

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.

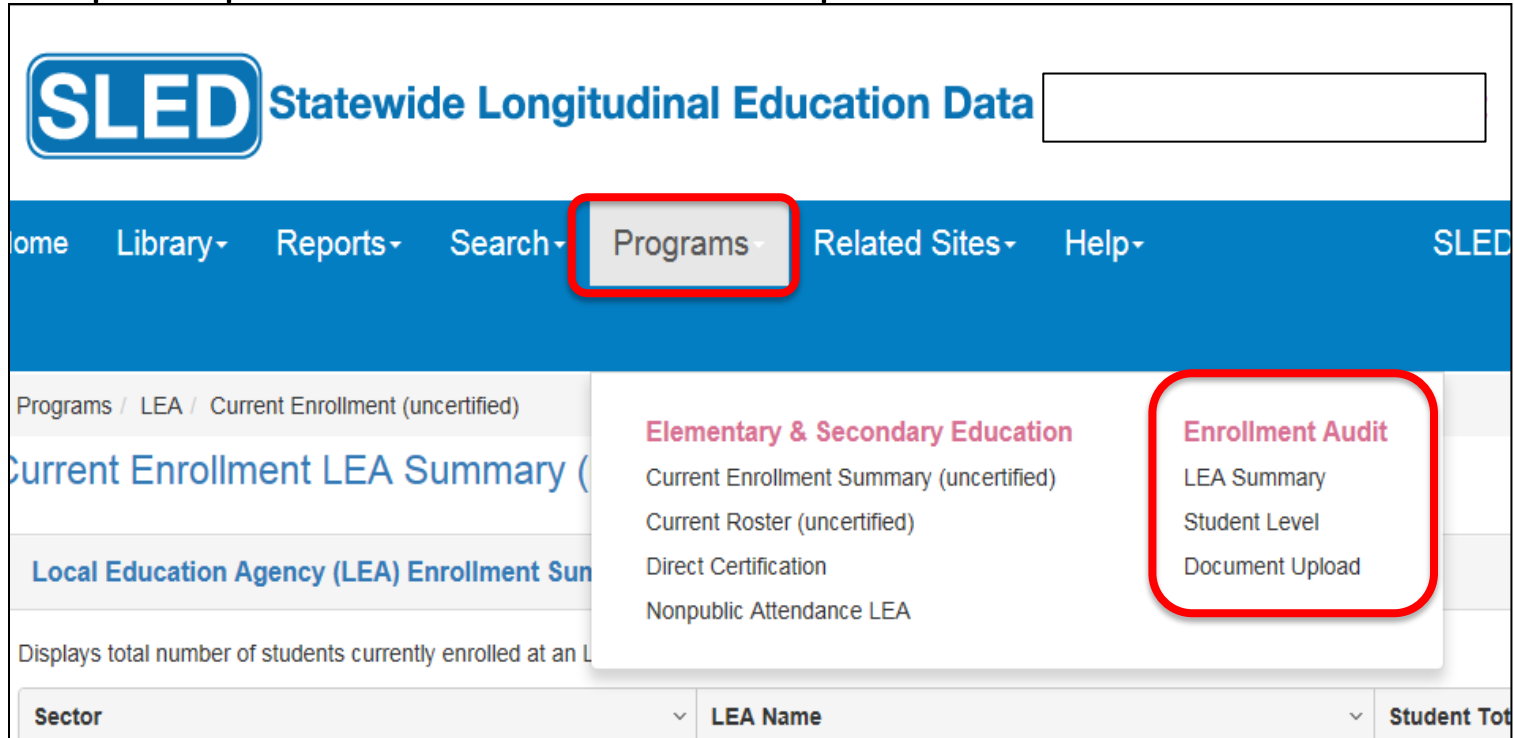
The information in the LEP Indicator data field from the LEA SIS will transfer automatically to SLED on a daily basis through the audit day, Oct. 5, 2016. Changes made in the LEA SIS by 5 p.m. will be accepted and reflected the next morning by 9 a.m.

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



*To gain SLED access, email sled.info@dc.gov. Training is required before 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
				<								
			Total 5	3	0	0	0	0	1	3	3	0

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
1434	School B		2	0	3	0	0	0	1	0	1	0
1367	School C		2	0	0	0	0	0	0	0	2	2
Total			5	0	3	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

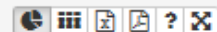
UPSFF Population

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

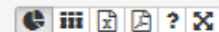
Programs / Enrollment Audit & Child Count / UPSFF Population

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.

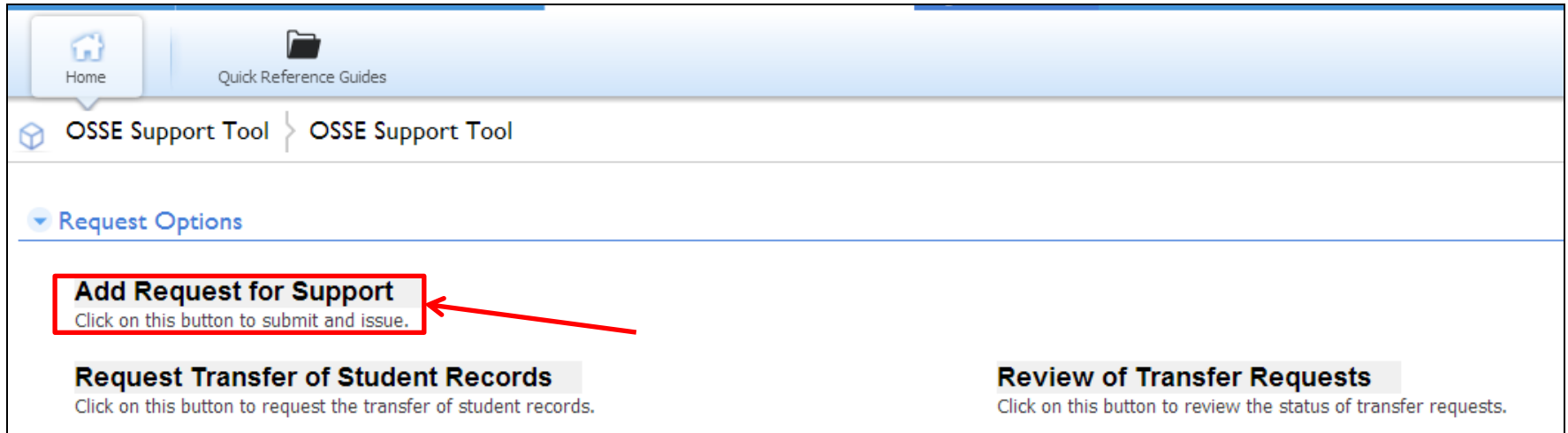
USI	Local ID	First Name	Last Name	DOB	Gender	LEA ID	LEA Name	School Code	School Name	Facility Code	Facility Name	Residential Program Indicator
-----	----------	------------	-----------	-----	--------	--------	----------	-------------	-------------	---------------	---------------	-------------------------------

OSSE Support Tool (OST)

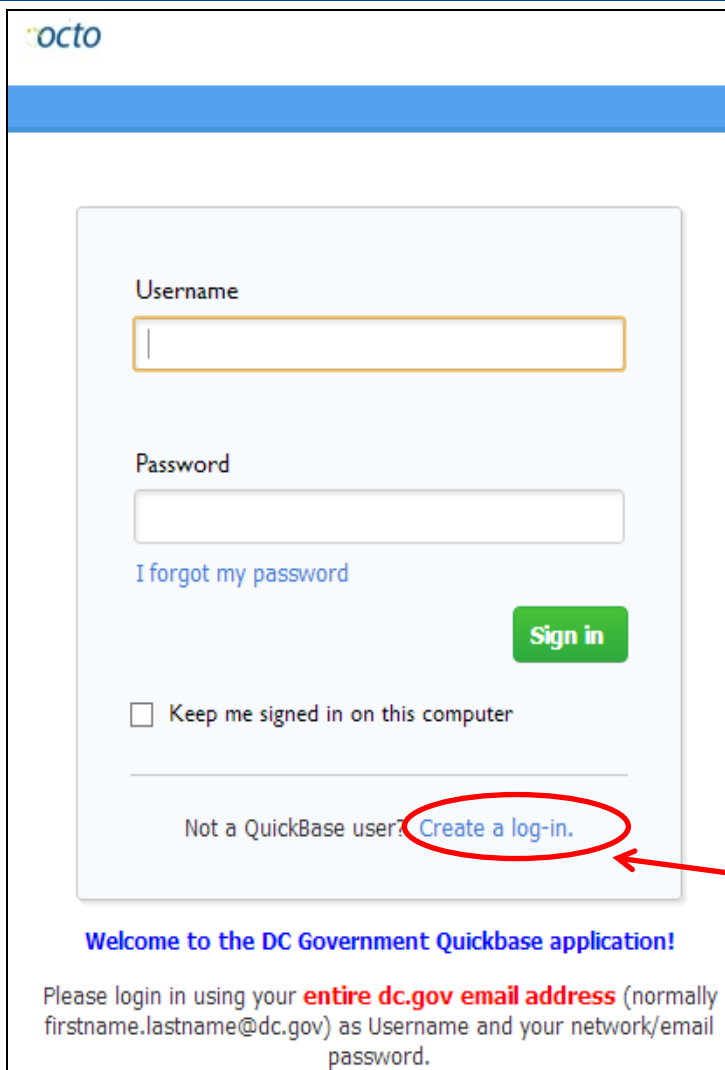
- **The OSSE Support Tool (OST) is a QuickBase Application, which LEAs can use to submit request(s) for support from OSSE**
- **The OST is available to the SEDS LEA Special Education Point of Contact (POC), Head of LEA, Enrollment Audit POC, and LEP POC**
 - SEDS LEA Special Education POCs have access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



OSSE Support Tool (OST)



The screenshot shows the login interface for the OSSE Support Tool (OST). At the top left is the 'octo' logo. Below it is a blue header bar. The main content area is a light blue box containing the login form. The form has two input fields: 'Username' and 'Password'. Below the password field is a link 'I forgot my password'. To the right of the password field is a green 'Sign in' button. Below the sign in button is a checkbox labeled 'Keep me signed in on this computer'. At the bottom of the form is a link 'Create a log-in.' which is circled in red. Below the form is a blue welcome message: 'Welcome to the DC Government Quickbase application!'. At the very bottom is a note: 'Please login in using your entire dc.gov email address (normally firstname.lastname@dc.gov) as Username and your network/email password.'

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.

Completing the OST Form

The screenshot shows the 'Add Issue' form in the SEDS system. The form is divided into several sections: 'OSSE Support Request', 'Student Information', 'LEA Information', and 'Issue Description'. A red circle highlights the 'Save' button at the top right. Red arrows point to the 'Issue Type' dropdown, the 'Gender' dropdown, the 'Issue Description' text area, and the 'Choose File' button for attachments.

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.

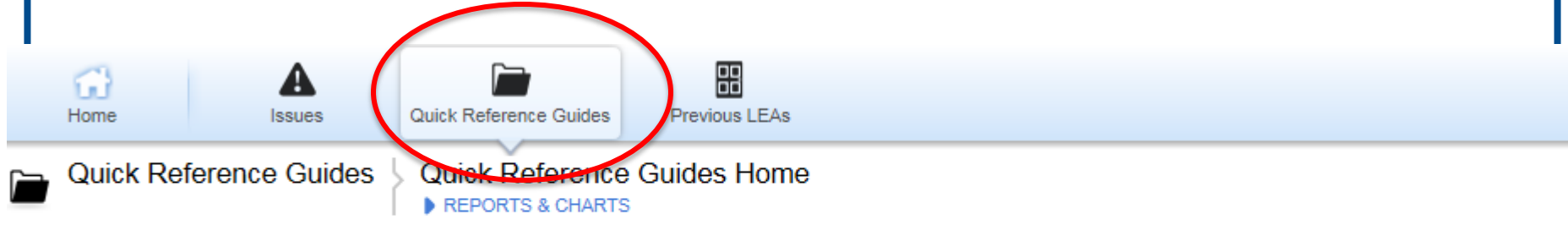
If necessary, a user may take a screenshot of the page in SEDS where he/she is experiencing an issue to include in the Support Request.

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		LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf		
👁	LEA Contact List		Updated 2013 Contact List.xlsx		
👁	Nonpublic Training of TA Model		Nonpub training of new TA model UPDATED 02 09 2014 (1).pdf		
👁	OST Enrollment Audit Global Issue Template		OST Enrollment Audit Global Issue Template 2014-2015.xlsx		
👁	OSSE Support Tool Guide for DSE POCs		OSSE Support Tool PPT Guide - DSE POC updated 09 04 2014.pptx		

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)			
	<input checked="" type="checkbox"/> 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							
1	District of Columbia Public Schools	450	Anacostia HS							

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.

SY 2016-17 Enrollment Audit QB Applic... LEA User

School Level Document Upload Report

	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 Choose File 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

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- The diagram illustrates the Auditor Review Process. It consists of three main verification steps on the left, each with associated tasks on the right. Red arrows point from the tasks to the specific verification steps they relate to.
- 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

Ballard
Tighe & IPT®

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

ORAL TEST

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

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

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		2	
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 <i>Determine from table</i>			1		READING PL <i>Determine from table</i>			1	

Composite Proficiency Levels (CPLs)			
LITERACY		ORAL	
Reading PL <u>1</u> × .5		Speaking PL <u>5</u> × .5	
Writing PL <u>1</u> × .5		Listening PL <u>1</u> × .5	
Literacy CPL	1.0	Oral CPL	3.0
Overall CPL		Overall CPL	

Adjusted CPLs (adjusted for grade level)			
Adjusted Literacy CPL <i>See p. 3</i>	1	Adjusted Oral CPL <i>See p. 3</i>	3
Adjusted Overall CPL <i>See p. 3</i>		Adjusted Overall CPL <i>See p. 3</i>	
		1.6	

Example 3

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

Score above proficiency threshold

High
LEP

Kindergarten W-APT™ Summary Scoring Sheet

Date: 8/5/2015
District/School: Redskins Prep
Student ID: 4567887654

First Name: Jaime
Last Name: Avalos
D.O.B.: 7/31/2010

Home Language: Spanish
Test Administrator: R. Wilson
Age: 5

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

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").

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 if you have any further questions or need additional support.

