

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ACADIA PARISH SCHOOL SYSTEM (001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

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ALLEN PARISH SCHOOL SYSTEM (002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

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CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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ASCENSION PARISH SCHOOL SYSTEM (003)

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IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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ASSUMPTION PARISH SCHOOL SYSTEM (004)

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CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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AVOYELLES PARISH SCHOOL SYSTEM (005)

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All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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BEAUREGARD PARISH SCHOOL SYSTEM (006)

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All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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BIENVILLE PARISH SCHOOL SYSTEM (007)

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All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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BOSSIER PARISH SCHOOL SYSTEM (008)

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IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	3.79	3.57	3.59
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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CADDO PARISH SCHOOL SYSTEM (009)

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All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	4.27	3.98	3.47
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

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CALCASIEU PARISH SCHOOL SYSTEM (010)

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All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CALDWELL PARISH SCHOOL SYSTEM (011)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CAMERON PARISH SCHOOL SYSTEM (012)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CATAHOULA PARISH SCHOOL SYSTEM (013)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CLAIBORNE PARISH SCHOOL SYSTEM (014)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CONCORDIA PARISH SCHOOL SYSTEM (015)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DESOTO PARISH SCHOOL SYSTEM (016)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EAST BATON ROUGE PARISH SCHOOL SYSTEM (017)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EAST CARROLL PARISH SCHOOL SYSTEM (018)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EAST FELICIANA PARISH SCHOOL SYSTEM (019)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EVANGELINE PARISH SCHOOL SYSTEM (020)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

FRANKLIN PARISH SCHOOL SYSTEM (021)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

GRANT PARISH SCHOOL SYSTEM (022)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

IBERIA PARISH SCHOOL SYSTEM (023)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

IBERVILLE PARISH SCHOOL SYSTEM (024)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JACKSON PARISH SCHOOL SYSTEM (025)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JEFFERSON PARISH SCHOOL SYSTEM (026)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JEFFERSON DAVIS PARISH SCHOOL SYSTEM (027)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	3.70	3.11	3.21
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAFAYETTE PARISH SCHOOL SYSTEM (028)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	Yes	Black or African American	14.25	3.03	3.01
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAFOURCHE PARISH SCHOOL SYSTEM (029)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LASALLE PARISH SCHOOL SYSTEM (030)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LINCOLN PARISH SCHOOL SYSTEM (031)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LIVINGSTON PARISH SCHOOL SYSTEM (032)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MADISON PARISH SCHOOL SYSTEM (033)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MOREHOUSE PARISH SCHOOL SYSTEM (034)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NATCHITOCHE PARISH SCHOOL SYSTEM (035)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ORLEANS PARISH SCHOOL SYSTEM (036)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	7.29	8.37	9.18
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

OUACHITA PARISH SCHOOL SYSTEM (037)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

PLAQUEMINES PARISH SCHOOL SYSTEM (038)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

POINTE COUPEE PARISH SCHOOL SYSTEM (039)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RAPIDES PARISH SCHOOL SYSTEM (040)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RED RIVER PARISH SCHOOL SYSTEM (041)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RICHLAND PARISH SCHOOL SYSTEM (042)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SABINE PARISH SCHOOL SYSTEM (043)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	4.75	4.20	4.68
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. BERNARD PARISH SCHOOL SYSTEM (044)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. CHARLES PARISH SCHOOL SYSTEM (045)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. HELENA PARISH SCHOOL SYSTEM (046)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. JAMES PARISH SCHOOL SYSTEM (047)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	Yes	Black or African American	4.25	5.13	3.62
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. JOHN THE BAPTIST PARISH SCHOOL SYSTEM (048)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. LANDRY PARISH SCHOOL SYSTEM (049)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. MARTIN PARISH SCHOOL SYSTEM (050)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. MARY PARISH SCHOOL SYSTEM (051)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ST. TAMMANY PARISH SCHOOL SYSTEM (052)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

TANGIPAHOA PARISH SCHOOL SYSTEM (053)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

TENSAS PARISH SCHOOL SYSTEM (054)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

TERREBONNE PARISH SCHOOL SYSTEM (055)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

UNION PARISH SCHOOL SYSTEM (056)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

VERMILION PARISH SCHOOL SYSTEM (057)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

VERNON PARISH SCHOOL SYSTEM (058)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WASHINGTON PARISH SCHOOL SYSTEM (059)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WEBSTER PARISH SCHOOL SYSTEM (060)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WEST BATON ROUGE PARISH SCHOOL SYSTEM (061)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WEST CARROLL PARISH SCHOOL SYSTEM (062)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WEST FELICIANA PARISH SCHOOL SYSTEM (063)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	3.68	3.52	3.63
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WINN PARISH SCHOOL SYSTEM (064)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CITY OF MONROE SCHOOL DISTRICT SCHOOL SYSTEM (065)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	4.66	4.06	5.64
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	Yes	Black or African American	6.18	6.30	3.64

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CITY OF BOGALUSA SCHOOL DISTRICT SCHOOL SYSTEM (066)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ZACHARY COMMUNITY SCHOOL DISTRICT SCHOOL SYSTEM (067)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CITY OF BAKER SCHOOL DISTRICT SCHOOL SYSTEM (068)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CENTRAL COMMUNITY SCHOOL DISTRICT SCHOOL SYSTEM (069)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SPECIAL SCHOOL DISTRICT SCHOOL SYSTEM (101)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

PIERRE A. CAPDAU CHARTER SCHOOL AT AVERY ALEXANDER SCHOOL SYSTEM (300001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAKE AREA NEW TECH EARLY COLLEGE HIGH SCHOOL SCHOOL SYSTEM (300003)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LOUISIANA SCHOOL FOR MATH SCIENCE & THE ARTS SCHOOL SYSTEM (302)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED SCHOOL SYSTEM (304)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LSU LABORATORY SCHOOL SCHOOL SYSTEM (318)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SOUTHERN UNIVERSITY LAB SCHOOL SCHOOL SYSTEM (319)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NEW VISION LEARNING ACADEMY SCHOOL SYSTEM (321001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

V. B. GLENCOE CHARTER SCHOOL SCHOOL SYSTEM (329001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

INTERNATIONAL SCHOOL OF LOUISIANA SCHOOL SYSTEM (331001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

AVOYELLES PUBLIC CHARTER SCHOOL SCHOOL SYSTEM (333001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DELHI CHARTER SCHOOL SCHOOL SYSTEM (336001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

BELLE CHASSE ACADEMY SCHOOL SYSTEM (337001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

THE MAX CHARTER SCHOOL SCHOOL SYSTEM (340001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

D'ARBONNE WOODS CHARTER SCHOOL SCHOOL SYSTEM (341001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MADISON PREPARATORY ACADEMY SCHOOL SYSTEM (343001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS SCHOOL SYSTEM (344001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

UNIVERSITY VIEW ACADEMY, INC. (FRM LA CONNECTIONS) SCHOOL SYSTEM (345001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAKE CHARLES CHARTER ACADEMY SCHOOL SYSTEM (346001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS SCHOOL SYSTEM (347001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NEW ORLEANS MILITARY & MARITIME ACADEMY SCHOOL SYSTEM (348001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

THE NET CHARTER HIGH SCHOOL SCHOOL SYSTEM (360001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

THE NET 2 CHARTER HIGH SCHOOL SCHOOL SYSTEM (360002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CRESCENT LEADERSHIP ACADEMY SCHOOL SYSTEM (361001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

HARRIET TUBMAN CHARTER SCHOOL SCHOOL SYSTEM (363001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

PAUL HABANS CHARTER SCHOOL SCHOOL SYSTEM (363002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

FANNIE C. WILLIAMS CHARTER SCHOOL SCHOOL SYSTEM (364001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MORRIS JEFF COMMUNITY SCHOOL SCHOOL SYSTEM (368001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RENEW SCITECH ACADEMY AT LAUREL SCHOOL SYSTEM (369002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RENEW DOLORES T. AARON ELEMENTARY SCHOOL SYSTEM (369003)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RENEW ACCELERATED HIGH SCHOOL SCHOOL SYSTEM (369005)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RENEW SCHAUMBURG ELEMENTARY SCHOOL SYSTEM (369006)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LINWOOD PUBLIC CHARTER SCHOOL SCHOOL SYSTEM (371001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ARISE ACADEMY SCHOOL SYSTEM (373001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

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- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	4.31	4.13	3.13
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MILDRED OSBORNE CHARTER SCHOOL SCHOOL SYSTEM (373002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SUCCESS PREPARATORY ACADEMY SCHOOL SYSTEM (374001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

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**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

AKILI ACADEMY OF NEW ORLEANS SCHOOL SYSTEM (381001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

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**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	Yes	Black or African American	13.17	12.26	14.90
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ABRAMSON SCI ACADEMY SCHOOL SYSTEM (382001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	Yes	Black or African American	8.63	9.99	4.81

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

G W CARVER HIGH SCHOOL SCHOOL SYSTEM (382002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	Yes	Black or African American	7.97	8.67	7.16
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LIVINGSTON COLLEGIATE ACADEMY SCHOOL SYSTEM (382004)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SYLVANIE WILLIAMS COLLEGE PREP SCHOOL SYSTEM (385001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WALTER L. COHEN COLLEGE PREP SCHOOL SYSTEM (385002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	Yes	Black or African American	3.21	4.45	9.31
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KENILWORTH SCIENCE AND TECHNOLOGY CHARTER SCHOOL SCHOOL SYSTEM (389002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JAMES M. SINGLETON CHARTER SCHOOL SCHOOL SYSTEM (3900001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAFAYETTE ACADEMY SCHOOL SYSTEM (393001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ESPERANZA CHARTER SCHOOL SCHOOL SYSTEM (393002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MCDONOGH 42 CHARTER SCHOOL SCHOOL SYSTEM (393003)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MARTIN BEHRMAN CHARTER ACAD OF CREATIVE ARTS & SCI SCHOOL SYSTEM (395001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LORD BEACONSFIELD LANDRY-OLIVER PERRY WALKER HIGH SCHOOL SYSTEM (395005)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	Yes	Black or African American	3.84	4.47	3.53
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ALGIERS TECHNOLOGY ACADEMY SCHOOL SYSTEM (395007)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RECOVERY SCHOOL DISTRICT-LDE SCHOOL SYSTEM (396)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC EXCELLENCE SCHOOL SYSTEM
(397001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP BELIEVE SCHOOL SYSTEM (398001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP MORIAL SCHOOL SYSTEM (398002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP CENTRAL CITY SCHOOL SYSTEM (398004)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP RENAISSANCE SCHOOL SYSTEM (398005)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	Yes	Black or African American	10.40	13.88	10.33
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP LEADERSHIP SCHOOL SYSTEM (398006)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP EAST COMMUNITY SCHOOL SYSTEM (398007)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

KIPP BOOKER T WASHINGTON SCHOOL SYSTEM (398008)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JOHN F. KENNEDY HIGH SCHOOL SCHOOL SYSTEM (398009)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SAMUEL J. GREEN CHARTER SCHOOL SCHOOL SYSTEM (399001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ARTHUR ASHE CHARTER SCHOOL SCHOOL SYSTEM (399002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

PHILLIS WHEATLEY COMMUNITY SCHOOL SCHOOL SYSTEM (399004)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LANGSTON HUGHES CHARTER ACADEMY SCHOOL SYSTEM (399005)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

FIRSTLINE LIVE OAK SCHOOL SYSTEM (399006)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CELERITY LANIER CHARTER SCHOOL SCHOOL SYSTEM (3AP001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CELERITY DALTON CHARTER SCHOOL SCHOOL SYSTEM (3AP003)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

GLEN OAKS MIDDLE SCHOOL SCHOOL SYSTEM (3AP004)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

BATON ROUGE UNIVERSITY PREPARATORY ELEMENTARY SCHOOL SYSTEM (3AQ001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

CAPITOL HIGH SCHOOL SCHOOL SYSTEM (3B9001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

THRIVE ACADEMY SCHOOL SYSTEM (3C1001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EDWARD HYNES CHARTER SCHOOL - LAKEVIEW SCHOOL SYSTEM (3C2001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EDWARD HYNES CHARTER SCHOOL - UNO SCHOOL SYSTEM (3C2002)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

FOUNDATION PREPARATORY ACADEMY SCHOOL SYSTEM (3C3001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

OFFICE OF JUVENILE JUSTICE SCHOOL SYSTEM (A02)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NOBLE MINDS SCHOOL SYSTEM (W18001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JCFA-EAST SCHOOL SYSTEM (W1A001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ADVANTAGE CHARTER ACADEMY SCHOOL SYSTEM (W1B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JCFA LAFAYETTE SCHOOL SYSTEM (W1D001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WILLOW CHARTER ACADEMY SCHOOL SYSTEM (W2B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DR. MARTIN LUTHER KING CHARTER SCHOOL FOR SCI/TECH SCHOOL SYSTEM (W31001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LINCOLN PREPARATORY SCHOOL SCHOOL SYSTEM (W33001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

IBERVILLE CHARTER ACADEMY SCHOOL SYSTEM (W3B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DELTA CHARTER SCHOOL MST SCHOOL SYSTEM (W4A001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAKE CHARLES COLLEGE PREP SCHOOL SYSTEM (W4B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NORTHEAST CLAIBORNE CHARTER SCHOOL SYSTEM (W5B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ACADIANA RENAISSANCE CHARTER ACADEMY SCHOOL SYSTEM (W6B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LOUISIANA KEY ACADEMY SCHOOL SYSTEM (W7A001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAFAYETTE RENAISSANCE CHARTER ACADEMY SCHOOL SYSTEM (W7B001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

IMPACT CHARTER ELEMENTARY SCHOOL SYSTEM (W8A001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

RSD-CAPITOL EDUCATION FOUNDATION SCHOOL SYSTEM (WA7001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LOUISIANA VIRTUAL CHARTER ACADEMY SCHOOL SYSTEM (WAG001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

SOUTHWEST LOUISIANA CHARTER ACADEMY SCHOOL SYSTEM (WAK001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

JS CLARK LEADERSHIP ACADEMY SCHOOL SYSTEM (WAL001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

BATON ROUGE UNIVERSITY PREPARATORY ELEMENTARY SCHOOL SYSTEM (WAQ001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

GEO PREP ACADEMY OF GREATER BATON ROUGE SCHOOL SYSTEM (WAU001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DEMOCRACY PREP BATON ROUGE SCHOOL SYSTEM (WAV001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

AUDUBON CHARTER SCHOOL SCHOOL SYSTEM (WAZ001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EINSTEIN CHARTER SCHOOL AT VILLAGE DE L'EST SCHOOL SYSTEM (WBA001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

BENJAMIN FRANKLIN HIGH SCHOOL SCHOOL SYSTEM (WBB001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ALICE M HARTE ELEMENTARY CHARTER SCHOOL SCHOOL SYSTEM (WBC001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EDNA KARR HIGH SCHOOL SCHOOL SYSTEM (WBDO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LUSHER CHARTER SCHOOL SCHOOL SYSTEM (WBEO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ELEANOR MCMAIN SECONDARY SCHOOL SCHOOL SYSTEM (WBFO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ROBERT RUSSA MOTON CHARTER SCHOOL SCHOOL SYSTEM (WBG001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LAKE FOREST ELEMENTARY CHARTER SCHOOL SCHOOL SYSTEM (WBH001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

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**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NEW ORLEANS CHARTER SCIENCE AND MATHEMATICS HS SCHOOL SYSTEM (WBIOO1)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ENCORE ACADEMY SCHOOL SYSTEM (WBJ001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

BRICOLAGE ACADEMY SCHOOL SYSTEM (WBK001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

WILSON CHARTER SCHOOL SCHOOL SYSTEM (WBLOO1)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EINSTEIN CHARTER HIGH SCHOOL AT SARAH TOWLES REED SCHOOL SYSTEM (WBM001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EINSTEIN CHARTER MIDDLE SCH AT SARAH TOWLES REED SCHOOL SYSTEM (WBNO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	Yes	Black or African American	5.53	3.84	7.38
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

EINSTEIN CHARTER AT SHERWOOD FOREST SCHOOL SYSTEM (WBO001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

MCDONOGH 42 CHARTER SCHOOL SCHOOL SYSTEM (WBPO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

NEW HARMONY HIGH INSTITUTE SCHOOL SYSTEM (WBQ001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ATHLOS ACADEMY OF JEFFERSON PARISH SCHOOL SYSTEM (WBRO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

AUDUBON CHARTER SCHOOL - GENTILLY SCHOOL SYSTEM (WBTO01)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

ROSENWALD COLLEGIATE ACADEMY SCHOOL SYSTEM (WBU001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

DWIGHT D. EISENHOWER CHARTER SCHOOL SCHOOL SYSTEM (WBV001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

LIVING SCHOOL SCHOOL SYSTEM (WBW001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

OPPORTUNITIES ACADEMY SCHOOL SYSTEM (WC2001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

COLLEGIATE BATON ROUGE SCHOOL SYSTEM (WJ5001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<

2020-2021 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

GEO PREP MID-CITY OF GREATER BATON ROUGE SCHOOL SYSTEM (WZ8001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).



**Risk Ratios
Explained**

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
All Disabilities	No	✓	✓	✓	✓
Autism	No	✓	✓	✓	✓
Emotional Disturbance	No	✓	✓	✓	✓
Intellectual Disabilities	No	✓	✓	✓	✓
Speech or Language Impairment	No	✓	✓	✓	✓
Other Health Impairments	No	✓	✓	✓	✓
Specific Learning Disabilities	No	✓	✓	✓	✓

DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Out-of-School Suspensions and Expulsions, ≤ 10 days	No	✓	✓	✓	✓
Out-of-School Suspensions and Expulsions, > 10 days	No	✓	✓	✓	✓
In-School Suspensions, ≤ 10 days	No	✓	✓	✓	✓
In-School Suspensions, > 10 days	No	✓	✓	✓	✓
Discipline Removals in Total	No	✓	✓	✓	✓

PLACEMENT:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2020-2021	RISK RATIO 2019-2020	RISK RATIO 2018-2019
Inside a Regular Class <40% of the Day	No	✓	✓	✓	✓
Inside Separate Schools and Residential Facilities	No	✓	✓	✓	✓

>SEE STATEWIDE RESULTS<