

NYC Department of Education
Annual Preschool Special Education
Data Report
School Year 2020–2021
November 1, 2021

NOTES

- This report is presented in accordance with the requirements set forth in Local Law 21 of 2020¹ (LL2020/021) (<https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3860339&GUID=B4E7514E-A3A3-4A67-BADE-EA4D42D9C1D4&Options=ID|Text|&Search=special+education>)
- Where the number of students in a category is between zero 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 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.
- Note that Local Law 21 of 2020 references two reporting items as #8. This report refers to them as 8a and 8b.
- For reporting on data as of “the end of the academic period”, this report reflects data as of **June 30, 2021**.
- Data for this report was pulled as of **09/20/2021** from DOE source systems (**we allow for data entered in CAP between 7/1/2021 and 9/20/2021 backdated for events occurring by 6/30/2021**).
- Disaggregation for every table in this report is arrived at using the following sources and rules:

Dimension	Source(s)	Rules
District	CAP	Based on the Home District of the student
Eligibility for Free and Reduced-Price Lunch Program	--	Not included in this report, as this data is not available for preschool students unless they are enrolled in DOE schools.
Race/Ethnicity	ATS, CAP	Transformation of data from ATS. If no Race/Ethnicity data exists for a student in ATS, CAP is used as an enrichment source.
Gender	CAP	--
Recommended Language of Instruction or Services	CAP	For “Related Services Only” students, with multiple languages recommended, this report prioritizes Speech, then Counseling, to determine the student’s Recommended Language.
Home Language	ATS, CAP	Transformation of data from ATS. If no Home Language exists for a student in ATS, CAP is used as an enrichment source using the proxy of Guardian Primary Language.
Student in Temporary Housing (STH)	ATS, DHS Monthly Shelter Data	Flag represents students that were a STH <i>at any point</i> from 7/1/2020 to 6/30/2021

¹ The DOE is unable to report on the following Local Law items #2 and #3 because the Child Assistance Program (CAP), the preschool data system of record, does not contain the required data fields. We are aiming to report on these in the future when a replacement system is implemented.

Introduction

This is the NYCDOE's second release of the Annual Preschool Special Education Data Report. This report covers the period from July 1, 2020, through June 30, 2021, when all CPSE staff including CPSE Administrators, Community Coordinators and clerical support staff were working remotely. While the DOE's preschool special education compliance rates in some areas improved during school year 2020/2021, we recognize the need for continued improvements and believe that several new preschool special education initiatives, from special class and inclusion expansion to the hiring of additional preschool special education staff, funded in the City's FY22 budget and launched in school year 2021-2022 will allow for continued improvements in next year's report.

Background on Preschool Special Education

The NYCDOE arranges special education evaluations and services for all NYC preschool children with disabilities. Preschool children with disabilities may receive programs and services in a number of different public school settings, as well as in contracted programs that partner with the NYCDOE. For children who receive itinerant services such as speech therapy or Special Education Itinerant Teacher (SEIT), the child receives services in settings that families choose, which may be 3-K or Pre-K for All programs, private preschool or daycare settings, or at home. For children whose Individualized Education Programs (IEPs) recommend a program placement such as special class in an integrated setting (SCIS) or special class, the DOE offers families a placement in an appropriate program as close to the families' home as possible. SCIS and special classes are available in both 3-K and Pre-K for All programs and in contracted state-approved nonpublic programs.

The CPSEs working remotely for an entire school year required the creation of new systems, staff training, and implementation of new practices to ensure that preschool families and students continued to have access to timely special education services. Leading up to the 20/21 school year and throughout the school year, the DOE immediately established processes and procedures for preschool special education referrals to be accepted at the CPSEs, for preschool special education evaluations to continue and for IEP meetings to be held remotely. Guidance was issued to the CPSEs, preschool multidisciplinary evaluation sites and 4410s in both the spring 2020 and summer 2020 to address remote and in-person assessments of preschool students with disabilities following the receipt of a special education referral. The creation of a data transfer system with the collaboration of the DOHMH-EI allowed for the electronic submission and receipt of special education referrals for students aging out of early intervention, thereby eliminating the need for paper or in-office submissions, when offices were closed. The DOE created e-fax numbers to allow for submission of preschool referrals electronically. And the Committees on Preschool Special Education continued the timely completion of IEPs so that students did not have a gap in services when they aged out of EI. The implementation of these new processes and procedures created efficiencies to improve the preschool special education process for students and families while ensuring continued access to special educational programs, services and supports to enable them to be successful in the least restrictive environment.

Deficiencies in Child Assistance Program ("CAP"), a legacy system implemented in the 1980s, result in data integrity issues when reporting on the provision of preschool special education evaluations and services. As a result of these deficiencies, the DOE cannot reliably report on the timely arrangement of special education evaluations and services for preschool students. The DOE's goal is to transition away from CAP as the preschool system of record, as the DOE previously did for school-age special education data, with the promise of a new special education data management system in the coming years.

Impact of COVID-19 on Preschool Special Education

The effects of the pandemic resulted in a decline in preschool referrals, evaluations, and placements. The cohort of preschool students with initial referrals in school year 2020/2021 dropped by 19% compared with school year 2019/2020. The cohort of preschool families with consent to initial evaluations in school year 2020/2021 dropped by 23% compared with school year 2019/2020. The cohort of preschool students mandated to receive related services in school year 2020/2021 dropped by 15% compared with school year 2019/2020. And the cohort of preschool students with disabilities enrolled in 3-K or Pre-K for All programs in school year 2020/2021 dropped by 15% compared with school year 2019/2020.

- **Preschool Regional Assessment Center (PRAC) Teams:** Due to COVID-19, face-to-face assessments by the twenty-one (21) Preschool Regional Assessment Center (PRAC) Teams stopped on March 19, 2020 and resumed in

September 2021. During that time, the PRAC teams have assessed students using online ratings scales and comprehensive data driven assessments, and, for children who had Early Intervention multidisciplinary assessments or supplemental assessments conducted six (6) months or less from the date of the child's referral to the CPSE, the CPSE used those Early Intervention evaluations as a part of the necessary evaluations to determine eligibility. However, the decrease in referrals and the limited availability of face-to-face assessments during the 2020/2021 school year contributed to a reduced number of assessments.

- **Related Services:** The DOE's priorities have been to maintain continuity of special education and related service provision to preschool students² with IEPs, remotely and in-person; and to support their families in understanding and aiding in the learning process. The DOE resumed in-person related services during summer 2020 while ensuring that contract providers followed DOE procedures for arranging in-person related services, developing, and implementing protocols following DOE guidelines on provider and agency requirements for both remote and in-person related services, as well as any other guidance issued by the NYS Department of Health and Mental Hygiene. At the same time, the DOE continued efforts to further strengthen service provision and prompt data entry of service provision across all school settings. We are also further strengthening contract agency oversight; developing short and long-term data and systems strategies to automate provider assignment; speeding identification of unserved students; and recruiting DOE and contracted providers to meet these needs.

Even as the pandemic slowly receded and preschool programs reopened during the 2020/2021 school year to provide some remote and in-person learning opportunities, there was a reduction to maximum class sizes and/or teacher to student ratios in many state-funded preschool programs as social distancing rules took effect. In addition, families of young children with medical issues that compromise their immune systems faced daunting decisions about sending their children to school, who can come into the home for the delivery of special education services, and how to mitigate the risks of catching COVID-19.

Finally, the pandemic caused disruptions to busing and when busing resumed in late summer 2020, most students were not attending their preschool program in-person. Those preschool students who did attend their preschool program in person did so following a hybrid model with in-person and remote days varying each week. Neither CAP, the DOE's system that tracks special education preschool services, or other relevant systems were equipped to capture these COVID-related changes in the provision of transportation and therefore, the DOE (Department of Education) is unable to accurately report on the provision of transportation to preschool students with IEPs (Individualized Education Programs) for school year 2020-2021.

Strategies and Initiatives to Recover from the Decline

The DOE has analyzed the decline and is developing strategies to recover from the decline seen during the 2020-2021 school year. While the preschool referral, evaluation and placement decline seen at the CPSEs is consistent with what happened in Early Intervention and is in line with national trends, the DOE is prioritizing information sharing and partnerships across city and state agencies with the goal of ensuring family access to timely special education services. Investments were made to hire additional CPSE staff, Early Intervention transition coordinator support for families, and to further professional development on inclusion in school year 2021-2022 to improve the provision of timely, meaningful, and accurate information to parents of preschool students suspected of having disabilities and to ensure that these students have timely access to educational programming and supports to enable them to be successful in the least restrictive environment. The DOE has implemented and is in the process of implementing a number of initiatives to improve access to programs and services in the least restrictive environment (LRE) for preschool students with disabilities, including several new initiatives that were funded in the City's FY22 budget. These new initiatives are being launched in school year 2021-2022, and we expect their impact to be seen in next year's report.

Bringing all special education programs into 3-K and Pre-K for All and Adding Special Class Seats: The DOE relies on state-approved nonpublic preschool programs to provide needed services to many students with the most severe disabilities. To support these programs, we are planning to offer a contract enhancement, which would bring them into the 3-K and Pre-K

² This report includes students with dates of birth in 2016, 2017 and 2018, who may have been as young as 2.5 years of age.

portfolio and provide needed funding to enable them to hire more teachers and add special class seats. The DOE released a solicitation for the contract enhancement in November 2021 and contracts will begin summer 2022.

Inclusion initiatives: The DOE is committed to serving more children in inclusive settings, as many preschoolers, particularly boys and students of color, are being served in restrictive settings. The DOE is planning four major initiatives aimed at fostering strong inclusive options for families.

- **3-K SCIS:** As part of the citywide 3-K expansion, the DOE is offering more integrated settings for children with and without disabilities. In school year 2021-2022, we added 330 3-K SCIS seats this year and will add another 795 seats over the next two years.
- **Inclusion Support Team:** As we work to serve more students with disabilities in inclusive settings, we know we have to support programs to offer strong inclusive programming. We are launching a site-based support team who will provide crucial professional development and coaching to 3-K and Pre-K programs. We are hiring, onboarding and launching the team in school year 2021-2022.
- **EI transition support for families:** In an effort to increase the DOE's outreach and support to families transitioning from EI to preschool, a team of Transition Coordinators acts as a resource to families across the city, with a focus on supporting the highest-need families transitioning from EI by:
 - Responding to inquiries and escalations through inbox and telephone helpline;
 - Proactively conducting outreach to families transitioning from EI at key points in the year about accessing preschool special education services and inclusive preschool options;
 - Acting as a resource to and liaison between CPSE and EI regional offices, including supporting the implementation of the new data systems citywide; and
 - Providing workshops for families and staff on inclusive preschool options and EI transition.

The team is expanding in school year 2021-2022 to have more coordinators to serve more families.

- **CPSE staff:** As 3K is expanding, and as the pandemic recedes, we know that CPSEs will be supporting more families who will be referred for services. In an effort to serve this expansion and to give CPSE administrators the time needed to work with families to offer services in the LRE, the City is making a significant investment in CPSE staff.
 - **Additional CPSE administrators:** With an increase in the number of CPSE Administrators, improvements will be made to the provision of timely, meaningful and accurate information to parents of preschool students suspected of having disabilities and will ensure that these students have timely access to educational programming and supports to enable them to be successful in the least restrictive environment.
 - **Additional community coordinators:** The Community Coordinator is a vital member of the Committee on Preschool Special Education, responsible for family engagement which includes communicating with parents of preschool students referred for a special education evaluation to ensure they understand the preschool special education process; helping parents navigate the evaluation process; and ultimately helping preschool students with disabilities to receive access to timely special education services. An increased number of Community Coordinators will strengthen the CPSEs' ability to serve families and students with new referrals to special education and timely preschool evaluations, laying the foundation for greater success as these students enter preschool and move into kindergarten and beyond.

STUDENTS WITH INITIAL REFERRALS – REPORTING ITEMS 1; 4; and 5

The preschool special education evaluation process is guided by parental choice for an evaluator approved by New York State to offer preschool evaluations. The initial evaluation consists of a social history interview, a comprehensive psychological evaluation, a physical evaluation, an observation and other appropriate assessments as necessary to ascertain the physical, mental, behavioral and emotional factors that may contribute to the child's suspected disability. Parents of preschool students with disabilities who are referred for special education evaluation have the right to choose an evaluation agency from a list of agencies, also known as multidisciplinary evaluation sites or MDE sites, to complete these assessments. Upon completion of these assessments, the evaluation site will share a copy of the evaluation report with the parent and the Committee on Preschool Special Education (CPSE) who will schedule an IEP meeting to review the evaluations to determine a student's eligibility for preschool special education services. While most of the approved evaluation sites are private agencies, the New York City Department of Education (DOE) also has preschool evaluators at the CPSEs, the PRAC teams, but the DOE preschool evaluators will only be utilized where a parent chooses the DOE as the preschool evaluator. While the DOE has recently increased the number of available preschool evaluators at the CPSEs, the majority of preschool special education evaluations are conducted by approved private multidisciplinary evaluation sites.

In March 2020, preschool evaluation sites in New York began to physically close in response to the pandemic. For students in need of in-person assessments, and for those students whose parents did not consent to remote assessments during the period of school closure, in-person preschool assessments by private multidisciplinary evaluation sites resumed on July 13, 2020, with many sites continuing to primarily offer remote assessments throughout the 2020-2021 school year. The DOE's PRAC teams resumed face-to-face assessments in September 2021. Guidance on process and procedure was issued to the CPSEs, PRAC teams, preschool multidisciplinary evaluation sites and 4410s in both the spring and summer to address remote and in-person assessments of preschool students with disabilities following the receipt of a special education referral. Despite the creation and implementation of the processes and procedures, there was a decline in preschool referrals and evaluations. Where a preschool student could be appropriately evaluated via telepractice, parents were asked to provide consent for remote assessment via a new consent form created for this purpose, even if the parent had previously provided consent for evaluation. The arrangement of remote assessments meant that the evaluation process would happen using a remote assessment platform. The clinician and the student would be in separate locations, and the assessments were conducted using video and audio technology, requiring internet access. These arrangements affected evaluation and IEP timeline compliance. The Child Assistance Program (CAP), the DOE's system that tracks the special education referral, evaluation, placement, related services, and program delivery processes for preschool, is not equipped to capture these COVID-related delays.

Source: CAP

Students who were initially referred for an evaluation to determine eligibility for special education, in the period from July 1, 2020 to June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **19,004** students.

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

The report represents what was true as of 06/30/2021.

“Closed without IEP Meeting” reflects students whose cases were closed prior to 06/30/2021 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

“Total Open as of 6/30/2021” 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, 2021, and for whom an IEP meeting had not been held and the case had not been closed as of June 30, 2021.) For these cases, the report identified cases 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.

SY 2020-2021
Students with Initial Referrals
By District

by District

District	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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	170	7	6	0	6	≥5	≤5	76	82	66	15
2	567	30	16	0	16	265	9	274	290	212	35
3	292	8	17	0	17	≥5	≤5	143	160	98	26
4	239	17	≤5	0	≤5	≥5	≤5	85	90	125	7
5	306	8	≥5	≤5	8	≥5	≤5	144	152	130	16
6	424	≤5	22	0	22	244	12	256	278	106	≥5
7	409	15	8	0	8	110	24	134	142	234	18
8	531	38	≥5	≤5	15	194	25	219	234	226	33
9	765	57	≥5	≤5	15	242	81	323	338	339	31
10	987	47	26	11	37	373	93	466	503	407	30
11	739	52	≥5	≤5	18	302	98	400	418	226	43
12	412	41	13	6	19	100	75	175	194	149	28
13	281	≥5	≤5	≤5	≤5	72	43	115	119	131	≤5
14	600	31	7	6	13	185	119	304	317	239	13
15	607	39	14	8	22	257	68	325	347	203	18
16	121	≥5	≤5	≤5	≤5	34	12	46	48	64	≤5
17	607	11	≥5	≤5	10	235	50	285	295	230	71
18	306	6	8	0	8	145	6	151	159	120	21
19	509	≥5	≤5	≤5	6	163	34	197	203	197	≤5
20	1,587	232	≥5	≤5	36	779	154	933	969	231	155
21	1,175	203	≥5	≤5	18	591	90	681	699	180	93
22	971	14	26	6	32	433	51	484	516	409	32
23	216	≥5	≤5	≤5	≤5	34	41	75	79	100	≤5
24	924	54	≥5	≤5	11	342	109	451	462	305	103
25	649	12	≥5	≤5	21	368	12	380	401	175	61
26	312	≤5	10	0	10	170	6	176	186	93	≥5
27	775	13	21	8	29	288	58	346	375	338	49
28	749	15	≥5	≤5	16	369	19	388	404	265	65
29	542	10	11	0	11	243	12	255	266	215	51
30	564	38	≥5	≤5	16	189	68	257	273	192	61
31	1,465	240	≥5	≤5	25	700	97	797	822	233	170
32	203	≥5	≤5	≤5	≤5	53	19	72	76	74	≤5
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

**SY 2020-2021
Students with Initial Referrals
By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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	1,010	82	≥5	≥5	39	464	62	526	565	289	74
Black	2,781	217	57	14	71	1,107	224	1,331	1,402	997	165
Hispanic/Latinx	5,117	397	113	23	136	2,144	476	2,620	2,756	1,643	321
White	8,094	528	177	41	218	3,827	700	4,527	4,745	2,138	683
Other	526	30	≥5	≤5	13	≥5	≥5	307	320	118	58
Unknown	1,476	218	7	0	7	≥5	≤5	102	109	1,127	22
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

**SY 2020-2021
Students with Initial Referrals
By Gender**

Gender	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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	6,542	544	193	34	227	2,598	526	3,124	3,351	2,196	451
Male	12,462	928	206	51	257	5,315	974	6,289	6,546	4,116	872
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

SY 2020-2021
Students with Initial Referrals
By Recommended Language of Instruction or Services

Recommended Language	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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	6,852	0	0	0	0	5,906	946	6,852	6,852	0	0
Spanish	932	0	0	0	0	747	185	932	932	0	0
Chinese	163	0	0	0	0	145	18	163	163	0	0
Other	813	0	0	0	0	575	238	813	813	0	0
Undetermined*	10,244	1,472	399	85	484	540	113	653	1,137	6,312	1,323
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2021 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2021.

SY 2020-2021
Students with Initial Referrals
By Home Language

Home Language	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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	14,069	970	313	67	380	6,203	1,151	7,354	7,734	4,305	1,060
Spanish	2,381	197	41	11	52	979	216	1,195	1,247	795	142
Chinese	366	34	≥5	≤5	12	174	23	197	209	92	31
Other	1,073	79	≥5	≤5	40	557	110	667	707	214	73
Unknown	1,115	192	0	0	0	0	0	0	0	906	17
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

SY 2020-2021
Students with Initial Referrals
By Student in Temporary Housing

Student in Temporary Housing	Total Students with Initial Referrals 7/1/2020 – 6/30/2021	Closed without IEP Meeting	Students with IEP Meeting Held							Total Open as of 6/30/2021	
			Student Determined Ineligible			Student Classified			Total IEP Meetings Held (Ineligible + Classified)	Awaiting Parental Consent	Parental Consent Received
			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			
STH	495	75	12	0	12	137	34	171	183	218	19
Not STH	18,509	1,397	387	85	472	7,776	1,466	9,242	9,714	6,094	1,304
Total	19,004	1,472	399	85	484	7,913	1,500	9,413	9,897	6,312	1,323

STUDENTS WITH CONSENTS FOR INITIAL EVALUATION – REPORTING ITEM 7

For a preschool student initially referred for special education evaluation, the DOE requires informed parental consent for provision of services. Following receipt of the parent’s consent for the initial provision of special education services, services begin on the first day of age eligibility for preschool special education services; or no later than 60 school days from the date the parent searigned the consent for initial evaluation or 30 school days from the date of the initial CPSE meeting, whichever is first. This report includes students with dates of birth in 2016, 2017 and 2018, and therefore includes students who were under 3 years of age, whose parents had the option of a continuation of Early Intervention services. There are 1,087 students included in this report who were not eligible for preschool special education services until after July 1, 2020.

Following the period of school closure that began in March 2020, the DOE approved and issued guidance for the resumption of in-person related services by contract and independent related services providers effective July 30, 2020 limiting group mandates to no more than two and requiring the provision of consent from a parent for both in-person services and remote services. During the period of school closure and through September 3, 2021, where a preschool student could be appropriately receive teletherapy, parents were asked to provide consent for remote services via a new consent form created for this purpose, even if the parent had previously provided consent to the provision of services. CAP, the DOE’s system that tracks the related services delivery processes for preschool, is not equipped to capture parents who may have declined the provision of related services via teletherapy.

Source: CAP

Students for whom a consent for initial evaluation was received in the period from July 1, 2020 to June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **13,105** students.

The report reflects the number of distinct students for whom consent for initial evaluation was made during the timeframe; it does not reflect the number of consents for initial evaluation made.

The report represents what was true on 06/30/2021.

“Students Not Yet Eligible for Services (born on or after 7/1/2018)” reflects students who were too young to be eligible for receiving services by 06/30/2021.

“Closed without IEP Meeting” reflects students whose cases were closed prior to 06/30/2021 and before an IEP meeting was held (for example, if the student’s parent withdrew consent to evaluate).

“Closed with IEP Meeting but Without Arrangement of Services” reflects students who had an IEP meeting prior to 06/30/21, but whose case was closed prior to 06/30/2021 and prior to arrangement of services.

"Students Found Ineligible" reflects students who had an IEP meeting prior to 06/30/2021 but were deemed ineligible for services.

"Awaiting Parental Consent" reflects students who had an IEP meeting prior to 06/30/2021, and were deemed eligible for services, but as of that 06/30/2021 had still not received parental consent for the arrangement of services.

"Students with Open Cases as of 6/30/2021" reflects students who had a consent for initial evaluation during the time period **less "Students Not Yet Eligible for Services (born on or after 7/1/2018)"** less "Closed without IEP Meeting" less "Closed with IEP Meeting but Without Arrangement of Services" less "Students Found Ineligible" **less students "Awaiting Parental Consent"**.

Any student in **"Students with Open Cases as of 6/30/2021"** has a status of **"Services Arranged to be provided \leq 60 school days from Consent Date"**, **"Services Arranged to be provided > 60 school days from Consent Date"**, or **"Awaiting Arrangement of Services"** as of 06/30/2021.

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By District**

District	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
1	131	15	≤5	≤5	8	12	90	53	58.9%	10	11.1%	27	30.0%
2	396	33	≤5	42	≥5	29	275	152	55.3%	44	16.0%	79	28.7%
3	238	19	7	19	18	18	157	95	60.5%	19	12.1%	43	27.4%
4	116	8	≤5	24	≤5	15	62	45	72.6%	≤5	-	≥5	-
5	216	20	9	25	13	21	128	86	67.2%	11	8.6%	31	24.2%
6	361	27	≤5	26	≥5	42	239	161	67.4%	17	7.1%	61	25.5%
7	189	12	≤5	48	≥5	16	102	69	67.6%	14	13.7%	19	18.6%
8	343	40	≤5	42	≥5	46	196	114	58.2%	34	17.3%	48	24.5%
9	455	24	8	55	19	46	303	156	51.5%	40	13.2%	107	35.3%
10	643	31	16	69	43	55	429	230	53.6%	74	17.2%	125	29.1%
11	580	52	12	50	25	34	407	240	59.0%	40	9.8%	127	31.2%
12	301	24	11	23	21	15	207	124	59.9%	14	6.8%	69	33.3%
13	135	≤5	≤5	8	≤5	≤5	117	88	75.2%	≥5	-	≥5	-
14	325	7	≤5	28	16	≥5	261	176	67.4%	50	19.2%	35	13.4%
15	408	16	14	9	19	15	335	225	67.2%	25	7.5%	85	25.4%
16	60	≤5	≤5	≤5	≤5	≤5	49	29	59.2%	10	20.4%	10	20.4%
17	426	30	8	32	17	62	277	185	66.8%	27	9.7%	65	23.5%
18	206	≤5	≤5	≤5	11	21	162	88	54.3%	10	6.2%	64	39.5%
19	236	7	≤5	13	≥5	13	192	107	55.7%	41	21.4%	44	22.9%
20	1,271	110	41	94	39	161	826	534	64.6%	68	8.2%	224	27.1%
21	907	103	31	90	16	86	581	363	62.5%	55	9.5%	163	28.1%
22	622	19	11	45	31	53	463	270	58.3%	63	13.6%	130	28.1%
23	112	≤5	≤5	11	≤5	≤5	89	41	46.1%	21	23.6%	27	30.3%
24	677	66	17	46	13	111	424	243	57.3%	69	16.3%	112	26.4%
25	537	70	8	36	20	55	348	227	65.2%	20	5.7%	101	29.0%
26	236	32	≤5	21	≥5	18	154	96	62.3%	11	7.1%	47	30.5%
27	455	19	9	32	27	80	288	209	72.6%	35	12.2%	44	15.3%
28	563	62	6	39	20	42	394	246	62.4%	31	7.9%	117	29.7%
29	376	39	≤5	17	≥5	53	250	144	57.6%	24	9.6%	82	32.8%
30	379	49	6	26	20	54	224	125	55.8%	32	14.3%	67	29.9%
31	1,114	143	22	30	29	186	704	485	68.9%	52	7.4%	167	23.7%
32	91	≤5	≤5	≤5	≤5	6	74	44	59.5%	15	20.3%	15	20.3%
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

SY 2020-2021

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Race/Ethnicity**

Race/Ethnicity	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
Asian	771	52	21	40	39	77	542	369	68.1%	64	11.8%	109	20.1%
Black	1,927	120	33	154	82	185	1,353	832	61.5%	160	11.8%	361	26.7%
Hispanic/Latinx	3,765	257	85	322	172	367	2,562	1,552	60.6%	336	13.1%	674	26.3%
White	6,048	583	119	454	222	701	3,969	2,461	62.0%	386	9.7%	1,122	28.3%
Other	437	57	11	27	12	43	287	181	63.1%	32	11.1%	74	25.8%
Unknown	157	18	6	17	9	13	94	55	58.5%	9	9.6%	30	31.9%
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

SY 2020-2021

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Gender**

Gender	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
Female	4,375	340	96	345	243	464	2,887	1,838	63.7%	316	10.9%	733	25.4%
Male	8,730	747	179	669	293	922	5,920	3,612	61.0%	671	11.3%	1,637	27.7%
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

SY 2020-2021

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Recommended Language of Instruction or Services**

Recommended Language	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
English	8,406	307	0	793	0	523	6,783	4,231	62.4%	761	11.2%	1,791	26.4%
Spanish	1,148	29	0	124	0	71	924	540	58.4%	123	13.3%	261	28.2%
Chinese	189	≤5	0	14	0	≥5	163	106	65.0%	19	11.7%	38	23.3%
Other	909	≥5	0	70	0	≥5	781	573	73.4%	84	10.8%	124	15.9%
Undetermined*	2,453	726	275	13	536	747	156	0	0.0%	0	0.0%	156	100.0%
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

*A student's Recommended Language is "Undetermined" if their IEP meeting was held by June 30, 2021 but they were deemed Ineligible, or if the student has not had their IEP meeting as of June 30, 2021.

SY 2020-2021

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Home Language**

Home Language	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
English	10,274	919	200	811	418	1,068	6,858	4,186	61.0%	750	10.9%	1,922	28.0%
Spanish	1,626	88	35	123	62	194	1,124	694	61.7%	146	13.0%	284	25.3%
Chinese	286	≥5	≥5	18	11	37	189	127	67.2%	23	12.2%	39	20.6%
Other	905	58	27	62	45	77	636	443	69.7%	68	10.7%	125	19.7%
Unknown	14	≤5	≤5	0	0	10	0	0	-	0	-	0	-
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

SY 2020-2021

**The number and percentage of preschool students with a disability for whom special education services were arranged to be provided within 60 school days from the date of consent for initial evaluation
By Student in Temporary Housing**

Student in Temporary Housing	Total Students with Initial Evaluation Consent Dates 7/1/2020 – 6/30/2021	Students Not Yet Eligible for Services (born on or after 7/1/2018)	Students Born Prior to 7/1/2018										
			Closed Without IEP Meeting	Closed With IEP Meeting but Without Arrangement of Services	Students Found Ineligible	Awaiting Parental Consent	Students with Open Cases as of 6/30/2021	Services Arranged to be provided ≤ 60 school days from Consent Date		Services Arranged to be provided > 60 school days from Consent Date		As of 6/30/2021	
								#	%	#	%	#	%
STH	261	≤5	6	14	20	32	185	137	74.1%	18	9.7%	30	16.2%
Not STH	12,844	1,083	269	1,000	516	1,354	8,622	5,313	61.6%	969	11.2%	2,340	27.1%
Total	13,105	1,087	275	1,014	536	1,386	8,807	5,450	61.9%	987	11.2%	2,370	26.9%

STUDENTS WITH IEPs – REPORTING ITEM 6; 8a

As of June 30, 2021, 25,946 preschool students had IEP recommendations for special education services. The tables below reflect the number and percentage of preschool students with disabilities who, by June 30, 2021, had an IEP that recommends special education services, disaggregated by district, special education service type, special education program, special education class size, race/ethnicity, gender, recommended language of instruction or services, home language and temporary housing status.

Source: CAP

Students who had an IEP as of June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **25,946** students.

Each student falls into one, and only one, count (#) column based on their recommendation.

Due to the wide nature of this report, the tables below have been divided into three sections for each disaggregation.

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	75	38.9%	31	16.1%	≤5	-	17	8.8%	0	0.0%	0	0.0%	0	0.0%
2	291	38.5%	215	28.5%	20	2.6%	34	4.5%	0	0.0%	0	0.0%	0	0.0%
3	154	35.6%	122	28.2%	≤5	-	32	7.4%	0	0.0%	≤5	-	0	0.0%
4	86	28.7%	42	14.0%	8	2.7%	13	4.3%	0	0.0%	0	0.0%	0	0.0%
5	53	15.0%	77	21.8%	≤5	-	21	5.9%	0	0.0%	7	2.0%	0	0.0%
6	161	24.9%	102	15.8%	41	6.3%	38	5.9%	0	0.0%	20	3.1%	0	0.0%
7	107	24.0%	9	2.0%	≤5	-	27	6.1%	0	0.0%	8	1.8%	0	0.0%
8	191	24.8%	60	7.8%	≤5	-	58	7.5%	0	0.0%	≤5	-	0	0.0%
9	221	23.7%	19	2.0%	≤5	-	46	4.9%	0	0.0%	18	1.9%	0	0.0%
10	297	21.4%	47	3.4%	≤5	-	122	8.8%	0	0.0%	36	2.6%	0	0.0%
11	235	19.5%	72	6.0%	≤5	-	117	9.7%	0	0.0%	10	0.8%	0	0.0%
12	146	22.5%	30	4.6%	≤5	-	47	7.3%	0	0.0%	10	1.5%	0	0.0%
13	97	30.7%	92	29.1%	27	8.5%	18	5.7%	0	0.0%	≤5	-	0	0.0%
14	231	32.3%	44	6.1%	255	35.6%	16	2.2%	0	0.0%	≤5	-	0	0.0%
15	288	35.2%	102	12.5%	142	17.4%	43	5.3%	0	0.0%	7	0.9%	0	0.0%
16	24	14.7%	31	19.0%	≤5	-	21	12.9%	0	0.0%	≤5	-	0	0.0%
17	171	21.9%	328	41.9%	0	0.0%	37	4.7%	0	0.0%	0	0.0%	0	0.0%
18	86	20.4%	130	30.9%	≤5	-	38	9.0%	0	0.0%	0	0.0%	0	0.0%
19	93	16.4%	81	14.3%	≤5	-	66	11.7%	≤5	-	7	1.2%	0	0.0%
20	716	31.2%	292	12.7%	641	28.0%	62	2.7%	0	0.0%	≤5	-	0	0.0%
21	326	20.6%	803	50.9%	72	4.6%	43	2.7%	0	0.0%	0	0.0%	0	0.0%
22	286	20.9%	546	39.9%	22	1.6%	72	5.3%	0	0.0%	≤5	-	0	0.0%
23	46	20.3%	33	14.5%	0	0.0%	30	13.2%	0	0.0%	≤5	-	0	0.0%
24	333	24.9%	56	4.2%	14	1.0%	68	5.1%	0	0.0%	100	7.5%	0	0.0%
25	268	28.0%	149	15.6%	20	2.1%	53	5.5%	≤5	-	7	0.7%	0	0.0%
26	115	24.9%	84	18.2%	9	1.9%	53	11.5%	0	0.0%	≤5	-	0	0.0%
27	261	25.1%	118	11.3%	11	1.1%	75	7.2%	≤5	-	7	0.7%	0	0.0%
28	192	19.7%	177	18.1%	8	0.8%	71	7.3%	≤5	-	6	0.6%	≤5	-
29	110	15.0%	76	10.4%	≤5	-	63	8.6%	0	0.0%	6	0.8%	0	0.0%
30	208	27.7%	30	4.0%	≥5	-	56	7.5%	0	0.0%	31	4.1%	0	0.0%
31	598	28.2%	526	24.8%	82	3.9%	96	4.5%	0	0.0%	≤5	-	0	0.0%
32	42	16.9%	32	12.9%	≤5	-	23	9.3%	0	0.0%	28	11.3%	0	0.0%
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	10	5.2%	21	10.9%	22	11.4%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	13	1.7%	66	8.7%	85	11.3%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	13	3.0%	33	7.6%	59	13.7%	10	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	7	2.3%	52	17.3%	73	24.3%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	13	3.7%	76	21.5%	75	21.2%	8	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	8	1.2%	77	11.9%	109	16.8%	38	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	17	3.8%	84	18.8%	109	24.4%	12	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	17	2.2%	124	16.1%	199	25.8%	36	4.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
9	37	4.0%	144	15.4%	197	21.1%	47	5.0%	0	0.0%	0	0.0%	10	1.1%	≤5	-
10	31	2.2%	214	15.4%	395	28.5%	39	2.8%	0	0.0%	0	0.0%	7	0.5%	0	0.0%
11	36	3.0%	202	16.7%	338	28.0%	119	9.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
12	20	3.1%	94	14.5%	159	24.5%	25	3.9%	0	0.0%	0	0.0%	≤5	-	0	0.0%
13	8	2.5%	31	9.8%	35	11.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	14	2.0%	30	4.2%	58	8.1%	10	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	10	1.2%	63	7.7%	86	10.5%	12	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	8	4.9%	31	19.0%	41	25.2%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	20	2.6%	70	9.0%	142	18.2%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	8	1.9%	42	10.0%	105	24.9%	9	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	16	2.8%	109	19.3%	153	27.0%	14	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	11	0.5%	146	6.4%	299	13.0%	18	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	≥5	-	88	5.6%	186	11.8%	19	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	28	2.0%	123	9.0%	262	19.1%	22	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	≤5	-	43	18.9%	49	21.6%	6	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	24	1.8%	151	11.3%	230	17.2%	14	1.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
25	23	2.4%	97	10.1%	157	16.4%	57	6.0%	0	0.0%	0	0.0%	8	0.8%	0	0.0%
26	21	4.5%	61	13.2%	74	16.0%	26	5.6%	0	0.0%	0	0.0%	≤5	-	0	0.0%
27	33	3.2%	208	20.0%	227	21.8%	35	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	20	2.0%	127	13.0%	210	21.5%	74	7.6%	0	0.0%	≤5	-	11	1.1%	0	0.0%
29	46	6.3%	148	20.2%	185	25.3%	76	10.4%	0	0.0%	0	0.0%	≤5	-	0	0.0%
30	11	1.5%	106	14.1%	162	21.6%	11	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	75	3.5%	243	11.5%	394	18.6%	11	0.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
32	8	3.2%	29	11.7%	56	22.6%	7	2.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services**

By District

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	0	0.0%	≤5	-	19	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	0	0.0%	≤5	-	10	3.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	0	0.0%	≥5	-	11	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	≤5	-	13	2.0%	27	4.2%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	≤5	-	18	4.0%	44	9.9%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
8	≤5	-	16	2.1%	55	7.1%	6	0.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
9	6	0.6%	37	4.0%	117	12.5%	17	1.8%	0	0.0%	0	0.0%	12	1.3%	0	0.0%
10	≥5	-	45	3.2%	131	9.4%	7	0.5%	0	0.0%	0	0.0%	8	0.6%	0	0.0%
11	≤5	-	11	0.9%	49	4.1%	14	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	≤5	-	37	5.7%	65	10.0%	7	1.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
13	0	0.0%	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	≤5	-	0	0.0%	10	1.4%	46	6.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	≤5	-	≤5	-	47	5.7%	12	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	0	0.0%	0	0.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	≤5	-	7	1.2%	11	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	≤5	-	10	0.4%	57	2.5%	36	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
21	0	0.0%	≤5	-	23	1.5%	9	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
22	≤5	-	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	0	0.0%	≤5	-	7	3.1%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	≤5	-	62	4.6%	272	20.3%	9	0.7%	0	0.0%	0	0.0%	≤5	-	0	0.0%
25	≤5	-	22	2.3%	73	7.6%	9	0.9%	0	0.0%	0	0.0%	12	1.3%	0	0.0%
26	0	0.0%	≤5	-	13	2.8%	0	0.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
27	0	0.0%	9	0.9%	52	5.0%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	0	0.0%	13	1.3%	46	4.7%	11	1.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
29	0	0.0%	≤5	-	13	1.8%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
30	0	0.0%	33	4.4%	87	11.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
31	0	0.0%	≤5	-	77	3.6%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
32	0	0.0%	≤5	-	16	6.5%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0%	44	0.2%	0	0.0%

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By District**

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Race/Ethnicity**

Race/Ethnicity	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	459	23.0%	301	15.1%	116	5.8%	115	5.8%	≤5	-	10	0.5%	0	0.0%
Black	815	19.5%	600	14.4%	13	0.3%	372	8.9%	0	0.0%	≥5	-	0	0.0%
Hispanic/Latinx	2,092	24.5%	700	8.2%	151	1.8%	583	6.8%	≤5	-	276	3.2%	0	0.0%
White	2,904	28.0%	2,761	26.6%	1,129	10.9%	451	4.3%	≤5	-	30	0.3%	0	0.0%
Other	161	25.4%	136	21.5%	15	2.4%	46	7.3%	0	0.0%	≤5	-	≤5	-
Unknown	77	34.8%	58	26.2%	0	0.0%	9	4.1%	0	0.0%	0	0.0%	0	0.0%
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	61	3.1%	311	15.6%	417	20.9%	68	3.4%	0	0.0%	0	0.0%	8	0.4%	0	0.0%
Black	154	3.7%	767	18.4%	1,148	27.5%	232	5.6%	0	0.0%	0	0.0%	11	0.3%	0	0.0%
Hispanic/Latinx	178	2.1%	1,076	12.6%	1,670	19.6%	281	3.3%	0	0.0%	0	0.0%	≥5	-	≤5	-
White	194	1.9%	864	8.3%	1,556	15.0%	182	1.8%	0	0.0%	≤5	-	6	0.1%	0	0.0%
Other	23	3.6%	89	14.0%	108	17.0%	24	3.8%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Unknown	9	4.1%	26	11.8%	32	14.5%	6	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	30	1.5%	90	4.5%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Black	≤5	-	12	0.3%	35	0.8%	6	0.1%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Hispanic/Latinx	26	0.3%	299	3.5%	1,049	12.3%	94	1.1%	0	0.0%	0	0.0%	35	0.4%	0	0.0%
White	6	0.1%	34	0.3%	153	1.5%	108	1.0%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	0	0.0%	≤5	-	≥5	-	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Unknown	0	0.0%	≤5	-	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0%	44	0.2%	0	0.0%

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Gender**

Gender	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	2,501	30.6%	1,486	18.2%	517	6.3%	527	6.4%	0	0.0%	115	1.4%	≤5	-
Male	4,007	22.5%	3,070	17.3%	907	5.1%	1,049	5.9%	8	0.0%	212	1.2%	0	0.0%
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	143	1.8%	758	9.3%	1,380	16.9%	188	2.3%	0	0.0%	≤5	-	14	0.2%	≤5	-
Male	476	2.7%	2,375	13.4%	3,551	20.0%	605	3.4%	0	0.0%	0	0.0%	36	0.2%	0	0.0%
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	9	0.1%	97	1.2%	346	4.2%	75	0.9%	0	0.0%	0	0.0	12	0.1%	0	0.0%
Male	27	0.2%	280	1.6%	1,003	5.6%	137	0.8%	0	0.0%	0	0.0	32	0.2%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0	44	0.2%	0	0.0%

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period, have an IEP that recommends the following enumerated services
By Recommended Language of Instruction or Services**

Recommended Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	4,885	23.8%	4,556	22.2%	0	0.0%	1,576	7.7%	8	0.0%	0	0.0%	0	0.0%
Spanish	844	28.0%	0	0.0%	163	5.4%	0	0.0%	0	0.0%	313	10.4%	≤5	-
Chinese	134	32.3%	0	0.0%	117	28.2%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	645	32.8%	0	0.0%	1,144	58.1%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	619	3.0%	3,133	15.2%	4,931	24.0%	793	3.9%	0	0.0%	≤5	-	50	0.2%	≤5	-
Spanish	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Chinese	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Spanish	28	0.9%	325	10.8%	1,192	39.6%	106	3.5%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Chinese	0	0.0%	38	9.2%	112	27.0%	≤5	-	0	0.0%	0	0.0%	≥5	-	0	0.0%
Other	8	0.4%	14	0.7%	45	2.3%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0%	44	0.2%	0	0.0%

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Home Language**

Home Language	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	4,988	25.3%	3,865	19.6%	935	4.7%	1,277	6.5%	≥5	-	97	0.5%	0	0.0%
Spanish	984	26.5%	262	7.1%	125	3.4%	200	5.4%	≤5	-	216	5.8%	≤5	-
Chinese	175	26.4%	93	14.0%	84	12.7%	17	2.6%	0	0.0%	≤5	-	0	0.0%
Other	361	19.7%	336	18.3%	280	15.3%	82	4.5%	≤5	-	≥5	-	0	0.0%
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	512	2.6%	2,441	12.4%	4,010	20.3%	647	3.3%	0	0.0%	≤5	-	41	0.2%	0	0.0%
Spanish	48	1.3%	315	8.5%	543	14.6%	81	2.2%	0	0.0%	0	0.0%	≤5	-	≤5	-
Chinese	6	0.9%	74	11.2%	91	13.7%	15	2.3%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	53	2.9%	303	16.5%	287	15.6%	50	2.7%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	25	0.1%	191	1.0%	552	2.8%	132	0.7%	0	0.0%	0	0.0%	20	0.1%	0	0.0%
Spanish	11	0.3%	150	4.0%	688	18.6%	61	1.6%	0	0.0%	0	0.0%	≥5	-	0	0.0%
Chinese	0	0.0%	23	3.5%	72	10.9%	≤5	-	0	0.0%	0	0.0%	≤5	-	0	0.0%
Other	0	0.0%	13	0.7%	37	2.0%	≥5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0%	44	0.2%	0	0.0%

SY 2020-2021

**The number and percentage of preschool students with a disability who, by the end of the academic period,
have an IEP that recommends the following enumerated services
By Student in Temporary Housing**

Student in Temporary Housing	Related Services Only		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	122	21.4%	65	11.4%	≤5	-	56	9.8%	0	0.0%	≤5	-	0	0.0%
Not STH	6,386	25.2%	4,491	17.7%	≥5	-	1,520	6.0%	8	0.0%	≥5	-	≤5	-
Total	6,508	25.1%	4,556	17.6%	1,424	5.5%	1,576	6.1%	8	0.0%	327	1.3%	≤5	-

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	20	3.5%	116	20.4%	131	23.0%	20	3.5%	0	0.0%	0	0.0%	≤5	-	0	0.0%
Not STH	599	2.4%	3,017	11.9%	4,800	18.9%	773	3.0%	0	0.0%	≤5	-	≥5	-	≤5	-
Total	619	2.4%	3,133	12.1%	4,931	19.0%	793	3.1%	0	0.0%	≤5	-	50	0.2%	≤5	-

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	6:1:2		8:1:2		12:1:2		Other Ratio		6:1:2		8:1:2		12:1:2		Other Ratio	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	0	0.0%	≤5	-	22	3.9%	≤5	-	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not STH	36	0.1%	≥5	-	1,327	5.2%	≥5	-	0	0.0%	0	0.0%	44	0.2%	0	0.0%
Total	36	0.1%	377	1.5%	1,349	5.2%	212	0.8%	0	0.0%	0	0.0%	44	0.2%	0	0.0%

STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S MAIN PROGRAM, PARTIAL PLACEMENT, OR AWAITING PLACEMENT – REPORTING ITEM 8b

CPSEs work with families to offer appropriate programs in the least restrictive environment, including as close to their homes as possible. If programs are not available in the home district, CPSEs offer programs in adjacent districts, then districts that are further away. When a preschool student's IEP-recommended special class program is unavailable, a CPSE Administrator works with the family to arrange partial services until the recommended program becomes available. This way, most students who cannot be placed in their recommended special class do receive special education services. These partial services may include a full-day special class with a less intensive special class ratio; a half-day special class; a special class in an integrated setting, full- or half-day; related services as recommended on the IEP; and/or special education itinerant teacher services at the childcare location selected by a parent (which may be a 3-K or Pre-K for All program). Students for whom partial services are offered are tracked by the DOE until the IEP-recommended programs and services can be offered. During the 2020/2021 school year, many parents were hesitant to send their children to in-person preschool, did not want their children to get on a school bus or did not want to participate in remote learning which affected the DOE's data on preschool IEP implementation, partial placements and overall service delivery. Additionally, even as the pandemic slowly receded and preschool programs reopened during the 2020/2021 school year to provide some remote and in-person learning opportunities, class sizes were reduced in most preschool programs. Therefore, while preschool programming may have been available for student consistent with their IEP, if the program could not accommodate a parent's COVID-related preference for instruction and service delivery, the CPSEs worked with families to accommodate their requests and those accommodations were not captured in CAP.

The data below includes preschool students for whom an IEP meeting was held and a first attend date between July 1, 2019 and June 30, 2020 was entered into CAP by June 30, 2020 for SEIT and/or related services; or an authorization date between July 1, 2019 and June 30, 2020 was entered into CAP by June 30, 2020 for a SCIS or special class. It does not capture preschool students for whom the implementation of services was deferred until the following school year due to their age (i.e., not yet three years old); extension of early intervention services; 10-month versus 12-month eligibility; and students who were turning 5 and whose parents chose to proceed with school-age services instead of preschool services. The data is disaggregated by district, special education service type, special education program, special education class size, race/ethnicity, gender, recommended language of instruction or services, home language and temporary housing status.

Source: CAP, Special Education Program Database, PSEET, SESIS, EasyTrac

"Number of Students with a Disability" reflects students who had an IEP as of June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **25,946** students.

Each student in this cohort has been either **"Fully Placed"**, **"Partially Placed"**, or is **"Awaiting Placement"** as of 6/30/2021.

"Fully Placed Students Receiving Services in Full Compliance" reflects the number of students who were fully placed as of 6/30/2021, and that:

- For Related Services Only*, the student had begun receiving services at any point during the 2020-2021 school year, for all of their Related Services recommended on their active IEP as of 6/30/2021.
- For SEIT, there is a first attend date in CAP as of 06/30/2021, and the student had begun receiving services at any point during the 2020-2021 school year, for all of their Related Services recommended on their active IEP as of 6/30/2021 (if applicable).
- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student's IEP, and the student had begun receiving services at any point during the 2020-2021 school year, for all of their Related Services recommended on their active IEP as of 6/30/2021 (if applicable).

*Note that in the next section of this report, information on the provision of specific Related Services is provided.

SY 2020-2021

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period

By District

District	Number of Students with a Disability		Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%	
1	193	186	96.4%	126	67.7%	≤5	-	≤5	-	
2	755	715	94.7%	502	70.2%	15	2.0%	25	3.3%	
3	432	422	97.7%	323	76.5%	≥5	-	≤5	-	
4	300	294	98.0%	233	79.3%	0	0.0%	6	2.0%	
5	353	336	95.2%	283	84.2%	6	1.7%	11	3.1%	
6	647	631	97.5%	512	81.1%	≥5	-	≤5	-	
7	446	439	98.4%	373	85.0%	≤5	-	≥5	-	
8	771	740	96.0%	568	76.8%	7	0.9%	24	3.1%	
9	934	884	94.6%	624	70.6%	12	1.3%	38	4.1%	
10	1,388	1,348	97.1%	1,037	76.9%	18	1.3%	22	1.6%	
11	1,207	1,153	95.5%	852	73.9%	20	1.7%	34	2.8%	
12	648	634	97.8%	451	71.1%	≥5	-	≤5	-	
13	316	310	98.1%	247	79.7%	0	0.0%	6	1.9%	
14	716	700	97.8%	403	57.6%	0	0.0%	16	2.2%	
15	818	800	97.8%	532	66.5%	≤5	-	≥5	-	
16	163	162	99.4%	138	85.2%	≤5	-	≤5	-	
17	782	757	96.8%	539	71.2%	≤5	-	≥5	-	
18	421	412	97.9%	252	61.2%	0	0.0%	9	2.1%	
19	566	531	93.8%	431	81.2%	≤5	-	≥5	-	
20	2,293	2,195	95.7%	1,315	59.9%	10	0.4%	88	3.8%	
21	1,579	1,518	96.1%	936	61.7%	8	0.5%	53	3.4%	
22	1,369	1,333	97.4%	845	63.4%	≤5	-	≥5	-	
23	227	210	92.5%	160	76.2%	≤5	-	≥5	-	
24	1,337	1,273	95.2%	942	74.0%	≤5	-	≥5	-	
25	957	914	95.5%	645	70.6%	≤5	-	≥5	-	
26	462	440	95.2%	335	76.1%	≤5	-	≥5	-	
27	1,041	993	95.4%	809	81.5%	9	0.9%	39	3.7%	
28	976	928	95.1%	667	71.9%	≤5	-	≥5	-	
29	732	695	94.9%	543	78.1%	≤5	-	≥5	-	
30	751	708	94.3%	541	76.4%	≤5	-	≥5	-	
31	2,118	2,053	96.9%	1,797	87.5%	34	1.6%	31	1.5%	
32	248	231	93.1%	180	77.9%	≤5	-	≥5	-	
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%	

SY 2020-2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Race/Ethnicity**

Race/Ethnicity	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Asian	1,995	1,919	96.2%	1,483	77.3%	22	1.1%	54	2.7%
Black	4,177	4,033	96.6%	3,164	78.5%	32	0.8%	112	2.7%
Hispanic/Latinx	8,534	8,223	96.4%	6,270	76.2%	81	0.9%	230	2.7%
White	10,385	9,947	95.8%	6,627	66.6%	65	0.6%	373	3.6%
Other	634	607	95.7%	438	72.2%	≤5	-	≥5	-
Unknown	221	216	97.7%	159	73.6%	≤5	-	≤5	-
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%

SY 2020-2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Gender**

Gender	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
Female	8,171	7,870	96.3%	5,576	70.9%	53	0.6%	248	3.0%
Male	17,775	17,075	96.1%	12,565	73.6%	153	0.9%	547	3.1%
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%

SY 2020-2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Recommended Language of Instruction or Services**

Recommended Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	20,553	19,751	96.1%	15,010	76.0%	177	0.9%	625	3.0%
Spanish	3,009	2,893	96.1%	1,961	67.8%	18	0.6%	98	3.3%
Chinese	415	392	94.5%	254	64.8%	≤5	-	≥5	-
Other	1,969	1,909	97.0%	916	48.0%	≥5	-	≥5	-
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%

SY 2020-2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Home Language**

Home Language	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
English	19,740	18,975	96.1%	13,889	73.2%	154	0.8%	611	3.1%
Spanish	3,708	3,571	96.3%	2,611	73.1%	28	0.8%	109	2.9%
Chinese	662	637	96.2%	465	73.0%	6	0.9%	19	2.9%
Other	1,836	1,762	96.0%	1,176	66.7%	18	1.0%	56	3.1%
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%

SY 2020-2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or partial compliance, by end of the academic period
By Student in Temporary Housing**

Student in Temporary Housing	Number of Students with a Disability	Number of Students Fully Placed		Fully Placed Students Receiving Services in Full Compliance		Partially Placed Students		Students Awaiting Placement	
	#	#	%	#	%	#	%	#	%
STH	570	541	94.9%	404	74.7%	7	1.2%	22	3.9%
Not STH	25,376	24,404	96.2%	17,737	72.7%	199	0.8%	773	3.0%
Total	25,946	24,945	96.1%	18,141	72.7%	206	0.8%	795	3.1%

STUDENTS WITH A DISABILITY RECEIVING SERVICES IN FULL COMPLIANCE WITH THEIR IEP'S FULL LIST OF RECOMMENDATIONS, OR AWAITING PROVISION – REPORTING ITEM 9

The DOE takes immediate steps to arrange the provision of all recommended related services following finalization of a child's IEP, consistent with the service start date established by the IEP and associated timeframes in the Pre-School Standard Operating Procedure. The mechanism for doing so varies depending upon the student's educational program and placement; in some instances this entails direct provision by DOE staff; in others it entails direct assignment of the service via a DOE contract agency or independent provider; and in other instances the tuition based 4410 provider is responsible for service provision. These service placement processes are currently managed manually, with key milestones subsequently captured in CAP. Records of individual service are captured in SESIS, EasyTrac, or, in limited instances, on paper depending upon the provider and setting. The DOE is developing short and long term data and systems strategies to automate and streamline provider assignment and associated "real time" data capture and reporting. The data in this year's report does not account for families who may have declined an initial offer of placement or services related to how they would be implemented or otherwise delayed the start of in-person related services due to concerns with COVID or COVID-related school closures.

Source: CAP, Special Education Program Database, PSEET, EasyTrac, SESIS

This report reflects students who had an IEP as of June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **25,946** students.

This report reflects the full list of enumerated services on each student's IEP as of 06/30/2021. Therefore, a student can be counted in *more than one column* across this report (e.g., a student recommended for Special Class, as well as Monolingual Speech and Occupational Therapy).

For Individual Related Services, a student is receiving services in full compliance with their IEP if:

- There is a first attend date for that related service in CAP at any time in the school year between 07/01/2020 and 06/30/2021; or
- There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2020 and 06/30/2021; or
- There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2020 and 06/30/2021

Note that the DOE is not able to report on Special Education Transportation Services for school year 2020-2021.

For SEIT, a student is receiving services in full compliance with their IEP if there is a first attend date on that service in CAP prior to 06/30/2021.

For SCIS or Special Class, a student is receiving services in full compliance with their IEP if the student has been placed at a location that is authorized to provide that program, respectively, for full or half day, and in the language recommended as per the student's IEP.

Note that the DOE is not able to provide data this year on students who were "receiving in part such services" due to limitations on data from source systems.

The data on students “awaiting provision of services” can be gleaned from the tables below. For example, 76.8% of students recommended for Monolingual Speech Therapy in District 1 were Receiving Services. Therefore, 23.2% of those students were still awaiting provision of services as of 06/30/201.

Due to the wide nature of this report, the tables below have been divided into four sections for each disaggregation.

SY 2020--2021

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	155	76.8%	25	56.0%	≤5	-	0	-	131	70.2%	57	66.7%	≤5	-	≤5	-
2	600	80.5%	53	81.1%	40	55.0%	0	-	535	78.3%	301	73.4%	13	84.6%	≤5	-
3	326	85.0%	16	87.5%	25	64.0%	0	-	299	82.3%	165	79.4%	≤5	-	≤5	-
4	258	84.9%	37	86.5%	11	90.9%	≤5	-	215	86.5%	104	85.6%	0	-	≤5	-
5	302	87.1%	38	92.1%	15	93.3%	≤5	-	256	86.7%	123	90.2%	0	-	≤5	-
6	395	89.4%	212	84.9%	13	84.6%	≤5	-	373	87.7%	168	91.7%	≤5	-	0	-
7	327	88.7%	114	93.0%	17	88.2%	≤5	-	323	90.7%	150	96.0%	0	-	0	-
8	622	79.3%	123	80.5%	17	82.4%	≤5	-	543	81.6%	200	80.5%	0	-	≤5	-
9	614	75.4%	301	71.1%	18	94.4%	≤5	-	632	77.7%	228	75.4%	0	-	≤5	-
10	1012	84.5%	338	81.4%	35	88.6%	≤5	-	973	83.5%	364	84.9%	0	-	≤5	-
11	1066	75.4%	106	83.0%	67	86.6%	0	-	901	75.5%	321	81.6%	0	-	≤5	-
12	483	76.0%	154	80.5%	19	78.9%	≤5	-	461	79.2%	167	85.6%	0	-	≤5	-
13	234	87.2%	43	60.5%	9	77.8%	0	-	191	90.1%	81	86.4%	≤5	-	0	-
14	233	84.1%	418	57.4%	≤5	-	0	-	396	65.2%	154	63.6%	≤5	-	≤5	-
15	402	83.6%	346	66.5%	14	50.0%	0	-	500	75.8%	219	80.8%	≤5	-	≤5	-
16	149	89.3%	≥5	85.7%	≤5	-	0	-	109	92.7%	53	94.3%	≤5	-	0	-
17	675	79.6%	8	62.5%	100	57.0%	0	-	591	79.2%	236	72.5%	0	-	0	-
18	403	65.8%	≤5	-	18	55.6%	0	-	300	69.3%	133	70.7%	0	-	0	-
19	524	84.2%	26	73.1%	14	64.3%	≤5	-	369	84.6%	139	85.6%	≤5	-	0	-
20	1004	73.9%	1106	65.6%	16	43.8%	8	12.5%	1448	63.1%	529	60.1%	≤5	-	≤5	-
21	1226	72.8%	152	51.3%	24	87.5%	≤5	-	1146	67.3%	414	58.9%	≤5	-	≤5	-
22	1166	73.5%	39	51.3%	66	47.0%	0	-	996	72.3%	408	65.7%	≤5	-	≤5	-
23	208	80.3%	11	72.7%	7	85.7%	0	-	152	76.3%	58	79.3%	0	-	0	-
24	683	83.5%	636	76.4%	6	50.0%	≤5	-	877	79.9%	390	82.6%	≤5	-	0	-
25	699	76.3%	167	74.3%	21	81.0%	≤5	-	637	77.6%	356	72.8%	0	-	≤5	-
26	380	80.8%	44	72.7%	9	88.9%	0	-	273	77.7%	134	76.1%	0	-	≤5	-
27	847	83.9%	98	82.7%	17	88.2%	0	-	733	83.4%	297	80.1%	≤5	-	0	-
28	803	77.1%	111	69.4%	25	72.0%	≤5	-	674	71.8%	303	71.9%	≤5	-	≤5	-
29	665	79.4%	35	85.7%	14	78.6%	0	-	519	79.4%	213	82.6%	0	-	≤5	-
30	479	79.3%	246	74.8%	10	70.0%	≤5	-	491	83.3%	223	85.7%	≤5	-	0	-
31	1760	96.3%	217	89.4%	119	80.7%	0	-	1425	91.5%	743	89.5%	≤5	-	7	100.0%
32	204	85.8%	38	89.5%	6	66.7%	0	-	127	84.3%	56	89.3%	0	-	0	-
Total	18904	80.8%	5267	72.6%	784	72.1%	30	43.3%	17596	78.0%	7487	77.6%	42	52.4%	47	51.1%

SY 2020--2021

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	-	-	31	83.9%	≤5	-	17	88.2%	0	-	0	-	0	-
2	-	-	215	88.8%	20	90.0%	34	82.4%	0	-	0	-	0	-
3	-	-	122	88.5%	≤5	-	32	90.6%	0	-	≤5	-	0	-
4	-	-	42	88.1%	8	87.5%	13	100.0%	0	-	0	-	0	-
5	-	-	77	88.3%	≤5	-	21	90.5%	0	-	7	42.9%	0	-
6	-	-	102	93.1%	41	85.4%	38	94.7%	0	-	20	80.0%	0	-
7	-	-	9	88.9%	≤5	-	27	96.3%	0	-	8	62.5%	0	-
8	-	-	60	86.7%	≤5	-	58	94.8%	0	-	≤5	-	0	-
9	-	-	19	84.2%	≤5	-	46	84.8%	0	-	18	72.2%	0	-
10	-	-	47	91.5%	≤5	-	122	93.4%	0	-	36	69.4%	0	-
11	-	-	72	83.3%	≤5	-	117	93.2%	0	-	10	50.0%	0	-
12	-	-	30	83.3%	≤5	-	47	95.7%	0	-	10	40.0%	0	-
13	-	-	92	89.1%	27	77.8%	18	100.0%	0	-	≤5	-	0	-
14	-	-	44	79.5%	255	76.9%	16	100.0%	0	-	≤5	-	0	-
15	-	-	102	87.3%	142	78.2%	43	74.4%	0	-	7	14.3%	0	-
16	-	-	31	83.9%	≤5	-	21	100.0%	0	-	≤5	-	0	-
17	-	-	328	94.2%	0	-	37	94.6%	0	-	0	-	0	-
18	-	-	130	85.4%	≤5	-	38	94.7%	0	-	0	-	0	-
19	-	-	81	86.4%	≤5	-	66	86.4%	≤5	-	7	71.4%	0	-
20	-	-	292	76.7%	641	82.8%	62	98.4%	0	-	≤5	-	0	-
21	-	-	803	82.8%	72	79.2%	43	97.7%	0	-	0	-	0	-
22	-	-	546	88.1%	22	77.3%	72	95.8%	0	-	≤5	-	0	-
23	-	-	33	87.9%	0	-	30	90.0%	0	-	≤5	-	0	-
24	-	-	56	83.9%	14	78.6%	68	97.1%	0	-	100	84.0%	0	-
25	-	-	149	69.8%	20	70.0%	53	96.2%	≤5	-	7	85.7%	0	-
26	-	-	84	79.8%	9	88.9%	53	90.6%	0	-	≤5	-	0	-
27	-	-	118	88.1%	11	81.8%	75	92.0%	≤5	-	7	100.0%	0	-
28	-	-	177	75.7%	8	75.0%	71	97.2%	≤5	-	6	100.0%	≤5	-
29	-	-	76	80.3%	≤5	-	63	95.2%	0	-	6	100.0%	0	-
30	-	-	30	100.0%	11	54.5%	56	87.5%	0	-	31	83.9%	0	-
31	-	-	526	85.6%	82	95.1%	96	89.6%	0	-	≤5	-	0	-
32	-	-	32	93.8%	≤5	-	23	95.7%	0	-	28	92.9%	0	-
Total	-	-	4556	85.1%	1424	81.3%	1576	92.8%	8	100.0%	327	74.3%	≤5	-

SY 2020--2021

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	10	100.0%	21	90.5%	22	95.5%	≤5	-	0	-	0	-	0	-	0	-
2	13	92.3%	66	81.8%	85	91.8%	9	88.9%	0	-	0	-	0	-	0	-
3	13	92.3%	33	87.9%	59	100.0%	10	70.0%	0	-	0	-	0	-	0	-
4	≥5	100.0%	52	96.2%	73	100.0%	6	100.0%	0	-	0	-	0	-	0	-
5	13	92.3%	76	93.4%	75	96.0%	8	87.5%	0	-	0	-	0	-	0	-
6	8	75.0%	77	90.9%	109	96.3%	38	100.0%	0	-	0	-	0	-	0	-
7	17	100.0%	84	98.8%	109	97.2%	12	91.7%	0	-	0	-	0	-	0	-
8	17	100.0%	124	91.1%	199	97.5%	36	100.0%	0	-	0	-	0	-	0	-
9	37	89.2%	144	95.1%	197	94.4%	47	100.0%	0	-	0	-	10	100.0%	≤5	-
10	31	87.1%	214	95.8%	395	98.7%	39	97.4%	0	-	0	-	7	100.0%	0	-
11	36	97.2%	202	93.6%	338	94.7%	119	96.6%	0	-	0	-	≤5	-	0	-
12	20	100.0%	94	97.9%	159	96.9%	25	100.0%	0	-	0	-	≤5	-	0	-
13	8	100.0%	31	96.8%	35	100.0%	≤5	-	0	-	0	-	0	-	0	-
14	14	92.9%	30	93.3%	58	96.6%	10	90.0%	0	-	0	-	0	-	0	-
15	10	100.0%	63	98.4%	86	98.8%	12	91.7%	0	-	0	-	0	-	0	-
16	8	100.0%	31	100.0%	41	97.6%	≤5	-	0	-	0	-	0	-	0	-
17	20	85.0%	70	91.4%	142	98.6%	12	83.3%	0	-	0	-	0	-	0	-
18	8	100.0%	42	90.5%	105	97.1%	9	100.0%	0	-	0	-	0	-	0	-
19	16	93.8%	109	97.2%	153	96.7%	14	100.0%	0	-	0	-	0	-	0	-
20	11	81.8%	146	91.1%	299	96.7%	18	88.9%	0	-	0	-	0	-	0	-
21	8	100.0%	88	90.9%	186	94.6%	19	100.0%	0	-	0	-	0	-	0	-
22	28	92.9%	123	96.7%	262	98.5%	22	95.5%	0	-	0	-	0	-	0	-
23	≤5	-	43	95.3%	49	91.8%	6	100.0%	0	-	0	-	0	-	0	-
24	24	95.8%	151	89.4%	230	94.3%	14	100.0%	0	-	0	-	≤5	-	0	-
25	23	82.6%	97	95.9%	157	94.9%	57	100.0%	0	-	0	-	8	100.0%	0	-
26	21	90.5%	61	86.9%	74	95.9%	26	96.2%	0	-	0	-	≤5	-	0	-
27	33	87.9%	208	89.9%	227	97.8%	35	100.0%	0	-	0	-	0	-	0	-
28	20	95.0%	127	89.0%	210	95.2%	74	95.9%	0	-	≤5	-	11	100.0%	0	-
29	46	93.5%	148	90.5%	185	94.6%	76	97.4%	0	-	0	-	≤5	-	0	-
30	11	81.8%	106	89.6%	162	98.1%	11	100.0%	0	-	0	-	0	-	0	-
31	75	96.0%	243	93.8%	394	97.0%	11	90.9%	0	-	0	-	≤5	-	0	-
32	8	87.5%	29	79.3%	56	98.2%	7	85.7%	0	-	0	-	0	-	0	-
Total	619	92.9%	3133	92.7%	4931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

SY 2020--2021

The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period

By District

District	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
2	0	-	≤5	-	19	100.0%	0	-	0	-	0	-	0	-	0	-
3	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
4	0	-	≤5	-	10	90.0%	0	-	0	-	0	-	0	-	0	-
5	0	-	7	85.7%	11	100.0%	0	-	0	-	0	-	0	-	0	-
6	≤5	-	13	76.9%	27	96.3%	8	100.0%	0	-	0	-	0	-	0	-
7	≤5	-	18	83.3%	44	95.5%	≤5	-	0	-	0	-	≤5	-	0	-
8	≤5	-	16	56.3%	55	94.5%	6	100.0%	0	-	0	-	≤5	-	0	-
9	6	100.0%	37	70.3%	117	88.0%	17	94.1%	0	-	0	-	12	100.0%	0	-
10	6	50.0%	45	93.3%	131	72.5%	7	57.1%	0	-	0	-	8	100.0%	0	-
11	≤5	-	11	90.9%	49	98.0%	14	100.0%	0	-	0	-	0	-	0	-
12	≤5	-	37	70.3%	65	90.8%	7	100.0%	0	-	0	-	≤5	-	0	-
13	0	-	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-
14	≤5	-	0	-	10	100.0%	46	93.5%	0	-	0	-	0	-	0	-
15	≤5	-	≤5	-	47	80.9%	12	100.0%	0	-	0	-	0	-	0	-
16	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
17	≤5	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
18	0	-	0	-	≤5	-	0	-	0	-	0	-	0	-	0	-
19	≤5	-	7	85.7%	11	63.6%	0	-	0	-	0	-	0	-	0	-
20	≤5	-	10	70.0%	57	87.7%	36	80.6%	0	-	0	-	0	-	0	-
21	0	-	≤5	-	23	87.0%	9	88.9%	0	-	0	-	0	-	0	-
22	≤5	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
23	0	-	≤5	-	7	28.6%	≤5	-	0	-	0	-	0	-	0	-
24	≤5	-	62	80.6%	272	94.9%	9	66.7%	0	-	0	-	≤5	-	0	-
25	≤5	-	22	90.9%	73	93.2%	9	100.0%	0	-	0	-	12	91.7%	0	-
26	0	-	≤5	-	13	100.0%	0	-	0	-	0	-	≤5	-	0	-
27	0	-	9	66.7%	52	96.2%	≤5	-	0	-	0	-	0	-	0	-
28	0	-	13	100.0%	46	82.6%	11	81.8%	0	-	0	-	≤5	-	0	-
29	0	-	≤5	-	13	100.0%	≤5	-	0	-	0	-	≤5	-	0	-
30	0	-	33	84.8%	87	95.4%	≤5	-	0	-	0	-	0	-	0	-
31	0	-	≤5	-	77	83.1%	≤5	-	0	-	0	-	0	-	0	-
32	0	-	≤5	-	16	75.0%	≤5	-	0	-	0	-	0	-	0	-
Total	36	55.6%	377	76.9%	1349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

SY 2020--2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Race/Ethnicity**

Race/Ethnicity	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	1,537	83.9%	373	71.3%	32	75.0%	0	-	1,300	82.4%	504	82.3%	≤5	-	≤5	-
Black	3,890	81.5%	85	78.8%	156	80.8%	0	-	2,975	82.3%	1,224	82.4%	≤5	-	6	33.3%
Hispanic/Latinx	5,636	83.2%	2,704	79.5%	198	84.3%	19	57.9%	5,412	82.5%	2,226	85.3%	7	42.9%	16	56.3%
White	7,161	78.1%	2,050	63.5%	368	61.7%	≥5	0.0%	7,301	72.3%	3,243	70.4%	28	57.1%	18	55.6%
Other	520	78.1%	≥5	74.5%	21	71.4%	≤5	-	444	75.7%	191	70.7%	0	-	≤5	-
Unknown	160	78.1%	≤5	-	9	66.7%	0	-	164	76.8%	99	73.7%	≤5	-	≤5	-
Total	18,904	80.8%	5,267	72.6%	784	72.1%	30	43.3%	17,596	78.0%	7,487	77.6%	42	52.4%	47	51.1%

Race/Ethnicity	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	-	-	301	85.7%	116	85.3%	115	91.3%	≤5	-	10	40.0%	0	-
Black	-	-	600	88.3%	13	84.6%	372	94.6%	0	-	≥5	62.5%	0	-
Hispanic/Latinx	-	-	700	88.4%	151	78.1%	583	93.0%	≤5	-	276	77.2%	0	-
White	-	-	2,761	83.6%	1,129	81.3%	451	91.1%	≤5	-	30	63.3%	0	-
Other	-	-	136	80.9%	15	73.3%	46	95.7%	0	-	≤5	-	≤5	-
Unknown	-	-	58	91.4%	0	-	9	88.9%	0	-	0	-	0	-
Total	-	-	4,556	85.1%	1,424	81.3%	1,576	92.8%	8	100.0%	327	74.3%	≤5	-

Race/Ethnicity	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	61	93.4%	311	95.5%	417	96.6%	68	100.0%	0	-	0	-	8	100.0%	0	-
Black	154	96.1%	767	94.3%	1,148	96.5%	232	97.0%	0	-	0	-	11	100.0%	0	-
Hispanic/Latinx	178	93.3%	1,076	93.9%	1,670	97.1%	281	96.8%	0	-	0	-	21	100.0%	≤5	-
White	194	90.7%	864	88.9%	1,556	96.1%	182	95.1%	0	-	≤5	-	≥5	83.3%	0	-
Other	23	82.6%	89	95.5%	108	94.4%	24	100.0%	0	-	0	-	≤5	-	0	-
Unknown	9	100.0%	26	84.6%	32	100.0%	6	66.7%	0	-	0	-	0	-	0	-
Total	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

Race/Ethnicity	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	≤5	-	30	63.3%	90	90.0%	≤5	-	0	-	0	-	≤5	-	0	-
Black	≤5	-	12	91.7%	35	71.4%	6	83.3%	0	-	0	-	≤5	-	0	-
Hispanic/Latinx	26	65.4%	299	79.3%	1,049	91.1%	94	89.4%	0	-	0	-	35	97.1%	0	-
White	6	33.3%	34	61.8%	153	83.7%	108	89.8%	0	-	0	-	≤5	-	0	-
Other	0	-	≤5	-	≥5	63.2%	≤5	-	0	-	0	-	≤5	-	0	-
Unknown	0	-	≤5	-	≤5	-	0	-	0	-	0	-	0	-	0	-
Total	36	55.6%	377	76.9%	1,349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

SY 2020--2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Gender**

Gender	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	5,710	80.3%	1,762	68.9%	225	71.6%	13	69.2%	5,004	76.9%	2,533	75.9%	17	47.1%	20	45.0%
Male	13,194	81.0%	3,505	74.5%	559	72.3%	17	23.5%	12,592	78.5%	4,954	78.5%	25	56.0%	27	55.6%
Total	18,904	80.8%	5,267	72.6%	784	72.1%	30	43.3%	17,596	78.0%	7,487	77.6%	42	52.4%	47	51.1%

Gender	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	-	-	1,486	85.9%	517	79.5%	527	94.1%	0	-	115	79.1%	≤5	-
Male	-	-	3,070	84.7%	907	82.2%	1,049	92.1%	8	100.0%	212	71.7%	0	-
Total	-	-	4,556	85.1%	1,424	81.3%	1,576	92.8%	8	100.0%	327	74.3%	≤5	-

Gender	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	143	93.0%	758	92.7%	1,380	96.2%	188	95.2%	0	-	≤5	-	14	100.0%	≤5	-
Male	476	92.9%	2,375	92.7%	3,551	96.7%	605	97.0%	0	-	0	-	36	97.2%	0	-
Total	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

Gender	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	9	66.7%	97	79.4%	346	87.3%	75	89.3%	0	-	0	-	12	91.7%	0	-
Male	27	51.9%	280	76.1%	1,003	89.7%	137	89.8%	0	-	0	-	32	96.9%	0	-
Total	36	55.6%	377	76.9%	1,349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

SY 2020--2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Recommended Language of Instruction or Services**

Recommended Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	18,653	80.9%	164	75.6%	775	72.1%	0	-	14,605	79.7%	6,368	79.0%	33	60.6%	≥5	53.3%
Spanish	160	82.5%	2,867	79.2%	≤5	-	20	60.0%	1,653	81.4%	622	84.4%	≤5	-	0	-
Chinese	40	80.0%	377	69.8%	≤5	-	0	-	223	70.4%	66	71.2%	≤5	-	0	-
Other	51	43.1%	1,859	62.8%	≤5	-	10	10.0%	1,115	53.1%	431	48.5%	7	28.6%	≤5	-
Total	18,904	80.8%	5,267	72.6%	784	72.1%	30	43.3%	17,596	78.0%	7,487	77.6%	42	52.4%	47	51.1%

Recommended Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	-	-	4,556	85.1%	0	-	1,576	92.8%	8	100.0%	0	-	0	-
Spanish	-	-	0	-	163	77.9%	0	-	0	-	313	77.3%	≤5	-
Chinese	-	-	0	-	117	84.6%	0	-	0	-	≤5	-	0	-
Other	-	-	0	-	1,144	81.4%	0	-	0	-	≥5	0.0%	0	-
Total	-	-	4,556	85.1%	1,424	81.3%	1,576	92.8%	8	100.0%	327	74.3%	≤5	-

Recommended Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-
Spanish	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Chinese	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Other	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Total	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

Recommended Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
Spanish	28	64.3%	325	80.0%	1,192	91.1%	106	86.8%	0	-	0	-	37	97.3%	0	-
Chinese	0	-	38	76.3%	112	92.0%	≤5	-	0	-	0	-	7	85.7%	0	-
Other	8	25.0%	14	7.1%	45	28.9%	≥5	92.3%	0	-	0	-	0	-	0	-
Total	36	55.6%	377	76.9%	1,349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

SY 2020--2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Home Language**

Home Language	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	15,468	80.9%	2,663	71.2%	716	71.8%	≥5	27.3%	13,891	78.0%	6,042	76.9%	38	57.9%	43	51.2%
Spanish	1,821	79.9%	1,837	79.7%	42	85.7%	16	62.5%	2,099	82.0%	837	85.1%	≤5	-	≤5	-
Chinese	371	81.7%	282	70.6%	6	66.7%	0	-	394	78.2%	141	81.6%	≤5	-	≤5	-
Other	1,244	80.5%	485	55.1%	20	55.0%	≤5	-	1,212	71.2%	467	72.8%	≤5	-	≤5	-
Total	18,904	80.8%	5,267	72.6%	784	72.1%	30	43.3%	17,596	78.0%	7,487	77.6%	42	52.4%	47	51.1%

Home Language	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	-	-	3,865	84.9%	935	81.0%	1,277	92.4%	6	100.0%	97	68.0%	0	-
Spanish	-	-	262	90.1%	125	81.6%	200	94.0%	≤5	-	216	80.6%	≤5	-
Chinese	-	-	93	78.5%	84	86.9%	17	94.1%	0	-	≤5	-	0	-
Other	-	-	336	85.1%	280	80.4%	82	95.1%	≤5	-	≥5	20.0%	0	-
Total	-	-	4,556	85.1%	1,424	81.3%	1,576	92.8%	8	100.0%	327	74.3%	≤5	-

Home Language	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	512	92.4%	2,441	92.7%	4,010	96.6%	647	96.4%	0	-	≤5	-	41	97.6%	0	-
Spanish	48	95.8%	315	92.1%	543	96.5%	81	97.5%	0	-	0	-	≤5	-	≤5	-
Chinese	6	100.0%	74	98.6%	91	97.8%	15	100.0%	0	-	0	-	≤5	-	0	-
Other	53	94.3%	303	91.7%	287	96.2%	50	96.0%	0	-	0	-	≤5	-	0	-
Total	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

Home Language	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English	25	48.0%	191	76.4%	552	88.0%	132	91.7%	0	-	0	-	≥5	90.0%	0	-
Spanish	11	72.7%	150	80.7%	688	91.3%	61	85.2%	0	-	0	-	19	100.0%	0	-
Chinese	0	-	23	69.6%	72	93.1%	≤5	-	0	-	0	-	≤5	-	0	-
Other	0	-	13	53.8%	37	56.8%	≥5	88.9%	0	-	0	-	0	-	0	-
Total	36	55.6%	377	76.9%	1,349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

SY 2020--2021

**The number and percentage of preschool students with a disability receiving special education services in full compliance with their IEPs, or awaiting services, by the end of the academic period
By Student in Temporary Housing**

Student in Temporary Housing	Monolingual Speech Therapy		Bilingual Speech Therapy		Monolingual Counseling		Bilingual Counseling		Occupational Therapy		Physical Therapy		Hearing Education Services		Vision Education Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	481	80.7%	70	75.7%	24	79.2%	≤5	-	380	82.1%	145	81.4%	0	-	≤5	-
Not STH	18,423	80.8%	5,197	72.6%	760	71.8%	≥5	44.8%	17,216	77.9%	7,342	77.5%	42	52.4%	≥5	51.1%
Total	18,904	80.8%	5,267	72.6%	784	72.1%	30	43.3%	17,596	78.0%	7,487	77.6%	42	52.4%	47	51.1%

Student in Temporary Housing	Special Transportation Services		Monolingual Special Education Itinerant Services		Bilingual Special Education Itinerant Services		Monolingual Full-day Integrated Special Class Program		Monolingual Half-day Integrated Special Class Program		Bilingual Full-day Integrated Special Class Program		Bilingual Half-day Integrated Special Class Program	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	-	-	65	80.0%	≤5	-	56	91.1%	0	-	≤5	-	0	-
Not STH	-	-	4,491	85.2%	≥5	81.3%	1,520	92.8%	8	100.0%	≥5	74.2%	≤5	-
Total	-	-	4,556	85.1%	1,424	81.3%	1,576	92.8%	8	100.0%	327	74.3%	≤5	-

Student in Temporary Housing	Monolingual Full-day Special Class								Monolingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	20	100.0%	116	93.1%	131	96.9%	20	85.0%	0	-	0	-	≤5	-	0	-
Not STH	599	92.7%	3,017	92.7%	4,800	96.6%	773	96.9%	0	-	≤5	-	≥5	98.0%	≤5	-
Total	619	92.9%	3,133	92.7%	4,931	96.6%	793	96.6%	0	-	≤5	-	50	98.0%	≤5	-

Student in Temporary Housing	Bilingual Full-day Special Class								Bilingual Half-day Special Class							
	Class Size 6		Class Size 8		Class Size 12		Class Size Other		Class Size 6		Class Size 8		Class Size 12		Class Size Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
STH	0	-	≤5	-	22	72.7%	≤5	-	0	-	0	-	0	-	0	-
Not STH	36	55.6%	≥5	77.4%	1,327	89.4%	≥5	89.5%	0	-	0	-	44	95.5%	0	-
Total	36	55.6%	377	76.9%	1,349	89.1%	212	89.6%	0	-	0	-	44	95.5%	0	-

STUDENTS WITH A DISABILITY ENROLLED IN 3-K OR PRE-K FOR ALL PROGRAMS, BY FULL AND PARTIAL PLACEMENT, DISAGGREGATED BY AGE – REPORTING ITEM 10; 11

3-K and pre-K programs welcome and serve all students with disabilities. Many 3-K and pre-K students can get their special education services at a general education 3-K or pre-K program. Students with IEPs that recommend a special education itinerant teacher and/or related services can get these services at a general education 3-K or pre-K program at a district school, NYC Early Education Center (NYCEEC), or Pre-K Center.

Source: CAP, ATS, SESIS, EasyTrac, PSEET, Special Education Program Database

This report reflects students who had a *placement* as of June 30, 2021, disaggregated by district, race/ethnicity, gender, recommended language of instruction, home language, and student in temporary housing status.

The total cohort for this section amounts to **25,151** students.

For each respective Birth Year:

“**Total Placements Citywide**” reflects the number of students with placements, irrespective of the location type to which the student was placed.

“**Enrolled in 3K/Pre-K for All**” reflects the number of students with a full or partial placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2021.

“**Students Fully Placed**” reflects the number of students with a full placement, enrolled at a DOE District School, NYCEEC, Pre-K Center, or District 75 school as of 06/30/2021.

“**Students Fully Placed and % with Full Services**” reflects the percentage of those fully placed students that were receiving their services in full as of 6/30/2021, whereby:

- For Related Services Only, a student is receiving services in full compliance with their IEP if:
 - There is a first attend date for that related service in CAP at any time in the school year between 07/01/2020 and 06/30/2021; or
 - There is an initial encounter date for that related services in EasyTrac at any time in the school year between 07/01/2020 and 06/30/2021; or
 - There is an initial encounter date for that related service in SESIS at any time in the school year between 07/01/2020 and 06/30/2021
- For SEIT, there is a first attend date in CAP as of 06/30/2021, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2021 **per the above rule**, if applicable.

- For SCIS or Special Class, the student has been placed at a location that is authorized to provide that program, respectively, and in the language recommended on the student's IEP, and the student has begun receiving services for all of their Related Services recommendations by 6/30/2021 per the above rule, if applicable.

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age

By District

District	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	Citywide 2016	#	%	#	%	Citywide 2017	#	%	#	%	Citywide 2018	#	%	#	%
1	101	68	67.3%	68	83.8%	69	24	34.8%	24	62.5%	18	≤5	-	≤5	-
2	417	199	47.7%	198	82.9%	284	34	12.0%	34	50.0%	29	0	0.0%	0	-
3	233	59	25.3%	58	86.4%	164	17	10.4%	15	58.8%	31	≤5	-	≤5	-
4	192	72	37.5%	72	79.2%	95	31	32.6%	31	77.4%	7	≤5	-	≤5	-
5	191	75	39.3%	75	84.0%	140	34	24.3%	33	67.6%	11	0	0.0%	0	-
6	343	141	41.1%	138	86.5%	263	107	40.7%	105	65.4%	37	≤5	-	≤5	-
7	270	89	33.0%	89	83.1%	167	31	18.6%	31	61.3%	≤5	0	0.0%	0	-
8	409	145	35.5%	145	71.7%	299	57	19.1%	57	68.4%	39	≤5	-	≤5	-
9	456	140	30.7%	137	76.4%	359	70	19.5%	68	60.0%	81	≤5	-	≤5	-
10	715	277	38.7%	273	81.6%	549	108	19.7%	108	82.4%	102	≤5	-	≤5	-
11	599	204	34.1%	199	72.5%	455	57	12.5%	57	71.9%	119	≤5	-	≤5	-
12	314	60	19.1%	59	76.7%	259	28	10.8%	28	71.4%	72	≤5	-	≤5	-
13	173	69	39.9%	69	82.6%	132	19	14.4%	19	84.2%	≤5	0	0.0%	0	-
14	414	87	21.0%	87	73.6%	264	38	14.4%	38	55.3%	22	≤5	-	≤5	-
15	466	185	39.7%	185	71.4%	309	54	17.5%	54	57.4%	29	0	0.0%	0	-
16	96	34	35.4%	34	91.2%	65	13	20.0%	13	76.9%	≤5	0	0.0%	0	-
17	423	158	37.4%	157	75.3%	283	54	19.1%	54	79.6%	53	7	13.2%	7	28.6%
18	214	85	39.7%	85	67.1%	141	29	20.6%	29	37.9%	57	7	12.3%	7	0.0%
19	298	109	36.6%	108	79.8%	206	59	28.6%	59	72.9%	32	≤5	-	≤5	-
20	1,162	413	35.5%	411	69.5%	842	81	9.6%	81	75.3%	201	12	6.0%	12	33.3%
21	775	389	50.2%	388	66.8%	608	34	5.6%	34	73.5%	143	≤5	-	≤5	-
22	684	355	51.9%	355	70.1%	539	46	8.5%	46	73.9%	112	≤5	-	≤5	-
23	112	40	35.7%	40	72.5%	88	30	34.1%	29	66.7%	11	≤5	-	≤5	-
24	674	250	37.1%	247	76.0%	495	57	11.5%	57	61.4%	109	6	5.5%	6	66.7%
25	481	218	45.3%	218	65.1%	347	30	8.6%	30	73.3%	90	≤5	-	≤5	-
26	232	103	44.4%	101	68.0%	171	8	4.7%	8	100.0%	39	0	0.0%	0	-
27	573	174	30.4%	171	71.8%	394	97	24.6%	97	67.0%	35	≤5	-	≤5	-
28	478	188	39.3%	187	70.2%	352	50	14.2%	50	60.0%	99	7	7.1%	7	14.3%
29	352	122	34.7%	122	74.6%	283	42	14.8%	42	88.1%	64	≤5	-	≤5	-
30	378	150	39.7%	150	76.0%	278	26	9.4%	26	80.8%	54	≤5	-	≤5	-
31	1,209	756	62.5%	750	87.0%	805	359	44.6%	355	82.7%	73	≤5	-	≤5	-
32	140	59	42.1%	59	69.5%	84	20	23.8%	20	75.0%	10	≤5	-	≤5	-
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

SY 2020-2021
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Race/Ethnicity

Race/Ethnicity	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%
Asian	1,207	666	55.2%	658	76.0%	651	153	23.5%	153	68.0%	83	8	9.6%	8	75.0%
Black	2,266	869	38.3%	863	79.2%	1,532	397	25.9%	394	72.8%	267	30	11.2%	30	13.3%
Hispanic/Latinx	4,598	1,822	39.6%	1,806	75.8%	3,224	659	20.4%	655	71.0%	482	28	5.8%	28	17.9%
White	5,113	1,955	38.2%	1,947	74.1%	4,031	458	11.4%	455	73.6%	868	25	2.9%	25	28.0%
Other	306	161	52.6%	161	82.0%	239	≥5	-	75	73.7%	66	8	12.1%	8	25.0%
Unknown	84	0	0.0%	0	-	112	≤5	-	0	0.0%	22	0	0.0%	0	-
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

SY 2020-2021
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Gender

Gender	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%
Female	4,360	1,846	42.3%	1,838	76.4%	3,031	565	18.6%	562	73.1%	532	30	5.6%	30	43.3%
Male	9,214	3,627	39.4%	3,597	75.7%	6,758	1,179	17.4%	1,170	71.3%	1,256	69	5.5%	69	15.9%
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

SY 2020-2021

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age By Recommended Language of Instruction or Services

Recommended Language	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%
English	10,758	4,616	42.9%	4,583	78.1%	7,747	1,485	19.2%	1,473	74.9%	1,423	82	5.8%	82	25.6%
Spanish	1,566	499	31.9%	494	64.3%	1,138	171	15.0%	171	59.6%	207	9	4.3%	9	11.1%
Chinese	215	123	57.2%	123	66.7%	155	38	24.5%	38	50.0%	27	≤5	-	≤5	-
Other	1,035	235	22.7%	235	61.7%	749	50	6.7%	50	42.0%	131	≥5	-	≥5	28.6%
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

SY 2020-2021

The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs at the end of the academic period, disaggregated by age By Home Language

Home Language	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%
English	9,953	3,925	39.4%	3,902	78.2%	7,724	1,285	16.6%	1,279	73.5%	1,452	78	5.4%	78	23.1%
Spanish	2,140	831	38.8%	824	70.3%	1,260	292	23.2%	289	64.7%	199	13	6.5%	13	23.1%
Chinese	398	245	61.6%	243	70.2%	214	59	27.6%	59	59.3%	31	≤5	-	≤5	-
Other	1,083	472	43.6%	466	69.9%	591	108	18.3%	105	78.7%	106	≤5	-	≤5	-
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

SY 2020-2021
The number and percentage of preschool students with a disability enrolled in 3-K or Pre-K for All programs
at the end of the academic period, disaggregated by age
By Student in Temporary Housing

Student in Temp Housing	Birth Year														
	2016					2017					2018				
	Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services		Total Placements	Enrolled in 3K/Pre-K for All		Students Fully Placed and % with Full Services	
	CityWide 2016	#	%	#	%	CityWide 2017	#	%	#	%	CityWide 2018	#	%	#	%
STH	350	196	56.0%	193	71.9%	180	64	35.6%	63	75.0%	18	≤5	-	≤5	-
Not STH	13,224	5,277	39.9%	5,242	76.1%	9,609	1,680	17.5%	1,669	71.8%	1,770	≥5	-	≥5	22.7%
Total	13,574	5,473	40.3%	5,435	75.9%	9,789	1,744	17.8%	1,732	71.9%	1,788	99	5.5%	99	24.2%

NUMBER OF PROGRAMS – REPORTING ITEM 12; 13; 14; 15

The tables below reflect the number of preschool integrated special class programs in 3-K and Pre-K for All; the number of non-public preschool special education programs approved by the New York State Education Department; the number of preschool special classes administered by the DOE in 3-K and Pre-K for All, including programs in District 75 schools, in total and disaggregated by class size; and the number of non-public preschool special education programs approved by the New York State Education Department in total and disaggregated by class size.

Source: Special Education Program Database

These counts represent the number of authorized programs and classes as of 06/30/2021.

(Note: For the 2019-2020 Report, classes that were authorized as Summer Only were inaccurately counted as additional classes. For this year's report, this is corrected to ensure one count per class.)

Number of preschool integrated special class programs in 3-K and Pre-K for All

Total	104
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Number of non-public preschool special education programs approved by the state education department

Special Class	1,095
SCIS	259

Number of preschool special classes administered by the department in 3-K and Pre-K for All, including programs in district 75 schools, in total and disaggregated by the following student-to-teacher-to-aid ratios:

6:1:2	16
8:1:2	107
12:1:2	44
Other Ratio	0
Total	167

Number of non-public preschool special education programs approved by the state education department in total and disaggregated by the following student-to-teacher-to-aid ratio:

6:1:2	66
8:1:2	263
12:1:2	500
Other Ratio	266
Total	1,095