



WHAT WE DO

The Department of Education (DOE) provides primary and secondary education to over one million students, from early childhood to grade 12, in 32 school districts, in over 1,800 schools, and employs approximately 79,000 teachers. DOE prepares students to meet grade level standards in reading, writing and math, and prepares high school students to graduate ready for college and careers. The School Construction Authority (SCA), reported separately, coordinates the development of DOE's Five-Year Capital Plan, selects and acquires sites for new schools, leases buildings for schools and supervises conversion of administrative space for classroom use.

FOCUS ON EQUITY

DOE is committed to putting every student on a path to college and a meaningful career. Equity and Excellence for All is an ambitious agenda and set of goals for New York City schools: by 2026, 86 percent of students will graduate high school on time, and three-fourths of graduates will be college ready. To reach these goals, DOE is focusing on: ensuring a strong foundation for students through its EarlyLearn, 3-K for All, Pre-K for All, and Universal Literacy programs; increasing student access to the courses they need to succeed, including Computer Science for All and AP for All; engaging students and families; and giving students and families additional support through College Access for All, Single Shepherd, and investment in Community Schools. Efforts to create more diverse and inclusive classrooms are also central to this work. Together, the Equity and Excellence for All initiatives are creating a pathway for every student to receive a world-class education and have the opportunity to reach their full potential.

OUR SERVICES AND GOALS

SERVICE 1 Educate New York City's children.

- Goal 1a Improve academic achievement.
- Goal 1b Promote parental involvement in education.

SERVICE 2 Support children with special needs.

- Goal 2a Improve the ability of English Language Learners to learn English and improve academic progress.
- Goal 2b Improve the ability of students with disabilities to progress academically and socially.

SERVICE 3 Prepare children to become productive, engaged adults.

- Goal 3a Increase the percentage of high school graduates enrolling in postsecondary education or training.
- Goal 3b Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

SERVICE 4 Deliver early childhood education services.

- Goal 4a Ensure access to quality early child care services in communities of need and achieve maximum capacity enrollment at all participating centers.

SERVICE 5 Maintain and enhance the City's educational facilities.

- Goal 5a Work with SCA to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.

HOW WE PERFORMED

- During the first four months of the 2020-21 school year, parent engagement indicators continue to show high levels of parent engagement. However a year-to-year comparison shows some differences in numbers because of the circumstances caused by the COVID-19 pandemic and changes in the technology that schools and parent coordinators use to connect with families. Phone calls responded to by parent coordinators or parent engagement designees increased by 84 percent, which can be attributed to the fact that most interaction between schools and parents happens by phone or online during the pandemic. The number of in-person consultations between parents and parent coordinators declined by 77.5 percent, from 457,000 to 103,000 and the number of school-based workshops for parents was reduced from nine to eight. Parent coordinators have mobilized during this crisis to make frequent outreach to families. Other indicators – such as in-person consultation and parent workshops – show declines because most families are not entering the school’s premises and the increased use of other parental engagement options that are not captured by standard activity reports. Mobile engagement apps and online meeting platforms provide ongoing news and support and allow parents to participate virtually and in multiple languages. The Department continues to promote parent engagement during the pandemic. Parent Coordinators have been trained to use technology and coach and support families in remote learning. Additionally, the DOE has held several virtual Family and Student Information Sessions to provide up to date information about back to school, remote and blended learning, testing and tracing, safety and cleaning protocols and mental health supports. Schools and districts continue to provide back-to-school orientations, curriculum nights and ongoing support and training so that families can become actively engaged, involved and empowered to effectively support and advocate for the educational success of their children. In the fall, the Department launched Parent University, a new online platform that offers a centralized catalog of courses, live events, and activities to help connect with families and support students. The platform offers all New York City parents and guardians access to live and on-demand courses and resources across multiple discipline areas and grade bands.
- Substantial year-over-year decreases in the number of students initially recommended for special education services, and students no longer in need of special education services, can be attributed to the ongoing effects of the pandemic. DOE has issued guidance to teachers and clinicians to ensure that students continue to be referred for special education evaluation and identified as in need of special education services when appropriate, without delay, despite only limited resumption of in-person learning. The substantial year-over-year decrease in preschool special education enrollment is attributable to the decrease in children initially recommended for special education services, along with families opting for extension of Early Intervention services.
- The Department began new Family Child Care Network (FCCN) contracts in September 2020 and added 4,000 seats to this setting. Due to COVID-19, many families have been reluctant to return for in-person care; infants and toddlers, who make up a majority of the FCCN population, are not eligible for remote learning because of restrictions in the funding streams. At the same time family recruitment was impacted as many in-person events were limited. The pandemic has also led to some delays in the eligibility determination process for Child Care. Families cannot enroll in FCCN slots funded by Child Care until they are determined eligible, which has contributed to delays in enrollment as well.
- The Department has a long-established collaborative partnership with the NYPD’s School Safety Division, which works to provide a safe and secure learning environment in every school building. DOE’s work with the School Safety Division includes establishing safety protocols and procedures in schools, developing school safety and emergency preparedness plans and maintaining a safe environment for students and staff. In addition, the Department’s Office of Safety and Youth Development works closely with schools to provide a safe, supportive and inclusive environment by investing in and expanding successful school climate programs—including restorative trainings, mental health programs and social-emotional supports. From July-October 2020 when in-person education was offered on a variable basis due to COVID-19, fewer in-school days impacted the counts of in-school safety incidents. The NYPD reported fewer felony school safety incidents as felony incidents declined from 110 to 36. At the same time, incidents in other criminal categories and non-criminal incidents declined from 309 to 45. Non-criminal incidents declined from 981 to 84. New York City is forming a task force to transition school safety agents from the NYPD to DOE over the course of two years.

SERVICE 1 Educate New York City's children.

Goal 1a Improve academic achievement.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000)	1,135.3	1,126.5	1,132.0	*	*	1,126.0	1,098.0
Student Enrollment as of October 31 in full day pre-kindergarten	67,881	67,886	67,589	*	*	NA	NA
★ Average daily attendance (%)	91.4%	91.5%	91.8%	93.4%	92.8%	93.2%	NA
– Elementary/middle (%)	93.2%	93.3%	93.5%	95.2%	94.5%	95.1%	NA
– High school (%)	87.3%	87.7%	88.3%	89.3%	89.3%	89.1%	NA
Students with 90% or better attendance rate (%)	73.2%	73.5%	75.4%	75.2%	76.4%	80.1%	NA
★ Students in grades 3 to 8 meeting or exceeding standards - English language arts (%)	46.7%	47.4%	NA	48.7%	52.8%	NA	NA
★ – Math (%)	42.7%	45.6%	NA	44.7%	51.7%	NA	NA
Students in grades 3 to 8 scoring below standards progressing into a higher level - English language arts (%)	36.6%	32.2%	NA	*	*	NA	NA
– Math (%)	23.7%	27.0%	NA	*	*	NA	NA
Students in grades 3 to 8 progressing from below standards to meeting standards - English language arts (%)	22.8%	19.2%	NA	*	*	NA	NA
– Math (%)	14.0%	15.0%	NA	*	*	NA	NA
Students in grades 1 to 9 promoted (%)	97.0%	97.2%	97.5%	98.0%	98.0%	NA	NA
Students in the graduating class taking required Regents examinations (%)	79.5%	79.1%	NA	81.1%	81.1%	NA	NA
Students passing required Regents examinations (%)	71.5%	71.3%	NA	73.3%	73.3%	NA	NA
Students in graduating class with a 65 to 100 passing score on the Regents Examination - English (%)	82.9%	83.4%	NA	85.4%	85.4%	NA	NA
– Math (%)	78.9%	79.8%	NA	81.8%	81.8%	NA	NA
– United States history and government (%)	72.8%	71.5%	NA	73.5%	73.5%	NA	NA
– Global history (%)	70.2%	70.1%	NA	72.1%	72.1%	NA	NA
– Science (%)	76.6%	76.3%	NA	78.3%	78.3%	NA	NA
★ Students in cohort graduating from high school in 4 years (%) (NYSED)	75.9%	77.3%	78.8%	80.0%	81.2%	NA	NA
★ Students in cohort graduating from high school in 6 years (%) (NYSED)	82.1%	NA	NA	↑	↑	NA	NA
★ Students in cohort dropping out from high school in 4 years (%) (NYSED)	7.5%	7.8%	5.8%	6.8%	5.3%	NA	NA
Students in cohort dropping out from high school in 6 years (%) (NYSED)	12.1%	NA	NA	*	*	NA	NA
★ Average class size - Kindergarten	21.8	21.6	21.7	20.8	21.2	21.7	NA
★ – Grade 1	24.2	24.3	24.0	23.2	23.5	24.0	NA
★ – Grade 2	24.6	24.7	24.7	23.6	24.2	24.7	NA
★ – Grade 3	25.1	25.1	24.9	24.1	24.4	24.9	NA
★ – Grade 4	25.6	25.6	25.5	24.6	25.0	25.5	NA
★ – Grade 5	26.1	25.7	25.6	25.1	25.1	25.7	NA
★ – Grade 6	26.6	26.9	26.6	25.6	26.1	26.6	NA
★ – Grade 7	27.2	27.2	27.3	26.2	26.8	27.4	NA
★ – Grade 8	27.4	27.5	27.5	26.4	27.0	27.5	NA
★ Critical Indicator	“NA” Not Available	↑↓ Directional Target	* None				

Goal 1b Promote parental involvement in education.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Phone calls responded to by parent coordinator or parent engagement designee (000)	7,911	9,077	8,863	5,000	5,000	2,103	3,868
In-person consultations with parents by PC or parent engagement designee (000)	1,750	1,803	1,204	1,400	1,400	457	103
School-based workshops offered to parents (000)	43	42	35	37	37	9	8
Parents attending school-based workshops (000)	1,139	1,182	864	1,037	1,037	295	275
Parents attending Fall and Spring Parent-Teacher Conferences (000)	1,894	1,698	1,384	1,984	1,984	330	60
★ Critical Indicator	“NA” Not Available	↑↓ Directional Target	* None				

SERVICE 2 Support children with special needs.

Goal 2a Improve the ability of English Language Learners to learn English and improve academic progress.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Students enrolled as English Language Learners (000)	159	154	142	*	*	NA	NA
English Language Learners testing out of ELL Programs (%)	18.1%	20.7%	NA	19.1%	19.1%	NA	NA
★ English Language Learners testing out of ELL status who did so within 3 years (%)	50.9%	48.9%	NA	51.9%	51.9%	NA	NA
★ Critical Indicator	“NA” Not Available	↑↓ Directional Target	* None				

Goal 2b Improve the ability of students with disabilities to progress academically and socially.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
★ Students with disabilities in cohort graduating from high school in 4 years (%) (NYSED)	50.4%	52.6%	52.8%	53.6%	53.8%	NA	NA
★ Students with disabilities in cohort graduating from high school in 6 years (%) (NYSED)	59.7%	NA	NA	↑	↑	NA	NA
★ Students with disabilities in cohort dropping out from high school in 4 years (%) (NYSED)	12.8%	13.2%	8.5%	12.2%	8.0%	NA	NA
Students with disabilities in cohort dropping out from high school in 6 years (%) (NYSED)	20.7%	NA	NA	*	*	NA	NA
Students receiving special education services (preliminary unaudited)	297,314	301,860	305,429	*	*	298,180	292,030
Special education enrollment - School-age	265,769	270,358	273,966	*	*	274,071	271,632
– Public school	216,105	218,384	220,956	*	*	220,028	217,854
– Non-public school	49,664	51,974	53,010	*	*	54,043	53,778
Special education enrollment - Pre-school	31,545	31,502	31,463	*	*	24,109	20,398
– Public school	2,812	3,699	4,434	*	*	3,317	2,753
– Non-public school	28,733	27,803	27,029	*	*	20,792	17,645
Students recommended for special education services	29,899	29,284	23,117	*	*	4,435	2,713
Students no longer in need of special education services	7,238	7,303	6,914	*	*	2,577	1,651
★ Students in special education scoring below standards progressing into a higher level - English Language Arts (%)	26.1%	22.5%	NA	28.1%	23.5%	NA	NA
★ – Math (%)	14.8%	17.2%	NA	16.8%	18.2%	NA	NA
★ Critical Indicator	“NA” Not Available	↑↓ Directional Target	* None				

SERVICE 3 Prepare children to become productive, engaged adults.

Goal 3a Increase the percentage of high school graduates enrolling in postsecondary education or training.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Percent of high school cohort taking the SAT at least once in 4 years of high school	79.5%	78.4%	NA	80.0%	80.0%	NA	NA
Percent of high school cohort who graduate ready for college and careers	50.8%	54.9%	57.7%	57.0%	58.8%	NA	NA
Percent of high school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months	61.8%	62.8%	NA	65.4%	66.6%	NA	NA
★ Critical Indicator	"NA" Not Available	↕ Directional Target					* None

Goal 3b Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
★ Critical Indicator	"NA" Not Available	↕ Directional Target					* None
Percent of high school cohort taking at least 1 AP exam in 4 years of high school	36.4%	38.9%	NA	36.4%	39.9%	NA	NA
Percent of high school cohort passing at least 1 AP exam in 4 years of high school	19.3%	21.1%	NA	21.1%	22.1%	NA	NA
Percent of students who successfully completed approved rigorous courses or assessments	48.9%	51.5%	62.0%	50.9%	63.0%	NA	NA
★ Critical Indicator	"NA" Not Available	↕ Directional Target					* None

SERVICE 4 Deliver early childhood education services.

Goal 4a Ensure access to quality early child care services in communities of need and achieve maximum capacity enrollment at all participating centers.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
★ Average EarlyLearn contract enrollment	29,656	27,781	23,841	31,300	31,300	23,232	20,608
EarlyLearn - Fiscal Year Spending per Child based on Average Enrollment in Contract Centers	\$19,261	\$21,282	\$19,190	*	*	NA	NA
Average EarlyLearn Utilization - Family child care (%)	87.7%	83.0%	79.0%	85.0%	85.0%	68.8%	54.0%
★ Average EarlyLearn Utilization - Center-based (%)	78.5%	73.3%	72.0%	85.0%	85.0%	70.8%	69.0%
Average EarlyLearn Utilization (%)	80.7%	75.6%	71.1%	85.0%	85.0%	70.2%	64.0%
★ EarlyLearn - Average family child care enrollment	7,545	7,137	6,798	7,500	7,500	6,772	6,085
EarlyLearn - Budget per slot in contract family child care	\$10,191	\$10,107	\$9,772	*	*	NA	NA
EarlyLearn - Fiscal year spending per child based on average enrollment in Contract Family Child Care	\$8,826	\$9,006	\$10,309	*	*	NA	NA
EarlyLearn - Average center-based enrollment	22,110	20,644	17,043	23,800	23,800	16,461	15,522
★ Critical Indicator	"NA" Not Available	↕ Directional Target					* None

SERVICE 5 Maintain and enhance the City's educational facilities.

Goal 5a

Work with SCA to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Schools that exceed capacity - Elementary schools (%)	54.0%	49.0%	NA	*	*	NA	NA
– Middle schools (%)	25.0%	28.0%	NA	*	*	NA	NA
– High schools (%)	35.0%	35.0%	NA	*	*	NA	NA
Students in schools that exceed capacity - Elementary/middle schools (%)	52.0%	48.0%	NA	*	*	NA	NA
– High schools (%)	46.0%	46.0%	NA	*	*	NA	NA
Total new seats created	5,032	4,045	6,956	3,773	6,965	0	0
Hazardous building violations total backlog	138	155	110	*	*	173	96
★ School building ratings - Good condition (%)	2.9%	2.1%	NA	↑	↑	NA	NA
★ – Fair to good condition (%)	48.2%	42.2%	NA	↑	↑	NA	NA
– Fair condition (%)	48.7%	55.6%	NA	*	*	NA	NA
★ – Fair to poor condition (%)	0.2%	0.1%	NA	↓	↓	NA	NA
– Poor condition (%)	0.0%	0.0%	NA	*	*	NA	NA
★ Critical Indicator	"NA" Not Available	↑↓ Directional Target	* None				

AGENCY-WIDE MANAGEMENT

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Customer Experience							
★ School safety - Seven major felony crimes	466	444	288	↓	↓	110	36
★ – Other criminal categories	2,026	1,537	976	↓	↓	309	45
★ – Other incidents	5,112	4,202	2,912	↓	↓	981	84
Average lunches served daily	610,138	604,577	618,789	*	*	NA	NA
Average breakfasts served daily	271,601	269,459	274,354	*	*	NA	NA
Average expenditure per student (\$)	NA	NA	NA	*	*	NA	NA
– Elementary school (\$)	NA	NA	NA	*	*	NA	NA
– Middle school (\$)	NA	NA	NA	*	*	NA	NA
– High school (\$)	NA	NA	NA	*	*	NA	NA
– Full-time special education (District 75) (\$)	NA	NA	NA	*	*	NA	NA
Teachers	78,598	78,761	78,732	*	*	78,732	77,609
Teachers with 5 or more years teaching experience (%)	66.5%	67.3%	69.3%	*	*	69.3%	73.4%
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Principals with 4 or more years experience as principal (%)	66.5%	68.8%	70.1%	*	*	NA	NA
Teachers absent 11 or more days (%)	14.8%	13.1%	7.3%	*	*	NA	NA
Collisions involving City vehicles	54	39	26	*	*	16	0
Workplace injuries reported	3,185	3,271	2,195	*	*	891	209
Accidents in schools - students	45,081	44,245	33,144	*	*	11,944	379
Accidents in schools - public	733	735	500	*	*	215	24
★ Critical Indicator	"NA" Not Available	↑↓ Directional Target	* None				

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual			Target		4-Month Actual	
	FY18	FY19	FY20	FY21	FY22	FY20	FY21
Customer Experience							
Completed requests for interpretation	115,769	144,962	232,538	*	*	NA	NA
Letters responded to in 14 days (%)	72%	69%	72.7%	72.3%	72.3%	NA	NA
E-mails responded to in 14 days (%)	69.5%	63.4%	61.7%	61.1%	61.1%	NA	NA
CORE facility rating	94	NA	96	90	90	NA	NA
Parents completing the NYC School Survey	507,180	509,298	NA	*	*	NA	NA
Customers rating service good or better (%) (as applicable)	95%	96%	NA	90%	90%	NA	NA
★ Critical Indicator "NA" Not Available ↑↓ Directional Target * None							

AGENCY RESOURCES

Resource Indicators	Actual			Sept. 2020 MMR Plan	Updated Plan	Plan	4-Month Actual	
	FY18	FY19	FY20	FY21	FY21 ¹	FY22 ¹	FY20	FY21
Expenditures (\$000,000) ²	\$25,144.0	\$27,066.8	\$28,066.5	\$27,560.0	\$28,956.3	\$28,481.2	\$10,859.4	\$11,013.6
Revenues (\$000,000)	\$54.9	\$91.2	\$88.1	\$52.7	\$52.7	\$52.7	\$19.6	\$3.7
Personnel	146,134	146,776	147,792	150,479	150,479	153,648	146,292	145,151
Overtime paid (\$000,000)	\$25.8	\$29.0	\$22.6	\$15.3	\$15.3	\$15.3	\$4.9	\$2.7
Human services contract budget (\$000,000)	\$847.3	\$875.3	\$1,377.6	\$1,319.8	\$1,370.4	\$1,348.0	\$375.1	\$333.6
¹ January 2021 Financial Plan. ² Expenditures include all funds "NA" - Not Available								

SPENDING AND BUDGET INFORMATION

Where possible, the relationship between an agency's goals and its expenditures and planned resources, by budgetary unit of appropriation (UA), is shown in the 'Applicable MMR Goals' column. Each relationship is not necessarily exhaustive or exclusive. Any one goal may be connected to multiple UAs, and any UA may be connected to multiple goals.

Unit of Appropriation	Expenditures FY20 ¹ (\$000,000)	January 2021 Financial Plan FY21 ² (\$000,000)	Applicable MMR Goals ³
Personal Services - Total	\$17,307.0	\$17,559.9	
401 - General Ed. Instruction and School Leadership	\$7,086.7	\$7,106.1	1a, 1b, 2a, 2b, 3a, 3b
403 - Special Ed. Instruction and School Leadership	\$2,158.3	\$2,215.0	1a, 1b, 2a, 2b, 3a, 3b
407 - Universal Pre-K	\$666.9	\$571.0	1a, 1b, 2a, 2b
409 - Early Childhood Programs	\$81.8	\$91.0	1a, 1b, 2a, 2b
415 - School Support Organization	\$330.5	\$288.6	1a, 1b, 2b
421 - Citywide Special Ed. Instr. and School Leadership	\$1,345.5	\$1,257.3	1a, 2b
423 - Special Education Instructional Support	\$388.0	\$387.8	1a, 2b
435 - School Facilities	\$184.5	\$195.0	1a, 2b, 4a
439 - School Food Services	\$245.5	\$236.2	1a, 2b
453 - Central Administration	\$246.9	\$187.8	All
461 - Fringe Benefits	\$3,696.0	\$3,962.3	All
481 - Categorical Programs	\$876.2	\$1,061.9	All
Other Than Personal Services - Total	\$10,759.6	\$11,396.4	
402 - General Ed. Instruction and School Leadership	\$772.1	\$655.8	1a, 1b, 2a, 2b, 3a, 3b
404 - Special Ed. Instruction and School Leadership	\$5.4	\$5.4	1a, 1b, 2a, 2b, 3a, 3b
406 - Charter Schools	\$2,412.9	\$2,481.4	All
408 - Universal Pre-K	\$405.6	\$525.8	1a, 1b, 2a, 2b
410 - Early Childhood Programs	\$511.5	\$508.3	1a, 1b, 2a, 2b
416 - School Support Organization	\$31.1	\$23.4	1a, 1b, 2b
422 - Citywide Special Ed. Instr. and School Leadership	\$16.7	\$23.5	1a, 2b
424 - Special Education Instructional Support	\$292.0	\$300.7	1a, 2b
436 - School Facilities	\$1,032.9	\$1,004.9	1a, 2b, 4a
438 - Pupil Transportation	\$1,252.6	\$1,385.9	1a, 2b
440 - School Food Services	\$224.8	\$352.2	1a, 2b
442 - School Safety	\$395.2	\$427.1	1a, 2b
444 - Energy and Leases	\$576.5	\$633.5	All
454 - Central Administration	\$159.8	\$164.5	All
470 - Special Education Pre-K Contract Payments	\$763.4	\$864.7	1a, 2b
472 - Charter & Contract Schools and Foster Care Placements	\$1,090.8	\$1,084.3	All
474 - NPS and FIT Payments	\$77.9	\$111.6	All
482 - Categorical Programs	\$738.4	\$843.4	All
Agency Total	\$28,066.5	\$28,956.3	

¹Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2020. Includes all funds. ²Includes all funds. ³Refer to agency goals listed at front of chapter. "NA" Not Available *None

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- Four-month Fiscal 2021 figures are not available for attendance and class size indicators in goal 1a due to COVID-19 restrictions on in-person learning.
- Beginning with Fiscal 2019 data, New York State mandated a new report with differing methodologies in order to standardize reporting of expenses by school across all districts across the State. Under the new guidance, debt service, transportation, school food, and nonpublic school costs are no longer reported in Statewide per pupil expenditures. DOE will be reporting expenditures in this manner from Fiscal 2019 forward. Also, under this new methodology, the DOE's reporting categories have changed. As result, the indicator 'Average direct services to schools expenditure per student (\$)' is no longer a reporting category and will no longer be included beginning with this report.

ADDITIONAL RESOURCES

For additional information, go to:

- Performance data:
<http://schools.nyc.gov/Accountability>
- School Quality report data:
<http://schools.nyc.gov/Accountability/tools/report>
- School survey information and results:
<http://schools.nyc.gov/Accountability/tools/survey>
- School quality review information and reports:
<http://schools.nyc.gov/Accountability/tools/review>

For more information on the agency, please visit: www.nyc.gov/schools.

