



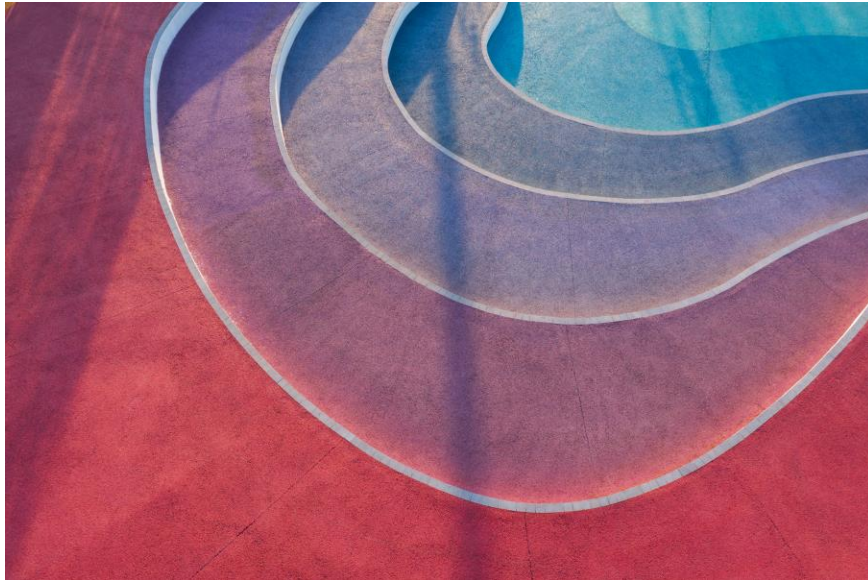
Significant Disproportionality

District and State Process Overview

April 9, 2025

April 15, 2025

Overview



What is Significant Disproportionality

District and ODE Activities and Timelines

Comprehensive Coordinating Early Intervening Services

Questions

Equity



- Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

What is Significant Disproportionality?

IDEA section 618(d) requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to:

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;

(B) the placement in particular educational settings of such children; and

(C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Different Ways of Looking at Disproportionality by Race/Ethnicity in Special Education

Discrepancy and Disproportionality Indicators

- Flagged in SPRI and requires follow up by district and ODE to determine if flagging represents noncompliance with IDEA
- B4 Discipline incidents
- B9 Disproportionate representation in special education
- B10 Disproportionate representation in Specific Disability Categories

Significant Disproportionality

- Not an indicator
- Visible in SPRI
- Calculations include data from children 3-5 years old
- May involve revision of policies, procedures, or practices
- Requires improvement planning and financial commitment of IDEA funds to remedy

Calculating Significant Disproportionality



States use a risk ratio to answer the questions:

- What is the risk of a particular outcome for students in this group compared to all other students in the district?
- Are students from this group more likely to experience this particular outcome than all other students?

14 Categories of Analysis

Identification

Children with disabilities

Children with intellectual disabilities

Children with specific learning disabilities

Children with emotional disturbance

Children with speech or language impairments

Children with other health impairments

Children with autism

Placement (ages 6-21)

Placements inside a regular class less than 40 percent of the day

Placements inside separate schools and residential facilities

Discipline

Out-of-school suspensions and expulsions of 10 days or fewer

Out-of-school suspensions and expulsions of more than 10 days

In-school suspensions of 10 days or fewer

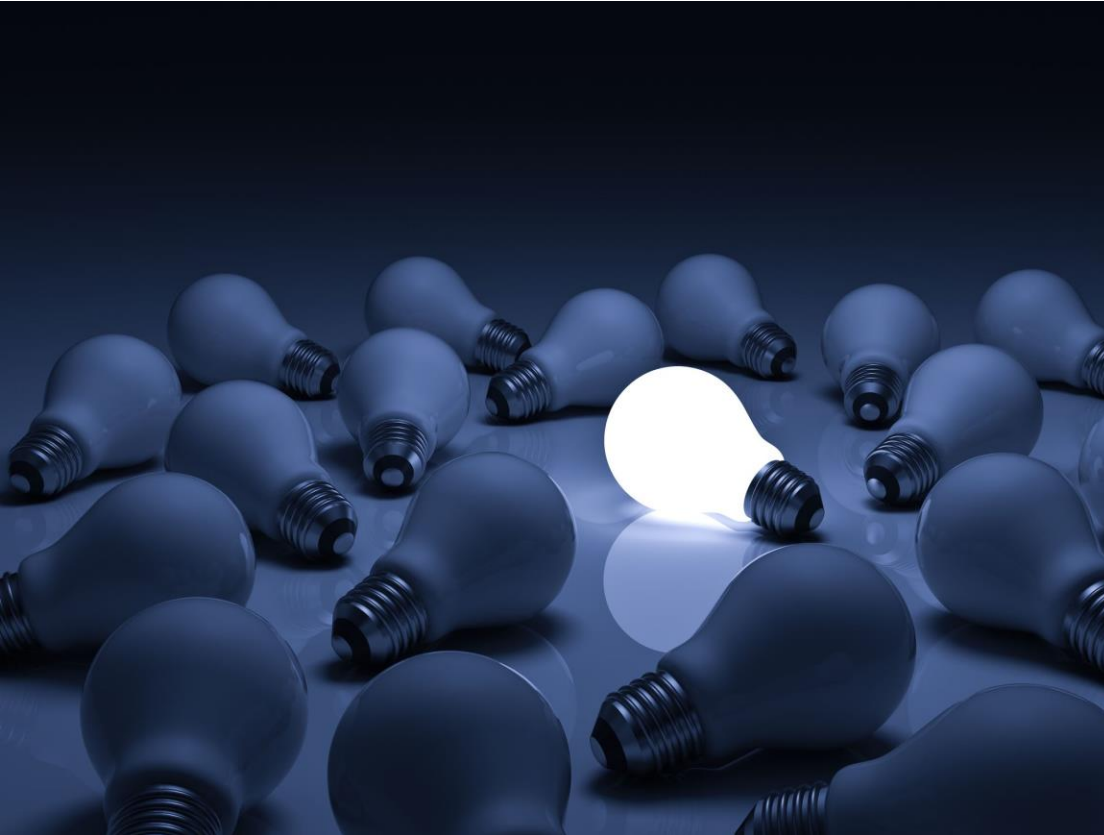
In-school suspensions of more than 10 days

Disciplinary removals in total (ISS, OSS, expulsions, removals to interim alternative education setting, and removals by a hearing officer)

Seven Racial/Ethnic Groups

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino of any Race
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

Each Identification is Unique



- Individual students make up the group of identified students.
- Data represents comparisons within the district.
- Data represents a story unfolding over years and embedded in systems.

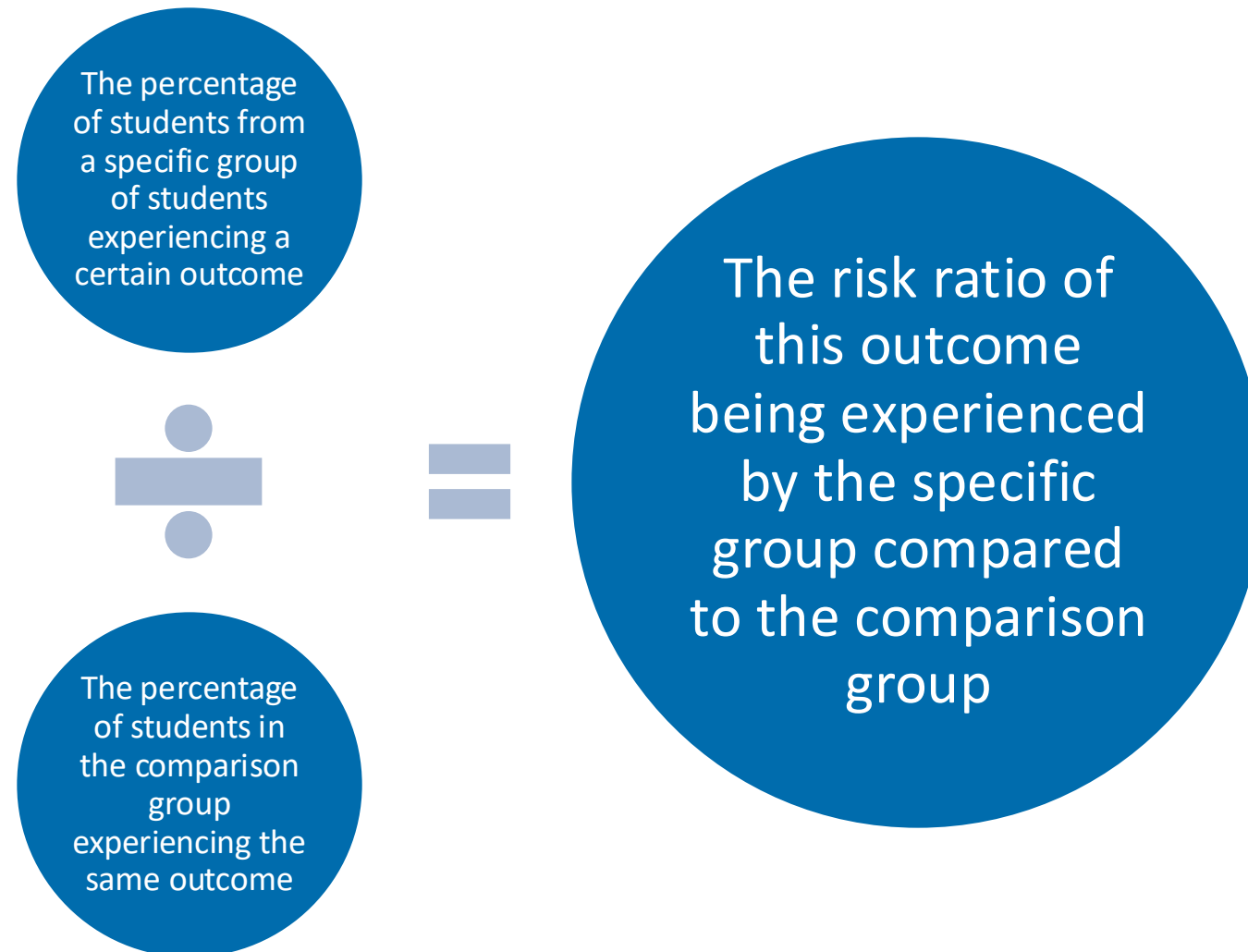
Example Questions Answered by Risk Ratios

- What is the risk of being identified as having a specific learning disability for Hispanic students in a specific district compared to other students in the same district?
- Are Asian students in a specific district more likely to be placed in the regular setting less than 40% of the time, compared to other students? If so, how much more?



Understanding Risk Ratios

Calculating the risk ratio is a three-step process.



Example

District A has been identified as having a significant disproportionality for Black/African American students identified with an intellectual disability (ID).

1. Target group: Calculate the rate of ID identification among Black/African American students in District A.

$$\frac{\text{Number of Black/African American students identified with ID in the district}}{\text{Number of all Black/African American students in the district}}$$

2. Comparison group: Calculate the rate of ID identification among all other students.

$$\frac{\text{Number of all other students identified with ID in the district}}{\text{Number of all other students enrolled in the district}}$$

3. Calculate the risk ratio by dividing the risk for the target group by the risk for the comparison group.

Risk Ratios and Alternate Risk Ratios

Minimum cell size of 10

Number of students experiencing a particular outcome

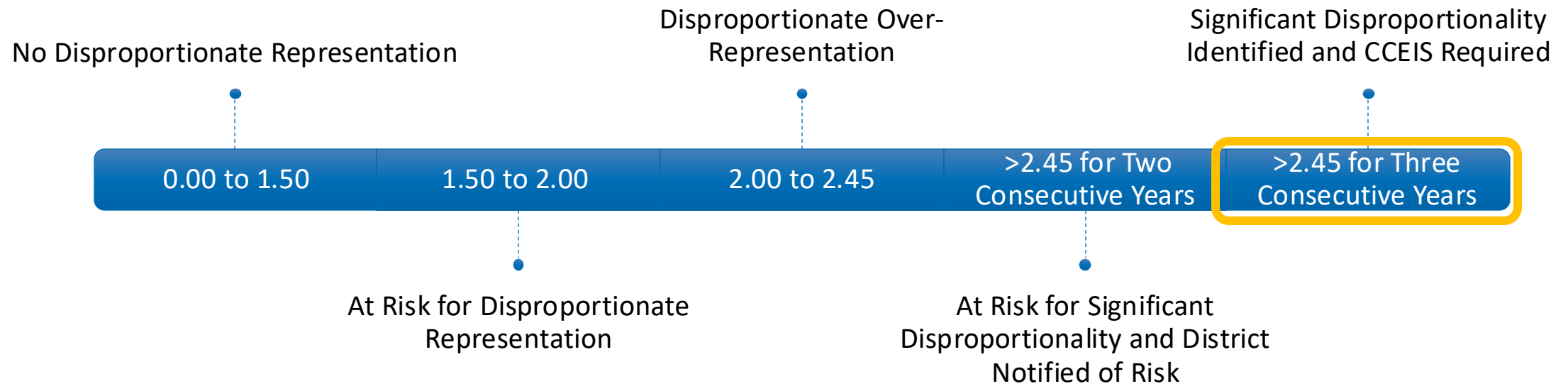
Minimum N Size of 30

Identification uses total number of students enrolled in a district*

Placement and discipline use number of students with disabilities in the district*

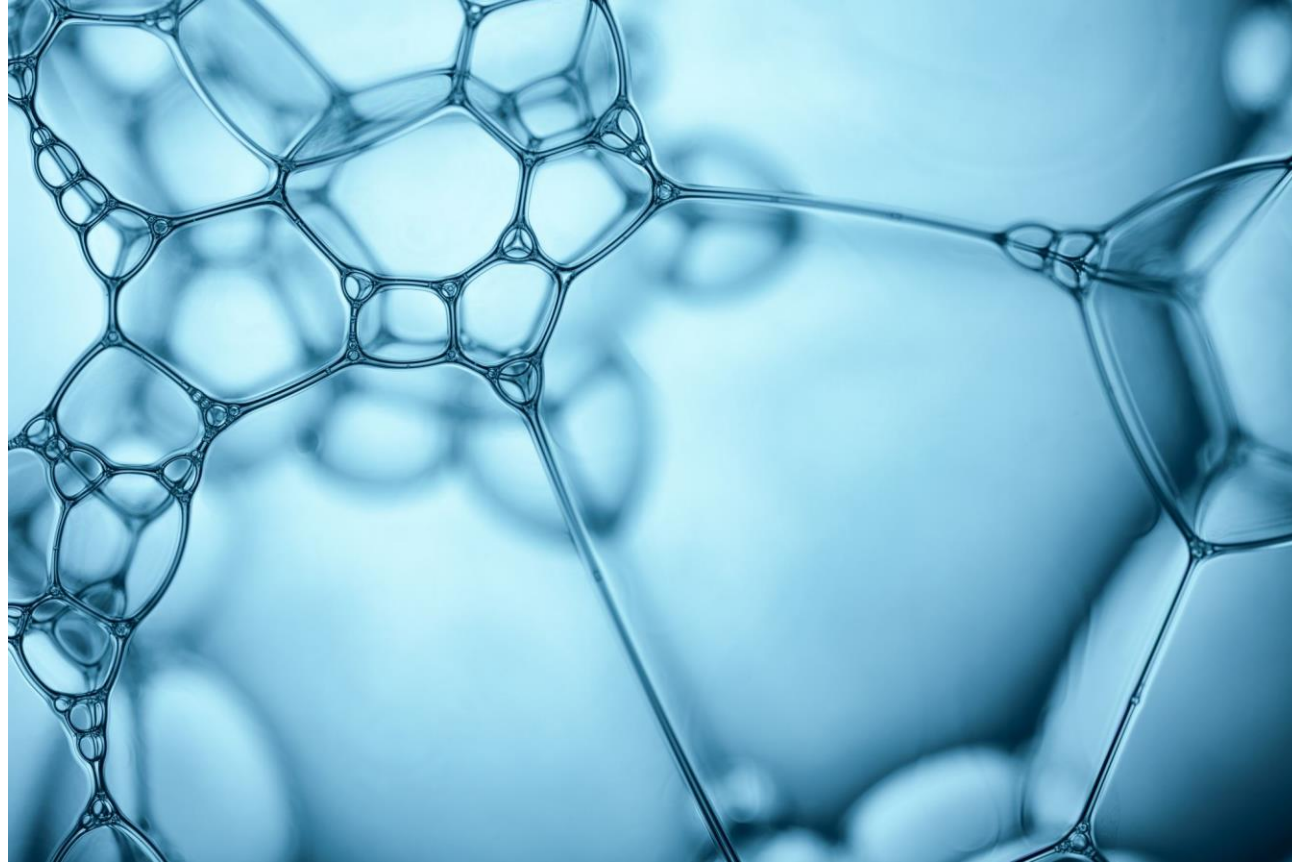
*Alternate Risk Ratio: Comparisons using statewide instead of district wide numbers

Risk Ratio Thresholds



A district may avoid identification if reasonable progress, a decrease of 0.25, is made each year for two consecutive years.

What's Bubbling Up?



2024-2025 Identified Districts

Identification-Specific Learning Disability	Identification-Intellectual Disability	Identification-Other Health Impairment	Identification-Autism	Placement < 40%
White students	Black students	White students	White students	Asian students
Hispanic Students	White students			

Each cell represents one district and the student group for which the district was identified.

Twelve Total Districts Identified Since 2022-2023

Each cell represents one district.

Hispanic Students	Native American Students	White Students			
Hispanic Students	Hispanic Students	White Students			
White Students	Black/African American Students	Black/African American Students	White Students	White Students	Asian Students
Identified for two or more years	Identified one year	Two districts identified for two or more years	Identified two or more years	Identified one year	Identified one year
Identification of children with specific learning disability (SLD)		Identification of children with intellectual disability (ID)	Identification of children with other health impairment (OHI)	Identification of children with Autism	Placement of children in < 40%

Data Trends



50% of districts identified over three school years were identified for a specific student group and SLD eligibility.

Of these, 50% of district identifications were for Hispanic students with an SLD eligibility.



25% of districts were identified for a specific student group and ID eligibility.

Of these, 66% were identified for white students with an ID eligibility.



Oregon has not yet identified districts for discipline.

Significant Disproportionality may be Emotionally Charged



- Equity conversations will inherently disrupt the status quo.
- Your district and teams already know of these inequities in the data and may feel vulnerable as root causes are probed.
- Complex data calculations may be confusing and learning new information while already stressed can both induce additional stress and make the information harder to learn.

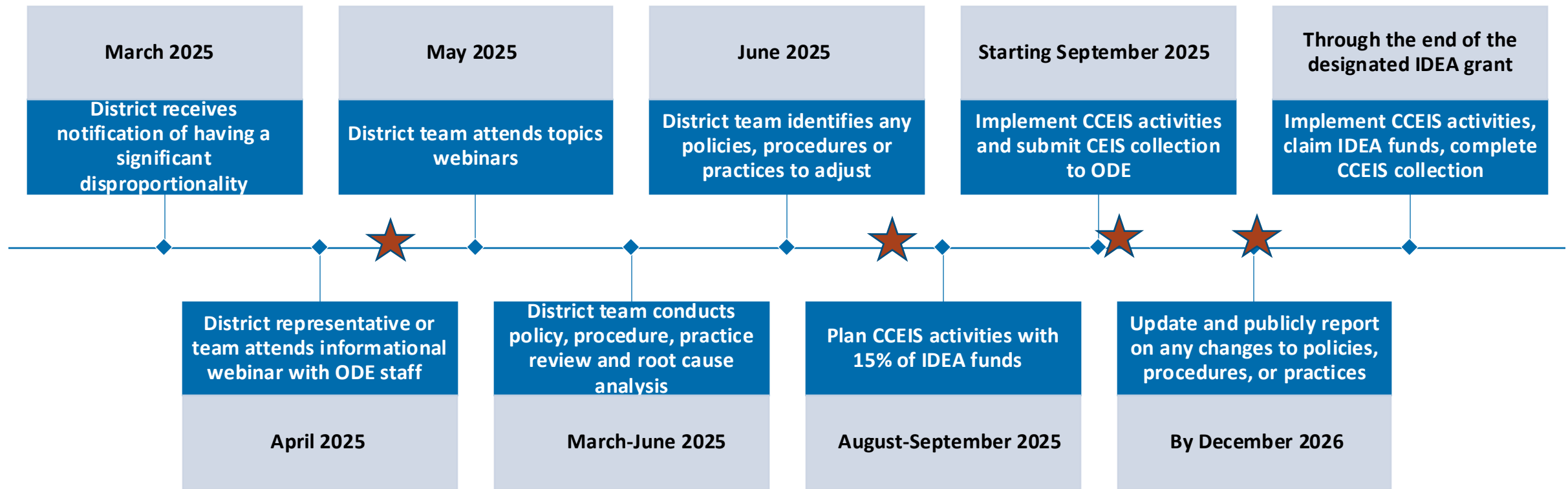
What Happens When a District is Identified

Districts must:

- Conduct a root cause analysis to determine the root cause of the significant disproportionality.
- Update and publicly report on any policy, procedure, or practices that they determined contributed to the significant disproportionality.
- Dedicate 15% of IDEA funds to Comprehensive Coordinated Early Intervening Services (CCEIS) to address the cause of the disproportionality.



What Happens When a District is Identified as Having a Significant Disproportionality?



Activity Checklist

District and ODE Activity Checklist 2024-25

- District leads policy, procedure and practice reviews and root cause analysis.
- ODE District Support Specialist and significant disproportionality team provides at least four check ins with the district tied to timing of key activities.
- ODE will offer professional learning and support opportunities to identified and at-risk districts.
- ODE will collect spending and plan information in the CEIS collection.

Documentation and Record Keeping



Data inquiry to support CCEIS planning



CCEIS activity and spending plan development



Progress check ins



District reporting to ODE through CEIS/CCEIS Collections

Progress Check-Ins

Conversations will provide support and help accurately identify root cause.

Targeted questions are based on activities and timeline.

Not an additional written plan for ODE.

Progress Check Ins

Dates	Significant Disproportionality Activities	B4, B9, B10 Activities
March - April 2025	After district attends training, as district prepares to conduct PPP review and root cause analysis	Review data in SPR&I and for any flagging in B4b, B9, or B10 identify student files and policies/procedures for review
April – June 16, 2025	After district conducts PPP, root cause analysis, and attends May webinar	After district completes tasks associated with B4b, B9, B10
August - September 2025	As district develops plans and strategies, before CCEIS submission	9 or 10: if a flagging was the result of inappropriate identification, DSS provides support
December 2025	As district is implementing CCEIS and before next year's notification	

Required: Policy, Procedure, Practice Review

In an LEA identified with significant disproportionality with respect to identification, the State must provide for the review of policies, practices, and procedures used in identification. This should include a review of child find and evaluation policies, practices, and procedures to ensure they comply with IDEA.



[OSEP Q&A on Significant Disproportionality](#)

Policy, Procedure, Practice Review

ODE Staff Can Support the District to:

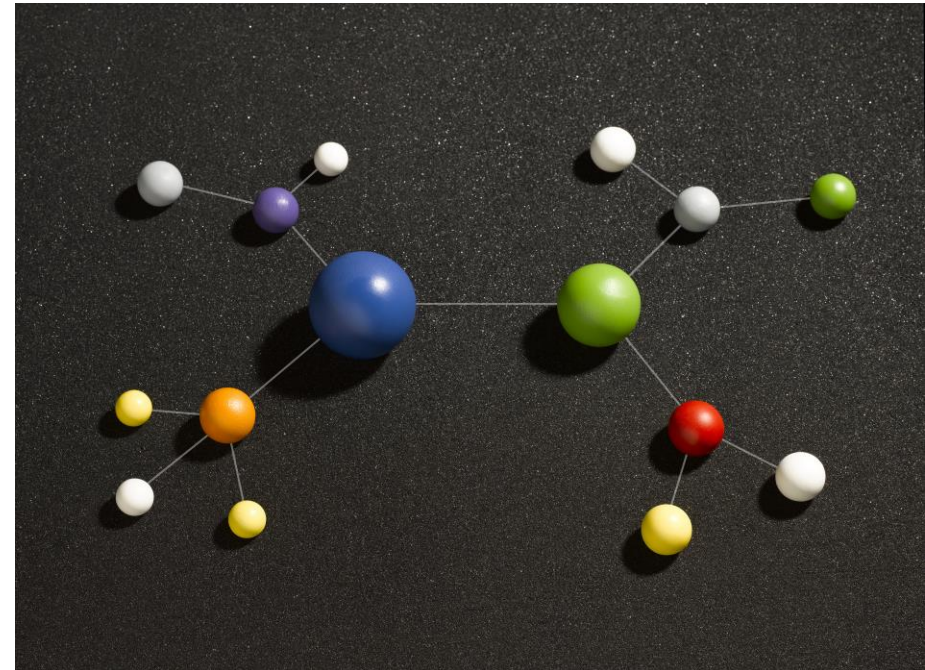
- Review written documentation of policies, procedures, practices related to the specific area flagged (identification, placement, discipline).
- Observe practices related to child find and identification criteria for eligibility area flagged
- Review any fidelity data collected related to schoolwide or program wide practices.
- Include all policies, practices, and procedures used with children ages 3-5 with school age review.

Webinars on May 13 and May 15 to address additional considerations specific to identification and placement.

Policy, Procedure, and Practice Revisions

The LEA has discretion as to how best to address the policy, practice, or procedure, including by eliminating, revising or changing how it is implemented, as long as it does so in a manner consistent with the requirements of the IDEA and its implementing regulations.

[OSEP Q&A on Significant Disproportionality](#)



Required: Root Cause Analysis



ODE has encouraged but not required districts to use the IDC Success Gaps Rubric, a part of the Success Gaps Toolkit.



District starts with a success gaps statement about the area in which they were identified as having a significant disproportionality.



Additional resources and root cause analysis techniques to be provided during the May 13 and May 15 webinars.

Teaming for Significant Disproportionality

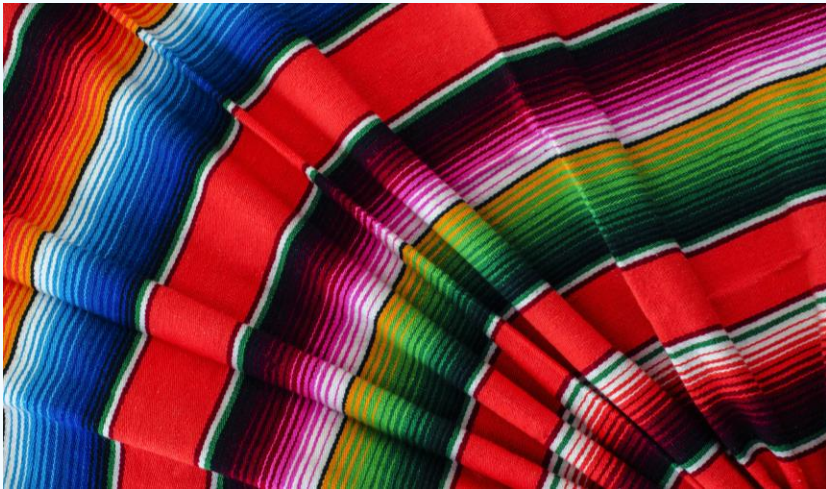
Activities require team members who:

- Allocate resources including general and special education staff and funding.
- Influence policy and communication between the district office and schools.
- Make decisions regarding curriculum, instruction, and teacher practice.
- Represent and direct general education.
- Hold specialized knowledge and are involved in practice in the district's significant disproportionality identification.

Questions



Comprehensive Coordinated Early Intervening Services (CCEIS)



15% of IDEA Funds (611 and 619) reserved for Coordinated Early Intervening Services.

Age 3 - Grade 12

Activities targeting the student groups and areas of identification.

Activities target children who are *and* are not currently identified as needing special education or related services.

CCEIS Funding

- Must use 15% of IDEA Part B funds (611 and 619).
- Districts may use available funds from one of three available grant years.
- Selecting funding from 2023-24 or 2024-25 will result in the district needing to amend their budget and follow required processes.
- Districts report grant year to DSS in fall check in before CCEIS collection.
- ODE confirms this year is available for district to use.
- [ODE CEIS Webpage](#)

Identification year	Subgrant Year In EGMS	Funds must be obligated by and funded activities must be completed by
2024-25	2023-24	September 30, 2025
	2024-25	September 30, 2026
	2025-26	September 30, 2027

CCEIS and Maintenance Of Effort Impacts

- When an LEA is identified as having a significant disproportionality, the LEA cannot take a reduction in MOE if the following year's IDEA 611 allocation exceeds the prior year's allocation.
- LEAs identified as having a significant disproportionality can still use any of the approved methods to calculate MOE.
- MOE may be impacted for districts when the reduction in the amount of IDEA funds available necessitates using state, local, or a combination of state and local funds to provide special education and related services.
 - If an additional amount is needed from state and local funds, then this becomes the new level of spending required to meet MOE.

CCEIS Reporting



Districts must prepare to be able to report the dollar amounts and number of children who received CCEIS services.



Data collection for all districts will be open from September 25, 2025 – November 17, 2025.



CEIS carries different parameters and is reported to ODE in this collection.

CCEIS Initial Collection

Information is collected in Fall 2025 for Districts identified in March 2025.

- Projected number of students
- Grade levels
- Academic or behavioral areas of support
- Student group: with or without disabilities
- Activity type: Professional development, academic supports or behavioral supports

CCEIS Tracking

LEAs identified in
March 2025 will report
to ODE during
September 2026 CCEIS
collection:

Number of students
who received CCEIS

Number of students
who received special
education services and
CCEIS

Amount of funds
reserved for CCEIS

Amount of funds
expended on CCEIS

CCEIS Claiming Funds



Districts claim IDEA funds using the EGMS process.



Districts must claim exactly 15% for CCEIS.



ODE will collect additional documentation from districts detailing expenditures for alignment with CCEIS plan.



Additional training on CCEIS fiscal components for districts to be held in the fall of 2025.

Examples of CCEIS Activities

District A has been identified with significant disproportionality for Hispanic students identified with a specific learning disability.

The district identified a root cause to be a lack of culturally relevant instruction and supports within core instruction. The district also identified a lack of a systematic pre-referral system across schools.

The district plans to provide:

- Schoolwide training for all staff on culturally responsive practices.
- Purchase of screening assessments in reading and math to use with all students K-3, three times a year.
- Professional learning for teaching staff and assistants on explicit instructional practices.
- Use of coaching services to support staff in creating culturally responsive classroom communities and in delivering explicit instruction.

Significant Disproportionality and CCEIS Resources

To Guide Activity Planning and Requirements for ODE

[Identified District Activity Checklist school year 2024-2025](#)

To Support Districts in Teaming

[Serving on Groups: Leading by Convening, by IDEAs that Work](#)

To Grow Background Knowledge

[Equity Requirements in IDEA](#): PDF comparing significant disproportionality requirements to indicators B4b, B9, B10

[OSEP IDEA Significant Disproportionality Regulations](#)

[CIFR WestEd Significant Disproportionality Step By Step Guide](#): Steps with resources

[IDC/CIFR/WestEd CEIS Practice Guide: Examples of CCEIS scenarios](#)

Resources For District Use in Improvement Planning

National Center on PBIS

Wise Use of Coordinated Early Intervening Services to Achieve Equity in School Discipline

West Ed

Research-Based Strategies for Addressing Disproportionality in Special Education

Progress Center

IDEA Disability Category Tip Sheet Series

Evidence-Based Instructional Practices Course Collection

Includes multiple online modules, including

Teaching Social Behaviors online self-paced course

National Center on Intensive Intervention

Introduction to Intensive Intervention

Tools chart overview

TIES

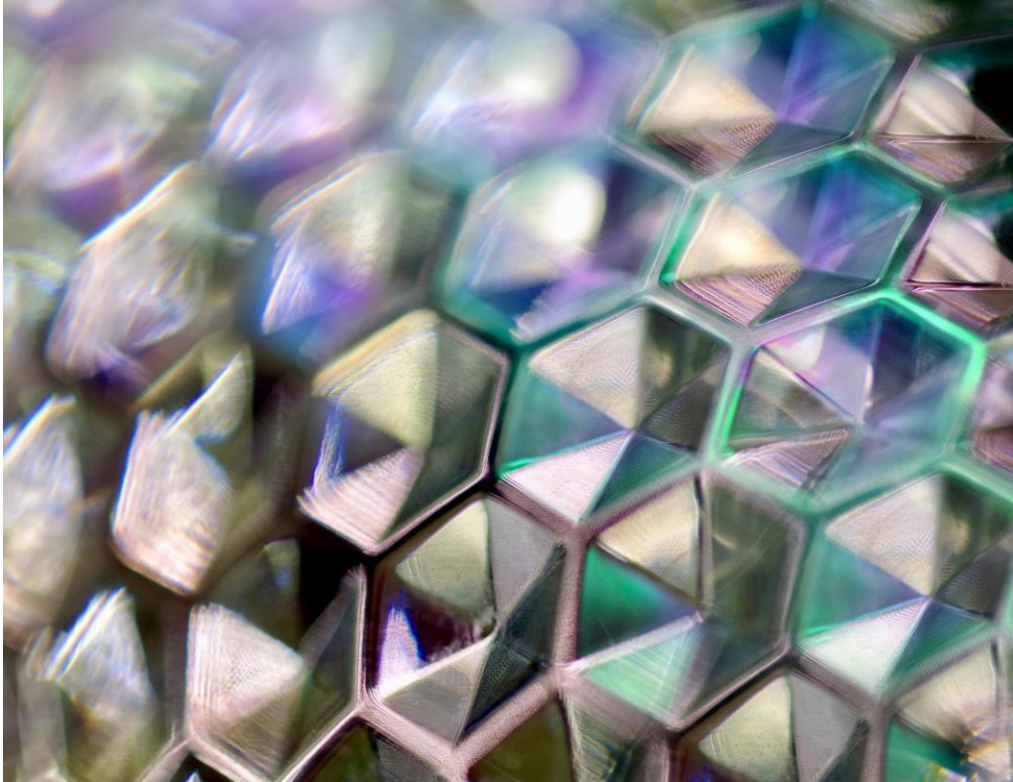
PBIS and Students with significant cognitive disabilities

Inclusive Instruction resources

Next Steps

- **Establish your district team and share information about this identification.**
- **Plan check ins with your DSS.**
 - **Check in 1: Before completing policy, procedure, practice review and root cause analysis.**
 - **Check in 2: Prior to June 16 and after completing above tasks.**
- **Plan to attend the webinars on identification and placement with your district teams. Links will be sent.**
 - **May 13 9:30-10:30 or**
 - **May 15 2:00-3:00**

Questions and Reflections



Contact Information

ODE Staff are Available to Assist with the Different Aspects of Significant Disproportionality.

Data Questions

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Or your district support specialist