

OCR Self-Assessment Guide - Program Evaluation
EQUAL EDUCATIONAL OPPORTUNITIES FOR
LIMITED ENGLISH PROFICIENT STUDENTS
DISTRICT ASSESSMENT GUIDE

The Guide is designed as a tool to assist District staff in obtaining a comprehensive overview of the District's practices and procedures with regard to equal educational opportunities for limited-English proficient students. Office for Civil Rights (OCR) staff will also review responses to the Guide as part of its Profile, Assessment, and Resolution review process. Please circle the answer under each statement that best responds to the statement, indicating in the Comments if a statement does not apply. Other comments may also provide to explain an answer.

OCR anticipates that the Guide will be completed by a team of individuals in each school that OCR schedules to visit. Team members should be individuals who are most knowledgeable of the District's policies and procedures relative to the issue being reviewed by OCR. This would include administrators, teachers, and paraprofessionals. The schools that OCR will visit will be identified in follow-up telephone discussions between District officials and OCR staff. OCR may not visit every school in the District; however, each District school is welcome to complete the Guide.

This Program Evaluation Guide is designed to provide the District with a comprehensive overview of its practices and procedures. A copy of the completed Guide is to be returned to OCR, along with responses to the Profit Data Request, within the time frame agreed to between OCR and District officials.

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School:	Date:	Completed By:
<p>Respond to each question using the scale provided; 5 indicating "Always" to 1 indicating "Never". Use the Comments section to clarify any response, particularly those you have rated with a two or one.</p>		
Question	Rating	Comment
1. Does the District conduct a formal evaluation of its alternative language program to determine its effectiveness?	5 4 3 2 1	
2. Has the District determined that its alternative language program, or any part of it, is not achieving the District's goals for LEP students?	5 4 3 2 1	
3. Does the District modify its alternative language program to make it more effective?	5 4 3 2 1	
4. Has the District's alternative language program(s) been evaluated by an outside source?	5 4 3 2 1	
5. Has the district developed statistics to compare grade retention, graduation, and dropout rates of former LEP students to those of their peers?	5 4 3 2 1	