

Louisiana Believes

Teaching Strategies GOLD® OSEP
Background and General Information

Agenda

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- Differences Between EC and OSEP
- Entry Assessment Overview
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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 ECSE 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

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are more saturated and darker towards the edges, creating a frame-like effect. The overall aesthetic is clean, modern, and professional.

Background and General Information

Individuals with Disabilities Education Act (IDEA)

The reauthorized Individuals with Disabilities Education Act (IDEA) requires each state to have a performance plan evaluating the state's implementation of Part B services and describes how the state will improve such implementation. This plan is called the [Part B State Performance Plan](#) (SPP).

Each state reports annually on the performance 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 the following 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

Measuring Child Outcomes

In order to measure child outcomes for Indicator 7 in the OSEP license, “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.

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

Differences Between EC and OSEP

ECE and OSEP License

ECE License	OSEP License
All publicly funded children birth through 5 years old	Children ages 3 through 5 who receive IDEA Part B Services in programs that are publicly-funded.
2020-2021 Default Abbreviated Version (70% of item set or 47 total dimensions)	61 total dimensions including 1c1, 1c2, 1c3, 1c4
Assessment must be completed three times per year, based on checkpoint dates.	Assessment is only required for entry and exit, unless the child receives more than two years of service, in which case a mid-year assessment is also recommended.
Teaching Strategies recommends collecting enough GOLD® documentation to accurately support your assessments of each child's knowledge, skills, and abilities at the end of the checkpoint period.	Documentation is not required to finalize a rating, but ratings should be based on observed behavior that could be documented.

Student Identification LASID

Louisiana legislature passed [Act 837](#) (2014), which provides for limitations and prohibitions on the collection and sharing of student information and required the Department to create a system of unique student identification numbers, or a LASID.

When children are input into the OSEP license, it is recommended that both the GOLD ID **and** LASID are added to each child's profile.

OSEP Administrators should reach out to their data manager responsible for the maintenance of LASIDS. They can reach out to their Uniq-ID data manager for assistance with finding a student's LASID.

Child Details	
First Name*	
Middle Initial	
Last Name*	
Nickname	
Identifier	GOLD ID
Gender*	
Birth Date*	
Primary Language*	
Ethnicity*	
Race*	
Student ID#	LASID



Entry Assessment Overview

Entry Assessment Overview

Entry Assessments in the OSEP license must be completed within the first 6 weeks of entry into Early Childhood Special Education (ECSE) services including when a child is:

- transitioning from Part C to Part B when they turn 3 years old;
- newly identified as eligible under Part B, even after a child has turned 3;
- entering ECSE services from another state; or
- re-entering Part B services 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. Teachers and service providers can begin the entry assessment in the TS GOLD® OSEP license immediately after the child begins to receive services.

Entry Assessment Overview

When a child is being entered into the OSEP license, the entry date should be entered as the date the child record began receiving or will start receiving ECSE.

The checkpoint period in which the Part B entry date falls will be used as the entry assessment. If the child record does not have **final checkpoint ratings** in the entry date checkpoint period, the next consecutive checkpoint period that includes final checkpoint ratings will be used for the entry assessment. Checkpoint dates are aligned with the EC TS GOLD® license.

For example, if the IEP start date for a child is October 12, based on the TS GOLD EC checkpoint dates, the child's entry assessment would be considered complete during the Fall checkpoint. If the ratings were not finalized until November, the entry assessment would be complete in the Winter checkpoint. Both a Part B entry date and final checkpoint ratings must be entered and complete in order for the system to find entry assessment data. The system cannot look for entry assessment data that was entered prior to a Part B entry date.

Exit Assessment Overview

Exit Assessment Overview

Exit assessments must be completed before a child can be exited from the OSEP license. An exit assessment should be completed within 6 weeks of the following:

- a child withdraws from ECSE services
- a child is turning 6 years old; or
- a child is matriculating to kindergarten.

Once an exit assessment is complete, the child can successfully be exited from the OSEP license.

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 OSEP reporting. Exiting a child from OSEP will not change the status, coding, funding, or the classification of the special education Kindergarten program.

OSEP Administrator

OSEP Administrator

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 TS GOLD® for administrators who will be responsible for setting up accounts for their staff. The OSEP administrator is also responsible for:

- Ensuring all teachers and service providers have a TS GOLD® OSEP account and have been trained on TS GOLD®;
- Determining who will create and manage children's TS 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.

Support Portal

Features

- Administration Access
- Dashboard Support & Resources
- Back to School Administrator Checklist
- *MyTeachingStrategies*® Support Portal
- Quick Links

The screenshot shows the MyTeachingStrategies Support Portal interface. At the top left is the logo "MyTeachingStrategies™". To the right of the logo are navigation icons for "Tesch", "Assess", "Develop", "Report", and "Family". In the top right corner, there is a user profile icon labeled "BB" with a notification badge showing the number "3".

Below the navigation bar is a blue header with the text "Welcome, Brittany!".

The main content area features a "QUICK LINKS" section with four buttons: "View Documentation Status" (with a bar chart icon), "View Assessment Status" (with a bar chart icon), "View Snapshot" (with a bar chart icon), and "Users" (with a group of people icon).

Below the quick links is a "MESSAGES" section. It contains a message with a red dot icon, the date "07/21", and the text "Scheduled Maintenance - July 31st".

To the right of the messages is a section titled "FROM THE TEACHING STRATEGIES TEAM". It features a photo of two young girls and a blue box with the text "Written Kindergarten Transition Plans:".



Additional Resources

Additional Resources

[TS GOLD OSEP® Administrator Contact List](#)

[LDOE TS GOLD® OSEP Guidance and Support](#)

[GOLD® Guidance 2020-2021](#)

TS GOLD® OSEP Webinars:

- [TS GOLD® OSEP Webinar Background Information](#)
- [TS GOLD® OSEP Webinar Administrator Getting Started Checklist](#)
- [TS GOLD® OSEP Webinar Managing and Monitoring the OSEP License](#)

For additional questions, contact brittany.braun@la.gov