

Unified Support for Charter Schools

GCEL 2020

The Consolidated LEA Improvement Plan (CLIP) Overview

Federal Program Specialists

Georgia Department of Education



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Georgia's ESSA Plan

The Every
Student
Succeeds Act
(ESSA)

Georgia's ESSA
Plan details how
our state is
supporting
children and
schools with
supplemental
federal resources

ESSA: For Georgians by Georgians



“With the passage of Every Student Succeeds Act, we have an enormous opportunity to reshape Georgia education and get rid of the standardized one-size-fits-all model that became prevalent under No Child Left Behind.”

-State School Superintendent Richard Woods

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Georgia's Systems of Continuous Improvement

GaDOE has adopted the Georgia Systems of Continuous Improvement as a methodology for supporting districts and schools. This methodology focuses on improving districts/schools' systems



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What is the CLIP?

- Consolidated LEA Improvement Plan (CLIP)
- GaDOE is required to collect plans that define how LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015
- The CLIP outlines how LEAs will coordinate all of their supplemental federal fund sources to meet identified student needs in the district
- The Georgia Systems of Continuous Improvement is the common framework that GaDOE uses to communicate with LEAs about their coordination efforts

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Consolidated LEA Improvement Plan (CLIP)

Georgia's local educational agency (LEA) Consolidated Application includes the Consolidated LEA Improvement Plan, or “CLIP”

The CLIP fulfills the need for a plan from LEAs to be collected by the Georgia Department of Education (GaDOE) to define how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015



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Consolidated LEA Improvement Plan (CLIP)

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Title I, Part A - Parent and Family Engagement

Title I, Part A - Children in Foster Care

Title I, Part C - Education of Migratory Children

Title I, Part D - Programs for Neglected and Delinquent Children

Title II, Part A - Supporting Effective Instruction

Title III, Part A - Language Programs for English Learners and Immigrant Children

Title IV, Part A - Student Support and Academic Enrichment

Title IV, Part B - 21st Century Community Learning Centers

Title V, Part B - Rural Education Initiative

Title IX, Part A - McKinney-Vento Homeless Assistance Act

Individuals with Disabilities Education Act (IDEA)

School & District Effectiveness Division

Teacher & Leader Support and Development Division

Information Technology Division

Teaching and Learning Division

Chief Turnaround Office



Who in our LEA is involved in the CLIP development?

Supplemental Federal Funds

EVERYONE

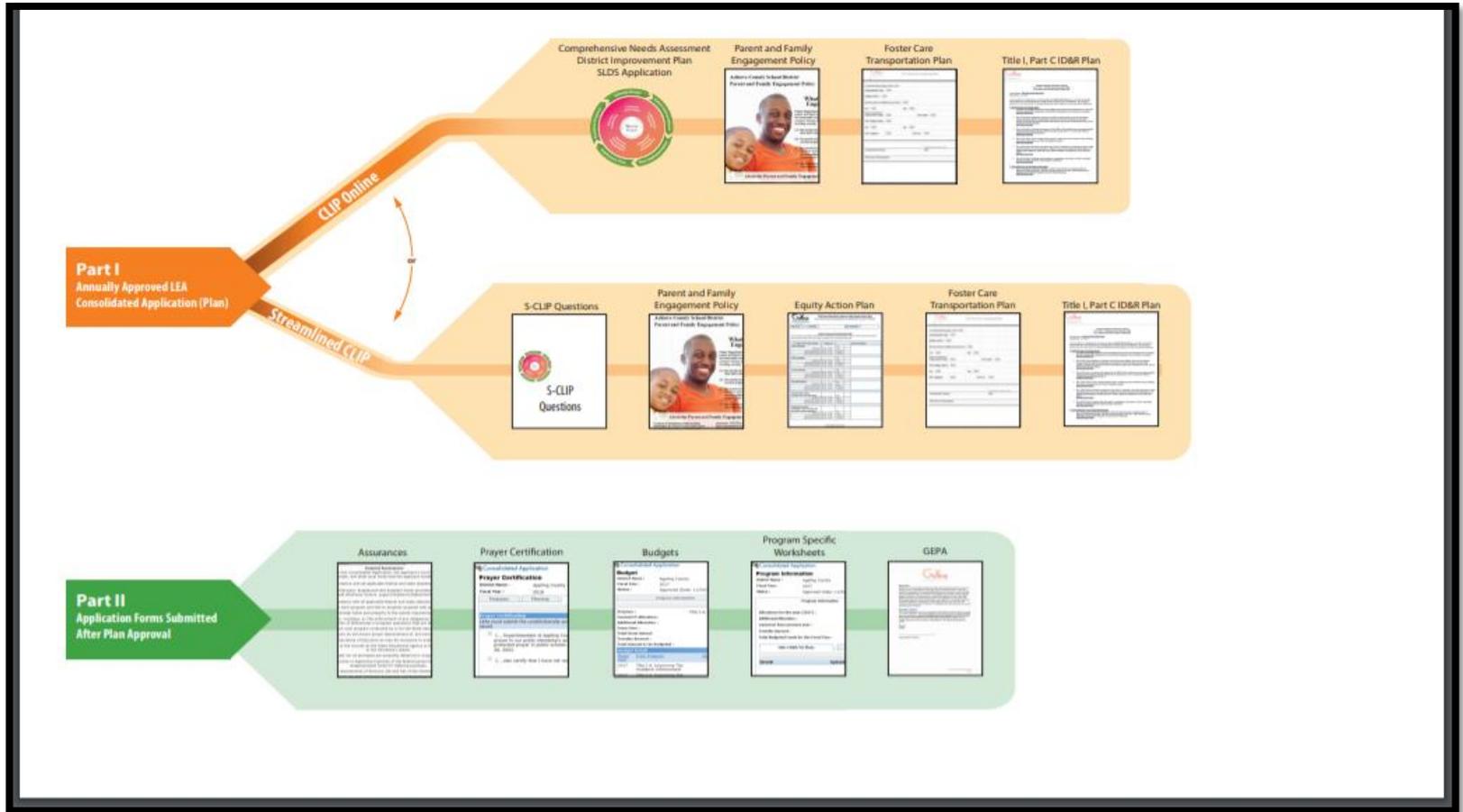
All staff in the LEA involved with schools, teaching and learning; community stakeholders.

Everyone needs to review the performance indicators of the (CNA) to determine where the supplemental federal funds should be directed.

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The CLIP Options



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The Online CLIP



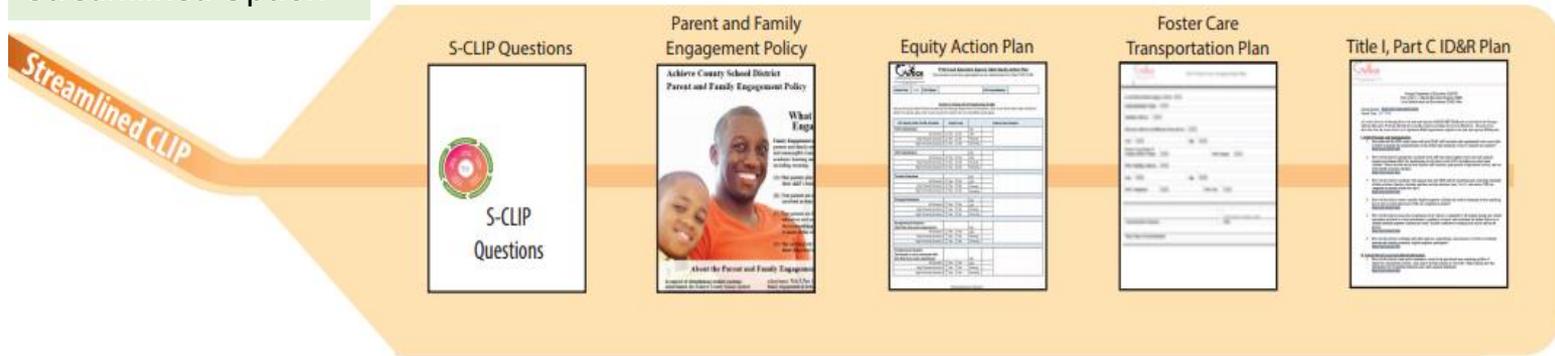
- Is the LEA in need of a formalized process for establishing a plan specific to the needs to be addressed with its Federal Funds under the ESEA/ESSA Law?
- Were there a significant number of recommendations given by the FY20 CLIP Review Team during its review of the LEA's FY20 Online or S-CLIP submission?

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The Streamlined Option (S-CLIP)

Streamlined Option



- Does the LEA have an existing School Improvement Process and/or Strategic Plan and/or Charter Contract that fully addressed identified needs being targeted for Improvement through all its supplemental Federal Programs, Resources, and supports?
- Does the LEA have a strong understanding of ESEA/ESSA requirements?

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CLIP Access

All CLIP applications – either option – are submitted to GaDOE through the SLDS.

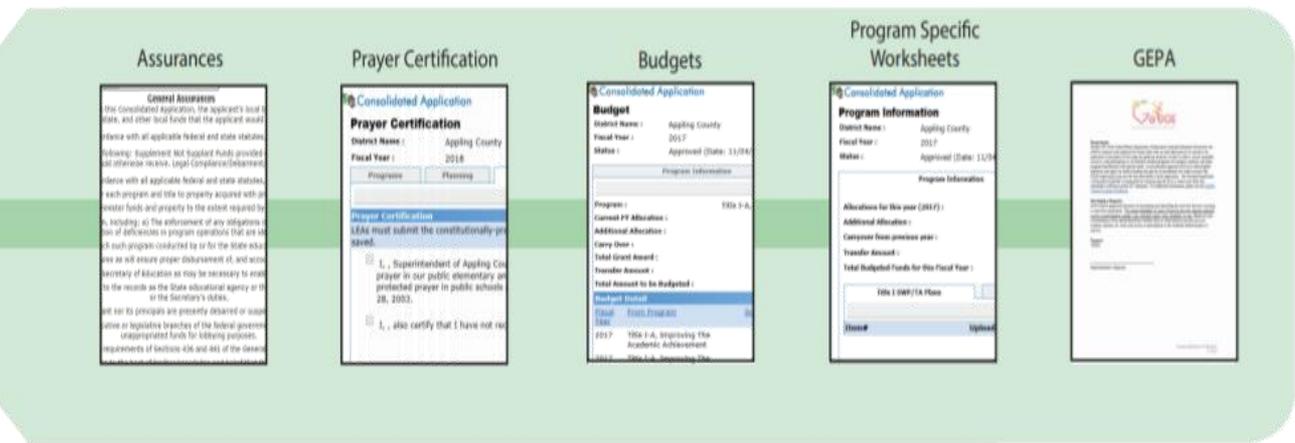


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The CLIP Components

Part II
Application Forms Submitted
After Plan Approval



Completed after
CLIP approved



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Needs Assessment and School Improvement Dashboard

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Needs Assessment and SI Dashboard

- Data from SI Dashboard
- Questions / Observations:
 - What did we do differently to cause the % of beginning learners to increase?
 - What did we do differently to cause the % of distinguished learners to increase?
 - Looking at bubble students, what is needed to get them to proficiency?

Student Proficiency - Elementary

		2017				2018				2019			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
English Language Arts	All Students	18.37	34.01	38.78	8.84	15.43	34.86	40.57	9.14	19.88	31.93	34.34	13.86
	Minority	21.84	41.38	34.48	2.30	20.00	42.22	30.00	7.78	25.69	38.53	31.19	4.59
	American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Black	22.22	48.89	28.89	0	18.75	39.58	35.42	6.25	21.05	36.84	35.09	7.02
	Hispanic	34.62	34.62	26.92	3.85	34.62	50	11.54	3.85	30.56	50	19.44	0
	Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	13.33	23.33	45	18.33	10.59	27.06	51.76	10.59	8.77	19.3	40.35	31.58
	Economically Disadvantaged	30	30	40	0	40	33.33	20	6.67	NA	NA	NA	NA
	English Language Learner	40	40	20	0	47.37	52.63	0	0	31.03	51.72	17.24	0
Students with Disabilities	60	26.67	6.67	6.67	40	40	20	0	73.33	20	6.67	0	

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Needs Assessment and SI Dashboard

- Data from SI Dashboard
- Questions / Observations:
 - What did we do differently to cause the % of beginning learners to decrease?
 - Are there programs MS has that ES doesn't?
 - Low % in Distinguished Learners, what can be done to target/support a future increase?

Student Proficiency - Middle

		2017				2018				2019			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
English Language Arts	All Students	25	32.5	35	7.5	19.13	33.04	42.61	5.22	10.28	28.04	55.14	6.54
	Minority	37.50	29.17	29.17	4.17	26.67	38.33	35.00	0.00	16.67	34.85	45.45	3.03
	American Indian/Alaskan	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Black	TFS	TFS	TFS	TFS	36.67	36.67	26.67	0	17.65	32.35	47.06	2.94
	Hispanic	TFS	TFS	TFS	TFS	20.83	37.5	41.67	0	18.52	40.74	40.74	0
	Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	6.25	37.5	43.75	12.5	10.91	27.27	50.91	10.91	0	17.07	70.73	12.2
	Economically Disadvantaged	TFS	TFS	TFS	TFS	13.33	26.67	60	0	NA	NA	NA	NA
	English Language Learner	TFS	TFS	TFS	TFS	33.33	40	26.67	0	TFS	TFS	TFS	TFS
Students with Disabilities	TFS	TFS	TFS	TFS	38.89	38.89	16.67	5.56	16.67	55.56	22.22	5.56	

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Needs Assessment and SI Dashboard

- Data from SI Dashboard
- Knowing the student body population is helpful as you are reviewing your data

Student Enrollment -- FTE

	2017	2018	2019
Total Student Count	379	480	496
	Enrollment %	Enrollment %	Enrollment %
Minority	58.3	54	59.3
American Indian/Alaskan	TFS	TFS	NA
Asian	4.2	4.4	3.4
Other Pacific Islander	TFS	TFS	NA
Black	27.2	23.8	28.8
Hispanic	20.8	17.9	19.8
Multi-Racial	6.1	8.1	7.3
White	41.7	45.8	40.7
Economically Disadvantaged	0	10.2	17
English Language Learner	12.7	11.3	9
Students with Disabilities	9.8	9.4	8.9

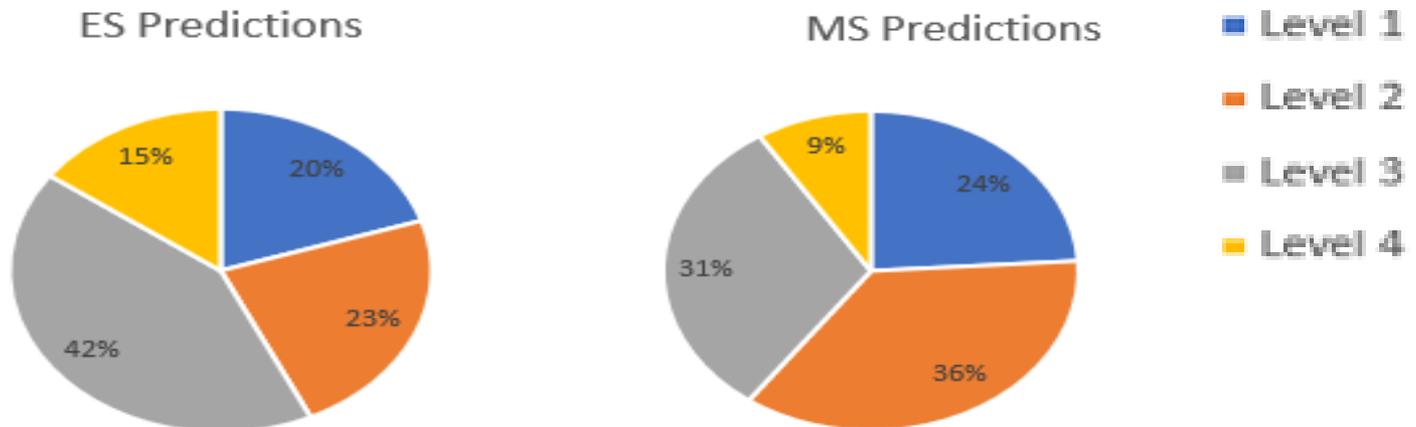
NA (Student Count = 0) -- No data found
TFS (Student Count < 15) -- Two few students

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Needs Assessment and SI Dashboard

- Data from SI Dashboard
- Questions / Observations:
 - Is the MAP Prediction Data telling the same story as the Proficiency Data?
 - What is contributing to the differences?
 - How is the data being used from MAP throughout the year?
 - What needs do we have to ensure the validity and effectiveness of the program?

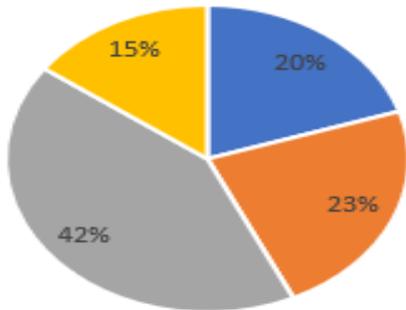


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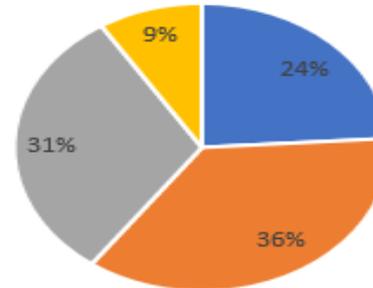
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Needs Assessment and SI Dashboard

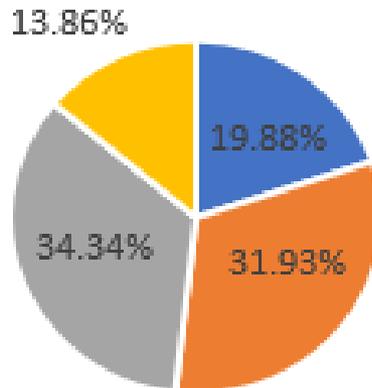
ES Predictions



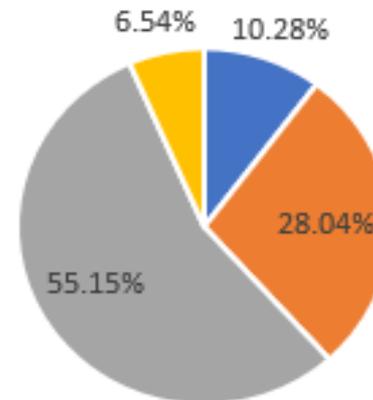
MS Predictions



ES Proficiency



MS Proficiency

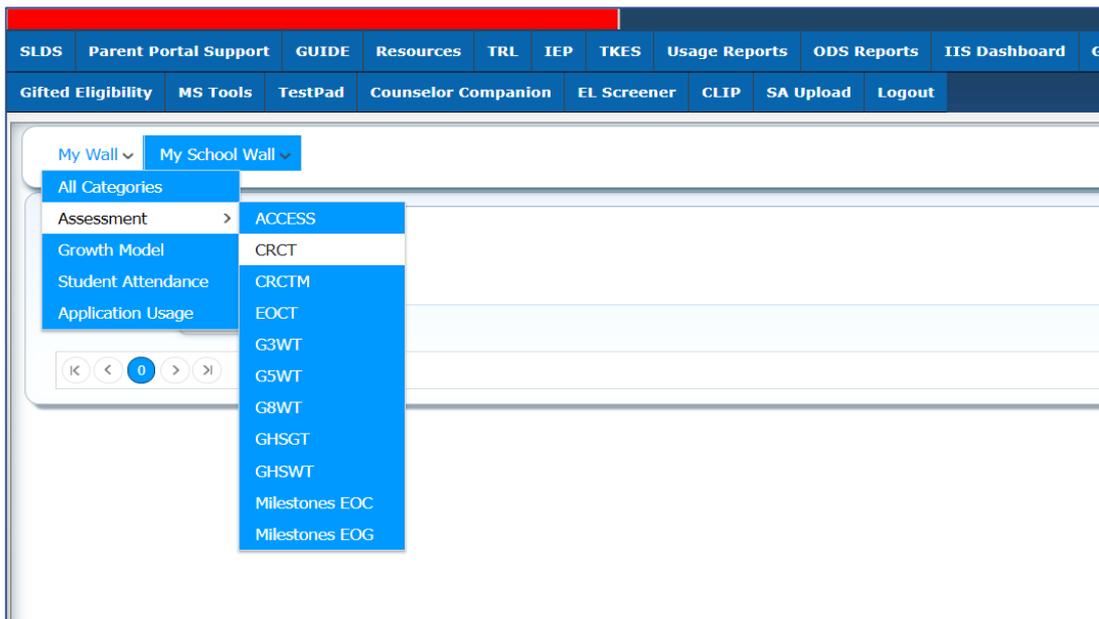


- Level 1
- Level 2
- Level 3
- Level 4

Data Collection Analysis



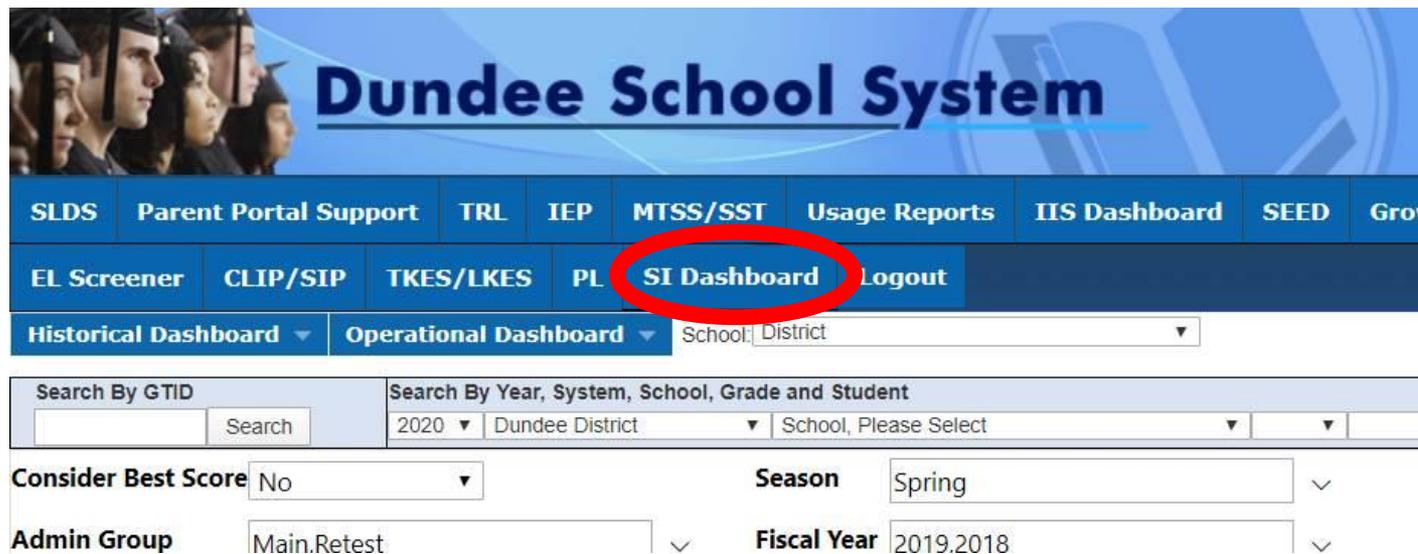
This symbol is used throughout the CLIP. Choose this symbol and it will take you to the Instructional Improvement System (IIS) – Data Dashboard where your team can review your district’s data.



Need additional training on the IIS Data Dashboard in the SLDS? Visit the IIS [website](#).

Data Collection Analysis

The School Improvement (SI) Dashboard is another tool for your team to use during review of data for the CNA



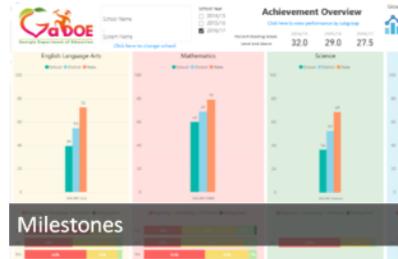
The screenshot shows the Dundee School System dashboard. The header includes the title "Dundee School System" and a navigation menu with the following items: SLDS, Parent Portal Support, TRL, IEP, MTSS/SST, Usage Reports, IIS Dashboard, SEED, and Grow. Below this, there is a second row of links: EL Screener, CLIP/SIP, TKES/LKES, PL, SI Dashboard (circled in red), and Logout. Further down, there are dropdown menus for "Historical Dashboard" and "Operational Dashboard", followed by a "School:" dropdown menu. Below these are search filters: "Search By GTID" with a search box, and "Search By Year, System, School, Grade and Student" with dropdowns for Year (2020), System (Dundee District), School (Please Select), and Student. At the bottom, there are filters for "Consider Best Score" (No), "Season" (Spring), "Admin Group" (Main.Retest), and "Fiscal Year" (2019.2018).

Data Collection and Analysis

Insights Data Dashboards



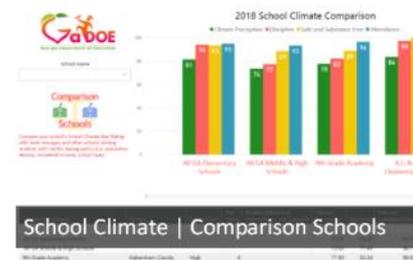
From discipline and attendance to perception and bullying, the *Georgia Insights* School Climate dashboard allows users to see the data behind the school climate star rating.



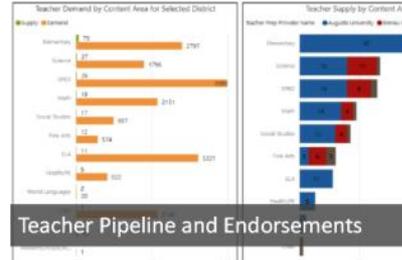
The *Georgia Insights* Milestones dashboard allows users to see how students are performing across core content areas and achievement levels at the school, district, and state levels.



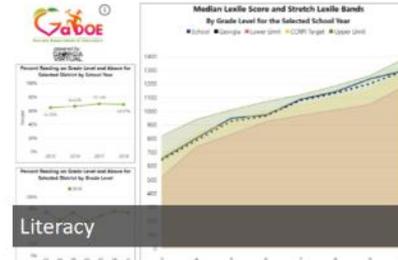
The *Georgia Insights* Financial Information dashboard allows users to view detailed breakdowns of revenues and expenditures for districts and schools.



Using *Georgia Insights*, find comparison schools for the components of the school climate rating.



The *Georgia Insights* *Teacher Pipeline* dashboard allows users to see demand by district and supply from state providers.



The *Georgia Insights* *Literacy* dashboard allows users to see grade-level reading rates to Lexile scores by district and school.





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Data Analysis

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Data Analysis – What is it?

- Data analysis is observing the data and noting things that are the same and different and using that data to form hypotheses
- The CLIP asks us to identify and analyze data from four different perspectives:
 - Perception
 - Process
 - Achievement
 - Demographic



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Data Sources – SI Dashboard and Beyond

- Perception: These are the attitudes and beliefs held by stakeholders who have a vested interest in the school/LEA success
 - **Star Climate Rating**, Parent Surveys, Staff Surveys, Other Stakeholder Surveys, **CCRPI (Family Engagement)**, Title I Annual Survey
- Process: This data shows how schools/LEAs achieve success
 - Curriculum, Instructional Strategies, Evaluation, Assessments, Materials, Interventions, **TKES/LKES**, **Per Pupil Expenditure**
- Achievement: This is student achievement on various assessments of performance, generally aligned with State Standards
 - **GA Milestones**, Local Assessments, **Graduation Rates**, **Lexile Scores**, Assessments related to purchased programs (Read 180/MAP, STAR,RI and MI)
- Demographic: This data about the school/LEA population
 - **Discipline**, **Student/Teacher Attendance**, **Participation Rates**, **Subgroup numbers (FTE)**



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Putting it into action

- Needs Identified from Data Analysis
 - Increase the percentage of **ALL** elementary students in English Language Arts scoring in the proficient category
 - Increase the percentage of Students with Disability (SWD) scoring in the proficient category

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Writing the Analysis

- Your analysis is a short persuasive statement that states your hypothesis (need) and the data that supports the need identified
- An example of a response to the CLIP question “What does your achievement data tell you? (2.6.3)”
 - In Elementary ELA our developing students need support to move to proficient. 48.2% of our Elementary ELA students are performing at the proficient or distinguished level with 31.93% of our students performing at the developing level. Support for the developing students will help them move to proficient performance”



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Goals
Action Steps
Evaluation



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Components of the CLIP



- Goal: This is the target you set to reach
 - SMART – Specific, Measurable, Attainable, Reasonable, Timebound
 - By May 2021, the percentage of **ALL** elementary students scoring in the proficient learner category will increase from 34.34% to 40% on the ELA GMAS
- Action Step: This is an action the LEA will complete to achieve the goal
 - Professional learning on differentiated instruction for all ELA elementary teachers
- Funding Sources: This is the funds you will use to complete the action step
 - Title I, Title II, IDEA, Title IV
- Subgroups: This is determined by the data analysis for students who are most at risk
 - English Learners, Economically Disadvantaged, Students with disability, Migrant, Foster, Homeless, Race/Ethnicity/Minority

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Action Steps & Evaluation



- Systems: These are the Georgia Continuous Systems that are aligned to the action step
 - Coherent Instruction, Effective Leadership, Professional Capacity, Family and Parent Engagement, Supporting Learning Environment
- Method for Monitoring Implementation: This is the method used to determine if the action step is being implemented
 - Sign in sheets, agendas, lesson plans, minutes on an academic program, checklist, intervention schedule, meeting minutes, etc.
- Method for Monitoring Effectiveness: This is the method to determine if the action step is effective
 - Observations, CCRPI, questionnaires, GACE, Discipline & Academic Student Data, surveys, portfolio, interviews, formative assessment data, etc.
- Position/Role Responsible: This is the position that will be responsible for monitoring the action step
- Evidence Based Indicator: This is the research that determines the effectiveness of the intervention
 - Strong, Moderate, Promising, Demonstrate a Rationale, other
- Timeline for Monitoring Implementation: This is how often the action step is monitored for implementation
 - Weekly, Monthly, Quarterly, Yearly, Other
- Partnerships: This is the partnerships that will help you achieve the action step

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Action Steps & Evaluation

1. Work as a pair to complete the graphic organizer
2. Share the graphic organizer with the members at your table. Discuss the action step explain how it relates to the goal



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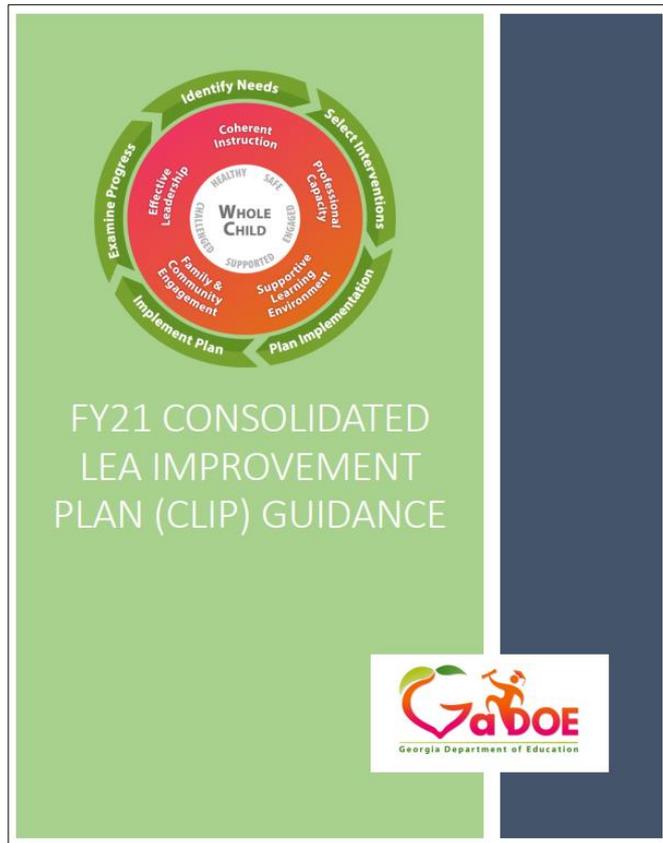
CLIP Resources



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What is the CLIP?



The FY20 CLIP Guidance Document is a great resource to learn about the CLIP and requirements

Questions?

federalprograms@doe.k12.ga.us

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Federal Programs Resources

Resources

- Federal Programs Monitoring
- LEA Consolidated Application
- Federal Programs Handbook
- Professional Qualifications and Related Reporting Requirements
- Consolidation of ESSA Administrative Funds LEA Request Form
- Intra District Transfers
- AdvancEd GaDOE Partnership Brochure
- New Directors Online Course Series



FEDTalks

A podcast for the discussion of
Georgia's Federal Programs

[CLICK HERE](#)

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

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CLIP Resources

CLIP Resources

- FY21 Consolidated LEA Improvement Plan (CLIP) Guidance
- GADOE continuous Teams (CIT)
- FY21 Streamlined CLIP (S-CLIP) Questions Template
- FY21 CLIP Review Criteria
- FY21 Parent and Family Engagement Policy Template
- FY21 Equity Action Plan Template
- FY21 Foster Care Transportation Plan Template
- FY21 Title I, Part C ID&R Plan Template

Webinars

- FY21 CLIP Options Overview for ALL LEAs
- FY21 CLIP Options Using the CLIP Online in the SLDS
- FY21 CLIP Options Using the Streamline CLIP
- FY21 CLIP Online Navigation Overview
- FY21 CLIP Progress Monitoring Tool Overview



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Questions & Answers



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Contact Information



Offering a holistic education to **each and every child** in our state.

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