

Washington Integrated Sub-Recipient Monitoring System  
Local Education Agency Relative Risk Matrix Description

**2011–2012 SCHOOL YEAR**

The Office of Superintendent of Public Instruction (OSPI) has developed a federal special education monitoring system that is aligned with the Department of Education's direction of risk-based monitoring and consistent with guidance and regulations published through the Office of Special Education Programs (OSEP). On-site monitoring activities will be coordinated with the Elementary and Secondary Education Act (ESEA) Consolidated Program Review (CPR) monitoring schedule whenever possible and with the agreement of the Local Education Agency (LEA).

The Washington Integrated Sub-Recipient Monitoring (WISM) System consists of a tiered monitoring process that impacts the scope, frequency, and timelines associated with the following review activities:

- Regional Routine Desk.
- State-wide Focused On-Site.
- Four Largest LEAs Annual On-Site.

The monitoring process concentrates on assessing an LEA's ability to 1) exercise fiscal control over the management and use of IDEA Part B funds and 2) implement compliance and performance requirements consistent with WAC 392-172A. There are four core risk factors identified that have the potential of impacting the district's ability to meet the goals of the special education program:

- New sub-recipient.
- History of non-compliance (fiscal and programmatic).
- New personnel in key positions.
- Student enrollment.

There are five data elements with relative scores and one data element with a specific designation which may have an impact on special education program service delivery or receipt of federal funding.

The attached table describes each data element and how the raw data will be converted. The data sources used are from the most current data within the agency. The applicable data year(s) are delineated for each data element.

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Cell	Description of Cell	Raw Data / Score Conversion	Data Year
C01	<b><u>New Sub-Recipient</u></b> as indicated by any district with less than three consecutive years of special education enrollment.	<u>Raw data:</u> In the form of "Yes / No." <u>Score conversion procedure:</u> "YES" is converted to "1."	2008–2009 through 2010–2011
C02	<b><u>History of Non-Compliance</u></b> as indicated by any district who achieved a Determination Level 1 – Meets Requirements.	<u>Raw data:</u> In the form of "Yes / No." <u>Score conversion procedure:</u> "NO" is converted to corresponding score based on district Determination Level: Meets Requirements = "0" Needs Assistance = "2" Needs Intervention = "3" Needs Substantial Intervention = "4"	Determinations Issued: Fall 2008 Fall 2009 Fall 2010 Fall 2011
C03	<b><u>History of Non-Compliance-Fiscal:</u></b> This cell raises a focus of concern if a district has received any special education audit exceptions/findings during the 2007-2008, 2008–2009 or 2009–2010 school year.	<u>Raw data:</u> A cross-mark on audit criteria. <u>Score conversion procedure:</u> Districts with one or more cross-mark(s) would score "2" for each school year. 2007–2008 = "2" 2008–2009 = "2" 2009–2010 = "2"	2007–08 through 2009–10
C04	<b><u>New Personnel</u></b> as indicated by any district with new business manager and/or new special education administrator within the past two years as identified in 2011 Individuals with Disabilities Education Act federal fund application.	<u>Raw data:</u> In the form of "Yes / No." <u>Score conversion procedure:</u> "YES" is converted to "1."	2009–2010 or 2010–2011
C05	<b><u>Student Enrollment:</u></b> as indicated by the student counts on P223 report.	<u>Raw data:</u> Enrollment data. <u>Score conversion procedure:</u> Four largest LEAs	2010–2011 Designated Annual On-Site Visits