



Clayton County Public Schools

Customer Profile

The District

Located just 17 miles south of downtown Atlanta, Clayton County is home to one of the nation's largest school districts. Clayton County Public Schools (CCPS) ranks among the top 100 largest districts in the United States and is the sixth largest in Georgia, with nearly 70 schools. The student body is predominantly African American (69%) and Hispanic/Latinx (24%). CCPS also runs a robust pre-kindergarten program across 34 schools, serving over 1,000 four-year-old students during the 2025-2026 school year.

The Challenge

The need for a tool to support kindergarten readiness through play and data

The goal of CCPS's pre-kindergarten program is to prepare children for kindergarten and set them up for success in early elementary school. To achieve this, two key factors are essential. First, learning in pre-K must happen through play. Second, there must be data to track children's progress and challenges, guiding instruction, support, and resources. Despite the need for this data, administrators in the pre-kindergarten program did not want to increase the burden of assessments on teachers. As Chanel Williams, an experienced early childhood professional and the instructional specialist in the CCPS Early Learning Department, explained, "I see the anguish for teachers when they have to assess 20 children, do it with paper and pencil, score it, and then upload it." To address this challenge, Williams sought a tool that provided both play-based learning and data—without the need for traditional one-on-one assessments.



The Plan

Implementing Ignite by Hatch™

To incorporate developmentally appropriate early childhood assessment, CCPS chose Hatch Early Learning's Ignite by Hatch™. Ignite delivers standards-aligned digital learning experiences scaffolded across seven domains of instruction with emphasis in math, literacy, and social emotional learning, providing purposeful practice and opportunities to demonstrate PreK through 1st grade skills development. As children play, they progress through eight levels of increasingly challenging skills in each domain. Based on children's playtime within the Ignite ecosystem, the Insights dashboard provides clear progress monitoring and assessment data, delivering objective reports on grade level readiness with a whole child approach, emphasizing math, literacy, and social emotional development. This process yields actionable data for educators, empowering them to personalize small-group instruction and classroom activities based on real-time evidence.

Williams noted that Ignite felt like a perfect fit for the pre-kindergarten program, particularly for today's tech-savvy generation: "Ignite gives them the opportunity to learn through a device, with intention, with play, and aligned with our standards." Additionally, Williams emphasized the value of the data provided by Insights, saying, "We need to pinpoint where the district will provide more [curricular] resources, and Insights helps us do that."

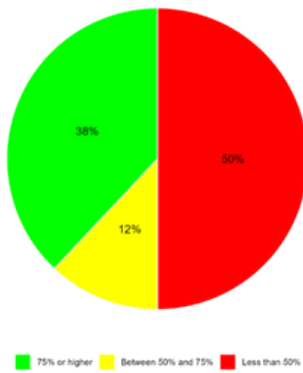
Over the last three years, the relationship between Hatch Early Learning and Chanel Dawson-Williams and Clayton County Public Schools has flourished. Dawson-Williams meets with the Hatch Early Learning team at a consistent cadence throughout the school year to have discussions about the data and make sure the organization is able to get the data they need to identify areas for improvement and how to best support their students. In fact, the data that is discussed shifts across academic years to focus on the needs of the organization and students.

The Impact

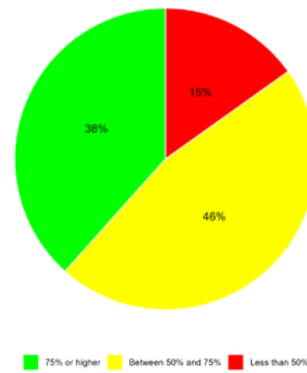
Playtime Across the Years

In the fall of 2023, Ignite was introduced in 16 pre-K classrooms across 10 sites within the pre-kindergarten program. For optimal learning outcomes and the most accurate data, Hatch Early Learning recommends that each child engage with Ignite for 30 minutes per week, totaling 15 hours over the course of a 9-month school year. In that year, 38% of schools reached 75% or higher of that 15-hour goal.

PLAYTIME AS A PERCENTAGE OF RECOMMENDED 2023 - 2024
% of Schools



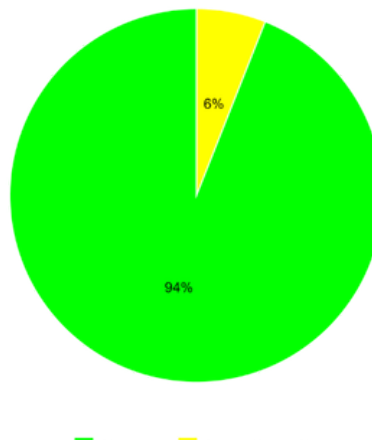
PLAYTIME AS A PERCENTAGE OF RECOMMENDED 2024 - 2025
% of Schools



This trend continued into the 2024-2025, with again 38% of schools reaching 75% or higher of the 15-hour goal, and 85% of schools reaching at least 50% of the 15-hour goal.

In the 2025-2026 school year, every single school reached at least 50% of the recommended 15-hours per student, with 94% reaching 75% or greater of the 15-hours recommended.

PLAYTIME AS A PERCENTAGE OF RECOMMENDED 2025-2026
% of Schools



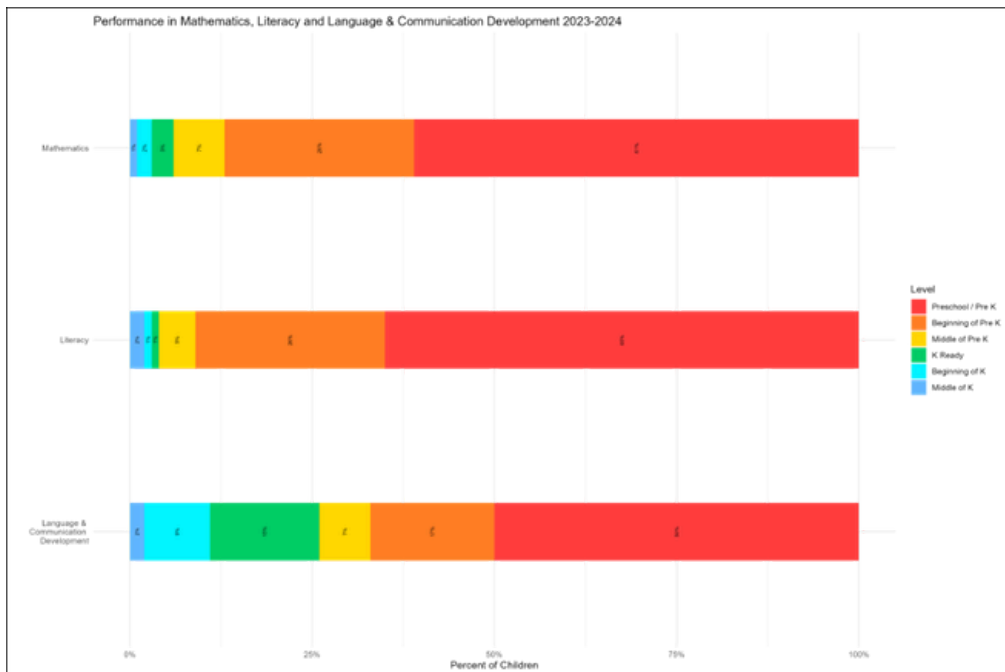


The Impact *Through play and data, Ignite supported kindergarten readiness*

CCPS educators saw the benefits of Ignite and Insights, with over 172 unique educators logging in to Insights during the 2025-2026 academic year. Teachers also loved using Insights and Ignite to learn about how their students’ learn. "Hatch allows me to know exactly what my students know!" noted teacher Nicole Bell, and teacher Bonar Kyles echoed this while looking at the Child Playtime Report on Insights: "My students are really learning, and I know what to work with them on in the classroom."

Beyond the anecdotal benefits of Ignite, the tool has a measurable impact on children’s progress toward kindergarten readiness. Insights and Ignite allow CCPS to place focus on the learning domains of interest, such as Mathematics, Literacy and Language & Communication Development. We see students’ progress both over the year as well as with increased teacher familiarity to Ignite and Insights, growth across the pre-K students over the years.

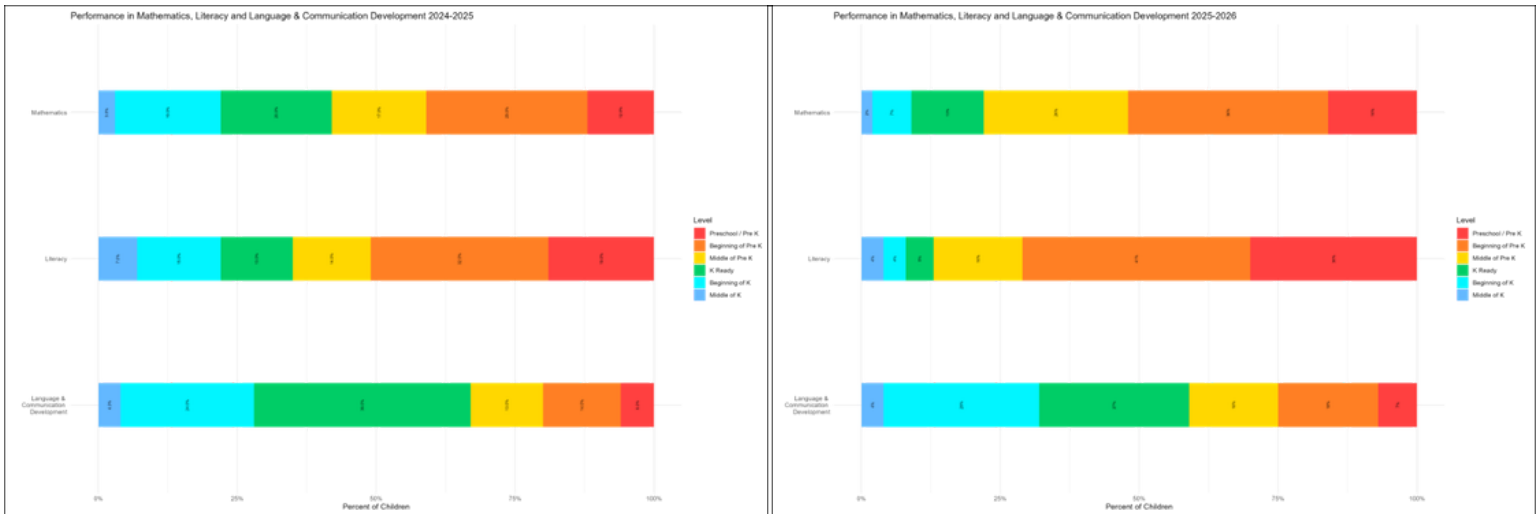
In the 2023-2024 academic year, students mostly learned in Level 1, with about 6% of children Kindergarten Ready or higher in Mathematics, 4% Kindergarten Ready or higher in Literacy and 26% Kindergarten Ready or higher in Language and Communication Development. The large number of children still working on Preschool levels is directly related to the high number of schools and students who did not play Ignite with fidelity.



The Impact *Through play and data, Ignite supported kindergarten readiness*

With increased playtime in the 2024-2025 academic year, we see much more progress in the students. 42% of children were Kindergarten Ready or higher in Mathematics, 35% were Kindergarten Ready or higher in Literacy, and 67% were Kindergarten Ready or higher in Language and Communication Development.

This trend continued into the 2025-2026 school year, with increased playtime by all schools leading about 22% of children to be Kindergarten Ready or higher in Mathematics, 13% Kindergarten Ready or higher in Literacy and 59% Kindergarten Ready or higher in Language and Communication Development. While these percentages don't show as much growth as between the 2023-2024 school year to the 2024-2025 school year, they do show that teachers were integrating Ignite properly in their classrooms in the 2024-2025 and 2025-2026 school years. We also are able to highlight areas of strength for CCPS students, as well as areas that teachers should provide more support in for future academic years.





The Impact *Ignite use supported student learning year after year*

Through a strong implementation of Ignite, the pre-kindergarten program at CCPS successfully enhanced both play and data collection without adding to teachers' assessment burden. By following its vision of a pre-K education that prioritizes and emphasizes play, CCPS, with the support of Ignite, further bolstered kindergarten readiness. As a result, more 4-year-olds were better prepared for their learning in early elementary school during the following school year.