

My**Teaching**Strategies™

Report

To access the Report area, select the graph icon from the main navigation bar.

How-To Guide for Administrators



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.

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 Criteria

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

The screenshot shows the 'Class Profile' configuration page in the MyTeachingStrategies application. The page is divided into several sections for filtering the report:

- Class:** Includes dropdown menus for Organization (MyTeachingStrategies Demo Organization), Program, Site, Teacher, and Class.
- Checkpoint Period:** Radio buttons for Fall 2016/2017 and Winter 2016/2017 (selected).
- Age or Class/Grade:** A list of checkboxes for different levels: All (selected), Red - Birth to 1 year, Orange - 1 to 2 years, Yellow - 2 to 3 years, Green - Preschool 3 class/grade, Blue - Pre-K 4 class/grade, Purple - Kindergarten, Pink - 1st Grade, Silver - 2nd Grade, and Brown - 3rd Grade.
- Include:** Radio buttons for All Levels (Preliminary, Unfinalized, Finalized) (selected), Checkpoint Level (Finalized or Unfinalized), and Finalized Checkpoint Level.

On the right side, a 'Report Summary' panel displays the selected criteria. At the bottom of this panel is a 'Generate Report' button, which is highlighted by a blue line and a callout box.

Select **GENERATE REPORT.**

Report Results

Select **PRINT** to print your report.

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Develop, Report, and Family. The user is logged in as 'Kindergarten MC'. The main navigation bar includes 'Class Profile', 'Documentation Status', 'Assessment Status', 'Individual Child', 'Development and Learning', 'Report Card', 'Snapshot', 'Alignment', and 'Class List'. A 'Print' button is visible on the left. The 'Class Profile' section shows the following information:

- Checkpoint Period: Winter 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)
- Class: Kindergarten
- Age or Class/Grade: All
- Generated On: February 07, 2017

The 'Social-Emotional' section contains a table with the following data:

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Kindergarten (Purple)						Alano Rodriguez, Kileah Coates, Raegen Sommers	Caitlyn Rabowski, Dylan Rubenstein, Isalah Lutz, Jessica Bowman, Jocelyn Santiago, Lily Peterson, Nathaniel Roberts, Nicholas Vicoletti, Robert Franco, Sarah Foster	Sebastian Carter, Taylor Boyd, Tristan Brown						
1b. Follows limits and expectations	Kindergarten (Purple)						Alano Rodriguez, Lily Peterson, Nathaniel Roberts, Raegen Sommers, Robert Franco, Sarah Foster, Sebastian Carter, Taylor Boyd, Tristan Brown	Caitlyn Rabowski, Dylan Rubenstein, Isalah Lutz, Jessica Bowman, Jocelyn Santiago, Kileah Coates, Nicholas Vicoletti							
1c. Takes care of own needs appropriately	Kindergarten (Purple)						Alano Rodriguez, Dylan Rubenstein, Jocelyn Santiago, Kileah Coates, Lily Peterson, Nathaniel Roberts, Sarah Foster	Caitlyn Rabowski, Isalah Lutz, Jessica Bowman, Nicholas Vicoletti, Robert Franco, Sebastian Carter, Taylor Boyd, Tristan Brown	Raegen Sommers						

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.

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 Criteria

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

Select **GENERATE REPORT**.

Report Results

Select **REPORT FILTER** to adjust your report criteria.

Select **PRINT** to print your report.

Individual Child Report: Bella Fernandez
 Birth Date: April 14, 2010
 Checkpoint Periods: Winter 2016/2017
 Generated On: February 06, 2017

Literacy

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15a Notices and discriminates rhyme	Preschool 3 class/grade						Winter 2016/2017														
15b Notices and discriminates alliteration	Preschool 3 class/grade			Winter 2016/2017																	

Mathematics

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
20a Counts	Preschool 3 class/grade					Winter 2016/2017											
20b Quantities	Preschool 3 class/grade					Winter 2016/2017											

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.

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.

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 Criteria

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

Select **GENERATE REPORT**.

The screenshot shows the 'Report Card' interface in the MyTeachingStrategies system. The interface includes a navigation bar with 'Teach', 'Assess', 'Develop', 'Report', and 'Family' options. The 'Report Card' section is active, displaying a form for generating a report. The form includes sections for 'Checkpoint Period', 'Select Children', 'Objectives and Dimensions', and 'Language'. A 'Generate Report' button is located at the bottom right of the form. A 'Report Summary' sidebar on the right shows the selected values for each field. A blue circle with a question mark is positioned on the left side of the form, with lines pointing to various fields. A blue line also points from the 'Generate Report' button to the text 'Select GENERATE REPORT.'

Report Card
To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

Checkpoint Period

Fall 2016/2017
 Winter 2016/2017

Select Children

Organization * MyTeachingStrategies Demo Organization
Program *
Site *
Teacher *
Class
Children Child Status

Select objectives and dimensions +

Language

English
 Spanish

Report Summary

Checkpoint Period
Winter 2016/2017

Organization *
MyTeachingStrategies Demo Organization

Program *

Site *

Teacher *

Class

Children

Objectives / Dimensions
All

Language
English

Generate Report

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Report Results

Annie Mitchell Class / Grade: Pre-K Teacher: Tim Reed School / Program: Default Site		Checkpoint 1 (CP1): Fall 2016/2017 Checkpoint 2 (CP2): Winter 2016/2017 Checkpoint 3 (CP3): Spring 2016/2017 Checkpoint 4 (CP4): Summer 2016/2017 ○ E = Exceeding Expectations ● M = Meeting Expectations ○ P = Progressing Toward Expectations				
Social-Emotional		CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	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
1b	Follows limits and expectations	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	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
1c	Takes care of own needs appropriately	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	Currently, Annie: Demonstrates confidence in meeting own needs Next, Annie will: Begin to take responsibility for own well-being
2a	Forms relationships with adults	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	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
2b	Responds to emotional cues	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	○ E ● M ○ P	Currently, Annie: Is beginning to identify basic emotional reactions of others and their causes accurately

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

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

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will likely display next.

For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

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, 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.

The screenshot shows the 'Development and Learning Report' configuration page. On the left, a vertical sidebar contains a blue circle with a white question mark. The main content area is divided into several sections:

- Select Children:** Includes dropdown menus for Organization (MyTeachingStrategies Demo Organization), Program, Site, Teacher, and Class. There is a 'Children' section with 'Select All' and 'Deselect All' radio buttons.
- Checkpoint Period:** Radio buttons for 'Fall 2016/2017' and 'Winter 2016/2017' (selected).
- Areas of Development and Learning:** Checkboxes for Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics (all selected).
- Include:** Radio buttons for 'All Levels (Preliminary, Unfinalized, Finalized)' (selected), 'Checkpoint Level (Finalized or Unfinalized)', and 'Finalized Checkpoint Level'.
- Show:** A checkbox for 'Objective and Dimension numbers (Not recommended when sharing with parents)'.
- Language:** Radio buttons for 'English' (selected) and 'Spanish'.

On the right, the 'Report Summary' sidebar displays the current configuration. At the bottom right, a 'Generate Report' button is highlighted with a blue line pointing to the text 'Select GENERATE REPORT.'.

Select **GENERATE REPORT.**

Report Results

MyTeachingStrategies™ Teach Assess Develop Report Family Kindergarten MC

Class Profile Documentation Status Assessment Status Individual Child **Development and Learning** Report Card Snapshot Alignment Class List

Development and Learning Report: Bella Fernandez

Date: February 07, 2017
Class: Preschool
Teacher: Megan Colburn
Child: Bella Fernandez
Areas of Development and Learning: Mathematics
Period: Winter 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

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

Mathematics

Currently, Bella:

(20a) Verbally counts to 10; counts up to five objects accurately, using one number name for each object
(20b) Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
(20c) Identifies numerals to 10 by name and connects each to counted objects
(20d) Not yet understanding and using place value and base ten
(20e) Not yet applying properties of mathematical operations and relationships
(20f) Not yet applying number combinations and mental number strategies in mathematical operations
(21a) Is beginning to use and make simple sketches, models, or pictorial maps to locate objects
(21b) Is beginning to describe basic two- and three dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
(22a) Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
(22b) Is beginning to know usual sequence of basic daily events
(22c) Is beginning to know a few ordinal numbers
(23) Is beginning to recognize, create and explain more complex repeating and simple growing patterns

Next Bella will:

- (20a) Begin to verbally count to 20; count 10-20 objects accurately; know the last number states how many in all; tells what number (1-10) comes next in order by counting
- (20b) Begin to make sets of 6-10 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
- (20c) Begin to identify numerals to 20 by name and connect each to counted objects; represent *how many* by writing one-digit numerals and some two-digit numerals
- (20d) Begin to indicate base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
- (20e) Begin to solve addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
- (20f) Begin to add and subtract whole numbers fluently within 5
- (21a) Use and make simple sketches, models, or pictorial maps to locate objects
- (21b) Describe basic two- and three dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation
- (22a) Begin to use measurement words and some standard measurement tools accurately
- (22b) Know usual sequence of basic daily events
- (22c) Know a few ordinal numbers
- (23) Recognize, create and explain more complex repeating and simple growing patterns

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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.

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

Below, the report will outline the skills and abilities the child will likely display next.

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.

MyTeachingStrategies™

Teach Assess Develop Report Family

Infants, Toddlers, and Twos MC

Documentation Status Assessment Status Class Profile Individual Child Development and Learning Report Card Snapshot Alignment Data Export

Report Filter

Print

< Back to Documentation Status Criteria

Documentation Status

Current View

General Documentation for All Teachers in Site *Marketing Demo Site*

Areas of Development:
Social-Emotional

Period: Winter 2016/2017

** Please note that the number in the Documentation Count column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under Documentation Count.*

Social-Emotional

Teacher			2c	Documentation Count
Kindergarten Ben Sutter		0	1	1
Kindergarten Caitlin Taylor		0	1	1
Kindergarten Carly Roszkowski		0	1	1
Kindergarten Courney Beddia		0	1	1
Kindergarten Kate McNally		0	1	1
Infants, Toddlers, and Twos Megan Colburn	1		0	1
Kindergarten Megan Colburn		0	1	1
Kindergarten Rebecca Llorntop		0	1	1

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

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

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

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

Report Criteria

The screenshot shows the 'Create a Documentation Status Report' page in MyTeachingStrategies. The page is divided into several sections:

- Select Children:** Includes dropdown menus for Organization, Program, Site, Teacher, and Class. A 'Children' section has 'Select All' and 'Deselect All' options.
- Documentation Type:** A dropdown menu currently set to 'General Documentation'.
- Checkpoint Period:** Radio buttons for 'Fall 2016/2017' and 'Winter 2016/2017'.
- Select objectives and dimensions:** A list of categories (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, English Language Acquisition) with expandable sub-sections. Under 'Social-Emotional', three objectives are listed with their dimensions, all of which are pre-selected.
- Documentation Report Summary:** A sidebar on the right showing the selected values for Organization, Program, Site, Teacher, Class, Children, Documentation Type, Checkpoint Period, and Objectives / Dimensions.
- Submit:** A button at the bottom of the summary sidebar.

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**.

5 Click **SUBMIT** to view your report.

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.

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.

When should I use the Assessment Status report?

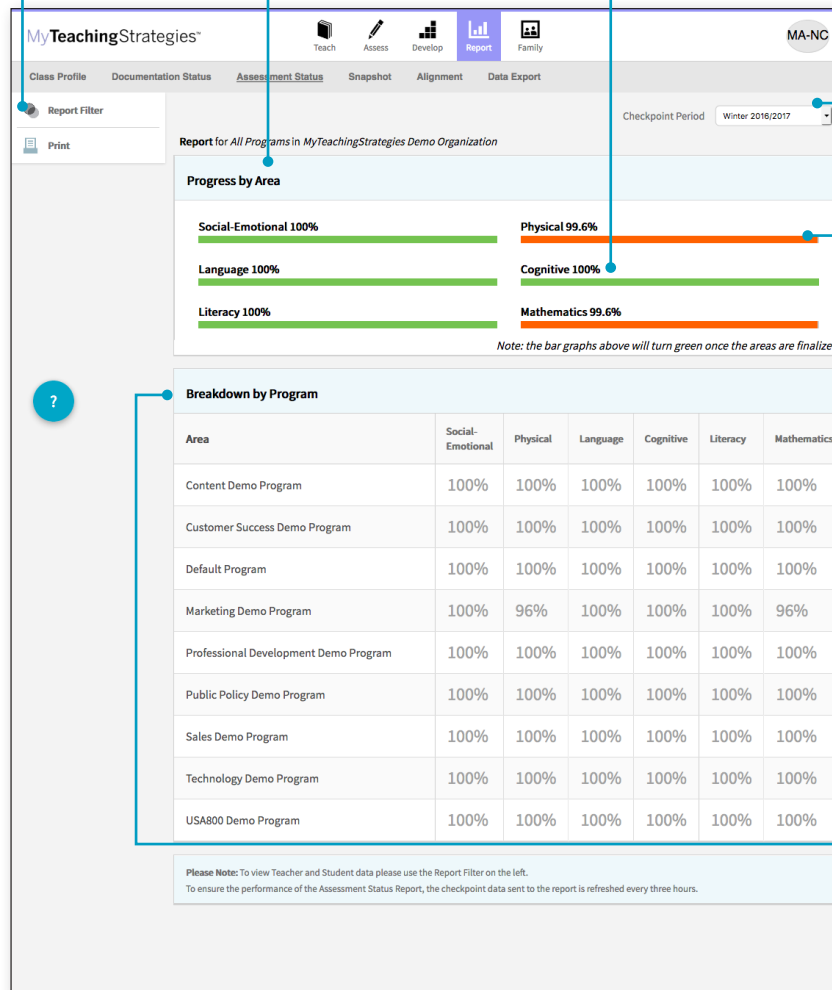
This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your programs' progress as they complete the checkpoint. A few days before the checkpoint due date, the report should show 100% finalization for each area.

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.

Assessment Status Report

Select Children

Select multiple entities

Organization: MyTeachingStrategies Demo Organization

Program: All Programs

Site: All Sites

Teacher: All Teachers

Class: All Classes

Children: Select All Deselect All

Assessment Areas

Social-Emotional

Physical

Language

Cognitive

Literacy

Mathematics

Checkpoint Period

Fall 2016/2017

Winter 2016/2017

Report Summary

Organization
MyTeachingStrategies Demo Organization

Program
All Programs

Site
All Sites

Teacher
All Teachers

Class
All Classes

Children
None

Assessment Areas
Social-Emotional

Checkpoint Period
Winter 2016/2017

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.

Overall Progress

You have entered **100%** of the checkpoint ratings for this classroom.

Note: the percentage above will turn green once all areas are finalized.

Progress by Area

Social-Emotional 100% Physical 100%
 Language 100% Cognitive 100%
 Literacy 100% Mathematics 100%

Note: the bar graphs above will turn green once the areas are finalized.

○ Not Yet Started ● In Progress
 ● Completed ● Final

Area	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Infants, Toddlers, and Twos	●	●	●	●	●	○
Kindergarten	●	●	●	●	●	●
Preschool	●	●	●	●	●	●

Please Note: To view Teacher and Student data please use the Report Filter on the left. Data displayed within this view of the Assessment Status Report reflects the current status of this class or child(ren).

An empty circle indicates that the checkpoint has not been started for that particular objective/dimension.

A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension but not finalized.

A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension.

The bottom of the report shows your checkpoint status for each objective/dimension for each class or child.

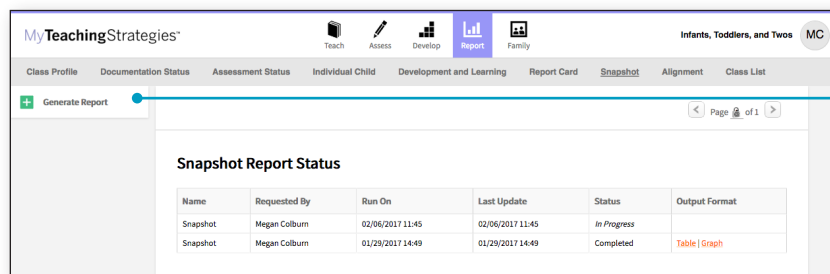
Snapshot

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.

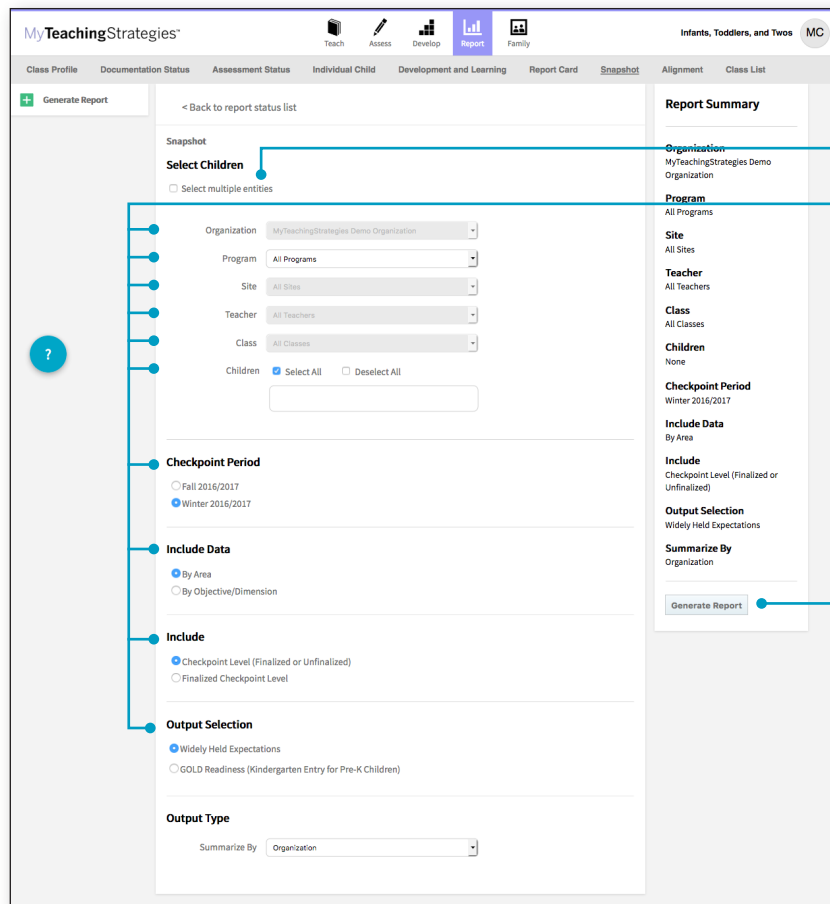
When should I use the Snapshot report?

This report can be used at anytime to view child outcomes data by area, objective, and dimension. This is a great report to use when sharing aggregate outcomes information with stakeholders. Administrators can also use this data to inform professional development planning.



After launching the report, select **GENERATE REPORT**.

Report Criteria



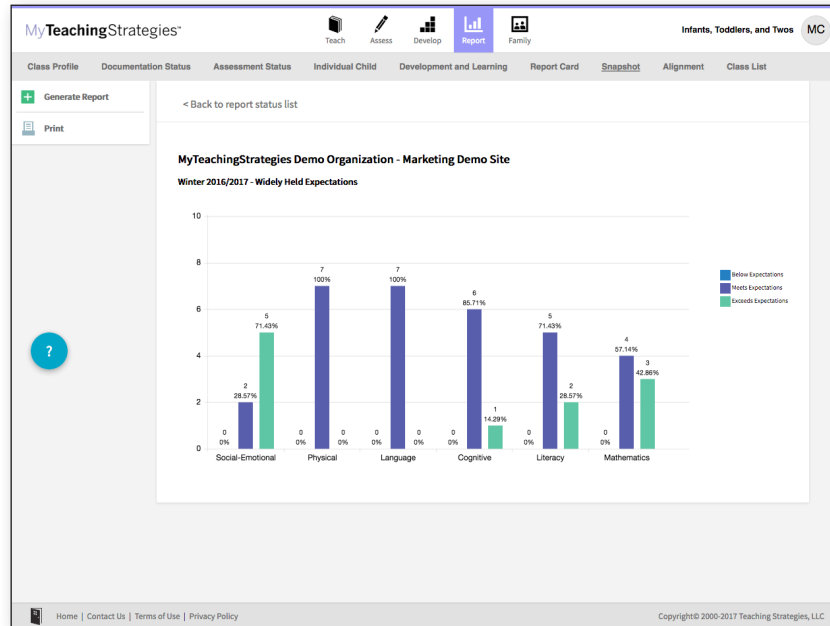
To show information for multiple organizations, programs, sites, teachers, or classes, check the box next to **SELECT MULTIPLE ENTITIES**.

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.

	Below	Meeting	Exceeding
Social-Emotional	0 / 0%	2 / 28.57%	5 / 71.43%
Physical	0 / 0%	7 / 100%	0 / 0%
Language	0 / 0%	7 / 100%	0 / 0%
Cognitive	0 / 0%	6 / 85.71%	1 / 14.29%
Literacy	0 / 0%	5 / 71.43%	2 / 28.57%
Mathematics	0 / 0%	4 / 57.14%	3 / 42.86%

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.

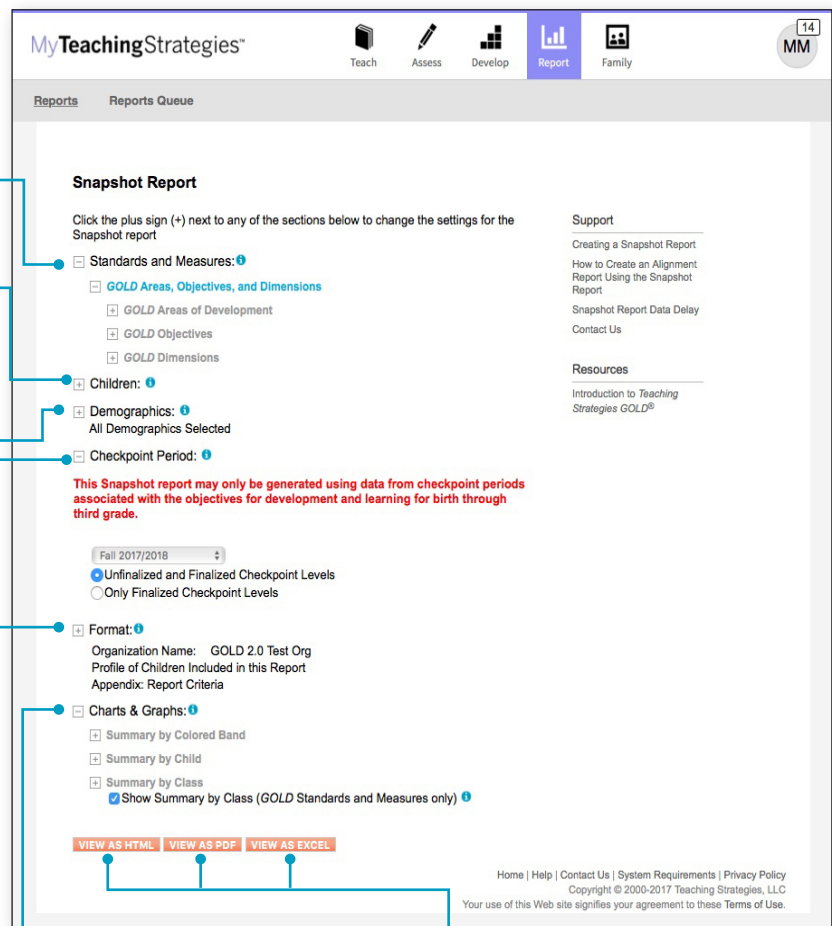
When should I use the Snapshot (Birth Through Third Grade) report?

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).

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

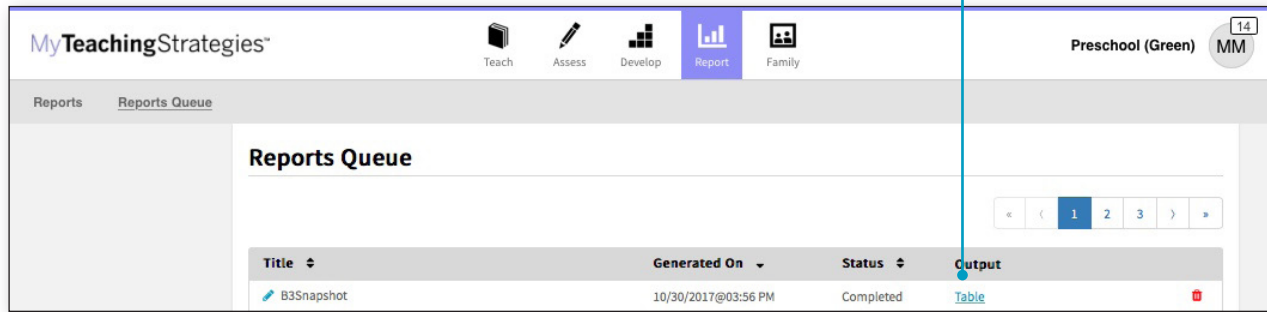
- 1 In **STANDARDS AND MEASURES**, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.
- 2 In **CHILDREN**, select a classroom.
- 3 In **DEMOGRAPHICS**, filter by gender, language, and 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**.

8

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



Report Results

GOLD 2.0 Test Org	
Teaching Strategies GOLD® Snapshot Report	
October 30, 2017	
Profile of Children	
Out of 20 possible children, 14 children have enough GOLD data in Fall 2017/2018 to be included in this report.	
Gender:	Male: 88% Female: 32%
Race:	White: 62% Black or African American: 15% Asian Indian: 18% Bangladesh: 3% Chinese: 3%
Ethnicity:	Not Spanish/Hispanic/Latino: 76% Mexican: 6% Guatemalan: 18%
IFSP/IEP Status:	Children Without IFSP: 97% Children With IFSP: 3% Children Without IEP: 87% Children With IEP: 3%
Funding Source(s):	Child Care: 4 Head Start: 4 Military: 1 Pre-K: 8
Age or Class/Grade:	Birth to 1 year (Red): 6% 1 to 2 years (Orange): 15% 2 to 3 years (Yellow): 3% Preschool 3 class/grade (Green): 26% Pre-K 4 class/grade (Blue): 9% Kindergarten (Purple): 39% 2nd Grade (Silver): 3% 3rd Grade (Brown): 3%
Primary Language:	English: 74% Spanish: 24% Chinese (all dialects): 3%
<p>Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.</p>	

If included, 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.

Table 1: Social-Emotional by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	56%	42.3	6	33%	46.7	3	17%	57.7

Table 2: Physical by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	14	74%	20.7	5	26%	21.2			

Table 3: Language by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 4: Spanish Language by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	52.0			

Table 5: Cognitive by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	4	67%	45.8	2	33%	62.0			

Table 6: Literacy by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 7: Spanish Literacy by Program									
Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	58.0			

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.

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.

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**.

MyTeachingStrategies™ | Teach | Assess | Develop | Report | Family | Preschool (Green) | 14 | MM

Reports | Reports Queue

Back to Reports

Snapshot by Dimension
To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

Select Children
Class: All Classes
Children: Select All Deselect All

Child Demographics +

Checkpoint Period
 Fall 2014/2015
 Winter 2014/2015
 Spring 2014/2015
 Summer 2014/2015
 Fall 2015/2016
 Winter 2015/2016
 Spring 2015/2016
 Summer 2015/2016
 Fall 2016/2017
 Winter 2016/2017
 Spring 2016/2017
 Summer 2016/2017
 Fall 2017/2018
 Winter 2017/2018

Include Data
 By Objective/Dimension
 Select objectives and dimensions +

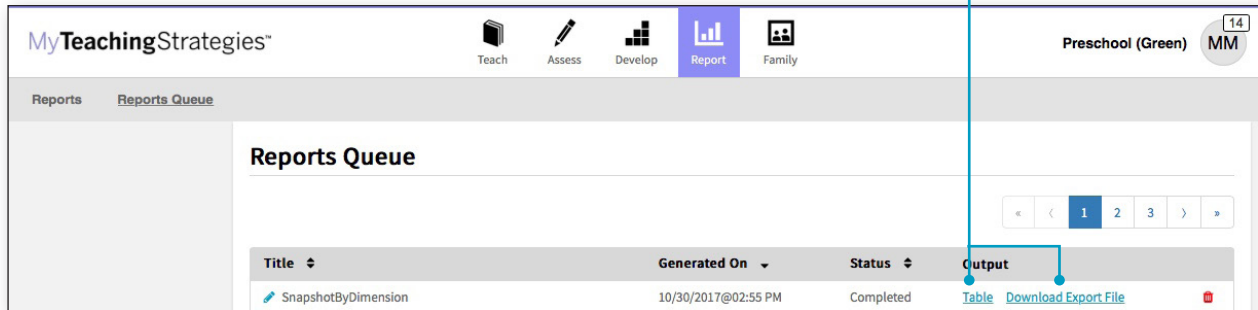
Include
 Finalized or Unfinalized Checkpoint Level
 Finalized Checkpoint Level

Report Summary
 Class: All Classes
 Children: None
 Child Demographics: All
 Checkpoint Period: Fall 2017/2018
 Include Data: By Objective/Dimension
 Objectives / Dimensions: All
 Include: Finalized or Unfinalized Checkpoint Level

Generate Report

- 6 Select **GENERATE REPORT**.

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



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.

Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.
Checkpoint Period: Fall 2017/2018

Table 1: Social-Emotional

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade			2 28.57%		1 14.29%		3 42.86%	1 14.29%						
1b. Follows limits and expectations	Preschool 3 class/grade				3 42.86%		1 14.29%	2 28.57%			1 14.29%				
1c. Takes care of own needs appropriately	Preschool 3 class/grade			1 20%			1 20%	2 40%		1 20%					
2a. Forms relationships with adults	Preschool 3 class/grade							1 25%					3 75%		
2b. Responds to emotional cues	Preschool 3 class/grade				1 25%			1 25%	2 50%						
2c. Interacts with peers	Preschool 3 class/grade				1 25%		2 50%	1 25%							
2d. Makes friends	Preschool 3 class/grade					1 25%				3 75%					
3a. Balances needs and rights of self and others	Preschool 3 class/grade		1 25%					3 75%							
3b. Solves social problems	Preschool 3 class/grade					1 25%	3 75%								

Table 2: Physical

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4. Demonstrates traveling skills	Preschool 3 class/grade				3 100%												
5. Demonstrates balancing skills	Preschool 3			2	1												

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.

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.

Report Criteria

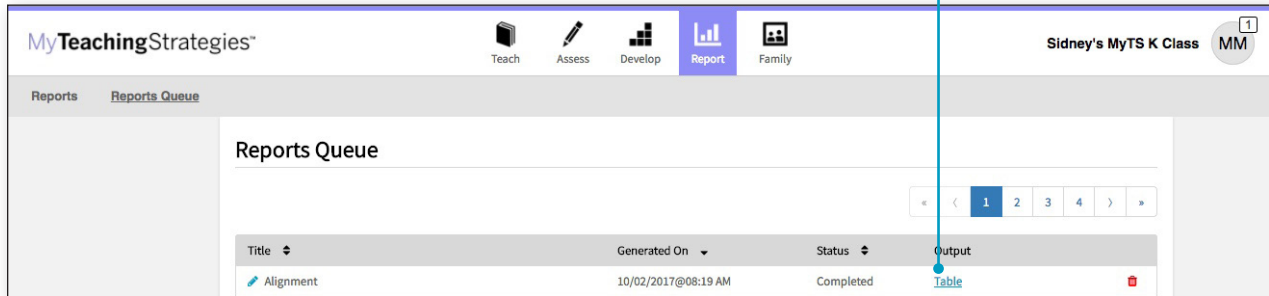
- 1 Customize your report by selecting the appropriate **ORGANIZATION, PROGRAM, SITE, TEACHER, CLASS, CHILDREN, CHECKPOINT PERIOD, STANDARD(S)**, which levels to include, and if you'd like to include **ARCHIVED CHILDREN**. You also have the ability to filter by specific demographic information under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

GOLD Test Agency Organization Kindergarten		
Fall 2015/2016 - Alignment to Standards		
	Emerging	Accomplished
Standard A	7 / 87.5%	1 / 12.5%
Standard B	7 / 87.5%	1 / 12.5%
Standard C	1 / 12.5%	7 / 87.5%
Standard D	1 / 12.5%	7 / 87.5%
Standard E	7 / 87.5%	1 / 12.5%
Standard F	1 / 12.5%	7 / 87.5%

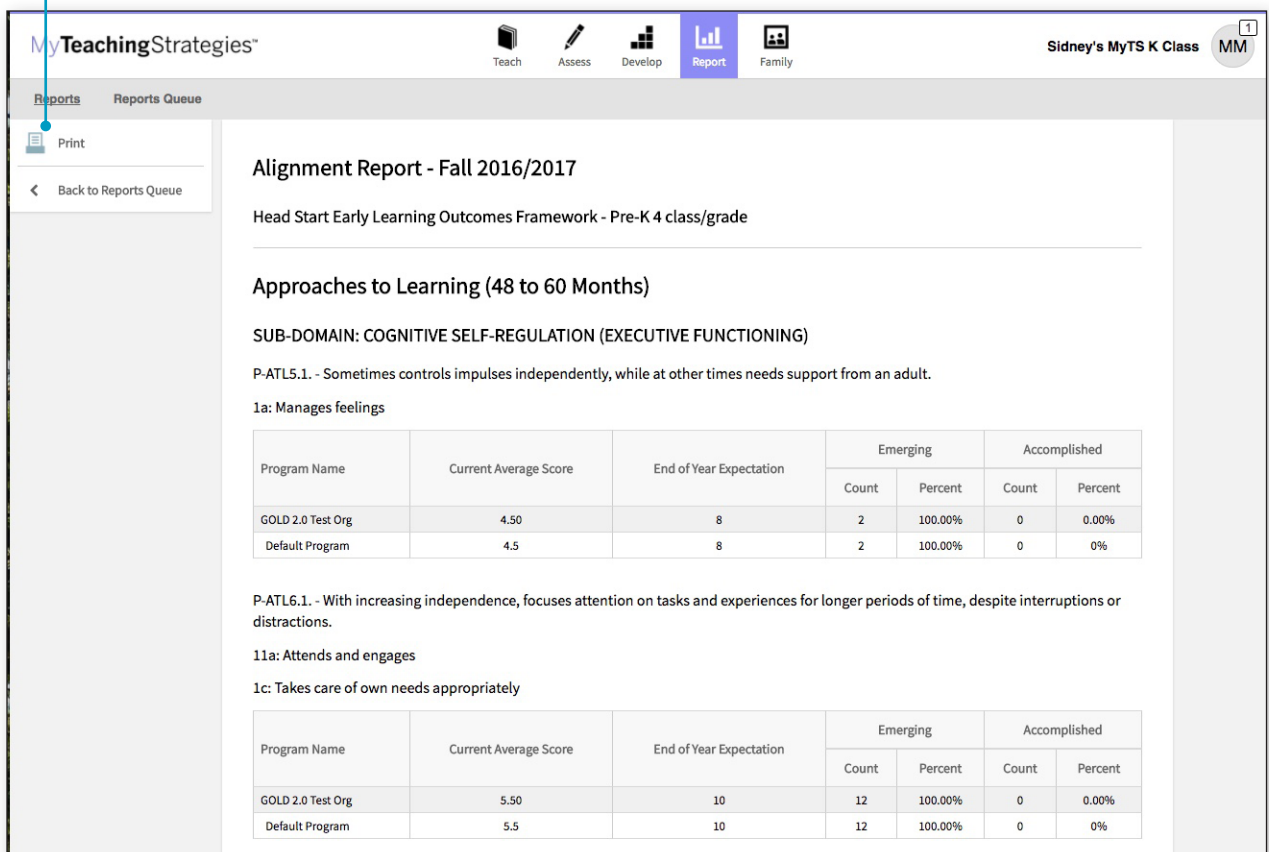
- 2 Choose an **OUTPUT** type.

- 3 Select **GENERATE REPORT**.

4 You will be taken to the Reports Queue. Once the report has generated, select the **TABLE** link. The report will appear in your browser.



5 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.



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.

When should I use the Comparative report?

Administrators generate the Comparative report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to Widely Held Expectations, the National Normative Sample, or *GOLD*® Readiness in a uniform scale.

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

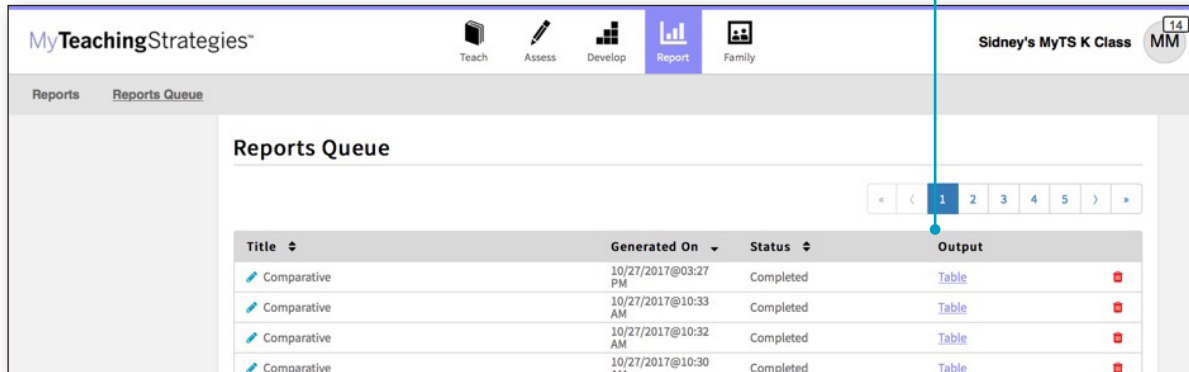
Choosing “*GOLD*® Readiness” enables users to measure a child’s readiness as they move from pre-K towards kindergarten, or as they enter kindergarten. The report output will show a “Readiness Benchmark.” The report output also shows data on the children whose skills, knowledge and abilities are emerging (below the benchmark value) and accomplished (at or above the benchmark value).

- 5 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."
- 6 Use the **CHILD DEMOGRAPHICS** filter to include archived child records and to filter by any demographic criteria.
- 7 Determine whether to include **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

- 8 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."
- 9 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.
- 10 Select **GENERATE REPORT**.

11

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



Report Results

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.

Comparative

Social-Emotional	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
			GOLD 2.0 Test Org	300	396	28	169	26	92.86	2

Physical	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
			GOLD 2.0 Test Org	378	555	10	450			10

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.

Comparative

Social-Emotional	National Normative Sample		Fall 2017/2018							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
			GOLD 2.0 Test Org	465	537	24	282	19	79.17	1

Physical	National Normative Sample		Fall 2017/2018							
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished			
	GOLD 2.0 Test Org	24	505	511	12	50	12	50		

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.

Comparative

Social-Emotional	Fall 2017/2018							
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished	
	GOLD 2.0 Test Org	26	400	383	10	38.46	16	61.54

Physical	Fall 2017/2018							
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished	
	GOLD 2.0 Test Org	24	505	511	12	50	12	50

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.

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 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.

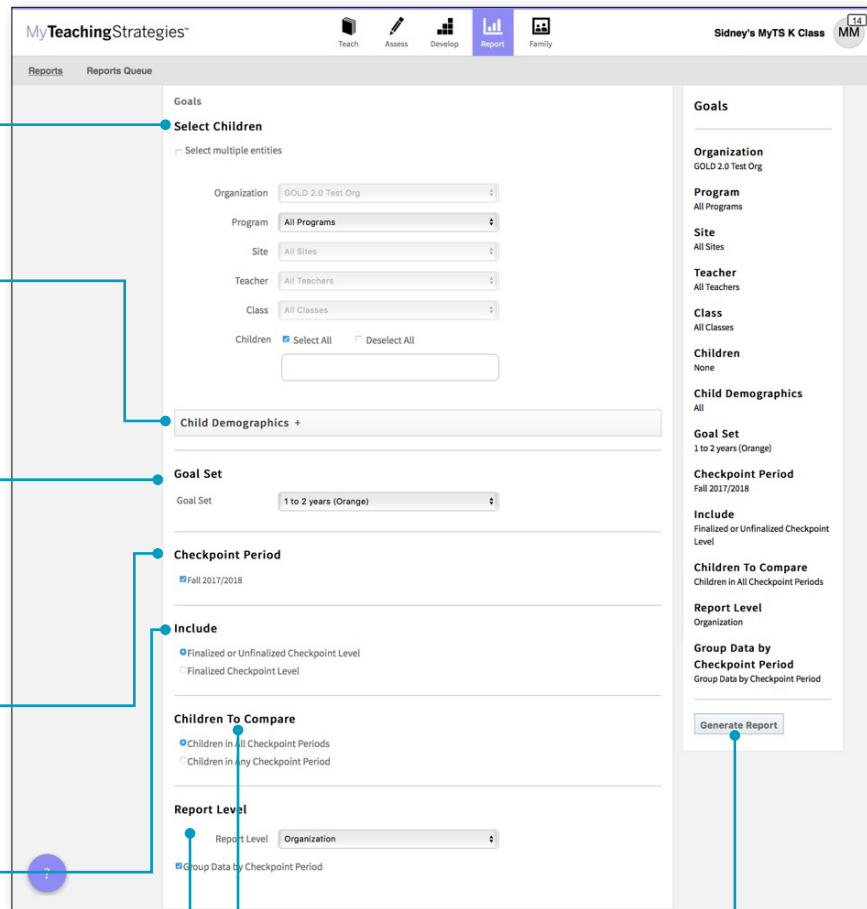
5 Determine whether to include **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

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.

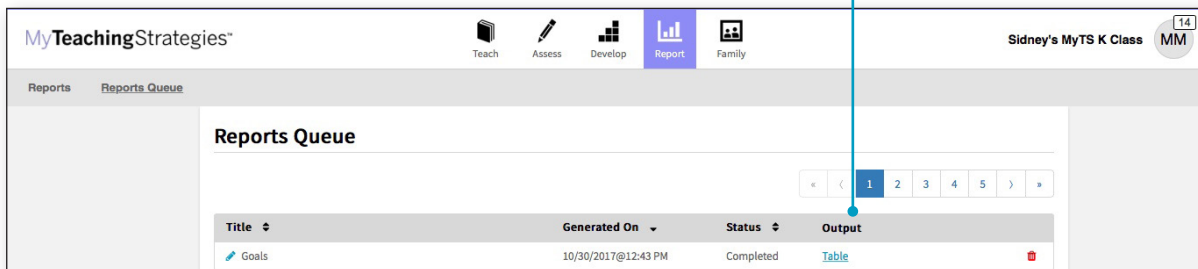
7 Under **CHILDREN TO COMPARE**.

- 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**.



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



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.

Goals

1a. Manages feelings		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	4	2	1.5	2	100%	0	0%

1b. Follows limits and expectations		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	4	3	1.7	3	100%	0	0%

1c. Takes care of own needs appropriately		Fall 2017/2018					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
GOLD 2.0 Test Org	5	2	1.5	2	100%	0	0%

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.

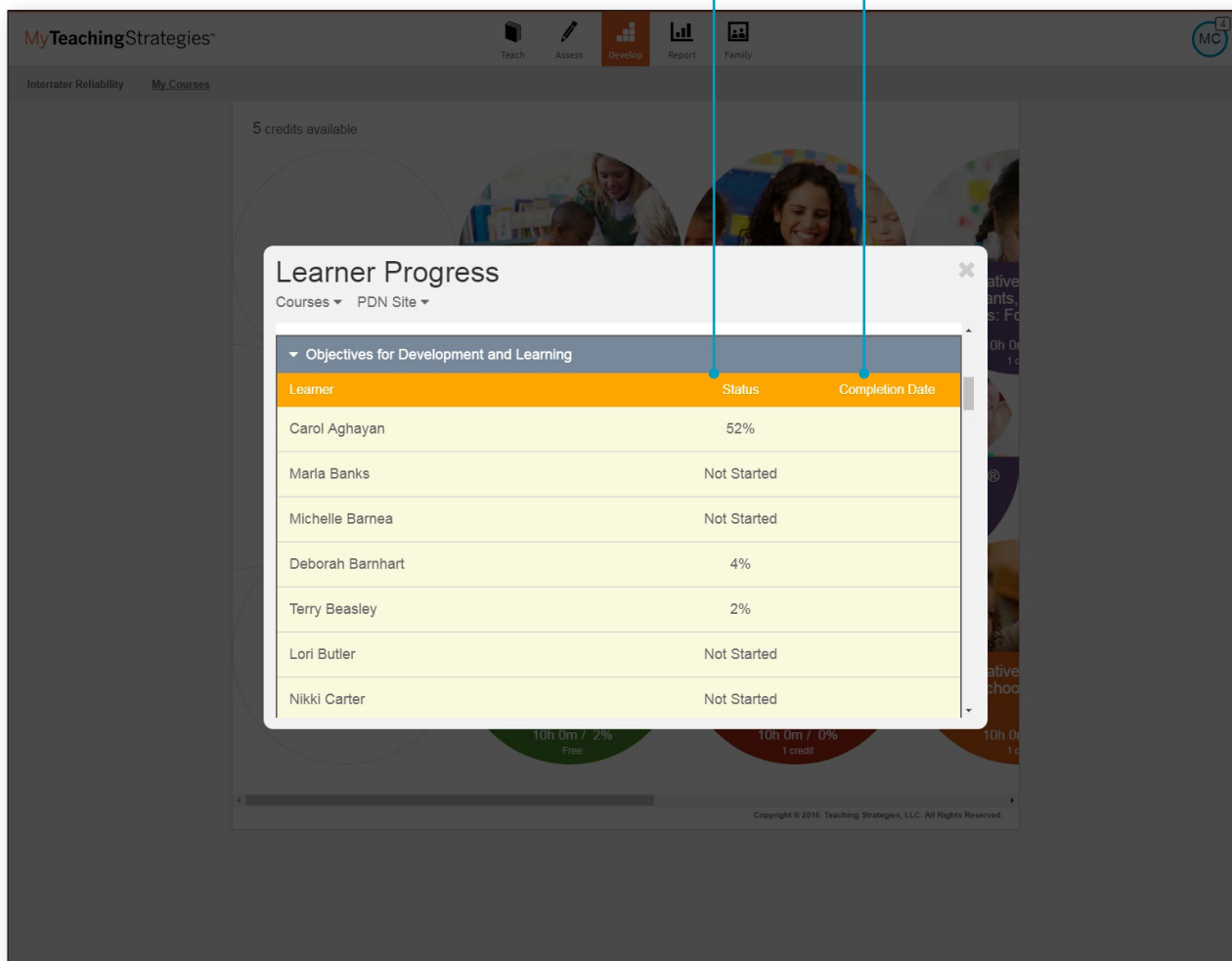
The screenshot shows the MyTeachingStrategies interface with a 'Learner Progress' modal window open. The modal window has a title bar with a close button and a dropdown menu for 'Users' and 'PDN Site'. Below the title bar is a table with the following data:

Name	In Progress	Completed	Credits Earned
Carol Aghayan	2	1	0
Maria Banks	0	1	0
Michelle Barnea	1	0	0
Deborah Barnhart	3	1	0
Terry Beasley	1	0	0
Lori Butler	1	0	0
Nikki Carter	0	0	0
Marissa Cervantes	2	6	1

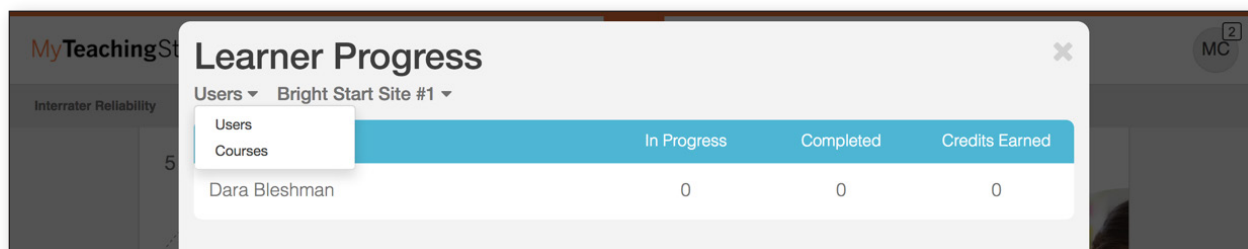
The background of the interface shows navigation tabs for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. There is also a 'My Courses' section with '5 credits available' and a 'PDN Site' dropdown menu.

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.

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Overview, Report, and Family. Below the navigation, there are tabs for 'Interrater Reliability' and 'My Courses'. A modal window titled 'Learner Progress' is open, displaying a table with the following data:

Name	In Progress	Completed	Credits Earned
GOLDplus® Introduction	0	1	0
Getting to Know The Creative Curriculum® for Infants, Toddlers & Twos	0	1	0
The Creative Curriculum® for Kindergarten: Foundation	0	0	0
Getting to Know The Creative Curriculum® for Preschool	1	2	0
The Creative Curriculum® for Preschool: Daily Resources	13	2	0
GOLD® Introduction	4	8	0

The background of the interface shows a progress bar for '5 credits available' and several circular progress indicators for different courses, such as '10h 0m / 2%' and '10h 0m / 0%'.

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.

The screenshot shows the MyTeachingStrategies interface with a 'Learner Progress' modal window open. The modal displays a table of user progress for a selected course. The table has columns for Name, In Progress, Completed, and Credits Earned. Below this, a detailed view for 'Carol Aghayan' shows progress for three courses: 'GOLD® Introduction' (Completed, 2017-03-16), 'Objectives for Development and Learning' (52%), and 'The Creative Curriculum® for Preschool: Daily Resources' (17%). Below this, a summary table shows progress for other users: Maria Banks (0 In Progress, 1 Completed, 0 Credits Earned), Michelle Barnea (1 In Progress, 0 Completed, 0 Credits Earned), and Deborah Barnhart (3 In Progress, 1 Completed, 0 Credits Earned).

Name	In Progress	Completed	Credits Earned
▼ Carol Aghayan			
Course	Status	Completion Date	
GOLD® Introduction	Completed	2017-03-16	
Objectives for Development and Learning	52%		
The Creative Curriculum® for Preschool: Daily Resources	17%		
Maria Banks	0	1	0
Michelle Barnea	1	0	0
Deborah Barnhart	3	1	0

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**.

The screenshot displays the 'Data Export' configuration interface. At the top, there are navigation tabs for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' tab is active. Below the navigation, there are sections for 'Search / Filter your export by:' with dropdown menus for Organization (GOLD 2.0 Test Org), Program (Default Program), Site (EcoSite), Teacher (All Teachers), and Class (All Classes). A 'Checkpoint Period' section contains a list of periods from Fall 2014/2015 to Summer 2016/2017, with the latter selected. Below this are two sections: 'Include Archived Children' with radio buttons for 'Yes' and 'No', and 'Export Fields Stamped For Each Checkpoint Period' with radio buttons for 'Yes' and 'No'. On the right side, a 'Report Summary' box lists the selected values for Organization, Program, Site, Teacher, Class, Checkpoint Period, and the 'Include Archived Children' and 'Export Fields Stamped' options. An 'Export' button is located at the bottom right of the form area.

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**.

6 You will be taken to the Reports Queue. Select **DOWNLOAD EXPORT FILE** when the export is ready for download.

The screenshot displays the 'Reports Queue' page in MyTeachingStrategies. The page header includes the logo and navigation icons for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' icon is highlighted. The user's profile 'Infants, Toddlers, and Twos MC' is visible in the top right. The main content area shows a table of reports with the following data:

Title	Generated On	Status	Output
DataExport	08/14/2017@11:34 AM	Completed	Download Export File
Children Export	08/09/2017@04:20 PM	Completed	Download Export File
Classes Export	08/09/2017@04:18 PM	Completed	Download Export File
Users Export	08/09/2017@04:16 PM	Completed	Download Export File
Sites Export	08/09/2017@04:16 PM	Completed	Download Export File
Programs Export	08/09/2017@04:12 PM	Completed	Download Export File
Snapshot	05/24/2017@10:58 AM	Completed	Table Graph
DataExport	04/03/2017@02:38 PM	Completed	Download Export File
DataExport	04/03/2017@02:35 PM	Completed	Download Export File
DataExport	04/03/2017@01:57 PM	Completed	Download Export File
Alignment	02/06/2017@11:56 AM	Completed	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.

The screenshot displays the 'MyTeachingStrategies' interface for 'Sidney's MyTS K Class'. The top navigation bar includes icons for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' icon is highlighted. Below the navigation bar, the 'Reports' section is active, showing a grid of report cards. Each card has a title, a 'Go' button, and a small information icon (i). The cards are: 'Development and Learning', 'Documentation Status', 'Assessment Status', 'Snapshot' (with a bar chart), 'Online Professional Development' (with a 'Learner Progress' table), 'Data Export' (with a bar chart), 'OSEP Status' (with a bar chart), and 'OSEP Federally Mandated Year-End' (with a bar chart). A 'Reports Queue' tab is visible at the top left of the report area. A help icon (?) is located in the bottom left corner of the interface.

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.

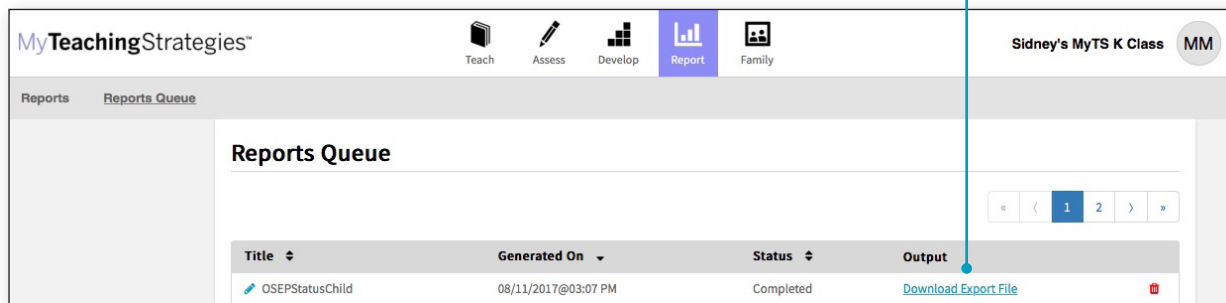
Report Criteria – Child Level

- 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.

The screenshot shows the 'MyTeachingStrategies' interface for generating a report. The main content area is titled 'OSEP Child Level Mandated Report' and includes the instruction 'Generate Federally Mandated Year End Report (child level) for:'. Below this, there are radio buttons for 'Preschool Special Education Outcomes' (selected) and 'Early Intervention'. A 'Child Demographics +' section is expanded, showing a 'Select Children' section with dropdown menus for Organization, Program, Site, Teacher, and Class, and checkboxes for 'Select All' and 'Deselect All'. Below this is the 'IDEA Part B Preschool (3-5) Exit Date Range' section with 'Exit From' and 'To' date fields. On the right, a 'Filter Summary' sidebar lists various filters: Child Demographics (All), Organization* (MyTeachingStrategies Demo Organization), Program (All Programs), Site (All Sites), Teacher (All Teachers), Class (All Classes), Children (None), and Exit From (07/01/2017 - 06/30/2018). A 'Generate Report' button is located at the bottom of the sidebar.

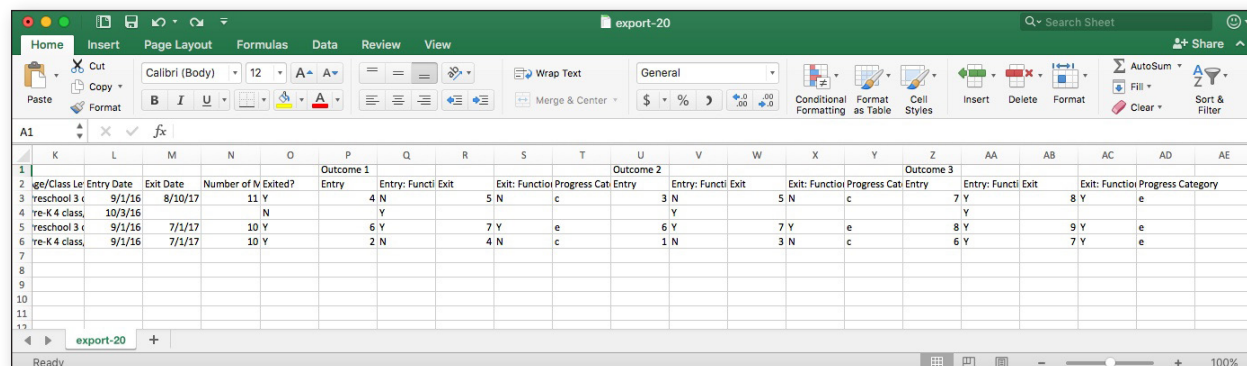
- 3 In the **SELECT CHILDREN** section, the report will default to include all child records in your administrative access. You can also filter down to a program, site, teacher, class, or child.
- 4 In **ENTRY DATE RANGE** and **EXIT DATE RANGE**, the report will default to dates for the current school year. You can change these to adjust your criteria.
- 5 Select **GENERATE REPORT**.

6 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.

The screenshot displays the MyTeachingStrategies interface for a report titled "OSEP Status Program (Program Level)". The interface includes a navigation menu on the left with options like "Generate Child Level Status", "Generate Program Level Status", and "Print". The main content area shows a "Report Criteria" table and several summary tables for demographic and service data.

Report Criteria

Entry Dates Between	07/01/2016 - 06/30/2017
OSEP Exit Status	Exited and Active Children
Exit Dates Between	07/01/2016 - 08/31/2017
Include Archived Children	No
Genders	All
Primary Languages	All
Races	All
Ethnicities	All
Funding Sources	All
Report Generated On	08/11/2017

General

Number of Children	4
Number of Children with Active IFSP/IEP	1
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%
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Gender

Female	2	50.0%
Male	2	50.0%

Race

White	4	100.0%
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Ethnicity

Not Spanish/Hispanic/Latino	4	100.0%
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Primary Language Spoken

English	4	100.0%
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Funding Sources (number of times checked)

Child Care	1
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Class Levels

Preschool 3 class/grade	2	50.0%
Pre-K 4 class/grade	2	50.0%

Federal Entry Status Report

Summary of Outcomes

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

	Outcome 1		Outcome 2		Outcome 3	
	Entry	Exit	Entry	Exit	Entry	Exit
Children who are functioning at a level comparable to same-aged peers	2 50.0%	1 33.3%	2 50.0%	1 33.3%	4 100.0%	3 100.0%
Children who are functioning at a level below same-aged peers	2 50.0%	2 66.7%	2 50.0%	2 66.7%	0 0.0%	0 0.0%
Totals	4 100%	3 100%	4 100%	3 100%	4 100%	3 100%

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

Entry: Comparable for all 3 outcomes	Entry: Below for at least 1 outcome	Entry: Totals	Exit: Comparable for all 3 outcomes	Exit: Below for at least 1 outcome	Exit: Totals
2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

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

Entry: Comparable for all 3 outcomes	Entry: Below for 1 outcome	Entry: Below for 2 outcomes	Entry: Below for 3 outcomes	Entry: Totals
2 50.0%	0 0.0%	2 50.0%	0 0.0%	4 100%

Exit: Comparable for all 3 outcomes	Exit: Below for 1 outcome	Exit: Below for 2 outcomes	Exit: Below for 3 outcomes	Exit: Totals
1 33.3%	0 0.0%	2 66.7%	0 0.0%	3 100%

Program Analysis Entry Status Report

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.

		Outcome 1					
Program	Site	Entry: Comparable	Entry: Below	Entry: Totals	Exit: Comparable	Exit: Below	Exit: Totals
Default Program	EcoSite	2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

		Outcome 2					
Program	Site	Entry: Comparable	Entry: Below	Entry: Totals	Exit: Comparable	Exit: Below	Exit: Totals
Default Program	EcoSite	2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

		Outcome 3					
Program	Site	Entry: Comparable	Entry: Below	Entry: Totals	Exit: Comparable	Exit: Below	Exit: Totals
Default Program	EcoSite	4 100.0%	0 0.0%	4 100%	3 75.0%	0 0.0%	3 75.0%

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

Entry: Comparable for all 3 outcomes	Entry: Below for at least 1 outcome	Entry: Totals	Exit: Comparable for all 3 outcomes	Exit: Below for at least 1 outcome	Exit: Totals
2 50.0%	2 50.0%	4 100%	1 25.0%	2 50.0%	3 75.0%

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

Entry: Comparable for all 3 outcomes	Entry: Below for 1 outcome	Entry: Below for 2 outcomes	Entry: Below for 3 outcomes	Entry: Totals
2 50.0%	0 0.0%	2 50.0%	0 0.0%	4 100%

Exit: Comparable for all 3 outcomes	Exit: Below for 1 outcome	Exit: Below for 2 outcomes	Exit: Below for 3 outcomes	Exit: Totals
1 33.3%	0 0.0%	2 66.7%	0 0.0%	3 100%

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.

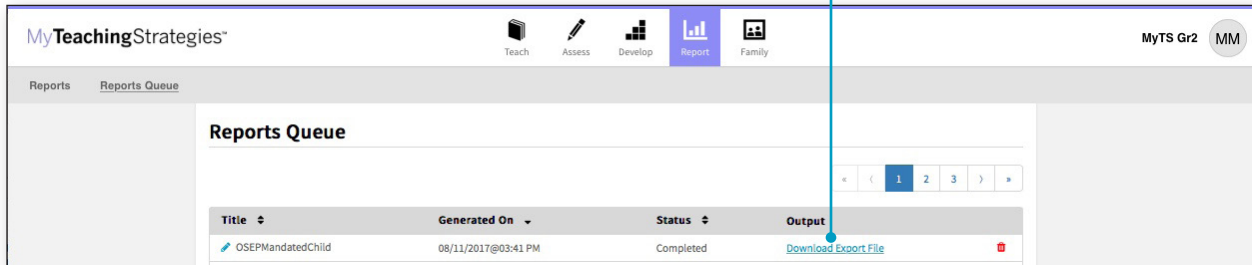
Report Criteria – Child Level

- 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.

The screenshot displays the 'MyTeachingStrategies' interface for generating an OSEP Child Level Mandated Report. The main content area is titled 'Generate Federally Mandated Year End Report (child level) for:' and includes a radio button for 'Preschool Special Education Outcomes' and another for 'Early Intervention'. Below this is the 'Child Demographics +' section, which is expanded to show a 'Select Children' section. This section contains dropdown menus for Organization* (MyTeachingStrategies Demo Organization), Program (All Programs), Site (All Sites), Teacher (All Teachers), and Class (All Classes). There are also checkboxes for 'Children' (Select All is checked, Deselect All is unchecked) and an empty text input field. At the bottom of the main content area, there is an 'IDEA Part B Preschool (3-5) Exit Date Range' section with 'Exit From' (07/01/2017) and 'To' (06/30/2018) date pickers. On the right side, a 'Filter Summary' panel lists the current filter settings: Child Demographics (All), Organization* (MyTeachingStrategies Demo Organization), Program (All Programs), Site (All Sites), Teacher (All Teachers), Class (All Classes), Children (None), and Exit From (07/01/2017 - 06/30/2018). A 'Generate Report' button is located at the bottom of the filter summary panel. A '14 OT' badge is visible in the top right corner of the interface.

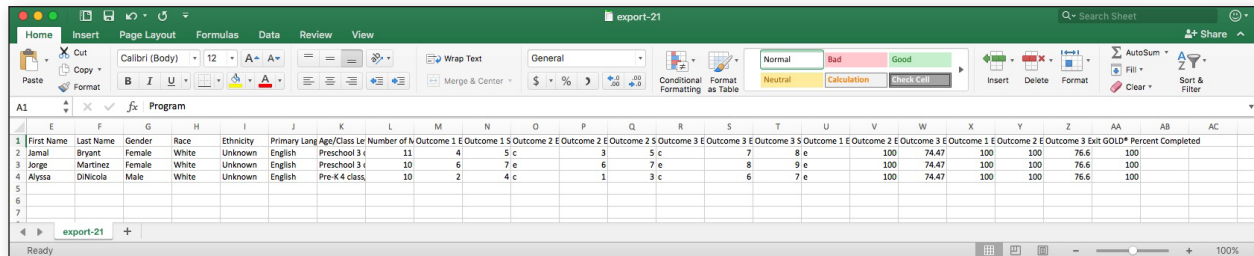
- 4 Under **ENTRY DATE RANGE** and **EXIT DATE RANGE**, the report will default to dates for the current school year. You can change these to adjust your criteria.
- 5 Select **GENERATE REPORT**.

6 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.

The screenshot shows the 'MyTeachingStrategies' web application interface for generating a report. The interface includes a left-hand navigation menu, a main content area with various sections, and a right-hand 'Filter Summary' panel. Eight numbered callouts (1-8) point to specific elements in the interface, providing instructions on how to configure the report.

- 1** Select **OSEP PROGRAM LEVEL MANDATED REPORT** 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 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

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

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

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	2	66.7%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Totals	3	100.0%
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.		100.0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		33.3%

Outcome 2: Acquiring and using knowledge and skills

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	2	66.7%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	1	33.3%
Totals	3	100.0%
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.		100.0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		33.3%

Outcome 3: Taking appropriate action to meet needs

ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. Children who did not improve functioning	0	0.0%
b. Children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	0	0.0%
c. Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0.0%
d. Children who improved functioning to reach a level comparable to same-aged peers	0	0.0%
e. Children who maintained functioning at a level comparable to same-aged peers	3	100.0%
Totals	3	100.0%
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.		0%
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		100.0%

Gains Data

Gains Data																	
Outcome 1: Positive social-emotional skills (including social relationships)																	
1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5									6								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
7									8								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9																	
1	2	3	4	5	6	7	8	9									
0	0	0	0	0	0	0	0	0									
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%									
Outcome 2: Acquiring and using knowledge and skills																	
1									2								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3									4								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%