

 DEPARTMENT of
EDUCATION
Louisiana Believes



2022-2023 TS GOLD® Guidance

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Introduction

GOLD® is an authentic observational assessment system that provides teachers with the information they need to draw conclusions about children’s development and learning, and then leverage those conclusions to plan with intention. This intentional planning is the core of building positive relationships with children and individualizing instruction, as teachers purposefully scaffold each child’s next steps in every area of development and learning.

Why Ongoing Assessment?

Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child’s ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

<p>Ongoing Assessment Is...</p> <ul style="list-style-type: none"> ● Happening during regular, everyday activities ● Implemented on a continuous basis throughout the year ● Helping teachers meet children where they are ● Helping children meet challenging and achievable learning goals ● A broader and more meaningful picture of development 	<p>Ongoing Assessment Is Not...</p> <ul style="list-style-type: none"> ● Formal or standardized ● A narrow picture of a child’s ability at a given moment ● A one-dimensional measure of ability ● Performed outside of everyday activities ● A screening tool
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What Are the Teaching Strategies GOLD® Objectives for Development & Learning?

The 38 objectives at the heart of Teaching Strategies GOLD guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning.

<p>Required Objectives for Teaching Strategies GOLD® Assessment</p>
<ul style="list-style-type: none"> ● All 38 objectives are required by the LDOE for every child GOLD® Objectives for Development and Learning

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers’ thinking about various aspects of a given objective and help clarify the behavior it addresses.

The LDOE expects full implementation of GOLD®. MyTeachingStrategies™ Assessment System supports the daily collection of information about a child’s knowledge, skills, and abilities in all areas of development. Each high-quality curriculum offers guidance and tools for assessing children’s growth and learning. Teachers and service providers can use curriculum assessment information to add valuable evidence to children’s GOLD® portfolios, monitor progress and finalize checkpoints. Additional information can be found in the [Linking Tier I Curriculum to GOLD®](#) guidance.

Children with IEPs that are not currently enrolled in an early childhood program will need a full assessment, including documentation, for both entry and exit assessments. All checkpoints in between entry and exit assessments will only require final checkpoint ratings for each checkpoint window.

Objectives for Development & Learning

Birth Through Third Grade

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

*Objectives for Development & Learning—Birth Through Third Grade, continued***Mathematics**

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

2022-2023 TeachingStrategies GOLD®

All children, ages birth-5, enrolled in public and nonpublic pre-K, Head Start, and child care centers that receive public funding must be assessed with TeachingStrategies GOLD®. All children, ages 3-5, with an Individual Education Program (IEP), including children who receive speech services only, must be assessed with GOLD® for every year that they receive early childhood special education (ECSE) services.

Getting Started

Teachers	Administrators
<ul style="list-style-type: none"> ● Getting Started Checklist: New GOLD Teachers ● Getting Started Checklist: Returning GOLD Teachers ● MyTeachingStrategies Guide for Teachers ● MyTeachingStrategies Dashboard - Teachers ● My Courses ● Interrater Reliability Certification ● Five GOLD Features To Try 	<ul style="list-style-type: none"> ● Getting Started Checklist: New GOLD Administrators ● Getting Started Checklist: Returning GOLD Administrators ● MyTeachingStrategies - Getting Started Video Collection for Administrators ● End-of-Year/Back-to-School Checklist for GOLD Administrators ● My Courses ● Interrater Reliability Certification

Administrators

The Network Administrator is the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of GOLD®.

The responsibilities of the MyTeachingStrategies® Early Childhood Network and OSEP Administrators include:

- Managing and overseeing the full implementation of GOLD®;
- Communicating updates and changes related to GOLD®;
- Requesting the Department to transfer children between programs/agencies;
- Overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners;
- School system/network reporting; and
- Maintaining data hygiene routines.

Network administrators will be identified and their contact information will be shared with GOLD users in the [TS GOLD® Administrator Contact List](#). Annual identification of network and OSEP administrators will occur when users sign the [2022-2023 Gold Administrator Assurances](#). If changes occur within a network, please inform the LDOE at ECAssessment@la.gov.

Levels of Access for Users

The Department is responsible for granting administrative access at the program level. All Lead Agency Administrators will be responsible for granting administrator access to users within their program. Administrators can determine the level of access for users based on the information below.

Role	Description	Level of Access
Administrator <ul style="list-style-type: none"> Standard Administrator view-only access (can see child level data) view-only access (cannot see child level data) 	<p>Standard Administrator: Lead agencies should have Standard Administrator access for public schools within network; while child care directors can be assigned this access for their individual sites</p> <p>View Only (see data): Program or site level coaches may be assigned this level of access.</p> <p>View-Only (cannot see child level data): Lead agency and program users should have View-Only access for child care centers within their network, per state privacy requirements.</p>	<p>Standard Administrator:</p> <ul style="list-style-type: none"> see all program and child-level data add and edit users and classes run reports on class data and individual children emulate users <p>View-Only (can see child-level data):</p> <ul style="list-style-type: none"> view child level data run program, site, class and individual level reports make some changes to user accounts <p>View-Only (cannot see child level data):</p> <ul style="list-style-type: none"> run program or site level reports make some changes to user accounts
Teacher	<p>Intended for lead or co-teachers in a school or child care center, and are assigned a specific class and set of children.</p> <p>This can include paraprofessionals or instructional aides who assist in collecting documentation.</p>	<ul style="list-style-type: none"> see all child-level data run reports on class data and individual children
Assistant Teacher	<p>Intended for paraprofessionals or instructional aides who assist in collecting documentation.</p>	<ul style="list-style-type: none"> add documentation and enter preliminary levels view (but not manage) classes, child records and checkpoints complete product tutorials, courses and IRR <i>cannot</i> edit documentation entered by other users <i>cannot</i> enter, edit or finalize checkpoints <i>cannot</i> manage classes and child records
Team Member Access	<p>Team members are typically specialists and service providers (i.e. speech pathologists, physical therapists, occupational therapists, social workers, etc.) who may require access to a specific caseload of children, instead of the entire class.</p>	<ul style="list-style-type: none"> can associate with multiple sites, with limited capabilities can add documentation and share with families complete product tutorials, courses and IRR <i>cannot</i> complete and finalize checkpoints or generate reports <i>cannot</i> be added to a class as a primary teacher, co-teacher or assistant teacher

Additional information regarding [account access levels](#) for teachers and administrators is available.

License Setup (Administrator)

Adding Sites in MyTeachingStrategies (Network Administrators)

Administrators with program-level access can add sites on the MyTeachingStrategies platform. Sites are the online equivalent of your schools or centers. Site names should follow the naming convention below. If the site code is unknown during setup, the network administrator can edit the site to add the site code once one has been assigned.

Sites	Site Name (Site Code) <i>ex. Branch Elementary School (001002)</i>
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Adding Teachers in MyTeachingStrategies (Network Administrators or Site Administrators)

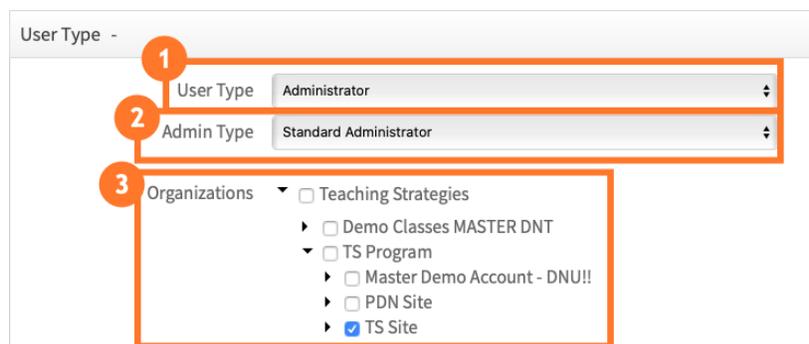
Administrators with site-level access can add users on the MyTeachingStrategies platform. If a user account needs to be transferred to another site within the network, the network administrator will conduct the transfer. If a user account needs to be transferred to another site outside of the network, contact ECAssessment@la.gov to make the transfer.

Common Issues When Adding a Teacher

- Username is already being used: Usernames must be unique across all users on the MyTeachingStrategies platform, not just within your account. If you receive a prompt to select a different username to continue, please enter a different username.
- Users sharing email addresses: For security purposes, all users must use their own email address for their MyTeachingStrategies user accounts.
- Extra space after email: An “Email address is not valid” message may occur if there is an extra space included at the end of the entered email address. This can be caused by copying and pasting the address into the Email field.

Adding Administrators to MyTeachingStrategies (Network Administrators or Site Administrators)

- Choose "Administrator" as the User Type. This ensures the user you are adding has administrator access.
- Choose an administrator type from the Admin Type drop-down.
- Select the organization, program, and/or site the user requires administrative access to.
- Note: If assigning administration at the site level, make sure that the program is NOT selected.



User Type -

1 User Type Administrator

2 Admin Type Standard Administrator

3 Organizations

- Teaching Strategies
 - Demo Classes MASTER DNT
 - TS Program
 - Master Demo Account - DNU!!
 - PDN Site
 - TS Site

Adding Team Members to MyTeachingStrategies

Adding Classes in MyTeachingStrategies - Administrators

Adding Children in MyTeachingStrategies - Administrators

Naming Protocols

Administrators must follow the naming convention outlined below when adding new classes, users, and children to the license.

Programs (locked)	LEA (LEA Code) <i>ex. Acadia Parish (001)</i>
Sites	Site Name (Site Code) <i>ex. Branch Elementary School (001002)</i>
Classes (accessible at the admin level)	<p>To create a class, the TS GOLD login information for the user will be required along with the year school starts.</p> <p>firstname.lastname.l DOE.school year <i>ex. amy.smith.l DOE.2022 or amy.smith.l DOE.1.2022</i> Not correct: <i>Miss Amy's Beautiful Butterflies Class</i></p>
Users (accessible at the admin level)	<p>To create a user, the following naming convention must be followed.</p> <p>firstname.lastname.l DOE <i>ex. amy.smith.l DOE</i></p> <p>If the user id is already taken, add a numerical holder at the end, starting at 1 and proceeding with the next available number in sequential, numerical order. <i>ex. amy.smith.l DOE.1 or amy.smith.l DOE.2</i></p>
Children (accessible at the admin level)	<p>Identifier: LASID (if applicable) Student ID: GOLD ID</p>

Administrative Functions

The following administrative functions are performed by a person within the network program who has administrative access. Information on how to perform these functions is available in the MyTeachingStrategies® Support Portal.

Archiving

Archiving children's records will allow users to store and reactivate the data at any time during the program year. Any children who move out of your network or that you are unsure of where to transfer should be archived. Directions to [archive](#) children can be located in MyTeachingStrategies®.

- It is recommended that child records be archived rather than deleted.
- If a child is gone from the program for more than a couple weeks and attempts to locate the child are unsuccessful, the child should be archived in MyTeachingStrategies®.
- At the end of the program year, the teacher will complete the final checkpoint and run final reports before children's records are mass archived.

*Note: All administrative reports can include archived files.

Reactivating Archived Child Records

All child records will be mass-archived at the end of the year. Therefore, child records for those returning to the program will need to be reactivated and placed in the current classroom. Do not create a duplicate child record for those returning to the program or for whom a child record already exists.

Deleting Child Records

While archiving child records is recommended, deleting child records may be necessary if:

- A record was created for a child that never attended the program;
- Child records contain no data;
- Duplicate child records were created in error and contain no data; or
- Duplicate child records are merged

Disabling or Deletion of Administrators and Teachers and FERPA

It is the Program Administrator's responsibility to ensure that the correct administrators and teachers have access to a child's portfolio. The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools and early childhood centers that receive funds under an applicable program of the U.S. Department of Education.

Therefore, if an administrator, teacher, or other individual who has access to a child's GOLD® portfolio becomes no longer employed by the program, it is the program administrator or their designee's responsibility to [delete](#) or [disable](#) the administrator, teacher, or other individual from the GOLD® system.

Transfer Requests (Out of Network)

Transfer requests must be completed and submitted through the [TS GOLD Transfer Request Form](#). When completing a transfer request, please include a LASID (if available) and GOLD ID. The individual making the transfer request must be recognized as a network or OSEP administrator and authorized by the superintendent of the school system to request a transfer of student data. The person submitting the transfer request should also notify ECAssessment@la.gov that a transfer request has been submitted. This email should not contain any identifying student information.

Transfer Requests

Transfer Type	Responsible Party	Steps
Within a site	Site Administrator	Standard site administrators can transfer child records to another class in MyTeachingStrategies®.
Within a network	Network administrator	<p>If you receive a child in your program and receive the “Duplicate Child” prompt when adding, you will need to reach out to request a transfer.</p> <ul style="list-style-type: none"> • Contact your network’s GOLD administrator and provide the Child ID# given in duplicate child message. • The Network administrator will search for the child within their network, and transfer the child to the correct classroom.
Outside of network	LDOE	<p>If you need to transfer a child from another network,</p> <ul style="list-style-type: none"> • Contact your network’s GOLD administrator and provide the Child ID# given in the duplicate child message. • The Network administrator will submit a transfer request to the LDOE. • The individual making the transfer request must be recognized as a Network or OSEP administrator and be authorized by the superintendent of the school system to request a transfer of student data.

More Administrative Functions

- [Editing Sites in MyTeachingStrategies](#)
- [Editing Users in MyTeachingStrategies](#)
- [Transferring Users in MyTeachingStrategies](#)
- [Editing Classes in MyTeachingStrategies - Administrators](#)
- [Editing Children in MyTeachingStrategies - Administrators](#)
- [Transferring Multiple Children in MyTeachingStrategies](#)
- [Archiving Multiple Children in MyTeachingStrategies](#)

2022-2023 Checkpoint Dates

Checkpoint dates for the 2022-2023 school year are as follows:

Fall Checkpoint	October 31
Winter Checkpoint	February 28
Spring Checkpoint	May 31

If a child enrolls with less than 6 weeks before the end of the checkpoint window, documentation and preliminary data can be entered; however, a checkpoint should not be finalized until the next checkpoint window.

Training Overview and Information

The Department supports programs and educators in using assessments to strengthen the learning and development of young children. This includes classroom teachers, paraprofessionals, and special education service providers. Providing professional development opportunities helps educators grow confident in the use of the assessment tool and use assessment data to intentionally plan learning experiences.

Support for Administrator and Teachers

User Type	Support Guidance	General Topics Included
Administrators	Administrator Support	Creating Programs/Sites/ Classes/Users, Creating Reports, Report Monitoring, etc.
Teachers	Teacher Support	Logging in, Setting up classes, Creating Child Reports, Exploring the Teach Area, Adding Documentation, etc.

Suggested Trainings for Administrators

For 2022-2023, the Department is requesting that all users requesting administrative access complete a [1 hour online training refresher course](#). More intensive training and professional development is recommended for new administrators. Administrators must sign [GOLD Administrator Assurances](#) to confirm completion of training and verify the correct administrators within their network.

Suggested Trainings for Teachers and Service Providers

While the Department does not require GOLD® users to complete any online courses at this time, we highly recommend completing the following tutorials and courses to learn more about the GOLD® assessment tool and MyTeachingStrategies®

Below are suggested trainings for all early childhood educators that assess children using GOLD®. The following trainings are free of charge and available to anyone with a MyTeachingStrategies account.

- [GOLD® Introduction](#) (2 hrs)
- [Introducing MyTeachingStrategies®](#) (2 hrs)
- [Objectives for Development and Learning](#) (10 hrs)

Additional training opportunities are available through users' MyTeachingStrategies® account. Users can access trainings through [My Courses](#), in the "Develop" area of MyTeachingStrategies®, provides access to your online professional development courses and product tutorials.

Teaching Strategies GOLD® Interrater Reliability (IRR)

Reliability, accuracy, and fidelity of GOLD® data reporting is essential. Therefore, it is best practice that every educator and/or administrator who is responsible for completing GOLD® checkpoints gain IRR certification.

[Interrater Reliability Certification](#)

- increases the accuracy and consistency of your preliminary and checkpoint ratings,
- improves planning for individual children by helping you assess children accurately, and
- identifies professional development needs by using data collected during the certification process.

Please note that there is no cost for IRR certification and it is valid for three years. While not required by the Department at this time, it is recommended that all administrators of publicly funded early childhood programs maintain IRR certification records for all staff to ensure the validity and reliability of GOLD® data.

Webinars to Support Professional Development

Users can register to attend any of the free webinars below which offer continued support for implementation of GOLD®. Archived versions of these webinars are available and linked below.

Webinar Topic	Suggested Timing	Audience
MyTeachingStrategies® Back-to-School Support for Administrators	Preparing for back-to-school season	Administrators, Coaches
MyTeachingStrategies® Back-to-School Support for Administrators	Preparing for back-to-school season	Educators
Adding and Viewing Documentation in MyTeachingStrategies®	Near the beginning of Fall Checkpoint	Educators, Coaches
GOLD® Fall Checkpoint Support for Administrators	At least 2 weeks prior to the Fall Checkpoint	Administrators
GOLD® Fall Checkpoint Support for Teachers	At least 2 weeks prior to the Fall Checkpoint	Educators, Coaches
GOLD® Fall Reports Support for Administrators	After Fall Checkpoint is completed	Administrators
GOLD® Winter Checkpoint Support for Administrators	At least 2 weeks prior to the Winter Checkpoint	Administrators
GOLD® Winter Checkpoint Support for Teachers	At least 2 weeks prior to the Winter Checkpoint	Educators, Coaches
GOLD® Winter Reports Support for Administrators	After Winter Checkpoint is completed	Administrators, Coaches
GOLD® Spring Checkpoint Support for Administrators	At least 2 weeks prior to the Spring Checkpoint	Administrators
GOLD® Spring Checkpoint Support for Teachers	At least 2 weeks prior to the Spring Checkpoint	Educators, Coaches
GOLD® Spring Reports Support for Administrators	Prior to the end of the program year	Administrators, Coaches

Types of Reports

Teachers and administrators have access to a [variety of interactive reports](#) that help to bring data to life, telling a story about each child's progress and providing actionable information that helps educators understand and report out on what children in their program are likely to do next.

Recommended Reports for Administrators

- [Snapshot by Dimension](#) - Administrators can generate the Snapshot by Dimension Report in MyTeachingStrategies® from checkpoint ratings associated with the objectives for development and learning for either birth through kindergarten or birth through third grade.
- [Documentation Status Report](#) - The Documentation Status report helps teachers quickly see where they may need additional documentation to support their observations of individual children. The information this report produces aids teachers in gathering the data necessary for determining children's GOLD® checkpoint levels.
- [Assessment Status Report](#) - The Assessment Status report shows a teacher's progress toward completing their GOLD® assessment for a checkpoint. It outlines which children are missing a rating by objective and dimension.
- [Online Professional Development Report](#) - The Online Professional Development report gives administrators the ability to track teachers' progress toward course completion and CEU credit.
- [OSEP Federally Mandated Year-End 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.
- [Snapshot Report](#) - The Snapshot report captures information about a group of children at a particular point in time. Teachers and Administrators use this report to get an overarching look at their program's performance levels for a single checkpoint season. GOLD® data can be filtered on the basis of important demographic data, such as disabilities, language, ages, and birthdates. It includes the alignment reports, and is the preferred location for users to generate these reports.
- [Alignment Report](#) - The Alignment report is used to show how the knowledge, skills, and behaviors of a child or groups of children meet important state early learning standards and/or align to the Common Core State Standards or to the domains of The Head Start Child Development and Early Learning Framework.

Recommended Reports for Educators

- [Snapshot by Dimension](#) - Educators can generate the Snapshot By Dimension Report in MyTeachingStrategies® from checkpoint ratings associated with the objectives for development and learning for either birth through kindergarten or birth through third grade.
- [Class Profile Report](#) - The Class Profile report helps educators compare information about the knowledge, skills, and behaviors of the children in one or more classes with the widely held expectations for their age or class/grade.
- [Individual Child Report](#) - The Individual Child report allows educators and administrators to see how individual children are performing during one GOLD® checkpoint period or progressing over multiple checkpoint periods.
- [Development and Learning Report](#) - The Development and Learning report provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension, helping teachers share important information with family members.
- [Report Card](#) - The Report Card provides up-to-date information for families about their child's current skills, knowledge, and abilities, as well as what steps can be expected next.

Updated OSEP Specific Information

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.

OSEP Preschool Child Outcome	GOLD Objective/Dimension
Outcome 1: Positive Social Emotional Skills	1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 8a, 10a, 10b
Outcome 2: 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
Outcome 3: Use of Appropriate Behaviors to Meet their Needs	1c1, 1c2, 1c3, 1c4, 4, 7a

Entry Window for Children with IEPs

As soon as a child receives an IEP, this should be noted on the child's profile in TS GOLD. Information that will need to be input includes the date that the child began receiving Special Education services. *OSEP Administrators are encouraged to cross-check SER on the first of every month for children with new IEPs.*

What populates when IEP gets checked off?

- Service start date
- Additional objectives 1c1-1c4
- The Exceptionality category will be a default custom question in the entire license and should be completed only for those children who have IEPs.

**IEP should only be selected for children that have had their 3rd birthday.*

**IFSP should only be selected for children that are Birth-2 years old.*

IEP Yes
 No

What date will this child begin to receive Special Education services?

MM/DD/YYYY

The IEP date must be between 6 months before 3rd birthday and the current day

Exit Expectations

- The LDOE will be requiring all OSEP administrators to complete and sign an accuracy assurance letter to confirm the total number of children that should be reflected on the OSEP Federally Mandated Report.
- The LDOE will run reports for verification and provide networks with a window of correction for any children with missing or incomplete entry or exit data.
- OSEP Administrators should archive all children once verification and reports are final and complete per LDOE.

Links for Completing an Exit Request:

- [How do I request an OSEP exit or transition in MyTeachingStrategies®?](#)
- [Exiting / Transitioning Children From an IEP / IFSP](#)

Running Child Level 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 three years prior in order to see all children who may be eligible for exit completion.

MyTeachingStrategies®

Teach Assess Develop Report Family

TR

Reports Reports Queue

1 **Generate Child Level Status**

2 **Generate Child Level Status Report for:**

3 **Child Demographics +**

4 **Select Children**

5 **IDEA Part B Preschool (3-5) Entry Date Range**

6 **Generate Report**

Filter Summary

Child Demographics
All

Organization*
GOLD 2.0 Test Org

Program
All Programs

Site
All Sites

Teacher
All Teachers

Class
All Classes

Children
None

Entry From
07/01/2017 - 06/30/2018

Exit From
07/01/2017 - 06/30/2018

Running 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 Year-End Federally Mandated Report

It's important to verify that the correct number of children are represented in the OSEP Federally Mandated Year-End Report. If the correct number of children is not populating, 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. Troubleshooting examples are listed below.

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.
- **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.

GOLD Support

[TeachingStrategies Support Portal](#)

Louisiana Technical Support Line: 866-248-2575

Teaching Strategies GOLD Support Email: techsupport@teachingstrategies.com

LDOE Early Childhood Support Email: ECAssessment@la.gov

[TS GOLD® Administrator Contact List](#)