

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS AND PUBLIC CHARTER SCHOOLS
ENROLLMENT CENSUS REPORT

OCTOBER 6, 2008



TCBA

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Enrollment Census Summary

Thompson, Cobb, Bazilio & Associates, PC (TCBA) was retained by the Office of the State Superintendent of Education (OSSE) to conduct a full census-type audit of the October 6, 2008, student enrollment for students attending District of Columbia Public Schools (DCPS), public charter schools, Oakhill, and the Pre-K Incentive program under OSSE. In addition to the enrollment verification, TCBA reviewed each student file to ensure that it contained proper documentation to support residency, special education, and English language proficiency designations. All abbreviated terms are defined in the Glossary.

Only those students who have proven District residency, or pay tuition, are considered properly enrolled. Therefore, the enrollment data are presented in two ways — enrollment without regard to residency and enrollment only for students who have properly proven residency or who pay tuition. The detailed quantitative data are presented in the attachments; this section summarizes the key enrollment data.

There were some changes made in the current year, which affect the presentation of the quantitative data. Oakhill Academy and the Pre-K Incentive program are no longer under DCPS, as discussed later. Therefore, they are shown separately in a category titled “Other”. DCPS changed some of its grade categories. With the exception of the Detention Facility, they no longer use the “Ungraded” category. They have also discontinued using the “Adult” classification. However, charter school grade classifications have not changed. For consistency, we have grouped the following grade classifications in the attachments.

Attachment	DCPS Grade	Charter Grade
UN CE	Certificate Option (CE) - Special Education students on a Certificate non-diploma	Ungraded
Adult Other	Extended Program (XP) – students remaining in High School after 12th grade Exchange Student (EX) - foreign exchange student Evening Student (EV) - STAY students 18 years of age or older.	Adult GED

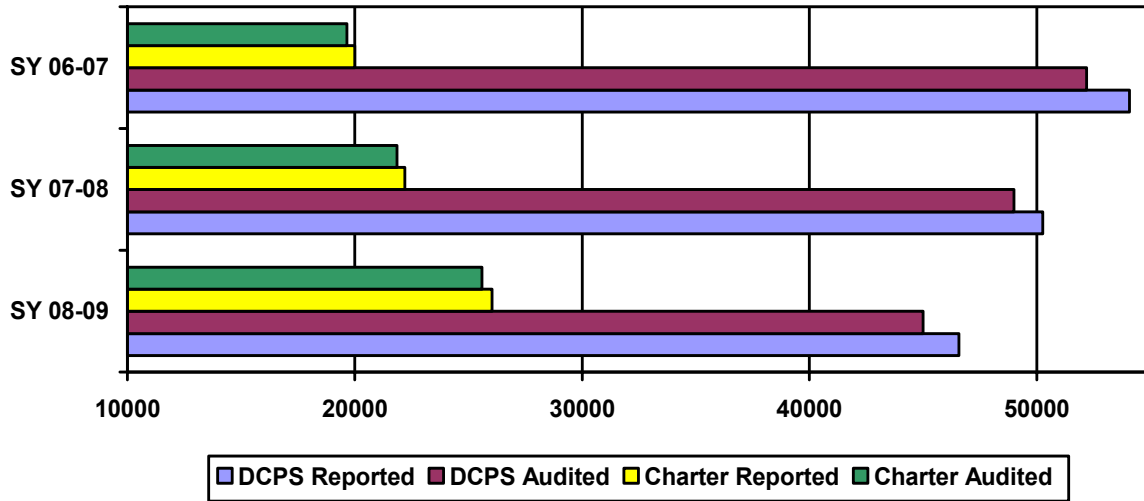
Grade levels were not verified. The grade levels included in the enrollment data provided by DCPS, the Public Charter School Board (PCSB), OSSE, and Oakhill were assumed to be accurate.

Chart 1 compares the reported and audited enrollment for DCPS and public charter schools over the past three years. As the chart indicates, the difference between the reported enrollment and audited enrollment has remained relatively constant at approximately 1.5% for charter schools and 2.5% to 3.5% for DCPS. For the current year, the total difference was approximately 2,000 students.

In SY 2007 – 2008, the educational component of Oakhill Academy was contracted to a third party and no longer considered a DCPS school. In SY 2008 – 2009, the Pre-K Incentive program was moved to OSSE, so it also is no longer reported as a DCPS school. We continue to include these programs in the enrollment audit because 1) they are still funded by the District and 2) many duplicate student enrollments

arise between these programs and other schools. For purposes of Chart 1, Oakhill and Pre-K have been included with DCPS for consistency.

Chart 1: Reported vs. Audited Enrollment



While the data are presented by school in the attachments, we don't want the accomplishments of certain schools to be lost in the detail. The following schools had no enrollment or residency issues remaining after the resolution process, indicating good administrative practices and cooperation with the census process. The schools highlighted have had no differences two or more years running.

DCPS Schools

Banneker	Dunbar Pre-Eng	Jackie Robinson	Savoy
Beers	Eaton	Lafayette	SWS @ Peabody
Birney	Ferebee-Hope	Lee, Mamie D	School Without Walls
Browne	Francis-Stevens	Mann	Sharpe Health
Cleveland	Garrison	Marshall	Smothers
Cooke	Harris, CW	Miner	Takoma
CHC Watkins	Hendley	Oyster-Adams	Thomas
CHC Stuart Hobson	Hyde	Phelps	Wilson, JO
Draper	Key	Raymond	
Drew	Kenilworth	Reed	

Public Charter Schools

Appletree Early Learning PCS	Barbara Jordan	Meridian
Arts & Technology Academy	Bridges	Next Step
Achievement Preparatory Academy	Capital City	Paul
Center City – Petworth	Community Academy	Roots
Center City – Shaw	DC Prep - Benning	St. Coletta
Center City – Trinidad	Elsie Whitlow Stokes	The Bowman
Center City – Congress Heights	Friendship – Blow Pierce	Tree of Life
Howard Road Academy	Friendship - Southeast	Two Rivers
Mary Mcleod Bethune – Crestwood	IDEA	Wm Doar - Lower
Washington Latin	KIPP	Wm Doar - Soldiers

DCPS issues an annual Membership Report detailing the number of students reported by each school to be enrolled as of October 5th; for 2008, October 6th was used as the nearest school day. Each public charter school populates enrollment data into OLAMS, the system used by the PCSB to report enrollment to the DC Budget Office. TCBA used the Membership Report for DCPS, the OLAMS student rosters for charter schools, and individual spreadsheets prepared by Oakhill and the Pre-K Incentive Program as the official enrollment count for each school. Collectively, these data are referred to as the Reported Enrollment throughout this report and in the attachments. Table 1 summarizes the Reported and Audited enrollment.

Table 1: Enrollment Comparison

	DCPS	Public Charters	Other (a)	Nonpublic and County
Students enrolled in pre-school, pre-kindergarten, kindergarten, grades 1 through 12, non-grade level and adult programs	45,190	25,729	361	2,802
Students with Unverified Residency	(509)	(115)	(38)	(583)
Enrollment with Verified Residency	44,681	25,614	323	2,219
Reported Enrollment	46,212	26,037	370	2,725
Difference	(1,531)	(423)	(47)	(506)
Students who have current IEPs to receive special education services (without regard to residency)				
	5,838	2,582	14	N/A
English Language Learners (without regard to residency)				
	4,308	1,631	-	N/A

(a) Includes Oakhill and the Pre-K Incentive Program

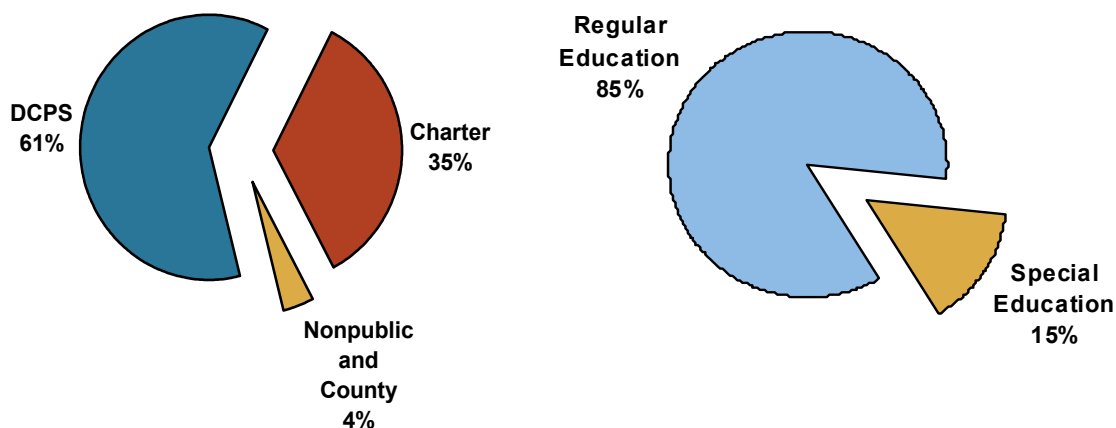
The Audited and Reported enrollment in Table 1 reflects students determined to be attending each school as of October 6, 2008. However, for funding purposes, charter schools have enrollment ceilings, so the funded enrollment will differ from the audited enrollment. Table 2 shows the funding adjustments for the schools affected by the ceiling. Center City's total includes 6 nonresident students granted tuition.

Table 2: Charter School Funding Ceilings

	Audited Enrollment with Verified Residency	Funding Ceiling	Over Enrollment
Carlos Rosario	1,481	1,250	231
Center City	1,454	1,450	4

Chart 2 provides graphic representations of the breakdown of student enrollment and students receiving special education services. The Attachments 1 – 8 provide a breakdown of total enrollment by grade and school for DCPS and charter schools.

Chart 2: Student Population Make-up



Residency Verification and Tuition Assessment

DCPS issued a directive on May 25, 2001, stating that the schools were not to keep copies of the documents submitted to prove residency. Therefore, because most schools do not maintain copies of the proof of residency provided by parents, the scope of the audit was limited to reviewing the District Residency Verification Form (Residency Form). The audit process included reviewing the Residency Form for every student; however, there was no form on file for some students. For purposes of the audit, a properly completed and signed Residency Form was considered to have been completed in accordance with the applicable rules. However, there was no evidence to allow us to audit that the forms had been completed in accordance with the acceptable procedures.

During the initial review, we identified students for whom we had not seen a complete Residency Form. Principals were given an opportunity to provide documentation proving residency for these students. Table 3 summarizes the final results of the residency review. The DCPS Office of Residency assesses tuition for students enrolled in DCPS schools who are known to live outside of the District. Individual public charter schools are responsible for assessing tuition to nonresident students enrolled in those schools. The “Not Verified” column includes students for whom the Residency Form was incomplete or missing and the necessary documentation to make a determination of residency status was not provided.

Table 3: Residency

	Resident and/or District Ward	Nonresident Paying or Granted Tuition	Nonresident Not Assessed Tuition	Not Verified	Total
DCPS Schools	44,619	62	1	508	45,190
Public Charters	25,594	20	1	114	25,729
Other	323			38	361

Attachments 5 - 8 reflect students who were determined to be enrolled with valid residency verification, including nonresident students paying or granted tuition since they are validly enrolled. However, nonresident students paying or granted tuition should not be funded.

Students in Private Placement and Surrounding County Schools

There are special education students who attend private day and residential programs for whom DCPS pays tuition. There are also wards of the District, both special and regular education students, who attend schools in surrounding counties. The majority of these students attend schools in Prince George's County, but some attend schools in other local school systems. Using school information provided by the DCPS Office of Special Education (OSE) for special education students and OSSE for regular education students, TCBA sent letters to non-DCPS schools requesting enrollment information as of October 6, 2008. Throughout the audit period, TCBA provided OSE and OSSE with discrepancies between the STARS data and the information reported by schools and worked with them to resolve the discrepancies. OSE and OSSE are in agreement with the remaining differences. Table 4 summarizes the results.

For purposes of the audit, a student was not counted as enrolled if he or she quit attending prior to October 6, 2008. This standard was applied to all schools. However, because DCPS has entered into contracts with the nonpublic schools to pay tuition for each student placed, DCPS may be required to pay tuition for a month in which a student stopped attending. Depending on when during the month the student stopped attending, DCPS may be required to pay tuition for the subsequent month until action can be taken to return the student to DCPS. Therefore, for funding purposes, the audited enrollment number for nonpublic students as of October 6, 2008, may need to be adjusted for specific contractual requirements.

The differences between the total number of students reported in STARS and the total number of students confirmed by the schools may not appear significant in the absolute (without considering residency verification); however, this is a net difference. Across all private and county schools, there were 289 students in STARS who were not attending the schools designated and 388 students who were not in STARS but attending schools for whom DCPS is obligated to pay tuition. In addition, there were 38 students carried in STARS as requiring special education services but these schools reported these students as being regular ed students, therefore not receiving services.

Table 4: Nonpublic and County Confirmation Results

	Regular Education		Special Education	
	County Schools	Private Placement *	County Schools	Private Placement
Students at October 6, 2008:				
Total in data provided from STARS	299	2	144	2,280
Students in STARS not attending designated school	(66)		(14)	(209)
Students in STARS confirmed by schools	233	2	130	2,071
Students confirmed by schools but who were not in STARS	10	5	26	347
Students unable to verify enrollment	(11)		(8)	(3)
Special Education students reported by the schools to be Regular Education	26	12	(26)	(12)
Regular Education students reported by the schools to be Special Education	(13)		13	
Total Students Enrolled	245	19	135	2,403
Students for whom residency was not verified	(6)	(7)	(3)	(567)
Total Enrolled Students with Verified Residency	239	12	132	1,836
Per the DCPS Membership Report (or STARS)	299	2	144	2,280
Difference	(60)	10	(12)	(444)

Note: See Attachments 15 and 16 for totals by school.

* OSSE assumed responsibility for private placements of regular education students as of October 1, 2007.

Residency verification is required for students in nonpublic and county schools. The DC Office of Residency at DCPS has responsibility for collecting and verifying proof of residency for special education students; OSSE is responsible for regular education students. TCBA was provided a list of wards by CFSA, which was assumed to be accurate and used to verify the residency status of wards.

Duplicate Students

A duplicate student is defined as the same student included on the roster of two or more different schools or on the roster of the same school more than once. Each year, the audit identifies several hundred pairs of duplicate students, with 341 identified in the current year. For each pairing, the student was counted as enrolled at only one school. We relied on enrollment and attendance documentation provided by the schools to determine at which school the student should be counted as attending as of October 6. Students who were, in fact, enrolled and attending two schools were counted at the primary school.

Data Verification

Date of Birth

The date of birth is a critical data field for determining if a student is eligible for enrollment and special education and language services as well as identifying duplicate students. However, there is no logic check within STARS, the charter school systems, or OLAMS to determine if a date of birth is reasonable. Aside from the records with either a null or non-date format entry, the years of birth ranged from 1900 to 2008. Even for the dates within a reasonable range, we found that many did not match the information on enrollment forms provided by the schools. As a result, TCBA was unable to determine if students should be excluded from enrollment, special education, and language services based on age.

Withdrawal Dates

The withdrawal dates in STARS and the charter school systems are generally the day that the withdrawal was processed and not the student's actual last day in attendance. In order to eliminate any confusion over the definition of withdrawal date and assist in resolving duplicate enrollments, we considered a student's last day of recorded attendance as the effective withdrawal date.

Sex and Race/Ethnicity

The sex and race/ethnicity designations included in the enrollment data provided by DCPS, PCSB, OSSE, and Oakhill were assumed to be accurate and were not verified.

Attendance Records

The audit of enrollment was based primarily on verification of the student's presence in the school. For students who were not present on the day of the count, we relied on the enrollment and attendance records provided by the school and assumed those documents to be accurate and complete. However, we found numerous inconsistencies between the system and manual attendance records, as well as some evidence that the attendance records did not accurately reflect attendance. As a result, poor attendance records may have resulted in certain schools being unable to count some students as enrolled.



Glossary

Absent – Not in attendance on the day of the count. Students arriving during the physical count were not recorded as absent.

Audit Period – The census-type audit was conducted between October 16, 2008, and December 15, 2008, including the resolution period.

Census-type Audit – Determination of: the number of students enrolled in pre-school, pre-kindergarten, kindergarten, grades 1 through 12, and non-grade level programs in DCPS and public charter schools and special education students whose tuition for enrollment in other schools is paid with funds available to DCPS; the number of students who are District residents; the number of tuition-paying non-resident students; and the number of special education and English minority students as of October 6, 2008, based upon a physical headcount of students and review of applicable student records. This was not an audit conducted in accordance with generally accepted auditing standards or attestation standards established by the American Institute of Certified Public Accountants.

Enrollment Classifications – For purpose of the audit, students were classified as:

Enrolled – A student was included in the enrollment count if he or she was:

- In the October 6, 2008, data and present during the physical count
- In the October 6, 2008, data and absent on the day of the physical count but documentation provided evidence of enrollment and attendance
- Not in the October 6, 2008, data but present during the count and documentation provided evidence of enrollment as of October 6.

Not Enrolled – A student was in the October 6, 2008, data, but documentation provided showed evidence that the student had withdrawn or stopped attending or adequate documentation was not provided.

Enrollment Date – All data presented in this report are as of October 6, 2008.

LEP/NEP – Limited English Proficiency/No English Proficiency

Membership Report – Report issued by DCPS detailing student count entitled “SY 2008– 09 Official Membership Report October 6, 2008”.

Residency Classifications

- Verified – During the initial on-site file review, the school had a completed District Residency Verification Form, or applicable waiver, on file that had been properly approved. Otherwise, adequate proof of residency was provided during the resolution period.
- Not Verified – There was no District Residency Verification Form on file or the form was incomplete, and adequate proof was not provided during the resolution period.

Resident Student – A student enrolled in a District school who is 1) a minor whose parent, guardian, or other primary caregiver resides in the District of Columbia or 2) an adult who resides in the District of Columbia.

Residency Verification Rules – Rules for establishing residency verification requirements for public schools and public charter schools, as issued by OSSE.

Resolution Period – Period after completion of the headcount and file reviews during which principals were provided an opportunity to resolve any outstanding issues.

School Types

- Alternative: Special educational program that provides instruction to students under court supervision or on short- and long-term suspension from a regular DCPS academic program.
- Elementary – Preschool through grade 8
- Middle – Grades 5 through 8
- Senior High – Grades 9 through 12
- Special Education: separate school providing specialized services for students identified as having disabilities, as defined by law.

SEDS – Special Education Data System

STARS – Student Tracking and Reporting System

Tuition Grant – Special education students whose tuition for enrollment in other schools is paid with funds available to DCPS. These schools include non-public day and residential programs as well as public schools in surrounding counties serving District children under the care of D.C. Child and Family Services.

Uniform Per Student Funding Formula – Formula used to determine annual operating funding for DCPS pursuant to the School Reform Act of 1995, as amended, and the Uniform Per Student Funding Formula for Public Schools and Public Charter School Act of 1998.

Weekly Service Hours – The number of hours of specialized education provided to a student each week in accordance with the Individual Education Plan (IEP).



Attachments

1. Summary of Audited Enrollment by School Type and Grade
2. Audited Enrollment by School and Grade
3. Summary by School Type and Grade: Audited Enrollment vs. Reported Enrollment
4. Summary by School and Grade: Audited Enrollment vs. Reported Enrollment
5. Summary of Students for Whom Enrollment and Residency were Verified By School Type and Grade
6. Summary of Students for Whom Enrollment and Residency were Verified By School and Grade
7. Summary of Students for Whom Enrollment and Residency were Verified by School Type and Grade: Audited Enrollment vs. Reported Enrollment
8. Summary of Students for Whom Enrollment and Residency were Verified by School and Grade: Audited Enrollment vs. Reported Enrollment
9. Summary of Residency Verification by School
10. Summary of Students with IEPs, Including Students for Whom Residency was not Verified
11. Summary of English Language Learners, including Students for Whom Residency was not Verified
12. Summary of Students with IEPs for Whom Enrollment and Residency were Verified
13. Summary of English Language Learners for Whom Enrollment and Residency were Verified Residency
14. Report of Ethnicity and Sex Count by School

DCPS Only

15. Summary of Students Enrolled in Nonpublic Schools
16. Summary of Students Enrolled in Surrounding County Schools