

OTHER SPECIAL POPULATIONS (OSP)

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

SELF-ASSESSMENT COMPLETION GUIDE

DIVISION OF SPECIAL POPULATIONS MONITORING

**DEPARTMENT OF SPECIAL POPULATIONS GENERAL
SUPERVISION AND MONITORING**

2022-2023



Copyright © 2022. Texas Education Agency.

All Rights Reserved. Notwithstanding the foregoing, the right to reproduce the copyrighted work is granted to Texas public school districts, Texas charter schools, and Texas education service centers for non-profit educational use within the state of Texas, and to residents of the state of Texas for their own personal, non-profit educational use, and provided further that no charge is made for such reproduced materials other than to cover the out-of-pocket cost of reproduction and distribution. No other rights, express or implied, are granted hereby.

Table of Contents

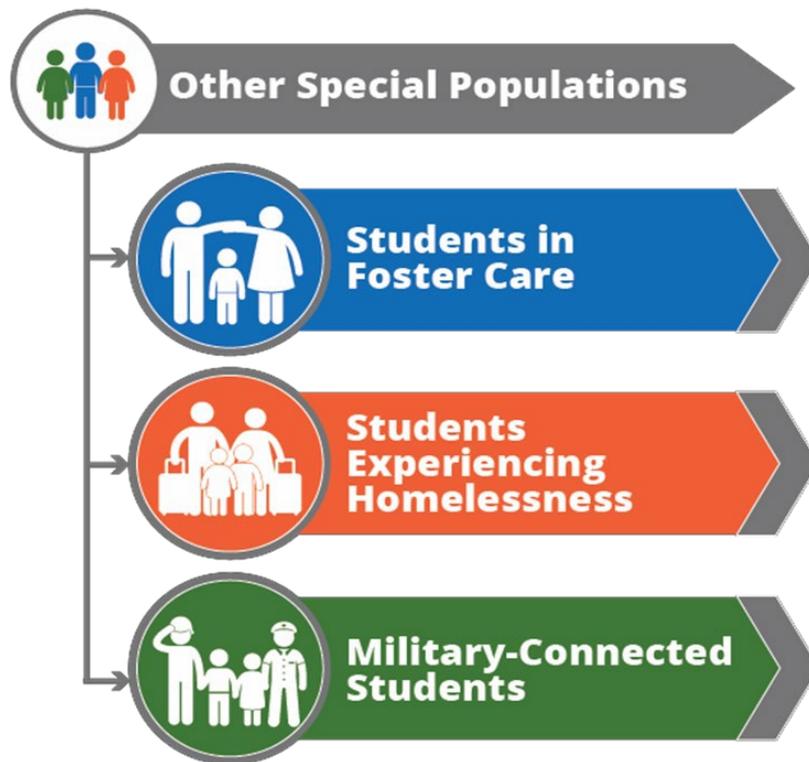
Authority	3
Diagnostic Framework.....	4
Purpose	8
Team Design.....	8
OSP Self-Assessment Components.....	8
Compliance / Strategy Items	8
Probing Questions	9
Sources of Evidence	9
Quality Levels	10
Justification.....	10

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.

Diagnostic Framework

The TEA Department of Special Populations General Supervision and Monitoring and the Division of Special Populations Monitoring has implemented a Diagnostic Analysis Protocol to analyze and refine the system of general supervision. Through this process, the TEA has developed an overall diagnostic framework for program review. The diagnostic framework emphasizes the connection between monitoring activities and actions that improve student outcomes. The diagnostic framework concentrates on the three domains of Implementation, Student Outcomes, and Family Engagement as integral to the overall effectiveness of the special populations program(s). The integration of introspective activities and proactive practices promotes development of effective considerations and technical assistance to improve services and outcomes for students who are served by Other Special Populations (OSP) programs.



The diagnostic framework supports the TEA and LEAs in reviewing a variety of increasingly complex information about program implementation, student outcomes, and family engagement in all aspects of program effectiveness. The protocol connects LEA performance to considerations, professional development, and technical assistance guidance to promote continuous improvement of student outcomes. The self-assessment is one element utilized by the TEA to increase compliance and improve outcomes for all students.

Within the **Implementation domain**, the leadership team will consider practices related to the design and implementation of OSP programs that meet the compliance requirements of the associated federal and state programs. In addressing each item of the rubric, the leadership team will consider program descriptors related to the Implementation domain.

McKinney-Vento Act (Students Experiencing Homelessness)

- 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?
- Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison?
- 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?
- 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?
- 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?
- How does the LEA ensure that homeless children and unaccompanied youth are identified by school personnel through outreach and coordination activities?
- Does the LEA have procedures to ensure that disputes over eligibility, school selection, or enrollment in a school are mediated?
- How does the LEA in collaboration with the McKinney-Vento Liaison ensure that homeless children and unaccompanied youth enroll in, and have equal opportunity to succeed in, schools in the LEA?
- 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?
- 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?
- 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?
- 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?
- Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification?
- How does the LEA identify military-connected students, and how does the LEA use this information to improve student outcomes?
- What systems does the LEA use to ensure the ease of transition for military-connected students?

Military-Connected

- How does the LEA ensure transitioning military-connected students can participate in extra-curricular activities and are integrated into their receiving school's community?
- How does the LEA promote post-secondary study for military-connected students?
- How does the LEA maintain connection with the closest military installation(s) and School Liaison Officer(s) (SLO) (if applicable)?
- 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?
- What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent?
- How does honor the previous school's placement of a military-connected student when considering placement in academic courses, education programs, and special education services?

Foster Care

- Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care?
- Is the LEA properly identifying students in foster care and coding students in PEIMS?
- Are students in foster care enrolled immediately without delay?
- Are there additional systems in place to ease school transitions in the first two-weeks of enrollment for students in foster care?
 - 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?
- 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?
- 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?
- Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students?
- 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?

Within the **Student Performance domain**, the leadership team will consider practices related to student achievement that support improved outcomes for all students. In addressing each item of the rubric, the leadership team will consider program descriptors related to the Student Performance domain.

McKinney-Vento Act (Students Experiencing Homelessness)

- 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?
- 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?

Military-Connected

- 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?

Foster Care

- 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?

Within the **Family Engagement domain**, the leadership team will consider practices related to involving parents/guardians and other family members in the education of students. In addressing each item of the rubric, the leadership team will consider two guiding questions related to program descriptors related to Family Engagement domain.

McKinney-Vento Act (Students Experiencing Homelessness)

- 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

- How does the LEA engage with military families?

Foster Care

- 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?

Purpose

The purpose of the self-assessment is to assist LEA leadership teams 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 that each LEA complete the self-assessment annually as part of their program needs assessment.

Team Design

The self-assessment is designed to support LEA teams in reviewing data to identify areas of strength and areas of need. The LEA leadership team is responsible to ensure data from a broad representation of stakeholders are considered as part of the program evaluation. The team should be representative of the size and demographics of the LEA and may include leaders with a variety of backgrounds.

- Program director(s)
- Central office staff
- Campus administrators
- Special education teachers
- General education teachers
- BE/ESL teachers
- Dyslexia specialist
- Parents

The self-assessment leadership team 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 the LEA's local decision.

OSP Self-Assessment Components

While completing the OSP self-assessment rubric, the leadership team will consider sources of evidence and select a quality of implementation level for each compliance/strategy item based on quality level descriptors and provide a written justification that describes the decision-making process of the leadership team.

Compliance / Strategy Items

The leadership team will consider a series of compliance/strategy items within the three domains. The leadership team will use probing questions, sources of evidence, and performance categories to select an overall quality level that represents the current practices within the LEA for each compliance/strategy item. These quality levels, in conjunction with

other data sources, determine which compliance/strategy items are then included by the leadership team in the development of a strategic support plan (SSP).

Probing Questions

Probing questions are meant to help the leadership team 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 leadership team determine the quality level for the performance category, and eventually the overall score of the compliance/strategy item. The leadership team does not need 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 rubric and should lead to strong justification statements.

I. Implementation – Military-Connected			
Strategy	Quality Levels		
	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>14. Identification/PEIMS</p> <p>How does the LEA identify military-connected students, and how does the LEA use this information to improve student outcomes?</p> <p>ESSA of 2015, §111(h)(1)(C)(ii) TEC §25.006</p>	<p>LEA has a plan to include the military student identifier question to their enrollment packet.</p>	<p>LEA includes the military student identifier question in their enrollment packet.</p> <p>The LEA provides identification data to school staff</p>	<p>The LEA has established a systematic process for identifying military-connected students upon enrollment and uses data gathered on military-connected students to better analyze academic services and supports for students.</p> <p>The LEA provides identification data to teachers, counselors, and other key staff and trains staff on providing appropriate support to military-connected students.</p> <p>LEA identifies transition patterns, needs, and supports that are associated with particular categories of mobile students and with particular sending and receiving LEAs.</p>
<p><i>Justification for Quality Level</i></p>			

Sources of Evidence

Throughout the self-assessment, the leadership team will conduct a holistic review of current and future improvement efforts. Each LEA is encouraged to collect, synthesize, and analyze data to identify the quality of implementation for each area within the self-assessment rubric. To do this, LEAs may use a variety of sources of evidence:

- 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 leadership 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, the leadership team will select the quality of implementation level that best describes the current practices within the LEA. If you are in doubt or if the LEA performance falls between two levels, choose the quality level where you can justify all the elements of the description based on sources of evidence.

Justification

The leadership team will then write a brief justification statement that explains the strengths and needs considered by the leadership team in selecting the final quality of implementation level. This justification should include enough detail to support the leadership team in the future development of a strategic support plan that will address the continuous improvement efforts of the LEA.