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.

<table>
<thead>
<tr>
<th>PBMAS Indicators</th>
<th>Compliance Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td></td>
</tr>
<tr>
<td>#1 SPED STAAR® 3-8 Passing Rate</td>
<td>Properly Constituted Admission, Review, and Dismissal (ARD) Committee</td>
</tr>
<tr>
<td>#2 SPED YAE STAAR® 3-8 Passing Rate</td>
<td>Development/Implementation of the Individualized Education Program (IEP)</td>
</tr>
<tr>
<td>#3 SPED STAAR® EOC Passing Rate</td>
<td>Current Evaluation</td>
</tr>
<tr>
<td>#4 SPED STAAR® Alternate 2 Participation Rate</td>
<td>Participation in State Assessments</td>
</tr>
<tr>
<td>#5 SPED Regular EC Program Rate (ages 3-5)</td>
<td>Behavior/ Discipline</td>
</tr>
<tr>
<td>#6 SPED Regular Class &gt;= 80% Rate (ages 6-21)</td>
<td>Certified/ Highly Qualified Staff</td>
</tr>
<tr>
<td>#7 SPED Regular Class &lt; 40% (ages 6-21)</td>
<td></td>
</tr>
<tr>
<td>#8 SPED Separate Settings Rate (ages 6-21)</td>
<td></td>
</tr>
<tr>
<td><strong>Time in General Education – Least Restrictive Environment (LRE)</strong></td>
<td></td>
</tr>
<tr>
<td>#5 SPED Regular EC Program Rate (ages 3-5)</td>
<td>Commensurate School Day</td>
</tr>
<tr>
<td>#6 SPED Regular Class &gt;= 80% Rate (ages 6-21)</td>
<td>Least Restrictive Environment (LRE)</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Dropout &amp; Graduation</strong></td>
<td></td>
</tr>
<tr>
<td>#9 SPED Annual Dropout Rate (grades 7-12)</td>
<td>Transition Services</td>
</tr>
<tr>
<td>#10 SPED Graduation Rate</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education Representation</strong></td>
<td></td>
</tr>
<tr>
<td>#11 SPED Representation</td>
<td>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.</td>
</tr>
</tbody>
</table>

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). Revised September 22, 2017