

2016 2017 Birth to Five Center-Based School Readiness Report

Description of the Assessment

Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children from birth through kindergarten. The tool helps teachers observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. *Teaching Strategies Gold* is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the *Head Start Early Learning Outcomes Framework* and the *Wisconsin Model Early Learning Standards*. Teaching Strategies Gold progressions have color-coded bands that show widely held expectations for children’s development and learning. The data is grouped into three developmental categories of below, meets and exceeds, which correlate to the color band associated with the child’s age.

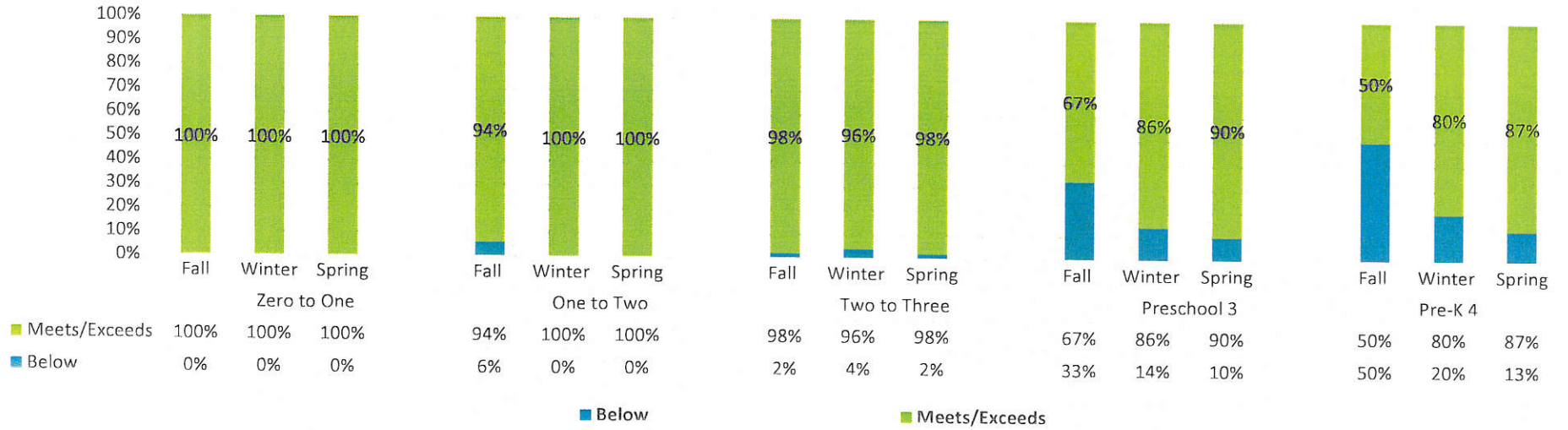
Areas Summarized In Report

- **Social and Emotional Development:** *Children will establish positive relationships and self-regulation skills to manage behaviors and engage in learning experiences.*
- **Language and Literacy Development:** *Children will demonstrate verbal, written, and comprehension skills to communicate with others.*
- **Cognition Development:** *Children demonstrate positive approaches to learning.*
- **Mathematics:** *Children will demonstrate number concepts and operations.*

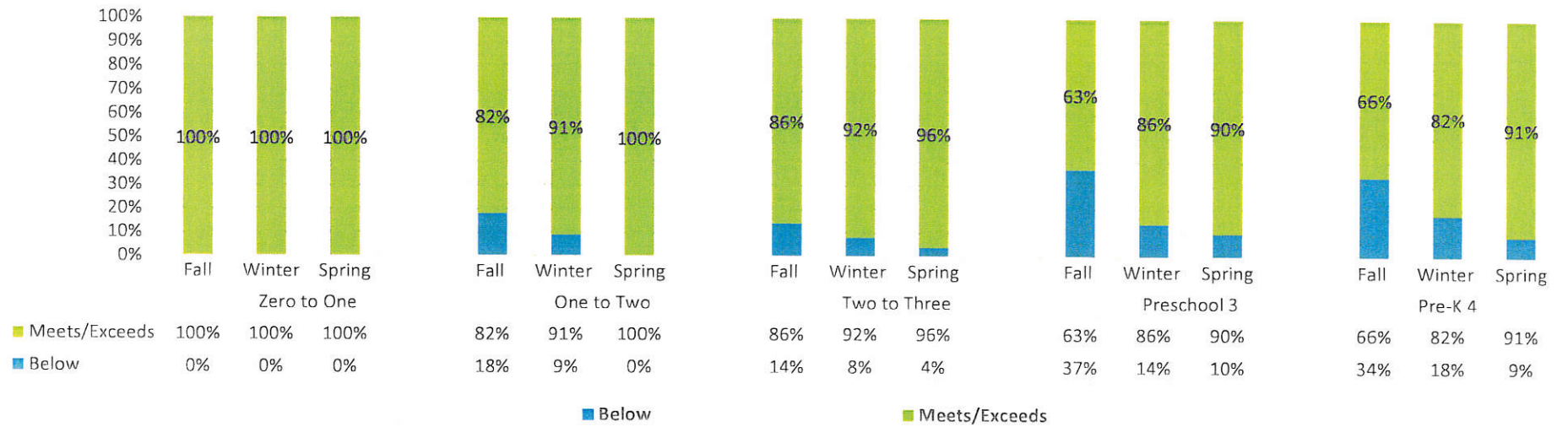
Profile of Children (Pulled from Spring 2017 TSG Report)

Number of Children	Out of 939 possible children, 921 had enough GOLD data in Spring 2016-2017 to be included in this report.
Gender	Male: 52% Female: 48%
Race	White: 0% Asian: 0% American Indian or Alaska Native: 0% Black or African American: 96% White and Black or African American: 1% Unknown: 3%
Age or Class/Grade	0-1: 1% or 9 children. 1-2: 3% or 28 children. 2-3: 5% or 46 children. Preschool 3: 63% or 580 children. Pre-K 4: 28% or 258 children.
Primary Language	English: 100%

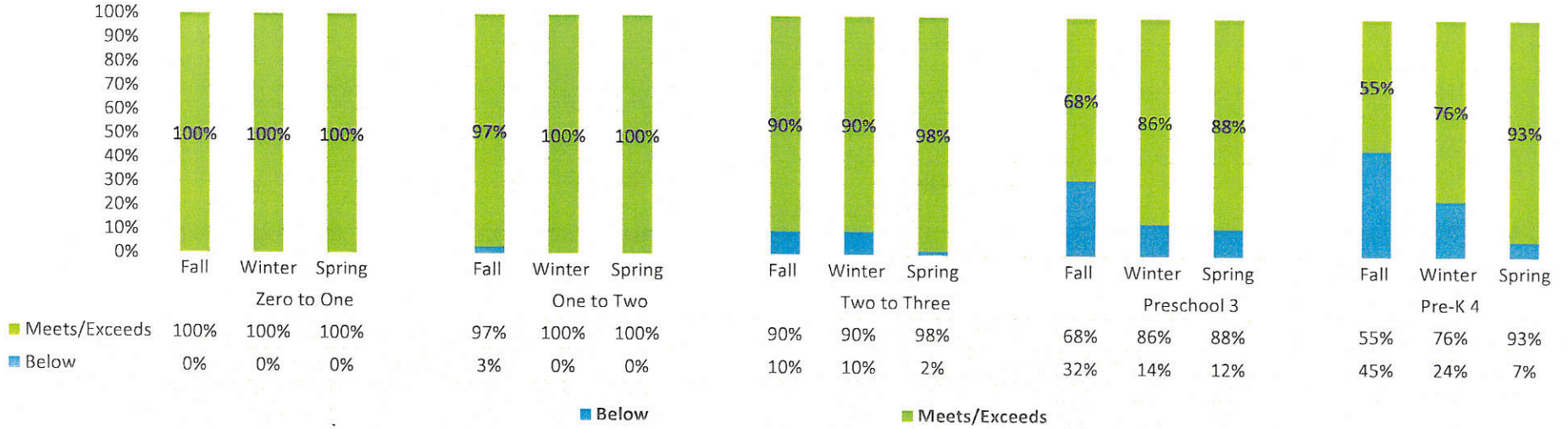
Center Based EHS and HS Zero to Five Social Emotional Readiness 2016-2017



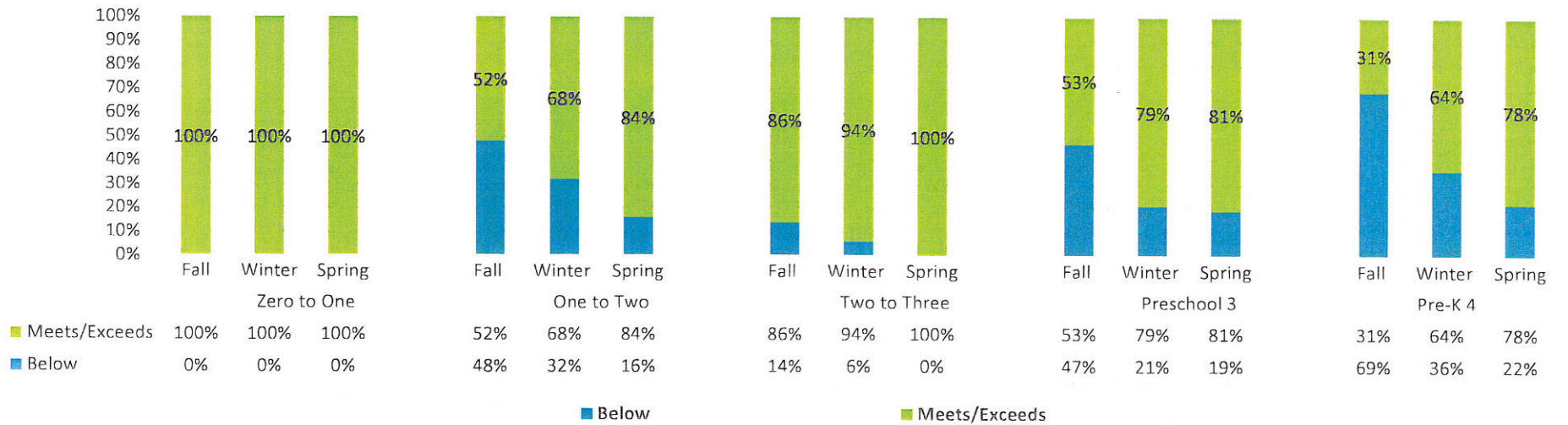
Center Based EHS and HS Zero to Five Language 2016-2017



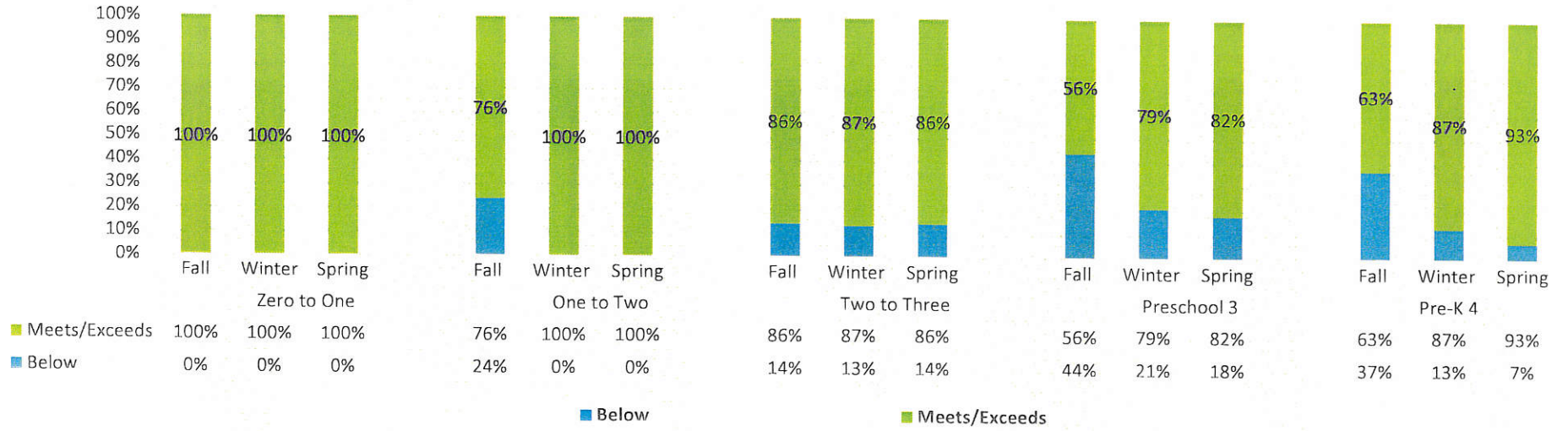
Center Based EHS and HS Zero to Five Cognitive 2016-2017



Center Based EHS and HS Zero to Five Mathematics 2016-2017



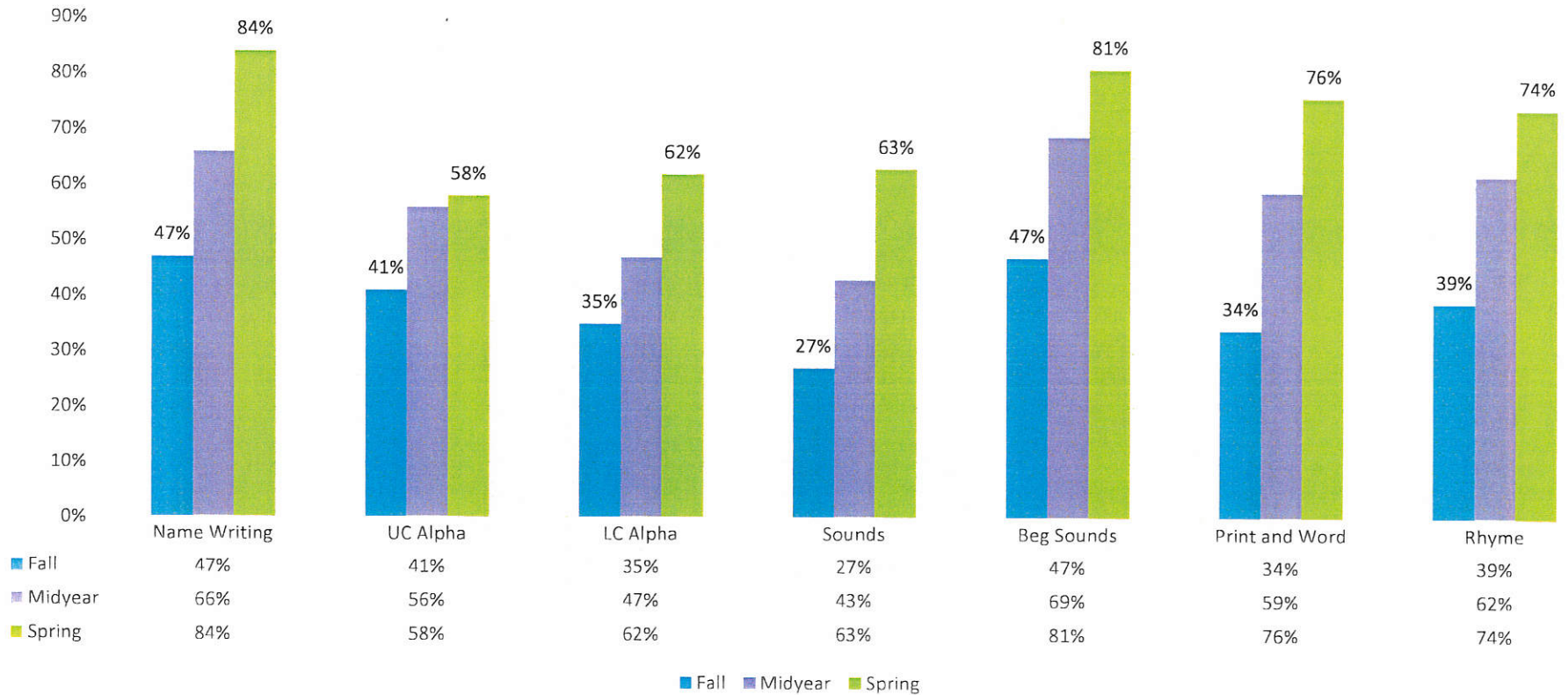
Center Based EHS and HS Zero to Five Literacy 2016-2017



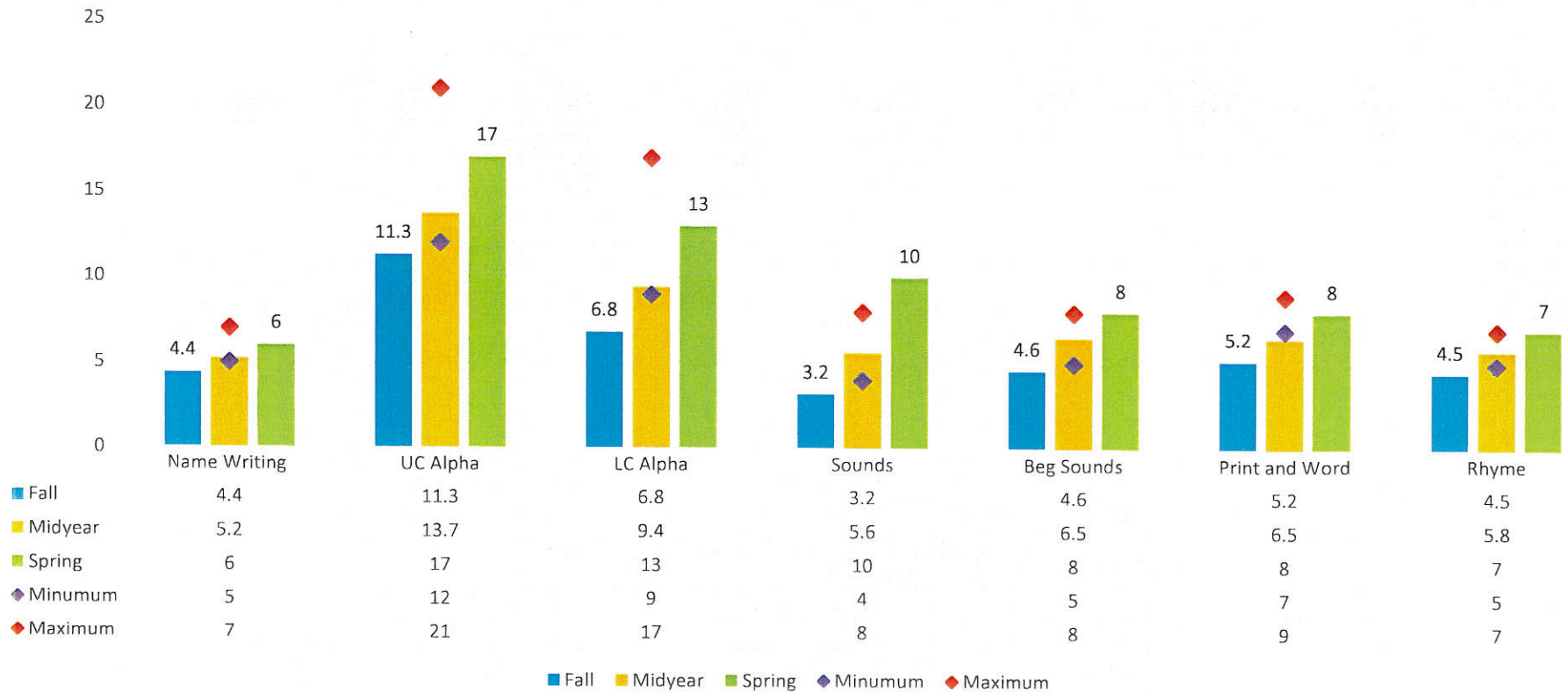
Phonological Assessment Literacy Screening-PreK (PALS-PreK)

PALS-PreK is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness.

Next Door
2016-17 PALS Data: K4
Percent of Children At/Above the Spring Developmental Range



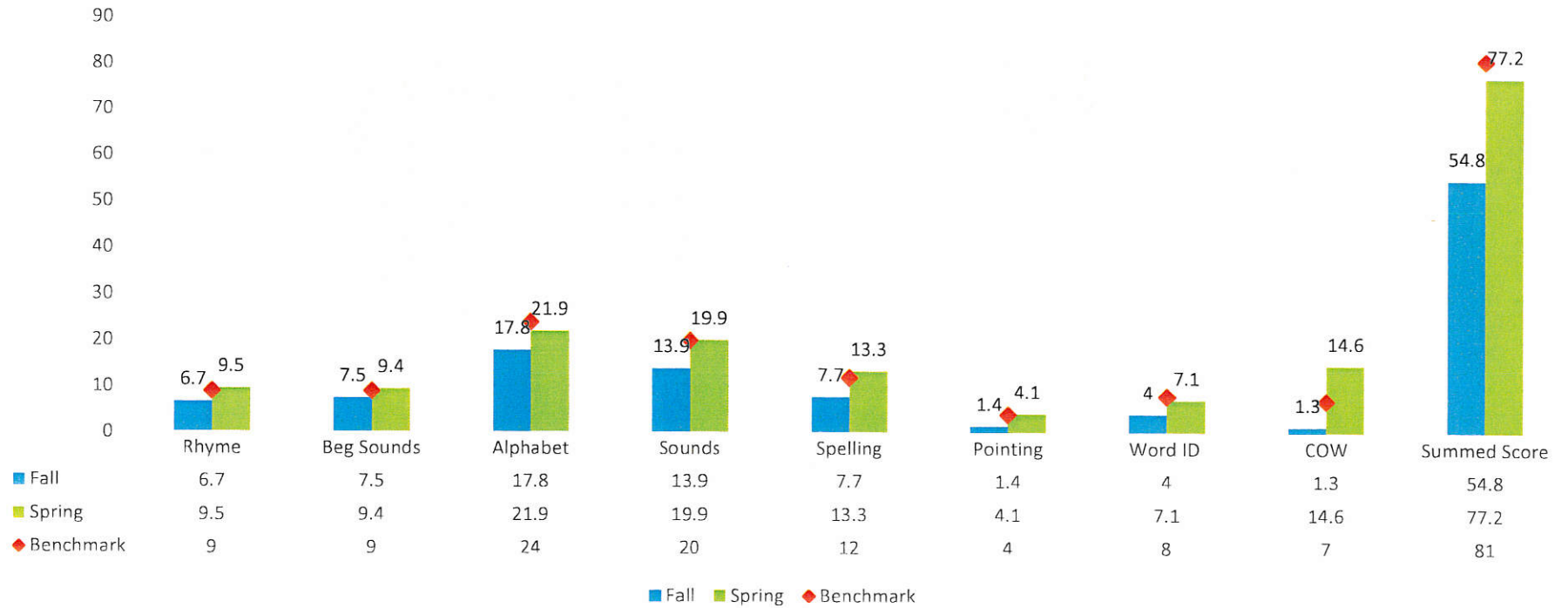
Next Door
Average Score
PALS 2016-17 School Year: K4
(Min & Max are upper/lower developmental range)



Phonological Assessment Literacy Screening-Kindergarten (PALS-K)

PALS-K is a measure of children’s knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills.

Next Door
Average Score
PALS 2016-17 School Year: All K5
Benchmark is the Spring Benchmark



Next Door
2016-17 K5 PALS Data: All K5
Percent of Children At/Above the Spring Benchmark

