

Program Improvement Updates

Special Education Monitoring for 2025–26 (repeat)

Through the Washington Integrated System of Monitoring (WISM), OSPI's special education division engages in [universal and targeted monitoring activities](#) with every Local Educational Agency (LEA), every year. In addition, certain fiscal and program risk factors are utilized to select LEAs to participate in an intensive Systems Analysis Review. LEAs identified with high risk on these factors may be selected to participate in a fiscal-only, program-only, or combination fiscal/program Systems Analysis review during the 2025–26 school year.

OSPI plans to notify LEAs who have been selected for a 2025–26 Systems Analysis Review by mid-September. The roster of selected districts will be posted on OSPI's [WISM webpage](#) and included in a future monthly update.

If you have questions about the WISM process, please contact [our WISM team](#).

Disproportionality and Significant Disproportionality Notifications (updated)

In mid-September, notifications will be sent via email to local educational agencies (LEAs) identified as having: (a) disproportionate representation with regard to the identification of students with disabilities by race/ethnicity; (b) a significant discrepancy with regard to out-of-school suspensions of more than 10 days for students with disabilities by race/ethnicity; and (c) significant disproportionality with regard to the identification, placement, or discipline of students with disabilities by race/ethnicity.

All LEAs identified as having disproportionality, a significant discrepancy, or significant disproportionality are required to complete the 2025–26 Disproportionality Workbook. The workbook will be attached to the notification email and is **due no later than May 1, 2026** via the Special Education Program Review section of EGMS (found by clicking "Monitoring" in the top EGMS menu, then "Special Education Program Review" under the "Activities" section on the left-hand menu).

OSPI's Program Improvement Team will be holding Disproportionality Office Hours in September. Feel free to join us during one or both of the scheduled times below if you have questions about the disproportionality requirements, the district's data, or the disproportionality workbook:

- [Thursday, September 18th from noon to 1:00 pm \(click to register\)](#)
- [Thursday, September 25th from noon to 1:00 pm \(click to register\)](#)



LEAs can also attend the Special Education Data, Fiscal, and Program Office Hours, which take place every Wednesday beginning in September (for more information, see the bottom of this page).

If you have any questions about disproportionality, or significant disproportionality designations or notifications, please [contact WISM](#).

IDEA Correction of Non-Compliance Identified in 2024–25 (repeat)

The 2025–26 IDEA Correction of Non-Compliance application (Form Package 442) will be available in mid-late September in the Special Education Program Review section of EGMS (found by clicking “Monitoring” in the top EGMS menu, then “Special Education Program Review” under the “Activities” section on the left-hand menu).

Local educational agencies (LEAs) with identified noncompliance will also be notified via email.

Noncompliance identified through monitoring activities, LEA data submissions, due process decisions, and indicator performance during 2024–25 will be identified in this application, and is required to be corrected by the LEA **as soon as possible, but no later than March 2, 2026** (see, WAC 392-172A-07010(3)). If you have any questions about the correction of non-compliance or EGMS Form Package 442 please contact our [WISM team](#) or join our weekly office hours (see the bottom of this page for more details).

New Special Education Parent Survey – Spring 2026 (repeat)

In the spring of 2026, OSPI will be implementing a new statewide 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 local educational agencies (LEAs) in evaluating and improving their communication and engagement with families of students with disabilities receiving special education services.

OSPI worked with LEA partners and the Technical Assistance for Excellence in Special Education (TAESE) center to pilot the new survey in the spring of 2025. OSPI would like to extend a sincere thank you to the LEAs who participated in our pilot! Your feedback was instrumental in helping us improve the survey process moving forward.

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. This schedule means that half of the LEAs in the state will participate in the parent survey each year.

For the spring 2026 implementation of the survey, all LEAs in the following ESDs will participate in the survey:

- **ESD 112 (southwest Washington)**
- **Puget Sound ESD 121**
- **ESD 123 (southeast Washington)**
- **North Central ESD 171**

The remaining five ESDs will participate in the survey in the spring of 2027.

LEAs will be responsible for disseminating survey information and links to their families of students with IEPs. 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](#).

Upcoming Changes to the Annual IDEA Determinations and the Correction of Non-Compliance (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 changes 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 local educational agency's (LEA) 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, 2026.
- 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, 2026, 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 in 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, 2026, 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](#).

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 Spring 2026;
- 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, virtual reviews, and self-assessments);
- The 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](#).