

# BIG PICTURE SCHOOLS IN CALIFORNIA

An analysis of outcomes using  
California Department of Education  
“Data Quest” information retrieval service

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**Commissioned by:**

**Viv White, Director**

Big Picture Education  
Australia (BPEA)

PO Box 836, Williamstown, VIC 3016

Email: [viv.white@bigpicture.org.au](mailto:viv.white@bigpicture.org.au)

Web: [www.bigpicture.org.au](http://www.bigpicture.org.au)

**Author:**

**Neil Day**, MA, Dip Data Analysis (Essex),  
BA (Hons) Dip Ed (Melb.)

Honorary Senior Research Fellow  
Centre for Program Evaluation  
Melbourne Graduate School  
of Education University of  
Melbourne, Victoria, 3010.

Email: [neilday@unimelb.edu.au](mailto:neilday@unimelb.edu.au)

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# 1. INTRODUCTION

This document reports on research commissioned and paid for by Big Picture Schools (Australia). It analyses outcome measures available from the California Department of Education “Data Quest” information retrieval service, and compares the outcomes for the eight Big Picture schools in California with selected benchmarks.

## 1.1 Summary of Results

The data show that the Big Picture Schools compare very well with the selected comparison schools: with a few exceptions, dropout rates are substantially lower, graduation rates are higher and academic performance is marginally better for Big Picture Schools than for the benchmark schools. Given the problematic prior educational history of many Big Picture students, this is a considerable achievement.

“Academic Performance Index” measures that compare Big Picture results with those from “similar” schools are available for only four of the eight Big Pictures Schools. This index is a summary measure of academic performance across a wide range of learning areas using standardized tests. In three of the four cases, the Big Picture schools rank in the top sixty percent of “similar” schools, as defined by the California Department of Education. Two are in the top 20% of “similar” schools.

For six Big Picture Schools, comparisons are provided with all Californian Schools of the same type (e.g. High School, Elementary School etc.). Two of the six Big Picture schools rank in the top half of all schools.

Big Picture Schools have substantially lower Grades 9 to 12 dropout rates than the benchmarks in five of the six schools for which data are available.

Using a simple measure of graduation (proportion of Grade 12 initial enrolment graduating) two of the five Big Picture Schools for which the measure is appropriate report rates that are substantially better than the average for the benchmark. The differences in the other three cases are trivial (within two percentage points) so in these cases the graduation rates are, to all intents and purposes, the same for Big Picture as for neighbouring schools. In all but one case, the only benchmark available is the mean average graduation rate across all schools in the district. Comparing the graduation rate with all district schools, rather than similar schools, almost certainly understates the achievements of the Big Picture Schools given the backgrounds of students on initial enrolment.

## 1.2 Benchmarks

The benchmarks are derived from three sources. For academic results, the California Department of Education provides ranking information comparing the Big Picture school with all schools, and, secondly, they are compared with 100 schools that are “similar” according to criteria developed by the Department. For most other comparisons, the benchmark is the mean average across all schools from the District in which the Big Picture School is located. However, one of the Big Picture Schools is a “Continuation High School” enrolling students with a history of disengagement from education. For most comparisons involving this school, the benchmark is the mean average performance across 12 “best practice” Continuation Schools nominated by the California Department of Education.

The benchmarks should be considered carefully: in many cases comparisons will disadvantage the Big Picture School because they generally enrol students who encounter learning problems that are far greater than those of other students in the School District.

### 1.3 Limitations of the analysis

The most serious limitations of the analysis derive from the inherent inadequacy of numeric data, averaged across a wide range of diverse achievements of individual students, to accurately measure outcomes of a learning environment. The effects attributable to the Big Picture model are difficult to distinguish from many other factors that impact on student performance and engagement (e.g. personal, cultural, demographic and socio-economic factors, not to mention systemic issues such as staff, school resources and the like).

These issues are all the more concerning when the schools under review are very different from others, and deal with a uniquely problematic student intake using a highly innovative learning model. In some instances, the application of the model may still be undergoing development. It may well be difficult to differentiate the impact of the Big Picture model of learning from those effects which are due to differing implementations of the model in the unique environment of each school.

These circumstances suggest that any conclusions about the efficacy of the Big Picture model drawn solely on the basis of information reported here would be highly risky. Analysis provided in this report should be supplemented with narrative information that describes the operation of the model in specific locations, give detailed information about the contexts in which the learning occurs, and provide detailed accounts of the engagement of students, and their subsequent educational and vocational pathways.

Finally, there is the ever present possibility of errors in both data and interpretation. The information reported here was “cut and pasted” from Web pages using the Data Quest analysis and reporting package provided by the California Department. All downloaded data were “double entered” and errors from this source should be trivial. Other data entry errors may have occurred when data were input into the Education Department’s system, but no indications of obvious mistakes of this nature were noted during the work. Some further processing of Data Quest data was undertaken using the Microsoft Excel spreadsheet program, and, despite thorough cross checks, some computational errors could have occurred.

While the writer is an experienced data analyst, he had little prior knowledge of the Californian education system, so misinterpretation of information remains a possibility despite the assistance of people with expertise in this area who are thanked in the acknowledgements.

## 2. LIST OF BIG PICTURE SCHOOLS IN CALIFORNIA

School Name	Grades	County	School District	Charter School	School type	CDS Code
MetWest High	9-12	Alameda	Oakland Unified	no	High School (Public)	01 61259 0100701
Frida Kahlo High	9-12	Los Angeles	Los Angeles Unified	no	Continuation High	19 64733 0110668
Animo Film and Theater Arts Charter High	9-12	Los Angeles	Los Angeles Unified	yes	High School (Public)	19 64733 0111609
Daniel Webster Middle	6-8	Los Angeles	Los Angeles Unified ***	no	Intermediate/ Middle School (Public)	19 64733 6058358
Big Picture High	7-12	Fresno	Fresno County Office of Education	yes	High School (Public)	10 10108 0119628
San Diego Metro Career and Tech	9-11	San Diego	San Diego Unified	no	Alternative School of Choice	37 68338 0107482
Shenandoah High	9-12	El Dorado	El Dorado Union High	yes	High School (Public)	09 61853 0930214
The MET	9-12	Sacramento	Sacramento City Unified	yes	High School (Public)	34 67439 0101907

### Notes

List of Big Picture Schools: <http://www.bigpicture.org/category/schools/>

Location information from searches conducted at <http://www.cde.ca.gov/re/sd/index.asp>

“Alternative Schools of Choice” school type described at <http://www.cde.ca.gov/sp/eo/as/>

“Continuation High School” school type described at <http://www.cde.ca.gov/nr/ne/yr10/yr10rel15.asp>

## 3. “ACADEMIC PERFORMANCE INDEX” API RESULTS FOR BIG PICTURE SCHOOLS

The California Department of Education calculates the Academic Performance Index: “... which summarizes a school’s academic performance and progress on statewide assessments”. (<http://www.cde.ca.gov/ta/ac/ap/glossary10b.asp#ga4>). The measure is reported as a numeric score (high score = good performance) and as equally populated ranks from 1 to 10 (where 1 indicates low, and 10 indicates high performance). The ranking is reported in two ways. First the school is ranked with all other schools of the same type (high school, middle school etc). Secondly, the ranking is reported in comparison with 100 schools chosen so as to be similar to the target school on various socio-economic, demographic (and some other) indicators. (See <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf> for detailed information about the API results.)

The performance of Big Picture Schools is highly varied, as should be expected given the nature of the data. Overall the academic achievements are impressive, particularly when the educationally disadvantaged background of the pupils is considered.

### 3.1 Caution

There are many reasons for caution in making judgments about school effectiveness using standardised tests. In particular, assuming the validity of academic performance as an indicator of the effectiveness of educational organisation overlooks the known significance of personal, cultural, demographic and socio-economic factors in determining academic achievement. The difficulties are exacerbated when the school populations are small, which leads to average results being far more affected by atypical individual student's achievements. Small numbers of test participants will mean greater inherent variance, so scores can be expected to vary substantially from measure to measure and from time to time. (There are a couple of examples of this in the following report.) Finally standardised scores invariably are more error prone at the extremes of any distribution: and Big Picture Schools are highly atypical in both organisation and in methods of educational delivery. Even more significant, many Big Picture pupils have unusually difficult histories of failed engagement with learning in more conventional educational environments.

In the following table are reported API results for the Big Picture schools in 2008-2009.

School Name	API score	API rank all schools (10 = hi)	API rank 100 similar schools (10=hi)	N students	
MetWest High	580	1	NA	91	small enrolment (<99) too few observations to rank
Frida Kahlo High	616	NA	NA	64	very small enrolment, ranks not calculated
Animo Film and Theater Arts Charter High	705	4	9	121	
Daniel Webster Middle	645	1	5	772	
Big Picture High	NA	NA	NA		School appears to commence in 2009 no reports.
San Diego Metro Career and Tech	766	7	10	133	
Shenandoah High	742	6	NA	68	
The MET	657	3	1	109	

### 3.2 Apples with Apples: comparison with “similar” schools.

The “similar schools” used in rankings of API scores are selected on the basis of the following characteristics:

- Pupil mobility
- Pupil ethnicity (eight variables)
- Pupil socioeconomic status (two variables)
- Percentage of teachers who are fully credentialed
- Percentage of teachers who hold emergency credentials
- Percentage of pupils who are English learners (ELs)
- Average class size per grade level
- Whether the school operates a multitrack year-round educational program
- Percentage of grade span enrolments (grades two, three to five, six, seven to eight, and nine to eleven)
- Percentage of students in gifted and talented education program
- Percentage of students with disabilities
- Percentage of reclassified fluent-English-proficient (RFEP) students
- Percentage of migrant education students

Source: <http://www.cde.ca.gov/ta/ac/ap/glossary10b.asp#ga4>

Where there are fewer than 100 pupils, the similar school rankings are not calculated.

The “similar schools” rankings might be expected to be appropriate for comparing the academic achievements of schools that specifically target problematic students who have histories of difficulties with mainstream education. It is apparent, however, that the measure is by no means infallible. Many of the indicators used to select “similar schools” may not align particularly well with the specific disadvantage of the Big Picture pupils. For example, the teacher characteristics used in the selection of “similar schools” may be influenced by the attractiveness to good teachers of a radically different model of educational delivery. Similarly, small class sizes are an unsatisfactory indicator if the school organisation is based on individual tuition. Both of these factors would probably result in a comparison with “similar schools” whose pupils were in actual fact far less problematic than those in Big Picture Schools.

Factors such as these might well explain some curious inconsistencies in the ranking data. For example The MET school ranks lower in comparison with “similar schools” than with mainstream schools. If the “similar schools” measures accurately took into account the high level of educational disadvantage of all Big Picture pupils, we would expect the “similar schools” rankings always to exceed the “all schools” rankings. This expected pattern does occur for the Animo, Webster and San Diego Metro schools but this is hardly persuasive endorsement for the argument that the “similar schools” measures provide accurate comparisons of “apples with apples”.

Fairer “apple to apple” comparisons would be possible if “similar schools” could be selected on the basis of the characteristics of educational disadvantage known to be addressed by the Big Picture model. A classification of schools by factors such as ethnicity, pupil mobility, prior student history of disengagement from school, past behavioural and academic difficulties etc. could result in a comparison between schools that really are similar in terms of the characteristics that truly test the extent to which Big Picture schools have achieved their objectives of long term engagement with education, and an enhancement of the life chances of otherwise underprivileged pupils. The detailed and comprehensive data available from the California Department of Education would permit the identification of clusters of schools which would make fair and valid comparators for Big Picture Schools, but such analysis is beyond the scope of the present study.

### 3.3 Conclusion

Despite the obvious limitations of the analysis, and likelihood that the API measure will underestimate the achievements of Big Picture schools, the standard Academic Performance Index suggests that, overall, Big Picture Schools are achieving considerable success in mainstream academic achievement, especially taking into account the prior educational disadvantage of the student body overall. Two of four schools perform as well as, or better than 60% of all California Department schools of the same type (San Diego Metro and Shenandoah High). When compared with schools that are (to some extent at least) similar, only one school is below the performance reported for the top 60 percent of schools (i.e. rank at 5 or better) In two cases, the schools have very high achievements in comparison with “similar schools”: Animo in the top 20 percent and San Diego Metro in the top 10 percent.

## 4. DROPOUT RATES ADJUSTED GRADE 9-12 ONE YEAR DROPOUT RATES

Data for analysis of dropout rates in 2007-2008 were available for six of the eight Californian Big Picture schools. One of the missing is a middle school, with no enrolment in years 9-12; the other appears to have opened only in 2009.

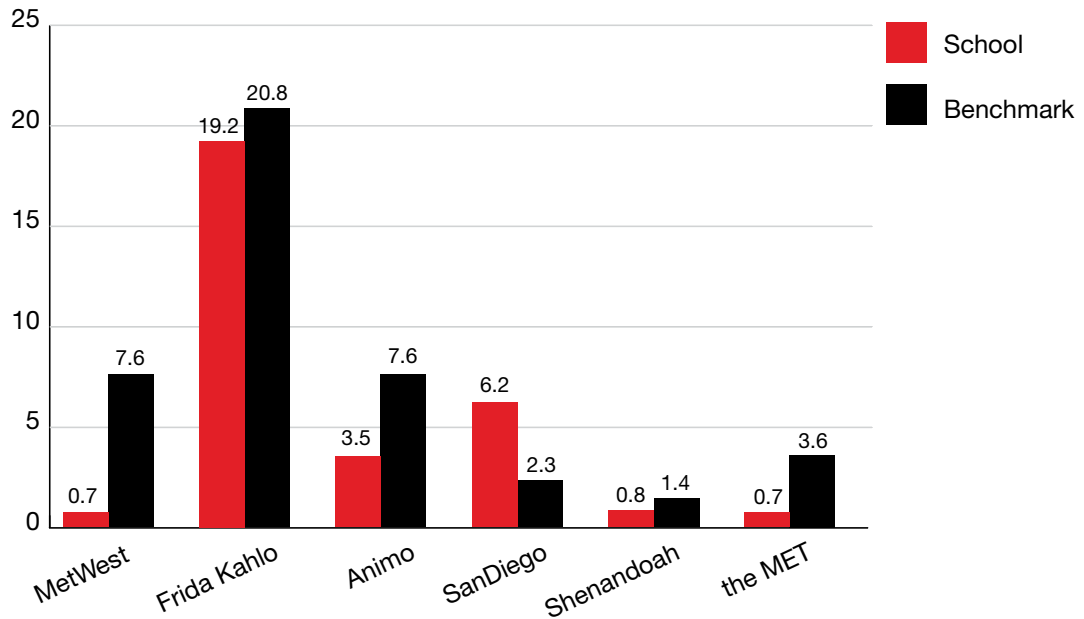
Given the major objectives of the Big Picture Schools hinge on increasing the levels of engagement with learning of a group of students identified as high risk, dropout rates are, prima facie, a valid indication of the success of the model. Dropout rates are difficult to measure as they rely on knowledge of the destination of the departing student. Further, in many vocationally orientated schools, early departure for paid employment will not necessarily indicate a failure. Issues such as these cloud the measurement and analysis of dropout rates in all systems. A second difficulty is the matter of selection of appropriate benchmarks, as discussed in the previous section.

Overall, with these limitations in mind, the data show that Big Picture Schools, with one exception, have substantially lower levels of dropout than the average rate for appropriately selected benchmark schools.



## 4.1 Conclusion

Figure 1 Dropout rates (%): School vs Benchmark



Notes:

1. Benchmark is mean for all equivalent schools in district, or, for Frida Kahlo, mean of 12 best practice Continuation High Schools.
2. Adjusted Grade 9-12 one year Dropout Rate, see <http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=Dropouts&submit1=Submit>

In five of the six schools, the dropout rates are considerably lower than the average for the comparison group:

<b>MetWest High</b>	School rate = 0.7%, District 6.7%
<b>Frida Kahlo</b>	School rate = 19.2%, 9 “best practice Continuation Schools” = 20.8%, (District = 6.7%)
<b>Animo</b>	School rate = 3.5%, District 6.6%
<b>Shenandoah High</b>	School rate = 0.8%, District 1.4%
<b>The MET</b>	School rate = 0.7%, District 3.6%.

## 4.2 Appropriate comparisons for non standard schools

In two schools the dropout rates are higher than those reported for the district as a whole: the San Diego Metro school rate is 6.2% compared to a district rate 2.3%. For Frida Kahlo High School an apparently high dropout rate is reported: 19.2% in comparison with 6.7% for the district. There are however, special circumstances that suggest that the district mean dropout rate is not an appropriate benchmark for Frida Kahlo. The school is a “continuation school” where every student has experienced previous discontinuation of education for some reason, and is identified as being at high risk. According to the website of the California Department of Education:

Continuation high schools serve students aged 16 years or older who lack sufficient school credits and are at risk of not graduating. These schools focus on school-to-career

education, individualized instructional strategies, intensive guidance and counseling, and flexible school schedules to meet student needs. More than 70,000 students in the state attended 525 continuation high schools in 2008-09, the latest data available.

source: <http://www.cde.ca.gov/nr/ne/yr10/yr10rel15.asp> (as at 11/7/2010)

A more appropriate benchmark for estimating the effectiveness of the Big Picture model as implemented in Frida Kahlo school would be to compare this school with other similar special continuation schools. Of the 525 Continuation schools referenced on the Website, there are 12 schools which are identified as models of best practice by the California Department. A list of these 12 outstanding schools, together with the Adjusted One year Grade 9-12 dropout rate, follows:

Name of "best practice" school	Adj one year Grade 9-12 dropout rate	% NCES graduating	% Grade 12 graduating
Alvord High School.	29.2%	66.7%	66.7%
Amistad High School	34.7%	50.0%	55.7%
Aurora High School	6.3%	75.7%	89.8%
Back Bay High School	5.0%.	90.7%	72.2%
Boynton High School	19.0%.	62.4%	44.6%
Culver Park High School	15.2%	56.5%	29.5%
El Camino High School Whittier Norwalk CDS: 19648401936475	10.3%	66.1%	77.4%
Jamison High School	38.6%	51.6%	63.5%
Lopez High School	29.5%.	58.1%	55.4%
Sierra High School CDS code: 36 67876 3632809	19.7%.	52.0%	100.0%(a)
Somerset High School	22.2%.	60.8%	56.6%
Val Verde High School	19.7%	54.%4	46.3%
<b>Average across 9 outstanding continuation schools (un-weighted)</b>	<b>20.8%</b>	<b>62.1%</b>	<b>63.1%</b>

source <http://www.cde.ca.gov/nr/ne/yr10/yr10rel15.asp> (as at 11/7/2010)

Note a. The graduation rate was > 167.8% due to some unexplained anomaly: set to 100%.

Note b. Figures in the last two columns of the table are discussed in section 5.2

Compared to the 20.8% average dropout rate across nine of 12 similar schools recognized as outstanding models of best practice, the 19.2% rate for Frida Kahlo school is more than satisfactory.

The only other Big Picture school with a dropout rate higher than that of other schools in its district is San Diego MET. Again this school is of a special type, "Alternative School of Choice", which may render invidious any comparison with mainstream schools from its district.

The California Department of Education Web site describes “Alternative Schools of choice” as follows:

Alternative schools and programs of choice must meet the same standards for curriculum, instruction, and student performance as traditional schools, but they meet these objectives by offering a different structure, learning philosophy, or academic emphasis. This enables them to accommodate different student needs, interests and learning styles, and foster student engagement and achievement.

Source <http://www.cde.ca.gov/sp/eo/as/asprogramsummary.asp> (as at 11/7/2010)

MET (Metropolitan Career and Technical) High schools are one category within the Alternative schools of choice:

“MET (Metropolitan Career and Technical) High Schools feature a strong advisory program, small school size, and community-based learning.”

Source: <http://www.cde.ca.gov/sp/eo/as/aeoverview.asp> (as at 11/7/2010)

Again the special characteristics of the San Diego MET school may make it inappropriate for comparison with mainstream local district schools. Frequently vocationally directed schools offer alternative pathways such as “on the job training” so early cessation of schooling may not always indicate failure of the model.

#### **4.3 Methods**

The “Adjusted Grade 9-12 one year Dropout Rate” is calculated by dividing the number of exiting students, who do not re-enrol elsewhere, by the total cumulative enrolment from years 9-12. Cumulative enrolment includes any student who enrolled at any stage of the 2007-2008 academic year, the latest year for which figures are available. The algorithms used are discussed at the foot of the page on which data is provided for a particular school. To access this information, go to <http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=Dropouts&submit1=Submit> and type in the name of any school (e.g. Frida Kahlo).

#### **4.4 Conclusion**

For each school, dropout rates are available and broken down by ethnicity: African-American and Hispanic are the two largest groups in Big Picture Schools in California. In the majority of cases, the dropout rate for these groups, which usually include many pupils whose retention in school is problematic, is equal to or lower than the rate for the school as a whole. This indicates that Big Picture schools have considerable success in maintaining the engagement of students from groups highly prone to dropout.

These results provide persuasive evidence of the success of the Big Picture schools in sustaining the educational engagement of problematic students. The evidence is all the more compelling when the vulnerability of the student population on arrival at the school is considered: the Big Picture schools usually, but not invariably, have greater success than neighbouring schools in maintaining the engagement of their most vulnerable pupils. In the two exceptional cases, there is evidence that although, higher than neighbouring schools, the Big Picture schools have lower dropout rates than do similar special schools targeting students at high risk of disengagement from schooling.

## 5. GRADUATION RATES 2007-2008: TWO MEASURES.

School Name	% NCES graduating (school)	% NCES graduating (benchmark)	% Grade 12 graduating (school)	% Grade 12 graduating (benchmark)
MetWest High	93.8	69.0	88.2	47.0
Frida Kahlo High	53.3	62.1*	61.5	63.1*
Animo Film and Theater Arts Charter High	note 1	note 1	note 1	note 1
Daniel Webster Middle	note 1	note 1	note 1	note 1
Big Picture High	note 2	note 2	note 2	note 2
San Diego Metro Career and Tech	98.1	84.3	94.4	77.0
Shenandoah High	88	92	88.0	88.6
The MET	75	84.5	75.0	74.1

note 1 no grade 9-12 dropouts or graduates

note 2 data missing from web site (school appears to have opened in 2009)

note 3 For all schools except Frida Kahlo, the Benchmark is the equivalent mean average for the district. Benchmark for Frida Kahlo Continuation High School is mean average for 12 "Best Practice Continuation High Schools" (District means for Frida Kahlo are: 72.4% NCES, and 86.7% Grade 12 Only.)

### 5.1 Method

The California Department of Education provides analysis of graduation rates, comparing the rates for each school with the rates for the district, county and state as a whole. There are two methods for calculating graduation rates.

#### 5.1.1 NCES definition of graduation

The first method is based on the number of dropouts from the 2007 cohort, calculated by summing the number of dropouts from the current year and each of the previous three years (i.e. dropouts from Grade 12 in 2007, Grade 11 in 2006, Grade 10 in 2005 and Grade 9 in 2004). The rate quoted is the number of graduates as a proportion of the number of graduates plus the number of dropouts. The Californian website warns that this widely cited NCES definition of graduation is not an actual graduation figure. Rather it shows the success of the school at retaining and graduating students, expressing the number of graduates as a ratio of the total number of graduates plus dropouts. As the number of dropouts falls relative to the number of graduates, this rate will approach 100%. A detailed example of the calculation of the NCES definition of Graduation is provided in Appendix Two.

#### 5.1.2 Simple measure of graduation.

The second method of calculating graduation simply calculates the number of students successfully graduating at the end of the year as a percentage of the initial Year 12 enrolment in 2007. For MetWest High, the initial enrolment was 34, the number of graduates 30, so the Year 12 graduation rate is  $30/34 \times 100 = 88.2\%$

## 5.2 Apples with Apples: graduation rates from Frida Kahlo continuation school

In sections 3.2 and 4.2 the special position of the Frida Kahlo Continuation High School is discussed in detail. The same considerations apply here in selecting an appropriate benchmark: again the mean average result for 12 “best practice” Continuation High Schools is used as the benchmark.

## 5.3 Graduation Rates: conclusion

Using the NCES measure that incorporates graduation and dropout figures, two of five Big Picture Schools for which information is available show substantially higher rates of graduation than the benchmark. In one case the difference is trivial (88% cf. 92%).

The simpler measure of graduation (graduates as a proportion of the Grade 12 initial enrolment) shows that Big Picture Schools do better than or equal to the benchmark in all five cases for which data are available. In two cases (MetWest and San Diego Metro) the simple graduation rates are far higher than the average for all schools in the district. For the remaining three schools results are essentially the same as the benchmark value: within two percentage points: the Big Picture schools are slightly lower in two cases, and slightly higher in one.

# 6 APPENDIX ONE: BIG PICTURE SCHOOL DROPOUT: DETAILED COMPARATIVE DATA.

The following list cites the adjusted year 9-12 one year dropout rate for all Big Picture schools, for African, Hispanic and all students, together with benchmark rates from the mean for the District, or, in the case of Frida Kahlo Continuation Schools, for 12 outstanding Continuation schools.

### MetWest High

African N=42 rate 0.0%  
Hispanic N= 62 rate 0.0%  
Whole school N=142 rate =0.7 (district 7.6%)

### Frida Kahlo High

African N=27 rate 5.9%  
Hispanic N= 162 rate 21.5%  
Whole school adj 1 yr N=191 rate=19.2% (district 6.7%)  
Average for 10 of 12 similar Continuation High Schools 29.4%

### Animo

African N=16 rate 6.3%  
Hispanic N= 95 rate 3.2%  
Whole school N=176 rate=3.5 (district 6.7%)

**Daniel Webster**

No results available: School covers years 6-8, no year 9-12 enrolment.

**Big Picture High**

No results available, school appears to have commenced operations in 2009.

**San Diego Metro**

African N=430 rate 6.4%

Hispanic N= 1026 rate 7.0%

Whole school N=2595 rate=6.2% (district 2.3%)

**Shenandoah High**

African N=1 rate 0%

Hispanic N= 16 rate 0%

Whole school N=155 rate=0.8% (district 1.4%)

**The MET**

African N=28 rate 3.6%

Hispanic N= 41 rate 0%

Whole school N=153 rate=0.7% (district 3.6%)

	School	Comparison
MetWest	0.7	7.6
Frida Kahlo	19.2	29.4
Animo	3.5	7.6
SanDiego	6.2	2.3
Shenandoah	0.8	1.4
The MET	0.7	3.6

## 7 APPENDIX TWO: A DETAILED CALCULATION OF THE NCES DEFINITION OF GRADUATION

Percent graduating is calculated by expressing as a percentage number graduating in 2007 (col. f) divided by the sum of all students who dropped out between 2004 and 2007 inclusive.

The number eligible to graduate is calculated by summing the following:  
 number graduating in 2007 (col. f)  
 number of dropouts in Grade 9 in 2004 (col. a) plus,  
 number of dropouts in Grade 10 in 2005 (col. b) plus  
 number of dropouts in Grade 11 in 2006 (col. c) plus  
 number of dropouts in Grade 12 in 2007 (col. d)

A worked example is provided for the MetWest School.

	a. Dropouts Gr.9 (04-05)	b. Dropouts Gr.10 (05-06)	c. Dropouts Gr.11 (06-07)	d. Dropouts Gr.12 (07-08)	e. Dropouts Gr.9 (04-05) through Gr.12 (07-08)	f. Grade 12 Graduates (07-08)	Graduation rate*
METWEST HIGH	0	0	2	0	2	30	93.8
DISTRICT TOTAL:	126	198	282	287	893	1,992	69.0
COUNTY TOTAL:	361	322	640	1,506	2,829	13,620	82.8
STATE TOTAL:	10,447	10,177	22,045	50,217	92,886	376,393	80.2

$$\begin{aligned} \text{Graduation rate} &= \text{col f} / (\text{col f} + \text{a} + \text{b} + \text{c} + \text{d}) \\ &= 30 / (30 + 0 + 0 + 2 + 0) \\ &= 0.938 \end{aligned}$$

Source: <http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=Graduates&submit1=Submit> (type METWEST in the box and click SUBMIT)



**Address:**

Big Picture Education  
Australia  
PO Box 836  
Williamstown Vic 3016

**Phone:**

(02) 9590 5341

**Website:**

[www.bigpicutre.org.au](http://www.bigpicutre.org.au)