Clayton County Community Services Inc., Head Start program, has conducted its 1st assessment checkpoint for the 2019 – 2020 school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times a school year. This result reflects only children that will be transitioning to Public School as recommendation by Head Act of 2007 “Improvement for School Readiness”.

The Fall Assessment data reflects the outcomes of 209 children that were enrolled and had enough recorded data during the Fall checkpoint.

The graphs below show the progress of the children in each of the 5 domain (Social Emotional Development, Physical (Fine & Gross Motor) Development, Language & Literacy, Cognition and Approaches to Learning). It also shows the progress of the Dual Language Learners as they learn to speak the English Language.
PHYSICAL DEVELOPMENT (Well-being, Fine & Gross Motor)

LANGUAGE & LITERACY DEVELOPMENT
COGNITION & GENERAL KNOWLEDGE (including Mathematics)

Approaches to Learning
**ENGLISH LANGUAGE ACQUISITION (72)**

Summary: The Clayton County CSA Inc., Fall Assessment checkpoint ended **November 4, 2019** at which time there were a total of 212 transitioning children. Of these 212 children, 209 had enough recorded TSG assessment data. The graphs above show the progress of the children in each of the 5 domains (Social Emotional Development, Physical (Fine & Gross Motor) Development, Language & Literacy, Cognition/Mathematics and Approaches to Learning). These domains serve as a means to guide children towards school readiness and age appropriate development. The above charts also show the progress of the Dual Language Learners as they learn to speak and understand the English Language.

Based on the above graphed data for the 1st Teaching Strategies GOLD Checkpoint, the children’s greatest areas of strengths are in the domains of **Approaches to Learning with (54%)** and **Social Emotional Development (34%)** of the children exceeding program expectations. The greatest area of weakness falls in the domains of **Cognition (61%)** and **Language & Literacy (51%)** in which the children are in the Not Yet/Below category.

**English Language Acquisitions:** There are **72** transitioning Dual Language Learners with enough TSG data. **Fifty-five (55%) are at the level of 5 or higher** in developing the skills to speak and understand the English language.
Overall, (15%) of the children are in the Below/Not Yet category, (72%) are in the Emerging/Meeting program expectations category and (13%) are in the Exceeding program expectations category in all areas combined.

The reflected outcomes in the 1st checkpoint are within normal range due to children being in the early stages of adjusting and developing the skills necessary to grasp the concepts to master the skills needed for kindergarten. The 2nd Checkpoint (Winter) will end on February 14, 2020 and data will be aggregated and charted for comparison to the 1st checkpoint to track and review further progress and outcome results.