

SELF-ASSESSMENT GUIDE

OTHER SPECIAL POPULATIONS (OSP)

(McKinney-Vento Act / Military Connected / Foster Care)

The Department of Special Populations Programs, Reporting,
and Student Supports

2025-2026



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Authority

The Texas Education Agency (TEA) staff have the responsibility under Texas Education Code (TEC) to monitor compliance with requirements applicable to a process or program, and the related use of funds. Monitoring is conducted to ensure compliance with federal law and regulations and financial accountability, including compliance with grant requirements. The relevant statute is TEC §7.021(b)(1), in conjunction with §§7.028(a)(1) and 7.028(a)(2). In addition, TEA is authorized by TEC §12.1163 to review the records of an open-enrollment charter school, a charter holder, and a management company. TEA must monitor the activities of federal grant subrecipients to ensure that federal grant awards are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards. This requirement is given in Title 2 of the Code of Federal Regulations (CFR), 200.331(d) and 34 CFR §76.770.

Purpose

The Department of Special Populations Programs, Reporting, and Student Supports has developed a self-assessment tool for the local education agency (LEA) to use in evaluating and improving their OSP programs. The self-assessment is intended to engage leadership teams through a proactive approach by addressing compliance and improving student performance. It is recommended to complete the self-assessment annually as part of the program's needs assessment.

Team Design

A self-assessment team should be established to support the review of data to identify areas of strength and areas of need. The team is responsible for ensuring data from a broad representation is considered as part of the program evaluation. Members of the team should be representative of the size and demographics of the school system.

Examples of Members:

- Program Director(s)
- Central Office Staff
- Campus Administrator(s)
- Special Education Teacher(s)
- General Education Teacher(s)
- BE/ESL Teacher(s)
- Dyslexia Specialist
- Parent(s)

Representation is not limited to these individuals, nor does the team always need to include all these individuals. The decision of who to include on the self-assessment team is a local decision.

OSP Self-Assessment Components

While completing the OSP self-assessment, the LEA will consider probing questions and sources of evidence before indicating the quality level for each self-assessment component. Each component requires written justification that details the decision-making process.

Probing Questions: Probing questions are meant to help the LEA consider their practices related to each compliance/strategy item. These questions, when discussed in conjunction with the descriptions of each performance category, will help the self-assessment team determine the quality level for the performance category, and eventually the overall score of the compliance/strategy item. It is not expected for the team to provide an explicit answer to any of the probing questions. Instead, these are designed to assist the team in having robust conversations about each section of the self-assessment and should lead to strong justification statements.

Sources of Evidence: Throughout the self-assessment, the LEA will conduct a holistic review of current and future improvement efforts. It is encouraged to collect, synthesize, and analyze data to identify the quality of implementation for each area within the self-assessment. To do this, a variety of sources of evidence may be used.

Examples:

- Policy
- Written procedures
- Technical assistance or guidance documents
- Forms, checklists, surveys
- Interviews or focus groups
- Training artifacts
- Internal monitoring results
- Observations
- Student information system data
- Informal publications (newsletters, websites, blogs, etc.),
- Assessment results (formative, summative, benchmark, screening, interim, etc.)
- Staff qualifications (experience, industry certification, credentials, training, etc.)

The assignment for the team is to synthesize, analyze, and act on sources of evidence in order to assess the impact of improvement efforts on outcomes for identified special populations students.

Quality Levels: The quality levels are comprised of Developing, Proficient, and Exemplary. For each performance category, school systems will select the quality of implementation level that best describes the current practices. If in doubt or if the performance falls between two levels, choose the quality level where the team can justify all the elements of the description based on sources of evidence.

Written Justification: A justification statement should explain the strengths and needs considered in selecting the final quality level for each compliance/strategy item. The written justification should also clearly identify alignment to the qualify level descriptor.

Domains

Implementation: The LEA will consider practices related to the design and implementation of OSP programs that meet the compliance requirements of the associated federal and state programs.

Student Outcomes: The LEA will consider practices related to student achievement that support improved outcomes for all students.

Engagement: The LEA will consider practices related to involving parents/guardians and other family members in the education of students.

McKinney-Vento Act (Students Experiencing Homelessness)

Implementation:

1. How does the LEA develop, review, and revise policies that remove barriers to the enrollment and retention of homeless children and unaccompanied youth in schools?
2. Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison?
3. How does the LEA McKinney-Vento Liaison inform LEA and school staff, service providers, and advocates working with homeless families, parents and guardians of homeless children, and homeless unaccompanied youth, of the duties of the local McKinney-Vento Liaison?
4. How does the LEA ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents or guardians?
5. How does the LEA ensure that they immediately enroll homeless children and unaccompanied youth, even if they do not have the records normally required for enrollment?
6. How does the LEA ensure that homeless children and unaccompanied youth are identified by school personnel through outreach and coordination activities?
7. Does the LEA have procedures to ensure that disputes over eligibility, school selection, or enrollment in a school are mediated?
8. How does the LEA in collaboration with the McKinney-Vento Liaison ensure that homeless children and unaccompanied youth enroll in, and have opportunities to succeed in, schools in the LEA?
9. How does the LEA ensure that homeless families, children, and unaccompanied youth receive referrals to health care services, dental services, mental health, and substance abuse services, housing services, and other appropriate services?
10. Does the LEA have policies and procedures to ensure that transportation is provided, at the request of the parent, guardian, or in the case of an unaccompanied youth, the McKinney-Vento Liaison, to and from the school of origin?
11. Does the LEA McKinney-Vento Homeless liaison have a systematic process in place to inform unaccompanied youth about their independent student status on the FAFSA and assist with verification of the status?
12. Does the LEA have mechanisms in place to ensure that homeless children and unaccompanied youth

receive assistance from professional school counselors to support with college and career transition planning?

13. Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification?

Student Outcomes:

14. Does the LEA have established procedures to ensure early academic interventions and ongoing progress monitoring to address the academic needs of identified students experiencing homelessness?
15. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students experiencing homelessness achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

Engagement:

16. How does the LEA ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children?

Military-Connected

Implementation:

1. How does the LEA identify military-connected students, and how does the LEA use this information to improve student outcomes?
2. What systems does the LEA use to ensure the ease of transition for military-connected students?
3. How does the LEA ensure transitioning military-connected students can participate in extra-curricular activities and are integrated into their receiving school's community?
4. How does the LEA promote post-secondary study for military-connected students?
5. How does the LEA maintain connection with the closest military installation(s) and School Liaison Officer(s) (SLO) (if applicable)?
6. How does the LEA support a military-connected student who has moved after the end of their junior year of high school to graduate on time?
7. What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent?
8. How does the LEA honor the previous school's placement of a military-connected student when considering placement in academic courses, education programs, and special education services?

Student Outcomes:

9. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure military-connected students achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

Engagement:

10. How does the LEA engage with military families?

Foster Care

Implementation:

1. Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care?
2. Is the LEA properly identifying students in foster care and coding students in PEIMS?
3. Are students in foster care enrolled immediately without delay?
4. Are there additional systems in place to ease school transitions in the first two weeks of enrollment for students in foster care?
5. Are school counselors working with students in foster care to make sure they graduate with endorsements and have post-secondary plans in place? Are students provided information in their 11th and 12th grade about how to activate their lifetime tuition and fees waiver benefit?
6. Are students placed in educational programs and coursework using assessments, recommendations and programs based on the student's prior enrollment and course placement from the sending school? Is the LEA utilizing the referral made by the student's sending school (when applicable) concerning an evaluation for special education?
7. Does the LEA have procedures, systems, and processes in place for coordinating with DFPS and addressing school of origin transportation, and payment for "additional transportation costs" for students in foster care? Does the LEA coordinate with local child welfare representatives to support Education Best-Interest Decisions?
8. Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students?
9. Does the LEA work in a collaborative multidisciplinary manner amongst district and campus leaders to support the needs of students in foster care? Does the LEA work collaboratively with stakeholders outside of the district to support the needs of students in foster care?

Student Outcomes:

10. Does the LEA utilize student data to identify and implement academic interventions and support services to ensure students in foster care achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?

Engagement:

11. Does the LEA collaborate and include the child's education-decision maker, caregiver, and/or caseworker, or other relevant parties concerning education matters, where 'parents' are normally consulted with on behalf of the student