Let's Go Learn
EMBRACE PRECISION

CASE
Council of Administrators of Special Education

# AI in Special Education

***It isn't coming... It's here!***


**Webinar Host:**
**Dr. Zabrina Cannady**
**Director of Professional Learning - CASE**

# Presenter

## Richard Capone

CEO, Co-Founder

**Richard Capone** is the CEO and Co-Founder of Let’s Go Learn, an edtech company focused on personalized, data-driven learning to help all students succeed. With over 20 years in the field, he partners with schools nationwide to provide tools that support both general and special education. His goal is to give educators the insights they need to make informed decisions for every learner.

# Agenda

- AI Basics Terms
- Setting Up AI for Success
- Demonstration
- AI on the Horizon
- Q&A

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Endorsed
Product

# Who is Let's Go Learn?

## 2000

Founded by **Dr. Rick McCallum & Richard Capone.** McCallum ran the Reading Credential Program at UC Berkeley.

## 2001

Launched one of the world's first K-12 "computer-adaptive" assessments. Initial release ran on a modem!

## Guiding Principles

- Students are not single scores
- Educators need to drive development
- Be the best in ed-tech diagnostics

## Ongoing Mission

- Lower the threshold for personalization
- Support data-focused educators

# Why AI is a Seismic Shift

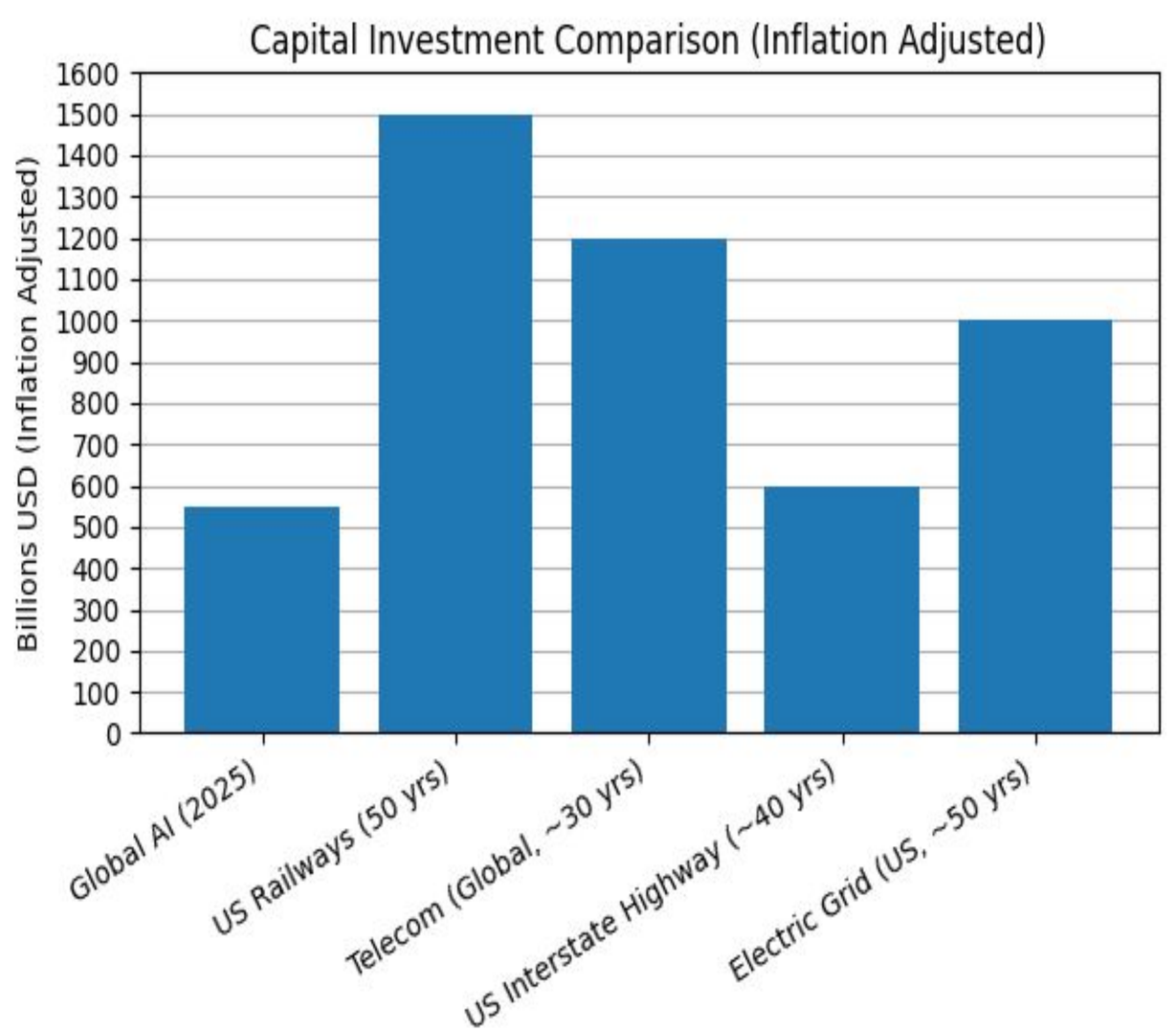
## 1 Scale, Speed & Impact

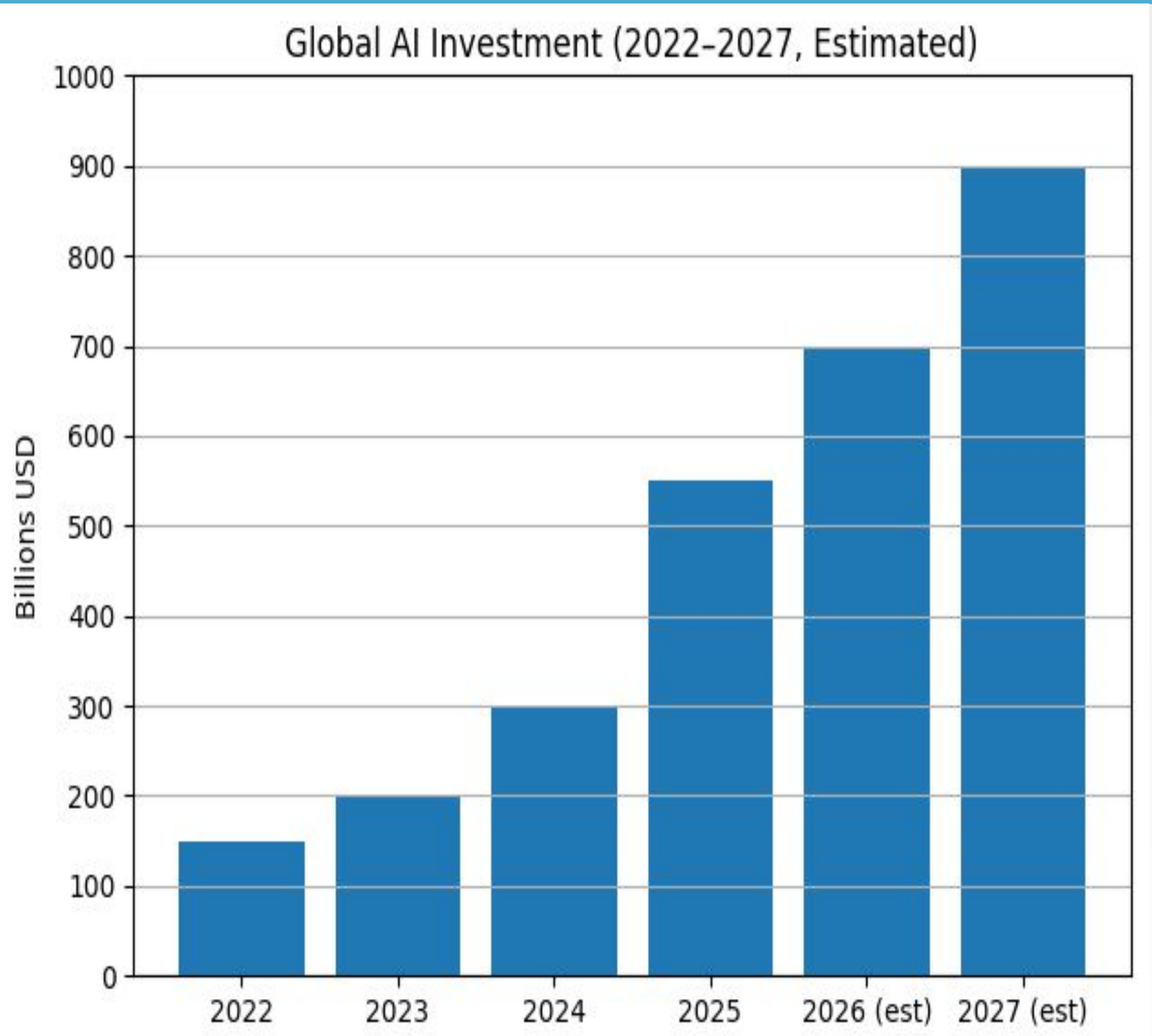
*“AI is probably the most important thing humanity has ever worked on. I think of it as something more profound than electricity or fire.”*
*- Sundar Pichai (CEO of Google & Alphabet)*

## 2 Society Changing

*“Artificial intelligence will be one of the most important technologies ever created. It will change every part of our lives.” - Demis Hassabis (CEO, DeepMind)*

# Capital Investments

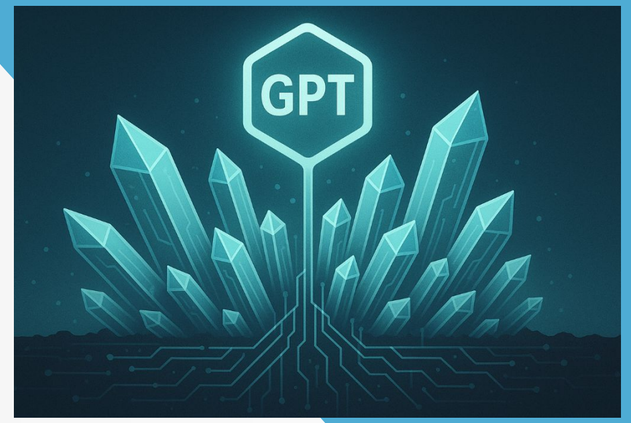


# Basic Terms

- AI Hallucinations
- Prompt Engineering
- Context Engineering
- AI Misalignment
- Tokens

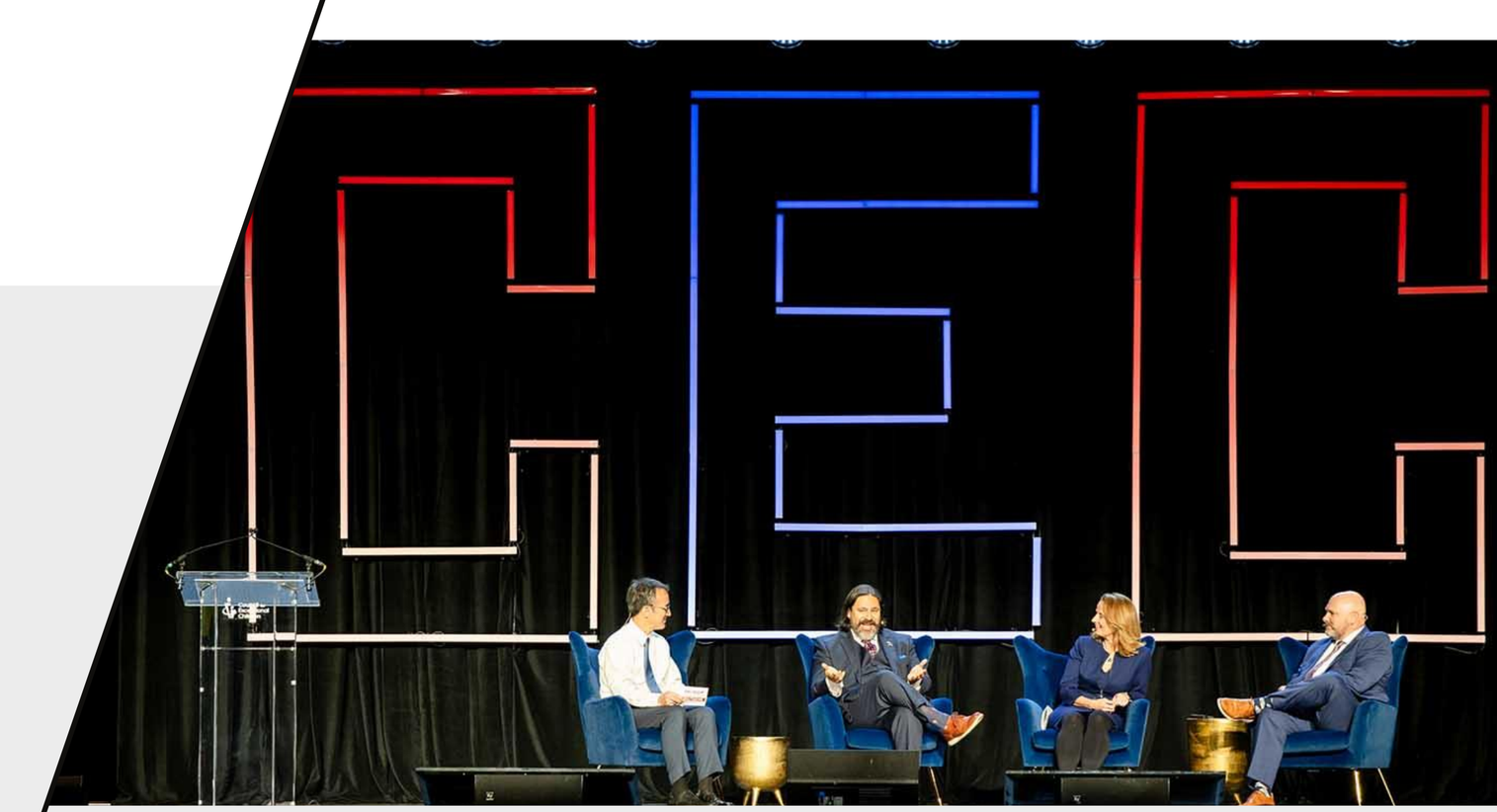
# GPT Facts...




- GPTs vectorize data called “embedding”
  - Bank of the river, bank for money, bank your car around the turn
- GPTs are “Grown”
- Neuronets of GTPs are not totally understood
  - It is known as the “black box problem”
  - AI is a ghost that mimics being human
- Totally open AI have risks
  - Legitimate concerns for student interactions
  - AI misalignment has not been solved

# The AI Evolution

## *Special Educators are Ready!!!*



*Far Left: Our CEO, Richard Capone, moderating the CEC 2025 AI Expert Forum in Baltimore.*

### GPTs

Generative Pre-Trained Transformers are plentiful and very mature.  They use Large Language Models (LLMs) that allow natural speech and contextual interpretation of data.

### AI Assistants

AI assistants have higher chances of success. Easier for people to adopt as they fit into existing workflows and jobs. Lower risk of error in a high-compliance industry.

### AI Agents

Can act autonomously. Requires trust and access to sensitive information and user-level accounts.

### AGI

Today AI is narrow AI.  Artificial General Intelligence can do any intellectual task that a human can do. Median timeline 20-40 years.

# A Safe K-12 Strategy

## Human Expertise. AI that Assists.

- Human in the Loop
- Support existing workflows first
- Then move to bigger changes
- “AI Assistants” Strategy
- LGL acts as a firewall or buffer

Our AI Strategy Slide Deck

# The LGL AI Assistants

## LCE Assistant

*Lina*

Can help find Life Centered Education lessons. Knows all lesson objectives and more. Trained customizing and writing lesson plans.

## Learning Plan Assistant

*Airma*

Will process diagnostic math and reading de-identified student data to help with summaries, next steps, PLAAFP writing, SMART goal selection/writing, and more.

## Reading Assistant

*Dora*

Can guide you on next steps using each student's de-identified data. Knows the details of DORA and its sub-tests.

## Lesson Plan Assistant

*Luna*

Will generate research-based lesson plans grounded in best instructional practices. Teachers can leverage their capabilities to effortlessly differentiate and modify these plans to meet specific student needs, and to create necessary lesson materials.

## Support Assistant

*Kia*

General purpose platform support. Direct access to our knowledge base database.

## Behavior Assistant

*Beamer*

Supports teachers and BCBAs in analyzing student behavior data and determining next steps.

## Math Assistant

*Adam*

Can analyze the detailed de-identified student math data to help guide you in supporting a student. Supports ADAM and DOMA Pre-Algebra assessments completed by any student.

# Foundational Data Layers

## Present Level Identification

Let’s Go Learn’s diagnostic assessments deliver real-time, skill-level data to support accurate PLAAFP statements. Teachers get clear reports with narrative summaries, ensuring consistent, data-driven IEPs across the district.

## Progress Monitoring & On-Going Present Levels

Let’s Go Learn tracks student growth automatically using valid, standards-aligned assessments. Educators can monitor progress toward IEP goals over time—no spreadsheets or guesswork required.

# Online Platform Components

## Present Level Diagnostic Assessments

- **Dyslexia Screener**
- **DORA K-12**
- **ADAM K-7**
- **DOMA** *Pre-Algebra*
- **DOMA** *Algebra*

## Formative Assessments

- **ELA**
- **Math**

- Whole Group
- Small Group
- Individual

## Real-Time Progress Monitoring (Active Pulse)

**Prescriptive Analysis**

**Teacher Assigned Lessons**

**LGL ELA EDGE ONLINE COURSE**
(Automated ELA Instruction)

**LGL MATH EDGE ONLINE COURSE**
(Automated Math Instruction)



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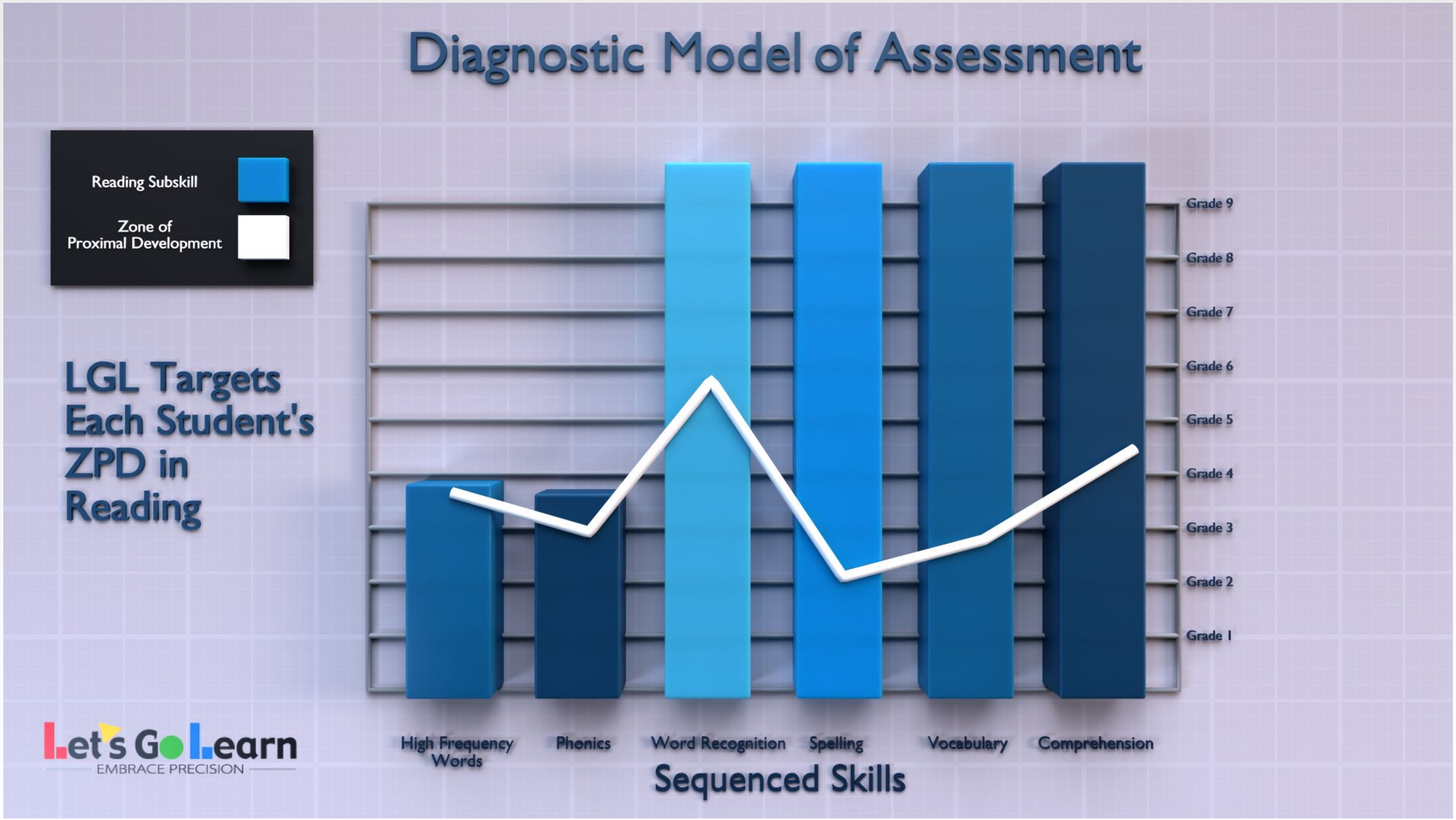
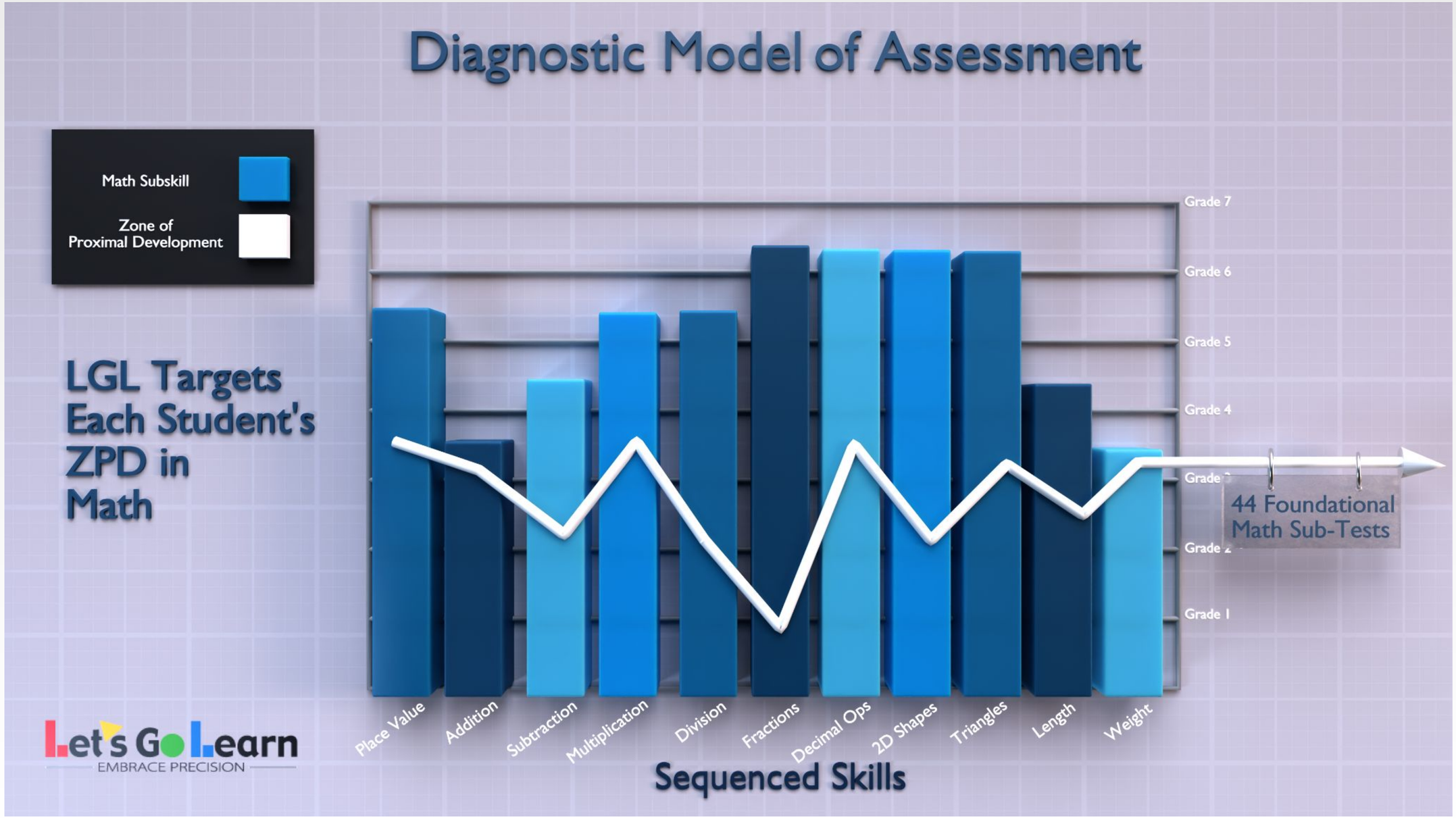
ADAPTIVE LOGIC - DORA

# Setting the Contextual Stage!



ADAPTIVE LOGIC - ADAM

# Setting the Contextual Stage!



# SCHOOL DATA SCREENSHOT

- **Grade Level Score** indicates the level the student aligns with in mastery of this strand.
- **Mastery of this Sub-Test** lists all students that have mastered this skill. Great for scaffolding learning and identifying peer-tutors!

ADAM K-7 : Instructional Placement

Strand: Sub-Test: **Place Value**

| HW | Section/Construct | Raw Score | Grade Level Score |
|---|---|---|---|
| ☐ | **Students will identify the place value of decimals.** | **6** | **5.9** |
| ☐ | Xavier Salazar | | |
| ☐ | **Students will identify thousands, ten-thousands, hundred-thousands, and millions.** | **5** | **4.9** |
| ☐ | Lucy Orbitz | | |
| ☐ | Sam Whitney | | |
| ☐ | Jason Howard | | |
| ☐ | Janice Monterey | | |
| ☐ | **Students will identify the expanded form of a given number.** | **4** | **3.9** |
| ☐ | Ayen Marid | | |
| | **Students will identify thousands, ten-thousands, and hundred-thousands.** | **3** | **3.5** |
| ☐ | **Students will identify place value in three-digit numbers.** | **2** | **2.9** |
| ☐ | Christopher Ventura | | |
| ☐ | **Students will identify place value in two-digit numbers.** | **1** | **1.9** |
| ☐ | Todd Diaz | | |
| ☐ | Zach Johnson | | |
| ☐ | Angela Garcia | | |
| ☐ | Xena Syvester | | |
| ☐ | Edward Garcia | | |
| ☐ | **Mastery of this Sub-Test** | | |
| ☐ | Betina Guerrero | | |
| ☐ | Sofee Sanchez | | |

# The LGL Special Education Process - Human Expertise

Step 1:

## Diagnostic Assessment

Provides baseline data across multiple measures and present levels - Identifies at the skill/concept level

Step 2:

## IEP-Ready Reporting & Goal Writing

Data to inform IEPs' PLAAFPs, annual goals and short-term objectives.

Step 3:

## Customized Courses (SDI)

Data-driven specially designed instruction (SDI) to address skill gaps. Automated and teacher directed.

Step 4:

## Built-In Formative Assessment

Teachers easily queue up weekly, monthly, or quarterly quizzes or assessments.

Step 5:

## One-Click Progress Monitoring

1) Skills-based Formative assessments measures on-going growth & provides automatic reporting;
2) Embedded instructional scoring

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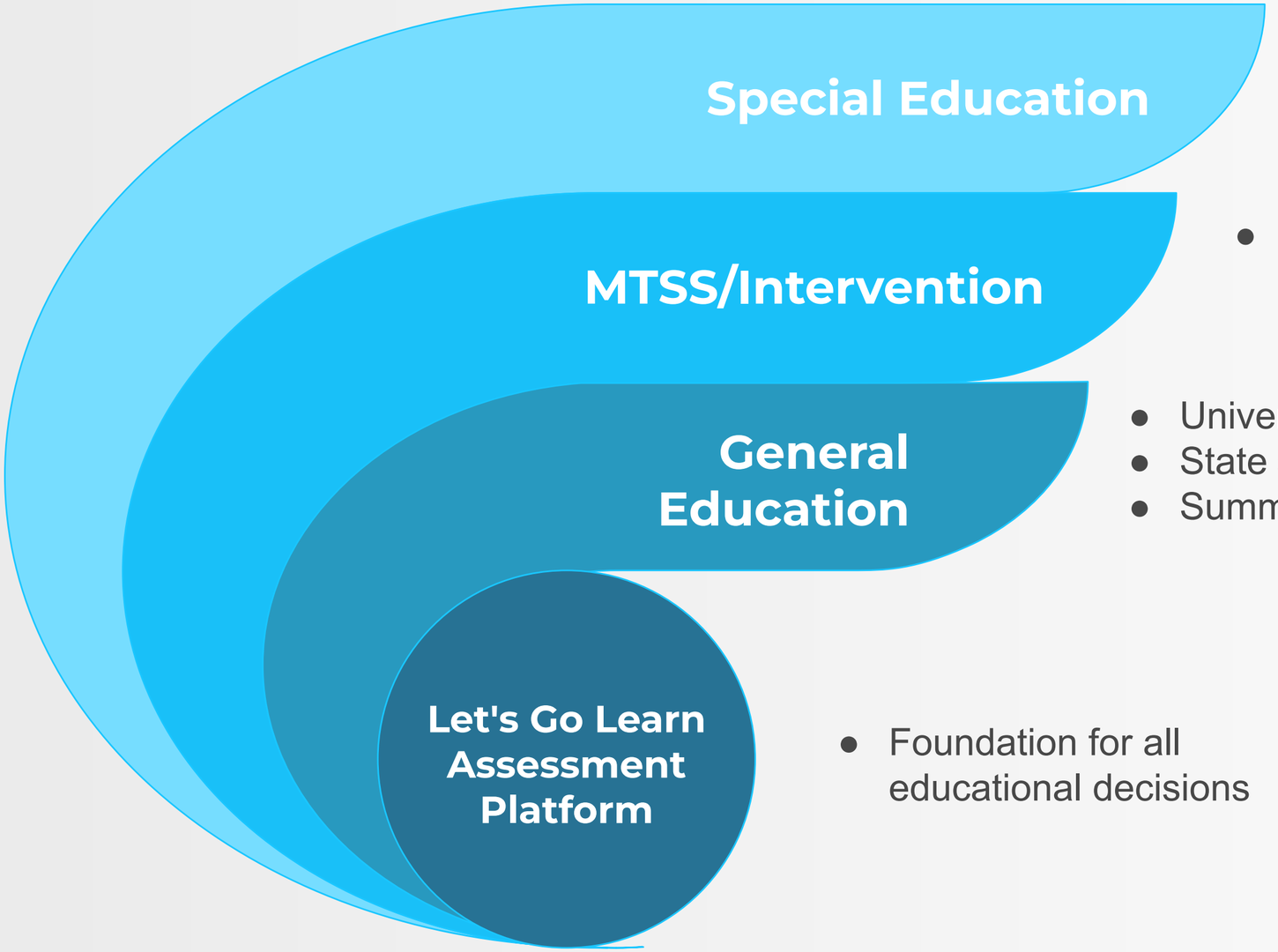
# Let's Go Learn's Educational Support Structure



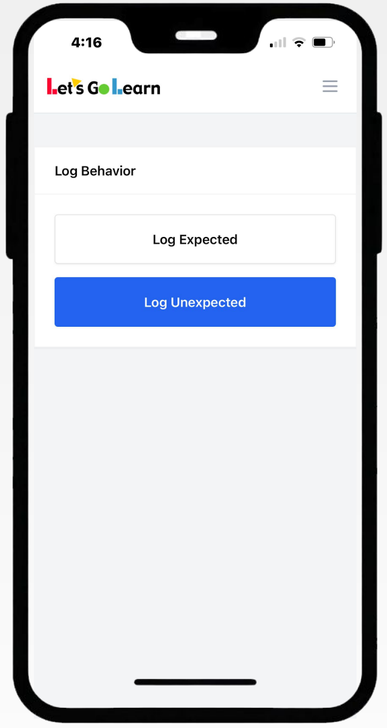

- Data to write IEPs
- Annual and short-term goals
- Progress monitoring

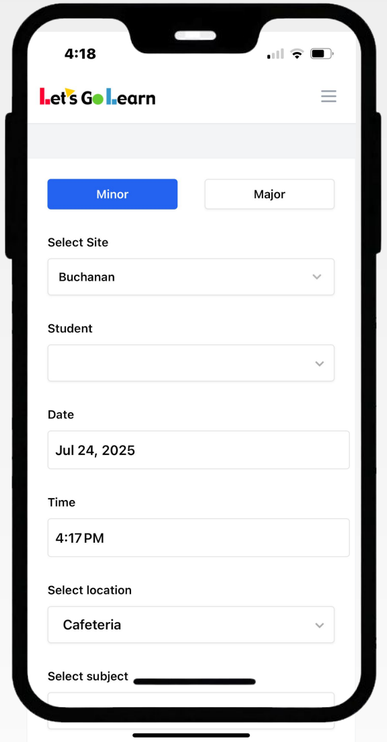
- Diagnostic reports to focus and adjust intensity of intervention

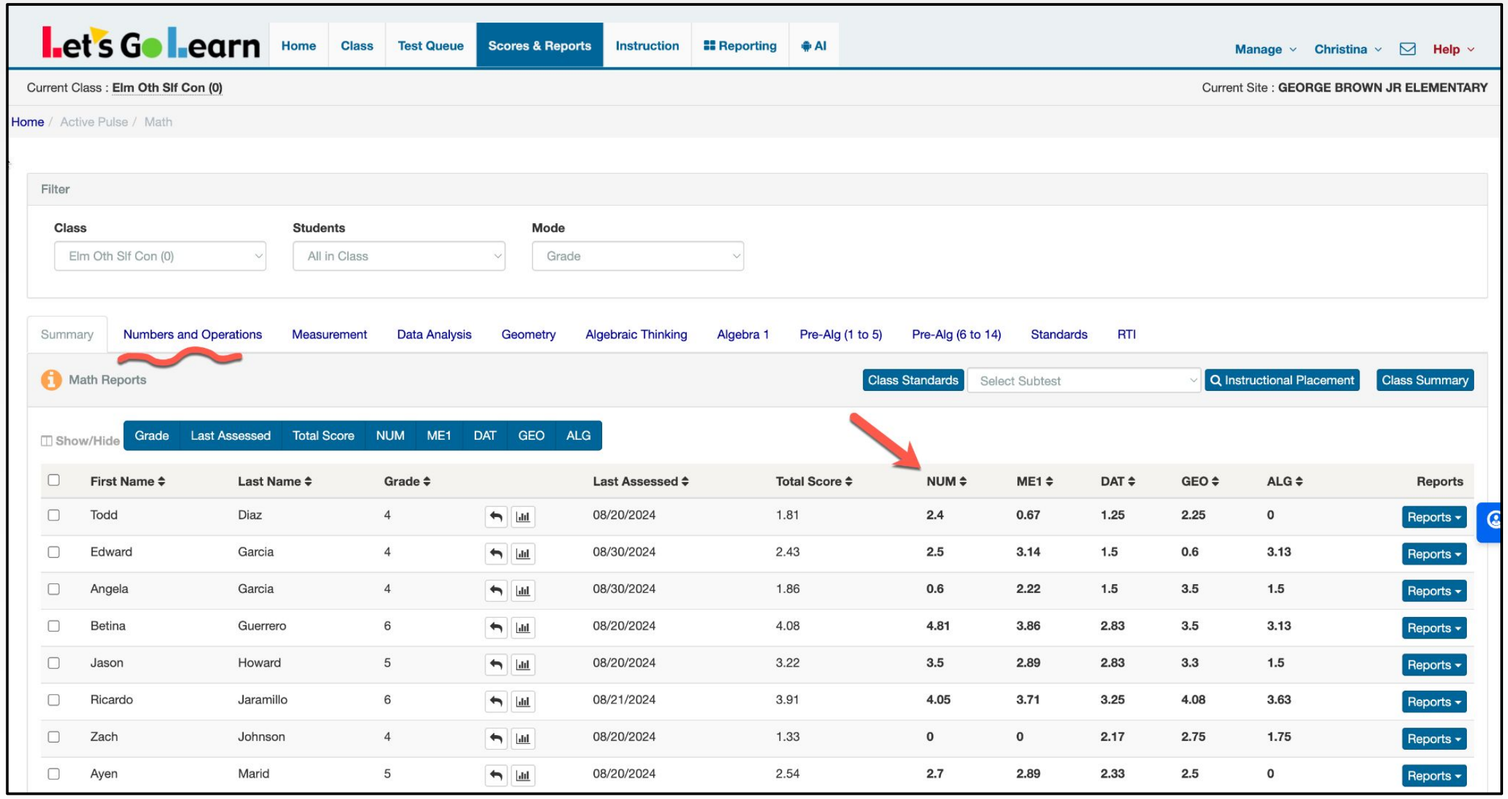
- Universal screening reports
- State standard reports
- Summary reports: Reading and Math

- Foundation for all educational decisions

# System Demonstration



# Contextual AI for Teachers

*Airma*

**Step 1**

## Present Levels Identification

LGL diagnostics feed academic de-identified data directly to Airma

**Step 2**

## Curate Student Documents

Teacher can optionally upload all existing docs (accomodations, disability statement, etc.) to expand context.

**Step 3**

## Auto-Written Narratives

*Airma* drafts compliant PLAAFPs and SMART goals instantly. Teachers can easily review and expand.

**Step 4**

## Teacher Time Reallocation

The LGL personalized ELA/Math courses and Airma's lesson planning assistance reduces teacher workload and stress.

**Step 5**

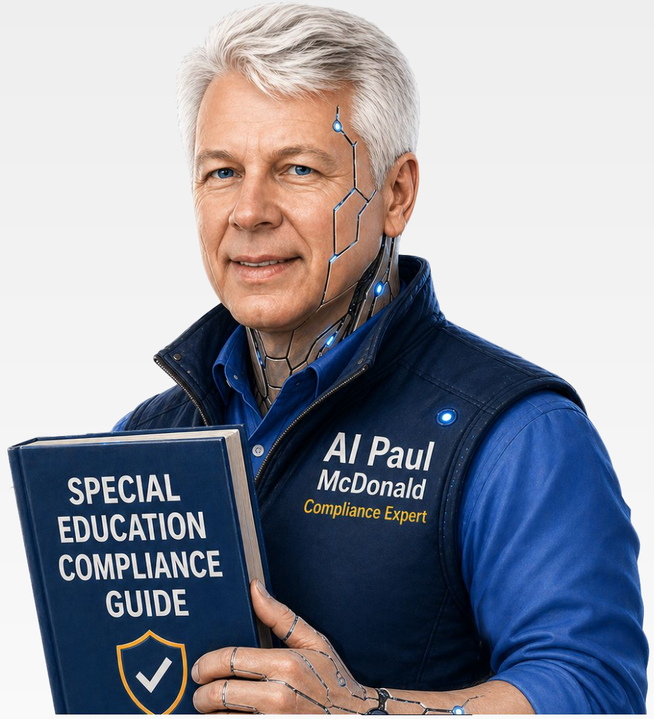
## Real-Time Monitoring

Quizzes provide instant compliance & updated present levels for the teacher, AI, and each student's custom course.

# Two New Contextual “Expert” AI Assistants

***Beamer***

Will use incident behavior data to help teachers with next steps, writing BIPs, parent communications, etc.




***AI Dr. Paul***

Trained on Federal, State, and Local District SPED regulations and policies. Flat PD fee for set up and maintenance.

# Expert Contextual Data Layers


1. Expert Data - Federal IDEA
2. Expert Data - State Regulations
3. Reference Data - District Compliance Manual
4. System Instructions (per AI Model)
    a. Priority of data, checks, warnings, etc.
5. Determine Access
    i. Intranet, via SaaS provider, etc.
    ii. MCP* allows assistants to be shared

* Model Context Protocol

# Questions and Answers

**AI 101 Basics Webinar with CEC (1 hour)**

**Request more Information!**

Scan or Click Here!

**Free initial Implementation strategic support planning session for any attendee from today.**
e.g. Implementing sped compliance regulations, need help adjusting PBIS implementation, behavior core audit planning, etc.

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