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# Dear friends and partners,

Our vision is for every child in America to enter adulthood equipped to lead a fulfilled life — a life of well-being that is filled with purpose, financial independence, community, strong relationships, and health. For 15 years, we have relentlessly pursued this vision, first by opening a single school that could model this type of preparation. Once successful, we opened ten more schools to serve as many families as we could, even expanding into two states. Our schools continue to grow and improve, and at our core, we continue to be a team of dedicated educators serving more than 3,500 students and their families in 11 diverse communities.

Our guiding criteria for all we do is, "What is best for students?" Over the years, we have naturally followed where the answers take us. This led to the creation of the Summit Learning Program, our robust Research and Development Agenda, the Summit Learning Teacher Residency, and much more, as detailed in the pages of this report.

Having just entered our fourth year, the Summit Learning Program now enables almost 400 school communities to reimagine school for more than 60,000 students in 40 states and the District of Columbia. Robust professional development aligned to rigorous curriculum, powered by excellent technology tools, and supported by knowledgeable mentoring has proved to be a powerful combination in driving and sustaining change in America's schools.

One of the most profound changes we seek to create is a shift from a static system to one that is constantly improving and learning. In our quest for what is best for students, we have discovered the absence of a culture of continuous improvement, both in schools and in the field of research and development. As a result, the same approaches and methods are simply recycled — without a base of evidence or a disciplined approach. In order to create schools that will be able to achieve the vision we have for our students — both today and well into the future — we must develop a skilled, professional, dedicated team that seeks to answer the questions, "What works? For whom? Under what circumstances?"

We are not the first to identify a profound need. Certainly, many others have noted the underwhelming system of teacher preparation

and the unfortunate impact on our schools and students. In developing our own state certified teacher credentialing program, Summit has sought to add to the field's collective work by creating the first program that coherently aligns teacher preparation to a

OUR guiding CRITERIA FOR ALL WE do is, "What is best for students?"

personalized classroom environment and rigorous curriculum and technology tools. These tools are all specifically designed to create an educational experience that focuses on an expanded definition of student success and is steeped in the practices supported by learning science.

I am often asked, "How does Summit do all of these things?" And while the work is complex, the answer is simple. We have unwavering clarity and absolute focus on achieving our vision. We hold our values and beliefs tightly, hire amazing talent, and empower our teams to lead and achieve on behalf of our students. The pages of this report will give you a glimpse of Summit's accomplishments over the past year. Unfortunately, it cannot adequately represent the incredible community that has made it all possible — for that, you will need to visit, learn with, and be in the Summit community. You are always welcome, and I hope to see you soon!

With gratitude,

DIANE TAVENNER

Chief EXECUTIVE OfficeR
SUMmit Public Schools

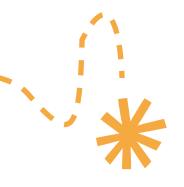






# A SHARED VISION

Every student is equipped to lead a fulfilled life — one with purpose, financial independence, community, strong relationships, and health.



# We envision a country in which every person is equipped to lead a fulfilled life.

The country we envision is a place where the boundaries of what is possible in every field — whether health, technology, government, or the many other career paths that our students may choose — expand every day. It is a country where, regardless of background, a person can grow up and lead a good life — one filled with purposeful work, financial security, meaningful personal relationships, engagement in the community, and the physical health to engage in daily life.

Educators and parents together believe that it is possible for schools to create a personalized experience that nurtures every individual student, no matter their background or circumstance, toward their fulfilled life. We work toward this shared vision by operating exceptional schools, sharing our classroom-proven and research-based approach to teaching and learning with hundreds of schools across the country, and transforming teaching and learning experiences through research and development.











# OPERATING EXCEPTIONAL SCHOOLS

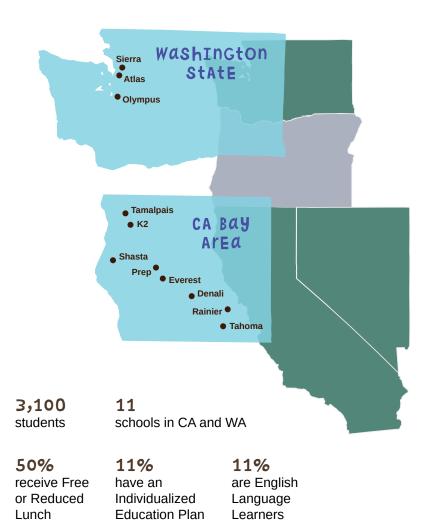
The mission of Summit Public Schools is to prepare a diverse student population for success in college, career, and life, and to be thoughtful, contributing members of society.

# SUMMIT SCHOOLS

In 2000, hundreds of parents and community members came together to reimagine the American high school. They wanted to create an innovative and replicable model for secondary education, and they envisioned one that achieves the promise of providing high-quality public education to every child, regardless of family circumstances or background. In 2003, we opened our flagship school, Summit Preparatory Charter High School, with the belief that every child should graduate from high school equipped with the skills, knowledge, and habits to lead a fulfilled life — one that is filled with choice, financial independence, community engagement, strong relationships, and health.

Fifteen years later, we have the same mission, and we continue to move closer to achieving it. There are 11 Summit Public Schools, which serve well over 3,000 students. Our schools have consistently succeeded in preparing students for their next step, resulting in a four-year college acceptance at a rate that is among the very highest in the country. Our students who enroll in college — a significant percentage of our total student body — graduate at a rate that is well above the national average. We have more than 1,800 alumni, several of whom have returned to work at Summit, and some of whom have earned their teaching credentials through our Teacher Residency Program. As we reflect on our 15th anniversary, there is much to be celebrated.

#### We intentionally reflect the diversity of the communities we serve.





#### SERVING A DIVERSE STUDENT POPULATION

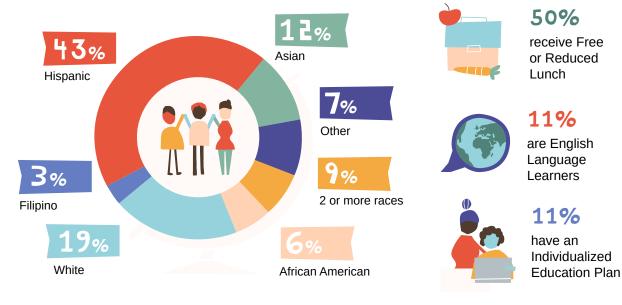
Since our founding in 2003, it has been non-negotiable that Summit schools intentionally reflect the diversity of the communities we serve. That is why we have purposefully created environments where both students and adults encounter individuals from similar and different backgrounds because we believe that every student — regardless of race, neighborhood, or prior academic experience — is capable of high levels of academic and social achievement. We also know that a diverse school environment that mirrors our complex world deepens both academic and social learning.

In our diverse schools, it is especially important that we support students in building community across lines of difference and that we consistently create inclusive environments that are conducive to learning for all students. To achieve this, we build intentionally diverse mentor groups, we never track students, we encourage students to interact with other students who are different from them through a community-building curriculum that facilitates reflections, and we engage in productive conversation and restorative practices when an incident disrupts the school community.

We know that having a diverse faculty is also essential to serving a diverse student population effectively. We are continuing to work with urgency to recruit a diverse staff with representation from the communities where we work, as well as staff that is committed to — and competent in — creating a diverse, equitable, and inclusive school community. To ensure that our faculty members are properly equipped to serve a diverse student population, we provide professional development to all faculty to ensure that they are supportive, culturally competent, and can facilitate conversations about identity, equity, and privilege.

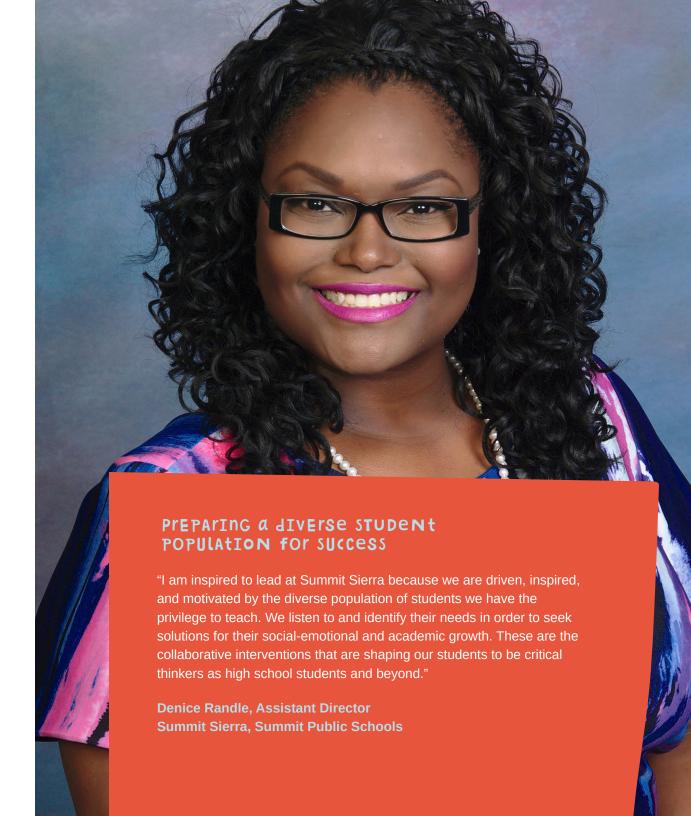
OUR SCHOOLS

rEflect the
diversity of the
communities
we serve.



We strongly believe that families are essential partners in the lives and successes of our students and that family engagement and support is integral to the success of every school. As a result, we engage families in structured activities, such as school events and meetings, and we are currently developing a robust communication system that allows both the school and families to actively communicate and engage with one another.

Together, our recruitment process, personalized approach to teaching and learning, faculty recruitment and preparation, school community, and family engagement enable us to fulfill our mission of preparing a diverse student population for success in college, career, and life and to be thoughtful, contributing members of society.



#### Preparing students for college and career

**Summit Public Schools rank among the best in the nation.** Our schools have won awards for school design, including being selected as one of ten schools to win the XQ Super School Challenge in 2017. *Fast Company* named Summit one of the most innovative organizations in the country.

More importantly, Summit produces phenomenal results for its students. For the 2017–18 school year, **98% of Summit graduates have been accepted to at least one four-year college, and 100% of our graduates are four-year college ready.** At Summit Prep (Redwood City, CA), our graduating class college acceptance rate is at 100%. Summit seniors have been accepted to some of the most prestigious institutions of higher learning in the country, including Princeton University, Columbia University, Tufts University, Baylor University, Amherst College, University of Southern California, Virginia Tech, New York University, UCLA, and UC Berkeley.

Among these students is **Magali Pineda**, a Summit Everest graduate from Redwood City who will attend UC Riverside in the fall. "Summit Everest helped me advocate for myself in and outside of school. Whether that was asking for help at school and going to office hours or looking for resources in the community, I know advocating for myself will be useful in life — especially in college, because I will ask for help," said Pineda, who is one of four Peninsula teens to be honored by Golden State Warriors player Kevin Durant with a college scholarship.

**Jesus Mancilla**, who is also graduating from Summit Everest, will attend Columbia University in the fall on a full scholarship through the Questbridge program. He plans to study computer science after a successful internship at Facebook.

Summit Shasta senior **Lauren Lopez**, who resides in South San Francisco, will attend Notre Dame de Namur on an academic scholarship this fall to study criminology. "Summit has helped me be more independent academically and personally, which will be helpful when I go to college and am no longer depending on anyone else to help me," said Lopez, who will be a first-generation college student.

**Further, Summit students complete college at double the national average.** For students of color, Summit graduates outpace the national average by 33%. Through Summit Learning, students enter adulthood with a deep understanding of how they learn best and a clear vision for achieving purpose and well-being in life.

Several Summit schools have received national recognition for being among the best high schools in America. Summit Tahoma (San Jose, CA), Summit Prep (Redwood City, CA), and Summit Everest (Redwood City, CA) all received gold medals from US News and World Report for 2018, and Summit Rainier (San Jose, CA) was awarded a silver medal. Additionally, Summit Rainier and Summit Tahoma are among the 13 high schools in Santa Clara County recognized by Educational Results Partnership (ERP) Honor Roll for high achievement and student success. The program, sponsored by the Campaign for Business and Education Excellence (CBEE), is part of a national effort to identify higher-performing schools and districts that are improving student outcomes.

Summit K2 (El Cerrito, CA), Summit Prep (Redwood City, CA), and Summit Everest (Redwood City, CA) were also recognized as having among the best English programs for traditionally underserved students. Innovate Public Schools is a nonprofit organization that works with families and educators from both school districts and charter schools to promote equity within education. They regularly publish articles, research reports, and resources to ensure that parents and the community have the easy-to-understand data they need to know how schools are doing and to push for change.

#### OUR SCHOOLS rANK among the LEST in the nation.



100% are 4-year college ready



**98%** are accepted to a 4-year college

Summit students complete college at **2** X the national average

Bay Area schools for underserved students

**4X** students pass at least one AP exam vs. the national average







Project

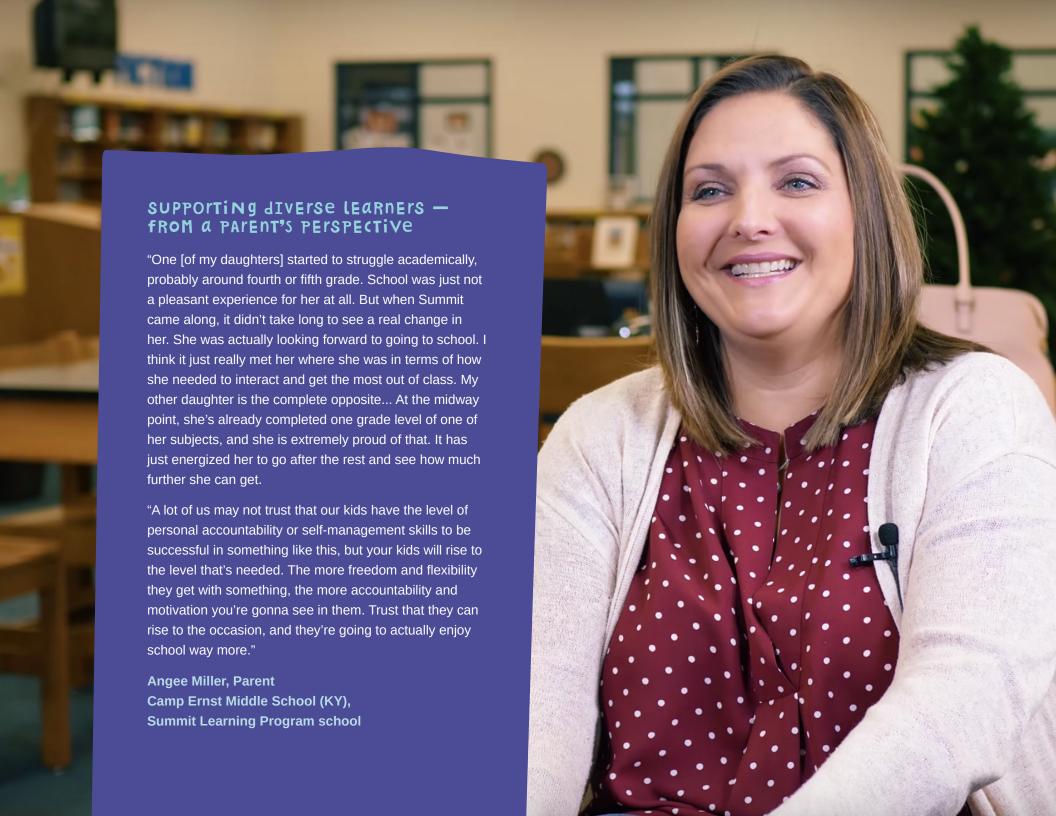


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AMERICA'S MOST CHALLENGING

HIGH SCHOOLS

2016

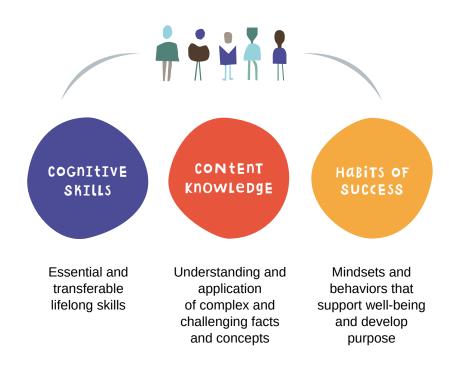


# SUMMIT LEARNING

Over the course of 15 years, inspired by the vision to equip every student to lead a fulfilled life, Summit developed Summit Learning. Summit Learning is a personalized approach to teaching and learning that combines core values and cutting-edge research into a school experience that can be tailored to every community's needs and values. Summit Learning forms the foundation on which Summit's own successful schools were built, and almost 400 schools across the country utilize this approach for free through the Summit Learning Program.

The Summit Learning approach to teaching and learning is based on developing three key student outcomes: Cognitive Skills, Content Knowledge, and Habits of Success. Cognitive Skills equip students with essential and transferable lifelong skills to navigate college and career. In order put those skills to work, students need a deep understanding of academic subjects and a broad base of Content Knowledge. Habits of Success are social and emotional skills — resilience, social awareness, sense of belonging, sense of purpose — that support a student's academic and non-academic pursuits. We focus on these three outcomes because of what learning science tells us about how students learn best.

Students demonstrate proficiency in the following three outcomes:



We have worked in partnership with nationally acclaimed learning scientists, researchers, and academics to develop a model that supports our vision. We outline our school model and the science behind it in our research paper, *The Science of Summit*, and its introductory document, *A Guide to The Science of Summit*. Both reflect our effort to share what we believe about young people, the promise of public education, and principles for school design that are rooted in the science of learning.

Summit's research-backed approach informs everything we do and helped us create an educational experience unlike any other — one that supports the whole student and touches each component of the school day. The classroom experience centers around mentoring, projects, and self-direction.

#### THE COMPONENTS OF SUMMIT LEARNING



#### Mentoring

We know that strong relationships with teachers have a positive impact on students. To build these relationships, students meet one-on-one with a dedicated mentor who knows them deeply and supports them in setting — and achieving — their goals.



#### **Projects**

Students apply their acquired Content Knowledge, Cognitive Skills, and Habits of Success to challenging, hands-on projects that prepare them for the things they will encounter after graduation, such as collaborating on a team, interpreting data, and presenting a persuasive argument.



#### Self-Direction

With teacher support, students are guided through a self-directed learning cycle to develop skills that they will use well beyond their years in school. They learn how to set goals, select strategies to achieve them, and demonstrate what they know.



# SharIng our ' approach to teaching and learning

The summit learning program is a free program that gives schools the tools and resources to implement and tailor summit learning for their communities.



#### Professional Development

In-person and on-demand professional development for Summit Learning educators



#### ONGOING SUPPORT

Ongoing support from the Summit Learning team, a dedicated mentor, and a nationwide community of Summit Learning educators



#### CURTICULA & ASSESSMENT

Standards-aligned, customizable projects and content for grades 4–12, made by teachers, for teachers



#### SUMMIT LEARNING PLATFORM

A free online tool that supports a personalized approach to teaching and learning for students, teachers, and families

# The summit Learning Program

Summit is committed to ensuring that educators who want to implement Summit Learning in their schools are supported and equipped to do so. Over the last few years, hundreds of public district and public charter schools across the country have asked us for support in bringing Summit Learning to their classrooms. Three years ago, we began offering support through the Summit Learning Program, a free program that gives schools the curriculum, professional development, and other resources to implement and tailor Summit Learning for their community. The Program consists of standards-aligned, customizable curriculum developed by teachers and educational experts; in-person and on-demand professional development for educators; ongoing support and dedicated mentors for schools; an online tool that supports this experience for students, teachers, and families; and access to a nationwide community of Summit Learning educators.

Schools within the Program receive quarterly visits from their mentor, weekly data dashboards analyzing student performance, and regular course-level team check-ins facilitated by mentors and Summit leaders.



# EMPOWERING STUDENTS IN STUDENT-CENTERED CLASSROOMS

"We are starting to see students who feel very empowered. No longer is the teacher the keeper of all the information that kids can only get if they have access to that teacher...The biggest shift in the classroom is that you don't have someone standing up there talking incessantly and kids sitting, bored, with their chins in their hands. You have kids who know how to set goals; they know how to find resources; they know how to get started. They know how to advocate for what they need. They actually have a voice to say things like, 'I need to be in this small group.' The classrooms are much more student-focused in a way that allows our kids to be true problem-solvers and critical thinkers. They have to think, 'How do I use these skills in my math class, my history class? How do these skills manifest themselves in multiple aspects of my life? What can I do by myself at home?' You can see those lightbulb moments happen."

Michael Redmond, Assistant Principal Truesdell Middle School (Washington, DC)



# StUdent Growth Prompts District Expansion

"Personalized learning has been a game-changer for our district. We started the project with about 200 kids, the next year about 1700 kids, then 4800 kids, and in two years 10,000 kids. We've gone from a traditional regular classroom to an exciting classroom where kids love learning. I think that it's something that could change the nation's education system... [Summit Learning] is a viable, sustainable system that we can absolutely spread across our district. We're just getting started."

Karen Hickman, Deputy Superintendent of Academic Achievement Pasadena Independent School District (TX)

#### A Growing community

The nationwide Summit Learning community continues to grow. Since the 2016-17 school year, school participation in the Summit Learning Program has grown by more than 160%; this past academic year alone, 200 new schools joined the Summit Learning Program.

Seeing firsthand the impact of the Program, schools are also staying in the Program longer and bringing it to more students. Ninety-three percent of schools remained in the Program in the 2016–17 school year, and 81% of those that could expand to more students did. As a testament to the grassroots nature of the Program, 69% of new schools this past school year joined the Program as a result of a referral.

#### A DIVERSE COMMUNITY

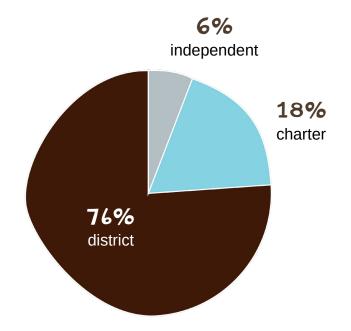
Schools participating in the Summit Learning Program represent the diversity of the country as a whole — proof that personalized learning can benefit all students and systems. We serve a diverse student population that is 50% Free or Reduced Lunch, 15% English Language Learners, and 15% students who have an Individualized Education Plan.

This past year, more than 330 schools and 60,000 students, from 39 states and the District of Columbia, engaged in Summit Learning. Of those schools, 76% of were district schools, 18% were charters, and 6% were independent.

Summit Learning schools are located in towns, rural counties, urban areas, and suburban areas, and each school has the ability to influence the design of the Summit Learning Platform and contribute to the core Summit Learning curriculum.



New schools continue to join the summit Learning program. \*2017-18 data





**1,071** teachers

**20,275** students

27 states

2015-16

19 schools

130 teachers

**2.231** students

**11** states

**3,165** teachers

**60,551** students

**39** states

SUMMIT LEARNING schools reflect the diversity of our nation's communities.

#### Summit Learning schools, on average, serve a student population where:



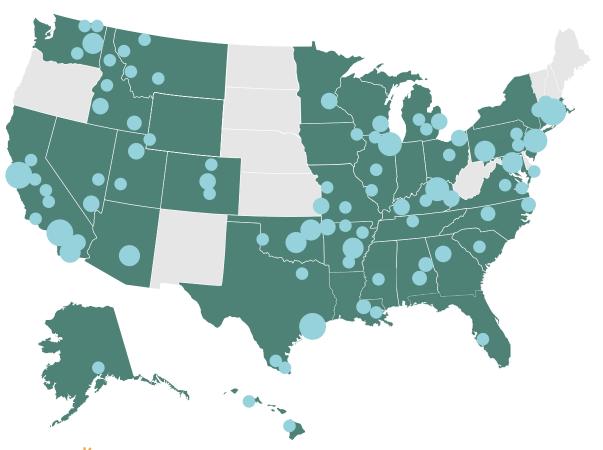
50% receive Free or Reduced Lunch



11% are English Language Learners



11% have an Individualized **Education Plan** 



**60,000+** students **3,100+** teachers 330+ schools **40** states

76% district 18% charter 6% independent

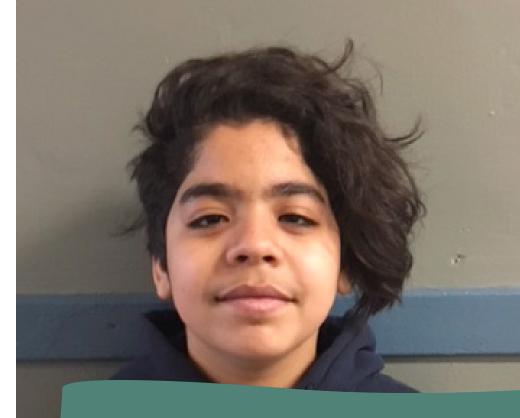
**48%** urban 31% suburban **10%** town **11%** rural



#### SERVING DIVERSE STUJENTS

"At Lexington Traditional Magnet School, we have the privilege of serving a student population that is incredibly diverse, both racially and economically. We are committed to closing the achievement gap, and to do that, we believe it's incredibly important to have a firm understanding of where students are — both personally and academically... In just the first year of [implementing Summit Learning], we have seen the achievement gap narrow dramatically and have seen significant improvement in student discipline and behavior referrals. We strongly believe that by capturing students' interests and personalizing their learning experience, all students, regardless of race or economics, will have the chance to reach their full potential."

Larry Caudill, Principal
Lexington Traditional Magnet School (KY)



# INSPIRING STUDENTS to LE SELF-DIRECTED LEARNERS

"I was good at school before, but I wasn't on top of my work like I am now. I really like having independence, but again, with independence comes responsibility. You need to be responsible, or else you might fall behind, and it makes it that much harder to get back on track. With this model, I'm more engaged. I have a mentor. I am able to work at my own pace. If I know what I'm doing, I'm able to pass my assessments, move forward, and continue to go... There's no stop to what I'm learning. And my teachers now give me options on how I can go about learning because they know exactly what I need."

Jonathan Reyes, 8th Grade Student CICS Bucktown (IL)

# OUR IMPACT

Summit Learning continues to give students the opportunity to reach their full potential and teachers the tools they need to meet the needs and interests of each student. Across the Summit Learning community, schools are adapting Summit Learning to fit their needs, regardless of how they define student success. And schools have reported promising progress, including **gains in state test scores, greater student engagement, increased attendance, and better behavior.** The following case studies display the impact of Summit Learning at several of our partner schools.

# ASPEN VALLEY PREP BY the numbers

- \* K-8 urban charter school in Fresno, CA
- \* 400 total students
- \* 82% Free or Reduced Lunch
- \* 11% English Language Learners
- \* 8% have an Individualized Education Plan

# CLOSING ACHIEVEMENT GAPS IN MATH AND READING: ASPEN VAILEY PREP

Before finding Summit Learning, Aspen
Valley Prep faculty had already implemented
personalized learning plans in some classrooms,
and they were impressed by the difference it
made in supporting a diverse student body.
Soon, leaders sought to implement a personalized
learning approach for all middle school students.
The biggest challenge was finding a program that
allowed teachers to manage curriculum, data,
and assessment in one place. In 2016, school
leaders learned about Summit Learning from
Summit Public Schools Board Member Diego
Arambula, then implemented Summit Learning
in the 2016–17 school year.

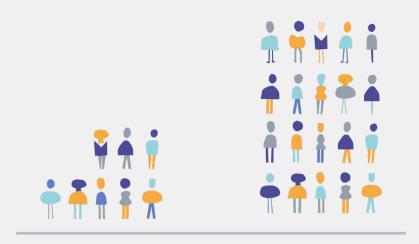
Initially, Aspen Valley implemented Summit Learning with its 6th–8th grade team, expanding to 4th and 5th grade in its second year for a total of 200 students across the campus. Faculty found that Summit Learning fulfilled their need for a tool that could help track personalized learning plans while also offering Mentoring and Projects.

The key to Aspen Valley's success with Summit Learning has been fully embracing all three Summit Learning components: Mentoring, Projects, and Self-Direction. "We see the benefit in every single pillar because each one is necessary for stability," says Hilary Witts, Aspen Valley's Director of Summit Learning.

After two years with Summit Learning, 6th–8th grade students in the Program showed a 10% growth in both math and reading across all grade levels on CAASPP (California's Smarter Balanced test). The school is also closing the achievement gap by helping students who were far behind grade level move toward grade level expectations.

To learn more about Summit Learning's impact on Aspen Valley Prep, please visit our **Podcast**, **Blog**, or **Video** pages.

# GROWTH AND EXPANSION AT ASPEN VAILEY PREP



**2016–17 school year** 77 students

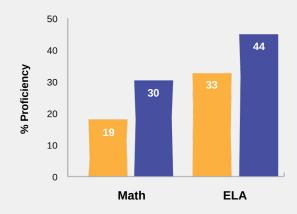
**2017–18 school year** 200 students



# IMPACT OF SUMMIT LEARNING AT ASPEN VAILEY PREP

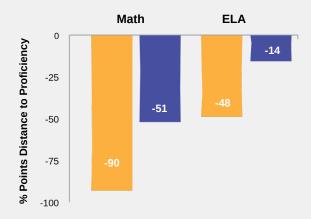
## Schoolwide Improvement in Math and Reading with Summit Learning

6th-8th Grade CAASPP (California's SBAC test) scores, 2015-17



## With Summit Learning, Aspen Valley Prep is Closing Achievement Gaps

6th Grade CAASPP scores, 2015-17



# PASADENA iNdEPENDENt SCHOOL district Ly the numbers

- Urban and suburban district in Pasadena, TX
- \* 56,000+ total students
- \* 68 schools
- \* 82% Free or Reduced Lunch
- 33% English Language Learners
- 11% have an Individualized Education Plan

# STUDENT GROWTH SPURS DISTRICT EXPANSION: PASADENA INDEPENDENT SCHOOL DISTRICT (PISD)

Pasadena Independent School District (PISD) is an urban and suburban district with a population of more than 56,000 students in 68 schools, including 28 traditional middle and high schools. Across the 68 schools, 82% of students receive Free or Reduced Lunch, 33% are English Learners, and 11% have an Individualized Education Program. With only 27% of students going on to graduate college after finishing at PISD, the district was drawn to Summit Learning as a way to motivate their students to achieve at higher levels.

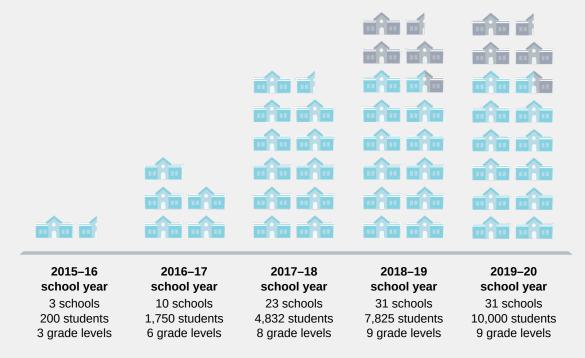
PISD joined the Summit Learning
Program with goals to increase student
engagement, student academic
performance, and college readiness.
PISD began the Summit Learning
Program with three schools and three
grade levels in the 2015–16 school year.
Participation — by both students and
teachers — was voluntary.

Within just a few years, teachers have seen students thrive in a personalized learning setting. From 2015 to 2017, 7th grade students made average gains of 17% in math and 20% in reading.

Based on these strong student results, the district expanded Summit Learning to 23 schools and eight grade levels in the 2017–18 school year and plans to expand to 31 schools, including 100% of the district's traditional middle and high schools, by the 2018–19 school year. Director of Innovation Vickie Vallet describes the district's rapid strategic expansion: "We are being very thoughtful and intentional about supporting students throughout their educational career. The Program is moving up with the students as they move through grades." PISD has also begun implementing the program to begin earlier, with 4th and 5th grade students.

To learn more about Summit Learning's impact on Pasadena Independent School District, please visit our **Blog** or **Video** pages.

#### Growth and expansion at PISD





= 2 schools

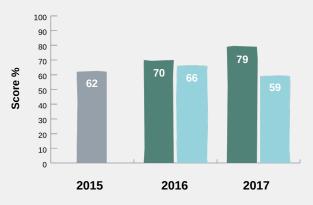


= projected school growth by 2018

# IMPACT OF SUMMIT LEARNING AT PISD

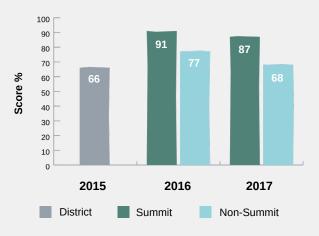
## 7th Grade Students Farthest Behind Made 70% Average Gain in Math

PISD Grade 7 Assessment Mathematics Scores, 2015–17



### 7th Grade Students Farthest Behind Made 20% Average Gain in Reading

PISD Grade 7 Assessment Reading Scores, 2015–17



# Snow Hill Middle School Ly the NUMBERS

- Rural school in Worcester County Public Schools, a small district in Maryland
- \* 360 total students
- \* 40% Free or Reduced Lunch
- \* 1% English
  Language Learners
- \* 10% have an Individualized Education Plan

# COMMUNITY AND DISTRICT ENGAGEMENT FUELS PROGRAM SUCCESS: SNOW HILL MIDDLE SCHOOL

In 2016, the leadership team at Snow Hill Middle School saw evidence of an achievement gap in their student test scores and set a goal to boost student learning, especially for students who were struggling. Former Worcester County Public Schools (WCPS) Superintendent Dr. Jerry Wilson had heard at a conference that Summit Learning had helped many students who were the furthest behind make substantial gains, and he recommended that Snow Hill adopt the program. Working closely with the district and community, Snow Hill brought Summit Learning to all 75 of its 6th grades in the 2016–17 school year.

In the first year of Summit Learning at Snow Hill Middle School, 6th grade students made substantial gains, far exceeding their projected growth on i-Ready assessments. In focus groups conducted by the school, students and teachers also reported that Summit Learning had helped students develop key skills such as collaboration, resilience, independence, awareness of their learning preferences, and knowledge of the strategies that help them learn best. WCPS awarded the Snow Hill Middle School 6th grade team with a "Celebrating Innovation" recognition, and the district high school is now considering adopting Summit Learning as well.

Community and family engagement has been critical to Snow Hill's success with Summit Learning. From the beginning, the Snow Hill team worked hard to help district leadership understand and support the Program, highlighting how it supported one of the district's key priorities: to personalize learning for students and help them more deeply understand themselves, their needs, and their own pathways to success.

As a result of the school's work to keep the WCPS stakeholders involved and informed, the district supported Snow Hill in adjusting the school schedule to give students additional time to develop self-direction. Teachers were also given more time for collaboration and attending Summit Learning trainings and convenings — which Principal Christina Welch calls "the best [professional development] I've attended." Snow Hill teachers and leaders also continue to work closely with district staff to examine data and determine student progress with the Program.

Snow Hill also made concerted efforts to involve parents early in the implementation process and ensure that they understood the Program and its goals. The school held multiple meetings and events throughout the year to provide parents with opportunities to learn about Summit Learning and ask questions, and they offered meetings at different times of day so that all parents could attend. With this strong engagement and open communication, parents have been largely supportive of Summit Learning and know that they can contact Snow Hill at any time with questions or feedback.

After a successful first year of implementation with its 6th grade class, Snow Hill expanded the program to include all 150 of their 6th and 7th grade students in the 2017–18 school year. In the 2018–19 school year, Snow Hill plans to include 8th grade students in the program as well.

To learn more about Summit Learning's impact on Snow Hill Middle School, please visit our **Blog** page.

# IMPACT OF SUMMIT LEARNING AT SNOW HILL MIDDLE SCHOOL



## Lessons LearNeD

#### Lessons in successful school **IMPLEMENTATION**

Every school needs different supports in order to be successful in implementing the Summit Learning Program. To address this challenge, Summit partnered with nonprofit consulting firm FSG to analyze the factors that help schools successfully adopt and tailor Summit Learning. Over two years, FSG has conducted interviews, surveys, and site visits to understand the variables that can both enable and potentially hinder the adoption of the approach in different contexts. Many of these findings will be further examined in our Research and Development section.

In the summer of 2017, FSG finalized its research report, which identified 12 factors that support successful implementation at the school level. The Summit training and support teams then designed training and feedback mechanisms to effectively support Summit Learning Program schools based on these 12 dimensions. Specifically, training has targeted certain dimensions — such as Clear Vision and School Schedule — in school leader training so that principals are set up to effectively guide their schools to a successful implementation.

#### CENTRALITY OF CURTICULUM DESIGN

We have learned that curriculum can be a significant barrier to adoption of Summit Learning for prospective schools. Summit's curriculum was originally designed for and by Summit teachers, and it relies on certain assumptions about how teachers can and will adjust the curriculum to work for their group of students. However, teachers in Summit Learning Program schools across the country are not always equipped to make those changes. Without sufficient time for curriculum and instructional planning during the school day, teachers often found themselves making curriculum adjustments outside of normal work hours. Additionally, schools found it difficult to provide teachers who might be used to scripted instruction with adequate support around when and how to make adjustments to projects and content. As a result, Summit has deployed a researcher to study how teachers at partner schools are using our curriculum.

The feedback from this research is helping Summit's Curriculum and Assessment team improve the quality of its resources. For instance, the Summit Learning Program is completing a major revamp to the Base Curriculum, including updating playlist resources; creating project summaries to make it easier for teachers to understand, use, and adapt project resources; more clearly linking projects and content with standards; and launching new tools to help teachers apply the Cognitive Skills Rubric.





## Transforming Teaching and Learning EXPERIENCES

#### Research and Development

As a public school system first and a research-driven organization second, Summit's Research and Development (R&D) team is uniquely positioned to develop programs, solutions, and products that support transformative learning experiences for all students.

The R&D team is made up of an exceptional group of diverse experts, including experienced personalized learning teachers; project managers from both academia and the private sector; data and analytics experts who have built technology products and conducted academic research; and leading user experience designers from McKinsey & Company, Apple, and IDEO. Each core research project draws on the expertise of user researchers, data analysts, project managers, external partners, educators, and subject matter experts. Additionally, over the past two years, our R&D team has formed partnerships with many leading research organizations and thought leaders, including Angela Duckworth's Character Lab, SRI International, the Carnegie Foundation for the Advancement of Teaching, and Todd Rogers' Student Social Support R&D Lab at the Harvard Kennedy School — all of whom expand and supplement Summit's research efforts and expertise.

Summit works to continually identify and cultivate opportunities to drive systematic improvement across Summit Learning in order to deliver on our vision to equip every student to lead a fulfilled life.

#### To this end, the R&D team:

- Explores opportunities that move us closer to our vision.
- Improves Summit Learning in collaboration with the Summit community, external research partners, and thought leaders across fields.
- Engages schools and communities in rigorous problem solving and systematic learning.

For the 2017–18 academic year, Summit organized its research agenda to include both long-term and mid-term projects.

**Long-term projects** focus on opportunity exploration and fulfillment of the Summit Learning vision, and **mid-term projects** focus on continuous improvement and evaluation of the Summit Learning Program. The following section details Summit's research agenda and highlights achievements and research findings for the 2017–18 academic year.

#### Research agenda for the 2017-18 SCHOOL YEAR



#### SUMMIT R&D ORGANIZES ITS WORK BETWEEN LONG-TERM AND MID-TERM PROJECTS:

#### LONG-TERM PROJECTS

**Long-Term Projects** focus on opportunity exploration and fulfillment of the Summit Learning vision — to equip every student to lead a fulfilled life.

#### mId-TERM Projects

Mid-Term Projects focus on continual improvement and evaluation of the Summit Learning Program.

#### LONG-TERM PROJECTS

SUMMIt LEARNING DIPLOMA In collaboration with university admissions counselors, the Learning Policy Institute, the California Performance Assessments Collaborative (CPAC), the California College of the Arts, Dr. Brooke Stafford-Brizard, and Stanford University, this project focuses on building out a **diploma-granting process for Summit Learning** that ensures that students have met rigorous commencement-level outcomes, making the Summit Learning Diploma meaningful for colleges, employers, and students themselves.

SUMMIt TEACHER RESIDENCY In collaboration with the Stanford Center for Assessment, Learning, and Equity, this project focuses on **developing and sustainably scaling a teacher credentialing program**. A one-year residency model, which began in August 2017, brings diverse cohorts of educators into the profession and equips them to excel in personalized learning classrooms.





In collaboration with learning scientists at Alder University and the Chan Zuckerberg Initiative, this project focuses on **strengthening Summit's approach to helping students build and apply Content Knowledge in each discipline**, resulting in comprehensive improvements to the curriculum.



In collaboration with leading researchers at SRI, the Chicago Consortium for School Research, and the Chan Zuckerberg Initiative and with practitioners such as Valor Academy, this project focuses on **implementing Habits-building activities and exercises throughout the school day**, as well as **creating a more formal plan of action for embedding Habits of Success** at every stage of a student's Summit Learning experience.

CONTENT KNOWLEDGE

In collaboration with the Stanford Center for Assessment, Learning, and Equity (SCALE), this project seeks to increase the validity and reliability of Cognitive Skills scoring across Summit Learning classrooms while examining best practices for helping students develop these skills through feedback, facilitated projects, and curriculum alignment.

ENSURING
ALL STUDENTS
ARE ON GRADE
LEVEL IN
LITERACY
& NUMERACY

In collaboration with the National Equity Project, Billions Institute, Carnegie Foundation for the Advancement of Teaching, leading math and literacy experts, and data scientists, this project coordinates a Networked Improvement Community (NIC) of educators and experts across the country to **identify and implement ways to better support students who start the year out more than a grade level behind in literacy or numeracy.** 

SUMMIT LEARNING ENVIRONMENT & OUTCOMES

In collaboration with FSG, this project focuses on **better understanding the ways in which a Summit Learning environment** (Projects, Self-Direction, and Mentoring) **helps students achieve key learning outcomes** (Cognitive Skills, Content Knowledge, and Habits of Success,), what contextual factors account for variation in this linkage, and how to make this linkage stronger and more consistent.

SUMMIT LEARNING PROGRAM SUPPORT

In collaboration with FSG, this project focuses on better understanding the key factors underlying schools' effectiveness after their first year of adopting Summit Learning, as well as key scaling decisions, in order to better provide targeted support.

#### SUMMIT LEARNING ALUMNI

In collaboration with ACT Research, this project focuses on **better understanding the experiences of Summit Learning students after they leave high school**, with a focus on fall college enrollment and persistence through the first and second years of college. We will use these lessons to improve supports for Summit Learning students and alumni.

#### FaMily EngageMent

In collaboration with the Harvard Student Social Support R&D Lab and behavioral economist Todd Rogers, this project focuses on **improving student outcomes and strengthening partnership with families through supportive text messages and emails to Summit Learning families** about their student's coursework and progress. The project builds off of several recent studies that show the high impact of such communications to families.

HIGHLIGHT & SPREADING BEST PRACTICES

This project focuses on **identifying best practices across the Summit Learning network** and building systematic methods for **capturing**, **spreading**, **and celebrating these practices**. One form this process of best practice sharing and celebration will take is a formal Summit Learning Spotlight program.

Educator
Development
& Enalling
conditions
for summit
Learning

In collaboration with the Center for Public Research and Leadership at Columbia University, Lindsay Unified School District, and Transcend Education, this project focuses on **building out research-backed, actionable tools for educators and leaders to create and maintain effective personalized learning environments** in their schools. Tools will include classroom-level look-fors and a site-level playbook.

#### Project Highlight

SUMMIT LEARNING DIPLOMA Through the work of Dave Lash and Grace Belfiore (2017), as well as other research and reports, we know that the American high school diploma no longer holds the same value as it did in the past. Research shows us that

students need Cognitive Skills, mastery of content, positive habits, and purpose to be college- and career-ready. Yet the claims of the current high school diploma are unclear, variable from school to school, and too often focused on Content Knowledge. We must develop a high school diploma that measures all four key factors that contribute to college and career readiness in order to clearly communicate the things that matter most beyond high school — honoring each learner as a whole person.

In partnership with experts across fields, forward-thinking colleges and workplaces, and our own students and families, **Summit** has begun the process of developing the Summit Learning Diploma. We have developed robust pathways for students to achieve commencement-level outcomes in Cognitive Skills, Content Knowledge, and Habits of Success. We are testing these measures

to ensure that we are able to reliably measure and support students in their development of these outcomes. We have also built and field-tested a curriculum with Summit students to help them emerge from high school with a realistic and personalized plan to achieve their long-term goals. Additionally, students cultivate a personal advisory board composed of family members, peers, mentors, and community members who are invested in students' plans and success beyond high school graduation.

To learn more about the impact of this new curriculum, check out the following short videos about our students' experiences:

- Life After High School
- · Oral Defense and Personal Advisory Boards at Summit
- Sense of Purpose at Summit

The Summit Learning Diploma project is rapidly expanding across Summit Public Schools in the 2018–19 school year, and our vision is for the Summit Learning Diploma to be the national standard for college and career readiness — accessible to every student in a Summit Learning environment.

## 2017-18 Research and Development UPdates and Findings

Summit's research process starts with a grassroots approach: ideas for research projects are gathered from all corners of the Summit organization and the greater Summit Learning community, from students and parents to teachers and school leaders. For this school year, **the Research and Development Team focused a mid-term research project on each of the Summit Learning outcomes: Habits of Success, Cognitive Skills, and Content Knowledge.** In addition to the Summit Learning outcomes, the following section outlines updates and findings from our short-term research projects.

Habits of Success

A large and growing body of research shows that students' social-emotional development is as critical to equipping them to live lives of well-being as their academic development. **Our** 

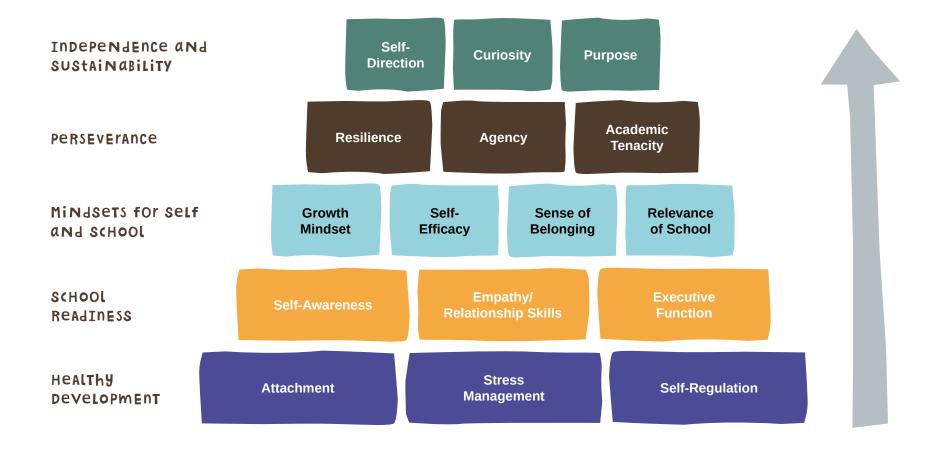
Habits of Success project has focused on seeding, cultivating, and spreading meaningful Habits-building experiences for all students. This academic year, we worked with internal and external partners to articulate a multi-year strategy for Summit Learning to help students build Habits of Success as a core learning outcome, alongside Cognitive Skills and Content Knowledge. We worked with internal and external partners to develop:

- In-platform and in-person supports for mentors to have Habitsrich 1:1 check-ins with their mentees
- Community-based Habits curriculum, called Circles, for mentor groups (in partnership with Valor Collegiate Academies in Tennessee)

- Professional development sessions for teachers and mentors, as well as an always-accessible "Habits Landing Page" on the Summit Learning Platform
- Personalized feedback and support for students in the Summit Learning Platform, which uses research-based messages to promote healthy mindsets and productive self-direction strategies

Together, these advances represent the most comprehensive substantiation of Habits of Success into a cohesive student and educator learning model anywhere. This work is only possible at the nexus of leading practice, research, and technology, so we owe particular thanks to our partners: Dr. Brooke Stafford-Brizard, Dr. Camille Farrington, Dr. Angela Duckworth, Dr. David Yeager, Dr. Lisa Kiang, Dr. Todd Kashdan, Valor Collegiate Academies, Turnaround for Children, Transcend Education, SRI, Digital Promise, National Equity Project, and Stanford University's Project for Education Research That Scales (PERTS).

#### THE 16 HABITS OF SUCCESS



#### COGNITIVE SKILLS

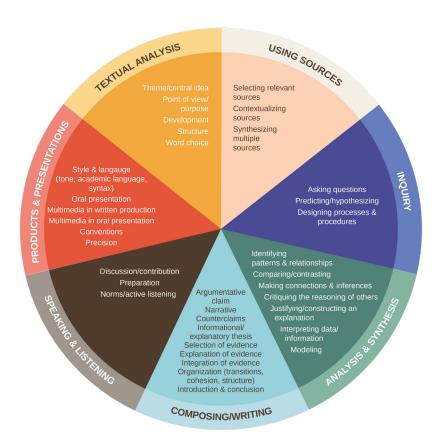
Cognitive Skills, a core Summit Learning cutcome, are a set of 36 interdisciplinary higher-order thinking skills that students master before high school

graduation. Summit's Cognitive Skills Rubric was developed and refined in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE). This year, we learned more about how teachers are using the Rubric, investigated how we can best support teachers in scoring student work, and improved the technical quality of the Rubric.

We found that teachers are eager to learn more about scoring with the Cognitive Skills Rubric, as well as for opportunities to work with colleagues to deeply study student work. These findings have led to the development of a comprehensive and collaborative scorer training module for teachers during the 2019–20 school year. Additional findings led to the development of Summit Learning Platform tools and interfaces that support teachers in providing specific, Cognitive Skills-aligned feedback to students based on evidence in student work. The Cognitive Skills Rubric audit has revealed opportunities for refinement of the skills, which will be pursued in collaboration with SCALE during the 2018–19 school year.

Summit aims to support all students' growth across all 36 Cognitive Skills so that they are prepared for the work of college and career. Much of our work is aimed at preparing teachers and school leaders for the challenges of personalizing skill instruction, curriculum, and assessment to meet the needs of all students.

#### SUMMIT LEARNING COGNITIVE SKILLS RUBRIC





Designed in collaboration with the Stanford Center for Assessment, Learning & Equity. May, 2017.



#### CONTENT Knowledge

Students apply rich Content Knowledge to develop Cognitive Skills, become more adept readers, build intellectual and cultural capital, and gain a greater awareness of the

world. A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content Knowledge across all subject areas.

This year, we worked to investigate **Summit's definition of Content Knowledge** (a set of vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline) and **how Content Knowledge is addressed within our courses** in order to better support students in developing the deep Content Knowledge central to each discipline. To do so, we:

- Worked with teams across Summit to design, implement, and evaluate a pilot of reading checks in English Language Arts courses
- Co-created a Content Knowledge and academic outcomes vision to drive alignment and initiatives across the organization
- Evaluated the disciplinary skills, practices, and knowledge per standards (Common Core State Standards [CCSS], Next Generation Science Standards [NGSS], and the College, Career, and Civic Life Framework for Social Studies State Standards [C3]) and their alignment to Summit's academic model, specifically around Content Knowledge

Work toward articulating Summit's vision for Content Knowledge led to the creation and adoption of Summit's mid-term vision for Academic Outcomes, a document that will guide the work of teams across Summit. Our reading pilot also demonstrated that a significant proportion of students would change their reading habits and read more when the reading is tied to their class projects and teachers

are able to assess student completion and understanding of reading assignments. This insight has led to the introduction of curriculum that is aligned to texts associated with projects, which will be field tested in 10th grade English Language Arts classrooms during the 2019–20 academic year. Finally, our alignment work with CCSS, C3, and NGSS has led us to embark on the process of creating concept rubrics in science and history/social studies, which will be developed in collaboration with SCALE over the course of the next school year and released for classroom use during the 2019–20 school year.

#### CONTENT KNOWLEDGE IN ACTION



Ensuring
all students
are on Grade
Level in
Literacy
& Numeracy

Based on the significant gains our English Learners achieved in the 2016–17 school year, Summit was recognized by the Carnegie Foundation for the Advancement of Teaching as one of its six "Spotlight" Organizations and was featured at Carnegie's annual summit.

Our research on English Language Learners showed that students entering Summit in the bottom quintile on NWEA MAP reading (literacy) and math (numeracy) — which measure basic skills in reading and mathematics — struggle significantly. As a result of this finding, we reorganized our Networked Improvement Community toward a longer-term aim: By June 1, 2022, 90% of Summit students who have scored in the bottom quintile on the Fall NWEA MAP in math or reading will be on grade level in all three Summit commencement-level outcomes. To truly meet our mission of creating more equitable opportunities after high school for all our graduates, we must track student progress toward meeting grade-level requirements (>85% course grades).

To this end, we developed a dashboard that improved our ability to identify and understand our focal population at the teacher and school level. We then turned our focus to our most exemplary educators to better understand how they were creating exceptional outcomes for students who had been positioned furthest from academic opportunity in their prior school experiences. The insights we gained from these exemplary educators will be directly applied by the Networked Improvement Community with Summit students in the coming year and will be further embedded into the Summit Learning Platform features and professional development in the coming year.

Next year, we aim to see significant progress toward our 2022 goal by focusing on a set of deep implementation sites. We will turn best practice into standard practice so that the diverse Summit Learning Program community continuously improves together for the success of all students. We have been fortunate to partner in this work with the Building Equitable Learning Experiences (BELE) network and have benefited from collaboration and feedback from the National Equity Project, the University of Chicago, PERTS, and the Billions Institute. We will continue to engage with this network during the coming year and will draw on support and expertise from the relationships we have built through our work with the Carnegie Student Agency Improvement Community.

#### SUMMIT LEARNING ENVIRONMENT & OUTCOMES

This year, we evaluated Summit
Learning Program schools to
understand how Summit Learning
helps students achieve key
outcomes, as well as the contextual
factors that influence student
outcomes. Our research activities

and methodology included internal discussions and review of key documents, analysis of student outcome data, interviews with Summit mentors, and site visits at partner school districts and Summit regional convenings. We partnered with social impact consulting group FSG to drive this research and analysis.

FSG found that Summit Learning drove four key shifts in partner schools that accounted for improved academic outcomes and student and teacher engagement when implementation was strong and supportive conditions were in place:

- The use of Summit's curriculum represents an increase in rigor for many schools.
- The Summit Learning Platform often contributes to shifts in mindsets and behaviors among students, teachers, other staff supporting students, and parents by creating transparency around student progress. For example, various teachers interviewed noted that many of their students' mindsets had shifted from believing that "my teacher gave me this grade" to "I earned this grade because of my performance."
- Shifts in instructional practice, with special focus on teachers differentiating supports as well as modeling and teaching Habits of Success like self-direction and growth mindset have been associated with shifts in student behavior and mindsets. These shifts include increased confidence, engagement, student control, decision-making, and responsibility for learning.

• When key conditions are in place, Summit Learning drives significant shifts not only in teaching and learning, but also in adult learning, collaboration, and school culture, with especially notable increases in educator collaboration and continuous improvement. For example, one school reported that before implementing Summit Learning, teachers sometimes questioned whether they needed to meet as regularly as they did. However, with Summit Learning in place, they "never miss a meeting because they always have data and kids...to talk about." At that same school, the researchers noted that "teachers have come to see the interconnectedness of the curriculum across subject areas and have started to work as better as a team to promote student learning."

SUMMIT LEARNING PROGRAM SUPPORT This project focused on better understanding factors underlying Summit Learning Program schools' effectiveness after their first year of Summit Learning implementation, as well as key scaling decisions and patterns. Our goals were to

refine and build upon previous research conducted by FSG during the 2016–17 school year. Our research activities and methodology included internal discussions and review of key documents, analysis of expansion and scale data, interviews with Cohort 1 Summit Learning Program schools and Summit mentors, and site visits at six Summit Learning Program school districts and two Summit regional convenings.

Through our research, we identified the following key outcomes:

- Revision of the "Jagged Dimensions," a set of factors that our research has found impact schools' abilities to implement Summit Learning, including the addition of three new Jagged Dimensions:
  - Relational trust/culture: The level of trust between school leaders and teachers; a culture that promotes and supports innovation
  - An understanding of what a school is signing up for: School leaders and teachers who expressed a deep understanding and appreciation for what Summit Learning is prior to implementation
  - Commitment and/or willingness to persevere: School leaders and teachers who are committed to adopting Summit Learning and engaging in the broader change management process
- Identification of exemplar schools, look-fors or observable statements, and pitfalls associated with each of the school-level jagged dimensions.

The Jagged Dimensions, pitfalls, and case studies have been incorporated into and live in the Summit Learning Playbook, which provides guidance to support strong site-level implementation of Summit Learning.

#### SUMMIt LEARNING ALUMNI

This research project aimed to understand the drivers and leading indicators of successful/ unsuccessful college enrollment and graduation among Summit Schools alumni. While Summit has

significantly more students graduating from a four-year college compared to national averages (52% versus 29% nationally), and more than 90% of Summit seniors report planning to attend either a four-year or two-year college, many are not able to realize their intention of either attending or graduating.

To help students who want to earn a college degree but do not, we focused on understanding how to prevent students from dropping out of the process during two critical times: following through on college intentions between spring of senior year and the following fall (also known as the "summer melt"), and persisting in college between a student's first and second year. Through 130 user research interviews with alumni, senior students, teacher mentors, parents of students/alumni, and subject-matter experts; survey analysis; regression modeling of the predictors of college persistence; and secondary research, including interviews and surveys conducted by ACT, Inc. with 86 Summit students to understand the causes of melt; we found six drivers that support student success in the college journey. These drivers include:

- Academic preparedness
- Goal planning
- Financial complexities
- · Family involvement
- Social belonging
- Motivation

Our research indicates that the importance that students place on each driver shifts over time, revealing opportunities to better support, and stage support, for our alumni.

This year, we also developed a pilot of 12th grade Habits, Culture, & Community classes on transitioning to college and life after high school, and a June through October 2018 pilot of texting notifications to graduating seniors and their parents with deadline reminders and tips for their transition to college.

We are building toward an "early warning system" in the future that allows students, parents, and Summit educators to work together to ensure that all students are on trajectory toward their long-term goals.

#### Family **EngageMent**

This year, we focused on three initiatives to support families. The first initiative focused on the development and pilot of a texting feature in the Summit Learning **Program**. In order to support

teacher-to-parent communication, our second initiative piloted a toolkit aimed at making communication easier and more efficient for parents and teachers. Our third initiative focused on researching how we can best support Summit Learning schools in onboarding and engaging families.

We are very excited about the results we received for the first initiative. In partnership with Harvard University's Student Social Support (S3) Lab, leading researchers in the field of school-tofamily push communications, we developed and piloted an automated parent texting feature in the Summit Learning Platform called Parent Academic Alerts. Many families and teachers requested push communications to make academic data more accessible and actionable, and external research has shown that these types of communications have positive outcomes on student performance and parent engagement (Kraft & Rogers, 2014; Bergman & Chan, 2017).

For the 12 schools that participated in the pilot, a randomized group of families received text messages about their student's coursework and academic progress, as well as tips for supporting their student. We conducted user research interviews with more than 40 parent participants, and parents had overwhelmingly positive feedback about the program.

With more than 2,000 parents assigned to the pilot program to receive alerts, only 12% unsubscribed, and the program only cost \$1.18 per student.

Due to the pilot's success, we will offer the feature to all of the schools in the Summit Learning Program for the 2018–19 school year. Additionally, to support ongoing direct teacher-to-parent communications, we piloted a teacher-parent communications toolkit based on teacher requests for customizable, turnkey templates to make communicating easier and more efficient.

Lastly, one of the key challenges that Summit Learning Program schools face is engagement with its community, especially families. From our user research and surveys with both faculty and families, we found when families are successfully engaged along key drivers, such as positive student experiences and strong relationships, they can more deeply engage with their child's learning experiences and support students in developing positive mindsets about school. Our next step is using our work to develop a comprehensive vision for family engagement, including a cohesive theory about how professional development, parent-school experiences, and the Summit Learning Platform can help us reach that vision.

HiGhLiGhTING & SPREAdING Best Practices This year, Summit developed the inaugural Summit Learning Spotlight program to recognize the great work happening across Summit Learning schools and classrooms. Summit Learning Spotlight celebrates community-nominated teachers

and schools across the country that are outstanding examples of personalized learning. It also provides insight into and evidence of great educational practices from around the Summit Learning community, thereby allowing us to identify and spread best practices.

The best practices that came from this work have been codified and shared with the Summit Learning Platform, Program, and Curriculum and Instruction Teams for broad sharing via professional development, curricula, and coaching. We are proud to partner with incredible educators to help best practice become standard practice. Learn more about the 2018 Summit Learning Spotlight recipients here.

Educator
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Learning

In February 2017, we kicked off a two-year partnership with Lindsay Unified School District, the Columbia University Center for Public Research and Leadership (CPRL), and Transcend Education focused on codeveloping two primary resources for creating and maintaining successful personalized learning

**environments**. Through the partnership, we were able to develop a comprehensive set of "look-fors," or observable statements that

indicate what should occur in a high-quality personalized learning environment; as well as a site-level "Playbook," a digital document containing resources for school leaders or educators to use to support them in structuring and developing a personalized learning environment.

This year, our work focused on three main areas:

- Supporting the development of and research for effective personalized learning implementation
- Updating observable statements that demonstrate what should occur in a high-quality personalized learning environment
- Synthesizing core mindsets associated with high-performing personalized learning educators, adapted from C2D2's learner impact framework

As we head into the final nine months of the C2D2 partnership, Summit's focus will be on:

- Learning from the use of key instructional strategies in professional development and coaching
- Finalizing detailed resources and guidance for school leaders and educators to use in structuring and developing a personalized learning environment
- Codifying tools from the C2D2 partnership and making them available to the broader field, including both the shared resources from Lindsay and Summit and Summitspecific adaptations intended to put those resources in action in our context



## Preparing a new ---Generation of teachers

#### SUMMIT LEARNING TEACHER RESIDENCY

The Summit Learning Teacher Residency was designed specifically to build a long-term, sustainable pipeline of teachers prepared to lead high-quality, personalized learning classrooms at Summit and across the nation.

Throughout a year of apprenticeship, residents are immersed in Summit classrooms, while also completing credentialing coursework leading to a California Preliminary Single Subject Teaching Credential. The residency program was designed in collaboration with Understanding Language — Stanford Center for Assessment, Learning and Equity (UL-SCALE) and uses a gradual release of responsibility approach, with residents beginning in Summit school sites four days a week, then working up to independently teaching one class section for the second semester.

The Residency's learning experiences and coursework mirror Summit's personalized learning approach for students. Residents engage in a project-based curriculum that is competency-based, self-directed, and student-centered.

The Summit Learning Teacher Residency received accreditation from the California Commission on Teacher Credentialing (CTC) in 2017. Twenty residents will complete the program in June 2018; out of the original 24 residents, two took a leave of absence due to personal circumstances, and two withdrew from the program. Eighteen residents are returning to Summit in full-time teaching positions for the 2018-19 school year.

For the 2018–19 school year, we have enrolled 44 residents for the second cohort, 48% of whom are people of color and 34% of whom are male. Recruiting and enrolling a diverse cohort allows the program to draw from our residents' different experiences and knowledge, which in turn enriches the overall program experience. It also allows students to benefit from diverse teachers who mirror their own backgrounds and identities.

We have also partnered with Alder Graduate School of Education and the University of the Pacific to provide a Master's degree concurrently with a California Preliminary Teaching Credential, and for the 2018–19 school year, we are working with four Summit Learning Program schools in the Bay Area to expand opportunity for the program beyond the eleven Summit Public Schools. The Summit Learning Teacher Residency plans to grow to a new region for the 2019–20 school year, and we are currently working with our Summit Learning partner schools across the nation to identify a region that would benefit from this pipeline.

To learn more about the Summit Learning Teacher Residency and how we prepare teachers for success in the classroom, check out this **podcast**.



#### SUMMIT LEARNING TEACHER RESIDENCY Stats and facts

Launched in the 2017-18 school year

Residents will earn a tEachInG CREDENTIAL

**24** teacher residents in our first cohort

Residents reflect the diversity of the communities they serve:

42% male58% female

58%
people
of color

2 rESIJENTS in our first cohort are Summit Prep alumni





## HOW WE ARE FUNDED

#### summit schools

Summit Public Schools operates a network of 11 public charter schools in California and Washington state. Summit Schools are sustained on state and federal funding, and we rely on donors to help us continue working toward realizing our vision for personalized learning for every student. Support from individual donors and foundations support our mission to ensure that all children have the opportunity to succeed in college, career, and life.

#### SUMMIT SCHOOLS DONORS

We are very thankful for the generous support of our Summit Schools donors. Their donations support Summit's vision of every student being equipped to lead a fulfilled life — one with purpose, financial independence, community, strong relationships, and health.

**Bill and Melinda Gates Foundation Sheri and Les Biller Family Foundation** 

**Chamberlin Family Foundation** Silicon Schools Fund

**Charter School Growth Fund XQ** Institute

#### SUMMIT LEARNING PROGRAM

Summit fundraises to support the Summit Learning Program, which provides thousands of educators across the country the opportunity to engage tens of thousands of students with Summit Learning. The Program is supported solely by philanthropic donations.

#### SUMMIT LEARNING PROGRAM DONORS

We are extremely grateful for the partnership of the following Summit Learning Program donors for the 2017–18 academic year. Their support continues to enable us to work with urgency to ensure that schools across the country are able to implement Summit Learning to meet the needs and visions of their communities.

Arthur and Toni Rembe Rock
Baton Rouge Area Foundation
Bezos Family Foundation
Bill and Melinda Gates Foundation
Bloomberg Philanthropies

Chan Zuckerberg Initiative
Charles and Helen Schwab
Foundation
Leon Lowenstein Foundation
Overdeck Family Foundation

Raikes Foundation
Siegel Family Endowment
Webb Family Foundation
William and Flora Hewlett
Foundation



# Program and Curriculum Partners

#### Program and curriculum partners

Summit has a strong history of partnering with a variety of organizations and stakeholders to realize its mission.

#### ACKNOWLEDGE ALLIANCE

Dr. Lisa Medoff and the staff at the Acknowledge Alliance (formerly the Cleo Eulau Center for Resilience) are close partners in the development of Summit's Habits of Success framework. Dr. Medoff is an educational psychologist who teaches undergraduate and graduate courses at Stanford University, works with the Acknowledge Alliance, and has her own clinical practice in Mountain View, California.

#### AIDER GRADUATE SCHOOL OF EDUCATION

Alder, in partnership with the University of the Pacific, partners with the Summit Learning Teacher Residency Program to provide teacher residents the opportunity to earn a Master's degree in education, along with a California Preliminary Teaching Credential. The Alder faculty collaborates with the Summit Learning Teacher Residency to share their experience and expertise in running a world-class teacher residency program.

#### THE BUCK INSTITUTE FOR EDUCATION

The Buck Institute for Education is the leading research institution in project-based learning, in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. The vast majority of Summit's projects have been built using the framework created by the Buck Institute.

#### THE CARNEGIE FOUNDATION'S STUDENT AGENCY IMPROVEMENT COMMUNITY

As a member of this learning community, Summit is developing and testing research-based social-emotional interventions with students.

### CENTER FOR PUBLIC RESEARCH AND LEADERSHIP (CPRL) AT COLUMBIA UNIVERSITY

Summit has partnered with CPRL at Columbia University for the past two years in a collaboration with the California Consortium for the Development and Dissemination of Personalized Learning (C2D2), a group that includes Lindsay Unified School District and Transcend Education in addition to CPRL. Summit is working collaboratively with these partners to create a comprehensive set of classroom-level look-fors and a site-level playbook, both focused on how to create and maintain successful personalized learning environments.

#### CHAN ZUCKERBERG INITIATIVE (CZI)

Summit has developed a long-term engineering partnership with the Chan Zuckerberg Initiative, and their mission of building a future for everyone aligns seamlessly with our own. CZI's commitment to supporting environments that foster strong relationships between students and teachers and address the unique needs of every student make them the perfect long-term partner to help us achieve our vision for students.

#### THE CHARACTER Lab AND ANGELA DUCKWORTH

Summit engages Angela Duckworth and the Character Lab for periodic feedback on the work Summit is building to support Mentoring and Habits of Success.

#### DAVID YEAGER

Dr. Yeager is a researcher and professor of educational psychology at the University of Texas at Austin. His work primarily centers on behavioral factors in student learning, with a specific focus on mindsets. A protégé of Dr. Carol Dweck at Stanford University, Dr. Yeager and his research assistants consistently work with leading university and foundations to develop effective mindset interventions. His research directly informed Summit's Self-Directed Learning Cycle.

#### **EDUCURIOUS**

Seattle-based educational technology company EduCurious has been a close partner in the development of our biology curriculum. Although EduCurious has a slightly different project-based learning framework than the Buck Institute, Summit has found Michael Golden, Jane Chadsey, and their faculty at EduCurious to be like-minded partners in the work of preparing every student for success in college and career.

#### **FSG**

Summit partners with FSG to research and document the outcomes that Summit Learning schools can expect in their first few years of implementing Summit Learning, to better understand what accounts for variation in those outcomes, and to identify the resulting implications for supporting school readiness and implementation.

#### KHAN ACADEMY

Summit was one of the earliest school partners with Khan Academy, and we continue to work closely with the organization to ensure that our mathematics curriculum is meeting the unique needs of all learners.

#### LEARNING POLICY INSTITUTE

Summit partners with the Learning Policy Institute at Stanford, led by Dr. Linda Darling-Hammond, to better understand how to support students in transitioning from high school to college through the Summit Learning Diploma project. The Summit Learning Diploma project focuses on building out a diploma-granting process for Summit Learning that ensures that students have met rigorous commencement-level outcomes, making the Summit Learning Diploma meaningful for colleges, employers, and students themselves. A mentor to and teacher of many Summit teachers and administrators, Dr. Darling-Hammond's ideas greatly influenced — and continue to influence the academic model of Summit Schools. The Right to Learn, Dr. Darling-Hammond's seminal text, offers a blueprint for the defining characteristics of schools that Summit builds and the teachers that Summit develops. Summit's model draws heavily from Dr. Darling-Hammond's research around teacher and school leader education and development, instruction of diverse student populations, and the value of heterogeneous environments. Dr. Darling-Hammond's research on these topics has influenced national education policy and teaching best practices in schools nationwide.

#### NATIONAL EQUITY PROJECT

The National Equity Project is one of Summit's partners in the Building Equitable Learning Environments Network, a group that includes ten school support organizations and four learning partners: the Chicago Consortium for School Research, The Billions Institute, PERTS (Project for Education Research that Scales), and the National Equity Project. The National Equity Project has been especially helpful in Summit's Research and Development work focused on improving outcomes for students who start school behind grade level in literacy and numeracy. Summit has engaged both the National Equity Project and the Building Equitable Learning Environments Network around developing strong practices to improve outcomes, as well as developing strong processes to do the work in more equitable and inclusive ways.

#### POPULACE

Summit partners with Populace to create a broader public understanding of modern science around the distinctive ways that people behave, learn, and develop their talents. Populace was founded by Todd Rose, Harvard professor and the author of The End of Average.

#### SRI INTERNATIONAL

In partnership with SRI, Summit is working to define measures for assessing students' emotional intelligence and Self-Directed Learning behaviors.

## THE STANFORD CENTER FOR ASSESSMENT, LEARNING AND EQUITY (SCALE)

In partnership with SCALE, Summit developed its interdisciplinary and multi-grade-level Cognitive Skills Rubric, which allows for structured alignment across disciplines within a grade level and throughout multiple grade levels within a discipline.

#### TODD ROGERS AND THE HARVARD S3 Lab

In partnership with Todd Rogers and the Harvard S3 Lab, Summit is working to pilot a system of SMS to Summit Learning families that builds off of Todd Rogers' research showing strong impacts resulting from thoughtful and actionable messages from schools to families. This pilot has been designed and implemented as a randomized control trial (RCT) in order to learn about the impact and to inform improvements.





## Organizational LeadErship

#### ORGANIZATIONAL LEADERSHIP

Summit has a dedicated Leadership Team and Board of Directors that work passionately to lead the organization to realize its shared vision to equip every student to lead a fulfilled life.

#### SUMMIT PUBLIC SCHOOLS LEADERSHIP TEAM

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Chief Executive Officer

Mira Browne

Chief External Officer

**Adam Carter** 

Chief Academic Officer

Lizzie Choi

Chief Program Officer

**Andrew Goldin** 

Chief of Schools

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**Chief Operating Officer** 

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