



SUMMIT Personalized Learning

a Summit Public Schools program

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School Redesign RFI - Louisiana Department of Education

1. Summit Public Schools and Summit Learning Background

Summit Public Schools is a leading charter management organization serving diverse communities across the San Francisco Bay Area and Washington state. The organization launched over a decade ago with a deeply held belief that all children deserved a high-quality public education. Our mission is to ensure that every student has the opportunity to not only attend, but succeed in, a four-year college or university and to be thoughtful, contributing members of society. We also deeply believe in leveraging our work to have broader impact on public education throughout the United States.

One way that Summit leverages our work to have broader impact on public education in the United States is the Summit Learning Program. Launched in the 2015-16 school year, the Summit Learning program is a **free** program that provides support and resources to public schools to bring personalized learning—and the [Summit Learning Platform](#)—into their classrooms. Thanks to overwhelming interest, there are now more than 100 schools participating in the Summit Learning program during the 2016-17 school year and we intend to scale to an even larger community in 2017-18.

In consideration of the various partnerships sought by the Louisiana Department of Education through this RFI, Summit Learning would seek to partner around comprehensive school redesign, providing holistic support on all aspects of school design/re-design to interested Louisiana schools. We currently support two schools in Louisiana and an additional 17 schools across the broader Gulf region through the Summit Learning Program, and are excited to partner with more Louisiana teams for the 2017-18 school year.

2. Summit Learning: Evidence of Track Record of Student and School Outcomes

Summit's own schools consistently rank among the best in California and the nation, and its graduates are completing college at double the national average. At Summit, 99% of graduating seniors are accepted into at least one four-year college. In 2016, this included more than 59 colleges across 24 states - all 9 University of California campuses, Stanford University, and four Ivy League schools: Brown, Cornell, Harvard, and Yale.

Schools from other CMOs and Districts that participate in the Summit Learning program have also achieved impressive results. In a personalized learning environment, a student's success is defined by knowledge, skills, habits and mindsets. While we are only a few months into the second year of the program, our year one cohort of 19 partner schools from across the country accomplished their most important goal—building a strong culture that fosters personalized learning and allows it to flourish.

In our first cohort, Summit Learning teachers, students and families embraced personalized learning and shared how it had a positive impact on their lives:

- 89% of teachers reported they would recommend personalized learning to other teachers. And, a majority believed their students improved as self-directed learners who can set goals and make a plan to achieve them, which is critical to personalized learning.
- 90% of students believed their choices in school impact their long-term goals. And, more than 80% of students reported that personalized learning empowered them, and made them realize they could drive their own learning and success.
- 95% of parents reported they understand the importance of their children becoming self-directed learners. 91% of parents said their children can now learn anything by using resources and studying carefully. And, 96% believe their students will go to college.

Bringing personalized learning to classrooms is hard work and people should expect that it will take more than one year to see progress. Based on Summit's experience introducing personalized learning within our own organization over four years ago, Summit Learning schools performed as expected or better on traditional measures:

- Partner schools reported that Summit Learning students were more engaged and excited about school, which resulted in increased attendance and better behavior.
- On average, Summit Basecamp students achieved an academic year's worth of growth in math and reading on NWEA MAP assessments.
- Summit Basecamp students who started the furthest behind made the biggest academic gains.
- Based on available internal district and state benchmarking assessments, Summit Learning students either outperformed their district and state peers or grew more than previous years.

3. Model: The Summit Learning Environment and Summit Learning Program

A. Overview of Services:

The Summit Learning program is designed to help schools implement personalized learning in a way that values the unique learner profile of every student and helps *all* students develop the skills and habits they will need to succeed in college and become thoughtful, contributing members of society. Students in a Summit Learning environment learn and develop:

- **Goal-setting** to plan academic and long-term college and career goals, coached by a teacher who knows their aspirations well.
- **Cognitive skills** in authentic, collaborative projects, facilitated by teachers in the classroom
- **Content knowledge** at their own pace, in competency-based progression. Teachers target individualized instruction using real-time assessment data
- **Habits of success**, working with teacher mentors to build growth mindsets, emotional intelligence, and self-directed learning skills

We know that transitioning from a traditional classroom to a personalized learning environment requires hard work and a strong commitment by teachers and school leaders. To help teachers and school leaders manage this change, the free Summit Learning program provides participating schools with the resources, training, and support they need to bring personalized learning into the classroom, including:

- Access to the [Summit Learning Platform](#), our online tool that powers personalized learning
- Curricula and assessments for English, math, science, and social studies (grades 6-12) made by teachers, for teachers that schools can edit and adapt to fit their needs
- In-person training over summer and ongoing professional development throughout the year on personalized learning to plan for the change management process to adopt personalized learning
- Ongoing support and mentorship to help teachers and school leaders implementing Summit Learning
- Collaboration with a community of peers across the country who have embarked on the same journey to personalize learning for their students

As a major hub of the Summit Learning program, we already plan to host summer training experiences and quarterly regional PD convenings in the Gulf region. While these experiences are currently based in Houston, TX due to the large concentration of Summit Learning partner schools in that area, we are very open to the creation of a second Gulf hub in Louisiana's New Orleans/Baton Rouge region pending

program participation from enough Louisiana school teams. In either setting, Louisiana teams participating in the program will have local access to training and support for their implementation of Summit Learning and access to high quality mentors from the Summit team.

B. Attributes of Ideal Partner Schools or Districts

The most important attribute we look for in a partner school or district is the mindset of the pilot team and supporting district personnel. Creating a Summit Learning environment requires a fundamental change to the way teachers and students approach learning and so having enthusiasm and a growth mindset are critical. Everything from grading policies, to weekly schedules, to assessments, to how teachers and students spend their time may change to create a successful implementation that empowers teachers to meet the needs of every student.

Second is the ability to assemble one or more Grade Level Teams to apply for the program. A Grade Level Team consists of at least four teachers in a single grade (6-12) in the core subjects: one math, one science, one social studies and one English, the school leader/principal. This arrangement fosters collaboration and support among teachers who are implementing a new method for the first time and ensures students have a consistent, cohesive learning experience.

There are a number of other programmatic and technical requirements necessary to participate in the program, including but not limited to a 1:1 student to device ratio amongst participating students and teachers, sufficient broadband internet bandwidth on campus, and the use of Google Apps for Education. We also ask that schools purchase and administer the NWEA MAP test as a 3rd party assessment of program efficacy. A full list of technical and programmatic requirements can be found [here](#).

C. Collaboration with other Third Party Providers

The Summit Learning team has a partnerships arm that actively collaborates with third party organizations in support of Summit Learning schools. These organizations include regional and national non-profits, education consultants, educational service agencies, local universities, education technology companies, and technology corporations. We typically partner with these organizations in order to raise awareness of the Summit Learning program in a given geographic region or to help allocate resources and human capital around training and support for local Summit Learning partner schools.

D. Support from State, District, and School Partners

We believe that authentic transformation in schools must be *driven* by teachers and school leaders and *supported* by district managers and leadership, local organizations, and government. As such, our program is best executed when state and district leaders help to raise awareness and generate interest around the program to build the momentum for a group of school teams to pilot the work, then ensure that any organizational barriers are cleared to allow for a successful implementation driven by school teams.

We also ask that district leaders appoint a project manager from their organization to collaborate with Summit Learning's program managers in support of pilot teams in the district. As Summit Learning scales within a district, these project managers are pivotal for their ability organize school and district leaders around any systematic shifts necessary as Summit Learning evolves from pilot to program within the organization.

The role of the school leader throughout program implementation is to sponsor the program, champion the change management process on site, and actively engage the parents and community as teachers lead day to day efforts around implementation of Summit Learning in their classrooms.