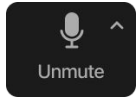


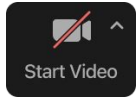
# SmartTeach™ OSEP End of Year Reporting



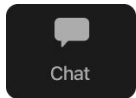
# Zoom Meeting Preparation



- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click “Mute.”



- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact [LDOEcommunications@la.gov](mailto:LDOEcommunications@la.gov).



# Purpose

The monthly Young Children with Disabilities Community of Practice is designed to allow early childhood special education administrators and leaders to:

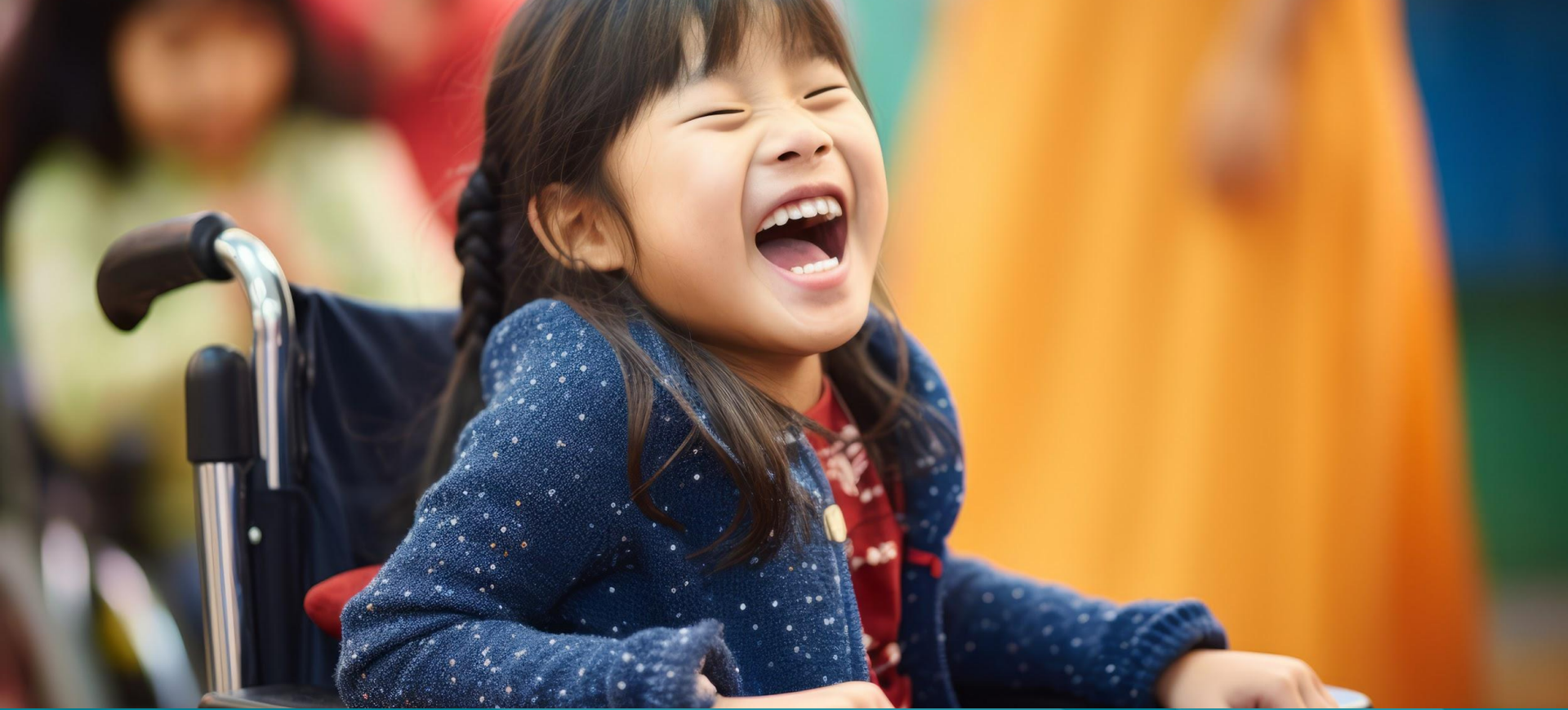
- collaborate with others on current trends and practices in servicing and supporting young children with special needs;
- problem solve challenges;
- and share and celebrate successes.



# Agenda

- I. IDEA 619 Overview
- II. Featured Topic: SmartTeach™ OSEP End of Year Reporting
  - A. IDEA Part B, Section 619 Preschool Special Education Reporting
  - B. *Teaching Strategies GOLD®* Checkpoint
  - C. *OSEP Monitoring*
  - D. *End of Year Reporting*
- III. Upcoming Events





# IDEA Part B, Section 619 Preschool Special Education Reporting

# Individuals with Disabilities Education Act (IDEA)

Under Section 619, LDOE provides professional development and support for Young Children with Disabilities. Section 619 of IDEA allows states to:

- assist in providing professional development and resources to support developmental screening for children ages birth to five;
- provide support for educators who serve young children with disabilities ages birth to five;
- and assist in providing special education and related services to children with disabilities aged 3-5 years (until entering Kindergarten).



# IDEA 619 Overview

The Individuals with Disabilities Education Act (IDEA) requires each state to have a performance plan to evaluate the state's implementation of services. States must submit a State Performance Plan by February of each year. The submission uses the previous year's performance data. The preschool indicators are indicators 6, 7, and 12.

## **Indicator 6: Preschool Environments (LRE):**

- This data is located in eSER and is based on where the child receives their services.

## **Indicator 7: Preschool Outcomes:**

- This data is found in SmartTeach™ and includes levels of several objectives.

## **Indicator 12: Early Childhood Transition**

- This data is located in eSER and is pulled based on the child's date of birth and the date of when the IEP is implemented.





# Measuring Preschool Outcomes

# Preschool Outcomes

Preschool outcomes are reported in SmartTeach™ which provides the percentage of children ages 3 to 5 with an IEP who demonstrate improvement in:

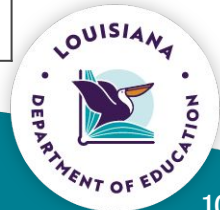
- A. Positive interpersonal skills
- B. Acquisition and use of knowledge and skills (including early language and early literacy)
- C. Use of appropriate behaviors to meet their individual needs



# MyTeaching Strategies® GOLD®

MyTeaching Strategies® GOLD® is the State Selected Data Source for Measuring Preschool Outcomes in Louisiana. The following objectives are used to determine child outcomes:

OSEP Preschool Outcomes	GOLD® Objectives/Dimension
<b>Outcome 1:</b> Positive Interpersonal Skills	1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 8a, 10a, 10b
<b>Outcome 2:</b> Acquisition and Use of Knowledge and Skills	7b, 8a, 8b, 9a, 9b, 9c, 9d, 11a, 11b, 11c, 11d, 11e, 12a, 12b, 13, 14a, 14b, 15a, 15b, 15c, 16a, 16b, 17a, 17b, 18a, 18b, 18c, 19a, 19b, 20a, 20b, 20c, 21a, 21b 22a, 23
<b>Outcome 3:</b> Use of Appropriate Behaviors to Meet their Needs	1c1, 1c2, 1c3, 1c4, 4, 7a



# Measuring Child Outcomes

Child outcomes are measured by comparing “entry” assessment data against “exit” assessment results to determine the degree to which a child demonstrates improved outcomes in the three key areas.

**Entry Assessments** should 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.

**Exit assessments** should be completed within 6 weeks of the following:

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





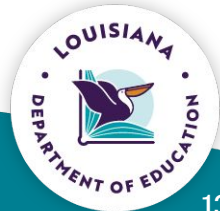
# Teaching Strategies GOLD® Checkpoint & OSEP Monitoring

# TS GOLD<sup>®</sup> Checkpoint Completion

The Spring TS GOLD<sup>®</sup> checkpoint is May 31, 2026. The Department has set program expectations of completion for each checkpoint. Networks should monitor completion rates at the site and classroom levels. This assessment is mandated through program assurances and included within Bulletin 140:

*Sites ensure all required information for classrooms containing children from birth to five years is entered in the GOLD<sup>®</sup> online system. Additionally, all child assessment results for publicly-funded infants, toddlers, and pre-K children must be entered and checkpoints finalized by October 31, February 28, and May 31.*

Fall 2025 (October 31)	Winter 2026 (February 28)	Spring 2026 (May 31)
80%	85%	90%



# TS GOLD<sup>®</sup> OSEP Monitoring

Program OSEP administrators should monitor sites, classrooms, and users to ensure checkpoint completion.

For each checkpoint, OSEP Administrators should:

- ensure that all children have an entry date reported;
- ensure that all current students that have an IEP are marked “yes” as having an IEP. OSEP administrators are encouraged to cross-check SER each month for children with new IEPs to ensure data for all children is accurately reported;
- and ensure that all children with an IEP have the 4 extra objectives. These objectives include 1c1, 1c2, 1c3, and 1c4. When the child’s profile is marked “yes” for IEP, the system adds these objectives to the child’s report and they are mandatory for OSEP reporting purposes. These objectives cannot be finalized unless they are leveled.



# TS GOLD<sup>®</sup> OSEP Monitoring

For each checkpoint, OSEP Administrators should ensure that:

- children with an IEP do not have any objectives leveled with “Not Observed.” “Not Observed” is a null value. These children must be leveled as “Not Yet” or leveled accordingly;
- and all children with an IEP that are being reported to OSEP will have to have at least two completed checkpoints by the end of the year or they will not be in the OSEP Mandatory Report.





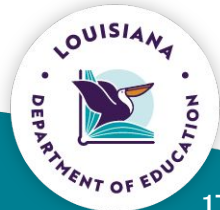
# SmartTeach™ OSEP End of Year Reporting

# End of Year Reporting

## How do I know when my OSEP reporting is complete?

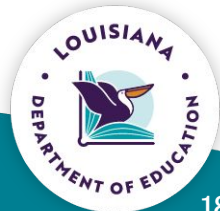
- Run the Child Level OSEP Status Report to determine how many children are eligible for exit and should be represented on the Federally Mandated Report.
- The children who are matriculating to Kindergarten should be exited. Once they are exited, they will appear on the OSEP Federally Mandated Year-End report.
- The OSEP reporting is complete for the site when the your OSEP status and OSEP Federally Mandated Year-End reports have the same number of students exiting the program on **both** reports.

For more information, please refer to the [Teaching Strategies SmartTeach™ FAQ](#) or the [Teaching Strategies SmartTeach™ Guidance](#) document.



# OSEP Status Report

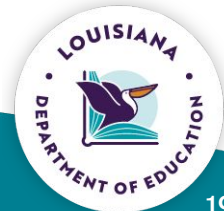
- In order to check for accuracy, OSEP Administrators should run the [Child Level OSEP Status Report](#) to determine how many children are eligible for exit and should be represented on the Federally Mandated Report. The OSEP Status Report will include both child records currently on an IEP or IFSP and child records on an IEP or IFSP who have been exited or transitioned.
- The entry date range will automatically default to the current year. It is recommended to set the entry date year to two years prior in order to see all children who may be eligible for exit completion.



# Generate OSEP Status Report

- Log into Teaching Strategies GOLD<sup>®</sup> and select “REPORTS” from the left toolbar.
- Scroll down and click on “OSEP.” (Shown below)

The screenshot shows the 'Reports' section of the Teaching Strategies GOLD Administrator View. The left sidebar contains a 'Report' menu with 'Reports' highlighted. The main content area displays several report cards: 'Administrator Assessment Status', 'Administrator Documentation Status', 'OSEP', 'Checkpoint by Dimension', 'Family Connections', and 'Individual Child'. The 'OSEP' report card is highlighted with a red box and a '2', showing a bar chart icon and the text: 'EXPORT ONLY: This report can be used to generate a .CSV file for child, site, and program level reporting for all children in either Early Intervention or Preschool Spec...'. The 'Reports' menu item in the sidebar is also highlighted with a red box and a '1'.



# Generate OSEP Report

## < OSEP Report

Data for this report is refreshed once every 2 hours.

### Filters

This report can be used to generate a .CSV file for child, site, and program level reporting for all children in either Early Intervention or Preschool Special Education programs. The report generated includes information necessary for OSEP Status monitoring or OSEP Federally Mandated Year-End reporting based on selected filters.

#### OSEP DETAILS

REPORT TYPE  
**OSEP Status**

GENERATE REPORT FOR  
**Preschool Special Education Outcomes**

IDEA PART B PRESCHOOL (3-5) ENTRY DATE RANGE  
**07/01/2022 – 06/30/2026**

AGE OR CLASS/GRADE  
**All Ages**

OSEP EXIT STATUS  
**All Exit Statuses**

LENGTH OF TIME RECEIVING SPECIAL SERVICES  
**Any Length of Time**

#### OSEP Details

REPORT TYPE  
 OSEP Status  
 OSEP Federally Mandated Year-End

GENERATE REPORT FOR  
 Preschool Special Education Outcomes  
 Early Intervention

IDEA PART B PRESCHOOL (3-5) ENTRY DATE RANGE

IDEA PART B PRESCHOOL (3-5) EXIT DATE RANGE

AGE OR CLASS/GRADE

OSEP EXIT STATUS  
 All Exit Statuses  
 Exited  
 Not Exited

LENGTH OF TIME RECEIVING SPECIAL SERVICES  
 Any Length of Time  
 Less than 6 months  
 Greater than 6 months

ORGANIZATIONS, PROGRAMS, SITES, CLASSES, CHILDREN  
ORGANIZATION  
**LDOE - Early Childhood**

INCLUDE ARCHIVED CHILDREN Yes

CHILD DEMOGRAPHICS **Select**

FUNDING SOURCES **Select**

- Once you are in “OSEP Report” you can filter the data for your report.
- Select OSEP Status for report type and generate a report for Preschool Special Education Outcomes.
- For IDEA PART B PRESCHOOL (3-5) ENTRY DATE RANGE back date the entry range by 2 years. The rest of the dates do not change.
- Select Age or class/grade, OSEP exit status, and select length of time receiving special services.



# Generate OSEP Report



## OSEP Report

Data for this report is refreshed once every 2 hours.

### Filters

This report can be used to generate a .CSV file for child, site, and program level reporting for all children in either Early Intervention or Preschool Special Education programs. The report generated includes information necessary for OSEP Status monitoring or OSEP Federally Mandated Year-End reporting based on selected filters.

#### OSEP DETAILS

##### REPORT TYPE

OSEP Status

##### GENERATE REPORT FOR

Preschool Special Education Outcomes

##### IDEA PART B PRESCHOOL (3-5) ENTRY DATE RANGE

07/01/2022 - 06/30/2026

##### AGE OR CLASS/GRADE

All Ages

##### OSEP EXIT STATUS

All Exit Statuses

##### LENGTH OF TIME RECEIVING SPECIAL SERVICES

Any Length of Time

ORGANIZATIONS, PROGRAMS, SITES,  
CLASSES, CHILDREN

##### ORGANIZATION

LDOE - Early Childhood

INCLUDE ARCHIVED CHILDREN

Yes



CHILD DEMOGRAPHICS

Select

FUNDING SOURCES

Select

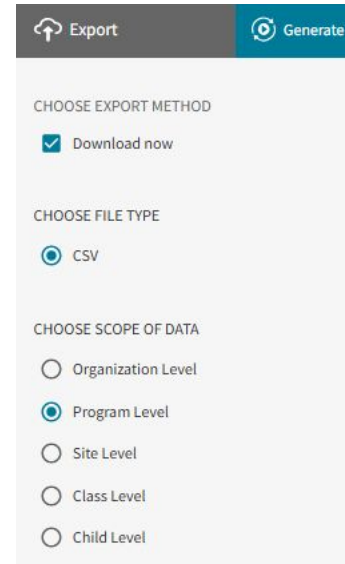
Finish filtering the data for your report by:

- selecting your organization, programs, sites, classes, children;
- include archived children;
- select child demographics;
- and select funding sources.



# Generate OSEP Status Report

- The 'CHOOSE SCOPE OF DATA' selection will allow you to generate a report at different levels. The child level report helps you to see all of the data that is missing.
- Once you have adjusted all of the filters, select generate at the top right to generate the report.



The screenshot shows a user interface for generating a report. At the top, there are two buttons: 'Export' and 'Generate'. Below these, the interface is divided into three sections:

- CHOOSE EXPORT METHOD:** A checkbox labeled 'Download now' is checked.
- CHOOSE FILE TYPE:** A radio button labeled 'CSV' is selected.
- CHOOSE SCOPE OF DATA:** Five radio buttons are listed: 'Organization Level', 'Program Level' (selected), 'Site Level', 'Class Level', and 'Child Level'.

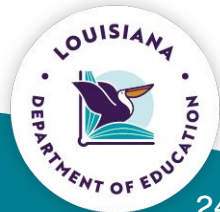
# Generate OSEP Status Report

- Once you generate the report you will download the export file. It will pull up an excel sheet.
- In many cases, a blank entry or exit date means that the child was archived prior to being exited.
- There should be BOTH and entry date finalized and data for all outcomes. In the event that a child has data for all outcomes and does not have an entry date finalized, the checkpoint was not finalized.
- If there is a child who shows they are archived without an entry date finalized, you will have to reactivate the child, exit the child with an exit date, and then archive the child.



# Generate OSEP Federally Mandated Report

- The [OSEP Federally Mandated Year-End Report](#) will include child records on an IEP that have been exited or transitioned, have sufficient finalized checkpoint ratings for both their entry and exit checkpoints, and have or had been on their IEP for 183 or more days.
- When generated at the child level, the OSEP Federally Mandated Year-End Report will display entry scores, exit scores, and overall progress scores for each of the three OSEP outcomes as well as the child's category on the ECO Center Child Outcomes Summary Form for each outcome.



# Comparing Data in the OSEP Status Report and OSEP Federally Mandated Year-End Report

- OSEP Administrators should use the OSEP Status Report to compare data and see where information may be missing.
- Below is an example of an OSEP Status Report which demonstrates a child that is showing as being exited, but missing complete data for entry and exit date finalized. Comparing these reports will help identify where missing data may exist and verify that the correct number of children are represented in the correct reports.

Number of Months Receiving Special Education Services	Exited?	Entry Date Finalized	Exit Date Finalized
6	Y	12/5/2020	6/1/2021
29	Y		
6	Y	12/5/2020	6/1/2021
34	Y	9/23/2018	6/1/2021
20	Y	10/6/2019	6/1/2021



# Exit Troubleshooting

- **I just exited a group of children but my data is not showing up.**
  - Sometimes the system takes more than 24 hours to populate the children who have been exited or when an exit assessment is completed. Wait 24-48 hours and re-run the report to see if the correct data is populating.
- **What happens if services are refused and picked back up?**
  - A child must be exited and reactivated; The Part B entry date will still populate after a child is exited and reactivated. Administrators should make sure that the “Has IEP” box should not be checked after the child is exited in order to remove the additional objectives in the item set (1c1 - 1c4).
- **Why is the child showing as exited with no data on the OSEP Status Report?**
  - This could be an indication that an assessment was not properly finalized. Additionally, it may be a result of “Not Observed” being entered for one or more of the objectives. This will require OSEP Administrators to go back into the entry or exit assessment and find the objectives that were rated as “Not Observed” and complete a final rating in order to successfully exit the child with complete data.



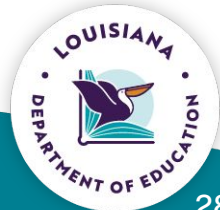
# Exit Troubleshooting, cont.

- **I am running the OSEP Federally Mandated Report and the report is showing as ‘no data’.**
  - This could indicate that the default dates are incorrect. It’s important to verify the entry and exit date range before running the report.
- **Why is the entry date finalized showing the exit date rather than the entry date when I run the OSEP Status Report?**
  - This could indicate that the entry data is not complete and therefore the system is recognizing the exit assessment as the entry. OSEP Administrators should go back and verify that the entry date is finalized with complete data.



# When to Exit/Archive a Child's Portfolio

- Exit **and** archiving should take place when a child:
  - Is matriculating to kindergarten or is turning 6 before the kindergarten year; or,
  - Is found to be no longer eligible for all special education services before matriculating to kindergarten or turning 6 (i.e., a student age 3-5 who no longer meets eligibility requirements as a student with a disability); or,
  - Is moving out of the state of Louisiana and you receive notice in time to complete an exit assessment.
- Archiving only (no exit assessment) should take place when:
  - A child has relocated to a new school system within Louisiana (i.e., transferred to another school system). In this case, the transfer process should be initiated so that the new school system can access the student's records.



# Platform Review

Let's look at the dashboard together.

- Are there any questions concerning:
  - OSEP Reports
  - Gaps in Data
  - SPED Objectives 1c1-1c4
  - Exiting and Archiving





# Upcoming Events

# Monthly Young Children with Disabilities Community of Practice

The early childhood strategy team conducts a monthly Community of Practice on various topics related to young children with disabilities. The next YCWD Community of Practice webinar will be a redelivery of the following session from Teacher Leader Summit 2026: **Preparing for CLASS® Observations for Classrooms with Young Children with Disabilities**

Attendees can access the webinar using the information below:

- **Webinar Date/Time:** Tuesday, June 23, 2026 at 3 p.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/99301224453>
- **Phone Number:** 1-312-626-6799
- **Meeting ID:** 993 0122 4453
- **Passcode:** 497464

Upcoming Events and Deadlines

Please contact [Caitlyn.Robinson@la.gov](mailto:Caitlyn.Robinson@la.gov) with questions.

