

No Child Left Behind Act

Let's Go Learn Qualifies for New Federal Funds

2	Introduction
2	Let's Go Learn and NCLB Funding
3	Diagnostic Assessment
4	Reading Intervention
5	Teacher Training
6	Parent Involvement
6	Eligibility for Title I Funding

Introduction

In 2002, President Bush signed into law the most significant educational reform legislation since 1965: the No Child Left Behind (NCLB) Act. Two major initiatives of NCLB are Early Reading First and Reading First. These initiatives promote individualized reading instruction and its foundation in cutting-edge reading research and best practices. The premise of these initiatives is that “Reading is the building block, and it must be the foundation of education reform.”

Over the next four years, Early Reading First and Reading First will provide schools with an additional \$5 billion dollars. In FY 2002 alone, approximately \$1 billion was distributed. The purpose of these funds is to help schools implement scientifically based and comprehensive reading instruction for all children in kindergarten through third grade.

Let’s Go Learn incorporates best practices based on solid field research in literacy theory and instruction. The company was co-founded by Dr. Richard McCallum, Director of U.C. Berkeley’s Advanced Reading and Language Leadership Program. The research and development of the Let’s Go Learn reading system were sponsored by the U.S. Department of Education.

Let’s Go Learn is a valid and reliable assessment and reading program that is aligned with the goals of NCLB and its reading initiatives. Let’s Go Learn is uniquely positioned to help schools qualify to receive Early Reading First and Reading First funding.

Let’s Go Learn and NCLB Funding

The NCLB Early Reading First and Reading First funds are available to schools and districts for reading programs that are grounded in scientifically based research and that focus on the five critical reading skills identified by the *Report of the National Reading Panel* (2000). The five skills are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Let’s Go Learn reading assessment and instruction program is scientifically based, and its subtests are aligned to recommended reading skills.

Phonemic awareness: Let’s Go Learn examines a student’s phonemic awareness by assessing his or her ability to distinguish and identify sounds in spoken words. Students hear a series of real and nonsense words and are asked to select the correct printed word from among several distracters. Lessons that target this skill are available for student instruction based upon performance.

Phonics: Let’s Go Learn assesses a student’s knowledge of letter patterns and the sounds they represent through a series of criterion-referenced word sets. Phonetic patterns assessed move from short vowel, long vowel, and consonant blends on to diphthongs, vowel digraphs, and decodable, multi-syllabic words. Lessons that target this skill are available for student instruction based upon performance.

Fluency: Let’s Go Learn assesses a student’s abilities in this key reading foundation area. The capacity to read text fluently is largely a function of the reader’s ability to automatically identify familiar words and successfully decode less familiar words. Lessons that target this skill are available for student instruction based upon performance.

Vocabulary: Let’s Go Learn assesses a student’s oral vocabulary, a foundation skill critical to reading comprehension. Lessons that target this skill are available for student instruction based upon performance.

Comprehension: Let’s Go Learn assesses a student’s ability to make meaning of short passages of text. Additional diagnostic data is gathered by examining the nature of errors students make when answering questions (e.g. the ratio of factual to inferential questions correctly answered). Lessons that target this skill are available for student instruction based upon performance.

Let’s Go Learn Diagnostic Assessment and NCLB

“The critical missing piece lies in helping teachers benefit from the relevant research in each and every classroom. Real, nationwide progress can be made when we bring together proven methods and actually use them in America’s classrooms to make sure that every child becomes a successful reader.” (*No Child Left Behind*)

NCLB recognizes diagnostic assessment as a critical element of successful reading programs. It points to the need for better diagnostic tools and techniques for evaluating the reading process. Let’s Go Learn provides the missing piece for schools and districts that want to implement an effective reading program.

Let’s Go Learn brings this strong focus on assessment into any school’s literacy program. From the outset, Let’s Go Learn has been committed to creating and distributing an online reading assessment and instructional tool. Our goal is to allow teachers, parents, and specialists to gain the sort of diagnostic insights traditionally gleaned only by highly-trained reading specialists using time-consuming teacher-mediated “pen and paper” measures.

A pilot study compared the analysis of the Let’s Go Learn assessment battery with traditional assessments administered by reading specialists. This study demonstrated a high correlation between the results of the Let’s Go Learn online assessments and one-to-one assessments administered by reading specialists.

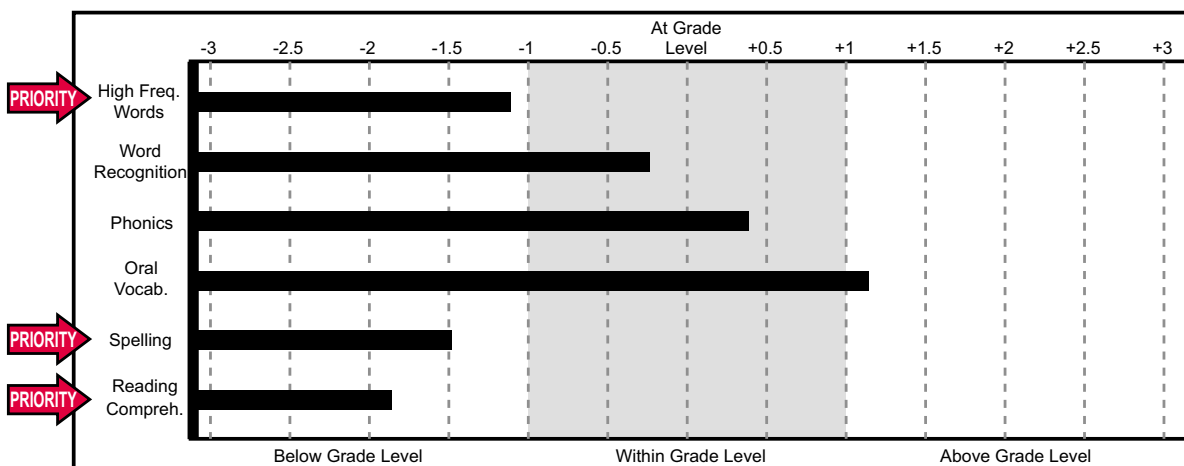


Figure 1 – The LGL Reading Assessment diagnostically examines six fundamental reading sub-skills to provide a map for targeted reading instruction. The graph above relates each sub-skill to grade level. Sub-skills one year or more behind grade level are marked by a “priority arrow.”

Figure 2 – After completing an assessment, students are automatically placed into four instructional courses that target the five skill areas identified by the National Reading Panel. Teachers can modify students' placement into the instructional courses in real-time. Teachers can simply and easily repeat, change, or turn off lessons.

First Name	Last Name	Grade by Age	DOB	Instruction On or Off	Instruction Start	Student Log	Sight Words (1-20)	Phonics (1-101)	Vocabulary (1-65)	Compreh. (1-66)	Change Current Lesson	Activities Completed
Ann	Johnson	3	1995.01.01	*	*	*	*	*	*	*	Change	*
John	Johnson	13	1985.01.02	On	Begin	detail	7	23	30	6	Change	1 completed
Annie	Mckena	2	1996.05.06	On	*	detail	10	25	11	31	Change	0 completed
Tommy	Richardson	12	1986.01.01	On	Continue	detail	10	12	62	2	Change	4 completed
Tom	Riddle	8	1990.03.03	*	*	*	*	*	*	*	Change	*
Christine	Sikes	9	1988.09.21	On	Continue	detail	dn	18	43	03	Change	8 completed
John	Smith	13	1985.01.02	On	Begin	detail	1	1	1	1	Change	0 completed
John	Sides	4	1993.12.01	On	Continue	detail	dn	dn	35	29	Change	8 completed

Let's Go Learn Reading Intervention and NCLB

NCLB places special emphasis on K-3 reading instruction. “We have a genuine national crisis. More and more, we are divided into two nations. One that reads, and one that doesn’t. One that dreams, and one that doesn’t.” (*No Child Left Behind*)

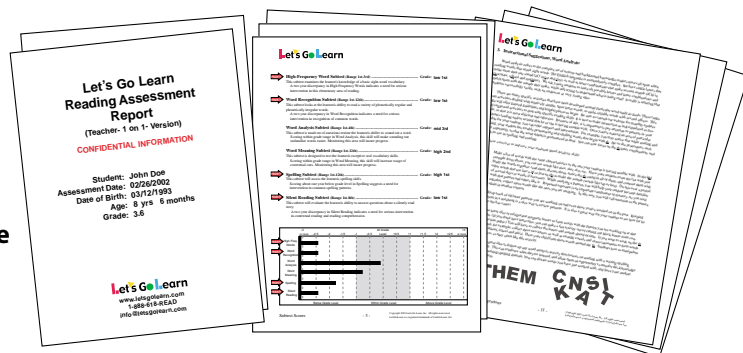
The scientifically based Let’s Go Learn system assists schools in intervening before a child’s lack of literacy skills causes irreparable damage to the child’s ability to succeed in school and in life.

Let’s Go Learn does not replace classroom reading curriculum. Like other successful reading intervention programs, Let’s Go Learn extends and reinforces existing classroom practices. Our philosophy is to support classroom teachers by providing them with individualized information on each of their students and ways they can meet the needs of these individual students. Teachers can sort and manipulate the assessment information on their students in multiple ways. For example, they can view the whole classroom’s assessment information on a single page or view detailed diagnostic information for each student.

Our assessment program shows six core reading sub-skills in a table that will facilitate the instructor’s student grouping decisions. The online instruction option allows teachers to supplement their existing reading curriculum with individualized online reading instruction when they want to work with the classroom as a group but also want to provide one-on-one support to certain individual students.

Let’s Go Learn offers over 600 online instructional reading activities designed for pre-kindergarten through fifth grade. Once a student completes the assessment, the Let’s Go Learn system determines the course his or her supplemental reading instruction might most productively take.

Figure 3 – High-quality PDF reports can be e-mailed or printed and delivered to parents. These reports inform the parents of their children’s individual performance as well as guide instruction in the home setting.



Students begin with instruction that is appropriate to their particular reading profiles as suggested by the online assessment. Depending on their profiles, students may be given all lessons across the four direct instructional courses or they may be placed into the one to three courses in which they need supplemental reading instruction.

The key to the Let's Go Learn program is that it begins with the reader's current skills, strategies, and knowledge and then builds from these to develop more sophisticated skills, strategies, and knowledge across the five critical areas identified by NCLB.

The screenshot shows a web browser window with the URL <http://www.letsgolearn.com/read/client/skills/index.html?ticket=0c4bbd51f5536db52e2c265b0b7053bd2eb5926d>. The page title is "Let's Go Learn" and the user is logged in as "Richard Capone". The page displays a table of student assessment data with columns for First Name, Last Name, Grade by Age, DOB, and various reading sub-skills (HFW, WR, WA, WM, SP, SR, Finished, Previous Assessments, Detailed Reports). The table lists 10 students, including Erik Albering, Adrienne Ash, Andrew Auerbach, Sierra Barter, Bailey Booras, Ella Bravo, Keanna Brixekey, and Madison Brixekey. Each row includes links for "Parent, Summary, Teacher, Standards" and "help".

First Name	Last Name	Grade by Age	DOB	HFW	WR	WA	WM	SP	SR	Finished	Previous Assessments	Detailed Reports
help	help	help	help	help	help	help	help	help	help	help	help	help
sort	sort			sort	sort	sort	sort	sort	sort	sort		
Erik	Albering	6	1992.04.19	3.83	6.17	4.83	4.5	2.83	3.83	2002.02.07	No	Parent, Summary, Teacher, Standards
Adrienne	Ash	6	1992.02.14	3.83	3.5	1.5	4.5	1.83	2.5	2002.02.07	No	Parent, Summary, Teacher, Standards
Andrew	Auerbach	6	1991.11.16	3.83	12.17	4.83	4.83	2.83	3.83	2002.02.07	No	Parent, Summary, Teacher, Standards
Sierra	Barter	6	1992.01.05	3.83	8.5	4.83	6.17	2.17	2.83	2002.02.04	No	Parent, Summary, Teacher, Standards
Bailey	Booras	6	1991.12.12	3.83	12.5	4.83	9.17	5.83	3.83	2002.02.07	No	Parent, Summary, Teacher, Standards
Ella	Bravo	6	1991.11.21	3.5	10.5	4.83	6.83	2.83	3.83	2002.02.04	No	Parent, Summary, Teacher, Standards
Keanna	Brixekey	6	1992.01.13	3.83	6.17	4.83	4.83	2.83	2.5	2002.02.04	No	Parent, Summary, Teacher, Standards
Madison	Brixekey	6	1992.06.01	1.83	6.17	4.5	4.83	1.83	1.5	2002.02.11	No	Parent, Summary, Teacher, Standards

Figure 4 – The table view is seen by teachers or specialists who log in. Their list of students can be sorted by individual reading sub-skills. This allows for easy sorting for effective small-group instruction and saves valuable class time.

Let's Go Learn Teacher Training and NCLB

NCLB provides federal funding to states and districts for activities that promote teacher quality in all schools. In 2003, \$2.9 billion of Title II funds targeted the Improving Teacher Quality State Grants program. Funding can be used for activities that are grounded in scientifically based research. A significant portion of the new federal dollars will be allocated to training teachers in reading instruction.

Let's Go Learn currently offers two scientifically based e-seminars, one in reading theory and the other in reading assessment. The content of these seminars parallels the core areas of many reading certificate programs in leading universities. These two courses form a pedagogical foundation for teachers of reading-age children. They also offer a unique professional development opportunity for teachers who live in areas with limited access to institutions of higher education or for teachers whose time constraints preclude their ability to participate in similar professional development opportunities.

Let's Go Learn Parent Involvement and NCLB

One goal of the NCLB legislation is to empower parents by informing them of their children's performance and the performance of their children's schools. NCLB recognizes that parents are natural and necessary participants in the instructional process but that they are too often an underutilized learning resource for students.

The Let's Go Learn system helps parents by bridging the gap between the classroom and the home. Let's Go Learn produces a version of the reading assessment report that the teacher can share with parents. This report explains to parents in a straightforward manner the nature of their children's reading abilities. It also provides instructional suggestions that parents can use at home.

In addition, the Let's Go Learn site addresses hundreds of questions frequently asked by parents concerning their children's reading development. These parent features are currently available and are being used by many parents today.

Let's Go Learn and Eligibility for Title I Funding

Title I provides the largest amount of money to under-performing schools in order to support their struggling students. Approximately \$12 billion became available to schools in fiscal year 2003-2004.

The Let's Go Learn reading assessment and instruction program is both valid and reliable. With its emphasis on individualized instruction for struggling readers and best practices foundation, Let's Go Learn's reading system is a strong candidate for Title I funding.