



2020-21

**Marshall
Street**

AT SUMMIT PUBLIC SCHOOLS

Marshall Street Progress Report

Summit Public Schools
Marshall Year 2

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Marshall Street

AT SUMMIT PUBLIC SCHOOLS

Marshall Street Initiatives is a coalition of educators working to systematically improve opportunities for students across the country. Drawing from 15+ years of institutional knowledge at Summit Public Schools, we target locally-felt, globally-evident problems in America's public education system so that every student has the opportunity to pursue a fulfilled life.



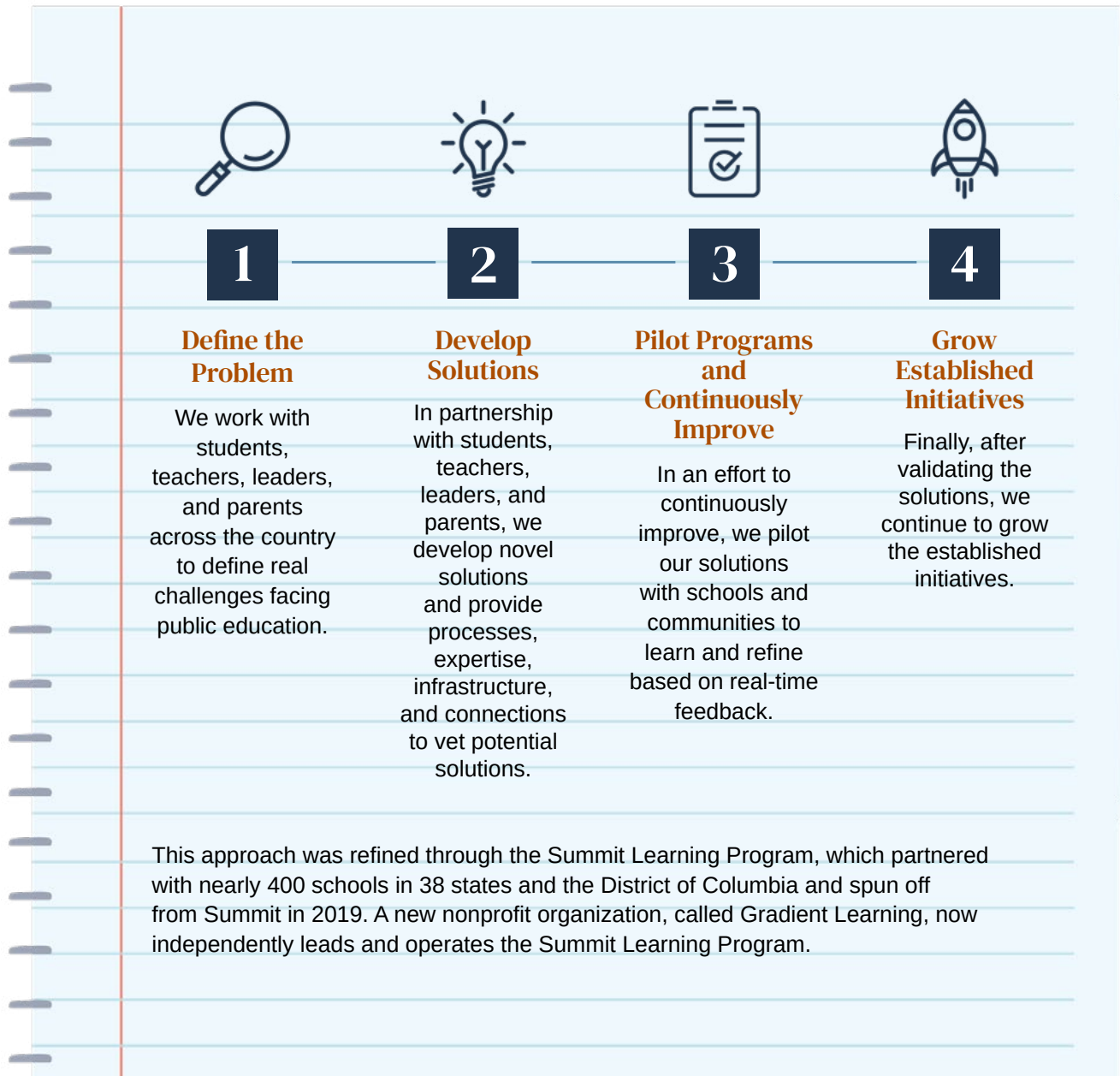
ADAM CARTER

Executive Director,
Marshall Street

Building an education system that serves all of our young people starts with redesigning K–12 schools—but it doesn't end there. With Summit, we built schools around the needs of a student community. Marshall Street was developed to support student communities nationwide. We're now developing diverse teachers and school leaders, equipping parents with tools to prepare their children for lives of fulfillment, and expanding opportunities for students with disabilities. Marshall shares Summit's spirit of innovation with others.

Marshall's initiatives implement solutions to student learning challenges in K–12 education. Each initiative undergoes a rigorous four-step development process. While there is a discipline to the art and science of innovation, in practice, Marshall's initiatives toggle through these steps in a recursive manner. As such, we offer our four-step development process below as a framework to understand how we develop solutions that are rooted in the needs and assets of communities we serve. All the while, we also embrace the day-to-day messiness of problem solving and creation.

OUR APPROACH



MARSHALL TEACHER RESIDENCY

Every student has different passions, growth areas, needs, and goals for the future. The Marshall Teacher Residency (MTR), formerly known as the Summit Learning Teacher Residency, is a one-year preparation program that trains powerful teachers to lead classrooms as we need them to be: innovative and data-driven, with students at the center of their educational experience.

THE MARSHALL TEACHER RESIDENCY IS:



Student-centered.

Place students at the center of the classroom, and support their sense of agency while building habits of success.



Data-driven.

Personalize instruction by understanding student strengths and ensuring appropriately rigorous experiences for every student.



Whole child.

Embrace our students as whole people by building strong, authentic relationships.



Anti-racist.

Engage in deep self-reflection, practice culturally responsive pedagogy, and actively fight against racist practices.

Our innovative program design mirrors our student-centered values.



Mentoring & coaching

Residents engage in consistent 1:1 coaching, feedback, and support from their Cooperating Teacher and residency program faculty, all based on individual needs and strengths.



Project-based learning

Residents engage in project-based learning that is authentic, skills-focused, and tied to foundational content.



Self-direction

Residents work toward the program's requirements at a self-directed, individualized pace, while deepening their learning through peer collaboration.

Developed in coordination with the Stanford Center for Assessment, Learning and Equity (SCALE) and born out of Summit Public Schools, our program is one of the most comprehensive residencies for aspiring teachers—placing hands-on practice, data-driven learning, collaboration, and mentorship at the heart of the year-long experience. The Residency's intentional design enables Residents to experience student-centered instruction as both a learner and a student, building coherence and alignment across the program.

In just four years, and with over 100 participants, we remain true to our initial vision of a high-quality, student-centered pathway for diverse, innovative educators. We have consistently:

- Recruited diverse cohorts of Residents with more than 60% identifying as people of color and more than 40% identifying as male.
- Surpassed the national edTPA pass rate with more than 80% of our Residents passing on their first submission.
- Created teacher leadership opportunities—our Cooperating Teachers consistently share that supporting a Resident pushes them to grow as both a teacher and an instructional leader.
- Built high-quality talent pipelines for our school partners—school leaders consistently state that our alumni are high-quality new teachers, and the majority of our alumni are already teacher leaders in their first year.

Along the way, we met incredible teachers and schools who share a similar vision for teaching and learning within the context of their own school communities. With the support of our school partners, we strive to develop teachers who are empowered to create student-centered classrooms that serve the whole child, that lead to equitable results for all students, and that are rooted in anti-racist pedagogy. The Marshall Teacher Residency remains deeply connected to Summit schools, while our community grew to include great schools and networks across the San Francisco Bay Area this school year.

The 2020–21 school year marks the Residency's fourth year, and our cohort included 31 Residents who were placed at schools that value a student-centered approach to learning. In spite of the global pandemic, we are proud to share that our cohort had nearly 100% retention this year. All but one Resident, who was called for active duty in the military, stayed fully engaged and successfully completed the program.

Across the nation, we lack a diverse teacher workforce, which [adversely impacts student learning](#). Studies show that [same-race](#) and [same-gender](#) teachers boost the academic performance of students. **Nationally, the teaching workforce is 80% white and 77% self-identified female.** Teachers across the country do not represent our diverse student population, which particularly impacts boys and students of color.

Having [a Mentor] has been such a blessing in my journey here. She makes me feel safe, valued, and welcomed any time I speak with her. I feel extremely supported.

CAT VAZQUEZ, SY20–21 RESIDENT
DESIGN TECH HIGH SCHOOL,
REDWOOD CITY, CA



We build diverse educator cohorts that graduate prepared to teach and find their passion for education.

86%

Program alumni who return to teach in their second or third year

100%

School leaders who agree our alumni are high-quality first or second year teachers

96%

Program alumni who remain in education



"I don't even know where to begin! I've really appreciated the gradual release of responsibility and the ability to observe [my Cooperating Teacher] before I try my hand at it. [My Cooperating Teacher] is so on top of things, which helps me stay on top of things as well. Maybe most importantly, I always feel respected and heard as a human being, not just as an educator."

NICK SCHWARTZ, SY 20–21 RESIDENT,
SUMMIT SHASTA, DALY CITY, CA

MTR has successfully reduced the barriers to teaching for diverse candidates who otherwise may not have had the support and opportunities to pursue the teaching profession. **In fact, three in five of our 2020–21 Residents identify as people of color, a similar proportion come from the communities in which we teach, two in five identify as men, and 31% are the first in their families to attend college.**

As we invest in the talent in our partner school communities, several Summit alumni have pursued a career in teaching with MTR over the years. This year, Summit Prep alumna Maxine Cheney successfully completed her Residency in 10th grade history at Summit Tahoma. She will be teaching history full-time at Summit Denali's high school campus starting in the 2021–22 school year.

Moreover, with a residency and gradual-release model, MTR sets up candidates for success and sustainability in the teaching profession in the long run. MTR alumni in the San Francisco Bay Area have **retention rates nearly three times those** of average new teachers.¹

In the 2020–21 school year, MTR grew by expanding within Summit's schools and adding additional partner schools in the San Francisco Bay Area. Our partner schools this year

1

Consortium for Policy Research in Education:
What are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition?

We remember teachers who utilized our voices. Teachers who listen to students, and integrate them into lesson planning and making something work. Students remember these teachers because of the impact of those moments.

MAXINE CHENEY

SY20–21 Resident at Summit
Tahoma in San Jose, CA, and
Summit Prep Alumna, Class of 2015



included **Design Tech High School, East Bay Innovation Academy, Education for Change, and Yu Ming Charter School**. We continued to solicit feedback from the additional partner schools and continuously improved our offering and support for both our Residents and school partners. According to our survey data, the MTR program experience is consistent and comparable for both the school partner and the Resident, regardless of whether they were placed at a Summit school or additional partner schools in the San Francisco Bay Area.

What are the highlights of your work with your Resident this year?

“Watching [Residents] learn how to look at their lesson plans and lesson execution with a critical eye and make changes as they continued teaching. It was really great to watch a new teacher be able to develop skills that it takes teachers a longer time to do.”

**ALANA BULLER, COHORT 4 COOPERATING
TEACHER, SUMMIT EVEREST**



We are proud of how our 2020–21 cohort (also referred to as Cohort 4) persevered and grew in their teaching practice despite the unprecedented challenges they faced throughout the COVID-19 pandemic. The cohort started the program in July 2020 and completed their residency year virtually. We intentionally and strategically made decisions to adapt and shift the MTR program into the virtual environment, centering the Residents and school partners throughout and staying true to our core values. As a result, MTR successfully delivered the same high-quality, supportive, and comprehensive program virtually.

We have a number of indicators of the program’s success in a virtual model:

- 79% of Cohort 4 Residents have passed the edTPA as of July 2021, exceeding the national average pass rate of 72% and comparable to previous cohort pass rates
- Two-thirds of Cohort 4 Residents have accepted teaching positions for 2021–22 at the school or network where they trained during the residency year.
- 100% of school leaders are confident that this cohort of Residents will need less support in their first year of teaching compared to peers.

- 100% of Cooperating Teachers report that the quality of instruction in their classrooms has improved as a result of hosting a Resident this year.
- The average program recommendation score for Cohort 4 Residents is 8.96 on a scale of 1–10.

As a result of our learnings and demonstrated success with the virtual model this year, MTR is expanding to a statewide program model in the Central Valley and greater Los Angeles regions, starting in the 2021–22 school year.

I've loved our resident participation in staff conversations around equity and diversity. I think our residents continue to push their teaching practice and have helped our [Cooperating Teachers] grow as teachers and leaders.

**KIM FRANKEL, PRINCIPAL
EAST BAY INNOVATION ACADEMY,
OAKLAND, CA**



Where have you felt the most successful this year, as a first-year teacher?

I've had a lot of little successes so far. There was a coach who watched my class for the first time about two weeks ago. I asked her, "Is there any feedback? What would you change?" And she said, "Becca, as a coach I'm not supposed to be making judgements on whether you're good or bad; we're supposed to be telling you what's effective and what's not." Then she told me, "It was flawless. Better than tenured professors I've seen. We're going to have people come watch you that need help with the virtual school format."



BECCA WIHL

Biology Resident,
Cohort 3

A few kids also said, "Miss Wihl's science class is so fun!" and I felt like I was going to cry. I'm making a difference. There are 50 staff members at this school, so starting to be recognized as a solid staff member when I'm so new is very exciting.



Leadership Fellows, 2020–21 Cohort

MARSHALL LEADERSHIP INSTITUTE

The Marshall Leadership Institute (MLI), formerly known as the School Leader Certification Initiative (SLCI), is dedicated to rethinking and redesigning how we identify, develop, and support powerful school leaders. As we recognized the broader vision of our work, we changed our name to reflect that we build intentionally designed programs for an educator's entire leadership journey, with certification marking just one small step on the pathway to educational leadership. We centered our focus on the equally important work that takes place before the certification process (interest and exploration in leadership; finding and establishing yourself as a leader) and after the certification process (induction and ongoing professional development).

With educators' entire leadership journeys in mind, MLI develops high-quality, scalable solutions to local and national challenges in school leadership.

"Leadership Fellows is by far one of the best decisions I have made to build upon the growth mindset I push myself to have. Collaborating with educators from different parts of the country on different pages in their educational careers brings so much insight and wisdom.

Whole-group discussion with leadership practice and feedback is an integral part of growing, but the most beautiful part of each session is the love and support you see the group giving to each other. The commitment is small in comparison to the invaluable knowledge gained that will last throughout your education career."

AKIYA ESTELL MINNIEFIELD, MIDDLE SCHOOL SCIENCE TEACHER & INSTRUCTIONAL COACH AT STRIVE PREP MONTBELLO, SY21 FELLOW—COLORADO



- **High-quality preparation:** Only 49% of districts and CMOs report being satisfied with their current candidate pool.
- **Diversity:** Our principal workforce doesn't demographically reflect the students our country serves. 78% of school principals are white and serve an increasingly diverse student body within their schools.
- **Retention:** One out of five principals leave their role every year.

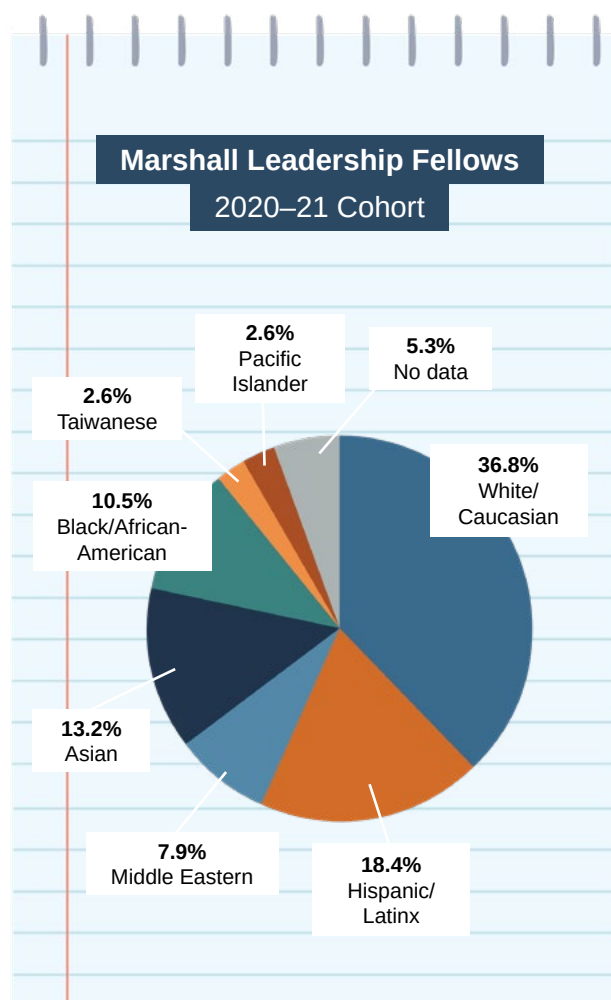
Our leadership programs are designed to address these challenges by mirroring the experience of school leaders in a supportive environment. We develop fellowships to support aspiring and current school leaders at every stage of their development.

Our flagship program, Leadership Fellows, began at Summit Public Schools. For over a decade, fellows consistently served as a pipeline into school administration and network leadership roles within Summit. Marshall began operating the Leadership Fellows Program in the 2019–20 school year and has transformed it from a generalized leadership program into one that explicitly prepares candidates to join and be successful in entry-level school-site leadership roles.

About the 2020–21 Cohort

In the 2020–21 school year, we welcomed 28 Leadership Fellows, nearly doubling our class from our inaugural year. Fellows came from Summit schools and additional partner schools across the country, including East Bay Innovation Academy, Impact Public Schools, Knox County Schools, and STRIVE Prep. We applaud this cohort for their courage to explore and embody leadership in the face of the COVID-19 pandemic.

On average, our 2020–21 Leadership Fellows have six years of teaching experience when they enter the cohort. Additionally, 40% of Fellows based in California served as Cooperating Teachers to residents in the



Marshall Teacher Residency, supporting the growth and development of the next generation of educators.

Over 60% of the Leadership Fellows identified as BIPOC (Black, Indigenous, People of Color).

Initial results from our 2020–21 cohort are exceptionally strong. 50% applied for leadership positions, and 86% of those who applied were offered leadership roles. 100% recommended this program to those interested in school leadership.

Of our inaugural cohort of alumni, 100% of those who were in leadership positions already or stepped into leadership roles for the first time during 2020–21 will be continuing their

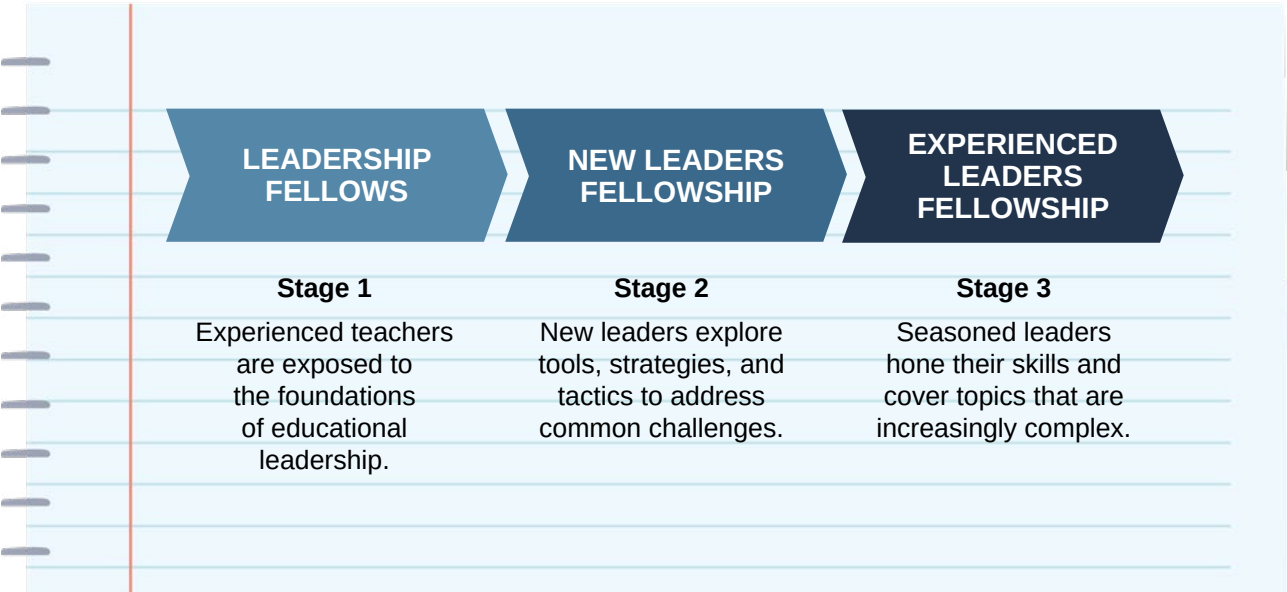
leadership practice for the 2021–22 school year. We look forward to empowering more educators to make a broader impact across Summit and other organizations they may go on to lead.

Next school year, in 2021–22, the Marshall Leadership Institute is expanding to Washington State, and MLI will provide a pathway to leadership for diverse candidates in Washington schools. Additionally, in response to feedback from our Leadership Fellows and alumni, as well as increased demand for leadership development, MLI will operate differentiated programs to suit the needs of each candidate depending on their stage of development. Leadership Fellows will continue to serve emerging leaders who are experienced teachers. The New Leaders Fellowship will support school leaders with one to two years of experience, and the Experienced Leaders Fellowship will convene seasoned leaders to continue to develop their skills.

Collectively, our programs—Leadership Fellows, New Leaders Fellowship, and Experienced Leaders Fellowship—develop highly prepared K–12 school leaders in collaborative, diverse cohorts so we can learn from each other and go far together.

“Good leadership is about partnership, critical thinking, and creative problem-solving. Through Leadership Fellows, we have built a community in which I feel comfortable being myself and sharing my thoughts through problem-based learning. This community inspires me to become an even better educator and leader.”

**GABRIELA VILLEDA, ELEMENTARY SCHOOL
TEACHER AT IMPACT PUBLIC SCHOOLS, SY21
FELLOW—WASHINGTON**



Where have you felt the most successful this year, as a first-year school leader?

Coming from a teacher perspective, I used to only have to worry about one group of people—my students—and how they would respond. As a first-year school leader, the scope changed, and I had to think of impact for students, teachers, faculty at other sites, and families. I felt successful in being able to make those calls.

In what ways did Leadership Fellows help prepare you for your new role?

Leadership Fellows (LF) was a definite factor in preparing me to tackle the challenge I mentioned before. Through Problem-Based Learning (PBL), I thought about problem response with a much larger scope that I wouldn't have gotten anywhere else. Through the program, I also talked to other people with different perspectives that would push my thinking outside the box. To this day, I still think about some of the structures we used during our days to help me figure out a problem (e.g. The 5 Why's or the Fish Diagram). I think LF is a good place for people in preparation of taking a leadership role in any organization.

ANGEL BARRAGAN

Summit Expeditions, Dean of Culture and Instruction



NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

The Continuous Improvement initiative at Marshall Street serves a multi-year Networked Improvement Community (NIC) composed of ten charter management organizations (CMOs) to make dramatic gains in the learning experiences and outcomes for Black and Latinx students with disabilities experiencing poverty. Alongside technical assistance providers SWIFT Education Center, NIRN, RTI International, and SRI International, our goal is to systematically improve the way our community serves students with disabilities and bring these solutions back to school systems everywhere. Collectively, the CMOs in the NIC serve more than 75,000 students around the country.

We believe deeply in the power of this network to collectively enact bold changes, share lessons learned, and grow together. Thus, we structured the three-year arc of network experiences to harness the power of the network through convenings, cross-CMO collaboration opportunities, and virtual “spotlights” across the network. Working together in our pilot community and across the field of education, we can ensure students with disabilities have multiple layers of support no matter where they find themselves: in normal times, in times of crisis, and in the world we choose to build after COVID-19.

Recognizing that a revised approach would be necessary to effectively support our CMOs in the COVID context, the network designated 2020–21 as a “planning year.” Virtual collaboration opportunities continued throughout the year, including biweekly coaching calls, improvement reviews, convenings, data tool development, and personalized support. Through these opportunities to connect, we ensure that all focal school sites and improvement teams have built the capacity to be ready to implement formalized change ideas toward their aims by Fall 2021.

March 2021 Convening

After officially launching the NIC in January of 2020 and making a strategic pivot of planned activities in the network due to COVID-19, the NIC conducted the first of six CMO Convenings in March 2021. We convened over 130 professionals committed to continuously improving how we serve our Black and Latinx students with disabilities experiencing poverty. Together, we defined the focus of our work to make dramatic gains for the students furthest from opportunity over the next two years. This included helping CMOs develop their Problem Statements and Aims and then defining the pathway to get there, embodying best practices from continuous improvement.

The event spanned three days, including a half-day pre-convening focused on role-alike sessions, as well as two and a half days of general convening events. The event had five core objectives: Alignment, Commitment, Improvement, Relationships, and Inspiration.

Impact of the Convening

Alignment: CMOs defined and aligned on Problem Statements and Aims.

- 100% of CMOs left the convening with agreed-upon Problem Statements, Aims, and draft Primary Drivers (as well as a starting list of Change Ideas).
- 98% of survey respondents agreed their team “developed an ambitious but achievable Aim.”

Commitment: CMOs formed Improvement Teams committed to the roles and responsibilities necessary to achieve their Aim.

- Over 98% of respondents agreed with the statement: “I am clear on what my roles and responsibilities are related to this work in the coming years.” (all but one participant)
- In the words of one participant, “It was incredible to see the improvement team coalesce and move from a relatively atomized group to a fully aligned, committed, and excited team.”





NIC participants react to a welcome songlist at the inaugural virtual convening.

Improvement: Participants established understanding of continuous improvement basics and how the components of an improvement initiative work together to support students.

- Formally and informally, many participants commented on their expanded and increased understanding of the components and whole system of continuous improvement.
 - “Our problem statement and aim statement didn’t change that much, but we had such robust discussions around them both that I think was so important... [Because the team] had the opportunity to be part of the creation process, [these] statements will be more meaningful to our team.”
- When asked to share one thing learned that will have the most impact in supporting students, respondents said:
 - “I loved the support from Marshall Street, flexibility and time with our CMO to really dig into the problem statement, AIM and drivers/change ideas. The convening was impressive...so joyful and engaging! ...It gave me ideas of what each network was about and where I would want to go to learn.”
 - “There was a great connection from CMO <--> school to coordinate efforts around a similar goal that I found really helpful and insightful!”
 - “We might be trying to drive too much change from the Home Office and might be better served letting more live at the campus level.”

- “Really looking at our problems with a data driven approach that asks us to focus on the user.”
- “I learned the importance of taking a step back in order to create a clear focus so that ‘keeping the main thing the main thing’ is possible.”
- “Keeping in mind that I need to go slow to go far...I typically want to jump in and start solving the problem right away. It’s important that these ideas and measures are reflective of our goal”

Relationships: Participants formed at least one relationship across CMOs and got to know the network broadly.

- 100% of respondents agreed, “I made a new connection with someone across our network.”

Inspiration: Participants were inspired by the history, vision and purpose of the NIC

- 100% of respondents agreed, “I’m leaving excited about our work related to our network moving forward.”
- Over 96% of respondents agreed, “The Convening was a positive and productive experience.”

As the 2020–21 school year came to a close, we provided targeted coaching and support, and centralized activities for learning and collaboration across the NIC. We supported CMOs to define the changes that they would introduce in their schools to address the needs of their students and reach the dramatic gains defined in their contexts. All CMOs finalized their Project Charters defining their improvement effort over the next year and are ready to launch cycles of continuous improvement on their targeted change ideas in Fall 2021.

The Networked Improvement Community for Students with Disabilities will continue to improve on its programming, coaching, and support during the 2021–22 school year.

“By June 15, 2023, Simon Gratz Mastery Charter will increase the enrollment in post secondary next steps (Education, Workforce, Military, Job Training) for students with disabilities from 53% to 75%. Gio and Paula (our improvement advisors) have been instrumental in helping to make this goal attainable by providing resources to help the Mastery team think through all of the ways that we can attack this goal. Through our biweekly meetings they have become true thought partners.”

EMERY SYKES, DIRECTOR OF POST-SECONDARY PLACEMENT (SPECIAL POPULATIONS) AT MASTERY CHARTER SCHOOLS

NIC PARTICIPANT TESTIMONIALS

What is the aim you’re trying to reach for students with disabilities in your network, and what role has NIC played to support you in reaching that aim?

“Our aim for this project is to increase the growth students with disabilities achieve in reading and math each year, while also increasing the rate in which our students are graduating A–G eligible (by earning a C or higher in their rigorous A–G course load). We have selected a double barreled aim intentionally to bridge the needs of skill building in reading and math as well as ensure our students are learning deeply and thriving in their core A–G classes. The NIC has allowed us an opportunity to collaborate and share resources with other CMO leaders across the country, which has been an invaluable experience for us. We have been able to learn from other CMO’s successes, share resources, and brainstorm tough issues that we are all trying to solve, for the greater benefit of ALL students with disabilities being served across the entire project.”

GLYNIS SHULTERS, MULTI-TIERED SYSTEM OF SUPPORT (MTSS) ADVISOR AT GREEN DOT PUBLIC SCHOOLS



PREPARED PARENTS

Families want caring and safe schools, the opportunity for their kids to go to college and to experience success, and for their kids to build a purposeful life—and yet, they don't feel they have the tools to help their kids across the finish line. They are tired of running a parenting race—the winner-take-all competition that fuels inequitable schooling.

Families are asking questions about preparedness. They want to understand how their kids develop and learn, and what matters most to their kids' growth and success. With that knowledge, families want to be the most powerful advocates for their kids, both at home and at school.

Marshall Street is dedicated to deeply understanding the needs of parents and children. We use our learnings to respond to the changing educational landscape and challenges facing our nation's families.

We began with Prepared Parents to provide families with the tools to nurture their kids' social-emotional and learning needs at home. Today, we are focused on exploring new, integrated models of support and services for families as they navigate moments of crisis for their children at school.

Families across the country have had over a year of unprecedented times. With the global pandemic, and as a decentralized school system debated between the use of technology and reopening physical school facilities, parents and caregivers were forced to take their children's education into their own hands.

At the start of the 2020–21 school year, amid COVID, too many families felt the intense pressure of balancing school, work and parenting. And on top of it, families worried about whether their kids would get the most out of school, and amid the COVID-19 pandemic, they wanted the school year to be meaningful.

UNBOXED by Prepared Parents

Prepared Parents worked quickly and nimbly to support families struggling with these new and unprecedented challenges. When schools closed, parents needed resources to meet the challenges of remote learning and tools to support their kids' mental and social-emotional health. UNBOXED by Prepared Parents launched in Fall 2020 to fill this gap.

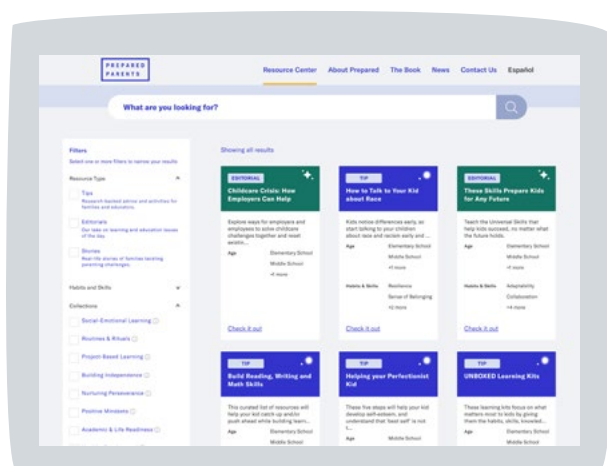


UNBOXED by Prepared Parents digital learning kits were designed to focus on what matters most to kids by giving them the habits, skills, knowledge, and routines to learn with a purpose. Each digital learning kit unpacked the best of education into a monthly experience for grades four to nine.

The kits included the best of academic enrichment, backed by critical social-emotional skills. And the Tips and Activities helped kids become more

independent, while also building skills to overcome challenges, manage stress, and stay focused.

As vaccination rates increased and schools began reopening, we listened to parents and their needs. In response, we transformed UNBOXED by Prepared Parents into a robust resource center that houses all 100+ resources focused on the research-based, bite-sized tips, tools, and projects that are most valuable to families and educators post-COVID, and on what matters most to kids' development, learning, and growth. The tools are available at their fingertips, at any time, and are easily accessible through a search function and in both English and Spanish.



In the Resource Center, a visitor can use the search feature to write in a question they have. For example, *How do I teach my kids to manage their emotions?* or *How do I help my kids overcome obstacles?* Or visitors can filter by specific habits and skills, such as self-direction, resilience, sense of belonging or critical thinking, that they want to nurture.



Parents, coaches/mentors and educators are often looking for help with a specific challenge. To help, we've also organized our resources by collections (e.g., Ending School Strong, Race and Culture, Project-Based Learning and Social-Emotional Learning, among many others).

UNBOXED by Prepared Parents was built on the foundations of parent engagement after the publication of *Prepared: What Kids Need for a Fulfilled Life*, a book authored by Summit's CEO, Diane Tavenner, and Prepared Parents' COVID rapid-response support for parents to find success at home with their children during shelter-in-place. After about six months of operation, UNBOXED enabled families to make learning feel engaging, meaningful, and fun to kids again.

"Learning is a family affair here. In fact, I printed these 16 habits out and they are on the wall in our kitchen. This is what it's about...UNBOXED has now become a resource for the teaching team and we now have a shared language and approach. And back at home, UNBOXED is a team effort, sparking dinner time conversations, focused learning times and thinking differently about education."

Tosha, her husband, and their four kids live in a rural part of the Northwest. Tosha used to be an educator; she now works in a different profession but holds tight to her passion for excellent and equitable public schools. She is the president of her local school board and works tirelessly as an advocate for education in her community.

The journey to good schooling for their kids has been long, met with frustration, resignation and heavy lifting. Finally, they are in a good spot, though remote learning is a challenge. When Tosha saw that UNBOXED was coming out, she was thrilled. She took the box to her district administrators to show them what excellence looks like, not just content, but approach.

TOSHA

Prepared Parents
Community Member



We also believe deeply in working with mission-aligned organizations to share our resources with families. The COVID-19 pandemic offered an opportunity to bring collective resources together across industries to meet parents' needs. To complement our work as an educational institution, we set out to partner with approximately 30 different employers, community-based organizations, and other education providers to provide our resources to more families across the country.

Since launching UNBOXED by Prepared Parents, we learned a few key lessons and validated them as we continued to strengthen our offerings. First, parents and caregivers seek to understand how their kids develop and learn, and they want to know how they can best support their kids and be their most powerful advocates. Sadly, parents and caregivers are often isolated and have little to no support or tools, leading to a desire and need for parenting role models, best practices, and shared community. As such, there is an area of opportunity for social-emotional learning tools during and post-COVID to support parents and caregivers. Simultaneously, there is growing interest from education reform and enrichment organizations to use UNBOXED by Prepared Parents as a shared language between teachers and parents to connect the students' experiences from school to home.

Looking ahead, we will continue to engage with parents, caregivers, and partners to respond to ongoing uncertainty as schools reopen and the world shifts to a post-COVID era.

UNBOXED

by the numbers

An engaged following of more than

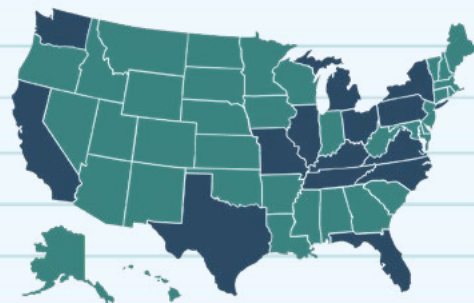
53,000

parents and caregivers nationwide that we connect with through our direct communications channels

Reaches nearly every state, with

more than 60%

of registered users coming from 15 states



Has reached more than

450,000

and caregivers through partners who are committed to sharing UNBOXED across their communities

“Before I was making the goals for Ben, but after looking at Plan in UNBOXED, I realized he needs to make his own goals. He’s decided his own goals are raising his hand to answer questions five times a day, turning in assignments on time, and taking notes...it IS great!”

John and his wife are engaged in their kids’ schooling, making choices about where to live in proximity to “good” schools. Their 12-year-old son struggles with organizational skills and engagement—even before COVID! John didn’t feel his son’s teachers were helping him with foundational skills like how to study or take notes.

Remote learning has been hard for the family. But, John shared that UNBOXED made him think differently. He has been working with his son on goal planning and using the Check-in and Check-out routine. John also shared that so far UNBOXED has him wondering how teachers can be wholly dedicated to the success of the kids and building their confidence, not only rote memorization.



JOHN

Prepared Parents
Community Member

Navigating Critical Moments in a Child’s Education

While the pandemic was a once-in-a-lifetime event that impacted us all, millions of families experience individual disruptions every year when they find out their child is struggling, or when they are told school “just isn’t working.”

- [One in five children in the U.S. have learning and attention issues](#) such as dyslexia and ADHD.
- [7.1 million students \(14% of public school students\) receive special education services.](#)
- [2.6 million students \(5% of public school students\) had serious discipline problems](#) that resulted in an out-of-school suspension.

Whether it’s a diagnosis of a learning difference or trauma-related mental health challenge, navigating these moments of crisis is stressful, confusing and isolating for families. Without support, these disruptions can have negative, long-lasting consequences for children. And like other educational disparities, these consequences disproportionately affect students of color and our most underserved communities.

These challenges are complex. Yet too often, both families and schools lack the information, resources, and coordination to work together to quickly develop a cohesive plan that best serves the child and family.

What if families had access to a cohesive and reliable system of support to navigate moments of crisis that leads to the best long-term outcome for kids, and is sustainable for schools?

Starting in the 2021–22 school year, the team that brought Prepared Parents to life at Marshall Street will pursue a new initiative to explore the creation of an integrated, one-stop model that combines:

- Interventions with a focus on holistic care and learning (whole child)
- Coordination of assessment and diagnosis for children
- Information for educators and families on local, state and federal rights and regulations
- Behavioral and developmental supports so kids can thrive
- Access to services like occupational, speech, physical and other critical therapies

Taking our iterative innovation approach to heart, Mira Browne, our Entrepreneur-in-Residence at Marshall Street, will be starting up a new initiative to meet families' needs.

POSTSECONDARY PATHWAYS

At Summit, all students are expected to graduate with mastery of Cognitive Skills, Content Knowledge, and Habits of Success, and all students will leave high school with a Concrete Next Step in place. The purpose of Marshall's Postsecondary Pathways initiative is to better advance students toward Summit's fourth outcome, Concrete Next Step.

After a year of deep learning and vetting ideas to pilot for the Postsecondary Pathways initiative, Marshall Street identified clear ways to integrate our previous research, [Clearing the Path](#), into day-to-day operations at Summit schools' Expeditions team. We also invested in improving our approach to assessment in Concrete Next Step programming. While we provide strong "end of high school" assessment mechanisms through Personal Advisory Boards and Oral Defenses, we see an untapped opportunity to bolster supports to students along the way. In particular, students gain tremendous value from our internship program, building work experience, social capital, and relevant professional skills. We believe students could be even better supported with an enhanced internship program, guided by a strong assessment of the internship learning environment against intended student outcomes.

In collaboration with College Track and Education First, our diverse multi-stakeholder team explored how we might improve our internship assessment and delivery. Our work on the internship program was further corroborated with the key learnings from our most recent research, [Pathways to Success: Exploring the Long-Term Outcomes of Alumni from Summit Public Schools](#) (see prior section entitled "Following the Paths of Summit Alumni"), pointing to a need for additional support for career readiness and preparing for next steps after high school. Ultimately, our Postsecondary Pathways research deeply informed us of the importance of redesigning our Expeditions program to meet our students' needs, and that work will be housed at Summit Public Schools as a continuous improvement initiative (see prior section entitled "Expeditions Redesign").

As a result, in December 2020, we discontinued the Postsecondary Pathways initiative in its current form for the 2020–21 school year, focusing and redoubling our efforts on the task of ensuring that every K–12 graduate, regardless of zip code, socioeconomic status, or race, has a deeply considered, community-supported, and purposeful Concrete Next Step beyond high school.

Looking ahead to the 2021–22 school year, Marshall Street will continue to build on our research to inform the early development of a new, related initiative centered on assessment.



Learn More

Learn more about our work at www.marshall.org.