



*Meeting the Urgent Challenge:
Success on AYP*

**A Proven
Targeted Extended Day Program**

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The Challenge: Low-Performing Students Need Immediate Help to Reach Proficient Status

While districts embark on comprehensive efforts to increase student achievement through improved curriculum and instructional practices, there is an immediate need to help low-performing students make swift academic gains. The urgency to address these low-performing students' academic needs is driven by:

- Many schools are in various stages of Program Improvement based on CST performance of particular sub-groups, including Hispanic/Latino, Socio-Economically Disadvantaged, and English Language Learners.
- English Language Learners in these subgroups have not made sufficient advancement, as measured by the CELDT test, to be re-classified as English Proficient.

Meeting these students' immediate academic needs requires more human capacity than their classroom teachers are able to provide, and requires diagnostic testing and individually prescriptive curriculum currently unavailable to these students. Further, these students need more time for instruction than exists during the regular school day.

The Opportunity: Schools Meet AYP by Targeting Students with Additional Assistance

By targeting a relatively small number of "bubble" students (those close to "Proficient on the CST) with additional, individualized academic support from Extreme Learning, schools can meet its 2009-2010 AYP targets and/or Safe Harbor for a very reasonable cost.

The Solution: Targeted Extended Day Program

To supplement the efforts of classroom teachers, Extreme Learning will provide an on-site, after-school tutoring program to students at selected Program Improvement schools. This Extended Day program will target students who have a combination of factors:

- Have scored "Basic" on the CST test
- Are members of the sub-groups identified as not meeting AYP targets
- Are in a grade level most likely to be able to meet proficiency

The Targeted Extended Day Program consists of 2 hours per day, 2 days per week with:

- Individual learning plans focused on specific standards and benchmarks, incorporating
 - CST scores, CELDT scores, and District benchmark assessment data
 - Standards-based diagnostic assessments provided by Extreme Learning
 - Teacher recommendations of targeted knowledge and skills to emphasize during tutoring
- Standards-based multi-sensory instructional software with:
 - Mathematics
 - English Language Arts (ELA)
 - English Language Development (ELD)
 - Formative assessments requiring 80% mastery before advancing
 - Summative assessments correlated to the CST
- Individual tutoring on:
 - CST Blueprint Released Test Items
 - Assistance with instructional software content
- Technology training (for middle school students) focused on improving writing skills

The Benefits: Students, Schools, and the District all Gain from Program

Providing the Targeted Extended Day Program will result in benefits to students, school staff members, and the District, including:

- Schools meeting their AYP targets and emerging from Program Improvement Status
- District meeting its AYP target and avoiding Program Improvement Status
- Students being more successful on their classroom homework and improving their grades
- Students who are English Language Learners being reclassified as English Proficient

Targeted Students

A data analysis by subgroup of a sample elementary school in Program Improvement indicates that moving 58 students who scored “Basic” on last year’s CST test for English Language Arts to “Proficient” this year will result in the school meeting its AYP targets for 2009-2010. Moving 18 students will result in the school reaching “Safe Harbor” status. In the sample below, targeted students will be part of three subgroups: Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners. Extreme Learning has this analysis complete in both English Language Arts and Mathematics for every school in your district.



Exiting Program Improvement: Partner School CST Data Analysis

District: **Morgan Hill Unified**
School: **El Toro Elementary**

English Language Arts

Targets for English (% at Proficient and Advanced)

2008-2009: **46%**
2009-2010: **56.8%**

Met Target for English in All Subgroups 2008-2009: **No**
Already Met Suggested 2009-2010 Target for English in All Subgroups: **No**

Subgroups	Enrollment	Subgroup?	# Needed for 08-09	# Passed in 08-09	% Passed	Met Target 08-09	Met Target 09-10	Additional # To Meet Suggested for 09-10	% Needed for SH 09-10	Add'l # Needed for SH 09-10
African American or Black (not of Hispanic origin)	16	No	0	7	46.7					
American Indian or Alaska Native	4	No	0	-	-					
Asian	30	No	0	20	66					
Filipino	14	No	0	7	50					
Hispanic or Latino	213	Yes	97	62	36.5	No	No	58	37.5	18
Pacific Islander	1	No	0	-	-					
White (not of Hispanic origin)	153	Yes	70	105	76.5	Yes	Yes			
Socioeconomically Disadvantaged	172	Yes	79	40	24.5	No	No	57	32.1	16
English Learners	118	Yes	54	45	39.5	Yes-Alt	No	22	45.8	9
Students with Disabilities	42	No	0	6	16.2					
Schoolwide	437	No	0	207	49.5	No	No	58*		18

Elementary and Middle Schools – *AYP Calculations are based on the CST results from grades 2 through 8, including a writing test in grades 4 and 7, and CAPA results for English Language Arts and Mathematics*.

High Schools – *AYP Calculations are based on the CAHSEE English Language Arts and Mathematics administered to grade 10.*

Program Logistics

On Site

Extreme Learning provides its Targeted Extended Day Program **on the school site** and in regular classrooms.

Small Groups

Academic Coaches tutor students in a **5-1 ratio** in groups of 10 students in each room. As five students are engaged with one tutor in computerized academic assessments and skill building, a second tutor individually tutors the remaining five students, who are working on adapted CST Blueprint Release Items and on their classroom homework. After one hour, the two groups of five students switch activities, remaining with their tutor.

2 Hour Sessions, 2 Days a Week

Each group of 10 students meets **daily for two hours**. While five of the students work on test skills, the other five work on filling knowledge and skill gaps using laptop computers.

Communication

Academic coaches provide bi-weekly reports to teachers and administrators about what students are learning, their progress, difficulties, attendance and behavior. We provide a checklist for teachers to inform Extreme Learning coaches of specific assistance their students may need that week. We also provide **monthly progress reports for parents, translated into Spanish** if needed. We meet monthly with principals and district administrators to share achievement data and ensure smooth operation of the program.

Laptops

For each of its school sites, Extreme Learning provides **laptop computers** with headphones, a server, a printer and a wireless network. Five laptops are allotted to each group of 10 students, so that every student has a computer the one hour of academic assessment and skill building a day. Extreme Learning provides all set-up and technical support, and requires only a single Internet drop per classroom.

Print Materials

Extreme Learning provides adapted **CST Blueprint Release Items** for all students in Language Arts and Mathematics. This focused instructional content includes both grade level and remedial test items. We have developed conceptual overview sample problems and lessons on test-taking strategies, as well as instructions for our tutors on how to help students on each problem.

Administration

Extreme Learning handles all administrative tasks, including contacting parents about the program through letters and phone calls (in Spanish when needed). We conduct parent meetings in English and Spanish, handle registration, call parents if students miss the program, and provide documentation of attendance, behavior and academic progress.

Program Elements

Standards-Based Assessment

We conduct initial, mid-point and final **summative assessments in reading, language arts and mathematics**. We conduct **frequent formative tests** using quizzes and assessments imbedded in our licensed academic content software. All students have individual accounts with their own logins and passwords. This allows us to provide **immediate results** on summative tests to teachers and parents. The **test data are presented in aggregated form** to school and district administrators at regular meetings, and are available online for administrators to access when necessary.

Individual Learning Plans

The results of these tests inform the creation and ongoing modification of **Individual Learning Plans for each student**. We also collect initial placement data from the school—including CST and CELDT scores—as well as information from teachers and parents. Adjustments to the plan are made based on homework performance as well as ongoing assessment results. Individual Learning Plans include a **detailed scope and sequence through standards-based academic content** in language arts or mathematics, done on the computer.

Academic Skill Building

Extreme Learning licenses best-of-class, California standards-based academic content from **Siboney Learning** (Orchard), **Riverdeep** (Destination Reading and Destination Math), and **Renaissance Learning** (English in a Flash and Fluent Reader). We then weave this multimedia content together with the expertise of our academic coaches to create a motivating, powerful learning experience for students. We use **Dr. Howard Gardner's Multiple Intelligence Theory** and **Stephen Krashen's language acquisition theories** to help select content and guide our program development. Students work on these programs on their own laptop computers for one hour per day with the guidance of a tutor.

Focused Instruction

The Targeted Extended Day Program is focused directly at the California High School Exit Exam (CAHSEE) and the California Standards Tests (CST). Students get extensive **practice taking standardized tests**, and receive **immediate feedback** on both content and test-taking strategies. All students in our program review additional test preparation materials before the CST test in the spring. We use adapted **CST Blueprint released items** and CAHSEE preparation workbooks from **The Princeton Review**.

Technology Training Emphasizing Writing

Extreme Learning also teaches students **basic computer skills**. We use Mavis Beacon Teaches Typing from Riverdeep for those students needing instruction in keyboarding. We focus on computer **productivity skills** including word processing, electronic presentation, and communication through software tools and monitored use of the Internet.

Results

2008-2009 Targeted Intervention Program Results

School	District	Program Focus	Made AYP
Lane (Warren) Elementary	Inglewood Unified	Math	Yes
Thomas Law Reed Elementary	Kings Canyon Joint Unified	Math	Yes
Washington Elementary	Kings Canyon Joint Unified	Math	Yes
Sheridan Elementary	Kings Canyon Joint Unified	ELA	Yes
General Grant Middle	Kings Canyon Joint Unified	ELA	Yes
Jefferson Elementary	Kings Canyon Joint Unified	ELA	Yes
Dunlap Elementary	Kings Canyon Joint Unified	Math	Yes
Mark Twain Junior High	Modesto City Elementary	Math	Yes
Monarch Academy	Oakland Unified Aspire Charter	Math, ELA	Yes
McKinley Institute of Technology	Redwood City Elementary	ELA	Yes
Rosa Parks Elementary	Rosa Parks Elementary	ELA	Yes
Ethel Phillips Elementary	Sacramento City Unified	ELA	Yes
Natividad Elementary	Salinas City Elementary	ELA	Yes
Dyer Kelly Elementary	San Juan Unified	ELA	Yes
Briarwood Elementary	Santa Clara Unified	Math, ELA	Yes
Bowers Elementary	Santa Clara Unified	Math, ELA	Yes
Kathryn Hughes Elementary	Santa Clara Unified	Math, ELA	Yes
Grace Patterson Elementary	Vallejo City Unified	ELA	Yes
Campbell Middle	Campbell Elementary	Math	No
Woodcrest Junior High	Chino Valley Unified	Math	No
Great Western Elementary	Kings Canyon Joint Unified	ELA	No
Citrus Middle	Kings Canyon Joint Unified	Math	No
John F. Kennedy Middle	Redwood City Elementary	ELA	No
The Language Academy of Sacramento	Sacramento City Charter School	ELA	No
Scott Lane Elementary	Santa Clara Unified	Math, ELA	No
Montague Elementary	Santa Clara Unified	Math, ELA	No
Beverly Hills Elementary	Vallejo City Unified	ELA	No
% Made AYP			70%

Why Our Program Works

Extreme Learning's intensive intervention program is effective for the following reasons:

- Identifies individual/specific skill and knowledge gaps
- Utilizes individualized instruction to target identified gaps
- Uses a multi-sensory, multimedia approach to instruction
- Conducts regular assessments and adjustments to individual learning plans
- Captivates students by teaching technology skills and providing access to powerful technology

About Extreme Learning

Extreme Learning provides school districts with proven remedial academic tutoring and online courses for K-12 students. By delivering high quality, affordable, targeted intervention and instructional programs that use a combination of sophisticated technology and trained academic tutors and teachers, Extreme Learning fills each student's knowledge and skill gaps and helps them improve performance on standardized tests. Through supporting students' academic success, work habits, college readiness, and development of technology skills, Extreme Learning helps school districts ignite students' passion for learning.

Extreme Learning, Inc. was founded by a former school principal in the spring of 2002 and opened its first Learning Center in Morgan Hill, California in August of that year. The State Board of Education approved Extreme Learning as a Supplemental Service Provider in July 2003, and Extreme Learning began offering its Academic Support Program and CAHSEE Prep to five districts in the Bay Area. The State Board of Education has renewed Extreme Learning's approval in 2004, (then in 2 year increments in) 2005, 2007, and most recently in 2008 (to provide services in 2009-2011.) Our new @Avanza Online Program, after beta testing for 2 years, was approved independently by the California Department of Education in November of 2008. Through its customer-oriented, high-tech, low-cost program, and its documented student successes, Extreme Learning has developed a long list of satisfied customers. The company has rapidly grown from serving one California school district to the next—from 12 schools in five districts in 2003-2004, to 36 schools in 12 districts in 2004-2005, to 72 schools in 25 districts in 2005-2006, to 150 schools in 50 districts in 2006-2007, and to 250 schools in 65 districts in 2007-2008, and the same number in 2008-2009..

Executive Staff

David Payne, Founder and CEO, graduated with honors from Stanford University, earned his teaching credential and Master's degree in Education from Stanford, and his administrative credential from U.C. Berkeley. David taught middle and high school social studies in the East Bay, was assistant principal at Gilroy High School and principal at Homestead High School in Cupertino. He also served as visiting professor at UCLA's business and education schools, and was CEO of WebLearning, Inc. before founding Extreme Learning. David is bilingual in Spanish.

Mary Smathers, Co-Owner, graduated from U.C. Berkeley and earned her teaching credential, administrative credential and two master's degrees from Stanford University. She taught English and social studies in the East Bay and Salinas, and served as assistant principal at Salinas High School. She was a co-founder and lead-trainer at Teachers Curriculum Institute (TCI) and program director for Gilroy Unified School District. She also co-founded the Charter School of Morgan Hill and served as its director and middle school principal. Mary is bilingual.

Ben Politzer, Vice President of Business Development, graduated from Brown University, earned his Master's degree in Education from Stanford University and his administrative credential from San Jose State University. He taught sixth grade in Washington State and served as technology specialist, assistant principal, and principal at Edison-McNair Academy in East Palo Alto. Ben is also bilingual in Spanish.

Damian Cozzi, Vice President of Operations, has a background spans over 25 years in information technology and business application development. Damian's background involves extensive experience in the defense, banking, healthcare, and high-tech software development industry. His background includes more than 15 years in senior management positions, including the Director of Information Technology role at Stanford University Hospital. Damian has a Bachelors Degree in Information Technology.

Corporate Departments

Human Resources recruits and assists Area Managers with the selection of high quality Academic Coaches. This department supports all aspects of employment support for members of the company.

Training develops and provides video-based training, face-to-face training, follow-up training, assessment of training, and printed manuals to Academic Coaches and Area Managers. The Training department also provides ongoing support to coaches and managers in the field.

Information Technology provisions and maintains laptop computers and carts, wireless networks, servers, printers, headphones, and other equipment delivered to schools. They install and maintain software on laptop computers used by students and staff. They also maintain servers running our educational software, student information system, customer relationship management software, accounting programs, supply chain system, and communications tools.

Curriculum and Product Development continuously evaluates best-of-class educational materials, both print and software. The staff weaves these resources together to create an engaging educational experience for students that results in dramatic student achievement gains.

Data Management tracks and analyzes student achievement, enrollment, and attendance data to share with our school and district partners.

Family Communication operates a bilingual call center staffed by tutors who make personal phone calls to enroll students in our programs, to inform parents when students miss our program or have behavior problems, and to let them know about program open houses and celebrations. They also organize mailings of program and enrollment information.

Supply and Delivery ensures that programs are supplied with all resources and materials needed to run successful programs. **Accounting** manages contracts, invoicing, purchasing, and payroll.

Management Staff

Program Directors oversee several Area Managers and are in regular communication with district office administrators. They are responsible for program quality, internal and external communication, and the effective use of corporate resources to benefit our customers.

Area Managers supervise Academic Coaches across several schools. They meet regularly with principals and district administrators, hold parent meetings, and ensure the smooth operation of our program. All managers hold a bachelor's degree, and have extensive management and educational experience. All are driven by a customer service orientation. They care deeply about improving student achievement by offering high quality programs and through strong relationships with our partner schools and districts.

Support Coaches assist Area Managers Academic Coaches with data collection, reporting and logistics. This allows academic coaches time to focus on interacting with students, parents and teachers.

Tutoring and Teaching Staff

Academic Coaches work with groups of up to 5 students—helping with homework, providing individual tutoring, and monitoring students' assessments and skill-building exercises on our educational software. They collect data on attendance, behavior and achievement and communicate regularly with parents and teachers. All academic coaches have college degrees, experience working with students and extensive training. They have all passed a background check and have been fingerprinted through the state's Live Scan system. Academic coaches work either part time or full time.

Pricing

The basis of our fees for our program is \$32/hour for enrollment-based contracts. Programs can be configured for a total per/student cost as low as \$1000. Minimum number of students served per school is 20. Minimum number of program weeks is 8. Minimum daily program time is 2 hours.