

# 2016-17 Enrollment Audit: Limited English Proficiency (LEP) Sample Audit Training



Sept. 13, 2016

# Agenda

- LEP Definition
- The LEP Sample Audit Process
  - Process Overview
  - Updating and Reviewing Students' LEP Statuses
  - Identifying Sampled Students
  - Uploading LEP Assessment Documentation
- Identifying LEP students in SLED
- Updating Students' LEP Statuses
- Acceptable LEP Documentation
- The Auditor Document Review Process
- Documentation Non-Examples
- Questions

# Limited English Proficient Definition

Students must meet all four conditions of the federal definition of Non-English Proficient/ Limited English Proficient (NEP/LEP) as it is written in *The No Child Left Behind Act (NCLB) of 2001* to qualify as LEP.

**A.)** The individual is aged 3 through 21;

**B.)** The individual is enrolled or preparing to enroll in an elementary school or secondary school;

**C.)**

(i) The individual was not born in the U.S. or whose native language is a language other than English;  
or

(ii) (I) The individual is a Native American or Alaska Native, or a native resident of the outlying areas;  
and (II) The individual comes from an environment where a language other than English has had a significant impact on the individual's English language proficiency; or

(iii) The individual is migratory, his/her native language is a language other than English, & he/she comes from an environment where a language other than English is dominant; and

**D.)** An individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

(i) the ability to meet the state's proficient level of achievement on state assessments;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English;

(iii) the opportunity to participate fully in society.



# LEP SAMPLE AUDIT PROCESS

# Audit Process Overview

LEP student universe will be based on students identified as LEP in the UPSFF Enrollment Audit Roster on Oct 5



OSSE removes students who automatically qualify as LEP or who are automatically disqualified



For each school, the Auditor randomly samples the higher of 10% and 5 LEP students from the remaining roster



Auditor will request documentation for the students sampled (LEAs upload documents to the EA Quickbase application)



Auditor will review the documentation and make determinations

# Process Overview continued...



## Full school LEP audit

- If more than two students in a school cannot be verified as LEP during the initial sample audit, Gardiner Kamy & Associates will request and review the LEP documentation for all LEP students at the school from the roster provided by OSSE.
- If two or fewer students in a school cannot be verified as LEP during the initial LEP sample audit, then all LEP students at the school, *except those whose statuses could not be verified*, will be verified as LEP.



# **UPDATING STUDENTS' LEP STATUSES**

# Updating Students' LEP Statuses

It is the LEA's responsibility to identify all LEP students as such in the LEA Student Information System (SIS) (e.g. PowerSchool, eSchoolPLUS) by marking 'Yes' in the LEP Indicator data field. This includes:

- Students with qualifying ACCESS for ELLs scores, and
- Students who don't have ACCESS for ELLs testing history but who were screened and identified as LEP by the LEA.

The information in the LEP Indicator data field from the LEA SIS will transfer automatically to SLED on a daily basis through the audit day, Oct. 5, 2016. Changes made in the LEA SIS by 5 p.m. will be accepted and reflected the next morning by 9 a.m.

After 5 p.m. on the audit day, any changes made in the LEA SIS will not be captured in the Enrollment Audit dataset. The dataset will be frozen and sent to the Auditors so they can begin their audit.

**\*\*Start updating LEP data in your SIS and reviewing the data in SLED as early as possible.\*\***

# Reviewing Students' LEP Statuses in SLED

1. Navigate to <https://sled.osse.dc.gov>
2. Log in with your SLED credentials.\*
3. Click on Programs in the top navigation panel. The Enrollment Audit report options are shown in the drop-down menu

The screenshot shows the SLED website interface. At the top, the SLED logo is followed by the text "Statewide Longitudinal Education Data" and a search box. Below this is a blue navigation bar with the following items: Home, Library, Reports, Search, Programs (highlighted with a red box), Related Sites, and Help. A dropdown menu is open under "Programs", showing the following options: Elementary & Secondary Education, Current Enrollment Summary (uncertified), Current Roster (uncertified), Direct Certification, and Nonpublic Attendance LEA. A second dropdown menu is open under "Enrollment Audit", showing the following options: LEA Summary, Student Level, and Document Upload (highlighted with a red box). Below the navigation bar, the breadcrumb trail reads "Programs / LEA / Current Enrollment (uncertified)". The main content area shows "Current Enrollment LEA Summary (uncertified)" and "Local Education Agency (LEA) Enrollment Summary (uncertified)". A table is partially visible at the bottom with columns for "Sector", "LEA Name", and "Student Tot".

\*To gain SLED access, email [sled.info@dc.gov](mailto:sled.info@dc.gov). Training is required before access will be granted.

# SLED LEA UPSFF Summary Report

This report shows the number of students enrolled and attending DC public and public charter schools as those are the students eligible for the Uniform per Student Funding Formula (UPSFF) payments.

LEA UPSFF Summary



School ID	School Name	SLED Last Update Date	Enrolled	Residents	LEP	At-Risk	SPED Level 1	SPED Level 2	SPED Level 3	SPED Level 4	Total SPED	Grade PK3
1433	School A		1	0	0	0	0	0	0	1	1	0
1434	School B		2	3	0	0	0	0	1	0	1	0
1367	School C		2	0	0	0	0	0	0	2	2	0
			<b>Total</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>

# SLED LEA UPSFF Summary Report

Hide, sort, and filter columns by clicking here

The school-level counts should add up to the LEA total

Export to Excel or expand the window



LEA UPSFF Summary

School ID	School Name	SLED Last Update Date	Enrolled	Residents	LEP	At-Risk	SPED Level 1	SPED Level 2	SPED Level 3	SPED Level 4	Total SPED	Grade PK3	
1433	School A		1	0	0	0	0	0	0	0	1	1	0
1434	School B		2	0	3	0	0	0	0	1	0	1	0
1367	School C		2	0	0	0	0	0	0	0	2	2	0
Total			5	0	3	0	0	0	0	1	3	3	0

Click on the linked fields to drill down to student-level data for that school

# SLED Student-Level UPSFF Population Report

The Student-Level UPSFF Population Report corresponds with the LEA Summary Report. It is the LEA's responsibility to review all student-level data on the Student Level Report for accuracy, validity, and completeness.

Home Library- Reports- Search- Programs- Related Sites- Help-

Search Student

Programs / Enrollment Audit & Child Count / UPSFF Population

UPSFF Population Child Count Nonpublic Population

## Enrollment Audit - UPSFF Population

Enrollment Audit - Total UPSFF Population



Enrollment Indicator Filter

All



Apply Filter

C

## Enrollment Audit - UPSFF Population

Please click  to export Enrollment Audit - UPSFF Population data to the csv file.

USI	Local ID	First Name	Last Name	DOB	Gender	LEA ID	LEA Name	School Code	School Name	Facility Code	Facility Name	Residential Program Indicator
-----	----------	------------	-----------	-----	--------	--------	----------	-------------	-------------	---------------	---------------	-------------------------------

# SLED Student-Level UPSFF Report

Select UPSFF Population here

Home Library- Reports- Search- Programs- Related Sites- Help-

Search Student

Programs / Enrollment Audit & Child Count / UPSFF Population

UPSFF Population Child Count Nonpublic Population

Enrollment Audit - UPSFF Population

Filter here to see which students were found by the auditors to be enrolled

Enrollment Audit - Total UPSFF Population



Enrollment Indicator Filter

All



Apply Filter

Export to Excel here

Enrollment Audit - UPSFF Population

Please click  to export Enrollment Audit - UPSFF Population data to the csv file.

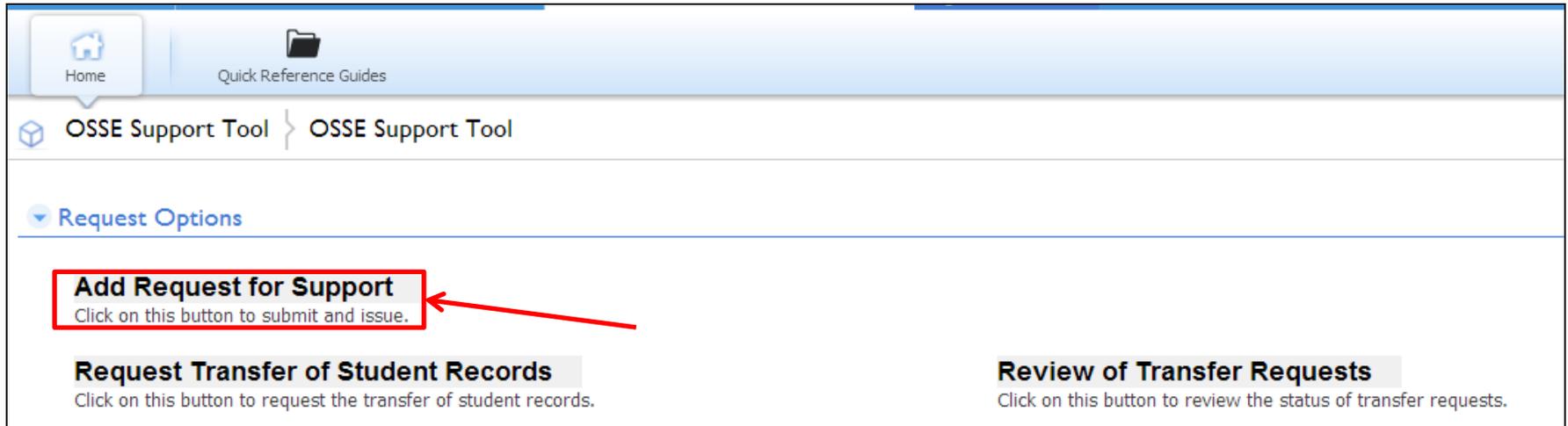
USI	Local ID	First Name	Last Name	DOB	Gender	LEA ID	LEA Name	School Code	School Name	Facility Code	Facility Name	Residential Program Indicator
-----	----------	------------	-----------	-----	--------	--------	----------	-------------	-------------	---------------	---------------	-------------------------------

# OSSE Support Tool (OST)

- **The OSSE Support Tool (OST) is a QuickBase Application, which LEAs can use to submit request(s) for support from OSSE**
- **The OST is available to the SEDS LEA Special Education Point of Contact (POC), Head of LEA, Enrollment Audit POC, and LEP POC**
  - SEDS LEA Special Education POCs have access to enter issues about anything related specifically to SEDS
  - Other OST users have access to enter issues specific to enrollment or the Enrollment Audit.

# Adding a Request for Support

To send OSSE a question/issue, click on the “**Add Request for Support**” button.



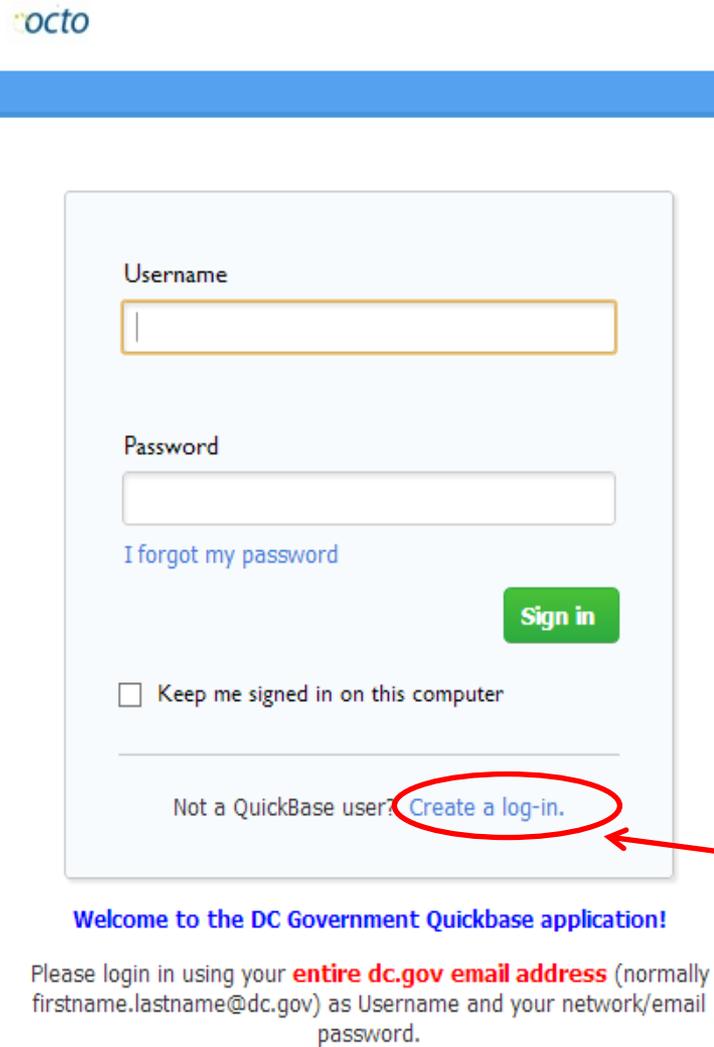
The screenshot displays the OSSE Support Tool interface. At the top, there are navigation links for 'Home' and 'Quick Reference Guides'. Below this, the breadcrumb trail shows 'OSSE Support Tool > OSSE Support Tool'. A section titled 'Request Options' is expanded, revealing three main options:

- Add Request for Support**: Click on this button to submit and issue. (This button is highlighted with a red box and a red arrow pointing to it.)
- Request Transfer of Student Records**: Click on this button to request the transfer of student records.
- Review of Transfer Requests**: Click on this button to review the status of transfer requests.

# OSSE Support Tool (OST)

## Access Requirements:

- The OST can be accessed from:
  - <https://octo.quickbase.com>
- A username and password is required to access the tool.
- If you have used QuickBase in the past, use the same username and password. If this is your first time using QuickBase, click “Create a log-in”, complete the fields, and request access.
- If you have not used Quickbase in the past, create a login.



octo

Username

Password

[I forgot my password](#)

**Sign in**

Keep me signed in on this computer

Not a QuickBase user? [Create a log-in.](#)

**Welcome to the DC Government Quickbase application!**

Please login in using your **entire dc.gov email address** (normally firstname.lastname@dc.gov) as Username and your network/email password.

# Completing the OST Form

Issues > Add Issue **Save** Cancel

**OSSE Support Request**

Directions:  
Use this form to request support for SEDS.  
Issue Type \*

First Name Last Name

USI

USI unavailable? Gender

DoB

Attending School

**LEA Information**

Requestor's LEA \* Make a Selection...

**Issue Description**

Issue Description \*

If possible, take a screenshot of your issue and upload it here.

Attachment

Choose File No file chosen

Status

New

Select the category that best describes your issue from the drop-down box. A second drop-down box may appear asking for additional information.

If your request involves a specific student, please complete the fields under ‘Student Information.’

Enter a detailed description of the issue.

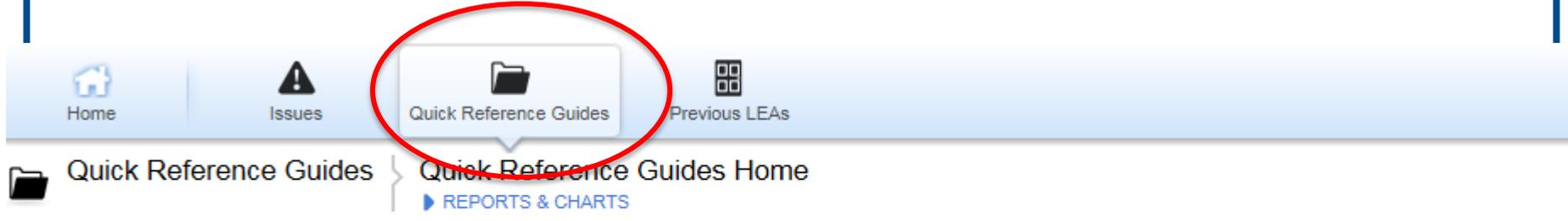
If necessary, a user may take a screenshot of the page in SEDS where he/she is experiencing an issue to include in the Support Request.

To enter clarifying information, use the issue description box. Click the **Save** button.

# Global Issues Ticket

If you have an issue that affects multiple students, please complete the Global Issues Template found under the Quick Reference Guides tab.

– DO NOT SUBMIT A NEW TICKET FOR EVERY STUDENT.



Embedded for LDAs	5 Quick Reference Guides			Archive? is not '1'
	Name	Description	Guide	Archive?
	OSSE Support Tool Guide		<a href="#">LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf</a>	
	LEA Contact List		<a href="#">Updated 2013 Contact List.xlsx</a>	
	Nonpublic Training of TA Model		<a href="#">Nonpub training of new TA model UPDATED 02 09 2014 (1).pdf</a>	
	OST Enrollment Audit Global Issue Template		<a href="#">OST Enrollment Audit Global Issue Template 2014-2015.xlsx</a>	
	OSSE Support Tool Guide for DSE POCs		<a href="#">OSSE Support Tool PPT Guide - DSE POC updated 09 04 2014.pptx</a>	

# Closing Resolved OST Tickets

Once the user has accepted the suggested solution offered by OSSE, the user should indicate this by checking the box below that the issue has been resolved.

**Resolved/Pending User Confirmation (1 Issue)**

	Resolved/Pending User Confirmation	System Issues	General Questions	[SEP-24-13 9:50 PM Angel Test] The information entered in this field is where users enter their questions for the OSSE to review and provide assistance.
				[SEP-24-13 9:48 PM Angel Test] This is a test.

To enter clarifying information, use the issue description box, click on the edit icon (  ) next to the request.

Click  when finished.

# OSSE LEP Pre-Approval Status

After Oct. 5 (the audit deadline) but prior to Oct. 13 (when the data are sent to the auditor), OSSE will populate the LEP Pre-Approval Status field in the SLED Enrollment Audit report.

The options for this data field are the following:

**LEP** – student pre-qualifies as LEP based on past ACCESS for ELLs proficiency

**Not LEP-Proficient** – student scored 5.0 or above on the ACCESS for ELLs assessment and has placed out of LEP/NEP status

**Not LEP – Age out of Range** – student is either older than 21 or younger than three by the pre-established LEA age cut-off date

**Pending Audit** – student is eligible to be sampled and LEP status will be verified through the sample audit process

If the LEA disagrees with the pre-approvals, the LEA must appeal to change the students' LEP statuses during the appeals window in December. Only students marked 'Pending Audit' are eligible to be sampled by the Auditor for auditing.

# Identifying Audited Students

When the auditor pulls the sample of students to be audited, the auditor will send LEAs this list via the 2016-17 Enrollment Audit QB Application.

To review the list:

1. Navigate to

<https://octo.quickbase.com/>

2. Login using user-created login credentials.

3. Click on the application icon.

4. Click on the file under the “LEP Audit Roster” column to download.

LEA ID	LEA Name	School ID	School Name	LEP Audit Roster	LEP Supporting Documentation	Head Count Findings	Resolution Roster	Enrollment, Residency, Tuition	Duplicative Enrollment	LEI
1	District of Columbia Public Schools	203	Ansdon Bowen ES	[File Icon]						
1	District of Columbia Public Schools	450	Anacostia HS	[File Icon]						

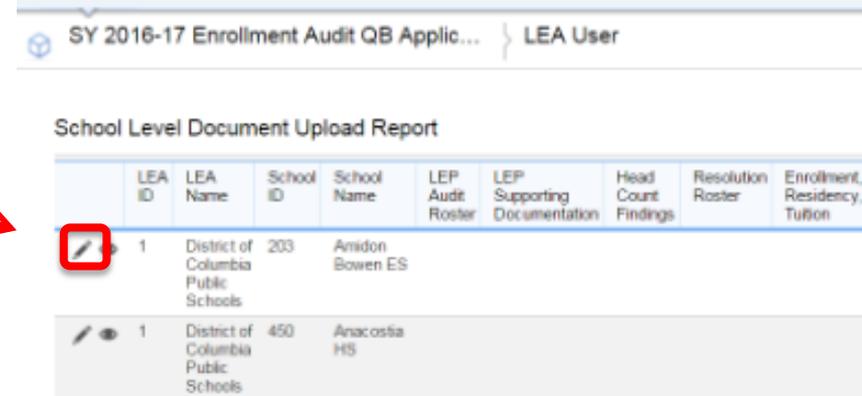
Please note that a separate file will be uploaded for each school within the LEA where students were sampled for the LEP audit. Additionally, for LEA-level users, in the LEA Summary Section, the auditors will provide a combined student list that shows the students sampled from all schools within the LEA.

# Uploading LEP Assessment Documentation

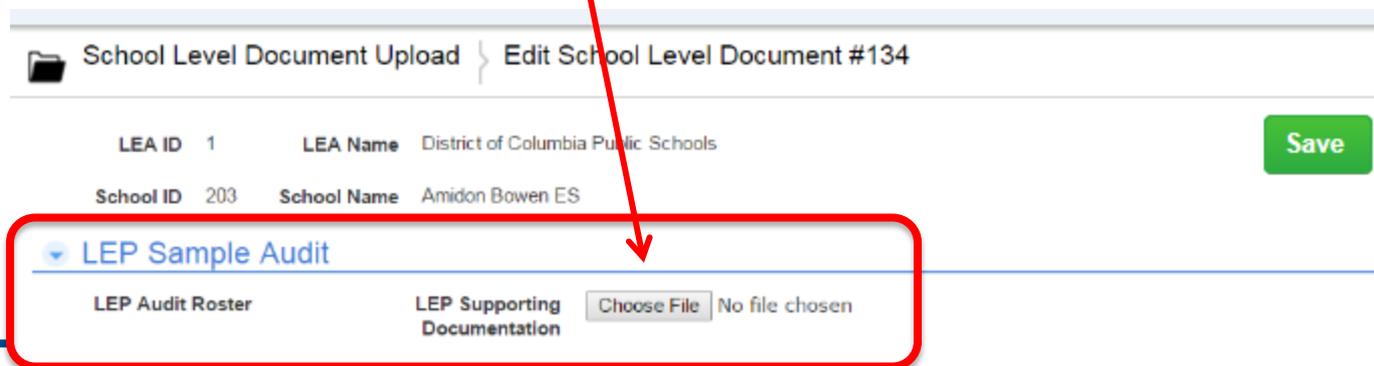
For all audited students, LEAs have five business days to upload the LEP Assessment Documentation. Supporting documentation will also be uploaded to the 2016-17 Enrollment Audit QuickBase application.

To upload the required documentation,

1. Click on the edit icon (✎).
2. Under the LEP Supporting Documentation section, select Choose File and attach the documentation.
3. Save ( **Save** ) in the upper right corner.



	LEA ID	LEA Name	School ID	School Name	LEP Audit Roster	LEP Supporting Documentation	Head Count Findings	Resolution Roster	Enrollment, Residency, Tuition
	1	District of Columbia Public Schools	203	Amidon Bowen ES					
	1	District of Columbia Public Schools	450	Anacostia HS					



School Level Document Upload > Edit School Level Document #134

LEA ID 1 LEA Name District of Columbia Public Schools **Save**

School ID 203 School Name Amidon Bowen ES

**LEP Sample Audit**

LEP Audit Roster LEP Supporting Documentation  No file chosen



# **ACCEPTABLE DOCUMENTATION**

# Acceptable Documentation

- Only official scoring sheets will be accepted.
- Documents created by the LEA should not be submitted.
- No retroactively altered documentation will be accepted.
- All assessments submitted must include all of the following data elements:
  - Student's first and last name
  - Student's date of birth
  - Student's grade level on the assessment date
  - Date when student was assessed

Most records should also have USI, but this data field is not necessarily required.

# Acceptable Assessments Grades Pre-k 3-12

Approved Assessments	Acronym	Grade Levels	Description	Considered Proficient (does not qualify)	How long the assessment will be accepted*
Preschool - IDEA Oral Language Proficiency Test	Pre-IPT	Pre-k 3- Pre-k 4 (ages 3-5)	The Pre-IPT assesses oral English language proficiency level.	FES: Fluent English Speaking	The Pre-IPT is valid through the end of the student's kindergarten year.
Kindergarten WIDA - ACCESS Placement Test	K-WAPT	Pre-k-fall, grade1	The K-WAPT assesses oral English language proficiency level.	Total listening and speaking score of 29 and above	The K-WAPT is valid through the end of the student's kindergarten year when the student was assessed in PK4 or kindergarten. The K-WAPT is valid through the end of the student's first grade for students assessed in grade 1.
WIDA – ACCESS Placement Test	W-APT	1-12	The W-APT yields an overall Composite Proficiency Level (CPL) based on all language domains.	Adjusted Overall CPL 5.0 and above	The W-APT must have been administered within 12 months of the audit date.
WIDA Measure of Developing English Language	MODEL	K-12	The WIDA MODEL yields an overall Composite Proficiency Level (CPL) based on all language domains.	Adjusted Overall CPL 5.0 and above	The MODEL must have been administered within 12 months of the audit date.

\*In the spring of each school year, all LEP students in grades K-12 should take the ACCESS for ELLs® assessment, the results of which are used to determine the student's English proficiency level for the following school year.

# Adult LEP Assessments

Approved Assessments	Considered Proficient (does not qualify)	LEAs approved to use	How long the assessment will be accepted
TABE CLAS-E	Level 4 test and advanced in three subtests	DCPS	All adult LEP assessments must be administered within 12 months of the audit date.
BEST Literacy and Best Plus	-BEST Plus: 507+, and -BEST Literacy: 76+ OR -BEST Plus 2.0: 525+ and -BEST Literacy 76+	LAYCCA	
CASAS and Placement Test Scoring Sheet	-CASAS: Reading/listening test scale score above 235 and writing test scale score above 260 -Placement Test: Total score equals 60	Briya	
TEAAL	Based on Carlos Rosario's criteria.	Carlos Rosario	



# DOCUMENT REVIEW PROCESS

# The Auditor Review Process

- 
1. Verify that the documentation submitted
- a) is complete
  - b) represents the correct student
  - c) is current
2. Ensure that the student took assessment in acceptable grade
3. Verify that the assessment score qualifies the student as LEP
- Check for all required elements.
- Compare student identifiers provided by school to those in original file by OSSE.
- Compare date assessment administered to dates permitted.
- Compare grade on assessment to acceptable grade levels.
- Compare the student's proficiency level to the proficiency threshold for the given assessment. Check adjusted scoring when necessary.



# **LEP ASSESSMENT DOCUMENTATION NON- EXAMPLES**

# Example 1

Is anything missing from this list of required elements?

- Student's first name
- Student's last name
- Most records should also have USI, but this is not necessarily required
- Student's date of birth
- Student's grade level on the assessment date
- Date when student was assessed

ORAL TEST

## Insufficient Documentation

### Pre-IPT® ORAL TEST

Ages 3–5

English

Fourth Edition



ID: 123456

Name: Manual Jones

Teacher: Ms. Johnson

Grade: PK3

School: Perspectives PCS

District:

Test Date:

Date of Birth: 4/6/2010

Country of Birth:

Gender:  Female  Male

Ethnicity:

Primary Language: Spanish

Economically Disadvantaged  Disability  Migrant

IPT Oral Score Level:  A  B  C  D  E

IPT Oral Designation:  NES  LES  FES

IPT Oral Proficiency:  Beginning  Early Intermediate

Intermediate  Early Advanced  Advanced

## Grades 1–2 W-APT™ Scoring Sheet for Listening and Reading

# Example 2

Is anything missing from this list of required elements?

- Student's first name
- Student's last name
- Most records should also have USI, but this is not necessarily required
- Student's date of birth
- Student's grade level on the assessment date
- Date when student was assessed

**Insufficient Documentation**

Listening Test					Reading Test				
Part	#	Key	Score (1 or 0)	Criterion for Advancement	Part	#	Key	Score (1 or 0)	Criterion for Advancement
A	1	A		If 2 or more correct, continue with Part B, otherwise skip to Reading, Part A.	A	S	B	n/a	If 2 or more correct, continue with Part B, otherwise skip to Writing Test.
	2	B				1	A	0	
	3	C				2	C		
	Total for Part A		3				Total for Part A		
B	4	C		If 3 or more correct, continue with Part C, otherwise skip to Reading, Part A.	B	S	A	n/a	If 2 or more correct, continue with Part C, otherwise skip to Writing Test.
	5	B	0			4	A	0	
	6	A				5	B	0	
	7	A				6	C	0	
Total for Part B		3		Total for Part B		0			
C	8	A		If 2 or more correct, continue with Part D, otherwise skip to Reading, Part A.	C	7	B		If 2 or more correct, continue with Part D, otherwise skip to Writing Test.
	9	C				8	A		
	10	B				9	B		
Total for Part C		1		Total for Part C					
D	11	C		If 2 or more correct, continue with Part E, otherwise skip to Reading, Part A.	D	10	C		If 2 or more correct, continue with Part E, otherwise skip to Writing Test.
	12	C				11	A		
	13	B				12	A		
Total for Part D				Total for Part D					
E	14	B		Raw Score Conversion Table	E	13	B		Raw Score Conversion Table
	15	A				14	A		
	16	C				15	C		
	Total for Part E						Total for Part E		
TOTAL FOR LISTENING			7	TOTAL FOR READING			2		
LISTENING PL			1	READING PL			1		
Determines from table				Determines from table					
If Total is:		Then PL is:		If Total is:		Then PL is:			
0 - 7		1		0 - 8		1			
8 - 9		2		9 - 10		2			
10 - 11		3		11 - 12		3			
12		4		13		4			
13 - 14		5		14		5			
15 - 16		6		15		6			

### Composite Proficiency Levels (CPLs)

LITERACY		ORAL		OVERALL	
Reading PL	<u>1</u> × .5	Speaking PL	<u>5</u> × .5	Literacy CPL	_____ × .7
Writing PL	<u>1</u> × .5	Listening PL	<u>1</u> × .5	Oral CPL	_____ × .3
Literacy CPL	<u>1.0</u>	Oral CPL	<u>3.0</u>	Overall CPL	

### Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL See p. 3	<u>1</u>	Adjusted Oral CPL See p. 3	<u>3</u>	Adjusted Overall CPL See p. 3	<u>1.6</u>
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# Example 3

Score above proficiency threshold

High  
LEP

## Kindergarten W-APT™ Summary Scoring Sheet

Date: 8/5/2015 First Name: Jaime Home Language: Spanish  
 District/School: Redskins Prep Last Name: Avalos Test Administrator: R. Wilson  
 Student ID: 4567887654 D.O.B.: 7/31/2010 Age: 5

Listening and Speaking		Reading		Writing	
Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)	<u>30</u>	Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)	<u>7</u>		<u>4</u>
Oral Proficiency Score (ENTER SCORE USING CONVERSION TABLE BELOW)	<u>Exceptional</u>	Skills Description (ENTER DESCRIPTION FROM CONVERSION TABLE BELOW)	<u>Can recognize letters</u>		<u>Can copy letters</u>

Listening and Speaking Conversion Table	
Raw Score	Oral Proficiency Score
0-10	Low
11-18	Mid
19-26	High
29-30	Exceptional

Reading Conversion Table	
Raw Score	Skills Description
0-2	No demonstrable ability
3-5	Can match simple pictures to each other
6-10	Can recognize letters
11-12	Can recognize words
13	Can read simple phrases
14-15	Can read simple sentences

Writing Conversion Table	
Raw Score	Skills Description
0-3	No ability
4-7	Can copy letters
8-11	Can complete simple words with initial letter
12-14	Can write simple words
15-16	Can write simple phrases
17-18	Can write simple sentences

41 - High  
LEP

It is important to note that a student performing at a specific raw score (for example, a 10) can perform the corresponding skills (Can recognize letters) as well as all skills associated with lower raw scores (Can match simple pictures to each other).

It is important to note that a student provided a specific raw score can perform the corresponding skills at that level, as well as all skills associated with lower raw scores. For example, a student receiving a raw score of 11 can perform the skill indicator appropriate for that score (e.g., "Can complete simple words with initial letter") and the skills associated with lower scores (e.g., "Can copy letters").

Is anything missing from this list of required elements?

- Student's first name
- Student's last name
- Most records should also have USI, but this is not necessarily required
- Student's date of birth
- Student's grade level on the assessment date
- Date when student was assessed

# Other Important Details

- Students enrolled as of Oct. 5, but identified as LEP after Oct. 5, 2016 will not be included in the preliminary audit. Schools must submit appeals to have these students counted as LEP.
  - Please note that it is the LEA's responsibility to assess and identify the student as LEP within 30 days of the start of the school year or the student's date of enrollment.
- Students who were not enrolled as of Oct. 5, 2016, are not eligible for the UPSFF LEP funding supplement.
- It is possible for a student to be reclassified as LEP during the monitoring period after exiting LEP Status. LEAs seeking LEP funding for students who are reclassified as LEP must appeal to have their students added to their LEP rosters and submit the following:
  - An explanation of the LEA's plan for making determinations to return a student to ESL services and LEP status (signed by the Head of LEA); AND
  - Any supporting documenting in accordance with the plan for these students (e.g. if PARCC ELA scores support this decision, then submit that)

# Questions?

Please contact [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov) if you have any further questions or need additional support.

