

OTHER SPECIAL POPULATIONS (OSP)

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

SELF-ASSESSMENT RDA CROSSWALK

DIVISION OF SPECIAL POPULATIONS MONITORING

DEPARTMENT OF SPECIAL POPULATIONS GENERAL SUPERVISION AND MONITORING

2022-2023



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Introduction

The purpose of the OSP self-assessment results driving accountability (RDA) crosswalk is to assist LEA leadership teams in evaluating and improving their other special populations (OSP) program(s). The self-assessment RDA crosswalk is intended to help the leadership team who has previously completed the OSP self-assessment to address specific areas of continuous improvement related to RDA indicator(s) performance level(s) and the self-assessment process.

List of Acronyms

ARD – Admission, Review and Dismissal

AskTED – Ask Texas Education Director

BE/ESL – Bilingual Education/English as a Second Language CASA –

Court Appointed Special Advocate

CTE – Career and Technical Education

DFPS – Department of Family and Protective Services ESSA –

Every Student Succeeds Act

ESC – Educations Service Center

ESEA – Elementary and Secondary Education Act

FAFSA – Free Application for Federal Student Aid

FC – Foster Care

IDEA – Individuals with Disabilities Education Act

IGC – Individual Graduation Committee

LEA – Local Education Agency

PET – Personal Enrollment Tracking

PID – Personal Identification Database

PGP – Personal Graduation Plan

SLO – School Liaison Officer

STAAR – State of Texas Assessments of Academic Readiness

STAAR ALT 2 – State of Texas Assessments of Academic Readiness Alternate 2 Assessment SRQ –

Student Residency Questionnaire

OSP Self-Assessment RDA Crosswalk

TAC – Texas Administrative Code

TEA – Texas Education Agency

TEC – Texas Education Code

TEHCY – Texas Education for Homeless Children and Youth TEKS –

Texas Essential Knowledge and Skills

TREx – Texas Records Exchange

TSDS PEIMS – Texas Student Data Systems | Public Education Information Management Systems

Other Special Populations Self-Assessment RDA Indicator Crosswalk Quick Reference Chart

Self-Assessment Strategy	RDA Indicators					
Implementation	1	2	3	4	5	6
<i>1. LEA Policy and Procedures</i>			X	X	X	
<i>2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.</i>			X	X	X	
<i>3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.</i>			X	X	X	
<i>4. Public Notice of Educational Rights</i>			X	X	X	
<i>5. Immediate enrollment of students experiencing homelessness.</i>			X	X	X	
<i>6. Identification and Referral Process</i>			X	X	X	
<i>7. Dispute Resolution Process</i>			X	X	X	
<i>8. Comparable Services</i>			X	X	X	X
<i>9. Coordination of Referrals, Resources, and Services</i>						
<i>10. Transportation and School of Origin</i>			X	X	X	
<i>11. Postsecondary Transition</i>			X	X	X	
<i>12. Postsecondary Transition</i>			X	X	X	
<i>13. Transition Assistance</i>	X	X	X	X	X	X
<i>14. Identification/PEIMS</i>	X	X	X	X	X	X
<i>15. Ease of School Transitions (a)</i>	X	X	X	X	X	X
<i>16. Ease of School Transitions (b)</i>	X	X	X	X	X	X
<i>17. Post-Secondary Preparation</i>			X	X	X	
<i>18. Collaboration with Stakeholders</i>						
<i>19. Graduation Preparation</i>			X	X	X	
<i>20. School Stability</i>						
<i>21. Course Placement / Transcript Interpretation</i>	X	X	X	X	X	X
<i>22. Designation of FC Liaison</i>				X	X	
<i>23. Identification</i>	X	X	X	X	X	X
<i>24. Immediate Enrollment</i>				X	X	
<i>25. School Transitions</i>	X	X	X	X	X	X
<i>26. Post-Secondary Preparation</i>			X	X	X	
<i>27. Continuity - Placement in Educational Programs, Courses and Services</i>	X	X	X	X	X	X
<i>28. School Stability – ESSA Requirements</i>				X	X	
<i>29. Award of Credit for Highly Mobile Foster Care Students</i>	X	X	X	X	X	X
<i>30. Collaboration with Stakeholders</i>	X	X	X	X	X	X

Self-Assessment Strategy	RDA Indicators					
Student Performance	1	2	3	4	5	6
<i>1. Academic Interventions and Progress Monitoring</i>	X	X	X	X	X	X
<i>2. Utilization of State Assessment and Promotion Data</i>	X	X	X	X	X	X
<i>3. Progress Monitoring (Military Connected)</i>	X	X	X	X	X	X
<i>4. Progress Monitoring (Foster Care)</i>	X	X	X	X	X	X
Family Engagement / Parental Involvement	1	2	3	4	5	6
<i>1. Parental Involvement (McKinney Vento Act)</i>	X	X	X	X	X	X
<i>2. Military Family Engagement</i>	X	X	X	X	X	X
<i>3. Parent Involvement (Foster Care)</i>	X	X	X	X	X	X

X = RDA Indicator applies to the identified BE/ESL Self-Assessment Strategy
X= Required for 2022-2023; X= Optional for 2022-2023; Required for 2023-2024

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.</p> <p>Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison to carry out the duties described in paragraph (6)(A)?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(1)(J)(ii)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.</p> <p>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?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(6)(B)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>4. Public Notice of Educational Rights</p> <p>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 of such children and youth, and unaccompanied youth, in a manner and form understandable to parents and guardians of homeless children and youth, and unaccompanied youth?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(6)(A)(vi)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>5. Immediate enrollment of students experiencing homelessness.</p> <p>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, such as previous academic records, records of immunization, and other required records, proof of residency, or other documentation; or has missed application or enrollment deadlines during any period of homelessness?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(3)(C)(i)(I) 42 U.S.C. § 11432 (g)(3)(C)(i)(II)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>8. Comparable Services</p> <p>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 including:</p> <ul style="list-style-type: none"> • Ensuring access to services through Head Start programs (including early head start programs; IDEA Parts B and C, and other preschool programs administered by the LEA • Comparable educational services including programs in Career and Technical Education; educational programs for emergent bilingual students; programs for Gifted and Talented students; and school nutrition programs. • Comparable educational services provided under Title I, Part A of the ESEA <p>Data Source: 42 U.S.C. § 11432 (g)(6)(A) (iii) 42 U.S.C. § 11432 (g)(4)(B-D) TEC § 89.1605 TEC § 89.1609 TEC § 89.1615</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>9. Coordination of Referrals, Resources, and Services</p> <p>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?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(6)(A)(iv)</p> <p>Technical Assistance:</p> <p>Target: As determined through the RDA</p>	

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>10. Transportation and School of Origin</p> <p>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?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(1)(J)(iii)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>11. Postsecondary Transition</p> <p>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?</p> <p>Data Source: 42 U.S.C. § 11432 (g)(6)(A)(x)(III) TEC § 89.1613</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
<p>13. Transition Assistance</p> <p>Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification?</p> <p>Data Source: TEC § 89.1605</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Military Connected

Strategy	RDA Indicator
<p>21. Course Placement / Transcript Interpretation</p> <p>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?</p> <p>Data Source: TEC §162, Art. V</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>23. Identification</p> <p>Is the LEA properly identifying students in foster care and coding students in PEIMS?</p> <p>LEAs are required to identify students in Texas DFPS Managing Conservatorship in PEIMS (TEC § 7.029)</p> <p>Data Source: TEC § 7.029</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>24. Immediate Enrollment</p> <p>Are students in foster care enrolled immediately without delay? LEAs are required to enroll students in foster care immediately. DFPS has up to 30 days to provide records normally required for enrollment (e.g., immunization records)</p> <p>Data Source: TEC § 25.002(g)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>25. School Transitions</p> <p>Are there additional systems in place to ease school transitions in the first two- weeks of enrollment for students in foster care?</p> <p>LEAs are required to develop and implement systems to Ease School Transitions, as outlined in TAC § 89.1065) (occurs in first 2 weeks of school) The following activities are required for students in foster care (and students experiencing homelessness):</p> <ul style="list-style-type: none"> • Welcome packets • Campus introduction • Nutrition benefits upon enrollment • Enrollment conference <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>27. Continuity - Placement in Educational Programs, Courses and Services</p> <ul style="list-style-type: none"> 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: <p>TAC § 89.1609</p> <ul style="list-style-type: none"> <i>Educational programs include, but are not limited to, gifted and talented program services, bilingual, or special language services for emergent bilingual students, career and technical education and early college high school.</i> <i>Course placement includes, but is not limited to honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathway courses.</i> <ul style="list-style-type: none"> Is the LEA utilizing the referral made by the student’s sending school (when applicable) concerning an evaluation for special education in accordance with the established timelines? <p>Data Source: TAC § 89.1011 TAC § 89.1615</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>28. School Stability – ESSA Requirements</p> <ul style="list-style-type: none"> • 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? <p>Data Source: ESEA section 1112(c)(5)(B) ESEA section 1111(g)(1)(E)(i)</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>29. Award of Credit for Highly Mobile Foster Care Students</p> <p>Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students?</p> <p>Data Source: TAC § 89.1607</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

I. Implementation – Foster Care

Strategy	RDA Indicator
<p>30. Collaboration with Stakeholders</p> <ul style="list-style-type: none"> 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 (child welfare, CASA community organizations, others)? <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

II. Student Performance – McKinney Vento Act

Strategy	RDA Indicator
<p>2. Utilization of State Assessment and Promotion Data</p> <p>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?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

II. Student Performance – Military Connected

Strategy	RDA Indicator
<p>3. Progress Monitoring</p> <p>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?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

II. Student Performance – Foster Care

Strategy	RDA Indicator
<p>4. Progress Monitoring</p> <p>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?</p> <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

III. Family Engagement/Parental Involvement – Foster Care

Strategy	RDA Indicator
<p>3. 3. Parent Involvement</p> <p>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?</p> <ul style="list-style-type: none"> • For example, activities such as enrollment conferences, consultation and sign-off of the student’s graduation plan, etc. <p>Data Source:</p> <p>Technical Assistance:</p> <p>Target: <i>As determined through the RDA</i></p>	<p>Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.</p> <p>Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.</p> <p>Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</p> <p>Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.</p> <p>Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.</p> <p>Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.</p>

Other Special Populations (OSP) 2022-2023 RDA Indicators

Domain I

Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Indicator #2 OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.

Indicator #3 (i-iv) OSP STAAR EOC Passing Rate: Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

Domain II

Indicator #4 OSP Graduation Rate: Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military- Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years.

Indicator #5 OSP Annual Dropout Rate (Grades 7-12): Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.

Domain III

Indicator #6 OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned): Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.

Domain I	Indicator #1	OSP STAAR 3-8 Passing Rate
	Indicator #2	OSP Dyslexia STAAR 3-8 Reading Passing Rate (Report Only – No PL Assigned)
	Indicator #3	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
Domain II	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #6	OSP Dyslexia Representation (Ages 6-21) (Report Only – No PL Assigned)