



*Meeting the Urgent Challenge:
Meeting 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 2006-2007 AYP targets 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
- Have remained at a CELDT level of 1-4 for more than one year (ELD students)

The Targeted Extended Day Program will consist 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
 - Homework Help
 - Assistance with instructional software content when needed
- Technology training (for middle school students) focused on improving writing skills
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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 **servicing 80 students who scored “Basic”** on last year’s CST test for English Language Arts will result in the school meeting its AYP targets for 2006-2007. 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.

The recommendations of numbers of students to be served are based on including twice as many students as needed to meet the 2006-2007 AYP targets, as about 50% of students Extreme Learning has worked with have moved up a CST band (students grow an average of ½ a band.) More specific targeting of students in the top half of the “Basic” band will give additional margin for error; some of these spaces can be provided to students who scored in the bottom part of the “Proficient” CST band.

Sample School

Targets for ELA (% at Proficient and Advanced)

2005-2006 & 2006-2007:	24.4%
2006-2007 (Suggested):	29.8%
2007-2008:	35.2%

Subgroup	Enrollment	Subgroup?	# Needed for 05-06	# Passed in 05-06	% Passed	Met Target 06-07?	Met Target Suggested 06-07?	Additional # To Meet Suggested for 06-07
African American or Black (not of Hispanic origin)	2	No	0	--	--			
American Indian or Alaska Native	0	No	0	--	--			
Asian	33	No	0	11	36.7			
Filipino	2	No	0	--	--			
Hispanic or Latino	310	Yes	75	53	19.4	No	No	39
Pacific Islander	0	No	0	--	--			
White (not of Hispanic origin)	27	No	0	4	18.2			
Socioeconomically Disadvantaged	356	Yes	86	66	20.8	No	No	40
English Learners	279	Yes	68	51	19.4	Yes/SH	No	32
Students with Disabilities	50	No	0	8	17.4			
Schoolwide	375	Yes	91	71	21.6	No	No	80*

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**, 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 and on their classroom homework. After one hour, the two groups of five students switch activities.

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 and classroom homework, the other five work on computers. After one hour the students switch, enabling all students a chance to complete their homework and utilize the computer-based activities.

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.

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 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. Students work in these test preparation materials after they have completed their classroom homework.

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), **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. Students work on these programs on their own laptop computers for one hour per day.

Homework Help

Extreme Learning supports classroom instruction by helping students with their homework for one hour each day. We track daily homework assignments and contact teachers if homework is completed too quickly or too slowly. In addition to tracking and helping students **successfully complete their daily homework** assignments, Extreme Learning academic coaches help students prepare for tests and quizzes, and work to fill knowledge and skill gaps through **individual tutoring**.

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 used 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

Extreme Learning administers three standards based summative assessments in each program—an Initial, a Mid Term and a Final test. The assessments results below show results in English Language Arts skill development. Math scores are generally higher, though typically, fewer students need math as a program focus. The tables below show a breakdown of sample school district assessment results using grade level pre and post assessments from Siboney Learning’s Orchard Gold, correlated with the California Content Standards. Also shown are sample CST results.

CST Sample Results

	San Jose Unified 2005-2006 ELA Focus		
		Total students included	Average Scaled Score Increase
Students Who Increased CST Band	49%	265	23 (1/2 band)

Grade Level Pre/Post Sample Results

	Santa Clara USD		
		Total Students Included	Average Increase
% Demonstrating Growth	78%	116	17%

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 over 4,000 students in 72 schools in 25 districts in 2005-2006. Extreme Learning is expanding operations into Southern California for the 2006-2007 school year with an office in Irvine.

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 Product Development and Technology, 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.

Mary Seiersen, Regional Vice President, 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

Mike Matthews, Regional Vice President, 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.

Ingrid Ellerbe, Regional Vice President, 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.

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

Regional 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 Staff

Academic Coaches work with groups of up to 10 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.

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)
- Calxico 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)
- Oak Grove School District (San Jose)
- 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)
- Woodland School District

Pricing

The basis of our fees for our program is \$20/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 12. Minimum daily program time is 2 hours. Sample Calculation:

$\$1200 \text{ Per Pupil Allocation} / \$20 \text{ per hour} = 60 \text{ hours (15 weeks} \times 2 \text{ days/week} \times 2 \text{ hours/day)}$