

Program Improvement Updates

New Special Education Parent Survey – Spring 2026 Results

In Spring 2026, OSPI began 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 Education Agencies (LEAs) in evaluating and improving their communication and engagement with families of students with disabilities receiving special education services.

As of Spring 2026, parents/guardians of all students with IEPs in Washington 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 (and every even-numbered year moving forward), all LEAs in ESDs 112 (Southwest Washington), 121 (Puget Sound), 123 (Southeast Washington), and 171 (North Central Washington) participated in the survey. The results have been shared with participating LEAs through the survey portal and will be publicly posted to the [Special Education Parent Survey webpage](#) later this month.

We are seeking feedback from special education directors who participated in the Spring 2026 survey process. An invitation with a link to the online feedback survey has been sent by our survey vendor, Data Driven Enterprises. If you did not receive the invitation, please contact WISM@k12.wa.us. Your feedback is invaluable in helping us evaluate and improve the survey process for future administrations. Thank you for taking the time to share your experience.

In Spring 2027 (and every odd-numbered year moving forward), all LEAs in these five ESDs will participate in the survey:

- **ESD 101 (Northeast Washington)**
- **ESD 105 (South-Central Washington)**
- **ESD 113 (Capital Region)**
- **ESD 114 (Olympic Region)**
- **ESD 189 (Northwest Washington)**

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 provided to special education directors in these five regions. If you have any questions about the new parent survey, please contact [the WISM team](#).



Roles and Qualifications to Conduct Special Education Evaluations

OSPI and PESB have co-developed guidance regarding personnel roles and qualifications to conduct special education evaluations. The linked [Roles and Qualification's to Conduct Special Education Evaluations](#) guidance can be found on the [Special Education Personnel Qualifications Guidance](#) webpage. The content within this guidance is intended to replace previously published guidance regarding the role of school psychologists in evaluating students for special education services.

Special Education Monitoring for 2026–27

Through the Washington Integrated System of Monitoring (WISM), OSPI's special education division engages in [universal and targeted monitoring activities](#) with every 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.

The types of Systems Analysis Reviews to be conducted this year include:

- **Systems Analysis Fiscal Virtual Reviews and On-site Visits** will focus on the LEA's ability to implement fiscal procedures that ensure grant funds are used for authorized purposes in compliance with laws and regulations; have internal controls that ensure reliable financial reporting and accountability; and evaluate best practices.
- **Systems Analysis Program Virtual Reviews and On-site Visits** will continue to focus on the provision of special education services, including educational benefit and student outcomes; collection and reporting of IEP progress data; and the use of data for continuous improvement. Reviews will also examine the use of shortened school days, including informal removals (e.g., when a school requests that a parent pick up a student before the end of the school day).
 - Note: Systems Analysis Reviews will continue to be aligned and coordinated with Program Review and Support (PRS) reviews whenever feasible and in collaboration with LEA leadership.
- **Exemplar On-site Visits** will focus on one or more areas in which the LEA's data show exemplary improvement or performance. Exemplar reviews typically focus on the priority areas of Least Restrictive Environment (LRE) and Secondary Transition.
- **Focused/Follow-up Virtual Reviews and On-site Visits** will focus on one or more areas of potential concern noted in the LEA's data or identified through a prior WISM review.

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

Disproportionality and Significant Disproportionality Notifications

In mid-September, notifications will be sent via email to 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 2026–27 Disproportionality Workbook. The workbook will be attached to the notification email and is **due no later than May 3, 2027** 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).

LEAs designated as having significant disproportionality are also required to complete and submit a plan for using 15% of their federal IDEA funds to implement Comprehensive, Coordinated Early Intervening Services (CCEIS).

The notification email will also include links to OSPI office hours that will be held in September specifically to assist LEAs with any questions regarding their designation, disproportionality data, and calculations, completing the disproportionality workbook, and related topics. 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 2025–26

The 2026–27 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).

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 2025–26 will be identified in this application and is required to be corrected by the LEA **as soon as possible, but no later than March 1, 2027** (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](#).

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 Program Improvement, including, but not limited to:

- 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 special education parent survey; and
- Annual determinations.

Special Education Data, Fiscal, and Program office hours will be held from 1–1:30 pm every Wednesday, **beginning September 9, 2026** using the following link: [Special Education Data, Fiscal and Program Office Hours 2026–27](#)

During these office hours, participants can chat about current issues and ask questions.

If you have any questions regarding these office hours, please contact [the WISM team](#) or [the special education data team](#).