To access the Report area, select the graph icon from the main navigation bar.
Report Landing Page
When you enter the Report area, you’ll see a menu of all available reports.

Use **VIEW REPORT IMAGES** or **VIEW REPORT DESCRIPTIONS**
to customize your view.

Select the **INFORMATION ICON** to see a description of the report.

Select the **GO** button beneath a report to generate that specific report.
Class Profile

The Class Profile report compares information about the children at the class level with widely held expectations for their age or class/grade during a particular checkpoint period. This report can help teachers in your program inform and support planning for small- and large-group activities, as well as activities for individual children. This report can be viewed along with teachers’ lesson plans to show intentional planning for all children in your program.

To create a Class Profile report, access the Report area, and then select **GO** for the Class Profile report.

**Report Criteria**

Customize your report by selecting the appropriate **ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHECKPOINT PERIOD, AGE** or **CLASS**, and which levels to include.

When should I use the Class Profile report?

This report can be generated on a weekly basis to help teachers plan lessons. It allows you to see at what level groups of children are demonstrating their skills, knowledge, and abilities. This also can assist in planning and scaffolding for small-group activities.
Report Results

Select PRINT to print your report.

At the top of the report you will see a summary of the information represented in the report.

The numbers at the top of the table correspond to the level.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.

Each area of development and learning is represented in its own table.
Individual Child

The Individual Child report summarizes a single child’s knowledge, skills, and abilities as compared to the child’s age or class/grade-appropriate widely held expectations. This report will inform and support planning for individual children. You should use this report when you need to focus in on one child at a time and/or track each child’s development and learning over time. The information about an individual child can also be shared with other stakeholders to discuss and plan for supporting their needs. This report is an especially helpful resource to use for IFSP/IEP planning, as well as for tracking progress across multiple checkpoint periods.

To create an Individual Child report, access the Report area, and then select **GO** for the Individual Child report.

Report Criteria

Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, specific, and which levels to include.

When should I use the Individual Child report?

This report can be generated by teachers on a weekly basis for lesson planning specifically for children that require additional support. This can assist in planning and scaffolding for individual children and can assist as you help teachers with setting goals. This would also be an appropriate report to use when discussing progress that a child has made from one checkpoint period to the next.
Report Results

At the top of the report you will see a summary of the information represented in the report.

Assigned checkpoint levels are visible within the appropriate level on the progression.

The numbers at the top of the table correspond to the level.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.

Information for each objective area will be represented in its own table.

Select REPORT FILTER to adjust your report criteria.

Select PRINT to print your report.
Report Card
The Report Card provides up-to-date information for families about their child’s skills, knowledge, and abilities. This report displays information about the child’s current abilities, as well as what next steps can be expected.

To create a Report Card, access the Report area, and then select GO for the Report Card.

Report Criteria

Customize your report by selecting the appropriate CHECKPOINT PERIOD, ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, OBJECTIVES AND DIMENSIONS, and LANGUAGE.

Select GENERATE REPORT.

When should I use the Report Card?
The Report Card can be used after each checkpoint period to communicate with family members. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand. This report is most appropriate for kindergarten classes or above.
Report Results

<table>
<thead>
<tr>
<th>Annie Mitchell</th>
<th>Checkpoint 1 (CP1): Fall 2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class / Grade: Pre-K</td>
<td>Checkpoint 2 (CP2): Winter 2016/2017</td>
</tr>
<tr>
<td>Teacher: Tim Reed</td>
<td>Checkpoint 3 (CP3): Spring 2016/2017</td>
</tr>
<tr>
<td>School / Program: Default Site</td>
<td>Checkpoint 4 (CP4): Summer 2016/2017</td>
</tr>
</tbody>
</table>

- **E** = Exceeding Expectations
- **M** = Meeting Expectations
- **P** = Progressing Toward Expectations

### Skills, knowledge, and behaviors

<table>
<thead>
<tr>
<th>Social-Emotional</th>
<th>CP1</th>
<th>CP2</th>
<th>CP3</th>
<th>CP4</th>
<th>Assessment Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Manage feelings</td>
<td>Currently, Annie is beginning to be able to look at a situation differently or delay gratification. Next, Annie will be able to look at a situation differently or delay gratification.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b Follows limits and expectations</td>
<td>Currently, Annie is beginning to manage classroom rules, routines, and transitions with occasional reminders. Next, Annie will manage classroom rules, routines, and transitions with occasional reminders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c Takes care of own needs appropriately</td>
<td>Currently, Annie demonstrates confidence in meeting own needs. Next, Annie will begin to take responsibility for own well-being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a Forms relationships with adults</td>
<td>Currently, Annie is beginning to engage with trusted adults as resources and to share mutual interests. Next, Annie will begin to engage with trusted adults as resources and to share mutual interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b Responds to emotional cues</td>
<td>Currently, Annie is beginning to identify basic emotional reactions of others and their causes accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Development and Learning
The Development and Learning report highlights a child’s strengths in particular areas of development and learning. Many teachers and administrators use this report to communicate with other stakeholders about a child’s development. This allows educators to clearly and concisely discuss the areas in which a child is able to demonstrate his or her abilities and allows a team of educators and family members to make a plan to support the child’s continued growth.

To create a Development and Learning report, access the Report area, and then select GO for the Development and Learning report.

Report Criteria
Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, AREAS OF DEVELOPMENT AND LEARNING, which levels to include, and LANGUAGE. You can also choose to show Objective and Dimension numbers.

When should I use the Development and Learning report?
This report can be generated as soon as your teachers enter preliminary checkpoint information. This is a good report to use to communicate with family members and to include in a child’s file at the end of the school year. This report provides a good alternative to the Report Card for younger children.
Report Results

**Development and Learning Report: Bella Fernandez**

**Date:** February 07, 2017  
**Class:** Preschool  
**Teacher:** Maggie Callum  
**Child:** Bella Fernandez  
**Area of Development and Learning:** Mathematics  
**Period:** Winter 2016-2017  

This report highlights your child’s strengths in particular areas of development and learning.

### Mathematics

Currently, Bella:

- **1016** Verbally counts to 10; counts up to five objects accurately, using one number name for each object
- **1015** Recognizes and names the number of items in a small set up to five instantly; combines up to five objects and describes the parts
- **1026** Identifies numerals 0-9; knows name and number of each object
- **1025** Matrices understanding and integrates units and base ten
- **1024** Uses concrete properties of mathematical operations and relationships
- **1023** Uses number combinations and relates number strategies in mathematical operations

The report will first outline the skills and abilities the selected child currently displays.

#### Next Bella will:

- **1164** Begin to verbally count to 20; count 10-20 objects accurately, know the last number stated and how many in all; tell what number is one more or one less in order by counting
- **1163** Begin to make sets of five objects and then describe the parts; identify which part has more, less, or the same (equal), count all or count on to find out how many
- **1162** Begin to identify numbers 0-10; learn the relationship between numbers and quantity
- **1161** Begin to add and subtract whole numbers fluently within 5
- **1154** Use and make simple sketches, models, in pictorial maps to locate objects
- **1153** Describe basic two- and three-dimensional shapes by using own words; recognize basic shapes when they are presented in a new arrangement
- **1152** Begin to use measurement words and some standard measurement tools accurately
- **1151** Know at least seven basic daily events
- **1150** Know a few ordinal numbers
- **1149** Recognize, create, and explain more complex repeating and simple growing patterns

The report will first outline the skills and abilities the child will likely display next.

At the top of the report you will see a summary of the information represented in the report.

Information for each objective area will be represented in its own table.
Documentation Status

The Documentation Status report will help you see, at a glance, where teachers may need more information to plan activities and observations. It shows how many times teachers associated the objective/dimension with documentation for individual children.

To create a Documentation Status report, access the Report area and select GO for the Documentation Status report. The report will automatically generate for the current checkpoint period for the highest level of your administrative access.

Report Results

When should I use the Documentation Status report?

This report can be generated on a weekly basis to help you assist teachers plan for activities and observations. This will help you and your teachers understand who and what has not been observed for specific objectives and dimensions. Encourage your teachers to use this report before the checkpoint is started to ensure that there is sufficient documentation to make the checkpoint decision.

To customize your report, select BACK TO DOCUMENTATION STATUS CRITERIA.

Each area of development and learning is represented in its own table.

The first row of the table identifies the objective/dimension.

The final column provides a summary of total documentation collected for your organization(s), program(s), site(s), teacher(s), and class(es).
Report Criteria

1. Use the CLASS drop-down menu to select a class, and choose which children to include in your report.

2. General documentation will be pre-selected for the DOCUMENTATION TYPE.

3. Select a CHECKPOINT PERIOD.

4. Select the objectives and dimensions to include in the report. All objectives and dimensions will be pre-selected. Click DESELECT ALL to clear all selections.

5. Click SUBMIT to view your report.
Assessment Status

The Assessment Status report will tell you how far your programs have progressed in completing assessments for this checkpoint. Continue to generate this report throughout the checkpoint period until all status bars are colored green. This report will also show which programs are missing ratings by area.

To create an Assessment Status report, access the Report area and then select **GO** for the Assessment Status report. The report will automatically generate for the current checkpoint period.

Report Results

- **To customize your report,** select **REPORT FILTER.**
- **The top of the report provides a summary of your programs’ checkpoint progress.**
- **A green bar indicates a finalized area.**

Use the **CHECKPOINT PERIOD** drop-down menu to change the checkpoint viewed.

- A solid orange bar indicates a completed area that has not been finalized. A partially filled bar indicates the percentage of completion for that area.

The bottom of the report shows the checkpoint percentage of completion for each area by program. Use the Report Filters to show data at the site or class level.
Report Criteria

Use the **ORGANIZATION**, **PROGRAM**, **SITE**, **TEACHER**, and **CLASS** drop-down menus to customize your report, and select which children to include.

Select an **ASSESSMENT AREAS**.

Select a **CHECKPOINT PERIOD**.

Click **SUBMIT** to view your report.
You can also review the report by teacher or class, which will provide information on whether checkpoint levels are not yet started, in progress, completed, or final.
Snapshot
The Snapshot report displays assessment results at a given point in time. It allows you to see child outcomes data in two ways: by areas of development and learning, and by objective/dimension. The Snapshot report is commonly used at the first checkpoint of the year so that administrators can identify the strengths and areas of need that children have upon entering the program. This helps administrators identify professional resources and support that teachers may need based on the unique Snapshot report for each class.

To create a Snapshot report, access the Report area, and then select GO for the Snapshot report.

Report Criteria
To show information for multiple organizations, programs, sites, teachers, or classes, check the box next to SELECT MULTIPLE ENTITIES.

Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIODS, which data and levels to include, and your OUTPUT TYPE.

Select GENERATE REPORT.
Report Results
The Snapshot report can be viewed in either a table or graph format.

The Table output displays a table for each organization, program, site, class, or child you choose to include in the report output. For each area of development and learning, or for each objective/dimension, the number and percentage under the Below, Meeting, and Exceeding columns represent the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.

The Graph output displays a bar graph for each organization, program, site, class, or child you choose to include in the report output. The X axis represents the areas of development and learning, or the objectives/dimensions, and the Y axis represents the number of children with data. The color-coded key will show which bar represents the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.
Snapshot (Birth through Third Grade)

The Snapshot (Birth Through Third Grade) report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, displays a group’s assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and, for teachers, by class. You can view it in HTML, as a PDF, or in Excel.

To create a Snapshot (Birth Through Third Grade) report, access the Report area, and then select GO for the Snapshot (Birth through Third Grade) report.

Report Criteria

1. In **STANDARDS AND MEASURES**, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.

2. In **CHILDREN**, select a classroom.

3. In **DEMOGRAPHICS**, filter by gender, language, and any other child demographic field.

4. In **CHECKPOINT PERIOD**, choose a checkpoint period. The current period will be selected by default. Please note that only checkpoint periods associated with the objectives for development and learning for birth through third grade will be available.

5. In **FORMAT**, customize the output of the report.

6. In **CHARTS & GRAPHS**, choose to generate the report by Colored Band, by Child, or by Class (selected by default).

7. Select **VIEW AS HTML**, **VIEW AS PDF** or **VIEW AS EXCEL**.

When should I use the Snapshot (Birth Through Third Grade) report?

This report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class’ age(s) or class(es)/grade(s).
The report will appear on the Reports Queue. Select TABLE to open the report output.

The report output will include a Profile of Children, which will state how many child records had enough data to be included in the report and a breakdown of demographic information.

Each area, objective, or dimension will appear in its own table. The Widely Held Expectations information for each area, objective, or dimension will include the number of children, the percentage of children, and the average score for children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations.
Snapshot by Dimension

The Snapshot by Dimension report can be generated by teachers from checkpoint data associated with the objectives for development and learning for either birth through kindergarten or birth through third grade. The report displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression.

To create a Snapshot by Dimension report, access the Report area and select GO for the Snapshot by Dimension report.

Report Criteria

1. Under SELECT CHILDREN, select a class and/or children.
2. You have the option to filter under CHILD DEMOGRAPHICS.
3. Select a CHECKPOINT PERIOD. It is defaulted to include the current period.
   - Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.
   - Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions.
4. Under INCLUDE DATA, determine whether to include specific objectives/dimensions. It is defaulted to include all.
5. Select FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.
6. Select GENERATE REPORT.

When should I use the Snapshot by Dimension report? This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.
Both report outputs list a table for each included area.

The objectives/dimensions appear listed down the left side of each table, each including a row for any available ages or classes/grades.

Each row will show the number and percentage of children whose skills, knowledge, and abilities were evaluated at each level for each objective/dimension.

You will be taken to the Reports Queue, where you can view the report as a table or as a downloaded export file.
Alignment

The Alignment report enables administrators to quickly see how the children in their classrooms are developing in relation to the Common Core State Standards, The Head Start Child Development and Early Learning Framework, and the early learning standards for their states.

The Alignment report shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Common Core, Head Start or state standards.

To create an Alignment report, access the Report area, and then select GO for the Alignment report.

Report Criteria

1. Customize your report by selecting the appropriate ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, STANDARD(S), which levels to include, and if you’d like to include ARCHIVED CHILDREN. You also have the ability to filter by specific demographic information under CHILD DEMOGRAPHICS.

2. Choose an OUTPUT type.

When should I use the Alignment report?

This report can be used all year long to see how your assessment data aligns to other standards and measures your program uses.
You will be taken to the Reports Queue. Once the report has generated, select the TABLE link. The report will appear in your browser.

Select PRINT in the left-hand navigation to print the report. Select Browser Print for an HTML version, or PDF Generation for a PDF version.

Alignment Report - Fall 2016/2017
Head Start Early Learning Outcomes Framework - Pre-K 4 class/grade

Approaches to Learning (48 to 60 Months)
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

P-ATLS.1 - Sometimes controls impulses independently, while at other times needs support from an adult.

1a: Manages feelings

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Current Average Score</th>
<th>End of Year Expectation</th>
<th>Emerging Count</th>
<th>Emerging Percent</th>
<th>Accomplished Count</th>
<th>Accomplished Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD 2.0 Test Org</td>
<td>4.60</td>
<td>8</td>
<td>2</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Default Program</td>
<td>4.5</td>
<td>8</td>
<td>2</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

P-ATLS.6 - With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

11a: Attends and engages

1c: Takes care of own needs appropriately

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Current Average Score</th>
<th>End of Year Expectation</th>
<th>Emerging Count</th>
<th>Emerging Percent</th>
<th>Accomplished Count</th>
<th>Accomplished Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD 2.0 Test Org</td>
<td>5.50</td>
<td>10</td>
<td>12</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Default Program</td>
<td>5.5</td>
<td>10</td>
<td>12</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Comparative

The Comparative report, generated from checkpoint data associated with the objectives for development and learning for birth through kindergarten or birth through third grade, enables you to create comparative data by placing your checkpoint ratings for each objective or dimension on a uniform scale.

To begin creating your report, access the Report area and select GO for the Comparative report.

Report Criteria

1. Under CHECKPOINT PERIOD, choose one or more desired checkpoint periods. Please note that you can only select checkpoint periods set to the same version of the GOLD® objectives and dimensions.

2. Under AREAS OF DEVELOPMENT AND LEARNING, select whether to include or not include specific areas of development and learning.

3. Filter to a specific program, site, class or child under SELECT CHILDREN.

4. Select which set of expectations you wish to compare your data to including Widely Held Expectations, National Normative Sample or GOLD® Readiness.

Widely Held Expectations

Choosing “Widely Held Expectations” enables users to compare data for a group of children to determine if the children’s skills, knowledge and abilities are below, meeting, or exceeding widely held expectations. The widely held expectations are research based, encompassing the developmental milestones from birth through third grade.

National Normative Sample

Choosing “National Normative Sample” enables users to compare their data to a nationally representative sample. This report output differs from the widely held expectations report output in that the range of scores indicating whether a group of children are below, meeting, or exceeding is comprised of the scores of children who have been assessed by GOLD® as opposed to the widely held expectations or colored band. Because the GOLD® assessment system is based on the objectives for development and learning from birth through third grade, which have not been used nationally for a full year, it does not currently have a national normative sample. You can still compare data for children ages birth through pre-K to 2016–2017 normative scores, but the data will not reflect a normative sample of children from birth through third grade.

GOLD® Readiness

Choosing “GOLD® Readiness” enables users to measure a child’s readiness as they move from pre-K towards kindergarten, or as they enter kindergarten. The report output will show a “Readiness Benchmark.” The report output also shows data on the children whose skills, knowledge and abilities are emerging (below the benchmark value) and accomplished (at or above the benchmark value).
Select a specific **AGE OR CLASS/GRADE** to include in the report output. Making this selection will also limit results to children who were assessed in that age or class/grade in the checkpoint(s) you choose under “Checkpoint Period.”

Use the **CHILD DEMOGRAPHICS** filter to include archived child records and to filter by any demographic criteria.

Determine whether to include **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

Under **CHILDREN TO COMPARE**, select “Children in All Checkpoint Periods” to restrict the children included in the report to those who have data in all selected checkpoint periods. Select “Children in Any Checkpoint Period” to include all children who have data in any of the selected checkpoint periods. Select “Combine Meeting/Exceeding Expectations” to combine the “Meeting” and “Exceeding” columns in the report output into “Meeting/Exceeding.”

Under **REPORT LEVEL**, select the desired level of reporting, which allows for showing data at the top level of your administrative access down to the child level. Unchecking “Group Data by Checkpoint Period” tweaks the output sub-columns of the report to offer an alternative reporting view.

Select **GENERATE REPORT**.
How-To Guide for Administrators

Widely Held Expectations
Each area will appear in its own table.

The Widely Held Expectations range for that area for the selected age or class/grade will appear in the second column.

The number of included children, their average score, and the number and percentage of children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations will appear under each selected checkpoint period.

National Normative Sample
Each area will appear in its own table.

The National Normative Sample range for each selected checkpoint period will appear in the second column.

The number of included children, their average score, and the number and percentage of children whose skills, knowledge, and abilities are below, meeting, or exceeding the National Normative Sample range will appear under each selected checkpoint period.

GOLD® Readiness
Each area will appear in its own table.

The number of children included in the report, as well as their average score, will appear alongside the GOLD® Readiness Benchmark for that area.

The number and percentage of children whose skills, knowledge, and abilities are emerging towards or have accomplished the GOLD® Readiness Benchmark will appear under the selected checkpoint period.

The report will appear on the Reports Queue. Select TABLE to open the report output.
Goals

The Goals report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, enables administrators to compare assessment data describing children’s knowledge, skills, and abilities with customized benchmark values that reflect a program’s defined goals.

To begin creating your report, access the Report area and select GO for the Goals report.

Report Criteria

1. Under SELECT CHILDREN, select a program, site, teacher, class or specific children.

2. Use the CHILD DEMOGRAPHICS filter to include archived child records and to filter by any specific demographic criteria.

3. Select a specific GOAL SET. The Goal Set dropdown will include any active goal sets you have created or have been shared with you.

4. Select one or multiple CHECKPOINT PERIODS. This report will only display checkpoint periods set to the GOLD® Birth through Third Grade objectives/dimensions.

5. Determine whether to include FINALIZED OR UNFINALIZED CHECKPOINT LEVEL or FINALIZED CHECKPOINT LEVEL.

6. Under REPORT LEVEL, select the desired level of reporting, which allows for showing data at the top level of your administrative access down to the child level. Unchecking “Group Data by Checkpoint Period” tweaks the output sub-columns of the report to offer an alternative reporting view.

7. Under CHILDREN TO COMPARE.
   - Select “Children in All Checkpoint Periods” to restrict the children included in the report to those who have data in all selected checkpoint periods.
   - Select “Children in Any Checkpoint Period” to include all children who have data in any of the selected checkpoint periods.
   - Select “Combine Meeting/Exceeding Expectations” to combine the “Meeting” and “Exceeding” columns in the report output into “Meeting/Exceeding.”

8. Select GENERATE REPORT.

When should I use the Goals report?

Administrators generate the Goals report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to customized benchmark values that reflect a program’s defined goals.
Report Results
The report output includes a table for each objective/dimension included in the goal set, alongside the custom goal expectation for that goal set.

For each included checkpoint period, the report output displays the number of children included, their average score, and the number of children whose skills, knowledge, and abilities were Not Meeting or Meeting the custom goal expectations.
Online Professional Development

The Online Professional Development report details the online professional development activity of the users in your program(s).

To create an Online Professional Development report, access the Report area, and then select GO for the Online Professional Development report. The report will then open in the Develop area.

When should I use the Online Professional Development report?

You can generate the Online Professional Development report to keep track of your users as they complete the online courses and the product tutorials in the Develop area.

A list of users in a site will appear in a table detailing the number of courses and tutorials each user has in progress and has completed, plus the amount of credits earned from completed courses.

Use the SITE drop-down menu to view the users in another site.
Select a user to view all of the courses and product tutorials that are in progress or completed for that user.

The **STATUS** column indicates how far along that user is for courses and product tutorials in progress, and the **COMPLETION DATE** column displays what date the user completed a course or product tutorial.

To view completion rates by course, toggle from Users to Courses.
A list of courses and product tutorials will appear in a table detailing the number of users who are in progress, who have completed a course or product tutorial, and the total amount of credits earned from completed courses.
Select a course to view all of the users in the site to view if each user has started, their status, and completion date for that course or product tutorial.
Data Export

The Data Export report allows administrators to generate an Excel file with all checkpoint data for each child for a single checkpoint period.

To create a Data Export report, access the Report area, and then select GO for Data Export.

1. Use the SEARCH/FILTER options to narrow down the data to be included in the export.
2. Choose a CHECKPOINT PERIOD.
3. Choose whether or not to include ARCHIVED CHILDREN.
4. Choose whether or not to include EXPORT FIELDS STAMPED FOR EACH CHECKPOINT PERIOD.
5. Select EXPORT.
You will be taken to the Reports Queue. Select **DOWNLOAD EXPORT FILE** when the export is ready for download.

<table>
<thead>
<tr>
<th>Title</th>
<th>Generated On</th>
<th>Status</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>DataExport</td>
<td>08/14/2017 11:34 AM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>ChildrenExport</td>
<td>08/16/2017 04:20 PM</td>
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<td>Download Export File</td>
</tr>
<tr>
<td>ClassesExport</td>
<td>08/16/2017 04:18 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>UsersExport</td>
<td>08/16/2017 04:16 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>SitesExport</td>
<td>08/16/2017 04:16 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>ProgramsExport</td>
<td>08/16/2017 04:12 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>Snapshot</td>
<td>06/14/2017 10:58 AM</td>
<td>Completed</td>
<td>Table, Graph</td>
</tr>
<tr>
<td>DataExport</td>
<td>04/03/2017 02:38 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>DataExport</td>
<td>04/03/2017 02:25 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>DataExport</td>
<td>04/03/2017 02:17 PM</td>
<td>Completed</td>
<td>Download Export File</td>
</tr>
<tr>
<td>Alignment</td>
<td>02/08/2017 11:56 AM</td>
<td>Completed</td>
<td>Table</td>
</tr>
</tbody>
</table>
OSEP Reports

Administrators in licenses that subscribe to OSEP have access to the OSEP Status report and the OSEP Federally Mandated Year-End report in the Report area.
OSEP Status
The OSEP Status report can be used for child-level and program-level reporting for children ages birth to 3 who are served in Early Intervention Programs or children ages 3-5 served in Preschool Special Education Programs. When generated at the child level, this report features user-defined fields that can be exported into an Excel file.

To create an OSEP Status report, access the Report area, and then select GO for the OSEP Status report.

Report Criteria – Child Level

1. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

2. Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.

3. In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

4. In ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

5. Select GENERATE REPORT.
You will be taken to the Reports Queue. Select **DOWNLOAD EXPORT FILE** when the report is ready to download.

---

**Report Results – Child Level**

An Excel file will download to your device that will include each child record on an IEP or IFSP (depending on the age group selected) with their exit status, available outcome scores, and other important information.
Report Criteria – Program Level

When generated at the program level, the OSEP Status report will list the number and percentage of children who fall in each of the five outcomes categories for each of the three OSEP outcomes.

To create an OSEP Status report, access the Report area, and then select GO for the OSEP Status report.

1. Select GENERATE PROGRAM LEVEL STATUS in the left-hand navigation.

2. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

3. Expand the CHILD DEMOGRAPHICS section to choose whether to include archived child records and/or to filter by demographic information.

4. In the SELECT CLASSES section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

5. Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

6. In the USE THESE OPTIONS TO FORMAT YOUR REPORT section, you have the option to include information about your program on the report.

7. In the REPORT VIEW section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.

8. Select GENERATE REPORT.
Report Results – Program Level
The report will generate with a breakdown of the child demographic information included in the report.

<table>
<thead>
<tr>
<th>Report Criteria</th>
<th>Entry Dates Between</th>
<th>01/01/2017 - 08/30/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSEP Exit Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Dates Between</td>
<td></td>
<td>08/31/2016 - 08/31/2017</td>
</tr>
<tr>
<td>Include Archived Children</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Languages</td>
<td></td>
<td>AI</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td>AI</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td>AI</td>
</tr>
<tr>
<td>Funding Sources</td>
<td></td>
<td>AI</td>
</tr>
</tbody>
</table>

Report Generated On: 08/11/2017

- **General**
  - Number of Children: 4
  - Number of Children with Active OSEP: 3
  - Number of Children Exited from OSEP Services: 3
  - Number of Classes: 1
  - Number of Schools/Centers: 1

- **Length of Time Receiving OSEP Services**
  - 6 Months or More: 4 (100.0%)

- **Gender**
  - Female: 2 (50.0%)
  - Male: 2 (50.0%)

- **Race**
  - White: 4 (100.0%)

- **Ethnicity**
  - Not Spanish/Hispanic/Latino: 4 (100.0%)

- **Primary Language Spoken**
  - English: 4 (100.0%)

- **Funding Sources (number of times checked)**
  - Child Care: 1

- **Class Levels**
  - Preschool 3 class/grade: 2 (100.0%)
  - Pre-K class/grade: 2 (100.0%)
Federal Entry Status Report

Summary of Outcomes

The following table summarizes the child outcomes of this group of children.

<table>
<thead>
<tr>
<th></th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entry</td>
<td>Exit</td>
<td>Entry</td>
</tr>
<tr>
<td>Children who are functioning at a level comparable to same-aged peers</td>
<td>2 (50%)</td>
<td>3 (33.3%)</td>
<td>2 (50%)</td>
</tr>
<tr>
<td>Children who are functioning at a level below same-aged peers</td>
<td>2 (66.7%)</td>
<td>3 (50%)</td>
<td>2 (66.7%)</td>
</tr>
<tr>
<td>Totals</td>
<td>2 (100%)</td>
<td>3 (100%)</td>
<td>4 (100%)</td>
</tr>
</tbody>
</table>

Support Data

The following table reports the percentage of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in at least one outcome area. Please note that this table only includes children who had entry data for all three outcomes.

<table>
<thead>
<tr>
<th>Entry: Comparable for all 3 outcomes</th>
<th>Entry: Below for at least 1 outcome</th>
<th>Entry: Totals</th>
<th>Exit: Comparable for all 3 outcomes</th>
<th>Exit: Below for at least 1 outcome</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry: Entry: Entry: Entry: Exit:</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>4 (100%)</td>
<td>1 (25%)</td>
<td>2 (50%)</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>

The following tables report the percentages of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in one outcome area, in two outcome areas, and in all three outcome areas. Please note that this table only includes children who had entry data for all three outcomes.

<table>
<thead>
<tr>
<th>Entry: Comparable for all 3 outcomes</th>
<th>Entry: Below for 1 outcome</th>
<th>Entry: Below for 2 outcomes</th>
<th>Entry: Below for 3 outcomes</th>
<th>Entry: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry: Entry: Entry: Entry: Exit:</td>
<td>2 (50%)</td>
<td>0 (0%)</td>
<td>2 (50%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exit: Comparable for all 3 outcomes</th>
<th>Exit: Below for 1 outcome</th>
<th>Exit: Below for 2 outcomes</th>
<th>Exit: Below for 3 outcomes</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit: Entry: Entry: Entry: Exit:</td>
<td>1 (33.3%)</td>
<td>0 (0%)</td>
<td>2 (66.7%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Summary of Outcomes

In the following table, the "Comparable" heading signifies children who are functioning at a level comparable to the same-aged peers and the "Below" heading signifies children who are functioning at a level below same-aged peers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Site</th>
<th>Entry: Comparable</th>
<th>Entry: Below</th>
<th>Entry: Totals</th>
<th>Exit: Comparable</th>
<th>Exit: Below</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Program</td>
<td>EcoSite</td>
<td>2 50.0%</td>
<td>2 50.0%</td>
<td>4 100%</td>
<td>1 25.0%</td>
<td>2 50.0%</td>
<td>3 75.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Site</th>
<th>Entry: Comparable</th>
<th>Entry: Below</th>
<th>Entry: Totals</th>
<th>Exit: Comparable</th>
<th>Exit: Below</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Program</td>
<td>EcoSite</td>
<td>2 50.0%</td>
<td>2 50.0%</td>
<td>4 100%</td>
<td>1 25.0%</td>
<td>2 50.0%</td>
<td>3 75.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Site</th>
<th>Entry: Comparable</th>
<th>Entry: Below</th>
<th>Entry: Totals</th>
<th>Exit: Comparable</th>
<th>Exit: Below</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Program</td>
<td>EcoSite</td>
<td>4 100.0%</td>
<td>0 0.0%</td>
<td>4 100%</td>
<td>3 75.0%</td>
<td>0 0.0%</td>
<td>3 75.0%</td>
</tr>
</tbody>
</table>

### Support Data

The following table reports the percentage of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in at least one outcome area. Please note that this table only includes children who had entry data for all three outcomes.

<table>
<thead>
<tr>
<th>Entry: Comparable for all 3 outcomes</th>
<th>Entry: Below for at least 1 outcome</th>
<th>Entry: Totals</th>
<th>Exit: Comparable for all 3 outcomes</th>
<th>Exit: Below for at least 1 outcome</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 50.0%</td>
<td>2 50.0%</td>
<td>4 100%</td>
<td>1 25.0%</td>
<td>2 50.0%</td>
<td>3 75.0%</td>
</tr>
</tbody>
</table>

The following tables report the percentages of children who are functionally at a level comparable to same-aged peers across all three outcomes, as well as those who are not functioning at a level comparable to same-aged peers in one outcome area, in two outcome areas, and in all three outcome areas. Please note that this table only includes children who had entry data for all three outcomes.

<table>
<thead>
<tr>
<th>Entry: Comparable for all 3 outcomes</th>
<th>Entry: Below for 1 outcome</th>
<th>Entry: Below for 2 outcomes</th>
<th>Entry: Below for 3 outcomes</th>
<th>Entry: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 50.0%</td>
<td>0 0.0%</td>
<td>2 50.0%</td>
<td>0 0.0%</td>
<td>4 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exit: Comparable for all 3 outcomes</th>
<th>Exit: Below for 1 outcome</th>
<th>Exit: Below for 2 outcomes</th>
<th>Exit: Below for 3 outcomes</th>
<th>Exit: Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 33.3%</td>
<td>0 0.0%</td>
<td>2 66.7%</td>
<td>0 0.0%</td>
<td>3 100%</td>
</tr>
</tbody>
</table>
OSEP Federally Mandated Year-End

The OSEP Federally Mandated Year-End report can be used for child-level and program-level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3–5 served in Preschool Special Education Programs. When generated at the child level, this report will display entry scores, exit scores, and overall progress scores for each of the three OSEP outcomes and the child’s category on the ECO Center Child Outcomes Summary Form for each outcome.

To create an OSEP Federally Mandated Year-End report, access the Report area, and then select GO for the OSEP Federally Mandated Year-End report.

Report Criteria – Child Level

1. The report will default to PRESCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.
2. Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.
3. In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.
4. Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.
5. Select GENERATE REPORT.
You will be taken to the Reports Queue. Select **DOWNLOAD EXPORT FILE** when the report is ready to download.

---

Report Results – Child Level

An Excel file will download to your device that will include each child record on an IEP or IFSP (depending on the age group selected) with their entry scores, exit scores, the overall progress scores for each of the three OSEP outcomes, and the category on the ECO Center Child Outcomes Summary Form for each outcome.
Report Criteria – Program Level
When generated at the program level, the report can include the number and percentage of children who fall in each of the five outcomes categories for each of the three OSEP outcomes.

1. Select OSEP PROGRAM LEVEL MANDATED REPORT in the left-hand navigation.

2. The report will default to PRE-SCHOOL SPECIAL EDUCATION OUTCOMES. Select EARLY INTERVENTION to change the age group.

3. Expand the CHILD DEMOGRAPHICS section, to choose whether to include archived child records and/or to filter by demographic information.

4. In the SELECT CHILDREN section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.

5. Under ENTRY DATE RANGE and EXIT DATE RANGE, the report will default to dates for the current school year. You can change these to adjust your criteria.

6. In the SHOW GAINS DATA section, the report will default to No.

7. In the REPORT VIEW section, the report will default to select Federal Entry Status Report, with the Program Analysis Entry Status Report output as a second option.

8. Select GENERATE REPORT.
Report Results – Program Level

The report will generate with a breakdown of the child demographic information included in the report.

Child Outcomes Summary

<table>
<thead>
<tr>
<th>Outcome 1: Positive social-emotional skills (including social relationships)</th>
<th>Number of Children</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children who did not improve functioning</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>c. Children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>d. Children who improved functioning to a level comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>e. Children who maintained functioning at a level comparable to same-aged peers</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Summary Statements**

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

100.9%

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

33.3%

<table>
<thead>
<tr>
<th>Outcome 2: Acquiring and using knowledge and skills</th>
<th>Number of Children</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children who did not improve functioning</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>c. Children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>d. Children who improved functioning to a level comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>e. Children who maintained functioning at a level comparable to same-aged peers</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Summary Statements**

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

100.9%

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

33.3%

<table>
<thead>
<tr>
<th>Outcome 3: Taking appropriate action to meet needs</th>
<th>Number of Children</th>
<th>Percent of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Children who did not improve functioning</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>c. Children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>d. Children who improved functioning to a level comparable to same-aged peers</td>
<td>0</td>
<td>0.9%</td>
</tr>
<tr>
<td>e. Children who maintained functioning at a level comparable to same-aged peers</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Summary Statements**

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.

100.9%

The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

100.9%
## Gains Data

### Outcome 1: Positive social-emotional skills (including social relationships)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>33.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6</td>
<td>0.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>7</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>8</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Outcome 2: Acquiring and using knowledge and skills

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>7</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>8</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>