

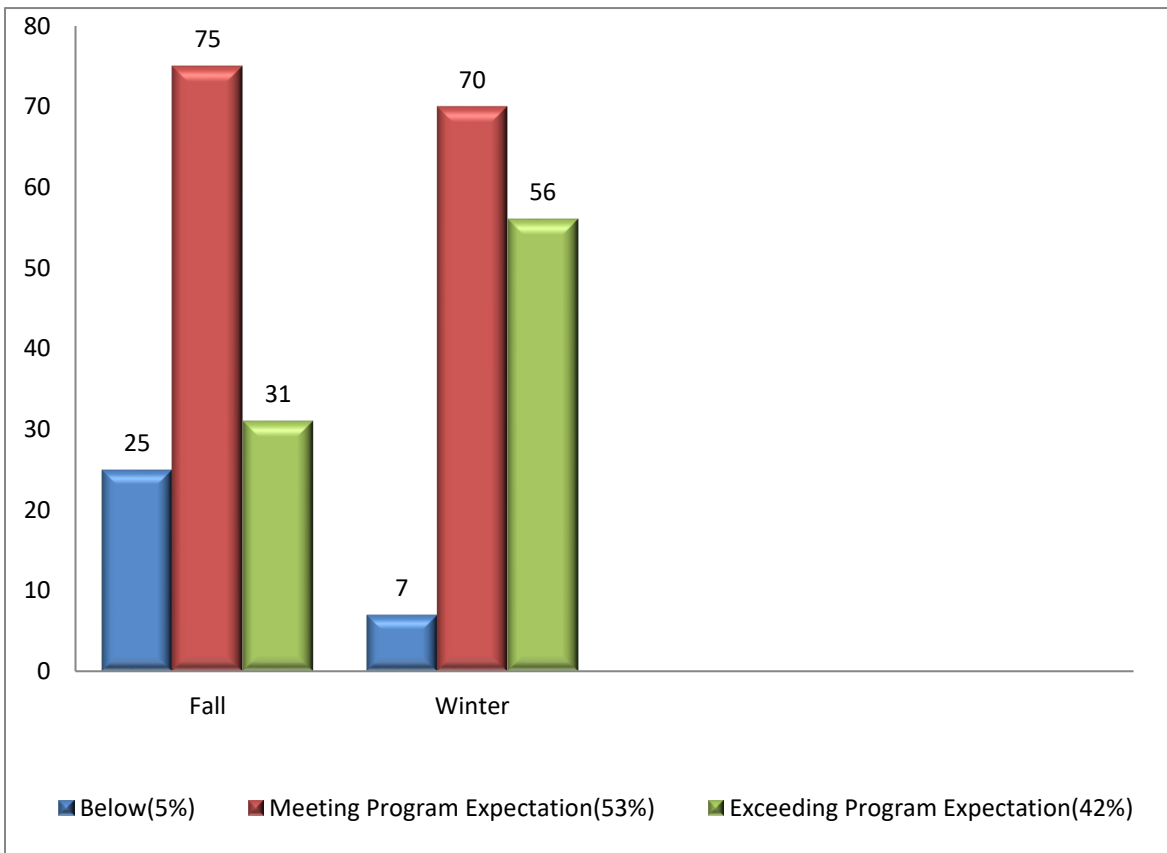
**CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM**

**Teaching Strategies GOLD Assessment
2nd Checkpoint (Winter)**

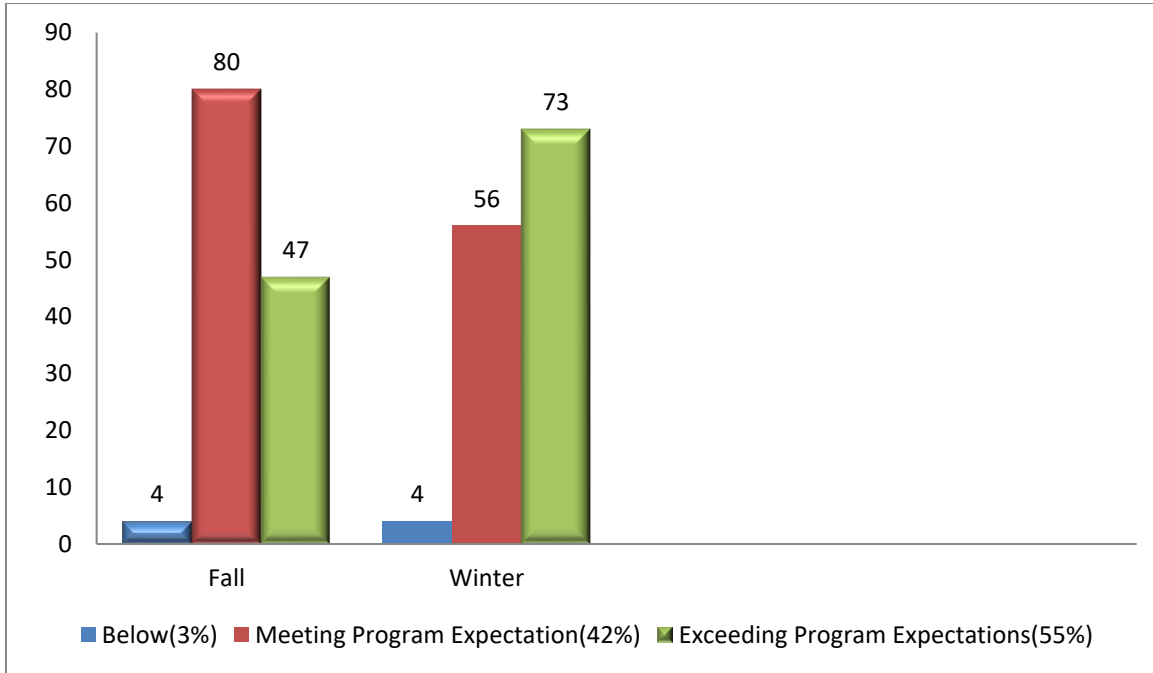
The Clayton County Community Services Inc., Head Start program, has conducted its 2nd assessment checkpoint for the 2021 – 2022 school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times a school year. These results reflect only the 4 year-old children that will be transitioning to public school (Kindergarten) as recommended by the Head Start Act Improvement for School Readiness (2007). **The Fall Assessment data reflects the outcomes of 133 children out of the 138 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 and Approaches to Learning). It also shows the progress of the Dual Language Learners as they learn to speak the English Language.

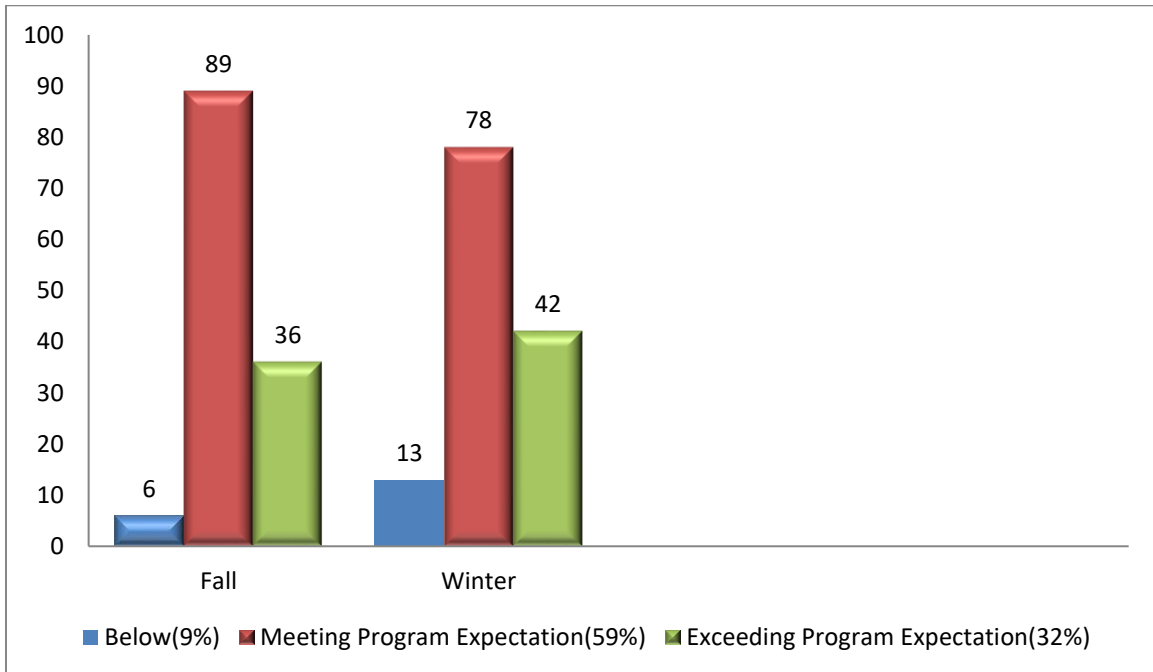
SOCIAL EMOTIONAL DEVELOPMENT



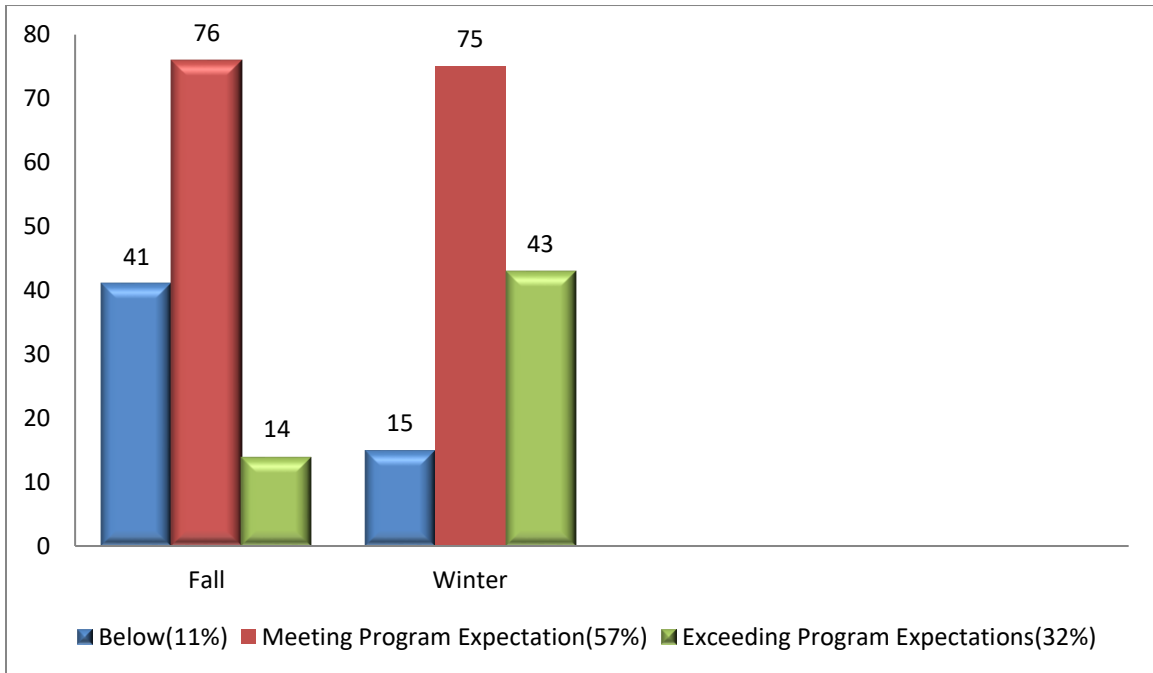
PHYSICAL HEALTH & DEVELOPMENT



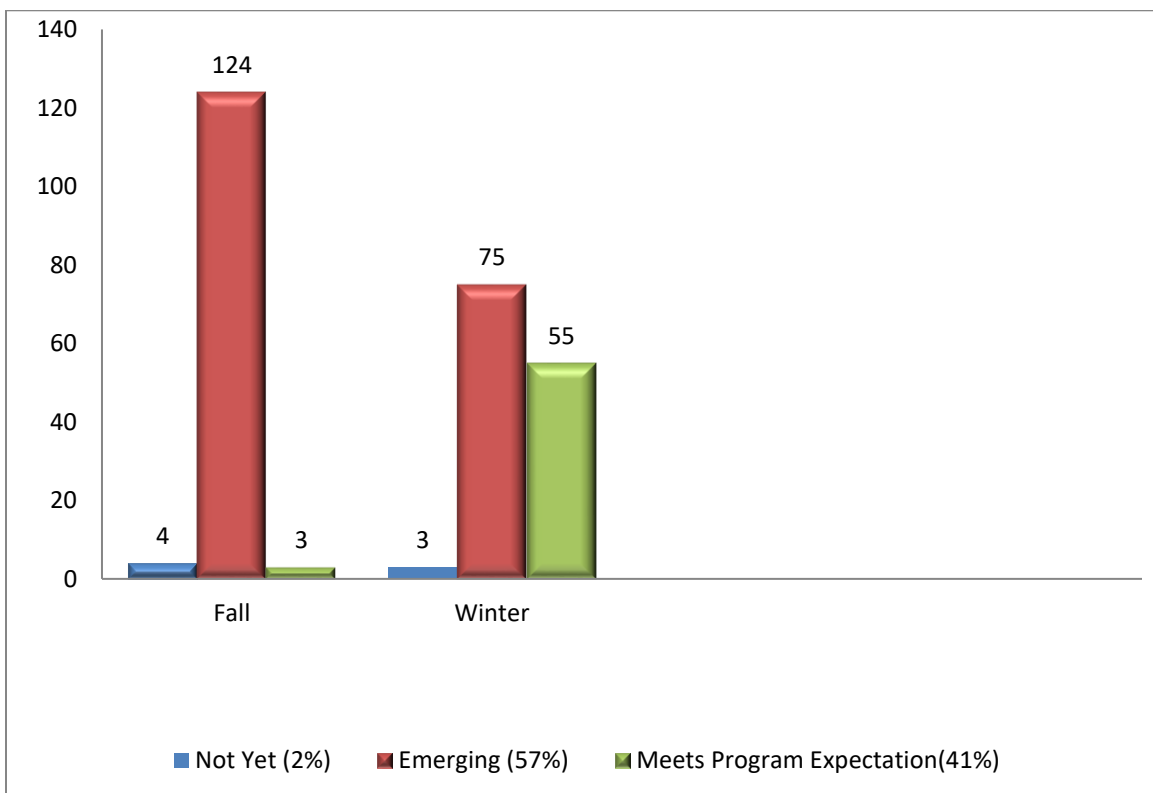
LANGUAGE & LITERACY DEVELOPMENT



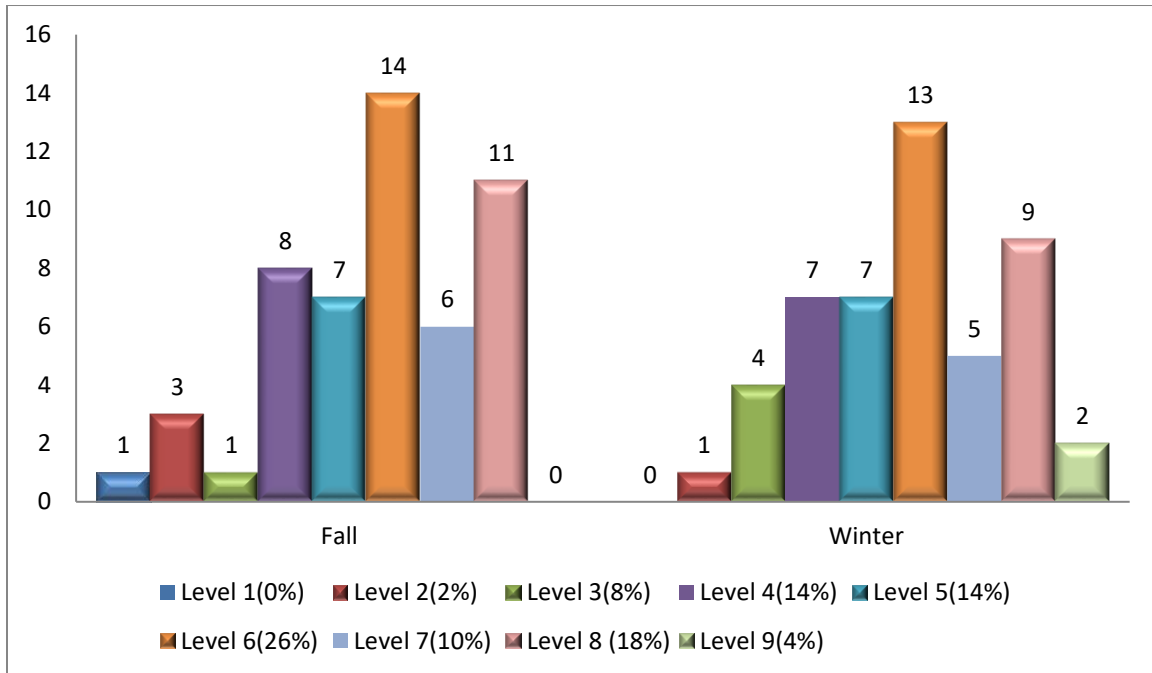
COGNITION & GENERAL KNOWLEDGE (including Mathematics)



Approaches to Learning



ENGLISH LANGUAGE ACQUISITION (51) (DLL)



Summary: The Clayton County CSA Inc., Winter Assessment checkpoint ended February **10, 2022** at which time there were a total of **138 transitioning** children. Of these **138** children, **132** 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 (Science, Social Studies & Arts). 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 2nd Teaching Strategies GOLD Checkpoint, the children's greatest areas of strengths are in the domains of **Physical Health & Development with (42%)** of the children at the emerging level and **(55%)** at the Exceeding program expectations level, **Language & Literacy with (59%)** of the children at the emerging level of learning, and **(32%)** exceeding program expectations, **Social Emotional Development, with 53%** of the children at the emerging level of learning and **(42%)** of the children are exceeding program expectations and **Cognition & General Knowledge with (57%)** of the children at the emerging level and **(32%)** at the Exceeding program expectations level. **The children's ability to excel in these areas of learning is highly commendable during this time of the Covid Pandemic.**

English Language Acquisitions: There are **51** transitioning Dual Language Learners with enough TSG data. **Twenty-six (26%)** are at level **6** and **(18%)** are at a level **8** in developing the skills to speak and understand the English language.

Overall, (6%) of the children are in the **Below/Not Yet** category, (54%) are in the **Emerging/Meeting program expectations** category and (40%) are in the **Exceeding program expectations** category in all areas combined.

The reflected outcomes in the 2nd checkpoint are within normal range due to children being in the developing stages of adjusting and developing the skills necessary to grasp the concepts to master the skills needed for kindergarten, as well as many children and families are dealing with the issues caused by the COVID-19 pandemic. The 3rd Checkpoint (Spring) will end on **May 12, 2022** and data will be aggregated and charted for comparison to the 3rd checkpoint to track and review further progress and outcome results.

**Program Improvement Plans for Winter Checkpoint Child Outcomes
(May 12, 2022) are as follows:**

1. **The Program will** continue to provide, more age appropriate activities to plan weekly Lesson Plans as well as the monthly Home Center Activities worksheet to strengthen the child's abilities to master the skills necessary to progress in the learning domains at both school and home. The Home Center Activity will be a continual tool to enhance parent-child engagement as it relates to classroom environment and the child's educational learning and will be provided to all parents as stated above on a monthly basis. School Readiness Goals will continue to be implemented from the Lesson Plan so that at least **80%** or higher, of the children will be able reach their attainable goals.
2. **The Program will** continue to inform parents of the importance on completing the Home Center Activity form and providing comments/questions where help is needed to support and strengthen their child's educational learning abilities at school and at home.
3. **The Program will use the Kindergarten Readiness Checklist** along with the **Winter Checkpoint child outcomes**, to identify and focus on children that need additional help to master the necessary readiness skills by the end of the Spring Checkpoint.
4. **The Program will** continue to provide Teaching Staff with more T & TA assistance and ongoing monitoring for better implementation of the Teaching Strategies Assessment Tool in the areas of need to support higher learning, child development and school readiness.