

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: <ul style="list-style-type: none"> (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		

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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 established tracker, but build students year	of	of

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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>