

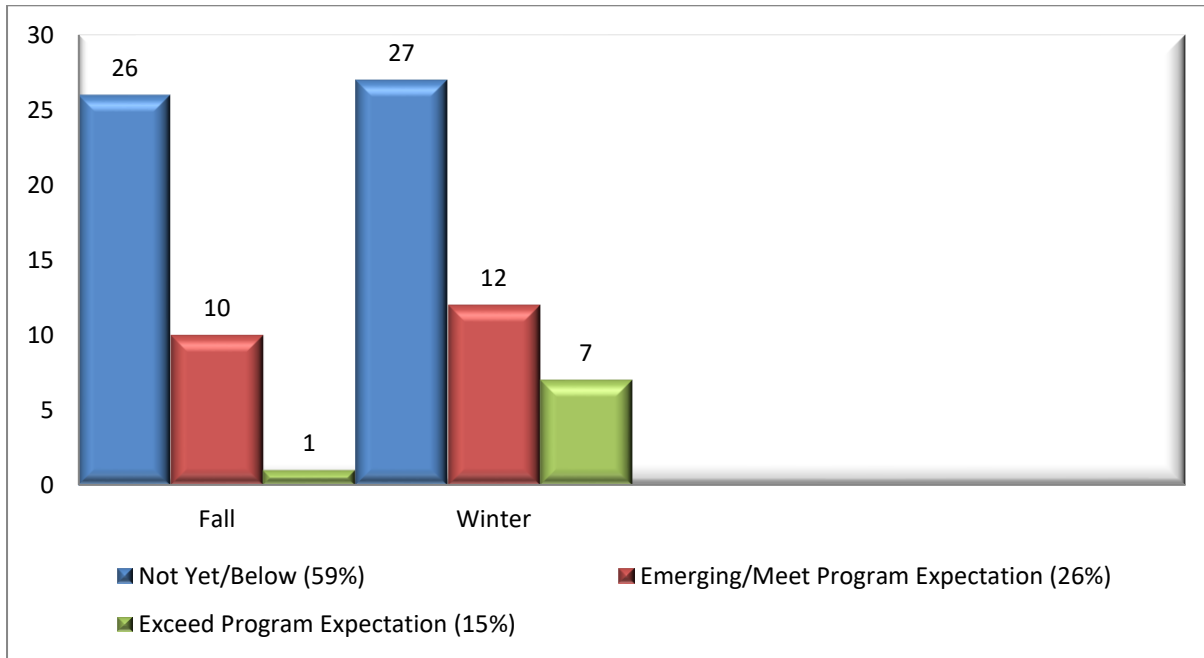
**CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM**

**Teaching Strategies GOLD Assessment – 2nd Checkpoint (Winter)
EARLY HEAD START**

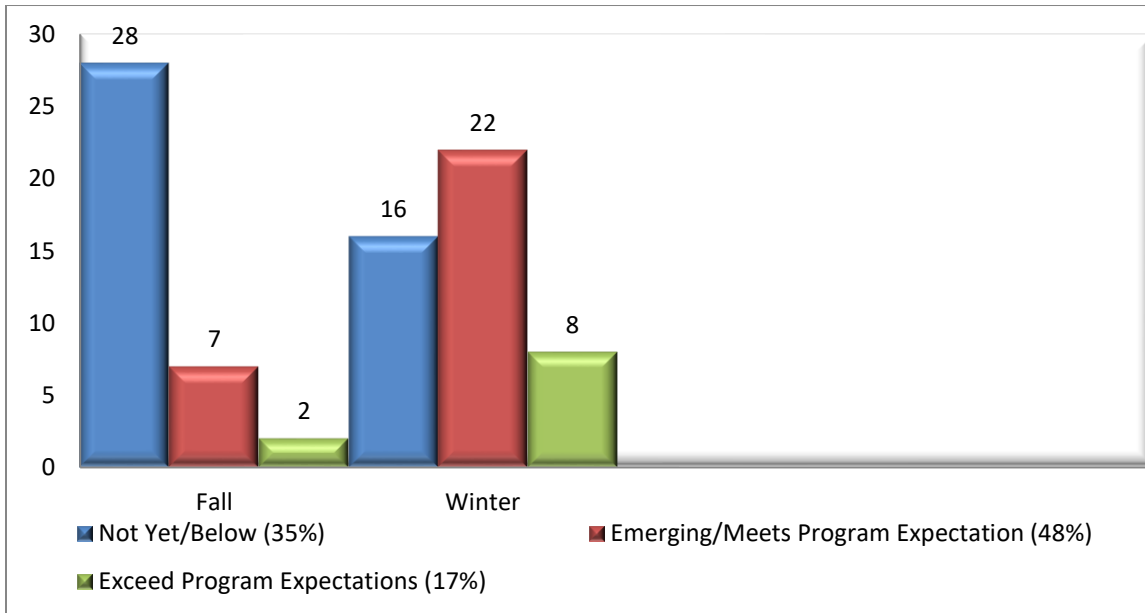
The Clayton County Community Services Inc., Head Start program, has conducted its 2nd assessment checkpoint for the 2021 – 2022 school year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times during the school year (November, February and May). The charts below reflect the results of those children that will be **transitioning from Early Head Start to 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 46 with enough TSG data, out of the 47 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).

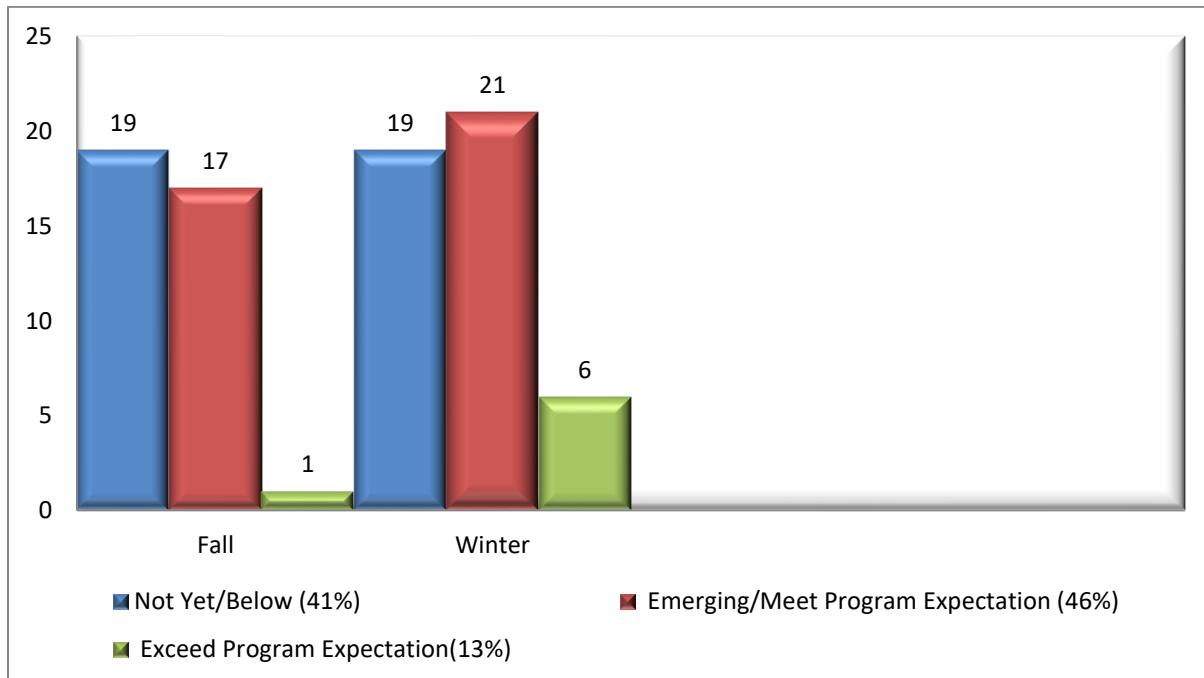
Social & Emotional Development



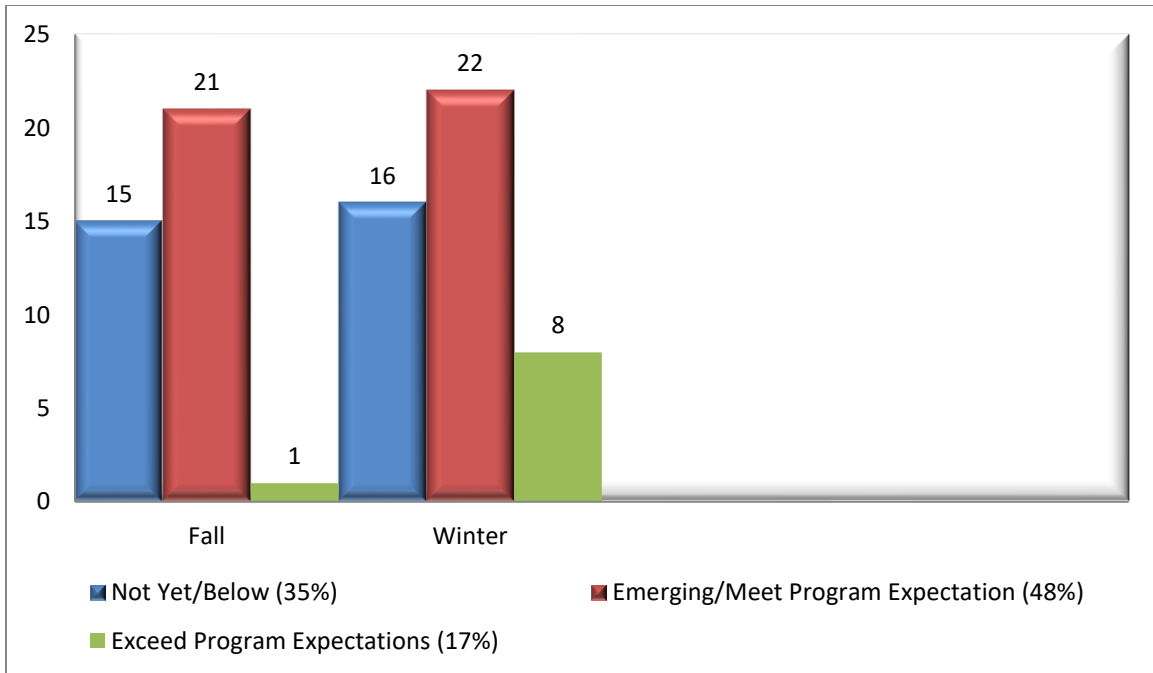
Physical Development & Health



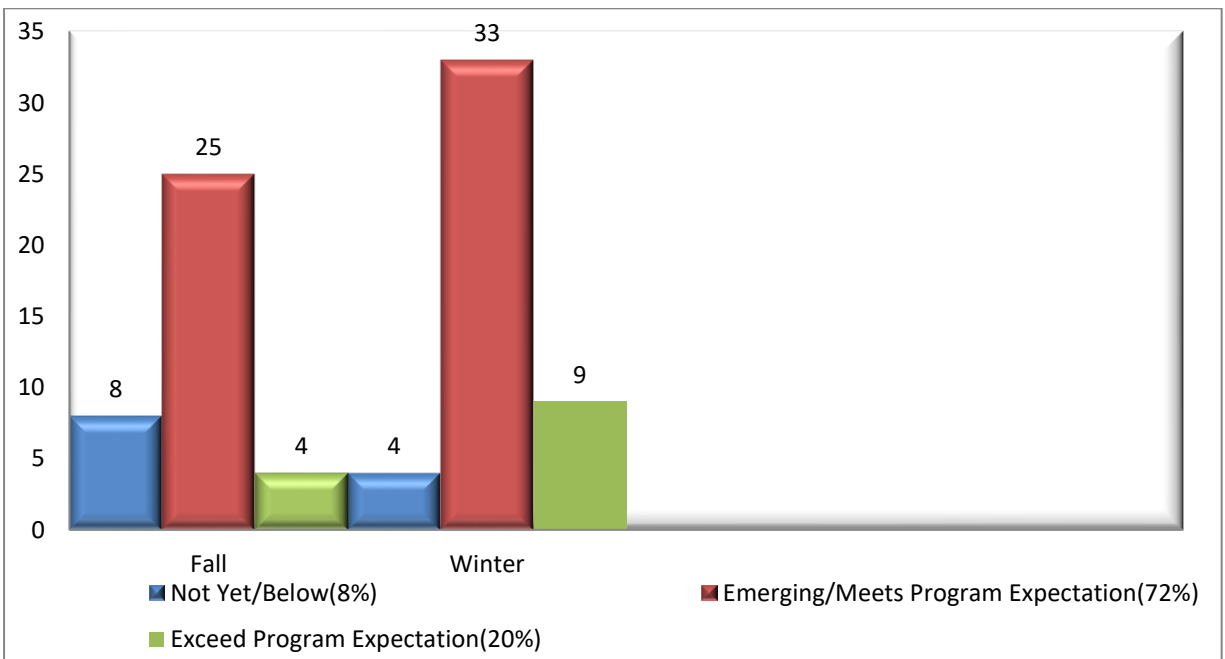
Language & Literacy



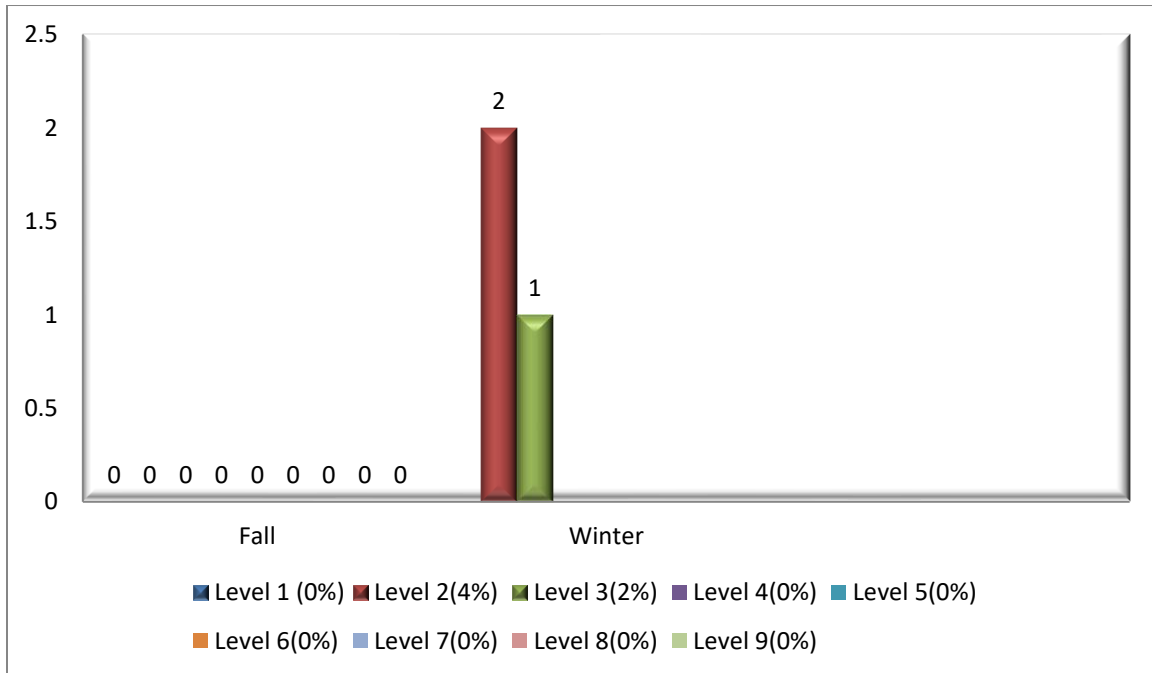
Cognition & General Knowledge



Approaches to Learning



English Language Acquisition (5)



EHS Summary: The Clayton County CSA Inc., Winter Assessment checkpoint ended **February 10, 2022** at which time there were a total of **46** 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 above graphed data the children’s **greatest area of strength** is **Approaches to learning with (72%)** of the children in the Emerging category and **(20%)** in the Exceeding program expectations category. The area of weakness falls in the domain of **Language & Literacy** where **(41%)** of the children are in the Not yet/Below category as well as **Social Emotional Development** where **(59%)** of the children are in the Not yet/Below category. The children are most likely struggling in these areas due to the issues and concerns of the COVID-19 Pandemic.

In all domains combined, (35%) of the children overall are in the **Below/Not Yet** category, **(48%)** are in the category of meeting/emerging program expectations, **and (17%)** of the children are **Exceeding program expectations**. Six **(6%)** of the Dual Language Learners are at **Level 2** or higher.

**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** continue to provide Teaching Staff with more T & TA assistance and ongoing monitoring for better implementation of the Teaching Strategies Assessment Tool **(specifically in the area of DLL objectives 37 & 38)** which addresses the DLL children as they learn to speak and understand the English language as well as in other areas of need to support higher learning, child development and school readiness.
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 **specifically in the area of inputting accurate Checkpoint data in timely manner.**
5. **The Program will** provide EHS Teaching Staff with more T & TA assistance and ongoing monitoring for better implementation in the areas of **Language & Literacy and Social & Emotional Development to ensure the quality of Spring TSG data.**