



SDIRC #STRONGERTOGETHER

African American Achievement Plan – Goal 3 ESE Identification April Update

Goal 3: ESE Identification

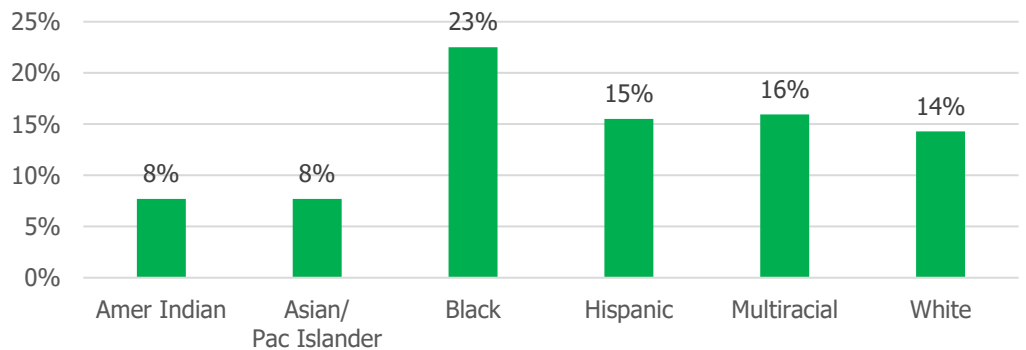
The African American Achievement Plan identifies students who meet criteria for Exceptional Student Education (ESE) services. Through an Individual Education Plan (IEP), they receive specially designed instruction and/or related services. The 20-21 African American Achievement Plan specifically identifies the following three Primary Exceptionalities to monitor:

- Specific Learning Disabilities (SLD) – a disorder that interferes with a student’s ability to learn, think, speak, write, spell, or do mathematical equations.
- Emotional and Behavioral Disorders (EBD) – a disorder characterized by excesses, deficit, or disturbances of behavior.
- Intellectual Disabilities (IND) – a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior.

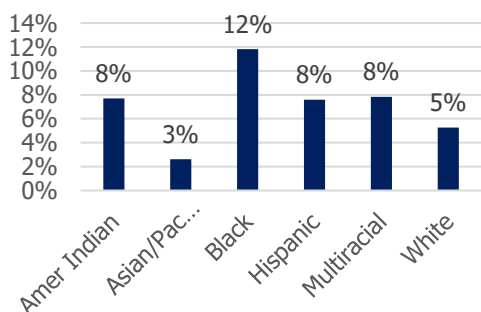
ESE Identification

The chart to the right shows the percentage of students who are identified as ESE broken down by Race/Ethnicity. The risk ratio* between Black and White students for ESE identification is 1.57 (which can be interpreted as Black students are 1.57 times more likely to be eligible for ESE services as compared to White students). The charts below show the further breakdown into SLD, EBD, and IND.

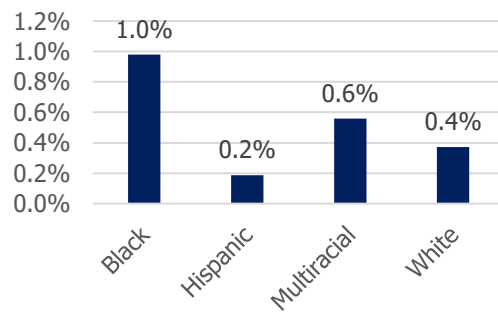
Percent of ESE Students by Race/Ethnicity



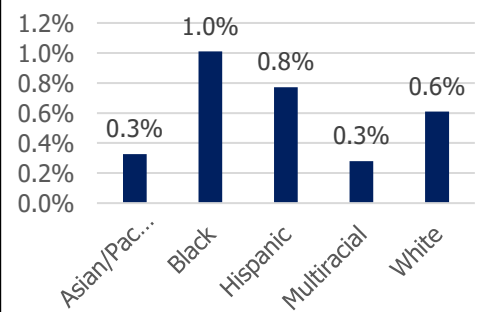
Percentage of Students Identified as SLD



Percentage of Students Identified as EBD



Percentage of Students Identified with IND



***Risk Ratio:** Risk Ratios are a way of expressing the relative risk of one population over another. In this case, a risk ratio greater than one means the target group is at an increased risk over other groups to be identified as eligible for ESE services.