

SCHOOL YEAR (SY): 2023-2024

MONITORING PATH: Targeted Monitoring (APRIL-JUNE)

REGION: 05

DISTRICT NAME: KOUNTZE ISD (100903)

DISTRICT TYPE: INDEPENDENT

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS: NA

RESIDENTIAL FACILITY (RF): NA

SHARED SERVICE ARRANGEMENT (SSA) MEMBER: Yes (Fiscal Agent)

FISCAL AGENT: KOUNTZE ISD (100903) as of SY 2022-2023

MONITORING TYPE: Targeted Desk Review

SELF-REPORTED NONCOMPLIANCE: No

COMPLIANCE STATUS: Noncompliant

ACTION REQUIRED: Corrective Action Plan

STRATEGIC SUPPORT PLAN (SSP) DUE DATE: February 23, 2024

CORRECTIVE ACTION PLAN (CAP) DUE DATE: August 26, 2024

INTRODUCTION

The Texas Education Agency (TEA) extends its appreciation to the parents, students, teachers, staff, and administration for their time and effort in supporting the special education targeted monitoring review at KOUNTZE ISD (100903).

The special education targeted monitoring report provides the local education agency (LEA) with findings from the targeted monitoring review and serves as official notification from the TEA that any findings of noncompliance require corrective action. Noncompliance findings must be corrected no more than one year from the date listed on this report (for information on the required actions and timeframe for completion, see [OSEP QA 23-01](#)).

OVERVIEW OF TARGETED MONITORING

The Differentiated Monitoring and Support (DMS) system includes two monitoring pathways: cyclical monitoring and targeted monitoring. LEAs receive cyclical monitoring once every six years, and LEAs are considered for targeted monitoring during the five interim years, per [34 CFR § 300.600 State Monitoring and Enforcement](#). For example, LEAs not in the current cyclical monitoring schedule were considered for targeted monitoring if they met the following criteria.

Targeted monitoring activities include either a desk review or both a desk review and an on-site review. LEAs were assigned a targeted desk review if their current year's Results Driven Accountability (RDA) determination level (DL) was a DL 3 (Needs Intervention), DL 4 (Needs Substantial Intervention) or DL 2 (Needs Assistance) and a Significant Disproportionality (SD) year 3 designation in at least one area.

Targeted monitoring also includes an on-site review for LEAs with a DL 2 SD Year 3 in two or more areas that did not participate in a targeted on-site review during the prior school year.

Intensive support includes both a desk review and an on-site review for LEAs with a DL 3 or DL

COMPLIANCE REVIEW AND NONCOMPLIANCE FINDINGS

The compliance review section includes a summary of student compliance by priority area from the folder review. The noncompliance findings section includes citations of noncompliance from the desk review, on-site review, or self-reported noncompliance.

Compliance Review

The compliance review includes both a policy review and folder review of student folders for seven priority areas. Table 2 shows the number of student folders reviewed (denominator) and the number of student folders found compliant (numerator), and the overall compliance percentage for each of the applicable priority areas.

Table 2. Summary of the Targeted Desk Review by Priority Area

Priority Area	Desk Review
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Area	Citation	Level	Status	Action
	§89.1055(j)(1)			
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

The "Area" column represents

DATA REVIEW

Data Sources

Data from the following areas were considered for the targeted monitoring review:

Student Sampling and Campus Information

Targeted monitoring includes a desk review and, if applicable, an on-site review. The LEA's desk review sample size and on-site review sample size, if applicable, are shown in Table 5.

Table 5. Sample Sizes for the Desk Review

on the 2023 RF Tracker annual data submission in the Texas Student Data System (Oracle Database).

STAKEHOLDER ANALYSIS AND RESULTS (ON-SITE ONLY)

TEA collected stakeholder data using structured interviews during the targeted monitoring on-site review from special education providers, general education providers, and district/campus administration.

The purpose of analyzing interview data was to measure stakeholder understanding of certain aspects of the LEA's special education program related to the focused areas of identification and discipline of children with disabilities. Interview questions were indexed to one of three categories to enable the desired analysis: policy, procedure, or implementation. TEA assigned each interviewee response one of four possible values to reflect the level of understanding observed: responses designated as “good understanding” or “some understanding” were assessed as reflecting a positive result, while responses designated as “little understanding” or “no understanding” were assessed as reflecting a negative result.

Table 7 shows the analysis of stakeholder results for each category (policy, procedure, and implementation) by role (special education providers, general education providers, and district/campus administration). Stakeholder data were collected using a non-probability sampling method and included respondents according to their roles as identified by the LEA. The number of respondents refers to the number of unique respondents for a particular role. Roles with fewer than five respondents are masked. The percentages are the total number of positive responses out of all responses.

Table 7. Stakeholder Results by Role and Category

Category	Special Education Providers	General Education Providers	Administration
Number of Respondents	NA		

SUCSESSES AND CONSIDERATIONS

SUMMARY OF REQUIRED ACTION

The required actions from the targeted monitoring review are shown in Table 12. More

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Table 9 lists LEA self-reported noncompliance. This noncompliance is also included in the overall total count of noncompliance in Table 3.

Table 9. Self-Reported Noncompliance

Area	Citation	Level	Status	Action
NA	NA	NA	NA	NA

APPENDIX II: ADDITIONAL RESOURCES

[Differentiated Monitoring and Support System](#)

[Differentiated Monitoring and Support Guide](#)

[State Performance Plan and Annual Performance Report and Requirements](#)

[Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting](#)

[Results Driven Accountability Reports and Data](#)

[Results Driven Accountability District Reports](#)

[Results Driven Accountability Documentation](#)

