

Program Evaluation of Services: Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum

Date: April 24, 2026

Form Completed by: Diana Sullivan (April 24, 2026)

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, is a comprehensive, research-based assessment and instructional system designed for early childhood learners, including preschool students with disabilities (ESE). The system integrates developmentally appropriate curriculum, ongoing observation-based assessment, and data reporting to support individualized instruction and progress monitoring aligned with state early learning standards and IDEA requirements.

Teaching Strategies GOLD is a formative assessment system that evaluates children's development and learning across multiple domains, including social-emotional, physical, language, cognitive, literacy, and mathematics, with specific objectives and dimensions that are aligned with Florida Early Learning and Developmental Standards. Data are collected through authentic observation within daily routines and instructional activities, making the assessment particularly appropriate for preschool ESE students with diverse developmental needs.

The Creative Curriculum provides a structured yet flexible, play-based instructional framework that supports differentiated instruction, individualized goals, and inclusive classroom practices. Embedded supports, scaffolds, and adaptive strategies allow teachers to meet the unique needs of students with disabilities while promoting engagement, access, and developmental progress.

The renewal of Teaching Strategies Cloud and Gold Data Collection with The Creative Curriculum addresses several key educational needs:

- **Individualized Instruction for Preschool ESE Students**
The program supports individualized learning through intentional teaching strategies, accommodations, and modifications aligned with each student's Individualized Education Program (IEP). Teachers use ongoing assessment data to plan targeted instruction and interventions based on developmental strengths and areas of need.
- **Ongoing Progress Monitoring and Data-Driven Decision Making**
Teaching Strategies GOLD provides continuous progress monitoring through observation-based checkpoints conducted multiple times throughout the year. Teachers analyze growth over time to adjust instruction, supports, and services to ensure meaningful progress toward developmental and IEP goals.
- **Support for the Child Outcomes Summary (COS) Process**
GOLD assessment data directly support the COS process required for preschool ESE

students by providing documented evidence of student functioning across the three Office of Special Education Programs (OSEP) child outcomes:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate behaviors to meet needs

Reports generated within Teaching Strategies Cloud assist teams in making data-informed COS ratings at entry and exit, ensuring compliance with IDEA reporting requirements and improving consistency, accuracy, and reliability of outcome determinations.

- **Authentic Assessment for Diverse Learners**

The observation-based assessment model reduces testing barriers and allows students to demonstrate skills in natural, developmentally appropriate contexts. This approach is especially appropriate for preschool students with disabilities who may not perform accurately on standardized assessments.

- **Alignment with State and Federal Requirements**

The system aligns with Florida Early Learning and Developmental Standards, supports IDEA compliance, and provides documentation needed for monitoring, program evaluation, and school board reporting requirements.

- **Family Engagement and Collaboration**

Teaching Strategies Cloud includes tools for family communication and documentation, supporting collaboration between teachers, related service providers, and families in monitoring student progress and supporting development across settings.

Who is the target population?

The target population for Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, includes preschool-age students (ages 3–5) enrolled in early childhood programs, with a focus on preschool students receiving Exceptional Student Education (ESE) services.

The program is designed to support a wide range of learners, including students with developmental delays and disabilities who require individualized instruction, accommodations, and intensive supports. It is particularly valuable for monitoring progress for preschool ESE students, supporting IEP implementation, and documenting growth through observation-based assessment. Teaching Strategies GOLD and The Creative Curriculum help educators identify developmental strengths and needs, track progress over time, and guide instruction, making the program an effective tool for improving outcomes across diverse preschool ESE populations.

Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The Teaching Strategies Cloud program, including GOLD Data Collection and The Creative Curriculum, is currently in the full implementation stage. The district has been implementing this program for approximately five years, with currently having full participation across 31 preschool ESE classrooms serving all enrolled students.

The program is actively embedded in instructional and compliance practices, including IEP development, lesson planning, progress monitoring, and Child Outcomes Summary (COS) reporting. Teachers are trained and routinely use the curriculum, assessment tools, and data reports to guide instruction and document student growth. Program usage and fidelity of implementation have significantly increased over the past two years, reflecting strengthened teacher capacity, expanded data use, and deeper integration into preschool ESE programming.

What resources are needed to support the program?

The successful implementation of Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, is supported through a combination of existing technology, instructional staffing personal, and ongoing professional learning. Classroom teachers currently have access to classroom iPads, which are used for real-time data collection, documentation of student observations, and completion of assessment checkpoints within the Teaching Strategies platform. No additional classroom hardware is required.

Ongoing professional learning and program support are provided by the Instructional Support Specialist, who plays a critical role in ensuring fidelity and effectiveness of implementation. The Instructional Support Specialist delivers training and support related to curriculum usage, GOLD data collection, checkpoint timelines, and report interpretation. Responsibilities also include monitoring data collection, curriculum implementation, checkpoint finalization, and facilitating data chats with teachers, as well as supporting instructional decision-making based on assessment results.

During the 2024–2025 and 2025–2026 school years, the Instructional Support Specialist has consistently provided checkpoint reports, class profiles, and summary data to both administrators and classroom teachers to support instructional planning, progress monitoring, and administrative oversight. Continued access to staff time for training, data review, and collaboration is essential to sustain effective implementation and ensure alignment with instructional and compliance requirements.

What are the program's intended outcomes?

The intended outcomes of Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, are to support developmental growth and improved learning outcomes for

preschool ESE students through intentional, data-driven instruction and ongoing progress monitoring. The program is designed to identify developmental strengths and needs, monitor student progress across key developmental domains, and guide individualized instruction aligned with Florida Early Learning and Developmental Standards and IEP goals.

By integrating curriculum, formative assessment, and reporting, the program supports teachers in implementing developmentally appropriate practices, adjusting instruction based on data, and documenting meaningful progress over time. An additional intended outcome is the accurate and consistent completion of the Child Outcomes Summary (COS) process, ensuring compliance with state and federal reporting requirements while demonstrating growth in social-emotional development, acquisition and use of skills, and functional behaviors. Overall, the program aims to improve educational outcomes for preschool ESE students and strengthen instructional decision-making across early childhood programs.

How do you plan to progress monitor fidelity and effectiveness of the program?

To monitor the fidelity and effectiveness of Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, the district will use ongoing data reviews and scheduled Fall, Winter, and Spring assessment checkpoints. Teachers collect and analyze observation-based data during each checkpoint to monitor student growth across developmental domains and IEP goals. Checkpoints will be finalized three times a year.

Class profile reports and individual student reports are used to guide lesson planning and track student progress over time. Copies of class profiles are shared with administrators at each checkpoint to support instructional oversight and fidelity of implementation. Program effectiveness is evaluated by reviewing growth trends across checkpoints, consistent use of assessment and curriculum tools, and the accuracy of data used for the Child Outcomes Summary (COS) process, with ongoing review to inform instructional adjustments throughout the school year.

What criteria will be used to judge the program performance?

Program performance will be judged based on the extent to which Teaching Strategies Cloud, GOLD Data Collection, and The Creative Curriculum support data-driven instruction and documented student growth for preschool ESE students. Teachers use GOLD class-level reports to analyze developmental trends and guide lesson planning, intentional teaching, and instructional adjustments. Individual student reports are used to monitor progress across developmental domains, measure growth over time, and evaluate progress toward IEP goals.

Additional performance criteria include consistent use of assessment data to inform instruction, evidence of developmental progress documented through GOLD checkpoints, and the effective use of reports to support the Child Outcomes Summary (COS) process. Successful program implementation is demonstrated by regular data collection, instructional decision-making based

on reports, and improved alignment between assessment results, lesson planning, and student outcomes across preschool ESE classrooms.

Describe what the program must accomplish to be considered successful (Return on Investment).

To be considered successful and demonstrate a strong return on investment, Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, must result in measurable developmental growth for preschool ESE students across multiple domains, as documented through Fall, Winter, and Spring GOLD checkpoints. Success includes consistent evidence of student progress toward developmental expectations and IEP goals, as reflected in individual student reports, class profiles, and growth reports.

Additionally, the program should support educators in delivering effective, intentional, and individualized instruction, demonstrated through regular and accurate use of curriculum and assessment tools, data-informed lesson planning, and consistent completion of assessment checkpoints. A strong return on investment is further reflected in the program's ability to support accurate Child Outcomes Summary (COS) reporting, meet state and federal compliance requirements, and sustain meaningful student growth over time through ongoing data-driven decision-making.

Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Yes, a program evaluation is required at this time as the district is seeking renewal of Teaching Strategies Cloud, including GOLD Data Collection and The Creative Curriculum, which has been fully implemented across all preschool ESE classrooms.

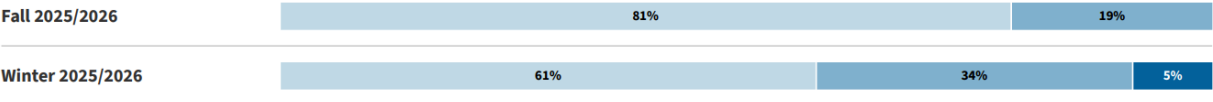
Evaluation data are derived from Teaching Strategies GOLD reports collected during Fall, Winter, and Spring checkpoints, which provide documented evidence of student growth, instructional use, and program fidelity across 31 preschool ESE classrooms. These data support analysis of developmental progress, alignment with IEP goals, and outcomes related to federal and state reporting requirements, including the Child Outcomes Summary (COS) process.

School Year: 2025-2026 Data Reports for Fall & Winter (Spring not completed yet, completion date May 29th 2026.)

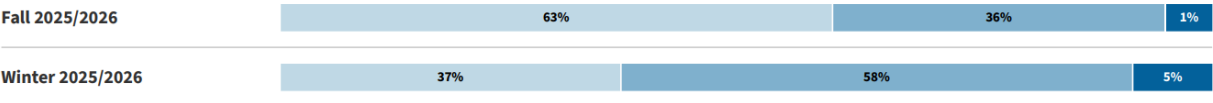


Summary

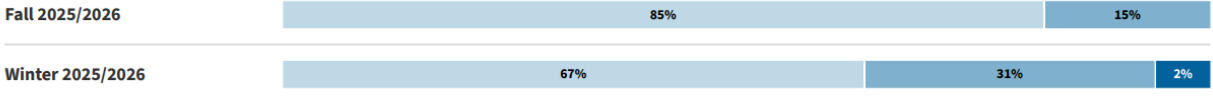
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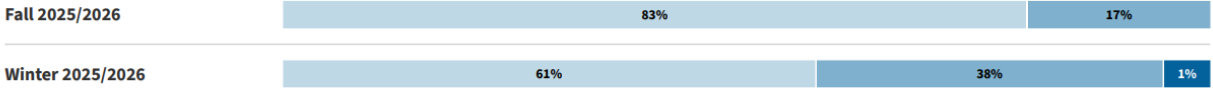
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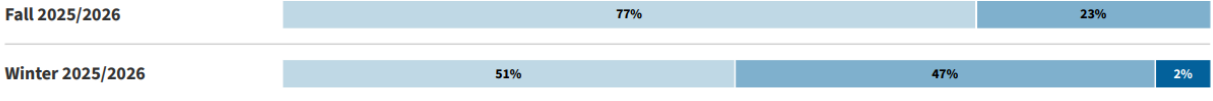
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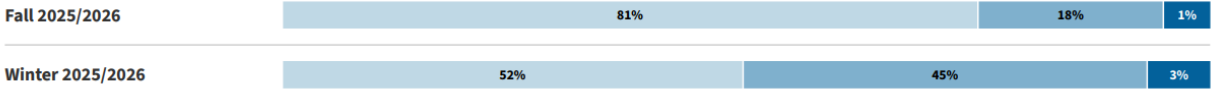
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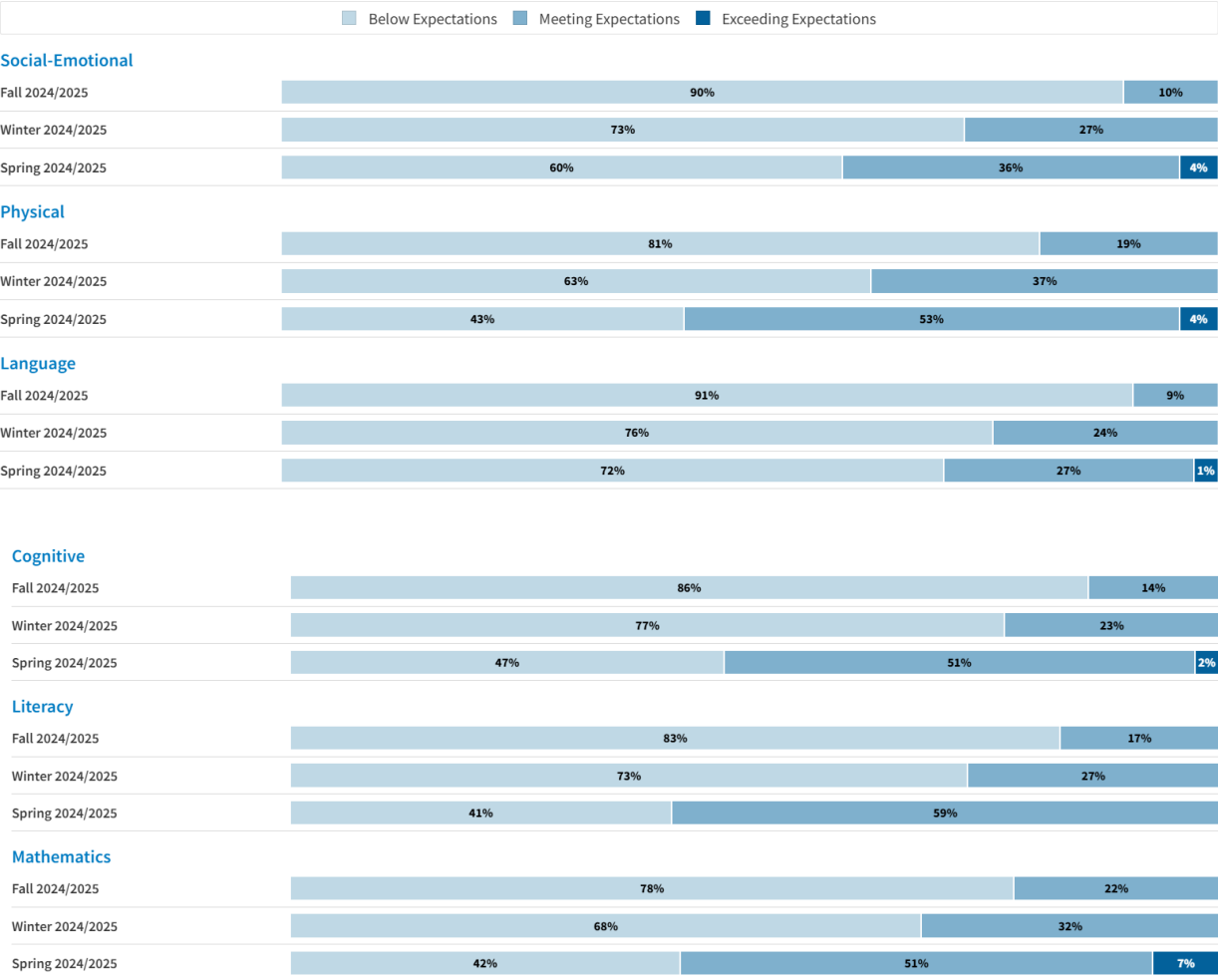
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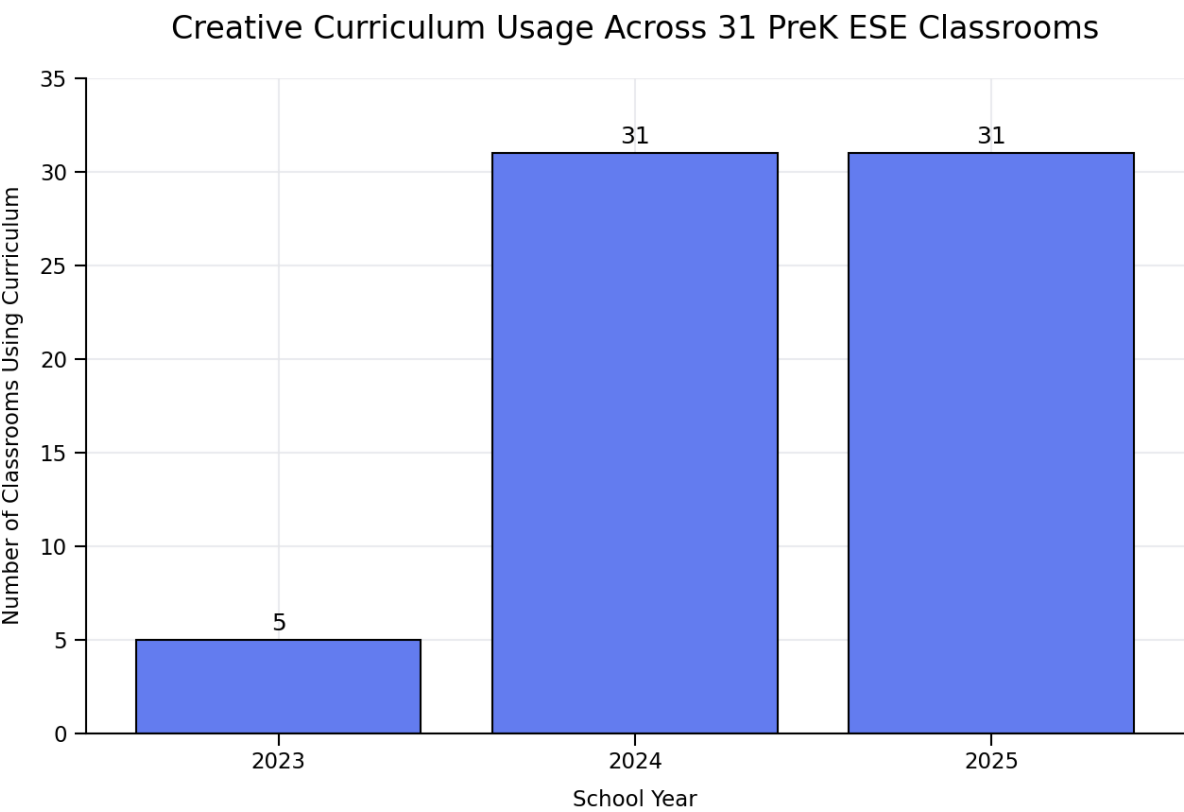
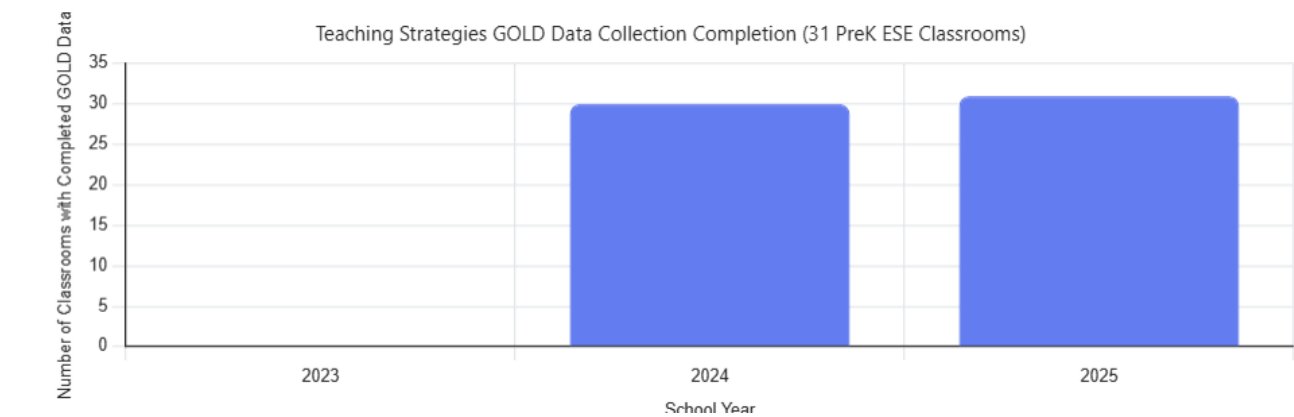
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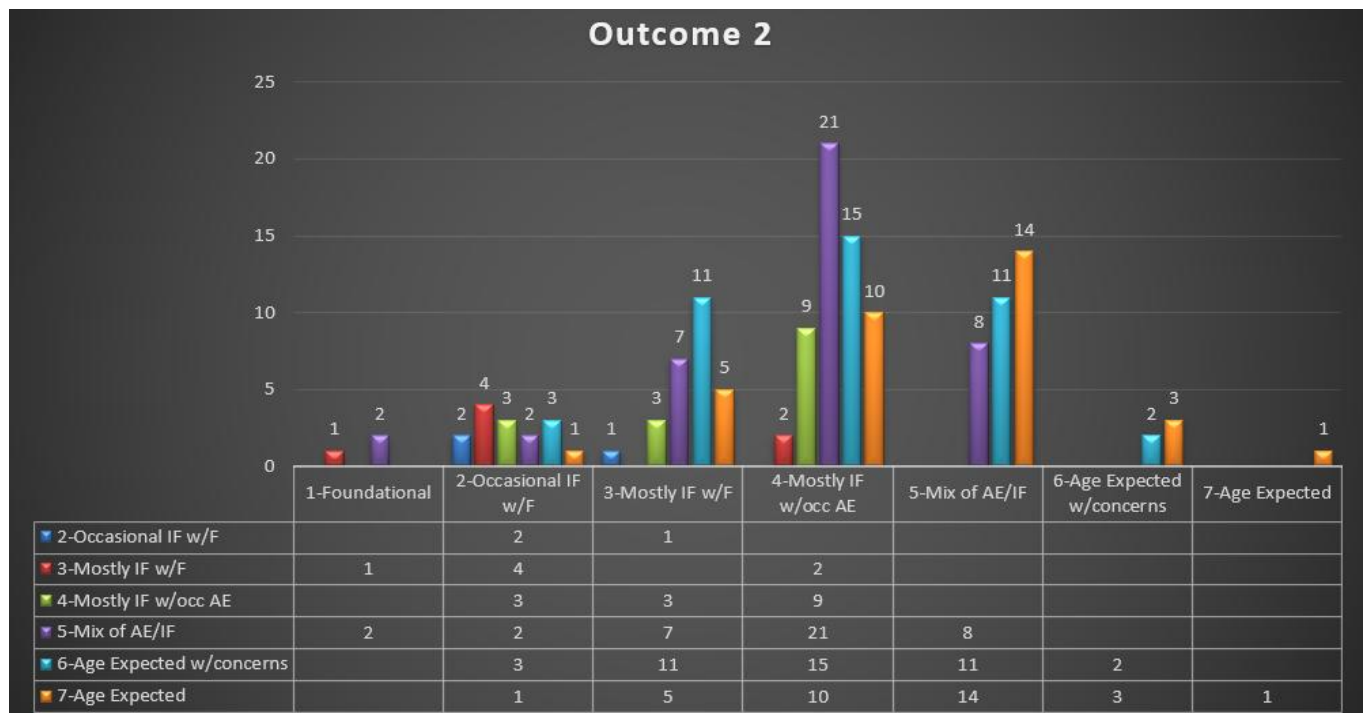
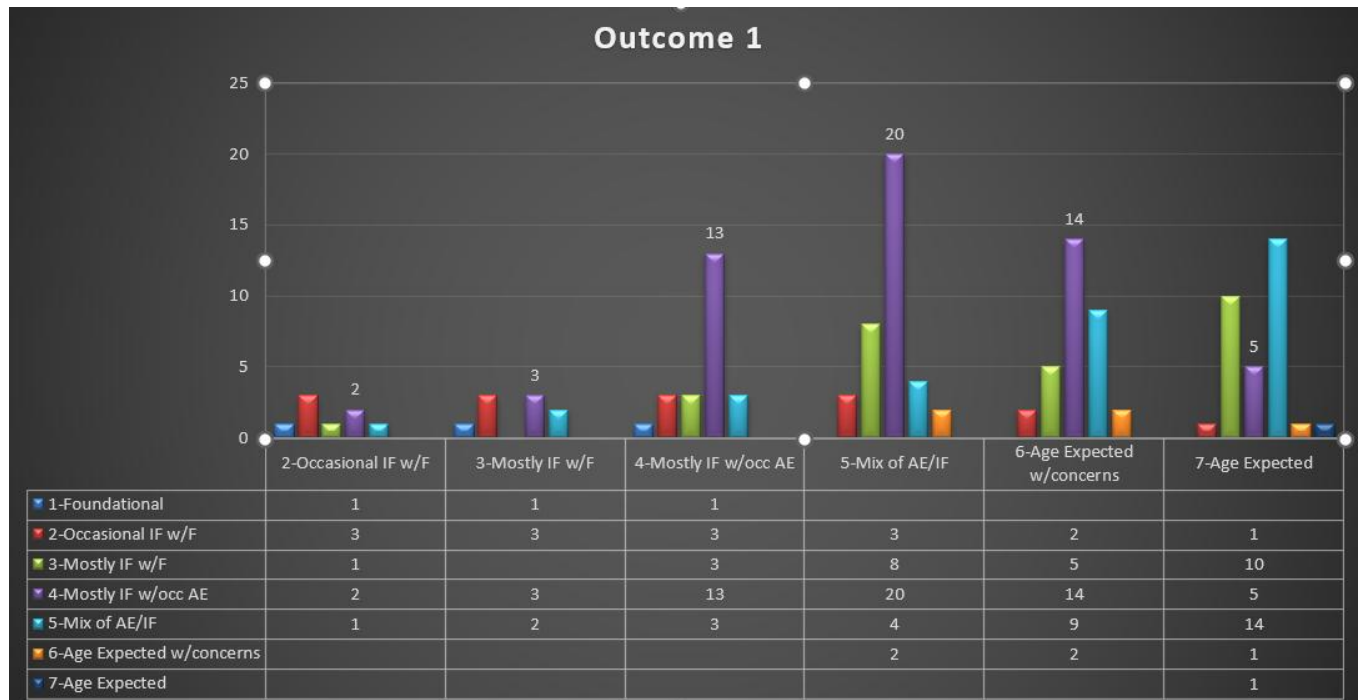
School Year 2024/2025 Data Collection Fall, Winter, Spring



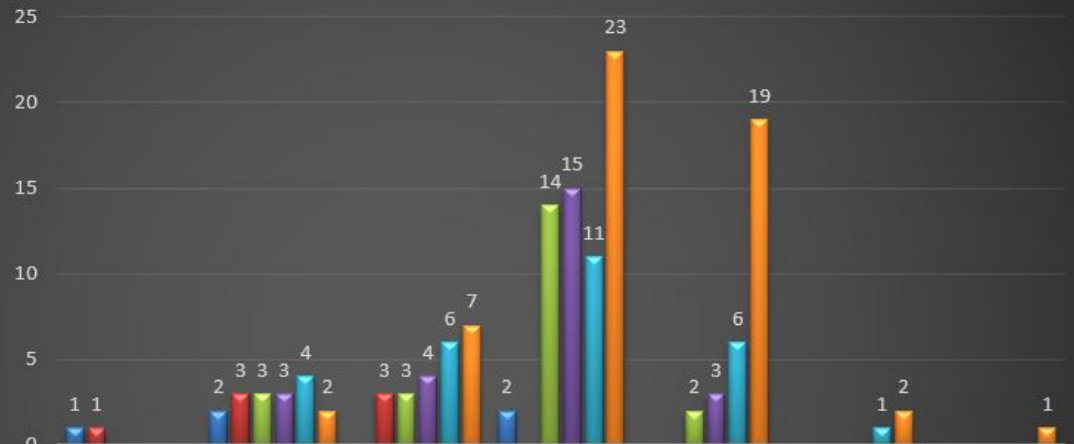
GOLD Data Checkpoint Finalization Completed



Child Outcome Summary Pivot Charts 2025 (2026 not created yet)



Outcome 3



	1-Foundational	2-Occasional IF w/F	3-Mostly IF w/F	4-Mostly IF w/occ AE	5-Mix of AE/IF	6-Age Expected w/concerns	7-Age Expected
2-Occasional IF w/F	1	2		2			
3-Mostly IF w/F	1	3	3				
4-Mostly IF w/occ AE		3	3	14	2		
5-Mix of AE/IF		3	4	15	3		
6-Age Expected w/concerns		4	6	11	6	1	
7-Age Expected		2	7	23	19	2	1