Compliance Review Topics
Special Education Program Review Based on
Performance-Based Monitoring

Systemic Review: **After reviewing the district Performance-Based Monitoring Analysis System (PBMAS) report, identify categories with one or more indicators with a performance level (PL) of *2 or higher*. For those categories, analyze the compliance topics as indicated below.**

PBMAS Indicators	Compliance Topics
Performance	
#1 SPED STAAR® 3-8 Passing Rate #2 SPED YAE STAAR® 3-8 Passing Rate #3 SPED STAAR® EOC Passing Rate #4 SPED STAAR® Alternate 2 Participation Rate	Properly Constituted Admission, Review, and Dismissal (ARD) Committee
	Development/Implementation of the Individualized Education Program (IEP)
	Current Evaluation
	Participation in State Assessments
	Behavior/ Discipline
	Certified/ Highly Qualified Staff
Time in General Education – Least Restrictive Environment (LRE)	
#5 SPED Regular EC Program Rate (ages 3-5) #6 SPED Regular Class >= 80% Rate (ages 6-21) #7 SPED Regular Class < 40% (ages 6-21) #8 SPED Separate Settings Rate (ages 6-21)	Commensurate School Day
	Least Restrictive Environment (LRE)
Dropout & Graduation	
#9 SPED Annual Dropout Rate (grades 7-12) #10 SPED Graduation Rate	Transition Services
Special Education Representation	
#11 SPED Representation	It is encouraged, but not required, that each local education agency (LEA) conduct its own data analysis/analyses of each racial/ethnic group or disability category for which the risk ratio exceeds 2.5. Each LEA must ensure, through proper implementation of its child find procedures, appropriate identification and placement of all children with disabilities who require special education and related services for whom it is responsible for making a free appropriate public education (FAPE) available.
When analyzing data, consider the current and future impact of other PL levels: Report Only (RO), Special Analysis (SA), Required Improvement (RI), Not Assigned (NA), and significant disproportionality risk ratio (SD).	