



**Department of
Education**

Carmen Fariña, Chancellor

NYC Department of Education
Local Law 27 of 2015 Annual Report on Special Education
School Year 2015–2016
November 1, 2016

NOTES

- 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-7BB2A0A4D644>.)
- The report reflects data for students who were enrolled in a New York City Department of Education (DOE) school in grades K–12 during the 2015–16 school year as of June 30, 2016, 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 0 and 5, the number has been replaced with the reference ≤ 5 . Where disclosure of a number greater than 5 would allow another category to be narrowed to a specific number between 0 and 5, the number has been replaced with the reference >5 . In a few instances, where disclosure of a 0 in citywide data would not impact confidentiality of student information, the number 0 has not been redacted.

In 2011, the DOE transitioned to a new special education data management system, the Special Education Student Information System (SEGIS). Since then, as previously reported, the DOE has identified significant design and performance issues with SEGIS. Although progress has been made in ensuring the functionality of its core transactions — such as the entry of a student’s Individualized Education Program (IEP) — major deficiencies in SEGIS’s design for capturing, processing, and storing information, continue to affect the DOE’s ability to reliably report specific compliance metrics (e.g., timeliness of evaluations). Since the last report, the City has supported a multi-agency effort to review special education reporting and management information system needs, and this project that has already improved system performance.

The DOE’s capacity to report special education data reliably for the time period reported here was negatively affected by a lack of integration of certain key systems. Most notably, there is no direct linkage between SEGIS, where a student’s IEP is entered and stored, and the Student Tracking and Registration System (STARS), where a student’s course enrollment information is entered and stored. The DOE has taken major steps to bridge the gap between SEGIS and STARS. However, as this 2015–16 report includes service levels as of Spring 2016, the data contained here does not reflect the impact of those steps.

As a result of these systems inefficiencies, to produce the data included in this report (and needed for operational management of special education processes), the DOE combines and analyzes data across systems, via labor-intensive, manual, time-consuming processes. Specific methodologies and descriptions for each reporting item precede the respective data tables.

Moving forward, further SEGIS enhancements, the creation of data repositories, and network upgrades already underway to support SEGIS functionality will result in further improvements to system performance and reliability as well as automation of ongoing reporting and oversight.

In May 2016, the DOE initiated a Program Services review in 30 schools. This review enabled us to identify (and in some cases remediate) systems integration issues that were impeding accurate reporting on the provision of special education services. We subsequently implemented the pilot as a citywide Program Services review at the beginning of school year 2016-17. The purpose of this review is to ensure that all students are programmed according to their IEPs, and that student information in SEGIS and STARS match. This review involves instructing schools on best practices for properly inputting information into SEGIS and STARS so that all the necessary information is present in those systems for determining whether or not students are programmed in accordance with their IEPs. Additionally, the Program Services Review provides a tool that flags cases for schools where students may not be programmed according to their IEP or where information is not entered properly in SEGIS and/or STARS. This process allows us to ensure that each and

every one of our students is receiving the programming recommended in their IEP. We are starting to see indications of improvement and expect to see a significant increase by the end of the school year.

The ongoing work of the DOE to support all students has had a positive impact on student achievement. The 4-year August graduation rate of students with disabilities has been steadily increasing over the last five years, and is up to 41.1% as of SY 2014-15 from 30.5% in SY 2011-12. Likewise, the dropout rate has been steadily decreasing over the last five years, and is down to 15.4% as of SY14-15 from 19.9% in 2011-12. Math and English test scores for students with disabilities are trending in a positive direction and have increased over the past four years. Results on English exams showed improvements across all 32 districts and District 75 citywide programs.

We remain committed to ensuring that all students receive the services they need in order to thrive academically, emotionally and socially. We are pleased with the improvements we have made to our systems, processes, and outcomes over the past year and look forward to further progress ahead.

SPECIAL EDUCATION EVALUATIONS - Reporting Items 1-4; 5-7; 11

Overall, 71.0% of IEP meetings resulting from initial evaluations and 78.1% 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, 2015 to June 30, 2016, disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner 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 6/30/2016” 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, 2016, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2016.)

The report reflects the number of students for whom an initial referral was made; it does not reflect the number of initial referrals made.

In SESIS, outcomes (i.e., case closings, IEP meetings) are not stored in relation to the process initiation (i.e., referral); therefore, 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).

**SY 2015-16
Students with Initial Referrals
by District**

District	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
1	312	29	29	8	37	160	52	212	249	34	
2	1,126	132	100	33	133	550	181	731	864	130	
3	609	78	44	17	61	219	135	354	415	116	
4	403	53	49	22	71	143	83	226	297	53	
5	369	57	>5	≤5	30	141	64	205	235	77	
6	713	131	32	24	56	229	173	402	458	124	
7	617	111	58	21	79	249	106	355	434	72	
8	959	181	94	34	128	465	137	602	730	48	
9	1,141	239	43	33	76	354	277	631	707	195	
10	1,594	250	114	56	170	624	323	947	1,117	227	
11	1,171	220	114	32	146	553	209	762	908	43	
12	845	147	72	16	88	371	146	517	605	93	
13	521	81	24	23	47	147	131	278	325	115	
14	472	68	24	9	33	218	112	330	363	41	
15	868	93	67	8	75	441	153	594	669	106	
16	281	54	13	6	19	113	56	169	188	39	
17	570	106	39	18	57	213	114	327	384	80	
18	408	77	40	8	48	234	31	265	313	18	
19	848	175	40	11	51	318	184	502	553	120	
20	807	71	>5	≤5	45	438	153	591	636	100	
21	653	87	>5	≤5	59	382	66	448	507	59	
22	740	83	54	8	62	434	97	531	593	64	
23	464	123	11	7	18	180	98	278	296	45	
24	1,303	145	60	28	88	584	291	875	963	195	
25	645	50	54	10	64	390	103	493	557	38	
26	591	65	64	6	70	378	52	430	500	26	
27	1,024	140	66	18	84	374	269	643	727	157	
28	815	110	52	18	70	399	145	544	614	91	
29	767	171	51	23	74	254	188	442	516	80	
30	641	83	51	7	58	332	120	452	510	48	
31	1,634	192	127	27	154	855	258	1,113	1,267	175	
32	341	68	22	8	30	122	76	198	228	45	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

**SY 2015-16
Students with Initial Referrals
by Meal Status**

Meal Status	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
Eligible for the Free/Reduced Price Lunch Program	18,922	2,967	1,214	384	1,598	8,363	3,689	12,052	13,650	2,305	
Full Price Meal	5,330	703	515	168	683	2,501	894	3,395	4,078	549	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

**SY 2015-16
Students with Initial Referrals
by Race/Ethnicity**

Race / Ethnicity	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
Asian	1,749	230	115	35	150	856	301	1,157	1,307	212	
Black	7,126	1,347	487	144	631	3,117	1,275	4,392	5,023	756	
Hispanic	11,551	1,667	775	253	1,028	5,009	2,354	7,363	8,391	1,493	
White	3,298	360	305	101	406	1,640	556	2,196	2,602	336	
Other	528	66	47	19	66	242	97	339	405	57	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

**SY 2015-16
Students with Initial Referrals
by Gender**

Gender	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting ≥ 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting ≥ 60 Calendar Days from Date of Consent	Total Classified			
Female	9,373	1,449	656	186	842	4,254	1,664	5,918	6,760	1,164	
Male	14,879	2,221	1,073	366	1,439	6,610	2,919	9,529	10,968	1,690	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

**SY 2015-16
Students with Initial Referrals
by English Language Learner (ELL) Status**

ELL Status	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
ELL	5,416	727	146	73	219	2,213	1,338	3,551	3,770	919	
Not ELL	18,836	2,943	1,583	479	2,062	8,651	3,245	11,896	13,958	1,935	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

SY 2015-16
Students with Initial Referrals
by Recommended Language of Instruction

Language of Instruction	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
English	14,429	0	0	0	0	10,226	4,203	14,429	14,429	0	
Spanish	766	0	0	0	0	461	305	766	766	0	
Chinese	130	0	0	0	0	104	26	130	130	0	
Other	122	0	0	0	0	73	49	122	122	0	
Undetermined*	8,805	3,670	1,729	552	2,281	0	0	0	2,281	2,854	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

* 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 6/30/2015.

SY 2015-16
Students with Initial Referrals
By Grade Level

Grade Level	Total Students with Initial Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Ineligible + Classified)	Total Open as of 6/30/2016
			Student Determined Ineligible			Student Classified					
			IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Ineligible	IEP Meeting ≤ 60 Calendar Days from Date of Consent	IEP Meeting > 60 Calendar Days from Date of Consent	Total Classified			
KG	4,181	571	276	93	369	1,689	1,006	2,695	3,064	546	
1	4,330	593	286	99	385	1,961	851	2,812	3,197	540	
2	3,561	496	233	79	312	1,644	665	2,309	2,621	444	
3	3,140	409	238	73	311	1,515	570	2,085	2,396	335	
4	2,386	312	199	46	245	1,166	430	1,596	1,841	233	
5	1,458	219	105	43	148	720	228	948	1,096	143	
6	1,203	225	117	35	152	515	182	697	849	129	
7	974	182	97	22	119	394	165	559	678	114	
8	751	133	58	15	73	335	128	463	536	82	
9	947	235	54	18	72	347	152	499	571	141	
10	642	151	40	18	58	257	97	354	412	79	
11	409	93	23	7	30	179	62	241	271	45	
12	270	51	≤5	≤5	7	142	47	189	196	23	
Total	24,252	3,670	1,729	552	2,281	10,864	4,583	15,447	17,728	2,854	

Students with Reevaluation (Reporting Items 5-7): Students enrolled in DOE schools who were referred for reevaluations (not including three-year reevaluations) in the period from July 1, 2015 to June 30, 2016, disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner 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 6/30/2016” 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, 2016, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2016.)

The report reflects the number of students for whom a referral for reevaluation was made; it does not reflect the number of referrals for reevaluations made.

In SESIS, outcomes (i.e., case closings, IEP meetings) are not stored in relation to the process initiation (i.e., referral); therefore, 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).

**SY 2015-16
Students with Reevaluation Referrals
by District**

District	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
1	371	6	>5	≤5	18	234	71	305	323	42	
2	1,207	28	104	7	111	701	236	937	1,048	131	
3	454	10	26	0	26	255	103	358	384	60	
4	389	≤5	27	0	27	229	78	307	334	>5	
5	304	≤5	8	0	8	172	75	247	255	>5	
6	620	26	27	8	35	350	140	490	525	69	
7	651	23	>5	≤5	20	429	122	551	571	57	
8	917	30	37	8	45	608	170	778	823	64	
9	785	26	>5	≤5	28	457	186	643	671	88	
10	1,367	34	53	9	62	821	310	1,131	1,193	140	
11	1,218	41	>5	≤5	45	830	221	1,051	1,096	81	
12	730	25	>5	≤5	21	464	120	584	605	100	
13	496	8	>5	≤5	14	241	152	393	407	81	
14	462	11	>5	≤5	21	282	99	381	402	49	
15	973	25	65	0	65	562	214	776	841	107	
16	326	9	≤5	≤5	≤5	187	77	>5	268	49	
17	400	7	17	0	17	238	87	325	342	51	
18	347	12	15	0	15	237	57	294	309	26	
19	555	14	>5	≤5	11	333	127	460	471	70	
20	835	21	90	0	90	539	136	675	765	49	
21	819	21	53	0	53	608	76	684	737	61	
22	777	12	63	0	63	549	92	641	704	61	
23	308	13	>5	≤5	>5	193	58	>5	258	37	
24	1,318	25	>5	≤5	131	753	281	1,034	1,165	128	
25	762	10	88	0	88	499	128	627	715	37	
26	837	22	64	0	64	617	88	705	769	46	
27	983	20	>5	≤5	86	619	178	797	883	80	
28	736	22	>5	≤5	43	474	138	612	655	59	
29	514	18	>5	≤5	27	301	115	416	443	53	
30	789	26	>5	≤5	63	529	121	650	713	50	
31	2,594	96	224	7	231	1,635	459	2,094	2,325	173	
32	252	8	16	0	16	137	64	201	217	27	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

**SY 2015-16
Students with Reevaluation Referrals
by Meal Status**

Meal Status	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
Eligible for the Free/Reduced Price Lunch Program	17,967	481	930	46	976	11,372	3,478	14,850	15,826	1,660	
Full Price Meal	6,129	176	555	24	579	3,711	1,101	4,812	5,391	562	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

**SY 2015-16
Students with Reevaluation Referrals
by Race/Ethnicity**

Race / Ethnicity	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
Asian	1,804	40	247	9	256	1,059	310	1,369	1,625	139	
Black	6,910	196	196	15	211	4,461	1,379	5,840	6,051	663	
Hispanic	10,681	275	597	31	628	6,691	2,060	8,751	9,379	1,027	
White	4,252	130	421	13	434	2,587	741	3,328	3,762	360	
Other	449	16	>5	≤5	26	285	89	374	400	33	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

**SY 2015-16
Students with Reevaluation Referrals
by Gender**

Gender	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
Female	7,250	186	545	22	567	4,449	1,364	5,813	6,380	684	
Male	16,846	471	940	48	988	10,634	3,215	13,849	14,837	1,538	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

**SY 2015-16
Students with Reevaluation Referrals
by English Language Learner (ELL) Status**

ELL Status	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
ELL	4,353	115	>5	≤5	112	2,700	967	3,667	3,779	459	
Not ELL	19,743	542	1,377	66	1,443	12,383	3,612	15,995	17,438	1,763	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

SY 2015-16
Students with Reevaluation Referrals
by Language of Instruction

Language of Instruction	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
English	23,120	628	1,431	65	1,496	14,518	4,353	18,871	20,367	2,125	
Spanish	705	22	>5	≤5	50	398	164	562	612	71	
Chinese	132	≤5	7	0	7	86	22	108	115	>5	
Other	139	≤5	≤5	≤5	≤5	81	40	>5	123	>5	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

SY 2015-16
Students with Reevaluation Referrals
by Grade Level

Grade Level	Total Students with Reevaluation Referrals 7/1/2015 – 6/30/2016	Closed without IEP Meeting	Students with IEP Meeting Held							Total IEP Meetings Held (Declassified + Eligible)	Total Open as of 6/30/2016
			Student Declassified			Student Eligible					
			IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Declassified	IEP Meeting ≤ 60 Calendar Days from Date of Referral	IEP Meeting > 60 Calendar Days from Date of Referral	Total Eligible			
KG	3,228	56	139	6	145	2,270	505	2,775	2,920	252	
1	3,179	77	221	14	235	2,025	587	2,612	2,847	255	
2	2,729	48	118	7	125	1,768	542	2,310	2,435	246	
3	2,658	59	162	9	171	1,615	551	2,166	2,337	262	
4	2,273	52	>5	≤5	141	1,430	435	1,865	2,006	215	
5	1,930	44	>5	≤5	176	1,173	349	1,522	1,698	188	
6	1,938	59	>5	≤5	87	1,248	377	1,625	1,712	167	
7	1,421	45	>5	≤5	98	894	264	1,158	1,256	120	
8	1,472	45	>5	≤5	142	874	268	1,142	1,284	143	
9	1,566	85	48	6	54	851	362	1,213	1,267	214	
10	806	42	>5	≤5	59	450	166	616	675	89	
11	460	29	>5	≤5	62	237	89	326	388	43	
12	436	16	>5	≤5	60	248	84	332	392	28	
Total	24,096	657	1,485	70	1,555	15,083	4,579	19,662	21,217	2,222	

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, 2016 through June 30, 2016.

A three-year reevaluation is reflected as timely if the IEP meeting concluding the three-year evaluation 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 status, recommended language of instruction, and grade level.

**SY 2015-16
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	508	454	54
2	2,417	1,931	486
3	739	605	134
4	719	622	97
5	549	405	144
6	742	640	102
7	1,205	857	348
8	1,240	947	293
9	1,349	976	373
10	1,911	1,419	492
11	1,635	1,214	421
12	1,136	764	372
13	765	530	235
14	986	819	167
15	1,223	1,015	208
16	408	315	93
17	785	644	141
18	566	485	81
19	917	731	186
20	1,473	1,277	196
21	1,404	1,155	249
22	1,031	896	135
23	504	418	86
24	1,933	1,460	473
25	1,089	824	265
26	1,237	954	283
27	1,487	1,149	338
28	1,076	817	259
29	792	600	192
30	1,191	985	206
31	2,839	1,906	933
32	426	343	83
Total	36,282	28,157	8,125

SY 2015-16
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	27,764	21,618	6,146
Full Price Meal	8,518	6,539	1,979
Total	36,282	28,157	8,125

SY 2015-16
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	2,347	1,926	421
Black	10,950	8,357	2,593
Hispanic	17,928	13,935	3,993
White	4,560	3,559	1,001
Other	497	380	117
Total	36,282	28,157	8,125

SY 2015-16
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	12,127	9,458	2,669
Male	24,155	18,699	5,456
Total	36,282	28,157	8,125

SY 2015-16
Timeliness of Three-Year Reevaluations
by English Language Learner (ELL) Status

ELL Status	Total Three-Year Reevaluations Completed	Three-Year Reevaluations Completed – Timely	Three-Year Reevaluations Completed – Not Timely
ELL	6,266	4,897	1,369
Not ELL	30,016	23,260	6,756
Total	36,282	28,157	8,125

SY 2015-16
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	35,233	27,275	7,958
Spanish	879	739	140
Chinese	20	>5	≤5
Other	150	>5	>5
Total	36,282	28,157	8,125

SY 2015-16
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	0	≤5
1	>5	265	>5
2	3,916	3,588	328
3	2,616	2,184	432
4	2,431	2,140	291
5	3,755	3,275	480
6	3,538	2,933	605
7	3,323	2,639	684
8	3,465	2,760	705
9	4,204	2,831	1,373
10	3,507	2,193	1,314
11	2,605	1,670	935
12	2,634	1,679	955
Total	36,282	28,157	8,125

DEMOGRAPHICS OF STUDENTS WITH IEPs – REPORTING ITEM 8

Students enrolled in DOE schools who had an IEP as of June 30, 2016, inclusive of students who graduated in June of 2016, disaggregated by district, eligibility for the free and reduced price lunch program, race/ethnicity, gender, English Language Learner status, recommended language of instruction, grade level, and disability classification. These tables are based on data from the ATS system.

SY 2015-16 Students with IEPs by District

District	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
1	2,341	≤5	≤5	≤5	2,345	283	>5	19	≤5	324	2,669
2	9,527	>5	9	≤5	9,549	1,195	87	130	17	1,429	10,978
3	3,437	8	≤5	≤5	3,447	377	27	≤5	≤5	405	3,852
4	2,731	43	≤5	≤5	2,775	434	148	≤5	≤5	584	3,359
5	2,330	7	≤5	≤5	2,339	361	101	≤5	≤5	462	2,801
6	2,473	51	≤5	≤5	2,524	1,158	526	≤5	≤5	1,686	4,210
7	4,540	68	≤5	≤5	4,610	936	340	≤5	≤5	1,278	5,888
8	5,980	17	≤5	≤5	5,999	971	139	≤5	≤5	1,114	7,113
9	5,421	41	≤5	≤5	5,465	1,573	369	≤5	≤5	1,943	7,408
10	8,273	42	0	6	8,321	2,386	607	≤5	≤5	2,997	11,318
11	8,093	12	≤5	≤5	8,109	1,127	131	≤5	>5	1,273	9,382
12	4,895	17	≤5	≤5	4,916	1,299	199	≤5	≤5	1,503	6,419
13	3,402	≤5	≤5	≤5	3,403	247	16	≤5	>5	274	3,677
14	3,660	17	≤5	≤5	3,682	573	125	≤5	>5	764	4,446
15	5,032	17	≤5	≤5	5,053	1,113	174	52	10	1,349	6,402
16	2,018	≤5	≤5	≤5	2,023	129	18	≤5	≤5	151	2,174
17	3,433	14	≤5	≤5	3,452	375	>5	≤5	41	462	3,914
18	2,657	≤5	≤5	≤5	2,661	133	≤5	≤5	10	144	2,805
19	4,211	39	≤5	≤5	4,251	436	142	≤5	≤5	583	4,834
20	5,164	10	≤5	>5	5,185	1,810	201	200	73	2,284	7,469
21	5,385	10	≤5	>5	5,403	1,163	102	59	110	1,434	6,837
22	4,867	≤5	≤5	≤5	4,875	690	75	12	54	831	5,706
23	2,360	0	0	0	2,360	156	20	≤5	≤5	181	2,541
24	6,480	83	6	8	6,577	2,623	994	48	30	3,695	10,272
25	4,131	8	≤5	≤5	4,142	930	99	111	18	1,158	5,300
26	5,299	≤5	≤5	12	5,317	603	24	30	36	693	6,010
27	6,767	27	≤5	≤5	6,797	773	180	≤5	>5	988	7,785
28	5,938	7	≤5	≤5	5,947	903	98	6	37	1,044	6,991
29	3,902	8	≤5	≤5	3,910	367	54	0	26	447	4,357
30	4,381	90	≤5	≤5	4,474	1,305	438	7	21	1,771	6,245
31	13,562	18	≤5	>5	13,587	992	289	9	19	1,309	14,896
32	1,648	10	≤5	≤5	1,658	476	216	≤5	≤5	696	2,354
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

**SY 2015-16
Students with IEPs
by Race/Ethnicity**

Race / Ethnicity	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
Asian	8,103	>5	30	>5	8,150	3,363	≤5	677	>5	4,272	12,422
Black	54,645	30	0	35	54,710	1,318	>5	≤5	80	1,419	56,129
Hispanic	65,392	638	≤5	>5	66,059	21,129	5,924	≤5	>5	27,078	93,137
White	23,034	13	0	19	23,066	1,809	40	13	305	2,167	25,233
Other	3,164	≤5	≤5	6	3,171	278	>5	≤5	25	320	3,491
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

**SY 2015-16
Students with IEPs
by Meal Status**

Meal Status	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
Eligible for Free/Red. Price Lunch Program	115,855	604	25	67	116,551	23,333	5,238	535	486	29,592	146,143
Full Price Meal	38,483	84	6	32	38,605	4,564	763	163	174	5,664	44,269
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

**SY 2015-16
Students with IEPs
by Gender**

Gender	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
Female	51,786	229	7	41	52,063	9,415	2,052	183	238	11,888	63,951
Male	102,552	459	24	58	103,093	18,482	3,949	515	422	23,368	126,461
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

SY 2015-16
Students with IEPs
by Grade Level

Grade Level	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
KG	9,205	196	>5	≤5	9,417	1,728	957	131	78	2,894	12,311
1	10,978	108	≤5	>5	11,096	2,220	996	114	87	3,417	14,513
2	12,345	108	≤5	>5	12,465	2,393	762	81	62	3,298	15,763
3	13,149	64	≤5	>5	13,219	2,658	641	63	53	3,415	16,634
4	13,294	57	≤5	≤5	13,355	2,694	515	60	44	3,313	16,668
5	13,582	45	≤5	>5	13,639	2,346	441	52	46	2,885	16,524
6	12,485	25	≤5	>5	12,518	2,515	324	29	52	2,920	15,438
7	12,062	19	≤5	>5	12,090	2,296	264	25	34	2,619	14,709
8	11,632	8	≤5	>5	11,647	2,268	267	29	31	2,595	14,242
9	14,721	19	≤5	>5	14,750	2,337	259	27	43	2,666	17,416
10	12,378	13	≤5	>5	12,401	1,722	208	28	32	1,990	14,391
11	8,599	8	≤5	>5	8,619	1,150	138	27	32	1,347	9,966
12	9,908	18	≤5	>5	9,940	1,570	229	32	66	1,897	11,837
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

SY 2015-16
Students with IEPs
by Disability Classification

Disability Classification	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
Autism	12,501	35	≤5	>5	12,552	2,038	274	79	57	2,448	15,000
Deaf-Blindness	≤5	≤5	≤5	≤5	≤5	≤5	≤5	≤5	≤5	≤5	≤5
Deafness	127	≤5	≤5	28	155	30	≤5	≤5	18	>5	>5
Emotional Disturbance	10,596	8	≤5	≤5	10,608	616	44	9	6	675	11,283
Hearing Impairment	1,167	8	≤5	>5	1,183	239	64	11	19	333	1,516
Intellectual Disability	4,251	22	≤5	>5	4,282	1,759	594	60	175	2,588	6,870
Learning Disability	63,607	100	9	16	63,732	11,127	1,448	198	141	12,914	76,646
Multiple Disabilities	2,084	16	≤5	>5	2,108	773	189	18	52	1,032	3,140
Orthopedic Impairment	643	≤5	≤5	≤5	644	55	12	≤5	≤5	71	715
Other Health Impairment	14,239	28	≤5	≤5	14,273	1,114	214	33	34	1,395	15,668
Speech or Language Impairment	44,646	469	11	14	45,140	10,092	3,145	286	151	13,674	58,814
Traumatic Brain Injury	188	≤5	≤5	≤5	189	21	8	≤5	≤5	31	220
Visual Impairment	286	≤5	≤5	≤5	287	32	8	≤5	≤5	44	331
Total	154,338	688	31	99	155,156	27,897	6,001	698	660	35,256	190,412

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, 2015 and June 30, 2016. 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 status, recommended language of instruction, and grade level.

SY 2015-16
Average Number of School Days Between Initial
IEP Meeting and Placement Notice
by District

District	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
1	146	8.99
2	466	8.20
3	220	7.03
4	149	9.79
5	143	10.64
6	266	8.44
7	253	11.43
8	353	9.00
9	399	8.54
10	664	10.27
11	540	5.95
12	359	7.96
13	210	7.63
14	230	9.48
15	388	6.54
16	110	12.28
17	243	8.51
18	177	4.59
19	338	8.66
20	380	6.19
21	259	4.63
22	349	4.37
23	203	7.67
24	534	6.59
25	309	5.90
26	320	7.18
27	415	5.41
28	346	6.07
29	288	6.16
30	290	7.30
31	762	6.57
32	138	7.73
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP Meeting and Placement Notice
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	7,899	7.49
Full Price Meal	2,348	7.23
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP Meeting and Placement Notice
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	6.18
Black	3,048	7.45
Hispanic	4,714	7.80
White	1,507	7.05
Other	230	6.22
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP Meeting and Placement Notice
by Gender

Gender	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
Female	3,883	7.36
Male	6,364	7.48
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP
Meeting and Placement Notice
by English Language Learner (ELL) Status

ELL Status	Total Students with Initial IEP Meeting and Placement Notice	Average # of School Days between IEP Meeting and Placement Notice
ELL	2,150	8.03
Not ELL	8,097	7.27
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP
Meeting and Placement Notice
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	9,595	7.30
Spanish	498	10.01
Chinese	80	5.85
Other	74	9.19
Total	10,247	7.43

SY 2015-16
Average Number of School Days Between Initial IEP
Meeting and Placement Notice
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	1,708	7.72
1	1,771	6.48
2	1,453	6.78
3	1,352	6.77
4	1,072	6.45
5	652	6.81
6	489	8.87
7	403	7.44
8	346	8.71
9	362	12.00
10	269	10.27
11	190	12.08
12	180	9.57
Total	10,247	7.43

Number and Percentage of Students Receiving Recommended Special Education Services (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 2015–16 school year.

Of the 190,412 students with IEPs in DOE schools as of June 30, 2016, 176,626 students had IEP recommendations for special education services. 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. (For example, a student whose IEP recommended ICT for English and Math but received ICT in Math and ICT in a course recorded as Journalism [rather than English] in STARS would be counted as partially receiving.) As a result, it is likely that partially receiving is overstated while fully receiving is understated. “Not receiving” includes students for whom no data was entered into STARS, and thus may be an overrepresentation as well.

SY 2015-16
Number & Percentage of Students Receiving Recommended Special Education Services

Receiving Status	Student Count	Percentage
Fully Receiving	104,619	59%
Partially Receiving	58,120	33%
Not Receiving	13,887	8%

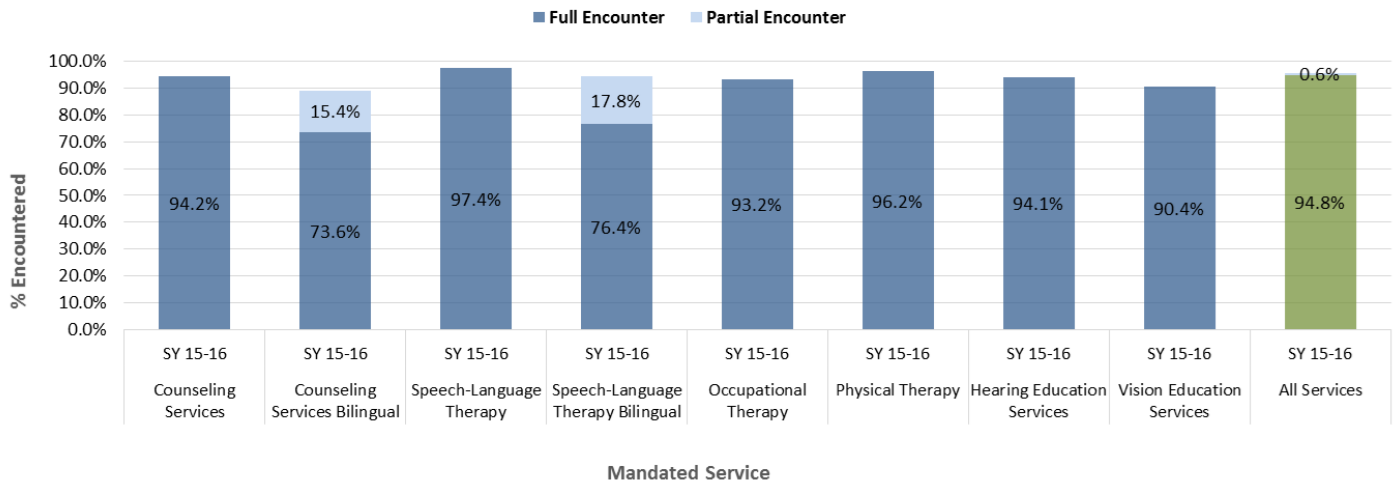
Percentage of Related Service Recommendations with Encounter Recorded (Reporting Item 13): Commencement of related service provision for students enrolled in DOE schools.

The darker sections of the bars (“full encounter”) reflect services for which a provider certified in SESIS that he/she held a session with a student consistent with the duration, setting (group/individual) and language of the student’s IEP recommendation, during the 2015–16 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 he/she held a session with the 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 2015–16 school year.

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

**Related Services Mandates with Encounter Recorded
Students Attending DOE Public Schools
School Year 2015-2016**



**SY 2015-16
Related Services Recommendations with Encounter Recorded**

	Monolingual Counseling	Bilingual Counseling	Monolingual Speech-Language Therapy	Bilingual Speech-Language Therapy	Occupational Therapy	Physical Therapy	Hearing Education Services	Vision Education Services	All Services
Full Encounter	74,401	1,184	111,312	5,632	47,024	15,581	2,137	624	257,895
Partial Encounter	-	247	-	1,309	-	-	-	-	1,556
No Encounter	4,595	177	3,018	426	3,427	618	135	66	12,462
Total	78,996	1,608	114,330	7,367	50,451	16,199	2,272	690	271,913

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, 2015 and June 30, 2016 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 status, recommended language of instruction, and grade level.

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by District

District	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
1	66	26	35	≤5
2	206	84	138	40
3	76	32	46	12
4	95	34	31	≤5
5	81	38	28	6
6	179	44	51	≤5
7	178	89	95	26
8	217	105	73	14
9	222	70	65	8
10	346	131	88	14
11	321	144	69	27
12	203	95	64	33
13	101	71	59	17
14	121	44	32	14
15	167	50	58	9
16	97	42	44	17
17	71	41	24	8
18	98	29	21	≤5
19	151	91	47	22
20	195	84	51	27
21	210	89	49	21
22	174	65	38	≤5
23	84	38	16	9
24	350	131	79	42
25	225	66	43	6
26	252	106	76	50
27	263	86	65	12
28	186	75	62	17
29	121	56	34	10
30	200	49	36	8
31	578	195	174	58
32	71	16	17	≤5
Grand Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Meal Status

Meal Status	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Eligible for the Free/Reduced Price Lunch Program	4,762	1,820	1,444	397
Full Price Meal	1,143	496	364	147
Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Race/Ethnicity

Race/Ethnicity	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Asian	350	175	95	39
Black	1,898	789	676	219
Hispanic	2,773	1,022	745	214
White	779	299	246	59
Other	105	31	46	13
Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Gender

Gender	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Female	1,805	656	483	123
Male	4,100	1,660	1,325	421
Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by English Language Learner (ELL) Status

ELL Status	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
ELL	1,239	497	280	87
Not ELL	4,666	1,819	1,528	457
Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Language of Instruction

Language of Instruction	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
English	5,658	2,187	1,731	529
Spanish	192	92	54	7
Chinese	27	21	≤5	≤5
Other	28	16	19	≤5
Total	5,905	2,316	1,808	544

SY 2015-16
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Grade Level

Grade Level	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
KG	899	280	292	31
1	769	197	192	36
2	707	189	149	35
3	666	189	168	34
4	540	180	112	25
5	413	187	105	67
6	526	250	142	37
7	361	158	113	30
8	313	259	135	122
9	397	232	236	53
10	168	88	83	43
11	65	53	35	22
12	81	54	46	9
Total	5,905	2,316	1,808	544

Inclusion of Students with IEPs (Reporting Item 14): 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, 2016, 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.

SY 2015-16
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	124,083	65.2%
40–79%	8,621	4.5%
Less Than 40%	57,708	30.3%

ADDENDUM – SY14-15 Reporting Item 10 Restated

Due to our enhanced reporting capabilities, we were able to better capture the data from Reporting Item 10 (“Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments”) this year. In order to have a better comparison for this year’s data, we have provided a restated Reporting Item 10 for SY14-15 using the same improved rules that we used to capture the data in the SY15-16 Reporting Item 10, above.

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, 2014 and June 30, 2015 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 status, recommended language of instruction, and grade level.

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by District

District	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
1	78	39	32	11
2	197	94	112	36
3	89	58	50	20
4	84	41	35	11
5	104	29	40	7
6	110	48	34	8
7	154	88	62	40
8	236	81	59	20
9	201	78	34	11
10	349	144	60	17
11	305	116	74	17
12	176	80	59	31
13	100	45	42	11
14	124	65	31	8
15	155	40	53	15
16	99	32	33	12
17	88	37	29	≤5
18	93	34	34	≤5
19	148	63	33	14
20	226	79	36	24
21	170	87	35	17
22	161	52	39	≤5
23	87	39	14	≤5
24	353	105	69	30
25	146	47	44	9
26	244	70	75	20
27	223	58	57	13
28	158	65	53	7
29	199	66	39	14
30	157	80	33	11
31	584	224	165	60
32	63	19	13	0
Grand Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Meal Status

Meal Status	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Eligible for the Free/Reduced Price Lunch Program	4,613	1,813	1,249	397
Full Price Meal	1,048	390	329	108
Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Race/Ethnicity

Race/Ethnicity	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Asian	344	129	88	>5
Black	1,903	809	631	233
Hispanic	2,635	968	632	189
White	715	268	202	54
Other	64	29	25	≤5
Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Gender

Gender	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
Female	1,689	585	453	96
Male	3,972	1,618	1,125	409
Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by English Language Learner (ELL) Status

ELL Status	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
ELL	1,169	452	253	63
Not ELL	4,492	1,751	1,325	442
Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Language of Instruction

Language of Instruction	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
English	5,148	1,991	1,457	483
Spanish	421	175	93	16
Chinese	43	13	9	≤5
Other	49	24	19	≤5
Total	5,661	2,203	1,578	505

SY 2014-15
Students with Reevaluations Resulting in IEP Recommendations for More/Less Restrictive Environments
by Grade Level

Grade Level	Recommended Periods in Special Class		Recommended Placement	
	More Periods per Week in a Special Class Setting	Fewer Periods per Week in a Special Class Setting	Neighborhood School to Specialized School	Specialized School to Neighborhood School
KG	796	313	256	31
1	790	208	155	32
2	745	172	143	29
3	648	168	127	27
4	520	145	96	25
5	408	182	99	61
6	473	224	112	40
7	354	142	119	23
8	293	241	145	123
9	365	217	198	48
10	138	89	57	32
11	69	55	34	24
12	61	47	37	10
Total	5,661	2,203	1,578	505