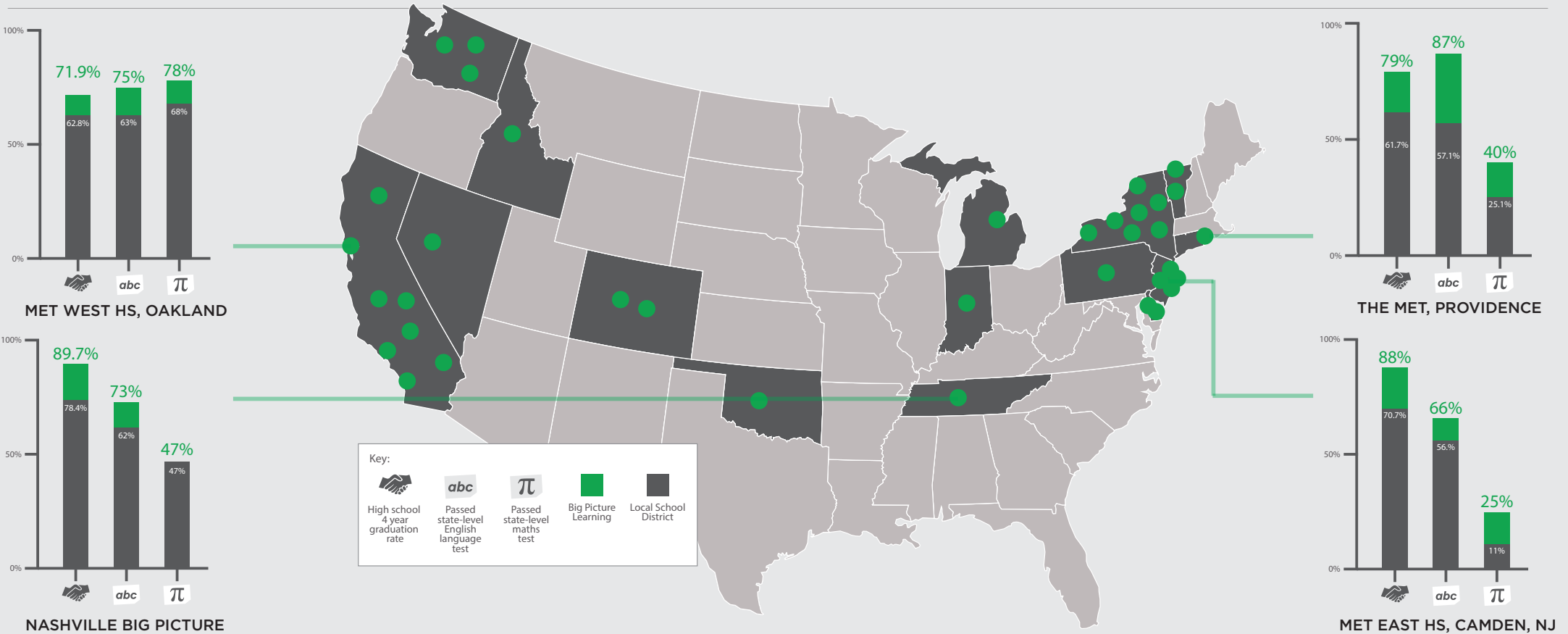




is a network of over 55 public or public charter schools across 14 states (serving over 9000 students and based in some of America's largest cities). Big Picture works with educators, philanthropists and public officials, to adapt their innovative school design to fit specific school districts and communities. Around the globe, Big Picture serves over 7,000, working directly with schools in Australia, the Netherlands, and Canada.

[WWW.BIGPICTURE.ORG](http://WWW.BIGPICTURE.ORG) | [@BIGPICLEARNING](https://twitter.com/BIGPICLEARNING)

**2014-2015**  
**INFOGRAPHIC**  
in partnership with



## WHO ATTENDS BIG PICTURE SCHOOLS?

Big Picture students come from communities with high levels of academic underachievement, geographic transition, and high school dropout . There are no academic selection criteria to enter a Big Picture Learning high school

Characteristics of students:

**18%** have certified Special Educational Needs<sup>1</sup>

**56%** are native speakers of a language other than English<sup>1</sup>

**80%** will be the first in their family to earn a college degree<sup>1</sup>

**62-74%** are classified as 'low income' via eligibility to free/reduced school lunch<sup>1</sup>

While at school:

**89%** said their parent and advisor communicated once a month or more<sup>1</sup>

**77%** students said that their parent or guardian was at the school at least once per month<sup>1</sup>

**78%** of survey respondents took college courses while in high school<sup>1</sup>

Big Picture defines and tracks the success of its students beyond conventional measures of student achievement. Its focus on the long-term outcomes of students is reflected in how time, space and resources are deployed in its schools.



## Post secondary preparation



78% of students take college courses while in high school<sup>1</sup>



95-100% of students are accepted into 2 or 4 year college<sup>2</sup>



## Adult self-fulfilment



66% of students whose life path has changed since leaving high schools believe that their Big Picture experience prepared them for the life they ended up pursuing<sup>1</sup>



## Civic engagement



93% average attendance in Big Picture-established schools (2014)<sup>1</sup>



49% of graduates participated in community service in their post-secondary lives<sup>2</sup>



## Meaningful work



88% Of those not in college, 88% are in a full time job or career position<sup>1</sup>



74% of those who are working and not in school report securing a job through a contact from their high school internship<sup>2</sup>



## Healthy relationships

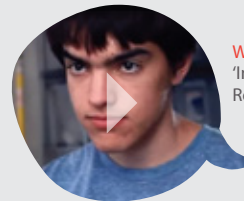


89% 89% said their parent and advisor communicated once a month or more<sup>1</sup>



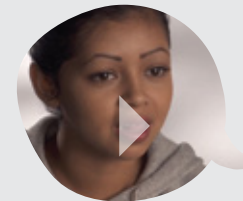
96% of teacher-advisors were in direct or in-direct contact with their students, two years after graduation<sup>2</sup>

## Stories of Success



Watch  
'Internships Offer Meaningful Real-World Learning'

"I am able to do something where I can put my mark on the world I will soon be coming in to" Noah (16)



Watch  
'New Village Girls Academy Video Feb 2014'

"I see myself graduating... I see [the school] helping me get to where I want to be, and with their support, I know that I can do it" Samantha (16)

Big Picture Learning aims to provide that its innovative learning design produces fantastic outcomes for learners from all backgrounds.

This document is a summary of key studies that provide compelling evidence of this success. They also tell the story of a network that is always looking to expand and improve their data collection methods, and one that sees the understanding of long term student outcomes as a core element of its mission. Big Picture collects information differently to most schools, and what's more, they use the insights that come from this research to inform and improve the practice that goes on in their classrooms.

1

## The Longitudinal Study

Arnold K.D., Brown Soto E., Methven L., Brown P. (2015, awaiting publication) Post-secondary Outcomes of Innovative High Schools: The Big Picture Longitudinal Study. Boston College.

### Points of Interest:

- Karen Arnold and her team have been tracking the longitudinal outcomes of former Big Picture students from every graduating year since 2006.
- The study involves participants from 23 Big Picture schools and follows their progress at university, college or in the world of work.

### Key Findings:

- Graduates identify relationships with their advisors at Big Picture schools and learning through experiential internships as central to their success. Students and advisors both assert that the Big Picture model helped them develop motivation, resourcefulness, independence, and communication skills.

2

## The 'Connector' Study

Arnold K. D., Wartman K. L., Brown P. G., Gismondi A. N., Pesce J. R., and Stanfield D. A., (2014) Capturing the Elusive: Collecting Post-High School Data from Low-Income Students [The Connector Study], Boston College, Lynch School of Education

### Points of Interest:

- Responses to traditional post graduation surveys are dominated by those enrolled in 4-year colleges who are doing well academically and socially. This self-selection bias means that this method does not truly reveal the long term outcomes of the most disadvantaged students.
- To track these young adults Big Picture developed a data collection method using former teacher-advisors or higher education counsellors.
- The Connector Study follows the class of 2008 and 2009

### Key Findings:

- Two years after graduation, the 'connectors' were able to provide outcome information for 96% (554 of 563) of their graduates.
- At least 60% of the 2008 & 2009 cohort were in college 2 years later. Among the overall population of low-income, first-generation, students of color from which these graduates come, this is a very positive percentage.
- Of those not in college, 88% were in a full time job or career position
- At least 46% of alumni were studying or working in fields related to the internship they had at BPL schools.
- 4% of students were identified as having 'extraordinary' negative circumstances such as disabilities, citizenship issues or severe injury. 50% of these have persevered with their plans and are in college or have a job.

3

## The Summer Flood

Arnold, K.D., Fleming, S., DeAnda, M., Castleman, B., & Wartman, K.L. (2009, Fall). The summer flood: The invisible gap among low-income students. Thought & Action, 25, 23-34.

### Points of Interest:

- In 2008, Big Picture conducted a study into their students during the months after leaving high school.
- Nearly 100% were accepted into university and nearly 90% had an intention to start university in the Autumn after high school graduation.
- However, by autumn only around 70% were enrolled in any university.
- Noticing this, Big Picture conducted a randomised experiment of formal summer intervention & support for 80 new graduates across 7 schools. This support included admissions guidance, social and emotional support for students and families and financial guidance.

### Key Findings:

- They found a 15% higher enrollment rate in these students than the control group.
- In addition, this group were 16% more likely to enroll full-time and 15% more likely to enroll in a 4-year college.
- This has now become standard practice across the Big Picture network.

4

## Evidence of Deeper Learning Outcomes

Zeiser, K.L., et al (2014). REPORT 3 - FINDINGS FROM THE STUDY OF DEEPER LEARNING: Opportunities and Outcomes. Evidence of Deeper Learning Outcomes. American Institute for Research.

### Points of Interest:

- Students from 'Deeper Learning' network schools were compared to matched schools and controlled for student background

### Key Findings:

- Students from Deeper Learning schools scored higher on international and state literacy, numeracy and science tests.
- They were found to have higher scores for intra- and interpersonal outcomes including collaboration, academic engagement, motivation to learn, and self-efficacy
- The schools had 9% higher high school graduation rates
- The students were more likely to enroll in 4-year and selective institutions
- The benefits in test scores and high school graduation are similar for those with low prior achievement as those with high prior achievement