

Program Improvement Updates

(Updated) New Special Education Parent Survey – Statewide Implementation Starting in 2025–26

OSPI's Special Education Division is currently working with Local Educational Agency (LEA) partners and the Technical Assistance for Excellence in Special Education (TAESE) center to pilot a new online parent survey. The purpose of the parent survey is to gather data related to State Performance Plan (SPP) Indicator B-8, which measures the degree to which parents report that schools partner with them to improve outcomes for students with disabilities receiving special education services. The results of the surveys will also provide critical information to assist OSPI and LEAs in evaluating and improving their communication and engagement with families of students with disabilities receiving special education services.

The new survey questions were developed by the Parent Engagement Focus Group as part of the work of the Special Education State Design Team, as well as the State's Special Education Advisory Council (SEAC).

The new parent survey is currently available in 12 languages and asks parents to rate their experiences across the following prompts:

1. I have been asked for my opinion about how well special education services are meeting my child's needs.
2. I feel like an equal partner in the development of my child's IEP.
3. I am included in discussions about what special education services my child will receive and where they will receive them (i.e., in the least restrictive environment).
4. My child's school provides me with information about the progress my child is making toward meeting their annual IEP goals.
5. Information from my child's school is easy to understand.
6. Information from my child's school is provided in my preferred language.
7. I know who to contact at my child's school if I have questions or concerns.
8. I am comfortable asking questions and sharing concerns with school staff.
9. School staff have given me information to help me understand my child's needs.
10. My child's school has helped me understand my rights as a parent of a child with an IEP.
11. The school has provided information on what options are available if I disagree with the decision of the school.



12. **For parents of students in P, TK, or K:** I have participated in discussions about how my child will be included in an early childhood program with typically developing peers to the greatest extent possible.
13. **For parents of students in grades 10-12:** School staff have asked for my input about my child's goals for after high school and the supports they may need to reach those goals.
14. (Narrative Response): What else could your child's school do to support your involvement in your child's education?

Beginning in the spring of 2026, parents/guardians of all students with IEPs in Washington will have the opportunity to participate in the online parent survey once every two years. LEAs will be responsible for disseminating survey information and links to their families of students with IEPs. *Through the online survey portal, LEAs can monitor response rates in real time and access results immediately after the survey window closes, if there are at least 10 responders.*

We would like to express our sincere gratitude to the 46 LEAs that are currently participating in the pilot. Your input and feedback will help to improve the process as we move into statewide implementation next year.

More information about the statewide parent survey process will be coming soon. If you have any questions about the new parent survey, please contact [the WISM team](#).

OSPI Special Education Data, Fiscal, and Program Office Hours

Please join us if you have questions or would like to talk about any topics related to Data, Fiscal, or Program Improvement, including, but not limited to:

- State Performance Plan (SPP)/Annual Performance Report (APR) Indicators, including the new Indicator B-8 parent survey to be implemented in 2025–26;
- Data reporting (e.g., federal special education reports, CEDARS, EDS applications, etc.);
- Correction of non-compliance (EGMS Form Package 442);
- Disproportionality and significant disproportionality;
- Coordinated Early Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS);
- WISM Systems Analysis reviews (including onsite visits, desk reviews, and self-assessments);
- The new Secondary Transition IEP Components report (Indicator B-13);
- How to access program reviews in EGMS; and
- Annual determinations (including Technical Assistance Reviews (TARs)).

[Special Education Data, Fiscal, and Program office hours](#) are held via Zoom from 1–1:30 pm every Wednesday. During these office hours, participants can chat about current issues and ask questions. Breakout rooms will be available as needed for discussions on specific topics.

If you have any questions regarding the Special Education Data, Fiscal, and Program office hours, please contact the [WISM team](#) or the [Special Education Data team](#).

Upcoming Changes to the Annual IDEA Determinations and the Correction of Non-Compliance (EGMS Form Package 442) – Repeat

The November 1, 2024, annual determination notifications sent to all superintendents, special education directors, and ESD special education administrators in the state, included a description of upcoming changes to the determination calculation process. These also affect the correction of non-compliance (EGMS Form Package 442). Below is a summary of those upcoming changes:

Secondary IEP Transition Components Report (due annually by June 30th):

- Beginning with the **2024–25 Determinations** (to be issued November 2025), the LEA's performance on Criteria 4.1 (Indicator B-13) will be based on the results of the LEA's annual Secondary IEP Transition Components report. In order to meet requirements for Indicator B-13 on the annual determinations, the LEA must show compliance of 90% or higher on the Secondary IEP Transition Components report, beginning with the report due June 30, 2025.
- Beginning with the **2025–26 Correction of Non-Compliance** (EGMS Form Package 442), LEAs that are not at 100% compliance on the Secondary IEP Transition Components report will be required to address the non-compliance in the Form Package 442. This means that any non-compliance identified on the report due June 30, 2025, will be subject to correction.
- Beginning with the **2025–26 Determinations** (to be issued November 2026), Criteria 3 (Timely and Accurate Data) will include the Secondary IEP Transition Components report. This means that the timeliness of the June 30, 2026, report will be part of the LEA's Determination level calculation.

Excess Cost Report:

- The Excess Cost Report, due annually on February 28th, was added to the annual Determinations last year (2023–24). Beginning in the 2024–25 school year, the Excess Cost Report will also be part of the **Correction of Non-Compliance** (Form Package 442). This means that LEAs who are late in submitting the Excess Cost Report, due February 28, 2025, will be required to complete a Form Package 442 in 2025–26 to address the late reporting.

If you have any questions about the LEA determination process or the correction of non-compliance, contact the [WISM team](#).