



Significant Disproportionality

District and State Requirements Overview

March 17, 2026

March 18, 2026

Agenda



What is Significant Disproportionality

District and ODE Activities and Timelines

Policy, Procedure, Practice Review and Root Cause Analysis

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.



Salem-Keizer, 2022

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.

Calculating Significant Disproportionality

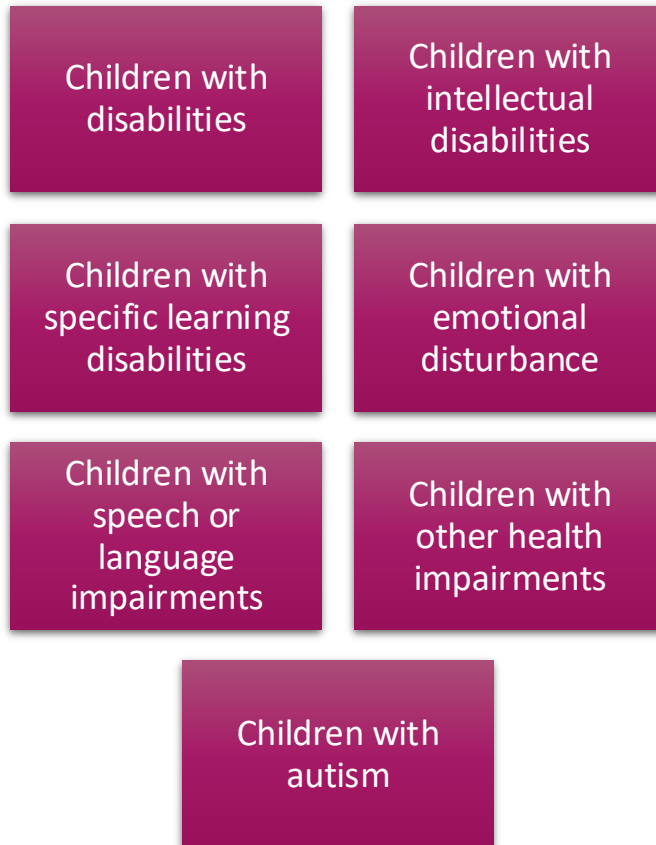
A risk ratio is used to answer these questions:

- What is the risk of a particular outcome for students in this group compared to all other students in the district (or state)?
- Are students from any one particular group more likely to experience this particular outcome than are all other students?

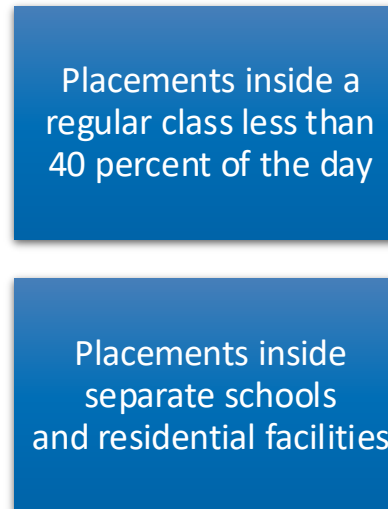


14 Categories of Analysis

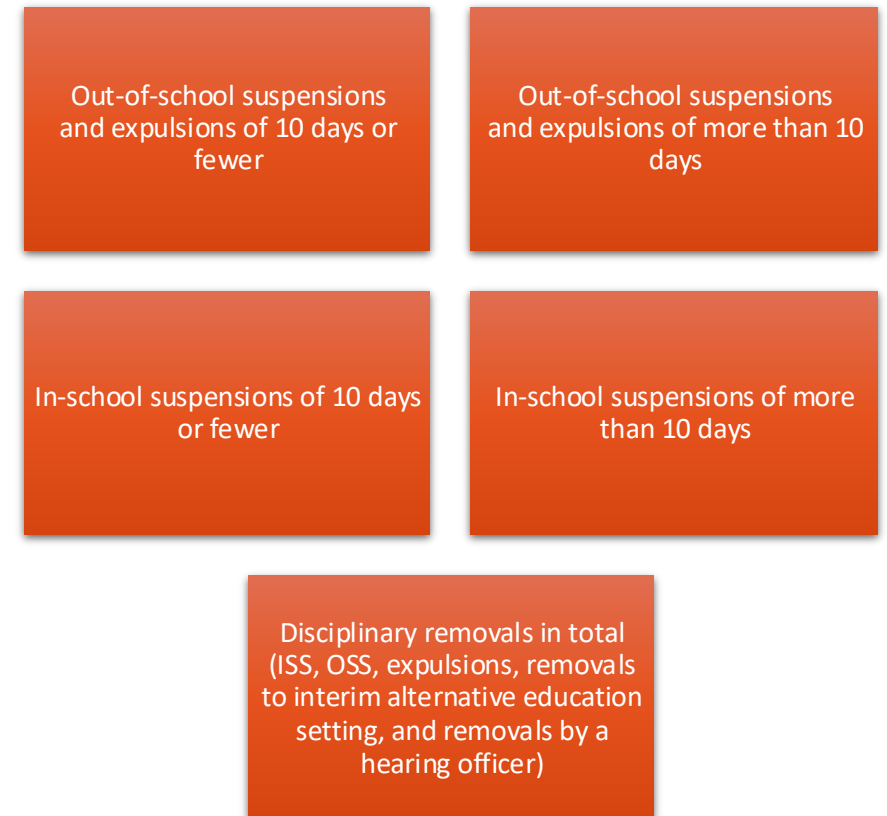
Identification



Placement (ages 6-21)



Discipline



Seven Racial/Ethnic Groups

States are required to examine each of the 14 categories of analysis for each of these student groups.

American Indian/Alaska Native

Asian

Black/African American

Hispanic/Latino

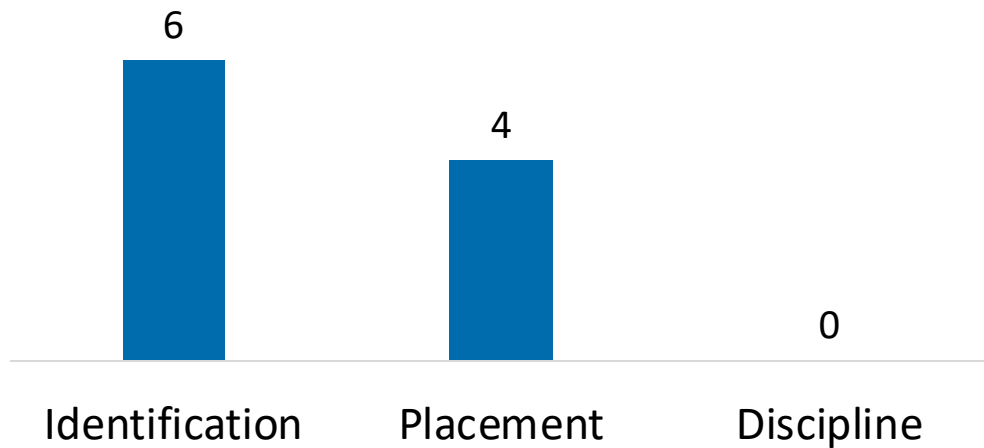
Native Hawaiian or Other Pacific Islander

Two or more races

White

2025-2026 Identification Data

Total Number of Significant Disproportionality Identifications in the 2025-2026 School Year



Identification

- 4 Identifications for students with SLD
- 1 Identification for students with disabilities overall
- 1 Identification for students with ID

Placement

- 3 Identifications for students placed in regular setting <40% of the time
- 1 identification for students placed in separate schools/residential facilities

Risk Ratios as Comparisons



- What is the risk of being identified as having a specific learning disability for American Indian/Alaska Native students in a specific district compared to other students in the same district?
- Are Hispanic 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

The percentage of students from a specific group of students experiencing a certain outcome.



The percentage of students in the comparison group experiencing the same outcome.

The risk ratio of this outcome being experienced by the specific group compared to the comparison group.

Example

District A has been identified as having a significant disproportionality for Hispanic students identified with a Specific Learning Disability (SLD).

1. Target group: Calculate the rate of SLD identification among Hispanic students in District A.

Number of Hispanic students identified with SLD in the district

Number of all Hispanic students in the district

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

Number of all other students identified with SLD in the district

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.

[ODE Significant Disproportionality Technical Manual](#)

Risk Ratios and Alternate Risk Ratios

Minimum cell size of 10

Number of students experiencing a particular outcome

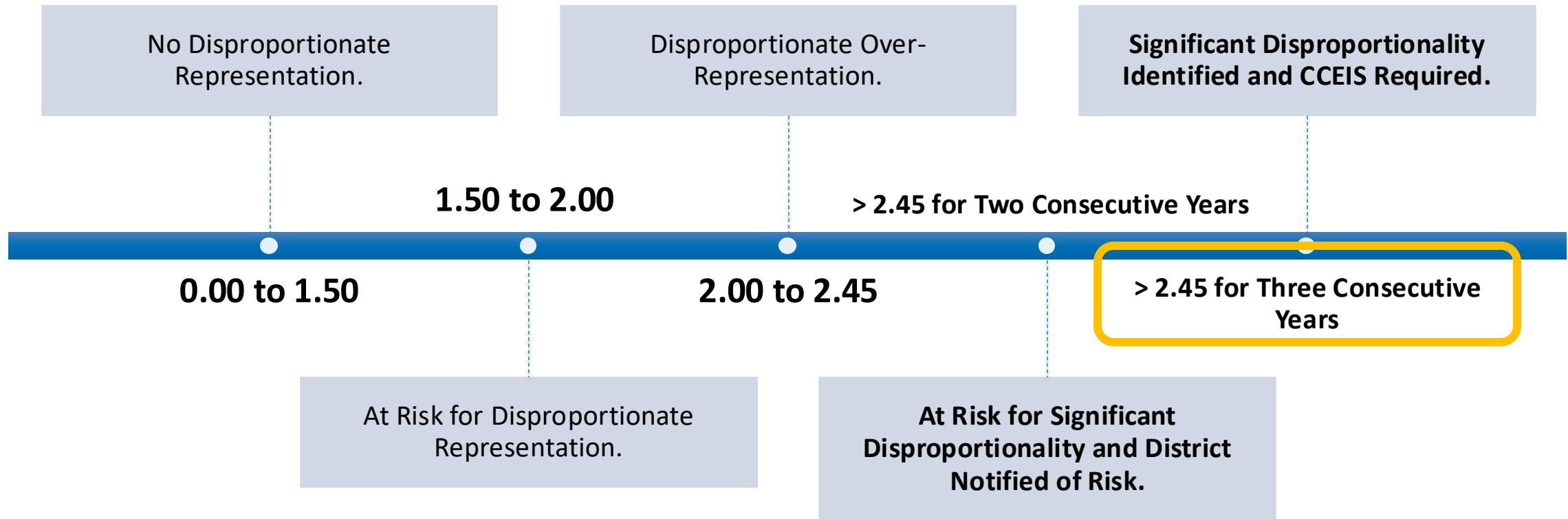
Minimum N Size of 30

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 is made year over year.

Questions



Agenda



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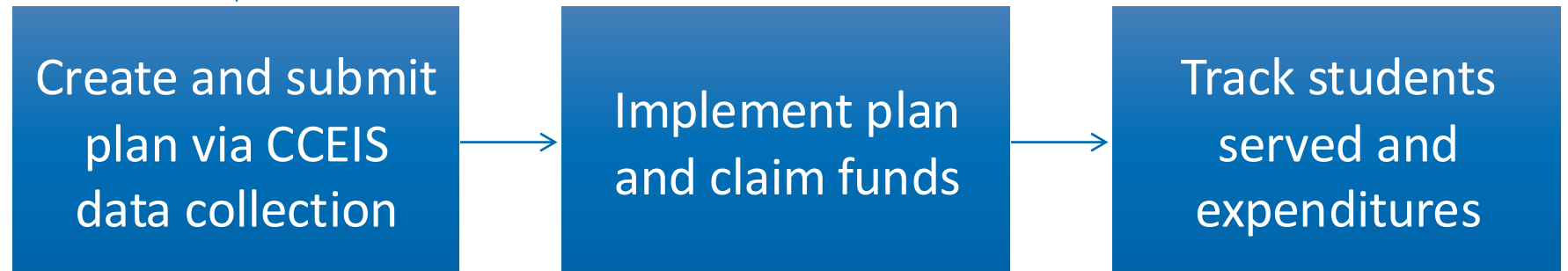
Questions

Process Overview

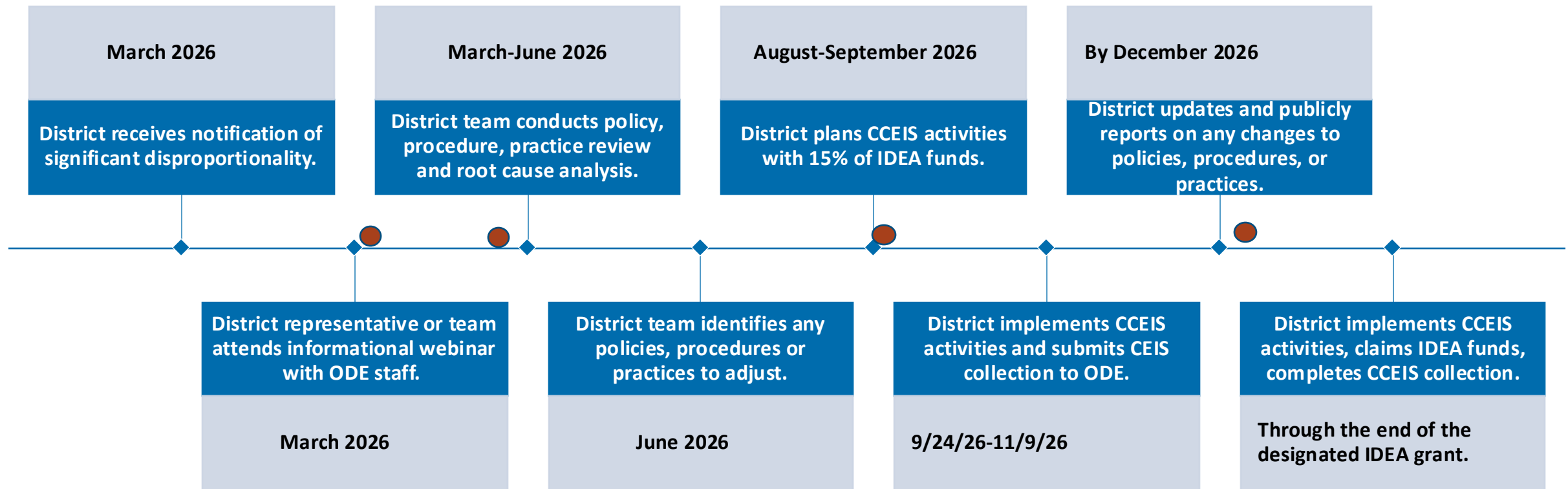
ODE Supports Districts from March 2026-June 2026 to:



In the next school year, ODE will support districts to:



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



Activity and Resource Checklist

District Activity and Resource Checklist 2025-26

- District leads policy, procedure and practice reviews and root cause analysis.
- ODE Significant Disproportionality Coordinator provides at least four check-ins with the district and ODE specialists, 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.

Progress Checkpoints



Participants include ODE SD Coordinator, DSS, DCS, District Director.



Conversations will provide support and help accurately identify root cause.



Targeted questions are based on activities and timeline

Progress Checkpoints

Dates	Significant Disproportionality Activities
Checkpoint 1 3/20/26-4/30/26	After district attends training, as district prepares to conduct Policy, Procedure, Practice review and root cause analysis.
Checkpoint 2 5/1/26-6/30/26	After district conducts Policy, Procedure, Practice review and root cause analysis.
Checkpoint 3 8/15/26 - 9/30/26	As district develops plans and strategies, before CCEIS submission.
Checkpoint 4 10/1/26-12/30/26	As district is implementing CCEIS and before next year's notification.

Teaming for Significant Disproportionality



Planning and implementing activities requires 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.

Poll

How would you self-rate your district's teaming infrastructure to address significant disproportionality?

- A. You are exploring roles and possible structures. Your district does not yet have an implementation or leadership team in place.
- B. A team may be in place but will require changes. There might be multiple teams or separate general and special education leadership structures to consider.
- C. Your district has an active implementation or leadership team working on the same or similar equity issue and can address significant disproportionality through this team.

Agenda



What is Significant Disproportionality

District and ODE Activities and Timelines

**Policy, Procedure, and Practice Review and
Root Cause Analysis**

Comprehensive Coordinating Early Intervening
Services

Questions

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

Overarching principles, rules, or guidelines established by federal, state, local, or other governing bodies to ensure compliance with the requirements of a law.



Jump Start Kindergarten, 2023

Area of Significant Disproportionality	Policy Example
Identification	District child find policy is in alignment with 34 C.F.R. §300.111(a)(1)(i).
Placement	District policy regarding student placement aligns to the requirement for the Least Restrictive Environment in OAR 581-015-2240.
Discipline	District policy regarding student discipline is consistent with 34 C.F.R. § 300.530.

Procedure

Detailed steps on how to implement a policy.



Beaumont Middle School, 2023

Area of Significant Disproportionality	Procedure Example
Identification	<p>Procedure for how team makes determination of specific learning disability eligibility criteria aligns to OAR 581-015-2170.</p> <p>Procedures for how team determines exclusionary factors aligns to 34 CFR 300.306(b)(1)(i).</p>
Placement	<p>Procedures for placement of students moving into district with existing IEPs are consistent with OAR 581-015-2240.</p>
Discipline	<p>School discipline procedures include process and responsibilities for conducting a manifestation determination in accordance with 34 CFR 300.530(e).</p>

Practice

Practices are the activities, interactions, interventions, and strategies that the service providers and educators use to serve students.



Da Vinci Arts Middle School, 2023

Area of Significant Disproportionality	Practice Example
Identification	Review of evaluations conducted and decisions made from evaluation data for students in identified population. Review of student intervention data and intervention fidelity of implementation data.
Placement	Review of placement decisions for students moving into district with existing IEPs. Review of placement decisions for students in most restrictive settings.
Discipline	Review of documentation of participants, conversation, and decisions for a manifestation determination.

Policy, Procedure, Practice Review Considerations: Identification

Does the district have a written policy on child find and evaluation reflective of federal and state regulations?

Are there written procedures for each step of the pre-referral process, evaluation, eligibility, and re-evaluation process?

Does the district have a way to determine if the child has received appropriate instruction prior to determining the child experiences a disability?

Does the district make attempts to provide assessments to students in the language and form most likely to yield accurate information on what the child knows and is able to do academically?

Does the district provide professional learning and support in areas of differentiated instruction and general education supports to increase access to the general curriculum for all students?

Policy, Procedure, Practice Review Considerations: Identification

Does the district provide training and coaching on administering and interpreting assessment data?

How does the district ensure evaluation data draws upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, information about the child's physical condition, social or cultural background, and adaptive behavior?

Are these procedures written and implemented in ways to serve culturally and linguistically diverse students?

To what extent do student records and artifacts reflect an equitable implementation of these policies and procedures, especially for the identified student group?

Focus on Intellectual Disability (ID)

Does the student's previous instruction indicate the use of high-quality evidence-based practices in the area(s) of concern?

Is the student's rate of learning different from those of similar background and educational experiences? How do we know this?

Is the evaluation of culturally and linguistically diverse students conducted in the student's dominant spoken language and/or is proficiency in English and in the child's native language considered?

Have potentially confounding factors been considered which may impact academic performance such as experiences of trauma, behavioral challenges and personal family challenges.

Are culturally appropriate assessments and norms being used for identification? Are assessments free of racial and cultural bias?

Focus on Specific Learning Disability (SLD)

Have students have had the opportunity to experience high-quality evidence-based effective core and intervention instruction in the area(s) of concern?

Has limited English proficiency and its potential effects on academic growth been considered? How do you know?

Are the assessment methods utilizing multiple reliable and valid sources of data?

Are culturally appropriate assessments and norms being used for identification? Are assessments free of racial and cultural bias?

Are meaningful opportunities provided for engagement and participation of culturally and linguistically diverse families in the evaluation process in order to gain a fuller understanding of the student's background and any possible experiences that may be contributing to the student's learning difficulties?

Policy, Procedure, Practice Review Considerations: Placement

Does the district have a written policy on placement, including a continuum of supports, reflective of federal and state regulations?

Are there written procedures for IEP teams to use during initial placement, re-evaluation, and when students with IEPs move in?

To what extent are student placements determined by the student IEP rather than by the student's eligibility category?

Does the district have a procedure to determine if the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily?

Policy, Procedure, Practice Review Considerations: Placement

Do the LEA's policies, practices, and procedures support the return of students placed in the separate facility to a general education environment?

How does the district ensure that students are not removed solely because of modifications needed to the general education curriculum?

Are these procedures written and implemented consistently and in ways to serve culturally and linguistically diverse students?

To what extent do student records and artifacts reflect an equitable implementation of these policies and procedures, especially for the identified student group?

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

Purpose is to identify reasons for the differences in outcomes between student groups in the identified area of disproportionality.

Districts use an inquiry process to review data, generate hypotheses, and develop improvement recommendations.

Data reviewed should include insights from the Policy, Procedure, and Practice review and specific student group data.

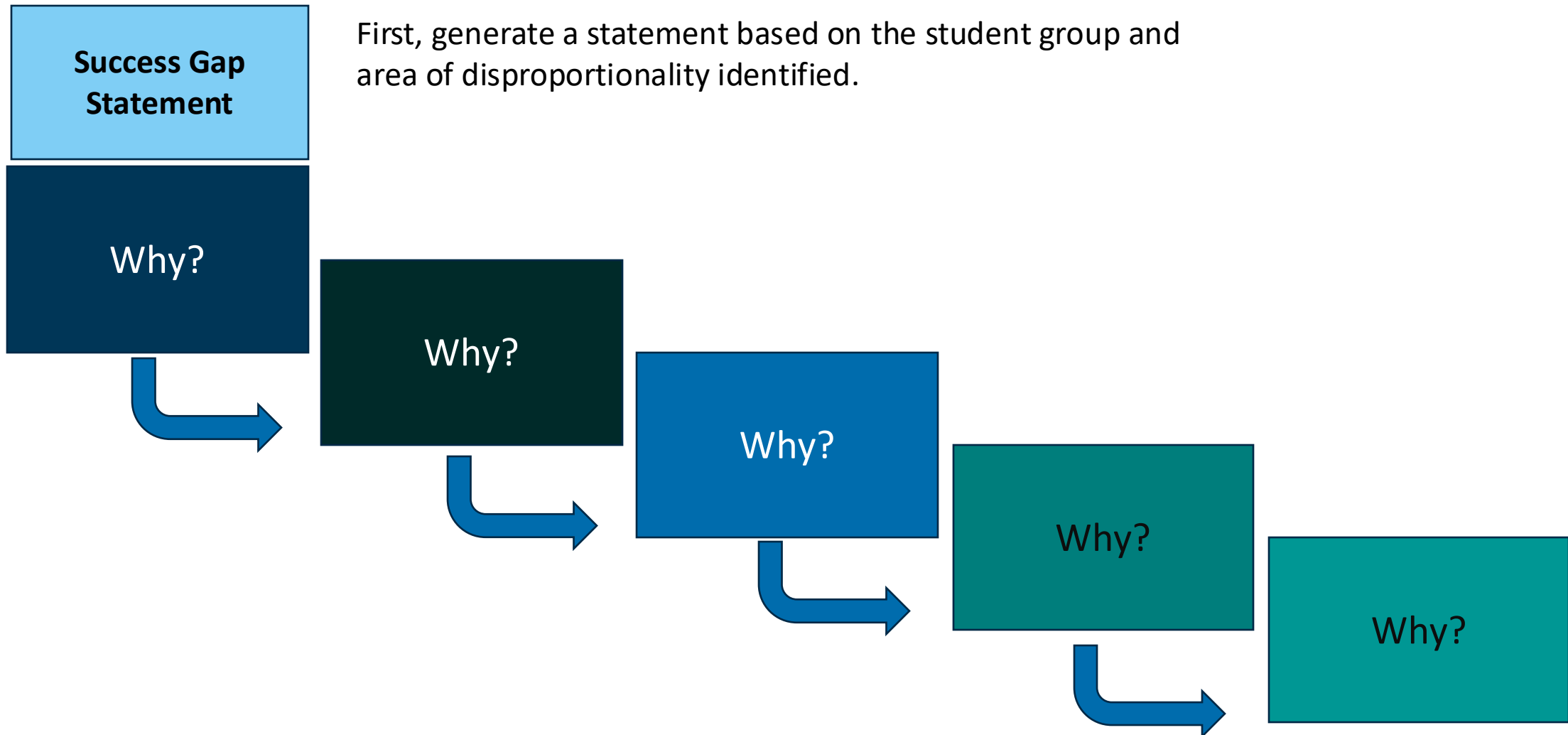
Select a Root Cause Method



Districts may use one of the following methods or select another method to conduct a root cause analysis.

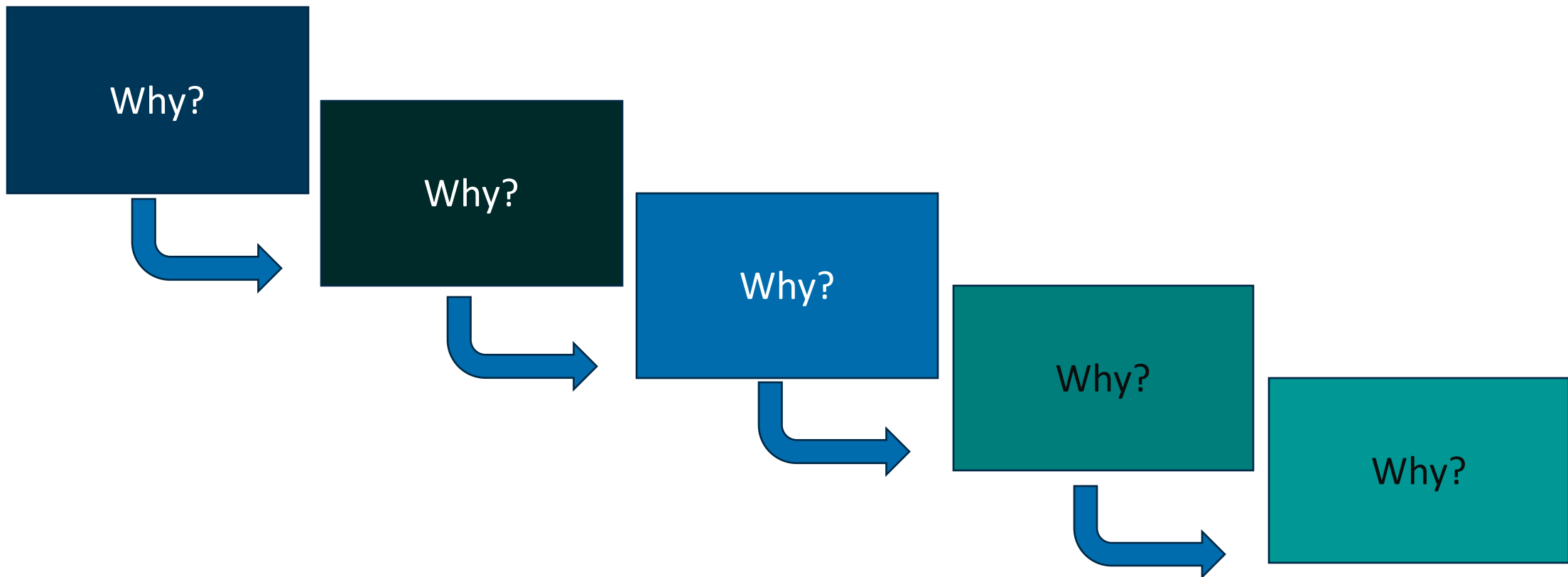
- Five Whys
- Fishbone

The Five Whys



The Five Whys

Hispanic Students are at a high risk for being identified as having a specific learning disability in our district.



The Five Whys

Hispanic Students are at a high risk for being identified as having a specific learning disability in our district.

Why?

Students are referred for special education evaluation.

Why?

Why?

Why?

Why?

The Five Whys

Hispanic Students are at a high risk for being identified as having a specific learning disability in our district.

Why?

Students are referred for evaluation for special education.

Why?

Students are performing below grade level academically.

Why?

Why?

Why?

The Five Whys

Hispanic Students are at a high risk for being identified as having a specific learning disability in our district.

Why?

Students are referred for special education evaluation.

Why?

Students are performing below grade level academically.

Why?

Students are not making progress in math and reading interventions.

Why?

Why?

The Five Whys

Hispanic Students are at a high risk for being identified as having a specific learning disability in our district.

Why?

Students are referred for special education evaluation.

Why?

Students are performing below grade level academically.

Why?

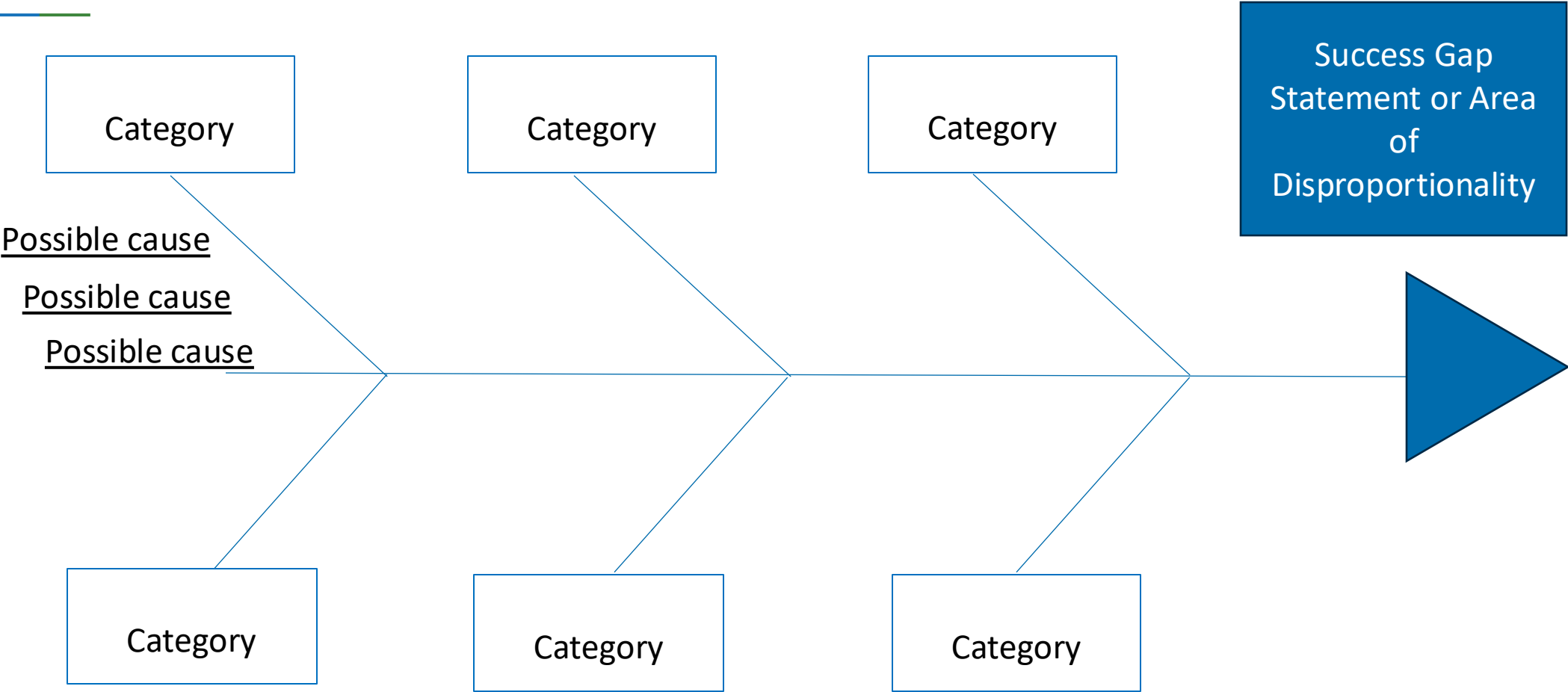
Students are not making progress in reading interventions.

Why?

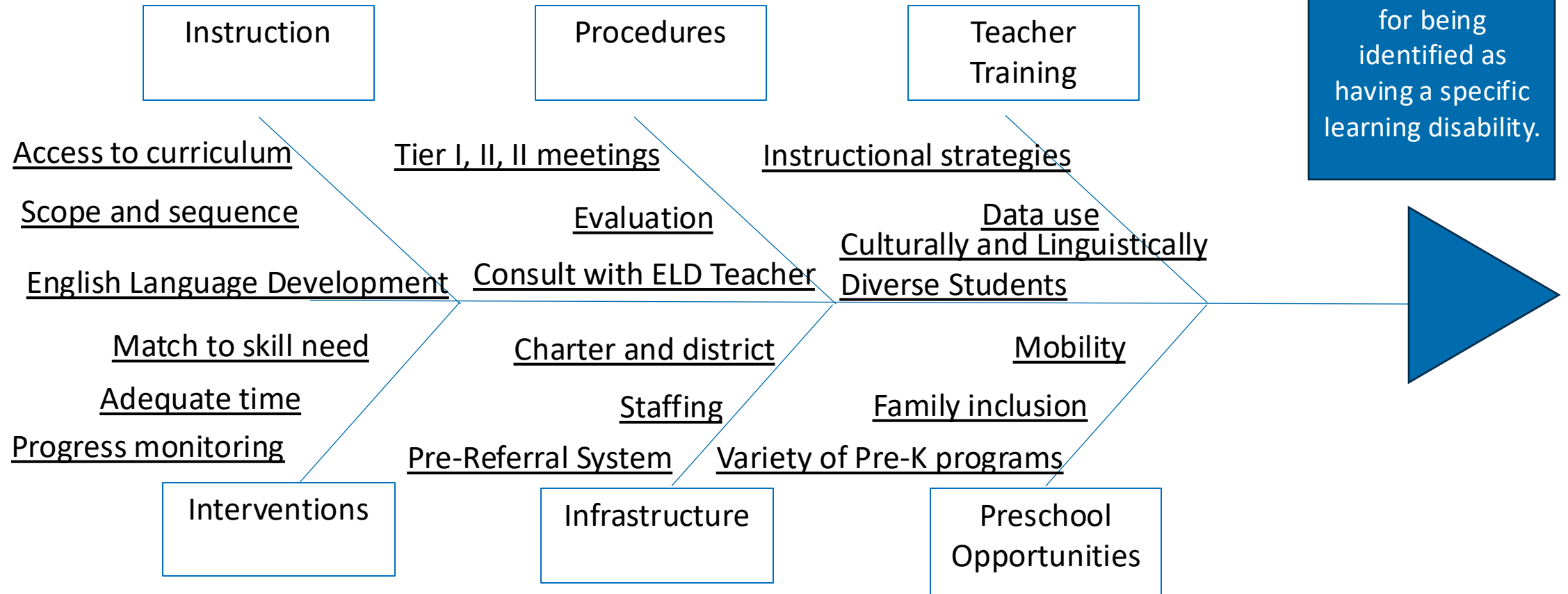
Students are not placed in interventions by skill area.

Why?

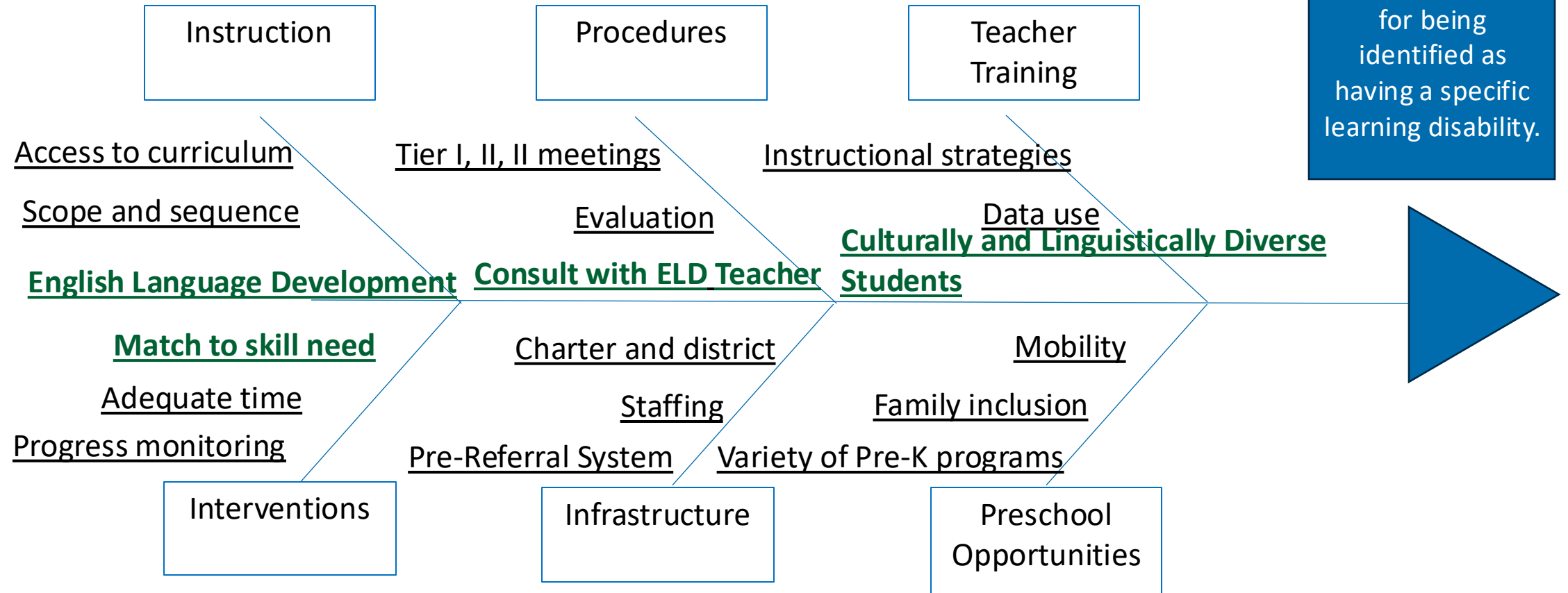
Fishbone Diagram



Fishbone Diagram



Fishbone Diagram



Hispanic Students in our district have a high risk for being identified as having a specific learning disability.

Poll

Which method of root cause analysis are you planning to use?

- A. Fishbone
- B. Five Whys
- C. Other
- D. Uncertain

Agenda



What is Significant Disproportionality

District and ODE Activities and Timelines

Comprehensive Coordinating Early Intervening Services

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 2024-25 or 2025-26 will result in the district needing to amend their budget and follow required processes.
- Districts report grant year to Significant Disproportionality Coordinator.
- 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
2025-26	2024-25	September 30, 2026
	2025-26	September 30, 2027
	2026-27	September 30, 2028

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 24, 2026 – November 9, 2026.



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

CCEIS Collection: Initial

Information will be collected for Districts identified in March 2026 in the CCEIS collection, open **9/24/26-11/9/26**.

(Applies to all districts on this call)

- 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 Collection: Tracking

(Applies to some districts on this call)

Districts identified in **March 2025** who implemented CCEIS in the **2025-26 school year** will report to ODE in the 2026 CCEIS collection 9/24/26-11/9/26, and

(Applies to all districts on this call)

Districts identified in **March 2026** who will implement CCEIS in the **2026-27 school year** will report to ODE during September 2027 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 2026.

Examples of CCEIS Activities

District A has been identified with a 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, creating culturally responsive classroom communities and in delivering explicit instruction.

Examples of CCEIS Activities

District B has been identified for the identification of white students with intellectual disability.

The district's root cause analysis and policy, procedure, and practice review revealed that most of the students in this student group **moved into the district** with this eligibility from nearby districts.

The district's data review revealed that a high percentage of **families are impacted by poverty in the community**.

The district's plans include:

- Collaboration with the ESD to provide training to itinerant staff conducting assessments.
- Revision of written policy in school handbooks and provision of staff training on students who move in with IEPs.
- Additional staff to provide academic interventions to K-2 students with and without disabilities performing below benchmark.
- Incorporation of attendance as a measure in student intervention team data review meetings.

Significant Disproportionality and CCEIS Resources

To Guide Activity Planning and Requirements for ODE

[Identified District Activity Checklist school year 2025-2026](#)

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](#)

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](#)

[Teaching Social Behaviors online self-paced course](#)

Oregon Department of Education

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

Superintendent or designee returns District Acknowledgement Form to ODE.
3/20/26

ODE SD Coordinator sets up Checkpoint 1 meetings with Director, DCS, DSS.
3/20- 4/30/26

3/20-4/30/26
District director establishes district team and shares information about this identification.

Questions and Reflections



Contact Information

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

Data Questions

Cynthia Garton

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CCEIS or Financial Questions

Thea Donovan

Ode.IdeaFinance@ode.oregon.gov

Program and Planning Questions

Sarah Soltz

Sarah.soltz@ode.oregon.gov