Perkins V
State Developed Performance Levels

September 19, 2019
Perkins V Training
Georgia CTAE Concentrator
Proposed Definition

This definition is still being determined due to new information. The proposed definition should be available soon.
Georgia Academic Proficiency in Reading/Language Arts
Proposed Definition

A student who meets the Proficient or Distinguished level on the American Literature End of Course Test (EOC).
Georgia Academic Proficiency in Mathematics
Proposed Definition

A student who meets the Proficient or Distinguished level on the Geometry or Analytic Geometry End of Course Test (EOC).
Georgia Academic Proficiency in Science
Proposed Definition

A student who meets the Proficient or Distinguished level on the Biology End of Course Test (EOC).
Georgia Non-Traditional Programs

Proposed Definition

A student from under-represented gender groups in the following clusters:

• Architecture and Construction
• Transportation, Distribution and Logistics
• STEM
• Education and Training
• Health Science
Georgia Work-Based Learning
Proposed Definition

A sustained interaction with industry or community professionals in a real workplace setting, to the extent practicable, or simulated environment at an education institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

A qualified work-based learning program is one that follows the State Board Rule 160-4-3-.14.
Georgia Credentials of Value
Proposed Definition

Credentials of Value are those credentialing assessments administered at the completion of a CTAE pathway that are vetted by business & industry through a strategic process.

The credential may result from a written and/or hands-on assessment.
Guidance from Perkins law
Guiding Principles for State Developed Performance Levels

• Valid and reliable  Sec. 113(b)(2)(A)
• Align with similar information gathered for other State and Federal programs, as much as possible  Sec. 113(b)(2)(C)
• Performance levels must continually make meaningful progress towards improving performance of all subgroups  Sec. 113(b)(3)(A)(i)(III)(bb)
• Performance levels will be the same for all concentrators in the state  Sec. 113(b)(3)(A)(i)(I)
• Eligible recipients can negotiate with the state to reach agreement on new local levels of performance through the biennial local application process  Sec. 113(b)(4)(A)(i)
Let’s discuss the State Developed Performance Levels (SDPL)
Required SDPLs
1S1 – Four-Year Graduation Rate

The four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The percentage of CTAE concentrators who are cohort members and who earned a regular diploma in the reporting year.
1S2 – Extended Graduation Rate

The extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The percentage of CTAE concentrators who are 5-year extended cohort members and earned a regular diploma in the reporting year.
2S1 – Academic Proficiency in Reading/Language Arts

Concentrator proficiency in challenging State academic standards

The percentage of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the American Literature End of Course Test (EOC).
2S2 – Academic Proficiency in Mathematics

Concentrator proficiency in challenging State academic standards

The percentage of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Geometry or Analytic Geometry End of Course Test (EOC).
2S3 – Academic Proficiency in Science

Concentrator proficiency in challenging State academic standards

The percentage of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Biology End of Course Test (EOC).
3S1 – Post-Program Placement

Concentrators who in the second quarter after exiting secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed.

The percentage of CTAE concentrators who enter any of the areas described in Perkins Law within 6 months of graduation, where information is available.
4S1 – Non-Traditional Concentration

Concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

The percentage of CTAE concentrators from under-represented gender groups who completed identified programs that lead to employment in nontraditional fields in the reporting year.
5S3 – Program Quality – Participation in Work-Based Learning

Concentrators graduating from high school having participated in work-based learning.

The percentage of concentrators who graduate high school with a regular diploma and earned at least 1 credit in Work-Based Learning aligned with the student’s CTAE pathway.
Georgia Program Quality SDPLs
5S4 – Program Quality – CTAE Pathway Completion

The percentage of high school graduates with a regular diploma who have completed a CTAE pathway.
The percentage of concentrators who graduate high school with a regular diploma and obtain a credential of value by passing an approved End of Pathway Assessment (EOPA) related to pathway completed in secondary education.
Next Steps

• Develop proposed State targets for each performance indicator
• Seek stakeholder feedback for 60 days
• Revise targets based on feedback as needed
• Submit targets as part of the comprehensive state Perkins Plan
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