



CLAYTON COUNTY

COMMUNITY SERVICES AUTHORITY, INC.

Putting The Pieces Together In Our Community One Family At A Time

Rockdale County Sites

Teaching Strategies Gold Assessment

2024-2025 Spring Checkpoint Child Outcomes Report

4-Year-Old

Preschool Head Start



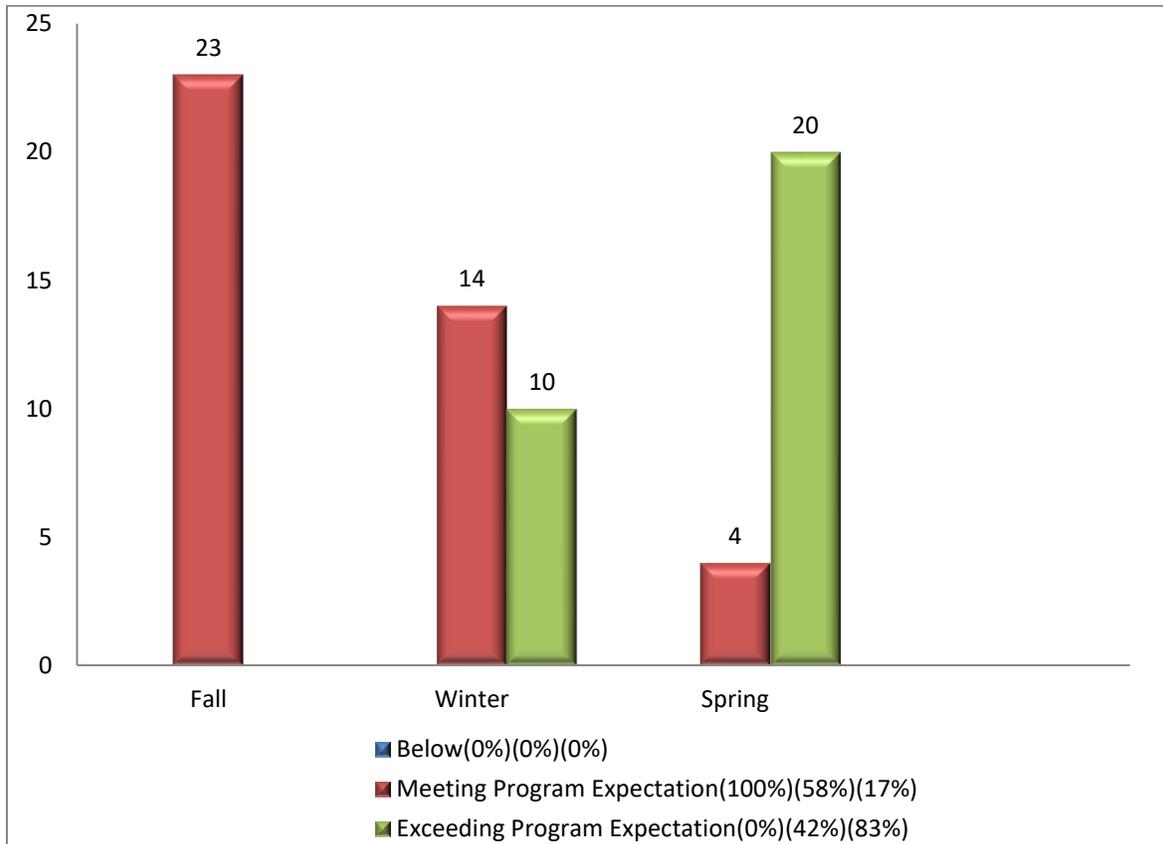
CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM

Teaching Strategies GOLD Assessment
3rd Checkpoint (Spring)

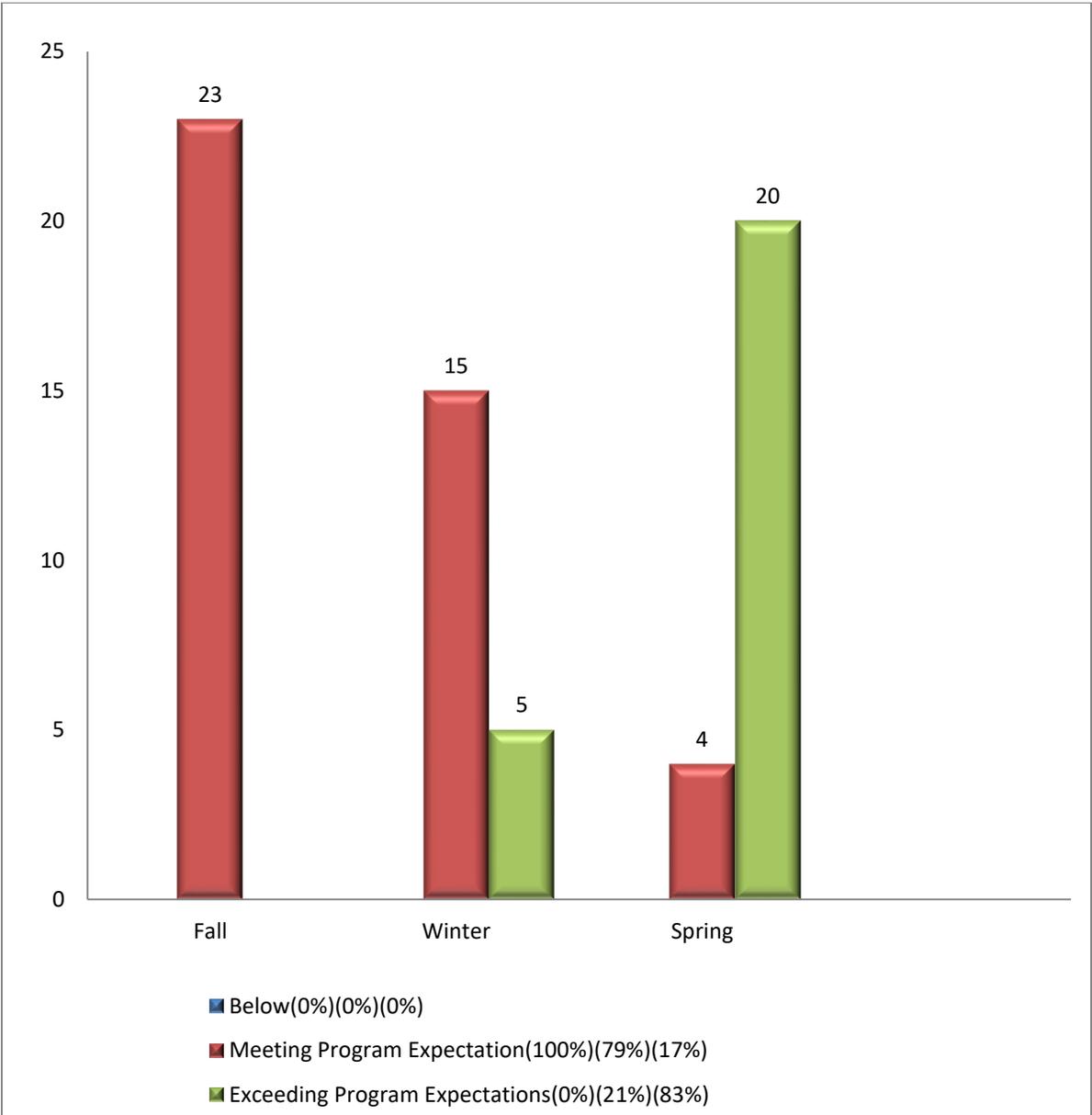
The Clayton County Community Services Inc., Head Start program, has conducted its 3rd assessment checkpoint for the 2024-2025 school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times a school year. These results reflect only the 4-year-old children that will be transitioning to public school (Kindergarten) as recommended by the Head Start Act Improvement for School Readiness (2007). The Spring Assessment data reflects the outcomes of 24 children out of the 24 that are transitioning.

The graphs below show the progress of the children in each of the 5 domains (Social Emotional Development, Physical (Fine & Gross Motor) Development, Language & Literacy, Cognition & General Knowledge to include Mathematics and Approaches to Learning which includes Science, Social Studies & Arts).

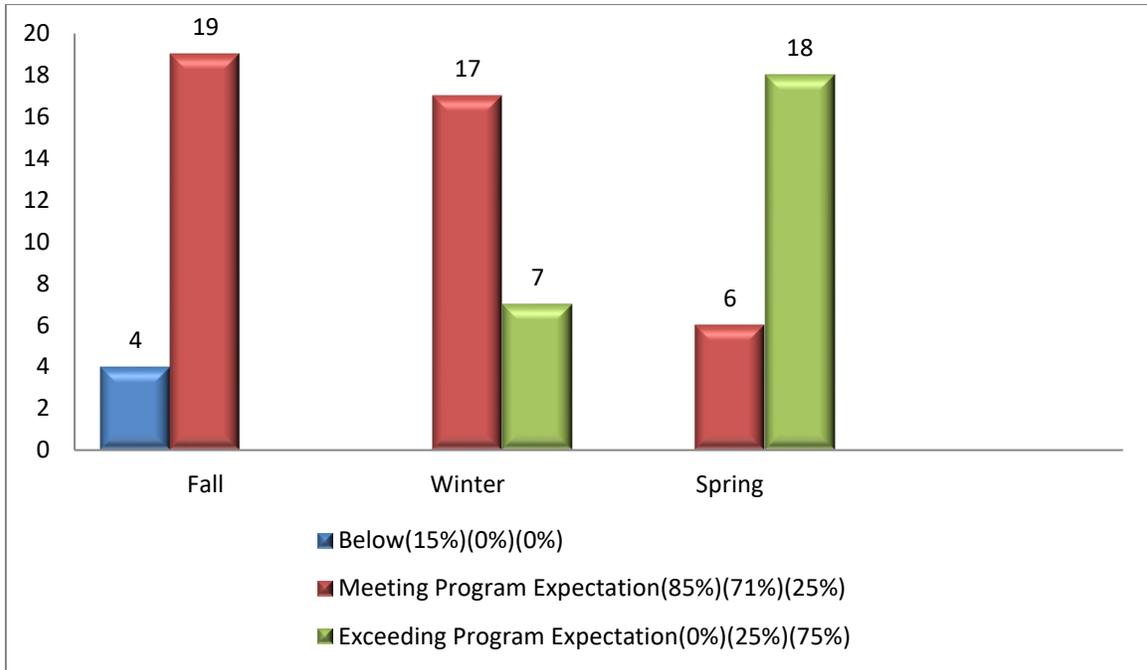
SOCIAL EMOTIONAL DEVELOPMENT



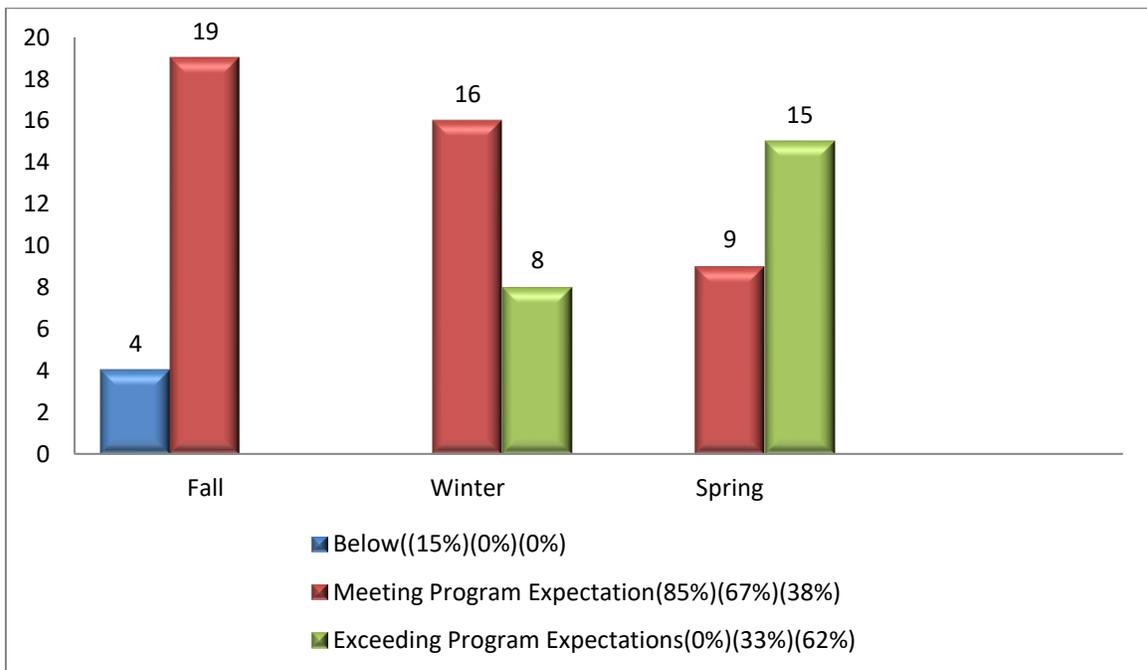
PHYSICAL HEALTH & DEVELOPMENT



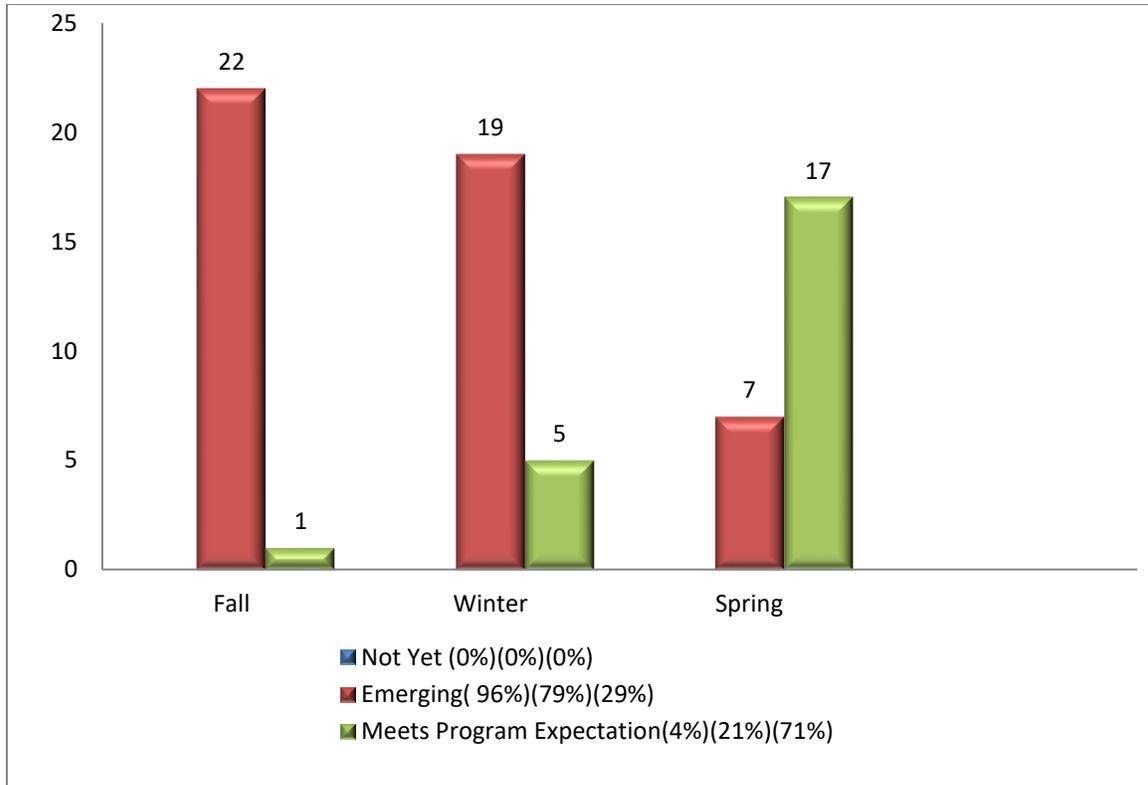
LANGUAGE & LITERACY DEVELOPMENT



COGNITION & GENERAL KNOWLEDGE (including Mathematics)



Approaches to Learning



Preschool Head Start- 4-Year-Old Transitioning TSG Winter Checkpoint Summary:

The Clayton County CSA Inc. (Rockdale County Sites) Spring Assessment checkpoint concluded on **February 7, 2025**. A total of **24 transitioning children** were assessed, with **23 children** at the **Restoration Storehouse Site** and **1 child** at the **West Circle Site**. All **24 children** had sufficient recorded data from the **Teaching Strategies GOLD (TSG)** assessment for a comprehensive evaluation.

The accompanying graphs display the progress of these children across the five key developmental domains:

- **Social Emotional Development**
- **Physical Development** (Fine & Gross Motor)
- **Language & Literacy**
- **Cognition** (Mathematics)
- **Approaches to Learning** (Science, Social Studies, & Arts)

These domains are instrumental in guiding children toward **school readiness** and ensuring **age-appropriate development** in essential areas for future success.

Based on the graphed data from the **3rd checkpoint**, the following information highlights the children's greatest strengths, as well as areas for continued development and growth:

- **Physical Development:**

- 17% of children are meeting program expectations.
- 83% of children are exceeding expectations.

- **Language and Literacy:**

- 25% of children are meeting program expectations.
- 75% of children are exceeding expectations.

- **Cognition and General World Knowledge:**

- 38% of children are meeting program expectations.
- 62% of children are exceeding expectations.

- **Social Emotional Development:**

- 17% of children are meeting program expectations.
- 83% of children are exceeding expectations.

- **Approaches to Learning:**

- 7% of children are at the **Emerging** level.
- 17% of children are meeting program expectations.
- There is 1 transitioning Dual Language Learner.

Combined Summary of Child Outcomes

Exceeding Program Expectations:

- **Physical Development:** 83%
- **Language and Literacy:** 75%
- **Cognition and General World Knowledge:** 62%
- **Social Emotional Development:** 83%

Meeting Program Expectations:

- **Physical Development:** 17%
- **Language and Literacy:** 25%
- **Cognition and General World Knowledge:** 38%

- **Social Emotional Development:** 17%
- **Approaches to Learning:** 17%

Emerging Level:

- **Approaches to Learning:** 7%

Overall Program Progress:

- **83%** of children are exceeding expectations in at least one core domain.
- **Meeting Expectations** remains consistent across all areas, with notable strengths in:
 - **Cognition and Literacy** (combined Meeting + Exceeding = 100%)
 - **Social Emotional and Physical Development** (each with 100% Meeting/Exceeding)
- **Approaches to Learning** remains an area for targeted support, with **only 17% meeting** expectations and **7% still emerging**.

The **Third Checkpoint (Spring)** concluded on **May 2, 2025**. At that time, data will be aggregated and charted to compare progress across the **First, Second, and Third Checkpoints**, allowing the program to effectively track child outcomes and **readiness for Kindergarten transition**.

This information will also be used to inform our practices and planning for the 2025–2026 school year.

Program Improvement Plans for Child Outcomes

2025–2026 School Year

1. **Ongoing Training on the Head Start Framework and School Readiness Goals**
The program will provide continued professional development for teaching staff on the **Head Start Early Learning Outcomes Framework (HSELOF)** and the implementation of **School Readiness Goals**. This training will ensure that educators are equipped with a strong foundation in early childhood development principles and understand how to incorporate readiness goals into daily instruction.
2. **Strengthening Instruction through Intentional Planning and Home-School Connections**
Weekly lesson plans will continue to feature **age-appropriate and goal-aligned activities** that foster development across all learning domains. Teachers will also distribute a **monthly Home Center Activity sheet** to parents, designed to extend

learning into the home environment. These tools will enhance **parent-child engagement** and ensure a consistent learning experience between school and home. Our objective remains that **at least 80% of children** will meet or exceed developmental expectations.

3. **Increasing Parent Engagement and Supporting Attendance**

The program will work closely with families to emphasize the importance of **regular attendance** and **home-based learning support**. Parents will be encouraged to complete Home Center Activity forms, ask questions, and share feedback, creating a two-way partnership focused on improving children's educational outcomes.

4. **Monthly Professional Development via DECAL SEEDS**

The teaching staff will participate in **monthly training sessions** led by the **DECAL SEEDS** initiative to strengthen social-emotional support strategies and promote effective classroom practices.

5. **Using Data for Continuous Improvement**

The program will continue to strengthen teacher capacity in **progress monitoring** through targeted **Training and Technical Assistance (T/TA)**. Educators will receive support on using tools such as the **Creative Curriculum** and **Teaching Strategies GOLD** to track children's growth. Emphasis will be placed on using data to guide instructional decisions, personalize learning, and foster school readiness across all domains.