



# 2013 Limited English Proficiency Sample Audit

Office of the State Superintendent of Education  
August 28, 2013

# Limited English Proficiency Sample Audit



- Limited English Proficient (LEP) students in the District of Columbia qualify for supplemental funding through the D.C. Uniform Per Student Funding Formula (UPSFF)
- Students must meet all 4 conditions of the federal definition of NEP/LEP as it is written in *The No Child Left Behind (NCLB) of 2001* in order to qualify as LEP.

# Definition of LEP/NEP



**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.

# Process Overview



LEP student universe will be based on October 7 roster

Remove students who automatically qualify as LEP

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

Request documentation for the students sampled (schools upload documents to Quickbase)





FS Taylor will review the documentation and make determinations

# Uploading LEP documentation



1. Navigate to <https://octo.quickbase.com/>
2. Login using user-created login credentials
3. Click on the OSSE Enrollment Audit QuickBase Tool icon
4. Read any notices
5. Scroll down to the LEP Sample Audit dataset
6. Click “Full Report” in the top left corner of the table.






LEP Sample Audit							
Full Report	Grid Edit	Email	More	20 training			
	LEA Name	School Name	USI	Local ID	First Name	Last Name	Grade L
 	AFC North	Baltimore Ravens	9990000037	9990037	As	sia	Ungrad
 	AFC North	Baltimore Ravens	0000000038	0000038	Ca	amy	Fighth

# Uploading LEP Documentation

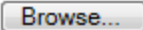


1. The students who have been sampled are those where “LEP-Sample Group?” = Y.

training							LEP Indicator (Y/N) is 'Y'
	LEA Name	School Name	USI	LEP Indicator (Y/N)	LEP-OSSE Predetermination	LEP-Sample Group?	LEP Documentation U
	AFC North	Baltimore Ravens	9990000037	Y	Pending-Sample Universe	Y	
	AFC North	Baltimore Ravens	9990000038	Y	Pending-Sample Universe	Y	
	AFC North	Baltimore Ravens	9990000039	Y	Not LEP-Date out of Range		

2. To upload documentation for those students that were sampled, click on the pencil icon to the far left.
3. Then click “Browse”, attach the documentation, and click “Save.”

**LEP Documentation Upload \***



# Approval of LEP status



- Any student whose documentation is complete and current and whose assessment score is qualifying (i.e. below the proficiency thresholds) will be verified as LEP.
- Any student for whom documentation is insufficient or whose assessment score is above the proficiency threshold will be denied LEP status.



# Process Overview continued



## Full school LEP audit

- If more than 2 students in a school cannot be verified as LEP during the initial sample audit, FS Taylor will request and review the LEP documentation for all LEP students at the school from the roster provided by OSSE.
- If 2 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.



# Acceptable Documentation



Only official scoring sheets will be accepted.

Documents created by the LEA should not be reviewed.

No retroactively altered documentation will be accepted.

The submitted assessment must include the scoring sheet.

All assessments submitted must include the *all* of the following data 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

Note: If any elements are not included on the official screener, supplemental documentation must be submitted with the assessment score sheet

# Acceptable Assessments



Assessment	Grade Levels	Date Range	Qualifies as LEP	Considered Proficient (does not qualify)
Pre-IPT	PK3 – PK4	May 31, 2012 through Oct. 7, 2013	<ul style="list-style-type: none"> <li>NES: Non-English Speaker</li> <li>LES: Limited English Speaker</li> </ul>	<ul style="list-style-type: none"> <li>FES: Fluent English Speaker</li> </ul>
K-WAPT	K – Fall, 1 <sup>st</sup> grade	May 31, 2013 through Oct. 7, 2013	<ul style="list-style-type: none"> <li>Total Listening &amp; Speaking score below 29</li> </ul>	<ul style="list-style-type: none"> <li>Total Listening &amp; Speaking score of 29 and above</li> </ul>
W-APT	1 – 12	May 31, 2013 through Oct. 7, 2013	<ul style="list-style-type: none"> <li>Adjusted Overall CPL 1.0-4.9</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted Overall CPL 5.0 and above</li> </ul>
MODEL	K - 12	May 31, 2013 through Oct. 7, 2013	<ul style="list-style-type: none"> <li>Adjusted Overall CPL 1.0-4.9</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted Overall CPL 5.0 and above</li> </ul>
ACCESS for ELLs	K-12	Spring 2012* or Spring 2013	<ul style="list-style-type: none"> <li>Composite score 1.0-4.9</li> </ul>	<ul style="list-style-type: none"> <li>Composite score 5.0 or above</li> </ul>

\*only accepted if the student took but did not complete the 2013 ACCESS for ELLs or if an extenuating circumstance caused the student to miss the 2013 administration of the ACCESS for ELLs.

# Adult LEP Assessments



All adult assessments should be dated between May 31, 2013 and October 7, 2013

Assessment	Qualifies as LEP	Considered Proficient (does not qualify)	School
TABE CLAS-E	<ul style="list-style-type: none"> <li>Level 4 test but below advanced in more than 1 subtest</li> <li>test level below Level 4</li> </ul>	<ul style="list-style-type: none"> <li>Scored 'Advanced ESL' in at least 3 subtests (Reading, Listening, Writing, Speaking) where test level is 4</li> </ul>	DCPS schools  Next Step
TEAAL	<ul style="list-style-type: none"> <li>TEAAL Levels 1-7 Pre-Test</li> <li>TEAAL Level 8 Pre-Test score &lt; 70</li> </ul>	<ul style="list-style-type: none"> <li>TEAAL Level 8 Pre-Test score <math>\geq 70</math></li> </ul>	Carlos Rosario
NWEA	<ul style="list-style-type: none"> <li>Score below 223 on the Reading and/or Language exam</li> </ul>	<ul style="list-style-type: none"> <li>Score of 223 or above on the Reading and/or Language exam</li> </ul>	LAYC
CASAS	<ul style="list-style-type: none"> <li>Reading/Listening Test scale score 235 or below <i>or</i></li> <li>Writing Test scale score 260 or below</li> </ul>	<ul style="list-style-type: none"> <li>Reading/Listening Test scale score above 235 <i>and</i></li> <li>Writing Test scale score above 260</li> </ul>	Briya (formally ESF)
Placement Test	<ul style="list-style-type: none"> <li>Total score less than 60</li> </ul>	<ul style="list-style-type: none"> <li>Total score equals 60</li> </ul>	

# The Auditor Review Process



1. Verify that the documentation submitted

- a) is complete
- b) represents the correct student
- c) is current

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

2. Ensure that the student took assessment in acceptable grade

Compare grade on assessment to acceptable grade levels

2. Verify that the assessment score qualifies the student as LEP.

Compare the student's proficiency level to the proficiency threshold for the given assessment. Check adjusted scoring when necessary.

# Examples



## Common reasons why documentation would not be accepted

These examples highlight the most common “Reasons for Not Approving” seen in the 2012 audit, not an exhaustive list

# 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

Ballard  
Tighe & IPT®

## Insufficient Documentation

### Pre-IPT® ORAL TEST

Ages 3–5

English

Fourth Edition

1

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



## 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

### 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	
	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	TOTAL FOR READING		2	
LISTENING PL <i>Determine from table</i>		1	READING PL <i>Determine from table</i>		1	READING PL		1	

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

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		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

## Insufficient Documentation Score above proficiency threshold

High  
LEP

### Kindergarten W-APT™ Summary Scoring Sheet

Date: 8/5/2013 First Name: Jaime Home Language: Spanish  
District/School: Redskins Prep Last Name: Avalos Test Administrator: R. Wilson  
Student ID: 4567887654 D.O.B.: 7/31/2008 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 October 7, but identified as LEP after October 7, 2013 will not be included in the audit. Schools must submit appeals to have these students counted as LEP
- Students who were not enrolled as of October 7, 2013 are not eligible for the UPSFF LEP/NEP funding supplement.