

# Perkins V

## State Developed Performance Levels

September 19, 2019

Perkins V Training



# Definitions

# 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.

# 5S5 – Program Quality – Credentials of Value

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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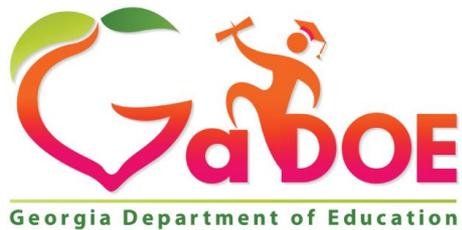
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