



Summer Intervention

**The Ideal Extended School Year
For Targeted Students**

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The Challenge: Low-Performing Students Need a Powerful Summer Intervention

To complement regular Summer School programs provided for students who are generally at-risk, Extreme Learning provides targeted programs over the summer to three groups:

1. “Bubble (or Strategic) Students” who scored in the Basic band on the California Standards Test (CST) to give them a boost into proficiency before the school year starts. This intervention is proven to eliminate “Summer Learning Loss” and to help students take advantage of grade level instruction in their regular classes during the upcoming school year.

Selecting these students from the sub-groups that have not yet met the 2007-2008 AYP targets of 35% and 37% (in English Language Arts and Math, respectively) is an excellent strategy to help schools and districts meet their AYP targets.

2. Students who scored “Far Below Basic” participating in our Summer Programs make dramatic gains (up to a full year of grade-level equivalent growth, and up to a full band of growth on the CST) in both Math and English Language Arts.

Selecting these students for our targeted intervention is an excellent strategy to improve API scores, especially for Decile 1 and Decile 2 schools.

3. ELD students who are either at CELDT levels 1 and 2, or levels 3 and 4. For students just beginning to learn English, the combination of individual tutoring and use of multi-sensory computer based instruction is effective at building vocabulary, decoding skills, reading comprehension, and writing. For students who may have remained at CELDT levels 3 and 4 for several years, Extreme Learning’s individualized approach allows each student to acquire the academic language they need to become English Proficient.

The Solution: Extreme Learning’s Proven Summer Programs

Extreme Learning Summer Programs consist of :

1. 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
2. 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
3. Individual tutoring on:
 - CST Blueprint Released Test Items
 - Assistance with instructional software content when needed
4. Technology training focused on improving writing skills

Program Logistics

On Site

Extreme Learning provides its Summer Programs **on school sites** in regular classrooms.

Small Groups

Academic Coaches tutor students in a **5-1 ratio**, with 10 students assigned to each Coach. As five students are engaged independently in computerized academic assessments and skill building, the coach individually tutors the remaining five students, who are working on adapted CST Blueprint Release Items. Each hour, the two groups of five students switch activities.

2-4 Hour Sessions, 4-5 Days a Week

Each group of 10 students meets **daily for two hours to four hours**. While five of the students work on test skills and print-based focused instruction, the other five work on computers. Each hour the students switch, enabling all students a chance to do both print-based and computer-based activities. In two hour programs, students focus on either English Language Arts / English Language Development or Mathematics. In four hour programs, students work in both content areas. Technology time is built into both programs.

Communication

We provide a checklist for teachers to inform Extreme Learning coaches of specific assistance their students may need over the summer. We also provide **monthly progress reports for parents, translated into Spanish** if needed. We meet monthly with district administrators to share achievement data and ensure smooth operation of the program.

Dell Laptops

For each of its school sites, Extreme Learning provides **Dell 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 to two hours of academic assessment and skill building each 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 administrators and parents. The **test data are presented in aggregated form** to district administrators at regular meetings.

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. 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), **Renaissance Learning** (English in a Flash, Fluent Reader, and Accelerated Reader), and **TestGear**. 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.

Focused Instruction

Focused Instruction directly targets the California High School Exit Exam (CAHSEE) and the California Standards Tests (CST). We use adapted **CST Blueprint released items** and CAHSEE preparation workbooks from **The Princeton Review**. Students get extensive **practice taking standardized tests**, and receive **immediate feedback** on both content and test-taking strategies.

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

Extreme Learning administers three standards based summative assessments in each program—an Initial, a Mid Term and a Final test. In addition to analyzing these assessments from Siboney Learning’s Orchard Gold standards-based software, we have compiled CST data from selected districts.

San Jose Unified

Subject: English Language Arts

Minimum Hours of Attendance 30

Schools	Total Students	Students w/ CST pre & post	Average CST Growth (Scaled Score Points)	Average CST Band Growth
San Jose USD	519	364	23.2	0.5
Washington ES	49	38	37.7	0.9
Olinder ES	30	20	41.8	0.8
Horace Mann ES	24	13	13.9	0.6
Grant Academy ES	116	89	28.1	0.7
Gardner ES	65	50	11.3	0.4
Empire Gardens ES	64	53	21.2	0.5
Bachrodt ES	69	48	17.4	0.4
Anne Darling ES	57	25	22.7	0.5
Almaden ES	45	28	14.4	0.2

In an **independent study** of our program by researchers Chatfield and Chatfield commissioned and paid for by the Hayward Unified School District on the effectiveness of our program, they found that: **The results show substantial gains in performance on the ELA-CST.**

Growth on ELA-CST, Spring 2005 to Spring 2006

Hayward Unified

Program	Number of Students with Pre and Post Tests	Number showing growth of 1 or more levels between Spring 2005 and Spring 2006	% showing growth
No SES services	1192	375	32.0%
Extreme Learning	89	40	44.9%

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, 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 renewed Extreme Learning's approval in 2004 and again in 2005 (the latter was for two years). 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 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 and to over 200 schools in 50 districts across California in 2006-2007. Extreme Learning maintains corporate offices in Morgan Hill, California and Irvine, California.

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, Corporate Vice President of Operations, 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.

Ingrid Ellerbe, Corporate Vice President of Development, graduated from California State University at Dominguez Hills. Ingrid's background spans over 20 years in the educational technology, curriculum, and publishing industries where she developed extensive experience in building successful partnerships with schools and universities. Ingrid has served successfully in executive roles in Edison Schools/Newton Learning, Carnegie Learning, ProQuest Company, Boxer Learning, Hewlett-Packard, SkillsBank Corporation, Commodore, Davidson & Associates, and Broderbund.

Mike Matthews, Regional Vice President for Southern California, is a former middle school and high school teacher. He was assistant principal of Lodi High School and principal of Delta Sierra Middle School in Stockton. He was principal of Malibu Middle and High School, a California Distinguished School, for eleven years. He also served as an Assistant Superintendent of Human Resources and as the Interim Superintendent for Santa Monica-Malibu Unified School District. Mike earned both his Bachelor's degree in International Relations and a Master's Degree in Education from Stanford University. He earned his Ed.D. in Educational Leadership from Pepperdine University. He holds a teaching credential and an administrative services credential.

Raymond Mitchell, Regional Vice President for Northern California, received his Bachelors from Kansas University and has two decades of experience in the education field both in the private and public sectors. Prior to entering the field of education he spent his life as an athlete, mastering the skills of Track and Field, where his efforts led to three Olympic Trials and numerous national rankings. Driven by challenges and inspired by success, his skills in sales and operations have helped develop and grow regions and divisions for such companies as LeapFrog, Prescription Learning, ESC Inc., Jostens Learning, Invest Learning, Bull HN and Princeton Review. Raymond has extensive experience with the pairing of technology and education, and was the recipient of the National Special Projects Technology Leadership Award for NABSE 99-2000 for Technology Innovation.

Mary Seiersen, Vice President of Quality Assurance, graduated and received a teaching credential from University of California at Long Beach, and a master's degree in educational psychology from United States International University, Lodi and has a life time California administrative credential. Mary taught elementary school in Long Beach and Salinas, was an elementary principal in Salinas, a middle school principal in East Palo Alto, and the Director of Curriculum and Staff Development for the Salinas City School District. She also served as an adjunct professor/instructor at United States International University and Chapman College

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.

Satisfied Customers

Extreme Learning would be happy to provide reference information from our satisfied customers listed below:

- Alisal Elementary (Salinas)
- Alum Rock Union School District (San Jose)
- Anaheim City School District
- Aromas-Lodi School District
- Banning Unified School District
- Brawley Elementary School District
- Cabrillo School District (Half Moon Bay)
- Calexico Unified School District
- California Student Opportunity and Access Program (San Jose State University)
- Del Paso School District (Sacramento)
- Drive to Learn (Stanford University)
- El Centro Elementary School District
- El Monte City School District
- Fontana Unified School District
- Foster City-San Mateo School District
- Franklin McKinley School District (San Jose)
- Fremont Unified School District
- Gilroy Unified School District
- Gonzales School District
- Greenfield Elementary School District
- Hayward Unified School District
- Hollister Elementary
- Holtville Unified School District
- Lennox School District
- North County School District (Hollister)
- Ontario-Monteclair School District
- Pajaro Valley Unified School District (Watsonville)
- Pomona Unified School District
- Ravenswood School District (East Palo Alto)
- Rialto Unified School District
- Sacramento City School District
- Salinas City Elementary
- Salinas Union High School District
- San Jose Unified School District
- Santa Barbara School Districts
- Santa Clara School District
- Santa Rita School District (Salinas)
- Soledad Unified School District
- Tracy School District
- Vallejo Unified School District
- Ventura Unified School District
- West Contra Costa County School District (Richmond)

Guarantee

Part A: Enrollment and Attendance

Extreme Learning guarantees to provide the total number of student hours contracted for. Should students leave the program before its completion, Extreme Learning will add another student from a waiting list of students interested in participating, which is provided by the District. Students who do not attend the program regularly will be dropped from the program to allow a student from the waiting list to participate.

Extreme Learning will continue the program for as many weeks as necessary to fulfill the total number of student hours contracted for, at no additional charge to the district.

Part B: Achievement

Extreme Learning guarantees that students who participate for at least 3/4 of the contracted length of the program will gain a minimum of 10 percentage points between the pre-test and post-test, as measured by the Orchard Gold assessment system used in the program.

Should students fail to gain at least 10 percentage points, Extreme Learning will continue the program for up to twice the program's contracted length, at no additional charge to the district.

Pricing

Extreme Learning prices are enrollment-based. During the school year the fee for our program is \$20/hour per student, with a Summer Discount of \$5/hour per student, the Summer Intervention price is \$15/hour per student. Programs can be configured for a total per/student cost as low as \$900. Minimum number of students served per school is 20.

Sample Pricing*:

4 Hour/Day Program (4 weeks)

4 hours/day x 5 days/week x 4 weeks x \$15/hour = \$1200/student

2 Hour/Day Program (6 weeks)

2 hours/day x 5 days/week x 6 weeks x \$15/hour = \$900/student

*Other configurations are also available.