

**CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM**

**Teaching Strategies GOLD Assessment Checkpoint
2016 – 2017 School Year (4 year-olds)**

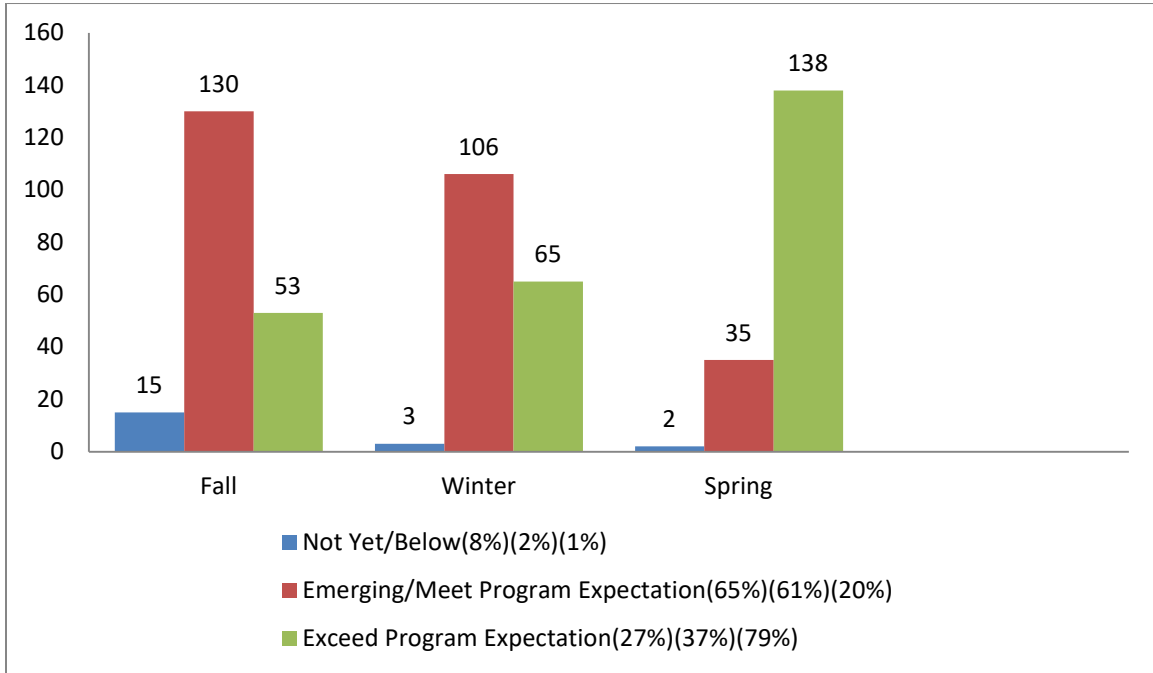
Clayton County Community Services Inc., Head Start & Early Head Start program, conducted assessment for the **2016 – 2017** school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted **3** times a year. The data has been collected, aggregated and graphed. The Assessment data below reflects the outcomes of **4 year-olds** that were enrolled in the program year.

South Avenue and Brookwood Combined

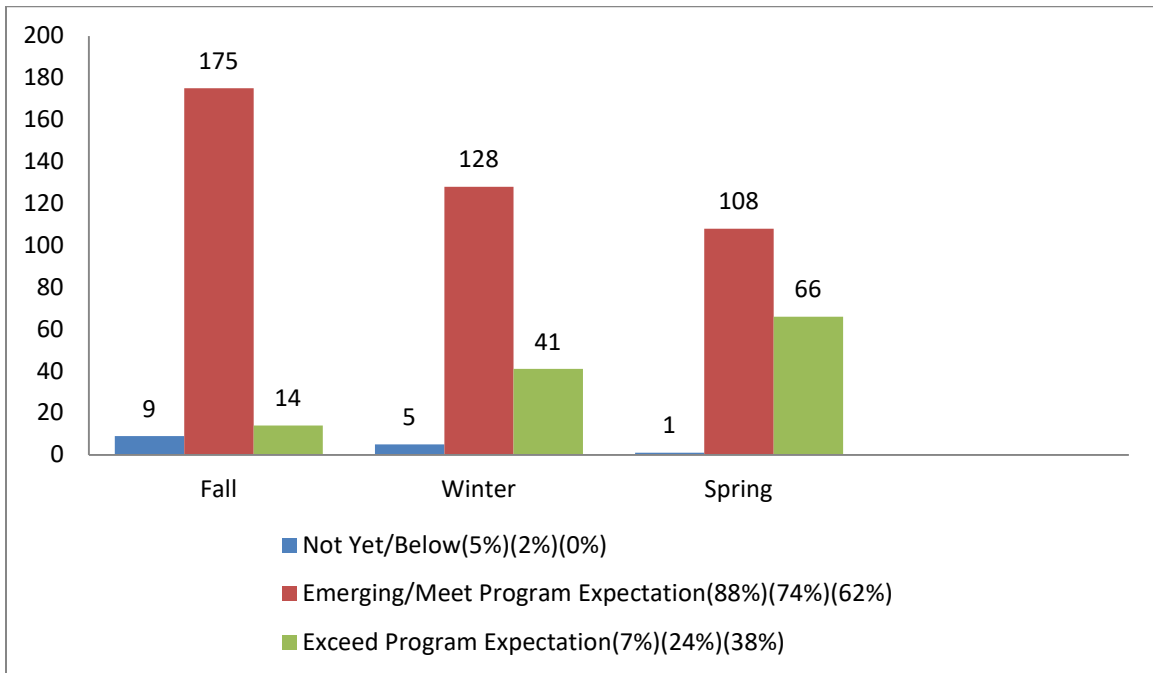
(175 out of 177 Transitioning children with TSG data outcomes)

Social & Emotional Development (Fall)	Social & Emotional Development (Winter)	Social & Emotional Development (Spring)
20% Below	2% Below	1% Below
60% Meeting Program Expectation	61% Meeting Program Expectation	20% Meeting Program Expectation
20% Exceeds Program Expectation.	37% Exceeds Program Expectation.	79% Exceeds Program Expectation.
Physical Development & Health	Physical Development & Health	Physical Development & Health
15% Below	2% Below	0% Below
79% Meeting Program Expectation	74% Meeting Program Expectation	62% Meeting Program Expectation
6% Exceeds Program Expectation.	24% Exceeds Program Expectation.	38% Exceeds Program Expectation.
Language & Literacy	Language & Literacy	Language & Literacy
11% Below	4% Below	1% Below
75% Meeting Program Expectation	67% Meeting Program Expectation	41% Meeting Program Expectation
14% Exceeds Program Expectation.	29% Exceeds Program Expectation.	58% Exceeds Program Expectation.
Cognition & General Knowledge	Cognition & General Knowledge	Cognition & General Knowledge
25% Below	6% Below	3% Below
67% Meeting Program Expectation	61% Meeting Program Expectation	32% Meeting Program Expectation
8% Exceeds Program Expectation.	33% Exceeds Program Expectation.	65% Exceeds Program Expectation.
Approaches to Learning	Approaches to Learning	Approaches to Learning
1% Not Yet	0% Not Yet	0% Not Yet
59% Emerging	21% Emerging	5% Emerging
40% Meets Program Expectation	79% Meets Program Expectation	95% Meets Program Expectation

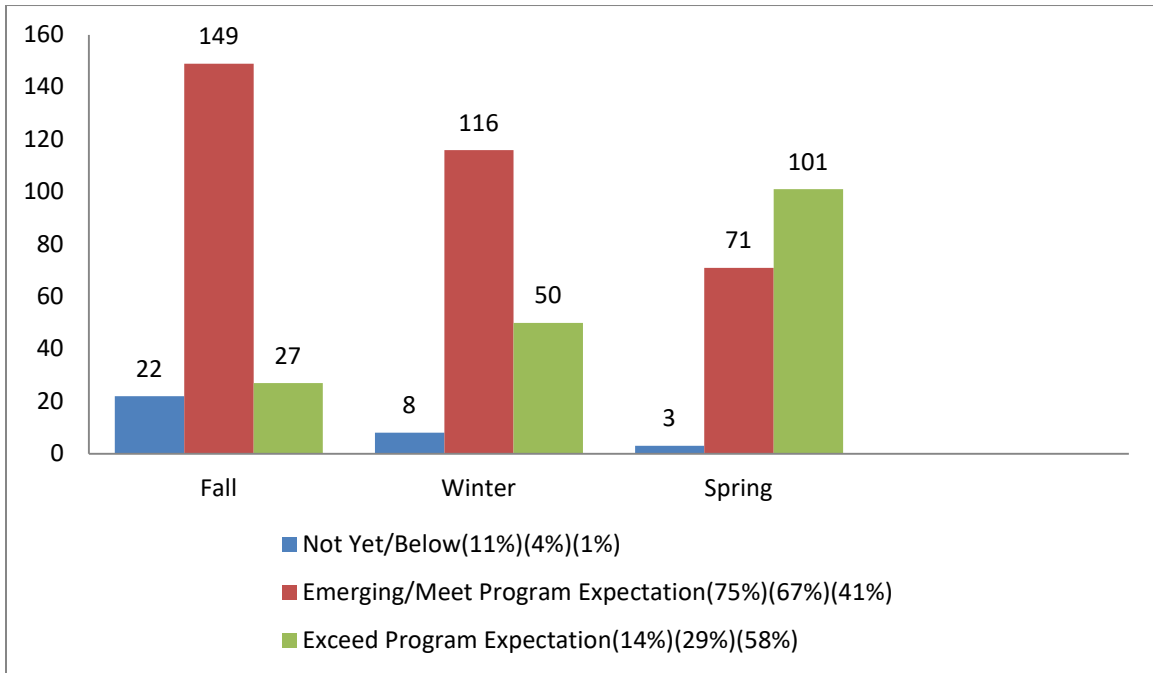
Social & Emotional Development



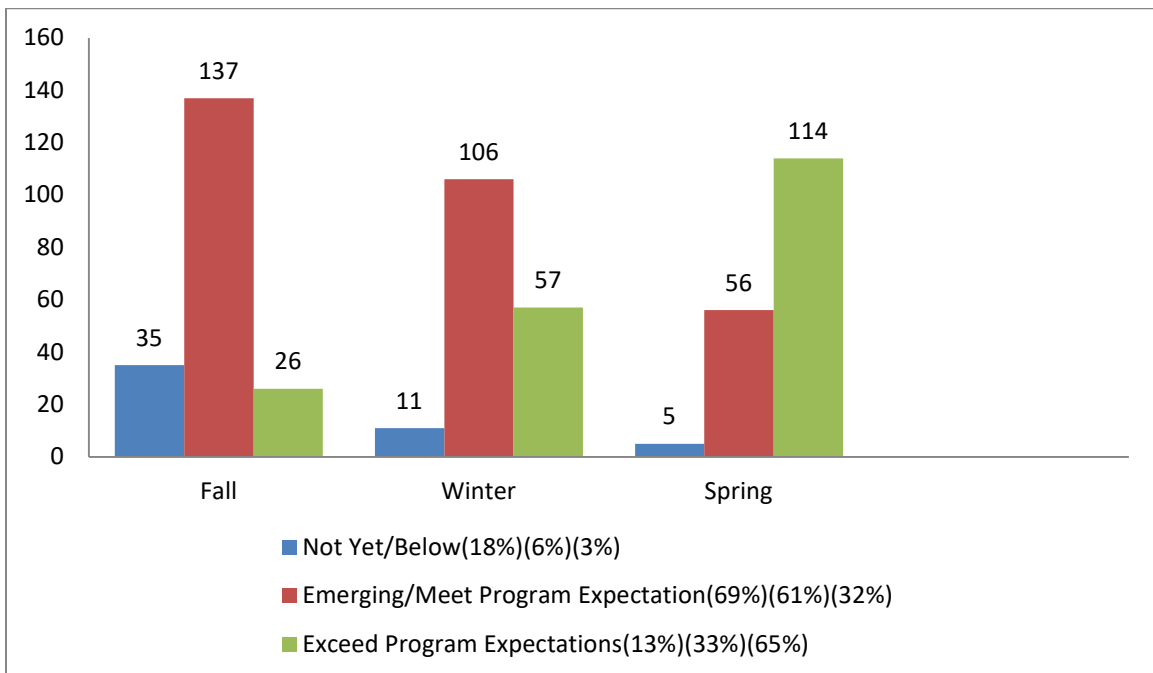
Physical Development & Health



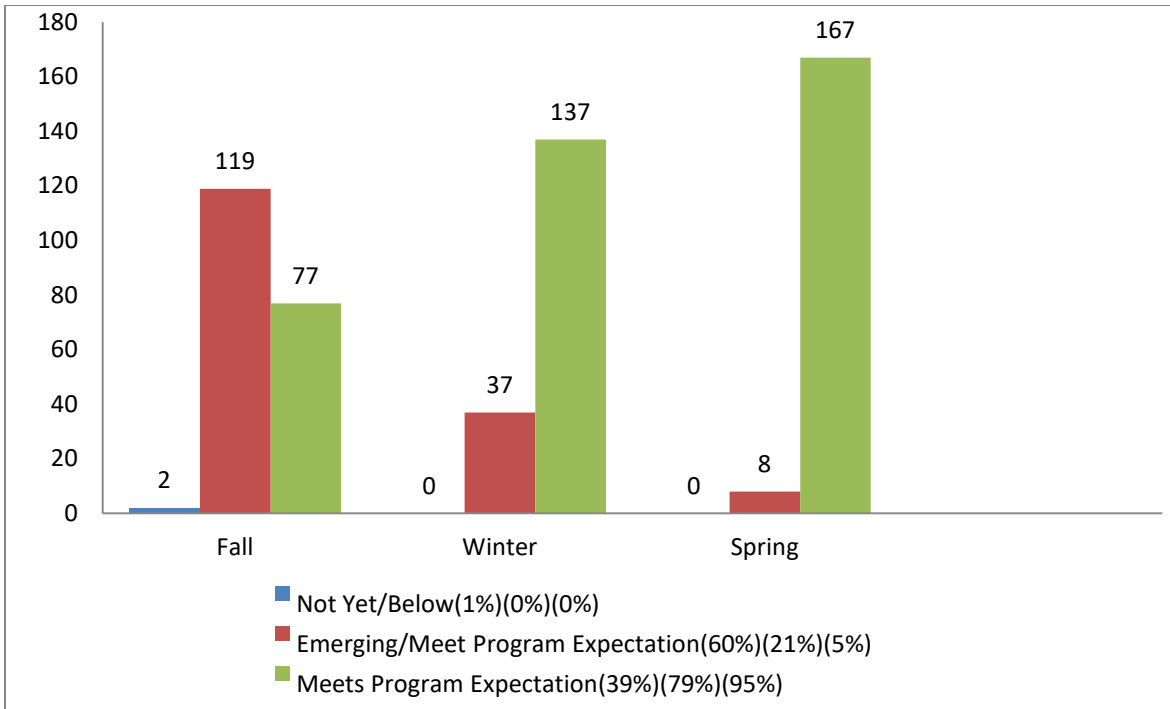
Language & Literacy



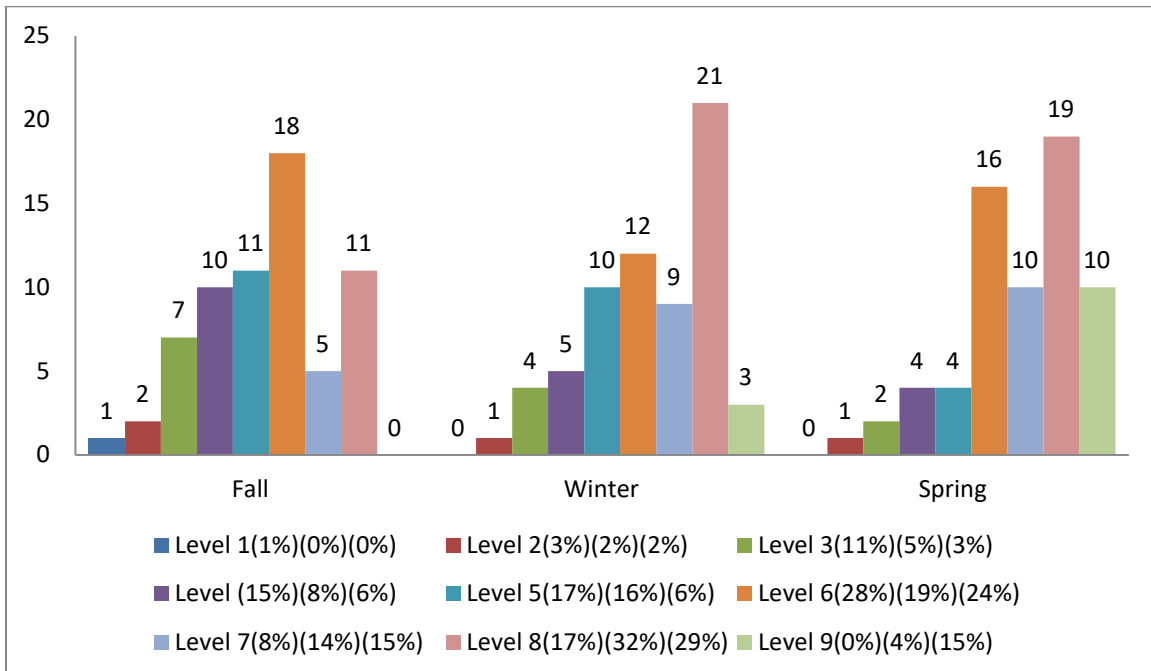
Cognition & General Knowledge



Approaches to Learning



English Language Acquisition (65 - Fall) (64 - Winter) (66 - Spring)



HS/EHS & Pre-k Summary:

Summary: Based on the above graphed data for the 3rd and final checkpoint for the 2016-17 school year, the children's greatest areas of strengths are **Approaches to Learning**. Approaches to Learning include the areas of Science, Social Studies and Creative Arts. **Ninety-five percent (95%)** of the children are **Exceeding Program Expectations** in this area. There are **no** children in the **Below/Not Yet category**. The second area of strength is **Social Emotional Development, with 79%** of the children **Exceeding Program Expectations**. Only **1%** are in the **Below/Not Yet** category.

While there are no major concerns of weaknesses in any of the areas, the graphed data reflects that there are **minor weaknesses in areas of Cognition**. **Although 65% are Exceeding Program Expectations, 3% are in the Below/Not Yet category**.

English Language Acquisitions: of the **66** transitioning Dual Language Learners, **84%** are at the level of **5 or higher at the 3rd and final checkpoint for the 2016-17** school year. This shows that these children has successfully attained and understand the English language to a degree that they are able to master the necessary skills needed to excel in Kindergarten.

Program Improvement Plans for the 2017 - 2018 school year are as follows:

1. **The Program will** provide the Head Start Teaching Staff with more T & TA assistance through the efficiency and expertise of a Mentor Coach. The Mentor Coach will provide ongoing monitoring and classroom observations, for better implementation of Lesson Plans. The Education Specialist will continue to conduct CLASS Observations and monitor the outcomes of the Teaching Strategies Assessment Tool and share concerns with the Mentor Coach to assist in the areas of need and to support higher learning and child development in the classroom.
2. **The Program will** continue to provide classrooms with more age appropriate materials to execute activities on weekly Lesson Plans and the

monthly Home Center Activities worksheet to strengthen the child's abilities to master the skills necessary to progress in this domain. The Home Center Activity will be a continual tool to provide a means for parents to be engaged in their child's Head Start Learning experiences.

- 3. School Readiness Goals for the next school year** will be revised with more emphasis on the Birth to Five Head Start Early Learning Outcomes Framework, to meet the needs of the 3-year olds that will be transitioning to the Pre-K classrooms as well as the 4-year olds that will be transitioning to Kindergarten. Weekly Lesson Plans will be revised using the new framework as well providing meaningful learning activities to assist children in reaching the necessary school readiness goals. All School Readiness Goals will be incorporated into and implemented from the Weekly classroom Lesson Plans to ensure that at least **80%** or more of the children will be able to reach their attainable the goals.