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Section I
Introduction

The Career, Technical and Agricultural Education (CTAE) division of the Georgia Department of Education is pleased to present this guide for Perkins IV Core Indicators of Performance for Georgia. We are confident you will find this guide to be informative, and most importantly, user friendly.

The key to ensuring that your use of Perkins funds complies with the federal law is a full understanding of the content and context of the core indicators. With new requirements for local accountability and programs of study (Career Pathways), it is more important than ever that all CTAE professionals, at all levels understand the priorities set forth for the CTAE programs.

In this guide you will find explanations of:

- Perkins IV
- Core Indicators of Performance
- Business Rules for Core Indicators of Performance
- System Adjusted Level of Performance Target
- Setting System Adjusted Level of Performance
- Negotiating System Adjusted Level of Performance
- Sanctions

These sections will enable you to understand the new legislation as it relates to the Perkins IV Core Indicators of Performance. Use this information as you implement program improvement and continue to update and expand your CTAE programs.

While this Guide provides comprehensive information about the federal Perkins Act, be sure to also consult with your regional coordinators on policies specific to your local system. While the federal Perkins Act provides a strong foundation, there will be numerous detailed decisions made by CTAE and you during the continued implementation of this law.

The 2006 Perkins Act provides direction and funding to support continuous improvement in career and technical education. It is up to the community of educators around the state to ensure this continuous improvement happens, and that CTAE is seen as integral to secondary and postsecondary reform efforts underway in communities like yours. We hope this guide will provide all the information you need to successfully implement strategies for performance improvement for Perkins IV.
## Section II
### Business Rules for Core Indicators of Performance

*Indicator: 1S1 Academic Attainment – Reading/Language Arts*

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of concentrators who have met Georgia High School Graduation Test (GHSGT) NCLB Standards in Reading/Language Arts on NCLB assessments and left secondary education in the reporting year.</td>
<td><strong>Step 1:</strong> Identify CTAE Concentrators.</td>
<td>CTAE Concentrators: A concentrator is defined as a student who has earned at least three (3) credits in a particular CTAE program area during his/her high school career. Student Record data will be utilized.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of concentrators who took Georgia High School Graduation Test (GHSGT) NCLB assessments in Reading/Language Arts and who have left secondary education in the reporting year.</td>
<td><strong>Step 2:</strong> Identify CTAE Concentrators that have “left” the education system during the reporting year.</td>
<td>Pathway Completer: A pathway completer is a concentrator who has successfully completed three identified courses in a pathway (a student may be assessed while enrolled in the third course).</td>
</tr>
<tr>
<td><strong>Defining Academic Achievement:</strong> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the NCLB assessments.</td>
<td><strong>Step 3:</strong> Match list of CTAE Concentrators who have left with GHSGT assessment files in Reading/Language Arts (spring administration) from the current reporting year and the prior reporting year.</td>
<td>Students Who Have Left Secondary Education in the Reporting Year: This group includes students who were withdrawn from the school in the reporting year with either a dropout withdrawal code (B, E, F, I, S, U, L, M, O, P, R, see page 21), or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included.</td>
</tr>
<tr>
<td><strong>Exit Reporting Group:</strong> Students Who Left Secondary Education in the Reporting Year: These proposed measures utilize an exit reporting group. This group refers to all concentrators who did not return to secondary education the following fall semester after the school year for which states are reporting. This group includes both graduates and dropouts.</td>
<td><strong>Step 4:</strong> Identify the number of students who met the performance level in Reading/Language Arts. This will be the numerator.</td>
<td>NCLB Standards Requirements: To determine if a student met NCLB standards, Georgia will use the student scores that are included in the accountability system used to generate the Adequate Yearly Progress (AYP) Reports.</td>
</tr>
</tbody>
</table>
### Indicator: 1S2 Academic Attainment – Mathematics

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of concentrators who have met Georgia High School Graduation Test (GHSGT) NCLB standards in mathematics on NCLB assessments and have left secondary education</td>
<td><strong>Step 1:</strong> Identify CTAE Concentrators.</td>
<td><strong>CTAE Concentrators:</strong> A concentrator is defined as a student who has earned at least three (3) credits in a particular CTAE program area during his/her high school career. Student Record data will be utilized.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of concentrators who took NCLB assessments in mathematics and who left secondary education in the reporting year.</td>
<td><strong>Step 2:</strong> Identify CTAE Concentrators that have “left” the education system during the reporting year.</td>
<td><strong>Pathway Completer:</strong> A pathway completer is a concentrator who has successfully completed three identified courses in a pathway (a student may be assessed while enrolled in the third course).</td>
</tr>
<tr>
<td><strong>Defining Academic Achievement:</strong> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the NCLB assessments.</td>
<td><strong>Step 3:</strong> Match list of CTAE Concentrators who have left with GHSGT assessment files in mathematics (spring administration) from the current reporting year and prior reporting year.</td>
<td><strong>Students Who Have Left Secondary Education in the Reporting Year:</strong> This group includes students who were withdrawn from the school in the reporting year with either a dropout withdrawal code (B, E, F, I, S, U, L, M, O, P, R, see page 21), or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included.</td>
</tr>
<tr>
<td><strong>Exiting Reporting Group:</strong> Students Who Left Secondary Education in the Reporting Year. These proposed measures utilize an exit reporting group. This group refers to all concentrators who did not return to secondary education the following fall semester after the school year for which states are reporting. This group would include both graduates and dropouts.</td>
<td><strong>Step 4:</strong> Identify the number of students who have met the performance level in mathematics. This will be the numerator.</td>
<td><strong>NCLB Standards Requirements:</strong> To determine if a student met NCLB standards, Georgia will use the student scores that are included in the accountability system used to generate the Adequate Yearly Progress (AYP) Reports.</td>
</tr>
<tr>
<td></td>
<td><strong>Step 5:</strong> Identify the number of students tested (matched). This will be the denominator.</td>
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</tr>
<tr>
<td></td>
<td><strong>Step 6:</strong> Divide Step 4 by Step 5.</td>
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</tbody>
</table>
## Indicator: 2S1 Technical Skill Attainment

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of CTAE pathway completers who passed technical skill assessments that are aligned with industry-recognized standards in the reporting year.</td>
<td><strong>Step 1:</strong> Identify CTAE pathway completers</td>
<td><strong>Pathway Completer:</strong> A pathway completer is a concentrator who has successfully completed three identified courses in a pathway (a student may be assessed while enrolled in the third course).</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of CTAE pathway completers who took the assessments in the reporting year.</td>
<td><strong>Step 2:</strong> Identify CTAE pathway completers who took technical skill assessments.</td>
<td><strong>Student Data Source:</strong> List of assessments identified as skills assessments and cut scores become available. Cut scores are determined by assessment vendor.</td>
</tr>
<tr>
<td><strong>Reporting Group:</strong> Pathway completers who took skill assessments in the reporting year. This group refers to all pathway completers who attempted skill assessments. This group would include graduates, dropouts or students in grades 10-12 that qualified as pathway completers and took skill assessments in the reporting year.</td>
<td><strong>Step 3:</strong> Match list of CTAE pathway completers who took technical skill assessments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Step 4:</strong> Identify the number of CTAE pathway completers who met (passed) technical skill assessments. This will be the numerator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Step 5:</strong> Identify the number of CTAE pathway completers who took technical skill assessments. This will be the denominator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Step 6:</strong> Divide Step 4 by Step 5.</td>
<td></td>
</tr>
</tbody>
</table>
**Indicator: 3S1 Secondary School Diploma**

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of CTAE concentrators who earned a regular secondary school diploma in the reporting year. (Note: This will be a code of “C-College Preparatory, V-Vocational, or B-Both College Preparatory &amp; Vocational” for Diploma type).</td>
<td><strong>Step 1:</strong> Identify CTAE concentrators. &lt;br&gt;<strong>Step 2:</strong> Identify CTAE concentrators who earned a regular secondary school diploma. &lt;br&gt;<strong>Step 3:</strong> Match list of CTAE concentrators who earned a regular secondary school diploma during the reporting year. This will be the numerator. &lt;br&gt;<strong>Step 4:</strong> Identify the number of CTAE concentrators who withdrew from secondary education with one of the following codes (B, E, F, I, S, U, L, M, O, P, R), or a code of “G” for graduation (Refer to Student Record for Details). This will be the denominator. &lt;br&gt;<strong>Step 5:</strong> Divide Step 3 by Step 4.</td>
<td><strong>Students Who Have Left Secondary Education in the Reporting Year:</strong> This group includes students who were withdrawn from the school in the reporting year with either a dropout withdrawal code (B, E, F, I, S, U, L, M, O, P, R), or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> Number of CTAE concentrators who left secondary education in the reporting year. This group of students will include students who were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of “G” for graduation. Refer to Student Record for Details. Summer graduates are also included.</td>
<td></td>
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</tr>
</tbody>
</table>

Brad Bryant, State Superintendent of Schools  
October 4, 2011 * Page 7 of 23
**Indicator: 4S1 Student Graduation Rates**

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Numerator:** Number of CTAE concentrators who in the reporting year were included as graduated in the state’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. | **Step 1:** Identify CTAE Students who entered 9th grade for the first time 4 years prior to the reporting year.  
**Step 2:** Identify CTAE concentrators who graduated with a diploma type of C-College Preparatory, V-Vocational, or B-Both College Preparatory and Vocational.  
**Step 3:** Identify CTAE Concentrators who graduated during the current reporting year with a diploma type of C-College Preparatory, V-Vocational, or B-Both College Preparatory and Vocational, S-Special Ed, A-Certificate of Attendance, and drop-out codes of (B, E, F, I, S, U, L, M, O, P, Q).  
**Step 4:** Divide Step 2 by Step 3. | **CTAE Concentrators:** A concentrator is defined as a student who has earned at least three (3) credits in specified Career Technical Courses within a program area during his/her high school career. Student Record data will be utilized.  
**CTAE Student Graduation Rate:** Student Graduation Rate will be calculated using the same formula used to determine graduation rate used for Adequate Yearly Progress (AYP), but only students identified as CTAE concentrators will be included.  
**Georgia’s Graduation Rate Calculation:** Since 2002, Georgia has been calculating its high school graduation rate using a “proxy” formula – one of the three federally allowed high school graduation rate formulas since the enactment of the No Child Left Behind Act of 2001. |

CTAE Concentrators: A concentrator is defined as a student who has earned at least three (3) credits in specified Career Technical Courses within a program area during his/her high school career. Student Record data will be utilized.

CTAE Student Graduation Rate: Student Graduation Rate will be calculated using the same formula used to determine graduation rate used for Adequate Yearly Progress (AYP), but only students identified as CTAE concentrators will be included.

Georgia’s Graduation Rate Calculation: Since 2002, Georgia has been calculating its high school graduation rate using a “proxy” formula – one of the three federally allowed high school graduation rate formulas since the enactment of the No Child Left Behind Act of 2001.
**Indicator: 5S1 Secondary Placement**

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> The most current number of CTAE concentrators who left secondary education and were placed in a state of Georgia public postsecondary education system, advanced training, or entered the military or employment in the second quarter following the program year in which they left secondary education with either a dropout withdrawal code of (B, E, F, I, S, U, L, M, O, P, R), or a code of G for graduation.</td>
<td><strong>Step 1:</strong> Identify CTAE concentrators who were withdrawn from the school in the reporting year with either a dropout/withdrawal code (B, E, F, I, S, U, L, M, O, P, R), or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included. <strong>Step 2:</strong> Identify CTAE concentrators who were placed in postsecondary education including 2 yr. and 4 yr. diploma. <strong>Step 3:</strong> Identify CTAE concentrators who entered the military or are employed in the second quarter. (Labor=“Y” Military=“Y”). <strong>Step 4:</strong> Number of students identified in step 2 and 3 will be the numerator (unduplicated across each group). <strong>Step 5:</strong> Identify the number of CTE concentrators who left secondary education. This will be the denominator (unduplicated across each group). <strong>Step 6:</strong> Divide Step 4 by Step 5.</td>
<td><strong>Placement:</strong> This will be CTAE concentrators receiving regular secondary school diplomas that are placed in postsecondary education, advanced training, or entered the military or employment. <strong>Postsecondary Education:</strong> For postsecondary education placement, Georgia will be using Technical College System of Georgia (TCSG) data. <strong>Military:</strong> Military data are used. <strong>Employment:</strong> Georgia Department of Labor data are used.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> The number of CTAE Concentrators (exit reporting group) who left secondary education during the previous reporting year with either a dropout withdrawal code of (B, E, F, I, S, U, L, M, O, P, Q), or a code of G for graduation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Indicator: 6S1 Nontraditional Participation

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of CTAE participants from underrepresented gender groups who participated in the identified programs (see page 21) that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12).</td>
<td><strong>Step 1:</strong> Identify grades 9-12 CTAE participants in the non-traditional programs.</td>
<td><strong>Underrepresented Gender Groups:</strong> Nontraditional Participation: This will be CTAE students in grades 9-12 enrolled in CTAE identified programs that lead to employment in nontraditional fields.</td>
</tr>
<tr>
<td><strong>Denominator:</strong> The total number of CTAE participants who participated in the identified programs (see page 21) that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12).</td>
<td><strong>Step 2:</strong> Identify the number of CTAE participants from the underrepresented groups who participated in the identified programs. (This is the numerator and a duplicated count).</td>
<td><strong>Reporting Group:</strong> This proposed measure will include only identified programs related to nontraditional employment fields as reported in National Labor Statistics by gender and identified in the Targeted Non-Traditional CTAE Programs Table (see page 21). This group would include graduates, dropouts or students in grades 9-12 that qualified as CTAE participants in the reporting year.</td>
</tr>
</tbody>
</table>

**Step 3:** Identify the total number of CTAE participants in each underrepresented program. (This is the denominator and a duplicated count).  
**Step 4:** Divide outcome in Step 2 by outcome in Step 3. This is the rate of participation in nontraditional fields in the reporting year.
**Indicator: 6S2 Nontraditional Completion**

<table>
<thead>
<tr>
<th>Formula For Calculation</th>
<th>Calculation Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numerator:</strong> Number of CTAE concentrators from under-represented gender groups who completed identified programs that lead to employment in nontraditional fields in the reporting year (unduplicated count 12th graders).</td>
<td><strong>Step 1:</strong> Determine the number of CTAE concentrators who completed identified programs. <strong>Step 2:</strong> Determine the number CTAE concentrators from underrepresented gender groups who completed identified programs that lead to employment in nontraditional fields in the reporting year with a completion/dropout code of (B, E, F, I, S, U, L, M, O, P, R), or withdrawn code of ‘G’ (This is the denominator and unduplicated count). <strong>Step 3:</strong> Divide step 1 by step 2.</td>
<td><strong>Nontraditional Completion:</strong> CTAE concentrators in the 12th grade that completed an identified program that lead to employment in a nontraditional field. <strong>Defining Nontraditional Completion:</strong> This measure used the number of CTAE concentrators who completed (graduated) an identified program that lead to employment in a nontraditional field.</td>
</tr>
</tbody>
</table>
Section III

Setting System FY12 Adjusted Level of Performance Targets

1. If a system is **above** USDOE Performance Level Target and **above** State’s Actual Performance Level, the system should **maintain** or **increase** System’s Performance Level.

   **Sample Calculation:**

   **Maintain** or **increase** if System’s performance level is **above** USDOE performance level target and **above** State’s actual performance level.

   USDOE Performance Level Target = 65
   State’s Performance Level = 72
   System’s Performance Level = 80

   **System’s Adjusted Level of Performance Target is:** 80 *(maintain or increase)*

2. If a system is **above** USDOE Performance Level Target and **below** State’s Performance Level, the system should **increase** current performance level by 10 percent of the difference between the System’s Performance Level and State’s Performance Level.

   **Sample Calculation:**

   **Expected Increase** = State’s performance level **minus** System’s performance level **multiplied** by 10 percent.

   USDOE Performance Level Target = 65
   State’s Performance Level = 72
   System’s Performance Level = 67

   **To calculate new system performance level increase:**
   State’s Performance Level (72) **minus** System’s Performance Level (67) = 5
   10% of 5 = 0.5 *(expected increase over two years)*

   **System’s Adjusted Level of Performance Target is:**
   System’s Performance Level (67) = **expected increase over two years** (0.5) = 67.5
3. If a system is **below** USDOE Performance Level Target and **below** State Performance Level, use USDOE Performance Level Target **minus** System’s Actual Performance Level **divided by** four.

**Sample Calculation:**
**Expected Increase** = USDOE performance level target **minus** System’s performance level **divided by** four.

USDOE Performance Level Target = 62
State’s Performance Level = 60
System’s Performance Level = 52

**To calculate new system performance level increase:**
USDOE performance level target (62) **minus** System’s performance level (52) = 10 (difference)
\[ \frac{10}{4} = 2.5 \] (expected increase over two years)

**System’s Adjusted Level of Performance Target is:**
System’s Performance Level (52) + expected increase over two years (2.5) = 54.5

4. If a system is **below** USDOE Performance Level Target and **above** State’s Performance Level, system should maintain or increase System’s Performance Level.

**Sample Calculation:**

Maintain or increase if System’s performance level is **below** USDOE performance level target and **above** State’s actual performance level.

USDOE Performance Level Target = 60
State’s Performance Level = 40
System’s Performance Level = 55

**System’s Adjusted Level of Performance Target is:** 55 (maintain or increase)
Section III-ADDENDUM

System Adjusted Level of Performance Targets
FY11-12 and FY12-13

5. To calculate System Adjusted Performance Level (Target %) for FY2011-12:

   a. Determine the difference between FY2010-11 System Adjusted Performance Level (Target %) and 100%.

   b. To determine expected increase, multiply the difference by 0.1 (1/10).

   c. Add the outcome to FY2010-11 System Adjusted Performance Level Performance Level Target. This is FY2011-12 System Adjusted Performance Level Performance Level Target.

   **SAMPLE CALCULATION**

   FY2010-11 System Adjusted Performance Level (Target %) = 92.00;

   Difference between FY2010-11 System Adjusted Performance Level (Target %) and 100% = 8;
   Expected Increase = 8 x 0.1 = 0.8%

   FY2010-11 System Adjusted Performance Level (Target %) = 92.00 + Expected Increase = 0.8;
   FY2011-12 System Adjusted Performance Level (Target %) = 92.80

6. To calculate System Adjusted Performance Level (Target %) for FY2012-13:

   **SAMPLE CALCULATION**

   FY2011-12 System Adjusted Performance Level (Target %) = 92.80

   Difference between FY2011-12 System Adjusted Performance Level (Target %) and 100% = 7.20;
   Expected Increase = 7.20 x 0.1 = 0.72%;

   FY2011-12 System Adjusted Performance Level (Target %) = 92.80 + Expected Increase = 0.72;
   FY2012-13 System Adjusted Performance Level (Target %) = 93.52
Core Indicator System Actual Performance Level versus System Adjusted Level of Performance Worksheet

Scenario 1

Example (using FY2011 as the *Reporting Year*)

<table>
<thead>
<tr>
<th>School Year</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Indicator</td>
<td>1S1</td>
</tr>
</tbody>
</table>

A. System Adjusted Level of Performance (2009-2010) 96.00
B. System Actual Level of Performance (2009-2010) 92.75
C. Difference between A & B 3.25

D. Calculate 90% of Difference (C); (3.25*.90) 2.93
E. To determine expected increase: Add (B=92.75) to (D=2.93) 95.68

The system did not meet its target for Core Indicator 1S1.

Explanation: System Actual Performance Level (B) was below the System Adjusted Level of Performance (A), and also below the Expected Increase of 95.68.

Scenario 2

Example (using FY2011 as the *Reporting Year*)

<table>
<thead>
<tr>
<th>School Year</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Indicator</td>
<td>1S2</td>
</tr>
</tbody>
</table>

A. System Adjusted Level of Performance (2009-2010) 79.21
B. System Actual Level of Performance (2009-2010) 79.64
C. Compare A & B

This system has met Core Indicator 1S2, since the System Actual Performance (B) is greater than the System Adjusted Performance Level (A).
Section IV

Process for Negotiating with State for System Adjusted Level of Performance Target


Local Levels of Performance –

1. **In General:** Each eligible recipient shall agree to accept the State Adjusted Levels of performance established under paragraph (3) as local adjusted levels of performance, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum;

   a. be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable, and measurable; and

   b. Require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

2. **Agreement on Local Adjusted Levels of Performance for First 2 Years (FY10 and FY11):**
   The eligible agency and each eligible recipient shall reach agreement, as described in clause (i), on the eligible recipient’s levels of performance for each of the core indicators of performance for the first 2 program years covered by the local plan, taking into account the levels identified in the local plan under clause (ii) and the factors described in clause (v). The levels of performance agreed to under this clause shall be considered to be the local adjusted levels of performance for the eligible recipient for such years and shall be incorporated into the local plan prior to the approval of such plan (*Perkins Act of 2006: The Official Guide*).

3. **Negotiation Prior to the Third Year (2009-2010) and Fifth Year (2012-2013):** Prior to the third and fifth program years covered by the local plan, the eligible agency and each eligible recipient shall reach agreement on the local adjusted levels of performance for each of the core indicators of performance for the corresponding subsequent program years covered by the local plan, taking into account the factors described below. The local adjusted levels of performance agreed to under this clause shall be considered to be the local adjusted levels of performance for the eligible recipient for such years and shall be incorporated into the local plan.
a. **Factors: the agreement describe above in #2 & #3 shall take into account:**
   i. how the levels of performance involved compare with the local adjusted levels of performance established for other eligible recipients in the State, taking into account factors including the characteristics of participants when participants entered the program and the services or instruction to be provided; and,

   ii. The extent to which the local adjusted level of performance promotes continuous improvement on the core indicators of performance by the eligible recipient *(Perkins Act of 2006: The Official Guide).*

**Georgia’s Process for LEA’s to Negotiate with GaDOE/CTAE for System Adjusted Levels of Performance Target**

1. Notify by email to [LPlan@doe.k12.ga.us](mailto:LPlan@doe.k12.ga.us), with the subject line of the email to be addressed as: “**Attention System Adjusted Level of Performance Target,**” by the specified date.

2. Show a difference greater than 2.0 between their actual performance and adjusted level of performance for the indicator to be negotiated (ex. actual performance is 79.00, and adjusted level of performance is 81, difference is -2.0 therefore, this is not negotiable).

3. Provide written valid/well documented data for not accepting System Adjusted Level of Performance Target for **each** indicator to be **negotiated**.

4. Local systems must use Georgia’s adopted business rules for Core Indicators of Performance as described in Section II of this document.

5. Each Core Indicators of Performance will be considered separately for negotiation with supporting document from local systems for each Core Indicators of Performance being negotiated.

6. GaDOE/CTAE Division will notify systems within fifteen working days of the resolution of the System’s Adjusted Level of Performance Target via [LPlan@doe.k12.ga.us](mailto:LPlan@doe.k12.ga.us).
Section V

Sanctions for Failing to Meet System Adjusted Levels of Performance Target

1) **Plan.** - If a Local System fails to meet at least 90 percent of a System Adjusted Level of Performance for any of the core indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the System adjusted level of performance for any of the core indicators of performance.

2) If the State determines that an eligible agency is not properly implementing the eligible agency’s responsibilities under section 122, or is not making substantial progress in meeting the purposes of the Act, based on the System adjusted levels of performance, the State shall work with the eligible agency to implement the improvement activities consistent with the requirements of the Act.

3) **Subsequent Action.** -

   a) **In General** – The State may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency’s allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency –

      i) fails to implement an improvement plan as described in paragraph (1);
      ii) fails to make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in paragraph (1); or
      iii) Fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for 3 consecutive years.

   b) **Waiver for Exceptional Circumstances** – The State may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in enrollment.
Appendix A
Definitions

Actual Performance

The level attained by State and LEAs on a specific core indicator data (this data is derived from GaDOE certified AYP database, and is always 1 year behind).

Agreed Upon Level of Performance

Each local program must agree to accept the state adjusted levels of performance or negotiate their own unique levels of performance for the appropriate set of core indicators. Local levels of performance are negotiated in a substantively identical manner to state levels of performance, with the eligible agency taking the supervisory role of the Secretary and the eligible recipient the role of the eligible agency. [Section 113(b)(4)]

Baseline

The initial information gathered before a program measure begins. This is used to assess program impact.

Benchmark (Target)

The calculated Performance Level that State and LEAs are required to meet.

Exit Reporting Group

This group includes students who were withdrawn from the school in the reporting year with either a dropout withdrawal code (B, E, F, I, S, U, L, M, O, P, R), or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included.

Five-Year Perkins IV Local Plan

Each local secondary or postsecondary eligible recipient needs to submit a local plan in order to qualify to receive Perkins funds. The plan must correspond to the time period covered by the state plan described in Section 122 (a five-year plan). The state will establish requirements for the submission of the local plan. The local plan must address at least the 12 specific requirements identified in Section 134(b). [Perkins Act of 2006: The Official Guide]

GA CTAE Enrollee

An enrollee is a secondary student enrolled in a Career, Technical and Agricultural Education (CTAE) program area (grades 6-12).

GA CTAE Participant

A participant is a secondary student who has earned one (1) or more credits in a CTAE program area. (JROTC credits do not count in the calculation of Perkins IV indicators for the state).
GA CTAE Concentrator

A concentrator is defined as a student who has earned at least three (3) credits in a particular CTAE program area during his/her high school career.

GA Pathway Completer

A pathway completer is a concentrator who has successfully completed three identified courses in a pathway (a student may be assessed while enrolled in the third course).

Nontraditional Participants

Students in grades 9-12 enrolled in CTAE identified programs that lead to employment in nontraditional fields.

Nontraditional Programs

Identified CTAE Programs that lead to employment in nontraditional fields.

Perkins IV Report Card

Local Education Agencies (LEAs) are required to submit annual reports in essentially the same manner as state reports are submitted to the Office of Vocational and Adult Education (OVAE). Each eligible recipient shall publicly report on an annual basis its progress in achieving its levels of performance on the core indicators of performance. [Section 113(b)(4)(C)(ii)]

State Adjusted Level of Performance

The Secretary of Education and the State shall reach agreement on the final levels of performance that shall be incorporated in the state plan for the first two program years. The agreement shall take into account how the level of performance identified by the state compares with other states, characteristics of participants, services and instruction provided, and the extent to which the levels of performance promote continuous improvement. [Section 113(b)(3)(A)(iii)&(vi)].

System Adjusted Level of Performance

States, with input from local recipients, shall identify levels of performance for each of the core indicators. Levels of performance shall be expressed in a percentage or numerical form so as to be objective, quantifiable and measurable, and require the state to continually make progress toward improving the performance of vocational and technical education students. [Section 113(b)(3)(A)(ii)]

Target (Benchmark)

The calculated Performance Level that State and LEAs are required to meet.

NOTE: JROTC pathways are not used in the calculation of Perkins IV indicators for the state.
## Appendix B

### Withdrawal Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Marriage</td>
</tr>
<tr>
<td>C</td>
<td>Court Order or Legal Requirement</td>
</tr>
<tr>
<td>D</td>
<td>Death</td>
</tr>
<tr>
<td>E</td>
<td>Expelled</td>
</tr>
<tr>
<td>F</td>
<td>Financial Hardship/Job</td>
</tr>
<tr>
<td>G</td>
<td>High School Graduation</td>
</tr>
<tr>
<td>H</td>
<td>Attend Home Study</td>
</tr>
<tr>
<td>I</td>
<td>Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority</td>
</tr>
<tr>
<td>L</td>
<td>Low Grades/School Failure</td>
</tr>
<tr>
<td>M</td>
<td>Military</td>
</tr>
<tr>
<td>O</td>
<td>Adult Education/Postsecondary</td>
</tr>
<tr>
<td>P</td>
<td>Pregnant/Parent</td>
</tr>
<tr>
<td>R</td>
<td>Removed for Lack of Attendance</td>
</tr>
<tr>
<td>S</td>
<td>Serious Illness/Accident</td>
</tr>
<tr>
<td>T</td>
<td>Transferred to another public school system in Georgia</td>
</tr>
<tr>
<td>X</td>
<td>Transferred out of state or country or to a private school</td>
</tr>
<tr>
<td>U</td>
<td>Unknown</td>
</tr>
<tr>
<td>V</td>
<td>Advanced to another school in the same system</td>
</tr>
<tr>
<td>Y</td>
<td>SB10 State Schools Transfer</td>
</tr>
<tr>
<td>Z</td>
<td>SB10 Private Schools Transfer</td>
</tr>
<tr>
<td>1</td>
<td>SB10 Public Schools Transfer</td>
</tr>
<tr>
<td>2</td>
<td>School Choice Transfer</td>
</tr>
<tr>
<td>3</td>
<td>USCO</td>
</tr>
</tbody>
</table>

### Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)

<table>
<thead>
<tr>
<th>Nontraditional Programs</th>
<th>Under-represented Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Construction</td>
<td>Female</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>Female</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Math</td>
<td>Female</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Male</td>
</tr>
<tr>
<td>Health Science</td>
<td>Male</td>
</tr>
</tbody>
</table>
Appendix C

Timeline for Setting the System FY2012 Adjusted Performance Levels

January 10, 2011        FY12 System Performance Levels released to local system via email for review.

February 7, 2011        Last day for Local Systems to notify via Lplan@doe.k12.ga.us of intent to negotiate FY12 Adjusted Level of Performance Targets.

February 28, 2011        FY12 System Adjusted Levels of Performance Targets finalized.

March 7, 2011           CTAE publishes to GaDOE website FY12 System Adjusted Level of Performance Targets

March 7, 2011           System Adjusted Levels of Performance Target Released to Local Plan for FY12

May 16, 2011           Local plan submitted with agreed upon FY12 System Adjusted Level of Performance Targets.
Appendix D
Sample Letter to Superintendent

Dear Superintendent:

Your system currently receives funding from the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The funds are to be used for improving Career, Technical and Agricultural Programs within your system. To comply with the legislation (Section 113 (4)(A)(iv)), we are submitting to you your system’s performance on each of the eight core indicators in Perkins IV and the Georgia Five Year Plan.

To assist you with compliance and the use of Perkins funds, we have included a table highlighting your system’s performance levels for the indicators. Indicators calculations are based on the AYP Appeal Submission Report Sign-off of September 2010. The remaining core indicators calculations are based on student data submitted to Georgia Department of Education (GaDOE) by your local system. In addition, we are providing you with a revised copy of the Performance Indicator Guidelines for the state of Georgia. These guidelines will assist you in understanding the methodology used in defining and determining these measures.

System Id: _____ System Name: ____________

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>System Performance Level (FY10)</th>
<th>System Adjusted Level of Performance Target-(FY12)</th>
<th>State Performance Level (FY10)</th>
<th>USDOE State Adjusted Level of Performance Target-(FY12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1 Reading/Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1S2 Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2S1 Technical Attainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3S1 Secondary School Diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4S1 Student Graduation Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5S1 Secondary Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6S1 Nontraditional Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6S2 Nontraditional Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: N/A=Data Not Available

Please review very carefully the FY12 System Adjusted Level of Performance Targets. If your system accepts these targets, no action is required. However, your system has the opportunity to negotiate these targets with the GaDOE/CTAE Division. After careful review of Section IV of the guidelines, “Process for Negotiating with State for System Adjusted Level of Performance Target,” you must complete steps 1-2 of the “Georgia Process for LEA’s to Negotiate with GaDOE/CTAE for System Adjusted Levels of Performance Target.”

If you have further questions, please contact the CTAE Accountability Team Specialists at LPlan@doe.k12.ga.us.

Sincerely,

Director,
Career, Technical, & Agricultural Education
Georgia Department of Education

Brad Bryant, State Superintendent of Schools
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