



**Department of  
Education**

**OFFICE OF THE  
CHIEF ACADEMIC OFFICER**

Division of Specialized Instruction  
& Student Support

NYC Department of Education

Annual Special Education Data Report

School Year 2021–2022

November 1, 2022

- This report is presented in accordance with the requirements set forth in Local Law 27 of 2015 (LL27/2015) (<http://legistar.council.nyc.gov/LegislationDetail.aspx?ID=1890976&GUID=F67FFB63-A8DD-4EBC-834B-7BB2AoA4D644>), as amended by Local Law 183 of 2017 (LL183/2017) and Local Law 89 of 2018 (LL89/2018).
- The report reflects data for students who were enrolled in a New York City Department of Education (DOE) school in grades K–12 during School Year (SY) 2021–2022 as of June 30, 2022, or as indicated.
- For reporting items disaggregated by district, students enrolled in citywide special education (District 75) or alternative (District 79) schools and programs are included in the geographical district where the school or program is physically located.
- Where the number of students in a category is between zero and 5, the number has been replaced with the reference  $\leq 5$ . Where disclosure of a number greater than 5 would allow another category to be narrowed to a specific number between zero and 5, the number has been replaced with the reference  $> 5$ . Pursuant to Local Law 89 of 2018 (LL89/2018), where disclosure of a zero in citywide data would not impact confidentiality of student information, the number zero has not been redacted.
- To clarify the status of initial evaluations open at the conclusion of the reporting period, new for SY 2021–22, all reports on initial evaluations disaggregate those that remained open with the DOE in receipt of informed parental consent to evaluate, and those that remained open with DOE awaiting receipt of informed parental consent to evaluate.

The 2021-22 school year marked the DOE's return to full-time, in-person instruction following the period of blended and remote learning between March 2020 and August 2021. The DOE's long-standing efforts to prioritize the provision of IEP-recommended programs and services resulted in marked year-over-year improvements in nearly all program and service areas, despite the staffing challenges in key positions brought about by the pandemic. These gains are the result of the DOE's ongoing efforts to address the shortage of special education teachers and related service providers, expand bilingual special education programs, and strengthen our communication with families.

We have engaged in an ongoing analysis of the special education teacher gap across the system and have identified that the need for certified special education teachers continues to be concentrated in a small number of schools with significant need. This concentration offers an important opportunity to focus support and resources on a small number of schools for an outsized gain in delivery of services. The small cohort of schools with the greatest teacher gap have received direct, ongoing support to hire certified teachers to address unserved mandates. To accomplish the goal of increasing the number of special education teachers where they are most needed, the Office of Teacher Recruitment and Quality (TRQ) has implemented several key activities:

- TRQ has continued to support and expand teacher pipelines to meet the hiring needs of our schools. In addition, the office continues to build partnerships throughout the DOE and with external stakeholders to facilitate continuous recruitment cycles to be responsive to the special education hiring needs of our schools.
- Over the past year, the DOE's Alternative Certification pipelines accounted for more than two-thirds of all new hires in secondary special education.
- The DOE created recruitment programs and virtual hiring events specifically for District 75 to ensure schools had access to the talent they needed.
- The DOE launched a resources section on special education staffing on the principal facing site [HIRE Connections](#) and held a special education staffing webinar for all hiring managers.
- The DOE expanded access to subsidized special education certification programs for current teachers. Approximately 270 teachers are participating in these programs.

- The DOE also is promoting policies to ensure teachers have the training and credentials to support students with disabilities. Throughout the hiring season, the recruitment team partnered with BCOs and now District teams, as well as divisional partners, to host frequent virtual events for school leaders to connect with teacher candidates.

We have also seen a substantial improvement in related services staffing levels. Since July 2021, we have hired approximately 690 occupational, physical, and speech therapists, with a priority placed on Bronx schools in Districts 7-12 and in District 75. The DOE continues aggressive staffing efforts; to date in the 2022-23 school year, we have hired more than 244 new therapists, approximately one quarter of whom are placed in the Bronx. We continue to review candidates and process new hires.

Historical OT/PT/SP Hiring Snapshot:

FY	D1-32				D75				Total			
	OT	PT	SP - Mono	SP - Bi	OT	PT	SP - Mono	SP - Bi	OT	PT	SP - Mono	SP - Bi
FY 2018	59	7	155	17	42	5	29		101	12	184	17
FY 2019	78	10	190	39	75	7	48	2	153	17	238	41
FY 2020	110	18	209	51	84	7	79	3	194	25	288	54
FY 2021	26	0	49	21	41	2	66	4	67	2	115	25
FY 2022	133	17	264	36	75	8	60	8	208	25	324	44
FY 2023	88	21	112	23	65	25	90	5	153	46	202	28
<b>Total</b>	<b>494</b>	<b>73</b>	<b>979</b>	<b>187</b>	<b>382</b>	<b>54</b>	<b>372</b>	<b>22</b>	<b>876</b>	<b>127</b>	<b>1351</b>	<b>209</b>

**Implementation of Special Education Programs:**

As of June 15, the percentage of students receiving their recommended special education programs in full was ~88%, and the percentage of students fully or partially receiving their recommended programs was ~99%. Since 2015, the percentage of students fully receiving their ICT, special class, and SETSS has risen from ~60% to 88%, and this year’s figures represent **the highest performance ever reported for this time in the school year**. These rates are a snapshot in time but are a useful reflection of the status of special education program and service delivery and demonstrate a positive trajectory toward providing recommended services to all students with IEPs. That said, the 13-percentage point gap between fully and partially served programs points to critical areas for improvement that drive work going forward, as described below.

Under the new operational structure, superintendent teams have continued to engage in deep reviews of district and school-level data, with a focus on actionable improvements. Each year, every district team participates in support sessions aimed at building their capacity to directly support schools in this work. Since early September 2022, all new superintendents and their teams have participated in direct support sessions with the Special Education Office to target specific areas of improvement.

Principals are participating in ongoing professional learning focused on the weekly reports they receive to identify and eliminate service gaps. These sessions provide school leaders with the tools to review and utilize the information in these reports to improve their schools’ delivery of special education programs, to support them in implementing a resolution team structure to identify and correct unserved recommendations and system reporting errors, and to take appropriate steps to fully serve all students.

**June 2021 Compared to June 2022**

	June 14, 2021	June 15, 2022	
<b>Primary Program Type</b>	<b>Percent Fully Receiving</b>	<b>Percent Fully Receiving</b>	<b>Change in Percentage Points</b>

<b>Integrated Co-Teaching Services</b>	86.9%	88.9%	+ 2.0 points
<b>SETSS</b>	87.3%	87.0%	- 0.3 points
<b>Special Class</b>	86.3%	87.4%	+ 1.1 points
<b>Total</b>	<b>86.7%</b>	<b>88.2%</b>	<b>+ 1.5 points</b>

For district, superintendent, and school-level metrics please refer to the detailed reports released in September 2022

<https://infohub.nyced.org/reports/government-reports/special-education-reports>

**Implementation of Bilingual Special Education Programs:**

Although not required by the laws that govern this report, for the first time the DOE is including a disaggregated report on the delivery of bilingual special education (BSE) programs. As the report indicates, in June of 2022 36% of students with a BSE recommendation were fully served, 62% were partially served, and 2% were not served. More specifically, schools fully served students at the following rates, by program:

- Special Class: 35%
- Integrated Co-Teaching: 35%
- SETSS: 66%

BSE presents unique challenges that are amplified by the fact that many families do not move their child to a school where a bilingual program is available, and the DOE does not force families to accept placement in a particular school for the reason of special education programming. These challenges are most prevalent in cases where students speak lower incidence languages, or where students in a geographic area speak many different languages. Each spring, families of students with a BSE recommendation are offered the opportunity to transfer to a school with the appropriate BSE program for the next school year. Unfortunately, most parents who receive this offer do not opt to take advantage of the opportunity.

Since this data was captured, some important gains have been made in districts with a high number of BSE recommendations, and the DOE continues to support superintendents in an effort to create new bilingual special education classes and programs. During the 2022-23 school year, the Special Education Office has collaborated with Superintendents and their teams to open new bilingual special education classes in districts 6, 10, 15, 20, 22, 24, 25, 30 and 32. Notably, Superintendents of Districts 24 and 25 have made concerted pushes to open classes in communities where students in the same language groups and with the same program recommendations attend the same or nearby schools. The DOE continues to support Superintendents and their teams as they work to plan additional classes for next year.

To ensure that students have access to bilingual special educators, during SY 22-23 the DOE will offer bilingual special education teacher support services (SETSS) for students who are not currently enrolled in a recommended bilingual special class or ICT. Bilingual SETSS, provided through ARPA funds, will allow schools to provide bilingual instruction and special education supports by a bilingual special education teacher to students who require instruction in both in their home language and English.

**Implementation of Related Services:**

During 2021-22, the DOE’s related service provision rates returned to pre-pandemic levels. ***As of June, citywide service levels were at ~95%, with six of nine of the former BCOs above 95% of IEP related service recommendations fully served.***

**June 2021 Compared to June 2022**

Related Services Recommendation Type	June 14, 2021	June 15, 2022	Change in Percentage Points
	Percent Full Encounter	Percent Full Encounter	
Counseling Services	91.3%	93.6%	+ 2.3 points
Counseling Services Bilingual	64.8%	79.2%	+ 14.4 points
Hearing Education Services	93.9%	95.9%	+ 2.0 points
Occupational Therapy	91.7%	93.3%	+ 1.6 points
Physical Therapy	91.2%	95.5%	+ 4.3 points
Speech-Language Therapy	94.6%	97.4%	+ 2.8 points
Speech-Language Therapy Bilingual	83.4%	87.0%	+ 3.6 points
Vision Education Services	89.9%	90.1%	+ 0.2 points
<b>Total</b>	<b>92.5%</b>	<b>95.0%</b>	<b>+ 2.5 points</b>

For district, superintendent, and school-level metrics please refer to the detailed reports released in September 2022

<https://infohub.nyced.org/reports/government-reports/special-education-reports>

Strategies for making further progress towards the goal of full service provision include:

- Working with providers and their supervisors to serve as many students as possible, consistent with IEP recommendations, and to ensure that any unserved recommendations are identified and communicated quickly and effectively for action.
- Hiring aggressively, despite well documented labor market headwinds, to meet remaining unserved needs, with a priority on our hardest to serve communities.
  - In collaboration with Division of Human Resources, intentional recruitment practices, including loan forgiveness and scholarship programs specific to high needs communities/settings and aggressive provider recruitment across all platforms
- Consistently monitoring and aggressively following up with contract agencies utilized to meet needs not served by DOE staff.
- Regularly providing superintendents and borough/citywide teams with the data needed to support strategic action to improve service provision.
- Consistent use of Related Services Supervisory data tools for continued monitoring, tracking and targeted follow-up of service provision
- In the longer term, reimagining the structure of related services contracts to be more flexible and responsive to DOE needs

### Referrals and Timely Evaluations

The count of initial referrals last school year approached pre-pandemic levels and was significantly higher in SY21-22 (~16,935), as compared to SY20-21 (~9457). The DOE's capacity to timely evaluate students was impacted by several variables such as covid related illnesses affecting students and staff, COVID-19 related staffing challenges, as well as a high demand for specialized and bilingual assessments.

### COVID Related Illness

During SY21-22 NYCDOE had a strong commitment to keep school buildings open; however, assessing students was often disrupted due to high rates of COVID infections resulting in absences of both students and clinicians. As reported, approximately 41% of NYC students were chronically absent (missing at least 18 days of school) during SY21-22. Further, assessments include reports from teachers, who are also part of our IEP teams, thus the high rate of teacher absences also impacted the timely completion of evaluations and impacted scheduled IEP meetings.

As per the Mayor's Management Report, September 2022:

While overall daily attendance rate declined from 89.5 in Fiscal 2021 to 88.2 percent in Fiscal 2022, the proportion of students achieving 90 percent or better attendance decreased 11 percentage points. In Fiscal 2022, new variants of COVID-19, including the Omicron variant, created new barriers to attendance beyond those seen early in the pandemic. The Fiscal 2022 transition to fully in-person learning may have also contributed to rising absenteeism according to families who reported that they preferred a remote or hybrid learning option. Throughout Fiscal 2022, schools conducted exhaustive outreach, collaborated with community partners, and followed up daily with students and families to increase attendance. (p. 255)

### **Specialized Assessments and Bilingual Assessments**

Many students required specialized and bilingual assessments. In a typical year, awaiting the completion of testing by external evaluators has an impact on the timely completion of assessments and IEP meetings. Given the overall impact of the pandemic on student absences and COVID infections of contracted providers (who were also subject to the vaccine mandate), some students experienced delays in securing specialized assessments.

The DOE is taking several steps to improve the timeliness of evaluations in this school year. This includes increasing the number of school psychologists that are a part of school-based support teams, strengthening evaluation practice with the goal of increasing clinical skills and capacity to complete specialized assessments in-house, expanded afterschool evaluation sites across all boroughs and an expansion of the Psychologists in Training (PIT) program which aims to recruit, train and place highly skilled bilingual and monolingual school psychologists in hard to staff districts.

### **Increasing the Number of School Psychologists**

Since March 2018, the number of school psychologists has increased from 988 to 1138, including borough based itinerant school psychologists that conduct assessments, including bilingual evaluations in support of timely completion to schools that may need support with the caseload. This school year, the DOE is adding an additional 10 school psychologists to be clustered to schools and 10 itinerant psychologists to be deployed to areas of need.

### **Strengthening Evaluation Practice**

School psychologists have received extensive training to strengthen their clinical skills and evaluative practices to ensure that students receive high- quality evaluations that are culturally responsive and to consider the impact of a global pandemic on student achievement when measured by norm referenced assessments such as measures of general intelligence (IQ tests).

Professional learning during SY 22-23 will continue to focus on strengthening evaluation practice citywide through the integration of specialized assessments that are now available for clinicians. School psychologists are equipped to assess neuropsychological functions, executive functions, and non-verbal intelligence. Given the investment in material and training, we expect to see less cases referred to outside agencies as we have built capacity within the expanded group

of clinical support available to our students. School psychologists have access to materials that will assist in the identification of specific learning disabilities such as dyslexia, dysgraphia, and dyscalculia.

### **After school evaluation sites (Per-Session)**

Each borough will have 1-2 assessment sites open (sites are projected to run from Dec 2022- June 2023). School psychologists, social workers and speech evaluators will be available on site (by appointment) to complete evaluations.

### **Psychologists in Training (PIT) Program Expansion**

The PIT program is a longstanding program that offers a one-year, salaried internship to eligible graduate students of school psychology. The primary objective of the program is to provide interns with field-based experiences which serve to integrate academic training and professional practices in the competency areas of assessment, consultation and collaboration, counseling, and intervention. Interns work with a diverse population of general and special education students under the direct supervision of experienced, NYS certified school psychologists. PITs receive over 50 full-days of professional learning in the areas of assessment, consultation, counseling, evidence-based decision making, quality IEP and family engagement.

This school year we are expanding the number of PITs from 22 to 57, which will result in better supports in schools this year, as well as an immediate pipeline to bilingual psychologists that will be eligible for roles in September. There are 30 bilingual school psychologists in training and 27 were monolingual. Upon completion of the program, PITs have a two-year service commitment to NYC DOE public schools in an SBST role. This is an increase from the previous one-year commitment, in an effort to retain the staff over time.

### **Special Education Recovery Services (SERS)**

To support a successful return to in person instruction during the 21-22 school year, SERS were offered to students with IEPs – this included additional instruction and related services. 73,000 students were scheduled for group instruction and/or received related services at no cost to families through the SERS program. In concert with the SERS program, the DOE opened ten free sensory gyms (SEED sites) to meet students' needs. SEED provides students with intensive sensory needs and opportunity to access sensory and social emotional based interventions after school and on weekends at no cost to families. A cornerstone of SEED is Intentional family engagement, during which families receive hands-on training/support from SEED providers in effort to empower families to support their children at home and in the community. In August, 2022, the SEED Program was identified as a "Champion of Change" by the New York State School Boards Association. Due to the success of the program, evidenced by 99% of respondents reporting the program to be beneficial in a family survey, SEED will be expanding to an additional ~70 sites this school year.

Also of note, New York City Public schools launched a new pilot specialized program in SY 21-22, which provides supports to students with emotional disabilities in an inclusive classroom setting. PATH, a pilot partnership funded by New York Community Trust, brings a highly therapeutic approach to serving students in an ASD Nest-like model. PATH is expanding during the 22-23 school year to include 7 additional classes.

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As it is based on a point-in-time snapshot, school-level data on special education program delivery is subject to distortion. For example, if a school had a special education teacher go on leave, and a new teacher had not been reflected in the data system as assigned to the class on the snapshot date, the students of the teacher on leave will all be reported as unserved, even if they were in fact served for most or all of the school year. Full provision of SETSS is

also likely underreported at some schools, especially high schools, due to the complexity of data entry for this program. Finally, district-level data is based on the geographic location of schools, rather than the applicable administrative subdivision of the DOE. As part of our commitment to greater transparency, and to promote accountability in service of students across the City, the DOE is reporting data on special education program and related service provision organized by the responsible superintendent, in addition to geographic district. Reporting by superintendent is not a legal requirement.

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The number and percentage of students, disaggregated by service recommendation, school and community school district, who have a behavioral intervention plan is included in the Annual Report for the first time, pursuant to an amendment to Local Law 16 of 2020.



Overall, 72% of IEP meetings resulting from initial evaluations and 78% of IEP meetings resulting from reevaluations (not including three-year reevaluations) occurred within 60 calendar days of the date of parental consent (initial evaluation) or referral (reevaluation). The reports are not adjusted to reflect delays in completing the evaluation process or holding the IEP meeting that are not attributable to the DOE, such as parental requests to reschedule appointments.

**Students with Initial Referrals for Special Education Evaluations (Reporting Items 1–4):** Students enrolled in DOE schools who were initially referred for an evaluation to determine eligibility for special education, in the period from July 1, 2021 to June 30, 2022, disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner (ELL) status, recommended language of instruction, and grade level.

“Closed without IEP Meeting” reflects students whose cases were closed before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

“Total Open as of 6/30/2022” reflects students whose cases were still in process at the end of the period of this report (for example, a student for whom an initial referral was made on May 8, 2022, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2022).

The report reflects the number of students for whom an initial referral was made; it does not reflect the number of initial referrals made. Because SESIS does not store outcomes (i.e., case closings, IEP meetings) in relation to the process initiation (i.e., referral), for students for whom more than one initial referral was made, the report reflects data based on the date of the latest parental consent (if any) prior to the latest outcome (if any).

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY DISTRICT

District	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
1	229	21	18	9	27	105	44	149	176	10	22
2	1,058	108	93	23	116	570	118	688	804	43	103
3	463	46	29	20	49	170	119	289	338	14	65
4	285	29	21	11	32	107	76	183	215	<=5	>5
5	235	35	14	9	23	95	49	144	167	9	24
6	384	52	17	12	29	96	118	214	243	14	75
7	266	51	>5	<=5	30	119	40	159	189	6	20
8	432	62	29	7	36	226	65	291	327	<=5	>5
9	628	89	44	12	56	296	111	407	463	13	63
10	802	135	80	18	98	354	121	475	573	12	82
11	579	78	45	8	53	292	87	379	432	20	49
12	343	53	>5	<=5	24	167	53	220	244	10	36
13	353	41	21	11	32	149	64	213	245	24	43
14	407	47	36	6	42	189	62	251	293	16	51
15	963	84	61	27	88	414	230	644	732	36	111
16	146	19	>5	<=5	13	76	15	91	104	<=5	>5
17	331	56	>5	<=5	16	155	55	210	226	7	42
18	244	29	11	6	17	100	65	165	182	<=5	>5
19	473	58	18	12	30	195	110	305	335	15	65
20	681	48	37	10	47	418	85	503	550	10	73
21	530	61	>5	<=5	26	336	52	388	414	14	41
22	571	68	20	6	26	283	114	397	423	22	58
23	267	46	6	6	12	85	56	141	153	10	58
24	829	85	26	14	40	360	194	554	594	65	85
25	564	64	26	10	36	221	146	367	403	17	80
26	552	53	31	11	42	258	135	393	435	9	55
27	878	98	63	9	72	474	144	618	690	26	64
28	654	119	39	16	55	300	94	394	449	21	65
29	528	71	23	21	44	168	114	282	326	36	95
30	665	81	39	20	59	256	138	394	453	35	96
31	1,386	166	91	22	113	787	202	989	1,102	33	85
32	209	26	7	7	14	71	48	119	133	24	26
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY RACE/ETHNICITY

Race/ Ethnicity	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
Asian	1,632	210	92	28	120	696	320	1,016	1,136	66	220
Black	4,150	606	211	65	276	1,863	801	2,664	2,940	143	461
Hispanic	7,761	867	437	162	599	3,693	1,443	5,136	5,735	286	873
White	2,786	326	253	83	336	1,352	461	1,813	2,149	75	236
Other	606	70	47	19	66	288	99	387	453	20	63
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY MEAL STATUS

Meal Status	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
Eligible for the Free/Reduced Price Meal Program	12,817	1,644	673	210	883	6,010	2,409	8,419	9,302	447	1,424
Full Price Meal	4,118	435	367	147	514	1,882	715	2,597	3,111	143	429
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY GENDER

Gender	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
Female	6,869	886	452	138	590	3,178	1,186	4,364	4,954	255	774
Male	10,066	1,193	588	219	807	4,714	1,938	6,652	7,459	335	1,079
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY ELL STATUS

ELL Status	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
ELL	3,818	444	100	44	144	1,679	799	2,478	2,622	190	562
Not ELL	13,117	1,635	940	313	1,253	6,213	2,325	8,538	9,791	400	1,291
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
English	12,375	0	0	0	0	7,265	2,760	10,025	10,025	573	1,777
Spanish	824	0	0	0	0	483	264	747	747	14	63
Chinese	132	0	0	0	0	74	53	127	127	<=5	<=5
Other	128	0	0	0	0	70	47	117	117	<=5	>5
Undetermined*	3,476	2,079	1,040	357	1,397	0	0	0	1,397	0	0
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

\* The language of instruction recommended on the student's IEP is listed as "undetermined" if the student was determined to be ineligible for an IEP, the case was closed without an IEP meeting, or the case was open as of 6/30/2022.

SCHOOL YEAR 2021-2022 STUDENTS WITH INITIAL REFERRALS BY GRADE

Grade Level	Total Students with Initial Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Determined Ineligible. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Determined Ineligible. IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Consent	Student Classified. IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified	Total IEP Meetings Held (Ineligible + Classified)	Open and Awaiting Parental Consent as of 06/30/2022	Open and Parental Consent Received as of 06/30/2022
KG	3,757	403	187	63	250	1,714	903	2,617	2,867	103	384
1	3,074	337	163	68	231	1,462	587	2,049	2,280	101	356
2	2,434	264	129	46	175	1,183	453	1,636	1,811	85	274
3	1,932	206	105	35	140	1,003	302	1,305	1,445	63	218
4	1,388	151	91	37	128	674	224	898	1,026	59	152
5	939	111	73	24	97	466	155	621	718	34	76
6	833	127	89	15	104	374	107	481	585	23	98
7	674	117	65	18	83	274	95	369	452	34	71
8	508	75	52	13	65	231	67	298	363	22	48
9	634	125	46	18	64	241	101	342	406	30	73
10	457	87	24	8	32	177	71	248	280	21	69
11	244	58	>5	>5	17	80	47	127	144	>5	>5
12	61	18	<=5	>5	11	13	12	25	36	<=5	<=5
<b>Total</b>	<b>16,935</b>	<b>2,079</b>	<b>1,040</b>	<b>357</b>	<b>1,397</b>	<b>7,892</b>	<b>3,124</b>	<b>11,016</b>	<b>12,413</b>	<b>590</b>	<b>1,853</b>

**Students with Referrals for Reevaluation (Reporting Items 5–7):** Students enrolled in DOE schools who were referred for reevaluation (not including three-year reevaluations) in the period from July 1, 2021, to June 30, 2022, disaggregated by district, race/ethnicity, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner (ELL) status, recommended language of instruction, and grade level.

“Closed without IEP Meeting” reflects students whose cases were closed before an IEP meeting was held (for example, if the student’s parent withdrew consent for the provision of special education services).

“Total Open as of 6/30/2022” reflects students whose cases were still in process at the end of the period of this report (for example, a student for whom a referral for reevaluation was made on May 8, 2022, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2022.)

The report reflects the number of students for whom a referral for reevaluation was made; it does not reflect the number of referrals for reevaluation made. Because SESIS does not store outcomes (i.e., case closings, IEP meetings) in relation to the process initiation (i.e., referral), for students for whom more than one referral for reevaluation was made, the report reflects data based on the date of the latest referral for reevaluation prior to the latest outcome (if any).

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY DISTRICT

District	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
1	261	7	13	0	13	155	55	210	223	31
2	1,196	42	121	0	121	665	190	855	976	178
3	458	9	>5	<=5	49	208	99	307	356	93
4	304	14	18	0	18	151	77	228	246	44
5	337	>5	<=5	0	<=5	174	99	273	>5	48
6	350	10	>5	<=5	33	124	105	229	262	78
7	342	14	18	0	18	212	65	277	295	33
8	616	19	60	0	60	356	96	452	512	85
9	564	18	>5	<=5	17	358	110	468	485	61
10	984	35	86	0	86	570	182	752	838	111
11	1,012	40	>5	<=5	74	643	158	801	875	97
12	530	11	>5	<=5	19	334	115	449	468	51
13	372	10	>5	<=5	20	212	64	276	296	66
14	427	11	18	0	18	275	71	346	364	52
15	1,029	22	>5	<=5	78	564	232	796	874	133
16	144	<=5	<=5	0	<=5	106	18	124	>5	14
17	329	9	20	0	20	183	67	250	270	50
18	195	11	11	0	11	123	28	151	162	22
19	509	14	17	0	17	313	107	420	437	58
20	752	17	>5	<=5	141	441	103	544	685	50
21	675	15	53	0	53	484	74	558	611	49
22	642	12	53	0	53	385	124	509	562	68
23	200	<=5	<=5	<=5	<=5	105	55	160	>5	33
24	1,177	19	>5	<=5	102	674	258	932	1,034	124
25	693	7	74	0	74	395	139	534	608	78
26	1,063	19	>5	<=5	73	648	217	865	938	106
27	737	20	>5	<=5	61	509	95	604	665	52
28	643	29	>5	<=5	41	379	127	506	547	67
29	410	11	>5	<=5	40	213	89	302	342	57
30	527	11	>5	<=5	58	312	76	388	446	70
31	2,308	81	>5	<=5	244	1,448	343	1,791	2,035	192
32	159	<=5	8	<=5	>5	77	46	123	>5	26
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY RACE/ETHNICITY

Race/Ethnicity	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
Asian	2,148	44	>5	<=5	334	1,184	374	1,558	1,892	212
Black	4,955	149	>5	<=5	194	3,037	973	4,010	4,204	602
Hispanic	8,545	240	633	12	645	5,042	1,601	6,643	7,288	1,017
White	3,661	102	>5	<=5	411	2,159	616	2,775	3,186	373
Other	636	22	>5	<=5	47	374	120	494	541	73
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY MEAL STATUS

Meal Status	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
Eligible for the Free/Reduced Price Lunch Program	15,146	448	1,064	18	1,082	8,952	2,880	11,832	12,914	1,784
Full Price Meal	4,799	109	537	12	549	2,844	804	3,648	4,197	493
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>



SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY GENDER

Gender	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
Female	6,122	165	604	15	619	3,537	1,077	4,614	5,233	724
Male	13,823	392	997	15	1,012	8,259	2,607	10,866	11,878	1,553
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY ELL STATUS

ELL Status	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
ELL	3,571	95	>5	<=5	142	2,125	722	2,847	2,989	487
Not ELL	16,374	462	<=5	<=5	1,489	9,671	2,962	12,633	14,122	1,790
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
English	18,770	527	1,529	28	1,557	11,018	3,431	14,449	16,006	2,237
Spanish	887	23	>5	<=5	40	600	194	794	834	30
Chinese	184	<=5	33	<=5	>5	106	35	>5	174	>5
Other	104	<=5	<=5	0	<=5	72	24	>5	97	<=5
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATION REFERRALS BY GRADE LEVEL

Grade Level	Total Students with Reevaluation Referrals 7/1/2021 - 06/30/2022	Closed without IEP Meeting	Student Declassified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Declassified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	Student Classified. IEP Meeting <= 60 Calendar Days from Date of Referral	Student Classified. IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible	Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 06/30/2022
KG	2,960	61	>5	<=5	108	2,007	523	2,530	2,638	261
1	2,657	69	194	9	203	1,666	461	2,127	2,330	258
2	1,894	46	>5	<=5	85	1,223	344	1,567	1,652	196
3	2,169	45	>5	<=5	172	1,285	421	1,706	1,878	246
4	1,774	32	>5	<=5	178	1,021	318	1,339	1,517	225
5	1,575	34	>5	<=5	150	941	289	1,230	1,380	161
6	1,471	42	>5	<=5	89	856	294	1,150	1,239	190
7	1,304	43	>5	<=5	108	739	249	988	1,096	165
8	1,146	43	>5	<=5	115	619	226	845	960	143
9	1,170	60	>5	<=5	66	604	252	856	922	188
10	759	31	>5	<=5	55	406	156	562	617	111
11	495	26	>5	<=5	107	208	80	288	395	74
12	571	25	>5	<=5	195	221	71	292	487	59
<b>Total</b>	<b>19,945</b>	<b>557</b>	<b>1,601</b>	<b>30</b>	<b>1,631</b>	<b>11,796</b>	<b>3,684</b>	<b>15,480</b>	<b>17,111</b>	<b>2,277</b>

**Timeliness of Completed Three-Year Reevaluations (Reporting Item 11):** Three-year reevaluations of students enrolled in DOE schools that were completed during the period from July 1, 2021, through June 30, 2022

A three-year reevaluation is reflected as timely if the IEP meeting concluding the three-year reevaluation occurred by the end of the calendar month that included the date three years from the date on which the IEP meeting concluding the student’s most recent prior evaluation (initial or reevaluation) occurred. Information is disaggregated by district, eligibility for the free and reduced-price lunch program, race/ethnicity, gender, English Language Learner (ELL) status, recommended language of instruction, and grade level.

**SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY DISTRICT**

District	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
1	613	477	136
2	2,747	2,319	428
3	931	754	177
4	683	594	89
5	787	675	112
6	960	756	204
7	1,272	1,094	178
8	1,513	1,325	188
9	1,753	1,554	199
10	2,188	1,923	265
11	2,223	1,943	280
12	1,312	1,064	248
13	830	742	88
14	908	788	120
15	1,856	1,650	206
16	343	297	46
17	959	834	125
18	669	594	75
19	1,121	952	169
20	2,198	2,117	81
21	1,932	1,770	162
22	1,433	1,241	192
23	542	440	102
24	2,887	2,585	302
25	1,462	1,313	149
26	1,670	1,457	213
27	1,915	1,753	162
28	1,604	1,301	303
29	858	733	125
30	1,371	1,237	134
31	3,405	2,920	485
32	478	421	57
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY RACE/ETHNICITY

Race/Ethnicity	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
Asian	4,030	3,577	453
Black	11,815	10,058	1,757
Hispanic	22,898	20,093	2,805
White	5,686	5,022	664
Other	994	873	121
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY MEAL STATUS

Meal Status	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
Eligible for the Free/Reduced Price Lunch Program	37,371	32,545	4,826
Full Price Meal	8,052	7,078	974
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY GENDER

Gender	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
Female	15,482	13,475	2,007
Male	29,941	26,148	3,793
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY ELL STATUS

ELL Status	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
ELL	8,487	7,474	1,013
Not ELL	36,936	32,149	4,787
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
English	43,697	38,064	5,633
Spanish	1,424	1,292	132
Chinese	189	173	16
Other	113	94	19
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

SCHOOL YEAR 2021-2022 TIMELINESS OF THREE-YEAR REEVALUATIONS BY GRADE LEVEL

Grade Level	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
KG	<=5	<=5	0
1	>5	>5	22
2	5,525	5,236	289
3	3,153	2,910	243
4	3,217	2,984	233
5	5,281	4,862	419
6	4,035	3,607	428
7	3,892	3,428	464
8	4,794	4,213	581
9	4,348	3,397	951
10	3,901	3,121	780
11	3,379	2,711	668
12	3,696	2,974	722
<b>Total</b>	<b>45,423</b>	<b>39,623</b>	<b>5,800</b>

Students enrolled in DOE schools who had an IEP as of June 30, 2021, inclusive of students who graduated in June of 2022, disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner (ELL) status, recommended language of instruction, grade level, disability classification, and school. These tables are based on data from the ATS system.

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY DISTRICT

District	Non-ELL with English Language of Instruction	Non-ELL with Spanish Language of Instruction	Non-ELL with Chinese Language of Instruction	Non-ELL with Other Language of Instruction	Total Non-ELL	ELL with English Language of Instruction	ELL with Spanish Language of Instruction	ELL with Chinese Language of Instruction	ELL with Other Language of Instruction	Total ELL	Total Register
1	2,200	<=5	10	<=5	2,216	161	>5	32	<=5	212	2,428
2	9,981	>5	23	<=5	10,018	1,134	76	72	8	1,290	11,308
3	3,724	12	<=5	<=5	3,737	312	32	<=5	<=5	348	4,085
4	2,256	48	<=5	<=5	2,305	298	105	<=5	<=5	404	2,709
5	2,664	15	0	0	2,679	367	66	<=5	<=5	434	3,113
6	2,379	113	0	0	2,492	733	512	<=5	<=5	1,247	3,739
7	3,955	70	0	0	4,025	719	279	0	10	1,008	5,033
8	4,774	32	<=5	<=5	4,808	898	158	<=5	<=5	1,059	5,867
9	4,617	78	0	0	4,695	1,103	297	0	7	1,407	6,102
10	7,657	82	<=5	<=5	7,740	2,135	587	<=5	<=5	2,727	10,467
11	7,186	23	<=5	<=5	7,212	1,172	143	0	14	1,329	8,541
12	4,295	65	<=5	<=5	4,361	1,041	267	<=5	<=5	1,315	5,676
13	3,223	11	<=5	<=5	3,235	308	9	7	11	335	3,570
14	3,320	14	<=5	<=5	3,335	493	98	<=5	>5	631	3,966
15	5,705	27	>5	<=5	5,741	1,249	135	>5	<=5	1,451	7,192
16	1,221	<=5	<=5	0	1,224	76	7	0	0	83	1,307
17	3,209	11	<=5	<=5	3,222	395	65	<=5	>5	476	3,698
18	2,201	<=5	<=5	0	2,203	171	<=5	<=5	17	193	2,396
19	4,028	25	<=5	<=5	4,055	470	121	7	9	607	4,662
20	5,093	23	17	7	5,140	2,099	185	272	51	2,607	7,747
21	5,402	10	<=5	>5	5,423	1,346	86	58	103	1,593	7,016
22	4,530	9	<=5	<=5	4,540	844	33	11	60	948	5,488
23	2,069	10	<=5	<=5	2,080	160	>5	<=5	6	180	2,260
24	6,677	231	15	8	6,931	2,747	1,273	53	25	4,098	11,029
25	3,976	31	>5	<=5	4,029	1,075	237	192	20	1,524	5,553
26	5,517	23	23	9	5,572	930	125	106	49	1,210	6,782
27	6,296	34	<=5	<=5	6,332	837	203	<=5	>5	1,067	7,399
28	5,510	29	<=5	<=5	5,542	935	136	11	27	1,109	6,651
29	3,255	15	<=5	<=5	3,272	315	67	0	15	397	3,669
30	3,635	177	0	0	3,812	1,047	484	<=5	>5	1,542	5,354
31	13,707	36	<=5	>5	13,754	1,330	278	42	37	1,687	15,441
32	1,317	44	0	0	1,361	316	180	<=5	<=5	498	1,859
<b>Total</b>	<b>145,579</b>	<b>1,321</b>	<b>126</b>	<b>65</b>	<b>147,091</b>	<b>27,216</b>	<b>6,278</b>	<b>941</b>	<b>581</b>	<b>35,016</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY RACE/ETHNICITY

Race/Ethnicity	Non-ELL with English Language of Instruction	Non-ELL with Spanish Language of Instruction	Non-ELL with Chinese Language of Instruction	Non-ELL with Other Language of Instruction	Total Non-ELL	ELL with English Language of Instruction	ELL with Spanish Language of Instruction	ELL with Chinese Language of Instruction	ELL with Other Language of Instruction	Total ELL	Total Register
Asian	10,316	16	114	17	10,463	4,271	9	914	195	5,389	15,852
Black	45,709	74	0	8	45,791	1,171	17	<=5	>5	1,256	47,047
Hispanic	63,439	1,179	<=5	>5	64,634	19,518	6,153	<=5	>5	25,695	90,329
White	21,913	38	<=5	>5	21,980	2,045	76	17	286	2,424	24,404
Other	4,202	14	<=5	<=5	4,223	211	23	<=5	>5	252	4,475
<b>Total</b>	<b>145,579</b>	<b>1,321</b>	<b>126</b>	<b>65</b>	<b>147,091</b>	<b>27,216</b>	<b>6,278</b>	<b>941</b>	<b>581</b>	<b>35,016</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY MEAL STATUS

Meal Status	Non-ELL with English Language of Instruction	Non-ELL with Spanish Language of Instruction	Non-ELL with Chinese Language of Instruction	Non-ELL with Other Language of Instruction	Total Non-ELL	ELL with English Language of Instruction	ELL with Spanish Language of Instruction	ELL with Chinese Language of Instruction	ELL with Other Language of Instruction	Total ELL	Total Register
Eligible for the Free/Reduced Price Lunch Program	115,460	1,190	107	52	116,809	24,903	5,763	845	446	31,957	148,766
Full Price Meal	30,119	131	19	13	30,282	2,313	515	96	135	3,059	33,341
<b>Total</b>	<b>145,579</b>	<b>1,321</b>	<b>126</b>	<b>65</b>	<b>147,091</b>	<b>27,216</b>	<b>6,278</b>	<b>941</b>	<b>581</b>	<b>35,016</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GENDER

Gender	Non-ELL with English Language of Instruction	Non-ELL with Spanish Language of Instruction	Non-ELL with Chinese Language of Instruction	Non-ELL with Other Language of Instruction	Total Non-ELL	ELL with English Language of Instruction	ELL with Spanish Language of Instruction	ELL with Chinese Language of Instruction	ELL with Other Language of Instruction	Total ELL	Total Register
Female	49,738	428	33	24	50,223	9,096	2,176	268	187	11,727	61,950
Male	95,841	893	93	41	96,868	18,120	4,102	673	394	23,289	120,157
<b>Total</b>	<b>145,579</b>	<b>1,321</b>	<b>126</b>	<b>65</b>	<b>147,091</b>	<b>27,216</b>	<b>6,278</b>	<b>941</b>	<b>581</b>	<b>35,016</b>	<b>182,107</b>



SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GRADE LEVEL

Grade Level	Non-ELL with English Language of Instruction	Non-ELL with Spanish Language of Instruction	Non-ELL with Chinese Language of Instruction	Non-ELL with Other Language of Instruction	Total Non-ELL	ELL with English Language of Instruction	ELL with Spanish Language of Instruction	ELL with Chinese Language of Instruction	ELL with Other Language of Instruction	Total ELL	Total Register
KG	8,113	273	34	16	8,436	1,202	855	171	65	2,293	10,729
1	9,326	258	22	12	9,618	1,555	938	153	66	2,712	12,330
2	9,985	162	>5	<=5	10,169	1,897	766	128	58	2,849	13,018
3	10,936	177	>5	<=5	11,126	2,243	724	111	58	3,136	14,262
4	11,671	134	>5	<=5	11,822	2,425	595	96	44	3,160	14,982
5	11,663	79	>5	<=5	11,757	2,514	463	52	34	3,063	14,820
6	11,622	57	>5	<=5	11,686	2,639	433	55	30	3,157	14,843
7	11,973	42	<=5	<=5	12,020	2,414	343	38	32	2,827	14,847
8	12,157	41	<=5	<=5	12,204	2,242	298	35	20	2,595	14,799
9	13,750	34	<=5	<=5	13,788	2,439	263	29	38	2,769	16,557
10	12,763	14	<=5	<=5	12,782	2,066	181	32	33	2,312	15,094
11	10,774	20	0	0	10,794	1,525	145	16	36	1,722	12,516
12	10,846	30	0	13	10,889	2,055	274	25	67	2,421	13,310
<b>Total</b>	<b>145,579</b>	<b>1,321</b>	<b>126</b>	<b>65</b>	<b>147,091</b>	<b>27,216</b>	<b>6,278</b>	<b>941</b>	<b>581</b>	<b>35,016</b>	<b>182,107</b>

Disability classification of students enrolled in DOE schools who had an IEP as of June 30, 2022, inclusive of students who graduated in June of 2022, disaggregated by district, race/ethnicity, eligibility for the free and reduced price lunch program, gender, English Language Learner (ELL) status, recommended language of instruction, and grade level. These tables are based on data from the ATS system.

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY DISTRICT

District	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
1	232	0	<=5	106	19	72	876	6	<=5	298	805	232	0	<=5
2	1,184	0	13	575	93	225	4,326	53	26	1,680	3,105	1,184	0	13
3	483	0	<=5	172	21	52	1,411	11	23	675	1,215	483	0	<=5
4	236	0	0	97	12	19	977	<=5	7	327	1,027	236	0	0
5	681	<=5	16	101	17	181	874	145	<=5	296	790	681	<=5	16
6	233	0	<=5	82	24	68	1,194	11	11	378	1,729	233	0	<=5
7	816	0	<=5	424	18	194	1,704	7	11	344	1,508	816	0	<=5
8	808	<=5	17	199	32	97	1,952	191	12	517	2,030	808	<=5	17
9	433	0	0	156	27	77	2,174	7	20	517	2,680	433	0	0
10	1,784	0	11	314	65	290	3,032	36	22	803	4,083	1,784	0	11
11	1,964	0	14	393	35	420	2,263	95	23	641	2,667	1,964	0	14
12	931	0	<=5	425	28	299	1,637	297	7	426	1,613	931	0	<=5
13	855	0	<=5	319	15	94	1,158	16	6	360	736	855	0	<=5
14	548	0	<=5	167	17	292	1,504	29	10	355	1,036	548	0	<=5
15	1,228	<=5	<=5	251	57	184	2,235	129	21	940	2,130	1,228	<=5	<=5
16	82	0	<=5	54	<=5	19	603	<=5	0	118	419	82	0	<=5
17	431	0	<=5	165	14	116	1,400	103	10	282	1,165	431	0	<=5
18	159	0	0	133	16	30	1,146	<=5	15	173	716	159	0	0
19	772	0	19	218	31	131	1,688	15	17	351	1,414	772	0	19
20	783	0	<=5	141	92	159	2,548	25	26	618	3,323	783	0	<=5
21	1,144	0	<=5	235	48	305	2,425	160	22	616	2,031	1,144	0	<=5
22	511	0	<=5	181	46	121	1,889	117	24	475	2,111	511	0	<=5
23	377	0	0	96	>5	72	868	101	7	164	564	377	0	0
24	1,915	0	13	262	95	456	2,542	250	26	940	4,503	1,915	0	13
25	973	0	<=5	110	46	41	1,806	17	15	526	2,004	973	0	<=5
26	1,778	0	50	358	61	364	1,859	293	16	460	1,525	1,778	0	50
27	645	0	0	268	29	97	2,724	63	18	746	2,787	645	0	0
28	704	0	<=5	254	37	290	2,444	177	9	567	2,154	704	0	<=5
29	226	<=5	0	134	16	31	1,453	9	8	319	1,471	226	<=5	0
30	357	0	<=5	94	41	64	1,679	15	21	525	2,543	357	0	<=5
31	2,248	0	29	681	98	305	5,441	184	43	1,310	5,057	2,248	0	29
32	135	0	0	46	10	21	735	<=5	9	153	738	135	0	0
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>300</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY RACE/ETHNICITY

Race/ Ethnicity	Autism	Deaf- Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
Asian	3,258	0	38	240	223	467	3,630	301	57	1,088	6,474	14	62	<b>3,258</b>
Black	6,970	0	43	3,386	156	1,799	17,421	672	122	3,977	12,416	31	54	<b>6,970</b>
Hispanic	10,413	<=5	>5	2,818	550	2,339	31,057	1,095	204	7,378	34,212	>5	106	<b>10,413</b>
White	4,258	0	55	620	210	479	7,040	434	94	3,885	7,237	22	70	<b>4,258</b>
Other	757	<=5	<=5	147	33	102	1,419	75	15	572	1,340	<=5	8	<b>757</b>
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>300</b>	<b>25,656</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY MEAL STATUS

Meal Status	Autism	Deaf- Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
Eligible for the Free/ Reduced Price Lunch Program	20,507	<=5	157	6,434	865	4,699	50,336	2,347	391	11,727	50,956	>5	225	<b>148,766</b>
Full Price Meal	5,149	0	65	777	307	487	10,231	230	101	5,173	10,723	23	75	<b>33,341</b>
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>300</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GENDER

Gender	Autism	Deaf- Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
Female	4,945	<=5	104	1,872	519	2,224	25,538	1,182	216	4,580	20,585	>5	4,945	<b>61,950</b>
Male	20,711	0	118	5,339	653	2,962	35,029	1,395	276	12,320	41,094	93	20,711	<b>120,157</b>
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>25,656</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY ELL STATUS

ELL Status	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
ELL	4,435	0	60	410	253	1,910	10,585	944	73	1,521	14,746	36	4,435	35,016
Not ELL	21,221	<=5	162	6,801	919	3,276	49,982	1,633	419	15,379	46,933	>5	21,221	147,091
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>25,656</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
English	24,552	<=5	>5	7,143	1,104	4,584	58,858	2,341	469	16,516	56,627	133	286	172,795
Spanish	766	0	6	54	51	455	1,442	181	17	303	4,309	8	7	7,599
Chinese	220	0	<=5	>5	8	41	148	16	<=5	61	556	<=5	<=5	1,067
Other	118	0	33	<=5	9	106	119	39	<=5	20	187	<=5	<=5	646
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>300</b>	<b>182,107</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GRADE LEVEL

Grade Level	Autism	Deaf-Blindness	Deafness	Emotional Disability	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment	Total Register
KG	3,007	<=5	11	125	48	81	516	136	37	655	6,098	<=5	13	<b>10,729</b>
1	2,712	0	13	196	65	96	1,207	143	43	826	7,005	18	18	<b>12,330</b>
2	2,463	0	17	303	72	151	2,204	145	39	1,091	6,507	6	20	<b>13,018</b>
3	2,198	<=5	13	380	84	198	3,423	142	34	1,357	6,399	>5	25	<b>14,262</b>
4	2,103	0	16	492	100	268	4,200	158	42	1,435	6,134	12	22	<b>14,982</b>
5	1,900	0	18	558	97	302	5,001	145	40	1,551	5,176	12	20	<b>14,820</b>
6	1,813	0	19	661	106	353	5,380	187	33	1,577	4,669	14	31	<b>14,843</b>
7	1,683	0	22	602	97	354	5,936	166	36	1,595	4,320	8	28	<b>14,847</b>
8	1,639	0	23	710	107	448	6,205	188	36	1,547	3,866	11	19	<b>14,799</b>
9	1,513	<=5	20	1,043	111	483	7,491	221	38	1,703	3,896	>5	24	<b>16,557</b>
10	1,257	0	15	977	107	515	7,222	194	46	1,493	3,229	13	26	<b>15,094</b>
11	1,190	0	13	634	90	493	6,275	167	36	1,160	2,422	14	22	<b>12,516</b>
12	2,178	0	22	530	88	1,444	5,507	585	32	910	1,958	24	32	<b>13,310</b>
<b>Total</b>	<b>25,656</b>	<b>&lt;=5</b>	<b>222</b>	<b>7,211</b>	<b>1,172</b>	<b>5,186</b>	<b>60,567</b>	<b>2,577</b>	<b>492</b>	<b>16,900</b>	<b>61,679</b>	<b>&gt;5</b>	<b>300</b>	<b>182,107</b>

**Average Number of School Days from Initial IEP Meeting to Placement Notice (Reporting Item 9):** The average length of time between the DOE’s receipt of initial consent for the provision of special education services and the DOE sending the parent notice of the school that will implement the services on the student’s IEP, except when the parent consented to defer implementation of the IEP until the following semester or school year.

The DOE’s current procedure is to request parental consent for the provision of services concurrently with the notice to the parent of the school at which the services will be provided. Accordingly, the tables reflect the data point most consistent with the Local Law’s intent: the average number of school days between the date of the IEP meeting for a student initially referred for evaluation and the date on which the DOE sent the parent notice of the school that would implement the IEP.

The data includes students for whom an initial IEP meeting was held and a placement notice sent between July 1, 2021 and June 30, 2022. It does not include students for whom the implementation of services was deferred until the following school year or for more than 60 days following the IEP meeting (used as a proxy for deferral to the following semester). Data is disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, English Language Learner (ELL) status, recommended language of instruction, and grade level.

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY DISTRICT

District	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
1	128	6.38
2	555	6.17
3	224	7.18
4	133	9.38
5	107	10.08
6	132	9.04
7	128	9.97
8	225	7.34
9	337	5.75
10	344	6.47
11	309	4.55
12	166	6.21
13	169	5.67
14	203	7.87
15	509	6.48
16	62	9.00
17	168	5.29
18	141	4.09
19	233	3.69
20	367	2.69
21	300	2.89
22	282	6.16
23	103	8.90
24	370	6.75
25	250	4.44
26	270	4.18
27	469	4.41
28	299	5.32
29	216	5.16
30	259	4.90
31	724	4.35
32	83	7.61
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY RACE/ETHNICITY

Race/Ethnicity	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
Asian	748	4.87
Black	2,121	5.92
Hispanic	3,690	5.73
White	1,404	5.31
Other	302	5.96
<b>Total</b>	<b>8,265</b>	<b>5.48</b>



## SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY MEAL STATUS

Meal Status	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
Eligible for the Free/ Reduced Price Lunch Program	6,257	5.56
Full Price Meal	2,008	5.87
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

## SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GENDER

Gender	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
Female	3,179	5.61
Male	5,086	5.65
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

## SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY ELL STATUS

ELL Status	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
ELL	1,754	5.67
Not ELL	6,511	5.63
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

## SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
English	7,524	5.51
Spanish	548	7.57
Chinese	96	4.06
Other	97	6.44
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH IEPS BY GRADE LEVEL

Grade Level	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
KG	2,067	5.69
1	1,462	5.45
2	1,143	4.53
3	971	4.34
4	648	5.68
5	443	3.96
6	384	6.80
7	287	7.48
8	250	8.25
9	264	8.35
10	203	9.18
11	118	8.94
12	25	8.76
<b>Total</b>	<b>8,265</b>	<b>5.48</b>

## DELIVERY OF SPECIAL EDUCATION PROGRAMS - REPORTING ITEM 12

Number of students in DOE schools who were receiving in full or in part, or not receiving, the special education services recommended on their IEPs as of the conclusion of the 2021–22 school year.

Of the 182,107 students with IEPs in DOE schools as of June 30, 2022, 168,541 students had IEP recommendations for special education programs. Whether a student was fully, partially, or not receiving, was determined by matching the student’s IEP-recommended special education services [Special Class, Integrated Co-Teaching (ICT), or Special Education Teacher Support Services (SETSS)], course subjects, and language of instruction, to the receiving course information recorded in STARS.

A student is reflected as “fully receiving” only if there was an exact match between the IEP and STARS. “Partially receiving” indicates that the student is receiving some instruction from a special education teacher, but not to the extent recommended on their IEP. “Not receiving” includes students who are not receiving instruction from a special education teacher.

### SCHOOL YEAR 2021-22 DELIVERY OF SPECIAL EDUCATION PROGRAMS BY PRIMARY IEP-RECOMMENDED PROGRAM (ALL LANGUAGES)

Primary IEP-Recommended Program	Students Fully Receiving	Percentage Fully Receiving	Students Partially Receiving	Percentage Partially Receiving	Students Not Receiving	Percentage Not Receiving
Integrated Co-Teaching Services	83,886	89%	9,834	10%	688	1%
SETSS	10,508	87%	1,353	11%	220	2%
Special Class	54,231	87%	6,970	11%	851	1%
<b>Total</b>	<b>148,625</b>	<b>88%</b>	<b>18,157</b>	<b>11%</b>	<b>1,759</b>	<b>1%</b>

### SCHOOL YEAR 2021-22 DELIVERY OF BILINGUAL SPECIAL EDUCATION PROGRAMS BY PRIMARY IEP-RECOMMENDED PROGRAM

Primary IEP-Recommended Program	Students Fully Receiving	Percentage Fully Receiving	Students Partially Receiving	Percentage Partially Receiving	Students Not Receiving	Percentage Not Receiving
Integrated Co-Teaching Services	651	35%	>5	*	>5	*
SETSS	985	35%	1798	63%	53	2%
Special Class	108	66%	>5	*	<=5	*
<b>Total</b>	<b>1744</b>	<b>36%</b>	<b>3030</b>	<b>62%</b>	<b>79</b>	<b>2%</b>

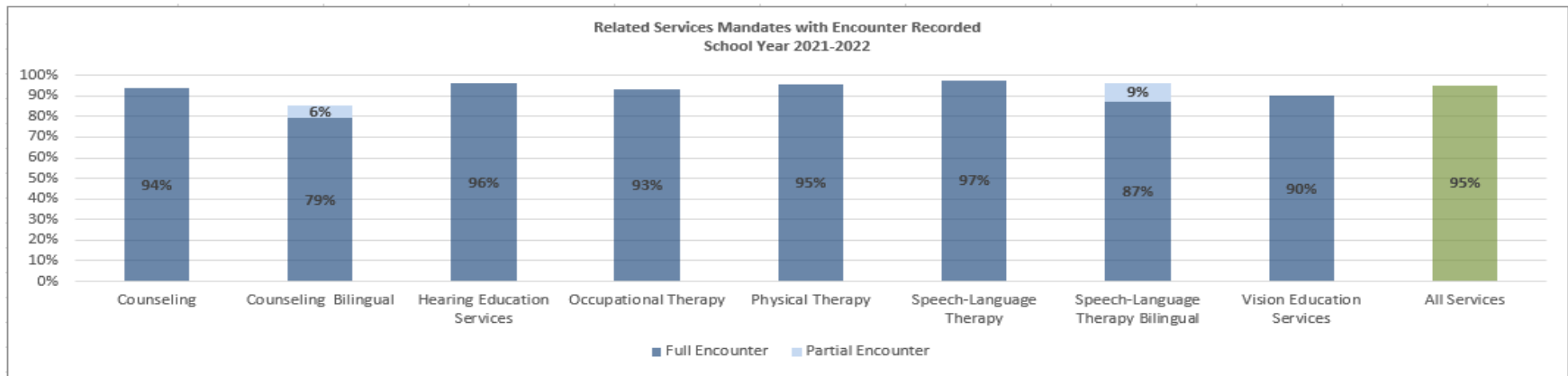
PERCENTAGE OF RELATED SERVICE RECOMMENDATIONS WITH ENCOUNTER RECORDED - REPORTING ITEM 13

Commencement of related service provision for students enrolled in DOE schools.

The darker sections of the bars (“full encounter”) reflect services for which a provider certified in SESIS that s/he held a session with a student consistent with the duration, setting (group/individual) and language of the student’s IEP recommendation, during the 2021-22 school year.

The lighter sections of the bars (“partial encounter”) for bilingual speech-language therapy and bilingual counseling reflect services for which a provider certified in SESIS that s/he held a session with a student consistent with the duration and setting (group/individual) of the student’s IEP recommendation but not in the recommended language (as may be necessary due to shortages of bilingual providers), during the 2021–22 school year.

Due to incompleteness of available data, frequency of service is not reflected.



SCHOOL YEAR 2021-2022 NUMBER & PERCENTAGE OF RELATED SERVICE RECOMMENDATIONS WITH ENCOUNTER RECORDED

Related Services Recommendation Type	Full Encounter	Percent Full Encounter	Partial Encounter	Percent Partial Encounter	No Encounter	Percent No Encounter
Counseling Services	70399	94%	0	0%	4797	6%
Counseling Services Bilingual	969	79%	77	6%	178	15%
Hearing Education Services	1867	96%	0	0%	79	4%
Occupational Therapy	58631	93%	0	0%	4177	7%
Physical Therapy	14787	95%	0	0%	700	5%
Speech-Language Therapy	125185	97%	0	0%	3406	3%
Speech-Language Therapy Bilingual	8366	87%	857	9%	389	4%
Vision Education Services	618	90%	0	0%	68	10%
<b>Total</b>	<b>280822</b>	<b>95%</b>	<b>934</b>	<b>0%</b>	<b>13794</b>	<b>5%</b>

**Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments (Reporting Item 10):**

Students enrolled in DOE schools for whom a reevaluation (other than a mandated three-year evaluation) completed between July 1, 2021 and June 30, 2022 resulted in: (a) an IEP recommendation of more or fewer periods per week in a special class; or (b) a change in IEP recommendation from placement in a specialized school to a neighborhood school, or from a neighborhood school to a specialized school. Data is disaggregated by district, eligibility for the free and reduced-price lunch program, race/ethnicity, English Language Learner (ELL) status, recommended language of instruction, and grade level.

**SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY DISTRICT**

District	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
1	31	15	16	<=5
2	153	72	96	19
3	58	29	28	7
4	71	22	42	<=5
5	64	64	35	7
6	51	21	32	0
7	70	52	27	6
8	142	35	41	<=5
9	125	52	66	15
10	178	115	71	20
11	179	148	52	43
12	141	87	37	40
13	62	47	25	17
14	78	48	41	14
15	108	58	50	18
16	37	12	11	0
17	66	50	32	<=5
18	44	19	15	<=5
19	141	54	32	18
20	136	54	24	8
21	156	112	59	29
22	116	49	34	<=5
23	45	17	14	<=5
24	238	107	77	43
25	118	61	39	9
26	243	176	42	46
27	162	72	49	7
28	127	59	47	12
29	91	27	33	<=5
30	98	34	46	<=5
31	406	216	131	34
32	43	17	16	0
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY RACE/ETHNICITY

Race/Ethnicity	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
Asian	350	219	127	60
Black	1,110	630	423	153
Hispanic	1,731	813	572	151
White	471	280	188	62
Other	116	59	50	15
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY MEAL STATUS

Meal Status	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
Eligible for the Free/ Reduced Price Lunch Program	3,148	1,604	1,086	312
Full Price Meal	630	397	274	129
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY GENDER

Gender	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
Female	1,132	528	379	99
Male	2,646	1,473	981	342
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY ELL STATUS

ELL Status	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
ELL	811	373	221	67
Not ELL	2,967	1,628	1,139	374
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY LANGUAGE OF INSTRUCTION

Language of Instruction	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
English	3,465	1,873	1,256	424
Spanish	254	91	76	11
Chinese	37	15	13	<=5
Other	22	22	15	<=5
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

SCHOOL YEAR 2021-2022 STUDENTS WITH REEVALUATIONS RESULTING IN IEP RECOMMENDATIONS FOR MORE/LESS RESTRICTIVE ENVIRONMENTS BY GRADE LEVEL

Grade Level	Recommended Periods in Special Class: More Periods per Week in a Special Class Setting	Recommended Periods in Special Class: Fewer Periods per Week in a Special Class Setting	Recommended Placement: Neighborhood School to Specialized School	Recommended Placement: Specialized School to Neighborhood School
KG	709	363	336	35
1	506	243	149	38
2	451	138	89	31
3	447	159	112	25
4	285	134	71	31
5	274	126	87	48
6	294	189	79	39
7	226	136	81	43
8	177	151	92	63
9	195	177	120	29
10	102	83	69	30
11	61	38	35	14
12	51	64	40	15
<b>Total</b>	<b>3,778</b>	<b>2,001</b>	<b>1,360</b>	<b>441</b>

Students with IEP recommendations for “participation in the general education curriculum.”

As all students with disabilities have access to the general education curriculum to the maximum extent appropriate, the tables reflect all students enrolled in DOE schools with IEPs in effect as of June 30, 2022, grouped by portion of the school day that each is recommended to participate in a general education setting; this is consistent with the United States Department of Education’s indicator for inclusion.

Time recommended for service in a special class made up only of students with IEPs, is not reflected as time in a general education setting. All other settings, including Integrated Co-Teaching (ICT) classes are considered general education settings.

SCHOOL YEAR 2021-2022 INCLUSION OF STUDENTS WITH IEPS

IEP Recommended Portion of School Day in General Education Setting	Number of Students	Percentage of All Students with IEPs
80% or More	119,924	65.9%
40-79%	14,193	7.8%
Less Than 40%	47,990	26.4%
<b>Total</b>	<b>182,107</b>	<b>100.0%</b>



**The number and percentage of students with behavior intervention plan:** Students with disabilities who engage in behaviors that impede the student’s learning or place the student or others in risk of harm or injury may undergo a functional behavioral assessment (FBA) to determine if a behavioral intervention plan (BIP) is required. The behavioral intervention plan outlines intervention strategies and supports with the goal of decreasing the incidence of the problem behavior. Students with behavioral intervention plans indicated on their active IEP documents as well as students who have BIP documents uploaded to SESIS after their IEP outcomes are included in the report metrics.

#### SCHOOL YEAR 2021-2022 STUDENTS WITH BEHAVIORAL INTERVENTION PLANS

Primary Special Education Program Type	Students with Behavioral Intervention Plan	Percent Students with Behavioral Intervention Plan	Students without Behavioral Intervention Plan	Percent Students without Behavioral Intervention Plan
Integrated Co-Teaching Services	2968	3%	91683	97%
Related Services or Assistive Technology Only	539	4%	12164	96%
SETSS	266	2%	12312	98%
Special Class	6178	10%	55997	90%
<b>Total</b>	<b>9951</b>	<b>5%</b>	<b>172156</b>	<b>95%</b>

Please see the excel version of the November 2022 report for metrics by district and school

<https://infohub.nyced.org/reports/government-reports/special-education-reports>