



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Consolidated Demographic and Enrollment Verification Guidance

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II. Overview

This year, OSSE is leading a unified comprehensive student demographic and enrollment verification. The goal of this effort is to obtain a single complete, accurate, and valid demographic record for all students that can be used for reporting. The demographic data verified here will be considered authoritative and will be used for the following purposes:

- The 2015-16 Equity Reports metric calculations
- The 2015-16 assessments including PARCC, MSAA, and Science
- Adjusted Cohort Graduation Rate (ACGR) calculations
- The 2015-16 Charter Performance Management Framework (PMF)
- Review and renewal data analyses completed by the District of Columbia Public Charter School Board (PCSB)
- To populate the local education agency (LEA) Membership application for 2016-17 and thus be used as preliminary authoritative demographics

The data verified here will not be used to amend existing authoritative data files, such as the Enrollment Audit or previous year's ACGR calculations or Equity Reports metric calculations.

III. The Student Population

This preliminary demographic roster includes all students who were either enrolled in your LEA during the course of the 2015-16 school year through May 13, 2016 or are being attributed to your LEA's 2012-13, 2013-14, 2014-15 and 2015-16 ACGR cohorts currently undergoing verification.



IV. Instructions

OSSE has pre-populated the demographic information for all students based on data available in the State Longitudinal Education Data System (SLED) and the Special Education Data System (SEDS) as of the beginning of the verification window. Each LEA is expected to complete the following:

1. Download the data file from the OSSE secure upload site (<https://upload.dc.gov/>). Please see the Additional Support Resources and Contact Information section for assistance logging in.
2. Review and verify the accuracy of the prepopulated student and school level demographic and enrollment information for your LEA.
3. Correct and update the student level data where necessary. If a student enrolls after May 13, 2016 the LEA should add a line for the student and complete all data fields for the student's record.
4. Complete any blank/missing demographic data fields, as applicable.
5. Upload the verified and completed file to the OSSE secure upload site (<https://upload.dc.gov/>) **no later than the Close of Business on June 15, 2016.**

Once the verification window closes, OSSE will compile the data, review and validate it, and resolve any remaining discrepancies. Ultimately, all students will have a single demographic record. LEAs will receive a copy of the final authoritative demographic and enrollment file, including any updates made as a result of the resolution process by June 27, 2016. At that point, the file will be considered final and authoritative.

If an LEA requests a change to the data that meets the expectations noted in Section V below, the change will be accepted and reflected in this dataset. If an LEA requests a change to the data that is not accepted, either because it does not meet expectations above or because it conflicts with data submitted by another LEA, OSSE will communicate that and the reason why the change could not be accepted in the final dataset. If OSSE changes any values from the data verified by an LEA, OSSE will communicate that and the reason why the change was not approved.

While the demographic records for each student will be considered final, schools will have the opportunity to validate the implementation of any additional business rules applied to the demographics for major, high-stakes publications such as the Equity Reports and PMF. LEAs will have the opportunity to validate that the business rules were applied correctly during these validations; however, no appeals of the student-level demographic or enrollment records will be accepted during these validations.

V. Data Expectations and Checks

When reviewing the data submitted by LEAs, OSSE will conduct a number of quality and validity checks. LEAs must ensure the following conditions are met.

1. **Changes made in the verified demographic data file should also be reflected in the source system(s) by June 15, 2016, if possible.** For example, if a student's date of birth is found to be inaccurate, since this information originates from the LEA Student Information System (e.g. Power School), the LEA should go back and correct the student's date of birth in the Student Information System. OSSE will review the data in the source system to verify that the correction has been made. OSSE may also request supporting documentation for any requested change. The data dictionary below lists the source system for each data field.
2. **All values input must align with the permitted values in the data dictionary below.**



3. **Students identified as eligible for special education or English Language services, as of March 28, 2016 may not also be identified as being monitored in each respective area.** If these statuses conflict, OSSE will use the Special Education Data System (SEDS) to make a determination of a student’s special education (SPED) status and the latest ACCESS for ELLs assessment data to make the determination of a student’s English language proficiency status.
4. **The English Language Learner (ELL) statuses of students who were enrolled as of the 2015-16 Enrollment Audit and who are between the ages of 3 and 21 must align with their Limited English Proficiency statuses determined from the audit.** OSSE will check the data against the 2015-16 enrollment audit findings.
5. **Students identified as ‘No Shows’ may not have any reported attendance days at the school.** Further, the LEA must correct the student’s enrollment and exit information in the SIS to reflect the correction. OSSE will check the data against the attendance and enrollment data to verify. To identify students’ attendance anomalies, please review the Qlik Attendance Anomalies App in SLED (<https://sled.osse.dc.gov/>).
6. **Students receiving special education services may not be identified as ‘No Shows’ once the student has completed a Stage 4 Enrollment¹.** It is not possible for any student receiving special education services who has completed Stage 4 of the enrollment process to be designated as an “administrative no-show” unless enrollment at another LEA has been verified by OSSE. Once a special education student has a completed Stage 4 enrollment, the LEA is responsible for this student without exception.
7. **Students’ grade levels must align with the grade levels served by the school.** OSSE will compare the LEA reported grade against the enrollment audit and SLIMS data to confirm.
8. **All students must be identified as enrolled in a PK3-12 grade, except Alternative and Adult program students.** Students enrolled in certificate track programs at DCPS should be assigned to an age-appropriate grade. Please see the data dictionary in section VIII for further details about assigning age-appropriate grade levels.

In cases where an LEA submits data that conflicts with these expectations, OSSE may maintain the original value(s).

VI. Missing Data

In cases in which OSSE a data field is not prepopulated by OSSE and the LEA does not complete the data field, OSSE will input either a default value for the student or rely on a value provided by another LEA if possible. Default values for each field are listed in the data dictionary in section VIII.

VII. Resolving Discrepant Data

If two or more LEAs who enrolled the same student during the 2015-16 school year submit conflicting demographic information for that student, OSSE will resolve the discrepancies using historical data from enrollment audits, SLED, SEDS, and past assessment results.

¹ OSSE Entry and Exit Guidance, <http://osse.dc.gov/service/entry-codes-exit-codes-and-enrollment>. (pg 43).



VIII. Data Dictionary

For each data element that is part of the data verification, the following chart provides the definition, the values permitted to be entered, the default value, and the source system of the data.

| Data Field | Permitted Values | Definition | Default | Source System |
|--------------------|--|--|---------|---|
| USI | 10-digit numeric value | The official state identifier assigned to all students attending District of Columbia LEAs by OSSE. | N/A | SLED |
| Last Name | Open text | The legal last name of the student. | N/A | LEA SIS |
| First Name | Open text | The legal first name of the student. | N/A | LEA SIS |
| LEA code | 3-digit numeric value per OSSE's School and LEA Information Management System (SLIMS) | The unique identifier assigned to each LEA by OSSE. | N/A | LEA SIS |
| LEA Name | Open text | The official name of the LEA according to the School and LEA Information Management System (SLIMS). | N/A | SLIMS |
| School Code | 4-digit numeric value per OSSE's SLIMS database | A unique identifier assigned to each school by OSSE. | N/A | LEA SIS |
| School Name | Open text | The official name of the school according to SLIMS. | N/A | SLIMS |
| Date of Birth | MM/DD/YYYY | The day, month, and year on which the student was born. | N/A | LEA SIS |
| Race/ Ethnicity | <ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American • Hispanic/Latino • Multiracial • Pacific Islander/Native Hawaiian • White/Caucasian | <p>The reported race/ethnicity of the student.</p> <p>One and only one race/ethnicity option may be selected per student.</p> | N/A | LEA SIS |
| Gender | Male, Female | A coded value representing the student's gender; Gender is a person's actual sex or perceived sex. | N/A | LEA SIS |
| ELL 2012-2013 | Yes, No | An indication that a student was identified as an English Language Learner (ELL) student during the given school year. The full definition ELL can be found at | No | LEA SIS, historical, ACCESS for ELLs results, |
| ELL 2013-2014 | | | | |
| ELL 2014- | | | | |



| Data Field | Permitted Values | Definition | Default | Source System |
|-----------------------------------|--|---|---------|--|
| 2015 | | http://osse.dc.gov/publication/english-language-learner-ell-identification-and-screening-guidance . | | SLED |
| ELL 2015-16 | | Students who exited ELL status but who were monitored during the school year to ensure academic achievement on grade level do not qualify as ELL. | No | |
| Monitored ELL | Yes, No | In indication that a student exited ELL status in the past two years and is being monitored for academic progress. | No | LEA SIS, historical, ACCESS for ELLs results, SLED |
| Highest SPED level in 2012-2013 | Level 1, Level 2, Level 3, Level 4, None | Students are identified as special educations (SPED) who are receiving special education services under the Individuals with Disabilities Education Act (IDEA). The total number of hours or specialized instruction and related services, regardless of the setting where received, and any dedicated aide hours received, divided by the total number of instructional hours per week at that school as captured in SEDS. | None | Derived by OSSE using data in SEDS |
| Highest SPED level in 2013-2014 | | | | |
| Highest SPED level in 2014-2015 | | | | |
| Highest SPED level in 2015-16 | | | | |
| SPED Level as of Mar 28, 2016 | | | | |
| SPED Monitored as of Mar 28, 2016 | Yes, No | In indication that the student exited SPED status within the past two years and is being monitored for academic progress. | No | Derived by OSSE using data in SEDS |
| 504 Plan | Yes, No | An indication that the student is eligible for accommodations under a 504 Plan ² . | No | LEA reported |
| FARMS Status in 2015-2016 | Free, Reduced, Paid, | The student's Free or Reduced-priced meals status (FARMS). | Paid | LEA SIS and OSSE CEP list |

² "Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment." <http://www2.ed.gov/about/offices/list/ocr/504faq.html>



| Data Field | Permitted Values | Definition | Default | Source System | | | | | | | | | | |
|---------------------------------|---|---|---|---|--------------|-----------------|--------------|------------------|--------------|------------------|-------------|------------------|--|---------|
| | CEP | Schools participating in the Community Eligible Program (CEP) should input CEP for all students. | | | | | | | | | | | | |
| Homeless Indicator in 2015-2016 | Yes, No | An indication that the student is identified as homeless. | No | LEA SIS, the McKinney Vento Appl, and The Community Project (TCP) data feed | | | | | | | | | | |
| New to US in 2015-2016 | Yes, No | An indication that the student enrolled in a U.S. school within the past 12 months. | No | LEA reported | | | | | | | | | | |
| Grade Level in 2015-2016 | PK3 - Pre-Kindergarten (3-year-olds) PK4 - Pre-Kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade UN – Ungraded for (Alternative Program students only) AO – Adult | <p>The grade level or primary instructional level at which the student receives services in a school. 1. For audited students, verified grade of enrollment.</p> <p>2. For unaudited students, the grade should be the most recent grade verified by the LEA.</p> <p>High school students on the certificate track whose grades are listed as C1-C8 should be reported in their age appropriate grade as of Sept. 30, 2015.</p> <p>Additionally, Students reported as adult or ungraded in a non-adult or alternative programs, respectively, will be translated to their age appropriate grade.</p> <p>Age Appropriate Grade:</p> <table border="1"> <thead> <tr> <th>Age (9/30/2016)</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>14 years old</td> <td>9th</td> </tr> <tr> <td>15 years old</td> <td>10th</td> </tr> <tr> <td>16 years old</td> <td>11th</td> </tr> <tr> <td>17 or older</td> <td>12th</td> </tr> </tbody> </table> | Age (9/30/2016) | Grade | 14 years old | 9 th | 15 years old | 10 th | 16 years old | 11 th | 17 or older | 12 th | | LEA SIS |
| Age (9/30/2016) | Grade | | | | | | | | | | | | | |
| 14 years old | 9 th | | | | | | | | | | | | | |
| 15 years old | 10 th | | | | | | | | | | | | | |
| 16 years old | 11 th | | | | | | | | | | | | | |
| 17 or older | 12 th | | | | | | | | | | | | | |
| grade as of Mar. 30, 2016 | | | Age-appropriate grade | LEA SIS | | | | | | | | | | |
| Stage 5 enrollment date | MM/DD/YYYY | The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year. | the first date of attendance from the feeds | LEA SIS | | | | | | | | | | |



| Data Field | Permitted Values | Definition | Default | Source System |
|-------------------|---|---|--------------------|---------------|
| Stage 5 exit date | MM/DD/YYYY or "Currently Enrolled" | The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school. Students currently enrolled as of June 15 should be marked "Currently Enrolled" | Currently Enrolled | LEA SIS |
| Stage 5 exit code | 4-digit numeric value per OSSE Entry and Exit guidance ³ | The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values. | 1984 | LEA SIS |
| No Show Indicator | Yes, No | An indication that the student did not receive education services at the school. | No | LEA reported |

Some data fields verified will be used to calculate other data fields used for reporting. For example, one of the components of at risk calculation is the overage indicator. The overage data field is calculated based on a student's age as of Sept. 30 of the given school year (as determined by the student's Date of Birth) and the grade level. The definitions below are for the calculated fields used for reporting.

| Data Field | permitted values | Definition |
|----------------------------|------------------|--|
| Economically disadvantaged | Yes, No | An indication that the student is TANF/SNAP eligible, homeless, under the care of the District's foster care system, receives Free or Reduced Price meals, or is enrolled in a CEP school. |
| At Risk | Yes, No | An indication that the student is homeless, under the care of the District's foster care system, qualifies for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or that the high school student is overage. Students in adult and alternative programs are not eligible to be identified as at risk. |

³ The complete list of exit/withdrawal codes can be found on the OSSE website at <http://osse.dc.gov/publication/entry-and-exit-codes-guidance>



| Data Field | permitted values | Definition |
|------------|------------------|--|
| Overage | Yes, No | An indication that the high school student is one or more years older than the expected age for the grade in which the student is enrolled. Students in adult and alternative programs are not eligible to be identified as overage. |

IX. How the Data Will Be Used

The data verified will be used in different ways for each reporting project. The charts below describe which data fields will be used in what ways for each project.

| Project | Student Population | Data Fields | How the data will be used |
|---|---|--|---|
| PARCC/ MSAA/ Next Generation Science | Students in grades 3 through 8 as well as students who registered to take a required high school assessment | <ul style="list-style-type: none"> • Race/ Ethnicity • Gender • FARMS • Grade as of Mar. 28, 2016 • ELL Indicator • Monitored ELL • SPED Level as of Mar. 28, 2016 • SPED Monitored • 504 plan indicator • New to US • Enrollment Date • Exit Date • Homeless Indicator | <p>The data fields identified below are used for federal and public assessment and accountability reporting. Assessment participation and achievement results must be reported at the school, LEA, and state level by students' race/ethnicity, gender, ELL, SPED, economically disadvantaged, homeless, and full academic year statuses.</p> <ul style="list-style-type: none"> • The ELL and SPED subgroup reporting categories include both students who are actively receiving services as well as those being monitored for academic achievement. • ELL students identified as New to the US and who took the ACCESS for ELLs assessment are excluded from reporting in some federally mandated reports. <p>Student enrollment and exit dates will be used to determine:</p> <ul style="list-style-type: none"> • If the student was continuously enrolled during the testing window for participation eligibility determinations • If the student was enrolled for the full academic year |



| Project | Student Population | Data Fields | How the data will be used |
|-----------------------|--|---|---|
| Equity Reports | All students enrolled at any point during the 2015-16 school year | <ul style="list-style-type: none"> • Date of Birth • Race/Ethnicity • Gender • FARMS • Grade • ELL Indicator • Highest SPED Level during the 2015-16 • Enrollment Date • Exit Date • Homeless Indicator | <p>Most Equity Reports metrics are reported by race/ethnicity, gender, economically disadvantaged, SPED⁴, and ELL⁵ statuses.</p> <p>Additionally, the students' grade levels are used to determine the state comparison rates at the school level. A school's results are only compared against the aggregated results of all students in those same grades that the school serves.</p> <p>The student enrollment and exit dates are used to inform the mid-year entry and withdrawal determinations.</p> |
| ACGR | Students who ever enrolled in a degree-granting LEA | <ul style="list-style-type: none"> • Race/Ethnicity • Gender • FARMS • ELL (ever since first 9th grade year) • Highest SPED Level (ever since first 9th grade year) • Homeless Status • Stage 5 Exit Date • Stage 5 Exit Code | <p>The data fields identified below are used to report ACGR data at the school, LEA, sector, and state levels by students' race/ethnicity, gender, economically disadvantaged, SPED, and ELL statuses.</p> <p>The Stage 5 Exit Date and Stage 5 Exit Code are used to derive students' cohort status. All ACGR documentation requirements per the Adjusted Cohort Graduation Rate Guidance document must be submitted through the ACGR verification process.</p> |
| PMF | All students who were enrolled in a charter school in the 2015-16 school year at the time of audit | <ul style="list-style-type: none"> • Date of Birth • Race/Ethnicity • Gender • FARMS • Grade • ELL Indicator • Highest SPED Level during the 2015-16 | DC PCSB reports the demographic characteristics of each school at the time of audit, including race/ethnicity, economically disadvantaged, SPED, ELL, and grade. Demographic aggregations for the PMF align with the Equity Reports. |

⁴ Only students between the ages of 3 and 21 as of October 5, 2015 are eligible to be identified as special education for Equity Reports purposes.

⁵ Ibid.



| Project | Student Population | Data Fields | How the data will be used |
|--|---|---|--|
| | | <ul style="list-style-type: none"> • Enrollment Date • Exit Date • Homeless Indicator | |
| Review and Renewal Reports, Other Charter Reporting | All students who were enrolled in a charter school in the 2015-16 school year | <ul style="list-style-type: none"> • All fields, as relevant for the specific report | In addition to the PMF, DC PCSB will use demographic data collected during this process as its authoritative demographic records for SY2015-16 when reporting historical demographics and/or data by demographic subgroups. |
| LEA Membership | All students | <ul style="list-style-type: none"> • First Name • Last Name • Date of Birth • Race/Ethnicity • Gender • FARMS • Grade • ELL Indicator • SPED Level • Homeless Indicator | Starting at the beginning of 2016-17, OSSE will pilot its LEA Membership application. As part of LEA membership, OSSE will maintain authoritative demographic data records for all students enrolled in DC public and public charter schools. The demographic data verified will become the authoritative demographic data for each student. |

X. Additional Support Resources and Contact Information

Office Hours: OSSE will hold weekly open office hours on Wednesdays from 1-2 p.m. During this time, LEAs can log-in to the GoToMeeting line and raise any questions about the demographic verification expectations. To join the meeting,

1. Click on this link: <https://global.gotomeeting.com/join/788361301>
2. Use your microphone and speakers (VoIP) - a headset is recommended. Or, call in using your telephone.

Dial +1 (872) 240-3212

Access Code: 788-361-301

Audio PIN: Shown after joining the meeting

OSSE Support Tool: To request for support regarding a specific data issue identified in SLED, submit a ticket to the OSSE Support Tool (<https://octo.quickbase.com/db/bh9ehz85s>).

OSSE Secure Upload Site Support: Each LEA Head of School has been granted access and determines who else within the LEA is granted access to the OSSE secure upload site. To confirm who has access or request changes, contact Traci Bourne (Traci.Bourne@dc.gov).

All other inquiries can be directed to Katie Williams (Katie.Williams@dc.gov).