**Oregon Department of Education   
Significant Disproportionality Terms and Criteria**

The following are common terms and criteria for significant disproportionality used by the Oregon Department.

# Race/Ethnicity Categories (7):

1. Hispanic/Latino individuals of any race;
2. American Indian or Alaska Native individuals who are non-Hispanic/Latino;
3. Asian individuals who are non-Hispanic/Latino;
4. Black or African American individuals who are non-Hispanic/Latino;
5. Native Hawaiian or Other Pacific Islander individuals who are non-Hispanic/Latino;
6. White individuals who are non-Hispanic/Latino and
7. Individuals who are two or more races (Multi-Racial) and are non-Hispanic/Latino.

**Risk Ratio Calculation:** See [Significant Disproportionality Methodology Detail](https://www.oregon.gov/ode/students-and-family/SpecialEducation/GeneralSupervision/Documents/sigdismethodolgy.pdf)

**Risk Ratio Threshold:** The threshold is based on the median risk ratio for each of the 14 categories of analysis (for categories, see *Significant Disproportionality Categories of Analysis*). The median is the middle number in the data set, which consists of all the calculated risk ratios for each of the 197 districts in the respective category. The threshold is five standard deviations above from the median risk ratio.

**Reasonable Progress:** In order to demonstrate reasonable progress, the district must have shown consecutive progress in the risk ratio for each of the two preceding years (i.e., year 1 to year 2 **AND** year 2 to year 3). In other words, there must be year-to-year progress for three consecutive years. Progress from year 1 (or year 2) to year 3 alone (i.e., comparing the current year risk ratio to a prior year risk ratio [either year 1 or year 2]) is not sufficient to demonstrate reasonable progress.

# Significant Disproportionality Categories of Analysis (14):

1. The identification of children ages 3 through 21 as children with disabilities;
2. The identification of children ages 3 through 21 as children with intellectual disabilities;
3. The identification of children ages 3 through 21 as children with specific learning disabilities;
4. The identification of children ages 3 through 21 as children with emotional disturbance;
5. The identification of children ages 3 through 21 as children with speech or language impairments;
6. The identification of children ages 3 through 21 as children with other health impairments; and
7. The identification of children ages 3 through 21 as children with autism.
8. Placements of children with disabilities ages 6 through 21, inside a regular class less than 40 percent of the day;
9. Placements of children with disabilities ages 6 through 21, inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities, or private schools;
10. For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of 10 days or fewer;
11. For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days;
12. For children with disabilities ages 3 through 21, in-school suspensions of 10 days or fewer;
13. For children with disabilities ages 3 through 21, in-school suspensions of more than 10 days; and
14. For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

**Minimum cell size:** 10

**Minimum n size:** 30

**Period of Significant Disproportionality Determination:** One year, the most recent prior school year (i.e., Year 3), is used to determine if the Risk Ratio Threshold for the respective category is met or not met. If the Risk Ratio Threshold is not met, the prior two years are used to determine if Reasonable Progress was made which would allow removal of not met status.