Still Dissatisfied,
More Optimistic,
Fully Committed

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Acknowledgements:

THREE YEARS AGO, we published *Dissatisfied Yet Optimistic: Moving Faster Towards New School Models.* The paper was a call-to-action for communities to work together to redesign schools for the future. In it, we said that we are...

> *"fueled by a deep dissatisfaction with the status of even our best schools, but also an extraordinary optimism that together we can and will change them. We know that students are capable of so much, and so are our schools. Despite our hard work, we are far from realizing our full aspirations: classrooms, schools, and systems where every student is joyfully realizing his or her potential. But we are optimistic that there has never been a better moment to harness this potential."*

We recognized that the traditional model of school was designed for a different era, when the purpose of education was to prepare an elite few for professional careers and everyone else for industrial and local work. This approach to schooling worked well enough for some students but not well at all for many others. One consequence is persistent achievement and opportunity gaps predictable by student characteristics such as race, class, English language skills, and learning differences.

We called for schools that hold high expectations for all students and ensure outcomes are not predictable for subgroups of students. We imagined schools where learning goals include a strong academic foundation as well as expanded skills and competencies that prepare young people for success in life;[1, 2] where students build the skills to take ownership of their learning; where learning activities and pathways are tailored to each student's needs, while always stretching them towards excellence; and where diverse groups of students, educators, and families work together toward a shared vision.

We asserted that — to create such schools — educators would need to reimagine the use of time, space, technology, and the roles of students and adults. We hypothesized that such schools might be designed, implemented, and spread in accordance with patterns of innovation diffusion found in other sectors.

Since that time, we've been busy working towards a vision for new school models that are both aligned to research-based principles and help *every student* develop a more complete set of knowledge, skills, habits, and mindsets for success.

Together, our three organizations are currently partnering with more than 500 school communities, reaching more than 150,000 students, in more than 40 states across the country. We work with educators in district, charter, and independent schools. These schools are in rural communities, mid-sized suburban towns, and large urban centers. We support new school models with different student populations — from those where many are English Language Learners to those where many qualify for the Free and Reduced Lunch Program and many with deliberately diverse student bodies.

Today, we remain dissatisfied. We are still dissatisfied that the traditional approach to school does not sufficiently prepare students to thrive now or as they enter young adulthood in a rapidly changing economy. We are still dissatisfied that outcomes are too often predictable by students' race, economic class, language skills, and learning differences. We are still dissatisfied that innovative schools — while promising — do not serve more communities.

Yet we are more optimistic because of all we've seen over the past three years: progress that gives us hope and confidence that momentum for change is growing, and the hard work of educators around the country that sheds more light on what it takes to reimagine schools effectively.

The purpose of this paper is to share what makes us more optimistic and to offer a set of observations and lessons about **how to support communities everywhere in their quests to build the kinds of schools that prepare students to create and live fulfilling lives.** We will focus on **three core lessons** about what it takes to realize this aspiration:

1.	Communities must be in the driver's seat as they build the "conditions" necessary to reimagine their schools and implement the changes required over the long-term.
2.	Organizations called "model providers" can play a crucial role in helping communities accelerate their progress towards reimagining their schools so that every single student has the educational opportunities they deserve.
3.	Creating the opportunities all young people deserve will take concerted action from many in the field, including educators, school and system leaders, families and community members, committed funders, and policymakers.

THE JOURNEY COMMUNITIES UNDERTAKE

Young people have incredible aspirations for themselves, their families, and their communities. They also have the potential to reach those aspirations — doing well in school, pursuing a good life, making the world around them better. Young people, families, and educators should be at the center of forging a vision for their schools and driving change toward that vision. They have the hopes and dreams, insights and understanding, and relevant knowledge and skills to know what is right for their communities.

As they work together to reimagine how their schools might work to support their aspirations, communities use different terms to describe their work - *school redesign, reimagine learning, innovation,* or *improvement.* However, the words matter less than the underlying work.

In our travels, we've noticed that **communities make the most progress toward their visions when they intentionally cultivate a set of enabling conditions.** This is not a prerequisite for getting started or a linear process that happens in some sequential way; rather it's a dynamic endeav-

or that requires ongoing commitment and focus.[3]

For the sake of this paper, we are focused on conditions that matter most as communities begin the work to define a new vision for student success and redesign their schools to match their vision. We have found five kinds of conditions to be particularly important:

- **Conviction** among key community stakeholders that there is a need for change;
- **Clarity** about the vision for student success and what kinds of school models fit the vision;
- **Coalition** of stakeholders — families, students, educators, employers, other community members — all working together towards this new vision;
- **Capacity** to design and execute on the vision and support the change; and
- **Culture** of trust, learning, and innovation in the system to enable the necessary shifts.

The stronger these conditions, the more successfully a community can define the outcomes they want for their students and pursue learning environments that will get them there. At the same time, engaging together in this type of innovative work can strengthen these conditions. **As in most important endeavors, if we wait for perfect conditions, we'll never get started.**

Our work with communities and teams of educators backs this up. Those with an accurate understanding of where they are in developing these conditions and the willingness to get started concurrently on their redesign journeys are experiencing the most sustained progress. The pace of their innovation work is proportional to the strength of their underlying conditions. They embody the mantra "we move as fast as we can and slow as we must…but move we must!"

Each of the five conditions could warrant its own paper, and over time we'll continue to share insights and tools from our work. However, for the moment, we'll expand on two of the conditions — **clarity** and **capacity** — as these are most relevant to the broader set of points that this paper addresses.

Clarity of Vision:

We've worked with many communities to facilitate and support their processes to refresh their vision and reimagine their learning environments. This process is essential because it establishes the clarity that can guide every aspect of students' experiences and the outcomes they achieve. A strong articulation of a learning environment has three properties:

1. **Comprehensive.** The vision is grounded in equitable aspirations for all students and a commitment to an inclusive school culture. The *purpose* of the school and the *learning outcomes* it aspires for its graduates are clear. The *core beliefs about learning and development* and the resulting principles that animate the design are explicit. The *key experiences* that students, educators, and families will have and *key supports* for those experiences (e.g., the schedule, role designs, curriculum, etc.) are clear and well articulated.

2. **Aligned.** All elements of the vision are internally coherent and support one another. For example, it would be inconsistent to have a learning aim for students to become self-directed learners but have a schedule in which they have no agency and an entirely teacher-driven instructional model. Nor would it be aligned to say that all students will be respected and included but not have aspects of the program that honor and recognize individual students' identities.

3. **Well-informed.** The best designs do not come from a couple of people sitting in a corner and writing up their opinions about school. Rather, they are deeply informed by multiple sources. This includes insights from the growing body of research on learning and development;[4] deep engagement with stakeholders (kids, educators, families, employers, community members — with special attention to voices who are often underrepresented); and examining future trends to understand how demands and opportunities will be changing.

There is a growing body of tools and resources available to support communities in articulating their models, including those created by our organizations and others (you can find more on our websites!).

Capacity to Realize the Vision:

Once a model is articulated, it requires a lot to bring it to fruition. On the technical side, this includes things such as high quality curriculum and assessments, educator role definitions and professional development, student and staff schedules, technology systems, and much more. All these elements need to work in unison so that educators can successfully implement the model. On the human side, it entails enlisting key people in a shared vision, cultivating a strong school culture, building teachers' instructional capacity, and effectively managing change.

Many communities aspire to design and build new learning environments from scratch, and some do succeed. However, many find this too resource-intensive to reach their full vision of excellence within a tolerable time frame — especially on top of the intense demands of running a school every day. Even just finding and assembling the right mix of tools and resources into a coherent solution can be a significant undertaking. Schools must ensure each resource they adopt is aligned with their desired outcomes and fully integrated with their instruction-

WHAT EDUCATORS NEED TO BRING THEIR VISION TO LIFE

Instructional resources — curriculum, materials, lessons assignments, projects, assessments

Teacher supports — professional development, grading rubrics, classroom management tools

Operational tools — implementation guides, role definitions and staffing plans, sample student schedules, tech platform

al approach. Often, when teams cannot find what they need, they are left to fill in the gaps by either adapting existing resources or building new ones. Too often the hard work of search, discovery, creation, and integration of this extensive collection of "stuff" falls to individual teachers, whose time and attention is already stretched to the limit.

In our travels, we have seen some teams fall short of their aspirations when they attempt to create all parts of a new model from scratch or try to stitch it together from multiple sources. As referenced above, these efforts can compete with the capacity required to foster the conditions for success, which can lead to a vicious cycle of well-intentioned efforts not realizing their full potential.

To increase their capacity to realize their visions, many teams of educators look for cohesive approaches with resources, tools, and supports that have been developed and proven to work in schools with similar visions and goals. This allows them to focus on teaching and learning and the human side of change: coaching, capacity-building, stakeholder engagement, and change management.

HOW "MODEL PROVIDERS" CAN HELP

In pursuit of these approaches, more communities are seeking an external partner who can provide a bundle of integrated instructional resources, teacher supports, and operational tools that work together in a coherent way. These partners are often organizations that have developed and tested a model in multiple contexts and have made it portable, so that it can be shared with and adopted by others. When aligned with a school's vision and desired learning environment, these bundles can provide significant lift to educators as they navigate an inherently complex change process. This can drastically reduce the time and cost of their efforts and can be an effective way to bring promising approaches to more students.[5]

There is no perfect or agreed-upon term to refer to these types of partners. For now, we call them "model providers." Like any label, this one comes

with limitations, and we anticipate that it might evolve and improve as the number and type of such organizations grows.

WE USE THE TERM "MODEL PROVIDER" TO REFER TO AN ORGANIZATION THAT DOES THE FOLLOWING:	
	Partners with schools and systems to improve learning outcomes for a whole school or a meaningful portion, such as a full content area for a grade band (e.g. middle school math, K-8 social-emotional learning)
	Offers a bundle of integrated resources, tools and supports designed to help schools reach those outcomes
	Provides schools with implementation and change management support, either as a direct service or through trusted third-party partners
	Sets ambitious goals for student outcomes and shares responsibility for results
	Establishes connections among its network of partner schools to share ideas with one another and continuously improve the model

In recent years, Summit Learning Program and New Classrooms have emerged as two examples of model providers. However, the idea of supporting communities to adopt models in one form or another is not a new one. In the first half of the 20th Century, Maria Montessori's disciples helped spread her method to educators across the globe. In the United States, organizations such as the American Montessori Society (AMS) served as early model providers, codifying the Montessori method, training teachers, and providing specialized Montessori materials to over 5,000 Montessori schools (more recently, Wildflower is beginning to expand the model in microschools).

Separately, the International Baccalaureate program began in 1968 and now shares curriculum, assessments, professional development, support resources, and accreditation with 5,000 schools in over 150 countries.

As this new generation of model providers emerges, some take on a comprehensive set of school outcomes across subjects and grade levels, while others focus on a subset of outcomes, such as a full content area for a grade band (e.g. middle school math, K-8 social-emotional learning). For example, Summit Learning is a model provider with an instructional blueprint for student outcomes across all subjects from 4th through 12th grade. New Classrooms focuses on outcomes for middle-school math.

Model providers differ from point solutions such as a digital math product, project-based curriculum, formative assessment, or generic platform in that they assemble a number of such resources, tools, and supports into an integrated whole and support its implementation. Model providers also differ from technical assistance providers that assist schools in implementing things that others develop. Teams of educators who choose to work with a model provider will spend less of their precious time on tasks like curating content, designing lessons, and analyzing data. This frees up their time to focus on what they do best – educating and supporting students and working to strengthen their enabling conditions. In this way, partnering with a model provider can help a community accelerate its efforts to realize a new vision for schooling.

Partnership in Action

Pasadena, Texas is a leading example of a community working with a model provider to improve student success.

A city of 160,000 residents southeast of Houston, Pasadena has deep ties to the nearby petroleum and shipping industries, which have been a significant source of employment. Today, the Pasadena Independent School District (PISD) serves 56,000 students, 82 percent of whom qualify for Free and Reduced Lunch and 33 percent of whom are

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English Language Learners (ELL). The district has struggled with persistent achievement gaps and low college graduation rates.

In 2014, PISD was considering its options for improvement. District stakeholders agreed that a key goal of their improvement journey was to increase student motivation and engagement. Teachers and leaders considered many options to help support their new direction. That same year in Northern California, Summit Public Schools was in the process of developing the infrastructure to become a model provider in order to share its instructional blueprint, tools, and resources with partner schools. Nineteen schools across the country joined a pilot to try the free program with one grade level team at a time.

Stakeholders in Pasadena shared a deep philosophical alignment with many of the tenets of Summit's approach, including a strong belief in students' need to develop and hone skills to own their own learning. The Texas community also had many conditions that made it ripe for a successful improvement process. Pasadenans were becoming aware of the ways their schools were and weren't serving all their students and acknowledged the need to try new approaches to change the status quo. The district culture was becoming one that embraced new ideas in a thoughtful, measured manner. A small team of high-capacity, committed educators were eager to take on a challenge and were building support from all corners of the organization, including the superintendent and school board.

The Pasadena community was clear-eyed about the strengths of their conditions including the clarity of what learning environments they hoped to build. With that understanding, members of the improvement team began scanning the country for an appropriate blueprint and user-friendly tools and resources. While PISD educators were committed, like most busy educators, they also had to attend to their "day jobs" while simultaneously engaging in an improvement journey. They therefore sought high-quality resources that could be easily implemented in their context. Summit offered both philosophical alignment as well as codified and shareable tools to implement the instructional blueprint in ways that matched the current state of their growing conditions.

Thus, a partnership was born between a school community looking to redesign its schools and a model provider eager to share its approach with others. What made the match work went far beyond high-level commitments; rather, it resulted from the hard work of Pasadena's teachers implementing a new program with on-the-ground support from Summit mentors.

Of course, Pasadena's experience engaging with a model provider was not without its share of challenges. The Texas teachers provided Summit with feedback on aspects of the curriculum they wanted to modify. In turn, Summit developed a very clear mechanism for continuous feedback in order to quickly incorporate Pasadena's feedback. Since the pilot began in 2015, Summit has learned how to create replicable, user-friendly materials that can also be easily customized by local communities.

Partnerships like the one between Pasadena and Summit can sometimes end differently. External partners do not always meet the needs of local communities and, in response, local communities often lose faith in the entire endeavor, giving up before the program can be implemented fully. As a model provider, Summit shares a sense of accountability for the quality of the implementation and for student outcomes. Summit must respond flexibly to the needs and shifting conditions of the community and work to provide supports such as on-the-ground coaching and summer professional development.

How are students doing? Between 2015 and 2017, the Pasadena 7th graders who were furthest below grade level made a 17 percent gain in math and a 20 percent gain in reading. In 2017, Summit Learning students outperformed peers in non-Summit Learning classrooms in Pasadena in both reading and math. On measures of student engagement, motivation, and satisfaction, students and families participating in Summit programs also outpaced non-Summit peers in the district.

7th Grade Students Furthest Behind Made 17% Gain on Average in Math

PISD 7th Grade Assessment Mathematics Scores, 2015–17

- ⬛ District students furthest below grade-level
- ⬛ Summit Learning students furthest below grade-level
- ⬛ Non-Summit Learning students furthest below grade-level
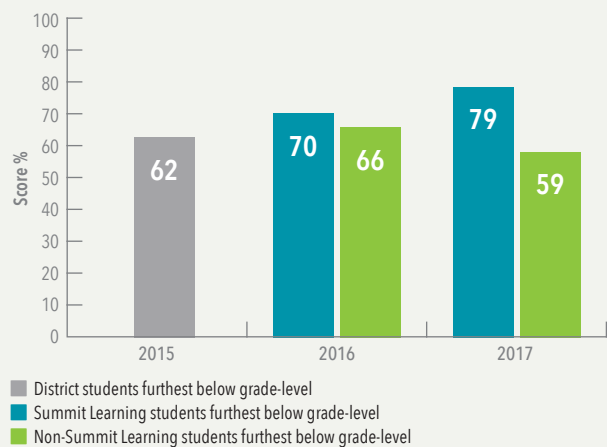
7th Grade Students Furthest Behind Made 20% Gain on Average in Reading

PISD 7th Grade Assessment Reading Scores, 2015–17

- ⬛ District students furthest below grade-level
- ⬛ Summit Learning students furthest below grade-level
- ⬛ Non-Summit Learning students furthest below grade-level
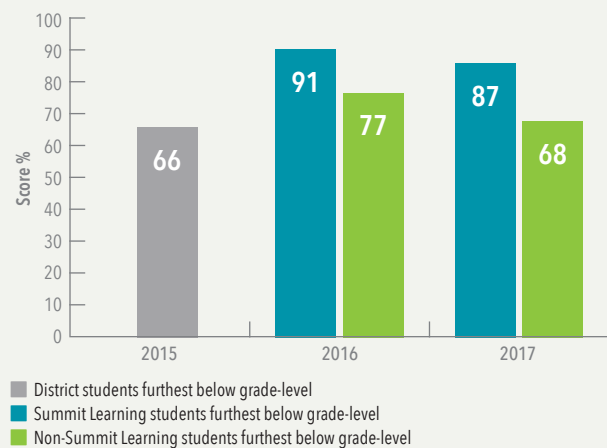
On internal measures of Summit's expanded definition of success, the data show that students participating in the Summit programs are developing skills such as interdisciplinary critical thinking, habits of success, and social-emotional learning, among others.[6] Early feedback from Pasadena educators suggests that a focus on mentoring and advising, embedded in the Summit program, has helped improve student outcomes. PISD's leaders, teachers, and parents are so pleased with the approach that the community developed a plan to bring Summit Learning to all of the students in the district over the next several years.

CONCERTED ACTION TO INCREASE MOMENTUM

For nearly twenty years, innovators in education have worked on behalf of communities by creating one new school at a time. Speaking from personal experience, creating new schools and developing new models from scratch is incredibly difficult. Model providers offer a promising and additive approach, and a number of factors are coalescing to increase their potential for impact.

First, in 2018, ideas and resources spread faster and in more ways than they have in the past. Educators are nationally and globally-networked, deriving more of their ideas and resources from relationships and online sources. The traditional model of textbook adoption is trending towards being a relic of the past. Teachers have a universe of local, state, national, and international resources and approaches that might influence what happens in their classrooms.

Second, over the past twenty years, researchers have made dramatic advances in the science of learning and how the brain works. It is easier to determine whether a school model incorporates what we know about how young people learn and develop. Increasingly, schools and educators are testing and implementing designs and practices that embody the science of learning.

Third, technology continues to advance rapidly, offering functionality for scale and adaptation that

was previously out of reach. For example, Pasadena and its individual teachers can adopt Summit Learning while customizing as much of the curriculum as they need to align with their state standards and local goals. They can make adjustments from the whole course level down to individual tasks and everything in between. Technology is not a panacea, but when it is deployed well to facilitate implementation and adaptation of a model, it can be a powerful tool.

Despite these tailwinds, more supports are needed. The education system is complex, and supports are required in everything from policy to leadership to human capital and much more. Below, we spotlight three particular areas where the field needs additional investment and development.

Support for Communities to Call for and Enact Change. As we've said, this work will only succeed if it's driven by communities, and this starts with public will. Activating public will for change requires significant community engagement, local capacity-building, and exposure to provocations and alternatives. It also requires listening and being open to new directions even if they challenge initial assumptions. This is all part of forging the coalition we mentioned when describing the foundational conditions earlier. It is this coalition that will shape the vision and push for whatever policy or structural changes are needed to realize it. Too often, education reform efforts have rushed past this important work only to pay the price later. Since education is so decentralized and communities are so unique, the engagement, organizing,

and amplifying of students, parents, and community leaders are essential accelerators. The idea is not to do the work for communities but rather to offer resources and connections and build local capacity. Some organizations are already providing some of these supports, but the field needs more and with greater reach.

More options for communities through the development of additional model providers. Since communities have different contexts and needs, they deserve multiple options to choose from if they want to partner with a model provider. This creates a need for the development of more of them. Thankfully, in addition to the entities named earlier, others are beginning to emerge. Valor Collegiate has codified its powerful 'comprehensive human development' model called Compass and is spreading it to 50 sites this year. A number of innovators, including those in New-Schools' emerging portfolio and those partnering with Transcend, are making serious investments of time and money to design and develop their models; pilot, refine and codify them; and forge their initial school partnerships.

Visionary, patient financial capital to fuel support for communities and development of model providers. We are still very early in the development of multiple model providers who can offer communities and schools a variety of choices. Historically, we have sometimes seen funders abandon good ideas just as they begin to get traction, and we worry about that risk in this case. School communities need resources to develop new visions and strong plans, and model providers need patient capital to develop the approaches necessary to help communities achieve their goals. Funders who have supported the early development of model providers should stay the course, and new donors should join them to help grow the availability of high quality model providers.

Our Commitments

Why are we **still dissatisfied** three years after publishing *Dissatisfied Yet Optimistic*? Young people have incredible aspirations for themselves and the skills, talents, and mindsets to reach them. They deserve and want schools that help them develop everything they need to build a good life as they reach young adulthood. We are a long way from this being true for every student.

Why are we **more optimistic** than ever? Our work on the ground with teams of educators, students, and families all over the country shows us that the story of Pasadena, Texas is not unique. Communities all across America are thinking hard about what outcomes are most important and how they might design learning environments that help every single student reach them — regardless of where they live, how much money their parents earn, or what color their skin is. Rural, urban and suburban communities in every region of the country are dreaming big about what matters for their children's futures and reimagining their schools to help make those dreams a reality. Many are working with partners who offer an integrated set of tools, resources and supports to create learning environments that help every student succeed. Additionally, a growing number of organizations are exploring becoming model providers to share their approaches with other communities.

Yes, we are *more* optimistic, but we are also realists. The work is hard, it takes time, and has its ups and downs. Sometimes it is exhausting and even demoralizing. We regularly pause and take stock of where we are so far, and we see that we are still in the early stages of this long but important journey. However, we see early signs that it is working and believe staying this course is a promising path forward.

As a result, we are **fully committed.** We are all doubling down and making a new set of commitments, which we've listed below. Please hold us accountable to these.

Stacey Childress
and NewSchools Venture Fund

As a venture philanthropy investing in organizations that reimagine learning, we commit to:

- Cultivating a diverse pipeline of potential model providers;

- Investing in a portfolio of emerging model providers at three stages: model codification and planning for pilots, initial pilots and refinement, and early work with multiple school partners;

- Supporting the nascent community of model providers to learn, improve, and grow more effectively together and sharing our lessons widely;

- Staying close to communities and educators partnering with emerging model providers so we better understand the variety of purposes and needs such partnerships address;

- Expanding the definition of student success to include a strong academic foundation and important mindsets, habits, and skills correlated with success in young adulthood, measuring it effectively, and ensuring model providers in our portfolio support it; and

- Mobilizing and aggregating philanthropic dollars from more donors so we can support promising model providers through the three stages of development and enable them to attract the capital they need when they are ready to spread more widely.

Diane Tavenner
and Summit Learning

As an existing model provider, we commit to:

- Welcoming feedback on the Summit School Model in an open, transparent, and humble manner;

- Supporting our partner schools in a responsive, flexible, and accountable manner;

- Helping to adapt the Summit Learning program to each partner's own community and context;

- Sharing our lessons with other emerging model providers;

- Expanding the accepted definition of student success by creating valid and reliable ways to measure such outcomes;

- Working with universities and employers to recognize these expanded definitions;

- Continuing to iterate on our school model through an unrelenting focus on continuous organizational improvement; and

- Expanding our Summit Learning Teacher Residency program into communities across the country.

Aylon Samouha, Jeff Wetzler,
and Transcend

As an R&D Engine for advancing school model innovation, we commit to:

- Increasing the supply of model providers by deeply partnering with those who aspire to invest in the design, build, study, testing, and codification required;

- Partnering with schools and communities to support their innovation journeys as they build the enabling conditions and develop and/or adopt new models

- Building a base of knowledge and evidence — both about school model design and the innovation process;

- Developing an R&D talent force (the Yellow Hats League) with skills in all the relevant specialities for building and spreading innovative models — e.g., instruction, assessment, adult development, design thinking, project management, etc.;

- Making all of our resources — our knowledge, talent force, and network — freely shareable in engaging ways so communities everywhere can accelerate progress; and

- In all of the above, grounding our work in a commitment to diversity, equity, and inclusiveness — conscious of the powerful role of oppressive forces in the history of education and vigilant to work against such forces and avoid perpetuating them.

WHAT WILL YOU DO? We also know that this work only succeeds when we act collectively. We are challenging our friends, colleagues, and investors in this work. If you believe in this vision, what commitments will you make? Where will you double down? How will you stay the course when the going gets tough? What are your best ideas for helping this vision come to pass?

More About Our Organizations

newschools
v e n t u r e   f u n d

NewSchools Venture Fund — A nonprofit venture philanthropy that invests in promising teams of educators and entrepreneurs with the vision and skills to reimagine learning. Since its founding in 1998, NewSchools has invested in nearly 500 schools that serve approximately 200,000 students; ed tech tools that reach nearly 75 million students and teachers around the world; and leadership and teacher development organizations that have helped thousands of talented people serve students better.

SUMMIT PUBLIC SCHOOLS

Summit Public Schools — A leading public school system in California and Washington State, that shares its personalized approach to teaching and learning — Summit Learning — with schools across the country for free. Summit Learning was developed by Summit Public Schools over the course of 15 years, in partnership with nationally acclaimed learning scientists, researchers, and academics. Today, approximately 380 schools, 3,790 teachers and 72,640 students in 40 states use the Summit Learning approach.

Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

Transcend — Serves as an R&D Engine to enable visionary communities everywhere to imagine, build, and spread learning environments that prepare learners to thrive in — and transform — the 21st century. Since its founding in 2015, the organization has worked with over 40 school communities across the country, while building a national R&D talent force (the Yellow Hats League) and a public knowledge base around school model innovation.

Endnotes

1   National Association of Colleges and Employers. (2017) *Job Outlook 2017*; Camille Farrington *et al,* (2012), *Foundations for Young Adult Success: A Developmental Framework.*

2   Examples of such competencies include skills such as critical thinking, collaboration, communication, and empathy, among others. For more, see Summit's comprehensive review of research in the Science of Summit, NewSchools Venture Fund's Insight Brief on Embracing and Measuring an Expanded Definition of Student Success; and Transcend's synthesis of the skills graduates need for success in Defining Graduate Aims: A Collection of Research and Resources for Design Teams.

3   The notion that foundational conditions matter is not a new concept. Research groups such as CRPE have pointed to them in a recent report on personalized learning, and other researchers (e.g., Kraft, Marinell, and Yee, 2016) have correlated site-level conditions with student success. A great practice-based example of a community who invested deeply in conditions is Lindsay Unified School District; their journey is well-documented in a book by Superintendent Tom Rooney, called *Beyond Reform*. In fact, over the past two years, Lindsay, Summit, and Transcend have studied the conditions most central to personalized learning and codified them in this framework (forthcoming).

4   For example, see Transcend's forthcoming primer, Designing for Learning, as well as Summit's Science of Summit, and NewSchools Venture Fund's Embracing and Measuring an Expanded Definition of Student Success.

5   For more, see NewSchools Venture Fund, (2018), *Model Provider Overview*.

6   The Summit Learning program has four domains of student outcomes, including cognitive skills, content knowledge, habits of success, and sense of purpose. For a description of Summit's outcomes and the research behind the outcomes, see The Science of Summit.