SELF-ASSESSMENT RDA CROSSWALK

OTHER SPECIAL POPULATIONS (OSP)
(McKinney-Vento Act / Military-Connected / Foster Care)

Division of Special Populations Monitoring and the Department of Special Populations General Supervision and Monitoring

2023-2024

TEA
Texas Education Agency

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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

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

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

X = RDA Indicator applies to the identified BE/ESL Self-Assessment Strategy
X= Required for 2023-2024; X= Optional for 2023-2024; Required for 2024-2025

I. IMPLEMENTATION

I. Implementation – McKinney Vento Act	

Strategy	RDA Indicator

1. LEA Policy and Procedures
 	
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, including the adoption of policies to ensure that homeless children and unaccompanied youth are not stigmatized or segregated based on their homeless status?
 	
Data Source:
  42 U.S.C. § 11432 (g)(7)(A)(B)
  42 U.S.C. § 11432 (g)(1)(J)(i)
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #3 (i-iv) OSP STAAR EOC Passing Rate (PL Assignment): 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.
	
	Indicator #4 OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties. Has the LEA designated an appropriate staff person as the LEA McKinney-Vento Liaison to carry out the duties described in paragraph (6)(A)? **Data Source:** **42 U.S.C. § 11432 (g)(1)(J)(ii)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – McKinney Vento Act	
Strategy	**RDA Indicator**
3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties. 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? **Data Source:** **42 U.S.C. § 11432 (g)(6)(B)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

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<tr><td align="center">**Strategy**</td><td align="center">**RDA Indicator**</td></tr>
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4. Public Notice of Educational Rights

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?

Data Source:
  42 U.S.C. § 11432 (g)(6)(A)(vi)

Technical Assistance:

Target: *As determined through the RDA*

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I. Implementation – McKinney Vento Act	
Strategy	**RDA Indicator**

5. Immediate enrollment of students experiencing homelessness.
 	
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?
 	
Data Source:
  42 U.S.C. § 11432 (g)(3)(C)(i)(I)
  42 U.S.C. § 11432 (g)(3)(C)(i)(II)
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #3 (i-iv) OSP STAAR EOC Passing Rate (PL Assignment): 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.
	
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I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
6. Identification and Referral Process How does the LEA ensure that homeless children and unaccompanied youth are identified by school personnel through outreach and coordination activities? **Data Source:** **42 U.S.C. § 11432 (g)(6)(A)(i)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – McKinney Vento Act	

Strategy	RDA Indicator
7. Dispute Resolution Process Does the LEA have procedures to ensure that disputes over eligibility, school selection, or enrollment in a school are mediated in accordance with 42 U.S.C. § 11432 (g)(3)(E)? **Data Source:** **42 U.S.C. § 11432(g)(6)(A)(vii)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator

8. Comparable Services
 	
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:
• 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
 	
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
 	
Technical Assistance:
 	
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	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.

I. Implementation – McKinney Vento Act

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

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
10. Transportation and School of Origin 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? **Data Source:** **42 U.S.C. § 11432 (g)(1)(J)(iii)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – McKinney Vento Act

Strategy	RDA Indicator

11. Postsecondary Transition
 	
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?
 	
Data Source:
  42 U.S.C. § 11432 (g)(6)(A)(x)(III)
  TEC § 89.1613
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #3 (i-iv) OSP STAAR EOC Passing Rate (PL Assignment): 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.
	
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I. Implementation – McKinney Vento Act	
Strategy	**RDA Indicator**

12. Postsecondary Transition
 	
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?
 	
Data Source:
  42 U.S.C. § 11432 (g)(1)(K)
  TEC § 89.1613
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
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I. Implementation – McKinney Vento Act

Strategy	RDA Indicator
13. Transition Assistance Does the LEA have systems to ease transition of students experiencing homelessness upon enrollment or identification? **Data Source:** TEC § 89.1605 **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

I. Implementation – Military Connected	
Strategy	**RDA Indicator**

14. Identification/PEIMS
 	
How does the LEA identify military- connected students, and how does the LEA use this information to improve student outcomes?
 	
Data Source:
  ESSA of 2015, §1111(h)(1)(C)(ii))
  TEC §25.006
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
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I. Implementation – Military Connected

Strategy	RDA Indicator

15. Ease of School Transitions (a)
 	
What systems does the LEA use to ensure the ease of transition for military- connected students?
 	
Data Source:
  TEC §162, Art. IV
  TEC §25.006
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
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I. Implementation – Military Connected

Strategy	RDA Indicator

16. Ease of School Transitions (b)
 	
How does the LEA ensure transitioning military-connected students can participate in extra- curricular activities and are integrated into their receiving school's community?
 	
Data Source:
  TEC §162, Art. VI(B) 19
  TAC §61.1063 TEC §25.006
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
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I. Implementation – Military Connected

Strategy	RDA Indicator

17. Post-Secondary Preparation
 	
How does the LEA promote post- secondary study for military-connected students?
 	
Data Source:
  TEC §25.006
  19 TAC §61, Subchapter FF
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
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I. Implementation – Military Connected

Strategy	RDA Indicator
18. Collaboration with Stakeholders How does the LEA maintain connection with the closest military installation(s) and School Liaison Officer(s) (SLO) (if applicable)? **Data Source:** TEC §25.006 **Technical Assistance:** **Target:** *As determined through the RDA*	

I. Implementation – Military Connected

Strategy	RDA Indicator

19. Graduation Preparation
 	
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?
 	
Data Source:
   TEC §162, Art. VII
   TEC §25.006
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #3 (i-iv) OSP STAAR EOC Passing Rate (PL Assignment): 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.
	
	Indicator #4 OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – Military Connected

Strategy	RDA Indicator

20. School Stability
 	
What leeway does the LEA provide for military-connected students seeking to enroll when in the custody of a non-custodial parent?
 	
Data Source:
  TEC §162, Art. VI
  TEC §25.004
 	
Technical Assistance:
 	
Target: *As determined through the RDA*	

I. Implementation – Military Connected

Strategy	RDA Indicator
21. Course Placement / Transcript Interpretation 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? **Data Source:** TEC §162, Art. V **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

I. Implementation – Foster Care	
Strategy	**RDA Indicator**
22. Designation of FC Liaison: Does the LEA have a designated Liaison in place for addressing enrollment and school transitions for students in foster care? Designated Foster Care Liaison requirement (**TEC § 33.904**) **Data Source:** TEC § 33.904 **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – Foster Care	
Strategy	**RDA Indicator**
23. Identification Is the LEA properly identifying students in foster care and coding students in PEIMS? LEAs are required to identify students in Texas DFPS Managing Conservatorship in PEIMS (**TEC § 7.029**) **Data Source:** TEC § 7.029 **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

I. Implementation – Foster Care	

Strategy	RDA Indicator
24. Immediate Enrollment 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) **Data Source:** **TEC § 25.002(g)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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.

I. Implementation – Foster Care	

Strategy	RDA Indicator
25. School Transitions Are there additional systems in place to ease school transitions in the first two- weeks of enrollment for students in foster care? 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): • Welcome packets • Campus introduction • Nutrition benefits upon enrollment • Enrollment conference **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

I. Implementation – Foster Care

Strategy	RDA Indicator

26. Post-Secondary Preparation
 	
• Are school counselors working with students in foster care to make sure they graduate with endorsements and have post-secondary plans in place, as outlined in?
 	
• Are students provided information in their 11th and 12th grade about how to activate their lifetime tuition and fees waiver benefit?
 	
Data Source:
  TAC 89 § 16133
  TEC § 54.366
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #3 (i-iv) OSP STAAR EOC Passing Rate (PL Assignment): 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.
	
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I. Implementation – Foster Care

Strategy	RDA Indicator

27. Continuity - Placement in Educational Programs, Courses and Services
 	
• 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:
 	
TAC § 89.1609
  ▪ *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.*
  ▪ *Course placement includes, but is not limited to honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathway courses.*
 	
• 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?
 	
Data Source:
  TAC § 89.1011
  TAC § 89.1615
 	
Technical Assistance:
 	
Target: *As determined through the RDA*
	Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment.
	
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	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.

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<tr><td align="center">**Strategy**</td><td align="center">**RDA Indicator**</td></tr>
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28. School Stability – ESSA Requirements

• 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?

Data Source:
  ESEA section 1112(c)(5)(B)
  ESEA section 1111(g)(1)(E)(i)

Technical Assistance:

Target: *As determined through the RDA*

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Indicator #4 OSP Graduation Rate (PL Assignment): 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.

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I. Implementation – Foster Care

Strategy	RDA Indicator
29. Award of Credit for Highly Mobile Foster Care Students Does the LEA have local policies, procedures and practices in place that assists with the awarding of credit for highly mobile foster care students? **Data Source:** TAC § 89.1607 **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

I. Implementation – Foster Care

Strategy	RDA Indicator
30. Collaboration with Stakeholders • 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)? **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

II. Student Performance

II. Student Performance – McKinney Vento Act

Strategy	RDA Indicator
1. Academic Interventions and Progress Monitoring 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? **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

II. Student Performance – McKinney Vento Act

Strategy	RDA Indicator
2. Utilization of State Assessment and Promotion Data 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? **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

II. Student Performance – Military Connected

Strategy	RDA Indicator
3. Progress Monitoring 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? **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

II. Student Performance – Foster Care

Strategy	RDA Indicator
4. Progress Monitoring 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? **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

III. Family Engagement / Parental Involvement

III. Family Engagement/Parental Involvement – McKinney Vento Act

Strategy	RDA Indicator
1. Parent Involvement 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? **Data Source:** **42 U.S.C. § 11432 (g)(6)(A)(v)** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

III. Family /Parental Involvement – Military Connected

Strategy	RDA Indicator
2. Military Family Engagement How does to the LEA engage with military families? **Data Source:** TEC §25.087 **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

III. Family Engagement/Parental Involvement – Foster Care

Strategy	RDA Indicator
3. Parent Involvement 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? • For example, activities such as enrollment conferences, consultation and sign-off of the student's graduation plan, etc. **Data Source:** **Technical Assistance:** **Target:** *As determined through the RDA*	**Indicator #1 (i-iv)** OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment. **Indicator #3 (i-iv)** OSP STAAR EOC Passing Rate (PL Assignment): 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. **Indicator #4** OSP Graduation Rate (PL Assignment): 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) (PL Assignment): 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. **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.

Other Special Populations (OSP)
2023-2024 RDA Indicators

Domain I

Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate (PL Assignment): 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 Language Arts 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 Language Arts assessment.

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