



CLIP- Perkins-SI Dashboard 2020 GCEL





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Perkins V

Released March 1st



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SLDS	Parent Portal Support	GUIDE	TRL	MTSS/SST	TKES	Usage Reports	ODS Reports	IIS Dashboard	Growth Model
LOR	LOR Dashboard	L A Status	High School Feedback	Gifted Eligibility	MS Tools	TestPad	Counselor Companion		
EL Screener	CLIP/SIP	Keenville	TKES/LKES	ES4PS	PL	School Improvement	Request Services	SI Dashboard	
CTAE Perkins V									




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Perkins V Local Application

School Year : 2020 - 2021
District : County
Perkins V Local Application is not available until District Administrator initiates the application process



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Perkins V Local Application

Home Local Application Data Download

School Year : 2019 - 2020 District : [Redacted] You are logged in as : District User


Selected Option : Online Perkins V
 Status : Not Started
 The 2019-2020 application submission process closed on December 31, 2019
 0%

Started On: 12/18/2019
 Last Updated Date :
 Last Updated By :

View Working Copy Print Working Copy Pending Sections

State Submissions History

Fiscal Year	Name	Application			Superintendent		State	
		Status	Last Updated By	Last Updated Date	Sign Off By	Sign Off Date	Sign Off By	Sign Off Date
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Perkins V Local Application

Home Local Application Data Download


School Year : 2019 - 2020 District : [Redacted] You are logged in as : District User

Selected Option : Online Perkins V
 School : All State Determined Performance Levels (SDPL)

CTAE Indicators

Indicator	Download
151 - Four-Year Graduation Cohort Rate	
152 - Extended Graduation Rate	
251 - Academic Proficiency - Reading/Language Arts	
252 - Academic Proficiency - Mathematics	
253 - Academic Proficiency - Science	
351 - Post-Program Placement	

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Perkins V Local Application

Home Local Application Data Download

School Year : 2019 - 2020 District : You are logged in as : District User

Consultation

1.1 Identification of Team

The comprehensive local needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the eligible recipient. (N/A may be used if the eligible recipient does not have a required team member employed by their system).

1.1.1 1.1.2

Required Team Members

Position/Role	Name
Superintendent/ Assistant Superintendent *	<input type="text" value="Enter some text here"/>
School Administrator(s) *	<input type="text" value="Enter some text here"/>

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Perkins V Local Application

Home Local Application Data Download User Manual

School Year : 2020 - 2021 District : Appling County You are logged in as : District User

1. Data Collection and Analysis

1.1 Core Indicators of Performance

Evaluating CTAE concentrators' performance on the core indicators of performance *

Exemplary	All Core Indicators of Performance were met	<input type="radio"/>
Operational	Seven or more Core Indicators of Performance were met	<input type="radio"/>
Emerging	Four to six Core Indicators of Performance were met	<input type="radio"/>
Not Evident	Three or fewer Core Indicators of Performance were met	<input type="radio"/>

1. What does the data say about student achievement? Sub-groups? Special populations? *

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Perkins V Local Application User Manual

[Home](#) [Local Application](#) [Data Download](#)

School Year: 2020 - 2021 District: Appling County You are logged in as: District User

- A. Consultation
- B. Comprehensive Local Needs Assessment
 - 1. Data Collection and Analysis
 - 2. Root Cause Analysis
 - 2.1. Root Cause Analysis - Part A (Overarching Needs)**
 - 2.2. Root Cause Analysis - Part B
- C. Local Application for Career, Technical and Agricultural Education

2. Root Cause Analysis

2.1 Root Cause Analysis - Part A (Overarching Needs)

[+Add Overarching Need](#)


Overarching Need # 1

Overarching Need *

Enter some text here

How severe is the need? * Is the need trending better or worse over time? * Can Root Causes be Identified? * Priority Order *

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[Home](#) [Local Application](#) [Data Download](#)

School Year: 2020 - 2021 District: Appling County You are logged in as: District User

- A. Consultation
- B. Comprehensive Local Needs Assessment
 - 1. Data Collection and Analysis
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 - 2.2. Root Cause Analysis - Part B
- C. Local Application for Career, Technical and Agricultural Education

2. Root Cause Analysis

2.1 Root Cause Analysis - Part A (Overarching Needs)

[+Add Overarching Need](#)


Overarching Need # 1

Overarching Need *

Enter some text here

How severe is the need? * Is the need trending better or worse over time? * Can Root Causes be Identified? * Priority Order *

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Perkins V Local Application User Manual

Home Local Application Data Download

School Year: 2020 - 2021 District: Appling County You are logged in as: District User

2. Required Questions

2.1 Develop CTAE Course Offerings and Activities

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).

A. Describe how the results of the comprehensive local needs assessment described in subsection(c) informed the selection of the specific career, technical and agricultural education programs and activities selected to be funded. *

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Local Application for Career, Technical and Agricultural Education

3 FY2021 Career, Technical, and Agricultural Education Programs Statement of Assurances for Local Education Agencies (Eligible Recipients)

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), any subsequent applicable acts, and all applicable Georgia public school laws.
2. Funds will be used to support career and technical education programs of such size, scope, and quality to meet the needs of all students served by the local education agency as identified in Section 134(c)(2)(B)(i) and Section 135(b) of Perkins V and to support the objectives identified and included in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
3. No funds received under Perkins V will be used to require any secondary school student to choose or pursue a specific career pathway or program of study or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery as specified in Section 214 of Perkins V.
4. Every public announcement, bulletin, catalog, and application form will contain notice to publicly attest that the institution does not discriminate on the basis of age, sex, race, color, national origin, or disability. An annual public announcement is made in reference to publicizing the programs of Career and Technical education and the announcement is made understandable to all communities within the area to be served. Federal law prohibits discrimination on the basis of age, sex, race, color, national origin, or disability in educational programs or activities receiving federal financial assistance. (Title VI of the Civil Rights Act of 1964) (Title IX of the Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973) (Age Discrimination Act of 1975).

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Perkins V Local Application

Home Local Application Data Download

School Year: 2019 - 2020 District: Glascock County

You are logged in as: District Administrator

Selected Option: Online Perkins V
Status: Completed
100%

Started On: 1/22/2020
Last Updated Date: 3/5/2020
Last Updated By: District662 Administrator

View Working Copy Lock CLNA Print Working Copy Submit To Superintendent Pending Sections

State Submissions History

Fiscal Year	Name	Application			Superintendent		State	
		Status	Last Updated By	Last Updated Date	Sign Off By	Sign Off Date	Sign Off By	Sign Off Date
No records to display.								

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CLIP & SIP

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Consolidated LEA Improvement Plan (CLIP)

School Year : 2020 - 2021
District : County

CLIP Online

The CLIP Online option is the GaDOE's main ESSA plan collection path and includes the tools, templates, and resources necessary to complete the LEA's annual application for using its federal awards.

Select

Streamlined CLIP (S-CLIP)

The Streamlined CLIP (S-CLIP) option is an alternative ESSA plan collection path. An LEA that already has in place a locally developed school improvement process and/or current strategic plan and/or charter system contract may choose this path to complete the LEA's annual application for using its federal awards.

Select

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Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard | School SIP | Progress Monitoring

School Year : 2020 - 2021 | District : County | You are logged in as : District Administrator

Selected Option : CLIP Online

This is the first time you are creating the CLIP application for this year. Please choose from the following options:

Clone From Last Year State Approved Copy | Blank CLIP

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Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | SandBox | Data Dashboard | **Progress Monitoring** | School SIP | Cross Functional Monitoring

School Year : 2019 - 2020 | District : Schley County | You are logged in as : District Admin

Selected CLIP Option : CLIP Online
Status : Completed
100%
Started On: 3/4/2019

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Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | SandBox | Data Dashboard | **Progress Monitoring** | School SIP | Cross Functional Monitoring

School Year : 2019 - 2020 | District : Schley County | You are logged in as : District Administrator

Selected CLIP Option : CLIP Online

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Consolidated LEA Improvement Plan (CLIP)

Home | CLIP | Sandbox | Data Dashboard | School SIP

School Year: 2018 - 2019 | District: Dundee County | You are logged in as: District User

1. Planning and Preparation


1.1 Identification of Team

1.1.1 | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent *	John Doe
Multiple Program(s)	Federal Programs Director *	John Doe
Multiple Program(s)	Curriculum Director *	John Doe
Multiple Program(s)	School Leader(s) *	John Doe

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2. Data Collection Analysis

2.1 Coherent Instructional System

2.1.1 | 2.1.2 | 2.1.3 | 2.1.4

Coherent Instruction Data


GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards *

Exemplary	Operational	Emerging	Not Evident
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools. *

1. Exemplary	<input checked="" type="radio"/>
2. Operational	<input type="radio"/>
3. Emerging	<input type="radio"/>

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The screenshot shows a web application interface for '3. Needs Identification and Root Cause Analysis'. On the left is a navigation menu with sections A through E. Section 3.1, 'Strengths and Challenges Based on Trends and Patterns', is highlighted. The main content area features a progress bar with steps 3.1.1 through 3.1.8, where 3.1.1 is active. Below the progress bar is a text editor with a toolbar and a large text area. Two instructional prompts are visible: 'Coherent Instructional' and 'Effective Leadership', both asking for trends and patterns observed by the team. The footer includes the name 'Richard Woods, Georgia's School Superintendent', the Georgia Department of Education logo, and the slogan 'Educating Georgia's Future'.

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The screenshot shows a web application interface for '3.2 Identification and Prioritization of Overarching Needs'. The navigation menu on the left highlights section 3.2. The main content area includes a '+ Add Overarching Need' button, a dropdown menu for 'Overarching Need # 1', and a text input field with the placeholder 'Enter some text here'. Below this are four dropdown menus for 'How severe is the need?', 'Is the need trending better or worse over time?', 'Can Root Causes be Identified?', and 'Priority Order'. An 'Additional Considerations' section with a text editor and toolbar is also present. The footer contains the same information as the previous screenshot: 'Richard Woods, Georgia's School Superintendent', the Georgia Department of Education logo, and the slogan 'Educating Georgia's Future'.

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- A. Consolidated Needs Assessment District Report
- 1. Planning and Preparation
- 2. Data Collection Analysis
- 3. Needs Identification and Root Cause Analysis
 - 3.1. Strengths and Challenges Based on Trends and Patterns
 - 3.2. Identification and Prioritization of Overarching Needs
 - 3.3. Root Cause Analysis
 - B. Parent and Family Engagement Policy
- C. District Improvement Plan
- D. Foster Care Transportation Plan
- E. Title I, Part C ID&R Plan

3. Needs Identification and Root Cause Analysis

3.3 Root Cause Analysis

Overarching Need # 1 - Overarching Need # 1

Root Causes to be Addressed *

Enter some text here

This is a root cause and not a contributing cause or symptom *

This is something we can affect *

Impacted Programs *

Additional Responses

Enter some text here

+ Add Root Cause

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- A. Consolidated Needs Assessment District Report
- B. Parent and Family Engagement Policy
- C. District Improvement Plan
 - 1. General Improvement Plan Information
 - 2. District Improvement Goals
 - 2.1. Creating Improvement Goals
 - 3. Required Questions
 - D. Foster Care Transportation Plan
 - E. Title I, Part C ID&R Plan

2. District Improvement Goals

2.1 Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
An example of a SMART goal is: By the end of the school year 2018 - 2019 , all teachers will have training and be included in a PLC for their content-specific area.				
Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2018 - 2019 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.				
Coherent Instructional CIS-1 Planning for quality instruction CIS-2 Delivering Quality Instruction CIS-3 Monitor/revise student progress	Family and Community Engagement FCE-1 Welcoming all families and the community FCE-2 Communicating effectively with all families and the community FCF-3 Support/revise student progress			

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District Improvement Plan

3 Required Questions

3.1 3.2 3.3 3.4 3.5

Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations (teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A) regarding how best to improve the district's activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. *

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School Improvement Dashboard

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The data variables used in the SI Dashboard are listed below. They are grouped under the six different components below.

Component 1: Student Information	Component 2: Star Rating	Component 3: Teacher Information	Component 4: Leader Information	Component 5: Student Performance	Component 6: School Improvement
<ul style="list-style-type: none"> o State Poverty Quartile o FTE o % Direct Certified o OSS /ISS Discipline o Students attendance o Student Mobility 	<ul style="list-style-type: none"> o STAR Climate Rating o Financial Efficiency Star Rating o Per Pupil Expenditure 	<ul style="list-style-type: none"> o Ineffective Teachers o Teachers with Emergency or Provisional Certificates o Teacher Retention o Teachers Out-of-Field o Inexperienced Teachers o Teacher Attendance o TAPS Summative Distribution 	<ul style="list-style-type: none"> o Leader Retention o Inexperienced Leaders o LAPS Summative Distribution 	<ul style="list-style-type: none"> o Student Proficiency o Graduation Rate o Lexile Proficiency o SGP (School) and MGP (District/State) o Participation Rate 	<ul style="list-style-type: none"> o CCRPI

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SI Dashboard User Manual

District: P20: Southeast RESA: First District

School Year: 2019 (dropdown menu with 2019 and 2018 options)

HOME STUDENT INFORMATION STAR RATING TEACHERS INFORMATION LEADER STUDENT PERFORMANCE SCHOOL IMPROVEMENT LOG OUT

Home » Student Information » OSS/ISS Discipline

County

Student Discipline

	2017	2018	2019
Total Student Count	450	434	505
	Discipline rate %	Discipline rate %	Discipline rate %
Minority	53.1	52.5	45.1
American Indian/Alaskan	1.5	0.5	0.0
Asian	1.5	0.0	0.0
Other Pacific Islander	1.5	0.0	0.2
Black	42.4	39.4	32.9
Hispanic	6	6.2	5.5
Multi-Racial	4.2	5.5	6.3
White	46.9	47.5	54.9
Economically Disadvantaged	59.5	56.4	51.6

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Home » Teachers Information » Ineffective Teachers

	2016	2017	2018	
Teacher Count	Total Number of All Teachers	108770	111877	112811
	Number Of Level I and II Teachers	2206	2002	1910
	Percentage Of Level I and II Teachers %	2.03	1.79	1.7
Student Count	Total Number of all Student	1825943	1775498	1773337
	Number Of Students Taught By Level I and II Teachers	177446	154365	157655
	Percentage Of Students Taught By Level I and II Teachers %	9.72	8.69	8.89
Students * Course	Number Of Students*Course Taught By All Teachers	16717907	16158737	14332472
	Number Of Students*Course Taught By Level I and II Teachers	311254	273845	268578
	Percentage Of Students*Course Taught By Level I and II Teachers %	1.86	1.69	1.87

TFT -- Too few teachers (Teacher Count < 15)

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email

slds.gadoe.org/Help
website



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