Self-Assessment Guide - Exit Criteria
Equal Educational Opportunities for Limited English Proficient Students
(ESL, Bilingual, Structured Immersion)
Instructions for Completing the 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 a team of individuals in each school that OCR schedules to visit will complete the Guide. 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.

The questions in the Guide should be answered as related to the particular school, not to the District as a whole, except where specifically noted. 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.

<table>
<tr><td colspan="3" align="center">OCR Self-Assessment - Exit Criteria</td></tr>
<tr><td>School:</td><td>Date:</td><td>Completed By:</td></tr>
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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 with you have a rated as a two or one.

Question	Rating	Comment
1. Has the school established criteria to determine when an LEP student qualifies to exit an alternative language program?	5 4 3 2 1	
2. Do the exit criteria ensure that (former) LEP students can speak, read, write and comprehend English sufficiently well to participate meaningfully in the District's regular educational program?	5 4 3 2 1	
3. Are the school's criteria for exiting LEP students from alternative language programs based on objective standards that ensure the student will be able to participate meaningfully in the district's regular educational program?	5 4 3 2 1	
4. Does the school monitor the academic progress of LEP students who have exited the alternative language program?	5 4 3 2 1	
5. Does the school determine whether former LEP students are performing at a level comparable to their non-LEP peers?	5 4 3 2 1	
6. Has the school established procedures for responding to deficient academic performance of former LEP students?	5 4 3 2 1	
7. Do former LEP students have access to the full school curriculum once they have exited the alternative language program?	5 4 3 2 1	
8. Are achievements, honors, awards, or other special recognition rates of former LEP students similar to their peers?	5 4 3 2 1	