

Teaching Strategies GOLD® OSEP General Information

Background

The reauthorized Individuals with Disabilities Education Act (IDEA) requires each state to have a performance plan evaluating the state's implementation of Part B and describing how the state will improve such implementation.

This plan is called the Part B State Performance Plan (SPP). In addition, each state reports annually on the performance of each of its local educational agencies according to targets in its SPP. This report is called the Part B Annual Performance Report (APR). The Office of Special Education Programs (OSEP) has identified 20 indicators used to track progress toward meeting state targets. Indicator 7 measures the percent of preschool children ages 3 through 5 with IEPs (including children who receive speech services only) who demonstrate improved outcomes in three areas:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

Historically, the Louisiana Department of Education (LDOE) utilized the Assessment, Evaluation and Programming System (AEPS) as the tool to measure child outcomes reported to OSEP. "Entry" assessment data is compared against the "Exit" assessment results to determine the degree to which a child demonstrates improved outcomes in the three key areas. At the beginning of the 2018-2019 school year, programs transitioned to using Teaching Strategies GOLD® as a replacement for AEPS. TS GOLD® is used in every community in the state for publicly-funded children in birth to five programs. This shift allowed Local Education Agencies (LEAs) to streamline the assessment process by coordinating efforts with these programs.

General Information

All children ages 3-5 with IEPs (including children who receive speech services only) must be assessed with the Teaching Strategies GOLD® OSEP license at least once for every year that they receive early childhood special education (ECSE) services.

Due to the number of assessment items required for OSEP reporting, portfolios for early childhood children with disabilities will be managed in a license that is separate from the birth to five accountability license. In some cases, this may mean that the special education teacher will also have two TS GOLD® accounts, one log-in for the birth to five accountability and an additional log-in for the OSEP license. The primary **differences between the OSEP license and the LDOE ECE** license can be found [here](#).

Children with disabilities who are also receiving state funds (CCAP) must also be assessed within the Teaching Strategies GOLD Birth to 5 license three times a year based on guidance provided by LDOE Early Childhood Education staff.

Note: General education teachers and special education service providers will want to share assessment data to gain a full picture of the child's skills and progress and to better assess in areas where one or the other may have access to more detailed data. The Individual Child Report is the primary means for sharing ratings for a child between Birth to 5

and TS GOLD® OSEP. *Because the OSEP item set is different from the Birth to 5 item set, most of the items will be included but not all.*

Entry Assessments in the OSEP license must be completed within the first 6 weeks of entry into Early Childhood Special Education (ECSE) services after the child reaches 3 years of age (i.e. within 6 weeks of the child's 3rd birthday or within 6 weeks of the day the child begins receiving services if after the 3rd birthday), including when a child is:

- transitioning from Part C to Part B 619
- newly identified as eligible under Part B 619
- entering from another state; or
- re-entering a program after an exit assessment was completed.

If a child continues to receive services beyond one year, an entry assessment should be completed once a year for every year that the child receives ECSE services after the entry year.

Note: Teachers and service providers can begin the entry assessment in the GOLD system immediately after the child begins to receive services.

Should our district complete an entry assessment if a child begins receiving ECSE services before they turn 3?

No. The entry assessment should be completed within 6 weeks of the child's 3rd birthday, regardless of how early the child began receiving services. Even in cases where the child's ECSE services begin well before their 3rd birthday, the Part B Entry Date should indicate the child's 3rd birthday.

Is a rating required for every objective if a child receives speech services only?

Yes. It is recommended that service providers and teachers work together and collaborate with the families to obtain entry ratings in domains that are not directly observed.

What is considered the entry date if the child's IEP is created in the spring but will not receive services until the following school year?

The service start date (the date when the child begins receiving the ECSE services) should be used as the entry date.

What if the child will receive less than 6 months of services?

If it is clear that a child will be served in the early childhood setting for less than 6 months, then they should not be entered into TS GOLD® OSEP. An example of this might be if the child begins receiving services, but will be turning 6 and/or transitioning to Kindergarten within 6 months.

Exit assessments in the OSEP license must be completed within 6 weeks of withdrawal from ECSE services or within 6 weeks of the child's 6th birthday, whichever comes first. All children entering kindergarten must have an exit assessment completed in the OSEP license before the transition (i.e. in May the year before Kindergarten). If a child moves to another Louisiana school or out of state, it is recommended that the exit assessment is completed before the child leaves, if time permits

Note: If a child will still be receiving services in the Kindergarten setting, they should still be exited from the OSEP license. Exiting these children will ensure that they are no longer included in the Part B 619 OSEP reporting. It will not change the status, coding, funding, or the classification of the special education Kindergarten program.

Checkpoint dates in the OSEP license should be determined by the entry and exit assessment dates, rather than the checkpoint due dates. Providers should not wait to finalize the ratings, rather the provider should finalize all ratings within 6 weeks of entry or exit, regardless of when the checkpoint period ends.

Middle of the year assessments are only required for children who receive ECSE services for more than two years. *For example*, a child that begins receiving services on their 3rd birthday in the 2017-2018 school year, continues to receive services in the 2018-2019 school year, and exits in the 2019-2020 school year; an entry assessment would be completed in the 2017-2018 school year, a middle of the year assessment would be completed in the 2018-2019 school year, and an exit assessment would be completed in the 2019-2020 school year. *The LDOE recommends using the winter checkpoint as a 'due date', however, districts have discretion of the timing of the middle of the year assessment.*

Documentation is not required in the OSEP license, however, all assessment ratings should be based on observations that can be supported with documentation. Documentation such as work samples, checklists, anecdotal observations, etc. is beneficial in providing a complete picture of a child's development. If the documentation has already been uploaded in the early childhood site (for example, for a child who attends an LA4 class and has an IEP), then there is no need to duplicate this entry in the OSEP site.

"Not yet" ratings should be used in conjunction with a child with a disability who is not yet demonstrating a particular skill or behavior. **"Not observed"** should be used ONLY on rare occasions. It may be appropriate to indicate "not observed" if a child has experienced significant absences but should NOT be used because the teacher or child's service team has not had the opportunity to observe the child in that area and has not gathered adequate information on the child's level of functioning.

Administrator Getting Started Checklist

Each LEA should determine a district or charter Early Childhood Special Education Supervisor/Director to manage the responsibility of the TS GOLD® OSEP license. LDOE staff will assist LEA's in setting up accounts in GOLD® for administrators who will be responsible for setting up accounts for their staff. The LEA administrator is also responsible for:

- Ensuring all teachers and service providers have a GOLD® OSEP account and have been trained on GOLD®;
- Determining who will create and manage children's GOLD® OSEP portfolios (only one portfolio per child is allowable);
- Overseeing the data entry and exit process to ensure that reliable and valid information is provided by teachers and other practitioners.

Below is a step by step process for TS GOLD OSEP Administrators to create user accounts, disable users, and set up new classes for case managers. Links embedded will direct you to the Teaching Strategies Portal for additional support.

Step 1: Login and Create Account

Step 2: Transfer and/or Archive Children

Step 3: Disable Users

Step 4: Create and add additional users

Step 5: Set up classes for new case managers

Step 6: Create child records

Step 1: Login and create account

Login to [MyTeachingStrategies®](#). Follow the instructions in your welcome email and set your password. Your login should follow the format **firstname.lastname.osep**.

Step 2: Transfer and/or archive children

- Transfer children who moved to a new school system over the summer.
 - Notify the new school system administrator that the child has moved over the phone so that you do not share PII over email.
 - Email brittany.braun@la.gov requesting that the child's TS GOLD® OSEP record be transferred to the new school system. Use this exact verbiage when requesting the transfer so that no PII is shared (do not add any other student information):
 - **"As the person authorized by the superintendent of my school system to request TS Gold data assistance from the Louisiana Department of Education, I request that you transfer student <INSERT LASID HERE> from my school system to <INSERT RECEIVING SCHOOL SYSTEM HERE>."**
 - Once the transfer is complete, both the sending and receiving school systems will receive an email noting that the requested transfer has been completed.
 - The student will be placed in the receiving school system's OSEP default class, and the TS GOLD® OSEP administrator will need to move him/her to the appropriate teacher's class.

- [Archive](#) children who moved out of your school system over the summer that you are unsure of where to transfer.

Note: A GOLD record should NEVER BE DELETED unless authorized by the LDOE.

Step 3: Disable users

- Disable users who are no longer with you (all teachers and related service providers who have resigned or retired from your school system).
- Remove and reassign all children assigned to the user by transferring the children to the current case manager's class or the OSEP default class until you are ready to assign them to a new case manager.
- If a user has resigned or retired, [follow these instructions](#).

Step 4: Create and add additional users

- TS GOLD® OSEP Administrators should add additional users and [administrators](#) to your license, if appropriate.
- For security purposes, be sure to use a unique email address for each new user.
- Create a [teacher](#) account for each teacher in your program. For the Louisiana OSEP License, this would mean every provider/specialist who is responsible for finalizing the assessment of a child should be set up as a teacher type user.
- Use the following naming convention for all user types: **firstname.lastname.osep**.
- If you receive an error while creating the user name, please email brittany.braun@la.gov, as a user may have previously served in another Louisiana school system and his/her account may need to be transferred.
- Optional: [Post a message to your users](#)
 - Consider sending users a welcome message that includes the [link for them to access implementation support resources](#) and specify for users to bookmark the link and download the *Getting Started Checklist: New GOLD® Teachers* and the *Getting Started Checklist: New GOLD® Administrators*. Consider adding links to Louisiana Believes TS GOLD® resources as well.
 - Include due dates for any items they must complete.

Step 5: Set up classes for new case managers

This step should be completed by the TS GOLD® OSEP Administrator. Please note that for the Louisiana OSEP License a class will include a user's whole caseload, not just a group of children at one school or another.

- When you create classes, make sure to select the correct age or class/grade (only preschool 3 or preK 4 for OSEP).
- Assign teachers appropriate user roles within the class: [primary teacher, co-teacher, assistant teacher, or team member](#). *In the OSEP license, the folder holder or case manager is the primary teacher. Related service providers who are not the case manager should be assigned as either co-teachers or with team member access, depending on the level of access you want them to have. Multiple providers (e.g. SLT, OT, PT, etc.) can be linked through the Team Member feature.*
- Transfer all existing children to the correct class if their case manager has changed from last year.
 - Go to 'Children' and click 'Edit Children'. To transfer children across your site in bulk (i.e., by class rather than one child at a time), select your site but leave the teacher unfiltered (all). Select

'transfer/reactivate/archive/delete' and then scroll down and be sure that only 'active' is selected. Click 'submit' to the right.

- Select all of the children who are being reassigned to a specific teacher's class (this step must be completed based on the new class that the children are moving to, so be sure only to select those children who are moving to the same new class. You can repeat as many times as you need for additional classes). Click 'transfer'. Select the new teacher/class to whom the children need to be assigned based on their case manager for the 19-20 school year. Click submit.

Step 6: Create child records

This step should be completed by TS GOLD® OSEP Administrators

- Follow the directions to [create child records](#) for children who are new to your system. Important things to note:
 - The selection of a funding source is not required in the OSEP license.
 - First day in the program should be the day the child began receiving Part B services.
 - The child's LASID must be entered under 'Student ID'
 - Check "yes" for IEP yes/no
 - Be sure to note the primary disability under the 'custom question' drop-down

Managing and Monitoring Checklist

Update Team Member Access

Monitor Entry and Exit Assessments

Additional Resources

Update Team Member Access

Update [team member access](#) for users who serve children in a related service capacity (i.e. who need access to children but are not the case manager) to ensure that s/he has team member access only to the children that s/he will be serving this year.

- Click on 'users', then select your OSEP Default Site. Select a user who serves children as a related service provider (for example a speech pathologist who has children on his caseload for whom he is not the case manager).
- Scroll to the 'team member' access of his/her user page and deselect children to whom the user no longer needs access and add children who the user will be serving in a related service capacity.

Monitor Entry and Exit Assessments

Begin monitoring to ensure that entry assessments are finalized within 6 weeks of entry to Part B services.

- **Use the [OSEP Status report](#) to verify when an entry assessment has been completed**
 - Review how to complete an assessment by child for entry and exit. Help article [here](#).
 - Remember that the OSEP license is not required to have 3 annual checkpoints. Only entry, exit, and 1 middle year checkpoint if a child requires 2 or more years of services.
 - COSF checkpoints are no longer needed.
- **Run Reports to help understand the growth and outcomes of your children**
 - Know the difference between ["not yet" and "not observed"](#)
 - Check out the [federally mandated report](#) to view ECO score summaries
 - Run [the comparative report](#) and [growth report](#) to understand outcomes
 - Know that there may be [some variance in children](#) in the reports
- **Support teachers and service providers in completing [exit assessments](#)**
 - Enter the exit date for a child record ready for exit or transition
 - If the number of days is 183 or more, then the child record meets the required number of days receiving OSEP services to be included in the OSEP Federally Mandated Year-End Report
 - Select an exit reason for child records
 - Select Check Eligibility for the system to check if these child records are eligible for exit or transition
 - Select Submit
- **TS GOLD OSEP Administrators must [exit or transition child records](#) on an IEP when the child stops receiving services, when the child transitions to Kindergarten, or if another reason for exit occurs**
 - Select Exit Children from OSEP
 - Select the program and site for the child records you want to exit. You can also select a teacher and/or class
 - Choose to include only child records that have an OSEP exit or transition request
 - Select submit
 - A list of child records with IEPs will appear

- Scroll to the right to view the exit options
- Enter the date for a child record ready for exit or transition whose teacher or service provider did not submit an OSEP exit request
- Review the exit date
- **Once the exit date is entered, the "Days Receiving OSEP Services" will display the number of days between the entry date and the exit date. If the number of days is 183 or more, then the child record meets the required number of days receiving OSEP services to be included in the OSEP Federally Mandated Year-End Report.**

Additional Resources

- Visit [My Courses](#) to utilize relevant professional development resources. (Optional)
 - Access the free 2-hour product tutorials for any products you use, such as *GOLD® Introduction* and *Introducing MyTeachingStrategies®*, as well as the free 10-hour *Objectives for Development and Learning* course.
 - Use [messages](#) to remind users of the expectations for course completion.
 - Use the [Online Professional Development Report](#) to monitor users' progress.

Encourage all teachers to complete the [Interrater Reliability Certification](#). (Optional)

This is an online certification process that's free for all GOLD® users and supports your teachers' ability to make accurate assessment decisions

- Use [messages](#) to remind users of the expectations set for completing the Interrater Reliability Certification process.
- Use the [Interrater Reliability Report](#) in the Report area to monitor teachers' progress

Use the [MyTeachingStrategies® Practice Environment](#) for training and practice purposes.

- Practice using all the features and functionality of *MyTeachingStrategies®* without affecting
- data within your account.
- OSEP functionality is turned on in the practice environment and available for use

Utilize *GOLD® User Guides* for yearly guidance and support.

- Use the [GOLD® Administrator User Guide](#).
- Send and encourage all teachers to use the [GOLD® Teacher User Guide](#).

Browse the [webinar library](#) for *GOLD®* support webinars.

- Sign up for any upcoming webinars.
- Watch any archived webinars on demand.

Visit the [MyTeachingStrategies® Support Portal](#) to access additional support resources and to contact technical support with any questions.