

Responses from Reflection Activity on Perspective of Other Roles

Commenter	What was heard from Advocates?	What was heard from Districts/ESCs?	What was heard from Agencies?
Director	Cannot stop monitoring RF students because (a) No other agency does so; and (b) State of Texas has lousy services	Why are we not monitoring these kids like all other students/ The current system is a poor indication of quality of services provided to RF students	Primary reason students have learning gaps and anger
ESC	Schools would prefer to enter more data if it provides a clearer view of the true needs and progress of the student. Also, they would prefer RF monitoring to not be a separate system. They see a clear need to keep RF as a separate monitoring system.	There is not a common understanding of definitions of the multiple types of RFs. This makes it difficult for schools to know what agency and what rules apply to which RFs and to have a consistent understanding of what rules apply regarding surrogate/foster/parent to ensure procedural safeguards are applied appropriately and each child has proper representation. This also makes it difficult for ESs to provide assistance/answer questions.	The current system is very data/quantitatively driven rather than being results-driven.
Director	They seem to be uncertain as to how we can change the system and not lose the ability to monitor all students in RFs. It is almost like they think we do not want to monitor or educate the students in RFs. Also some did not think we had the right representation at the table to discuss the areas of education RF students across the state.	ESCs see the struggles the district are facing. The system does not tell the story of the IAs and commensurate day. I don't see a lot of difference between districts and ESCs. For TEA, I think there is a struggle between what is require by the post consent decree and what districts want TEA to know about their students in RFs. Also if we put the story in the RFT then will it become too difficult for districts to complete?	
Director	Keep current system in place. Continue on-site visits. May be willing to agree to other data sources being added if they still get same information.	Move away from risk based system to a more performance based framework. Look at using data collection measures already in place. Get a better definition of facilities.	I think I heard agency say and demonstrate that they are open to alternate methods, system and other data sources to get this information.

Responses from Reflection Activity on Perspective of Other Roles

Commenter	What was heard from Advocates?	What was heard from Districts/ESCs?	What was heard from Agencies?
Director		ESCs are supportive and understanding of issues directors face on a daily basis due to their direct involvement with districts.	Some are not knowledgeable about basic special education guidelines and principles; however, are will to try to understand issues special education directors face when looking at RF, staging, etc.
Director	Concern that small numbers of district directors are not representative of practices across the state. "Others are NOT doing what you are doing in your districts." Strong feelings that there needs to continue to be a separate monitoring system to track students in RFs.	Discussion of outcomes based compliance vs. paper compliance. Have a sample packet submission of a student or students in "real time". Submit a data set based on established criteria for submission. Idea of "peer reviews".	Were concerned that districts view TEA monitoring as punitive vs. the obligation of districts
Director	Continue RF monitoring through RF tracker, but build in ways to expand/justify ARD committee decisions regarding LRE and commensurate school day.	Create a system that allows districts the opportunity to look at the uniqueness of each individual student. Consider peer review. Add drop downs in RFT. Clarify RF types and generate a state list.	TEA's system should be able to drill down to actual data that measures whether a student is truly receiving services that are reflected on the SOS and that they are getting commensurate school day.
Advocate		Districts--Utilize a single monitoring system for all IDEA eligible students. Establish a central data base for RF students across agencies. ESC—The lack of a clear explanation of the various types of RF placements is a critical problem that must be addressed.	On-site monitoring is a critical part of the oversight responsibility of a state agency.

Responses from Reflection Activity on Perspective of Other Roles

Commenter	What was heard from Advocates?	What was heard from Districts/ESCs?	What was heard from Agencies?
Director	Districts cannot be trusted to do the right thing for all. We must have a separate system to monitor services for this small population of students.	The population of students should not be separated out from the bigger picture of monitoring. Every aspect of the non-educators is monitored by districts in self review as well as through our current systems of monitoring (LEA profile—SPP-PBMAS—determinations, etc.	There should be no change because the students placed in institutional settings must have someone advocate for them. Perception is that those in the room are doing it right but many others are not.
Advocate		<p>ESC—Provide information on RFs to LEAs. Understand decisions of schools with individual students</p> <p>Districts—Have one monitoring system for all. No separate data collection system. Need state system with LEA access. Monitoring system with drop down boxes for narrative.</p>	Assessment or actual vs. planned services (logs, outcomes). Conduct actual visits. It provides a snapshot of time.
Advocate	Vulnerable population continues to require tracking and monitoring. # of students in RFs is not decreasing. Need for elevated level of monitoring to continue. Students less likely to have parent monitoring the process/services/outcomes. Although school director group recommended collapsing into PBMAS, do not feel this will provide a targeted/effective review of RF students.	<p>Make the process easier to understand and use. Use drop down boxes for explanation/justification. Use technology. Clarify/define different rules related to residential facilities and status of students in facilities.</p> <p>Ensure system tells the story.</p>	<p>Add outcome/qualitative measures. Expand on-site visits. Use monitoring as a tool to ensure appropriate services processed, individualized decisions and outcomes for student’s progress. Other agencies with vulnerable populations are require to do onsite visits to verify data. Monitoring should be seen as an obligation rather than punitive to ensure appropriate services.</p>
Director		The agency must continue to find a balance between supporting RF students but not place a severe burden on districts.	

Responses from Reflection Activity on Perspective of Other Roles

Commenter	What was heard from Advocates?	What was heard from Districts/ESCs?	What was heard from Agencies?
ESC	<p>While they seem to have developed more trust with the educators in the room, but not as a whole. They have developed more empathy for LEAs as they have begun to understand what RFM really looks like for LEAs. They also understand the struggles LEAs and TEA have in working with other agencies to define the facilities.</p>	<p>They are not opposed to being monitored, but need to have a less cumbersome system. While RFM was developed to address the decree as we move past it, the system has not evolved much beyond it. Although there has been improvements in the system it has continued to be a separate system and feels very punitive instead of improvement focused. A great deal of frustration exist because of the ambiguity in identifying facilities and students. They see students as exactly that-students-individuals who have unique needs. That combined with the unique facilities each district serves conflicts with a uniform system without the opportunity to clarify or justify unique circumstances or decisions.</p>	<p>They each have a unique role and are often unsure of what to expect from the school. They also deal with facilities who do not follow their guidance which creates more conflict and confusion.</p>