



District of Columbia
Office of the State Superintendent of Education



Student Enrollment Audit and Child Count Handbook

Guide for Local Education Agencies

2024-25 School Year

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1. Definitions for Common Acronyms and Terms

Term/Acronym	Definition
CBO	Community-based organization
CFSA	Child and Family Services Agency
Child Count	Official special education enrollment number for the District of Columbia
Child Count Roster Verification Form	A form contained within the Enrollment Audit and Child Count Application that shall be signed electronically by the Head of School
Data Freeze	The day LEA enrollment data is frozen for use in the annual enrollment audit.
DC	District of Columbia
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DCRV	District of Columbia Residency Verification form issued by OSSE annually for use by local education agencies (LEAs) and CBOs in verifying residency
DE	Duplicative enrollment
Duplicative Enrollment resolution process	The process used to resolve duplicative enrollments between LEAs and, in some instances, between schools in an LEA. In most cases, this process is conducted through the Duplicative Enrollment Application.
Duplicative Enrollment Application (DEA)	An application to resolve duplicative enrollments. The application is used throughout the enrollment period and requires LEA action four times throughout the year. Period 1 covers duplicative enrollments during the enrollment audit.
DYRS	Department of Youth Rehabilitation Services
e-file	Residency documentation file prepared for a remote audit
EL	English learner
Enrollment Audit and Child Count (EACC)	The annual process by which OSSE audits the enrollment of students enrolled in DC public schools or seats paid for using District funds. The audit includes verifying residency as well as students in individualized education programs (IEPs)
Enrollment Audit and Child Count Application (EACCA)	An OSSE application that displays the enrollment audit and Child Count rosters and student-level data to LEAs and facilitates the audit process through recording the result of each phase of the audit, including auditor results, LEA appeals and documentation submission
FARM	Free and reduced-price meal data
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development – denotes attainment of high school equivalency
HLS	Home language survey – aids in determination of English Learner Status
IDEA	Individuals with Disabilities Education Act
IEP	Individualized education program
LEA	Local education agency
MKV	McKinney-Vento Homeless Assistance Act
My School DC	The common lottery and application process for the District’s public school options
OCFO	Office of the Chief Financial Officer
OER	Office of Enrollment and Residency
OSSE	Office of the State Superintendent of Education

OSSE Online Residency Application	OSSE’s residency validation application used by parents and adult students to retrieve tax information from the Office of Tax and Revenue (OTR) for residency verification purposes
OSSE RV	OSSE residency verified is when an enrolled student’s residency is confirmed through an intra-agency agreement and accessible to an LEA through the Qlik OSSE Residency Verification application for the relevant school year
OST	OSSE Support Tool
OTR	Office of Tax and Revenue (a District government agency located within the OCFO)
PCSB	Public Charter School Board
Pre-K 3	Pre-kindergarten for 3-year-olds
Pre-K 4	Pre-kindergarten for 4-year-olds
POC	Point of Contact – defined roles in for accessing the EACCA
Qlik	A data visualization tool used by OSSE to provide dashboards and summaries of data to LEAs and assist LEAs in identifying and correcting errors in data provided to OSSE
SWD	Students with disabilities
SEA	State education agency
SPECIAL PROGRAMS	Special Education Data System
SIS	Student Information System
SLED	Statewide Longitudinal Education Data
SLIMS	School and LEA Information Management System – the authoritative source of school information
SNAP	Supplemental Nutrition Assistance Program
SY	School year
TANF	Temporary Assistance for Needy Families
UPSFF	Uniform Per Student Funding Formula
USI	Unique Student Identifier

2. Overview

2.1. Purpose

Pursuant to DC Official Code §38-1804.02, 38-205, and 38-2906(d), the Office of the State Superintendent of Education (OSSE) is required to annually collect enrollment counts of resident students, non-resident students, students with disabilities, all students attending all District of Columbia Public Schools (DCPS), District of Columbia public charter schools, children in pre-K 3 and pre-K 4 programs in community-based organizations (CBOs) receiving Pre-K Enhancement and Expansion Program (PKEEP) funds, and students whose tuition or education in schools or programs is paid for with District funds. This count must be completed on Oct. 5, or the following business day, of each school year.

OSSE is then required to conduct an audit to verify the accuracy of the enrollment counts including DC residency status, as well as to identify any material weaknesses in the enrollment systems, procedures, or methodology at the local education agency (LEA) level. Data from the Enrollment Audit and Child Count (EACC) are used for annual federal reports and to determine funding levels in accordance with the Uniform Per Student Funding Formula (UPSFF). OSSE reports the results of the audit to the mayor, the Council of the District of Columbia, and the appropriate congressional committees.

2.2. Applicable Legislation

Section 702 of the [District of Columbia Enrollment Census Act of 1998](#), effective March 26, 1999 (DC Law 12-175; DC Official Code § 38-159)

Section 107 and 107b of the [District of Columbia Uniform Per Student Funding Formula Act of 1998](#), effective March 26, 1999 (DC Law 12-270; DC Official Code §§ 38-2906 and 38-2906.02)

Section 2402 of the [District of Columbia School Reform Act of 1995](#), approved April 26, 1996 (110 Stat. 1321; DC Official Code § 38-1804.02 *et seq.*)

Section 4 of [An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes](#), approved Feb. 4, 1925 (43 Stat. 806; DC Official Code § 38-205)

2.3. Scope

The enrollment audit includes three components:

1. **General Audit and Residency Verification:** An audit of students enrolled in all DCPS and public charter schools, DC residency status of these students, and tuition payments assessed and collected for non-residents as of Oct. 5, or the following business day. This also includes an audit of students in nonpublic placements and wards of the District enrolled in schools in surrounding jurisdictions.
2. **Child Count Verification for Special Education (Child Count):** An audit of students with individualized education programs (IEPs) included in the Oct. 7 count and receiving services as of the second certification.
3. **Community-Based Organization (CBO) Pre-K Verification:** An audit of children enrolled in pre-K 3 and pre-K 4 in CBOs receiving PKEEP funds. Upon completion of the enrollment audit, each CBO receives funding for each enrolled student verified as a District resident. (Guidance for

these CBOs is part of a separate enrollment audit guide targeted toward the specialized processes for CBOs.)

2.4. Enrollment Audit and Child Count Application

The Enrollment Audit and Child Count Application (EACCA) provides the means for LEAs and OSSE to view the Enrollment Audit and Child Count (EACC) student rosters throughout each phase of the enrollment audit, start to finish. Data for rosters is pulled from each LEA's student information system (SIS), Statewide Longitudinal Education Data (SLED) system and Special Education Data System (Special Programs).

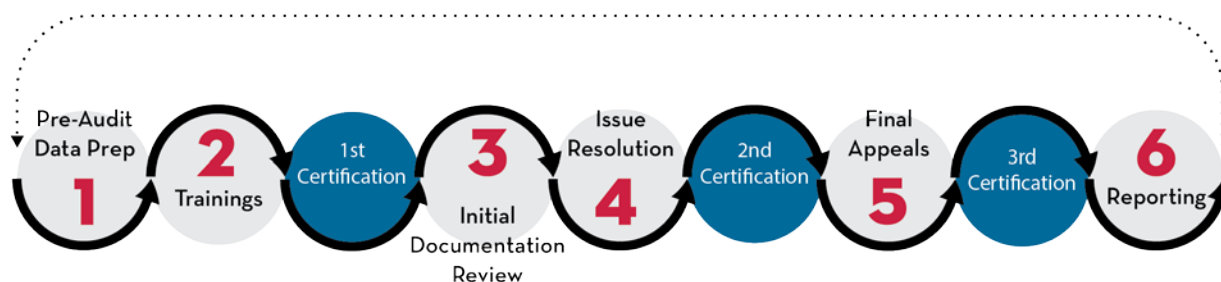
The Enrollment Audit and Child Count Application:

- Allows LEAs to view in near-real time enrollment, demographic, and special education student counts as they relate to the EACC.
- Allows LEAs to view in near-real time, enrollment and residency determinations throughout the initial documentation review, issue resolution and final documentation review phases;
- Provides a secure method to upload student residency documentation; and
- Enhances OSSE's communication to LEAs throughout the audit phases.

2.5. Uniform Per Student Funding Formula (UPSFF)

The UPSFF is used to determine payment amounts using the classification of enrolled students identified on the chart below. LEAs receive reports from the Office of the Chief Financial Officer (OCFO) on funding calculations four times a year. Information about the funding formula weights, dates of public charter school payments and supplemental payments for the 2024-25 school year can be found on the [OSSE website](#).

3. Enrollment Audit and Child Count Process Overview



3.1. 2024-25 School Year EACC Calendar

2024 DATE	EVENT/DELIVERABLE
Pre-Audit Data Preparation Phase (Prior to Oct. 7)	
April – September	Pre-Audit Data Preparation Phase: LEAs update data in LEA SIS to reflect Stage 5 student enrollment
July	Mandatory Enrollment Audit Training through OSSE’s Start of School Campaign virtual training series
July 26	Final day for LEAs to submit alternative file structure options for e-file remote audit
Sept. 27	Final day for LEAs to submit OSSE Support Tool (OST) tickets for roster corrections to be reflected by the First Certification
Data Freeze (Oct. 7)	
Oct. 7	LEAs to ensure all enrolled students are included on the roster by 4 p.m. The data for this population of students is frozen and used for the remainder of the enrollment audit.
Oct. 8 – 10	LEAs review and make final corrections to data in LEA SIS for student inclusion/exclusion on the enrollment roster to ensure annual funding based on the UPSFF.
Oct. 11	LEAs submit first certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) in the EACCA. 9 a.m.-5 p.m.
Oct. 11 – 15	DC Public Charter School Board (PCSB) certification. Start time is 6 p.m. and end time is 12 p.m. the following day
Oct. 15 – 21	LEAs complete requirements for amending the unaudited enrollment roster
Oct. 10 – 16	Residential LEAs shall submit student location information for residential audit - see Residential Student Audit for more information
Initial Documentation Review Phase (Oct. 16 – Nov. 14)	
Oct. 15 – Nov. 7	Window for duplicative enrollment determinations made during enrollment period one
Varies by LEA*	E-file submission deadline for LEAs to upload their residency documents for the initial documentation review phase.
Varies by LEA*	Initial documentation review: auditors remotely review e-file documents that LEAs uploaded.

Issue Resolution Phase (Oct. 22 – Dec. 1)	
Varies by LEA*	Issue resolution: Initial residency determinations from the on-site or remote audit are available for LEA review in the EACCA. LEAs upload supporting documentation to resolve residency determinations found during the on-site or remote audit.
Oct. 25	Final day for LEAs to submit OST tickets for Child Count and Demographic Data corrections
Nov. 12	LEAs shall resolve all demographic errors in appropriate source system by 4 p.m.
Nov. 15	LEAs submit the second certification (Final Demographic Data Elements and Child Count Certification) in the EACCA. 9 a.m.-5 p.m.
Final Documentation Submission and Review Phase (Dec. 2 – Dec. 13)	
Dec. 2	LEAs submit requests with supporting documentation for final review for residency issues in the EACCA by 11:59 p.m.
Dec. 12	LEAs receive notification and can view all final determinations in the EACCA
Dec. 13	LEAs submit third certification (Final Audited Enrollment Numbers Certification) in the EACCA. 9 a.m.-5 p.m.

*Phase dates overlap as a collective, but not for individual LEAs. Please see the Enrollment Audit Workflow Schedule in the EACCA for LEA-specific dates.

3.2. Enrollment Data and Child Count Certifications

LEAs shall certify the validity, completeness and accuracy of the LEAs' data and acknowledge final enrollment numbers by completing three EACC certifications within the EACCA. The first certification captures the universe of students included in the enrollment audit and acknowledges the outstanding data anomalies for students with disabilities in Special Programs. The second certification certifies that all demographic data are accurate, valid and complete as well as certifying the final population of special education students receiving services for Child Count purposes. The third and final certification captures the LEAs' acknowledgment of final enrollment numbers and demographic information used for funding.

All certifications shall be made by the Head of School point of contact (POC) via electronic signature in the EACCA. Certifications are **required** by OSSE and have funding implications. In the event the Head of School POC does not complete the three required certifications, an LEA is flagged and may not receive funding for their students. For students enrolled by the Department of Youth Rehabilitation Services (DYRS) and Child and Family Services Agency (CFSA) in surrounding counties, OSSE confirms enrollment directly with the relevant agency.

Adult LEAs serving students who are not on a pathway toward a traditional high school diploma or Certificate of IEP Completion are not subject to the statewide uniform procedures for pre-K-12 schools laid out in OSSE's [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#). The second certification includes an assurance verifying the use of standard procedures set by the LEA to designate and serve English learners. Please refer to [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#) for more information.

Certification Name	2024 Due Date	Purpose of Certification
First Certification - Unaudited Enrollment and Child Count Anomalies Acknowledgement	Oct. 11 9 a.m.-5 p.m.	<ul style="list-style-type: none">• LEA acknowledges that enrollment data from the LEA's SIS includes all students enrolled at the LEA as of Oct. 7• LEA acknowledges data anomalies for students with disabilities in Special Programs or the LEA's SIS that shall be resolved by the Second certification for the purposes of Child Count
Second Certification - Final Demographic Data Elements and Child Count Certification	Nov. 15 9 a.m.-5 p.m.	<ul style="list-style-type: none">• LEA acknowledges that the demographic data and Child Count data elements from the LEA's SIS, Special Programs and OSSE authoritative data are accurate, valid and complete for all students enrolled at the LEA as of Oct. 7 (not UPSFF status); AND• LEA certifies the final Child Count numbers for SWDs served in the LEA as of Oct. 7; AND• For adult-serving LEAs with students who are not on a pathway toward a regular high school diploma or Certificate of IEP Completion, the LEA assures the use of standard procedures set by the LEA to designate and serve English learners in this group of students

Third Certification - Final Audited Enrollment Numbers Acknowledgment	Dec. 13 9 a.m.-5 p.m.	<ul style="list-style-type: none"> • Acknowledges the final audited enrollment numbers after the final documentation review process is complete
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4. Pre-audit Data Preparation



LEAs have **until Oct. 10 at 4 p.m.** to make corrections to student enrollment in the LEA's source systems (the SIS, Special Programs, and other authoritative systems) to ensure all students enrolled on Oct. 7 are identified correctly in the EACCA. LEAs must handle personally identifiable information (PII) of students to complete the EACC requirements. The LEA shall follow all applicable Family Education Rights and Privacy Act (FERPA) laws accordingly. It is the individual LEA's responsibility to ensure LEA staff take the relevant data security trainings.

4.1. Data Quality Terms

All data shall be valid, complete and accurate. LEAs shall ensure that they adhere to the [LEA Data Management Policy](#).

Under federal and local law, LEAs are responsible for maintaining records for data reporting. For the purposes of the enrollment audit, OSSE defines maintenance of records as:

- Entering accurate data;
- Updating data promptly and accurately upon notification of any changes; and
- Ensuring accuracy so the system of record correctly reflects all students and their environments under the purview of the LEA.

Term	Definition
Accurate	The data correctly represents reality
Valid	All values entered conform to OSSE-permitted values*
Complete	All required data elements contain values

*OSSE-permitted values can be found in the [OSSE LEA Data Collection Template for the current school year](#).

4.2. Data Quality Error Reports

The Unified Data Error Report available in Qlik and the Data Quality Error Report in SLED flag common data errors such as invalid and missing enrollments as well as special education data errors and anomalies. Where appropriate, LEAs shall disseminate the error reports to their school-level administrators and coordinate with school-level data administrators to make all necessary corrections. Please refer to the [Unified Data Error Guide](#).

4.3. Stages of Enrollment

The five stages of enrollment below, as set forth in [5A DCMR § 2199](#), apply to every public and public charter school student's attendance record. Each stage represents a different event in the enrollment process. Students shall be in an LEA's SIS at Stage 5 in order to count as enrolled in the LEA.

Stage 1: Application to Attend the School - This stage occurs when the enrolling person submits an application for the student to attend the school.
Stage 2: Acceptance and Notification of an Available Slot - This stage occurs when the school accepts and notifies the student of an available slot. For My School DC (MSDC) participating schools, this stage occurs when the common lottery process facilitated through MSDC concludes and LEAs send notifications to families offering a slot for their student.
Stage 3: Acceptance of the Offered Slot - This stage occurs with acceptance of the offered slot. Best practice includes confirming the student's intent to enroll by completing both enrollment and residency verification forms.
Stage 4: Registration of the Student in SIS - This stage occurs after the LEA receives the student's required enrollment and residency forms with supporting residency documents and inputs the student's information in the SIS, identifying the student as Stage 4 enrolled.
Stage 5: Receipt of Educational Services - This stage occurs when the student begins receiving educational services no earlier than the first official day of the current school year. If the student has not attended school or received educational services during the school year, the student's record shall remain in Stage 4.

Pursuant to DCMR 5A 2101.2(a), the requirement to maintain an attendance record for a student who has completed the enrollment process (Stage 4) shall begin on the school's first official school day. It shall continue throughout the school year unless the student officially withdraws from the school, fails to attend at least one day of school within the first three weeks of school without notification for such absence, or transfers to another school.

In other words, a student cannot be moved to Stage 5 enrollment until they receive educational services on their first day. A record is not created for the student, and students cannot accrue absences unless they are at Stage 5 enrollment. However, schools shall continue to hold a place for all students who are at Stage 4 enrollment for the first three weeks of school, unless they receive notification for the absence, or the student officially withdraws or transfers to another school.

Additionally, enrolling the student in Stage 5 after Oct. 5 (the District's deadline for annual enrollment) means the school will not receive UPSFF for that student or accrue absences. Schools may hold seats for students who match during the common lottery and do not meet Stage 5 enrollment until after Oct. 5, but the LEA shall not receive UPSFF for that student.

4.3.a Stage 5 Student Attendance Review

Pursuant to [D.C. Code § 38-203\(a\)](#) an accurate daily record of the attendance of all minors enrolled in a public school shall be kept by each educational institution. OSSE will review attendance for all students identified as Stage 5 enrolled in an LEA at the time of the annual enrollment audit to determine their attendance history. The LEA Data Liaisons will follow up with each LEA, prior to the initial certification on

Oct. 11, 2024, for which a student is identified as Stage 5 enrolled on Oct. 7, 2024, without a required record of attendance indicating the student was present for at least a portion of one school day. LEAs must enter attendance data for all students or provide proof of attendance for students for which there is no attendance reported that indicates the student was present in school for at least a portion of one school day.

LEAs will receive a unified data error (UDE) for any student without an indication that the student was present in school for at least a portion of one school day. LEAs must resolve the UDE for all students. For students for which the LEA is unable to resolve the UDE, the LEA must provide proof of attendance indicating the student was present in school for at least a portion of one school day.

Proof of attendance must be submitted via an OST and must include an explanation of why the LEA is unable to resolve the UDE accompanied by one of the following:

- Completed schoolwork with the student's name and date of completion; or
- Truancy referral pursuant to [D.C. Code § 38-208](#) to a relevant District agency such as Child and Family Services Administration (CFSA), Court Social Services Division (CSSD), Department of Human Services (DHS), and/or the Office of Attorney General (OAG).

If the LEA does not provide proof of attendance for students with no record of attendance reported that indicates the student was present in school for at least a portion of one school day, the student shall not be counted in the audit under the UPSFF and the LEA will not receive payment for the student. Attendance validated during the enrollment audit must align with attendance certifications submitted by LEAs in Jan. 2025.

4.4. Ensuring Accurate, Complete and Valid Student Records

LEAs shall ensure all enrolled students are identified in their SIS and accurately reflected in the EACCA. This ensures the student has an active enrollment record/status in SLED. LEAs have until Thursday, Oct. 10, 2024 to ensure that the roster is accurate and updated and until Thursday, Nov. 12, 2024 to resolve demographic conflicts in their SIS to the data elements listed below. These data elements are required elements from the [OSSE LEA Data Collection Template for the current school year](#).

Data element	Definition
Last Name	The legal last name of the student. It is the name carried in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
First Name	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
Date of Birth (DOB)	The day, month and year on which the student was born documented on an official government certificate.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.

State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.
Gender	A coded value representing the student's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.
Ethnicity	LEAs are required to categorize student ethnicity as "Yes – Hispanic or Latino" or "No – Not Hispanic or Latino" for the ethnicity with which the student most closely identifies. The complete definition of Hispanic and Latino is found in the OSSE LEA Data Collection Template for the current school year .
Race	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race values. Definitions of these values are found in the OSSE LEA Data Collection Template for the current school year .
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via LEA SIS, and aligned to the OSSE LEA Data Collection Template for the current school year .
EL Indicator	An indication of whether the student is an English learner (EL) and receiving EL services. There is an Elementary and Secondary EL Indicator.
EL Status	Descriptor of an EL student's English language proficiency. EL Status is a student's score level on the initial EL identification screener.
FARMS	An indication of whether a student is receiving free meals, reduced-price meals or paying for meals in full.
Residency Status	The LEA's determination that the student is or is not a resident of the District of Columbia based on documents provided to support residency claim. Non-residents require a tuition agreement on file with OSSE in order to be enrolled.
Homeless	Individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence; or as defined in McKinney-Vento Homeless Assistance Act.

4.4.a. Special Education Status

Special education status, which is considered part of a student's record, is calculated based on the information entered in Special Programs and auto populated. LEAs shall ensure that all data in Special Programs current. Official special education status will be captured by the Child Count process.

4.5. Residency Verification

The LEA is ultimately responsible for verifying the residency of the enrolling students. OSSE's role is to promulgate regulations and official forms required to be used in residency verification by LEAs and provide guidance and support to LEAs in conducting the verification. The residency of each student enrolled in a District public or public charter school must be verified by the current LEA of enrollment, not earlier than the date results of the District's common lottery system are released and not later than Oct. 5 or 10 days of initial enrollment, for the school year that begins on or after July 1 of each year.

See the [OER Handbook 2024-25 school year](#) for more information on the required residency documentation. If you have questions about these policies, please email osse.enrollmentaudit@dc.gov.

4.5.a. OSSE Residency Verified

The OSSE residency verified population is based on intra-agency agreements with federal and local government agencies. OSSE residency verified status is viewed in the [OSSE Residency Verification Qlik application](#). The external agencies provide OSSE with a data feed that allows OSSE to identify students who are eligible to be OSSE residency verified. The OSSE residency verified feed is based on the students' information within the external partners' data feed, not the parent. OSSE does not control the information that comes across the feed and is not able to update.

- Residency verified through intra-agency agreements with:
 - Department of Human Services for Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) or Medicaid recipients, or
 - Office of Tax and Revenue (OTR) through the [Online Residency Validation form](#)
- Students experiencing homelessness as defined by McKinney-Vento Homeless Assistance Act and identified by the LEA or the Community Partnership (TCP)
- Wards of the District

OSSE RV can be used in lieu of supporting documentation. **However, confirmation as OSSE residency verified does not remove the requirement to complete a DCRV and additional residency forms or an LEA's responsibility to confirm bona fide residency.** If a student is not confirmed as OSSE residency verified in the SY24-25 OSSE Residency Verification Qlik application, the enrolling person must use a different method for residency verification. In some rare instances, students who were on the list at one point may have their indicator changed from Y to N. This is usually because their data was combined with another students' and once they get their own unique student identifier (USI) we learn that they actually didn't meet the criteria to be verified. **These students would then need to provide supporting documentation to prove their residency status.**

OSSE residency verified students are removed from the random sample if they appear in the application prior to Oct. 7. If a student appears in the OSSE RV application after Oct. 7, LEAs may use a screenshot of the student **in the application (not a screenshot from the LEA's SIS)** as supporting residency documentation for any auditor rejections. **The screenshot must include the school year, student name, and residency indicator.**

4.6. Residency Documentation Preparation

The auditor review of residency documentation, both residency forms and supporting residency documents, is completed remotely. All LEAs are required to upload documents via BOX in the required file format commonly referred to as the e-file.

4.6.a. Documentation Preparation for Remote Document Review

The remote document review requires the creation and submission of e-files. For the 2024-25 school year, OSSE will use BOX as the platform for providing e-files. The EACCA will have a link

directly to the school folder in BOX for uploading enrollment audit e-files. The e-files must contain the required documentation for all enrolled students. LEA shall submit final e-files by the scheduled initial document review deadline as set in the audit workflow table in the EACCA – LEAs will have access to the folders up through this date to change as needed.

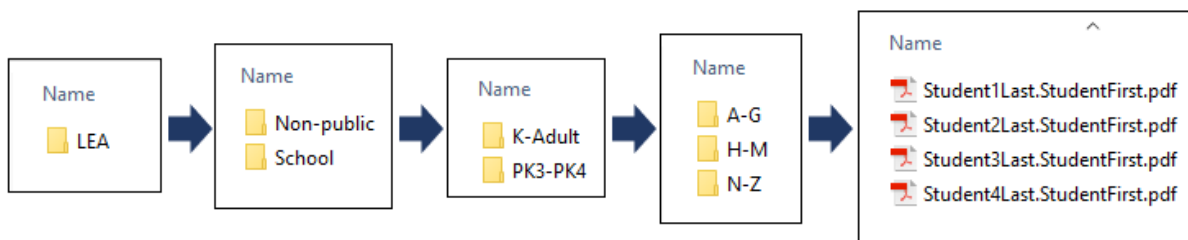
Location of E-file Folder for Upload

1. LEAs have several folders within BOX, relevant to different purposes with OSSE. The e-file uploads should be uploaded to the **LEAs BOX folder named “Enrollment Audit E-file.”**
2. BOX access will be based upon the LEA Enrollment Audit POC role. LEAs must ensure the appropriate staff member(s) are **assigned as the LEA Enrollment Audit POC.**
3. Confirm with the LEA Data Manager for assigned POC roles.

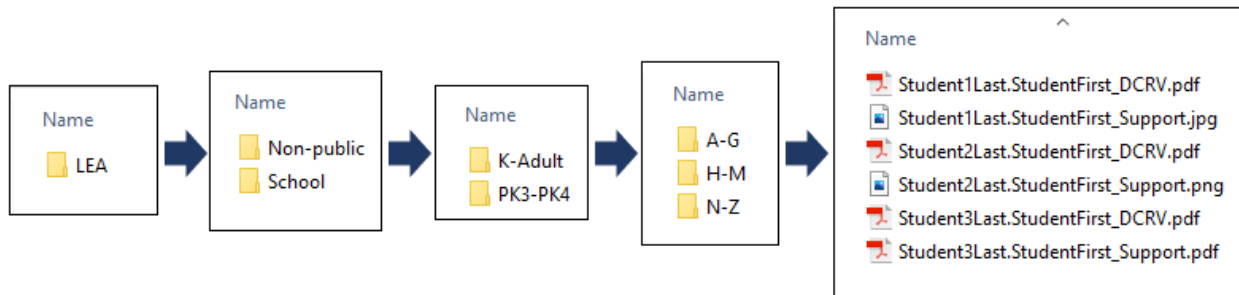
Note: Your LEA Enrollment Audit POC must have SLED access in order to access the EACCA. SLED training and quiz must be completed via the Learning Management System (LMS) [can be found here](#). SLED credentials will be provided within two business days. Additional instructions are provided in the SLED training.

Prepare Student e-files for Remote Review

1. Organize the DCRV form and all applicable residency verification forms and supporting residency documentation (i.e., OPC Form) into 15 GB (max) files.
2. Files should be created and loaded into the Enrollment Audit BOX folder in the following order:
 - a. School and Nonpublic folder
 - b. Enrollment Audit Population (PK3-PK4, K-Adult) folder
 - i. Do not further split by individual grades
 - c. Segments of the alphabet (e.g., A-G, H-M, N-Z)
 - d. Student last name, student first name files. **Do not create an individual folder for each student.**
 - i. Student names shall align with spellings as displayed in the EACCA
 - ii. Include student date of birth if more than one student has the same first and last name
3. For single student files, the supporting residency documentation should immediately follow the DCRV form for that student.



Alternatives for E-file Preparation



LEAs may request an alternative folder or file structure to the e-file preparation requirements. To initiate this process, an LEA should reach out to osse.enrollmentaudt@dc.gov. Any request for change to the e-file preparation shall be done in consultation with the LEA and auditor. **Requests for alternative e-file preparation should be made by July 26, 2024.**

4.7. BOX Folder Preparation

BOX folders are used annually, so they may contain empty, LEA created folders of students from prior enrollment audits. LEAs shall remove student folders from prior years. Removing the folders ensures an auditor reviews the correct folders for the correct student.

If an LEA experiences issues while uploading documents or experience file and folder constraints, they may review [Appendix D: BOX Constraints and Troubleshooting](#) for additional guidance.

4.8. LEA E-file Submission

LEAs shall upload **all** residency forms and supporting residency documents to BOX by their LEA e-file deadline. The e-file deadline can be found in the [audit workflow table](#) at the bottom of each LEAs EACCA dashboard. LEAs can access BOX Enrollment Audit folders by logging into BOX directly or selecting the e-file submission button in the EACCA. Uploads shall be compliant with [Residency Documentation Guidance](#) outlined in this handbook.

Failure to upload by the e-file deadline may result in the LEA having to submit documentation for all students through the issue resolution process - a manual upload for each individual student.

E-file is *only* used during the initial documentation review phase. Subsequent actions, documentation submission and review are completed directly in the EACCA, at the student level.

4.9. Technical Assistance

Each LEA has an assigned OSSE LEA Liaison to provide LEA Data Managers support. Technical issues that arise should be submitted by the LEA Data Manager to the OSSE LEA Liaison using the [OSSE Support Tool \(OST\)](#). The full list of LEA Liaisons and their assigned LEAs are located on the [LEA Liaison webpage](#).

4.10. LEA Points of Contact (POCs)

Each LEA is required to have POCs for the head of school, enrollment audit, special education, ELs, homeless liaison, and data management. OSSE will not contact or communicate with LEA staff members beyond the head of school, the designated LEA enrollment audit POC, the LEA special education POC for Child Count, and the LEA Data Manager for the enrollment audit. LEAs with multiple staff working on the enrollment audit are advised to develop a plan for sharing enrollment audit information among their respective staff members, as necessary.

Confirm with the LEA Data Manager that LEA staff are assigned to the necessary POC roles.

POC Type	Description
Head of School	Responsible for overall administrative leadership; completes all certifications for the enrollment audit
LEA Enrollment Audit POC	Coordinates and manages the LEA's enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation and uploading documents
School Enrollment Audit POC	Coordinates and manages a specific school enrollment audit within an LEA; their access is limited to the assigned school and does not oversee the enrollment audit for the LEA
LEA Data Manager	Ensures all data requests from OSSE are completed in a timely manner and maintains POCs and calendars; partner in pre-audit data preparation
LEA Special Education POC	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the Special Programs; key partner in Child Count
English Learners POC	Verifies the EL status of students and coordinate with the data manager to ensure that this information is correctly uploaded to the SIS
LEA Homeless Liaison	Responsible for identifying and ensuring that students identified as experiencing homelessness receive services

4.11. Audit Workflow Scheduling

The audit workflow schedule lays out each LEA's timeline for completing the enrollment audit. Schedules are uploaded into the EACCA in August and are found at the bottom of the EACCA dashboard. The LEA is responsible for reviewing the dates listed in the audit workflow table and ensuring all deadlines are met.

Audit Workflow Dates											
LEA Code	LEA Name	School Code	School Name	Fieldwork Start Date	Fieldwork End Date	Issue Resolution Start Date	Issue Resolution End Date	Auditor Issue Resolution Start Date	Auditor Issue Resolution End Date		
1009	Local Ed Agency 1009	1240	School Campus 1240	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm	September 4th 2020, 12:00:00 am	September 5th 2020, 11:59:59 pm
1009	Local Ed Agency 1009	1760	School Campus 1760	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm	September 4th 2020, 12:00:00 am	September 5th 2020, 11:59:59 pm
1009	Local Ed Agency 1009	20	School Campus 20	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm	September 4th 2020, 12:00:00 am	September 5th 2020, 11:59:59 pm
1009	Local Ed Agency 1009	2060	School Campus 2060	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm	September 4th 2020, 12:00:00 am	September 5th 2020, 11:59:59 pm
1009	Local Ed Agency 1009	2420	School Campus 2420	August 19th 2020, 12:00:00 am	August 20th 2020, 11:59:59 pm	August 21st 2020, 12:00:00 am	September 1st 2020, 11:59:59 pm	September 2nd 2020, 12:00:00 am	September 3rd 2020, 11:59:59 pm	September 4th 2020, 12:00:00 am	September 5th 2020, 11:59:59 pm

5. Enrollment Audit and Child Count Trainings



To ensure that LEA Enrollment Audit POCs have a strong understanding of any policy or process changes regarding the yearly enrollment audit, OSSE hosts several trainings in advance of the initial documentation review phase targeted toward the LEAs Enrollment Audit POC, Special Education POC and the LEA Data Manager. Trainings are advertised through the OSSE [LEA Look Forward](#) newsletter. LEAs shall send at least one participant for EACCA trainings. OSSE may inform the Head of School if no representative from their LEA attends the training.

5.1. Residency Verification Training

The [Residency Verification training](#) aims to inform LEA Enrollment Audit POCs and applicable school staff on the laws, regulations and policies surrounding residency verification. It trains LEA staff on bona fide residency, eligibility requirements, residency document requirements, non-resident enrollment and how to report suspicions of non-residency.

5.2. Enrollment Audit and Child Count Training

The EACC training aims to inform LEA Enrollment Audit POCs on the enrollment audit, its application, purpose and timeline. The session will provide an overview of the details contained in the EACC handbook and how to prepare effectively for the 2024-25 school year audit. There will be an option to attend a live webinar version of this training or watch a recording if LEA staff aren't available for the live version. All LEA Enrollment Audit POCs must complete this training.

5.3. Enrollment Audit Child Count Application Training

The EACCA training aims to inform LEA Enrollment Audit POCs on the key application relevant to the enrollment audit. The training is a collaborative effort between OER and the Office of the Chief Information Officer (OCIO). The training involves technical guidance and processes necessary to successfully navigate the enrollment audit. It is encouraged that all enrollment audit POCs attend the session each school year.

5.4. Head of School Training Webinar

The Head of School training provides LEA Heads of Schools with guidance on how to complete certification at the three certification points during the enrollment audit. All Heads of Schools shall review the Head of School Certification Training webinar located in the EACCA each year.

6. First Certification: Unaudited Enrollment and Child Count Data Anomalies Certification



The first certification pupil counts are used to determine the LEA's October and January UPSFF quarterly payments. Because there can be a one-day lag for data from the LEA's SIS to show up in SLED, OSSE takes a snapshot of enrollment data on Oct. 7 collected from all LEAs to reflect the enrollment as of Oct. 5. LEAs have until Oct. 10 to make corrections to student enrollment in the LEA's source systems (the SIS, Special Programs, and other authoritative systems) to ensure all enrolled students are identified correctly in the EACCA for the First Certification on Oct. 11. LEAs are encouraged to submit data as soon as possible as corrections submitted on Oct. 10 may not reflect by the first certification. The key dates and actions are:

Oct. 7 at 4 p.m.

OSSE freezes enrollment data submitted by LEAs.

Oct. 8

OSSE loads the data collected from Oct. 7 into the EACCA.

Oct. 8 through Oct. 10 at 4 p.m.

LEAs review their data in the EACCA to ensure that all enrolled students as of Oct. 7 are accounted for on the roster, including those that may have a duplicative enrollment with another LEA.

LEAs shall make corrections to student records in the LEA's SIS to ensure all enrolled students appear appropriately in the EACCA.

After Oct. 10

LEAs cannot add additional students or make changes to the enrollment audit roster after 4 p.m. on Thursday, Oct. 10, 2024. It is critical that the LEA ensures that all students for whom the LEA seeks funding (i.e., receiving educational services as of Oct. 7) are on the enrollment audit roster in the EACCA.

If any student is missing from the roster because of technical issues and is not able to be resolved, the LEA shall submit an OST ticket *by Oct. 10 at 4 p.m.*

Oct. 11 at 5 p.m.

Heads of School shall complete the first certification in the EACCA between 9 a.m. and 5 p.m. Roster updates made between Oct. 8-10 may not be resolved at the time of the first certification. If there is an error, the LEA must proceed with certification pending resolution of the Oct. 8-10 OST tickets.

Oct. 11 through Oct. 15

DC PCSB shall complete the first certification in the EACCA. This certification has a different start and end time. Certification shall occur between Oct. 11 at 6 p.m. and Oct. 15 at 11:59 a.m.

6.1. Amending the Unaudited Enrollment Roster after First Certification

LEAs are responsible for certifying accurate, complete and valid student data. In the event the data certified is incorrect, the LEA shall complete the following steps to resolve.

Adding a Student

If an LEA wants students added who are enrolled and attending by the data freeze day, but not captured at the time of the first certification to its unaudited enrollment roster *after* the first certification, the LEA shall submit a request to OSSE. OSSE will review the request and determine, in its sole discretion, if the students will be added into the unaudited enrollment roster.

Requests must be completed within five business days of the first certification deadline and the student must be Stage 5 enrolled in the LEA SIS. To submit a request, LEAs must submit an OST ticket, select “Enrollment Audit Policy Issue” and include all the following items.

1. An official request for review from the LEA Head of School and LEA board chair, if applicable. This shall include a signed letter confirming that all the data and documents accompanying this request are accurate, and that it is being made in good faith and not for purposes of misleading, misrepresenting or otherwise defrauding the District of Columbia Government.
2. For public charter schools, a letter from DC PCSB that approves of this request. The approval from PCSB shall be signed by the executive director.
3. An explanation for why the student was not included in the LEA data prior to the first certification.
4. A copy of the original OST ticket submitted to OSSE *prior* to the first certification deadline indicating a discrepancy in the student count. The OST ticket shall include:
 - a. The student’s identifying information (Student USI, First Name, Last Name and Birthdate); and
 - b. The student’s actual start date at the school, listed individually for each student.
5. Evidence that the student was enrolled and attending on or before data freeze day. This will include attendance records (for the school days leading up to and including data freeze day) and an example of student work completed on or before data freeze day. Student work shall have the name of the student and the date the work was submitted.
6. Residency verification paperwork and enrollment documentation for each of the students listed in the original OST ticket.

Incomplete or late submissions may not be reviewed and will likely be rejected. OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA’s failure to properly manage the data in their SIS. The deadline for providing additional information will be determined by OSSE. Additional actions and information may include:

1. Issuance of a Notice of Non-Compliance for failure to follow guidelines in OSSE’s LEA Data Management Policy.
2. Request for a corrective action plan, detailing the steps the LEA will take to ensure compliance, internal controls and oversight of its data collection and verification practices related to student enrollment. The corrective action plan may be made available to the public.

3. Request for a memo describing how students have been accounted for in the school if the LEA did not enter student information into their SIS according to the data management policy. This memo needs to include:
 - a. How attendance has been taken for students who are not in the SIS; and
 - b. How the LEA is maintaining compliance with other data reporting requirements, such as attendance, discipline and documentation and service provisions for students with disabilities.
4. Participation in a meeting with OSSE and PCSB, if applicable, to review enrollment data practices and prepare for the enrollment audit process for the following school year.

Upon review of the information in the request and any additional information requested, OSSE will decide to approve the request, partially approve the request, or deny the request. An incomplete request will be denied.

OSSE will decide on the request one week prior to the second certification deadline. Any students who are approved will be manually added to the EACCA by OSSE. OSSE may include a list in the Audit and Verification of Student Enrollment Report of all LEAs that requested a post-certification request to add students and OSSE's decision on the request.

Removing a Student

If an LEA certifies a student who was not enrolled and attending as of Oct. 7 and needs the student removed from its unaudited enrollment roster *after* the first certification, the LEA shall submit a request to OSSE. OSSE will review the request and determine, in its sole discretion, if the student will be removed from the unaudited enrollment roster. The student must be withdrawn from the LEA SIS.

To submit a request, the LEA shall submit an OST ticket to OSSE as soon as possible but no later than Oct. 25. The OST ticket shall include the following:

1. Select "Enrollment Audit Policy Issue" for issue option; and
2. Indicate reasoning for a discrepancy in the student count; and
3. Include the student's identifying information (Student USI, First Name, Last Name and Birthdate).

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA's failure to properly manage the data in their SIS.

Upon review of the information in the request and any additional information requested, OSSE will decide to approve the request, partially approve the request or deny the request. An incomplete request will be denied. LEAs will be notified of the status of the request through the OST ticket.

7. Initial Documentation Review



The initial documentation review phase of the enrollment audit is the process wherein OSSE auditors review residency documentation. LEAs receive an e-file deadline and scheduled initial documentation review timeline in late August for each school in the LEA. LEAs must submit documentation according to the [LEA e-file submission guidelines](#). Auditors review residency documentation for all students enrolled in the LEA, including those who attend nonpublic schools.

7.1. Enrollment Audit Initial Documentation Review Scope

OSSE auditors review each student's DC Residency Verification (DCRV) form and additional residency forms to determine an LEA's compliance with residency verification requirements. This includes students with disabilities placed by the LEA in a nonpublic school as well as tuition paying non-residents. OSSE will review the DCRV and additional residency forms for every student. In addition, OSSE examines the supporting residency documentation for a random sample of 20 percent of the school's population who are not OSSE residency verified and 100 percent of the supporting residency documentation for students that have been placed by the LEA in a nonpublic school. If the supporting residency documentation is deemed non-compliant for a student at the conclusion of the enrollment audit, that student is counted as an unverified resident for whom the LEA does not receive UPSFF.

Each school is assigned an e-file deadline and an initial documentation review timeline. The e-file deadline is the date by which all residency documents must be uploaded to BOX for auditor review. The initial documentation review timeline is the period when the auditors will begin remote review of documentation and record determinations. It is also the start date for all subsequent follow-up requirements by the LEA. If the auditors reach the identified fail rate of the supporting documentation during the document review, the school is triggered for a full scope audit during that same time period.

OSSE reserves the right to review residency documentation from any LEA, at any time, and may elect to conduct a 100 percent audit of all supporting residency verification documentation if:

1. The LEA is unable to produce valid supporting residency documentation for more than 5 percent of the students in a random sample (or two students, whichever is greater) and students classified as non-resident or recently removed from tuition-paying status during the previous year. The 100 percent audit in this instance takes place on the same date as the scheduled initial documentation review.

2. The LEA has an excessive number of non-residency tips received by OSSE, or if OSSE has reason to suspect that fraudulent processes and procedures are taking place during the enrollment period/residency verification process.
3. Any other reasons that raise questions about the validity of the LEA's residency documentation or verification process.

7.2. Random Sample of Supporting Residency Documentation

To create the 20 percent sample, OSSE excludes OSSE residency verified students. If a student is not in the OSSE residency verified population (per the OSSE Residency Verification QLIK Application), LEAs should be prepared for auditors to review the supporting residency documents for that student.

7.2.a. Sample Fail Rate

If 5 percent or two students, whichever is greater, of a school's random sample fails the review of supporting residency documentation, the OSSE auditors immediately transition to a 100 percent review of supporting residency documentation. It is important to note that the population (pre-K 3- pre-K 4, K-12) that fails the sample is the population that moves to a 100 percent review of supporting residency documentation for that identified population. Additionally, OSSE reserves the right to follow up on any cases, should the need arise, to ensure accuracy of residency determinations.

7.2.b. Sample Size Example

Total Unaudited Enrollment:	200
OSSE verifies residency directly for:	
Students identified via data-sharing agreements with other District agencies	15 students
McKinney-Vento	10 students
Wards of the District	2 students
Office of Tax and Revenue Verified	5 students
Total Qlik OSSE Verified	32 students
Sample Population = total unaudited enrollment minus OSSE residency verified	
Total unaudited enrollment	200 students
OSSE residency verified	32 students
Potential Sample Population	168 students
Sample Size = 20 percent of Potential Sample Population (168)	34 students

7.2.c. LEA Pre-K Sample

As in past audit years, pre-K students are audited separately from kindergarten-adult students at schools that have both populations. The sample size of the pre-K population is 20 percent of the

potential sample population. Similar to the kindergarten-adult student population, the 20 percent sample for pre-K students at LEAs excludes students who are OSSE residency verified.

7.3. Residential Student Audit

OSSE coordinates and conducts a physical headcount (in-person count) of students who are in full-time residence at residential schools as part of the enrollment audit. A residential school is defined as a public or public charter school in the District that provides students with room and board in a residential setting, in addition to their instructional program. Only students who are in full-time residence at a residential school are eligible to receive residential UPSFF. Full-time residence means the student spends the entire night at the school. Students who leave the school after evening activities and return in the morning are not considered full-time. The table below lists the phases and timeline for the residential student audit:

Phase	Start Date	End Date
Residential LEA data submission	Oct. 10, 2024	Oct. 16, 2024, 11:59 p.m.
Auditor in-person count*	Oct. 18, 2024	Oct. 24, 2024
Auditor in-person count determination	Oct. 25, 2024	Oct. 25, 2024
Issue resolution	Oct. 28, 2024	Nov. 1, 2024, 11:59 p.m.
Final OSSE determination	Nov. 8, 2024	Nov. 8, 2024

*OSSE will work directly with LEAs for the process and timeline of the physical headcount. For questions, email osse.enrollmentaudit@dc.gov.

7.3.a. LEA Data Submission

LEAs shall provide the residential student data for all students with the residential program indicator in the LEA SIS. Student name and location information is submitted and confirmed through the EACCA.

7.3.b. Auditor In-person Count

On the day of the in-person count, the LEA and auditor shall take the following actions:

- Auditors will arrive at 6 p.m. on the scheduled date of the physical head count;
- Auditors will always be escorted by LEA staff;
- The count will occur in the residential area of the school. The count will not take place in the instructional area of the school (i.e., the classroom);
- Students must remain in their bedroom or the residential area while the count takes place. There will be no movement of students between rooms. The auditor may have monitors in place to ensure that no movement is taking place;
- Auditors will not enter any student bedrooms during the physical count;
- Auditors will conduct the count from the entryway of each bedroom, if necessary;
- All bedroom doors will remain open for the duration of the physical count;
- Auditors will conduct the physical counts for students of the same gender. For example, a male auditor will only conduct a physical headcount of the male residential students;
- LEA staff will read the name of the student, and the student must respond "Present/Here." Auditors shall record the responses received; and

- Any students arriving at the school during the headcount should wait in a designated area for processing by the Lead Auditor. Any student(s) arriving after the count has been completed will be considered absent and appropriate absent student procedures will be required.

Adjustments to the above actions may be possible but must be done in coordination with, and approval of, OSSE staff and the auditor.

7.3.c. Auditor In-person Count Determination

OSSE shall share results of the auditor's physical headcount with the LEA by Oct. 25, 2024.

7.3.d. Issue Resolution

For students not in attendance on the physical headcount day, the LEA may receive credit for the student if they provide residential attendance documentation to OSSE. The attendance documentation must show that the student was residing at the school and receiving room and board - classroom attendance will not be accepted. Residential documentation requirements:

- Can include paper residential attendance or electronic residential attendance;
- Must show that the student attended the full night for at least three days between Sept. 30 and Oct. 14;
- Documentation must be submitted, via OST, by Nov. 1, 2024, 11:59 p.m.; and
- Select "Enrollment Audit Policy Issue" for issue option in the OST submission.

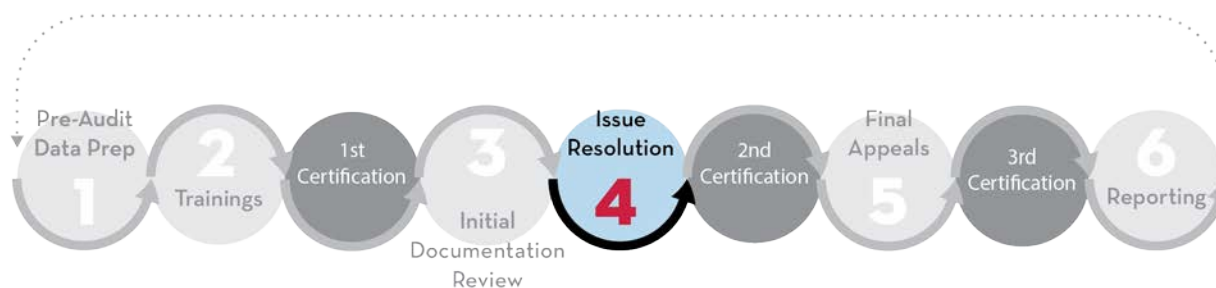
7.3.e. Final OSSE Determination

OSSE will review the submitted residential attendance records and make a final determination. The result will be available to the LEA by Nov. 8, 2024.

7.4. Nonpublic Residency Initial Documentation Review

OSSE auditors review all residency documentation for 100 percent of the students enrolled in a District public or public charter school but attending a nonpublic school. This includes both the DCRV form and supporting residency documentation.

8. Issue Resolution



During the issue resolution phase, LEAs shall respond to auditor rejections from the initial document review phase and fix any demographic data element issues. Technical instructions can be found in the EACCA LEA User Guide located under the EACCA menu. LEAs shall respond to auditors and OSSE as promptly as possible during this period to ensure timeliness of data reconciliation through OST tickets, email and the EACCA.

8.1. Residency Documentation Issue Resolution

The timeline for residency documentation issue resolution is LEA-specific and outlined in the EACCA audit workflow table. Each LEA shall be responsible for reviewing their issue resolution timeline and ensuring all deadlines are met. LEAs can review the status of each student in the EACCA at the start of their issue resolution phase. The auditor review time may be different depending on LEA enrollment size and the enrollment sizes of other LEAs scheduled on the same day. However, LEAs have **five business days** during issue resolution to respond to all auditor determinations from the initial document review phase. If the auditor rejects documentation submitted by LEAs during the initial documentation review phase, LEAs must respond directly in the EACCA with updated residency documentation or agree with the determination. When responding, the uploaded documentation must demonstrate the student's bona fide District residency. See the .

OSSE auditors then review documents, render a second determination and document the determination in the EACCA. If the LEA does not agree with determinations rendered during the issue resolution phase, a request for a final review of residency documentation must be made using the EACCA by **Dec. 2, 2024, 11:59 p.m.** If requesting reconsideration of the determination, LEAs must upload documentation to resolve the residency status of the student in question directly in the EACCA.

If a LEA fails to respond to an auditor determination by the close of the issue resolution response period, the LEA cannot submit documentation for final review by Dec. 2, 2024, for a student's residency determination. OSSE considers the residency determination final for students without an issue resolution response from the LEA as acceptance of the auditors' decision and classifies the student as an [unverified resident](#) if the auditors reject the documentation provided.

If a student is OSSE residency verified after the first certification and rejected during the initial documentation review, the LEA may respond during issue resolution to resolve. The LEA can submit a screenshot of the students OSSE RV status from the SY 24-25 OSSE Residency Verification Qlik application as supporting residency documentation.

If the LEA fails to attempt to resolve the student's residency status during the issue resolution phase, a letter of exception for the missed student must be submitted to OSSE documenting the missed resolution period within five business days of the missed resolution period. The letter must request reconsideration of the rejection and include an explanation for the missed deadline. Even if a letter is submitted, the decision remains with OSSE on whether to review the documentation. The letter can be sent via email to osse.enrollmentaudit@dc.gov.

8.1.a. Submitting Updated Residency Documentation

If a residency verification form and/or supporting residency document is rejected during the initial document review phase and the correction by the LEA or enrolling person requires a new residency verification form and/or supporting residency document, the updated documents should be consistent with all document timeline requirements. Neither LEA official nor the enrolling person may sign and date a form with a different date than when the form was actually signed. Sometimes referred to as "backdating," this action would cause a rejection by the auditor.

8.2. Duplicative Enrollments

Duplicative enrollments are resolved through the [Duplicative Enrollment Application](#) (DEA). Duplicative enrollments must be resolved for accurate funding based on the UPSFF, federal and local reporting and accountability metrics. The resolution for the duplicative enrollment determines the student's authoritative enrollment for the identified period. The application makes an initial determination and then it is the responsibility of the LEA to appeal that determination. There are four enrollment periods that require the LEA to review duplicative enrollments and initiate appeals when necessary. Period 1 covers the enrollment audit.

Additional guidance can be found in the [Duplicative Enrollment Resolution Policy](#) on the OSSE website. LEAs are encouraged to resolve duplicative enrollments in collaboration with other LEAs when possible. The application does not make an initial determination for duplicates between adult LEAs or between traditional LEAs and adult LEAs. For these duplicates, the LEA will always have to submit documentation through the DEA for OSSE to review.

8.3. Demographic Data Elements

For resolving issues with demographic data elements, LEAs must complete the following:

1. Confirm all demographic data is correct in the LEA SIS;
2. Confirm the demographic data being sent to OSSE is reflected correctly in the EACCA; and
3. Confirm there are no integration issues with the LEA SIS and OSSE (misalignment of data elements, etc.).

An LEA must submit an OST ticket if it has completed all the steps above and has been unable to fix the demographic issue. All enrollment audit and Child Count OST tickets must be submitted by LEAs **no later than Oct. 25, 2024**

LEAs have **until Nov. 12, 2024 at 4 p.m.** to resolve and correct data directly in the LEA SIS and Special Programs, which then transfers to the EACCA. LEAs may submit questions about data values for specific

students and request support from OSSE on resolving data errors and anomalies through the OST, particularly for data elements that come from other District agencies (i.e., TANF/SNAP, CFSA, and TCP).

The following table lays out the audited data elements and the pathways for resolving errors in the student record during the issue resolution phase. Please also see [Appendix A](#) for a full list of all data elements used in the enrollment audit and their source systems. OSSE recommends resolving errors as quickly as possible to make sure all necessary changes from the source system to the EACCA are accurately reflected.

[SLED Demographic Conflict Guidance](#), [SLED Characteristics Conflict Guidance](#) will aid in the demographic conflict resolution process.

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
DC Residency	Residency status	OSSE auditor rejection during initial documentation review	Provide corrected/missing residency documents
Student Demographic Information	Name; Date of Birth; Gender; Ethnicity; Race	LEA SIS, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through SLED Demographic Conflicts module by Nov. 12, 2024
	Address; Grade; FARMS	LEA SIS, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through LEA SIS by Nov. 12, 2024
Special Education	Special education service levels	LEA entry of IEP info in Special Programs	No appeal - data corrected by LEA through Special Programs during issue resolution phase by Nov. 12, 2024
	Educational Environment	LEA entry of IEP info in Special Programs	No appeal - data corrected by LEA through Special Programs during issue resolution phase by Nov. 12, 2024
English Learner	English Learner Indicator	LEA entry of info of EL indicator in LEA SIS or assessment info from OSSE, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through SLED Characteristics Conflict module during issue resolution phase by Nov. 12, 2024
	English Learner Status	LEA entry of info of EL status in LEA SIS or assessment info from OSSE, errors identified	No appeal - data corrected through LEA SIS during issue resolution phase by Nov. 12, 2024

		in the Unified Data Errors Qlik application	
At-risk	Homeless	LEA entry of homeless info into LEA SIS and TCP feed managed by OSSE	No appeal - data corrected through LEA SIS during issue resolution phase by Nov. 12, 2024
	SNAP/TANF	DC Department of Human Services (DHS) feed	No appeal - LEA may submit OST ticket to resolve inconsistencies by Oct. 25, 2024, but DHS provides the student value and may not be resolved
	Overage	LEA SIS (Date of birth and grade)	No appeal - data corrected through SLED Demographic Conflicts module by Nov. 12, 2024
	Under the care of CFSA	DC Child and Family Services Agency (CFSA) feed	No appeal - LEA submits OST ticket to resolve inconsistencies by Oct. 25, 2024
Attendance	Student Attendance	LEA entry of present or partial present attendance record, error identified in the Unified Data Errors Qlik application	No appeal – data corrected through student attendance of at least one day of partial present attendance by Nov. 12, 2024, or submitting an OST ticket with proof of present attendance

9. Second Certification: Final Demographic Data Elements and Child Count Certification

Through the second certification, the LEA acknowledges that the demographic data from the LEA's source systems are accurate, valid and complete. The LEA also acknowledges that its final Child Count numbers for students with disabilities enrolled in the LEA as of Oct. 7, 2024 are accurate, valid and complete. This certification does not confirm residency status as listed in the EACCA. Technical instructions can be found in the EACCA LEA User Guide located under the EACCA menu.

The second certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. They shall confirm the Final Demographic Data Elements and [Child Count Certification](#) directly in the EACCA no later than 5 p.m. on Nov. 12, 2024.

Certification Questions:

For students ages 3-5 as of Oct. 7, 2024:

Question	Answer
My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one early childhood student who is attending a regular education early childhood program for fewer than 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one early childhood student who receives special education services in a separate special education classroom. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one early childhood student who receives special education services in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one early childhood student who receives special education services in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one early childhood student who receives special education services in a home environment, who attends neither a regular early childhood program nor a special	Yes/No

education program. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	
My LEA has at least one early childhood student who receives special education services at a service provider location or some other location that is not in any other category. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No

For students ages 6-21 as of Oct. 7, 2024:

Questions	Answer
My LEA has at least one student who receives special education services in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one student who receives special education services in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one student who is parentally placed in a private school or home schooled AND is receiving special education services from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one student who is homebound or in a hospital AND is receiving special education services from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No
My LEA has at least one student who receives special education services in a correctional facility. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in Special Programs.	Yes/No

Adult-serving LEAs with students on a pathway that does not culminate in a regular high school diploma or Certificate of IEP Completion also acknowledges through the second certification the use of standard procedures set by the LEA to designate and serve ELs. Please refer to the [English Learner Policies and Procedures](#) for more information.

Certified Child Count data cannot be amended after the second certification and is considered “as-is” on the certification day. The Child Count population consists of students who were Stage 5 enrolled as of Oct. 7. Student data must stay in compliance with Child Count requirements up to and through the second certification date or risk being excluded from the Child Count population.

Demographic Changes after Second Certification

LEAs are responsible for certifying accurate, complete and valid student data. In the event the data certified is incorrect, the LEA shall submit an OST ticket with the following information:

1. Select “Enrollment Audit Policy Issue” for issue option;
2. Student USI;
3. Student First Name;
4. Student Last Name;
5. Explanation for the certification of incorrect data;
6. Demographic Incorrect Information; and

7. Demographic Correct Information.

OST ticket submissions must contain all the items listed above in as much detail as possible. All OST tickets must be submitted within 10 business days of the second certification deadline. Limited demographic data elements are eligible to be amended after the second certification.

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of LEAs' failure to properly manage the data in their SIS. The deadline for providing additional information will be determined by OSSE. Additional actions and information may include:

1. Issuance of a Notice of Non-Compliance for failure to follow guidelines in OSSE's LEA Data Management Policy.
2. An official request from the LEA Head of School.
3. Request for a corrective action plan, detailing the steps the LEA will take to ensure compliance, internal controls and oversight of its data collection and verification practices related to student enrollment. The corrective action plan may be made available to the public.

10. Final Residency Documentation Submission and Review



If the LEA disagrees with OSSE’s determination of residency, the LEA can request a final review of residency documentation through the EACCA. **All requests for final documentation review for residency status must be received by 11:59 p.m. on Dec. 2, 2024.** Technical instructions can be found in the EACCA LEA User Guide located under the EACCA menu.

If an LEA does not respond to an auditor’s decision during issue resolution, the auditor’s decision is final and the opportunity for a final document submission is forfeited. If an LEA does respond to an auditor’s decision during issue resolution, but is not successful in resolving the residency issue, the LEA may submit additional documentation for review as a final documentation submission.

10.1. Final Residency Documentation Submission

Final documentation submissions are processed through the EACCA. To submit a final document for review to resolve residency determinations LEAs must have:

1. Attempted to resolve the residency determination during the issue resolution phase;
2. Submitted additional supporting documentation that verifies the student’s District residency status by 11:59 p.m. Dec. 2, 2024; and
3. Uploaded compliant residency documentation for review. It is strongly suggested that LEAs submit documentation as soon as corrected/updated documentation is available for upload in the EACCA.

OSSE reviews all documentation submitted for the student during initial documentation review, issue resolution and final documentation review. If upon review, the student’s documentation is approved, the status is updated in the EACCA. If OSSE cannot approve the documentation provided, OSSE may follow-up with the LEA or schedule a meeting to review unique cases. **If you are NOT contacted by OER to schedule a meeting, your results are final. LEAs will not be granted a hearing outside of the Dec. 2 EACCA submission.** Examples of unique situations that may warrant an OER meeting are:

- Student name changes causing a discrepancy between the student’s documentation and the EACCA
- Documentation is formatted in a way that hasn’t been seen before and leads to a rejection by mistake (e.g., a DC government agency changes the layout of their SNAP or TANF statements so they are at first unrecognizable to the auditing team).

If time allows, OSSE may provide instructive comments on the student record on how the LEA may resolve any outstanding issues. LEAs should review the student-level comments section regularly.

The outcomes of final documentation review are updated in the EACCA prior to the final certification. The decision from the final documentation review is irrevocable and the remaining [unverified residents](#) shall be resolved by the LEA. LEAs are able to view all final determinations on **Dec. 12, 2024**.

11. Third Certification: Final Audited Enrollment Numbers Acknowledgement



The third certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. The LEA Head of School POC shall confirm the final audited enrollment numbers no later than **5 p.m. on Dec. 13, 2024**. This certification ensures that LEAs have received the outcome of the enrollment audit. Technical instructions can be found in the EACCA LEA User Guide located under the EACCA menu.

If an LEA does not confirm the final, audited enrollment numbers by the deadline, the determination will be deemed final. OSSE may conduct additional follow-up directly with the Head of School.

11.1. Data Anomaly Appeals Following the Final Audit Determination

If the LEA Head of School POC becomes aware of a child count or enrollment audit data anomaly or unresolved OST ticket that was submitted prior to Nov. 12, 2024, the LEA must proceed with certifying and submit an appeal of the data error within five days of the final certification or no later than Dec. 20, 2024 at 4 p.m. Data appeals will not be accepted after Dec. 20, 2024. Notification of decisions regarding the data appeals will be made via the [OST LEA Certification Appeals](#).

Note: Appeals of enrollment audit documentation review final determinations will not be accepted through the data anomaly appeal method.

12. Reporting



After receipt of the third and final audited enrollment and final Child Count certification, OSSE produces and disseminates the final enrollment audit report in early 2025.

13. Child Count

Child Count is a federally mandated activity reported annually per 34 C.F.R. § 300.641. The data received at the finalization of the Child Count process serves as the official special education enrollment number for the District of Columbia.

The 2024-25 school year District of Columbia Child Count is based on the student enrollment as of Oct. 7, 2024. The alignment of the Child Count process with the enrollment audit process reduces data discrepancies and the burden on LEAs. Special education data collected from LEAs is received from Special Programs, including but not limited to educational environment.

Each LEA is responsible for ensuring that all students receiving services under IDEA have a valid and current eligibility determination and IEP in Special Programs. An enrolled student must have, at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.

13.1. Enrollment Audit and Child Count Differentiation

13.1.a. Age and the Enrollment Audit

Due to the requirements of the two data collection processes, there are differences in the way age is calculated for the enrollment audit and the Child Count, which can result in slightly varying rosters. The differences are described below.

Collection Effort	Age Requirement
UPSFF Enrollment Audit	The audit includes all students age 3 and older. Public charter school students must turn age 3 by the predetermined age cut-off date of the current school year. For DCPS, the student must turn age 3 by Sept. 30 of the current school year. There is no maximum age.
Special Education Child Count	Students must be at least age 3 and no older than age 21 as of the official enrollment audit date (Oct. 7) for the Part B IDEA Child Count ED Facts template required by the US Department of Education.

13.1.b. Special Education Child Count and UPSFF SPED Level Funding

Collection Effort	Special Education Categorization Requirement
UPSFF Enrollment Audit	Students receiving special education services in accordance with federal Child Count definitions are categorized for funding purposes based on special education levels, which are informed by the number of hours a child received specialized instruction and related services. See the data dictionary in Appendix A for the definition of special education level.

Special Education Child Count	“Students that qualify as receiving services under IDEA” refers to students in Special Programs with an unexpired eligibility status (three-year maximum duration), a current or expired IEP and no negating events (refusal, discontinuation, denial, or revocation). Students are not to be counted if they have both an expired eligibility and an expired IEP. Students are entitled to services under IDEA through the end of the school year in which they turn 22 years old.
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13.2. Child Count Certification

LEAs shall review and verify the accuracy of their Child Count data in the EACCA. It is the responsibility of the LEA Special Education POC to ensure that each enrolled student receiving services is properly identified in Special Programs. Additionally, the LEA Special Education POC shall ensure that the student is properly enrolled in the LEA’s SIS. Lastly, while special education records in Special Programs for students transferring LEAs within the District should automatically transfer, the receiving LEA is responsible for ensuring that the records do in fact transfer appropriately and submit an OST ticket if there are issues. For additional information on transfer records requests and/or entering newly enrolled student data, please refer to the [Office of Data Management and Applications site](#).

All data corrections shall be made by the LEA in the source system (i.e., Special Programs or the respective SIS). Data should be reviewed as early as possible to allow for completion of IEP amendments or updated annual IEPs, if necessary. The data is locked in the EACCA as of Nov. 12, 2024 at 4 p.m. Beyond this point, updates in Special Programs are not reflected in the application.

13.3. IEP Anomalies

If the LEA determines that a student’s special education information is inaccurate, an IEP team meeting may be required to determine if an IEP amendment or a new annual IEP needs to be completed. In some instances, it may also be necessary to hold an updated eligibility determination meeting (e.g., if the student’s current eligibility determination is expired or if the student currently is designated as having the disability “developmental delay” but is age 8 or older). If an IEP amendment needs to be completed, refer to [OSSE’s IEP Amendment Policy](#) and accompanying guidance located on OSSE’s website.

For Child Count 2024, the educational environment is pulled directly from the most recent finalized IEP in Special Programs and displayed in the EACCA. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction.

13.4. Anomalies Response and Resolution

Between Oct. 16, 2024 and Nov. 12, 2024, LEAs shall review, respond to and resolve all identified anomalies. In some cases, the LEA needs to make data corrections to resolve inconsistencies. In other cases, the LEA needs to confirm the data are accurate. As a reminder, a student can only be added to the Child Count roster if the student is already included in the enrollment audit roster.

If the LEA is aware of any continued special education data discrepancies or issues, the LEA shall submit requests for support in the [OST](#). The data is locked in the EACCA as of Nov. 12, 2024, 4 p.m.

All LEA Demographic Data and Final Child Count Certifications are due no later than 5 p.m., Nov. 15, 2024. The Child Count Data Anomalies Acknowledgement Form and the Child Count Certification and

Educational Environments Data Form shall be electronically signed in the EACCA by the Head of School. The Second Certification certifies the final Child Count numbers for students with disabilities served in the LEA.

14. Unverified Residents

The enrollment audit may find that submitted residency verification documents are inadequate on their face and, as a result, a student's residency is unverified. Pursuant to 5A DCMR § 5002.1(c), LEAs are responsible for verifying each student's residency annually. Consequently, at the conclusion of the audit, an LEA shall resolve all outstanding residency verification issues for unverified residents. Unverified residents are students who were enrolled as of Oct. 7 but could not be verified as bona fide DC residents in the final, audited enrollment.

Remaining unresolved residency errors will result in an unverified resident status for the enrolled student. LEAs and CBOs do not receive funding for unverified residents and are responsible for completing residency verification if the student remains enrolled at the LEA.

The LEA shall take the following steps within five business days of final certification to verify residency of an unverified resident:

1. Provide notice via mail, email and phone to the enrolling person of the following:
 - a. Enrollment audit result that the enrolling person has not sufficiently verified residency.
 - b. Description of issue with residency verification documentation
 - c. A deadline of 10 business days to either:
 - i. Provide sufficient documentation of residency; or
 - ii. Consent to a home visit, to be conducted by a school official within 45 calendar days of receipt of the consent.
 - d. An explanation that failure to provide documentation or consent to a home visit will result in withdrawal of the student.

If the enrolling person provides sufficient documentation of residency, the LEA shall review for sufficiency within five business days of submission. Sufficient documentation may include an explanation as to why the originally submitted documentation meets residency verification requirements or newly submitted residency verification documentation. Any newly submitted residency verification must meet the requirements described in OSSE's [Office of Enrollment and Residency Handbook](#). If the submitted documentation is insufficient, the LEA shall require the enrolling person to consent to a home visit to be conducted within 45 calendar days the LEA's receipt of the enrolling person's response.

If a home visit does not occur within 45 calendar days, the LEA shall send a final notification via mail, email and phone to the enrolling person that the student is not eligible to remain enrolled as an unverified resident and will be withdrawn in five business days.

If the enrolling person has not sufficiently verified residency either through the submission of valid supporting documentation or a home visit by the five business-day deadline, the LEA proceeds with withdrawing the student from the SIS, stopping educational services and assisting with enrolling the student in their home jurisdiction.

15. Appendices

15.1. Appendix A: 2024-25 Enrollment Audit and Child Count Data Elements

Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	USI	The official state identifier for all students attending a District of Columbia LEA; assigned by OSSE.	OSSE Authoritative	10-digit numeric
Student Demographic	Local ID	A unique number of alphanumeric codes assigned to a student by the LEA.	LEA SIS	Alphanumeric
Student Demographic	Last Name	The legal last name of the student.	OSSE Authoritative	Alpha
Student Demographic	Middle Name	The legal middle name of the student.	OSSE Authoritative	Alpha
Student Demographic	First Name	The legal first name of the student.	OSSE Authoritative	Alpha
Student Demographic	Date of Birth	The day, month, and year on which the student was born.	OSSE Authoritative	Numeric - mm/dd/yyyy
Student Demographic	Gender	A coded value representing the student's gender; gender is a person's actual sex or perceived sex.	OSSE Authoritative	F – female M – male X – non-binary
Student Demographic	Ethnicity	An indication that a student identifies as Hispanic or Latino.	OSSE Authoritative	H – Hispanic/Latino; N – not Hispanic/Latino
Student Demographic	Race	LEAs are required to categorize students in one or more of the permitted race categories.	LEA SIS	AS – Asian BL – Black/African American AM – American Indian/Alaskan Native PI – Pacific Islander/Native Hawaiian WH – White/Caucasian
Student Demographic	Residential Student	An indicator of whether a student is enrolled as a residential student.	LEA SIS	Yes – indicates that the student is enrolled as a residential student No – Indicates that the student is not enrolled as a residential student

Student Demographic	Student Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
Student Demographic	Student City	The city where the student resides.	LEA SIS	Alpha
Student Demographic	Student State	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
Student Demographic	Student ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.	LEA SIS	5-digit or 5+4-digit numeric
Student Demographic	Student Ward	Student's ward of residence for students residing within the District of Columbia.	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State and Student ZIP Code	1, 2, 3, 4, 5, 6, 7, 8
Program Information	EL Indicator	An indication that the student is Limited English Proficient (EL) as defined in OSSE's English Learner Policies and Procedures .	OSSE Authoritative	Indicate "Y" if the student has been identified as Limited English Proficient or an English Learner (EL) for the current school year. Or "N" if the student does not meet these qualifications.
Program Information	EL Status	Descriptor of an English learner (EL) student's English Language proficiency. Includes students ages 3 – 21 as of Sept. 30.	OSSE Authoritative	EL status has many permitted. Elementary EL Secondary EL

Program Information	Free and Reduced-Price Meal Status	An indication of whether a student is receiving free meals, reduced-price meals, or paying for meals in full.	OSSE Authoritative	Free – student qualifies for free lunch Reduced – student qualifies for reduced-price lunch; Paid – student does not qualify for free or reduced-price lunch; CEP - the LEA participates in the Community Eligibility Provision of the National School Lunch Program
Program Information	OSSE Verified Residency	An indication that the student's residence was verified through a source that requires proof of residence to be provided.	DHS, TCP, OTR, CFSA	Yes – the student qualifies as an OSSE Verified Residency student No – the student does not qualify as an OSSE Verified Residency student
Program information	Ward of State Indicator	An indication that the student is under DC foster care.	Populated by OSSE using data provided by CFSA	Yes – the student is under the care of the District's foster care system No – the student is not under the care of the District's foster care system
Program information	Nonpublic Population Indicator	An indication that the special education student has been placed in a nonpublic educational program.	LEA SIS	Yes – the student is placed in a nonpublic school; No – the student is not placed in a nonpublic school

Program information	At-Risk Indicator	An indication that the student is homeless, in the District's foster care system, qualifies for TANF or SNAP, or that the high school student is one or more years older, than the expected age for the LEA-identified grade level.	Derived by OSSE based on a student having at least one indicator	Yes – the student is considered at-risk No – the student is not considered at-risk
Program information	Over age	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.	Derived by OSSE based on LEA-identified grade level, student date of birth and special program type	Yes – the high school student is overage No – the high school student is not overage
Program information	Homeless Indicator	An indication that the student is experiencing homelessness.	Populated by OSSE based on data received through TCP, LEA SIS or homeless data feeds	Yes – the student has been identified as experiencing homelessness No – the student has not been identified as experiencing homelessness
Student Enrollment	LEA-Enrollment Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	LEA SIS	PK3 – Pre-kindergarten (age 3) PK4 - Pre-kindergarten (age 4) 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 - 10th grade; 11 - 11h grade 12 - 12th grade AW - Adult Workforce Training

				AB - Adult Basic Educ. AS - Adult Second. Edu. AG - Adult GED AN - Adult Nat. Ext. Diploma Program AL - Adult ELL AT - Adult Other UN - Ungraded (only permitted for schools designated as Special Education or Alternative) C1 C2 C3 C4 C5 C6 C7 C8
Student Enrollment	UPSFF Grade Level	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education and alternative).	Derived by OSSE using LEA identified grade level and special program designations; students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	PK3 – Pre-kindergarten (age 3 by Sept. 30) PK4 – Pre-kindergarten (age 4 by Sept. 30) 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 Adult ALT - Alternative SPED - Special Educ.
Student Enrollment	LEA Code	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	LEA Name	The official name of the LEA per the SLIMS.	SLIMS	Alpha

Student Enrollment	School Code	A unique code assigned to each school by the SLIMS.	SLIMS	Numeric
Student Enrollment	School Name	The official name of the school per the SLIMS.	SLIMS	Alpha
Student Enrollment	Site ID	The location where the student is attending school.	SLIMS	Five-digit numeric
Student Enrollment	Site Name	The location where the student is attending school.	SLIMS	Alpha
Student Enrollment	Residency Indicator	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS and OSSE Residency Verified Application	Yes – the student is a resident of DC No – the student is not a resident of DC
Student Enrollment	Tuition Indicator	An indication that a student is or should be tuition paying (only applicable to non-residents).	OER	Yes – the student pays/should pay tuition No – the student does not need to pay tuition
Student Enrollment	Entry Date	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.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Entry Code	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes
Student Enrollment	Exit Date	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.	LEA SIS	Numeric - mm/dd/yyyy

Student Enrollment	Exit Code	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values.	LEA SIS	The complete list of exit/withdrawal codes can be found on the OSSE Entry and Exit Code Guidance website
Student Enrollment	Duplicative Enrollment Indicator	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment and USI in the daily data feeds	Yes – the student is currently enrolled at multiple schools No – enrolled at only one school
Student Enrollment	Age as of Sept. 30, 2022	Student's age as of Sept. 30, 2022.	OSSE Authoritative	Numeric
Specialized Education Information	Special Programs LEA Type	The type of LEA identified in Special Programs.	Special Programs	DCPS Public charter school Independent public charter school Nonpublic OSSE State School
Specialized Education Information	Special Programs School Type	The type of school identified in Special Programs.	Special Programs	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School

Specialized Education Information	SPED Primary Disability	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in Special Programs.	Special Programs	Autism Deaf - Blindness* Hearing Impaired Other Health Impairment Specific Learning Disability Traumatic Brain Injury Visual Impairment* Orthopedic Impairment* Developmental Delay Speech or Language Impairment Multiple Disabilities Intellectual Disability Emotional Disability Deafness
Specialized Education Information	SPECIAL PROGRAMS SPED Educational Environment	The educational environment identified in Special Programs from the most current finalized IEP.	Special Programs	See Appendix B
Specialized Education Information	Most Recent IEP Date	The date of the most current finalized IEP in Special Programs. Event date is used.	Special Programs	Numeric - mm/dd/yyyy
Specialized Education Information	IEP Event ID	The Event ID from the most current finalized IEP in Special Programs as captured on the student history page.	Special Programs	Numeric
Specialized Education Information	Most Recent Eligibility Date	The date of the most current finalized Eligibility Determination in Special Programs. Event Date is used.	Special Programs	Numeric - mm/dd/yyyy
Specialized Education Information	Total Hours Out of General Ed Setting	Total number of hours under specialized instruction and related services where location is Out of General Education Setting.	Special Programs	Numeric (including half hours)
Specialized Education Information	Total Hours in General Ed Setting	Total number of hours under specialized instruction and related services where location is	Special Programs	Numeric

		In a General Education Setting.		
Specialized Education Information	Percentage Outside of General Ed Setting	The percentage of specialized instruction and related-service hours received Outside the General Education Setting divided by the total number of instructional hours per week for the school as captured in Special Programs.	Derived by OSSE	Calculation
Specialized Education Information	Dedicated Aide	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in Special Programs.	Special Programs	Yes No
Specialized Education Information	Dedicated Aide Hours	The number of hours identified on the Dedicated Aide Justification Plan in Special Programs for which the student will receive dedicated aide services.	Special Programs	Numeric
Specialized Education Information	SPED LEVEL	The total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours	Derived by OSSE	Level 1 – 0 to 8 hours Level 2 – 8.01 to 16 hours Level 3- 16.01 to 24 hours Level 4- more than 24 hours None
Specialized Education Information	Total SPED Hours	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received, and any dedicated aide hours received.	Special Programs	Numeric

15.2. Appendix B: Educational Environment for Special Education

The following table provides the allowable Educational Environment based on age with the corresponding descriptions.

15.2.a. For students between ages 3-5 on Oct. 7, 2024

Environment	Description
In Regular Early Childhood Program = 10 hours/week, most special education services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most special education services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most special education services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most special education services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
Separate Class	Unduplicated total number of students who attended a special education program in a class with less than 50 percent children without disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total number of students who received special education programs in publicly or privately operated residential schools or residential (inpatient) medical facilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total number of students who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special

	education both at home and in a service provider location or some other location that is not in any other category. The term “caregivers” includes babysitters.
Service Provider Location	<p>Unduplicated total number of students who received all special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinicians’ offices; • Clinicians’ offices located in school buildings; or • Hospital outpatient facilities.

15.2.b. For students between ages 6-21 on Oct. 7, 2024

Environment	Description
Separate School	<p>Unduplicated total number of students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private day schools for students with disabilities; • Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; and • Public and private residential facilities if the student does not live at the facility.
Residential Facility	<p>Unduplicated total number of students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day.

	Do not include students who received education programs at the facility, but do not live there.
Correctional Facility	<p>Unduplicated total number of students who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> • Short-term detention facilities (community-based or residential); or • Correctional facilities.
Homebound/Hospital	<p>Unduplicated total number of students who receive education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> • Hospital programs; and • Homebound programs. <p>Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.</p>
Parentally Placed in a Private School	<p>Unduplicated total number of students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from an LEA or intermediate educational unit under a service plan. Include children whose parents chose to homeschool, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.</p>

15.3. Appendix C: [User Profiles for EACCA](#)

User Profile	Description
LEA Data Manager	Responsible for ensuring all data requests from OSSE are completed in a timely manner and maintains POCs and calendars
LEA Enrollment Audit POC	Responsible for coordinating and managing the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation and uploading documents
Special Education POC	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the Special Programs
School Enrollment Audit POC	Responsible for coordinating and managing the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation and uploading documents at the school-level
Pre-K Special Ed POC	Responsible for answering all OSSE's requests about students in pre-K who are special education students, including updating data systems and providing training and assistance to other staff for Special Programs and DC Corrective Action Tracking System (DC CATS)
School Approver	Responsible for managing changes to students' authoritative data at the school-level
Head of School	Responsible for overall administrative leadership and completing certifications

15.4. Appendix D: Additional Resources

Title	Location
EACC policy questions	Email: osse.enrollmentaudit@dc.gov
Office of Enrollment and Residency Handbook	osse.dc.gov/service/enrollment-season-supporting-leas-schools
OST for policy and application questions	Submit questions and technical assistance inquiries at octo.quickbase.com/db/bh9ehz85s To request access to the OSSE Support Tool, the LEA's Data Liaison .
SLED Access	sled.osse.dc.gov To request access to SLED, submit an OST ticket at octo.quickbase.com/db/bh9ehz85s
Qlik	analysis.osse.dc.gov/
Unified Data Errors Guidance	Office of Data Management and Applications osse (dc.gov)
SLED - Demographic Conflicts Guidance	sled.osse.dc.gov/vPage/LEAP-Training-Presentation-Guides/2542/91441
LEA Certification Appeals	To submit a data appeal following the final certification: octo.quickbase.com/db/bh9ehz85s

15.5. Appendix D: BOX Constraints and Troubleshooting

The following guidance is for LEAs experiencing upload or file format issues when utilizing BOX for their e-file upload.

File Type Constraints

Box Drive will not sync files that the program ignores or blocks. Ignored files include those that are invisible in Windows Explorer or Finder, such as temporary or system files. Blocked files include file types that Box Sync or Box Drive does not recognize. Box Sync still requires read permissions on these files in order to determine if the file should be blocked or ignored during the scanning process.

Preferred File Types:

- .pdf
- .jpeg
- .jpg
- .png

Box Drive ignores or deletes the following file types and shortcuts which can also cause an error:

- Temporary files and folders (.tmp and files starting with the ~ character)
- Backup copies of files (.bak)
- System and hidden files (hidden folders are synced but hidden files are not synced: such as ._dstore, desktop.ini, thumbs.db)
- File names that start with a dot "." are considered hidden files
- Hiding any file or folder in sync also deletes that content
- Shortcuts created via Windows Explorer or Finder
- Hard links (a file that has multiple directory entries associated with it will not be synced)
- Symbolic links
- Shortcuts created via Windows Explorer or Finder (.lnk)
- File names that are exactly eight uppercase hexadecimal digits (0,1,2,3,4,5,6,7,8,9,A,B,C,D,E, or F) with no extension – for example: 1234AD38 or ABE32BD0
- File names containing special characters
- Web based documents (such as .gdoc, .gsheet, and bookmarks) will not sync to the Box Drive folder
- .qbi files

While the following file types can be uploaded and stored in Box via the Box website, Box Sync will not recognize them. They will not be synced even if they are in a synced folder. Box Drive blocks the following file types:

- .pst
- .qbw
- .nd
- .qbw.tlg
- .tlg
- .des
- .qba
- .qba.tlg
- .qbr
- .qby
- .qdt

- .pdx

Due to the saving behavior of Microsoft Access, it's likely that Box Drive will create duplicate copies of .accdb and .mdb files. Even one user working on a file can cause conflicting copies due to how frequently Access makes changes to the database file. Box Drive users can copy the file out of the Box folder and copy the file back into the Box folder after the changes are made to upload the changes to Box.

Box Drive does not support (.app) Mac package files. You will see an error from Finder if you attempt to copy a package file into Box Drive. Package files uploaded by Box Sync will appear as problem items in Box Drive.

Folder Name Constraints

Some operating systems do not support item names containing some special characters. If you attempt to sync files or folders names containing these characters, Box Sync prompts you to rename the item using the underscore character.

Box does not support '/' and '\' anywhere in a file or folder name or whitespaces at the beginning or end of a file or folder name.

Windows OS has additional restrictions. The following won't be supported:

- < (less than)
 ➤ (greater than)
- : (colon)
- " (double quote)
- / (forward slash)
- \ (backslash)
- | (vertical bar or pipe)
- ? (question mark)
- * (asterisk)

In addition, Windows does not support folder names that end with a . (period) character. If Windows does not support certain characters in file or folder names, Box marks them as problem files.

Similarly, Mac OS has additional restrictions. The following won't be supported:

- opening spaces
- Mac's character conversion in file names (for example, Mac changes any occurrence of / to : in file names).

If Mac does not support certain characters in file or folder names, Box marks them as problem files. Contact Apple support for recommendations on renaming files, folders or disks.

If the item on Box has an unsupported name, rename the item on Box and Box Drive will re-process the download. If the local file has an unsupported name, rename the file locally.

File Size Constraints

The maximum file size limit for individual uploads to Box Enterprise is 15 GB. To confirm the file size limit for your account, log into Box. In the upper – right hand corner, click your account icon. From the menu that displays, click Account Settings. On the page that displays, scroll down to the Account Details section. Your max file size is listed in this section. You will have an Enterprise file size, with respect to OSSE's Box account, which is an Enterprise Account.

Troubleshooting Uploads to Box

If you are having trouble uploading files or folders, please try the following troubleshooting steps:

- Ensure your web browser is the latest version of Internet Explorer, Safari, Firefox or Chrome.
- Try clearing your browser's cache.
- Verify that you are using one of the recommended operating systems.
- Verify that the file's name is valid. Box only supports file or folder names that are 255 characters or less. File names containing non-printable ascii, "/" or "\" names with leading or trailing spaces, and the special names "." and ".." are also unsupported. Box supports only Unicode Basic Multilingual Plane (BMP) characters in file and folder names.
- Verify that the file or folder's path on Windows machines is under the 255-character Windows limitation. Folder paths that exceed 255 characters may truncate the content's name before uploading to Box.
- Make sure you are uploading files smaller than the maximum for your account type.
- Try uploading using the Upload Files method instead of Upload Folders, or vice versa.
- Internet Explorer *does not* support Upload Folder, only Upload Files. If you need to upload folders, use a different web browser.
- Check your network connection to Box. If connected to the internet with a wireless card, check to see if the connection to the internet drops intermittently. If this is the case, it's recommended to use the Upload Folders method.
- Try temporarily disabling or configuring your firewall to allow Box as a trusted site. You may find that your anti-virus software includes a built-in firewall. If you are attempting to access Box from an office setting and experience upload issues, contact your IT administrator or internal Help Desk.
- Proxy servers may sometimes cause failed uploads. If you see the error message: An error occurred with the upload. Please refresh the page and try again. Contact your IT department or Help Desk and ask them to check your proxy configuration.
- Box Accelerator is a global data transfer network that improves the speed of your uploads. If you are having issues with uploads, try turning this off temporarily:
 - Go to Account Settings and click the Sharing tab along the top. Select/deselect the Enable Box Accelerator option under Uploading Content. Click Save.
 - It's recommended to leave the Enable Box Accelerator option checked since slowness is usually a temporary network condition that will clear itself.

Potential Causes of Slow Uploads:

Slow upload speeds can have a variety of causes. Box does not limit, throttle, cap or shape upload bandwidth for individual files. Box does perform processing on each file which can impact the total time it takes to complete an upload, particularly when uploading multiple files. But this does not limit the bits/second of your machine's connection to Box. If you find that your upload is taking longer than it should, we have listed a few reasons that may affect upload speeds.

- Firewalls can slow down or block the upload process. If you use third-party software, try temporarily turning off firewalls, like the built-in Windows or Mac firewall, or any others. Try configuring your firewall to allow the Box domains and this may solve the issue.
- Users accessing Box from an office setting may find that their IT department has blocked or slowed down connections to Box. Try consulting your IT department on restrictions they may have placed on uploads or unapproved websites. You can determine this by leaving your company network (e.g., try a coffee shop with Wi-Fi) and seeing if the issue persists.
- Virtual Private Network (VPNs) may cause your IP address to be misplaced and inadvertently place your computer in another geographic location other than your actual location. This can affect your upload speeds. Ask your network/IT department if a VPN could be changing your actual location on the internet.
- Try a different browser or computer. Users may find that their upload speeds increase on alternative browsers.
- Try a different computer to help isolate the issue. If your upload speed increases on another computer, then you will know that the first computer itself was causing the slower speed. If your speed does not increase, then this is most likely an issue with your internet connection.
- Sometimes slow upload speeds are the fault of your Internet Service Provider. Try a high-speed internet connection with high upload speeds. Often with Cable and DSL, the upload speed is significantly slower than the download speed. This will result in fast loading times for most websites and file downloads, but slow uploads. Bandwidth allowance determines the amount of data that can pass from the Internet to your web browser in a given amount of time. A smaller bandwidth results in a longer time that it takes Internet data to transfer on your web browser.