Big Claims, Little Evidence, Lots of Money: The Reality Behind the Summit Learning Program and the Push to Adopt Digital Personalized Learning Programs

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National Education Policy Center

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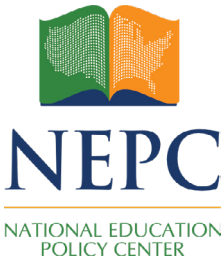

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Executive Summary

Virtual learning and personalized learning have been at the forefront of education reform discussions for over a decade. Backed by almost $200 million philanthropic dollars from the Chan-Zuckerberg Initiative, the Gates Foundation, and others, Summit Public Schools has aggressively marketed its Summit Learning Platform to schools across the United States since 2015. As a result, the Summit Learning Program is now one of the most prominent digital personalized learning programs in the United States.

Summit Public Schools, an 11-school charter network operating in California and Washington, promotes its proprietary Summit Learning Program to potential "partner" schools as a free, off-the-shelf, personalized learning program. Summit's marketing message trades on the alleged success of its schools. It claims to have developed a "science-based" personalized learning model of teaching and learning that results in all of its students being academically prepared for college. It further claims that its students succeed in college and are prepared to lead successful, fulfilled lives. These successes, it claims, are the result of its unique approach to personalized learning and the use of the digital platform at the heart of that approach.

None of the claims made by Summit Public Schools have been confirmed by independent evaluators. Other than scant bits of self-selected information provided by Summit Public Schools itself, we found no evidence in the public record that confirms its claims. Summit Public Schools has not provided the information related to its claims that we requested in a California public records request.

Despite the lack of evidence to support the claims made by Summit Public Schools, the Summit Learning Program has been adopted by nearly 400 schools across the country. While Summit has offered positive anecdotes and some selected data, there is no solid evidence that "partner" schools are experiencing the promised success. There are, however, a number of reports in the press that detail problems and dissatisfaction with the Summit Learning Program in partner schools and among students and parents. In addition, a Johns Hopkins University evaluation of partner school classrooms in Providence, RI, found students were left to teach themselves with minimal guidance from teachers and aides. Reviewers described students engaged in extensive off-task behavior and progressing slowly and ineffectively through their assigned work.

Our review of Summit partner school contracts suggests that student data collected by the Summit Learning Platform under the terms of those contracts presents a potentially significant risk to student privacy and opens the door to the exploitation of those data by the Chan Zuckerberg Initiative and possibly by unknown third parties—for purposes that have nothing to do with improving the quality of those students' educations.

Virtual education and personalized learning are at the top of the education reform agenda in large measure because of hundreds of millions of dollars in funding and advocacy by philanthropic organizations (e.g., the Gates Foundation), large digital platforms (e.g., Facebook and Google), and venture capitalists anxious to access the school market. The COVID-19 pandemic has turbo-charged these efforts, as schools across the country are struggling to find safe ways to educate their students.

The rapid spread of the Summit Learning Program—despite a lack of transparency and the absence of convincing evidence that it can deliver on its promises—provides a powerful example of how policymakers are challenged when faced with a well-financed and self-interested push for schools to adopt digital personalized learning programs. There is now an urgent need for policymakers to move quickly to protect the public interest by establishing oversight and accountability mechanisms related to digital platforms and personalized learning programs.

We recommend that state departments of education establish an independent governmental entity responsible for implementing and enforcing the following recommendations to ensure the quality of digital personalized learning in public schools and to adequately protect the privacy of student data. Specifically, such an entity should:

- Require that the digital personalized learning programs be externally reviewed and approved by independent third-party education experts. As part of these program evaluations, the evaluators should review and approve the program curricular materials, the pedagogical approaches as applied to the intended student populations, the validity of the assessment instruments, and the programmatic usefulness of data generated;
- Require that the assumptions and programming of all algorithms associated with personalized learning materials be audited for bias and other possible risks to students *before* the algorithms are implemented; and

- Develop a standard data security agreement that protects the privacy and limits the use of all data, including de-identified data, collected by schools through personalized learning materials and related software platforms.

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Introduction

For over a decade, schools across the United States have faced persistent pressure to adopt personalized learning programs. Nonprofit organizations,[1] state leaders,[2] the education and popular press,[3] government agencies, and foundations[4] have often promoted personalized learning and the adoption of digital technologies as complementary reforms. Advocates argue that tech-friendly personalized learning is a "student-centered" approach that will shift schools' focus away from expecting all children to learn the same way at the same pace toward addressing each child's individual needs and interests. In some instances the same reformers who have pushed for test-heavy, content-focused accountability systems are now, apparently without irony, promoting personalized learning as the cure for reforms they have spent the last two decades pushing on schools.[5]

The effort to install personalized learning in schools across the country has to a considerable degree been fueled by focused philanthropic funding (e.g., the Bill and Melinda Gates Foundation and the Chan Zuckerberg Initiative),[6] advocacy by tech industry trade associations [7] and large digital platforms (e.g., Facebook and Google), as well as investments by venture capitalists anxious to access the school market.[8, 9] At the same time, many states have adopted policies that encourage the use of digital platforms in personalized learning programs by exempting these platforms from restrictions on data collection designed to protect student privacy.[10] Although personalized learning proponents argue that it is much more than the use of digital platforms, the conception of competency-based pedagogy underlying the most prominent personalized learning approaches requires extensive data collection and performance feedback that only digital platforms can offer.[11]

Despite years of promotion and advocacy, an agreed-upon definition of personalized learn-

ing remains elusive.[12] Moreover, there is as yet little research support to buttress the claims being made.[13] The RAND Corporation research that proponents often cite, for example, actually failed to find results that support the widespread adoption of personalized learning programs.[14]

RAND's research examined the effectiveness of the practices the Gates Foundation promoted as integral to personal learning.[15] While they found some positive effects on academic achievement in schools that adopted personalized learning practices, RAND researchers could not confidently say that those practices were the cause of the effects.[16] RAND researchers also were unable to find evidence that personalized learning practices have a distinct impact on non-academic skills such as creativity, collaboration, and communication (i.e., the "21st-century skills" thought to be promoted by personalized learning).[17]

In this advocacy, policy, and research context, Summit Public Schools (SPS), a charter school network operating in California and Washington, began in 2015 to market its "Summit Learning Program" to schools around the country as a research-based model of whole school personalized learning reform. On its Summit Learning website and in supporting white papers, SPS promoted its program to potential "partner schools."[18] Supported by philanthropic funding, it offered them its proprietary competency-based digital platform, project-based learning approach, and mentoring approach at no charge.[19] SPS claimed that students in its schools learned to work independently, developed their cognitive and social-emotional skills, formed strong relationships with teachers, and succeeded academically both in its schools and subsequently in college.[20]

Since 2015, when it began marketing the Summit Learning Program (SPS refers to both the curriculum and instruction program that it uses in its schools and the program that it markets nationally to potential partner schools as "Summit Learning") to schools outside its charter school network, SPS has repeatedly claimed that student success in its schools made SPS a model for others. In 2020, nearly 400 schools across the United States are using the Summit Learning Program, promoted since 2019 by a new nonprofit organization created by SPS, T.L.P. Education (doing business as "Summit Learning").[21]

Given that research has not supported the claims of personalized learning advocates, it is important to understand whether and to what extent evidence supports SPS's claims that students at its schools—and by extension, at schools adopting the Summit Learning Program—will learn more and experience greater academic success. Its aggressive marketing and national footprint makes it important for policymakers to determine whether or not SPS, together with its long-term engineering partner, the Chan-Zuckerberg Initiative, and its philanthropic supporters (see Appendix A) have developed an approach to personalized learning that has delivered on its promises and will continue to do so.

Studying Summit

Policymakers, district and school administrators, and communities have had little information other than marketing materials to use in evaluating the validity of claims about either SPS or its Summit Learning Program. For our analysis, we collected and analyzed publicly

available information to determine what evidence supported the outcomes reported by SPS. The information we reviewed included SPS and its Summit Learning Program websites, SPS reports, and other materials. We also examined reports and other documents related to SPS released by other organizations, stories in the education and popular media, funding data, state performance data, and SPS contracts with partner schools (see Appendix B for detailed description of our research methods).[22] We conducted weekly internet searches and regular monitoring of the websites and social media accounts of organizations that might provide information about SPS, the Summit Learning Program, personalized learning, and commercialism in schools (see Appendix B). We also submitted a California Public Records request to SPS (see Appendix C).[23]

SPS's leadership maintains a careful public face, and assiduously avoids providing more or different information than it has chosen to share as part of that public face. Our own experience researching SPS and Summit Learning offers a case in point. It also mirrors that of district officials and parents who have tried, with limited if any success, to obtain information about their schools' use of the Summit Learning Program.[24]

When we requested information from SPS directly, organization staff were unfailingly polite, but nonresponsive. They declined our initial request for an interview.[25] When we submitted our questions via a California Public Records Act (PRA) request, they declined to answer any questions about the Summit Learning Program and the Summit Learning Platform, claiming that (1) activities relating to the Summit Learning Program and the Summit Learning Platform are not related to the operation of a SPS school and are therefore exempt from California's Public Records Act (PRA); and that (2) SPS can no longer access "certain records relating to the Summit Learning Program" (see Appendix C).

It is notable that SPS has been so reluctant and, in many instances, unwilling to provide basic information about its educational program and platform.

It is notable that SPS, a public charter management organization, has been so reluctant and, in many instances, unwilling to provide basic information about the educational program and platform that it created and has aggressively promoted to schools around the United States for several years. SPS provided information to us only as legally required and on the narrowest possible terms. It has even made the claim that the Summit Learning Program and Summit Learning Platform, created and used by SPS, have nothing to do with the operation of SPS (see Appendix C).[26]

In 2018-2019 SPS shifted the Summit Learning Program to T.L.P. Education.[27] T.L.P. is registered as a nonprofit organization and there is no legal mechanism by which the public can compel the organization to provide information, including about the intellectual property that SPS licenses (e.g., curriculum and brand). Nevertheless, both Diane Tavenner (the CEO of SPS) and Priscilla Chan (Co-Founder and CEO of the Chan Zuckerberg Initiative) are on T.L.P. Education's three-member board of directors. This suggests that these organizations are closely aligned. T.L.P. Education has not responded to any of our repeated written requests for information.[28, 29]

Summit Claims of Success

Since 2015, Summit Public Schools (SPS) has marketed the Summit Learning Program as a response to the requests of schools outside its charter school network to share its recipe for success. The image of SPS and its Summit Learning Program as successful is cultivated on the SPS website and in documents such as the 2017 "white paper," *The Science of Summit*.[30]

Despite its repeated claims of success and description of its curriculum and instruction program as "science-backed," "evidence-based," and "grounded in science," SPS has declined to allow an independent evaluation of its curriculum and instruction program, including its proprietary digital platform, the Summit Learning Platform.[31] Stanford University professor Larry Cuban observed several SPS classrooms. In a series of posts he described teachers who were readily available and engaged in meaningful, competent interactions with students.[32] He also noted what he called strong "connective tissue" between SPS teachers and students, and teacher-mentors who were much more engaged with students than typical homeroom teachers.[33] However, such anecdotal reports provide no independent research validation of SPS's claims related to the efficacy of the Summit Learning Program in general, or of the efficacy of the "Summit Learning Platform" in particular.

Academic Performance

It is concerning that SPS offers only self-selected evidence to support its claims of success. A 2016 Progressive Policy Institute publication lauding Summit, for example, was based only on selected test performance data provided by Summit Public Schools (SPS) itself. These test data showed impressive results on California's Academic Performance Index (API) and on a test of academic progress (MAP) produced by an organization called NWEA.[34] However, the API and NWEA MAP tests were only reported for one year for each set of tests (2012 for API and 2014-2015 for NWEA MAP).[35] SPS has also created case studies of selected partner schools to demonstrate their success with the Summit Learning Program.[36] While of interest, self-created case studies do not provide evidence of the systematic efficacy of the Summit Learning Program in the many partner schools that have adopted it.[37]

In 2017, as part of a larger study of charter school students' growth in state math and reading scores, the Center for Research on Education Outcomes (CREDO) included a snapshot of the performance of 398 SPS students for the 2012-2013 school year. CREDO found that attending SPS had a small but significant negative impact on math scores and no significant effect on reading scores.[38] SPS, however, claims that standardized tests are not a valid way of assessing the cognitive skills that it values.[39] At the same time, SPS has not provided independent research evidence to support its claims that its students excel in the development of cognitive skills.

Career and College Readiness

Summit Public Schools (SPS) has emphasized its graduates' readiness for 4-year college, claiming that 100% of its students are "eligible for 4-year college."[40] This claim does not

seem plausible, given the graduation rates published by the California Department of Education (CDE) and the Washington Office of Superintendent of Public Instruction, and the college readiness data published by the CDE and the Washington Charter School Commission.

According to California and Washington state records, no school in the SPS charter school network has ever graduated 100% of its senior class. Since its first graduating class in 2006-2007, SPS four-year graduation rates have ranged from a low of 75% (Summit Rainier in 2014-2015 and Summit Olympus in 2017-2018) to a high of 98.9% (Summit Prep in 2007-2008) (see Appendix D).[41]

CDE calculates the percentage of high school graduating students it determines to be ready for college and career.[42] It determines graduates to be "prepared" for college/career if they attain one of the following:[43]

1. Pass the Grade 11 Smarter Balanced Summative Assessments in English Language Arts (ELA)/literacy and mathematics with a score of 3 or higher;

2. Pass two Advanced Placement (AP) exams with a score of 3 or higher;

3. Pass two International Baccalaureate (IB) exams with a score of 4 or higher;

4. Receive a State Seal of Biliteracy and pass the Grade 11 Smarter Balanced Summative Assessment in ELA with a score of 3 or higher;

5. Pass the "a-g" courses required to apply to schools in the University of California or California State University systems with C minus or better and complete one of the following: pass Smarter Balanced Summative Assessments with a Level 3 or higher in ELA and at least a Level 2 in mathematics, or Level 3 or higher in mathematics and at least a Level 2 in ELA; complete one semester/two quarters/two trimesters of College Credit Courses with a grade of C- or better in academic/career and technical education (CTE) subjects where college credits are awarded for each course; score of 3 on one AP exam or score of 4 on one IB exam; or complete a CTE Pathway;

6. Complete a Career Technical Education (CTE) pathway and complete one of the following: pass Smarter Balanced Summative Assessments with a level 3 or higher in ELA and at least a level 2 in mathematics, or level 3 or higher in mathematics and at least a level 2 in ELA; or complete one semester/two quarters/two trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course;

7. Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education subjects where college credits are awarded;

8. Complete two years of Leadership/Military Science, score of Level 3 or higher in ELA and math, and Level 2 "Standard Nearly Met" or higher in other subject area.

This is a complicated system; any given student can potentially qualify in a number of dif-

ferent ways.

We examined the most recently released (2018-2019) college/career readiness percentages for the five SPS schools in California with a graduating class (Summit Everest, Summit Prep, Summit Rainier, Summit Shasta, and Summit Tahoma) to determine what might be said about the college/career readiness status of SPS students in general.

The percentages of SPS students the state of California recognized as "prepared" on its measures of college/career readiness fell well short of the 100% that SPS continues to claim,[44] ranging from from 56% (Summit Everest) to 74% (Summit Shasta)[45] (See Appendix E). In addition, by a wide margin, SPS students demonstrated readiness by completing the coursework making them eligible to apply for admission to CA state universities rather than by any of the other possible means.

In 2018-2019, between 92% (Summit Prep) and 98% (Summit Tahoma) of SPS students who qualified for the readiness designation did so by satisfying the high school coursework metric (see Appendix E). Across Summit Public Schools' (SPS) five California schools with a high school graduating class in 2018-2019, 329 of the 505 graduating students qualified as "prepared" according to California's college/career readiness calculations.[46] Of those 329 "prepared" students, 315 qualified as prepared by passing the coursework required to make them eligible to apply for admission to California's public universities; 181 passed Smarter Balanced Assessments with scores of 3 or higher in both ELA/literacy and mathematics; and 80 students scored 3 or higher on two Advanced Placement tests. In other words, SPS students are qualifying as "prepared" much more by completing high school coursework that SPS designs and grades than by performing at high levels on external measures of academic performance.[47]

The same is true for SPS's Washington schools. The Washington State Charter School Commission's Performance Framework Reports for 2018-2019 included data relevant to a college readiness goal that SPS set for itself and that the state of Washington does not report for all its schools[48]: "90% of students [will] finish the year college ready by scoring at least a 70% or higher in all classes," and "at least 50% of students [will] exceed basic college readiness by scoring 85% or higher in all classes."[49] In 2018-2019, all the SPS Washington schools achieved their goal (see Appendix E).[50] By including all students, not only those graduating, this measure of readiness indicates how many of each SPS school's students were on track to graduate college-ready. And, notably, it also allows SPS to define college readiness based not on any kind of commonly agreed-upon metric, but rather on the cognitive skills that SPS itself defines, assesses, and measures.[51]

There is nothing inherently invalid about SPS students being declared prepared based on their successful completion of their high school coursework. SPS determines students to have successfully completed their coursework based on teachers' evaluations of whether they demonstrate mastery of the cognitive skills that SPS has defined (See Appendix F). This being the case, it is essential that the rubric that SPS uses to assess its students' cognitive skills be both valid and reliably used by teachers.

We could find no publicly available documentation of the validity or reliability of the Sum-

mit Public Schools (SPS) Cognitive Skills Rubric.[52] The Stanford Center or Assessment, Learning, and Equity (SCALE), which ostensibly worked with SPS on both an earlier and updated version of the Cognitive Skills Rubric, referred us to SPS for information about it (See Appendix G). SPS has not provided records we requested that (1) explain the basis for and/or that document the psychometric validation of the Cognitive Skills Rubric, (2) describe the training of teachers to use the Cognitive Skills Rubric, and (3) demonstrate teacher training's effect on teacher consistency in assessing student mastery of cognitive skills (See Appendix C). As a consequence, although Summit Public Schools' (SPS) claim that its students are college ready is technically correct, the overwhelming majority of those students meet the standards by taking SPS's courses and being evaluated by SPS's rubric. Given that Summit Public Schools (SPS) has provided no evidence that its Cognitive Skills Rubric has either internal or external validity, and that there is no evidence that student mastery of the cognitive skills detailed in the rubric is reliably assessed, the claims made by SPS related to its success in preparing students for college are without support and cannot be taken at face value (See Appendix G).

Success in College

Summit Public Schools (SPS) claims on its website that, "From our inaugural graduating class until now, 98% of all Summit graduates have been accepted into at least one four-year college" and that its students graduate at "2X the national average for college graduation."[53] We could find no data to confirm or disconfirm these assertions. When we asked in an open records request, SPS claimed to have no records relevant to these claims (see Appendix C).[54] This is consistent with the pattern described above, of SPS making extreme claims about its students' success and then being unable or unwilling to provide documentation to support those claims (see Appendix G).

Marketing Summit Public Schools

Given the lack of supporting data in the public record for Summit Public Schools' (SPS) claims of effectiveness and its inability and/or unwillingness to provide evidence to support its claims, SPS's success in convincing others to adopt its program based on its alleged success is astounding. This suggests that its ability to successfully market its program to schools across the country rests not on the efficacy of the Summit Learning Program so much as on millions of philanthropic dollars, guidance, and other support of such backers as the Gates Foundation. These well-heeled backers have funded a comprehensive and aggressive marketing campaign that promises underfunded U.S. schools struggling to provide a high-quality education that they will be provided—without cost—a successful personalized learning program.[55]

Early on, SPS promoted itself[56] to potential funders, particularly funders associated with the technology industry who might support the charter school network as a "laboratory of innovation" that featured the use of digital technology and could spearhead further adoption of such technology.[57] Armed with philanthropic cash, SPS targeted parents, teachers, and

administrators of potential partner schools.[58]

A 2015 agreement between Summit and Facebook established the goals of developing and enhancing Summit's existing platform software and collaborating on marketing strategy for its nationwide adoption.[59] A June 2017 SPS final report to the Chan Zuckerberg Initiative (CZI) outlined public relations efforts to create social conditions amenable to widespread adoption of personalized learning.[60] The report described the marketing efforts as part of a strategy to create "one consistent narrative" promoting a positive answer to the question of "Does Summit Learning work?"

Part of this marketing strategy was the 2017 publication *The Science of Summit,* which purports to show that SPS's pedagogical approach is research-based.[61] In the earlier 2017 CZI grant report, SPS lists plans to promote *The Science of Summit* through an in-depth blog series, a podcast series, a Facebook live series, as well as brochures, presentation slides, infographics, and slideshows—all of which SPS planned to complement with efforts to "build trust and advocacy among our audiences by engaging with key influencers who they respect and turn to for insights and opinions."[62]

The Science of Summit, in fact, offers no research evidence of the positive effect of SPS's program on student performance.[63] Rather, it describes choices SPS made as it developed its approach—to focus on project-based learning and generalized "cognitive skills," noncognitive, social-emotional factors, and student-teacher relationships. It points to a historical context of research and theory that it interprets as consistent with these choices. These theories and research would, however, also support choices leading to very different programs of curriculum and instruction. For example, rather than having students independently learn the content knowledge necessary for a given project as part of a digital competency-based learning approach, as SPS does, a different approach might have a class start a project by determining as a group the kinds of knowledge or skills they would need in order to complete the project, and how they might acquire them. In such an approach, the discussion and choices related to gaining the necessary knowledge are central to the project, not separate.

"The Science of Summit" offers no research evidence of the positive effect of SPS's program on student performance.

Given that theory and research can lead to a variety of implementations and the fact that there has been no external research confirmation of the efficacy of Summit's practices, *The Science of Summit* cannot be regarded as providing research validation of the Summit Learning Program.

The Science of Summit resembles Summit's other marketing materials in emphasizing the non-digital aspects of the program. On their websites, both SPS and Summit Learning avoid the words "computer," "digital," and "platform." The words "self-directed" and "self-direction" take their place, next to "mentoring" and "projects" (and, in the case of SPS, but not Summit Learning, "expeditions").[64, 65] Although the Summit Learning Platform is the central organizer, delivery tool, and data hub for Summit's approach to personalized learning, Summit's marketing materials de-emphasize its role. When the platform is mentioned at all, it is characterized as a feature that supports both teachers and students in their efforts to create graduates who know how to learn independently, who will attend, succeed, and graduate from college, and who will develop the personal and academic skills they will need to to lead fulfilled lives.[66]

A Flood of Philanthropic Dollars

Since 2011, Summit Public Schools (SPS) has received philanthropic funding totaling at least $177.6 million.[67] Donors include the Bill and Melinda Gates Foundation, the Carnegie Corporation of New York, the Silicon Schools Fund, the Silicon Valley Community Fund, Meg Whitman, and the XQ Institute (see Appendix A). The *Hechinger Report* reports that the Chan Zuckerberg Initiative (CZI) alone committed $142.1 million to SPS since 2016.[68] CZI's website reports providing $48.8 million to SPS between 2016 and 2020 and $40 million to T.L.P. Education between 2018 and 2020 (see Appendix A).[69] These financial contributions do not include significant in-kind contributions made by Facebook (and possibly CZI as well) to develop the Summit Learning Platform and the marketing strategy for the Summit Learning Program.[70] They also do not include additional financial contributions made to Summit partners, such as the Lindsay Unified School District.[71]

Together, the influx of money, engineering skills, and business know-how from the digital technology sector and tech-friendly foundations supercharged the development of the Summit Learning Platform and made possible the widescale sophisticated marketing program of the Summit Learning Program.

By the 2019-2020 school year, the SPS charter school network had grown to 11 (from two in 2010-2011) and the number of Summit Learning partner schools had grown from zero in 2013-2014 (prior to its partnership with Facebook) to over 380.

The Enduring Lure of "Free" Whole-School Reform

Public schools have for years been flooded with marketing materials promoting personalized learning even as they have been cricitized, often unfairly, for using an outdated "factory model" of curriculum and instruction. They are guilty, critics assert, of failing to equip their students for success in 21st-century workplaces and lead satisfying fulfilled lives.[72] Personalized learning programs, including the Summit Learning Program, offer the promise that students at schools adopting them will be equipped with the skills that modern workplaces demand; that teachers will be freed from mundane tasks so they can mentor students; and, that student achievement and life competence will improve.

Marketed as a cost-free solution to the academic problems faced by cash-strapped districts,[73] the Summit Learning Program promises an off-the-shelf system of whole-school reform that will transform struggling schools into successful schools. Such a promise cannot help but appeal to school and district decision-makers. Unfortunately, the recent history of whole-school reform models suggests that the results are likely to be disappointing.

In the 1990s, the New American Schools Development Corporation (NASDC), a privately funded organization, supported the development and implementation of whole-school reform models as part of both President George H.W. Bush's ("America 2000") and President Clinton's ("Goals 2000") education reform efforts. In the 1990s NASDC funded a number of school reform models that would appear to meet the criteria that Summit deems essential (i.e., they were internally consistent and supported by sound research). The implementa-

tion of NASDC models foundered in part because schools adopting the models could not, by themselves, afford either the cost of implementing them or of sustaining them—or both. Unsurprisingly, then, another significant issue was that school staff were not provided with adequate training in implementing the models and/or with ongoing in-service support.[74]

Similar problems have cropped up among partner schools adopting the Summit Learning Program, detailed in several reports of schools failing to achieve anything like the promised success.[75] SPS tends to characterize these failures as a result of partner schools having improperly implemented its program, or as non-representative.[76] If this is indeed the case, it would not be surprising: even though the program itself is provided without charge, the model imposes costs on schools that most schools likely cannot afford, including costs associated with providing the required digital infrastructure and devices. Further, even if staff use the Summit Learnng Program "off the shelf," it is possible that schools may be unable to provide the level of staff training and ongoing in-service support to properly implement or maintain the model.

The SPS model developed in a particular context under a particular set of conditions in a small number of low-enrollment schools in California and Washington state. It is not clear that whatever successes SPS may have had in its own schools can be abstracted into a guiding set of principles for widespread school reform, particularly for schools serving low-income communities with diverse student populations. Between the Summit Learning Program's initial launch in 2015-2016 and 2018-2019, SPS reported that 393 schools contracted to use the Summit Learning Program.[77] A *Chalkbeat* analysis found that about 25% of the schools that adopted it before the 2018-2019 school year dropped out along the way.[78] Whether and to what extent the remaining schools have held true to the model—as well as what results they have experienced overall—is unknown.

It is not clear that whatever successes SPS may have had in its own schools can be abstracted into a guiding set of principles for widespread school reform.

When schools adopt the Summit Learning Program, they will predicably face a number of challenges. An outside source provides a completely new philosophy, curriculum, and digital platform, and along with them a vast set of unfamiliar tasks.[79] Given these many new and different demands on teacher time, it is not hard to imagine that the framework of the program, the digital Summit Learning Platform, is likely to be privileged over the other program features as partner school staff struggle to keep up. That is, more teacher time must be spent on tasks related to the plaform, crowding out the time that they theoretically would be spending on student-facing activities such as mentoring and supporting student projects.[80]

Schools that face the greatest financial challenges, that are understaffed, and that support large numbers of students with special needs are likely to find even the demands of learning and mastering an ever-changing platform beyond their capabilities. A Johns Hopkins University team found just such a situation when it reviewed Summit Learning Program classrooms in Providence, RI, in 2019.[81] The reviewers found students in Summit Learning Program classrooms proceeding slowly through the program's curriculum, trying to guess their way through material with minimal teacher supervision.[82] These students were more disengaged and off-task than students in traditional classrooms in the same district, and

they were limited to learning how to answer problems in the program's assessment format.[83] Students reported disliking the program and being "burned-out" by extensive screen time.[84]

In practice, it appears that in partner schools the Summit Learning Program can often leave children to teach themselves, which means that students in schools like those in the Providence district may not master the curriculum or have other meaningful learning experiences. As we have already noted, whereas SPS portrays its approach as scientific and generalizable, the culture created over time in SPS is the unique result of its history and development. It would be hard, if not impossible, to transfer this culture to disparate partner schools.[85] What *can* be used, no matter how imperfectly, however, is the digital Summit Learning Platform. And, in contrast to the images conjoured up by personalized learning advocates, the Summit Learning Platform operationalizes a data-hungry, hyper-rational, competency-based approach to learning.

Data Collection and Use

The Summit Learning Platform collects a lot of data about students from partner schools. It obtains some of these data—such as English Language Learner information, school attendance informaton, state assessment data, and bus pickup and drop-off locations—from school data systems as part of Summit Learning's role as a "school official."[86] It gets other data—such as project grades, student goals, and mentoring notes—when teachers and students voluntarily enter them. It collects still other data automatically as students work within the platform. Among these are such details as students' content assessment attempts and results, times and locations of activity, and IP addresses. Data are used as part of the educational program, to improve it, and to market it. It is not clear to what other purposes the data may be put.

The contracts signed with Summit Public Schools (SPS) (and, since 2019-2020, with T.L.P. Education) that we reviewed are careful to distinguish personally identifiable "student data" and "de-identified data." The contracts set limits on the use of "student data." For example, they prohibit the sale of "student data" and its use for purposes other than to provide the services specified in the contract. They also provide for SPS (and, since 2019-2020, T.L.P. Education) to "destroy" "student data" by de-identifying it. This means that when schools, as allowed by their contract, request that data collected from their students be destroyed, it may not actually be destroyed in the sense that most people understand the term. Rather, it may be transformed into de-identified data.

The contracts we examined permit SPS (and now T.L.P. Education) access to and use of de-identified student data in perpetuity. Contracts signed in 2018-2019 explicitly provide for SPS (and now T.L.P. Education) to use de-identified student data "for any lawful purpose" (the same language appears in the current Data Privacy Addendum on the Summit Learning website).[87] By extension, this means that the Chan Zuckerberg Initiative (CZI), its long-term technology partner,[88] may also access de-identified student data to use in any way it wishes in perpetuity. Uses may include analyzing it for insights about student learning and psychology using big data statistical methods, selling it to third parties, and creating

for-profit enterprises to exploit it—all without the knowledge and consent of either students or their parents.[89]

The privacy protections we reviewed in SPS's contracts with partner schools seem impressive on their surface; however, the provisions related to de-identified data are telling. SPS assures partner schools that it will not re-identify the data. However, this is far from the whole picture. Clause 4.6 of the Data Privacy Addendum to the 2018 contract(s) we reviewed provides for (personally identifiable) student data to be de-identified as a means of "destroying" it, and exempts de-identified data from the obligation to destroy data.[90] This is important because the data never have to actually be destroyed, and they can be reidentified. Computer scientists and data experts have known for years that complex de-identified datsets—such as the student datasets held by SPS—can easily be re-identified.[91] There can be little doubt that contract language related to the "destruction" of data was crafted with full knowledge that de-indentified data can be easily re-identified and thus are not in fact "destroyed." In effect, the contract gives CZI access to student data, and it may do whatever is legally permissible with those data, in perpetuity.

It is important to note that the Chan Zuckerberg Initiative (CZI) is not a charity or a philanthropic organization: it is a business.[92] As such, it can make political contributions. It can and does make charitable contributions. It can and has invested in several for-profit companies,[93] and it can and has engaged in political lobbying.[94]

Given this background, it would be reasonable to assume that CZI expects some gain from its collaboration with SPS and now T.L.P. Education. It also seems likely that what it stands to gain is access to significant amounts of student data that it can convert into a considerable amount of money.

Facebook has taught the world that data are fungible and can mean big money. They can also be very dangerous when controlled by an opaque organization immune to public oversight. Regardless of who is named the owner of student data in partner school contracts, as Summit Learning's technology partner CZI has full access to those data.

Given this context it is concerning and suggestive to note that compared to the 2017 contract we reviewed, the 2018 partner school contracts we analyzed expanded Summit Learning's (and thereby CZI's) right to access and use de-identified student data.[95] Any use to which SPS, T.L.P. Education, or CZI may make of data that the Summit Learning Platform collects about students is independent of any benefit the Summit Learning Program may provide to its students. As we have already noted, the student data can be easily re-identified and there is a significant financial incentive to do so.

Privacy Concerns Meet Pedagogical Concerns

It is important to understand that the algorithms governing the Summit Learning Platform's curriculum delivery, data collection and analysis, and other efforts have been created via subjective decisions on the part of Summit Public Schools (SPS) (or Facebook's or the Chan Zuckerberg Initiative's) staff—and perhaps unknown others.[96, 97] Although algorithms are

commonly thought of as purely mathematical and objective, they are in fact theories that reflect which pieces of information their authors consider valuable and how their authors believe those pieces of information should be fit together and used to draw conclusions.

Therefore, all algorithms, including those in the Summit Learning Platform, necessarily reflect the values, assumptions, social positions, and interests of their authors. For this reason, researchers and advocates have called for algorithms to be audited for possible bias.[98] To date, SPS has not provided any information about the entities involved in making decisions about the Summit Learning Program's curriculum and assessments or the qualifiations of decision-makers; neither has it provided access to algorithms for disinterested experts to evaluate (See Appendix C).[99]

The transparency of the algorithms included in the Summit Learning Platform is essential to determine whether the inferences those algorithms draw about students are valid and to evaluate how they influence members of the school community to act in relation to students. SPS offers no such transparency.

Further, Summit Public Schools has presented the Summit Learning Program as amenable to customization to meet different communities' varying values and needs. In reality, the Summit Learning Platform is centrally programmed with course content and with the algorithms that guide students' experience and that make many consequential decisions about them. The proprietary curtain that keeps the Summit Learning Platform's algorithms from review contrasts with the way in which, for instance, publishers commonly submit textbooks for review. It effectively turns school curriculum into a "black box" that operates with no oversight by or accountability to the public.

Marketing claims aside, there is little evidence that SPS's program of curriculum and pedagogy either improves outcomes for students or personalizes instruction in ways that meaningfully distinguish it from any number of other educational programs. It is important to note that there are other ways to personalize education that do not require reliance on digital delivery or data collection. Alfie Kohn's child-centered approach,[100] James Macdonald's person-oriented curriculum,[101] and Lorrie Shepard and colleagues' sociocultural approaches,[102] for example, focus on providing opportunities for children to create their own meaning from the curriculum.[103] As already noted, to a considerable degree the Summit Learning Program focuses on student development within a narrow pedagogical framework that emphasizes assessment and data collection. We know further that these data may be subsequently be transferred with virtually no transparency, oversight, or accountability to unknown, other parties.

Conclusion and Recommendations

Despite many red flags and general lack of research support, advocacy for the adoption of digital personalized learning in general continues unabated. The Summit Learning Program is a slickly marketed digital personalized learning program that is promoted as a "free" and off-the-shelf program to schools all over the country. Our analysis suggests that, rhetoric notwithstanding, the Summit Learning Program does not deliver on its promise to provide

a higher quality education, with superior student outcomes, in the schools that adopt it. Moreover, aside from any valid education purpose, the Summit Learning Platform approach to assessment, coupled with enabling contract language, opens the door to the transfer of large amounts of student data to third parties without oversight or accountability. These concerns are compounded by the overall lack of organizational transparency of Summit Public Schools (SPS) and T.L.P. Education.

The rapid spread of the Summit Learning Program—despite a lack of transparency and the absence of convincing evidence that it can deliver on its promises—provides a powerful example of how policymakers are challenged when faced with a well-financed and self-interested push for schools to adopt digital personalized learning programs. There is now an urgent need for policymakers to move quickly to protect the public interest by establishing oversight and accountability mechanisms related to digital platforms and personalized learning programs.

We recommend that state departments of education establish an independent governmental entity responsible for implementing and enforcing the following recommendations to ensure the quality of digital personalized learning in schools and to adequately protect the privacy of student data. Specifically, such an entity should:

- Require that the digital personalized learning programs be externally reviewed and approved by independent third-party education experts. As part of these program evaluations, the evaluators should review and approve the program curricular materials, the pedagogical approaches as applied to the intended student populations, the validity of the assessment instruments, and the programmatic usefulness of data generated;
- Require that the assumptions and programming of all algorithms associated with personalized learning materials be audited for bias and other possible risks to students *before* the algorithms are implemented; and
- Develop a standard data security agreement that protects the privacy and limits the use of all data, including de-identified data, collected by schools through personalized learning materials and related software platforms. This agreement should require that the school collecting data do the following:
    - Clearly explain what kinds of data it proposes to collect from students, how it proposes to store the data and for how long, who will be allowed access, and what educational purpose all data collected will serve;
    - Refrain from collecting any data not directly relevant to an agreed-upon specified educational purpose and from using any data, including de-identified data, collected for any purpose other than the agreed-upon specified educational purpose;
    - Vest the ownership of any and all student data collected with the student or the adult(s) legally responsible for him or her;
    - Prohibit any school from making participation in its curriculum and instruction, assessment, or any other part of its academic program contingent on students or

parents granting any third-party access to their data in any form whatsoever;

- Provide a standard, explicit, and easy-to-understand explanation of what kind of data use is incorporated in such activities as "improving" websites, apps, or services, or in "personalizing and improving" users' experience with educational software, and allow students to opt in to such activities;
- Prohibit schools from entering into any agreement with a third party that abridges any of the previously stated requirements.

Additionally, as a result of the problems we identified in our study of Summit Public Schools and its Summit Learning Program, we recommend that state, district, and school-level officials considering personalized learning be especially cautious about adopting commercially produced personalized learning programs. To avoid introducing significant pedagogical and privacy threats to their schools, we recoomend that their first steps be to:

- Define the pedagogical values, goals, and practices they hope to achieve via personalized learning before considering the adoption of a particular program;
- Clarify the ways in which an ideal personalized learning approach would advance their self-defined values, goals, and practices;
- Identify potential negative consequences that may be associated with personalized learning and devise strategies for avoiding them;
- Determine which of their defined values, goals, and practices can be best achieved by non-digital means and which require digital means;
- Use the steps enumerated above either as a framework for designing their own personalized learning program or for assessing the suitability of any commercially provided programs being considered.

List of Appendices

A. Timeline of Summit Public Schools Network Development and Philanthropic Funding

B. Research Methodology

C Communications with Summit Public Schools Regarding Public Records Act Request Submitted November 5, 2019

D. Summit Public Schools Graduation Rates

E. Summit Public Schools College/Career Readiness

F. Summit Public Schools Cognitive Skills Rubric

G. Summit Public Schools College Readiness Claim

Notes and References

1 For example:

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2 For example:

The Council of Chief State School Officers (CCSSO), for instance, "…is committed to working alongside states to develop education systems that encourage and inspire student-centered learning, including personalized learning, competency-based education, and social-emotional learning and academic development."

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3 For example:

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4 Herold, B. (2017, June 29). Chan Zuckerberg to push ambitious new vision for personalized learning. *Education Week*. Retrieved April 24, 2020, from https://www.edweek.org/ew/articles/2017/06/29/chan Zuckerberg-to-push-ambitious-new-vision-for.html

5 For example:

Bush, J. (2020, May 3). It's time to embrace distance learning — and not just because of the coronavirus. *The Washington Post*. Retrieved May 19, 2020, from https://www.washingtonpost.com/opinions/2020/05/03/jeb-bush-its-time-embrace-distance-learning-not-just-because-coronavirus/

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Barnum, M. & Zhou, A. (2018, September 6). Mark Zuckerberg's education giving so far has topped $300 million. Here's a list of where it's going. *Chalkbeat*. Retrieved May 19, 2020, from https://www.chalkbeat.org/2018/9/6/21105640/mark-zuckerberg-s-education-giving-so-far-has-topped-300-million-here-s-a-list-of-where-it-s-going

Bill and Melinda Gates Foundation (2015, November). Editorial Projects in Education, Inc. [webpage]. Retrieved May 20, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2015/11/OPP1141577

7 Fox, C. & Jones, R. (2018). *Navigating the digital shift 2018: Broadening student learning opportunities*. Washington, DC: State Educational Technology Directors Association (SETDA). Retrieved June 3, 2020, from https://www.setda.org/master/wp-content/uploads/2018/05/Nav_ShiftIII_Accessible5.29.18-1.pdf

8 A report released by the Software and information Industry Association (SIIA) in 2014 valued the K-12 market for education software and digital content/resources at $8.38 billion. Audrey Watters, an independent journalist who compiles records of investments reported in public sources such as *Education Week*, *EdSurge*, and *TechCrunch*, reports investments in products for the K-12 education technology sector that totaled over $4.5 billion in 2015-2018. Her lists include nearly 600 products that are supported by over 1500 investors since 2015.

Watters, A. (2018). Ed-tech companies that have raised venture capital (since 2015) [webpage]. *Hack Education Data*. Retrieved August 21, 2018, from https://hack-education-data.github.io/investments/

Richards, J. & Stebbins, L. (2014). *2014 U.S. education technology market: PreK-12*. Software & Information Industry Association. Retrieved June 3, 2020, from https://www.siia.net/Portals/0/pdf/Education/SIIA2014Report_PreK12_FINAL%201%2031%202015_Exec%20Summ.pdf

For further discussion, see:

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9 Conferences such as those held by Reimagine Education and SXSW EDU encourage matchmaking between investors and the many startups offering education technology products. See, for example:

Reimagine Education (2018). Reimagine Education conference and awards [webpage]. Retrieved June 3, 2020, from https://www.reimagine-education.com/

SXSW, LLC (2018). SXSW EDU schedule [webpage]. Retrieved June 3, 2020, from https://schedule.sxswedu.com/2018/events/PP78084

10 For discussion, see:

Boninger, F. & Molnar, A. (2016). *Learning to be watched: Surveillance culture at school—The eighteenth annual report on schoolhouse commercializing trends, 2014-2015* (p. 16). Boulder, CO: National Education Policy Center. Retrieved June 3, 2020, from http://nepc.colorado.edu/publication/schoolhouse-commercialism-2015

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"Student Online Personal Information Protection Act," Cal Bus & Prof Code § 22584 (2015). Retrieved May 19, 2020, from https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=8.&title=&part=&chapter=22.2.&article=

"Student Data Transparency and Security Act," C.R.S. § 22-16-101 et seq. Retrieved May 19, 2020, from http://www.cde.state.co.us/dataprivacyandsecurity/crs22-16-101

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12 An *Education Week* survey found a variety of definitions. In particular, an influential "working definition" offered by the Bill and Melinda Gates Foundation and associated organizations in 2014 focuses on the goals to which personalized learning programs should aspire.

Herold, B. (2018, November 6). What does personalized learning mean? Whatever people want it to. *Education Week*. Retrieved April 24, 2020, from https://www.edweek.org/ew/articles/2018/11/07/what-does-personalized-learning-mean-whatever-people.html

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Network for Public Education (2018, March 23). *Online learning: What every parent should know*. Retrieved June 10, 2020, from https://networkforpubliceducation.org/10345/

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Penuel, W.R., & Johnson, R. (2016). *Review of "Continued progress: Promising evidence on personalized learning."* Boulder, CO: National Education Policy Center. Retrieved June 3, 2020, from https://nepc.colorado.edu/thinktank/review-personalized-learning

15 Pane, J.F., Steiner, E.D., Baird, M.D., & Hamilton, L.S. (2015). *Continued progress: Promising evidence on personalized learning*. Santa Monica, CA: RAND Corporation. Retrieved June 3, 2020, from https://www.rand.org/pubs/research_reports/RR1365.html

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3, 2020, from https://www.rand.org/content/dam/rand/pubs/research_reports/RR2000/RR2042/RAND_RR2042.pdf

16 Students in the schools defined as "personalized learning schools" showed greater growth in math and reading scores on the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment than the national average, and more than 50% of the students from these schools showed greater growth than "virtual students" created to serve as comparison standards.

NWEA (formerly the Northwest Evaluation Association) is a testing company based in Oregon. Its MAP Growth tests use "adaptive" algorithms to begin with a question appropriate for a student's grade level and then choose subsequent questions throughout the test in response to student responses. For more information on NWEA and MAP Growth, see:

NWEA (2018). MAP Growth [webpage]. Retrieved June 3, 2020, from https://www.nwea.org/map-growth/

RAND's research is reported in detail here:

Pane, J.F., Steiner, E.D., Baird, M.D., & Hamilton, L.S. (2015). *Continued progress: Promising evidence on personalized learning*. Santa Monica, CA: RAND Corporation. Retrieved June 3, 2020, from https://www.rand.org/pubs/research_reports/RR1365.html

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Pane, J.F., Steiner, E.D., Baird, M.D., Hamilton, L.S, & Pane, J.D. (2017). *Informing progress: Insights on personalized learning implementation and effects* (p. 11). Santa Monica, CA: RAND Corporation. Retrieved June 3, 2020, from https://www.rand.org/content/dam/rand/pubs/research_reports/RR2000/RR2042/RAND_RR2042.pdf

18 Summit Learning (n.d.). Creating learners for life [webpage]. Retrieved April 24, 2020, from https://www.summitlearning.org/

Summit Public Schools (n.d.). *The science of Summit*. Retrieved June 2, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

19 Summit Public Schools reported to the Chan Zuckerberg Initiative (CZI) in 2019 that it had begun requiring partner schools to "adopt all three components of the instructional approach (i.e., Project-Based Learning, 1:1 Mentoring, and a Self-Directed Learning Cycle)." The self-directed learning cycle is the learning of content knowledge via the platform.

Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report* (p. 7). Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

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Summit Learning (n.d.). Creating learners for life [webpage]. Retrieved April 24, 2020, from https://www.summitlearning.org/

21 T.L.P. Education was formed in 2018 and took over administration of the Summit Learning Program for the 2019-2020 school year.

Summit Learning (n.d.). Who is T.L.P. Education (aka "Summit Learning")? [webpage]. Retrieved February 19, 2020, from https://help.summitlearning.org/hc/en-us/articles/360021179053-Who-is-T-L-P-Education-aka-Summit-Learning-

Summit Learning (2019, April 4). Andrew Goldin named executive director of T.L.P. Education [webpage]. *Cision PR Newswire*. Retrieved May 31, 2020, from https://www.prnewswire.com/news-releases/andrew-goldin-named-executive-director-of-tlp-education-300824991.html

For numbers of partner schools over time, see:

Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved February 9, 2020, from https://chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

22 We were able to obtain three fully executed contracts between Summit Public Schools and public school districts from parents who obtained them from their districts:

Summit Learning Program Agreement, Summit Public Schools and Fairview Park City School District, May 1, 2018

Summit Learning Program Participation Agreement, Summit Public Schools and New Egypt High School, May 11, 2017

Summit Learning Program Agreement, Summit Public Schools and Wellington Unified School District 353, March 30, 2018

23 As of June 8, 2020, Summit Public Schools has not provided any of the records we requested in our Public Records Act request submitted November 5, 2019.

24 Balot, T. (2019, September 6). Personal communication (telephone) with Faith Boninger.

Henning, T. (2020, January 5). Personal communication (email) with Faith Boninger.

Tabor, N. (2018, October 11). Mark Zuckerberg is trying to transform education. This town fought back. *New York Magazine* (nymag.com). Retrieved June 3, 2020, from http://nymag.com/intelligencer/2018/10/the-connecticut-resistance-to-zucks-summit-learning-program.html

25 Uong, C. (2019, October 18). Personal communication (email) with Faith Boninger.

26 In its response to our Public Records Act request for records pertaining to the Summit Learning Platform, Summit Public Schools claimed that "to the extent activities relating to the Summit Learning Program and the Summit Learning Platform are unrelated to the operation of a Summit Public Schools school, they are exempt from the Public Records Act" (See Appendix C).

27 Summit Learning (n.d.). Who is T.L.P. Education (aka "Summit Learning")? [webpage]. Retrieved February 19, 2020, from https://help.summitlearning.org/hc/en-us/articles/360021179053-Who-is-T-L-P-Education-aka-Summit-Learning-

It is worth noting that the address given for T.L.P. Education (doing business as "Summit Learning") is the address of the lawyer for Summit Public Schools.

The external law office used by Summit Public Schools is Procopio, Cory, Hargreaves & Savitch, LLP. The address for T.L.P. Education is c/o Procopio at 1117 California Ave #200, Palo Alto, CA 94304.

Public Employment Relations Board (2019, December 5). Communication to Procopio, Cory, Hargreaves & Savitch, LLP [mail] UNITE SUMMIT, CTA/NEA v. Summit Public Schools, Unfair Practice Charge No. SF-CE-3353-E. Retrieved February 21, 2020, from https://drive.google.com/file/d/11nDs1d3qj6l6nJgS4tWMnkWwia4vIbtY/view

Summit Learning (n.d.). How can I contact T.L.P. Education? [webpage]. Retrieved February 21, 2020, from https://help.summitlearning.org/hc/en-us/articles/360020980974

28 Christopher Saldaña wrote to info@summitlearning.org, the address provided by T.L.P. Education, and asked to speak to someone about the Summit Learning Program on October 18, October 23, November 4, November 16, November 22, December 5, December 11, December 30, January 9, and January 24, January 31, and February 7. He did not receive a reply. He sent the same request to the land address indicated on the Summit Learning website on January 27, 2020 and February 14, 2020.

The email address may be found at:

Summit Learning (n.d.). How can I contact T.L.P. Education? [webpage] Retrieved June 3, 2020, from https://help.summitlearning.org/hc/en-us/articles/360020980974

29 Interestingly, T.L.P. senior staff did provide interviews to the Hechinger Report.

30 Before it moved the Summit Learning Program, Summit Public Schools's "About Us" page on its website included a history of Summit Public Schools and the Summit Learning Program, a description of its Summit Learning Program, and statistics about its students' outcomes: "100% Eligible For 4-Year College; 98% Accepted to 4-Year College; 55% Graduate College Within 6 Years—that's": "2X The National Average." This page is no longer available, although those same statistics (except for "55% Graduate College Within 6 Years" – only the translation to "2X The National Average for College Graduation" currently appears) can be found on Summit Public Schools' "Our Results" webpage.

Summit Learning (n.d.). About us [webpage]. Retrieved August 21, 2019, from https://www.summitlearning.org/about-us [no longer accessible]

Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved June 2, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

Summit Public Schools (n.d.). Our results [webpage]. Retrieved May 11, 2020, from https://summitps.org/the-summit-model/our-results/

See also:

Tavenner, D. (2019). *Prepared: What kids need for a fulfilled life*. New York, NY: Currency.

31 For claims about the scientific basis of Summit Public Schools' curriculum and instruction program, see:

Summit Learning (n.d.). About us [webpage]. Retrieved August 21, 2019, from https://www.summitlearning.org/about-us [no longer accessible]

Summit Public Schools (n.d.). *The science of Summit*. Retrieved June 2, 2020, from https://summitps.org/

wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

For discussion of Summit Public Schools' reluctance to submit its curriculum and instruction program to independent evaluation, see:

Barnum, M. (2019, January 17). Summit Learning declined to be studied, then cited collaboration with Harvard researchers anyway. *Chalkbeat*. Retrieved June 3, 2020, from https://www.chalkbeat.org/posts/us/2019/01/17/summit-learning-research-harvard/

32 For example:

Cuban. L. (2016, March 13). Summit charter school teachers integrating technology, part 1–Biology [blog post]. *Larry Cuban on School Reform and Classroom Practice*. Retrieved May 13, 2020, from https://larrycuban.wordpress.com/2016/03/13/summit-charter-school-teachers-integrating-technology-part-1-biology/

Cuban, L. (2016, March 16). Summit charter teachers integrating technology, part 2: History. *Larry Cuban on School Reform and Classroom Practice*. Retrieved May 20, 2020, from https://larrycuban.wordpress.com/2016/03/16/summit-charter-teachers-integrating-technology-part-2-history/

33 Cuban, L. (2019, August 21). Personal communication (telephone) with Alex Molnar.

34 "NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction."

NWEA (2020). About NWEA [webpage]. Retrieved February 25, 2020, from https://www.nwea.org/about/

35 The publication does not indicate whether the API scores are 2011-2012 or 2012-2013.

Osborne, D. (2016,). *Schools of the future: California's Summit Public Schools*. Progressive Policy Institute. Retrieved February 26, 2020, from https://www.progressivepolicy.org/wp-content/uploads/2016/01/2016.01-Osborne_Schools-of-the-Future_Californias-Summit-Public-Schools.pdf

36 Summit Learning (n.d.). Case studies [webpage]. Retrieved May 17, 2020, from https://blog.summitlearning.org/tag/case-studies/

Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report*. Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

37 Summit Public Schools (SPS) funded two Harvard University researchers in 2016-2017 to develop a proposal for a comprehensive evaluation study, but ultimately rejected their proposal, citing the possibility that doing an evaluation study might burden teachers or preclude changes to the platform. It has not provided records we requested about the decisions to solicit and then not go forward with the proposed research, nor has it provided records we requested of any research reports in its possession that evaluates SPS outcomes. This information was requested from SPS in a California Public Records Act (PRA) request submitted on November 5, 2019. See Appendix C for all correspondence releated to this PRA request.

For discussion of the proposed Harvard evaluation, see:

Barnum, M. (2019, January 17). Summit Learning declined to be studied, then cited collaboration with Harvard researchers anyway. *Chalkbeat*. Retrieved June 3, 2020, from https://www.chalkbeat.org/posts/us/2019/01/17/summit-learning-research-harvard/

38 Woodworth, J., Raymond, M., Han, C., Negassi, Y., Richardson, P., & Snow, W. (2017). *Charter management organizations 2017* (p. 91). Palo Alto, CA: Center for Research on Education Outcomes. Retrieved February 11,

2020, from https://credo.stanford.edu/sites/g/files/sbiybj6481/f/cmo_final.pdf

39 Barnum, M. (2019, January 17). Summit Learning declined to be studied, then cited collaboration with Harvard researchers anyway. *Chalkbeat*. Retrieved June 3, 2020, from https://www.chalkbeat.org/posts/us/2019/01/17/summit-learning-research-harvard/

40 Summit Public Schools (n.d.). Our results [webpage]. Retrieved May 18, 2020, from https://summitps.org/the-summit-model/our-results/

41 Beginning in 2017-2018, the California Department of Education began reporting a five-year graduation rate for the preceding year's graduating class. Five-year graduation rates have been reported for Summit Prep (95.7% in 2017-2018 and 99% in 2018-2019), Summit Everest (92.8% in 2017-2018 and 92.2% in 2018-2019), Summit Rainier (92.4% in 2017-2018 and 93.9% in 2018-2019), Summit Tahoma (87.9% in 2017-2018 and 92.5% in 2018-2019), and Summit Shasta (98.0% in 2017-2018 and 98.1% in 2018-2019)

California Department of Education (2019, December 12). *Information about five-year cohort graduation rate*. Retrieved June 11, 2020, from https://www.cde.ca.gov/ds/sd/sd/fycgrinfo.asp

DataQuest (n.d.) *Five-year cohort graduation rates*. California Department of Education. Retrieved June 11, 2020, from https://data1.cde.ca.gov/dataquest/

California Department of Education (2020, January 8). *Five-year cohort graduation rate and outcome data*. Retrieved June 11, 2020, from https://www.cde.ca.gov/ds/sd/sd/filesfycgr.asp

42 The California Department of Education (CDE) reports a measure of "College/Career Readiness." CDE reports the measure as an indicator of "the number of high school graduates who are prepared for college or a career" and it defines readiness as "completing rigorous coursework, passing challenging exams, or receiving a state seal." CDE uses the college/career indicator to assign graduating high schools' students to one of the following three categories: "Prepared," "Approaching Prepared," or "Not Prepared."

California Department of Education (2019, November 4). College/career readiness calculation [webpage]. Retrieved March 17, 2020, from https://www.cde.ca.gov/ta/ac/cm/ccical.asp

California Department of Education (2019, December). *2019 California school dashboard technical guide: Final version 2019–20 school year*. Retrieved April 14, 2020, from https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

California Department of Education (2020, May 15). California school dashboard and system of support [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/ta/ac/cm/index.asp

43 California Department of Education (2019, December). *2019 California school dashboard technical guide: Final version 2019–20 school year* (pp. 80-83, 87, 257-258). Retrieved April 14, 2020, from https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

44 Summit Public Schools (n.d.). Our results [webpage]. Retrieved May 18, 2020, from https://summitps.org/the-summit-model/our-results/

45 California Department of Education (2020, May 15). 2019 dashboard: Data files and record layouts - College/career indicator - Data file (XLSX) [webpage]. Retrieved June 9, 2020, from https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp

46 California Department of Education (2020, April 9). 2019 dashboard: Data files and record layouts - College/career indicator - Data file (XLSX) [webpage]. Retrieved June 9, 2020, from https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp

California Department of Education (2019, December). *2019 California school dashboard technical guide: Final version 2019–20 school year*. Retrieved April 14, 2020, from https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

California Department of Education (2020, May 15). California school dashboard and system of support [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/ta/ac/cm/index.asp

47 The California Department of Education (CDE) also recognizes two categories of graduating students who are not deemed prepared for college/career: those who are "approaching prepared " and those who are "not prepared." Of Summit Public Schools 2018-2019 graduates who were determined to be "approaching prepared," the overwhelming number did so by completing Summit's a-g coursework.

California Department of Education (2019, December). *2019 California school dashboard technical guide: Final version 2019–20 school year* (pp. 80-83, 88, 257-258). Retrieved April 14, 2020, from https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

California Department of Education (2020, May 15). 2019 dashboard: Data files and record layouts - College/career indicator - Data file (XLSX) [webpage]. Retrieved June 9, 2020, from https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp

48 This school-specific goal is not generally reported for public schools in the state of Washington. Summit Public Schools defines its own goal and how it will measure the goal, and provides the relevant data to the Washington State Charter School Commission.

Halsey, J. (2020, April 28). Personal communication (telephone) with Christopher M. Saldaña.

49 See for example:

Washington State Charter School Commission (n.d.). *Summit Public Schools: Atlas – 2018-2019 annual student academic performance report* (p. 21). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Atlas-2018-19-Academic-Report.Final_.pdf

50 Washington State Charter School Commission (n.d.). *Summit Public Schools: Atlas – 2018-2019 annual student academic performance report* (p. 21). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Atlas-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). *Summit Public Schools: Olympus – 2018-2019 annual student academic performance report* (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Olympus-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). *Summit Public Schools: Sierra – 2018-2019 annual student academic performance report* (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Sierra-18-19-Annual-Academic-Report.pdf

51 The Cognitive Skills Rubric may be found at:

Summit Learning (2019, April). C*ognitive skills rubric*. Retrieved June 3, 2020, from https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

52 Stanford University's Center for Assessment, Learning, and Equity (SCALE) worked with Summit Public Schools (SPS) on its Cognitive Skills Rubric. The SCALE website lists June 2014 as the "anticipated"completion date of that project. According to SPS's *Research Roundup September 2017*, SCALE also worked with Summit on additional research that led to changes to the Cognitive Skills Rubric made in 2017. And according to the Cognitive Skills Rubric document we retrieved in June 2020, SCALE worked with SPS to create the most recent version of the rubric. When we contacted SCALE in August 2019, Research & Design Associate Laura Gutman told us that its staff wrote the rubrics and "benchmarked the levels to grade level standards." When we asked for documentation that explains how the rubrics were created and benchmarked to grade level standards, she referred us to SPS, explaining that the project had been done several years prior, that the lead staff who had consulted on it were no longer at SCALE, and that she could not find any additional information to share with us at that time. Two versions of the rubric that we found (one dated May 2017 and the other dated April 2019) contain almost exactly the same categories, but there are

some differences in the skills detailed.

Gutmann, L. (2019, August 26). Personal communication (email) with Faith Boninger.

Gutmann, L. (2019, August 30). Personal communication (email) with Faith Boninger.

Summit Learning (2017, September). *Research roundup September 2017* (p. 12). Retrieved June 7, 2020, from https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/210681/research_roundup_september_2017_.pdf

Summit Learning (2017, May). *Cognitive skills rubric.* Retrieved June 20, 2019, from https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

Summit Learning (2019, April). *Cognitive skills rubric.* Retrieved February 4, 2020, from https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

53 Summit Public Schools (n.d.). Our results [webpage]. Retrieved May 18, 2020, from https://summitps.org/the-summit-model/our-results/

54 Summit's original claim that 55% of its graduates graduate college within 6 years, equivalent to twice the national average, appeared on the Summit Learning "About us" page. This webpage has since been revised to remove claims about Summit Public Schools. A revised claim, that graduates graduate college at twice the national average, appears on the Summit Public Schools website (we have retained screenshots of the cited webpages). SPS claims to have no responsive records to our Public Records Act request regardng these claims. See Appendix C for all correspondence related to this PRA request.

Summit Learning (n.d.). About us [webpage]. Retrieved August 21, 2019, from https://www.summitlearning.org/about-us [no longer accessible]

Summit Public Schools (n.d.). Our results [webpage]. Retrieved May 18, 2020, from https://summitps.org/the-summit-model/our-results/

55 Primary among Summit Public Schools' supporters have been the Bill and Melinda Gates Foundation and Mark Zuckerberg (via Facebook and then the Chan Zuckerberg Initiative). The Gates Foundation has funded Summit Public Schools every year from 2011-2012 through 2019-2020, for a total of $40,378,573 (see Appendix A). At the same time the Foundation aggressively promoted personalized learning more generally. Facebook's initial agreement with Summit Public Schools included joint marketing.

For the Gates Foundation's role in promoting personalized learning, see:

Boninger, F., Molnar, A., & Saldaña, C.M. (2019). *Personalized learning and the digital privatization of curriculum and teaching*. Boulder, CO: National Education Policy Center. Retrieved June 3, 2020, from https://nepc.colorado.edu/publication/personalized-learning

For Facebook's work with Summit Public Schools, see:

Summit and Facebook Collaboration, Facebook, Inc. and Summit Public Schools, August 18, 2015. Retrieved February 20, 2020, from http://blogs.edweek.org/edweek/DigitalEducation/Summit_Facebook_Signed_Agreement_2015.pdf

56 Tavenner, D. (2012, September 6). Moving beyond blended learning to optimized schools [blog post]. Michael and Susan Dell Foundation. Retrieved June 3, 2020, from https://www.msdf.org/blog/2012/09/dianne-tavenner-moving-beyond-blended-learning/

Tavenner, D. (2012, December 7). Embarking on year two: Moving beyond blended learning. *Getting Smarter*. Retrieved February 12, 2020, from https://www.gettingsmart.com/2012/12/embarking-on-year-two-moving-beyond-blended-learning/

Wilka, M. & Cohen, J. (n.d). *It's not just about the model: Blended learning, innovation, and year 2 at Summit Public Schools*. Summit Public Schools and FSG. Retrieved January 28, 2020, from https://www.fsg.org/publications/its-not-just-about-model

[Although the report is undated, its filename (Summit Y2_Blended Learning and Innovation_Content Final_2_9 24 13.pdf) suggests that it was released in September, 2013]

57 Summit Public Schools (2012, August 13). *Summit Public Schools: Changing education, changing lives* [video]. Retrieved February 5, 2020, from https://vimeo.com/47429811

58 Summit Public Schools' 2017 final report to the Chan Zuckerberg Initiative detailed the goal of convincing school community members of the Summit Learning Program's efficacy.

Summit Public Schools (2017, June). *Summit Public Schools final report*. Retrieved May 14, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

59 In 2015, Summit's digital platform was called the "Personalized Learning Plan" (PLP).

Summit and Facebook Collaboration, Facebook, Inc. and Summit Public Schools, August 18, 2015. Retrieved February 20, 2020, from http://blogs.edweek.org/edweek/DigitalEducation/Summit_Facebook_Signed_Agreement_2015.pdf

60 Chalkbeat obtained Summit Public Schools' final report to the Chan Zuckerberg Initiative.

Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report*. Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

See also:

Barnum (2019, August 22). Summit Learning reports highlight big ambitions for personalized learning, struggles to prove academic success. *Chalkbeat*. Retrieved February 11, 2020, from https://chalkbeat.org/posts/us/2019/08/22/summit-learning-reports-ambitions/

61 Summit Public Schools (n.d.). *The science of Summit*. Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

62 Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report*. Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

63 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

See also:

Barnum, M. (2019, January 17). Summit Learning declined to be studied, then cited collaboration with Harvard researchers anyway. *Chalkbeat*. Retrieved September 3, 2019, from https://www.chalkbeat.org/posts/us/2019/01/17/summit-learning-research-harvard/

64 See, for example, the following Summit Learning and Summit Public Schools websites:

Summit Learning (n.d.). Summit Learning [webpage]. Retrieved February 13, 2020, from https://www.summitlearning.org/

Summit Learning (n.d.). Lifelong learning habits [webpage]. Retrieved February 13, 2020, from https://www.

summitlearning.org/approach/learning-experience/self-direction#

Summit Public Schools (n.d.). College. Career. Life. Equipping every student to lead a fulfilled life [webpage]. Retrieved February 13, 2020, from https://summitps.org/

Summit Public Schools (n.d.). The Summit model [webpage]. Retrieved February 13, 2020, from https://summitps.org/the-summit-model/

Summit Public Schools (n.d.). The Summit experience [webpage]. Retrieved February 13, 2020, from https://summitps.org/the-summit-model/the-summit-experience/

65 This terminology follows the strategy modeled by the Bill and Melinda Gates Foundation and recommended by advocacy groups ExcelinEd and Education Elements regarding the marketing of personalized learning more generally: Avoid mention of digital technology by focusing on the goals of its use rather than the details of how it is done.

For analysis of the marketing of personalized learning, see:

Boninger, F., Molnar, A., & Saldaña, C.M. (2019). *Personalized learning and the digital privatization of curriculum and teaching*. Boulder, CO: National Education Policy Center. Retrieved February 13, 2020, from https://nepc.colorado.edu/publication/personalized-learning

For original documents, see:

Bill & Melinda Gates Foundation, Afton Partners, Eli & Edythe Broad Foundation, CEE Trust, Christensen Institute, Charter School Growth Fund, EDUCAUSE, iNACOL, The Learning Accelerator, Michael & Susan Dell Foundation, Silicon Schools (2014). *A working definition of personalized learning*. Retrieved February 13, 2020, from https://assets.documentcloud.org/documents/1311874/personalized-learning-working-definition-fall2014.pdf

Phillips, K. & Jenkins, A. (2018). *Communicating personalized learning to families and stakeholders: Terminology, tools and tips for success* (pp. 9-10). Excel*in*Ed and Education Elements. Retrieved February 13, 2020, from https://www.excelined.org/wp-content/uploads/2018/04/Communicating-Personalized-Learning-to-Families-and-Stakeholders.pdf

See also:

Barnum, M. (2019, October 28). Online learning group iNACOL rebrands, says focus is less on tech, more on transformation. *Chalkbeat*. Retrieved February 13, 2020, from https://chalkbeat.org/posts/us/2019/10/28/inacol-rebrands-aurora-institute/

66 See, for example:

Summit Learning (n.d.) Bring Summit Learning to your school [webpage]. Retrieved February 16, 2020, from https://www.summitlearning.org/join-us/program

67 We found $177,698,848 in grants in public sources, which is likely to be an underestimate (for details, see Appendix A). We requested records of funding from Summit Public Schools in a California Public Records Act (PRA) request submitted on November 5, 2019. Although Summit Public Schools responded that it would provide those records, as of June 8, 2020, it had not yet provided them. See Appendix C for all correspondence related to this PRA request.

68 Tara Mathewson told Christopher Saldaña that CZI provided her with this number. The term “committed” is unclear. It may be that CZI provided some funds before 2018 (its website reports grants beginning in 2018). It is also possible that the use of “committed” implies that they have planned to provide up to this amount in the future.

Mathewson, T.G. (2020, May 2). Is online school program backed by Facebook’s Mark Zuckerberg the

answer for coronavirus closures? *USA Today*. Retrieved June 4, 2020, from https://www.usatoday.com/story/news/education/2020/05/02/coronavirus-facebook-mark-zuckerberg-online-school-summit-learning/3046823001/

Mathewson, T.G. (2020, May 11). Personal communication (email) with Christopher M. Saldaña.

See also:

Bowles, N. (2019, April 21). Silicon Valley came to Kansas schools. That started a rebellion. *New York Times*. Retrieved February 25, 2020, from https://www.nytimes.com/2019/04/21/technology/silicon-valley-kansas-schools.html

69 Chan Zuckerberg Initiative (2020). Grants [webpage]. Retrieved February 26, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

Summit Public Schools' 2017 final grant report to CZI reports numbers consistent with those reported by CZI:

Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report*. Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

70 *EdSurge* reported In 2018, when the transition to T.L.P. Education was announced, that CZI was to "spearhead" a team of approximately 50 engineers who were working on the Summit Learning Platform.

Corcoran, B. (2018, October 12). Summit schools to spin out learning program. *EdSurge*. Retrieved May 7, 2020, from https://www.edsurge.com/news/2018-10-12-summit-schools-to-spin-out-learning-program

71 For example, the Bill and Melinda Gates Foundation provided $499,860 in 2015 to the Lindsay Unified School District to support the creation of a partnership (the California Consortium for Development and Dissemination of Personalized Education [C2D2]) between Lindsay USD, Transcend, and Summit Public Schools. Both the Gates Foundation and the Chan Zuckerberg Initiative have since provided additional grant funds to both Lindsay USD and Transcend, at least in part to promote their work with personalized learning.

Examples include:

Bill and Melinda Gates Foundation (2015, October). Lindsay Unified School District [webpage]. Retrieved May 20, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2015/10/OPP1138346

Bill and Melinda Gates Foundation (2016, November). Lindsay Unified School District [webpage]. Retrieved May 20, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2016/11/OPP1157295

Chan Zuckerberg Initiative (n.d.). Grants [webpage]. Retrieved May 20, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

For description of C2D2, see:

Transcend (n.d.). Our partnership [webpage]. Retrieved May 20, 2020, from https://www.transcendeducation.org/our-partnership#our-partnership-introduction

72 For example:

Carter, D. (2016). Goodbye, linear factory model of schooling: Why learning is irregular. *EdSurge*. Retrieved May 20, 2020, from https://www.edsurge.com/news/2016-07-06-goodbye-linear-factory-model-of-schooling-why-learning-is-irregular

Rose, J. (2012, May 9). How to break free of our 19th-century factory-model education system. *Atlantic*. Retrieved May 20, 2020, from https://www.theatlantic.com/business/archive/2012/05/how-to-break-free-of-

our-19th-century-factory-model-education-system/256881/

Excel*in*Ed and Education Elements note that the "factory model" language does not resonate with parents, and promote, instead, language that calls schools "inadequate" and emphasize that personalized learning will provide their children with the "knowledge and skills" necessary to navigate an uncertain future.

Phillips, K. & Jenkins, A. (2018). *Communicating personalized learning to families and stakeholders: Terminology, tools and tips for success* (pp. 5-8). Excel*in*Ed and Education Elements. Retrieved May 20, 2020, from https://www.excelined.org/wp-content/uploads/2018/04/Communicating-Personalized-Learning-to-Families-and-Stakeholders.pdf

For alternative perspectives, see:

Doxtdator, B. (2017, July 8). A field guide to 'jobs that don't exist yet.' *Longview Education*. Retrieved February 20, 2020, from https://longviewoneducation.org/field-guide-jobs-dont-exist-yet/

Watters, A. (2015, April 25). The invented history of 'the factory model of education.' *Hacked Education*. Retrieved February 20, 2020, from http://hackeducation.com/2015/04/25/factory-model

73 Summit Learning (n.d.). Summit Learning [webpage]. Retrieved February 12, 2020, from https://www.summitlearning.org/

74 Bodilly, S., Purnell, S., Ramsey, K., Keith, S.J. (1996). *Lessons from new American Schools Development Corporation's demonstration phase*. Santa Monica, CA: RAND Corporation. Retrieved February 21, 2020, from https://eric.ed.gov/?id=ED396377

75 See, for example:

Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review* (pp. 31-32). Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

Tabor, N. (2018, October 11). Mark Zuckerberg is trying to transform education. This town fought back. *New York Magazine*. Retrieved June 4, 2020, from http://nymag.com/intelligencer/2018/10/the-connecticut-resistance-to-zucks-summit-learning-program.html

76 See, for example:

Barnum, M. (2018, December 19). Could the forces that fought the Common Core bring down personalized learning?. *Chalkbeat*. Retrieved February 11, 2020, from https://chalkbeat.org/posts/us/2018/12/19/common-core-personalized-learning-backlash/

Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved February 9, 2020, from https://chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

Summit Learning (2019, June 25). Summit Learning response to PPSD review [blog post]. Summit Learning Blog. Retrieved June 4, 2020, from https://summitblog.wpengine.com/2019/06/summit-learning-response-to-ppsd-review/

77 Summit Public Schools has refused to provide us with a list of the schools that either were rejected for partnership or withdrew from a partnership, claiming that it had no such records. This information was requested in a California Public Records Act (PRA) request submitted on November 5, 2019. See Appendix C for all correspondence releated to this PRA request.

78 Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved February 9, 2020, from https://chalkbeat.

org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

79 Although *Designing Aligned School Models* maintains that partner schools may customize the program to their own community's values and goals, Summit Public Schools reported to the Chan Zuckerberg Initiative (CZI) in 2019 that it had begun requiring "partner" schools to "adopt all three components of the instructional approach (i.e., Project-Based Learning, 1:1 Mentoring, and a Self-Directed Learning Cycle)."

Summit Public Schools (2018, June 4). *Designing aligned school models: A framework for school improvement* (p.19). Retrieved February 21, 2020, from https://blog.summitlearning.org/wp-content/uploads/2018/06/Designing-Aligned-School-Models-060418.pdf

Summit Public Schools (2019, January 31). *Chan Zuckerberg Foundation final report* (pp. 7). Retrieved June 3, 2020, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

80 Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review* (pp. 31-32). Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

Tabor, N. (2018, October 11). Mark Zuckerberg is trying to transform education. This town fought back. *New York Magazine* (nymag.com). Retrieved October 30, 2018, from http://nymag.com/intelligencer/2018/10/the-connecticut-resistance-to-zucks-summit-learning-program.html

81 Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review* (pp. 31-32). Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

82 Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review* (pp. 31-32). Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

83 Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review*. Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

84 Johns Hopkins University School of Education Institute for Education Policy (2019, June). *Providence public school district: A review*. Retrieved June 4, 2020, from https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf

85 Stanford University professor Larry Cuban reported observing a strong "connective tissue" between Summit Public Schools (SPS) teachers and students, with teachers who were readily available and engaged in meaningful, competent interactions with students about both academic and personal matters, and mentors who were much more than typical homeroom teachers. He also expressed concerns about SPS's ability to "scale" its culture to partner schools.

Cuban, L. (2019, April 30). Making schools business-like: The case of Summit charters (Part 3) [blog post]. *Larry Cuban on School Reform and Classroom Practice*. Retrieved May 18, 2020, from https://larrycuban.wordpress.com/2019/04/30/making-schools-business-like-the-case-of-summit-charters-part-3/

Cuban, L. (2019, August 21). Personal communication (telephone) with Alex Molnar.

86 Changes to FERPA in 2008 and 2011 expanded the definitions of both school officials and authorized representatives. The Department of Education now considers "school officials" to include "contractors, consultants, volunteers, and other parties to whom an educational agency or institution has outsourced institutional services or functions it would otherwise use employees to perform."

Molnar, A. & Boninger, F. (2015). *On the block: Student data and privacy in the digital age—The seventeenth annual report on schoolhouse commercializing trends, 2013-2014* (pp. 9-10). Boulder, CO: National Education Policy Center. Retrieved May 19, 2020, from http://nepc.colorado.edu/publication/schoolhouse-commercialism-2014

Rotenberg, M. & Barnes, K (2013, January 28). Amassing student data and dissipating privacy rights. *Educause Review Online*. Retrieved May 19, 2020, from http://www.educause.edu/ero/article/amassing-student-data-and-dissipating-privacy-rights

87 Like the 2018 contracts signed with Summit Public Schools, the data privacy addendum applicable to new contracts with T.L.P. Education includes, in clause 4.5, "De-Identified Data may be used for any lawful purpose including, but not limited to, operating and improving the Services. Summit Learning's use of such De-Identified Data shall survive termination of this Data Privacy Addendum or any request by Partner School to return or destroy Student Data. Summit Learning agrees not to attempt or have any third party attempt to re-identify De-Identified Data except for the sole purpose of validating Summit Learning's de-identification processes." Clause 4.6 provides for (personally identifiable) student data to be de-identified as a means of "destroying" it, and exempts de-identified data from the obligation to destroy data.

Summit Learning Program Agreement, Summit Public Schools and Fairview Park City School District, May 1, 2018 (Data Privacy Addendum, clauses 4.5, 4.6, 5.1b).

Summit Learning Program Agreement, Summit Public Schools and Wellington Unified School District 353, March 30, 2018 (Data Privacy Addendum, clauses 4.5, 4.6, 5.1b).

Summit Learning (n.d.). Data privacy addendum, clauses 4.5, 4.6 [webpage]. Retrieved May 7, 2020, from https://www.summitlearning.org/privacy-center/data-privacy-addendum

88 Summit Learning (n.d.). How do Summit Learning and the Chan Zuckerberg Initiative partner together? [webpage]. Retrieved February 26, 2020, from https://help.summitlearning.org/hc/en-us/articles/360000818828

89 According to the Data Privacy Addendum to the Summit Learning Program Agreement, "De-Identified Data may be used for any lawful purpose including, but not limited to, operating and improving the Service."

Summit Learning Program Agreement, Summit Public Schools and Fairview Park City School District, May 1, 2018 (Data Privacy Addendum, clause 4.5).

Summit Learning Program Agreement, Summit Public Schools and Wellington Unified School District 353, March 30, 2018 (Data Privacy Addendum, clause 4.5).

90 According to clause 4.6 of the Data Privacy Addendum, one way Summit Public Schools may "dispose" of student data is to de-identify it. Further, "the duty to dispose of Student Data shall not extend to data that has been De-Identified."

Summit Learning Program Agreement, Summit Public Schools and Fairview Park City School District, May 1, 2018 (Data Privacy Addendum, clause 4.6).

Summit Learning Program Agreement, Summit Public Schools and Wellington Unified School District 353, March 30, 2018 (Data Privacy Addendum, clause 4.6).

91 Narayanan, A. & Shmatikov, V. (2008). Robust de-anonymization of large sparse datasets. *SP '08 Proceedings of the 2008 IEEE Symposium on Security and Privacy,* pp. 111-125. Retrieved December 20, 2015, from https://www.cs.utexas.edu/~shmat/shmat_oak08netflix.pdf

Narayanan, A. and Shmatikov, V. (2019, May 21). *Robust de-anonymization of large sparse datasets: a decade later*. Unpublished manuscript. Retrieved June 4, 2020, from https://www.cs.princeton.edu/~arvindn/publications/de-anonymization-retrospective.pdf

We consulted with Frauke Kreuter (Professor in the Joint Program in Survey Methodology at the University of Maryland; Professor of Statistics and Methodology at the University of Mannheim; and head of the Statistical Methods Research Department at the Institute for Employment Research (IAB) in Nürnberg, Germany). She explained that, "de-identification is an outdated concept in the modern data world" because "it's not enough to talk about removal of PII [personally identifiable information] without having a clear idea of the data being in a safe place with safe people and a safe project" (because of the ease with which data can be re-identified by combining datasets). Contracts with Summit Public Schools (and now T.L.P. Education) allow de-identified data to be used, in perpetuity, "for any lawful purpose," with no requirement to establish these features that would make the data environment safe from possible re-identification.

Kreuter, F. (2019, September 4). Personal communication (telephone) with Faith Boninger.

For discussion of the "5 Safes" approach to protecting the privacy of data, see:

Stokes, P. (2017, January 27). The 'five safes' – Data privacy at ONS [blog post]. *National Statistical*. Retrieved June 10, 2020, from https://blog.ons.gov.uk/2017/01/27/the-five-safes-data-privacy-at-ons/

92 Clark, J., & McGoey, L. (2016). The black box warning on philanthrocapitalism. *The Lancet, 388*(10059), 2457–2459. Retrieved June 4, 2020, from https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(16)32184-5/fulltext

Dolan, K.A. (2015, December 4). Mark Zuckerberg explains why the Chan Zuckerberg Initiative isn't a charitable foundation. *Forbes*. Retrieved August 8, 2018, from https://www.forbes.com/sites/kerryadolan/2015/12/04/mark-zuckerberg-explains-why-the-chan-zuckerberg-initiative-isnt-a-charitable-foundation/#616840c770c5

Saltman, K.J. (2018). *The swindle of innovative educational finance*. Minneapolis, MN: University of Minnesota Press.

93 CZI's investments include BYJU's (an Indian platform which provides digital learning content); Panorama Education (which provides surveys and data analytics for schools, particularly to implement social and emotional learning programs); MasteryConnect (which provides a competency-based learning platform); and Ellevation (which provides software providing data management for English language learners.

Chan Zuckerberg Initiative (2020). Ventures [webpage]. Retrieved February 20, 2020, from https://chanzuckerberg.com/grants-ventures/ventures/

Crunchbase, Inc. (2018). Panorama Education [webpage]. Retrieved June 4, 2020, from https://www.crunchbase.com/organization/panorama-education#section-investors

Crunchbase, Inc. (2018). BYJU's [webpage]. Retrieved October 11, 2018, from https://www.crunchbase.com/organization/byju-s#section-overview

Herold, B. (2016, March 7). Tangled web: Zuckerberg & Chan's education grants, investments. *Education Week*. Retrieved June 4, 2020, from https://www.edweek.org/ew/section/multimedia/Zuckerberg-chan-education-grants-investments.html

Watters, A. (n.d.). CZI's investments [webpage]. Retrieved June 4, 2020, from https://hack-education-data.github.io/chan Zuckerberg-initiative/investments.html

94 Clark, J. & McGoey, L. (2016, November 19). The black box warning on philanthrocapitalism. *The Lancet, 388*(10059), 2457-2459.

Dolan, K.A. (2015, December 4). Mark Zuckerberg explains why the Chan Zuckerberg Initiative isn't a charitable foundation. *Forbes*. Retrieved June 4, 2020, from https://www.forbes.com/sites/kerryadolan/2015/12/04/mark-zuckerberg-explains-why-the-chan-zuckerberg-initiative-isnt-a-charitable-foundation/#616840c770c5

Thompson, A., & Kulwin, N. (2017, October 24). Exclusive: Zuckerberg group to spend $45 million on political causes. *Vice*. Retrieved June 8, 2020, from https://www.vice.com/en_us/article/8xmvvg/mark-zuckerberg-political-spending

95 The 2017 contract signed with New Egypt High School limits Summit Public Schools' use of "de-identified" student data to "product development, research, or other purposes related to developing or improving the Program" and to demonstrations of "the effectiveness of Summit's products or services, including in its marketing" (clause 6k). The clause entitled "Destruction of Student Data" provided that "Summit will ensure that all Student Data in its possession…are destroyed at the direction of Partner School when Student Data is no longer needed for its specified purpose…" (clause 6j). In contrast, the Data Privacy Addendum to the 2018 contracts signed with the Fairview Park City School District and with the Wellington Unified School District 353 provides that "De-Identified Data may be used for any lawful purpose including, but not limited to, operating and improving the Service" (Data Privacy Addendum clause 4.5). The clause entitled "Destruction of Student Data"(Data Privacy Addendum clause 5.1b) refers to another clause entitled "Disposition of Student Data,"(Data Privacy Addendum clause 4.6) which explains that one way Summit Public Schools may "dispose" of student data is to de-identify it. Further, "the duty to dispose of Student Data shall not extend to data that has been De-Identified" (Data Privacy Addendum clause 4.6). In other words,"destroy" in 2017 became "dispose" in 2018, and "dispose" does not require Summit Public Schools to give up the data—ever. Both the 2017 and 2018 contracts allow Summit Public Schools to continue to use de-identified data, for the purposes specified in each contract, into perpetuity (clause 6k in the 2017 contract; clause 4.5 of the Data Privacy Addendum to the 2018 contracts). The data privacy addendum we accessed from the Summit Learning website's "Privacy Center" on February 26, 2020 (i.e., that is ostensibly being used in contracts signed in 2020) contains the same wording as the 2018 contracts.

Summit Learning Program Agreement, Summit Public Schools and Fairview Park City School District, May 1, 2018 (Data Privacy Addendum, clauses 4.5, 4.6, 5.1b).

Summit Learning Program Participation Agreement, Summit Public Schools and New Egypt High School, May 11, 2017 (clauses 6j and 6k).

Summit Learning Program Agreement, Summit Public Schools and Wellington Unified School District 353, March 30, 2018 (Data Privacy Addendum, clauses 4.5, 4.6, 5.1b).

Summit Learning (n.d.). Exhibit B: Data privacy addendum [webpage]. Retrieved February 26, 2020, from https://cdn.summitlearning.org/marketing/privacy_center/data_privacy_addendum.pdf

96 An example of a subjective decision made by unknown decision-makers is the decision to change the grading structure and add flexibility such that schools can vary the grading structure by course. Before 2019-2020, "cognitive skills" in non-math courses were weighted at 70% of the grade and "content knowledge" was weighted at 30% of the grade. For 2019-2020, Summit awarded schools the option to vary the weights in order to reduce the weight on content knowledge. It also changed the default weights for non-math classes to 80% Projects and and 20% Content (with Power Focus Areas counting for 14% of the 20% and Additional Focus Areas counting for 6%), In math courses, the 2019-2020 default weights are 70% for Concept Units, 10% for Portfolio Problems, and 20% for "content knowledge" (14% for Power Focus Areas and 6% for Additional Focus Areas). These decisions were written into the algorithms that calculate grades and govern what school administrators are allowed to change.

Summit Learning (n.d.). Grade configuration FAQs for admins [webpage]. Retrieved June 4, 2020 from https://help.summitlearning.org/hc/en-us/articles/360019055674

97 The Chan Zuckerberg Initiative's *Education Initiative Privacy Principles* explains that, "[a]s part of our partnership with SLP, CZI works as a service provider…to improve the technology that enables schools and districts to participate in the program."

Chan Zuckerberg Initiative (2019). Education initiative privacy principles [webpage]. Retrieved June 4, 2020, from https://chanzuckerberg.com/privacy/education-privacy-principles/

98 Current efforts include the following: The American Civil Liberties Union, together with researchers from business and academia, founded the AI Now Initiative, a project to "identify and highlight" algorithmic bias. The German advocacy organization AlgorithmWatch analyzes the effects of algorithmic decision-making processes on human behavior and identifies ethical conflicts. Cathy O'Neil, who detailed the problems with algorithms in *Weapons of Mass Destruction*, founded a company to audit algorithms for companies concerned about the possibility of bias. She has not attracted many clients, and told *Technology Review* that "even those who know their algorithms are at a risk of bias are more interested in the bottom line than in rooting out bias."

Knight, W. (2017, July 12). Biased algorithms are everywhere, and no one seems to care. *Technology Review*. Retrieved February 24, 2020, from https://www.technologyreview.com/s/608248/biased-algorithms-are-everywhere-and-no-one-seems-to-care/

O'Neil, C. (2016). *Weapons of math destruction: How big data increases inequality and threatens democracy*. New York, NY: Crown.

Spielkamp, M. (2017, June 12). Inspecting algorithms for bias. *Technology Review*. Retrieved February 24, 2020, from https://www.technologyreview.com/s/607955/inspecting-algorithms-for-bias/

99 This information was requested from Summit Public Schools in a California Public Records Act (PRA) request submitted on November 5, 2019. See Appendix C for all correspondence related to this PRA request.

100 Kohn, A. (2011, November). The case against grades. *Education Leadership*. Retrieved June 4, 2020, from https://www.alfiekohn.org/article/case-grades/

101 Macdonald, J.B. (1966). The person in the curriculum. In H.F. Robison (Ed.), *Precedents and promise in the curriculum field*. New York, NY: Teachers College Press. Reprinted in Urban Review, 8(3), 191–201 (1975, September).

102 Shepard, L.A., Penuel, W.R., & Pelegrino, J.W. (2018). Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment. *Educational Measurement, 37*(1), 21-34.

103 See also:

Boninger, F., Molnar, A., & Saldaña, C.M. (2019). *Personalized learning and the digital privatization of curriculum and teaching*. Boulder, CO: National Education Policy Center. Retrieved February 13, 2020, from https://nepc.colorado.edu/publication/personalized-learning

Saltman, K.J. (2018). *The swindle of innovative educational finance* (pp. 1-23). Minneapolis, MN: University of Minnesota Press.

Appendix A1: Timeline of Summit Public Schools Network Development and Philanthropic Funding

Academic Year	School Openings and Closings by Summit Public Schools	Development at Summit Public Schools	Philanthropic Funding for Summit Public Schools[1]
2003-2004	• Summit Public Schools opened its first charter school, Summit Preparatory Academy, in Redwood City, California.[2]	• Data not publicly available.	• Data not publicly available.
2004-2005	• Summit Public Schools did not open any new schools this year.	• Data not publicly available.	• Data not publicly available.
2005-2006	• Summit Public Schools did not open any new schools this year.	• Data not publicly available.	• Data not publicly available.
2006-2007	• Summit Public Schools did not open any new schools this year.	• Summit Public Schools graduated its first class. Summit wrote in the *Science of Summit* that "96% of students accepted into at least one four-year college."[3]	• Data not publicly available.
2007-2008	• Summit Public Schools did not open any new schools this year.	• Data not publicly available.	• Data not publicly available.
2008-2009	• Summit Public Schools did not open any new schools this year.	• Data not publicly available.	• Data not publicly available.
2009-2010	• Summit Public Schools opened its second charter school, Summit Everest in Redwood City, California with an introductory class of 9th graders.[4]	• Data not publicly available.	• Data not publicly available.
2010-2011	• Summit Public Schools did not open any new schools this year.	• Data not publicly available.	• Data not publicly available.

Academic Year	School Openings and Closings by Summit Public Schools	Development at Summit Public Schools	Philanthropic Funding for Summit Public Schools[1]
2011-2012	• Summit Public Schools opened its third and fourth charter schools, Summit Rainier and Summit Tahoma in San Jose, California.[5]	• Summit Public Schools "[c]elebrates inaugural class's completion of four years in college—55% on track to complete college in six years (two times the national average)"[6] • Summit Public Schools "[l]aunches first blended learning math pilot with Khan Academy in two Summit schools"[7]	• $2,500,000 from the Whitman-Harsh Family Foundation[8] • $50,000 from the Bill and • Melinda Gates Foundation[9]
2012-2013	• Summit Public Schools did not open any new schools this year.	• Summit Public Schools "[e]xpands piloting to focus on Habits of Success and self-directed learning" & "[h]ones a personalized learning approach to teaching and learning, called Summit Learning."[10]	• $100,000 from the Bill and Melinda Gates Foundation[11] • $500,000 from the Carnegie Corporation of New York[12]
2013-2014	• Summit Public Schools opened its fifth and sixth charter schools, Summit Shasta and Summit Denali in Daly City, California and Sunnyvale, California, respectively. Summit Denali opened with an introductory class of 6th graders. [13]	• Summit Public Schools "brings Summit Learning approach to all 2,000 students across Summit Public Schools"[14]	• $20,250,000 from the Bill and Melinda Gates Foundation[15] • $1,400,000 from the Silicon Schools Fund[16]
2014-2015	• Summit Public Schools opened its seventh charter school, Summit K2 in El Cerrito/Richmond, California with an introductory class of 7th graders.[17]	• Summit Public Schools "[p]artners with Facebook to co-build the Summit Learning Platform to be shared with schools across the U.S. for free"[18]	• $500,000 from the Bill and Melinda Gates Foundation[19] • $750,000 from the Carnegie Corporation of New York[20]
2015-2016	• Summit Public Schools opened its eighth and ninth charter schools, Summit Sierra and Summit Olympus in Seattle, Washington and Tacoma, Washington, respectively.[21]	• Summit Public Schools "partners with 19 schools to share personalized learning approach through the Summit Learning Program."[22]	• $1,150,000 from the Bill and Melinda Gates Foundation[23] • $4,246 from the Silicon Valley Community Foundation[24]

Academic Year	School Openings and Closings by Summit Public Schools	Development at Summit Public Schools	Philanthropic Funding for Summit Public Schools[1]
2016-2017	• Summit Public Schools opened its tenth charter school, Summit Tamalpais in Richmond, California.[25]	• Summit Public Schools "[w]elcomes 132 schools as partners in the Summit Learning Program, reaching 1,071 teachers and 20,275 students in 27 states" and "[f]orms long-term engineering partnership with the Chan Zuckerberg initiative to continue enhancing the Summit Learning Platform"[26]	• $2,329,062 from the Bill and Melinda Gates Foundation[27] • $20,021,000 Silicon Valley Community Foundation[28] • $20,000,000 from the Chan Zuckerberg Initiative[29] • $10,000,000 from the XQ Institute[30]
2017-2018	• Summit Public Schools opened its eleventh charter school, Summit Atlas in West Seattle, Washington with an introductory class of 6th and 9th graders.[31]	• Summit Public Schools "[g]rows Summit Learning Program to an approximated 330 schools, 2,450 teachers, and 54,230 students in 40 states"[32]	• $9,076,157 from the Bill and Melinda Gates Foundation[33] • $53,322,000 from the Silicon Valley Community Foundation[34]
2018-2019	• Summit Public Schools did not open any new schools this year.	• *Chalkbeat* journalist Matt Barnum reported that 393 schools used the Summit Learning platform in 2018-2019.[35] • "T.L.P. Education was formed in 2018 to partner with schools and teachers to provide the Summit Learning Program."[36]	• $5,558,460 from the Bill and Melinda Gates Foundation[37] • $7,500 from the Silicon Valley Community Foundation[38] • $23,802,779 from the Chan Zuckerberg Initiative[39]
2019-2020	• Summit Public Schools did not open any new schools this year. • Summit Public Schools closed Summit Rainier.[40]	• *Chalkbeat* journalist Matt Barnum found that 89 schools have left the Summit Learning platform since 2016.[41]	• $1,364,894 from the Bill and Melinda Gates Foundation[42] • $12,750 from the Silicon Valley Community Foundation[43] • $5,000,000 from the Chan Zuckerberg Initiative[44]

Appendix A2: T.L.P. Education – Timeline of Summit Learning Network & T.L.P. Education Philanthropic Funding

Academic Year	Growth of the Summit Learning Platform	Development at T.L.P. Education	Philanthropic Funding for T.L.P. Education[45]
2018-2019	• *Chalkbeat* journalist Matt Barnum reported that 393 schools used the Summit Learning platform in 2018-2019.[46]	• "T.L.P. Education was formed in 2018 to partner with schools and teachers to provide the Summit Learning Program."[47]	• $2,000,000 from the Chan Zuckerberg Initiative[48]
2019-2020	• *Chalkbeat* journalist Matt Barnum reported that 89 schools have left the Summit Learning platform since 2016.[49]	• The 74 reported that T.L.P. Education will take over "running the [Summit] learning platform in the 2019-2020 school year."[50]	• $38,012,000 from the Chan Zuckerberg Initiative[51]

Notes and References Appendix A

1 We estimate that Summit Public Schools have received at least $177,698,848 in philanthropic funding. This is the total amount of philanthropic funding presented in this table. This amount, however, is unlikely to match the total amount of philanthropic funding received by Summit Public Schools. According to a 2018 report published by Summit Public Schools (*Changing Education. Changing Lives.*), several foundations for which grant information was not publicly available have donated to Summit Public Schools, some of them to support the Summit Learning Program.

For example, philanthropic funding was received from the Sheri and Les Biller Family Foundation, Chamberlin Family Foundation, Charter School Growth Fund, Arthur and Toni Rembe Rock, Baton Rouge Area Foundation, Bezos Family Foundation, Bloomberg Philanthropies, Charles and Helen Schwab Foundation, Leon Lowenstein Foundation, Overdeck Family Foundation, Raikes Foundation, Siegel Family Endowment, Webb Family Foundation, Next Gen Learning Challenges, and William and Flora Hewlett Foundation.

Summit Public Schools (2018). *Changing education. Changing lives* (pp. 62-63). Retrieved May 17, 2020, from https://cdn.summitlearning.org/assets/marketing/program/year-end-summary-2017-2018.pdf

2 Summit Public Schools (n.d.). Summit Public Schools – homepage [webpage]. Retrieved November 25, 2019, from https://summitps.org/

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved May 17, 2020, from https://summitps.org/our-schools/

3 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

4 Summit Public Schools (n.d.). Summit Public Schools – Summit Everest [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-everest-redwood-city/

5 Summit Public Schools (n.d.). Summit Public Schools – Summit Tahoma [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-tahoma-san-jose/

6 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

7 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

8 American Broadcasting Company (ABC-7). (2011, September 20). *Whitman gives $2.5M to Summit Schools*. Retrieved January 31, 2020, from https://abc7news.com/archive/8362142/

9 The Bill and Melinda Gates Foundation (2011, November). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2011/11/OPP1051514

Grant purpose: “to accelerate the impact and quality of the classroom rotational blended model of instruction for 208 9th grade students at Summit Public Schools: Rainier and Tahoma in San Jose California”

10 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

11 The Bill and Melinda Gates Foundation (2012, June). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2012/06/OPP1065229

Grant purpose: "to further integrate personalized blended learning model in Rainier and Tahoma pilot schools serving 400 9th and 10th graders for the 2012-13 school years utilizing Summit's Optimized School Model and redesigned learning spaces and experiences"

12 The Carnegie Corporation of New York (2012). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.carnegie.org/grants/grants-database/grantee/summit-public-schools/#!/grants/grants-database/grant/51935.0/

13 Summit Public Schools (n.d.). Summit Public Schools – Summit Shasta [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-shasta-daly-city/

Summit Public Schools (n.d.). Summit Public Schools – Summit Denali [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-denali-sunnyvale/

14 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

15 The $20,250,000 awarded is comprised of two grants from the Bill and Melinda Gates Foundation:

$20,000,000 was awarded "to provide support to Summit Public Schools create [*sic*] Summit Washington and launch two high performing charter high schools (grades 9-12) and one high performing charter middle and high school (grades 6-12)."

The Bill and Melinda Gates Foundation (2013, November). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2013/11/OPP1095601

$250,000 was awarded "to provide support to Summit Public Schools for a partnership with Green Dot Public Schools and Match Education to pursue cognitive assessments aligned to the Common Core"

The Bill and Melinda Gates Foundation (2013, October). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2013/10/OPP1098927

16 Philanthropy News Digest (2013, February 2). Silicon Schools Fund awards $1.7 million in first grant round. *PND by Candid*. Retrieved November 25, 2019, from https://philanthropynewsdigest.org/news/silicon-schools-fund-awards-1.7-million-in-first-grant-round

17 Summit Public Schools (n.d.). Summit Public Schools – Summit K2 [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-k2-el-cerrito-richmond/

18 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

19 The Bill and Melinda Gates Foundation (2014, June). Summit Public Schools [webpage]. Retrieved

October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2014/06/OPP1113123

Grant purpose: “for general conference support”

20 The Carnegie Corporation of New York (2014). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.carnegie.org/grants/grants-database/grantee/summit-public-schools/#!/grants/grants-database/grant/51935.0/

21 Summit Public Schools (n.d.). Summit Public Schools – Summit Sierra [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-sierra-seattle/

Summit Public Schools (n.d.). Summit Public Schools – Summit Olympus [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-olympus-tacoma/

22 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

See also:

Summit Public Schools (2017, March). Building Summit Basecamp: Year 1. Retrieved November 25, 2019, from https://www.fsg.org/publications/building-summit-basecamp-year-1#download-area

Summit Public Schools (n.d.) Summit Basecamp. Retrieved November 25, 2019, from https://drive.google.com/file/d/0B78bMee75znoei1CWnRqZk14NlZNSFk4ToxqQ2N3UDR6eHYw/view

23 The $1,150,000 is made up of two grants from the Bill and Melinda Gates Foundation:

$1,100,000 was awarded “to support the Summit BaseCamp Program that will bring Next Generation learning at no cost to all partner schools that are accepted into the program”

The Bill and Melinda Gates Foundation (2015, August). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2015/08/OPP1137884

$50,000 was awarded “to support common core implementation, professional development or personalized learning”

The Bill and Melinda Gates Foundation (2015, October). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2015/10/OPP1142844

24 The Silicon Valley Community Foundation (SVCF) partners with families, individuals and corporations to manage and facilitate their philanthropy.

Silicon Valley Community Foundation (n.d.). Grants: Where the giving goes [webpage]. Retrieved October 16, 2019, from https://siliconvalleycf.org/2015grantees

Silicon Valley Community Foundation (n.d.). About SVCF [webpage]. Retrieved May 17 2020, from https://www.siliconvalleycf.org/about-svcf

25 Summit Public Schools (n.d.). Summit Public Schools – Summit Tamalpais [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-tamalpais-richmond/

26 Summit Public Schools (n.d.). *The science of Summit* (p. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017]

27 The Bill and Melinda Gates Foundation (2016, October). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2016/10/OPP1157300

Grant purpose: "to fund the participation of 1,400 educators from 140 schools and partner organizations in the Summit Basecamp Program in 2016-17, enabling them to bring personalized learning to over 20,000 students from 26 states and the District of Columbia"

28 Silicon Valley Community Foundation (n.d.). *Grants: Where the giving goes* [webpage]. Retrieved October 16, 2019, from https://siliconvalleycf.org/2015grantees

29 Summit Public Schools (2019, January). *Chan Zuckerberg Foundation final report*. Retrieved October 16, 2019, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

30 Tucker, J. (2016, September 16). $10 million to 'reinvent' high school with future Oakland charter. *San Francisco Chronicle*. Retrieved November 25, 2019, from https://www.sfchronicle.com/education/article/10-million-to-reinvent-high-school-at-9223626.php

31 Summit Public Schools (n.d.). Summit Public Schools – Summit Atlas [webpage]. Retrieved October 16, 2019, from https://summitps.org/our-schools/summit-atlas-west-seattle/

32 Summit Public Schools (n.d.). *The science of Summit* (pp. 18). Retrieved February 5, 2020, from https://summitps.org/wp-content/uploads/2018/09/The-Science-of-Summit-by-Summit-Public-Schools_08072017-1.pdf [The document is not dated, but the filename appears to have a date of August 7, 2017.]

33 The Bill and Melinda Gates Foundation (2017, June). Summit Public Schools [webpage]. Retrieved October 16, 2019, from https://www.gatesfoundation.org/how-we-work/quick-links/grants-database/grants/2017/06/opp1172842

Grant purpose: "to support implementation of the Summit Learning program in targeted geographies, with the goal to increase the number of low-income and minority students achieving college ready outcomes"

34 Silicon Valley Community Foundation (n.d.). Grants: Where the giving goes [webpage]. Retrieved October 16, 2019, from https://siliconvalleycf.org/2015grantees

This amount is made up of eight grants made in 2017:

- $5,000 – Summit Public Schools
- $10,000 – Summit Public Schools
- $16,000,000 – Summit Public Schools
- $1,000 – Summit Preparatory Charter High School
- $35,300,000 – Summit Public Schools
- $5,000 – Summit Public Schools
- $2,000,000 – Summit Public Schools
- $1,000 – Summit Public Schools

35 Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved May 23, 2019, from https://www.chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

36 Summit Learning (n.d.). Who is T.L.P. Education (aka "Summit Learning")? [webpage]. Retrieved November 25, 2019, from https://help.summitlearning.org/hc/en-us/articles/360021179053-Who-is-T-L-P-Education-aka-Summit-Learning-

37 The Bill and Melinda Gates Foundation (2018, November). Summit Public Schools [webpage]. Retrieved May 11, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2018/11/OPP1201750

Grant purpose: "to advance actionable knowledge in the field of education, both in terms of the specific practices that are leading to the greatest outcomes (content) as well as the structures and workflows used to identify and disseminate that information"

38 Silicon Valley Community Foundation (n.d.). Grants: Where the giving goes [webpage]. Retrieved October 16, 2019, from https://siliconvalleycf.org/2015grantees

This amount is made up of three grants made in 2018:

- $5,000 – Summit Public Schools
- $1,500 – Summit Public Schools
- $1,000 – Summit Preparatory Charter High School

39 Summit Public Schools (2019, January). *Chan Zuckerberg Foundation final report*. Retrieved October 16, 2019, from https://cdn.vox-cdn.com/uploads/chorus_asset/file/19931497/Grant_Reports_PRA_M._Barnum_2_2_1.pdf

Also see:

Chan Zuckerberg Initiative (n.d.). Grants [webpage]. Retrieved May 11, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

Grant purpose: "The grant provides operating support for delivering the Summit Learning Program to schools, including expenses for training, staffing, and curriculum."

40 Ly, J (2019, November 21). Another charter school in East San Jose set to close. *San José Spotlight*. Retrieved November 25, 2019, from https://sanjosespotlight.com/another-charter-school-in-east-san-jose-set-to-close/

41 Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved May 23, 2019, from https://www.chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

42 The $1,364,894 is made up of two grants from the Bill and Melinda Gates Foundation:

$161,747 was awarded "to support the continued study of intervention scalability within a network of schools"

The Bill and Melinda Gates Foundation (2019, September). Summit Public Schools [webpage]. Retrieved May 11, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2019/09/INV-003417

$1,203,147 was awarded "to support increased capacity of charter schools to effectively implement practices that support students with disabilities"

The Bill and Melinda Gates Foundation (2019, October). Summit Public Schools [webpage]. Retrieved May 11, 2020, from https://www.gatesfoundation.org/How-We-Work/Quick-Links/Grants-Database/Grants/2019/10/INV-003090

43 Silicon Valley Community Foundation (n.d.). Grants: Where the giving goes [webpage]. Retrieved May 11, 2020, from https://siliconvalleycf.org/2015grantees

This amount is made up of three grants made in 2018:

- $5,000 – Summit Public Schools
- $750 – Summit Public Schools

- $5,000 – Summit Public Schools
- $1,000 – Summit Preparatory Charter High School
- $1,000 – Summit Preparatory Charter High School

44 Chan Zuckerberg Initiative (2019). Grants [webpage]. Retrieved May 11, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

Grant purpose: "This grant provides general operating support for Summit Public Schools."

45 We estimate that T.L.P. Education has received at least $40,012,000 in philanthropic funding from the Chan Zuckerberg Initiative. This is the total amount of philanthropic funding presented in table 2. Because T.L.P. Education does not publish its philanthropic funding, we are unable to present any funding that was awarded by an organization other than the Chan Zuckerberg Initiative.

46 Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved May 23, 2019, from https://www.chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

47 Summit Learning (n.d.). Who is T.L.P. Education (aka "Summit Learning")? [webpage]. Retrieved November 25, 2019, from https://help.summitlearning.org/hc/en-us/articles/360021179053-Who-is-T-L-P-Education-aka-Summit-Learning-

48 Chan Zuckerberg Initiative (n.d.). Grants [webpage]. Retrieved May 11, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

Grant purpose: "This grant supports the work of T.L.P. Education in the 2019-2020 school year, providing operating support to deliver the Summit Learning Program to reach schools nationwide, including expenses for training, staffing, and curriculum."

49 Barnum, M. (2019, May 23). Summit Learning, the Zuckerberg-backed platform, says 10% of schools quit using it each year. The real figure is higher. *Chalkbeat*. Retrieved May 23, 2019, from https://www.chalkbeat.org/posts/us/2019/05/23/summit-learning-the-zuckerberg-backed-platform-says-10-of-schools-quit-using-it-each-year-the-real-figure-is-higher/

50 Stringer, K. (2018, October 24). Summit is spinning off its popular personalized learning platform, creating new nonprofit to take the helm. *The 74 Million*. Retrieved May 17, 2020, from https://www.the74million.org/summit-is-spinning-off-its-popular-personalized-learning-platform-creating-new-nonprofit-to-take-the-helm/

51 The $38,012,000 is made up of five separate grants from the Chan Zuckerberg Initiative:

$5,000,000 – "This grant supported T.L.P. Education's infrastructure and operations during its initial launch period, including support to deliver the Summit Learning Program summer training to partner schools."

$19,500,000 – "This grant provides general operating support for T.L.P. Education."

$10,000,000 – "This grant supports the final launch phase of T.L.P. Education for the 2019-2020 school year, including program planning and implementation of the Summit Learning Program across school sites nationwide."

$12,000 – "This grant provides funding to T.L.P. Education to support teachers in Summit Learning Program partner schools to explore new ways to engage parents and community members in the Summit Learning Program experience."

$3,500,000 – "This grant supported the secondary launch phase of T.L.P. Education for the 2019-2020 school year, including support to complete updates to the Summit Learning Program's comprehensive curriculum

offering; develop professional development materials for teachers, school leaders, district administrators, and members of the broader school community; and work with schools to ensure a smooth fall transition."

Chan Zuckerberg Initiative (n.d.). Grants [webpage]. Retrieved May 11, 2020, from https://chanzuckerberg.com/grants-ventures/grants/

Appendix B: Research Methodology

We used a variety of methods to gather information about Summit Public Schools, the Summit Learning Program, the Summit Learning Platform, and personalized learning more generally.

Internet Searches and Online Resources

We gathered information throughout the year, conducting weekly Google searches using the following terms (with and without quotation marks): "marketing in schools," "advertising in schools," "commercialism in schools," "student privacy," "student data privacy," "blended learning," "personalized learning," "digital learning," "adaptive learning," "Facebook in schools," "Amazon in schools," "Google in schools," "Jeff Bezos in schools," "Bill Gates in schools," and "Mark Zuckerberg in schools." These search terms allowed us to identify new developments related to personalized learning and major developments in philanthropic support for the use of technology in schools. They also informed us about developments relating to commercialism and marketing in schools more generally, especially those related to digital marketing to children. We explored any relevant entries that appeared in these searches and followed up on them as appropriate to develop further lines of investigation.

In addition, we monitored the websites of several key organizations in order to identify commercialism-related issues for follow-up Internet and/or academic research. The following websites associated with advertising and marketing, health care and nutrition, government policy, education, and academic research offer information on industry perspectives, advocacy perspectives, updates about government perspectives and regulatory activity, and information about new activities related to commercialism in schools.

Websites Monitored		
Sources	**Website**	**Relevance**
American Advertising Federation	http://www.aaf.org/	Advertising industry organization
American Association of Advertising Agencies	http://www.aaaa.org/	Advertising industry organization
American Beverage Association	http://www.ameribev.org/	Food industry organization
Association of National Advertisers	https://www.ana.net/	Advertising industry organization
British Psychological Society	https://digest.bps.org.uk/	Occasionally reports on research about psychological implications of marketing to children
Campaign for a Commercial-Free Childhood	http://www.commercialfreechildhood.org/	Anti-commercialism child advocacy organization

Canadian Centre for Policy Alternatives	https://www.policyalternatives.ca/	Canadian research institute concerned with issues of social, economic and environmental justice
Center for Digital Democracy	https://www.democraticmedia.org/	Consumer advocacy organization that focuses on digital technology
Center for Science in the Public Interest	https://cspinet.org/	Consumer advocacy organization that focuses on food marketing (including to children and in schools)
Class Size Matters	http://www.classsizematters.org/	Education advocacy organization that focuses on children and parents, including privacy protection
Code Acts in Education	https://codeactsineducation.wordpress.com/	Website that contains writing by Ben Williamson on technology in education
Consumers International	http://www.consumersinternational.org/	Consumer advocacy organization
Commercial Alert	http://commercialalert.org/	Consumer advocacy organization
Corporate Accountability International	https://www.stopcorporateabuse.org/	Public advocacy organization
Data & Society	https://datasociety.net	Research institute that focuses on social and cultural issues arising from data-centric technological development
Education Week	http://www.edweek.org/ew/index.html	U.S. newspaper that covers K-12 education
Electronic Frontier Foundation	https://www.eff.org/	Non-profit organization that focuses on digital rights, including privacy
Electronic Privacy Information Center	https://www.epic.org/	Non-profit research center that focuses on privacy, freedom of expression, and democratic values in a digital context
Federal Communications Commission	http://www.fcc.gov/	United States government agency that regulates interstate communications
Federal Trade Commission	https://www.ftc.gov/	United States government agency charged with protecting consumers
Hack Education	http://hackeducation.com/	Website that contains writing by Audrey Watters about technology in education
Healthy Food America	http://www.healthyfoodamerica.org	U.S. nonprofit organization that focuses on food policy and industry practice, including marketing
Idle Words Blog (Maciej Cegłowski)	http://idlewords.com/talks/	Website that contains writing by Maciej Cegłowski about digital technology
Kidscreen	http://kidscreen.com/	Trade publication for children's entertainment professionals, including marketers
MedPage Today	http://www.medpagetoday.com/	Website for health care professionals that occasionally reports on relevant child-health research

National Academy of Medicine	https://nam.edu/	U.S. organization of eminent professionals in medicine and related disciplines that provides resources on child health
Parent Coalition for Student Privacy	http://www.studentprivacymatters.org/	A project of Class Size Matters that focuses on children's privacy
Rudd Center for Food Policy and Obesity	http://www.uconnruddcenter.org/	Non-profit research and public policy organization that focuses on food policy and children's health
The Lunch Tray	http://www.thelunchtray.com/	Website that contains writing by Bettina Elias Siegel about children and food policy
Summit Public Schools	https://summitps.org/	Website contains information about the Summit Public Schools charter network
Summit Learning	https://www.summitlearning.org/	Website contains information about the Summit Learning platform

Where available, we examined the social media accounts of these organizations. We also reviewed email news alerts from the following organizations: Berkeley Media Studies Group, British Psychological Society, Campaign for a Commercial Free Childhood, Canadian Centre for Policy Alternatives, Data and Society, *Education Week*, Federal Communications Commission, Kidscreen, MedPage Today, Parent Coalition for Student Privacy, and the Rudd Center for Food Policy and Obesity.

Summit Website and Documents

We began searches for information specifically about Summit Public Schools and the Summit Learning platform by exploring both the Summit Public Schools website and the Summit Learning website. Each website provides several types of information. The Summit Public School website provides information about board members and board meetings, each Summit Public School, facts about enrollment, and the Summit Public School model of curriculum and instruction. The Summit Learning website provides information on its approach, experiences using the Summit Learning platform, details on how to join the Summit Learning program, and news and blog reports on Summit Learning. We downloaded and examined documents from each of these websites, including *The Science of Summit*, *The Aligned School Model Framework*, *Clearing the Path*, and end-of-year summary reports for 2017-2018 and 2018-2019. In addition, to account for the changing nature of online sources, we took screenshots of pages on each website.

We found additional information and documents by conducting Google searches using the following terms (with and without quotation marks): "Summit Public Schools," "Summit Learning," "Summit Public Schools and personalized learning," and "Summit Learning and personalized learning." In addition, we set a Google alert to track any news that included the terms "Summit Public Schools" or "Summit Learning." These searches and alerts found additional information that was not published directly by either Summit Public Schools or Summit Learning, such as information about Summit Public Schools' partnership with the Lindsay Unified School District and Transcend Education,[1] and Summit Public Schools'

"Summit Basecamp" program.[2]

Funding Sources

Neither Summit Public Schools nor Summit Learning maintains a public database of philanthropic support. Summit Public Schools does, however, report "Summit Schools Donors" and "Summit Learning Program Donors" in its 2017-2018 "Year-End Summary" report.[3] We used this list used to conduct exploratory searches of the date, amount, purpose, and providers of philanthropic support for the years 2003-2019. From these searches we were able to compile information from public sources such as media outlets, press releases, and grant-making organizations' grant databases. However, because the information is not reported directly by Summit Public Schools or Summit Learning, we are unable to determine whether this information is complete. As of May 19, 2020, Summit Public Schools has not provided requested records regarding its funding sources (see Appendix C).

State Performance Data

The Summit Public Schools charter school network currently runs eight charter schools in California and three in Washington. We searched California and Washington state sources for graduation rates, college and career readiness rates, and college graduation rates.[4]

Contracts

Summit Learning has a "Privacy Center" on its website (https://www.summitlearning.org/privacy-center) that contains current model documents, including a Program Agreement, Data Privacy Addendum, Partner Schools Terms of Service, User Agreement, Privacy Policy, and Security White Paper. Because the terms of any particular partner school's contract were negotiated independently with Summit Public Schools and as of the 2018-2019 school year with T.L.P. Education (doing business as "Summit Learning"), we obtained executed contracts that had been received by parents from their schools. When we refer to partner school contracts, we specify the specific, executed, contract in question.

Public Records Act Request

After collecting the information we could find in public sources, we asked to interview a Summit Public Schools representative, to direct us to possible other public sources or, if the information was unavailable publicly, to provide it directly. After a brief email correspondence, Summit Public Schools denied our request (see Appendix C for the full correspondence).

As a charter school, Summit Public Schools is subject to California's Public Record Act (PRA).[5] Accordingly, in October 2019, we requested records that would provide information about the Summit Learning Program related to the:

- curriculum, instruction, and assessment embedded in the Summit Learning Platform, including the identity of and nature of contracts with embedded and third-party content providers;
- content and extent of the training provided to teachers and administrators of partner schools to enable them to implement the pedagogical approach as designed;
- actual costs to partner schools of implementing the Summit Learning Program;
- claims about the academic success of Summit Public Schools students used to promote the Summit Learning Program to potential partner schools;
- policies and procedures regarding the protection, sharing, use, and deletion of student data collected by the Summit Learning Platform;
- performance and retention of partner schools;
- amounts and sources of funding;
- licensing of intellectual property to and support for T.L.P. Education.

Although Summit Public Schools agreed to provide some of the relevant records, it asked for clarification on many and refused to provide several (See Appendix C). As of June 10, 2020, it has not provided any requested records.

Notes and References Appendix B

1 Transcend Education (n.d.). Partnering for personalized learning [webpage]. Retrieved on January 19, 2020, from https://www.transcendeducation.org/summitlindsay#summitlindsay-introduction

2 FSG Consulting (2017, March). *Building Summit Basecamp: Year 1*. Retrieved January 19, 2020, from https://www.fsg.org/publications/building-summit-basecamp-year-1

Madda, M.J. (2016, April 26). Spreading personalized learning: Results from Summit Public Schools' first basecamp run. *Edsurge*. Retrieved January 19, 2020, from https://www.edsurge.com/news/2016-04-26-spreading-personalized-learning-results-from-summit-public-schools-first-basecamp-run

Summit Public Schools (n.d.). *Summit Basecamp*. Retrieved January 19, 2020, from https://drive.google.com/file/d/0B78bMee75znoei1CWnRqZk14NlZNSFk4TOxqQ2N3UDR6eHYw/view

Brown, E. and Frankel, T.C. (2016, October 11). Facebook-backed school software shows promise – and raises privacy concerns. *Washington Post*. Retrieved January 19, 2020, from https://www.washingtonpost.com/local/education/facebook-backed-school-software-shows-promise--and-raises-privacy-concerns/2016/10/11/2580f9fe-80c6-11e6-b002-307601806392_story.html

Summit Public Schools (2016, June 15). *Summit Basecamp participation agreement*. Retrieved January 19, 2020, from https://drive.google.com/file/d/0B4_mvdmEmtsTYXF4M3RUb1hLalE/view

3 Summit Public Schools (2018). *Changing education. Changing lives* (pp. 62-63). Retrieved November 25, 2019, from https://cdn.summitlearning.org/assets/marketing/program/year-end-summary-2017-2018.pdf

4 For the state of California, data was compiled from the California DataQuest database, the California Dashboard, and the California Department of Education's Adjusted Cohort Graduation Rate and Outcome data. For the state of Washington, data was compiled from the "Washington State Report Card," Washington State Office of Superintendent of Public Instruction, and the Washington State Charter School Commission. College graduation rates were unavailable. In addition, data was compiled directly from the Summit Public Schools' website on the date a school opened, the grades served in its first year, the grades served in 2019-2020, and the year of its first graduating class.

California Department of Education (n.d.). Dataquest [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

California Department of Education (n.d.). Four-year cohort graduation rate and outcome data [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp

California Department of Education (2020, April 9). 2019 Dashboard: Data files and record layouts - College/career indicator - Data file (XLSX) [webpage]. Retrieved June 9, 2020, from https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp

Office of Superintendent of Public Instruction (n.d.). Washington state report card [webpage]. Retrieved December 6, 2019, from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/106018

Office of Superintendent of Public Instruction (n.d.). Data portal [webpage]. Retrieved December 6, 2019, from https://www.k12.wa.us/data-reporting/data-portal

Washington State Charter School Commission (n.d.). *Summit Public Schools: Atlas – 2018-2019 annual student academic performance report* (p. 21). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Atlas-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). *Summit Public Schools: Olympus – 2018-2019 annual*

student academic performance report (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Olympus-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). *Summit Public Schools: Sierra – 2018-2019 annual student academic performance report* (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Sierra-18-19-Annual-Academic-Report.pdf

5 CA SB 126 (2019) added § 47604.1, which explicitly subjects charter schools the Public Records Act, to the Education Code:

Cal Ed Code § 47604.1 (2020). Retrieved February 27, 2020, from https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=47604.1

Appendix C1: Communications with Summit Public Schools Regarding Public Records Act Request Submitted November 5, 2019

Note: Exhibit B referred to in the following correspondence can be found in Appendix C2.

Gmail

Faith Boninger <fboninger@gmail.com>

Interview request for research project

9 messages

Faith Boninger <fboninger@gmail com>
To cuong@summitps org

Thu, Oct 17, 2019 at 9 06 AM

Hi Cat.

Thanks for your call yesterday. I really appreciate your finding someone to talk to me about my project. Here is the context that you requested: I am a research professor at the University of Colorado Boulder. My colleagues, Alex Molnar, Christopher Saldaña, and I are researching the history and development of Summit Public Schools and the Summit Learning Program. Our research covers the period from the founding of Summit Public Schools (in 2003) to 2019 when T.L.P. Education (aka "Summit Learning") took over the Summit Learning Program.

I've got a number of questions about such things as funding, curriculum and instruction, assessment, school performance, and so on. As I mentioned on the phone, we haven't been able to find a good deal of the key information we're looking for in public sources. I'm hoping to talk to someone knowledgeable about the history and development of Summit Public Schools and the Summit Learning Program who can help direct me to answers to my questions in public sources or, if that's not possible, answer the questions directly. It would also be very helpful if you could direct me to someone at the Summit Learning Program. My colleague, Chris, has reached out to them via email, but hasn't heard back yet.

Thanks very much!

Faith

--
Faith Boninger
National Education Policy Center
Co-Director, Commercialism in Education Research Unit
School of Education
University of Colorado
faith boninger@colorado edu
nepc colorado edu
Follow @NEPCTweet on Twitter

Cat Uong <cuong@summitps org>
To: Faith Boninger <fboninger@gmail.com>

Thu, Oct 17, 2019 at 10:53 AM

Hi Faith,

Thanks for this information. It's very helpful. One additional question, for what purpose do you foresee this research will be applied or distributed?

Best,
Cat
[Quoted text hidden]
--
Cat Uong
Preferred pronouns: she/her/hers
Manager of Development & Partnerships
(832) 876-0547
www summitps org

Faith Boninger <fboninger@gmail.com>
To: Cat Uong <cuong@summitps.org>

Thu, Oct 17, 2019 at 11:53 AM

Hi Cat.
We're doing research for a policy brief on personalized learning. It will be published on the National Education Policy Center website at the University of Colorado Boulder.
Best,
Faith
[Quoted text hidden]

Cat Uong <cuong@summitps.org> Thu, Oct 17, 2019 at 12:11 PM
To: Faith Boninger <fboninger@gmail.com>

Thanks Faith I will look into what is possible on our end, and get back to you

Best,
Cat
[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Thu, Oct 17, 2019 at 12:21 PM
To: Cat Uong <cuong@summitps.org>

That's great. Thank you!
Faith
[Quoted text hidden]

Cat Uong <cuong@summitps.org> Fri, Oct 18, 2019 at 11:24 AM
To: Faith Boninger <fboninger@gmail.com>

Hi Faith,

Hope you're having a good Friday so far. Thank you again for reaching out to us, and for your interest in researching Summit Public Schools and our work so far. After exploring your request with our team, unfortunately, we are not able to accommodate at this time. We hope you can understand that we must balance our desire to share our work with the impact on our schools and students.

We wish you and your colleagues the best of luck with the policy brief.

With respect and gratitude,
Cat

[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Mon, Oct 21, 2019 at 9:55 AM
To: Cat Uong <cuong@summitps.org>

Dear Cat,
Thanks for corresponding with me. I don't know a more delicate way to ask this, and please know that there's no offense intended, but is there anyone higher up in the organization who we might ask to re-consider this decision/ Or are you (and the team you consulted with) necessarily voicing the final, official decision of Summit?
Best,
Faith
[Quoted text hidden]

Cat Uong <cuong@summitps.org> Mon, Oct 21, 2019 at 10:36 AM
To: Faith Boninger <fboninger@gmail.com>

Hi Faith,

No offense taken. Thank you for your continued interest. We consulted with our senior leadership team, and I am representing Summit to inform you of our decision.

We wish you all the best.

Cat
[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Thu, Oct 24, 2019 at 11:39 AM
To: Cat Uong <cuong@summitps.org>

Thanks, Cat.
Best to you as well --
Faith
[Quoted text hidden]

Faith Boninger
Alex Molnar
National Education Policy Center
School of Education, 249 UCB
University of Colorado
Boulder, Colorado 80309-0249

November 5, 2019

Summit Public Schools
780 Broadway
Redwood City, CA 94063

Re: California Public Records Act Request Regarding Summit Public Schools and the Summit Learning Program Administered by Summit Public Schools

Dear Summit Public Schools:

Pursuant to the California Public Records Act (Government Code §§ 6250 *et seq.*), we are requesting copies of public records, including but not limited to any written materials, photographs, electronic data, and communications, related to certain educational programs and services provided to youth enrolled in schools operated by Summit Public Schools or in schools that contracted with Summit Public Schools to use the Summit Learning Program. Specifically, we are requesting the public records specified in Attachment A, as defined by Government Code § 6252(e) in the possession of Summit Public Schools, pursuant to California Education Code § 47604.1, as amended by California SB 126 (2019). Document requests are for period 2003-2004 academic year through the 2019-2020 academic year.

This request does not seek personally identifying information about any individual served by Summit Public Schools or the Summit Learning Program. To the extent such personally identifying information is contained in responsive records, please redact the identifying information and produce the remainder of the records. If you determine that any other information qualifies for an exemption from disclosure, please note the basis for the claimed exemption, redact the material at issue for the time being, and make the rest available as requested. Please also provide a signed notification citing the legal authorities on which you rely if you determine that any responsive information is exempt and will not be disclosed.

Please send a response within 10 days, as required by Government Code § 6253(c), to the attention of Faith Boninger at faith.boninger@colorado.edu or the address indicated above.

We are research professors and co-directors of the Commercialism in Education Research Unit of the National Education Policy Center at the University of Colorado Boulder, a not-for-profit academic organization. The requested information is not sought for commercial purpose and its disclosure serves the public interest in ensuring the welfare and education of children and youth. We therefore kindly request a waiver of any copying charges. If any costs will be imposed, please notify us in advance, so that we may decide which records we wish to have copied.

We attempted to request this information informally, but the leadership team at Summit Public Schools has declined to provide it collaboratively and informally. For this reason we are now sending a public records request to obtain the information. If you have any questions or concerns regarding this request, feel free to contact Faith Boninger at faith.boninger@colorado.edu. We welcome the opportunity to discuss a reasonable schedule for production of responsive records. Also, please forward this request to any and all persons in your office who can assist in complying with this request.

Thank you in advance for your prompt attention to this request.

Sincerely,

Faith Boninger

Alex Molnar

C: William S. Koski, Youth and Education Law Project, Stanford Law School
Kevin Welner, Director, National Education Policy Center, School of Education, University of Colorado Boulder
Katherine Schultz, Dean, School of Education, University of Colorado Boulder

National Education Policy Center
School of Education
University of Colorado
Boulder, CO 80309-0249
nepc@colorado.edu

Attachment A

1. Records Related to Funding, School Years 2003-04 through 2019-20:

Records of non-public funding or revenue received by Summit Public Schools between school years 2003-04 through 2019-20.

2. Records Related to Curriculum and Assessment, School Years 2003-04 through 2018-19:

Teacher contract form(s).

Records of how much time students spend working on projects as opposed to working on mastering the content knowledge contained in the Summit Learning Platform.

Records that explain the basis for and/or that document the psychometric validation of the Cognitive Skills Rubric.

Records related to the training of teachers to use the Cognitive Skills Rubric. Including records about the nature and amount of the training, and when it occurs.

Records related to empirical assessments of the teacher training's effect on teacher consistency in grading of Cognitive Skills.

Records of how content knowledge assessments are created and chosen.

Records of what is done when a student has not mastered the content knowledge required for a project (i.e., the options offered to the student and any descriptions of how they may catch up).

Records related to how Habits of Success are assessed.

Records related to how the validity of these assessments of Habits of Success was established.

Records of how Sense of Purpose is assessed.

Records related to how the validity of these assessments of Habits of Success was established.

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University of Colorado
Boulder, CO 80309-0249
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3. Records Related to Academic Performance of Summit Public Schools, School Years 2003-04 through 2018-19

For each Summit Public Schools high school, records of student graduation rates, reported student attrition rates, and reported student college and career readiness rates for each year that the school was open and data were collected.

Records of the calculation that supports the claim that had been published on the "About Us" page of Summit Public School's website (https://www.summitlearning.org/about-us), that 96% of Summit Public School's first graduating class was "accepted into at least one four-year college," including description of the cohort of students included in the calculation (e.g., was it anyone in the senior class, regardless of when they entered?).

Records of Summit Public Schools' graduates' acceptance rates to 4-year universities for school years 2007-08 through 2018-19.

Records related to claims that had been published on the Summit website (https://www.summitlearning.org/about-us) that 100% of Summit Public Schools graduates are eligible for 4-year colleges, 98% are accepted to 4-year colleges, and 55% graduate from college within 6 years (i.e., records of how these statistics were calculated, including to which graduation years and to which Summit Public Schools high schools they refer).

Records of Summit Public Schools' graduation rate and how it was calculated, for the school years 2007-08 through 2018-19

Records of Summit Public Schools' college acceptance rates, completion rates, and graduation rates by demographic subgroups, for school years 2007-08 through 2018-19.

Reports in the possession of Summit Public Schools of any research that evaluates Summit Public School outcomes.

The research proposal submitted to Summit Public Schools by Harvard professors Thomas Kane and Martin West.

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Boulder, CO 80309-0249
nepc@colorado.edu

Records related to the decision to solicit the research proposal from Harvard professors Thomas Kane and Martin West and about the decision to not go forward with the proposed research.

4. Records Related to The Summit Learning Platform, School Years 2003-04 through 2018-19:

Records that identify the entity/entities that made curricular decisions about the Summit Learning Platform.

Records of the qualifications of individuals who made curricular decisions about the Summit Learning Platform.

Records that identify the entity/entities that made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.

Records of the qualifications of individuals who made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.

Any record related to changes teachers may make to the base curriculum and/or to the assessments used in the Summit Learning Platform.

A comprehensive list of embedded content providers.

Records of contracts with embedded content and third-party service providers.

5. Records Related to Student Data Privacy, School Years 2003-04 through 2018-19:

Records of which entity controlled access to student data collected prior to the creation of T.L.P. Education.

Records that describe and explain how the privacy of student data was protected.

Records of the procedures followed in response to a partner school's request to delete a student or students' personally identifiable data.

Records that describe and explain what any and all retained de-identified data has been used for.

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Records of any sharing of de-identified data to third parties, including the date data was shared, the entity with which it was shared, and which data were shared.

Records of procedures that ensured that entities or individuals with access to de-identified student data cannot re-identify de-identified data.

Records of the security measures undertaken to protect de-identified data.

Records that describe and explain the processes adopted to ensure that the results from data analyses were handled in ways that ensure student privacy.

Records of the specific Heroku and AWS services used for the Summit Learning Platform, and how those services were tied together and secured.

Records of how access to student data was managed, including the definitions of various classes of users, evaluation criteria for individuals in these various classes, and procedures by which the access of users only to elements of the system needed for their work was controlled.

6. Records Related to Costs to Partner Schools of Implementing the Summit Learning Program, School Years 2003-04 through 2018-19:

Records of the costs that partner schools have incurred to implement the Summit Learning Program (i.e., costs associated with initial implementation, including teacher onboarding and any technology purchase costs,); maintenance costs associated with technology infrastructure, such as broadband and Chromebooks, and costs of ongoing professional development for teachers and administrators as the Summit Learning platform evolved).

7. Records Related to Teacher In-Service Training and Support for Partner Schools, School Years 2003-04 through-2018-19:

Any written description of the training that partner-school teachers and administrators received before they implemented the Summit Learning Program, and the support they receive dwhen they are using the program.

Records of the criteria used to determine that a partner school's staff has been adequately trained to use the program.

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University of Colorado
Boulder, CO 80309-0249
nepc@colorado.edu

Records of any funding received by Summit Public Schools for staff training for partner schools, including the names of the entity/entities that provided the funding and how the funding was used.

The training materials Summit Public Schools provided to partner schools.

Records of the nature of the ongoing training provided to partner school staff, after the initial onboarding of the program, including the period of time in which partner schools received ongoing training and the name(s) of the entity/entities that have provided funding for the ongoing training and the name(s) of the entity/entities that provided it.

8. Records Related to Performance and Retention of Summit Learning Partner Schools, school years 2003-04 through 2018-19:

Records related to the analysis that supports the claim, published in the document entitled *Summit Basecamp* (https://drive.google.com/file/d/0B78bMee75znoei1CWnRqZk14NlZNSFk4T0xqQ2N3UDR6eHYw/view), that as a result of participating in Summit "Basecamp," the students attending partner schools "demonstrated higher-than-average growth" in reading and math on the NWEA MAP test.

The names and addresses of U.S. public and charter schools using the Summit Learning Program prior to the incorporation of T.L.P. Education.

The names and addresses of schools that applied to but were not accepted by Summit Public Schools for the Summit Learning Program partnership, or that were accepted and subsequently removed as partner schools by Summit Public Schools along with the reasons each school was rejected or removed as a partner school.

The names and addresses of schools that have asked to withdraw from the Summit Learning Program partnership, and the reasons they provided for doing so.

9. Records Related to the Relationship between Summit Public Schools and T.L.P. Education (aka "Summit Learning"):

Records of the legal status of T.L.P. Education.

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School of Education
University of Colorado
Boulder, CO 80309-0249
nepc@colorado.edu

Any written description of the reason for founding T.L.P. Education.

Records related to the licensing of Summit Public Schools' intellectual property by T.L.P. Education, including any licensing fees.

Records related to any financial or non-financial (in-kind) support that Summit Public Schools has provided to T.L.P. Education, including the type of support (financial or in-kind), the estimated value of the support, the purpose of the support, and the date the support was provided.

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Nnamna Ogbu
Assistant General Counsel

nogbu@summitps.org

summitps.org
@summitps

National Education Policy Center
School of Education, 249 UCB
University of Colorado
Boulder, Colorado 80309-0249

December 3, 2019

Dear Ms. Boninger:

Summit Public Schools is in receipt of your public records request received November 5, 2019. It is our understanding that you have requested more than 60 unique categories of information, including more than 120 subcategories of information spanning our nearly two decades of operation with the expectation that some or all of the information requested constitutes a public record under California law. We respond to inquiries from the public through informal requests for information and through requests under the Public Records Act. This request is atypical.

SUMMIT PUBLIC SCHOOLS

We deem it necessary to inform you of the sheer volume of potentially responsive documents in order to responsibly manage our resources (and likely your resources as well). After conferring internally, we are of the opinion that the potential universe of documents is unreasonably voluminous. Under the California Public Records Act, the public interest in obtaining records must be weighed against the fiscal and workload burden being imposed upon a public agency by a particular request. The amount of resources required to review and process your request could cause serious, irreparable harm to our organization as we strive to focus our attention on the needs of our students.

By sharing the specific topic(s) of your concern, we can limit the significant staff time and resources that I presently estimate the request, as currently presented, will consume.

At this point, we presently estimate that production of responsive records will be available for your review on or around July 1, 2020. As you are aware, prior to releasing any documents to the public, Summit ensures that we do not disclose exempt or privileged information, including personally identifiable information about students, information concerning pending litigation, and certain information about personnel.

Additional Information Relating to the Production of Records

Drafts. The California Public Records Act exempts from disclosure "preliminary drafts, notes, or interagency or intra-agency memoranda that are not retained by the public agency in the ordinary course of business, if the public interest in withholding those records clearly outweighs the public interest in

disclosure". One or more documents, arguably responsive to the Request fall within this exemption. The draft document(s) not routinely retained by Summit reflect internal comments, questions, and discussions among Summit staff. To produce such documents would have a chilling effect on open and frank discussion among staff as to these matters. It is also possible that such draft document(s) fall within the deliberative process privilege.

New Records. The California Public Records Act requires charter schools and entities managing a charter school to provide records kept in the ordinary course of business related to the operation of a charter school. Summit Public Schools has no obligation under the Public Records Act to run a query or run of data, which would create a new record that Summit does not keep in the ordinary course of business. Further, the California Public Records Act does not create an obligation to create or obtain a particular record when the document is not prepared, owned, used, or retained by the public agency.

Scope of Request. The California Public Records Act requires that requests describe the records sought with sufficient detail to allow a Summit employee familiar with the subject area of the request to locate the records with a reasonable amount of effort. Several of the categories and subcategories listed in the request do not adequately describe the records sought. Accordingly, we are unable to process such requests at this time. If you wish to pursue your request, please clarify the record you seek. In the event we do not receive your written response clarifying what records you are looking for within 10 business days from the date of this letter, we will presume you are no longer interested in pursuing such a request and we close the matter from further action. Please note that the clarified request, if any, may be subject to an exemption or privilege from disclosure under the California Public Records Act.

Charter School Operations. To the extent an entity managing charter schools, such as Summit, engages in activities that are unrelated to a charter school, the California Public Records Act does not apply to the unrelated activities unless otherwise required by law.

Fees. You have asked us to waive the fees for processing on the grounds that the "...information is not sought for commercial purpose and its disclosure serves the public interest in ensuring the welfare and education of children and youth." Based on all available information, your request does not contain enough evidence to support your request for a fee waiver. We will provide an estimate of the fee should you wish to proceed with your request. Please note that the fee will include (1) search time; (2) review time; (3) duplication and scanning on a per page basis; and (4) shipping and handling.

Kind regards,

Nnanna Ogbu

Exhibit A

Request	**Notes / Exemptions**
Records Related to Funding, School Years 2003-04 through 2019-20:	
1. Records of non-public funding or revenue received by Summit Public Schools between school years 2003-04 through 2019-20.	Responsive records available.
Records Related to Curriculum and Assessment, School Years 2003-04 through 2018- 19:	
2. Teacher contract form(s).	Scope of Request Unclear
3. Records of how much time students spend working on projects as opposed to working on mastering the content knowledge contained in the Summit Learning Platform.	Scope of Request Unclear
4. Records that explain the basis for and/or that document the psychometric validation of the Cognitive Skills Rubric.	Responsive records available.
5. Records related to the training of teachers to use the Cognitive Skills Rubric. Including records about the nature and amount of the training, and when it occurs.	Scope of Request Unclear
6. Records related to empirical assessments of the teacher training's effect on teacher consistency in grading of Cognitive Skills.	Scope of Request Unclear
7. Records of how content knowledge assessments are created and chosen.	Scope of Request Unclear
8. Records of what is done when a student has not mastered the content knowledge required for a project (i.e., the options offered to the student and any descriptions of how they may catch up).	Scope of Request Unclear
9. Records related to how Habits of Success are assessed.	Scope of Request Unclear
10. Records related to how the validity of these assessments of Habits of Success was established.	Scope of Request Unclear
11. Records of how Sense of Purpose is assessed.	Scope of Request Unclear
12. Records related to how the validity of these assessments of Habits of Success was established.	Scope of Request Unclear
Records Related to Academic Performance of Summit Public Schools, School Years 2003-04 through 2018-19	
13. For each Summit Public Schools high school, records of student graduation rates, reported student attrition rates, and reported student college and career readiness rates for each year that the school was open and data were collected.	Information is publicly available on the California Department of Education's Dataquest / Dashboard. Public interest in allocating staff resources to pull

	publicly available data not demonstrated.
14. Records of the calculation that supports the claim that had been published on the "About Us" page of Summit Public School's website (https://www.summitlearning.org/about-us), that 96% of Summit Public School's first graduating class was "accepted into at least one four-year college," including description of the cohort of students included in the calculation (e.g., was it anyone in the senior class, regardless of when they entered?).	Responsive records available.
15. Records of Summit Public Schools' graduates' acceptance rates to 4-year universities for school years 2007-08 through 2018-19.	Responsive records available.
16. Records related to claims that had been published on the Summit website (https://www.summitlearning.org/about-us) that 100% of Summit Public Schools graduates are eligible for 4-year colleges, 98% are accepted to 4-year colleges, and 55% graduate from college within 6 years (i.e., records of how these statistics were calculated, including to which graduation years and to which Summit Public Schools high schools they refer).	No responsive records (Note/; www.summitlearning.org is not operated by Summit Public Schools)
17. Records of Summit Public Schools' graduation rate and how it was calculated, for the school years 2007-08 through 2018-19	Information is publicly available on the California Department of Education's Dataquest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated.
18. Records of Summit Public Schools' college acceptance rates, completion rates, and graduation rates by demographic subgroups, for school years 2007-08 through 2018-19.	Information is publicly available on the California Department of Education's Dataquest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated.
19. Reports in the possession of Summit Public Schools of any research that evaluates Summit Public School outcomes.	Scope of Request Unclear
20. The research proposal submitted to Summit Public Schools by Harvard professors Thomas Kane and Martin West.	No responsive records found upon initial review.
21. Records related to the decision to solicit the research proposal from Harvard professors Thomas Kane and Martin West and about the decision to not go forward with the proposed research.	No responsive records found in the initial review. (Note: The deliberative process privilege may be applicable to any later located

	documents)
Records Related to The Summit Learning Platform, School Years 2003-04 through 2018-19:	
22. Records that identify the entity/entities that made curricular decisions about the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
23. Records of the qualifications of individuals who made curricular decisions about the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
24. Records that identify the entity/entities that made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
25. Records of the qualifications of individuals who made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
26. Any record related to changes teachers may make to the base curriculum and/or to the assessments used in the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
27. A comprehensive list of embedded content providers.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
28. Records of contracts with embedded content and third-party service providers.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
Records Related to Student Data Privacy, School Years 2003-04 through 2018-19:	
29. Records of which entity controlled access to student data collected prior to the creation of T.L.P. Education.	Prior to July 1, 2019, Summit Public Schools operated the Summit Learning Program.
30. Records that describe and explain how the privacy of student data was protected.	Scope of Request Unclear Public interest in disclosing the mechanisms used to protect student data privacy is limited.
31. Records of the procedures followed in response to a partner school's	Scope of Request Unclear. (Note:

request to delete a student or students' personally identifiable data.	Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
32. Records that describe and explain what any and all retained de-identified data has been used for.	Scope of Request Unclear
33. Records of any sharing of de-identified data to third parties, including the date data was shared, the entity with which it was shared, and which data were shared.	Scope of Request Unclear
34. Records of procedures that ensured that entities or individuals with access to de-identified student data cannot re-identify de-identified data.	Scope of Request Unclear
35. Records of the security measures undertaken to protect de-identified data.	Scope of Request Unclear Public interest in disclosing the mechanisms used to protect data security is limited.
36. Records that describe and explain the processes adopted to ensure that the results from data analyses were handled in ways that ensure student privacy.	Scope of Request Unclear Public interest in disclosing the processes used to protect data security is limited.
37. Records of the specific Heroku and AWS services used for the Summit Learning Platform, and how those services were tied together and secured.	Scope of request unclear / Unrelated to charter school operations.
38. Records of how access to student data was managed, including the definitions of various classes of users, evaluation criteria for individuals in these various classes, and procedures by which the access of users only to elements of the system needed for their work was controlled.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
Records Related to Costs to Partner Schools of Implementing the Summit Learning Program, School Years 2003-04 through 2018-19:	
39. Records of the costs that partner schools have incurred to implement the Summit Learning Program (i.e., costs associated with initial implementation, including teacher onboarding and any technology purchase costs,); maintenance costs associated with technology infrastructure, such as broadband and Chromebooks, and costs of ongoing professional development for teachers and administrators as the Summit Learning platform evolved).	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
40. 7. Records Related to Teacher In-Service Training and Support for Partner Schools, School Years 2003-04 through-2018-19:	Scope of Request Unclear. (Note: Records unrelated to a charter

	school are not subject to Public Records Act under SB 126 (2019))
41. Any written description of the training that partner-school teachers and administrators received before they implemented the Summit Learning Program, and the support they received when they are using the program.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
42. Records of the criteria used to determine that a partner school's staff has been adequately trained to use the program.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
43. Records of any funding received by Summit Public Schools for staff training for partner schools, including the names of the entity/entities that provided the funding and how the funding was used.	Responsive records available
44. The training materials Summit Public Schools provided to partner schools.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
45. Records of the nature of the ongoing training provided to partner school staff, after the initial onboarding of the program, including the period of time in which partner schools received ongoing training and the name(s) of the entity/entities that have provided funding for the ongoing training and the name(s) of the entity/entities that provided it.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
Records Related to Performance and Retention of Summit Learning Partner Schools, school years 2003-04 through 2018-19:	
46. Records related to the analysis that supports the claim, published in the document entitled *Summit Basecamp* (https://drive.google.com/file/d/0B78bMee75znoei1CWnRqZk14NlZNSFk4T0xq Q2N3UDR6eHYw/view), that as a result of participating in Summit "Basecamp," the students attending partner schools "demonstrated higher-than-average growth" in reading and math on the NWEA MAP test.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))
47. The names and addresses of U.S. public and charter schools using the Summit Learning Program prior to the incorporation of T.L.P. Education.	Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019)
48. The names and addresses of schools that applied to but were not accepted by Summit Public Schools for the Summit Learning Program partnership, or that were accepted and subsequently removed as partner schools by Summit Public Schools along with the reasons each	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126

school was rejected or removed as a partner school.	(2019
49. The names and addresses of schools that have asked to withdraw from the Summit Learning Program partnership, and the reasons they provided for doing so.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019
Records Related to the Relationship between Summit Public Schools and T.L.P. Education (aka "Summit Learning"):	
50. Records of the legal status of T.L.P. Education.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019)
51. Any written description of the reason for founding T.L.P. Education.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019)
52. Records related to the licensing of Summit Public Schools' intellectual property by T.L.P. Education, including any licensing fees.	Responsive record available.
53. Records related to any financial or non-financial (in-kind) support that Summit Public Schools has provided to T.L.P. Education, including the type of support (financial or in-kind), the estimated value of the support, the purpose of the support, and the date the support was provided.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019)

Faith Boninger
Alex Molnar
National Education Policy Center
School of Education, 249 UCB
University of Colorado
Boulder, Colorado 80309-0249

December 13, 2019

Nnanna Ogbu
Assistant General Counsel
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Ogbu:

Thank you for your December 3, 2019 letter in response to our November 5, 2019 Public Records Act request, and for the helpful chart (Exhibit A) you provided.

We are heartened to learn that Summit Public Schools responds to inquiries from the public through informal requests for information as well as through requests under the California Public Records Act. Perhaps you are unaware that we initially spoke with a representative of Summit Public Schools by phone on October 16, 2019, to informally request information. We have retained the subsequent email correspondence in which we were told that the Summit Public Schools senior leadership team had determined that it would not accommodate us by having an informal conversation related to our requests. Nevertheless, we were and continue to be open to informal conversations with relevant Summit Public Schools representatives to gather the information we are seeking.

We also appreciate the invitation, in your letter, to share the specific topics of our concern so that we can limit the staff time and resources required to fulfill our Public Records Act request. Below, we have provided a detailed response to issues you raised in your letter.

We are unaware of any authority for your assertion that we must respond within 10 business days of receiving your December 3, 2019 letter. We would therefore appreciate your providing the basis for your assertion. Notwithstanding our view that there is no requirement for us to reply to you within 10 days, we have responded to each of the elements of your chart in the attached edited Exhibit A. We believe you will find our requests to be both reasonable and precise.

To be clear, we are requesting neither drafts (i.e., "preliminary drafts, notes, or interagency or intra-agency memoranda that are not retained by the public agency in the ordinary course of

business") nor new records (i.e., a "query or run of data, which would create a new record that Summit does not keep in the ordinary course of business").

In the attached edited Exhibit A, we clarify our requests for records relating to Charter School Operations. In your letter you assert that Summit Public Schools does not have to respond to queries about activities that are unrelated to a charter school, specifically requests #16, 22, 23, 24, 25, 26, 27, 28, 31, 37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 51, 53. These requests bear on the Summit Public Schools' creation and use of the Summit Learning Program and the Summit Learning Platform. We reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform, created by and implemented by the Summit Public Schools, may be lawfully excluded from a public records request made to Summit Public Schools under SB 126 (2019). We find the public record to be clear: The Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools, are used by Summit Public Schools in its educational programming, and were part of the Summit Public Schools, a public entity, during the years for which records are requested. As such, we believe these records are related to Summit Public Schools' operations and are within the scope of the California Public Records Act under SB 126 (2019).

Additionally, you noted that for requests # 13, 17, and 18, the information requested is available in the public record on the California Department of Education's (CDE's) DataQuest / Dashboard. This is not completely accurate. We sought the answers to our questions in the California Dashboard and the CDE's DataQuest database; and, because three Summit Schools are in Washington, the Washington Office of Superintendent of Public Instruction's Washington State Report Card and the Washington State Charter School Commission's Performance Framework Reports. Although some of the requested data can be found in those places, not all of it can be. Also, it appears that some of the information in the public record may be inaccurate. For example, the California DataQuest database reports that Summit Prep had a 0% college and career readiness rate for the 2007-2008. That seems unlikely. We will provide you documentation of what is available in the public record next week in Exhibit B. We request that you review that documentation, correct any errors in the public record, and provide any information that is unavailable in the public record. It is in the public interest as well as the interest of Summit Public Schools that the data we publish is accurate.

Regarding fees, the University of Colorado is a nonprofit public institution, and we are conducting policy research of considerable importance and public interest related to the nature, scope, and efficacy of personalized learning programs. We see no basis in the statute for levying charges for search time or review time. Please clarify the authority on which you rely for asserting the right to charge fees for these activities, as well as an explanation for why you expect it to take as long as you suggest to conduct a diligent search for documents responsive to each of the requests we have made. Please provide also the job titles of personnel required to fulfill the requests, their respective rates of pay, and the time required by personnel in each job category to produce the records requested.

Given the clarifications we provide in the attached edited Exhibit A, the forthcoming Exhibit B, and our willingness to discuss them with you informally, a July 1, 2020 date for producing the responsive documents appears to be unreasonable. We hope you agree to discuss a reasonable schedule for providing responsive records as well as any other issues that may bear on our request.

We have complied with your request to respond within 10 days, and we would appreciate your response to this letter also within 10 days. Please contact us by phone at (480) 390-6736 (Faith) or (480) 797-7261 (Alex) and/or in writing at fboninger@gmail.com (Faith) and alex.molnar@colorado.edu (Alex).

Thank you for your continued assistance.

Sincerely,

Faith Boninger

Alex Molnar

C: William S. Koski, Youth and Education Law Project, Stanford Law School
Kevin Welner, Director, National Education Policy Center, School of Education, University of Colorado Boulder
Katherine Schultz, Dean, School of Education, University of Colorado Boulder

Exhibit A

Request	Notes/Exemptions Provided by Summit Public Schools	Clarifications Provided by NEPC
Records Related to Funding, School Years 2003-204 through 2019-20:		
1. Records of non-public funding or revenue received by Summit Public Schools between school years 2003-2004 through 2019-2020	Responsive records available.	No clarification necessary
Records Related to Curriculum and Assessment, School Years 2003-04 through 2018-19:		
2. Teacher contract form(s).	Scope of Request Unclear	Clarification: a sample of each of the types of teacher contract forms that Summit uses.
3. Records of how much time students spend working on projects as opposed to working on mastering the content knowledge contained in the Summit Learning Platform.	Scope of Request Unclear	Clarification: Reports and/or studies that document the claim that students spend the majority of their time working on Real World Projects.
4. Records that explain the basis for and/or that document then psychometric validation of the Cognitive Skills Rubric	Responsive records available.	No clarification necessary
5. Records related to the training of teachers to use the Cognitive Skills Rubric. Including records about the nature and amount of the training, and when it occurs.	Scope of Request Unclear.	Clarification: Records that describe how teachers are trained to use the Cognitive Skills Rubric. Examples of responsive records may include training manuals and/or schedules of training sessions.
6. Records related to empirical assessments of the teacher training's effect on teacher consistency in grading of Cognitive Skills.	Scope of Request Unclear.	Clarification: Reports and/or studies that document teachers' consistency in their grading of Cognitive Skills, and/or teachers' ability to use the Cognitive Skills Rubric in a consistent manner.

7. Records of how content knowledge assessments are created and chosen.	Scope of Request Unclear	Clarification: Any written criteria and/or guidelines that govern the creation of the content knowledge assessments used in the Summit Learning Platform.
8. Records of what is done when a student has not mastered the content knowledge required for a project (i.e., the options offered to the student and any descriptions of how they may catch up).	Scope of Request Unclear	Clarification: Charter school documents that describe to teachers and/or parents and/or students the process followed when a student is assigned to conduct a Real World Project before they have mastered the content knowledge Summit Public Schools deems necessary for the student to successfully complete the Real World Project they have been assigned.
9. Records related to how Habits of Success are assessed	Scope of Request Unclear	Clarification: The measurement instrument and/or protocol used to assess students' Habits of Success, the scoring rubric; and instructions to teachers about how to interpret students' performance assessed by the measurement instrument and/or protocol.
10. Records related to how the validity of these assessments of Habits of Success were established.	Scope of Request Unclear	Clarification: Records of any psychometric validation of the assessment instrument and/or protocol that measures Habits of Success.
11. Records of how Sense of Purpose is assessed	Scope of Request Unclear	Clarification: The measurement instrument and/or protocol used to assess students' Sense of Purpose, the scoring rubric; and instructions to teachers about how to interpret students' performance on the measurement instrument and/or protocol.
12. Records related to how the validity of these assessments of Habits of Success were established.	Scope of Request Unclear	Clarification: Records of any psychometric validation of the assessment instrument and/or protocol that measures Sense of Purpose.

Note: Our original request noted "Habits of Success." It should have noted "Sense of Purpose."		
Records Related to Academic Performance of Summit Public Schools, School Years 2003-04 through 2018-19:		
13. For each Summit Public Schools high school, records of student graduation rates, reported student attrition rates, and reported student college and career readiness rates for each year that the school was open and data were collected.	Information is publicly available on the California Department of Education's DataQuest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated.	Clarification: We are compiling, in Exhibit B, a spreadsheet of information available on the California Department of Education's DataQuest / Dashboard and State of Washington public data. Some of the information requested remains unavailable from these public records, and we have found possible errors in the public data. Please review our spreadsheet and insert missing non-publicly available data and correct any errors in the public data we have found.
14. Records of the calculation that supports the claim that had been published on the "About Us" page of Summit Public School's website (https://summitlearning.org/about-us), that 98% of Summit Public Schools' first graduating class was "accepted into at least one four-year college," including description of the cohort of students included in the calculation (e.g., was it anyone in the senior class, regardless of when they entered?).	Responsive records available.	No clarification necessary.
15. Records of Summit Public Schools graduates' acceptance rates to 4-year universities for school years 2007-08 through 2018-19.	Responsive records available.	No clarification necessary.
16. Records related to claims that had been published on the Summit website	No responsive records (note/; www.summitlearni	Clarification: Summit Public Schools operated www.summitlearning.org when the page was online and

(https://www.summitlearning.org/about-us) that 100% of Summit Public Schools graduates are eligible for 4-year colleges, 98% are accepted to 4-year colleges, and 55% graduate from college within 6 years (i.e., records of how these statistics were calculated, including to which graduation years and to which Summit Public Schools high schools they refer).	ng.org is not operated by Summit Public Schools	contained this information, and the claims are made about graduates of Summit Public Schools. Most of the claims also currently appear on the page https://summitps.org/the-summit-model/our-results/
17. Records of Summit Public Schools' graduation rate and how it was calculated, for the school years 2007-08 through 2018-19.	Information is publicly available on the California Department of Education's DataQuest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated.	Request withdrawn
18. Records of Summit Public Schools' college acceptance rates, completion rates, and graduation rates by demographic subgroups, for school years 2007-08 through 2018-19.	Information is publicly available on the California Department of Education's DataQuest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated.	Clarification: We are compiling, in Exhibit B, a spreadsheet of information available on the California Department of Education's DataQuest / Dashboard and State of Washington public data. Some of the information requested remains unavailable from these public records, and we have found possible errors in the public data. Please review our spreadsheet and insert missing non-publicly available data and correct any errors in the public data we have found.
19.Reports in the possession of Summit Public Schools of any research that evaluates Summit Public Schools outcomes	Scope of Request Unclear	Clarification: Reports and/or studies conducted to examine the academic performance of Summit Public Schools' students at the school site level and/or for Summit

		Public Schools in the aggregate. We are not requesting individual students' grades or performance reports.
20. The research proposal submitted to Summit Public Schools by Harvard professors Thomas Kane and Martin West.	No responsive records found upon initial review.	No clarification necessary.
21. Records related to the decision to solicit the research proposal from Harvard professors Thomas Kane and Martin West and about the decision to not go forward with the proposed research.	No responsive records found upon initial review. (Note: The deliberative process privilege may be applicable to any later located documents).	No clarification necessary.
Records Related to The Summit Learning Platform, School Years 2003-04 through 2018-19:		
22. Records that identify the entity/entities that made curricular decisions about the Summit Learning Platform	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that identify the organizations, departments in those organizations, and job titles of the individuals responsible for making decisions about the content included in the Summit Learning Platform. Records that identify the organizations, departments in those organizations, and job titles of the individuals responsible for the design of the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject

		to the Public Records Act under SB 126 (2019).
23. Records of the qualifications of individuals who made curricular decisions about the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records noting the qualifications of the individuals who made curricular and/or design decisions about the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
24. Records that identify the entity/entities that made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Records that identify the organizations. departments in those organizations, and job titles of the individuals responsible for making decisions about the content, format, and scoring of assessments used in the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
25. Records of the qualifications of individuals who made decisions about the content, format, and scoring of assessments used by the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to	Clarification: Records noting the qualifications of the individuals who made decisions about the content, format, and scoring of content learning assessments

	Public Records Act under SB 126 (2019))	provided in the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
26. Any record related to changes teachers may make to the base curriculum and/or to the assessments used in the Summit Learning Platform.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that specify changes that teachers have been able to make to the curriculum and assessments provided in the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
27. A comprehensive list of embedded content providers.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: A list of all companies who have provided embedded content for the Summit Learning Platform. We reject the assertion that Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit

		Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
28. Records of contracts with embedded content and third-party service providers.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: The contracts signed with all companies that have provided embedded content and/or other third-party services to the Summit Learning Platform. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
Records Related to Student Data Privacy, School Years 2003-04 through 2018-19:		
29. Records of which entity controlled access to student data collected prior to the creation of T.L.P. Education.	Prior to July 1, 2019, Summit Public Schools operated the Summit Learning Program.	Clarification: Your response is that prior to July 1, 2019, Summit Public Schools operated the Summit Learning Program. Is that correct? If it is correct, does this mean that Summit Public Schools controlled access to student data (both personally identifiable and non-personally-identifiable) collected prior to July 1, 2019? If so, please provide the names of entities with whom Summit Public Schools shared student data, whether personally identifiable or non-personally-identifiable. Provide, in each instance, the type of data shared and the purpose(s) for which it was shared.

30. Records that describe and explain how the privacy of student data was protected.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records of internal policies and/or procedures designed to protect the privacy of student data. Examples of responsive records may include policy and/or procedure documents and/or instructions to employees. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
31. Records of the procedures followed in response to a partner school's request to delete a student or students' personally identifiable data.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: What steps did Summit Public Schools take to ensure that the requested data were deleted? Examples of responsive records may include internal policy and/or procedure documents that explain what was done when a partner school requested that it delete personally identifiable data. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
32. Records that describe and explain what any and all retained	Scope of Request Unclear	Clarification: Records of any research that may have been

de-identified data has been used for.		conducted using de-identified data. Examples of responsive records may include minutes from staff meetings in which the research was discussed, and/or written proposals and/or plans for the research, and/or reports of findings.
33. Records of any sharing of de-identified data to third parties, including the date data was shared, the entity with which it was shared, and which data were shared.	Scope of Request Unclear	Clarification: If de-identified data was ever shared with third parties, records of with whom it was shared, when it was shared, and which data were shared. Examples of responsive records may include correspondence with a third party that confirms the sharing and/or employee log notes indicating that sharing was done.
34. Records of procedures that ensured that entities or individuals with access to de-identified student data cannot re-identify de-identified data.	Scope of Request Unclear	Clarification: Records of internal policies and/or procedures specifying the steps Summit Public Schools took to ensure that de-identified data could not be re-identified.
35. Records of the security measures undertaken to protect de-identified data.	Scope of Request Unclear	Clarification: Records of security measures in place to protect de-identified data. Did the Summit Learning Security White Paper apply to de-identified data?
36. Records that describe and explain the processes adopted to ensure that the results from data analyses were handled in ways that ensure student privacy.	Scope of Request Unclear Public interest in disclosing the processes used to protect data security is limited.	Clarification: Records that describe the standard practices used by employees, or nonemployees acting at the behest of, Summit Public Schools to maintain the privacy of student data and the analyses of those data. Examples of responsive records may include policy and/or procedure documents and/or instructions describing the processes that must employed to protect the privacy of student data and the analyses of those data.

		Please reference the authority you are using to assert that there is a limit on the public right to know the processes that Summit Public Schools uses to protect student data and any analyses derived therefrom.
37. Records of the specific Heroku and AWS services used for the Summit Learning Platform, and how those services were tied together and secured.	Scope of Request Unclear / Unrelated to charter school operations	Clarification: The Summit Learning Security White Paper notes that "The Summit Learning Platform uses Amazon Web Services (AWS) and Heroku, two leading cloud providers, to host the infrastructure." Requested are records indicating which particular services offered by those providers were used and how those services were tied together and secured. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
38. Records of how access to student data was managed, including the definitions of various classes of users, evaluation criteria for individuals in these various classes, and procedures by which the access of users only to elements of the system needed for their work was controlled.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that indicate policies and/or procedures that regulated who was permitted to access student data (including de-identified student data) and which data they were permitted to access. This includes policies and/or procedures intended to ensure that individuals were able to access only the information they needed for their work.

		Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
Records Related to Costs to Partner Schools of Implementing the Summit Learning Program, School Years 2003-04 through 2018-19:		
39. Records of the costs that partner schools have incurred to implement the Summit Learning Program (i.e., costs associated with initial implementation, including teacher onboarding and any technology purchase costs,); maintenance costs associated with technology infrastructure, such as broadband and Chromebooks, and costs of ongoing professional development for teachers and administrators as the Summit Learning platform evolved).	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that indicate the costs associated with implementing the Summit Learning Program that partner schools would have had to incur in the course of its implementation. Examples of responsive records may include lists Summit Public Schools provided to partner schools that specified technological requirements and/or professional development for teachers (that the school would have had to pay for). Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
Records Related to Teacher In-Service Training and Support for Partner Schools, School Years 2003-04 through-2018-19:	Scope of Request Unclear. (Note: Records unrelated to a charter school	

Note: this is a heading, not a request. It was mislabeled in the original Exhibit A as request 40.	are not subject to Public Records Act under SB 126 (2019))	
41. Any written description of the training that partner-school teachers and administrators received before they implemented the Summit Learning Program, and the support they received when they are using the program.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that describe the training that was provided by Summit Public Schools to partner school teachers and administrators about how to implement the Summit Learning Program in their schools. Examples of responsive records may include agendas from training sessions and/or outlines of trainings sent to partner schools. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
42. Records of the criteria used to determine that a partner school's staff has been adequately trained to use the program.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records of assessments that Summit Public Schools conducted to determine that Partner School teachers and administrators were capable of implementing the Summit Learning Program. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject

		to the Public Records Act under SB 126 (2019).
43. Records of any funding received by Summit Public Schools for staff training for partner schools, including the names of the entity/entities that provided the funding and how the funding was used.	Responsive records available	No clarification necessary.
44. The training materials Summit Public Schools provided to partner schools.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Materials used to train partner school teachers and administrators. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
45. Records of the nature of the ongoing training provided to partner school staff, after the initial onboarding of the program, including the period of time in which partner schools received ongoing training and the name(s) of the entity/entities that have provided funding for the ongoing training and the name(s) of the entity/entities that provided it.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Records that indicate the scope and content of ongoing training for teachers and administrators conducted after a Partner School had begun implementing the Summit Learning Program. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).

Records Related to Performance and Retention of Summit Learning Partner Schools, school years 2003-04 through 2018-19:		
46. Records related to the analysis that supports the claim, published in the document entitled *Summit Basecamp* (https://drive/google.com/file/d/PB78bMee75noei1CWnRqZk14NIZNSFk4TOxq2N3UDR6eHYw/view, that as a result of participating in Summit "Basecamp," the students attending partner schools "demonstrated higher-than-average growth" in reading and math on the NWEA MAP test.	Scope of Request Unclear. (Note: Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Studies conducted to examine the Partner School students' NWEA MAP scores that formed the basis of the claim that those scores "demonstrated higher than average growth" on the NWEA MAP test. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
47. The names and addresses of U.S. public and charter schools using the Summit Learning Program prior to the incorporation of T.L.P. Education.	Records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
48. The names and addresses of schools that applied to but were not accepted by Summit Public Schools for the Summit Learning Program partnership, or that were accepted and subsequently removed as partner schools by Summit Public Schools along with the reasons each school was	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	We assume that you have no responsive records either because (a) there were no schools that applied to but were not accepted by Summit Public Schools to the Summit Learning Program or that were accepted but were subsequently removed from the Program by Summit Public Schools; or that

rejected or removed as a partner school.		(b) you have no documents that indicate that any school applied to but was not accepted by Summit Public Schools to the Summit Learning Program or that a school was accepted and subsequently removed from the Program by Summit Public Schools. Please confirm that our understanding is correct Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
49. The names and addresses of schools that have asked to withdraw from the Summit Learning Program partnership, and the reasons they provided for doing so.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	We assume that you have no responsive records either because no school has ever asked to withdraw from the Summit Learning Program or because you have no documents that indicate that a school has asked to withdraw from the Summit Learning Program. Please confirm that our understanding is correct. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).

Records Related to the Relationship between Summit Public Schools and T.L.P. Education (aka "Summit Learning"):		
50. Records of the legal status of T.L.P. Education.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Summit Public Schools created the Summit Learning Program and created T.L.P. Education as a separate entity. Therefore, Summit Public Schools, in the course of its operations, would necessarily have knowledge of and records describing the legal status of T.L.P. Education. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).
51. Any written description of the reason for founding T.L.P. Education.	No responsive records available. In any event, records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	Clarification: Summit Public Schools created the Summit Learning Program and created T.L.P. Education as a separate entity. Therefore, Summit Public Schools, in the course of its operations, would necessarily have knowledge of and records describing why it created T.L.P. Education.
52. Records related to the licensing of Summit Public Schools' intellectual property by T.L.P. Education, including any licensing fees.	Responsive record available	No clarification necessary.
53. Records related to any financial or non-financial (in-kind) support that Summit Public Schools has	No responsive records available. In any event,	Clarification: Summit Public Schools created the Summit Learning Program and created

provided to T.L.P. Education, including the type of support (financial or in-kind), the estimated value of the support, the purpose of the support, and the date the support was provided.	records unrelated to a charter school are not subject to Public Records Act under SB 126 (2019))	T.L.P. Education as a separate entity. Therefore, Summit Public Schools, in the course of its operations, would necessarily have knowledge of and records describing the support it provided to T.L.P. Education. Because the Summit Learning Program and the Summit Learning Platform were created by Summit Public Schools and implemented by Summit Public Schools in its schools, we reject the assertion that records related to the Summit Learning Program and the Summit Learning Platform are not subject to the Public Records Act under SB 126 (2019).

NEPC

NATIONAL EDUCATION POLICY CENTER

December 20, 2019

Nnanna Ogbu
Assistant General Counsel
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Ogbu:

Please find attached Exhibit B referred to in our letter of December 13, 2019. It contains all the data available in public sources that address our requests to Summit Public Schools for the following:

13. For each Summit Public Schools high school, records of student graduation rates, reported student attrition rates, and reported student college and career readiness rates for each year that the school was open and data were collected.

18. Records of Summit Public Schools' college acceptance rates, completion rates, and graduation rates by demographic subgroups, for school years 2007-08 through 2018-19.

In your Exhibit A, your response to these requests was, "Information is publicly available on the California Department of Education's DataQuest / Dashboard. Public interest in allocating staff resources to pull publicly available data not demonstrated." As we mentioned in our letter of December 13, 2019, we sought the answers to our questions in the California Dashboard and the CDE's DataQuest database; and, because three Summit Schools are in Washington, in the Washington Office of Superintendent of Public Instruction's Washington State Report Card and the Washington State Charter School Commission's Performance Framework Reports. Although some of the requested data can be found in those places, not all of it can be. Also, it appears that some of the information in the public record may be inaccurate. For example, the California DataQuest database reports that Summit Prep had a 0% college and career readiness rate for the 2007-2008. That seems unlikely.

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Boulder, CO 80309-0249
nepc@colorado.edu

We request that you review the documentation we provide in the attached Exhibit B, correct any errors in the public record, and provide the information we have requested that we have now determined is unavailable in the public record. Exhibit B contains the following tables; all cells in those tables for which we have determined information to be unavailable in the public record, and for which we would like Summit Public Schools to provide information, are highlighted in yellow:

Table 1: Summit Public Schools - California Schools: Graduation Rate, 2006-2019
Table2: Summit Public Schools - California Schools: Dropout Rate, 2003-2019
Table 3: Summit Public Schools - California Schools: College and Career Readiness Rate, 2006-2019
Table 4: Summit Public Schools - Washington Schools: Graduation Rate, 2018-2019
Table 5: Summit Public Schools - Washington Schools: Dropout Rate, 2015-2019
Table 6: Summit Public Schools - Washington Schools: College and Career Readiness Rate, 2015-2019
Table 7: Summit Public Schools - All Schools: College-Going Rates
Table 8: Summit Public Schools - All Schools: College Acceptance Rate
Table 9: Summit Public Schools - All Schools: College Completion Rate
Table 10: Summit Public Schools - All Schools: College Graduation Rate

It is in the public interest as well as the interest of Summit Public Schools that the data we publish is complete and accurate.

Sincerely,

Faith Boninger
Assistant Research Professor
Co-Director, Commercialism in Education Research Unit
National Education Policy Center
School of Education
University of Colorado Boulder
University of Colorado Boulder

Alex Molnar
Research Professor
Co-Director, Commercialism in Education Research Unit
Publications Director
National Education Policy Center
School of Education
University of Colorado Boulder

C: William S. Koski, Youth and Education Law Project, Stanford Law School
Kevin Welner, Director, National Education Policy Center, School of Education, University of Colorado Boulder
Katherine Schultz, Dean, School of Education, University of Colorado Boulder

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Nnamna Ogbu
Assistant General Counsel

nogbu@summitps.org

summitps.org
@summitps

Faith Boninger
Alex Molnar
National Education Policy Center
School of Education, 249 UCB
University of Colorado
Boulder, Colorado 80309-0249

December 22, 2019

Dear Ms. Boninger and Mr. Molnar:

Thank you for your December 13, 2019 response and updates/comments to Exhibit A. Please note that, as of today, we have not received the Exhibit B referenced in your response. Please provide the document as soon as you are able.

In the meantime, I hope to provide some clarity with respect to my initial response, which appears to have raised legal and operational concerns for you.

SUMMIT PUBLIC SCHOOLS

- Your letter requests that I provide the authority for the assertion that you "must respond within 10 business days." As you may be familiar, the California modeled its Public Records Act (the "CPRA") after the federal Freedom of Information Act. Personally, I find it helpful to look to the federal guidance when responding to requests, the scope of which are unclear. The federal guidance recommends federal agencies ask requesters to clarify their requests within 20 working days. From my perspective, it is reasonable for a local agency, such as SPS, to ask for clarification within 10 business days to determine which open matters remain pending and which open matters are resolved.

- Thank you for the clarification that you are not requesting drafts or new records. The CPRA requires local agencies to notify a requester if there is exemption or privilege that prevents the disclosure of a potentially responsive record. Given the broad scope of your request, we were compelled to state that draft documents, if any, are exempt from disclosure even if they were within the scope of your request. In addition, several categories of your request imply that a responsive record could be created. As an example, your most recent email asks that we review the contents of Exhibit B and complete the missing information, which would constitute the creation of a new record. SPS appreciates your flagging areas of concern with publicly available information, and I will pass along your comments to staff.

- You are correct that Summit Public Schools created the Summit Learning Program and the Summit Learning Platform. Further, it is also true that the SPS schools participate in the Summit Learning Program and use the Summit Learning Platform. We do not dispute that *some* aspects of the Summit Learning Program and the Summit Learning Platform are within the scope of SB 126 (2019), specifically those aspects related to the operation of an SPS school. Senate Bill 126 (2019) clarified that "to the extent a governing body of a charter school or an entity managing a charter school engages in activities

that are unrelated to a charter school....the California Public Records Act ....shall not apply with regard to those unrelated activities unless otherwise required by law." Accordingly, to the extent activities relating to the Summit Learning Program and the Summit Learning Platform are unrelated to the operation of an SPS school, they are exempt from the Public Records Act. In any event, certain records relating to the Summit Learning Program are no longer retained by or accessible to SPS nor do we have authority to demand such records.

- Thank you for clarifying that your request seeks information relating to Summit Public School: Atlas, Summit Public School: Olympus, and Summit Public School: Sierra, which are operated by Summit Public Schools Washington. To further your research project, the State of Washington's Office of Public School Instruction provides data relating to schools in the state on its Data Administration Page (https://www.k12.wa.us/data-reporting/reporting/data-administration) and Washington State Report Card page (https://washingtonstatereportcard.ospi.k12.wa.us/)

- You state in "Exhibit A" "Summit Public Schools created the Summit Learning Program and created T.L.P. Education as a separate entity. Therefore, Summit Public Schools, in the course of its operations, would necessarily have knowledge of and records describing the legal status of T.L.P. Education." SPS created the Summit Learning Program, but SPS did not create T.L.P. Education as a separate entity or otherwise. To further your inquiry, SPS would recommend contacting T.L.P. Education and/or visiting the State of California Secretary of State's webpage, which hosts entity documents for organizations such as SPS. I assume the Secretary of State hosts entity documents from T.L.P. Education as well.

- You have asked SPS to create a record consisting of the "the job titles of personnel required to fulfill the requests, their respective rates of pay, and the time required by personnel in each job category to produce the records requested." The CPRA does not obligate local agencies to create new records not kept in the ordinary course of business.

- Your letter requests an "explanation of why you expect it to take as long as you suggest to conduct a diligent search for documents responsive to each of the requests we have made" The CPRA does not require the explanation that you have requested. Nevertheless, SPS hopes to provide certain records, which were not marked as "scope of request unclear" at earlier dates. You should expect to receive documents in batches based upon staff availability.

- Your letter references an earlier informal request for information. I understand that a member of our staff relayed that, after internal consultation, SPS was unable to accommodate your request at the time. As you can imagine, providing records on an accelerated timeframe would cause some of the same employees who expressed that they did not have capacity to assist your research project to vacate their day-to-day projects and long-term projects to assist your research project. To the best of my knowledge, the

Nnanna Ogbu
Assistant General Counsel

nogbu@summitps.org

summitps.org
@summitps

CPRA does not require local agencies to reallocate and reprioritize resources in this fashion.

SPS acknowledges our obligation to disclose responsive records that can be located with reasonable effort (i.e. a search that is reasonably calculated to locate responsive documents). In accordance with the CPRA, we expect to undertake a reasonable search for responsive records (subject to, in certain cases, clarity regarding the records you seek). If you prefer that we limit the scope of our search and provide only those certain documents we can locate with reasonable effort by a specified date, we can accommodate that request.

As an update, I expect to share a response to your revised Exhibit A in January. The entire Summit Public Schools organization will be closed until January 6, 2020. Thank you.

Kind regards,

Nnanna Ogbu

Gmail

Faith Boninger <fboninger@gmail.com>

NEPC Response to December 3, 2019 Determination Letter - Exhibit B

2 messages

Faith Boninger <fboninger@gmail.com> Sun, Dec 22, 2019 at 7:15 PM
To: Nnanna Ogbu <nogbu@summitps.org>, Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>

Dear Mr. Ogbu.
I just saw that you hadn't received our letter with Exhibit B, which I sent on Friday, December 20, so I am resending it here. Also attached is a cover letter. Please confirm receipt.
Thank you,
Faith Boninger

---------- Forwarded message ---------
From: **Faith Boninger** <fboninger@gmail.com>
Date: Fri, Dec 20, 2019 at 4:58 PM
Subject: Re: NEPC Response to December 3, 2019 Determination Letter
To: Nnanna Ogbu <nogbu@summitps.org>
Cc: Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>

Dear Mr. Ogbu,
Please find the attached Exhibit B to which we referred in our letter of December 13, 2019, along with a cover letter.
Sincerely,
Faith Boninger and Alex Molnar

On Fri, Dec 13, 2019 at 3:24 PM Faith Boninger <fboninger@gmail.com> wrote:

> Dear Mr. Ogbu,
> Please find attached our response to your letter of December 3, 2019, and your associated Exhibit A.
> Sincerely,
> Faith Boninger and Alex Molnar
>
> --
> **Faith Boninger**
> National Education Policy Center
> Co-Director, Commercialism in Education Research Unit
> School of Education
> University of Colorado
> faith.boninger@colorado.edu
> nepc.colorado.edu
> Follow @NEPCTweet on Twitter

--
Faith Boninger
National Education Policy Center
Co-Director, Commercialism in Education Research Unit
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Follow @NEPCTweet on Twitter

--

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Follow @NEPCTweet on Twitter

---

2 attachments

12.20.19 cover letter for Exhibit B.pdf
208K

Exhibit B to NEPC PRA Request, 12.20.19.xlsx
538K

Nnanna Ogbu <nogbu@summitps.org> Mon, Dec 23, 2019 at 6:45 PM
To: Faith Boninger <fboninger@gmail.com>
Cc: Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>

Received. Thank you.

> On Dec 22, 2019, at 6:15 PM, Faith Boninger <fboninger@gmail.com> wrote:
>
> [Quoted text hidden]
> <12.20.19 cover letter for Exhibit B.pdf>
> <Exhibit B to NEPC PRA Request, 12.20.19.xlsx>

NEPC

NATIONAL EDUCATION POLICY CENTER

January 14, 2020

Nnanna Ogbu
Assistant General Counsel
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Ogbu:

Thank you for your December 22, 2019 letter. We look forward to your responses to the Exhibits A (revised) and B that we sent last month.

Below we respond to specific points made in your December 22, 2019 letter.

Your point 2 begins: "Thank you for the clarification that you are not requesting drafts or new records."

> Our response to your point 2:
>
> We hope that Summit Public Schools will agree to review and complete Exhibit B and correct, if necessary, any errors in the public record.

Your point 3 begins: "You are correct that Summit Public Schools created the Summit Learning Program..."

> Our response to your point 3: Are we correct that your response is that although Summit Public Schools created and promoted the use of the Summit Learning Program and Summit Learning Platform by schools not part of the Summit Public Schools charter network, that Summit Public Schools has no records related to the creation and promotion of the Summit Learning Program and Summit Learning Platform?

Your point 4 begins: "Thank you for clarifying that your request seeks information relating to..."

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Boulder, CO 80309-0249
nepc@colorado.edu

Our response to your point 4: Thank you for pointing us to the public sources of information regarding Summit Public Schools' schools in Washington. As you can see in Exhibit B, which you now have, some of the data we are seeking is not available on those sites. If you do not provide this information or do not explictitly inform us that Summit Public Schools does not have records containing the information we have requested, may we infer that the Summit Public Schools does not have responsive records?

Your point 5 begins by noting that we: "... state in 'Exhibit A' 'Summit Public Schools created the Summit..." You then assert: "SPS did not create T.L.P. Education as a separate entity or otherwise."

Our response to point 5: Your response contradicts Summit Public Schools' published material ("We determined that this was the right time to launch a new nonprofit organization dedicated specifically to the Summit Learning Program...") in *Excellence is Equity: Summit Public Schools End-of-Year Summary 2018–19* [p.39], https://drive.google.com/file/d/1M5oisCLwRLeRdtHxpl7yT3v6j5yf96aD/view).

It is clear in the public record that Summit Public Schools did in fact create T.L.P Education. Please provide us with records releated to the creation of T.L.P. by Summit Public Schools.

Your point 6 begins: "You have asked SPS to create a record consisting of "the job titles of...."

Your point 7 begins with "Your letter requests an 'explanation of why you expect it to take as long..."

Our reponse to your points 6 and 7:

To clarify, we are not requesting a "new record," we are asking for the specific information (i.e., "the job titles of the personnel required to fill the requests, their respective rates of pay, and the time required by personnel in each job category to produce the records requested") we would need to assess any costs Summit Public Schools would propose to levy related to producing the records we have requested.

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nepc@colorado.edu

Please provide us with the authority on which you rely to charge fees and costs for the time used by Summit Public Public Schools personnel to produce responsive records.

If you do in fact have such authority, we need to know (as we have already specified) the itemized record of cost of the time needed by Summit Public Schools personnel to produce the responsive records we have requested, as well as the amount and justification for any fees charged.

We reiterate our request that all charges be waived because the University of Colorado Boulder is a nonprofit organization.

Your point 8 begins:"Your letter references an earlier informal request for information...."

Our response to your point 8: To clarify the nature of our informal request, it was not the case that we asked the Summit Public Schools to devote an unreasonable amount of time to respond to us.

Faith Boninger spoke with Cat Uong, Summit Public Schools Manager of Development & Partnerships, on the phone on October 16, 2019. At Ms. Uong's request, Boninger put her request in an email on October 17, 2019, explaining that she was asking to interview someone at Summit Public Schools "knowledgeable about the history and development of Summit Public Schools and the Summit Learning Program," who could "direct [her] to answers to [her] questions in public sources or, if that's not possible, answer the questions directly." As you can see in the attached transcript of the full email correspondence, Ms. Uong represented Summit Public Schools' senior leadership team when she responded that Summit Public Schools was "not able to accommodate [us] at this time." Ms. Uong did not, in the correspondence, ask how long the interview might take or suggest when Summit Public Schools might be able to accommodate our request, if not at that time.

We appreciate Summit Public Schools' intention to fulfill its obligation to disclose responsive records that can be located with reasonable effort. In our December 13, 2019 response to your Determination Letter, we

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expressed continued willingness to have informal conversations with relevant Summit Public Schools representatives to gather the information we are seeking.

Is Summit Public Schools willing to have such an informal conversation at this time?

You can reach us by phone at (480) 390-6736 (Faith) or (480) 797-7261 (Alex) and/or in writing at fboninger@gmail.com (Faith) and alex.molnar@colorado.edu (Alex).

Thank you again for your time and effort in this matter.

Sincerely,

Faith Boninger
Assistant Research Professor
Co-Director, Commercialism in Education Research Unit
National Education Policy Center
School of Education
University of Colorado Boulder

Alex Molnar
Research Professor
Co-Director, Commercialism in Education Research Unit
Publications Director
National Education Policy Center
School of Education
University of Colorado Boulder

C: William S. Koski, Youth and Education Law Project, Stanford Law School
Kevin Welner, Director, National Education Policy Center, School of Education, University of Colorado Boulder
Katherine Schultz, Dean, School of Education, University of Colorado Boulder

NEPC

NATIONAL EDUCATION POLICY CENTER

February 13, 2020

Nnanna Ogbu
Assistant General Counsel
Summit Public Schools
780 Broadway
Redwood City, CA 94063

Dear Mr. Ogbu:

We are following up on our correspondence regarding our PRA request. In your December 20, 2019 letter, you said you expected to share a response to our edited Exhibit A in January. We also sent you Exhibit B on December 20 and December 22, 2019 and a response to your letter of December 22, 2019 on January 14, 2020. When may we expect to hear from you?

Thank you,

Faith Boninger
Assistant Research Professor
Co-Director, Commercialism in Education Research Unit
National Education Policy Center
School of Education
University of Colorado Boulder
University of Colorado Boulder

Alex Molnar
Research Professor
Co-Director, Commercialism in Education Research Unit
Publications Director
National Education Policy Center
School of Education
University of Colorado Boulder

C: William S. Koski, Youth and Education Law Project, Stanford Law School
Kevin Welner, Director, National Education Policy Center, School of Education, University of Colorado Boulder
Katherine Schultz, Dean, School of Education, University of Colorado Boulder

Gmail

Faith Boninger <fboninger@gmail.com>

follow-up inquiry from Boninger and Molnar

4 messages

Faith Boninger <fboninger@gmail.com> Thu, Feb 13, 2020 at 9:04 AM
To: Nnanna Ogbu <nogbu@summitps.org>, Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>

Dear Mr. Ogbu,
Please see attached.
Best,
Faith

--
Faith Boninger
National Education Policy Center
Co-Director, Commercialism in Education Research Unit
School of Education
University of Colorado
faith.boninger@colorado.edu
nepc.colorado.edu
Follow @NEPCTweet on Twitter

2.13.20 follow-up inquiry from Boninger, Molnar.pdf
199K

Nnanna Ogbu <nogbu@summitps.org> Tue, Feb 18, 2020 at 12:32 PM
To: Faith Boninger <fboninger@gmail.com>
Cc: Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>

Dear Ms. Boninger:

This is to confirm that Summit Public Schools received the letters referenced in your February 13, 2020 letter. We appreciate your continued interest in Summit Public Schools and anticipate providing a formal response on or around Friday, February 21, 2020.

Thank you,
Nnanna
[Quoted text hidden]
--

Nnanna Ogbu
Assistant General Counsel
Summit Public Schools
nogbu@summitps.org

Nnanna Ogbu <nogbu@summitps.org> Tue, Feb 25, 2020 at 10:33 AM
To: Faith Boninger <fboninger@gmail.com>
Cc: Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>

Dear Ms. Boninger -

Apologies for the delayed update. I expected to provide a response to your letter last Friday. We're re-reviewing the list of requested records and will provide an update soon.

Thank you,
Nnanna

[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Tue, Feb 25, 2020 at 1:48 PM
To: Nnanna Ogbu <nogbu@summitps.org>
Cc: Alex John Molnar <Alex.Molnar@colorado.edu>, Bill Koski <BKoski@law.stanford.edu>, Kevin G Welner <Kevin.Welner@colorado.edu>, Kathy Schultz <Katherine.Schultz@colorado.edu>

Dear Mr. Ogbu,
Thanks very much for the update. We look forward to hearing from you.
Sincerely,
Faith Boninger
[Quoted text hidden]
--
Faith Boninger
Co-Director, Commercialism in Education Research Unit
National Education Policy Center
[Quoted text hidden]

Appendix C2: Exhibit B to Public Records Request

Table 1: Summit Public Schools - California Schools: Graduation Rate, 2006-2019[1]

School Name	Summit Prep			Summit Everest			Summit Rainier		
School Year Opened	2003-2004			2009-2010			2011-2012		
Initial Grades Served	unavailable			9th grade			unavailable		
Grades Served in 2019-2020	9-12			9-12			9-12		
City	Redwood City			Redwood City			San Jose		
Year of First Graduating Class	2006-2007			2012-2013			2014-2015		
Graduation Rate									
Method of Calculation	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]
Year									
2006-2007	97.2%	No State Calculation	No State Calculation						
2007-2008	98.9%								
2008-2009	97.9%								
2009-2010	96.9%	95.8%							
2010-2011	No State Calculation	93.0%		No State Calculation	No State Calculation	No State Calculation			
2011-2012		92.1%			unavailable		No State Calculation	No State Calculation	No State Calculation
2012-2013		95.3%			unavailable			75.0%	
2013-2014		91.7%			91.0%			87.3%	
2014-2015		89.8%			93.0%				
2015-2016		85.7%							
2016-2017		No State Calculation	94.7%		No State Calculation	91.6%		No State Calculation	88.0%
2017-2018			98.0%			88.3%			89.0%
2018-2019			91.8%			91.0%			86.7%

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit Tahoma			Summit Shasta			Summit Denali		
School Year Opened	2011-2012			2013-2014			2013-2014		
Initial Grades Served	unavailable			unavailable			6th grade		
Grades Served in 2019-2020	unavailable			9-12			6-12		
City	San Jose			Daly City			Sunnyvale		
Year of First Graduating Class	2014-2015			2016-2017			2019-2020		
Graduation Rate									
Method of Calculation	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]
Year									
2006-2007									
2007-2008									
2008-2009									
2009-2010									
2010-2011									
2011-2012	No State Calculation	No State Calculation	No State Calculation						
2012-2013									
2013-2014									
2014-2015		91.4%							
2015-2016		87.2%							
2016-2017		No State Calculation	81.0%	No State Calculation		No State Calculation	No State Calculation		
2017-2018			83.6%			97.0%			
2018-2019			89.8%			98.1%			
						94.3%			

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit K2			Summit Tamalpais		
School Year Opened	2014-2015			2016-2017		
Initial Grades Served	7th Grade			unavailable		
Grades Served in 2019-2020	7-12			7-10		
City	El Cerrito/Richmond			Richmond		
Year of First Graduating Class	2019-2020			No graduating class yet		
Graduation Rate						
Method of Calculation	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]	1-year Graduation Rate[2]	4-year Cohort Graduation Rate[3]	Revised 4-year Cohort Graduation Rate[4]
Year						
2006-2007						
2007-2008						
2008-2009						
2009-2010						
2010-2011						
2011-2012						
2012-2013						
2013-2014						
2014-2015	No State Calculation					
2015-2016						
2016-2017				No State Calculation		
2017-2018						
2018-2019						

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 1

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our Schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Everest (n.d.). About [webpage]. Retrieved September 24, 2019, from https://everest.summitps.org/about/

Summit Tahoma (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tahoma.summitps.org/about/

Summit Tamalpais (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tam.summitps.org/

2 The California DataQuest database defines the one-year graduation rate based on the NCES definition: "Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)."

California Department of Education - DataQuest (n.d.). One-year graduation data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

3 The California DataQuest database defines the four-year "Adjusted Cohort Graduation Rate" (ACGR) that it calculated from 2009-2010 through 2015-2016 as the "[n]umber of cohort members who earned a regular high school diploma by the end of year 4 in the cohort divided by the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4."

California Department of Education - DataQuest (n.d.). Four-year cohort graduation rate and outcome data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

4 Beginning in 2016-2017, the state of California changed how it calculates its four-year "Adjusted Cohort Graduation Rate" (ACGR), and cautions against comparing this new, modified, graduation rate with the graduation rates it calculated for prior years. Data for the new, modified, ACGR are available California Department of Education's (CDE) website. CDE defines the new, modified, ACGR as "the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period."

California Department of Education (n.d.). Four-Year Cohort Graduation Rate and Outcome Data [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp

Table 2: Summit Public Schools - California Schools: Dropout Rate, 2003-2019[1]

School Name	Summit Prep			Summit Everest			Summit Rainier		
School Year Opened	2003-2004			2009-2010			2011-2012		
Initial Grades Served	unavailable			9th grade			unavailable		
Grades Served in 2019-2020	9-12			9-12			9-12		
City	Redwood City			Redwood City			San Jose		
Year of First Graduating Class	2006-2007			2012-2013			2014-2015		
Dropout Rate									
Method of Calculation	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]
Year									
2003-2004	unavailable	No State Calculation	No State Calculation						
2004-2005	unavailable								
2005-2006	unavailable								
2006-2007	1.4%								
2007-2008	0.7%								
2008-2009	1.0%								
2009-2010	0.7%	2.1%		unavailable	No State Calculation				
2010-2011	0.7%	1.0%		unavailable					
2011-2012	0.9%	5.0%		unavailable			3.9%	No State Calculation	No State Calculation
2012-2013	1.7%	2.4%		unavailable	unavailable	No State Calculation	1.0%		
2013-2014	1.2%	4.2%		unavailable	unavailable		0.4%		
2014-2015	0.3%	6.8%		0.5%	4.0%		0.4%	6.6%	
2015-2016	0.5%	2.6%		0.0%	4.2%		0.3%	1.4%	
2016-2017	0.7%	No State Calculation	4.3%	0.5%	No State Calculation	4.8%	0.5%	No State Calculation	1.1%
2017-2018	No State Calculation		1.0%	No State Calculation		6.8%	No State Calculation		2.4%
2018-2019			2.0%			2.2%			4.4%

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit Tahoma			Summit Shasta			Summit Denali		
School Year Opened	2011-2012			2013-2014			2013-2014		
Initial Grades Served	unavailable			unavailable			6th grade		
Grades Served in 2019-2020	unavailable			9-12			6-12		
City	San Jose			Daly City			Sunnyvale		
Year of First Graduating Class	2014-2015			2016-2017			2019-2020		
Dropout Rate									
Method of Calculation	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]
Year									
2003-2004									
2004-2005									
2005-2006									
2006-2007									
2007-2008									
2008-2009									
2009-2010									
2010-2011									
2011-2012	unavailable	No State Calculation	No State Calculation						
2012-2013	unavailable								
2013-2014	unavailable			0.0%	No State Calculation		No State Calculation	No State Calculation	
2014-2015	unavailable	3.7%		0.0%			unavailable		
2015-2016	unavailable	3.8%		0.3%			unavailable		
2016-2017	unavailable	No State Calculation	10.3%	0.5%	No State Calculation	1.0%	unavailable		
2017-2018	No State Calculation		7.5%	No State Calculation		0.0%	No State Calculation		
2018-2019			2.0%			2.9%			

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit K2			Summit Tamalpais		
School Year Opened	2014-2015			2016-2017		
Initial Grades Served	7th grade			unavailable		
Grades Served in 2019-2020	7-12			7-10		
City	El Cerrito/Richmond			Richmond		
Year of First Graduating Class	2019-2020			No graduating class yet		
Dropout Rate						
Method of Calculation	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]	1-year Dropout Rate[2]	4-year Cohort Dropout Rate[3]	Revised 4-year Cohort Dropout Rate[4]
Year						
2003-2004						
2004-2005						
2005-2006						
2006-2007						
2007-2008						
2008-2009						
2009-2010						
2010-2011						
2011-2012						
2012-2013						
2013-2014						
2014-2015	unavailable	No State Calculation				
2015-2016	unavailable					
2016-2017	unavailable			unavailable	No State Calculation	
2017-2018	No State Calculation			No State Calculation		
2018-2019						

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 2

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our Schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Everest (n.d.). About [webpage]. Retrieved September 24, 2019, from https://everest.summitps.org/about/

Summit Tahoma (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tahoma.summitps.org/about/

Summit Tamalpais (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tam.summitps.org/

2 For the Summit Public Schools California schools, for 2006-2007 through 2016-2017, we report "One-Year Dropout Data" available in the California Dataquest database. DataQuest defines this dropout rate as the "1-year Rate Formula: (Adjusted Gr. 9-12 Dropouts/Gr. 9-12 Enrollment)*100."

California Department of Education - DataQuest (n.d.). One-year dropout data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

3 The California Department of Education (CDE) defines the "Cohort Dropout Rate" as the "rate of students that leave the 9-12 instructional system without a high school diploma, passing a high school equivalency exam (i.e., GED, HiSET, TASC), or special education certificate of completion and do not remain enrolled after the end of the 4th year."

California Department of Education (n.d.). Cohort outcome data [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/filescohort.asp

4 The California Department of Education adjusted how it calculates its cohort statistics in 2016 and cautions against comparing the new, adjusted cohort rates with the cohort rates provided for prior years. The revised Adjusted Cohort Dropout Rate is defined as "the percentage of cohort students who do not graduate with a regular high school diploma, do not complete high school, and are not still enrolled as a 'fifth year senior'."

California Department of Education (n.d.). Adjusted cohort graduation rate and outcome data [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp

Table 3: Summit Public Schools - California Schools: College and Career Readiness Rate, 2006-2019[1]

School Name	Summit Prep		Summit Everest		Summit Rainier	
School Year Opened	2003-2004		2009-2010		2011-2012	
Initial Grades Served	unavailable		9th grade		unavailable	
Grades Served in 2019-2020	9-12		9-12		9-12	
City	Redwood City		Redwood City		San Jose	
Year of First Graduating Class	2006-2007		2012-2013		2014-2015	
College & Career Readiness Rate						
Method of Calculation	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]
Year						
2006-2007	100.0%	No State Calculation				
2007-2008	0.0%					
2008-2009	100.0%					
2009-2010	100.0%		No State Calculation			
2010-2011	100.0%					
2011-2012	100.0%				No State Calculation	No State Calculation
2012-2013	100.0%		100.0%	No State Calculation		
2013-2014	100.0%		100.0%			
2014-2015	94.0%		95.8%		100.0%	
2015-2016	98.6%		95.7%		98.6%	
2016-2017	99.0%	100.0%	97.4%	97.4%	94.3%	96.3%
2017-2018	No State Calculation	96.0%	No State Calculation	97.8%	No State Calculation	95.9%
2018-2019		94.4%		92.6%		92.9%

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit Tahoma		Summit Shasta		Summit Denali	
School Year Opened	2011-2012		2013-2014		2013-2014	
Initial Grades Served	unavailable		unavailable		6th grade	
Grades Served in 2019-2020	unavailable		9-12		6-12	
City	San Jose		Daly City		Sunnyvale	
Year of First Graduating Class	2014-2015		2016-2017		2019-2020	
College & Career Readiness Rate						
Method of Calculation	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]
Year						
2006-2007						
2007-2008						
2008-2009						
2009-2010						
2010-2011						
2011-2012	No State Calculation	No State Calculation				
2012-2013						
2013-2014			No State Calculation		No State Calculation	
2014-2015	100.0%					
2015-2016	100.0%					
2016-2017	96.2%	95.7%	99.0%	99.0%		
2017-2018	No State Calculation	92.9%	No State Calculation	95.2%		
2018-2019		90.9%		98.0%		

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Name	Summit K2		Summit Tamalpais	
School Year Opened	2014-2015		2016-2017	
Initial Grades Served	7th Grade		unavailable	
Grades Served in 2019-2020	7-12		7-10	
City	El Cerrito/Richmond		Richmond	
Year of First Graduating Class	2019-2020		No graduating class yet	
College & Career Readiness Rate				
Method of Calculation	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]	1-year College and Career Readiness Rate[2]	4-year Cohort College and Career Readiness Rate[3]
Year				
2006-2007				
2007-2008				
2008-2009				
2009-2010				
2010-2011				
2011-2012				
2012-2013				
2013-2014				
2014-2015	No State Calculation			
2015-2016				
2016-2017			No State Calculation	
2017-2018				
2018-2019				

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 3

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our Schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Everest (n.d.). About [webpage]. Retrieved September 24, 2019, from https://everest.summitps.org/about

Summit Tahoma (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tahoma.summitps.org/about/

Summit Tamalpais (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://tam.summitps.org/

2 The California DataQuest database defines the college and career readiness rate as 12th grade graduates that complete all of the courses required for U.C. and/or C.S.U. Entrance. Please note that for the 2007-2008 school year, a 0% college and career readiness rate is reported by the California Dataquest database for Summit Prep. The 0% college and career readiness rate given in the database seems unlikely.

California Department of Education - DataQuest (n.d.). One-year graduation data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

3 The California Department of Education defines the four-year "College and Career Readiness Rate" as 12th grade graduates that complete all of the courses required for U.C. and/or C.S.U. Entrance.

Table 4: Summit Public Schools - Washington Schools: Graduation Rate, 2018-2019[1]

School Name	Summit Sierra	Summit Olympus	Summit Atlas
School Year Opened	2015-2016	2015-2016	2017-2018
Initial Grades Served	9th grade	unavailable	6th and 9th grade
Grades Served in 2019-2020	9-12	9-12	6-11
City	Seattle	Tacoma	West Seattle
Year of First Graduating Class	2018-2019	2018-2019	No graduating class yet
Cohort Graduation Rates[2]			
2018-2019	84.3%	75.0%	No State Calculation

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 4

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Atlas (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://atlas.summitps.org/

Summit Public Schools (n.d.). Our schools - Summit Olympus [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-olympus-tacoma/

Summit Public Schools (n.d.). Our schools - Summit Atlas [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-atlas-west-seattle/

2 The "Washington State Report Card" defines graduation rate as: "Graduation rate is based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'."

Office of Superintendent of Public Instruction (n.d.). Washington state report card [webpage]. Retrieved December 6, 2019, from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/106018

Table 5: Summit Public Schools - Washington Schools: Dropout Rate, 2015-2019[1]

School Name	Summit Sierra		Summit Olympus		Summit Atlas	
School Year Opened	2015-2016		2015-2016		2017-2018	
Initial Grades Served	9th grade		unavailable		6th and 9th grade	
Grades Served in 2019-2020	9-12		9-12		6-11	
City	Seattle		Tacoma		West Seattle	
Year of First Graduating Class	2018-2019		2018-2019		No graduating class yet	
Dropout Rate						
Methods of Calculation	1-year Dropout Rate[2]	Cohort Dropout Rate[3]	1-year Dropout Rate[2]	Cohort Dropout Rate[3]	1-year Dropout Rate[2]	Cohort Dropout Rate[3]
Year						
2015-2016	0.0%	No State Calculation	28.2%	No State Calculation		
2016-2017	unavailable		unavailable			
2017-2018	unavailable		unavailable		Not State Calculation	
2018-2019	No State Calculation	9.8%	No State Calculation	14.8%		

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 5

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Atlas (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://atlas.summitps.org/

Summit Public Schools (n.d.). Our schools - Summit Olympus [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-olympus-tacoma/

Summit Public Schools (n.d.). Our schools - Summit Atlas [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-atlas-west-seattle/

2 Washington State's Office of the Superintendent of Public Instruction (OSPI) defines "dropout" as, "If students stop attending school, they are counted as 'drop outs'." Attrition (i.e., "dropout") rate data is available on the OSPI website for years after 2015-2016. However, these data on the website do not include data for Summit Public Schools.

Office of Superintendent of Public Instruction (n.d.). Data portal - Dropout results by school 2014-2015 [webpage]. Retrieved December 6, 2019, from https://www.k12.wa.us/data-reporting/data-portal

3 Washington State's Office of Superintendent of Public Instruction's (OSPI's) "Report Card Graduation 2018-2019" dataset describes the attrition (i.e., "dropout") rate as the "[c]ount of students that dropped out."

Office of Superintendent of Public Instruction (n.d.). Report card graduation 2018-2019 [webpage]. Retrieved December 6, 2019, from https://data.wa.gov/Education/Report-Card-Graduation-2018-19/6iji-4nux

Table 6: Summit Public Schools - Washington Schools: College and Career Readiness Rate, 2015-2019[1]

School Name	Summit Sierra	Summit Olympus	Summit Atlas
School Year Opened	2015-2016	2015-2016	2017-2018
Initial Grades Served	9th grade	Unavailable	6th and 9th grade
Grades Served in 2019-2020	9-12	9-12	6-11
City	Seattle	Tacoma	West Seattle
Year of First Graduating Class	2018-2019	2018-2019	No graduating class yet
College Readiness Rate[2]			
2015-2016	No State Calculation	No State Calculation	
2016-2017			
2017-2018	94.0%	91.0%	93.0%
2018-2019	Unavailable	Unavailable	Unavailable

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 6

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Atlas (n.d.). Homepage [webpage]. Retrieved September 24, 2019, from https://atlas.summitps.org/

Summit Public Schools (n.d.). Our schools - Summit Olympus [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-olympus-tacoma/

Summit Public Schools (n.d.). Our schools - Summit Atlas [webpage]. Retrieved September 24, 2019, from https://summitps.org/our-schools/summit-atlas-west-seattle/

2 Washington State Charter School Commission's Performance Framework Reports define college readiness rate as "90% of students will finish the year college ready by scoring at least a 70% or higher in all classes."

Washington State Charter School Commission (n.d.). Summit Public Schools: Olympus – 2017-2018 Annual Student Academic Performance Report [webpage]. Retrieved December 6, 2019, from https://charterschool.wa.gov/documents/2017–18-Summit-Olympus-Academic-Performance-Report.pdf

Washington State Charter School Commission (n.d.). Summit Public Schools: Sierra – 2017-2018 Annual Student Academic Performance Report [webpage]. Retrieved December 6, 2019, from https://charterschool.wa.gov/documents/2017–18-Summit-Sierra-Academic-Performance-Report.pdf

Table 7: Summit Public Schools - All Schools: College-Going Rates[2]

Demographic Subgroup	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more races	Not Reported	Total (All Groups)
Summit Prep										
2006-2007	No State Calculation									
2007-2008										
2008-2009										
2009-2010										
2010-2011										
2011-2012										
2012-2013										
2013-2014										
2014-2015	Data suppressed by state		90.9%	Data Suppressed by State	70.7%	Data Suppressed by State	82.6%	Data Suppressed by State		77.1%
2015-2016			Data Suppressed by State		88.2%		92.3%			91.4%
2016-2017					80.9%		94.7%			84.5%
2017-2018					75.0%		81.3%			79.8%
2018-2019	No State Calculation									
Summit Everest										
2012-2013	No State Calculation									
2013-2014										
2014-2015	Data Suppressed by State				63.4%	Data Suppressed by State	85.7%	Data Suppressed by State		73.7%
2015-2016					87.5%		100.0%			87.0%
2016-2017					77.6%		77.8%			80.8%
2017-2018					69.4%		90.9%			76.1%
2018-2019	Unavailable									
Summit Rainier										
2014-2015	Data Suppressed by State		Data Suppressed by State	Data Suppressed by State	84.4%	Data Suppressed by State	84.6%	Data Suppressed by State		84.7%
2015-2016					78.6%		Data Suppressed by State			83.6%
2016-2017					76.3%		50.0%			74.7%
2017-2018			81.8%		73.8%		Data Suppressed by State			77.5%
2018-2019	Unavailable									
Summit Tahoma										
2014-2015	Data Suppressed by State	Data Suppressed by State	90.9%	Data Suppressed by State	83.7%	Data Suppressed by State	81.8%	Data Suppressed by State	Data Suppressed by State	86.5%
2015-2016			Data Suppressed by State		86.0%		Data Suppressed by State			90.1%
2016-2017					91.2%					92.3%
2017-2018			100.0%		92.6%		58.3%			88.1%
2018-2019	Unavailable									
Summit Shasta										
2016-2017	Data Suppressed by State		69.6%	Data Suppressed by State	86.7%	Data Suppressed by State	80.0%	92.3%	Data Suppressed by State	84.4%
2017-2018			94.4%	81.8%	77.4%		72.4%	Data Suppressed by State		80.0%
2018-2019	Unavailable									
Summit Sierra										
2018-2019	Unavailable									
Summit Olympus										
2018-2019	Unavailable									
Summit K2										
2018-2019	No State Calculation									
Summit Denali										
2018-2019	No State Calculation									
Summit Tamalpais										
2018-2019	No State Calculation									
Summit Atlas										
2018-2019	No State Calculation									

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 7

1 NEPC requested college acceptance rates, completion rates, and graduation rates for Summit Public Schools high schools, by demographic subgroups. California's DataQuest database provides data for some schools in some years for "college-going" rates, but not college acceptance rates, completion rates, or graduation rates. College-going rates offer a proxy for the percentage of students (both across and within demographic subgroups) that enrolled in college. This table contains cells for college-going rates for each of the schools in the Summit Public Schools' charter network with graduating classes, 2006-2007 through 2018-2019. If a school did not have a graduating class in a given year, there is no row in the table for that year. According to the California Department of Education's Dataquest database, "[t]o further protect student privacy, data are suppressed (*) on the College-Going Rate (CGR) Reports if the cell size within a selected student population (high school completers) is 10 or less. Additionally, on the Race/Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other race/ethnicity groups is suppressed."

2 We report college-going rates available in the California Dataquest database. Dataquest offers data for the school years 2014-2015 through 2017-2018. DataQuest defines "college-going rate" as "all California public high school students who completed high school during the selected reporting year by Race/Ethnicity, Student Group, or across multiple academic years (Multi-Year report) for the selected reporting level (state, county, district, or school)." The California Dataquest's "report provides both a count and a rate of high school completers who enrolled in a postsecondary institution of higher education (e.g., college or university) within 12 or 16 months of completing high school, based on available report filters." We report the "college-going" rate within 12 months of completing high school.

California Department of Education - DataQuest (n.d.). College-going rate [webpage]. Retrieved December 11, 2019, from https://dq.cde.ca.gov/dataquest/

Table 8: Summit Public Schools - All Schools: College Acceptance Rate[1]

Demographic Subgroup	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more races	Not Reported	Total (All Groups)
Summit Prep										
2006-2007	No State Calculation									
2007-2008										
2008-2009										
2009-2010										
2010-2011										
2011-2012										
2012-2013										
2013-2014										
2014-2015										
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Everest										
2012-2013	No State Calculation									
2013-2014										
2014-2015										
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Rainier										
2014-2015	No State Calculation									
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Tahoma										
2014-2015	No State Calculation									
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Shasta										
2016-2017	No State Calculation									
2017-2018										
2018-2019										
Summit Sierra										
2018-2019	No State Calculation									
Summit Olympus										
2018-2019	No State Calculation									
Summit K2										
2018-2019	No State Calculation									
Summit Denali										
2018-2019	No State Calculation									
Summit Tamalpais										
2018-2019	No State Calculation									
Summit Atlas										
2018-2019	No State Calculation									

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 8

1 NEPC requested college acceptance rates, completion rates, and graduation rates for Summit Public Schools high schools, by demographic subgroups. California's DataQuest database provides data for some schools in some years for "college-going" rates, but not college acceptance rates, completion rates, or graduation rates. College-going rates offer a proxy for the percentage of students (both across and within demographic subgroups) that enrolled in college. This table contains cells for the college acceptance rate for each of the schools in the Summit Public Schools' charter network with graduating classes, 2006-2007 through 2018-2019.

Table 9: Summit Public Schools - All Schools: College Completion Rate, Available in Public Sources[1]

Demographic Subgroup	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more races	Not Reported	Total (All Groups)
Summit Prep										
2010-2011	No State Calculation									
2011-2012										
2012-2013										
2013-2014										
2014-2015										
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Everest										
2015-2016	No State Calculation									
2016-2017										
2017-2018										
2018-2019										
Summit Rainier										
2018-2019	No State Calculation									
Summit Tahoma										
2018-2019	No State Calculation									
Summit Shasta										
2018-2019	No State Calculation									
Summit Sierra										
2018-2019	No State Calculation									
Summit Olympus										
2018-2019	No State Calculation									
Summit K2										
2018-2019	No State Calculation									
Summit Denali										
2018-2019	No State Calculation									
Summit Tamalpais										
2018-2019	No State Calculation									
Summit Atlas										
2018-2019	No State Calculation									

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 9

1 NEPC requested college acceptance rates, completion rates, and graduation rates for Summit Public Schools high schools, by demographic subgroups. California's DataQuest database provides data for some schools in some years for "college-going" rates, but not college acceptance rates, completion rates, or graduation rates. College-going rates offer a proxy for the percentage of students (both across and within demographic subgroups) that enrolled in college. This table contains cells for the completion rate after 6 years of being in college for each of the schools in the Summit Public Schools' charter network with graduating classes, 2006-2007 through 2018-2019.

Table 10: Summit Public Schools - All Schools: College Graduation Rate, Available in Public Sources[1]

Demographic Subgroup	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more races	Not Reported	Total (All Groups)
Summit Prep										
2010-2011	No State Calculation									
2011-2012										
2012-2013										
2013-2014										
2014-2015										
2015-2016										
2016-2017										
2017-2018										
2018-2019										
Summit Everest										
2015-2016	No State Calculation									
2016-2017										
2017-2018										
2018-2019										
Summit Rainier										
2018-2019	No State Calculation									
Summit Tahoma										
2018-2019	No State Calculation									
Summit Shasta										
2018-2019	No State Calculation									
Summit Sierra										
2018-2019	No State Calculation									
Summit Olympus										
2018-2019	No State Calculation									
Summit K2										
2018-2019	No State Calculation									
Summit Denali										
2018-2019	No State Calculation									
Summit Tamalpais										
2018-2019	No State Calculation									
Summit Atlas										
2018-2019	No State Calculation									

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Table 10

1 NEPC requested college acceptance rates, completion rates, and graduation rates for Summit Public Schools high schools, by demographic subgroups. California's DataQuest database provides data for some schools in some years for "college-going" rates, but not college acceptance rates, completion rates, or graduation rates. College-going rates offer a proxy for the percentage of students (both across and within demographic subgroups) that enrolled in college. This table contains cells for college graduation rate for each of the schools in the Summit Public Schools' charter network with graduating classes, 2006-2007 through 2018-2019.

Appendix D1: Summit Public Schools California Schools: Graduation Rate, 2006-2019

School Information[1]									
School Name	Summit Prep			Summit Everest			Summit Rainier		
School Year Opened	2003-2004			2009-2010			2011-2012		
Grades Served in 2019-2020	9-12			9-12			9-12		
City	Redwood City			Redwood City			San Jose		
Year of First Graduating Class	2006-2007			2012-2013			2014-2015		
Graduation Rate									
School Name	Summit Prep			Summit Everest			Summit Rainier		
Method of Calculation	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**
Year									
2006-2007	97.2%	No State Calculation	No State Calculation						
2007-2008	98.9%								
2008-2009	97.9%								
2009-2010	96.9%	95.8%							
2010-2011	No State Calculation	93.0%		No State Calculation	No State Calculation	No State Calculation	No State Calculation	No State Calculation	No State Calculation
2011-2012		92.1%							
2012-2013		95.3%			unavailable				
2013-2014		91.7%			unavailable				
2014-2015		89.8%			91.0%			75.0%	
2015-2016		85.7%			93.0%			87.3%	
2016-2017		No State Calculation	94.7%		No State Calculation	91.6%		No State Calculation	88.0%
2017-2018			98.0%			88.3%			89.0%
2018-2019			91.8%			91.0%			86.7%

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Information[1]									
School Name	Summit Tahoma			Summit Shasta			Summit Denali		
School Year Opened	2011-2012			2013-2014			2013-2014		
Grades Served in 2019-2020	9-12			9-12			6-12		
City	San Jose			Daly City			Sunnyvale		
Year of First Graduating Class	2014-2015			2016-2017			2019-2020		
Graduation Rate									
School Name	Summit Tahoma			Summit Shasta			Summit Denali		
Method of Calculation	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**
Year									
2006-2007									
2007-2008									
2008-2009									
2009-2010									
2010-2011									
2011-2012	No State Calculation	No State Calculation	No State Calculation						
2012-2013									
2013-2014				No State Calculation		No State Calculation	No State Calculation		
2014-2015		91.4%							
2015-2016		87.2%							
2016-2017		No State Calculation	81.0%			97.0%			
2017-2018			83.6%			98.1%			
2018-2019			89.8%			94.3%			

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

School Information[1]						
School Name	Summit K2			Summit Tamalpais		
School Year Opened	2014-2015			2016-2017		
Grades Served in 2019-2020	7-12			7-12		
City	El Cerrito/Richmond			Richmond		
Year of First Graduating Class	2019-2020			No graduating class yet		
Graduation Rate						
School Name	Summit K2			Summit Tamalpais		
Method of Calculation	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**	**1-year Graduation Rate[2]**	**4-year Cohort Graduation Rate[3]**	**Revised 4-year Cohort Graduation Rate[4]**
Year						
2006-2007						
2007-2008						
2008-2009						
2009-2010						
2010-2011						
2011-2012						
2012-2013						
2013-2014						
2014-2015	No State Calculation					
2015-2016						
2016-2017				No State Calculation		
2017-2018						
2018-2019						

Source: California Department of Education, California Dataquest & Four-Year Cohort Graduation Rate and Outcome Data

Key	
Grey Shading	The school was not open in the year indicated.
"Unavailable"	A state source reports this statistic for the year in question, but not for this school.
"No State Calculation"	The state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.
Yellow Highlighting	Indicates cells for which Summit has been requested to provide the information.

Notes and References Appendix D1

1 Basic information about each school (i.e., date a school opened, current grades served, school location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. Additional information was found through the California Department of Education's School Directory.

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites and the California Department of Education - School Directory:

Summit Everest (n.d.). About [webpage]. Retrieved June 4, 2020, from https://everest.summitps.org/about/

Summit Tahoma (n.d.). Homepage [webpage]. Retrieved June 4, 2020, from https://tahoma.summitps.org/about/

Summit Tamalpais (n.d.). Homepage [webpage]. Retrieved June 4, 2020, from https://tam.summitps.org/

California Department of Education (n.d.). California school directory – Summit Public School: Shasta [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=41689240127548

California Department of Education (n.d.). California school directory – Summit Public School: Tahoma [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=43104390123794

California Department of Education (n.d.). California school directory – Summit Public School: Tamalpais [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=07617960133637

2 The California DataQuest database defines the one-year graduation rate based on the National Center for Education Statistic's definition: "Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)."

California Department of Education - DataQuest (n.d.). One-year graduation data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

3 The California DataQuest database defines the four-year "Adjusted Cohort Graduation Rate" (ACGR) that it calculated from 2009-2010 through 2015-2016 as the "[n]umber of cohort members who earned a regular high school diploma by the end of year 4 in the cohort divided by the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4."

California Department of Education - DataQuest (n.d.). Four-year cohort graduation rate and outcome data [webpage]. Retrieved December 6, 2019, from https://dq.cde.ca.gov/dataquest/

4 Beginning in 2016-2017, the state of California changed how it calculates its four-year "Adjusted Cohort Graduation Rate" (ACGR), and cautions against comparing this new, modified, graduation rate with the graduation rates it calculated for prior years. Data for the new, modified, ACGR are available on the California Department of Education's (CDE) website. CDE defines the new, modified, ACGR as "the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in

later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period."

California Department of Education (n.d.). Four-year cohort graduation rate and outcome data [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp

California Department of Education (n.d.). Information about adjusted cohort graduation rate [webpage]. Retrieved December 6, 2019, from https://www.cde.ca.gov/ds/sd/sd/acgrinfo.asp

Appendix D2: Summit Public Schools Washington Schools: Graduation Rate, 2018-2019

School Information[1]			
School Name	Summit Sierra	Summit Olympus	Summit Atlas
School Year Opened	2015-2016	2015-2016	2017-2018
Grades Served in 2019-2020	9-12	9-12	6-11
City	Seattle	Tacoma	Seattle
Year of First Graduating Class	2018-2019	2018-2019	No graduating class yet
Cohort Graduation Rate[2]			
School Name	Summit Sierra	Summit Olympus	Summit Atlas
2018-2019	84.3%	75.0%	No State Calculation

Source: Washington State Report Card

Note: "No State Calculation" means the state did not calculate this statistic for this school for the year indicated, either because it did not use the statistic in that year, or because the school did not have a relevant class for which to calculate it.

Notes and References Appendix D2

1 Basic information about each school (i.e., date a school opened, current grades served, school location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's site. In those instances, we compiled it from the following individual school websites:

Summit Atlas (n.d.). Homepage [webpage]. Retrieved June 4, 2020, from https://atlas.summitps.org/

Summit Public Schools (n.d.). Our schools - Summit Olympus [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/summit-olympus-tacoma/

Summit Public Schools (n.d.). Our schools - Summit Atlas [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/summit-atlas-west-seattle/

2 The "Washington State Report Card" defines graduation rate as: "based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'."

Office of Superintendent of Public Instruction (n.d.). Washington state report card [webpage]. Retrieved December 6, 2019, from The "Washington State Report Card" defines graduation rate as: "based on a cohort of students. The cohort is made up of all students who start 9th grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'drop outs'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'."

Office of Superintendent of Public Instruction (n.d.). Washington state report card [webpage]. Retrieved December 6, 2019, from https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/106018

Appendix E1: Number (Percentage) of Summit Public Schools' Graduating Students Identified as "Prepared" for College/ Career Readiness by the California Department of Education, 2018-2019

Individual School Information[1]						
School Name	Summit Prep	Summit Everest	Summit Rainier	Summit Tahoma	Summit Shasta	
School Year Opened	2003-2004	2009-2010	2011-2012	2011-2012	2013-2014	
Grades Served in 2019-2020	9-12	9-12	9-12	9-12	9-12	
City	Redwood City	Redwood City	San Jose	San Jose	Daly City	
Year of First Graduating Class	2006-2007	2012-2013	2014-2015	2014-2015	2016-2017	
College/Career Readiness by School[2]						**Summit Public Schools Overall College/Career Readiness**
School Name	Summit Prep	Summit Everest	Summit Rainier	Summit Tahoma	Summit Shasta	
Number of Graduating Students Included in CDE College & Career Calculation	98	89	114	99	105	505
Number (Percentage) of Students Identified as "Prepared"[1]	71 (72%)	50 (56%)	69 (61%)	61 (62%)	78 (74%)	329
Number (Percentage) of Students Identified as "Prepared" Who Met the Standard by Completing High School Courses Required to Apply to California Public Universities[2]	65 (92%)	47 (94%)	67 (97%)	60 (98%)	76 (97%)	315

Source: California Department of Education, California School Dashboard and System of Support

Notes and References Appendix E1

1 Basic information about each school (i.e., date a school opened, current grades served, school location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. Additional information was found through the California Department of Education's School Directory

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites and the California Department of Education - School Directory:

Summit Everest (n.d.). About [webpage]. Retrieved June 4, 2020, from https://everest.summitps.org/about/

Summit Tahoma (n.d.). Homepage [webpage]. Retrieved June 4, 2020, from https://tahoma.summitps.org/about/

California Department of Education (n.d.). California school directory – Summit Public School: Shasta [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=41689240127548

California Department of Education (n.d.). California school directory – Summit Public School: Tahoma [webpage]. Retrieved May 20, 2020, from https://www.cde.ca.gov/SchoolDirectory/details?cdscode=43104390123794

2 The California Department of Education (CDE) reports a measure of "College/Career Readiness." CDE reports the measure as an indicator of "the number of high school graduates who are prepared for college or a career" and it defines readiness as "completing rigorous coursework, passing challenging exams, or receiving a state seal." CDE uses the college/career indicator to assign graduating high schools' students to one of the following three categories: "prepared," "approaching prepared," or "not prepared." California high school graduates are determined to be "Prepared" for a college or career by the state of California if they attain any one of the eight criteria outlined by the California Department of Education. This table presents the number of high school graduating students included in the calculation, the number and percentage of graduating students who were identified as "Prepared," and the number and percentage of graduating students who were identified as "Prepared" because they met the "a-g completion" requirement. The state designates students as "Prepared" via the "a-g completion" requirement if they complete required courses to apply to California public universities with a C minus or better and complete one of the following: pass Smarter Balanced Summative Assessments with a level 3 or higher in english language arts/literacy and at least a level 2 in mathematics, or a level 3 or higher in mathematics and at least a level 2 in english language arts/literacy; complete one semester/two quarters/two-trimesters of college credit courses with a grade of C- or better in either academic or career technical education subjects where college credits are awarded for each course; achieve a score of 3 on one Advanced Placement (AP) exam or achieve a score of 4 on one International Baccalaureate (IB) exam; or successfully complete a career and technical education pathway. Summit Public Schools' students predominantly achieve California's "Prepared" designation for College and Career readiness by completing coursework over which Summit Public Schools has control. Information about other criteria can be found in the California School Dashboard Technical Guide.

California Department of Education (2019, November 4). College/Career readiness calculation [webpage]. Retrieved March 17, 2020, from https://www.cde.ca.gov/ta/ac/cm/ccical.asp

California Department of Education (2019, December). *2019 California school dashboard technical guide: Final version 2019–20 school year* (pp. 80-83, 87, 257-258). Retrieved April 14, 2020, from https://www.cde.

ca.gov/ta/ac/cm/documents/dashboardguide19.pdf

California Department of Education (2020, April 9). 2019 dashboard: Data files and record layouts - College/career indicator - Data file (XLSX) [webpage]. Retrieved June 9, 2020, from https://www.cde.ca.gov/ta/ac/cm/datafiles2019.asp

Appendix E2: Percentage of Summit Public Schools Students Identified as College Ready in the Washington State Charter School Commission's Performance Framework Reports, 2018-2019

School Information[1]						
School Name	Summit Sierra		Summit Olympus		Summit Atlas	
School Year Opened	2015-2016		2015-2016		2017-2018	
Grades Served in 2019-2020	9-12		9-12		6-11	
City	Seattle		Tacoma		West Seattle	
Year of First Graduating Class	2018-2019		2018-2019		No graduating class yet	
College Readiness[2]						
School Name	Summit Sierra		Summit Olympus		Summit Atlas	
Measure	**90% of students score 70% or higher in all classes**	**50% of students score 85% or higher in all classes**	**90% of students score 70% or higher in all classes**	**50% of students score 85% or higher in all classes**	**90% of students score 70% or higher in all classes**	**50% of students score 85% or higher in all classes**
Percentage of Students Reported as College Ready in 2018-2019	93%	76%	94%	76%	97%	60%

Source: Washington State Charter School Commission, Performance Framework Reports

Notes and References Appendix E2

1 Basic information about each school (i.e., date a school opened, grades served in its first year, grades served in 2019-2020, location, and year of its first graduating class) was found primarily on the Summit Public Schools network's website. For links to each individual school, see:

Summit Public Schools (n.d.). Our schools [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/

In a few instances, information was not available from the Summit Public Schools network's website site. In those instances, we compiled it from the following individual school websites:

Summit Atlas (n.d.). Homepage [webpage]. Retrieved June 4, 2020, from https://atlas.summitps.org/

Summit Public Schools (n.d.). Our Schools - Summit Olympus [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/summit-olympus-tacoma/

Summit Public Schools (n.d.). Our Schools - Summit Atlas [webpage]. Retrieved June 4, 2020, from https://summitps.org/our-schools/summit-atlas-west-seattle/

2 Washington State Charter School Commission's Performance Framework Reports for Summit Public Schools include a "school-specific goal" that estimates college readiness, which is defined in the report as "90% of students finish the year college ready by scoring at least 70% or higher in all classes. At least 50% of students exceed basic college readiness by scoring 85% or higher in all classes." This statistic is not a metric collected or published by the Washington Office of Superintendent of Public Instruction. The measure was proposed by Summit Public Schools to the Washington State Charter School Commission as a "school-specific goal." This statistic includes students who are graduating and students who are not graduating.

The "school-specific goal" that measures college readiness is used to place Summit Public Schools in Washington into one of the following categories:

1. Exceeds Standard: 95% of student finish the year college ready by scoring a 70% or higher and/or by having more than 60% of student meet the higher bar of college readiness by finishing the year scoring 85% or higher in all classes.

2. Meets Standard: 90% of students finish the year college ready by scoring at least a 70% or higher in all classes. At least 50% of students exceed basic college readiness by scoring 85% or higher in all classes.

3. Does Not Meet Standard: Summit does not meet standard if Summit achieves one of the following goals but does not meet standard on the other.

4. Falls Far Below Standard: Summit students do not meet standard on both goals.

Washington State Charter School Commission (n.d.). Summit Public Schools: Atlas – 2018-2019 annual student academic performance report (p. 21). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Atlas-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). Summit Public Schools: Olympus – 2018-2019 annual student academic performance report (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Olympus-2018-19-Academic-Report.Final_.pdf

Washington State Charter School Commission (n.d.). Summit Public Schools: Sierra – 2018-2019 annual student Academic Performance Report (p. 19). Retrieved June 3, 2020, from https://charterschool.wa.gov/documents/Summit-Sierra-18-19-Annual-Academic-Report.pdf

Halsey, J. (2020, February). Personal communication (email) with Christopher Saldaña.

Appendix F: Summit Public Schools Cognitive Skills Rubric

The cognitive skills included in Summit Public Schools' Cognitive Skills Rubric are listed below. For more detail about the April 2019 version of the rubric (in the right-hand column below), see https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf.

The May 2017 version (in the left-hand column below) had been at that location when we first downloaded it.

Cognitive Skills Rubric Dated May 2017	Cognitive Skills Rubric Dated April 2019
Skill Domain: Textual Analysis	**Skill Domain: Textual Analysis (Close Reading)**
Theme/central idea	Theme/central idea
Point of view/purpose	Point of view/purpose
Development	Development
Structure	Structure
Word choice	Word choice
Skill Domain: Using Sources	**Skill Domain: Using Sources**
Selecting relevant sources	Selecting relevant sources
Contextualizing sources	Contextualizing sources
Synthesizing multiple sources	Synthesizing multiple sources
Skill Domain: Inquiry	**Skill Domain: Inquiry**
Asking questions	Asking questions
Hypothesizing	Predicting/hypothesizing
Designing processes and procedures	Defining a design problem
	Planning and carrying out investigations
Skill Domain: Analysis & Synthesis	**Skill Domain: Analysis & Synthesis**
Identifying patterns & relationships	Identifying patterns and relationships
Comparing/contrasting	Comparing/contrasting
Making connections and inferences	Making connections and inferences
Critiquing others' reasoning	Evaluating competing design solutions
Justifying/constructing explanations	Interpreting data/info to make valid claims
Interpreting data/info	Organizing and representing information

Modeling	Modeling
	Evaluating arguments
	Designing a solution
	Constructing an evidence-based explanation

Skill Domain: Composing/Writing	Skill Domain: Composition/Writing
Argumentative Claim	Argumentative claim
Narrative	Narrative
Counterclaims	Counterclaims
Information/explanatory thesis	Informational/explanatory thesis
Selection of evidence	Selection of evidence
Integration of evidence	Integration of evidence
Organization (transitions, cohesion, structure)	Organization (transition, cohesion, structure)
Introduction and conclusion	Introduction and conclusion
Explanation of evidence	Explanation of evidence

Skill Domain: Speaking & Listening	Skill Domain: Listening & Speaking
Discussion/contribution	Contributing to evidence-based discussions
Preparation	Norms/active listening
Norms/active listening	

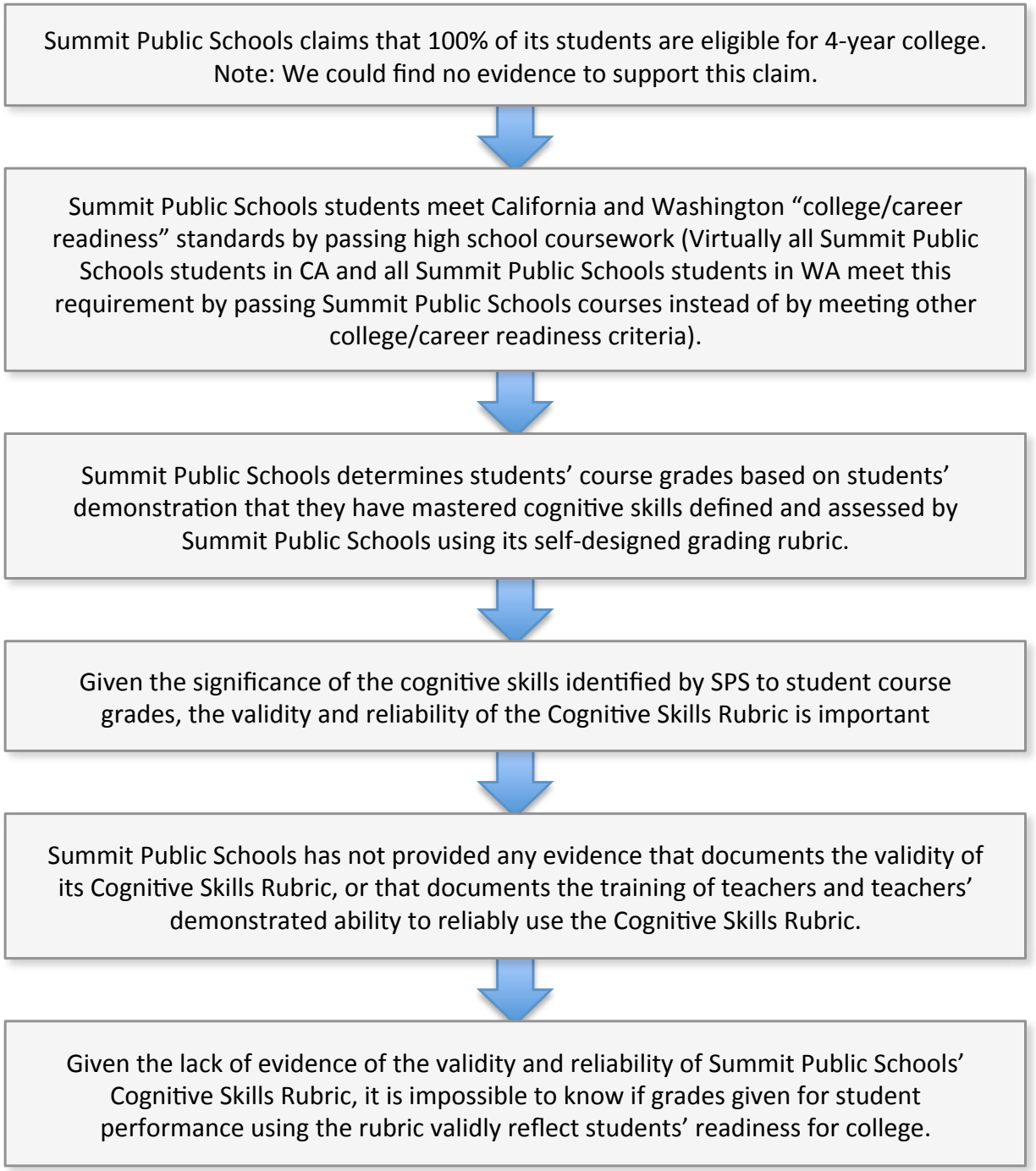
Skill Domain: Products & Presentations	Skill Domain: Products & Presentations
Style & language (tone, academic language, syntax)	Oral presentation
Oral presentation	Multimedia in communication
Multimedia in written production	Communicating accurately and precisely
Multimedia in oral presentation	
Conventions	
Precision	

Source: Summit Learning (2017, May). *Cognitive skills rubric*. Retrieved June 20, 2019, from https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

Summit Learning (2019, April). *Cognitive skills rubric*. Retrieved June 7, 2020, from https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf

Appendix G1: Summit Public Schools College Readiness Claim

Below, we examine the claim, "100% eligible for 4-year college." See pages 10-13 for more detail.



Appendix G2: Correspondence with Stanford Center for Assessment, Learning, and Equity (SCALE) Regarding the Validation of the Cognitive Skills Rubric

Gmail Faith Boninger <fboninger@gmail.com>

Questions about project with Summit Public Schools
11 messages

Faith Boninger <fboninger@gmail.com> Thu, Aug 22, 2019 at 10:01 AM
To: lgutmann@stanford.edu

Hi Laura.
I wonder if you can help connect me to someone at SCALE who I can talk to about the project that your group did for Summit Public Schools. I'm doing some research on Summit's program, and have read that its Cognitive Skills Rubric had been validated by SCALE. I'm not clear about what that means, and would love to talk to someone involved in the project in order to learn more.
Looking forward to hearing from you.
Best,
Faith

--
Faith Boninger
National Education Policy Center
Co-Director, Commercialism in Education Research Unit
School of Education
University of Colorado
faith.boninger@colorado.edu
nepc.colorado.edu
Follow @NEPCTweet on Twitter

Faith Boninger <fboninger@gmail.com> Mon, Aug 26, 2019 at 8:17 AM
To: lgutmann@stanford.edu

Hi Laura.
Just following up on my email below. I wonder if you can help connect me to someone at SCALE who I can talk to about the project that your group did for Summit Public Schools. I'm doing some research on Summit's program, and have read that its Cognitive Skills Rubric had been validated by SCALE. I'm not clear about what that means, and would love to talk to someone involved in the project in order to learn more.
Looking forward to hearing from you.
Best,
Faith
[Quoted text hidden]

Laura Gutmann <lgutmann@stanford.edu> Mon, Aug 26, 2019 at 1:21 PM
To: Faith Boninger <fboninger@gmail.com>

Hi Faith -

Sorry for the delay - have been traveling and just catching up on emails. I will forward your email to a colleague who I believe worked on that rubric development, although the other main person on the project is no longer at SCALE. From what I understand, yes, we provided some validity-related support when it was first piloted.

I'll see if my colleague can give more insight about the specifics and reply to you.

Thanks!
Laura

Laura Gutmann, Ph.D.
Research & Design Associate
Stanford Center for Assessment, Learning and Equity (SCALE)

Graduate School of Education, Stanford University

From: Faith Boninger <fboninger@gmail.com>
Sent: Monday, August 26, 2019 8:17:13 AM
To: Laura Gutmann <lgutmann@stanford.edu>
Subject: Re: Questions about project with Summit Public Schools

[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Mon, Aug 26, 2019 at 1:29 PM
To: Laura Gutmann <lgutmann@stanford.edu>

That's great, Laura. Thanks a lot.
Best,
Faith
[Quoted text hidden]

Laura Gutmann <lgutmann@stanford.edu> Mon, Aug 26, 2019 at 6:07 PM
To: Faith Boninger <fboninger@gmail.com>

Hi Faith -

My colleague who knows a bit more about the project said to pass on that:

SCALE (including subject matter experts) wrote the rubrics and benchmarked the levels to grade level standards (CCSS, NGSS, and C3 standards).

Hope that helps!

Best,
Laura

Laura Gutmann, Ph.D.
Research & Design Associate
Stanford Center for Assessment, Learning and Equity (SCALE)
Graduate School of Education, Stanford University

From: Faith Boninger <fboninger@gmail.com>
Sent: Monday, August 26, 2019 1:29:17 PM
[Quoted text hidden]

[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Tue, Aug 27, 2019 at 7:53 AM
To: Laura Gutmann <lgutmann@stanford.edu>

Yes, thank you. Is there a write-up that I can look at?
Best,
Faith
[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Fri, Aug 30, 2019 at 11:13 AM
To: Laura Gutmann <lgutmann@stanford.edu>

Hi Laura.
I'm just following up from my e-mail earlier in the week. Would you please send me documentation that explains how the rubrics were created and benchmarked to grade level standards?
Thanks,
Faith
[Quoted text hidden]

Laura Gutmann <lgutmann@stanford.edu> Fri, Aug 30, 2019 at 11:15 AM
To: Faith Boninger <fboninger@gmail.com>

Hi Faith –

Yes, I have been digging around but don't have any additional info to share with you at this time – if I find something in the future, I'll be sure to let you know! However, you may want to contact Summit directly to see if they have their own documentation of this project, as it was several years ago, and the lead staff who consulting on this project are no longer at SCALE.

[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Sun, Sep 1, 2019 at 2:43 PM
To: Laura Gutmann <lgutmann@stanford.edu>

Thanks!
Faith
[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Tue, Feb 4, 2020 at 2:03 PM
To: Laura Gutmann <lgutmann@stanford.edu>

Hi Laura,
Sorry to bother you, but I just ran into another couple of question about the Summit Public Schools' Cognitive Skills Rubric, that I hope you can answer:

1. It says on the SCALE website (https://scale.stanford.edu/content/summit-public-schools) that the date of completion was "anticipated" as June 2014. Was it completed then?

2. An *Education Week* article (here) refers to a "team of academic experts at Stanford." Is that SCALE? Here's how the article, which was published in March 2016, describes the project: "From the beginning, it was clear that making Khan Academy work in Summit schools would take a collaborative effort. Carter worked with a team of academic experts from Stanford on integrating the new online tools into Summit's curriculum, which was shifting to merge project-based learning with a focus on helping students "learn about how they learn."

Thanks again for your help!
Faith
[Quoted text hidden]

Faith Boninger <fboninger@gmail.com> Fri, Feb 21, 2020 at 12:10 PM
To: Laura Gutmann <lgutmann@stanford.edu>

Hi Laura.

I'm just following up on my questions from a few weeks ago. I hope you can find the time to answer them. They are:

> 1. It says on the SCALE website (https://scale.stanford.edu/content/summit-public-schools) that the date of completion was "anticipated" as June 2014. Was it completed then?
>
> 2. An *Education Week* article (here) refers to a "team of academic experts at Stanford." Is that SCALE? Here's how the article, which was published in March 2016, describes the project: "From the beginning, it was clear that making Khan Academy work in Summit schools would take a collaborative effort. Carter worked with a team of academic experts from Stanford on integrating the new online tools into Summit's curriculum, which was shifting to merge project-based learning with a focus on helping students "learn about how they learn."

Also, has SCALE updated the Cognitive Skills Rubric in recent years? If so, when?

Thanks much for your help!

Faith

[Quoted text hidden]

Gmail Faith Boninger <fboninger@gmail.com>

Automatic reply: Questions about project with Summit Public Schools

2 messages

Laura Gutmann <lgutmann@stanford.edu> Tue, Aug 27, 2019 at 7:53 AM
To: Faith Boninger <fboninger@gmail.com>

I am currently out of the office and will return your message as soon as possible! Thank you!

Laura Gutmann <lgutmann@stanford.edu> Fri, Feb 21, 2020 at 12:11 PM
To: Faith Boninger <fboninger@gmail.com>

I am currently traveling out the country and will get back to you as soon as possible when I return. If you need immediate assistance with edTPA conference questions, please contact nmerino@stanford.edu.

Thank you!