

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.

Overview

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**

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**

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 Ivy.Starns@la.gov or Taylor.Dunn@la.gov.

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 Ivy.Starns@la.gov.

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 [document](#) 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	✓	✓	AB1 only		✓
	1b	✓	✓	AB1 & AB2		✓
	1c	✓	✓	AB1 & AB2	✓	✓
	1c1					✓
	1c2					✓
	1c3					✓
	1c4					✓
	2a	✓	✓	AB1 only		✓
	2b		✓		✓	✓
	2c	✓	✓	AB2 only	✓	✓
	2d		✓			✓
	3a	✓	✓	AB2 only	✓	✓
	3b	✓	✓	AB1 & AB2	✓	✓

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 be completed in TS GOLD.

Follow the instructions on the [FAQ](#) 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.

Teacher	Class	ChildID	First Name	Last Name	Gender	Race	Ethnicity	Primary Language	Age/Class	Entry Date	Exit Date	Number of Exited?	Outcome 1	Entry	Entry: Fun Exit
melissa	training	xyz	Joe	Geaux	Male	Unknown	Unknown	Unknown	Pre-K 4 cl	4/1/2018		N	4		
melissa	training	abc	Suzy	Q	Female	White	Unknown	English	Pre-K 4 cl	3/21/2018		N	7		
melissa	training	def	Johnny	Jumpup	Male	White	Unknown	English	Kindergar	4/8/2018		N	7		
melissa	training	ghi	Jane	Doe	Female	White	Unknown	English	Pre-K 4 cl	12/5/2017		N	7		
melissa	training	jkl	Lois	Lane	Female	Black or A	Unknown	English	Kindergar	3/1/2018		N	2		

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 screenshot shows the 'Users' management interface. At the top, there are navigation tabs: Programs, Sites, Users, Classes, Children, Goals, License Settings, and Messages. The 'Users' tab is active. On the left, there is a sidebar with options: Add, Transfer, View Classes, and View Children. The main content area shows the 'User Management' page for 'Melissa.McConnell'. Under the 'Team Member Access' section, there are dropdown menus for Program (Default Program), Site (Default Site), Teacher, and Class. There are also checkboxes for 'Select All' and 'Deselect All'. Below these, a list of 'Selected Children' is shown: Aaron Aardvark, Bella Fernandez, Joe Geaux, and Joe Geaux.

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.

The screenshot shows the 'Reports Queue' interface. At the top, there are navigation tabs: Reports, Reports Queue. The 'Reports Queue' tab is active. On the left, there is a sidebar with options: View Report Images and View Report Descriptions. The main content area shows the 'Generate a Report' section. There are three report options: Class Profile, Individual Child, and Report Card. Each option has a 'Go' button. The 'Class Profile' report shows a grid of assessment results for a class. The 'Individual Child' report shows a grid of assessment results for a single child. The 'Report Card' report shows a grid of assessment results for a single child.

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:

MyTeachingStrategies Preschool 17/18 SJ

My Children Class List

1 Add Child

2 Request OSEP Exit

These children in your class are currently receiving OSEP services. To begin the process of exiting a child from OSEP services, use the fields beside the child's name to update the information for that child. Then select Check Exit Eligibility. If the child is found to be eligible to exit OSEP services, select Request OSEP Exit.

Child Name	IEP/IFSP Entry Date	Exit Date	Days Receiving OSEP Services	IEP/IFSP Entry Tool	Exit Tool	Exit Reason	Sufficient Checkpoint Data for Exit?
Jonathan Hurst	07/23/2008	MM/DD/YYYY		AEPS			
Sam Erickson	09/30/2008	05/11/2018	588	Teaching Strategies GOLD	Teaching Strategies GOLD	Transition to Pre	Yes
Tianna Cotes	09/04/2008	05/11/2018	614	Teaching Strategies GOLD	Teaching Strategies GOLD	Exit	Yes

7 Check Eligibility

Request OSEP Exit

These children in your class are currently receiving OSEP services. To begin the process of exiting a child from OSEP services, use the fields beside the child's name to update the information for that child. Then select Check Exit Eligibility. If the child is found to be eligible to exit OSEP services, select Request OSEP Exit.

Child Name	IEP/IFSP Entry Date	Exit Date	Days Receiving OSEP Services	IEP/IFSP Entry Tool	Exit Tool	Exit Reason	Sufficient Checkpoint Data for Exit?
Jonathan Hurst	07/23/2008	MM/DD/YYYY		AEPS			
Sam Erickson	09/30/2008	05/11/2018	588	Teaching Strategies GOLD	Teaching Strategies GOLD	Transition to Pre	Yes
Tianna Cotes	09/04/2008	05/11/2018	614	Teaching Strategies GOLD	Teaching Strategies GOLD	Exit	Yes

1

2 Check Eligibility Request OSEP Exit

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

Administrator:

1 Select a **PROGRAM** and a **SITE**. You also have the option to select a **TEACHER** and/or a **CLASS**.

The screenshot shows the 'Manage Children' interface in MyTeachingStrategies. The main heading is 'Exit Children from OSEP'. Below this, there is a text prompt: 'Select filter options to view a list of children eligible for OSEP exit.' There are three filter dropdown menus: 'Program' (set to 'Default Program'), 'Site' (set to 'EcoSite'), and 'Primary Teacher' (set to 'All'). A 'Filter Summary' panel on the right lists the current filter settings: Program: Default Program, Site: EcoSite, Primary Teacher: All, and Class: All. A blue arrow points from the first instruction to the filter dropdowns.

1 For any child record with an exit request made, review the **EXIT DATE**, **EXIT REASON**, and **EXIT TOOL**, and make any necessary revisions.

2 Select **APPROVE EXIT** for the child record.

The screenshot shows the 'Manage Children' interface with a table of child records. The table has columns for 'Child', 'Exit Date', 'Exit Reason', 'Exit Tool', and 'Approve'. The 'View' dropdown is set to 'All children receiving IEP/IFSP services'. The table contains three rows of data. A blue arrow points from the second instruction to the 'Approve' column.

Child	Exit Date	Exit Reason	Exit Tool	Approve
Alyssa DiNicola	07/01/2017	Exit	Teaching Strategies	<input type="checkbox"/>
Jamal Bryant	08/10/2017	Exit	Teaching Strategies	<input type="checkbox"/>
Jorge Martinez	07/01/2017	Exit	Teaching Strategies	<input type="checkbox"/>

Next Steps

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: ivy.starns@la.gov or taylor.dunn@la.gov
- Questions about using TS GOLD for KEA: ivy.starns@la.gov