

# SY2015-2016 Enrollment Audit: Limited English Proficiency (LEP) Sample Audit Training

September 3, 2015



# Agenda

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

# Limited English Proficiency

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 (NCLB) of 2001* in order 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.

# 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

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

The Auditor will review the documentation and make determinations

# 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.

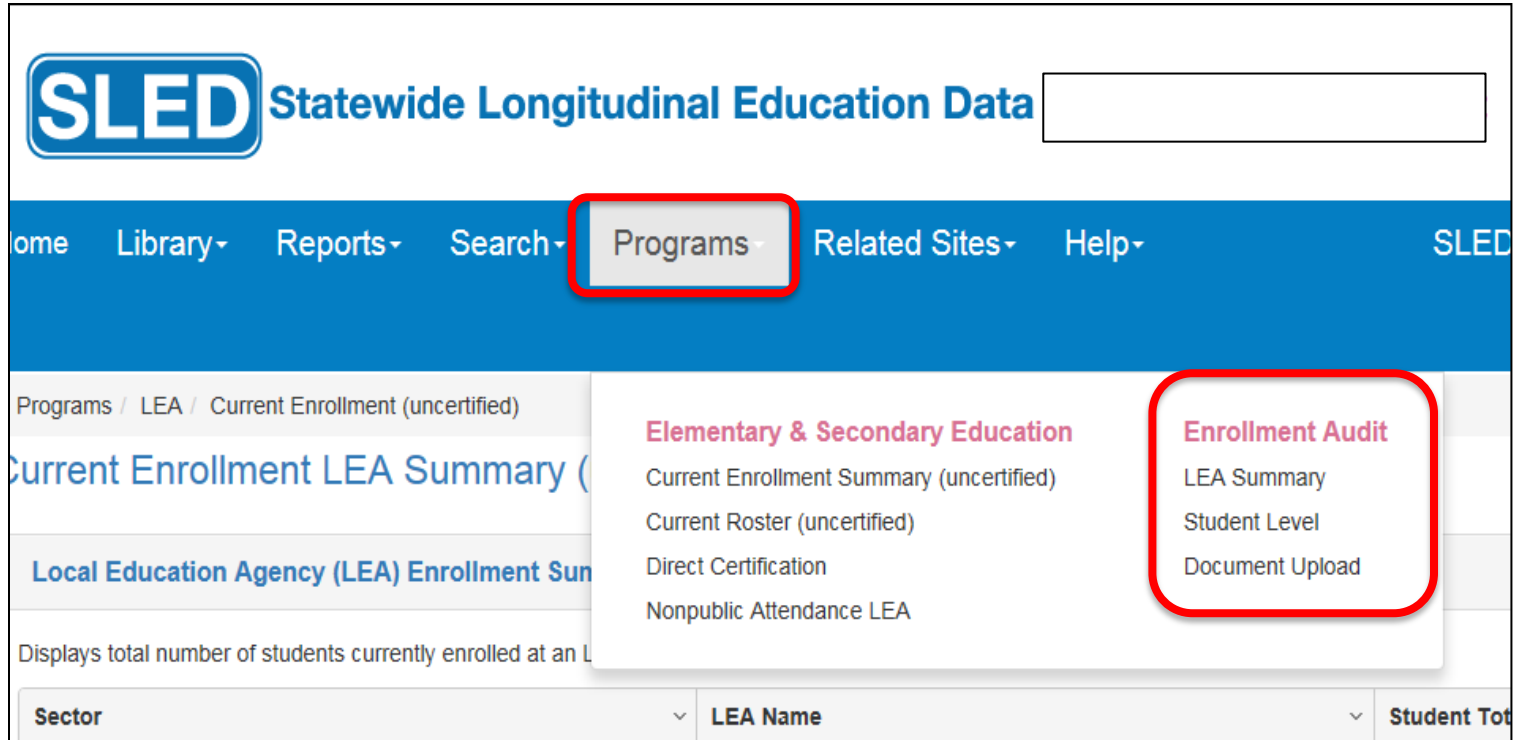
# Updating a student's LEP Status

- Update LEP information in your local Student Information System (SIS) (e.g. PowerSchool, SchoolForce, ADT SIS). These updates transfer automatically and directly to SLED.
- SLED will update daily through the audit day, October 5, 2015. Changes made in the LEA SIS by 5:00 PM on October 5, 2015 will be accepted and reflected the next morning by 10:00 AM. Enrollment audit data in SLED Data will be frozen as of 10:00 am on October 6, 2015.

**\*\*Start updating the 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 dropdown menu.



\*To gain SLED access, email [sled.info@dc.gov](mailto:sled.info@dc.gov). Training is required before access can 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
				<div><div></div></div>								
			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	1				
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 a student level data for that school

# SLED Student Level UPSFF 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

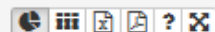
UPSFF Population

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 the UPSFF  
Population here

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

Search Student

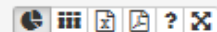
Programs / Enrollment Audit & Child Count / UPSFF Population

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.

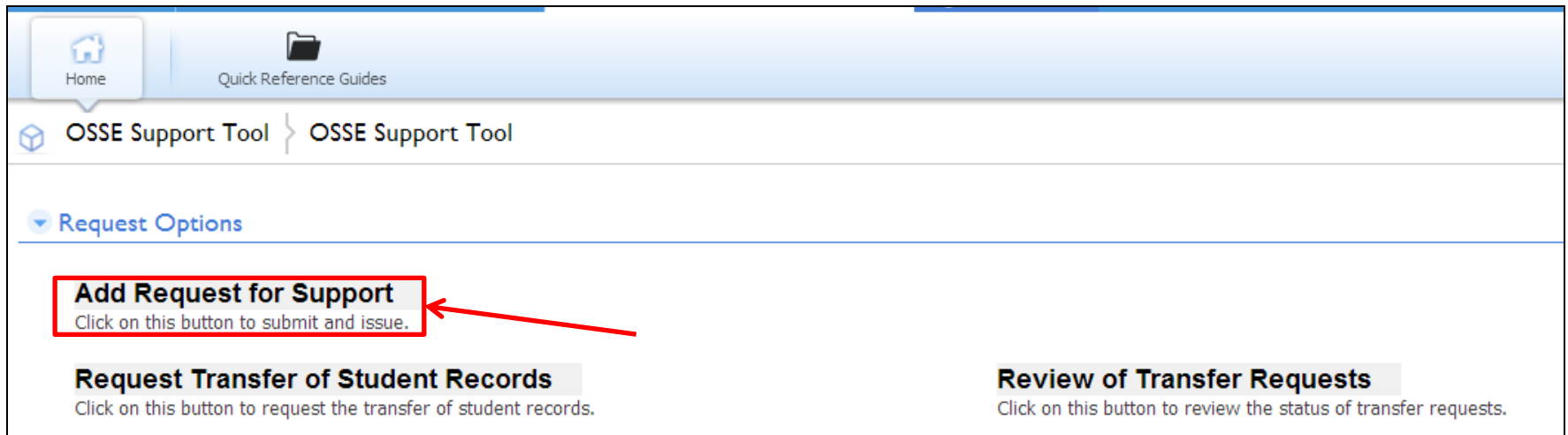
USI	Local ID	First Name	Last Name	DOB	Gender	LEA ID	LEA Name	School Code	School Name	Facility Code	Facility Name	Residential Program Indicator
-----	----------	------------	-----------	-----	--------	--------	----------	-------------	-------------	---------------	---------------	-------------------------------

# OSSE Support Tool (OST)

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

# Adding a Request for Support

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



# Completing the OST Form

The screenshot shows the 'Add Issue' form in the SEDS system. At the top right, the 'Save' button is circled in red. A red arrow points from the 'Save' button to the 'Issue Type' dropdown menu. Another red arrow points from the 'Student Information' section to the 'Gender' dropdown menu. A third red arrow points from the 'Issue Description' section to the 'Issue Description' text area. A fourth red arrow points from the 'Attachment' section to the 'Choose File' button. The form is divided into sections: 'OSSE Support Request', 'Student Information', 'LEA Information', and 'Issue Description'. The 'Issue Type' dropdown is currently empty. The 'Student Information' section includes fields for First Name, Last Name, USI, Gender, DoB, and Attending School. The 'LEA Information' section includes a field for Requestor's LEA. The 'Issue Description' section includes a large text area for the issue description and an attachment section with a 'Choose File' button and a 'No file chosen' message. The 'Status' field is set to 'New'.

Issues } Add Issue

**Save** Cancel

**OSSE Support Request**

Directions:  
Use this form to request support for SEDS.

Issue Type \*

**Student Information**

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.

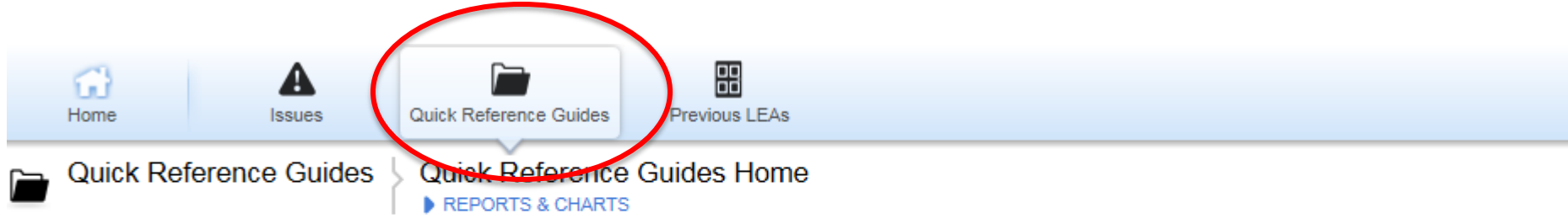
If necessary, a user may take a screenshot of the page in SEDS where he/she is experiencing an issue to include in the Support Request.

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.

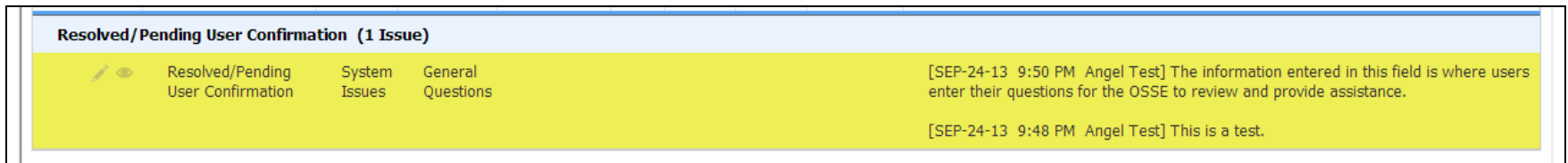
– DO NOT SUBMIT A NEW TICKET FOR EVERY STUDENT.




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>		

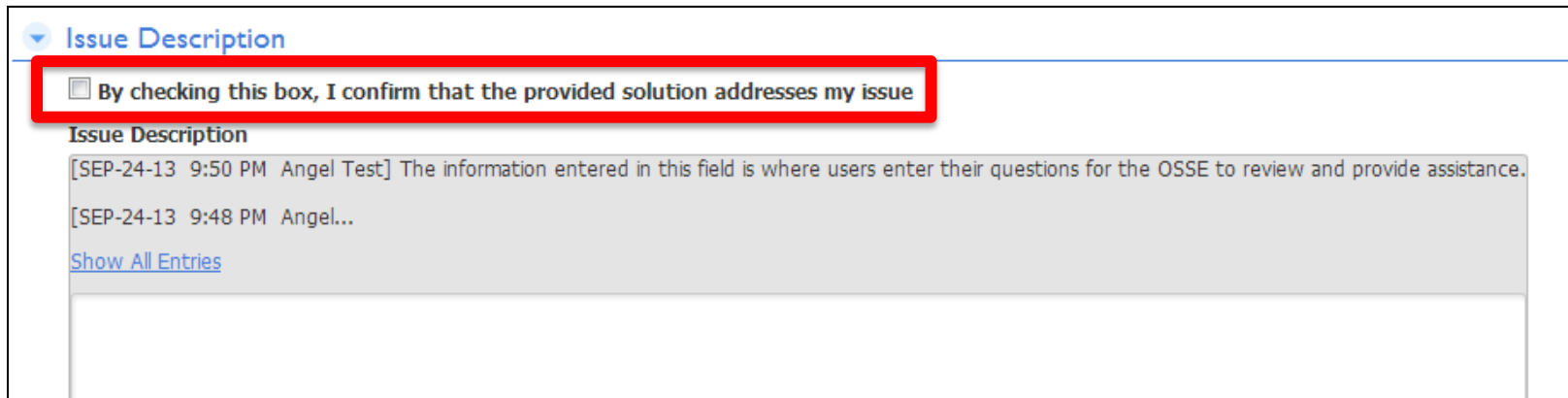
# Closing Resolved OST Tickets

Once the user has accepted the suggested solution offered by the State, the user should inform the State by checking the box below that the issue has been resolved.



The screenshot shows a section titled "Resolved/Pending User Confirmation (1 Issue)". Below the title is a yellow box containing a table with two columns: "Resolved/Pending User Confirmation" and "System General Issues Questions". To the right of the table, there are two text entries: "[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." and "[SEP-24-13 9:48 PM Angel Test] This is a test."

To confirm the issue has been resolved, click on the edit icon (  ) next to the request.



The screenshot shows the "Issue Description" section. At the top, there is a red-bordered box containing a checkbox and the text "By checking this box, I confirm that the provided solution addresses my issue". Below this box is the "Issue Description" label and a text area containing two entries: "[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." and "[SEP-24-13 9:48 PM Angel...". At the bottom of the text area is a link labeled "Show All Entries".

Check the box above the Issue Description box to inform OSSE that the issue has been resolved.

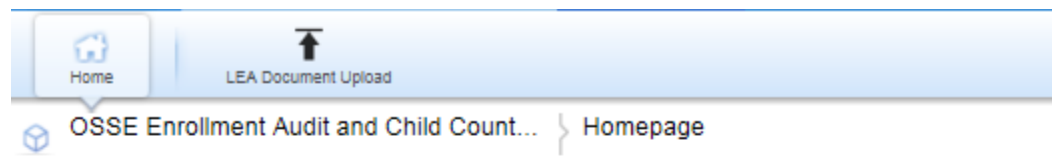
To enter clarifying information use the issue description box. Click  . 16

# Identifying Sampled Students

1. Navigate to <https://octo.quickbase.com/>.
2. Login using user-created login credentials.
3. Click on the Enrollment Audit QuickBase Tool icon. →
4. Read the Instructions.
5. Click on the LEP Button.



OSSE Enrollment  
Audit and Child  
Count SY 2015-  
2016 QuickBase



## OSSE Enrollment Audit and Child Count SY 2015-2

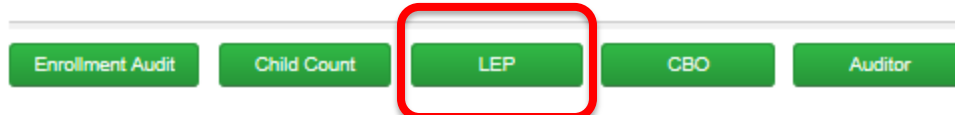
**THE INFORMATION will be updated daily by 10AM.**

Welcome to the SY2015-2016 Enrollment Audit and Child Count (EA/CC) QuickBase applicator following purposes:

**Data Collection:** This application allows for LEAs to submit audit-critical data elements that can

**Secure document sharing:** This application provides a secure location where LEAs can upload. A complete review of student data must take place in Enrollment Audit section in SLED. Informa

Please click below to access the dashboards:



# Identifying Sampled Students

## LEP OSSE Predetermination

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

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

**Not LEP – Age out of Range** - student is either older than 21 or younger than 3 by the pre-established LEA Age cut-off date







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

The students who have been sampled are those where “LEP-Sample Group” = Yes. LEAs must to upload the appropriate documentation for all sampled students.

Import/Export Print this page

Enrollment Audit Child Count CBO

LEP Report

Full Report	Grid Edit	Email	More	1-200 of 4686 Student								LEP Pre-Approval Status	LEP Audit Sample Group
	USI & Name	USI	First Name	Last Name	LEA ID	LEA Name	School ID	School Name	Enrollment Grade Level	LEP Indicator			
 					001	District of Columbia Public Schools	175	School Within Public School at Goding	KG	YES		Pending-audit	YES
 					001	District of Columbia Public Schools	202	Aiton ES	05	YES		LEP	
 					001	District of Columbia Public Schools	203	Amidon	01	YES		LEP	

# Uploading LEP Assessment Documentation

1. Click on the LEA Upload icon.

Home LEA Document Upload

OSSE Enrollment Audit and Child Count... LEP

Enrollment Audit Child Count

- Enrollment Audit Report
- Child Count Report
- LEP Report

LEA Document Upload

LEP Report

Full Report | Grid Edit | Email | More 1-200 of 4888 Students

USI & Name	USI	First Name	Last Name	Date of Birth	Sex	Local ID	LEA ID
							001

2. Click on the edit icon (✎).
3. Under the LEP Documentation Upload, Browse and attach the documentation.
4. Save ( Save ) in the upper right corner.

LEA ID 001 LEA Name District of Columbia Public Schools

Count Location Upload [Enrollment Audit Child Count CR Edits 11-7.csv](#) Revisions ☐ Delete this file

Browse...

LEP Documentation Upload  Browse...

Residency Documentation Upload [password\\_protected.xlsx](#) Revisions ☐ Delete this file

Browse...

# 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.
- All assessments submitted must include all of the following data elements:
  - Student's first and 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

# Acceptable Assessments Grades PK3-12

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	PK3-PK4 (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 KG year.
Kindergarten WIDA - ACCESS Placement Test	K-WAPT	PK-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 KG year when the student was assessed in PK4 or KG. 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+	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	

# The Auditor Review Process

- 
- The diagram illustrates the Auditor Review Process, organized into three main steps within a blue-bordered box on the left. Red arrows point from specific sub-points to detailed actions on the right.
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.



# LEP Assessment Documentation Non-Examples

These are some examples from  
documentation submitted in  
the past audits, 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

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>	26.6		

# 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 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)	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 5, but identified as LEP after October 5, 2015 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 5, 2015 are not eligible for the UPSFF LEP/NEP funding supplement.
- It is possible for a student to return to LEP status during their two years of ELL Monitoring after exiting LEP Status. LEAs seeking LEP funding for students who returned to LEP status must appeal to have their students added to their LEP rosters and submit the following:
  - An explanation of the LEAs plan for making determinations to return a student to ESL services and LEP status (signed by the Head of LEA);
  - Any supporting documenting in accordance with the plan for these students (e.g. if PARCC scores to support this decision, submit the Reading and/or composition DC CAS scores for these students); AND
  - The results of the OSSE approved LEP screener for each student in accordance with the guidelines detailed in the Enrollment Audit Handbook

# Questions?

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

