Pathways to Success

Exploring the Long-Term Outcomes of Alumni from Summit Public Schools

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Summit Public Schools

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EXECUTIVE SUMMARY

Executive Summary

The American K–12 education system, and the charter sector specifically, has so far failed to name precisely what it is that we want for our students in the long run. There are measures of academic achievement and college- and career-readiness that apply while students are in school, and there are measures of degree attainment and financial earnings once they leave, but few would argue that those fully capture our collective hopes for the next generation — certainly parents would not.

Summit envisions a country that nurtures and intentionally equips every child, regardless of background or circumstance, to enter adulthood prepared to lead a fulfilled life — one with purpose, financial security, meaningful relationships, a supportive community, and strong physical, mental, and socioemotional health. But up until now, we, like other educators, have not been able to see a full picture of the extent to which our alumni are living out this vision.

The Alumni Pathways Project is the largest and most comprehensive study on alumni outcomes at Summit Public Schools to date, and it is our first attempt to directly measure our ultimate intended outcomes of well-being and fulfillment.

Key Findings

71.7%

of Summit alumni respondents report high levels of overall well-being, as indicated by positive scores on the Satisfaction with Life Scale (SWLS).

77.2%

of respondents are fulfilled in at least four out of five dimensions of well-being outlined in the Summit vision statement, ranging from 94% reporting fulfillment in "Strong Relationships" to 68% reporting fulfillment in "Financial Independence."

58.4%

of alumni in the classes of 2007-2014 have completed a Bachelor's Degree to date, a rate almost 2x the national average for adults over age 18 in the United States.

92.2%

of respondents are currently working or in school. Of alumni from socioeconomically disadvantaged backgrounds who are working full-time, 46.5% now make more than $60,000 a year.

Our findings are overwhelmingly positive and highlight the value of Summit's innovative school model in preparing students from diverse backgrounds to achieve success in college, career, and life. The data also inspire us to continuously improve our model so that we can move future generations of learners toward futures of fulfillment. Specifically, our alumni's stories help us understand with new weight and nuance the importance of continuing to develop and reinforce our commencement-level outcomes — especially Habits of Success and Concrete Next Step.

We share these findings in the hope of providing richer insight into the long-term impact of attending Summit Public Schools on the lives of our students and to broaden the range of metrics whereby the success of schools and students is measured. We hope that this report will spark deeper discussion about what we really want for our students, how we can measure it, and what we can do to achieve it.



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ABOUT THE REPORT

About the Report

About Summit

Since our first graduating class walked across the stage in 2007, more than 3,600[1] high school students have successfully graduated from Summit Public Schools, an innovative charter school network operating 14 middle and high schools across California and Washington state. Summit seeks to prepare a diverse student population for success in a four-year college or university and to be thoughtful, contributing members of society. We leverage our work to have a broader impact on public education in America. Our unique aligned school model includes five core components: 1:1 Mentoring, Self-Direction, Community Time, Expeditions, and Project-based Learning — which come together to promote holistic student development.[2]

About the Alumni Pathways Project

The American K–12 education system, and the charter sector specifically, has so far failed to name precisely what it is that we want for our students in the long run. There are measures of academic achievement and college- and career-readiness that apply while students are in school, and measures of degree attainment and financial earnings once they leave,[3] but few would argue that those fully capture our collective hopes for the next generation — certainly parents would not.

Summit envisions a country that nurtures and intentionally equips every child, regardless of background or circumstance, to enter adulthood prepared to lead a fulfilled life — one with purpose, financial security, meaningful relationships, a supportive community, and strong physical, mental, and socioemotional health. But up until now, we, like other educators, have not been able to see a full picture of the extent to which our alumni are living out this vision.

Our previous internally conducted studies regarding postsecondary outcomes for Summit graduates focused on success in college and, to a lesser extent, career. Through that research, we came to understand the significant barriers our alumni face as they enter college and the workplace, which helped us to define our fourth "key student outcome": Concrete Next Step. Together with Cognitive Skills, Content Knowledge, and Habits of Success, these four key student outcomes form the basis of our approach to teaching and learning and are the pillars for achieving our shared vision for students.

Put simply, a Concrete Next Step is a credible path after high school that translates students' sense of purpose — an understanding of their interests, values, and skills — into a life of well-being. Our investigation showed that for most students, that path would likely need to include college, simply because jobs that pay a living wage in the United States today often require a bachelor's degree or higher. At the same time, we knew that many of our graduates who did go to college were now strapped with student debt, sometimes without feeling like they had gotten any closer to being able to pursue what they love. For our alumni, college can be both a stepping stone and a barrier on the way to a fulfilled life.

This dilemma forced us to zoom out from the traditional fixation on college alone and ask ourselves: To what extent are our alumni living the fulfilled life we envision for them? What barriers do alumni continue to face along their life paths, and what could Summit do to better prepare students to overcome them?

The Alumni Pathways Project is an ambitious research effort aimed at unravelling some of these questions. Our goal was to gain a better understanding of the long-term impacts of attending Summit Public Schools on the lives of our alumni, in line with our mission and vision, and to identify opportunities for continuous improvement and evolution of our school model. This research-improvement cycle is a cornerstone of Summit's success, and projects like this have led to innovations that now make up the core of our academic model.

For this study, we utilized an online survey and one-on-one interviews with alumni, coupled with data from the National Student Clearinghouse and other sources, to explore the outcomes of students who graduated from Summit high schools between 2007 and 2016. We sought to gain a better understanding of the specific life paths alumni pursue after graduation, analyzing college and career outcomes; however, we also aimed to look beyond traditional measures of postsecondary success, introducing a series of measures related to personal fulfillment and well-being. This report highlights key findings from our research process.

We hope that this report will spark deeper discussion about what we, the K–12 education community, really want for our students, how we can measure it, and what we can do to achieve it.

The report has two aims:

1. To detail, with nuance and precision, the **postsecondary outcomes** of Summit alumni, including college attainment, career success, and new measures to capture our holistic vision of fulfillment and well-being.

2. To outline how these details can inform and support the **continuous improvement** of Summit's school model and key student outcomes.

Research Methods & Response Rate

METHODS

We utilized a mixed-methods qualitative research approach to collect data from a broad sample of Summit alumni.[4] Our sample included all students who graduated from high schools in the Summit Public Schools network during the 10-year period from 2007 to 2016. This included 18 distinct graduating classes across four Summit campuses in the San Francisco Bay Area: Summit Prep (our flagship school), Summit Everest, Summit Tahoma, and Summit Rainier. In line with our goal of better understanding alumni pathways and uncovering opportunities for continuous improvement, our analysis is purely descriptive and does not attempt to make any claims about efficacy of a specific model or program.

Data on alumni outcomes were collected using an online survey and one-on-one interviews with alumni. Student-level data from the National Student Clearinghouse[5] and web sleuthing techniques[6] were used to augment the survey data with additional information about college outcomes. Our survey design was heavily informed by best practices and assessments used in higher education to evaluate alumni success, including the Gallup Alumni Survey (formerly Gallup-Purdue Index), HEDS Alumni Survey, and other common assessment tools.[7, 8] The survey also acted as an on-ramp for deeper engagement in the Alumni Pathways Project; all alumni who completed the online survey were invited to participate in a one-on-one interview with the research team. These semi-structured interviews enabled alumni to engage in deeper conversations about their life pathways and experiences after high school and provided the research team with richer context regarding outcomes reported in survey responses.

Survey responses were collected over a four-month period from March 15, 2020, to June 30, 2020. The survey was hosted on SurveyMonkey and distributed to alumni via email, text message, and social media (Facebook and Linkedin). We also recruited staff and mentors who had connections to alumni, or who

were alumni themselves, to assist with outreach. To increase response rates, we offered a small monetary incentive — a $5 Starbucks electronic gift card — for each individual who submitted a complete survey response.

It should be noted that the data collection period for the Alumni Pathways Project coincided with the COVID-19 pandemic and passage of shelter-in-place orders in California and other states across the country. This may have impacted survey participation and response rates, as individuals experiencing disease symptoms or COVID-related mental health issues, job loss, or other adverse effects would not be likely to participate. Additionally, we suspect that the global pandemic may have negatively impacted certain alumni outcomes, especially employment outcomes and levels of reported well-being and fulfillment.

RESPONSE RATE

Through the Alumni Pathways research effort, we were able to reach a large and broad sample of Summit alumni. We received complete survey responses from 632 of 1,459 alumni who graduated from high schools in the Summit Public Schools network between 2007 and 2016, for an overall response rate of 43.3% (with a rate of at least 30% per individual graduating cohort; see **Figure 1**). Of the alumni who responded to the survey, 43 also participated in an optional one-on-one interview with a member of our research team.

The response rate we achieved on the alumni survey is high compared to similar alumni outcomes studies conducted by our peers in the field. For example, KIPP, the largest charter network in the country, conducted an alumni survey in 2016 and achieved a response rate of approximately 35%.[9] Our rate is also high compared to standards for alumni research in higher education, where a survey response rate of 30% or more is generally considered "high."[10, 11]

Survey respondents ranged from 21 to 32 years old (24.8 years old on average) and were 46.2% male. Over half of respondents were members of one or more historically underserved groups, including 42.7% Black or Hispanic, and 34.2% from socioeconomically disadvantaged backgrounds.

A complete demographic breakdown of survey respondents is presented in **Figure 2**. While the demographics of responding alumni closely resemble those of the overall alumni population, our sample was not perfectly representative.[12] This is a common challenge in survey research, as survey respondents are prone to self-selection bias.

In the present study, female, White, and Asian alumni are slightly overrepresented, while specific underprivileged groups, including Hispanic students, students from socioeconomically disadvantaged backgrounds and English language learners, are underrepresented. Despite this limitation, our large sample size and high response rate, low margin of error (<3%[13]), and low percentage difference in demographic composition between the general alumni population and survey sample (all differences are <10%; see **Figure 2**) lead us to believe that the findings of this research reflect the general experiences of Summit alumni and provide a good starting point for understanding alumni's life pathways.

Figure 1: Response Rate per Cohort

Cohort	Total Alumni	Survey Sample	Response Rate
2007	69	34	49.3%
2008	93	36	38.7%
2009	94	49	52.1%
2010	95	39	41.1%
2011	94	29	30.9%
2012	97	47	48.5%
2013	145	68	46.9%
2014	178	67	37.6%
2015	311	128	41.2%
2016	283	135	47.7%
TOTAL	**1459**	**632**	**43.3%**

Figure 2: Representation by Cohort and Demographic Characteristics

Characteristic	% of Total Alumni (n = 1,459)	% of Sample (n = 632)	Difference*
Cohort			
2007	4.73	5.38	0.65
2008	6.37	5.7	-0.67
2009	6.44	7.75	1.31
2010	6.51	6.17	-0.34
2011	6.44	4.59	-1.85
2012	6.65	7.44	0.79
2013	9.94	10.76	0.82
2014	12.2	10.6	-1.6
2015	21.32	20.25	-1.07
2016	19.4	21.36	1.96
Sex			
Female	48.87	53.8	4.93
Male	51.13	46.2	-4.93
Race			
Asian	9.53	13.13	3.6
Black	3.15	4.59	1.44
Hispanic	46.06	38.13	-7.93
White	36.87	40.35	3.48
Other**	4.39	3.8	-0.59
Special Characteristics			
Socioeconomically Disadvantaged (SED)	36.46	31.49	-4.97
Special Education (SPED)	8.02	6.17	-1.85
English Language Learner (ELL)	7.54	3.96	-3.58

** Negative difference values indicate that a specific subgroup was underrepresented while positive difference values indicate that a subgroup was overrepresented in our sample.*

*** Other includes: Two or More Races, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native race groups.*



Key Findings

Key Findings

We present findings related to four key outcome areas:

1. Fulfillment & Well-being Outcomes
2. Education & Career Outcomes
3. The Impact of Attending Summit Public Schools
4. Barriers Faced by Alumni

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



1. Fulfillment & Well-being

The vision of Summit Public Schools is that every student, regardless of background or circumstance, is equipped to grow up and lead a fulfilled life — a life of well-being that is filled with purpose, financial independence, meaningful relationships, a supportive community, and strong physical, mental, and socioemotional health. Each of these five elements come together to give holistic meaning and purpose to an individual's life. The dimensions of well-being defined in our vision statement are informed by research from Gallup and Sharecare's Well-Being 5 Index.[14, 15] Gallup defines well-being as follows:[16]

"Well-being is the combination of all the things that are important to each individual — it is how people think about and experience their lives. A common misconception is to confine well-being to just some areas--to believe that well-being is only about being happy or wealthy, or to make it synonymous with physical health. Rather, it is about the interaction and interdependency between many aspects of life such as finding fulfillment in daily work and interactions, having strong social relationships and access to people's needs, feeling financially secure, being physically healthy, and taking part in a true community."

For the first time in Summit's history, the Alumni Pathways Project attempted to directly measure the extent to which our alumni experience well-being and fulfillment as they move through life after high school. We did this by incorporating two distinct question series in the online alumni survey. The first series measured overall well-being using a popular, validated evaluation scale commonly used in psychology and social sciences research: the Diener Satisfaction with Life Scale (SWLS).[17] The second series measured domain-specific well-being using a series of five items, specifically aligned to the five dimensions of fulfillment outlined in the Summit vision statement. This series, which we refer to as the Fulfillment Scale, was based on items we saw reported by colleges and universities who measured fulfillment using a similar five-factor model.[18]

ALUMNI VOICES



"To be honest, I think that my life has turned out quite how I wanted it to at this point, personally and professionally. Professionally I've definitely achieved a great goal for myself and that's something that I was chasing even when I was at Summit. . . And then, just in my personal life, [I'm] very happy in my relationship with my partner and that's something that I always wanted to have."

—Summit Prep, Class of 2010



"I do feel really happy in terms of just where I am at in my life. And I'm very grateful for just everything that I've been able to take advantage of and the opportunities that have come up for me. And now, I'm in a place where I want to continue growing and learning."

—Summit Prep, Class of 2014

DIENER SATISFACTION WITH LIFE SCALE

The Diener Satisfaction with Life Scale (SWLS) is a global well-being scale that assesses an individual's feelings and attitudes about their life at a particular point in time. Scores on the SWLS represent a person's overall sense of well-being.[19, 20] The scale consists of a short series of five questions, which are summed to give an overall score ranging from five to 35 or averaged to give an average score out of five. A sum score of 20 represents the neutral mid-point on the scale, so that any score higher than 20 indicates a positive level of satisfaction with life.[21]

Overall, 71.7% of alumni report positive levels of Satisfaction with Life ranging from slightly to extremely satisfied, with an average score of 23.7 out of 35, or 3.5 out of 5 (see **Figure 3**). Although there is some variation between demographic subgroups, SWLS scores reported by Summit alumni are generally positive, despite the fact that many of our students — including more than a third of survey respondents — come from historically underserved groups. Comparing Summit alumni's outcomes to normative data for adults in the United States, we find that our average SWLS score of 3.5 out of 5 is on par with the average for healthy adults in the USA (also 3.5 out of 5) and is significantly higher than the average score for those with poor self-reported health (2.7 out of 5).[22]

FULFILLMENT SCALE

Having noted alumni's overall levels of fulfillment and satisfaction with life, we dove deeper to explore their level of fulfillment in specific life domains. The Fulfillment Scale sought to quantify how many alumni are on the path to a fulfilled life (or already living one) along the specific dimensions outlined in the Summit vision: strong relationships, purpose, health, community, and financial independence. The Fulfillment Scale consisted of five items that are rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree); we define "fulfillment" as giving a rating of 4 (Agree) or 5 (Strongly Agree) to each item in the series.

Figure 3: SWLS Score Distribution for Alumni Respondents

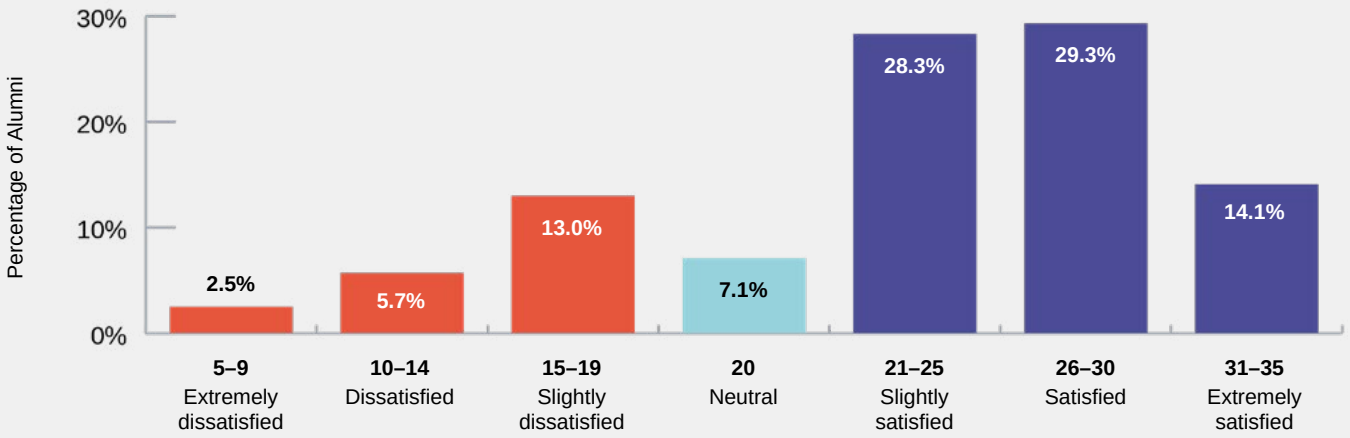
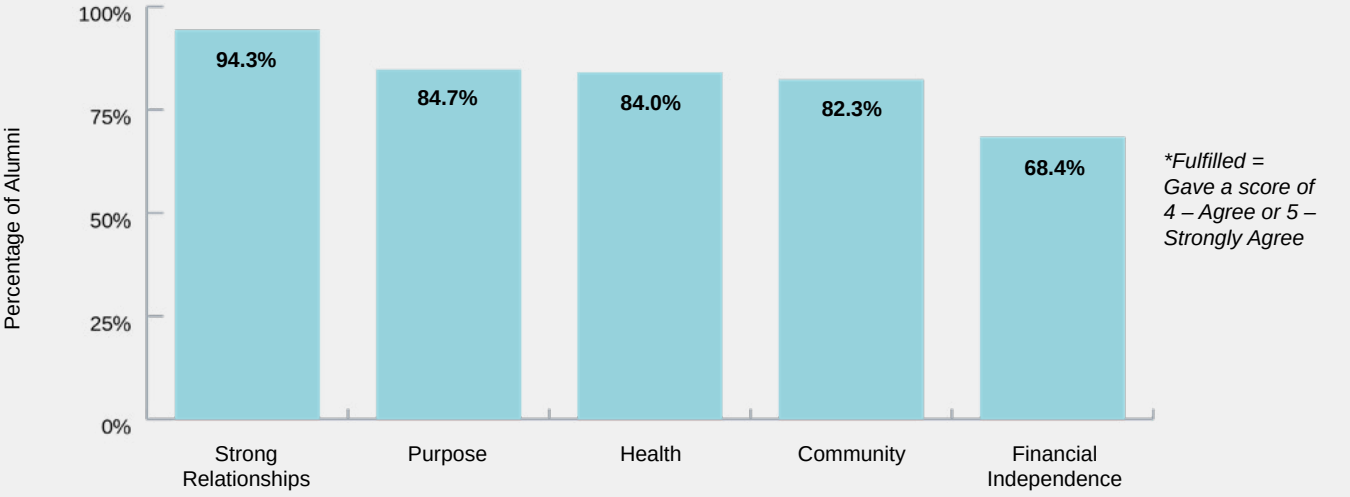


Figure 4: Alumni Who Are Fulfilled* in Each of the 5 Dimensions



We found that 51.4% of alumni (n = 325) report being fulfilled in all five dimensions of well-being defined in the Summit vision statement, while 77.2% (n = 488) are fulfilled in at least four out of five dimensions! In our sample of 632 alumni, there were only 6 respondents (<1%) who reported feeling not fulfilled in any of the five dimensions outlined in the Summit vision.

Alumni report generally high levels of fulfillment in each individual dimension of the Fulfillment Scale. In fact, as Figure 4 demonstrates, at least 68% of respondents report being "fulfilled" in each area. The dimension in which alumni report the highest levels of fulfillment is "Strong Relationships," with more than 94% of alumni feeling fulfilled in this area. This indicates that the vast majority of alumni have relationships with loved ones who care about them and who offer support in their everyday lives. This may include family members, friends, or significant others. We know from interviews with alumni that some students also maintain strong relationships with their former teachers, mentors, and peers from their time at Summit, which may also contribute to high levels of well-being in this area.

More than 80% of alumni are fulfilled in the dimensions of “Purpose” (84.7%), “Health” (84.0%), and “Community” (82.3%). “Purpose” refers to an intrinsic drive that pushes individuals to set and reach for specific goals. Alumni who are fulfilled in this area like what they do each day and are motivated to achieve their goals. For many alumni, a strong sense of purpose is often tied to having meaningful work.

Those who are fulfilled in “Health” have good health and energy to complete tasks on a daily basis. While the majority of alumni report feeling fulfilled in this area of well-being, for those who do not, mental — not physical — health may be a determining factor. Alumni feedback on the survey and during interviews reveals that mental health issues are a key challenge they face in their lives after high school and may be a key factor preventing fulfillment in “Health” for certain students.

The dimension of “Community” refers to liking where you live, feeling safe, and having a deep sense of engagement and connection with your local community. Fostering a strong sense of community among students and faculty is a key feature of the Summit Public Schools model. For many alumni, the small community they experienced in high school is something they continue to seek out as they move through their lives after high school.

The area in which alumni consistently report the lowest level of fulfillment is “Financial Independence.” Although levels of fulfillment in this area are still generally high (more than 68%), they are markedly lower than other areas, trailing the second-lowest rated area, “Community,” by 14 percentage points. This indicates that many alumni experience stress related to finances and may feel as though their financial situation may not allow them to do all the things they want to do in life. The high cost of living in the Bay Area, difficulty in securing jobs — especially “first jobs” for those entering the workforce after college — and the burden of repaying student loans are some factors highlighted during interviews that may prohibit alumni from achieving fulfillment in this area.

ALUMNI VOICES



“I think that [Summit] prepared me in the sense of honestly giving me lifelong mentors that I still am in communication with. I think the network and the people, whether that’s friendships with fellow students, or teachers and mentors — they’re in my life to this day.”

—Summit Prep, Class of 2014



“I think the biggest thing that I don’t have fulfillment in is my current financial situation. I wish I was more independent.”

—Summit Prep, Class of 2011



“School was entirely my own responsibility financially and I’m carrying the burden of that in loans now. I still have quite a chunk of loans to pay off. So I don’t think you ever feel comfortable in your financial situation until you don’t have debt to pay off.”

—Summit Prep, Class of 2010

TRENDS IN FULFILLMENT & WELL-BEING

Data on overall well-being from the Diener Satisfaction with Life Scale (SWLS) and on dimension-specific well-being from the Fulfillment Scale reveal that Summit alumni have achieved high levels of personal well-being and fulfillment in their lives after high school. When looking at trends based on demographic characteristics, we also observed consistently high levels of fulfillment across subgroups.

For example:

- More than 65% of alumni are fulfilled in each individual dimension of well-being across racial groups except for one: Black alumni in the dimension of Financial Independence. Only 40% of Black alumni report being fulfilled in this area (**Figure 6**).
- At least 60% of alumni are fulfilled in each individual dimension of well-being across different levels of educational attainment (**Figure 7**).

Although levels of reported well-being are generally high, we also observed some interesting subgroup specific trends.

- Fulfillment and postsecondary education attainment are positively correlated. We found that both average well-being scores on the Satisfaction with Life Scale (SWLS) and Fulfillment Scale increase significantly as **level of education attainment** increases; alumni with a **Bachelor's degree or higher** have significantly higher average scores compared to alumni with a high school diploma or some college but no degree.
- **Females** report significantly higher scores on the SWLS and Fulfillment Scale than males, across all cohorts. Overall, 86.5% of female respondents report average or higher levels of life satisfaction, compared to 69.9% of males.
- Race also has an impact on reported well-being. Hispanic and Asian alumni have a higher percentage of alumni who report being fulfilled in all five dimensions of well-being, compared to White, Black, and other races. At 83.8%, **Hispanic** alumni also have the highest percentage of respondents reporting positive levels of life satisfaction, scoring significantly higher compared to White and Black peers.

The well-being metrics discussed in this section represent our first attempts to measure this outcome, which lies at the center of the Summit Public Schools vision. We found that the majority of Summit alumni respondents have high levels of general and domain-specific well-being and are on a path to a fulfilled life along all dimensions outlined in the Summit vision. Additionally, our data demonstrate a clear positive relationship between education attainment and feelings of fulfillment, which validates our mission and reinforces our commitment to preparing all students to succeed in a four-year college or university.

Figure 5: Average Scores on the Satisfaction with Life Scale (SWLS) and Fulfillment Scale (FS), by Level of Education

	SWLS Score (out of 35)	FS Average Score* (out of 5)
All Respondents	23.7	4.1
Education Attainment		
High School Diploma	21.7	4.0
Some College, No Degree	21.6	4.0
Associate's Degree or Technical Credential	23.3	4.2
Bachelor's Degree	24.8	4.2
Master's Degree or Higher	26.9	4.4

** FS Average Score is calculated by averaging scores for each of the 5 individual dimensions of fulfillment; scores range on a scale from 1-5, with 5 being the highest.*

Figure 6: Alumni who are Fulfilled in Each Dimension, by Race

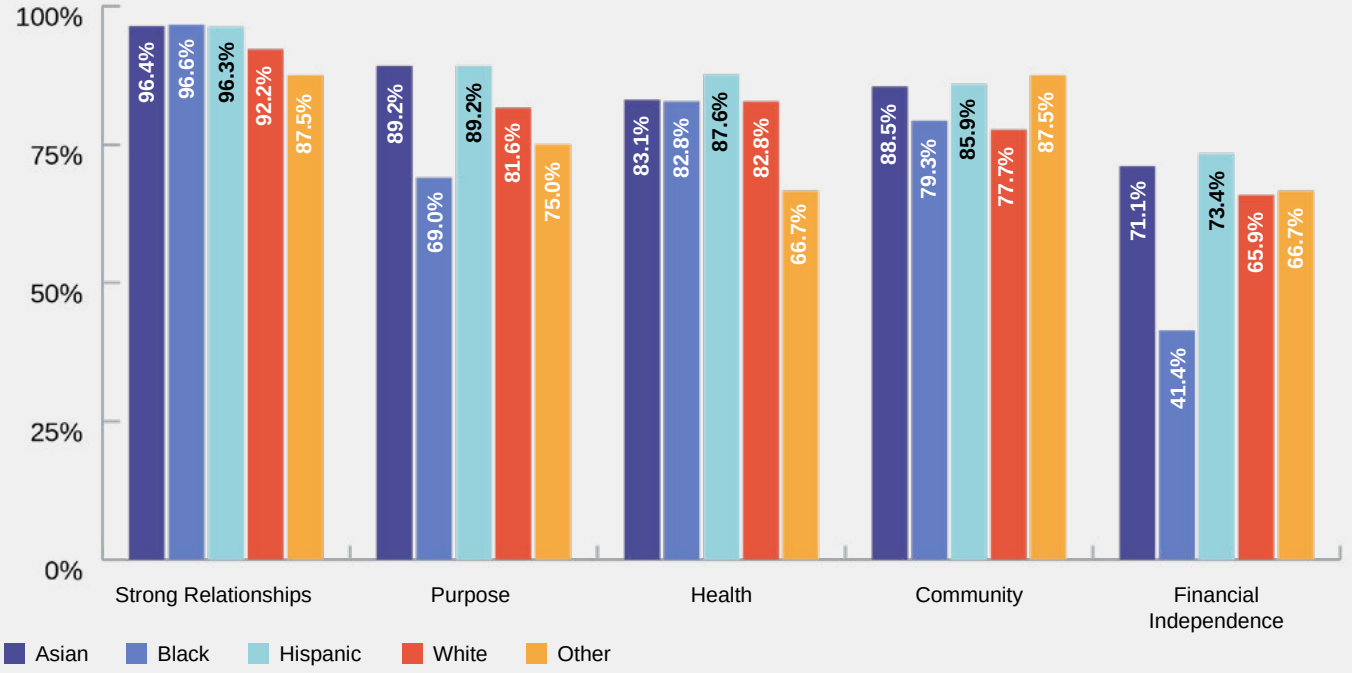
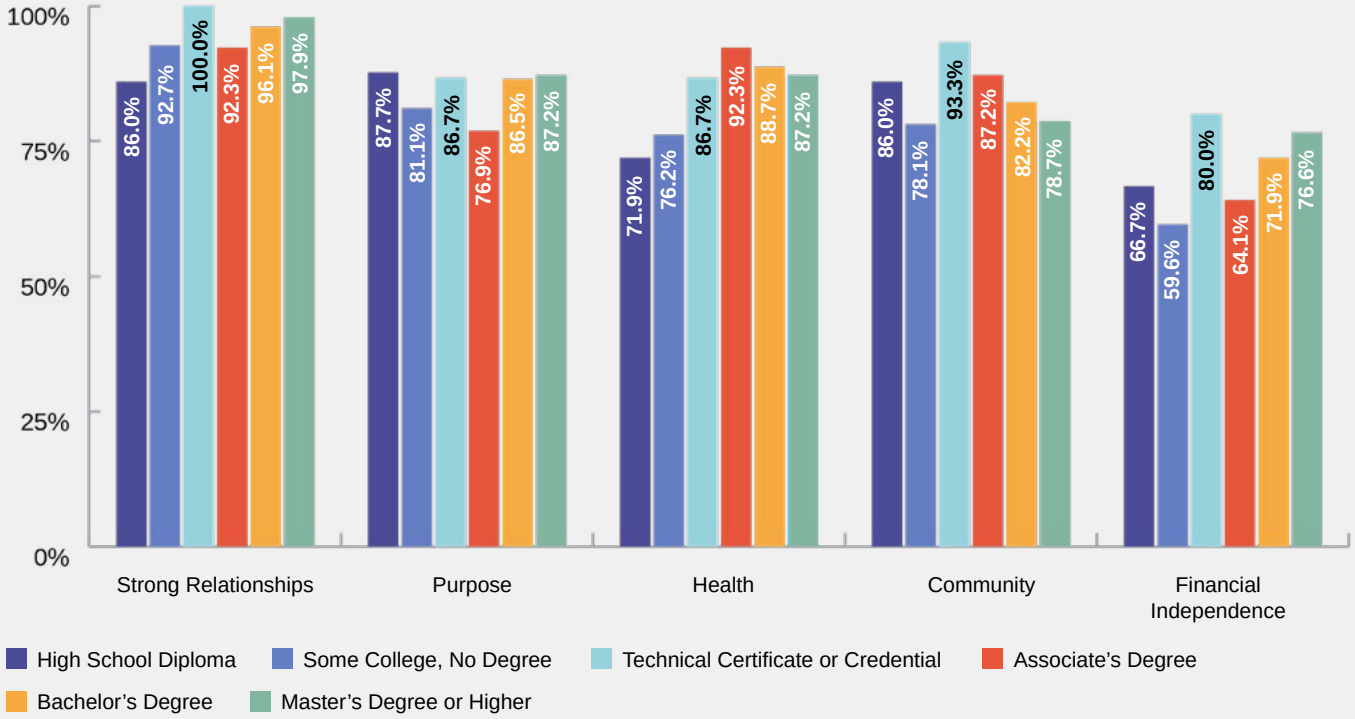


Figure 7: Alumni who are Fulfilled in Each Dimension, by Level of Education



2. Education & Career Outcomes

COLLEGE COMPLETION

In alignment with our organization's mission of preparing each student to succeed in a four-year college, we sought to understand bachelor's degree attainment outcomes among Summit alumni. We analyzed alumni's rates of college completion within six years of high school graduation, as well as overall college completion rates, unbound by time.

For our analysis of college outcomes, we combined data collected through the alumni survey with college data from the National Student Clearinghouse (NSC)[23] in order to gain a more comprehensive and accurate understanding of Summit alumni's completion outcomes. While there are known shortcomings in NSC data,[24, 25] it is still one of the most widely used sources of information on college enrollment and degrees. Currently, approximately 98% of students enrolled in public and private U.S. colleges are represented in the NSC dataset.[26] For alumni who were missing from NSC and who did not submit a survey response, we used data from LinkedIn, Facebook, and Google for information — a process we refer to as "web sleuthing." Only verified internet search data was included in our analysis (reviewed and verified by a staff member who knows the student personally[27]). As **Figure 8** demonstrates, by combining data from multiple sources, we were able to accumulate college outcomes information for over 95% of Summit alumni in our sample population. The remaining 4.4% of alumni for whom we did not locate college outcomes data were still included in our analysis and were automatically counted as not earning bachelor's degrees.

Figure 8: College Outcomes Coverage, Class of 2007–2014

Cohort	Total Alumni	Reported in NSC	Not Reported* in NSC	Not Reported in NSC who Responded to Survey	Web Sleuthing & Personal Contacts	Total Coverage	Completeness of College Data
2007	69	61	8	1	1	63	91.3%
2008	93	82	11	3	1	86	92.5%
2009	94	77	17	7	2	86	91.5%
2010	95	88	7	3	1	92	96.8%
2011	94	92	2	1	--	93	98.9%
2012	97	90	7	0	3	93	95.9%
2013	145	140	5	2	2	144	99.3%
2014	178	165	13	5	--	170	95.5%
Total Number	865	795	70	22	10	827	
Percentage	**100%**	**91.9%**	**8.1%**	**2.5%**	**1.2%**	**95.6%**	

Sources: NSC StudentTracker Data, Alumni Pathways Survey Data

** Students who do not have records in NSC. The "not reported" category does not necessarily mean these students did not enroll in postsecondary study. Rather, these alumni have been missed in the name matching process, may have opted into FERPA blocks for individual-level data, or may have enrolled at institutions that do not share data with the National Student Clearinghouse, although very few such institutions exist.*

College Completion Rates

Half of Summit alumni (49.9%) have earned a bachelor's degree within six years of graduating from high school.

We explored the six-year college completion rates[28] of Summit alumni from the classes of 2007 to 2014.[29] College completion within six years of exiting high school is the gold standard metric used by K–12 institutions when analyzing postsecondary outcomes.[30] This data provides a common benchmark by which Summit may compare its outcomes to those of other schools and track outcomes over time.

Figure 9 shows 6-year completion rates for alumni at Summit Public Schools using data from the alumni survey, NSC, and web sleuthing techniques. **We discovered that about half (49.9%) of all Summit alumni from the classes of 2007–2014 earned a bachelor's degree within six years of graduating from high school.** The most remarkable rates to date come from the class of 2009, whose alumni achieved on-time completion rates of over 55%. Six-year completion rates are typically lower than overall college completion rates, as there are some individuals who take longer pathways toward earning a bachelor's degree. While many alumni enter college immediately in the first fall after high school and attend continuously until graduation four years later, we learned from alumni interviews that there are numerous pathways to a bachelor's degree. Some alumni enter a four-year college, drop down to attend community college, and then transfer back to four-year college to complete their degree. Others begin at community college, where they explore their interests in a lower-cost environment, before transferring and completing their degree at a four-year college or university. Many of these pathways increase the time to complete the degree to greater than six years, which explains much of the variation between overall bachelor's degree completion rates and six-year college completion rates observed in this and other alumni studies.

For the alumni sample overall, 54.8% of alumni from the classes of 2007–2014 have completed a bachelor's degree to date.[31] This is nearly double the national average for educational attainment among adults over the age of 18, which was 33% in 2019 (the most recent year for which data is available).[32]

Alumni Voices



"I was the first one from my family to graduate not only high school, but I went and I finished college—which was unheard of. And since then my younger cousins are attending either Summit [Prep] or Everest and are now working towards going to college or have enrolled in college. And so just the difference and impact within my family and on me individually has just been huge."

—Summit Everest, Class of 2014

Additionally, Summit's six-year college completion average of 49.9% is on par with figures published for leading charter networks across the country (**Figure 10**).

Trends in College Completion

Among the Summit classes of 2007–2014, Asian and White students are twice as likely to have earned a four-year degree within six years, compared to Hispanic students (66.2% and 62.8% vs. 32.3% completion rate). Additionally, alumni from historically underserved groups, including those who are socioeconomically disadvantaged, have special needs, or are English language learners, are less than half as likely to earn a bachelor's degree within six years compared to out-of-group peers (**Figure 11**). These trends mimic those of the wider US population, where minorities and those from historically underserved groups are known to have lower educational attainment outcomes.[33, 34, 35]

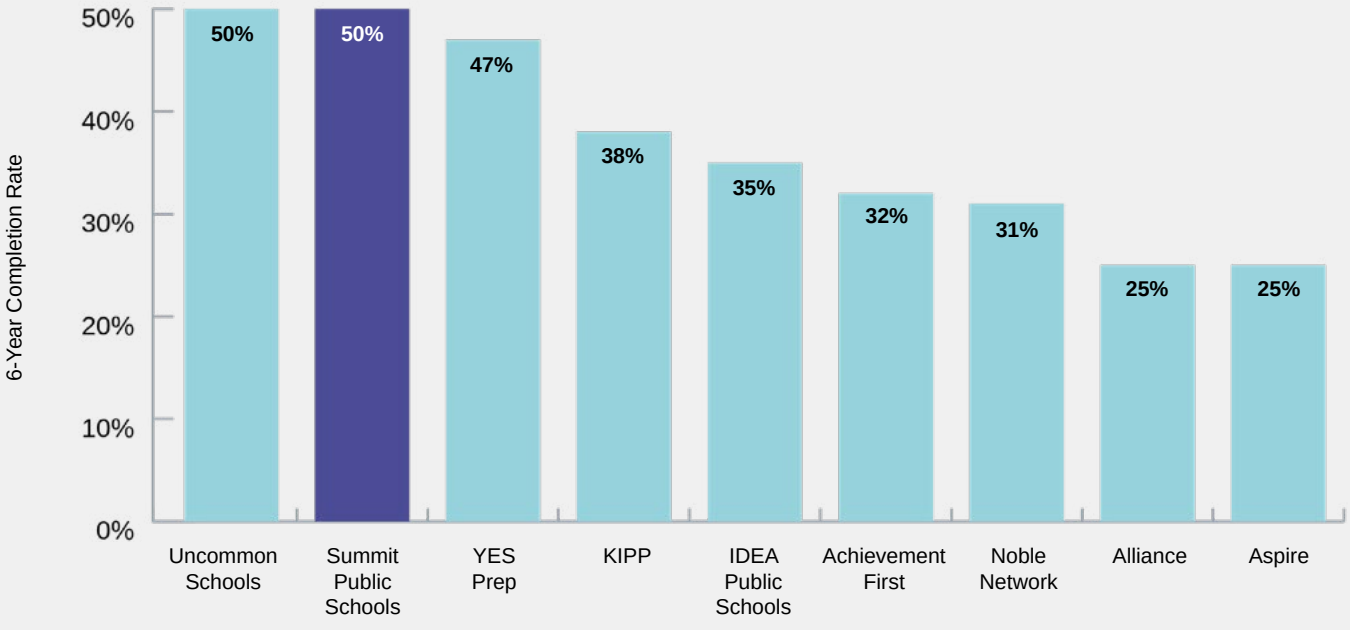
Yet, despite disparities in outcomes between certain demographic groups, Summit's completion rates signal progress towards closing the college achievement gap. Our six-year completion rate for socioeconomically disadvantaged students is almost 3 times the national average for low-income students—currently, only about 11% of students from low-income families earn a bachelor's degree within six years of leaving high school, compared to

Figure 9: 6-Year and Overall Bachelor's Degree Completion Rates, Class of 2007–2014

Cohort	Total Alumni	# Alumni who Complete 4-Year Degree in 6 Years	% Alumni who Complete in 6 Years	# Alumni who Complete 4-Year Degree, Overall	% Alumni who Complete, Overall
2007	69	24	34.8%	33	47.8%
2008	93	50	53.8%	53	57.0%
2009	94	52	55.3%	57	60.0%
2010	95	46	48.4%	53	55.8%
2011	94	44	46.8%	54	57.4%
2012	97	50	51.5%	55	56.7%
2013	145	75	51.7%	77	53.1%
2014	178	91	52.2%	92	51.7%
OVERALL	**865**	**432**	**49.9%**	**474**	**54.8%**

Alumni who earned a Bachelor's degree (4-year degree) within 6 years of graduating from High School. Sources: National Student Clearinghouse (NSC), Survey Data, Internet Search/Sleuthing. NSC was used as the base dataset. Survey data and Sleuthing were used to correct underreported and/or missing outcomes.

Figure 10: 6-Year Bachelor's Degree Completion Rates by Charter Network



Source for comparison data: Zhao, E. (2017). Raw Numbers: Charter Students Are Graduating From College at Three to Five Times the National Average. The 74 Million. Retrieved from: https://www.the74million.org/article/raw-numbers-charter-students-are-graduating-college-at-three-to-five-times-the-national-average/

28.2% of Summit alumni from similar backgrounds.[36] Similarly, while only 30% and 17.8% of the Black and Hispanic adults age 25–34, respectively, have a bachelor's degree nationally,[37] 51.9% and 32.3% of Summit alumni from those groups have completed their degrees.

Education attainment outcomes presented in this section make it clear that Summit is making progress toward its mission of preparing every student to enter a four-year college or university. Based on our analysis, more than half of Summit alumni have successfully entered and persisted through college and gone on to earn a bachelor's degree. However, while a significant portion of alumni follow a four-year college path, we recognize that there is a great diversity of experiences among the rest of our alumni, including various combinations of postsecondary education and employment. We learned that some alumni have discovered alternative education and training pathways, including technical credentials and apprenticeships, which have led to meaningful careers.

Figure 11: 6-Year Bachelor's Degree Completion Rates by Demographics

	Total Alumni (n=865)	Alumni who Earned Bachelor's Degree in 6 years (n=432)	Completion Rate
Sex			
Female	415	213	51.3%
Male	450	219	48.7%
Race			
Asian	65	43	66.2%
Black	27	14	51.9%
Hispanic	341	110	32.3%
White	401	252	62.8%
Other	31	13	41.9%
Special Characteristics			
Socioeconomically Disadvantaged (SED)	245	69	28.2%
NOT Socioeconomically Disadvantaged (SED)	620	363	58.5%
Special Education (SPED)	57	11	19.3%
NOT Special Education (SPED)	808	421	52.1%
English Language Learner (ELL)	69	10	14.5%
NOT English Language Learner (ELL)	796	422	53.0%

CURRENT EMPLOYMENT

Employment in meaningful work that pays a living wage is a critical marker of success for alumni as they transition into adulthood. We asked respondents to provide details about their current occupation and employment status. The majority of alumni (65.2%; n = 412) are currently working in some capacity, including 47.9% (n = 303) who are employed in full-time positions. Additionally, 40.3% (n = 255) of alumni are students pursuing postsecondary education or training. **Overall, 92.2% (n = 583) of alumni respondents are currently engaged in some form of meaningful work or educational activity,** of which 13.3% (n = 84) are both working **and** in school.

It is interesting to note that **almost half (46.5%, n = 47) of alumni respondents from socioeconomically disadvantaged backgrounds who are currently employed full-time (n = 101) report making an income of $60,000 or more per year.** This demonstrates that many alumni from low-income families have experienced economic mobility in their post-high school lives.

A small percentage of alumni are not currently engaged in school or work (7.8%; n = 49). Some of these alumni are actively looking for work, while others are homemakers or otherwise unable to participate in the labor force. It should be noted that the timing of our alumni survey may have affected reported employment outcomes. A number of alumni left additional comments on the online survey that their employment status had been impacted by COVID-19, resulting in unexpected job loss, demotions, and furloughs.

ALUMNI VOICES



"I am very happy to be in the industry I'm in. It wasn't an easy journey to get here, but I would say now that I'm here, it feels very gratifying."

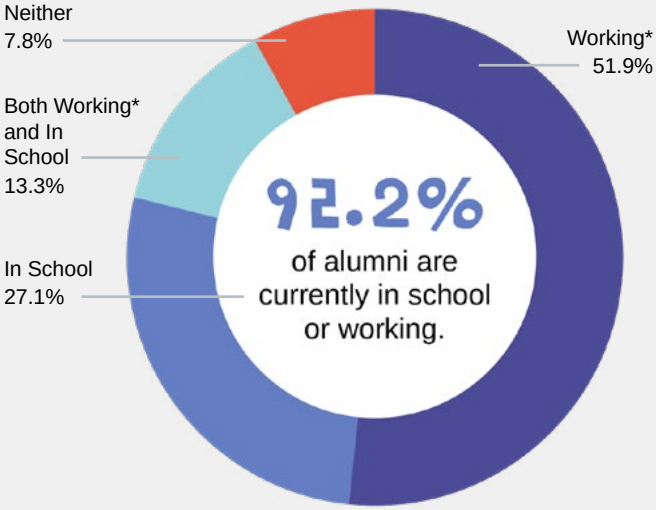
—Summit Prep, Class of 2013



"So far, work has been really fulfilling. I think being able to contribute to products my friends and family use and solving harder technical problem that are a challenge for people has been incredibly fulfilling."

—Summit Tahoma, Class of 2015

Figure 12: Current Employment and Enrollment Status of Summit Alumni



*** Breakdown of "Working" Category**

Status	Alumni (n)
Employed, full-time	303
Employed, part-time	65
Business Owner, Freelancer, or Otherwise Self-Employed	35
In the Military	11
Fellow or Trainee	3

Note: Statuses are not mutually exclusive.

Industry and Job Trends

We analyzed employment trends by industry and job title for alumni respondents who were employed full-time (n = 303; 47.9%). **Approximately one in three (29.7%) alumni work in social services-oriented industries, including healthcare and social assistance or education.** Across industry sectors, 18.5% of alumni are employed in management-level roles, and some of the most common job titles held by alumni include teachers, software engineers, and project coordinators, among others (see **Figure 13**).

In the education sector, alumni fill roles as teachers, administrators, and leaders in local public schools, including more than 10 individual school districts throughout the state of California. They also fill roles within charter school networks — including our very own Summit Public Schools. Ten alumni respondents were actually employed by Summit Public Schools during the study period, filling a diverse range of instructional, leadership, and technical support roles across our network.

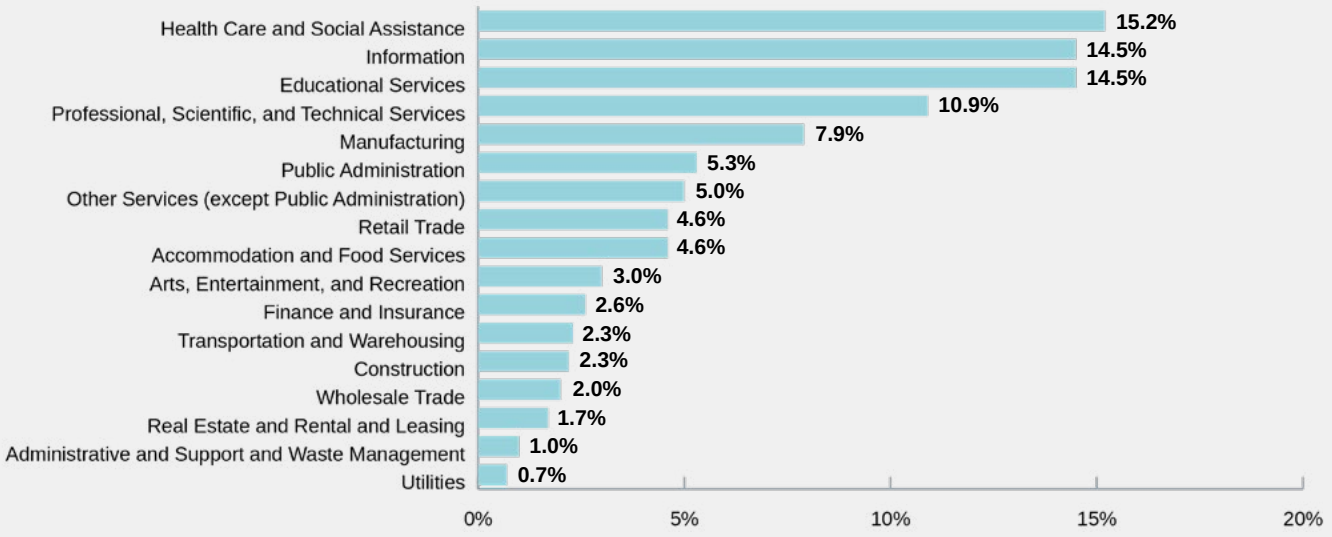
Additionally, a significant proportion of alumni, more than 14%, work in information technology — unsurprising given the fact that many Summit schools are located in communities in or near Silicon Valley, the nation's tech capital. Alumni contribute

Figure 13: Job Titles for Alumni Respondents Who Are Employed, Full-Time



talent as hardware and software engineers, data scientists, and product managers at major tech companies including Google, Apple, Facebook, Salesforce, TikTok, Amazon, Microsoft, and others. A complete list of major organizations where Summit alumni are currently employed is included in Appendix C.

Figure 14: Industry of Employment for Alumni Respondents who are Employed, Full-Time



3. Impact of the Summit Experience

We sought to understand which aspects of the Summit experience had the most enduring impact on our students. Overall, we found that personal relationships and specific experiences, especially those which took students outside of the classroom, had the most enduring impact for students as they reflected later in life. Remarkably, these findings were relatively consistent across alumni cohorts, despite Summit's growth and continuous iteration on our academic model.

We found that **mentorship and the overall sense of community fostered by teachers and mentors was far and away the most impactful part of the Summit experience,** according to the alumni we surveyed. In interviews, alumni told us stories about the impact mentorship and community time had on them, sharing that mentors "helped me think beyond what I thought I wanted," "pushed me to come out of my shell," and "changed the way I entered college." This validates a fundamental and highly resource-intensive aspect of our school model.

Summit's unique **Expeditions program**, which enables students to explore their interests outside of traditional academic content areas through elective courses, independent study, and internships, was also highly impactful for alumni. Students especially enjoyed the ability to participate in internships at nonprofits and businesses in their communities.

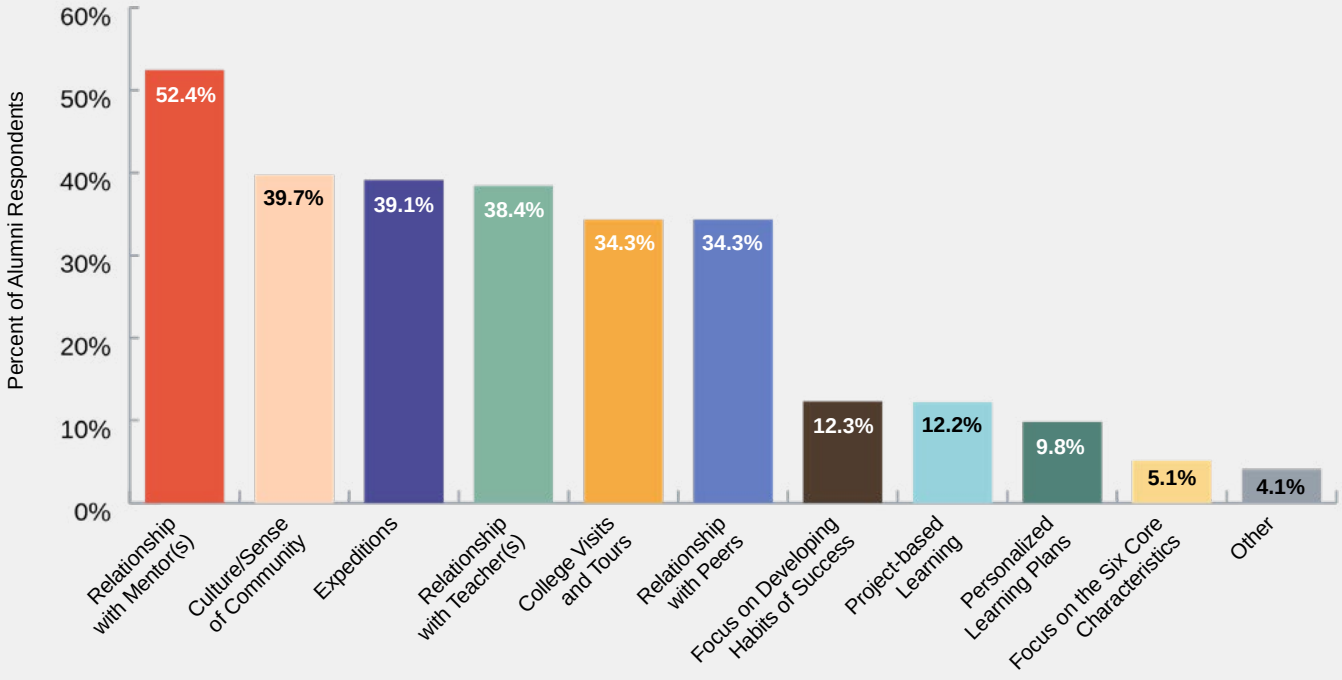
Interviewees reported long-lasting impacts of their Expeditions experiences, including:

- Becoming "passionate" about a career path
- Learning "what it's like to work at" the kinds of companies they see in their future
- Understanding what they "definitely want to do" in college
- Gaining their first full-time job in the field they wanted to work in

A number of alumni who participated in interviews also reported returning to internship sites as paid employees at some point in their lives. In fact, two out of the 43 interview participants were currently employed by organizations they had interned with during Expeditions. The opportunity to work with adults at internship sites and build self-confidence through work-based learning may play an important role in success in life after high school.

Figure 15: Alumni-reported Impact of Summit

Responses to the question: "Which aspect(s) of the Summit experience were the most impactful for you? Check all that apply."



Alumni Voices: On Mentorship

"Overall, I think the thing that stands out to me about my high school experience compared to people who went to other more traditional high schools is the mentoring experience and the mentor group experience."

—Summit Rainier, Class of 2015

"Having one person that you check in with over four years as a constant person who can see your progression, that's some good accountability. And I think it definitely pays dividends down the road to have that resource."

—Summit Everest, Class of 2016

Alumni Voices: On Expeditions

"I'm kind of constantly reminded of this incredibly impactful experience I had, which ultimately led me to this first job out of college, which is pretty cool. I've thought about how grateful I was and still am to have had that experience at Summit. You know, it wasn't a perfect experience for me in high school, there were a lot of things about Summit that I didn't like. But Expeditions was one thing that I enjoyed throughout all my four years; it gave me so many life experiences that I would've never had if I had gone to a normal high school."

—Summit Prep, Class of 2015

"You're doing outreach, you're entering the world, you're getting a feel for what job you might be entering or pursuing. It really helped me make a decision for what I wanted to do when going to college, so I can pick a college based on what they provide and how that can help me with the real world."

—Summit Everest, Class of 2015



4. Barriers Faced by Alumni

As the data shared throughout this report demonstrate, a significant proportion of Summit alumni have found success in life after high school, achieving positive outcomes in college and career and high levels of fulfillment and well-being. However, the path to success hasn't always been easy, and many of our alumni have faced barriers that have prevented or delayed them from reaching their postsecondary goals. Over 70% of alumni report facing at least one barrier in life after high school, while 27.2% report facing no significant life barriers. Financial issues were the most common barrier reported by Summit alumni, followed by mental health issues.

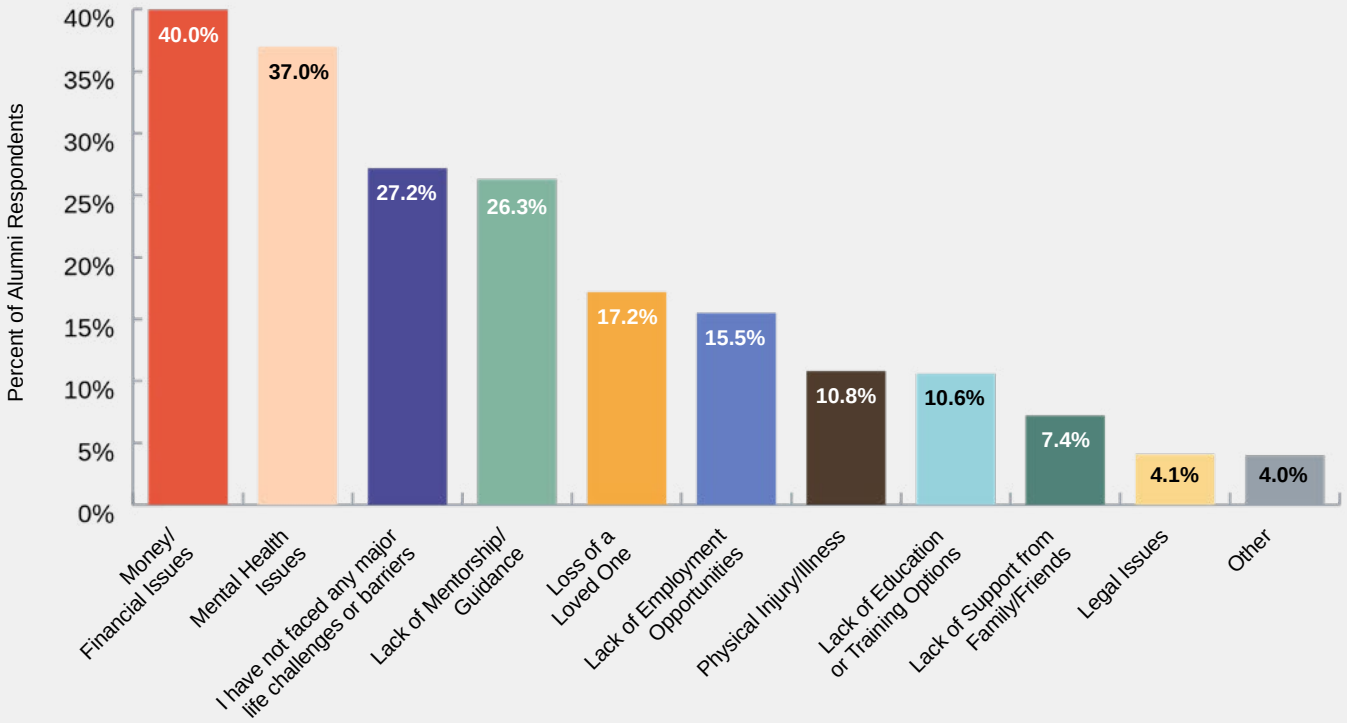
40% of alumni surveyed identified money/ financial issues as a barrier that made it difficult to achieve their goals — more than any other factor. According to our interviews, financial concerns have blocked Summit alumni from obtaining master's degrees, damaged their mental health, and prevented them from pursuing their passions. Student loans were mentioned especially frequently in survey and interview responses, although there were no specific questions related to student loans.

Mental health issues were the second-most-reported barrier (37% of respondents). Alumni who participated in interviews with our team revealed that feelings of stress, anxiety and social isolation were common during their first years after high school, especially for those who attended 4-year colleges and resided on campus, living away from their families and support networks for the first time.

The most common barriers reported by alumni remain consistent over time and across demographic groups. Furthermore, many barriers reported by alumni in this report align with drivers of success outlined in our previous whitepaper, *Clearing the Path: How Schools Can Improve College Access and Persistence for Every Student*, despite the fact that the alumni samples were from different cohorts.

Figure 16: Barriers Faced by Summit Alumni

Responses to the question: "Since graduating from Summit, have you faced any challenges or barriers that have made it difficult to achieve your goals in school, work, or life? Check all that apply."



Alumni Voices: On Financial Barriers

"Yeah, I think financial stressors for sure. Like for example, I would love to pursue a Master's degree, but just financially it's something way out of my scope right now."

—Summit Everest, Class of 2014

"Paying off student loans is a really big crutch that a lot of people in my class are struggling with and grappling with. It's a really tough thing, especially going to schools and there are limited scholarships and a lot of the occupations now do require higher levels of education, which in turn requires more costs."

—Summit Prep, Class of 2010

Alumni Voices: On Mental Health

"Sophomore year of college I experienced some depression. I think I took too many classes or something; it was not a good time."

—Summit Prep, Class of 2016

"Emotional health was a challenge. And I was very lucky that I had therapy through college…"

—Summit Prep, Class of 2011

"I ended up severely depressed for two years and didn't work and had to move back in with my parents."

—Summit Prep, Class of 2010

Key findings from the Alumni Pathways Project reveal that there is much to celebrate in terms of the success our alumni have achieved in their postsecondary lives. While there are many factors outside of the high school experience which may contribute to alumni life outcomes, our results suggest that the experience of attending Summit Public Schools is beneficial for the vast majority of students. We also recognize that positive impacts have not been distributed evenly and that, for some alumni, the purpose-filled lives we had envisioned have not yet become a reality. Thus, while the findings above reveal much cause for celebration, they also highlight opportunities for improvement. In the next section of this report, we explore ways in which the Summit network and school leaders may leverage insights from the Alumni Pathways Project to inform continuous improvement efforts.





CONTINUOUS IMPROVEMENT

Continuous Improvement

At Summit Public Schools, all of our work is built on the foundation of running great schools — schools that change the lives and life outcomes of young people in our communities and where we would be proud to send our own children. Our school model, developed using the *Aligned School Model Framework*,[38] is designed not to be static but to be continuously improved over time.

Continuous improvement is how we ensure equitable access to all students and broad engagement in shared problem-solving. This work is both informed by our research findings and embedded within the context of our complementary initiatives for continuous improvement and broader impact, housed within the Marshall Street division at Summit.[39] Marshall Street's initiatives address the broader universe of challenges that affect students' chances for postsecondary success. For example, we partner with families in their children's learning, and we develop diverse teachers and school leaders to embody a student-centered approach to teaching. Together, these joint continuous improvement efforts foster an ecosystem of stakeholders committed to equipping all students to lead fulfilled lives. It is within this broader context of continuous improvement work that we pursue the Alumni Pathways Project and cherish its findings.

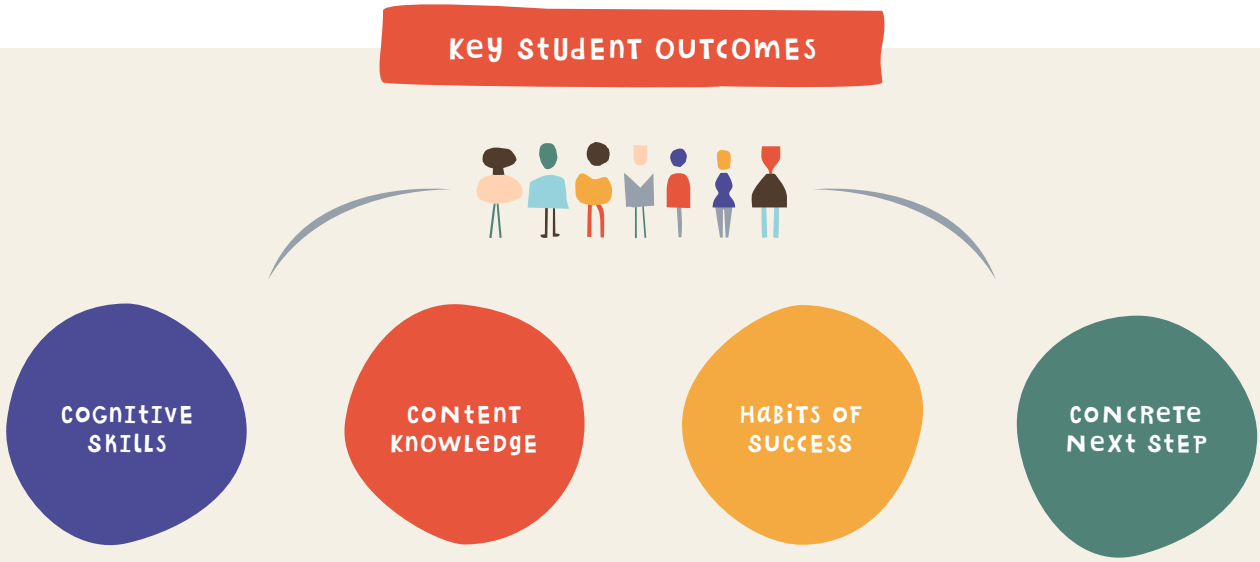
Findings from the Alumni Pathways Project represent one of the most important bodies of information to help Summit Public Schools systematically improve our learning model and our schools. This research provides specific feedback directly from students who have experienced our unique school model, providing an evidence base for improvements that is inherently student-informed and student-centered.

We were intentional in the design of the Alumni Pathways Project, choosing to do a descriptive research study rather than leveraging empirical methods commonly used in K–12 education outcomes research. Unlike traditional efficacy studies that attempt to "fix" a program or definitively measure the effectiveness of an intervention, our approach to this research recognizes that our school model must keep evolving if we are to reach our shared vision of equipping every student to lead a fulfilled life. The qualitative data we gathered through the Alumni Pathways study will deeply impact that evolution.

These data demonstrate the high level of success in college, career, and life achieved by many of our graduates and illuminate which specific aspects of the Summit experience have the most positive and enduring impact for alumni. Our data also highlight persistent barriers and challenges alumni face in life after high school, which Summit may be uniquely positioned to help students navigate. **These findings affirm and reinforce our commitment to our unique learning model. As our school network evolves, it is important that we preserve and strengthen those elements of our model which are the most impactful for students while continuing to improve to address gaps and meet evolving needs.** This study has especially important implications for the key student outcomes of Habits of Success and Concrete Next Step. In the pages that follow, we present a brief overview of Summit's 4 key student outcomes before diving into a deeper discussion of Concrete Next Step and Habits of Success.

Summit's Key Student Outcomes

Every element of the Summit school design builds on another to equip students with the skills, knowledge, and habits they need to live a fulfilled life. We focus on **four key student outcomes** through every part of our school design: Cognitive Skills, Content Knowledge, Habits of Success, and Concrete Next Step.[40]



Cognitive Skills: Essential and transferable lifelong skills

Summit emphasizes the development of students' cognitive skills. These are the Universal Skills that equip students with essential and transferable lifelong skills to navigate college and careers.

Content Knowledge: Understanding and application of fundamental content

Students must understand academic subjects more deeply than a web search can provide. They need a broad Content Knowledge base in order to put Cognitive Skills to work.

Habits of Success: Mindsets and behaviors that support well-being

Habits of Success are social and emotional skills — like resilience, social awareness, and sense of belonging — that support a student's academic and non-academic pursuits. There are 16 of them in five categories in Summit's framework.[41]

Concrete Next Step: Pursuit of a purpose driven future plan

We believe that upon high school graduation, students need a Sense of Purpose — an understanding of their interests, values and skills — and a credible path for translating those interests, values, and skills into a life of well-being. As students move through their time at Summit, they will be able to convert this Sense of Purpose into a Concrete Next Step.

These four key student outcomes are the basis of our approach to teaching and learning and are the pillars for achieving our shared vision for students. However, as of this writing, these pillars are not in equal stages of development. Cognitive Skills and Content Knowledge have been part of the Summit model for many years and draw on an extremely rich body of research and practice. By contrast, Habits of Success and Concrete Next Step are relatively new — for Summit and the field as a whole — and our understanding of how to develop them in students is growing constantly. The following discussion leverages this study's findings to illustrate the importance of these non-traditional outcomes to long-term fulfillment and the ways in which the Summit model is already set up to develop them.

Lessons from Alumni: Concrete Next Step

Concrete Next Step was formally adopted as a key student outcome during the 2019-20 school year. While we have piloted several ways to collect data throughout our students' journeys to their Concrete Next Step for the past couple of years, the Alumni Pathways study offered a substantial opportunity to deeply interrogate the meaning of Concrete Next Step with data from our alumni. The findings discussed above point in the same direction as our previous research: Students need a sense of purpose and a credible path after high school in order to be successful and fulfilled.

Finding that credible path would empower students to overcome many of the barriers most commonly reported by our alumni. For example, as discussed previously, financial independence is by far the most difficult challenge for most of our alumni. Our interviews uncovered numerous stories of false starts and wrong turns after high school that led to massive student debt, periods of unemployment, and significant stress. Other alumni told us that they struggled to find a path that could offer financial independence while also letting them live out their sense of purpose. Most telling of all are the stories of students who invested heavily in one path, only to realize the outcomes they hoped for would never materialize. For these students — who graduated well before Concrete Next Step became part of our model — developing a strong sense of purpose and a credible path during high school, with support from caring mentors working alongside family, could have made all the difference.

In fact, the Alumni Pathways study provides evidence that one of the most critical tools to build a Concrete Next Step has been in place and working for many students since the beginning: Expeditions, Summit's unique electives program that offers rigorous courses, independent studies, and practical work experience gained from internships. Expeditions was among the top three most impactful aspects of the Summit experience for our alumni. In interviews, we heard examples of how Expeditions helped alumni find their Concrete Next Step — a first job out of college, a major they never would have considered, or a place to work and gain experience right out of high school — before "Concrete Next Step" had even been defined. Now that we have defined this outcome and adopted it as one of our four pillars, we believe that we can ensure that all Summit alumni in the future will overcome the barriers faced by past alumni and be even more likely to reach fulfillment in all five dimensions.



Lessons from Alumni: Habits of Success

Habits of Success in their earliest form were introduced to Summit as a pilot in 2012. While most of the alumni in our study would not have heard their teachers use the terms that are now common in our schools, our findings nonetheless indicate that Habits are an important factor in alumni success.

Developing the social and emotional skills represented by Habits could help our future alumni overcome some of the most insidious and hard-to-define barriers facing them after high school. Mental health was the second most frequently reported barrier by our alumni, after financial issues. Our qualitative data showed that mental health issues arose directly from financial problems in some cases, but in many others, they came from dealing with the pressures of college and work. In some interviews, alumni expressed that they wished high school had taught them more "life skills," "study skills," and better "self-care" — which current Summit students might more precisely call "Habits of Success." Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits.

As is the case with Concrete Next Step, it turns out that our most important tool for building Habits of Success has been in place since the beginning of Summit's history: Mentorship, which clearly rose to the top as the most impactful aspect of the Summit experience for our alumni. Mentorship has the potential to be a powerful tool for helping all students build Habits that will allow them to succeed in whatever they pursue after high school. Habits are deeply personal; building them requires introspection, self-exploration, and honest external feedback. The strong relationships Summit mentors have with their mentees cultivate an environment where students can develop such Habits. We must continue to invest in mentoring in order to ensure every mentor is equipped to prepare students with the Habits they need to succeed in college, career, and life.





Next steps

Next Steps

The Alumni Pathways Project represents the largest scale effort to date by Summit Public Schools to measure and report the long-term life outcomes of our alumni. We found that high numbers of Summit alumni are pursuing postsecondary education and graduating from college, employed in lucrative careers, and living purposeful and fulfilled lives in line with the Summit vision. We also recognize that not all alumni are reaching their fullest potential and that there is still room for continued improvement to our school model to ensure more equitable outcomes for all of our students. Findings from this work affirm and inspire our commitment to our school model, which we continue to hone and improve.

The Alumni Pathways Project is only one of Summit's many initiatives to deepen our understanding and continuously improve on our school model. Developing aligned school models such as ours is foundational to ensuring diversity, belonging, equity, and inclusion in school design, but models alone are insufficient for sustaining student-centered schools. We acknowledge that schools exist within a broader ecosystem of parents, teachers, school leaders, and evolving federal, state, and local policies and priorities.



To create and sustain great schools, we must:

- Develop well-prepared, diverse **teachers** who stay in the classroom
- Develop transformational, diverse **leaders**
- Partner meaningfully with **families**
- Continually monitor our schools to ensure that they are working for all **students** and improve our school systems so that they serve the students positioned furthest from opportunity
- Ensure that K–12 **graduates** have access to fulfilling postsecondary pathways

Summit Public Schools is uniquely positioned to meet each of these needs. For example, Marshall Street, a division of Summit Public Schools, develops shareable solutions to these challenges and shares back what works with the education sector. Prepared Parents, also part of Summit, engages parents, guardians, and caregivers as partners in the learning of their children by offering families research-based tools and tips that support success at home and inspire confidence at school. Summit has developed an aligned ecosystem of support that serves as a catalyst for us to act on the findings of the Alumni Pathways project. Furthermore, we hope that by sharing our work as contributors to the broader field of education, we can collectively move closer to achieving our shared vision that every student will be equipped to lead a fulfilled life.



APPENDICES

APPENDIX A

Survey Instrument

Summit Public Schools Alumni Survey

Summit Alumni Pathways Survey 2020

Hi Summit Alumni! We would love to learn more about your life experiences since graduating from high school. This survey contains around 20 questions and should only take 8-10 minutes to complete. Once you answer all required questions and submit the survey, you will receive a **$5 Starbucks credit** via text or email.

Please answer all questions as honestly as you can. We promise to keep all personal information secure and confidential. Your responses to this survey will help us understand the long-term impacts of attending Summit and will help make our schools better for future generations of students.

Please note: This survey is intended for alumni from the classes of 2007 to 2016 only.

Thank you, in advance, for your time!

* 1. Name

First name

Last name

Name used while attending Summit (If different than above)

* 2. Current Email address

* 3. Which year did you graduate from high school?

* 4. From which Summit school did you graduate?

- ◯ Summit Prep
- ◯ Everest
- ◯ Rainier
- ◯ Tahoma

* 5. In which City do you currently live?

- ◯ Redwood City, CA
- ◯ San Francisco, CA
- ◯ San Jose, CA
- ◯ Other (please specify)

* 6. What best describes your current employment status?

- ◯ I am a Student
- ◯ In the Military
- ◯ Business owner or entrepreneur
- ◯ Freelancer or self-employed
- ◯ Employed by a company, Full-time
- ◯ Employed by a company, Part-time
- ◯ Not employed and not looking for work
- ◯ Not employed but actively looking for work
- ◯ Other (please specify)

7. If you are currently employed, who is your employer?

Company Name

Job Title

* 8. If you are not currently working, what is your primary activity?

- ○ Furthering my education / full-time student
- ○ Caring for children / full-time parent
- ○ Caring for other family members / full-time caretaker
- ○ Volunteering, engaging in service or unpaid work
- ○ Traveling or taking time off
- ○ Other (please specify)

* 9. What is the highest level of education you have completed?

- ○ High School diploma
- ○ Some college, no degree
- ○ Technical Certificate or Credential
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctoral Degree (MD, JD, PhD, etc.)

* 10. Are you currently in school?

- ○ Yes, full-time
- ○ Yes, part-time
- ○ No

If yes, please provide the name of your school and degree program (Bachelor's, Master's, etc.):

11. Please provide details about your technical training program (program name, type of certification, etc.)

* 12. Where and when did you earn your BACHELOR'S degree?

School Name	
Graduation Month/Year	
Major(s)	

* 13. Rate your level of agreement with each of the following 5 statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I like what I do each day and am motivated to achieve my goals.	○	○	○	○	○
I have supportive, loving relationships in my life.	○	○	○	○	○
I feel confident about managing my finances.	○	○	○	○	○
I feel engaged, proud and safe about where I live.	○	○	○	○	○
I feel healthy and have the energy to accomplish my goals.	○	○	○	○	○

* 14. How would you rate your overall sense of well-being?

- ○ Very Poor
- ○ Poor
- ○ Average
- ○ Good
- ○ Excellent

* 15. What range best describes your annual personal income?

- ○ Less than $36,000
- ○ $36,000-$59,999
- ○ $60,000-$119,999
- ○ $120,000-$239,999
- ○ $240,000+
- ○ Prefer not to answer

* 16. Please Indicate your level of agreement with the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
In most ways my life is close to my ideal.	○	○	○	○	○
The conditions of my life are excellent.	○	○	○	○	○
I am satisfied with my life.	○	○	○	○	○
So far I have gotten the important things I want in life.	○	○	○	○	○
If I could live my life over, I would change almost nothing.	○	○	○	○	○

* 17. Which aspect(s) of the Summit experience were the most impactful for you? Check up to 3 items.

- ☐ College Visits and Tours
- ☐ Culture/Sense of Community
- ☐ Expeditions/Intersessions
- ☐ Focus on developing Habits of Success
- ☐ Focus on the Six Core Characteristics
- ☐ Personalized Learning Plans
- ☐ Project-based Learning
- ☐ Relationship with Mentor(s)
- ☐ Relationship with Teacher(s)
- ☐ Relationship with Peers
- ☐ Other (please specify)

* 18. Rate your level of agreement with the following statement:
Summit prepared me well for life after high school.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
○	○	○	○	○

* 19. Since graduating from Summit, have you faced any challenges or barriers that made it difficult to achieve your goals in school, work, or life? If yes, check all that apply.

- [ ] Money/financial issues
- [ ] Physical injury/illness
- [ ] Mental health issues
- [ ] Legal issues
- [ ] Lack of support from family/friends
- [ ] Lack of mentorship/guidance
- [ ] Lack of education or training options
- [ ] Lack of employment opportunities
- [ ] Loss of a loved one
- [ ] I have not faced any major life challenges or barriers
- [ ] Other (please specify)

* 20. How could Summit have supported or prepared you better for life after high school?

* 21. On a scale of 0-10, how likely are you to recommend Summit to a friend or colleague?

0 5 10

22. If you are a parent, on a scale of 0-10, how likely would you be to send your child to Summit? If you are not a parent, please skip this question.

0 5 10

* 23. Which of the following resources can Summit provide to Alumni that you might find useful? Check all that apply.

- [ ] Leadership or Professional Development Opportunities
- [ ] Information on how to be more Civically Engaged
- [ ] Opportunities to Work with Current Students
- [ ] Opportunities to Volunteer at Summit Schools
- [ ] Alumni Mixers and Events
- [ ] Online Alumni Groups (Facebook, LinkedIn, etc.)
- [ ] Career Education and Training Opportunities
- [ ] Career Development Resources (Resume Review, Headshots, etc.)
- [ ] Other (please specify)

* 24. Are you interested in speaking with someone on our team to share more about your school, career, and life experiences since leaving Summit?

- ( ) Yes
- ( ) No
- ( ) Maybe--I need more details

25. Where would you like us to send your $5 Starbucks Credit?

- ( ) Donate my credit to support Summit Public Schools
- ( ) E-mail it to me
- ( ) Text it to me

Please enter your preferred e-mail or phone number:

APPENDIX B

List of Bachelor's Degree Granting Institutions

Top 25 Degree Granting Institutions

The top 25 colleges and universities from which Summit alumni earned bachelor's degrees are provided in the table below. Of these, 16 are public institutions and 23 are located in the state of California. Together the Top 25 institutions account for 56.3% of degrees awarded to Summit alumni from the Classes of 2007 to 2014.

College Name	Number of Graduates, Summit Class of 2007–2014 (n = 474)	State	Funding Type
University of California — Santa Cruz	30	CA	Public
University of California — Davis	22	CA	Public
San Francisco State University	21	CA	Public
Notre Dame de Namur University	19	CA	Private
San Jose State University	17	CA	Public
California Polytechnic State University — San Luis Obispo	17	CA	Public
University of California — Santa Barbara	15	CA	Public
Sonoma State University	15	CA	Public
University of California — Berkeley	11	CA	Public
University of Southern California	10	CA	Private
University of San Francisco	8	CA	Private
University of California — Los Angeles	7	CA	Public
University of California — Irvine	7	CA	Public
University of Arizona	7	AZ	Public
University of Colorado Boulder	6	CO	Public
University of California — Merced	6	CA	Public
Santa Clara University	6	CA	Private
California State University — Sacramento	6	CA	Public
California State University — East Bay	6	CA	Public
California State University — Chico	6	CA	Public
University of the Pacific	5	CA	Private
University of Redlands	5	CA	Private
Pitzer College	5	CA	Private
Occidental College	5	CA	Private
Harvey Mudd College	5	CA	Private

All Other Degree Granting Institutions

Summit alumni from the classes of 2007 to 2014 also graduated from the following bachelors-degree granting institutions. Less than 5 alumni graduated from each of these institutions.

Academy of Art University
American University
Arizona State University
Azusa Pacific University
Bard College
Barnard College
Baylor University
Bennington College
Biola University
Boston College
Boston University
Brown University
California College of the Arts
California Institute of the Arts
California Lutheran University
California State Polytechnic University-Pomona
California State University-Fresno
California State University-Long Beach
California State University-Monterey Bay
California State University-Northridge
California State University-Stanislaus
Carleton College
Carnegie Mellon University
Central Washington University
Chapman University
Colorado College
Colorado State University
Cornell College
Cornell University
CUNY Hunter College
Davidson College
Dominican University of California
Duke University
Earlham College
Evangel University
Ex'pression College for Digital Arts
Fort Lewis College
Full Sail University
George Fox University
George Washington University
Georgia Institute of Technology
Goucher College
Grand Canyon University
Hampton University
Haverford College
Hiram College
Holy Names University
Humboldt State University
Kalamazoo College
Kenyon College
Lewis & Clark College
Long Island University
Loyola Marymount University
Loyola University-Chicago
Maastricht University
Macalester College
Manhattan College
Marist College
McGill University
Menlo College
Miami University-Oxford
Middlebury College
Mills College
Muhlenberg College
Naropa University
New York University
Northeastern University
Northern Arizona University
Northwestern University
Oberlin College
Oregon State University
Otis College of Art and Design
Pacific Northwest College of Art
Pacific University
Pepperdine University
Pine Manor College
Pomona College
Portland State University
Post University
Purdue University-Main Campus
Reed College
Rollins College
Saint Marys College of California
Samuel Merritt University
San Diego State University
San Francisco Art Institute
Scripps College
Southern Oregon University
Stanford University
Suffolk University
SUM Bible College and Theological Seminary
SUNY at Binghamton
SUNY at Purchase College
Tampere University of Applied Sciences
The Art Institute of California Sunnyvale
The University of the Arts
Trinity University
Tufts University
United States Military Academy at West Point
University of California-Riverside
University of California-San Diego
University of Colorado Denver
University of Denver
University of Hawaii at Manoa
University of Idaho
University of Mary Washington
University of Nevada-Reno
University of New Mexico
University of New Orleans
University of Northern Iowa
University of Oklahoma Norman Campus
University of Oregon
University of Pennsylvania
University of Portland
University of Puget Sound
University of Rochester
University of San Diego
University of Washington-Seattle Campus
University of Wisconsin-Madison
Utah State University
Vassar College
Virginia Polytechnic Institute and State University
Washington State University
Washington University in St Louis
Wesleyan University
Whitman College
Whittier College
Willamette University
Williams College
Worcester Polytechnic Institute
Yale University

APPENDIX C

Complete List of Employers

List of employers for Summit alumni from the Classes of 2007 to 2016 who responded to the Alumni Pathways Survey and are employed full-time. This list represents the wide variety of industries and companies at which our alumni are making an impact.

49ers Academy
8x8, Inc.
A.G.E.S. Learning Solutions (AGES)
Abbott Vascular
Abbvie
Abilities United
Accenture
Ace Charter Schools
All Eyes on You Optometry
Allied Universal
Alpha
Amazon
AmeriCorps
Amgen
Anderson Rowe and Buckley
Anthem Inc
Apple
Applied Materials
Arbor Bay School
Archdiocese of Portland
Ask Media Group
Auris Health, Inc. (Johnson & Johnson)
Banfield
Bay Area House Call Physicians
BBVA USA
Behavioral Analysis Support Systems
Bill Wilson Center
Blackstone Gaming
Bodega Bay Marine Laboratory (at UC Davis)
Bohannon
Bon Appetit Management Company
Bonobos
Booking.com
Booster Enterprises Inc.
Boys and Girls Clubs of the Peninsula
Branch
Buffalo Wild Wings
Building Kidz
Caffe Carrello
Camden Pet Hospital
Caminar for Mental Health
Cañada College
Carpaccio Restaurant
Carroll Custom Homes, Inc.
Carvana
CBRE
Center For Autism and Related Disorders
Cepheid
Cheesecake Factory
City of Palo Alto
City of Redwood City
City of San Jose
Codacy Inc.
Coldstream Builders
College of San Mateo
Comcast
Community Services Agency of Mountain View and Los Altos
Constellation West
Cooley LLP
Costco Wholesale
Cotchett Pitre & McCarthy LLP
County of San Mateo
Cushman & Wakefield
DaVinci
Day For Nite
Day Worker Center of Mountain View
Delfina Restaurant Group
Department of Veteran Affairs
Destination College Advising Corps & Center for Educational Partnerships at UC Berkeley
Development Counsellors International (DCI)
Draeger's Market
Dream Volunteers
ECHELON Partners
Egnyte
Engage Hospitality
Equinix
Ernst & Young
European Wax Center
Expeditors Intl. of Washington
Facebook
Fairfield Suisun Unified School District
Fergus Garber Architects
Fessenmeyer Builders
First Transit
Foundation Medicine
Foxconn
Garage Team Mazda
Garten
Gateway Learning Group
Genentech
General Services Administration
Girl Scout Council Nations Capital
Global Glimpse
Google
Graffix Pleasures
Grand Canyon University
Grand Total
Gummicube
Haysbert Moultrie LLP
Hercules Capital
Hidden Villa
Hilton
Horizon Media
Hot Topic
HUB International
Human Interest
Hunter, Hunter & Hunt, LLP
IBEW Local Union 6
IHOP
Informatica
Institute of International Education
Intercom
Intuit
Ironridge
J.C. Cadena DDS, MS
Jayakar Medical Group
John Hopkins hospital
Karbo communication
KinderCare Learning Centers
KiwiCo, Inc.
Kobalt Music
LaserAway
Life Chiropractic College West
Life Steps Foundation

LinkedIn

Little Blossom Montessori

Lockheed Martin

Loyal Family Vet Hospital

Madewell

Maria Carrillo High School

Maxar Technologies

Microsoft Corporation

Mid Pen Housing

Mid Peninsula Boys and Girls Club

Milpitas Unified School District

MNM Property Management INC.

Modesto City Schools

Multnomah County

Myriad Genetic Laboratories

Myron's Dental Lab

Nektar Therapeutics

Nexstar Digital

Next Generation Esports

Nike

North Italia

Nuro

Oak Grove School District

OakVet Animal Specialty Hospital

Omron Robotics & Safety Technologies

OnTrac

Oportun Inc

Oracle

Orchard School District

Ovid Napa Valley

PACCAR

Pacific Gardens Assisted Living and Memory Support Facility

Pacific Gas and Electric Company

Palisade Builders, Inc.

Palmer Electric, Inc.

Palo Alto Medical Foundation

Palo Alto Veterans Institute for Research

Panasonic

PayPal Inc.

Pennsylvania American Water

Planet Granite

Planned parenthood

Policy Analysis Inc.

Precision Hearing

Premier Health Care

Prime Pain Medicine Institute

Progressive Maryland

Ravenswood Family Health Center

Raytheon

Redis Labs

Redline Towing

Redwood City School District

Revelry

Robert Bosch

Rocketship Public Schools

Room to Read

S.T.A.R Programs

Safeway

Salesforce

San Fernando Valley Community Mental Health Center, Inc.

San Francisco 49ers

San Francisco Unified School District

San Mateo County

San Mateo County Event Center

San Mateo County Sheriff's Office

San Mateo Outdoor Education

San Mateo Police Department

San Mateo Superior Court

San Mateo-Foster City School District

San Rafael City School District

Santa Clara Valley Transportation Authority (VTA)

Santa Cruz City Schools

ScribeAmerica

Seattle Genetics

Seneca Family of Agencies

Sequoia High School District

Serramonte Ford

Service League of San Mateo County

Sharks Sports & Entertainment

Silicon Valley Cardiology

Silicon Valley TMS

Skillz

SLAC National Accelerator Laboratory

Snohomish County Public Works Department

Sony Productions

South Seattle College

Splunk

Springboard

Stanford Children's Hospital

Stanford Hospital

Stanford University

Stanley Brothers

Starbucks Corp

Stewart Charley Ventures LLC

Stryker

Summit Public Schools

Sutter Care at Home

Target

Tesla

The GelBottle Inc.

The People Concern

The Riekes Center

The San Francisco Dungeon

Theravance Biopharma

Threshold Enterprises

TikTok

Tophatter Inc.

Tribe Dynamics

Tricida

Triple Aught Design

Twilio

U.S. Bank

UCSF Medical Center

United World Mission

University of California San Diego

University of San Diego

University of San Francisco

UPS

Verkada

Veronica Beard

Visa inc

Walmart E-commerce

We Are Blood

WEAVE, Inc.

WestEd

Wilson Sonsini Goodrich & Rosati

Windermere Professional Partners

Yolo County Farm Bureau

Zooka Creative

ENDNOTES

1 Including all students who graduated from Summit Public Schools between 2007 to 2020.

2 Summit Public Schools (2020). *End-of-Year Summary 2019–20*. Retrieved from: https://drive.google.com/file/d/1rdmvF2j84BDjEvn_Bu_MaM1xmOqAtwdG/view

3 Özek, U. & Sass, T. (2019). *Charter schools and student outcomes: What have we learned over two decades?* National Center for Analysis of Longitudinal Data in Education Research. Retrieved from: http://caldercouncil.org/charter-schools-and-student-outcomes-what-have-we-learned-over-two-decades/#.YAoAsuhKiUm

4 We define "alumni" as any students who graduated (earned a high school diploma or equivalent) from a high school within the Summit Public Schools network. Those students who attended a Summit school at any point during high school but who did not complete their degree at Summit are not included.

5 The National Student Clearinghouse (NSC) is a leading provider of education data for K–12 and higher education organizations. Many high schools and school districts use NSC data to track college enrollment, persistence, and completion outcomes of their graduates.

6 Web sleuthing, or internet searches, are an emerging method for collecting data on alumni outcomes. Google and LinkedIn are commonly used. For example see: Reithmeier, R., et al (2019). The 10,000 PhDs project at the University of Toronto: Using employment outcome data to inform graduate education. *Plos One, 14*(1). Retrieved from: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0209898; or see Silva, E. A., Mejía, A. B., & Watkins, E. S. (2019). Where do our graduates go? A toolkit for retrospective and ongoing career outcomes data collection for biomedical PhD students and postdoctoral scholars. *BioRxiv*. Retrieved from: https://www.biorxiv.org/content/10.1101/539031v2

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12 Based on a results of chi-squared test.

13 The margin of error for our survey is plus or minus 2.94% (95% confidence for sample size 632 and population size 1,459).

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38 Learn more and download the *Aligned School Model Framework*, developed at Summit at: https://summitps.org/the-summit-model/the-science-of-summit/

39 Learn more about Marshall Street at Summit Public Schools by visiting: https://www.marshall.org/who-we-are/.

40 For more details about our key student outcomes, see *The Science of Summit* (2017) or *Clearing the Path* (2019); both reports are available at https://summitps.org/the-summit-model/the-science-of-summit/

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