



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 Outcomes Report

Early Head Start



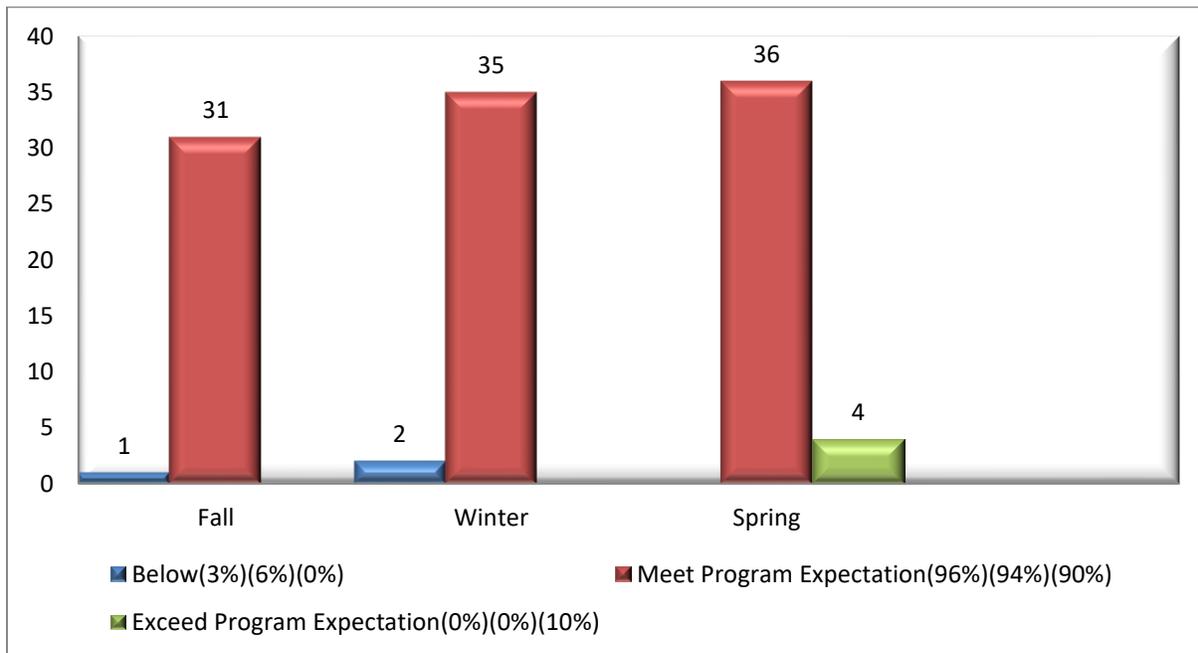
**CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM**

**Teaching Strategies GOLD Assessment – 2024-2025(Spring)
EARLY HEAD START**

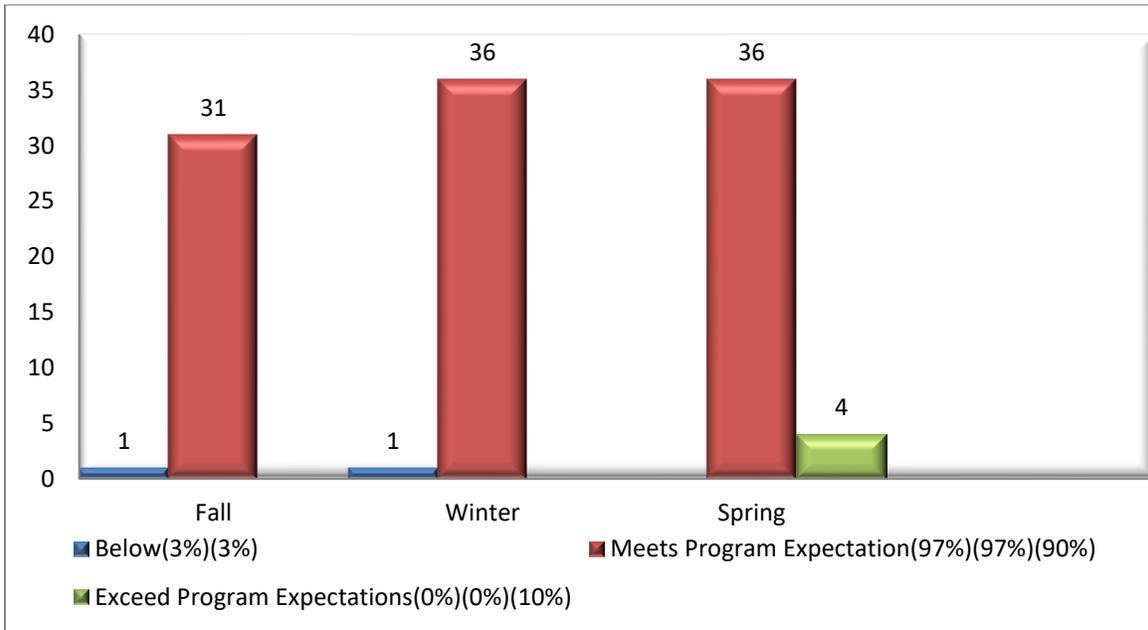
The Clayton County Community Services Inc., Head Start program, (Rockdale County Sites) has conducted three TSG Assessment checkpoints for the 2024 – 2025 school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times during the school year (November, February and May). The charts below reflect the results of those children that will be **transitioning from Early Head Start to the Head Start 3 year old classrooms** as recommended by the Head Start Act Improvement for School Readiness (2007).

The graphs below show the outcomes and progress of **40 (as of the Winter Checkpoint)** students with enough TSG data, out of the 40 children that will be transitioning, in each of the 5 domains (Social Emotional Development, Physical (Fine & Gross Motor) Development, Language & Literacy, Cognition/Math and Approaches to Learning).

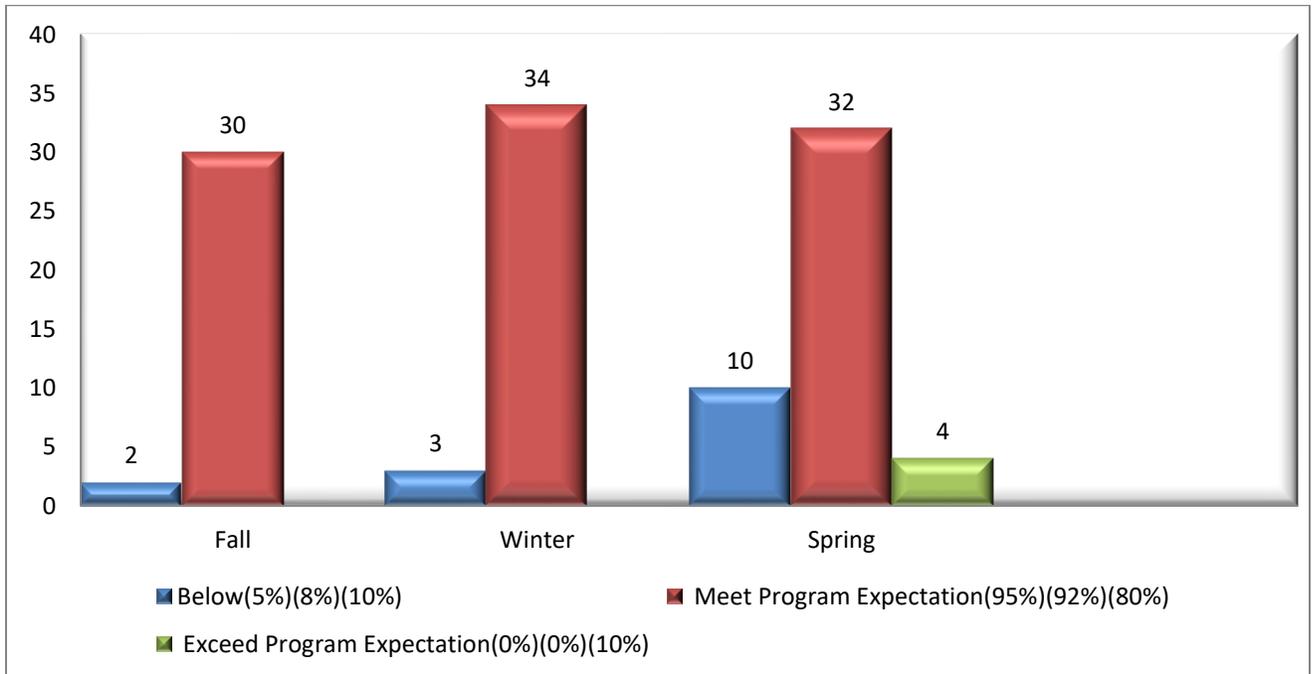
Social & Emotional Development



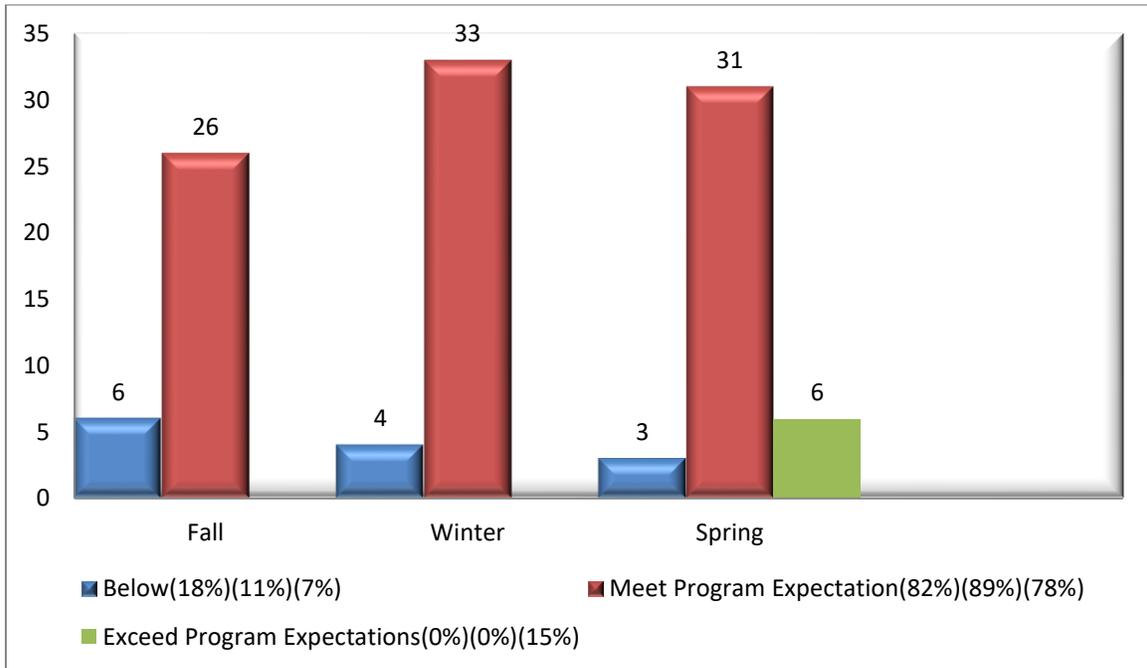
Physical Development & Health



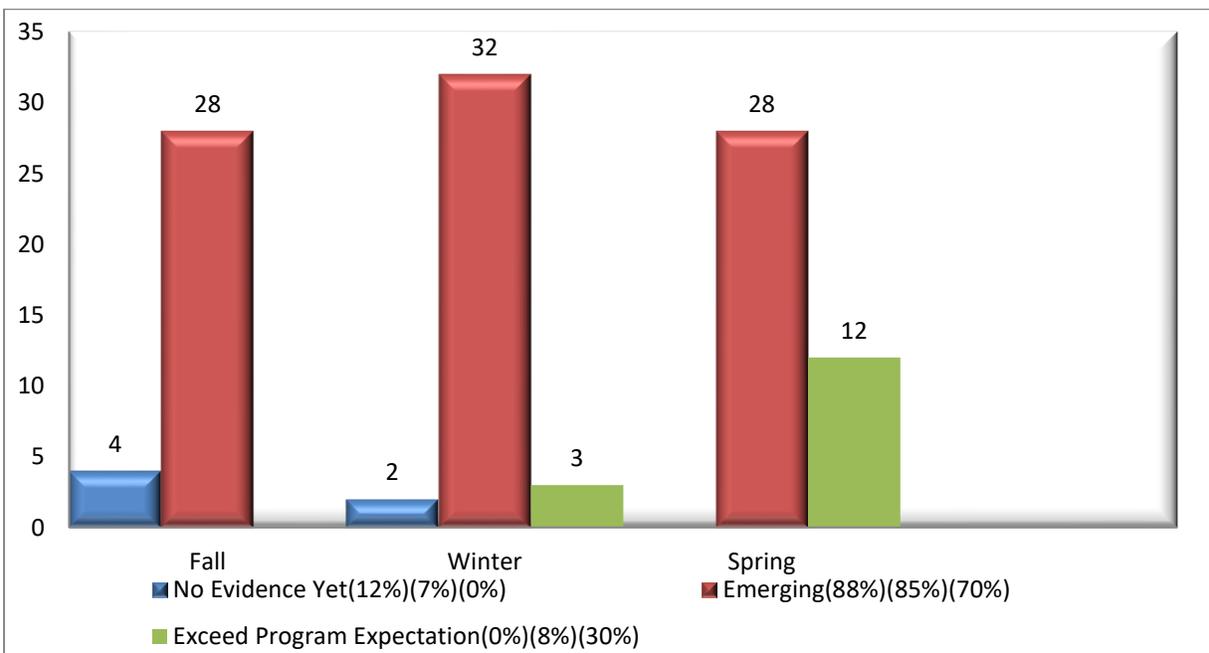
Language & Literacy



Cognition & General Knowledge (Including Mathematics)



Approaches to Learning



EHS TSG Spring Checkpoint Summary: The Clayton County CSA Inc., (Rockdale County Sites Assessment checkpoint ended **May 10, 2025** at which time there were a total of **40** children with completed and 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.

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:**
 - 90% of children are meeting expectations
 - 10% **are exceeding expectations**
- **Social and Emotional Development:**
 - 90% of children are meeting program expectations
 - 10% are **exceeding program expectations**
- **Language and Literacy:**
 - 80% of children are meeting expectations
 - 10% are **exceeding expectations**
 - 10% are below expectations
- **Approaches to Learning:**
 - 70% of children are emerging
 - 30% are **meeting program expectations**
- **Cognition and General World Knowledge:**
 - 78% of children are meeting expectations
 - 15% are **exceeding expectations**
 - 7% are below expectations

Combined Summary of Child Outcomes:

Exceeding Expectations:

- Physical Development: 10%
- Social and Emotional Development: 10%
- Language and Literacy: 10%
- Cognition and General World Knowledge: 15%

Meeting Expectations:

- Physical Development: 90%
- Social and Emotional Development: 90%
- Language and Literacy: 80%
- Cognition and General World Knowledge: 78%

Below Expectations:

- Language and Literacy: 10%
- Cognition and General World Knowledge: 7%

In the domain of Approaches to Learning, 70% of children are emerging, while 30% are meeting program expectations.

Summary Highlights:

- Most children are meeting or exceeding expectations in **Physical Development (100%)** and **Social and Emotional Development (100%)**.
- **Language and Literacy** shows that **10% of children** are emerging or below expectations, requiring additional support.
- **Cognition and General World Knowledge** continues to be an area of concern, with **7% below expectations** and **15% exceeding**, signaling a need for more targeted instruction.
- **Approaches to Learning** now shows that only **30% of children are meeting expectations**, while **70% are emerging**, indicating a significant need for improvement in children's engagement, curiosity, and learning behaviors.

Teachers will use this data during the Second Parent-Teacher Conferences to highlight each child's strengths and collaborate with families on developmental goals and strategies for continued growth. At that time, data will also be aggregated and charted to compare progress across the First, Second, and Third Checkpoints, enabling the program to effectively monitor child outcomes.

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

Program Improvement Plan 2025-2026

To address identified needs and strengthen developmental outcomes across all domains, the following improvement strategies will be implemented:

1. Staff Training on Frameworks and Readiness Goals

- Deliver targeted training for all teaching staff on the **Head Start Early Learning Outcomes Framework (HSELOF)** and **School Readiness Goals**.
- Ensure curriculum and assessment practices are clearly aligned with developmental standards.

2. Strengthened Lesson Planning and Home-Center Connections

- Continue integrating age-appropriate, skill-building activities in weekly lesson plans.
- Provide the **monthly Home Center Activities Worksheet** to bridge classroom learning with the home environment.

- Activities will be designed to support growth in areas such as **Approaches to Learning**, encouraging persistence, curiosity, and problem-solving skills.

3. Parent Engagement and Attendance Support

- Emphasize the importance of consistent school attendance and completion of Home Center Activities.
- Encourage parents to share insights or request support, promoting active collaboration in their child's learning journey.

4. Ongoing Professional Development

Monthly professional development sessions will be provided through the **DECAL-SEEDS** program to support social-emotional development and high-quality classroom practices.

5. Enhanced Progress Monitoring and Data-Driven Instruction

- Continue to support teachers with technical assistance in using the **Creative Curriculum** and **Teaching Strategies GOLD** assessment tools.
- Emphasize the use of data to identify gaps in domains such as **Approaches to Learning** and **Cognition**, and adjust instruction accordingly.
- Focus interventions on promoting learner engagement, sustained attention, and self-regulation strategies to support school readiness.