiness... This is particularly important to ensure that career readiness is not perceived or implemented as a lesser pathway when compared to college readiness."

—US Chamber of Commerce Foundation
Career Readiness: A Business-Led Approach For Supporting K-12 Schools

*Source: Meandering Toward Graduation: Transcript outcomes of high school students, The Education Trust

September 2019 EOA Audit Report Student Demographics Class of 2019 Barrington

239
Total students
in Class of 2019

By Gender

By Race/Ethnicity

47% Female
53% Male

9% Asian
0% Black or African American
2% Hispanic/Latinx
3% Other**
86% White
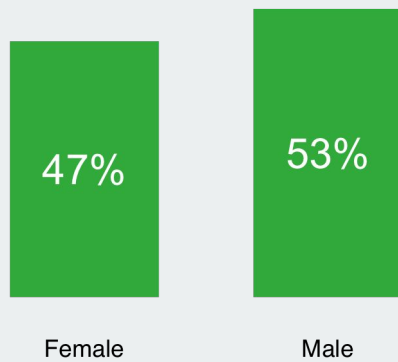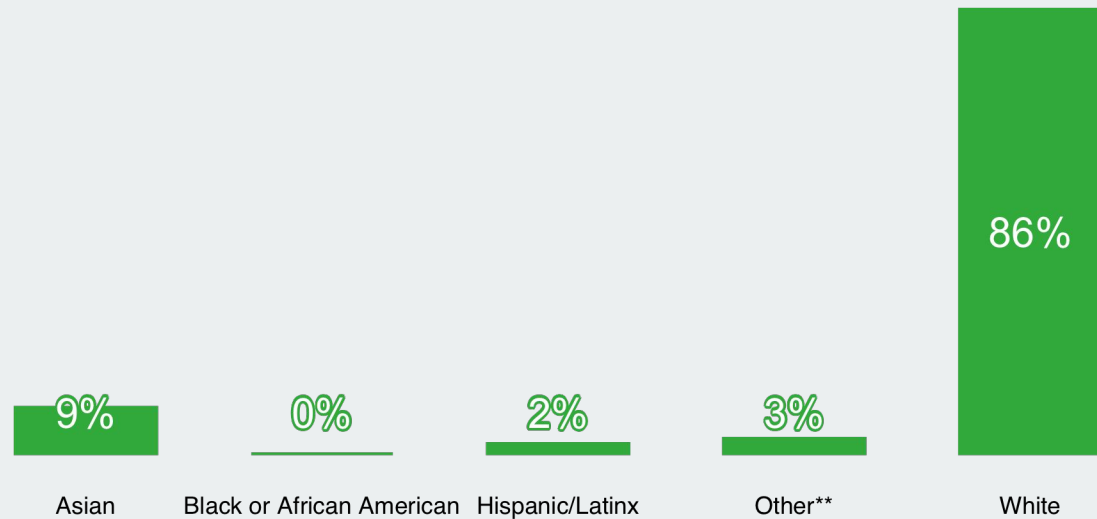
**Other includes two or more races, Native Hawaiian or Other Pacific Islander, and American Indian or Alaskan Native
***Race percentages may not add up to 100% with exclusions

Data Source: Rhode Island Department of Education

September 2019 EOA Audit Report
Student Demographics* Class of 2019 Barrington

239
Total students
in Class of 2019

3%

Low-Income Families

0%

English Learners

12%

Students with
Special Needs

Overarching Findings

- **Which students had access to and successfully completed the necessary college and career prep (CCP) courses?**

SOMETHING TO THINK ABOUT

These inequities in access and success persist in advanced coursework, GPA, and college entrance exams — all factors predictive of postsecondary success (see Part IV).

Prepared to succeed in college — **67%**

Eligible to apply to URI/RIC — **72-83%**

Meets requirements for high school graduation — **97.6%**
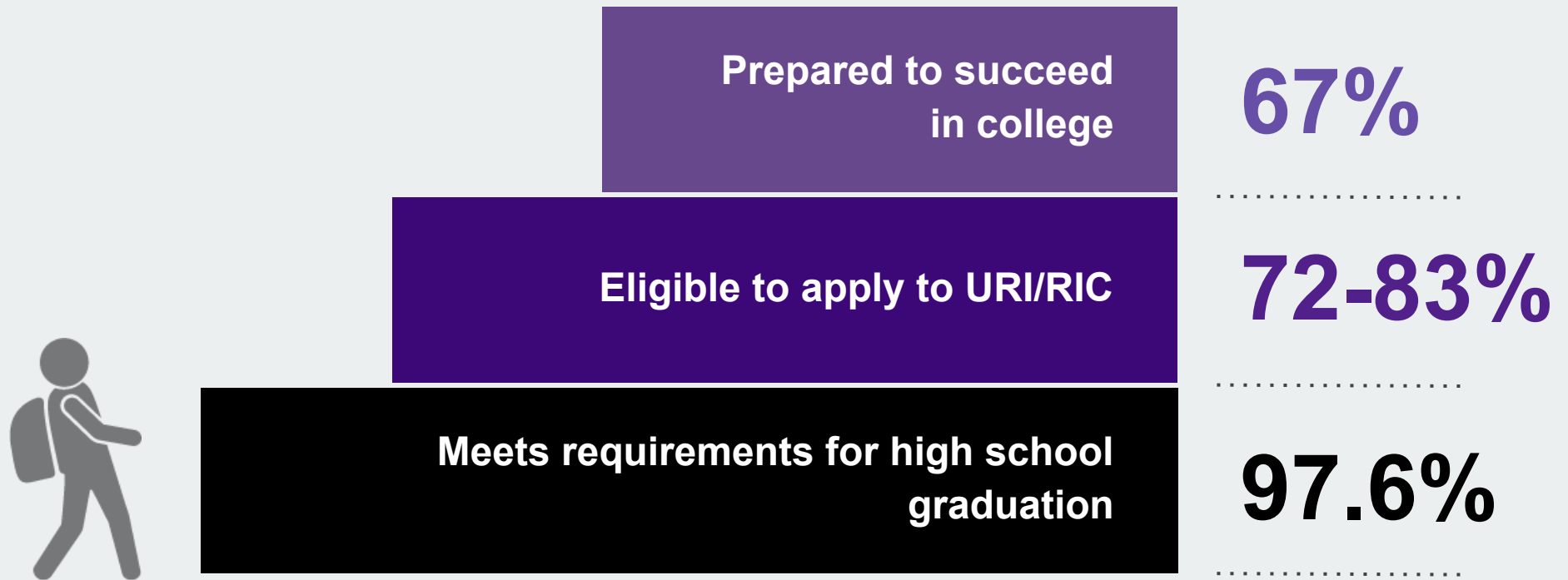
Most students who enroll in CCP coursework at Barrington are able to complete the courses successfully. But some students do not even enroll in the necessary courses.

Enrolled in and completed
full CCP coursework

Enrolled in but did not complete
full CCP coursework

Not enrolled
in full CCP coursework

72%   4%   24%
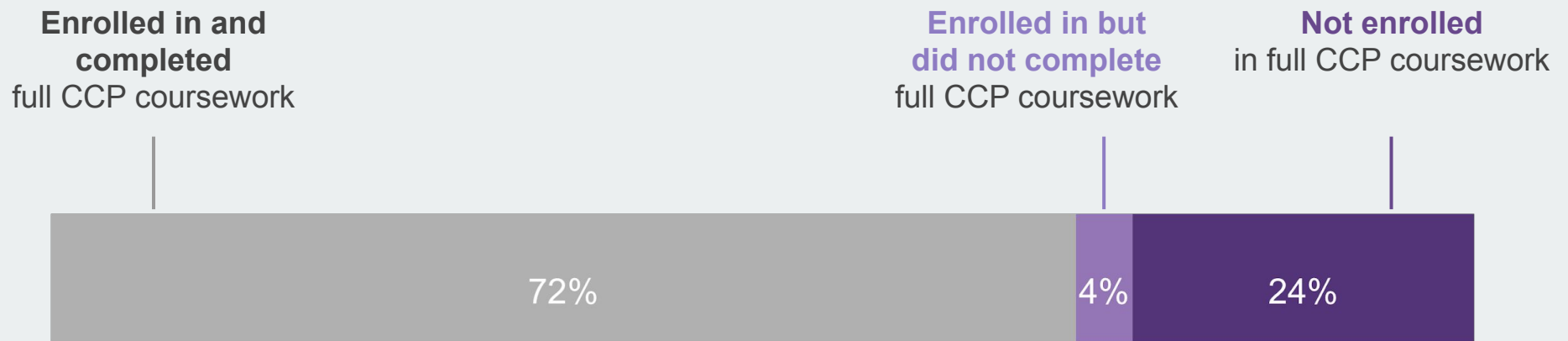
Key takeaway:
Many students who enroll in all CCP coursework are able to complete it. Access to CCP courses opens a path to success.

Female students have greater access and success in college and career preparatory coursework than males students at Barrington.

Completed College and Career Preparatory Coursework

By Gender
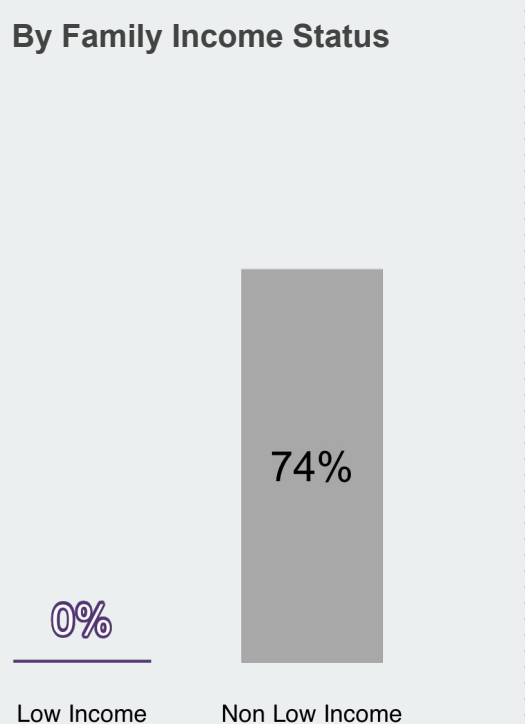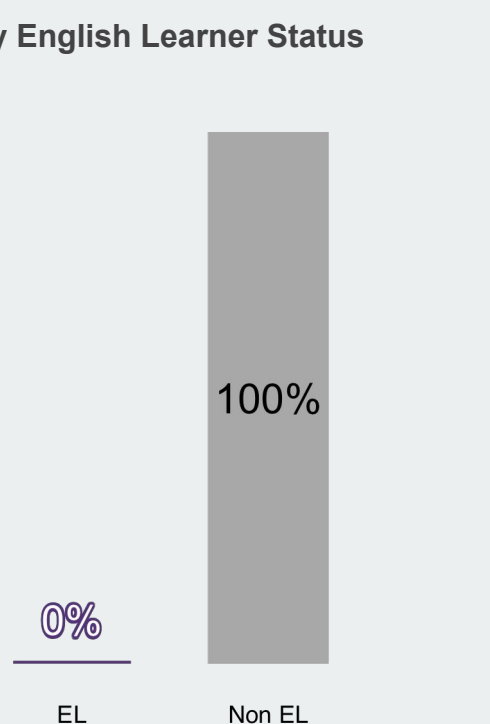
By Race/Ethnicity

Female	Male
78%	67%

Asian	Black or African American	Hispanic/Latinx	Other**	White
86%	0%	75%	100%	69%
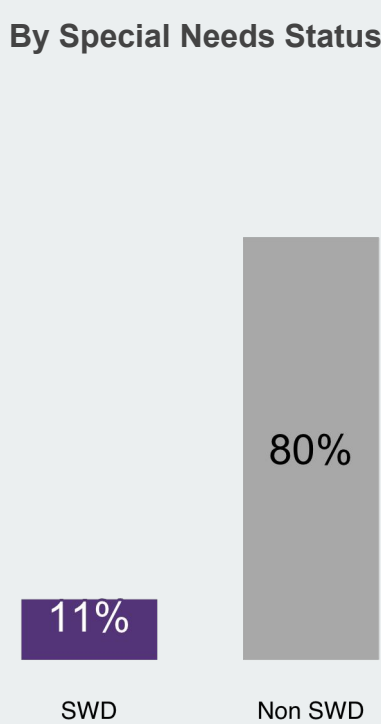
Postsecondary Plans (Student Survey Data)

**Data Pending
(after survey
administration)**

■ 4-year college + ■ 2-year college ■ Other

Data source: Stakeholder Survey administered June 2019

STAKEHOLDER FEEDBACK

Summary of Student Focus Groups
Data Pending (after focus group)

Perception of School

Perception of Teachers

Perception of Classes and Assignments

Opportunities

PART III:

Common Eligibility Problems

- Did students ENROLL in the necessary CCP coursework?

- Did students successfully COMPLETE the CCP coursework?

- What happened when students got OFF TRACK in 9th grade?

24 percent of students at Barrington were never even enrolled in the courses they needed to be considered college eligible.

24%

Were not enrolled in the full range of CCP courses.

76%

Were enrolled in the full range of CCP courses.

Some student groups were less likely to be enrolled in the full range of CCP courses.

Enrolled in All Necessary College and Career Preparatory Coursework

■ Enrolled in all CCP courses   ■ Not enrolled in all CCP courses

By Gender

Female	Male
81%	72%
19%	28%

By Race/Ethnicity

Asian	Black or African American	Hispanic/Latinx	Other**	White
90%		75%	100%	74%
10%		25%		26%

Data Source: Rhode Island Department of Education

Some student groups were less likely to be enrolled in the full range of CCP courses.

Enrolled in All Necessary College and Career Preparatory Coursework

■ Enrolled in all CCP courses ■ Not enrolled in all CCP courses

By Family Income Status

Low Income: 57% / 43%
Non Low Income: 77% / 23%

By English Learner Status

EL
Non EL: 76% / 24%

By Special Needs Status

Non SWD: 84% / 16%
SWD: 18% / 82%

Data Source: Rhode Island Department of Education

SOMETHING TO THINK ABOUT

Participation in a career field is another measure of postsecondary preparation*. Only 8% of students at Barrington enrolled in three or more CTE courses within the same career field.
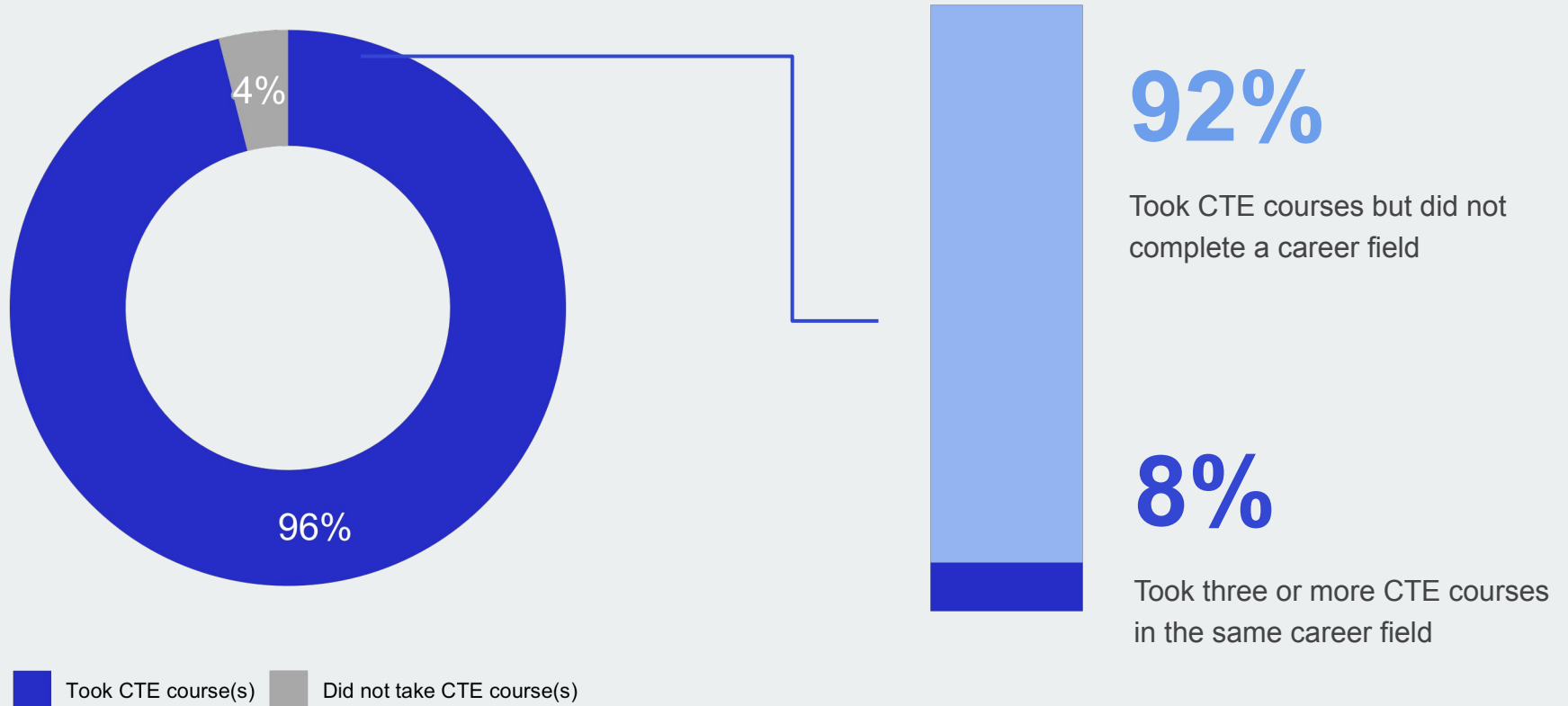
4%

92%

Took CTE courses but did not complete a career field

96%

8%

Took three or more CTE courses in the same career field

█ Took CTE course(s)   █ Did not take CTE course(s)

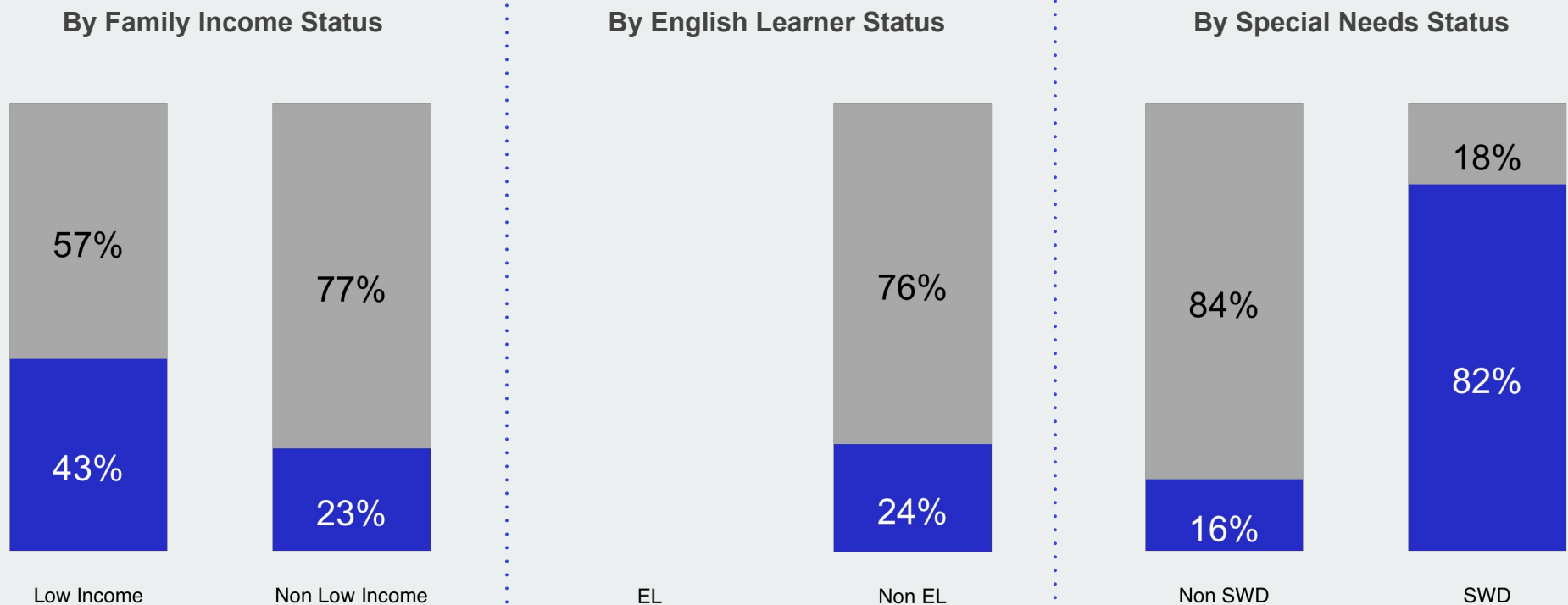*Source: Meandering Toward Graduation: Transcript outcomes of high school students, The Education Trust

Data Source: Rhode Island Department of Education

XQ+RI: Barrington Educational Opportunity Audit Report

STUDENT VOICE

Data Pending (after focus group)

Data Not Available   **Data Not Available**

Of the students that enrolled in the necessary CCP courses at Barrington, 5% did not complete them successfully due to failing grade(s).

5%

Were enrolled but did not successfully complete all CCP courses

95%

Were enrolled in the full range of CCP courses.

SOMETHING TO THINK ABOUT

23% of students miss out on college eligibility by only one or two CCP requirements.

23%

of students were only one or two CCP requirements shy of being college eligible

Missed by >2   Missed by 1 or 2   Met all
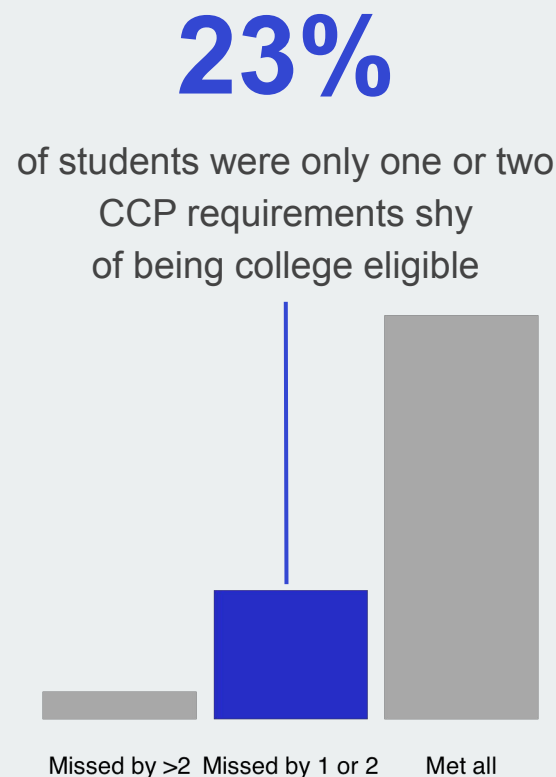
Had these students completed these CCP requirements, the overall percentage of students college eligible would rise from

72%

to

95%

The two most frequently missed CCP subject areas:

Additional Credits
or
English

Failing grades are more common students from low-income families and students with disabilities.

Frequency of a Failing Grade(s) in CCP Coursework

■ % Zero F   ■ % One F   ■ % More than One F

By Family Income Status

Low Income	Non Low Income
57%	6%
43%	12%
	81%

By English Learner Status

Data Not Available

EL

Non EL
8%
12%
80%

By Special Needs Status

SWD	Non SWD
14%	7%
39%	9%
46%	85%
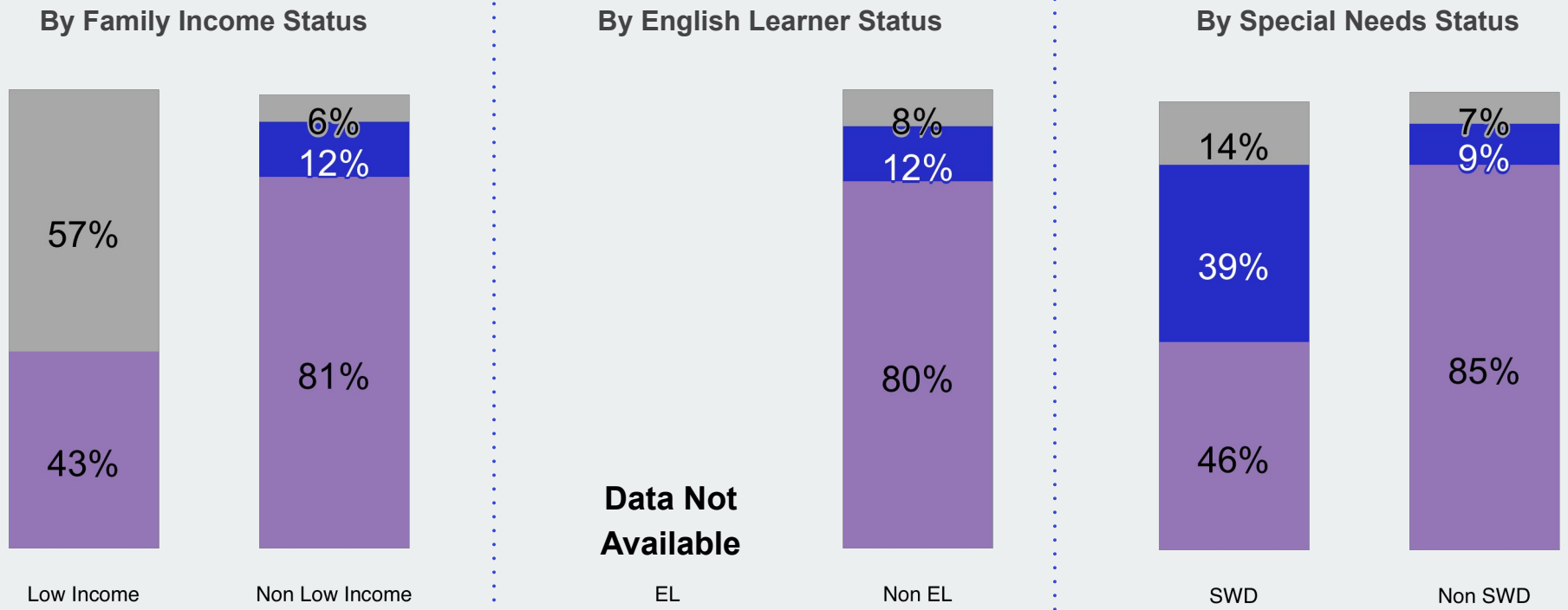
Data Source: Rhode Island Department of Education

Failing grades vary by content area.

Content area	CCP courses with greatest % of F grades	
Math	Alg2 III	3% Fs
English	Creat Writ II	3% Fs
Science	ConcptPhyscsII	4% Fs
Social Studies/History	Sociology II	7% Fs
World Languages	Latin I II	6% Fs

Data Source: Rhode Island Department of Education

SOMETHING TO THINK ABOUT

At Barrington...

Students received an average of

0.4

F grades

The highest percentage of failing grades were in:

Math
or
World Languages

Data Source: Rhode Island Department of Education

STUDENT VOICE

Data Pending (after focus group)   **Data Pending (after focus group)**

Data source: Focus Groups conducted June 2019

SOMETHING TO THINK ABOUT

Students at Barrington are very likely to attend school regularly and graduate.

Chronic Absenteeism and Dropout Rates

■ % Chronically absent   ■ % Dropped Out

By Gender   **By Race/Ethnicity**

0% 0%	0% 1%	

Female   Male

Asian	Black or African American	Hispanic/Latinx	Other**	White
2% 0%	11% 0%	7% 0%	11% 0%	6% 5%

*Chronically absent is defined as missing 15 or more days of school in an academic year.

Data Source: Rhode Island Department of Education
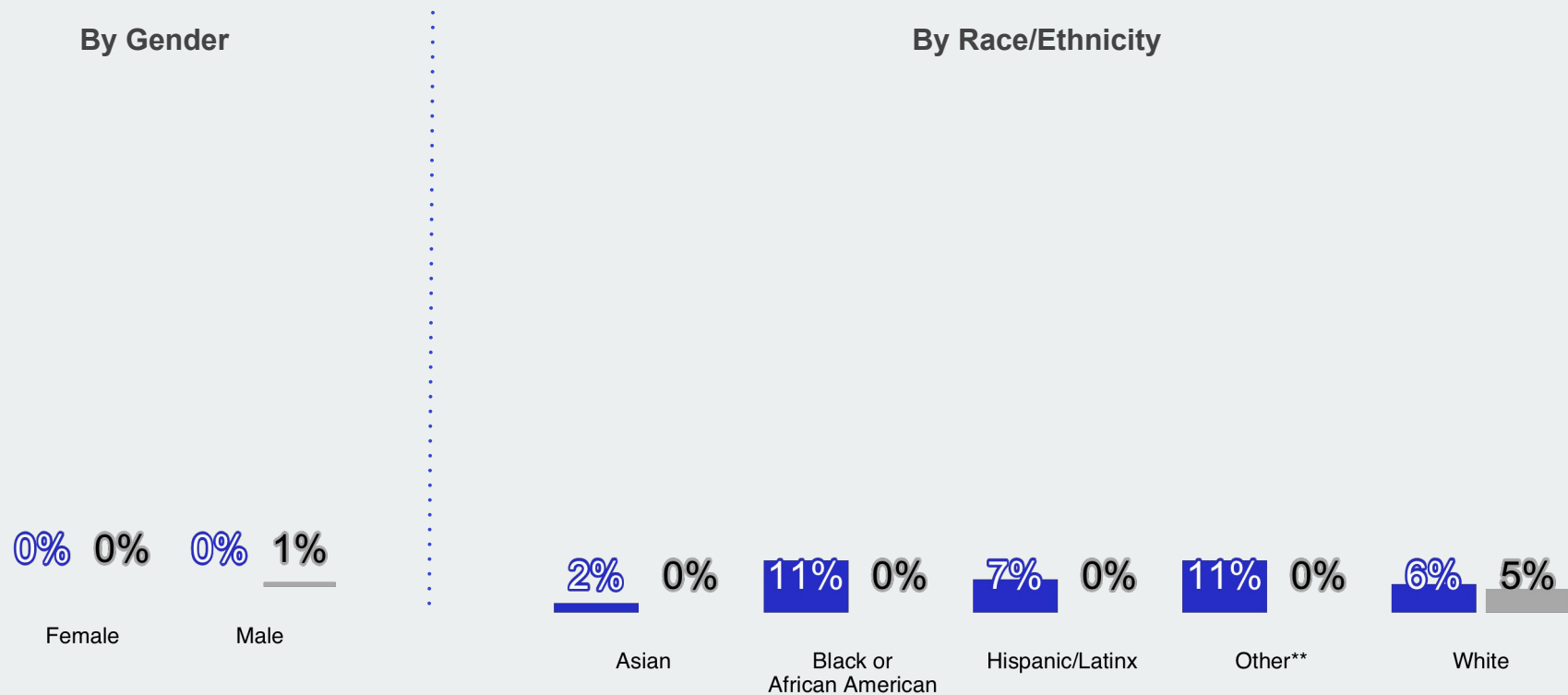
SOMETHING TO THINK ABOUT

Students at Barrington are very likely to attend school regularly and graduate.

Chronic Absenteeism and Dropout Rates

■ % Chronically absent   ■ % Dropped Out

By Family Income Status	By English Learner Status	By Special Needs Status
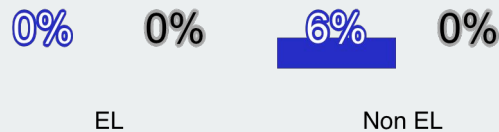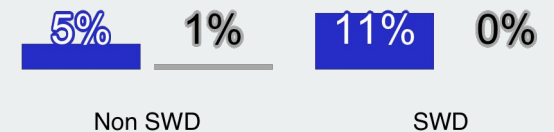
By Family Income Status

Low Income		Non Low Income	
20%	0%	5%	4%

By English Learner Status

EL		Non EL	
0%	0%	6%	0%

By Special Needs Status

Non SWD		SWD	
5%	1%	11%	0%

*Chronically absent is defined as missing 15 or more days of school in an academic year.
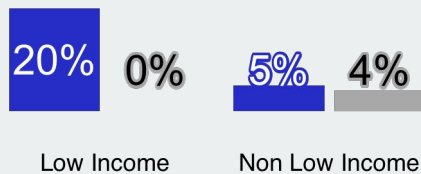
Data Source: Rhode Island Department of Education

XQ+RI: Barrington Educational Opportunity Audit Report

2% of students at Barrington started off track or got off track in CCP coursework by the end of 9th grade.

By the end of 9th grade,

2%

of students are off track
to complete all CCP coursework.

100%

of the off track 9th graders
never catch up.
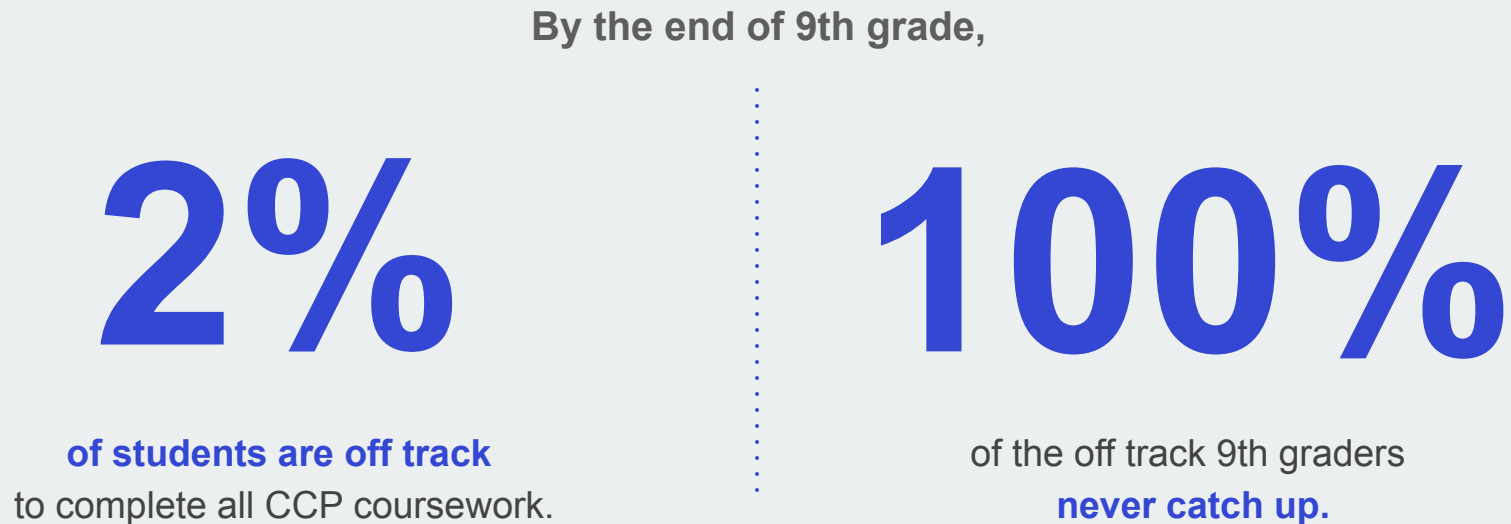
Students who are off track at the end of 9th grade have failed to accumulate enough credits in English and or math (Algebra 1).

Most students at Barrington are on track by the end of 9th grade.

Off Track in CCP Course Taking by End of 9th Grade

By Gender

1% — Female

2% — Male

By Race/Ethnicity

5% — Asian

0% — Black or African American

0% — Hispanic/Latinx

0% — Other**

1% — White

Data Source: Rhode Island Department of Education

XQ+RI: Barrington Educational Opportunity Audit Report

Most students at Barrington are on track by the end of 9th grade.

Off Track in CCP Course Taking by End of 9th Grade

By Family Income Status

14%	1%
Low Income	Non Low Income

By English Learner Status

0%	2%
EL	Non EL

By Special Needs Status

7%	1%
SWD	Non SWD
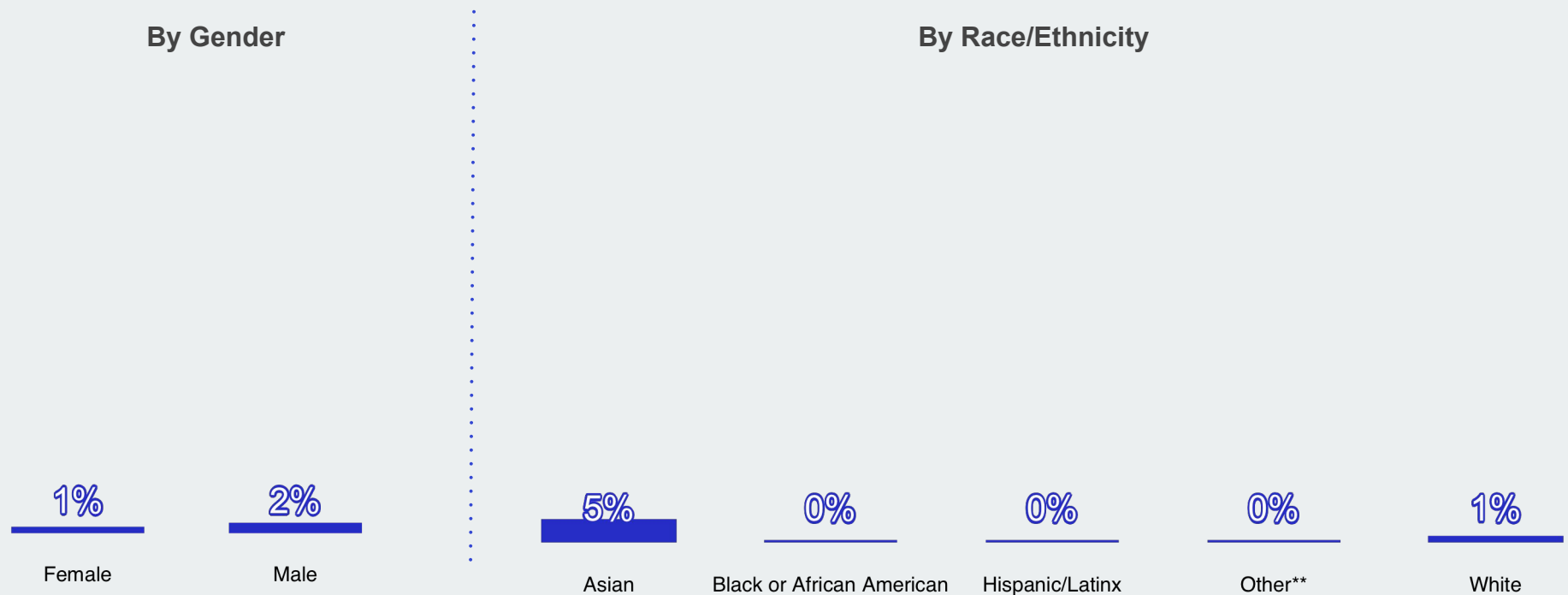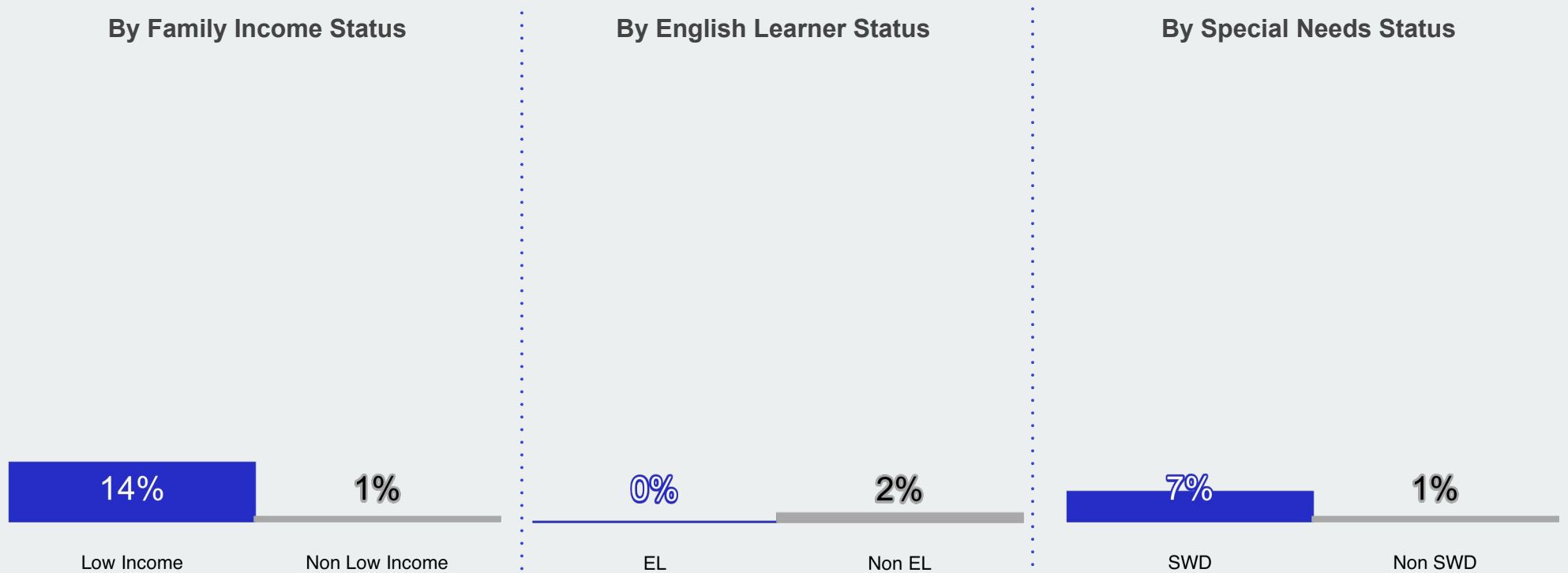
Data Source: Rhode Island Department of Education

SOMETHING TO THINK ABOUT

Early course failure reduced college eligibility.

Any

D or F

grade in a core subject area by the end of 9th grade

➡

Leads to

28%

Completing the necessary CCP coursework

STUDENT VOICE

Data Pending (after focus group)   **Data Pending (after focus group)**

PART IV:

Beyond Eligibility — Promoting Success

- Did students complete an advanced course of study?

- Did students have relatively high GPAs?

- Did students participate in and do well on college entrance exams?

Going beyond our responsibility to graduate students meeting eligibility requirements to apply to college, we need to do more to ensure success once they get to college.

Factors predictive of college success

Completing Advanced Course of Study

Achieving 3.33+ Grade Point Average

Scoring 1120+ on SAT or 22+ on ACT

Studies have consistently shown that student obtainment in these three areas combined is more predictive than any one of these measures on its own. Thresholds for academic preparedness have been empirically derived and are highly predictive of students enrolling in college and getting a B- (freshman year GPA).

Source: Wiley et al. (2011) The Development of a Multidimensional College Readiness Index. College Board, retrieved from https://files.eric.ed.gov/fulltext/ED563050.pdf

A third of students at Barrington are not academically ready*.

33%

Not Academically Ready

67%

Academically Ready

5%

Far from Ready

28%

Approaching Ready

19%

Ready

48%

Highly Ready
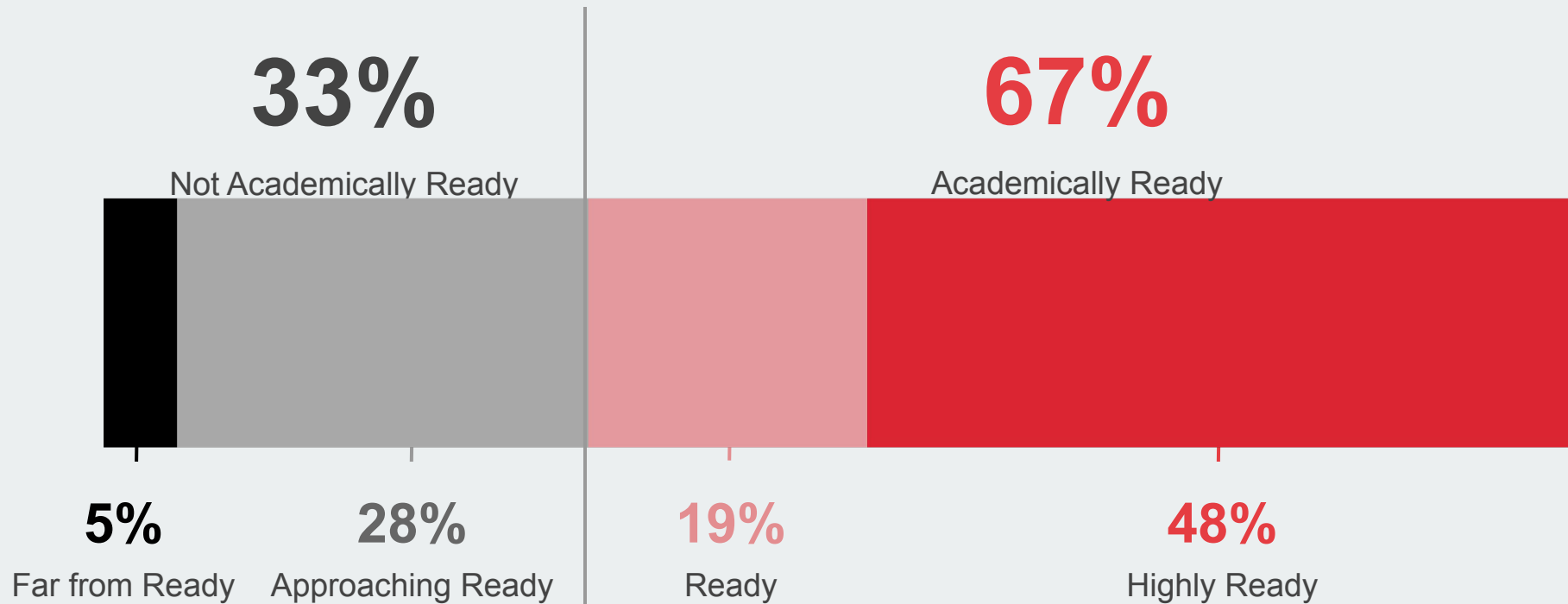
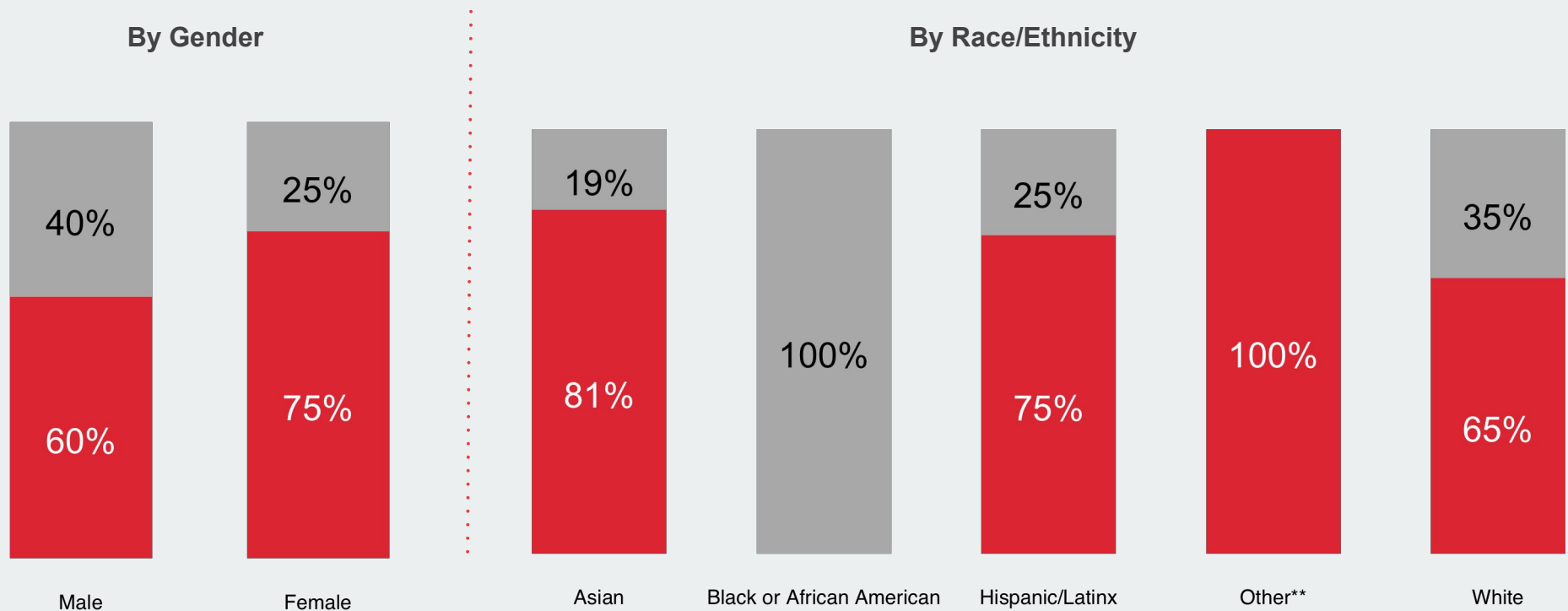*Advanced course of study means successful completion of additional coursework beyond graduation requirements, advanced courses (e.g., honors, AP, IB, or college credit-bearing coursework), and/or specific college prep courses (e.g., physics, chemistry, precalculus).

Source: The Development of a Multidimensional College Readiness Indicator

XQ+RI: Barrington Educational Opportunity Audit Report

Some student groups were less likely to complete an advanced course of study than others.

Percent Completing an Advanced Course of Study

■ Not Academically Ready   ■ Academically Ready

By Gender

Male	Female
40% / 60%	25% / 75%

By Race/Ethnicity

Asian	Black or African American	Hispanic/Latinx	Other**	White
19% / 81%	100%	25% / 75%	100%	35% / 65%

Some student groups were less likely to complete an advanced course of study than others.

Percent Completing an Advanced Course of Study

■ Not Academically Ready   ■ Academically Ready

By Family Income Status	By English Learner Status	By Special Needs Status

By Family Income Status

- Low Income: 100%
- Non Low Income: 31% / 69%

By English Learner Status

- EL: 100%
- Non EL: 33% / 67%

By Special Needs Status

- SWD: 93% / 7%
- Non SWD: 25% / 75%

Data Source: Rhode Island Department of Education

World Language is the subject that fewer students take to advanced levels.

English

50%

of students
completed advanced coursework

Math

62%

of students
completed advanced coursework

Science

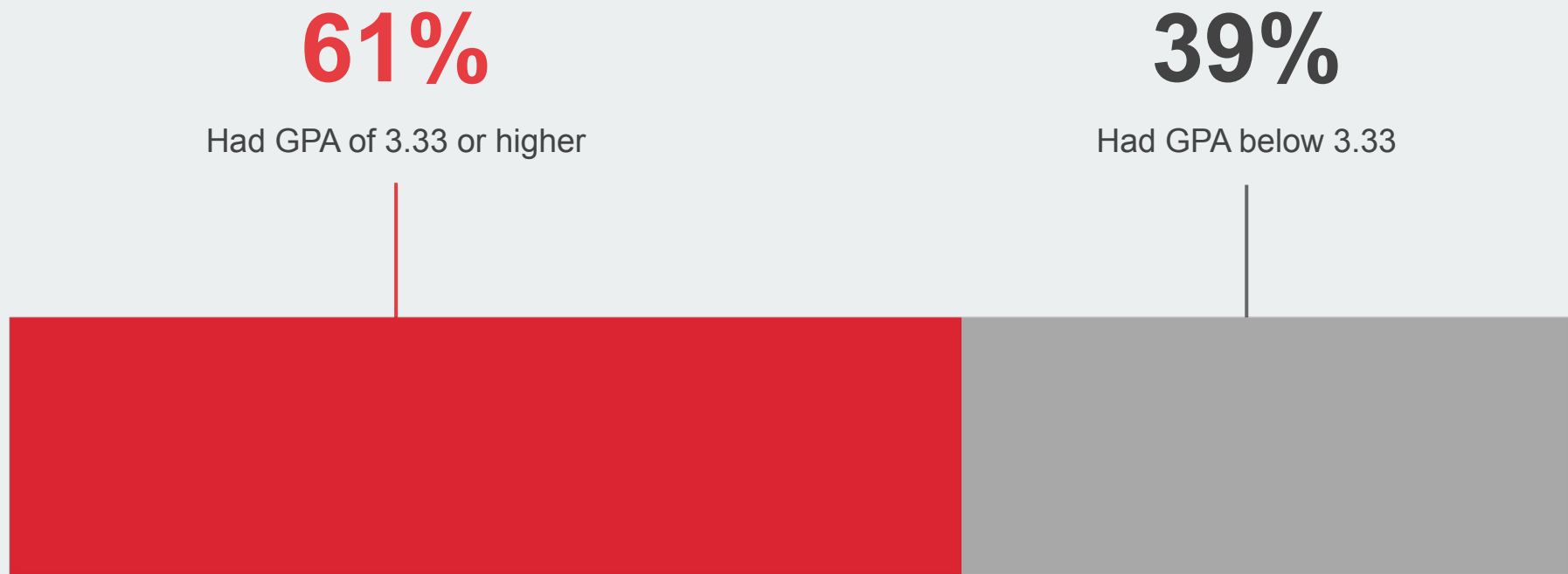## 66%

of students
completed advanced coursework

Social Studies

51%

of students
completed advanced coursework

World Languages

24%

of students
completed advanced coursework

Data Source: Rhode Island Department of Education

61% of students at Barrington had a GPA of 3.33 or higher.
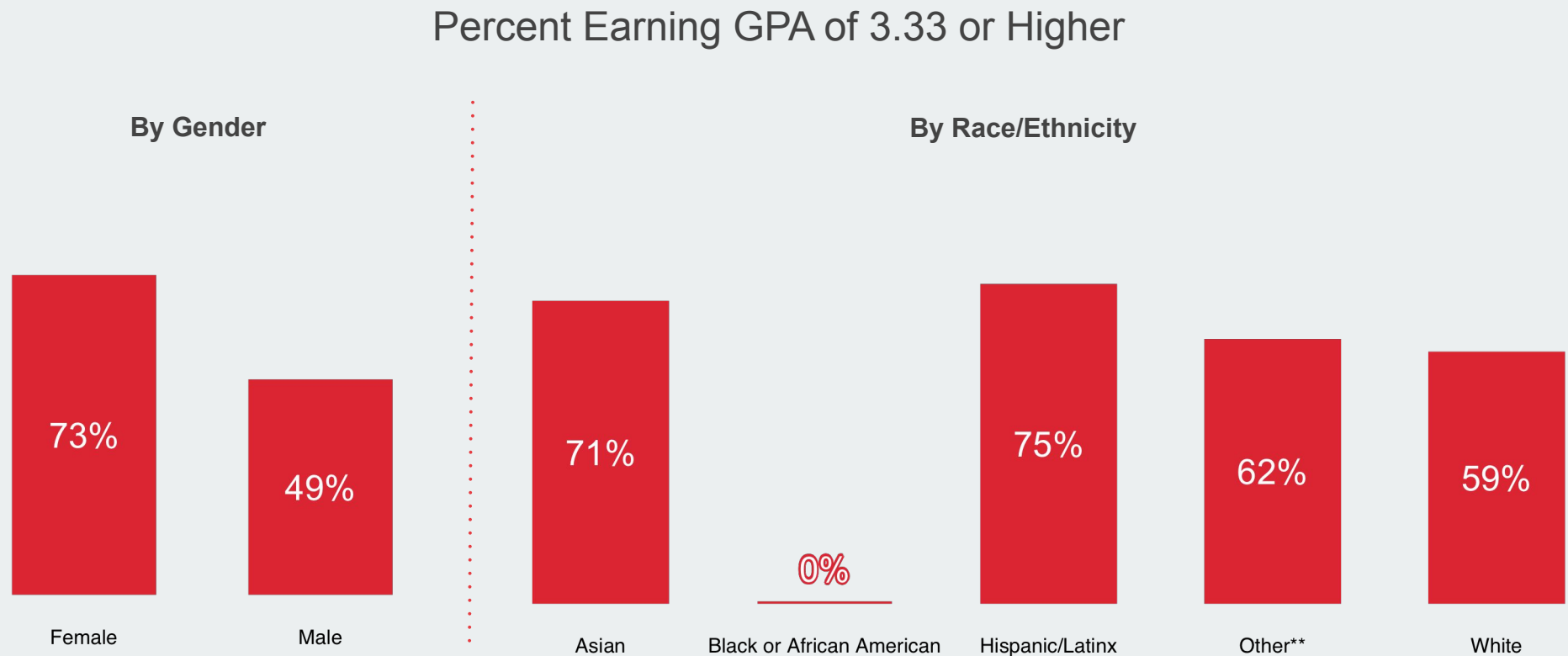
61%

Had GPA of 3.33 or higher

39%

Had GPA below 3.33

Some student groups were less likely to have a GPA of 3.33 or higher.

Percent Earning GPA of 3.33 or Higher

By Gender

Female	Male
73%	49%

By Race/Ethnicity

Asian	Black or African American	Hispanic/Latinx	Other**	White
71%	0%	75%	62%	59%

Data Source: Rhode Island Department of Education

Some student groups were less likely to have a GPA of 3.33 or higher.

Percent Earning GPA of 3.33 or Higher

By Family Income Status

By English Learner Status

By Special Needs Status

14% — Low Income
62% — Non Low Income

0% — EL
61% — Non EL

25% — SWD
65% — Non SWD
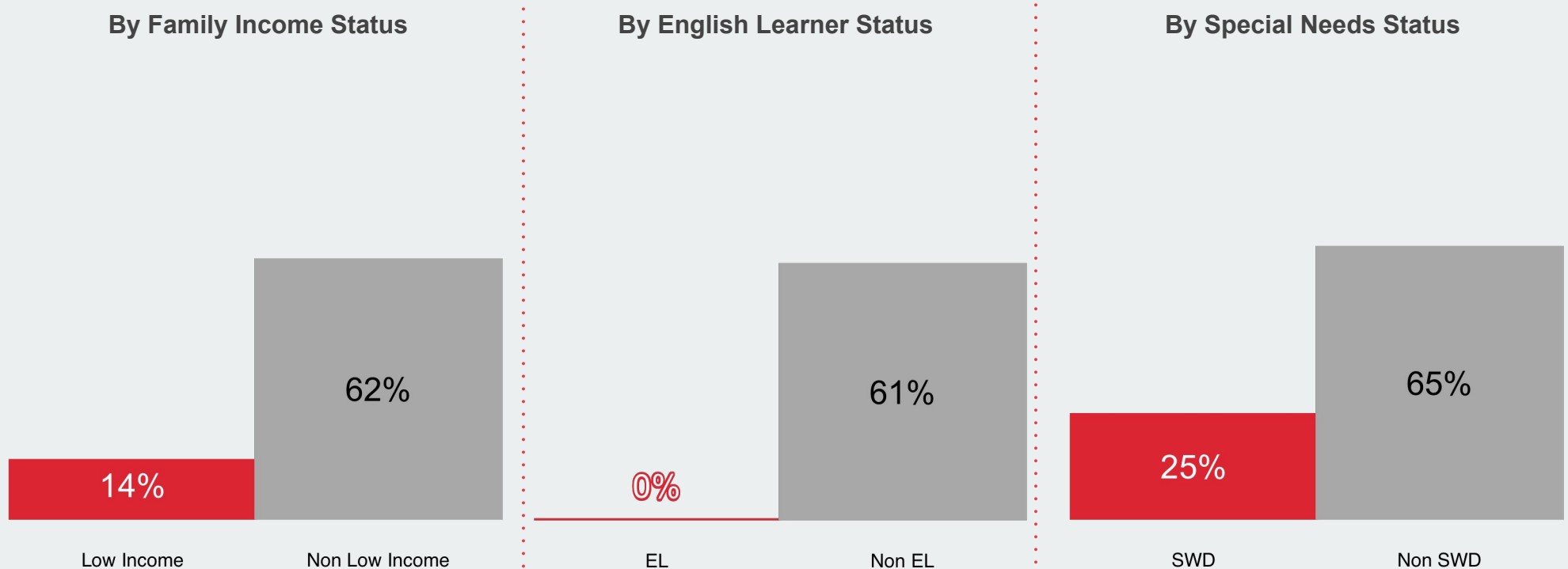
Data Source: Rhode Island Department of Education

NOTE: SAT data for the Class of 2019 was not available at the time of EOA report printing.

PART V:

Stakeholder Feedback

- How did students rate their high school?

- What did students and teachers say about the learning experience?

Student Voice: Overall School Grade

Data Pending (after survey)   **Data Pending (after survey)**

A grade   B grade   C grade   D grade   F grade

Data source: Stakeholder Survey administered June 2019

Student and Teacher Voice: Teaching and Learning

Students and teachers at Barrington weighed in on teaching and learning in their classrooms.

We asked students to rate these statements on a 1-5 scale:

1. My classes require me to work hard to do well.
2. My teachers make their expectations clear.
3. My teachers work hard to make sure students are learning.
4. My teachers challenge me to do my best work.
5. I'm satisfied with how much I learn in my classes.

Survey Data Pending
All Students
Index (1-5) of student perceptions of academic challenge

We asked teachers to rate these statements on a 1-5 scale:

1. Our school holds all students to high expectations for academic performance.
2. Educators at our school create an environment in which every student is expected to learn at high levels.
3. Educators at our school maintain a demanding yet supportive environment that pushes students to do their best.
4. Educators at our school think it's important all students do well in their classes.
5. Educators at our school believe that students can master any content through hard work and effort.

Survey Data Pending
All Teachers
Index (1-5) of teacher perceptions of academic challenge

Data source: XQ Stakeholder Survey administered June 2019

Student and Teacher Voice: Student Supports

Students and teachers at Barrington weighed in on supports for their learning.

We asked students to rate these statements on a 1-5 scale:

1. My teachers know when I'm struggling to keep up.
2. My teachers help students catch up when they struggle.
3. My teachers are available to help me before, during, or after school at least a few times each week.
4. My teachers help all students succeed in their classes when the work gets hard.
5. When my school work gets hard, I ask my teacher for help.

Survey Data Pending
All Students
Index (1-5) of student perceptions of student supports

We asked teachers to rate these statements on a 1-5 scale:

1. Our school systemically provides support to all struggling students.
2. Our school routines ensure that the most experienced teachers teach students who are furthest behind.
3. Educators at our school make themselves available outside of class to help students plan for college.
4. Educators at our school adjust instruction when students struggle.
5. Educators at our school motivate all students to keep trying even when the work is challenging.

Survey Data Pending
All Teachers
Index (1-5) of teacher perceptions of student supports

Data source: XQ Stakeholder Survey administered June 2019

Student and Teacher Voice: Expectations for Students' Future

Students and teachers weighed in on expectations their school has for students' futures.

We asked students to rate these statements on a 1-5 scale:

1. My school does a good job teaching me how to apply to college.
2. Teachers expect most students in this school to go to college.
3. I know who in our school to ask for help about things like college applications and financial aid.

➡️ **Survey Data Pending**
All Students
Index (1-5) of student perceptions of school expectations for their future

We asked teachers to rate these statements on a 1-5 scale:

1. Our school promotes a college-going culture for all students.
2. Our school has a curriculum that prepares all students for college.
3. Our school encourages all students to take rigorous courses.
4. Our school ensures that all students know how to apply for college.
5. Our school ensures that all students successfully complete college entrance requirements.
6. Our school places some students on a college preparation pathway and other students on a non-college preparation pathway.
7. Our school helps students identify their passions and develop a plan to pursue them.
8. Our school ensures that all families know how to apply for financial aid.
9. Educators at our school expect most students to go to college.

➡️ **Survey Data Pending**
All Teachers
Index (1-5) of teacher perceptions of school expectations for their future

Data source: XQ Stakeholder Survey administered June 2019

Student Voice: What Could High School Be?

Data Pending Focus Group

Data Pending Focus Group

Data source: Focus Groups conducted June 2019

Thank you.

XQ The Super School Project