

Teaching Strategies® GOLD™

End-of-Year Instructions for Children Exiting Preschool Special Education

Dear TS GOLD™ Administrators,

The winter checkpoint is behind us, and the end of the school year is on the horizon. It is time to start verifying your 2014-15 data in preparation for next year's special education State Systemic Improvement Plan (SSIP). Remember, your Results Matter online assessment system—Teaching Strategies® GOLD™—is the one and only vehicle to generate Indicator 7 data (positive preschool outcomes) to the federal Office of Special Education Programs.

The cutoff for OSEP Exits due to extended absences has been increased from 30 days to 90 days. If you have already completed some OSEP exits using the 30-day cutoff, do not worry. This is a transition year.

We would like to take this time to remind you about the OSEP exit process using GOLD™ online for preschoolers on IEPs. Note that “OSEP exiting” is a separate process from “archiving.” OSEP exits can be completed throughout the year as children exit preschool special education services. The deadline for completing all OSEP exits for the current reporting year is June 30, 2015.

Your OSEP Exit Responsibilities as a TS GOLD™ Administrator:

1. Remind teachers: Finalize assessment ratings and request OSEP exits where appropriate within their classroom(s). Scores must be complete or you will receive error messages.
2. Complete OSEP exit requests within your Administrator site (*see p.2*)
3. Verify that the number of children reflected in your OSEP Federally Mandated Reports matches the actual number of preschoolers on an IEP who received at least six months of special education services and either:
 - a. transitioned to kindergarten (even if they will remain on an IEP in kindergarten),
 - b. staffed out of preschool special education because they were no longer eligible,
 - c. are inactive because they stopped attending for **90 or more consecutive calendar days** (*if the child returns after 90 days, treat this as a new entry into preschool special education*)
 - d. moved to a different program/district, and you do not know when they will re-enroll or whether they will continue on an IEP

In those rare instances where the IEP team determines that a 5-year-old should continue to be served in a preschool program and the child turns 6 while in the preschool program, the child's exit data must be collected at the time of the child's sixth birthday (age 72 months).

Data in the Federally Mandated Report are what feed the state Indicator 7 report. Note that only children who had at least six months of preschool special education services between entry and exit will be reflected in the OSEP Federally Mandated report. The state and local snapshots for Indicator 7 will be taken at close of business on **June 30, 2015**.

Please read on for detailed instructions about completing OSEP exits and verifying your numbers. If you have any further questions about the OSEP Exit process, please contact Nicholas Ortiz:

(ph) 303-866-3368 (email) Ortiz_N@cde.state.co.us

Table of Contents

How to Complete OSEP Exits in TS <i>GOLD™</i>	3
How to Verify the Number of Children Included in the Current Reporting Year.....	4
Why Do My <i>GOLD™</i> OSEP Report Totals Not Match My Record of Children Who Exited?.....	7
How to Handle Error Messages in TS <i>GOLD™</i>	8
How to “Un-Exit” an OSEP Record.....	9
Frequently Asked Questions: Attendance and Mobility Issues.....	10

How to Complete OSEP Exits in TS *GOLD™*

Step 1 – Login to www.teachingstrategies.com. If you are not in the assessment portal, click the *GOLD™* icon on the left of your Dashboard.

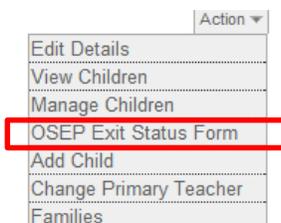


Step 2 – Make sure you are under your Administrator Site. The color of your top bar in *GOLD™* should be grey and say “Administrator Site for [your name]” at the top left. If not, click on Change Role (top right), then Admin Site.

Step 3 – Select “Classes” from under the Administration Tab, then click GO next to the Class where the children are located. You will need to do this for each individual class with children to be exited.

ADMINISTRATION

Step 3 – From the Action box on the right of your screen, select “OSEP Exit Status Form”



Step 4 – Check the boxes next to the names of children who you would like to exit, and select UPDATE

Step 5 – Put in the Part B Exit Date, choose the Exit Status, then select UPDATE

Note: Choose “Transition to K” for all children exiting because they are transitioning to Kindergarten. For all other reasons, choose “Exit.”

Part B Entry Date	Part B Exit Date	Status
05/20/11	<input type="text"/> 	<input type="text"/>

UPDATE

Tip – Exit Assessment Tool: The “Preschool Exit Assessment Tool” must be filled out in order to complete an OSEP exit. If any children on your OSEP list show “Not Entered” for the tool, go back to the child record(s), click *Action>Edit Details*, choose “Teaching Strategies GOLD” from the Exit Assessment Tool list, then click “UPDATE”.

Part B Entry Date	Preschool Entry Assessment Tool	Preschool Exit Assessment Tool
09/25/2013	Teaching Strategies GOLD	Not Entered
08/26/2013	Teaching Strategies GOLD	Not Entered
08/26/2013	Teaching Strategies GOLD	Not Entered
11/18/2013	Teaching Strategies GOLD	Not Entered
08/26/2013	Teaching Strategies GOLD	Not Entered
10/18/2012	Teaching Strategies GOLD	Not Entered

Tip – Incomplete Data: the online system will not allow you to complete an OSEP exit if any of the following are true of data in the entry and exit checkpoints:

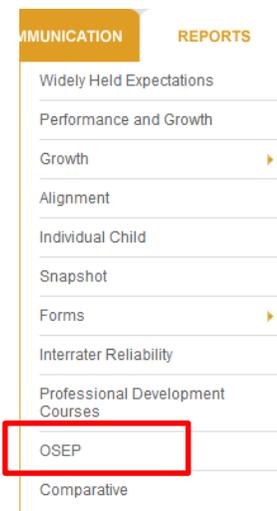
- a) any assessment ratings are missing
- b) any assessment ratings are not finalized
- c) any assessment ratings are marked Not Observed

If you get a warning message, please go back to the child’s Checkpoint ratings to verify that scores were selected *and* finalized. See p.8 for more information.

How to Verify the Number of Children Included in the Current Reporting Year

PLEASE NOTE: The Colorado Department of Education does **not** maintain records of the number of children who are supposed to be included for Indicator 7 reporting each year. It is the responsibility of each special education administrative unit, member districts, and programs who serve preschoolers on IEPs to monitor the online system appropriately and flag children for inclusion in reporting through the OSEP-exit process. They should work collaboratively to maintain a record of children who experienced any of the following scenarios identified on page 1.

In order to match up your numbers, you should use the suite of reports under the **OSEP** section in *GOLD™* online, located under the Reports tab in your Administrator Site.



You should inspect these reports at least once in the spring before teachers/practitioners leave for the summer, so that teachers have a chance to correct any errors. Once the reports are reconciled, make sure to print and keep a copy of them for your records.

Start with the **Federally Mandated Report**. This is what eventually gets used for the Indicator 7 report. The Federally Mandated report is available at both the Program and Site levels, as well as the child level in the administrative view of *GOLD™* online. Only children with an IEP who have been on their IEP for at least six months, and who have complete and finalized data for both the entry and exit assessment, are included in this report. At the program level, the report shows all sites and classrooms associated with the selected program. At the site level, it shows all children in classrooms associated with the selected site.

To access the Federally Mandated Report at the program level:

1. Click on OSEP under the Reports Tab
2. First, run the **Preschool Special Education Outcomes – Federally Mandated Year End Report (child level)**
3. The easiest and most comprehensive way is to click “I want to include all children/options” on each of the following screens. Doing this on the first page will automatically include any records that have already been archived for the year.
4. The third screen will give you options to isolate specific sites or teachers. If you do not want to run the report for all children, select specific sites/teachers from the list by *un-checking* the irrelevant sites/teachers.
5. On the next screen, verify the date range. It should pre-populate for you but just in case, be sure to use **07/01/2014 to 06/30/2015** for this year.
6. Leave the other options as-is, unless you want to show Gains Data for your own purpose, and/or run it as a PDF for record-keeping.
7. Your child list with OSEP data should now be visible. Review this list to make sure:
 - a. all the children who are exiting are actually showing up in the report. If any of these children are not showing up, then you will need to go back to the individual children and determine why. *See page 5 for more details.*
 - b. none of the Entry, Exit, and Score columns are blank. All six columns (three for entry, three for exit) should have a number or letter. If any cells are blank, you may be missing checkpoint data. *See page 5 for more details.*

Note: If you see “107” under “Outcome 3 Percent Complete”, do not fret. This is due to a glitch in the online system’s calculation.
8. Verify the Entry and Exit Dates by checking the appropriate boxes under “Columns to Display” at the top of your screen, then click Update.
9. Once you are sure that the child list is complete, go back to the OSEP reports and run the **Federally Mandated Year End Report (program level)** to look at OSEP data aggregated across your program/site.



OSEP Reports

Please select a report to continue.

- Preschool Special Education Outcomes - Entry Status Report (child level) ⓘ
- Preschool Special Education Outcomes - Entry Status Report (program level) ⓘ
- Preschool Special Education Outcomes - Federally Mandated Year End Report (child level) ⓘ
- Preschool Special Education Outcomes - Federally Mandated Year End Report (program level) ⓘ
- Preschool Special Education Outcomes - Exit Status Summary Report (child level) ⓘ
- Early Intervention - Entry Status Report (child level) ⓘ
- Early Intervention - Entry Status Report (program level) ⓘ
- Early Intervention - Federally Mandated Year End Report (child level) ⓘ
- Early Intervention - Federally Mandated Year End Report (program level) ⓘ
- Early Intervention - Exit Status Summary Report (child level) ⓘ

You can also use the **Exit Status Summary Report (child level)** under the OSEP Reports tab to dig further. Using this report, you can:

- ✓ determine which children may be eligible to be exited, based on time between entry and exit, but who have not been exited yet (“Status”)
- ✓ look at length of time between entry and exit (“Length of Time in Program”)

Tips:

- Make sure to check “Include Archived Children” to account for any records already placed in archives
- Check more boxes under “Columns to Display” to get more details about children
- Try un-checking *Children Eligible* and *Children Not Eligible for Exit* to look at only children who were exited.
- Typing dates into the “Entry Date” range will isolate children on IEPs with the dates you specify
- Typing dates into the “Exit Date” range will isolate *only* children who have been exited from the online system, between the dates you specify

Note: the biggest red flag in this report are children “Exited – in program greater than 6 months” who have missing Entry/Exit/Scores.

Why Do My *GOLD™* OSEP Report Totals Not Match My Record of Children Who Exited?

If the numbers in your Federally Mandated Report do not match your records, it could be due to one of these reasons:

1. *Make sure each child has a complete set of entry and exit scores as appropriate for their time in the program.*

The online system will typically not allow you to OSEP-exit a child if the entry or exit checkpoint data are not complete, i.e., items are not scored. For example, if the entry date is December 12, then there must be finalized checkpoint data in all areas in the winter checkpoint.

2. *Make sure that all data are finalized for the checkpoints during which the entry and exit dates fall.*

Sometimes, teachers forget to finalize checkpoint data even though they have chosen ratings.

3. *Make sure that the IEP radio button is marked “Yes” and the entry and exit dates are entered.*

It is important that the provider has reflected the IEP and correct IEP entry date in the child profile. Also, the correct exit date should be marked after exiting the child (see more on page 3). The exit date flags the online system to include records in this time period for OSEP reporting. You can access the child profile by navigating to the classroom, click Manage My Children, then click on Edit next to the child’s name.

4. *Make sure that entry and exit tools are selected on the child profile page.*

Typically, both will be “Teaching Strategies GOLD.”

5. *Make sure that the School District field is filled out on the child profile page.*

Every child on an IEP needs to be included for reporting, so one of the 179 Colorado school districts should be selected. This is true even of children on IEPs who are served in Head Start or another community partner program. “Not Part of School District Reporting” should **not** be selected for any children being OSEP-exited.

6. *Administrators must make sure that they have OSEP-exited all eligible children.*

Once teachers have completed the entry and exit assessment ratings, they can notify their administrator by clicking on the Manage Classes tab and clicking on Part B/C exit request. Then, the administrator will need to complete OSEP Exits as outlined on page 3.

7. *Some children may have exited preschool special education fewer than six months after entry.*

OSEP does not require states to report on children who exited with fewer than six months between entry to/exit from preschool special education. So, they are excluded from the Federally Mandated report.

How to Handle Error Messages in TS GOLD™

If you receive an error message that you cannot complete an OSEP exit due to insufficient data, here is what you should do:

1. Check to make sure that all Levels have been selected and all Areas have been finalized for the IEP entry and exit checkpoints (these are the checkpoints during which the IEP entry and exit dates fall). If any Levels have not been selected, choose the correct Level to the best of you or your teacher's ability using supporting documentation, but do not make up ratings. If you are unable to make a reliable rating (more likely for the entry checkpoint since it was further in the past), contact Nicholas Ortiz (303-866-3368 / Ortiz_N@cde.state.co.us) for help with calculating entry/exit scores.
2. Make sure "Not Observed" is **not** selected for any levels in the IEP entry and exit checkpoints. The online system is not able to compute OSEP progress scores when "Not Observed" is selected because it actually counts as missing data. If you discover any "Not Observed" ratings in the IEP entry/exit checkpoints, choose the correct Level to the best of you or your teacher's ability using supporting documentation, but do not make up ratings. If you are unable to make a reliable rating (more likely for the entry checkpoint since it was further in the past), contact Nicholas Ortiz (303-866-3368 / Ortiz_N@cde.state.co.us) for help with calculating entry/exit scores.

Note: Do not mark "Not Observed" for all objectives when a child enrolls with fewer than six weeks in the checkpoint. Rather, skip checkpoint ratings entirely for that checkpoint. Wait to finalize ratings in the next checkpoint.

3. You will receive an error message if the child only has one checkpoint with assessment ratings and you have followed standard guidelines from the Results Matter checkpoint calendar. In this case, please ignore the message and do not worry about completing the OSEP exit. The Office of Special Education Programs does not require states to report on preschoolers who have received special education services for fewer than six months. If the child has been staffed off an IEP and will continue in your program, go to the child detail page and choose "No" for IEP. If the child has left your program, simply archive the record.
4. If you still receive an error message, contact Nicholas Ortiz (303-866-3368 / Ortiz_N@cde.state.co.us) for troubleshooting.

How to “Un-Exit” an OSEP Record

Occasionally, you may discover an incorrect OSEP exit date or a child was not in fact eligible for an OSEP exit. Follow these steps to un-exit a child’s OSEP record. Later, you can redo the OSEP exit the usual way.

- Go to the site where the child’s portfolio is located (Admin Tab>Sites & Classes>Sites). Click GO next to the Site Name.

View Sites

[Add New Site](#)

Filter by Site: [GO](#)

Site	Program	
[REDACTED] Headstart	[REDACTED] Elementary School	GO
Early Childhood Learning Center	[REDACTED] Elementary School	GO

- From the Site Info Page, click Action >Manage Exited Children from OSEP Part B.

Early Childhood Learning Center — Site Info

GENERAL INFORMATION [Edit](#) Action ▾

Name	Early Childhood Learning Center	Edit Details
Address	[REDACTED]	Add New Teacher
Phone	[REDACTED]	View Teachers/Admins
Fax	[REDACTED]	View Classes
Identifier	[REDACTED]	View Children
		Manage Children
		Manage Archived Children
		Manage Deleted Children
		Manage Exited Children from OSEP Part B
		Manage Exited Children from OSEP Part C
		Manage Interrater Reliability
		View Reports

[Manage Custom Progress Checkpoint P](#)

[Manage Custom Weekly Planning Form](#)

- Find the child’s name on this page and click Reactivate.

Early Childhood Learning Center — Manage Exited Children for

This screen lists all active children who have been exited from OSEP Part B, Section 619 Early Intervention Program.

To reactivate a child to OSEP Part B, click the REACTIVATE link. This will mark the child as currently enrolled in Part B.

Child	Entry Date	Exit Date	
[REDACTED] / [REDACTED] Group (Tuesday) / [REDACTED]	11/18/2011	05/25/2012	Reactivate
[REDACTED] / [REDACTED] Group (Tuesday) / [REDACTED]	10/04/2011	05/25/2012	Reactivate

- This child will now appear as currently enrolled in Part B.

Frequently Asked Questions: Attendance and Mobility Issues

Some children may not end up attending your school or receiving special education services for the full school year for a variety of reasons.

1. *If a child dis-enrolls in the middle of a checkpoint, yet he was present for at least six weeks within the checkpoint window, should we finalize checkpoint ratings?*

Yes, but only if the teacher collected enough documentation to make reliable ratings. If a child starts late in your program but is present through the rest of the checkpoint for at least six weeks, we expect that the teacher is on schedule to complete everything. However, when a child leaves early, we make a consideration that the teacher might not have planned all curricula/observations for all areas/objectives.

In short, do everything you can to complete checkpoint ratings, finalize the areas you can with accurate information, but don't make things up.

2. *What should I do when a child is absent and has not been receiving special education services for an extended period of time?*

You may archive the record at the end of the current checkpoint. Complete assessment ratings and OSEP exits where applicable before archiving. If the child attended your program or received special education services for fewer than six calendar weeks in a checkpoint before their absence, do not make any assessment ratings in that checkpoint.

If the child returns after his portfolio was archived, see #6 below.

3. *What should I do if a child has sporadic attendance during the first few months after the service(s) start date list on the IEP?*

In general, follow the six-week standard: If the child is present for at least six total weeks (or any combination of 30 calendar days) within a checkpoint, finalize the checkpoint ratings. Otherwise, skip the ratings in the current checkpoint.

Certainly, some attendance issues are unanticipated and you may not have finished capturing documentation on every objective, even after six weeks/30 days. For instance, a child is suddenly hospitalized toward the end of a checkpoint, and you had a lesson planned during that time in an area that needed to be observed. Do not guess ratings. Better to skip those ratings than to make unreliable ratings.

In short, plan ahead of time if you can, but do not guess ratings, and under no circumstances should you finalize ratings if the child attends for fewer than six weeks in a checkpoint.

4. *If a child with an IEP dis-enrolls in the middle of a checkpoint, should we complete the OSEP exit?*

Generally, yes. Please follow standard guidelines for finalizing checkpoint ratings, then complete the OSEP exit, then archive the record. If you receive an error message about incomplete data, please see p.8. If the child left in the middle of their second checkpoint, see #5 below.

5. *If a child on an IEP dis-enrolls early in their second checkpoint and we only have one checkpoint of data (because we followed the minimum six-week rule in the second checkpoint), do we need to complete an OSEP Exit?*

No. The Office of Special Education Programs (OSEP) does not require states to report on children who received preschool special education services for fewer than six months. Also, the online system requires at least two checkpoints with assessment ratings in order to use the OSEP Exit function.

6. *What happens if a child leaves then returns to our program on an IEP?*

If the record was archived, first reactivate it. If it has been 90 or more consecutive calendar days since a preschooler was last in your program/receiving special education services, treat this as a new OSEP entry and change the IEP entry date to the first day the child returned. Do not change the IEP entry date if it has been fewer than 90 days. If it has been fewer than 90 consecutive calendar days and the record was OSEP-exited previously, “un-exit” the OSEP record (see instructions, p.2).

7. *If a child starts in my program on an IEP but never attends/receives special education services long enough to establish any checkpoint data, then she is staffed off out of special education services and resumes school, do I need to complete an OSEP exit?*

No. Choose the “No” Radio Button for IEP. Continue the assessment process using our standard checkpoint calendar guidelines.

8. *If a child comes to us from another school district with an IEP, what should we use as the IEP start date in the online assessment system?*

It depends:

- 1) If you are creating a new child record: Use the first day the child began receiving special education services in your school district as the IEP entry date.
- 2) If the child record was transferred to you from another district under the same umbrella subscription: Keep the existing IEP entry date.
 - a. Exception: If it has been 90 or more consecutive calendar days since the child received preschool special education services, treat this as a new OSEP entry and change the IEP entry date to the child’s first day of special education services in your district.

9. *Are preschoolers on IEPs required to be assessed through Results Matter if they are receiving special education/related services in the home due to a medical condition?*

Yes. Because the child is at home, it is critical that the IEP team engage with the family in order to get the richest, most comprehensive observations and information that will help you complete assessment ratings in *GOLD™*.