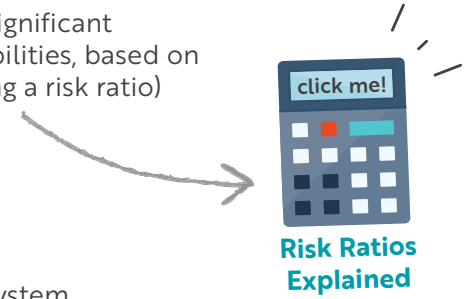


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

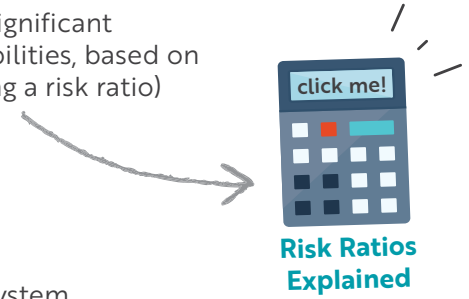
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

- 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

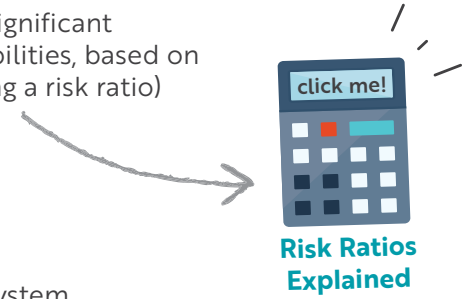
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ASCENSION PARISH SCHOOL SYSTEM (003)

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
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- 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

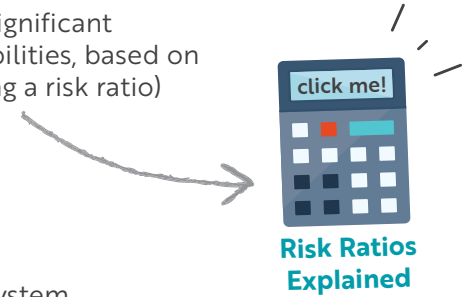
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ASSUMPTION PARISH SCHOOL SYSTEM (004)

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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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

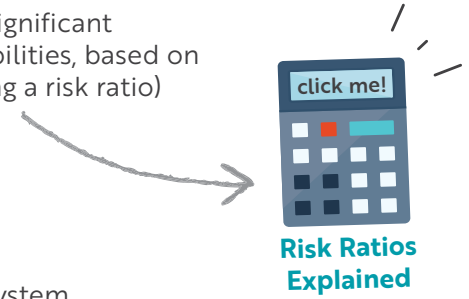
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## AVOYELLES PARISH SCHOOL SYSTEM (005)

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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

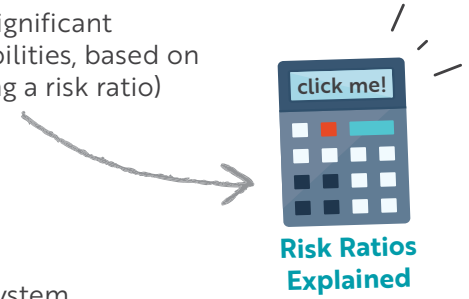
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## BEAUREGARD PARISH SCHOOL SYSTEM (006)

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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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

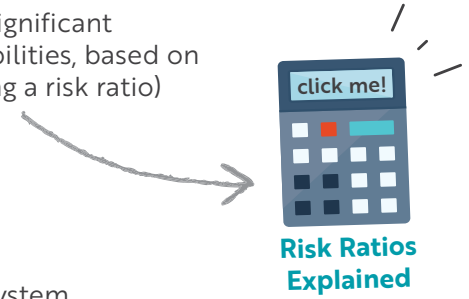
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## BIENVILLE PARISH SCHOOL SYSTEM (007)

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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

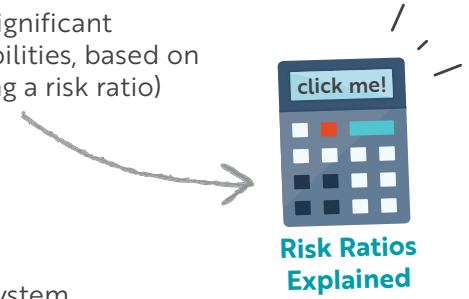
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## BOSSIER PARISH SCHOOL SYSTEM (008)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

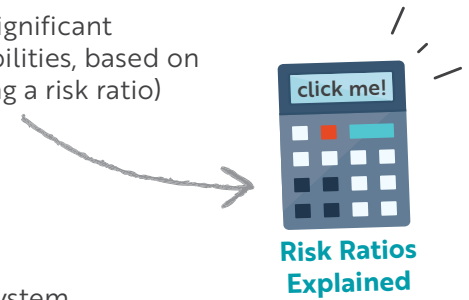


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## CADDO PARISH SCHOOL SYSTEM (009)

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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
All Disabilities	No	*	*	*	*
Autism	No	*	*	*	*
Emotional Disturbance	No	*	*	*	*
Intellectual Disabilities	Yes	Black or African American	4.23	4.22	4.27
Speech or Language Impairment	No	*	*	*	*
Other Health Impairments	No	*	*	*	*
Specific Learning Disabilities	No	*	*	*	*

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

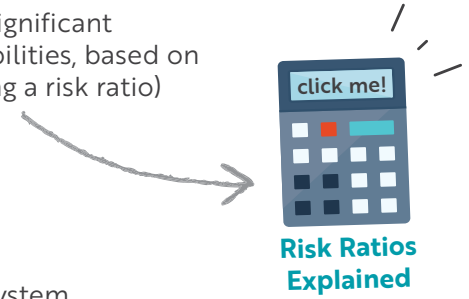
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## CALCASIEU PARISH SCHOOL SYSTEM (010)

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

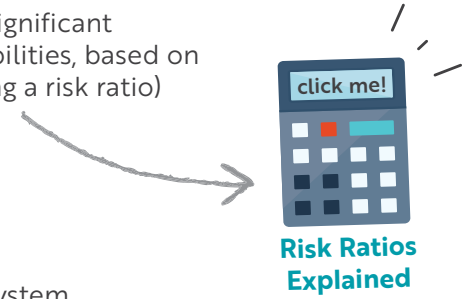
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

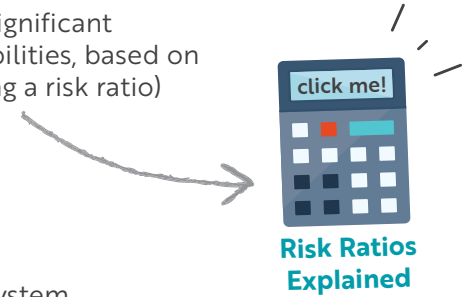
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

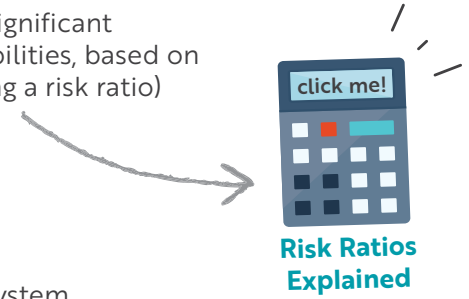
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

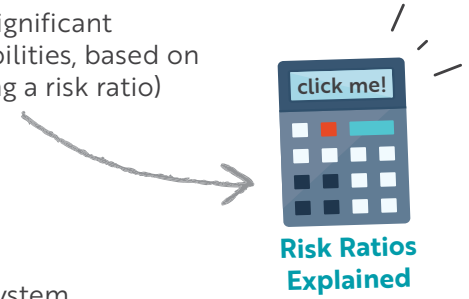
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

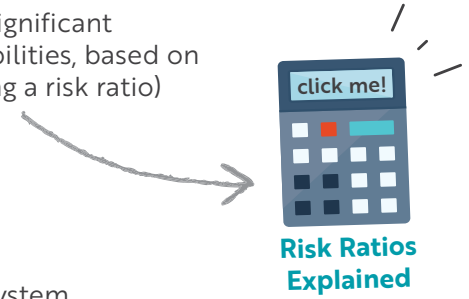
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

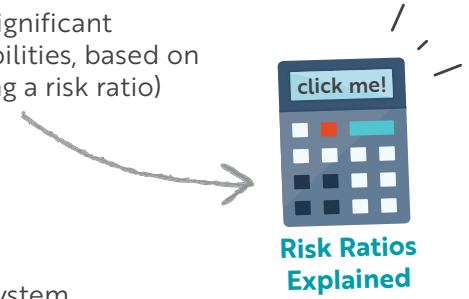
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

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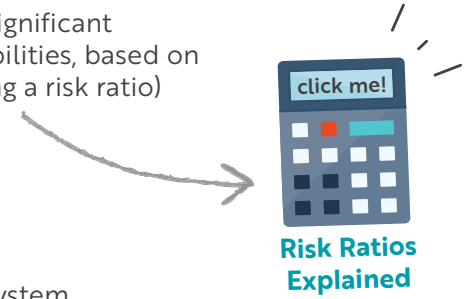


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

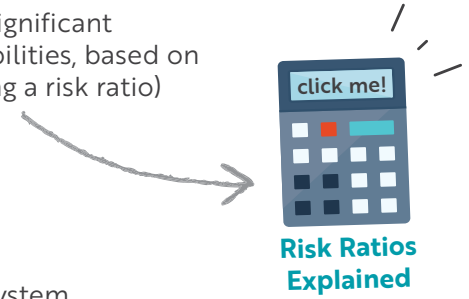
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

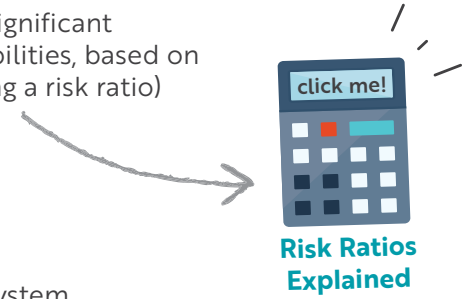
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

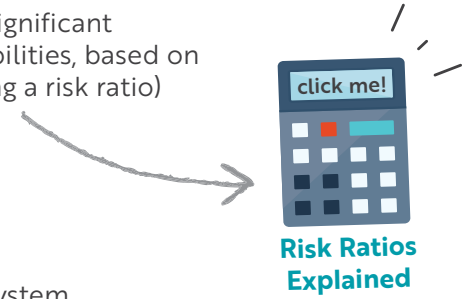
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

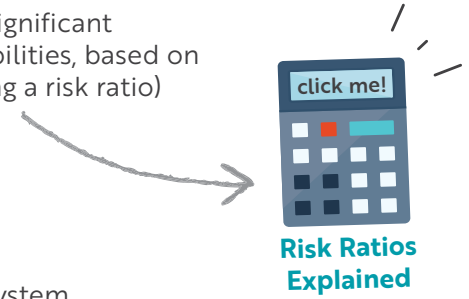
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

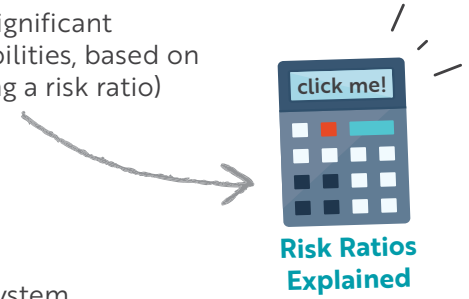
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

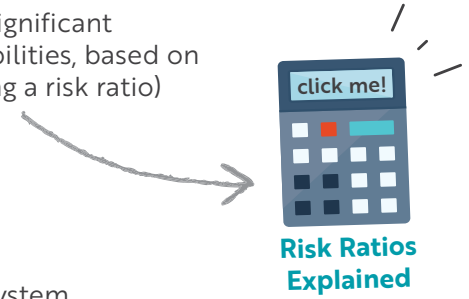
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

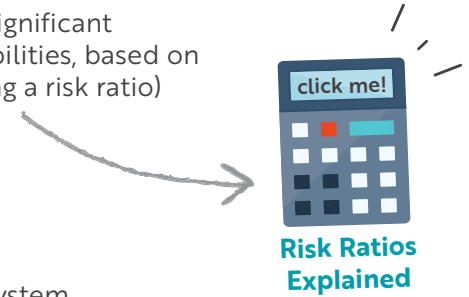
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

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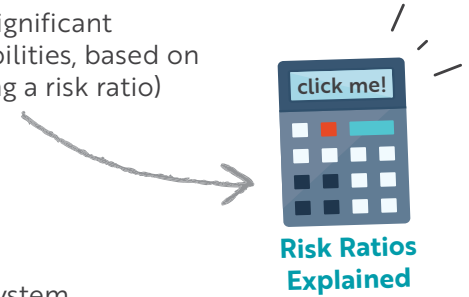


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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  - placed in certain more restrictive educational settings, or
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- when compared to all other students from all other races/ethnicities in their school system.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

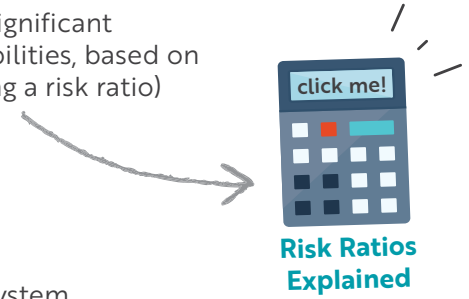
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

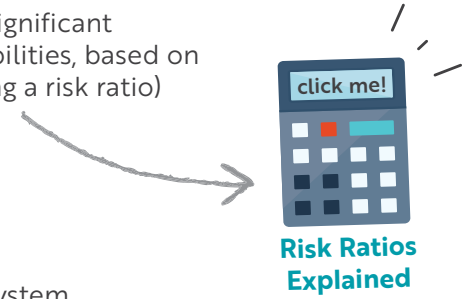
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

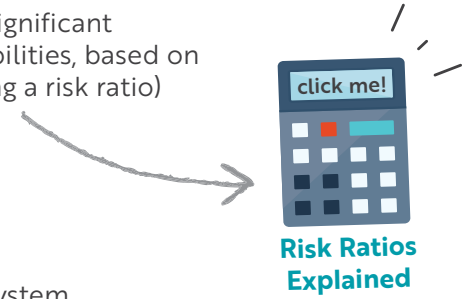
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

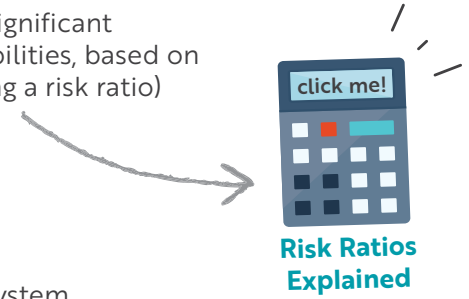
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

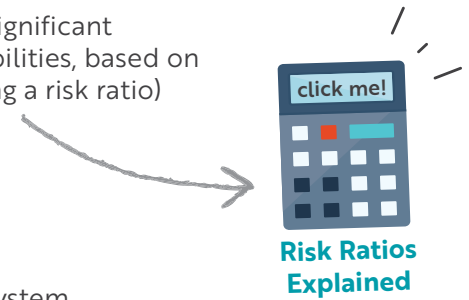
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

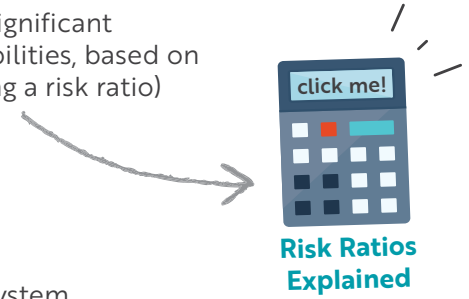
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

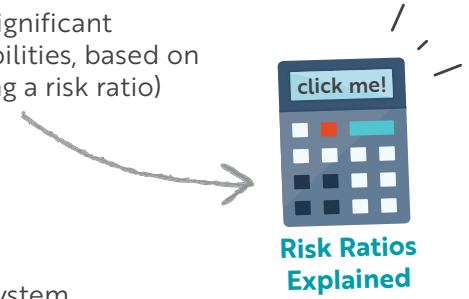
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

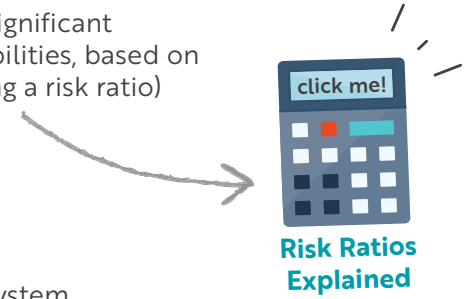


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

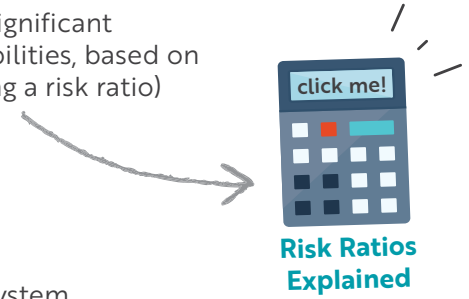
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

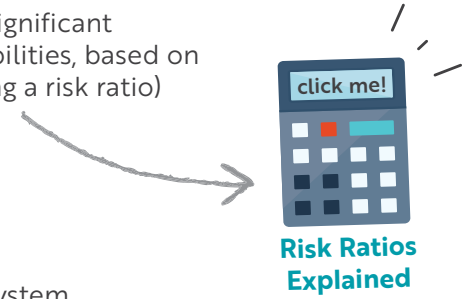
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

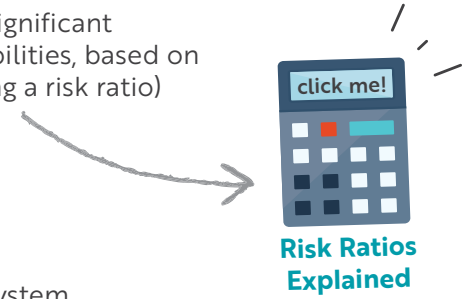
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

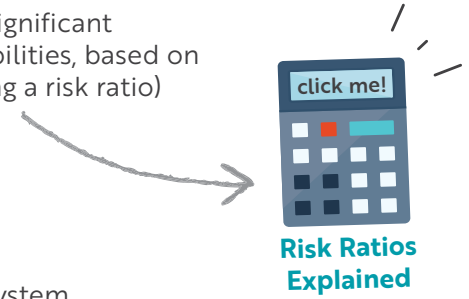
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

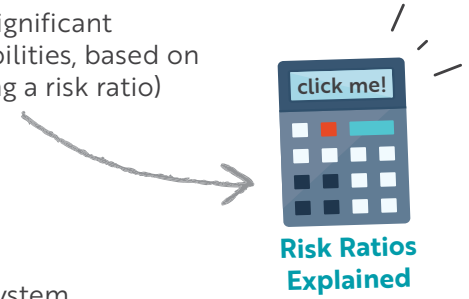
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

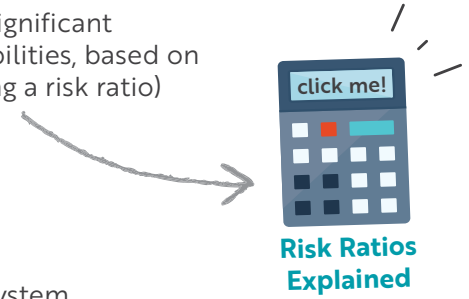
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

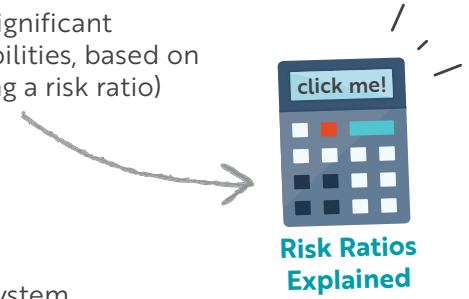
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

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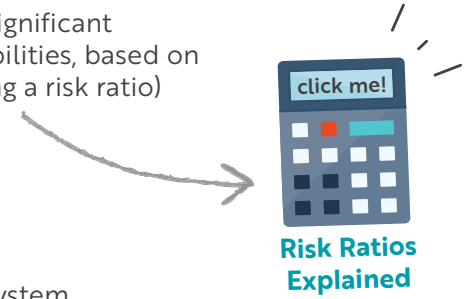


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

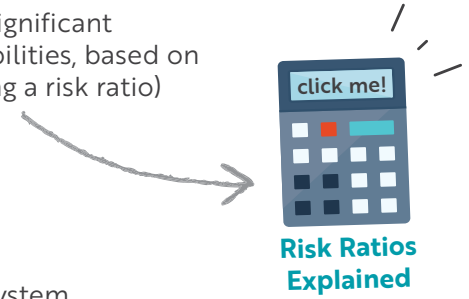
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

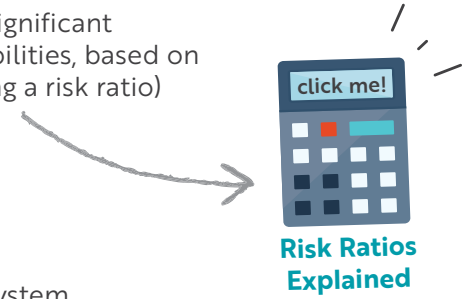
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
All Disabilities	No	*	*	*	*
Autism	No	*	*	*	*
Emotional Disturbance	No	*	*	*	*
Intellectual Disabilities	Yes	Black or African American	4.40	5.29	4.75
Speech or Language Impairment	No	*	*	*	*
Other Health Impairments	No	*	*	*	*
Specific Learning Disabilities	No	*	*	*	*

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

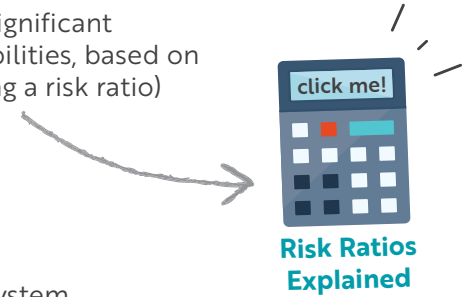
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

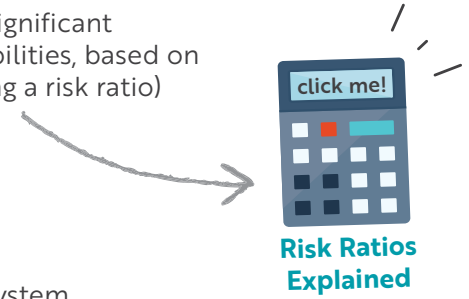
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

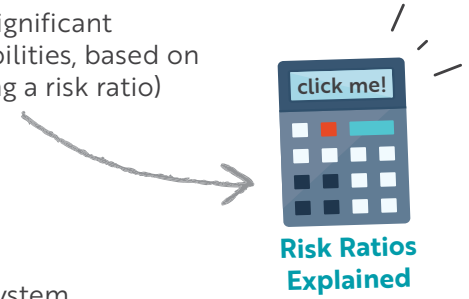
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

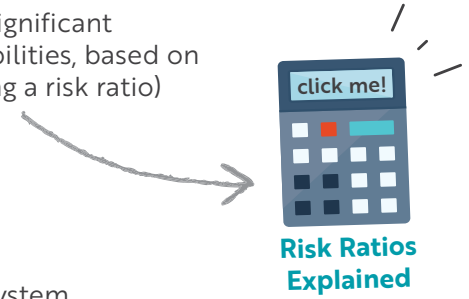
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

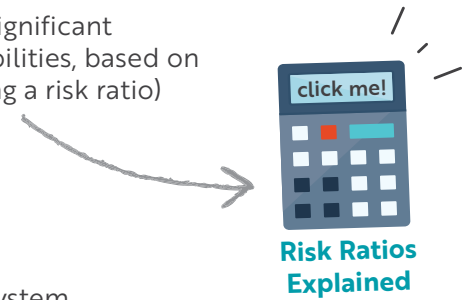
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

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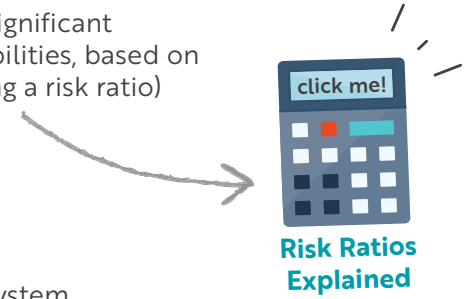


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

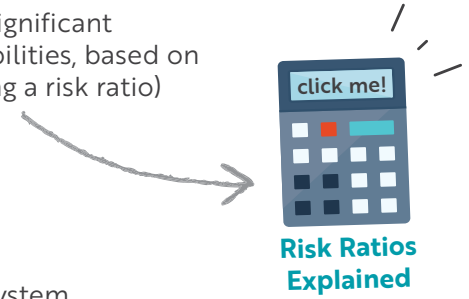
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

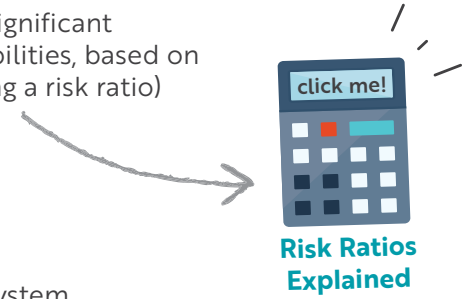
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

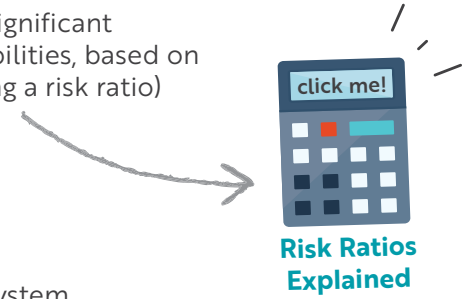
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

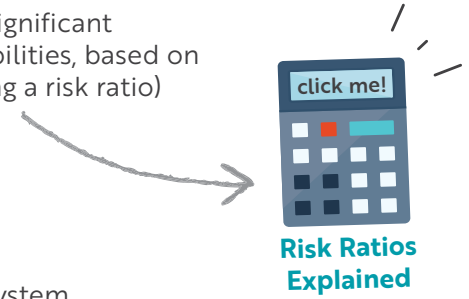
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## TANGIPAOA 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

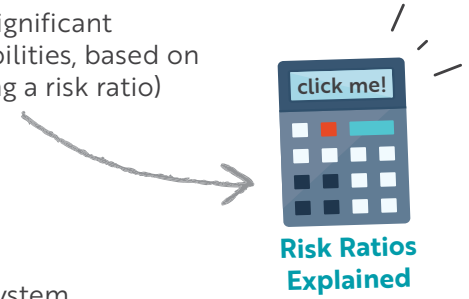
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

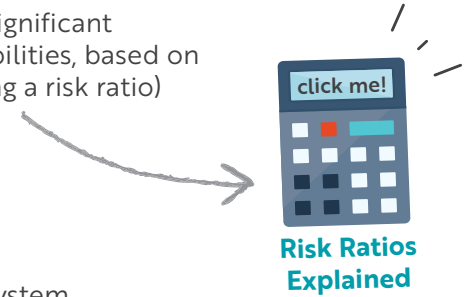
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

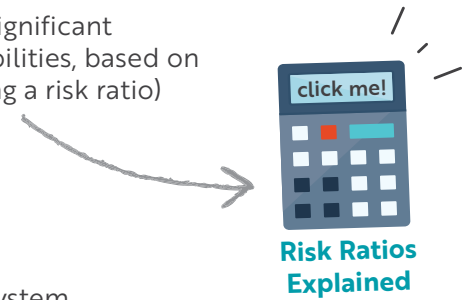
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

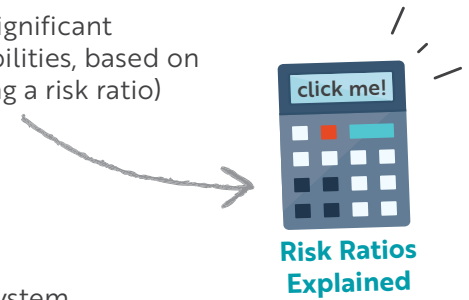


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

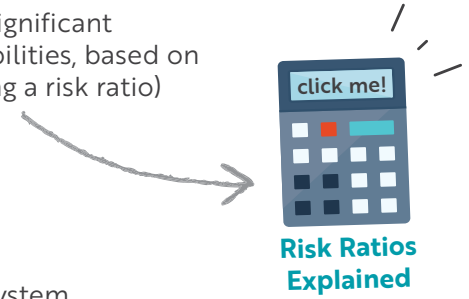
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

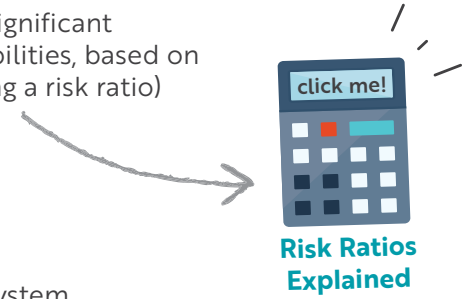
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

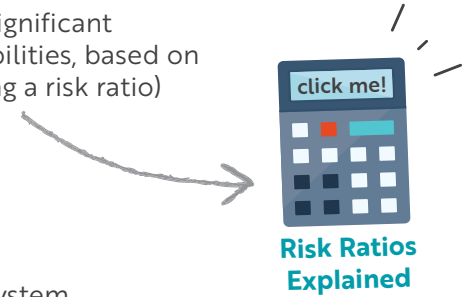
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

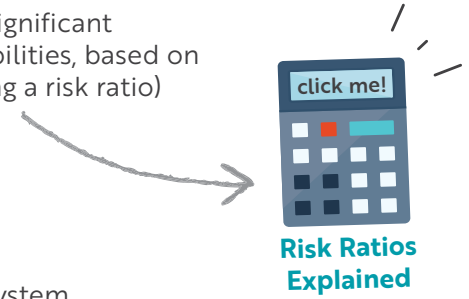
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

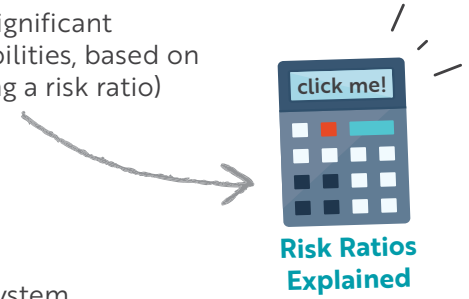
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

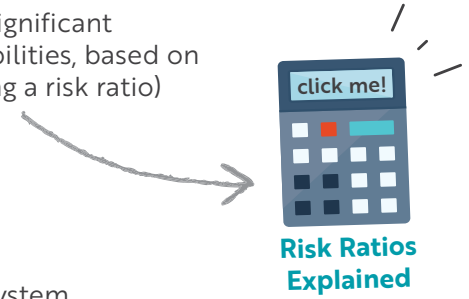
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

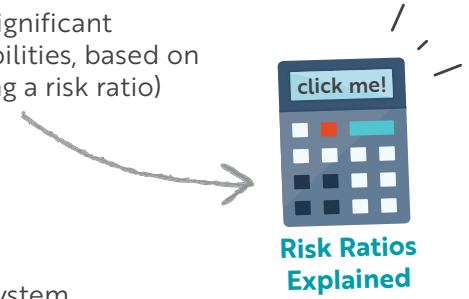
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

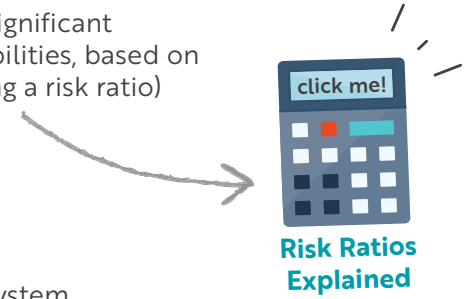


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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	6.02	4.63	6.18

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

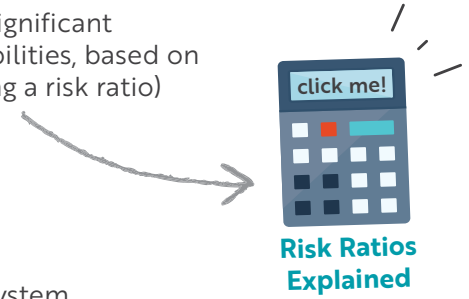
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

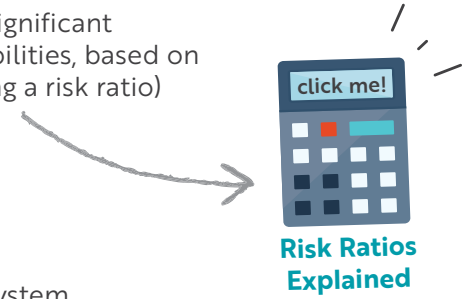
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

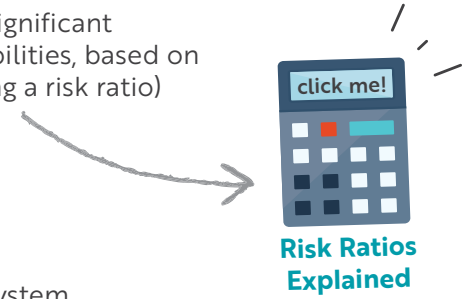
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

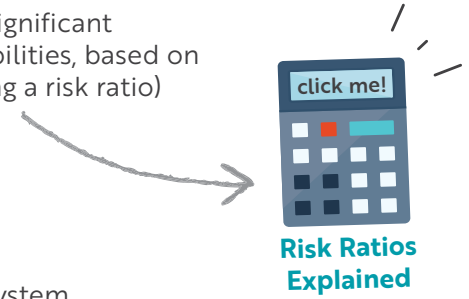
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

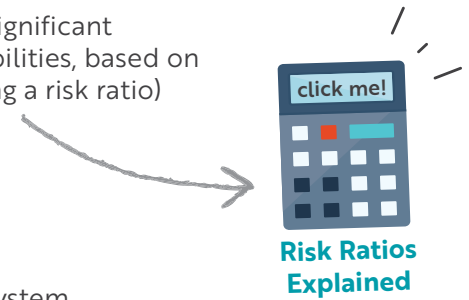
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

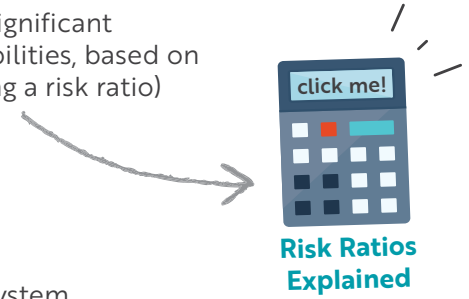
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

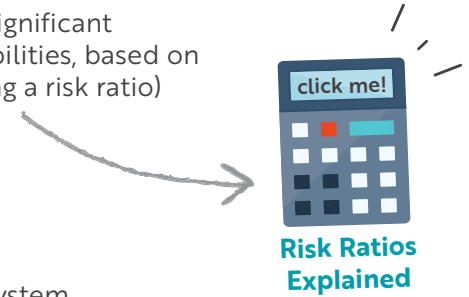
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

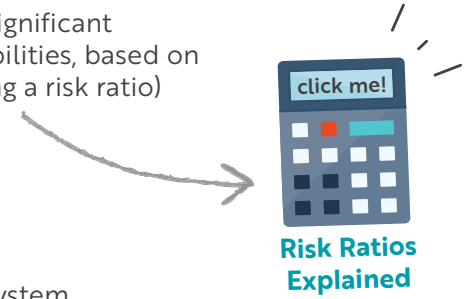


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

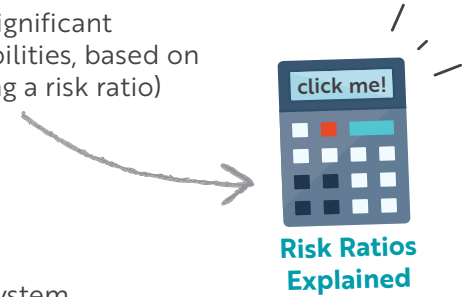
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

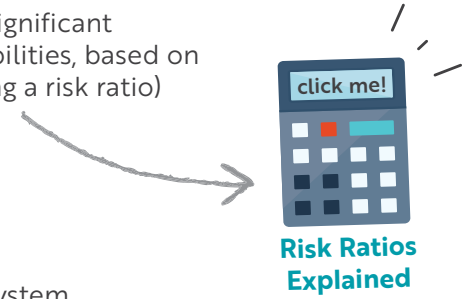
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

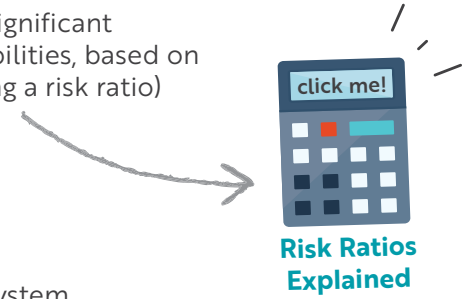
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

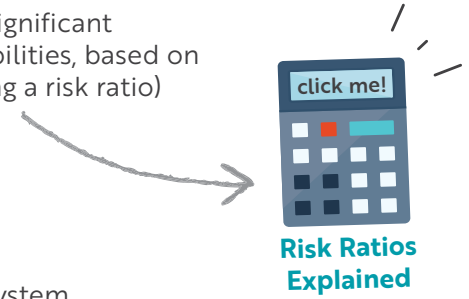
>SEE STATEWIDE RESULTS<

# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## NEW ORLEANS CENTER FOR CREATIVE ARTS SCHOOL SYSTEM (334001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

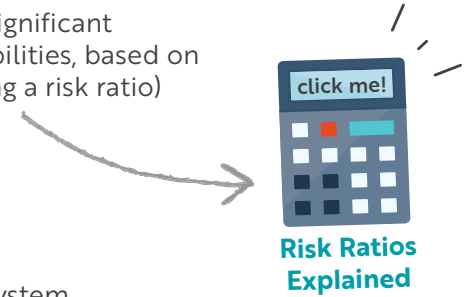
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

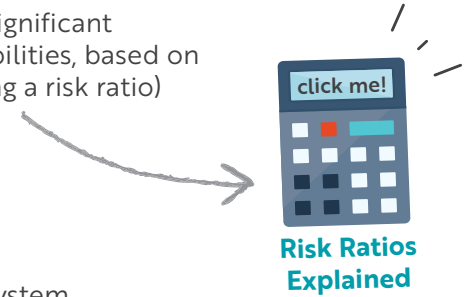
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

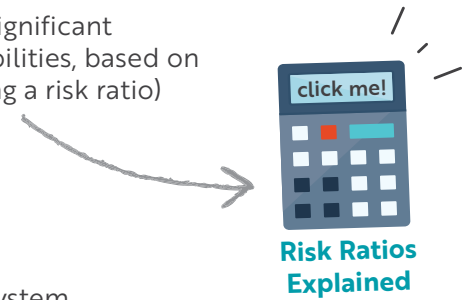
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

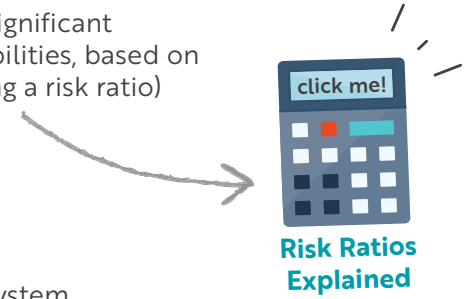


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

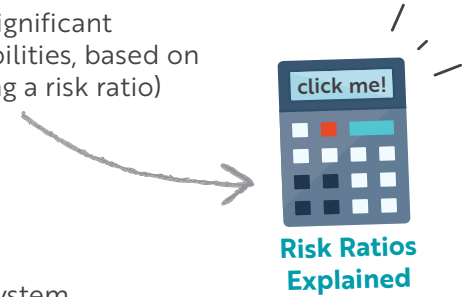
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

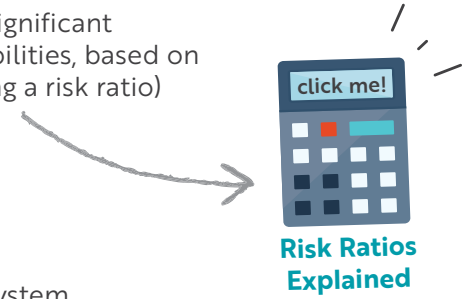
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

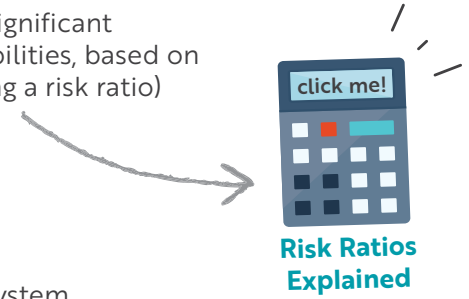
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).



**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

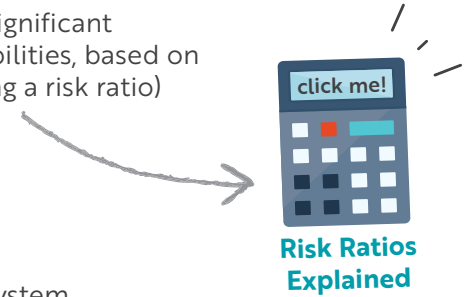
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

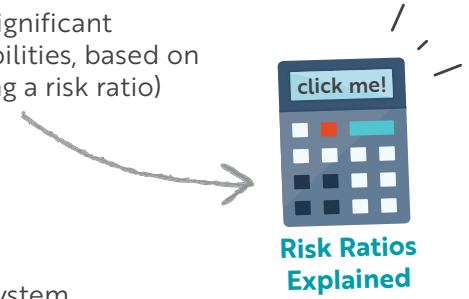
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

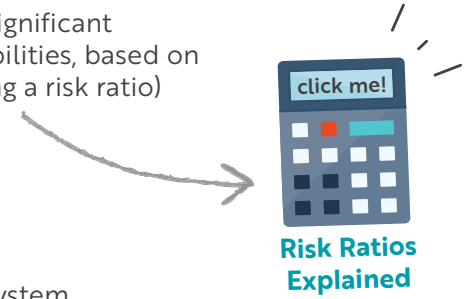


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

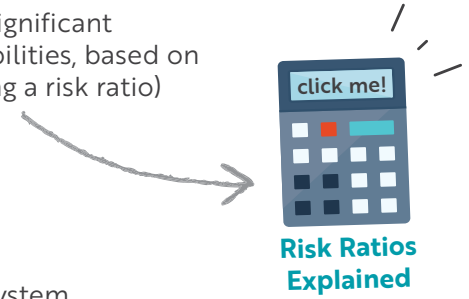
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## NEW ORLEANS ACCELERATED HIGH SCHOOL SCHOOL SYSTEM (360003)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

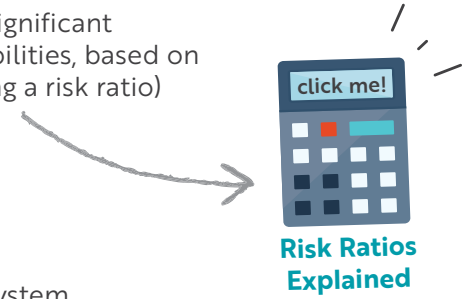
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

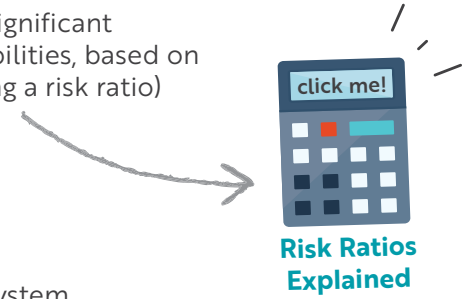
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

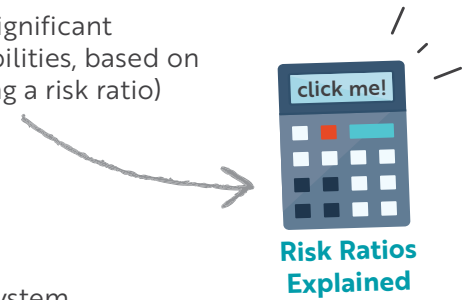
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

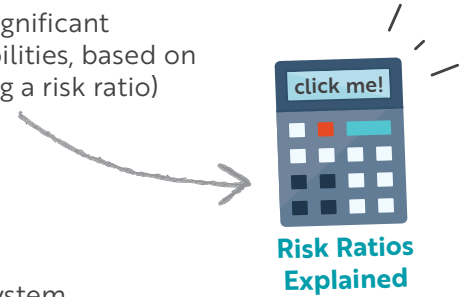
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

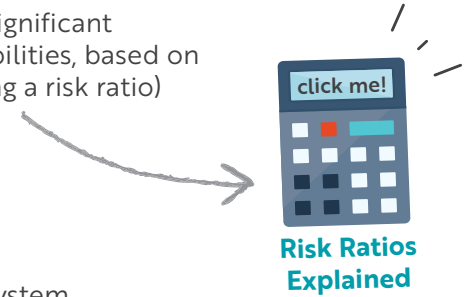
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

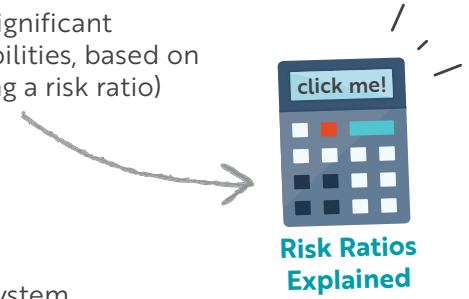
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

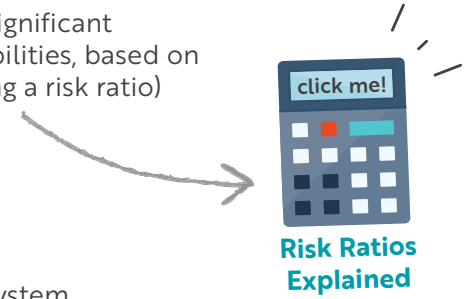


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

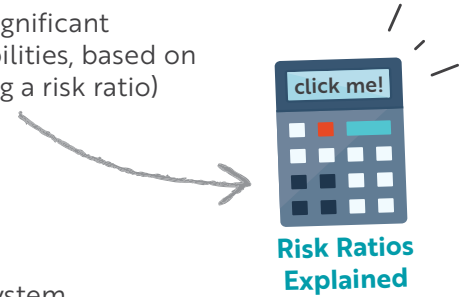
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

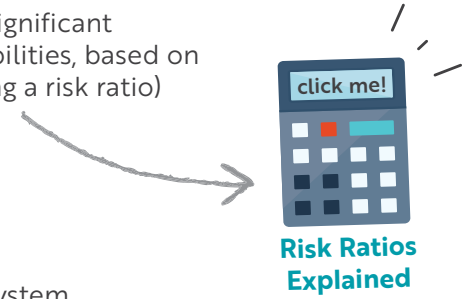
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

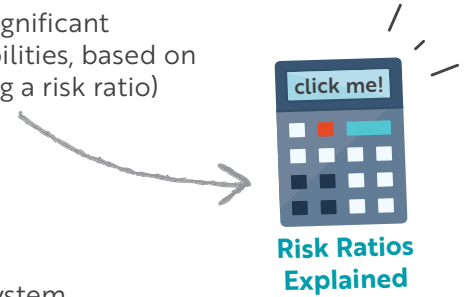
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## MILDRED OSBORNE CHARTER SCHOOL SCHOOL SYSTEM (WZS001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

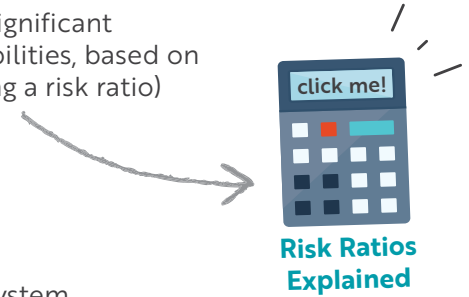
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

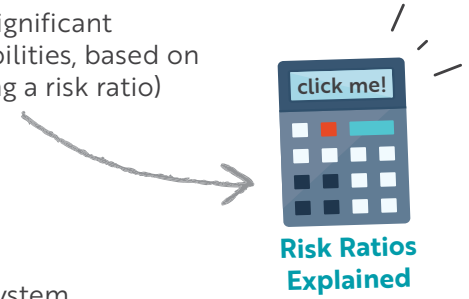
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
All Disabilities	No	*	*	*	*
Autism	No	*	*	*	*
Emotional Disturbance	Yes	Black or African American	11.14	10.65	13.17
Intellectual Disabilities	No	*	*	*	*
Speech or Language Impairment	No	*	*	*	*
Other Health Impairments	No	*	*	*	*
Specific Learning Disabilities	No	*	*	*	*

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

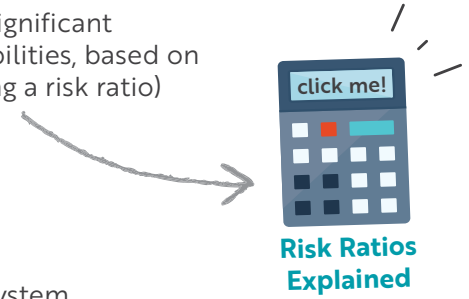
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

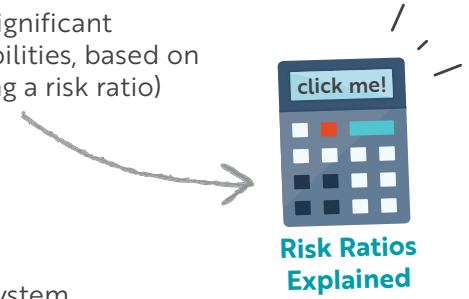
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
All Disabilities	No	*	*	*	*
Autism	No	*	*	*	*
Emotional Disturbance	Yes	Black or African American	15.39	9.88	7.97
Intellectual Disabilities	No	*	*	*	*
Speech or Language Impairment	No	*	*	*	*
Other Health Impairments	No	*	*	*	*
Specific Learning Disabilities	No	*	*	*	*

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

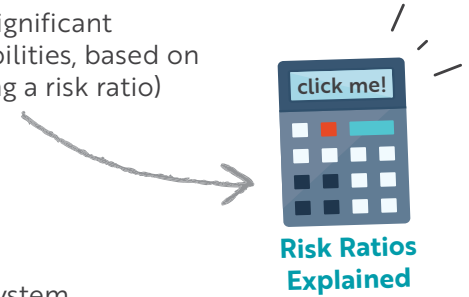


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

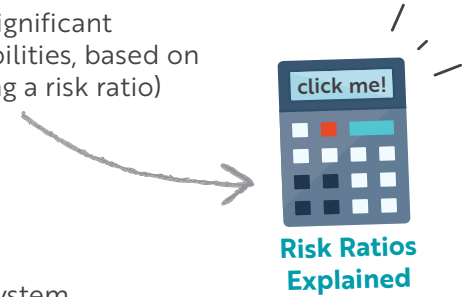
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

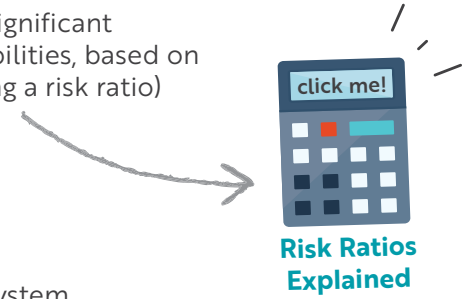
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

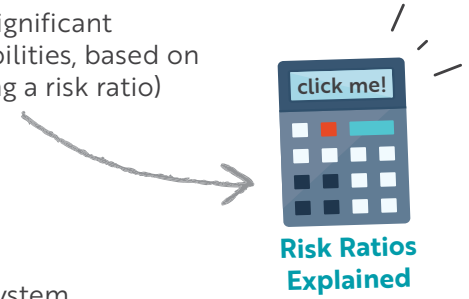
>SEE STATEWIDE RESULTS<

# 2022-2023 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

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  - placed in certain more restrictive educational settings, or
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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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  - placed in certain more restrictive educational settings, or
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- when compared to all other students from all other races/ethnicities in their school system.



**Risk Ratios  
Explained**

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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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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.



**Risk Ratios  
Explained**

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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

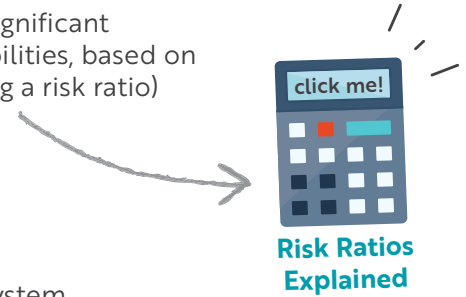


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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- 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

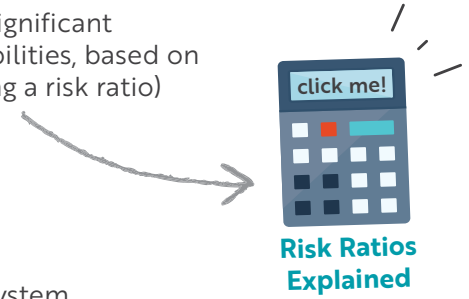
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## RECOVERY SCHOOL DISTRICT-LDE SCHOOL SYSTEM (396211)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

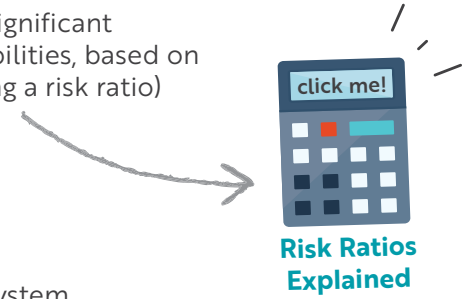
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

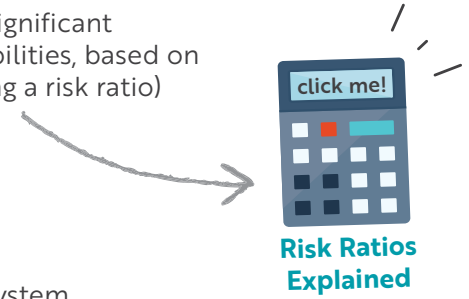
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

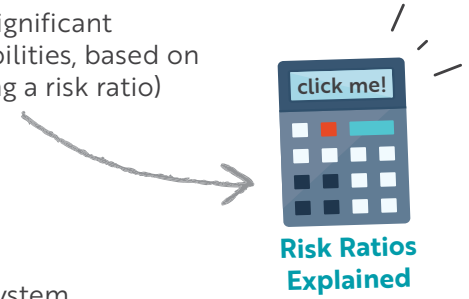
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

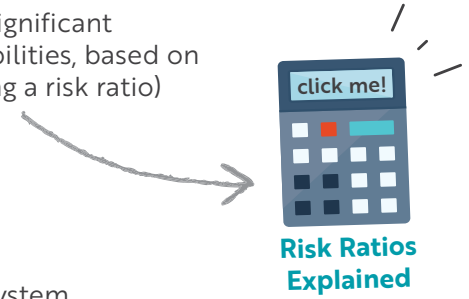
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## FREDERICK A DOUGLASS 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
All Disabilities	No	*	*	*	*
Autism	No	*	*	*	*
Emotional Disturbance	Yes	Black or African American	11.51	10.74	10.40
Intellectual Disabilities	No	*	*	*	*
Speech or Language Impairment	No	*	*	*	*
Other Health Impairments	No	*	*	*	*
Specific Learning Disabilities	No	*	*	*	*

#### DISCIPLINE:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

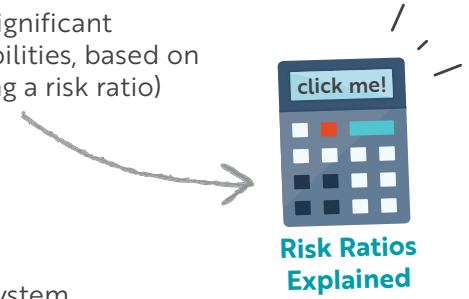
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

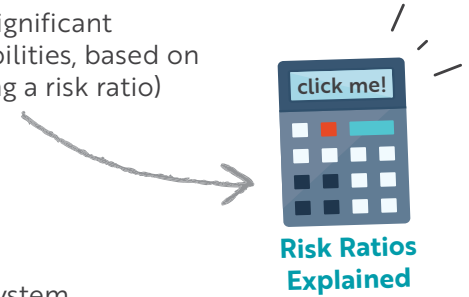


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

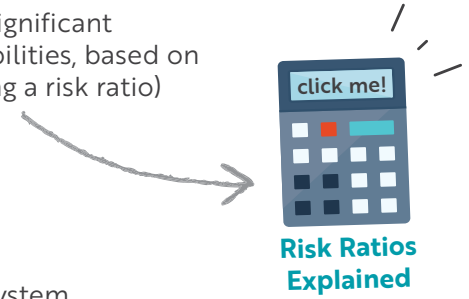
>SEE STATEWIDE RESULTS<

# 2022-2023 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

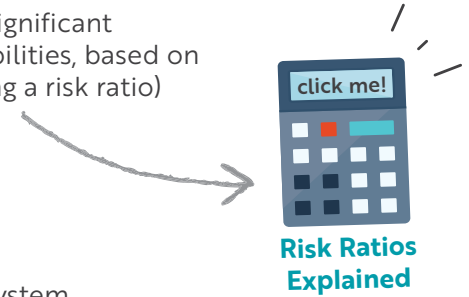
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

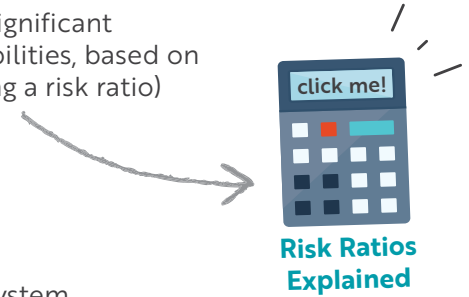
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

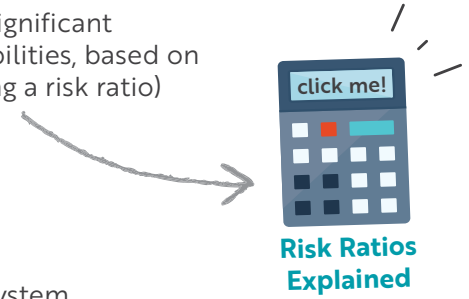
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

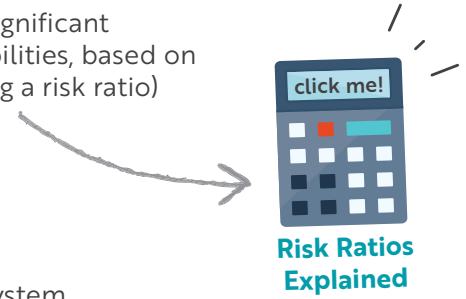


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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

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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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

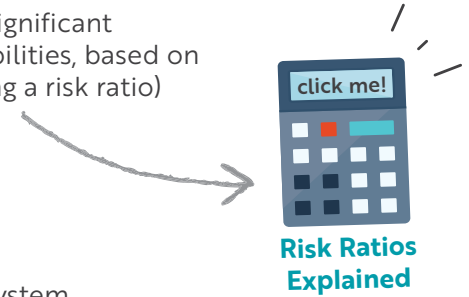
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

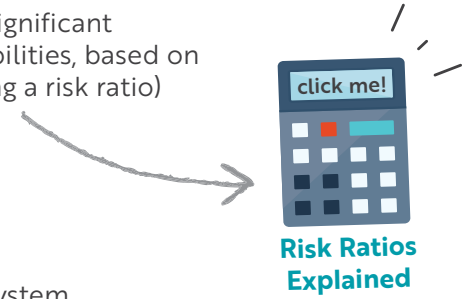
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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  - placed in certain more restrictive educational settings, or
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- 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

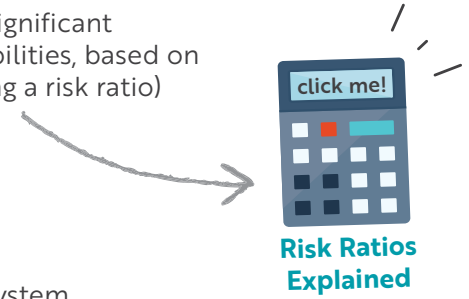
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

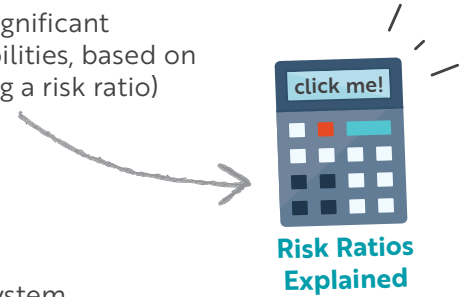
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

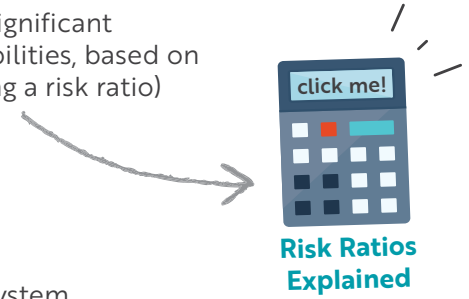
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## LAFAYETTE ACADEMY CHARTER SCHOOL SCHOOL SYSTEM (3C3002)

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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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

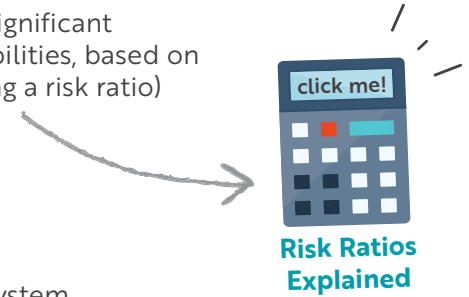
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ESPERANZA CHARTER SCHOOL SCHOOL SYSTEM (3C3003)

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
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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

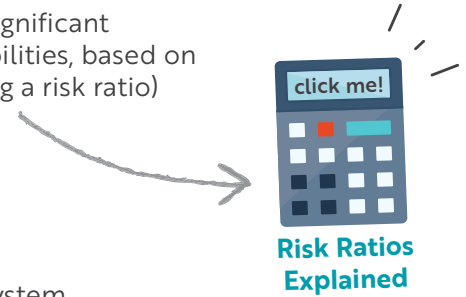


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## HOMER PLESSY COMMUNITY SCHOOL SCHOOL SYSTEM (3C6001)

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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  - subject to certain disciplinary actions, including suspensions and expulsions
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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

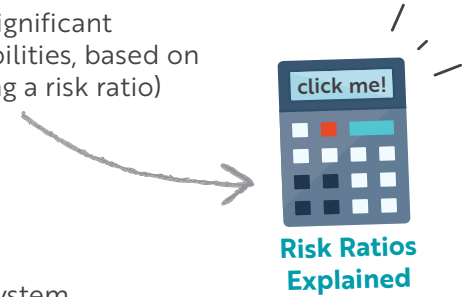
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ROOTED SCHOOL SCHOOL SYSTEM (3C7001)

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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

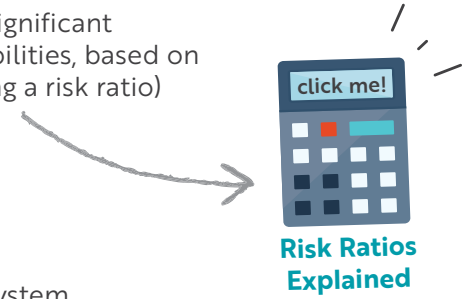
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## YACS AT LAWRENCE D. CROCKER SCHOOL SYSTEM (3C8001)

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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

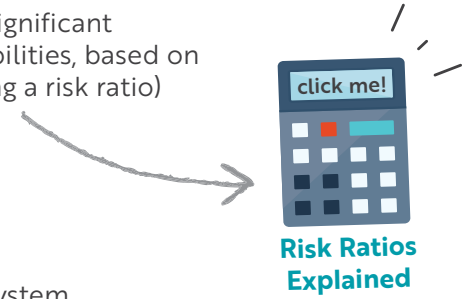
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## OFFICE OF JUVENILE JUSTICE SCHOOL SYSTEM (A02)

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

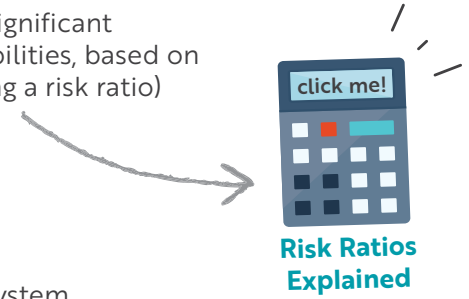
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

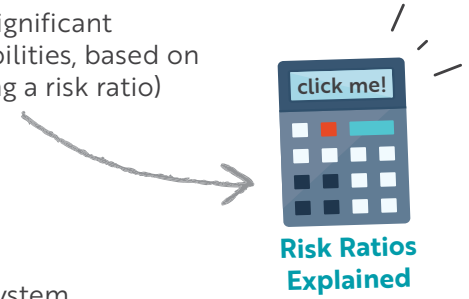
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## NOBLE MINDS SCHOOL SYSTEM (W18002)

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
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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

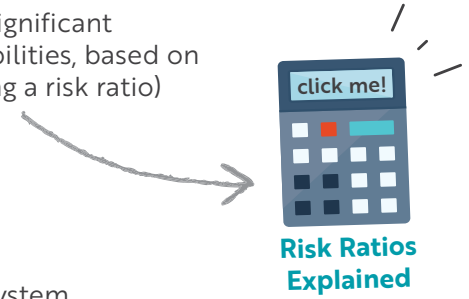
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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  - placed in certain more restrictive educational settings, or
  - subject to certain disciplinary actions, including suspensions and expulsions
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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

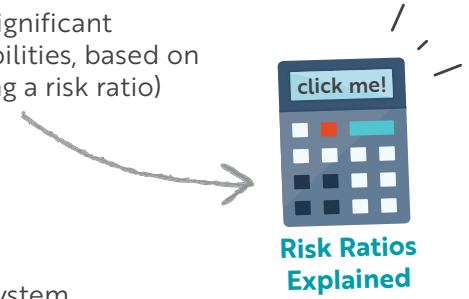
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

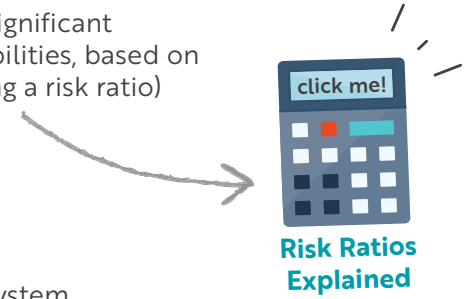


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## JCFA LAFAYETTE SCHOOL SYSTEM (WID001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

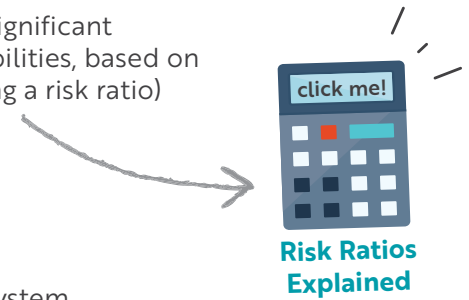
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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.



**Risk Ratios  
Explained**

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

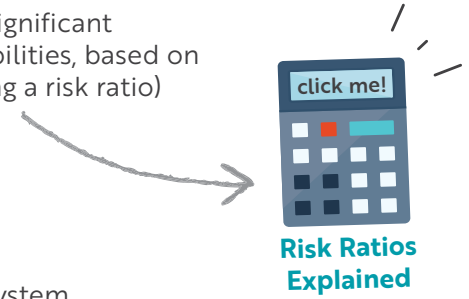
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

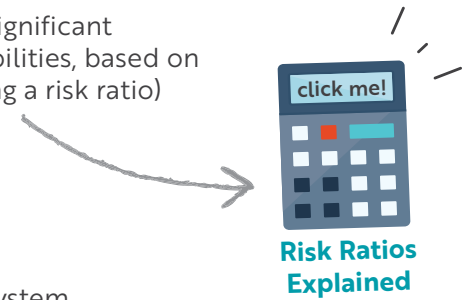
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

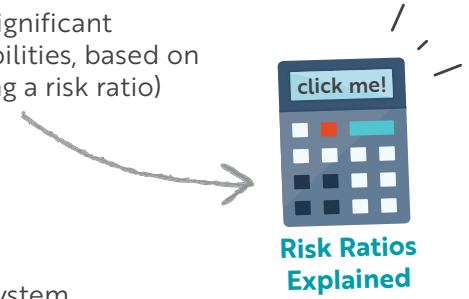
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

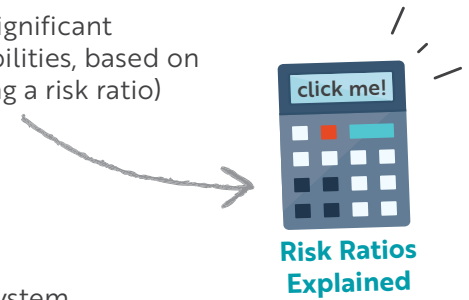


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

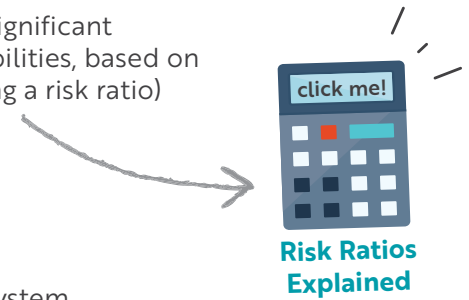
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

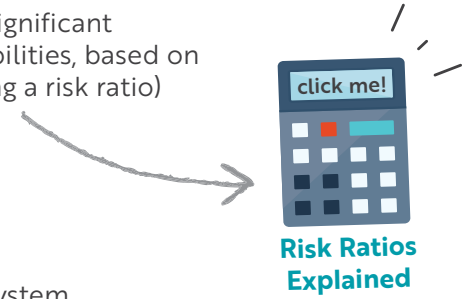
>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

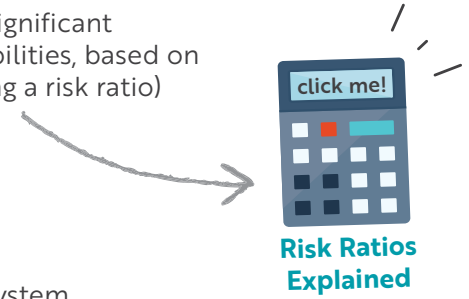
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

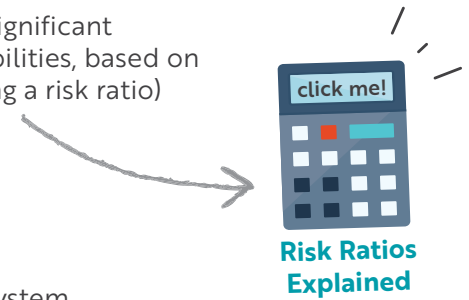
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

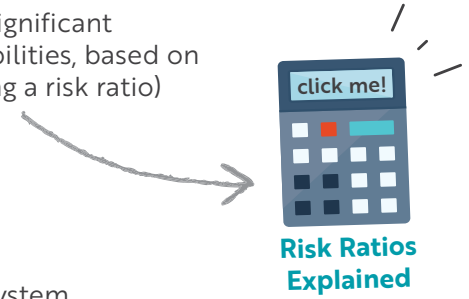
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

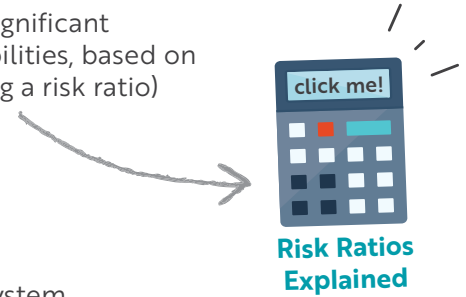
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

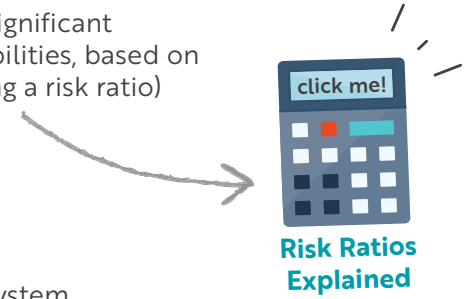


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

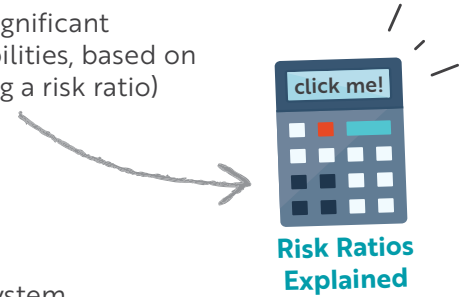
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

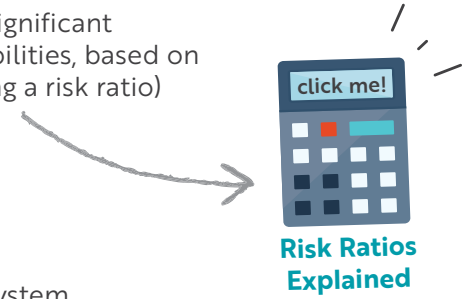
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

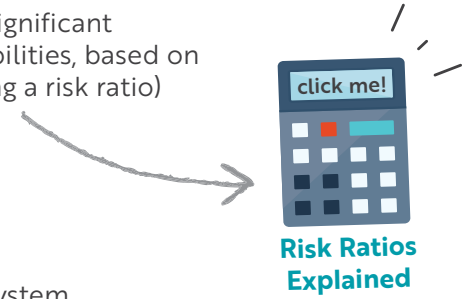
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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](#).



**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

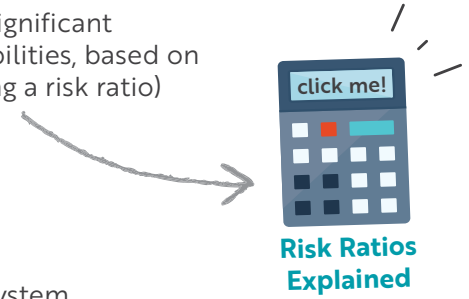
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## THE WILLOW SCHOOL SCHOOL SYSTEM (WBE001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

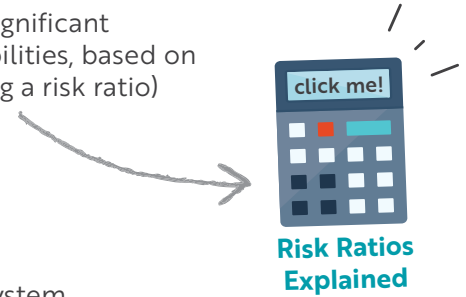
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ELEANOR MCMAIN SECONDARY SCHOOL SCHOOL SYSTEM (WBF001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

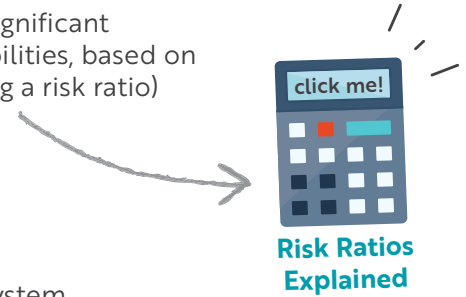


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

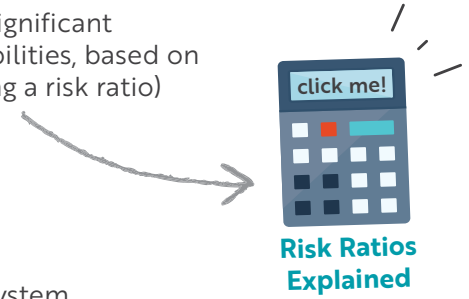
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## NEW ORLEANS CHARTER SCIENCE AND MATHEMATICS HS SCHOOL SYSTEM (WBI001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

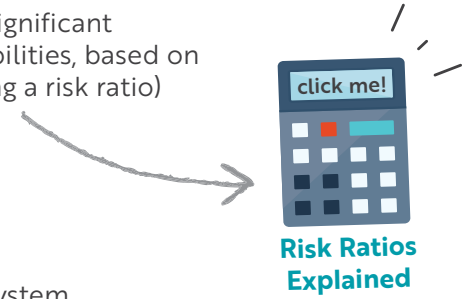
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

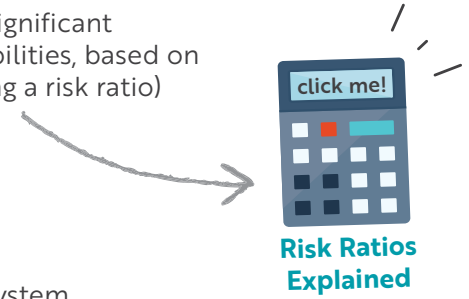
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

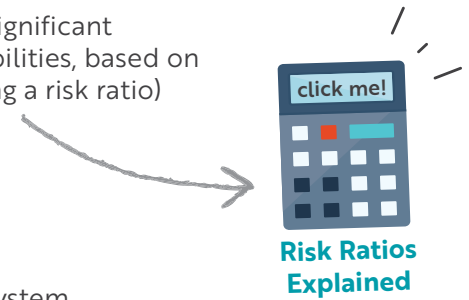
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## WILSON CHARTER SCHOOL SCHOOL SYSTEM (WBL001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 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.



**Risk Ratios  
Explained**

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## EINSTEIN CHARTER MIDDLE SCH AT SARAH TOWLES REED SCHOOL SYSTEM (WBN001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

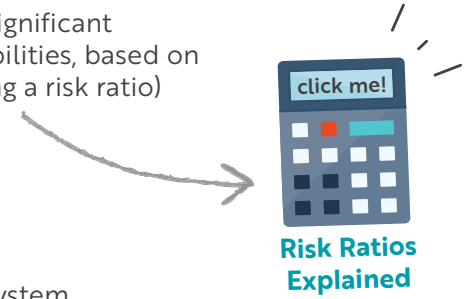


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

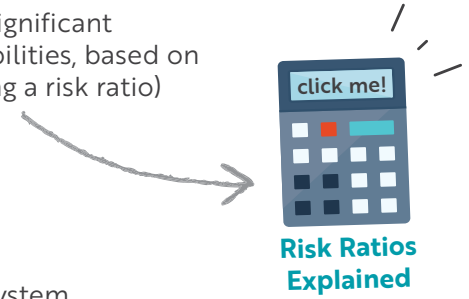
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## MCDONOGH 42 CHARTER SCHOOL SCHOOL SYSTEM (WBP001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

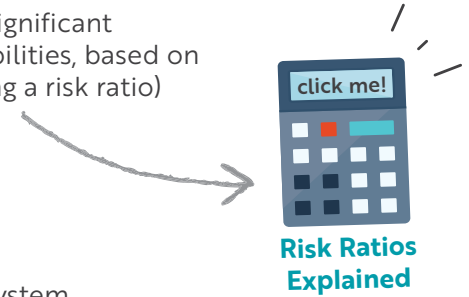
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## ATHLOS ACADEMY OF JEFFERSON PARISH SCHOOL SYSTEM (WBR001)

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](#).



**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

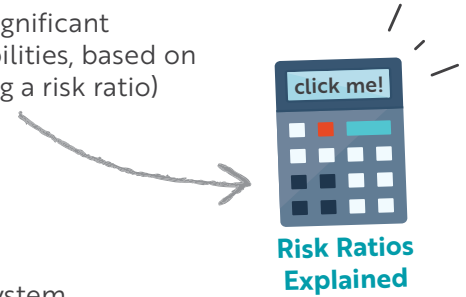
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## AUDUBON CHARTER SCHOOL - GENTILLY SCHOOL SYSTEM (WBT001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

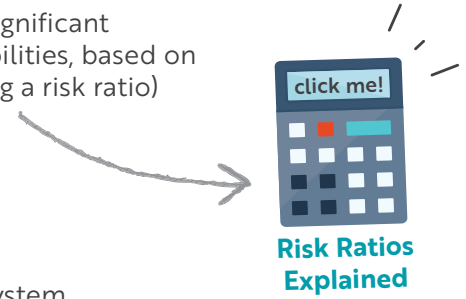
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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.



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**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

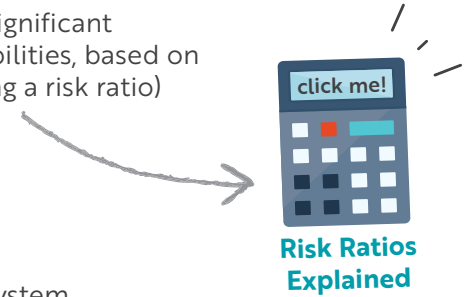
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

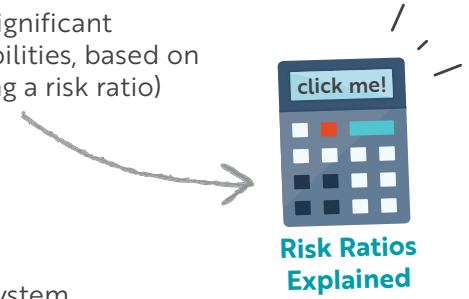
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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  - placed in certain more restrictive educational settings, or
  - subject to certain disciplinary actions, including suspensions and expulsions
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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](#).

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

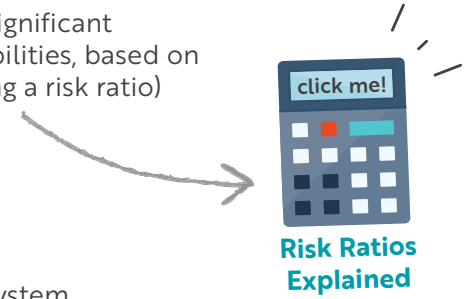


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## GEO NEXT GENERATION HIGH SCHOOL SCHOOL SYSTEM (WBX001)

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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  - subject to certain disciplinary actions, including suspensions and expulsions
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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

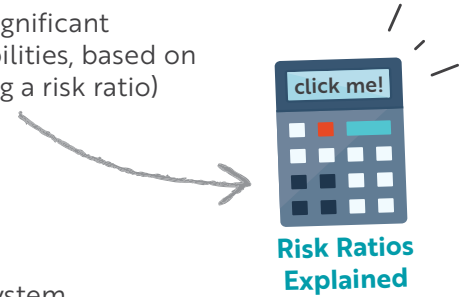
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## RED RIVER CHARTER ACADEMY SCHOOL SYSTEM (WBY001)

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
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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

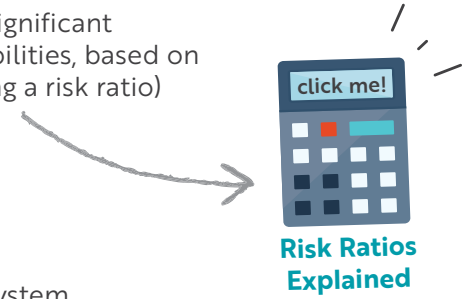
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## MC DONOUGH 35 SENIOR HIGH SCHOOL SCHOOL SYSTEM (WBZ001)

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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

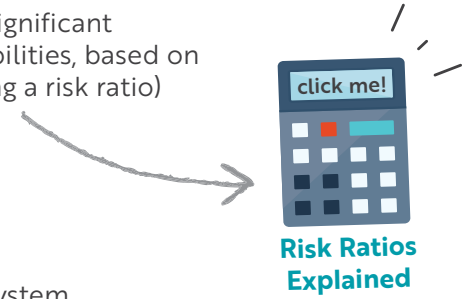
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

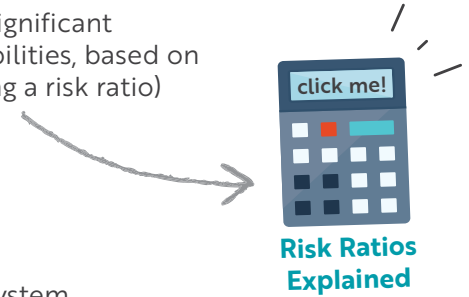
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## COLLEGIATE BATON ROUGE SCHOOL SYSTEM (WJ5001)

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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

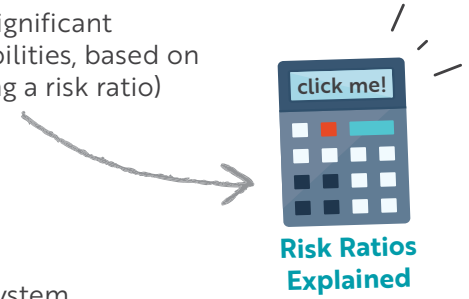
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## 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

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  - placed in certain more restrictive educational settings, or
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### CATEGORIES OF ANALYSIS

#### IDENTIFICATION:

CATEGORY	SIGNIFICANT DISPROPORTIONALITY	RACE/ETHNICITY	RISK RATIO 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

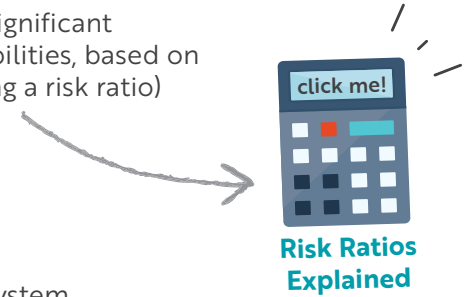
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## WARREN EASTON CHARTER FOUNDATION SCHOOL SYSTEM (WZB001)

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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

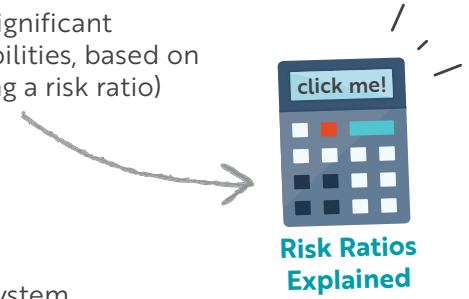
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# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## PIERRE A. CAPDAU CHARTER SCHOOL SCHOOL SYSTEM (WZF001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<

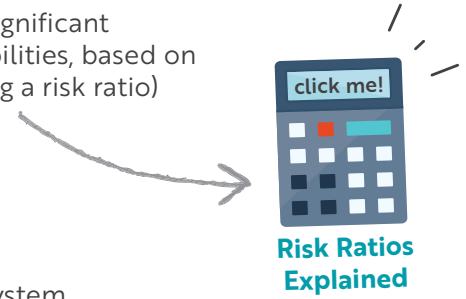


# 2022-2023 SIGNIFICANT DISPROPORTIONALITY COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT

## LOUISIANA KEY ACADEMY NORTHSORE SCHOOL SYSTEM (WZO001)

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](#).

**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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
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 2022-2023	RISK RATIO 2021-2022	RISK RATIO 2020-2021
Inside a Regular Class <40% of the Day	No	*	*	*	*
Inside Separate Schools and Residential Facilities	No	*	*	*	*

>SEE STATEWIDE RESULTS<