

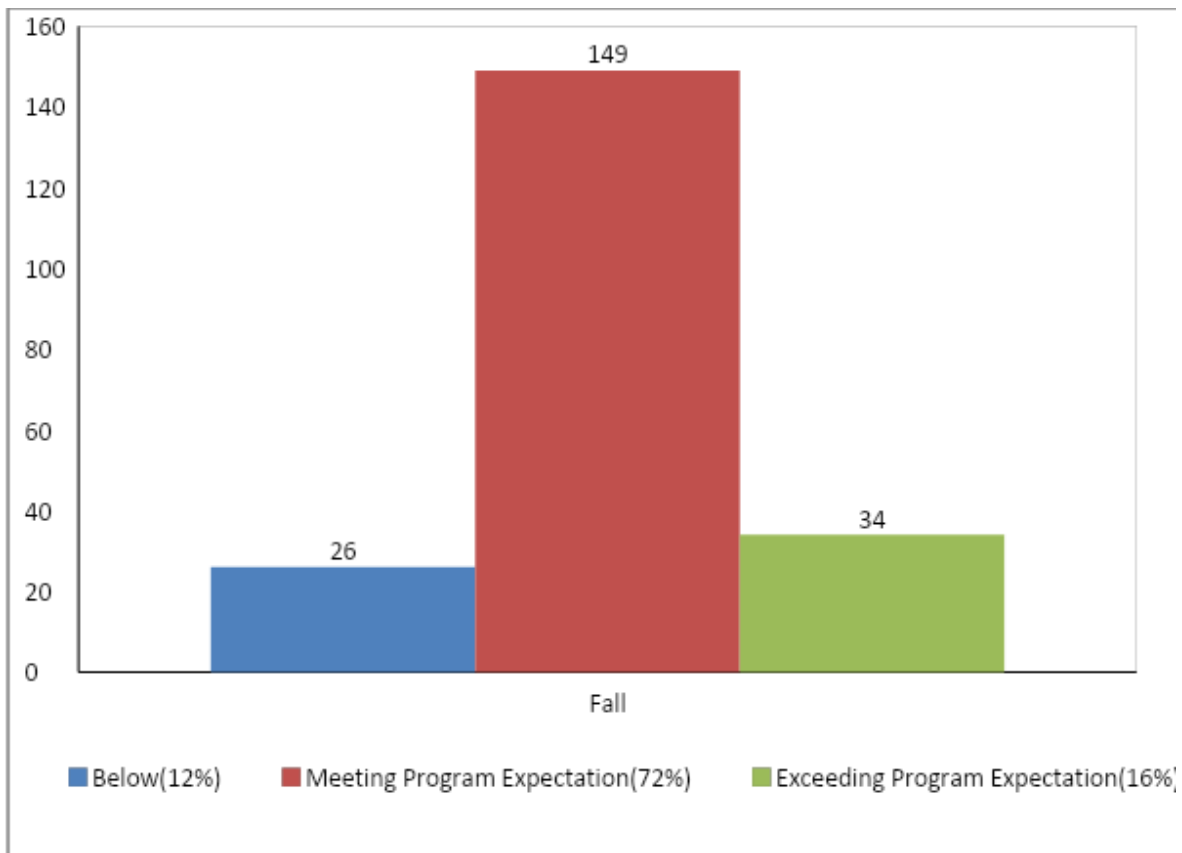
**CLAYTON COUNTY COMMUNITY SERVICES AUTHORITY, INC.
HEAD START/EHS & PRE-K PROGRAM**

**Teaching Strategies GOLD Assessment
1st Checkpoint (FALL)**

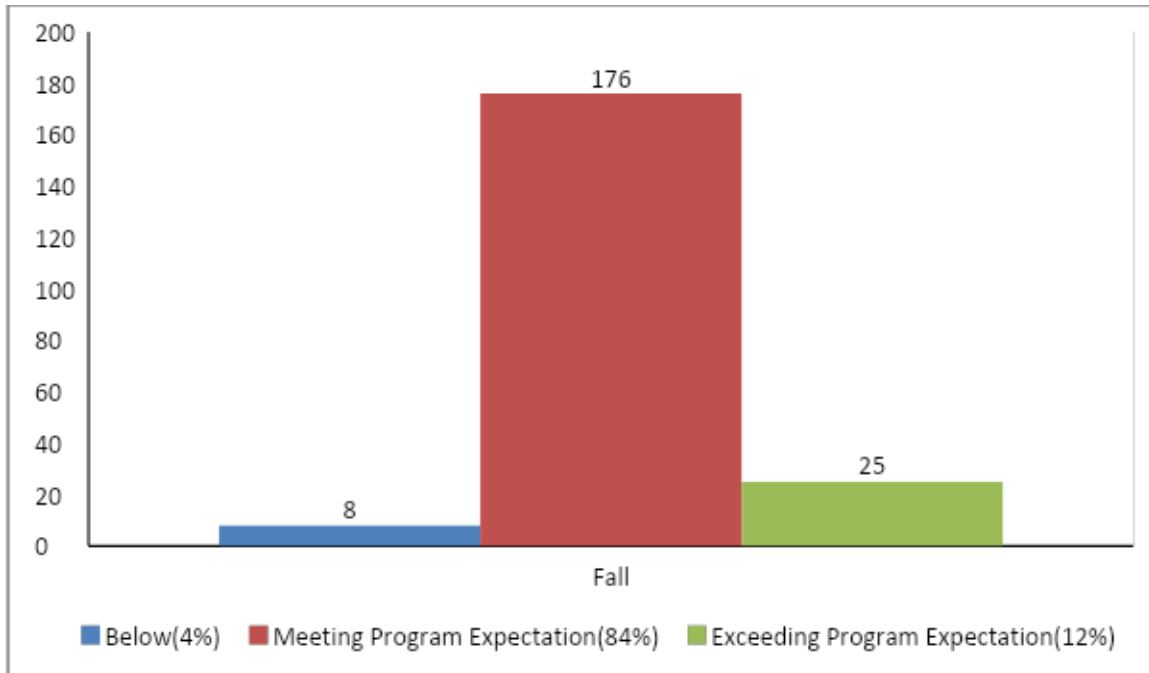
Clayton County Community Services Inc.'s Head Start program has conducted the 1st assessment checkpoint for the 2019–2020 school-year using the Teaching Strategies GOLD Assessment Tool. The TSG Assessment is conducted 3 times a school year. The results reflect children that will be transitioning to Public School as required by the Head Act's section on "Improvement for School Readiness". The Fall Assessment data reflects the outcomes of 209 enrolled children.

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 and Approaches to Learning). It also shows the progress of the Dual Language Learners as they learn to speak the English Language.

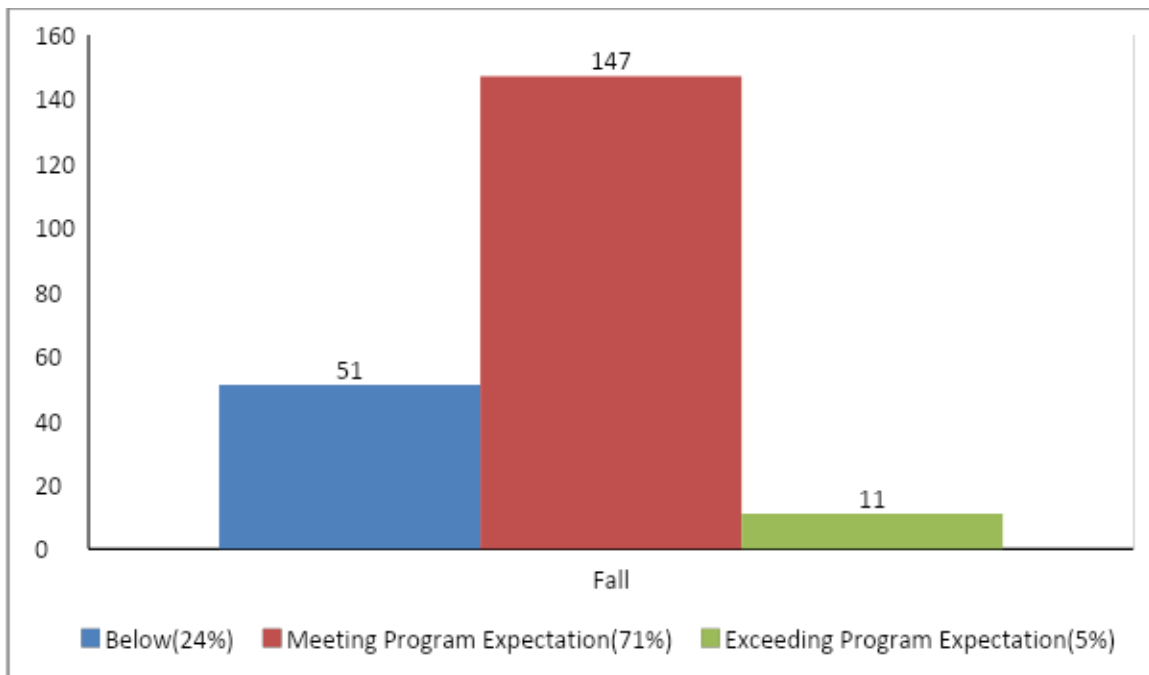
SOCIAL EMOTIONAL DEVELOPMENT



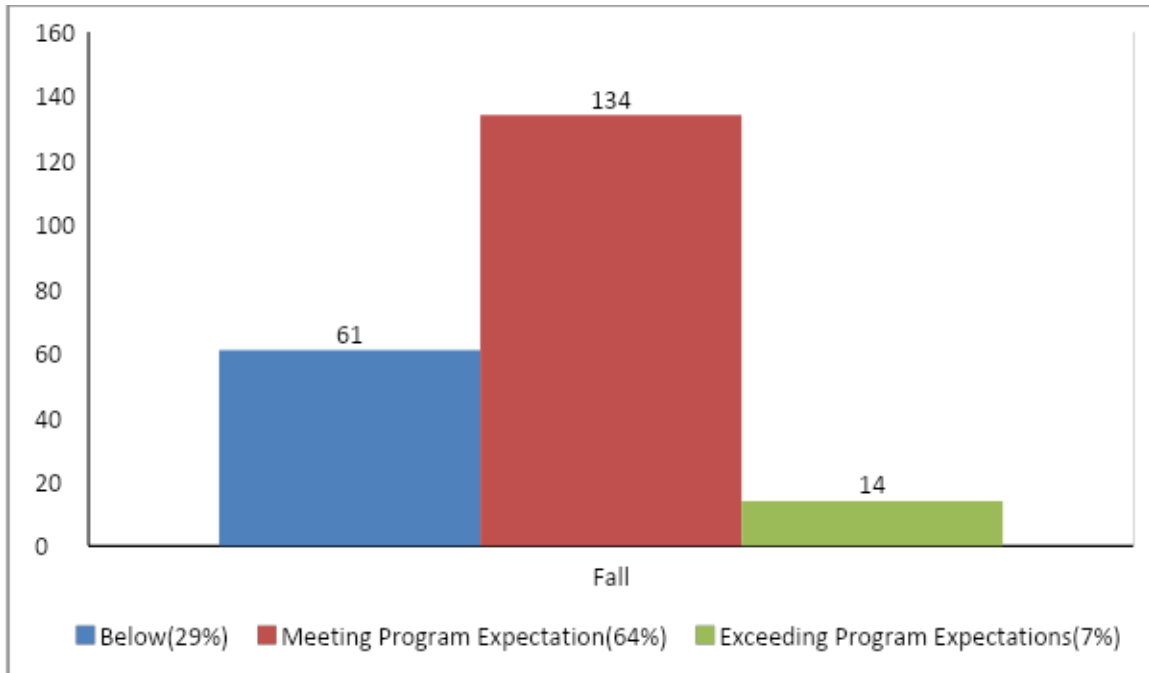
PHYSICAL DEVELOPMENT (Well-being, Fine & Gross Motor)



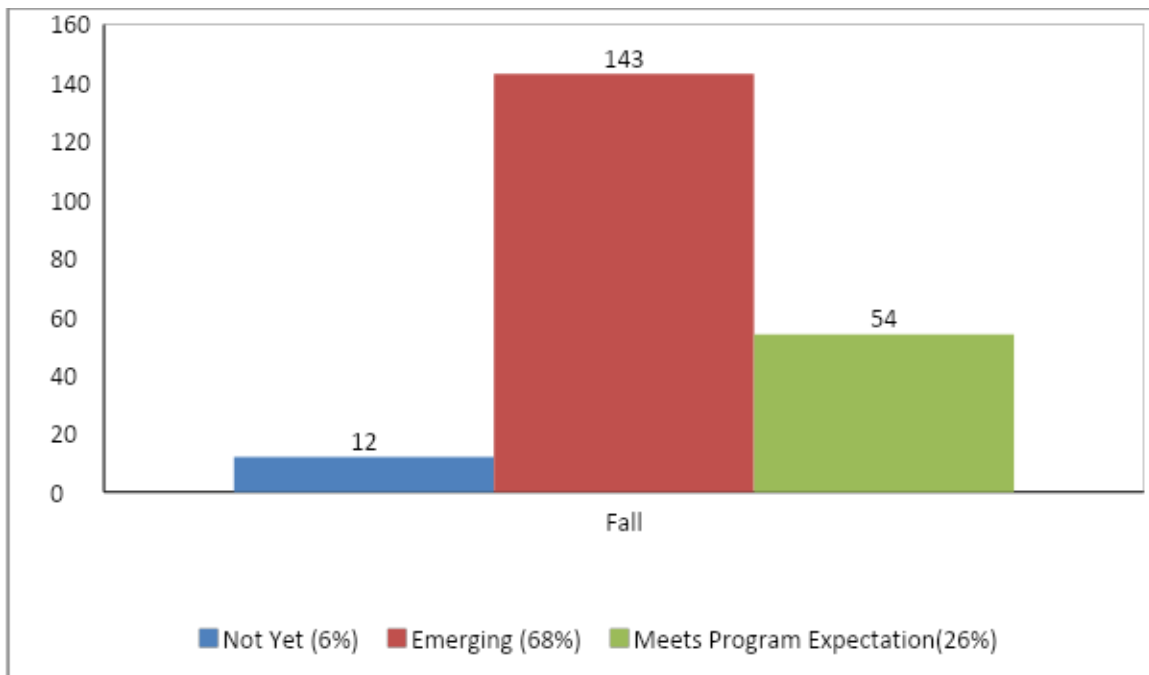
LANGUAGE & LITERACY DEVELOPMENT



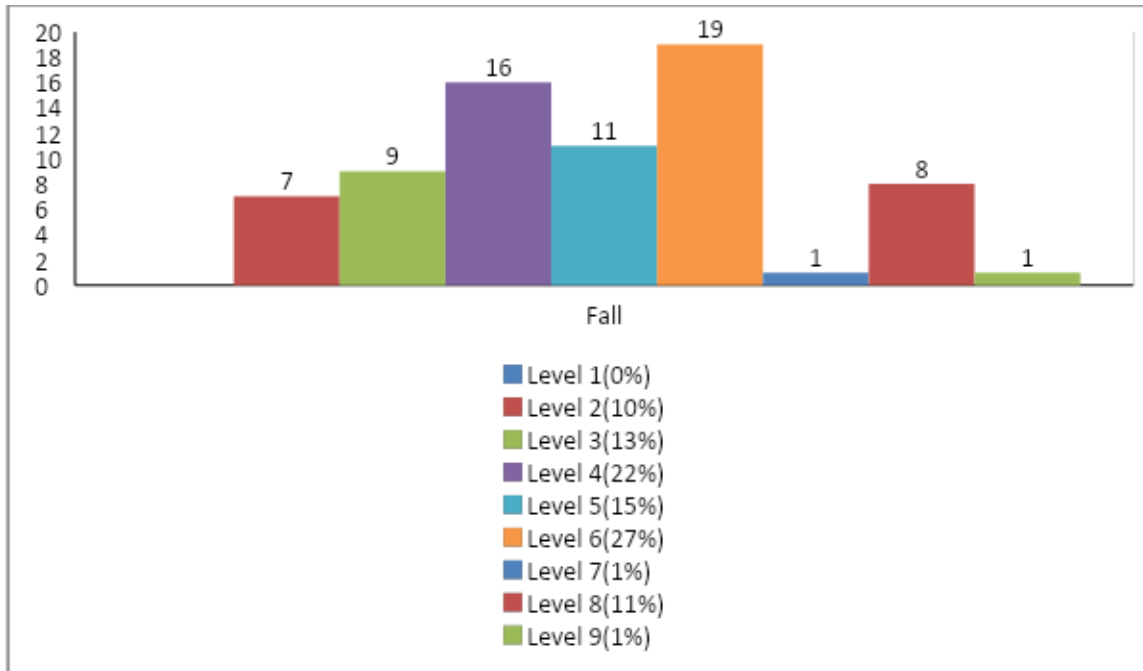
COGNITION & GENERAL KNOWLEDGE (including Mathematics)



Approaches to Learning



ENGLISH LANGUAGE ACQUISITION (72)



Summary: Clayton County’s Fall Assessment checkpoint ended November 4, 2019 at which time there were a total of 212 transitioning children. Of these 212 children, only 209 had enough recorded TSG assessment data. Three children enrolled later in the year, which prevented sufficient records for this first assessment; they will be part of the second assessment in February, 2020.

Based on the data for the 1st Teaching Strategies GOLD Checkpoint, the children’s greatest areas of strengths are in the domains of Approaches to Learning with and Social Emotional Development; children exceeding program expectations by 54% and 34% accordingly. The greatest area of weakness--Not Yet/Below category--falls in the domains of Cognition (61%) and Language & Literacy (51%). These results reflect children that are transitioning or beginning school for the first time. Head Start teachers have developed a plan for improvement for each child based on their assessment with input from parents.

English Language Acquisitions: There are 72 transitioning Dual Language Learners. Fifty-five children (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.