



# ***Performance Indicator Review Quality Assurance Process (QAP)***

March 2019

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## ***Quality Assurance Process (QAP) Overview***

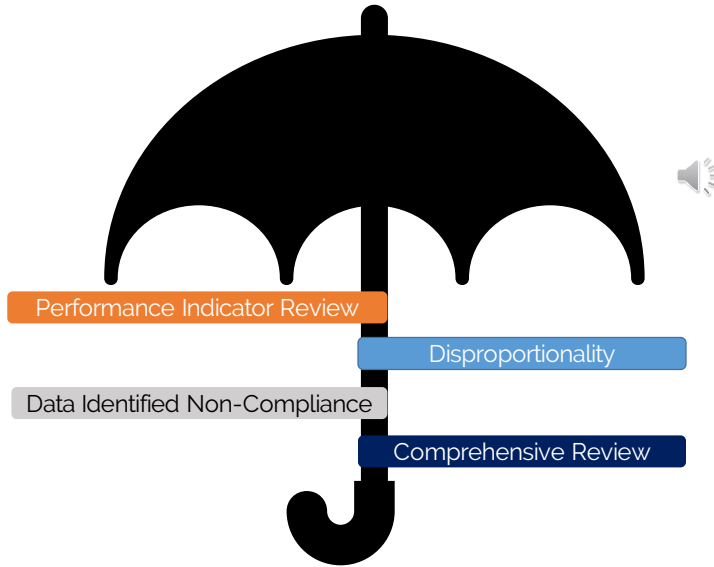
QAP is comprised of four accountability processes. Eligibility for each of the processes is primarily driven by the Annual Performance Report (APR) indicators.

APR indicators are used to evaluate the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

The APR include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

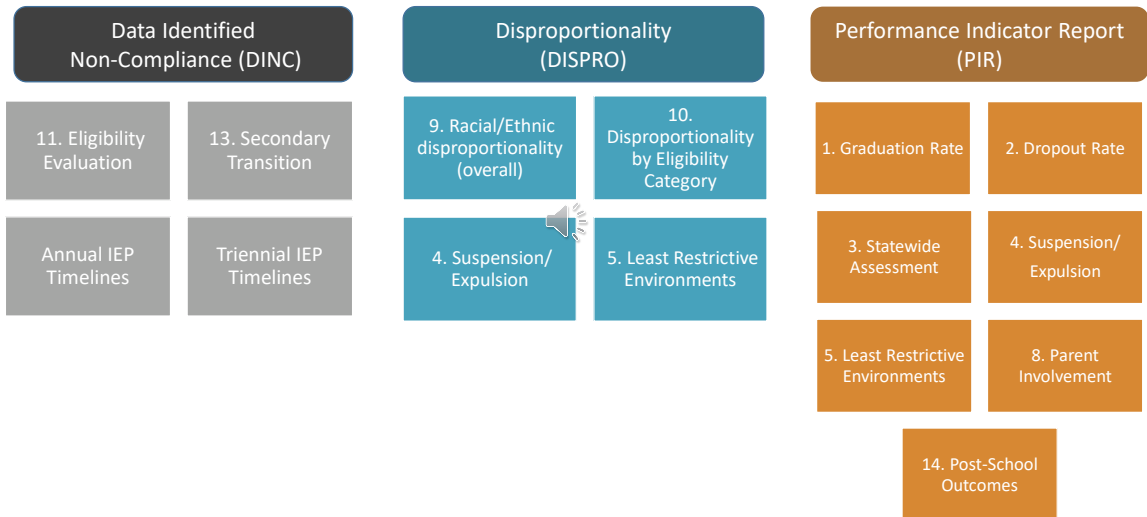
A shift continues to occur from a focus on compliance to a focus on outcomes.

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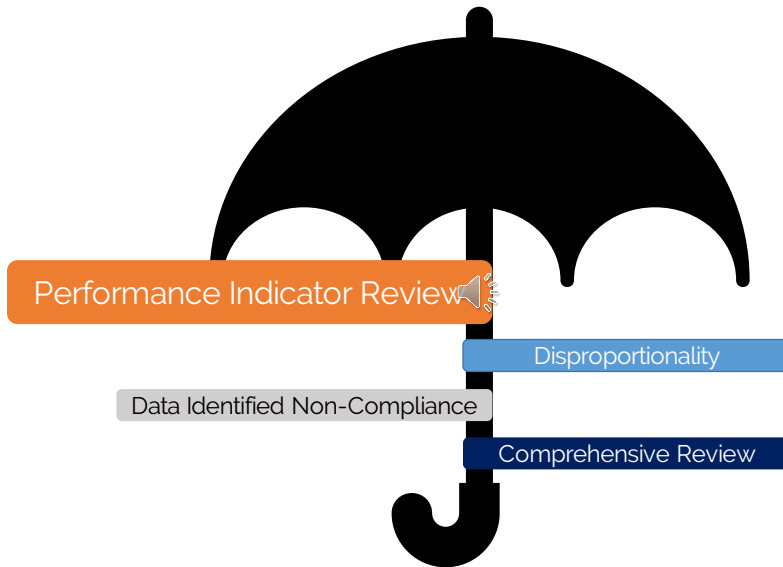


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## Quality Assurance Process (QAP) Three Review Activities



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## ***Performance Indicator Review (PIR) Background***

Federal regulation, Code of Federal Regulations (CFR), Title 34, Section 300.600, also requires a review of the performance indicators contained in the Office of Special Education Program's Annual Performance Report (APR).

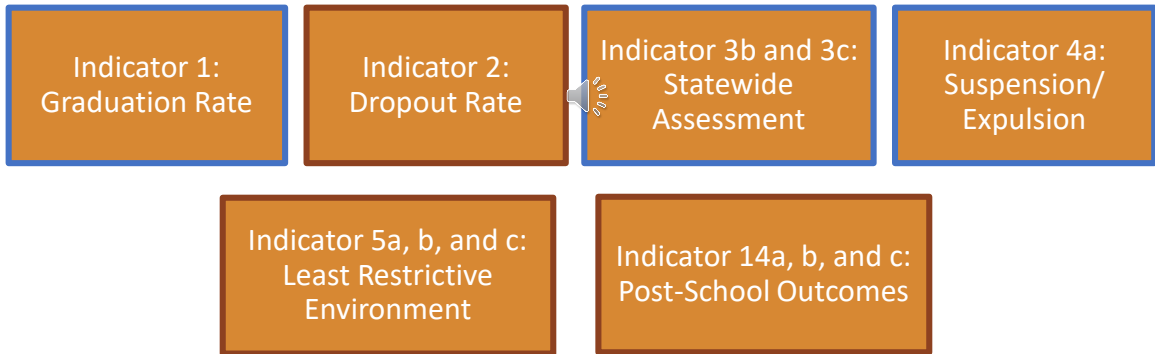


After review, the CDE notifies LEAs and the SELPA of a need to complete a PIR with one or more performance indicator values which did not meet the established statewide targets.

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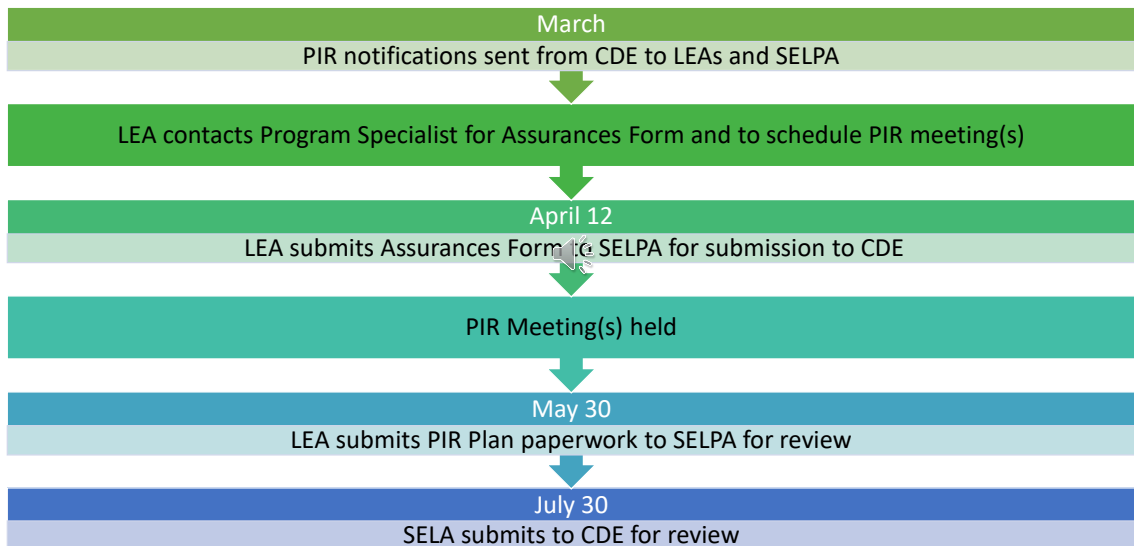
# Performance Indicator Review (PIR) Indicators

CDE reviews data related to the following indicators:



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## Performance Indicator Review (PIR) Process



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## ***Performance Indicator Review (PIR) Forms***

LEAs will use the PIR Improvement Plan Documents, located on the CDE website



A **separate** plan is provided and will be completed **for each indicator** not met.

<https://cde.app.box.com/s/lg2iktrzlmdvmtdsmfdk0nfxuizjcw>

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## ***Before the Performance Indicator Review (PIR) Meeting***

Identify stakeholders who will participate in the plan's development.



At a minimum, the development team must include the special education director, SELPA representative, and a general education administrator.

Identify data and processes that may be necessary to examine in order to determine the reason for not meeting the specified indicator.

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## During the Performance Indicator Review (PIR) Meeting

The SELPA Program Specialist will support the team through a process to analyze the data collected and examine procedures associated with the specified indicator.

The Program Specialist will assist the team in identifying areas for growth and action planning to address the needs.

The team will complete the required paperwork for CDE along with materials and scheduling for upcoming meetings.

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## Performance Indicator Review (PIR) Meeting

For each indicator that failed to meet statewide targets, the planning team should:

- STEP 1**
  - Identify the growth areas.
  - Discuss and identify new strategies to address the growth areas.
- STEP 2**
  - Identify specific improvement activities that will be used to address the strategies.
  - Identify required resources (e.g., staff, training, curricula) and person(s) responsible.
  - Specify dates by which planning meetings will be held and activities will be initiated.
- STEP 3**  
Ongoing monitoring
  - Identify methods and standards to be used to measure progress.
  - The LEA should seek to align the newly identified strategies with the LEA's LCAP.
  - Hold regularly scheduled reviews of the process and progress and refine the plan as necessary.

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## ***The Performance Indicator Review (PIR) Improvement Plan and LCAP***

If the LEA has already made improvements towards the specified indicator(s) identified, these improvements should have been identified in their LCAP.

The Improvement Plan can be written to describe those actions and how they will be sustained, including highlighting the specific action steps taken in the LCAP.

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## ***Review of Performance Indicator Review (PIR) Improvement Plan***

The SELPA and CDE will review the Improvement Plan submitted by the LEA to ensure the plan identifies and summarizes the following:

- Areas of growth
- Strategies to address needs
- Specific improvement activities used to address the strategies
- Required resources
- Names and role(s) of person(s) responsible for carrying out activities
- Dates by which activities will be initiated
- Methods and standards used to measure progress

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***Thank you!***



March 2019