

2024-2025 EL Desktop Monitoring in EMAC

(Educational Monitoring, Assistance & Compliance)

A Comprehensive Guidance Document

Monitoring Program	CYCLE	Purpose
EL Desktop Monitoring	EL DM	OELAS monitors district and charter schools (Local Educational Agency (LEA)) to ensure they have procedures in place to properly identify and provide services to students who qualify for English Learner (EL) services. In addition, the monitoring process ensures LEAs monitor and regularly assess the progress of all ELs as well as recently reclassified ELs.

Welcome

Your LEA is required to complete the 2024-2025 EL Desktop Monitoring for this school year.

Desktop Monitoring will be completed in EMAC (*Educational Monitoring, Assistance & Compliance*; an application in ADEConnect). To support you in this process, we have included a prerecorded training module and created this comprehensive Program Monitoring Guidance Document to provide you with the necessary tools, directions, and steps to take to complete your monitoring.

If you need any assistance, please reach out to the OELAS Program Specialist assigned in EMAC or to our office at OELASMonitoringInbox@azed.gov.

Important Dates to Remember

LEA may start submitting: Monday, January 27, 2025

LEA completion/submission due date: March 28, 2025

The task submission window will formally close in EMAC on March 28th so that the OELAS's review period can begin.

KEY Reminders & Best Practice Tips

- Whenever possible, use Chrome as your browser. Chrome is more compatible than other browsers with this application.
- For the **Online Forms**, we recommend you type your responses in a separate document and then copy and paste them into the comment fields of the form. This will save the form from timing out or freezing.
- EMAC will only accept PDF, Microsoft Word, Microsoft Excel, GIF, JPEG, or PNG files, less than 10 MB in size in a single upload.
- When **adding the required Evidence documentation**, please note that this is a two-step process: “*Select Files*” AND “*Upload*”.
- If the application freezes or pauses when you go to “Submit for Review” a task, refresh your browser window or tab. This should fix it.

ADEConnect and EMAC Administrators: Assigning Users in EMAC

New EMAC Users: Add User in ADEConnect and then add user to a monitoring program cycle in EMAC.

1. **New EMAC User:** If the user does not have a link to EMAC on the ADEConnect Page, then they will need to contact the ADEConnect Entity Administrator to add them as an EMAC user.

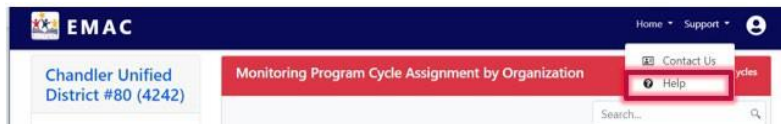


2. **ADECONNECT Entity Administrator:** If the user does not have a link to EMAC on the ADEConnect Page, then you will need to select user management and add the user.

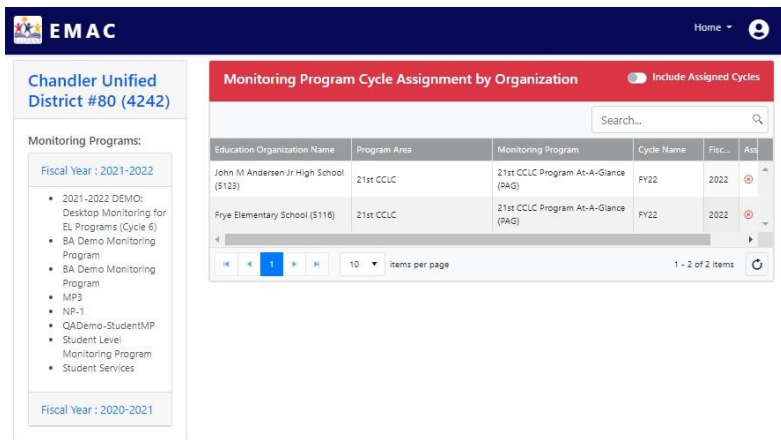


3. **EMAC Administrator:** Once the user has access to the EMAC link on the ADEConnect page, then the EMAC administrator will assign the user to a monitoring program cycle.

Steps have been included below, but under the SUPPORT menu at the top of the EMAC Administrator's dashboard, there is an FAQ and a tutorial video within Help



- a. Select the EMAC link on the ADEConnect Page. A dashboard should appear.



- b. Select the menu option **Home** → **Assign Monitoring Cycle**.

Organization User Assignment

Select the Fiscal Year, Organization, Monitoring Program and Cycle you would like your users to access, then select the Search button.

Fiscal Year: 2022

Organization: Select LEA/School

Monitoring Program: Select Monitoring Program...

Cycle: Select cycle...

Search Clear

Assignment Users

Select the user to add to the monitoring program cycle selected above. Add

Search...

First Name	Last Name	Email Address	Actions
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Fiscal Year: 2022

Organization: Chandler Unified District #80

Monitoring Program: BA Demo Monitoring Program

Cycle: Cycle1

Search Clear

- c. On the user assignment page, Enter the fiscal year, Organization, Monitoring Program, and Cycle you would like to assign. Select the **Search** button.

- d. On the assignment tab, Select the arrow next to the add button. A dropdown list with all of the available users for your organization will appear. Select the user you wish to assign and then select the add button.

Select the user to add to the monitoring program cycle selected above. Add

- e. The added user should appear on the list below.

Assignment Users

Select the user to add to the monitoring program cycle selected above. Add

Search...

First Name	Last Name	Email Address	Actions
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- f. Select the **Users** tab to view all users available for assignment.

Assignment Users

Search...

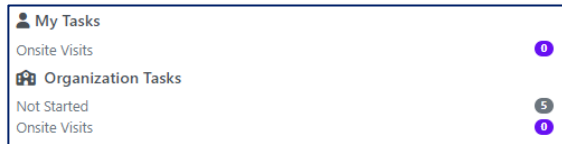
First Name	Last Name	Email	Role
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- g. When you see the newly assigned user for this monitoring, the assignment is complete.

Step-by-Step Guide to Completing Data Collection Tasks in EMAC

Accessing, Viewing, and Working on a Data Collection Task:

1. Log-in to ADE Connect and access the EMAC application from the list.
2. Once you open EMAC, it will open to your LEA Dashboard.
3. If you have not started a Data Collection Task, click on the linked number in the “Not Started” box or choose a Task from your “Upcoming Task List”.



4. If you have started a Data Collection Task and need to complete it, use the list of tasks under “My Recent Activity”.



5. After you locate the Task you are ready to complete, click on the task name or find the blue box in the far right-hand column of that Task row. Click the blue pencil in the box in that “Actions” column. This will open the Task in a new window/tab.

Program Area	Monitoring Program	Cycle	Task Name	Task Type	Onsite vi...	Start Date	End Date	Status	Staff Assigned	Actions
Office of English Language Acquisition Services	Desktop Monitoring for EL Programs (Cycle 6)	EL Desktop Monitoring (Cycle 6)	CE-EL DM-06 Withdrawal from EL Program	Data Collection	📄	09/12/2022	11/19/2022	Not Started	DELAS Specialist	

6. After you have opened a Data Collection Task, you will see all of the details needed in order to fully complete this task.
7. In the “Purpose” section below the Task details (dates), you will see the Task Purpose, the Legal Requirements, and the “To Do.” list. Each and every Data Collection Task will have the same format.

Purpose

In this task, the LEA will demonstrate that they have a process in place in the event a parent or guardian requests for their child to be removed from EL services.

Legal Background:
Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available [ESEA section 1112(e)(3)(A) (vii)]

To Do:

1. **Complete the required Online Form:**
In the space below, please explain the administrative procedure the LEA follows once parent or guardian request to withdraw their student from EL services, including necessary updates in the LEA student information system, program participation, and reassessment. Please be sure to include the update to the student's instructional placement/scheduling.
2. **Required Evidence to Upload:**
Please upload a sample Parent Request for Student Withdrawal from an English Language Learner Program document.

8. Below the “Purpose” section of this page, you will find three tabs: “Submission”, “Resource”, and “Communication.”

- *Submission Tab*: This will have the link to complete the required online form and space to upload the Evidence documents requested in the “Purpose” section and “To Do:” list.
 - *Resource Tab*: If documents are loaded as Resources, you can find them here.
 - *Communication Tab*: This will be the record of communication between you and your OELAS Specialist regarding submissions, feedback, or questions for each Task.
 - *Related Tasks Tab*: This will provide a list of all Data Collection Tasks assigned within the monitoring assignment.
 - *History Tab*: This will be the record of the changes and status updates made during the assigned monitoring.
9. The blue button at the bottom of this page will be the button to officially submit this Task to your OELAS Specialist for Review. Once you press this, a green “Success” box will flash on your screen and this button will become inactive. This Task is now in the queue for your OELAS Specialist for Review. No changes can be made by you (the EL Coordinator) unless your OELAS Specialist “Returns” the submission and returns it to you for revisions.

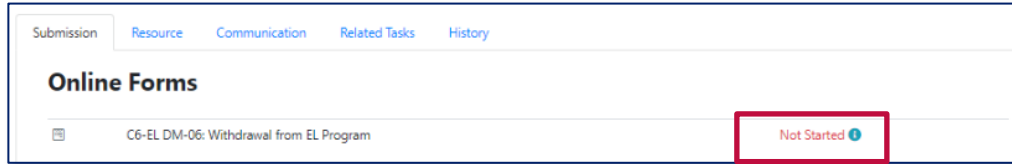
Completing a Data Collection Task

In order to fully complete a Data Collection Task, please be sure to complete all applicable steps below.

Completing a Required Online Form -

If completion of an Online Form is required of the Task, please complete the following steps:

1. Review the details of the Task in the “Purpose” section. This will include the “To Do:” list (whether or not an Online Form is required to be completed as well as if Evidence is required to be uploaded). This will document the same details requested in the EL Monitoring Guidance Document.
2. Complete the “Online Form”. If there is a Form to complete, it will be titled and show “Not Started” in red off to the right-side.



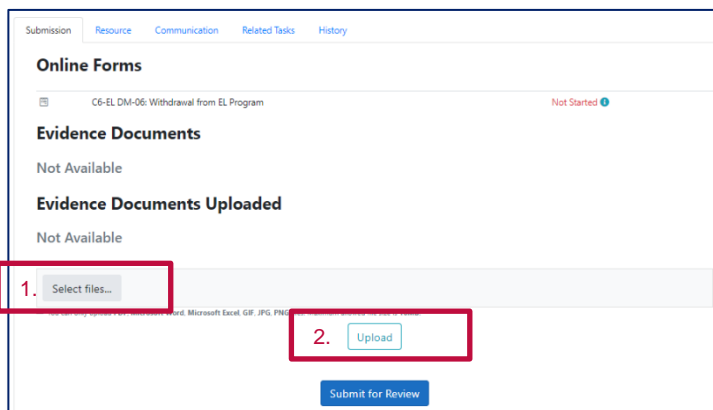
3. To access the Online Form and complete it, click on “Not Started” (it is hyperlinked) and it will open the form question(s) to be completed.

****NOTE: 100% of Online Forms will need to be completed. When you are finished with each response, do not forget to press “Complete” when you are ready to complete/submit the form responses.**

TWO-STEP process to Upload Required Evidence Documents -

If Evidence is required of the Task, upload the necessary documents. This is a TWO-STEP process: “Select Files” AND “Upload”.

1. Under “Evidence Documents Uploaded”, click on “Select Files”. This will allow you to attach your file(s).
2. After attaching your file(s), be sure to press “Upload” to full upload your files.



****NOTE: If you Submit for Review your Task and forgot to press “Upload”, it will lock your side of the portal for this Task and not allow you to upload. You will need to contact your OELAS Specialist.**

3. Once your Online Form is complete (if required) AND the required pieces of Evidence have been uploaded (as required), press “Submit for Review”; this can be found at the bottom of your Data Collection task. Once you press this, you will see a green box flash in the upper right-hand side of your screen. The Status at the top of your Data Collection Task page will also have a green “Completed” label on the left-side.

Assurances for EL Desktop Monitoring

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-01: Statement of Assurance</p>	<p>In this task, the LEA leadership will complete the 2024-2025 EL Desktop Monitoring Statement of Assurance. The submission of the EL Desktop Monitoring Statement of Assurance affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.</p>	<p>Yes; <input type="checkbox"/> The online form is the 2024-2025 EL Desktop Monitoring Statement of Assurance. The completed online form includes a digital signature and acknowledgement for the submission.</p>	<p>No; No evidence upload is required for this task.</p>

Services to English Learners

<p>EL DM-02: Home Language Survey</p>	<p>In this task, the LEA will demonstrate that they utilize the required and unaltered Home Language Survey (HLS) that asks the language questions as defined in State Board Rule.</p> <p>Legal Background: The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. A.R.S. §15-756(A)</p>	<p>Yes; <input type="checkbox"/> In the online form comment space, please explain your LEA's process for when one or more of the questions on Home Language Survey are answered with a language other than English. Please be sure to address not only new students to Arizona but newly enrolled students into your LEA from another LEA in Arizona.</p>	<p>Yes; <input type="checkbox"/> Please upload a sample copy of the required Home Language Survey.</p>
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Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
EL DM-03: AZELLA Tester(s)	<p>In this task, the LEA will demonstrate that they have a process in place to ensure the English language proficiency of all individuals who have been trained to administer and score the English language proficiency assessment.</p> <p>Legal Background: English language proficiency assessments shall be conducted by individuals who are proficient in English and trained in language proficiency testing to administer and score the tests. R7-2-306(C)(3)</p>	<p>No; No online form to complete for this task.</p>	<p>Yes; <input type="checkbox"/> Please upload a sample English Language Proficiency Assessment Attestation.</p>
EL DM-04: AZELLA Policy/ Timeline	<p>In this task, the LEA will demonstrate that they provide an English proficiency assessment within the timelines prescribed by state and federal legislation.</p> <p>Legal Background: SEAs that receive federal funds, after “timely and meaningful consultation with local educational agencies,” are to create and implement “standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State” and within two weeks of enrollment after the start of the school year. [ESEA section 3113(b)(2)]</p>	<p>Yes; <input type="checkbox"/> Q1: In the online form comment space, please explain within what time period students enrolled with a HLS that has a language other than English noted are administered the AZELLA when enrolled in your LEA at the beginning of the school year (first day of school).</p> <p><input type="checkbox"/> Q2: In the online form comment space, please explain within what time period students enrolled with an HLS that has a language other than English noted are administered the AZELLA when enrolled in your LEA after the first day of school.</p>	<p>No; No evidence upload is required for this task.</p>

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-05: Notification of Placement</p>	<p>In this task, the LEA will demonstrate that they notify parents of the identification and placement of a child into a language instruction educational program within the time frame specified in federal legislation.</p> <p>Legal Background: Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program [ESEA section 1112(e)(3)(A)]</p> <p>For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]</p>	<p>Yes;</p> <p><input type="checkbox"/> Q1: In the online form comment space, please explain within what time period parents are notified of identification and placement in an SBE approved Model for EL instruction at the <i>beginning of the school year (first day of school)</i>.</p> <p><input type="checkbox"/> Q2: In the online form comment space, please explain within what time period parents are notified of identification and placement in an SBE approved Model for EL instruction after the first day of school.</p>	<p>Yes;</p> <p><input type="checkbox"/> Please upload a sample Parent Notification and Consent Form.</p>
<p>EL DM-06: Withdrawal from EL Program</p>	<p>In this task, the LEA will demonstrate that they have a process in place in the event a parent or guardian requests for their child to be removed from EL services.</p> <p>Legal Background: Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available [ESEA section 1112(e)(3)(A) (vii)]</p>	<p>Yes;</p> <p><input type="checkbox"/> In the online form comment space, please explain the administrative procedure the LEA follows once parents request to withdraw their student from EL services, including necessary updates in the LEA’s student information system, program participation, and reassessment. Please be sure to include the updated student’s instructional placement and/or scheduling.</p>	<p>Yes;</p> <p><input type="checkbox"/> Please upload a sample Parent Request for Student Withdrawal from an English Language Learner Program document.</p>

Services to English Learners

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-07: Program Description</p>	<p>In this task, the LEA will demonstrate that they know the procedures to classify, notify, and place students who score below fluent English proficiency as English learners and places such students in an English language education program.</p> <p><i>Federally, the LEA must communicate what EL Programs are being offered to the English Learner in the school or grade-level. This is a description of one or more SBE Approved Models (Pull-Out SEI Model, Two-Hour SEI Model, the Newcomer SEI Model, and/or Dual Language Immersion Model) implemented and how ELD instruction is being provided.</i></p> <p><i>This required program description is in addition to the Parent Notification and Consent form that is signed and returned by the parents of the EL.</i></p> <p><i>Legal Background:</i> If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. A.R.S. §15-756(C)</p>	<p>No; No online form to complete for this task.</p>	<p>Yes; <input type="checkbox"/> Please upload the LEA-created document that outlines the types of EL programs offered (SEI Models implemented) by the LEA for English Learners.</p>
<p>EL DM-08: Reassessment Policy</p>	<p>In this task, the LEA will demonstrate how they administer English language proficiency reassessments at least once annually at the end of each school year to all identified English learners (<i>receiving</i> EL services and not).</p> <p><i>Legal Background:</i> Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners [ESEA section 1111 (2)(G)(i)]</p> <p>The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction. A.R.S. §15-756.05(A)</p>	<p>Yes; <input type="checkbox"/> Q1: In the online form comment space, please explain the <i>frequency</i> and <i>window of time</i> when ELs are reassessed.</p> <p><input type="checkbox"/> Q2: In the online form comment space, please explain what <i>groups of ELs</i> are reassessed.</p>	<p>No; No evidence upload is required for this task.</p>

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-09: Exit Policy and Letter</p>	<p>In this task, the LEA will demonstrate that they know to revise the EL Reclassification status once a student has attained an overall proficient score on the AZELLA and notify parents or legal guardians in writing that their child has been reclassified as Fluent English Proficient (FEP)</p> <p>Legal Background: A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. A.R.S. §15-756.05(B)</p> <p>LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. R7-2-306(G)(5)</p>	<p>Yes;</p> <p><input type="checkbox"/> In the online form comment space, please explain your LEA's procedure for students who score overall proficient on the AZELLA (<i>this includes all ELs – current and those withdrawn by parent request</i>). Please be sure to address the procedures related to program status and/or your student information system as well as procedures for notifying parents.</p>	<p>Yes;</p> <p><input type="checkbox"/> Please upload a sample Notification of Reclassification Letter.</p>
<p>EL DM-10: Two-Year Monitoring</p>	<p>In this task, the LEA will demonstrate that they monitor the academic progress of all reclassified students for each of the two academic years following the reclassification date.</p> <p>Legal Background: The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. R7-2-306(I)(1)</p>	<p>Yes;</p> <p><input type="checkbox"/> In the online form comment space, please explain when the monitoring process for a reclassified student* begins. (*all reclassified students – EL who received services and PW)</p>	<p>Yes;</p> <p><input type="checkbox"/> Please upload a sample Two-Year Monitoring Form for FEP students.</p>

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-11: WICP Program and Form</p>	<p>In this task, the LEA will demonstrate that they provide a compensatory instruction program for those students (English Learners and Fluent English Proficient students) who are not making adequate progress and that this compensatory instruction is provided outside the scheduled school day and required instructional hours.</p> <p>Legal Background: ELs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the statewide assessment, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file. R7-2-306(E)(4)</p> <p>Evaluation of FEP students after exit from ELL programs... A WICP describing the compensatory instruction provided shall be maintained in the students' ELL file. R7-2-306(I)</p>	<p>Yes;</p> <p><input type="checkbox"/> In the online form comment space, please explain the type of compensatory instruction available to English Learners and Fluent English Proficient students.</p>	<p>Yes;</p> <p><input type="checkbox"/> Please upload a sample Written Individualized Compensatory Plan (WICP).</p>

Task Name	Task and Legal Reference	Form to Complete and the Prompt to Respond to	Evidence to be Collected related to the Task
<p>EL DM-12: Parent Engagement</p>	<p>In this task, the LEA will demonstrate that they provide opportunities or activities specifically to the parents and families of ELs to assist them in becoming active participants in the education of their EL while helping their student to improve their academic success and achieve their full potential.</p> <p>The LEA should engage parents as active participants and contributors to the school community.</p> <p>Possible actions include but are not limited to:</p> <ul style="list-style-type: none"> • Offer parents sessions on effective strategies to support their children’s learning in and out of school. • Build and foster strong family, community, and school partnerships. • Encourage students (and families) to recognize the strengths and experiences they bring to the learning community. • Recognize there is not one single EL student profile and no one-size-fits-all approach. <p><i>Aligned to Principle 1 of Arizona’s LDA: Asset-Based Behaviors and Expectations</i></p> <p>Legal Background: In carrying out activities with such funds, the eligible entity shall include parent, family, and community engagement activities. [ESEA section 3115(a)(3)(A)]</p> <p>LDA Reference: Principle 1</p>	<p>Yes;</p> <p><input type="checkbox"/> In the online form comment space, please explain what opportunities or activities are specifically being offered to the parents and families of ELs to assist them in becoming active participants in the education of their EL while helping their student to improve their academic success and achieve their full potential.</p> <p><i>If you accept Title III funds, your opportunities could/should be aligned to your Title III funding application and narratives.</i></p>	<p>No;</p> <p>No evidence upload is required for this task.</p>