### TS GOLD Implementation for OSEP Reporting of Child Outcomes: Do Now

- Turn to a partner and discuss your progress toward implementation of the TS GOLD OSEP license:
  - How did the initial training of your staff go?
  - Set up of your TS GOLD site?
  - What are your immediate next steps?

### Louisiana Believes

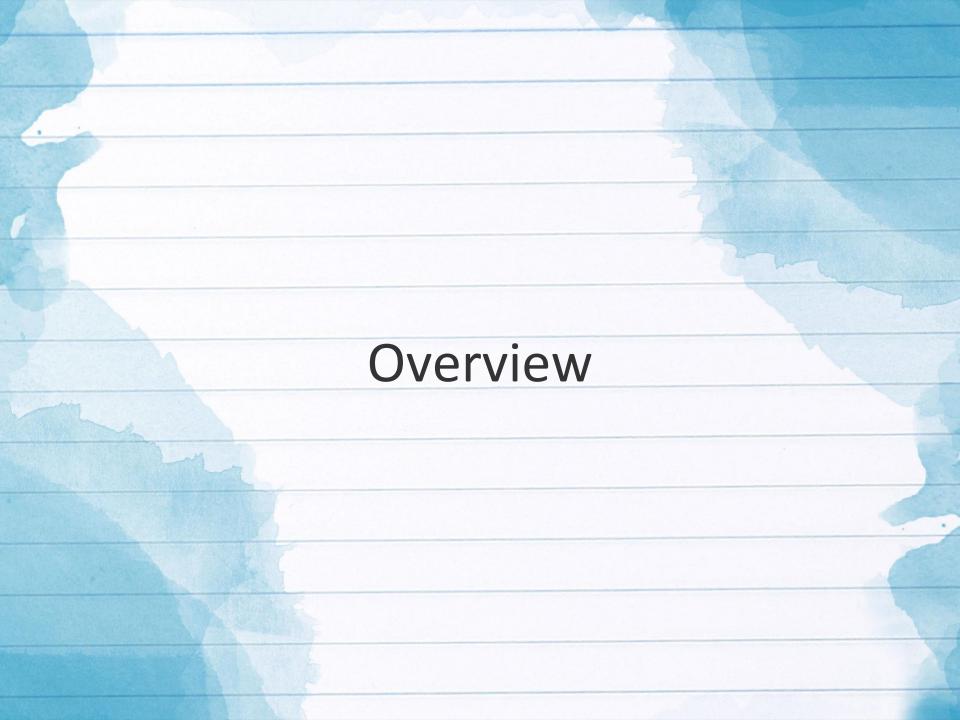
Implementation of TS GOLD® for OSEP Reporting of Child Outcomes:
September Collaboratives



#### Session Objectives

As a result of this presentation, participants will:

- Understand how TS GOLD is being used across the state for early childhood, assessment of students with disabilities age 3-5, and kindergarten entry assessment;
- Gain answers to their frequently asked questions relative to the OSEP license;
- Identify and prioritize **next steps to improve implementation** of TS GOLD for the assessment of students with disabilities age 3-5.



### Strategies for Supporting Students with Disabilities

Research and best practice have pinpointed specific strategies essential for ensuring the achievement of students with disabilities:

- Identify disabilities early and accurately
- Provide high-quality instruction to support students with disabilities in achieving ambitious IEP goals
- Strengthen instruction with specialized supports and related services
- Coordinate effective transition planning and implementation

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# Why Are We Using TS GOLD for Measuring Outcomes for Students with Disabilities Age 3-5?

TS GOLD is the formative child assessment currently used in all publicly-funded programs that serve children birth to five. Transitioning to TS GOLD for the assessment of students with disabilities age 3 to 5 will:

- Provide a common language of developmental standards and student progress for all educators who serve children birth to 5 in Louisiana;
- Support the alignment of assessment expectations across early childhood systems;
- Increase collaborative opportunities for early childhood special and general educators who serve students with disabilities.

### TS GOLD Implementation in Louisiana: 3 Licenses

In Louisiana's early childhood and kindergarten classrooms, GOLD by Teaching Strategies is used to measure each child's growth and development for multiple purposes:

**Early Childhood:** All at-risk publicly-funded children attending public and nonpublic pre-K, Head Start, and child care must be assessed with GOLD three times annually, on the last day of October, February, and May. This license is operated by the state. For questions, contact <a href="mailto:lvy.Starns@la.gov">lvy.Starns@la.gov</a> or <a href="mailto:Taylor.Dunn@la.gov">Taylor.Dunn@la.gov</a>.

**Early Childhood SPED 619 Part B (for OSEP reporting):** Beginning in fall 2018, Louisiana is transitioning from using AEPS to GOLD for children identified for special education services between the ages 3-5. At a minimum, an assessment must be completed at entry and exit. This GOLD license includes a specific set of indicators that are required for reporting purposes to OSEP. This license is operated by the state. For questions, contact Melissa.McConnell@la.gov.

**Kindergarten Entry Assessment (KEA) Option:** Beginning in fall 2018, Louisiana will offer local school systems two KEA options: GOLD by Teaching Strategies and DRDP. This assessment must be completed by September 30th of their kindergarten year, but can be used at other times during the year to measure progress or growth. This license is operated by individual school systems, and is not included as part of the state's Early Childhood license. For questions, contact <a href="mailto:lvy.Starns@la.gov">lvy.Starns@la.gov</a>.

### Timeline of TS GOLD OSEP Implementation

- Close-out of AEPS: June, 2018
- APT Training: July/August, 2018
- Set up sites in TS GOLD OSEP: August, 2018
- Redeliver APT Training at district level: August, 2018
- Monitor completion of entry and exit assessments: September, 2018 (ongoing)
- Develop collaborative structures and routines with Early Childhood: November, 2018 (ongoing)
- Analyze data to identify areas of strength and weakness and plan PD for upcoming year: March, 2018 through July, 2018
- Archive all exited students and verify OSEP data for 18-19 school year:
   May/June, 2018

### Frequently Asked Questions

## 1. Is the OSEP license item set the same as the Birth to 5 item set?

No. Although the item sets are similar, they are not identical. The LDE has created a <u>document</u> showing the item sets for OSEP, Birth to 5 and KEA at a glance, so that users know what items are required for each license.

	TS GOLD Objectives	2018-2019 Default (70% of items)	Original LA Item Set ("Comprehensive")	Abbreviated Pilots	KEA	OSEP
Social Emotional	1a	<b>✓</b>	✓	AB1 only		✓
	1b	<b>~</b>	✓	AB1 & AB2		✓
	1c	1	✓	AB1 & AB2	1	✓
	1c1		25.000			✓
	1c2					✓
	1c3					✓
	1c4				. 8	✓
	2a	<b>✓</b>	✓	AB1 only		✓
	2b		✓	•	1	✓
	2c	<b>✓</b>	✓	AB2 only	1	✓
	2d		✓	- 42		✓
	3a	1	✓	AB2 only	1	✓
	3b	1	✓	AB1 & AB2	1	✓

### 2. Do I exit students currently enrolled in Kindergarten?

As of this school year, the exit assessment should be completed in the spring before students matriculate to kindergarten or within 6 weeks of turning 6, whichever comes first.

For students currently in kindergarten, you may either complete exit assessments now and archive the students or wait until the students turn 6 years old. In either case, the COSF scores from AEPS must be entered as the students' entry assessments and a full exit assessment must completed in TS GOLD.

Follow the instructions on the <u>FAQ</u> document for exiting students after the assessment has been completed.

### 3. How do checkpoints work in the OSEP license?

The checkpoint due dates in the OSEP license are the same as the Birth to 5 license, and data entry is linked to the current checkpoint. However, the checkpoint due dates don't guide due dates for entry and exit assessments in the OSEP license.

- **Entry Assessment:** Must be completed within six weeks of the first day of special education services, regardless of checkpoint due date.
- 'Middle Year Assessment': for students who are served in special education early childhood settings for more than two years, a 'middle year' assessment is required in TS GOLD. Districts can choose to complete this at any of the three checkpoints.
- **Exit Assessment:** Must be completed in the spring before the child matriculates to kindergarten or within six weeks of turning 6 years old, regardless of checkpoint due date.

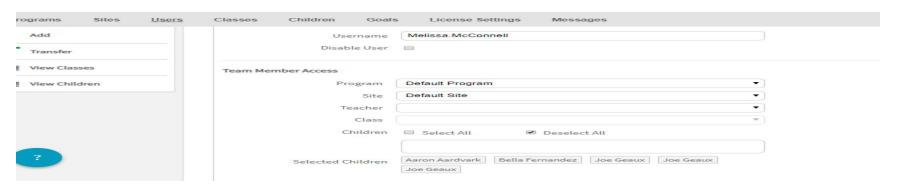
# 4. How do I monitor completion of entry and exit assessments within the required 6 week timeframe?

To monitor completion of entry and exit assessments for the students in your district, run the *OSEP Status Report* following the instructions in your FAQ document.

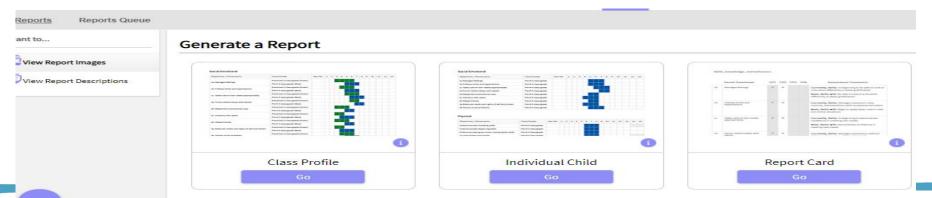
				4			4								
Teacher	Class	ChildID			e Gender	Race		Primary L	.a Age/Class	Entry Date				Outcom	ne 1
			First Name	Last Name			Ethnicity				Exit Date	Number o	Exited?	Entry	Entry: Fun Exit
melissa	training	хуг	Joe	Geaux	Male	Unknown	Unknown	Unknowr	n Pre-K 4 cla	la 4/1/2018	š		N		4
melissa	training	abc	Suzy	Q	Female	White	Unknown	English	Pre-K 4 cla	la 3/21/2018	\$		N		7
melissa	training	def	Johnny	Jumpup	Male	White	Unknown	English	Kindergar	r 4/8/2018	\$		N		7
melissa	training	ghi	Jane	Doe	Female	White	Unknown	English	Pre-K 4 cla	la 12/5/2017	1		N		7
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# 5. How can I use team-member access and the Individual Child Report to improve collaboration?

Team Member Access can be used to provide access to students for related service providers when they are not the primary case manager.

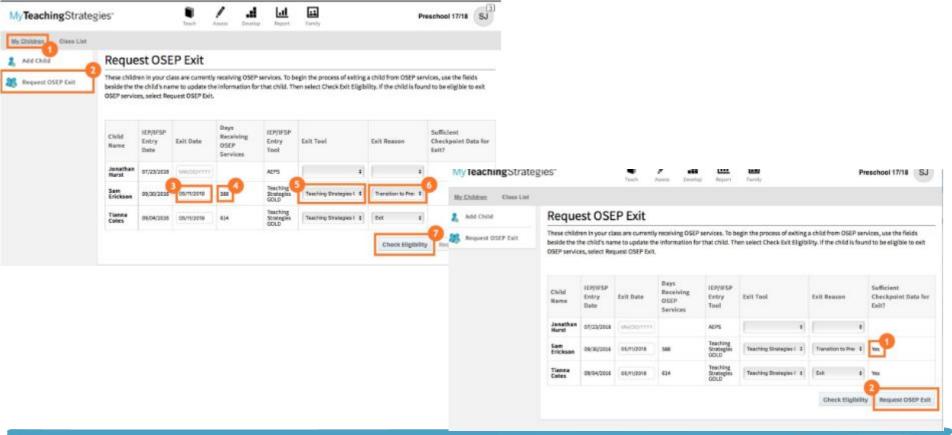


The Individual Child Report can be shared across licenses to collaborate on assessment ratings when a child is assessed in GOLD by both a general education and special education teacher.

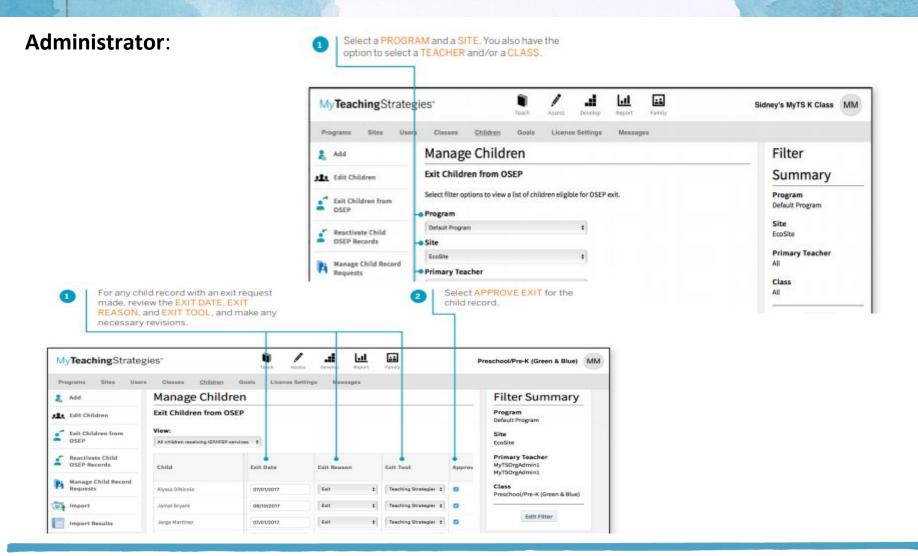


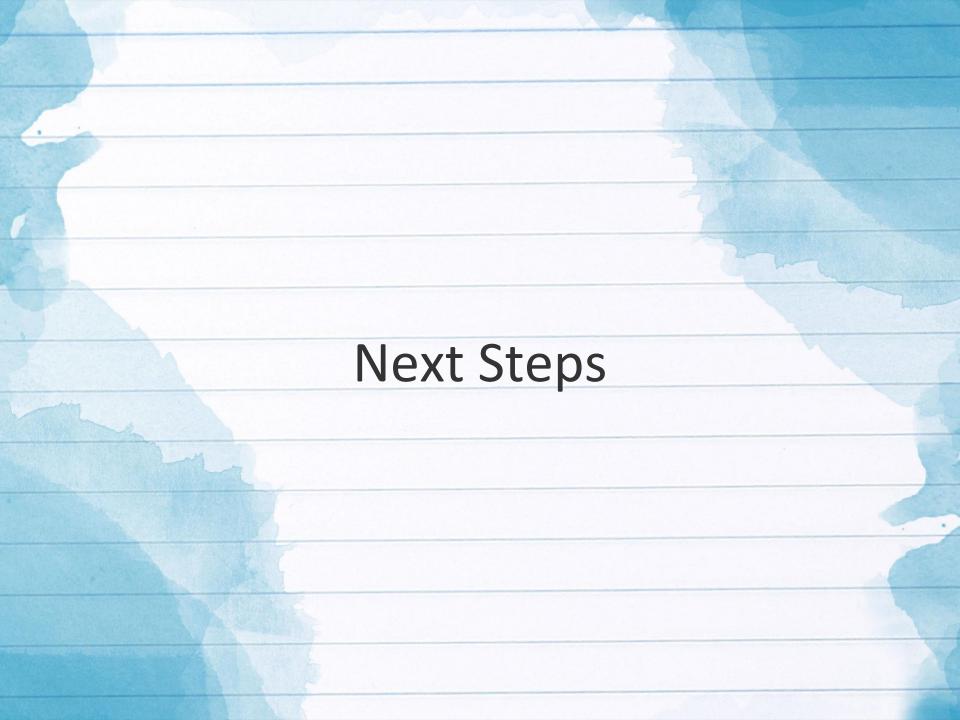
# 6a. What steps are required on the part of teacher and administrator to complete a student's exit assessment?

**Teacher**: The teacher must finalize ratings for all assessment items in TS GOLD within the required timeline for exit assessments. After the assessment item has been completed, the teacher should follow these steps to request an OSEP exit:



# 6b. What steps are required on the part of teacher and administrator to complete a student's exit assessment?





# Next Steps for Implementation of TS GOLD for Students with Disabilities Age 3-5

- Ensure that all special education teachers and service providers are trained to conduct the assessment;
- Enter and finalize COSF scores for students whose entry assessment was completed in AEPS;
- Monitor completion of exit assessments for all students currently in kindergarten or who are turning 6 years old;
- Add students as soon as they become eligible for services and monitor the completion of entry assessments;
- Consider ongoing training needs to ensure valid and reliable administration of the assessment.

#### Thank You!

The following resources may be helpful in managing and monitoring the TS GOLD OSEP license:

- GOLD Guidance 2018-2019
- TS GOLD OSEP FAQ Document
- How Do I Exit from OSEP Step Sheet

For questions about the implementation of TS GOLD in 2018-2019, please note the following contacts:

- Questions about the TS GOLD OSEP License: melissa.mcconnell@la.gov
- Questions about the Birth to 5 license: <u>ivy.starns@la.gov</u> or <u>taylor.dunn@la.gov</u>
- Questions about using TS GOLD for KEA: <a href="ivy.starns@la.gov">ivy.starns@la.gov</a>