ARIZONA DEPARTMENT OF EDUCATION

2024-2025

EL Program Monitoring in EMAC

Guidance Document

Revised 10.25.24

Why is our English Learner (EL) program being monitored?

Your Local Education Agency (LEA) has been assigned to have its EL Program monitored this school year in accordance with **ARS 15-756.08** to ensure you have procedures in place to properly identify and provide services to EL students, as well as plans to monitor and regularly assess the progress of all current and recently reclassified ELs.

Several factors are used to determine which LEAs will be monitored each school year. These factors include the requirements of the above-noted Arizona Revised Statute, the LEA's history (or lack of history) of EL Program monitoring, as well as the number of ELs enrolled. Each year, OELAS conducts EL program monitoring for the following categories of LEAs: at least twelve school districts or charter schools from the fifty with the highest number of English language learners (Category 1), at least ten LEAs that are not included in the fifty school districts or charter schools (Category 2), and at least ten LEAs that have significantly lower enrollments of ELs at their district or charter (Category 3).

OELAS will conduct this federally required program monitoring virtually/electronically and/or on-site.

What is Educational Monitoring Assistance and Compliance (EMAC)?

EMAC is ADE's online application for monitoring in a hybrid environment. To assist LEAs in accessing and using EMAC for an OELAS monitoring, we are providing an **OELAS Monitoring EMAC Training**. This training is not required, but anyone new to EMAC or looking for a refresher course may attend. Please click the link below to register for EMAC training for OELAS Monitoring:

OELAS Monitoring EMAC Training Registration Link(s):

> **Friday, November 15, 2024 | 1:00pm-2:30pm** *(MST)* | **Link to Register**

Reminders and Best Practice Tips:

- Whenever possible, use Chrome as your browser for compatibility.

- 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. (You can check the file size in your "File Explorer" list. For reference, a file of 155 scanned pages is approximately 4.5 MB in size.) You can upload as many files as needed.

- When uploading files for evidence, upload files by school. Save the file with the school name or initials in the file title (Example: Mirage Elementary School or MES).

- Scan in batches and group similar documents by site, in ascending grade level order. (Example: HLS forms for MES would be in one file and the next school's grouping of HLS forms would be in a separate file to be uploaded in EMAC for that Task.)

- 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.

- A complete **Step-by-Step Guide to Completing Data Collection Tasks in EMAC** can be downloaded here.

QUICK GUIDE BY TASK

GENERAL EL PROGRAM: REQUIREMENTS & DOCUMENTATION

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
SEI Endorsement/ Training for Teachers of ELs	*"A Provisional or full Structured English Immersion (SEI) endorsement, or an English as a Second Language or Bilingual endorsement, shall be required of a teacher who is instructing students in a sheltered English immersion or structured English immersion model."* *(AZ Board Rule, 7 A.A.C. 2.L)*	☐ **Q1:** Describe the LEA's plan to meet the requirement that all teachers of ELs have appropriate training or endorsement (when applicable).	☐ **E1:** Use the linked spreadsheet (also attached in the task resources) to record evidence of applicable documentation of completion of a full SEI, ESL or BLE endorsement for all teachers of ELs for the sites being monitored. If you have the required details in an LEA file, you may upload that. Documentation must include: a) Name of teacher of record b) Identify teacher's position (i.e., 2nd grade, ELA) c) Identify whether the teacher is delivering Targeted Instruction, Integrated Instruction, or both d) Applicable endorsement(s) e) Course or coursework to be completed, including the course provider f) Date of completion
Parent/Family/ Community Engagement	*Approved instructional models must adhere to the following criteria: Include parental engagement strategies. (A.R.S. § 15-756.01(I)(4))* *In carrying out activities with such funds, the eligible entity shall include parent, family, and community engagement activities. [ESEA section 3115(a)(3)(A)]*	☐ **Q1:** Does your LEA accept Title III funds? ☐ **Q2:** Describe the ongoing opportunities or activities offered specifically to the parents/families of ELs to assist parents/families in helping their children to improve their academic achievement and become active participants in the education of their children.	☐ **E1:** Upload evidence of the ongoing parent/family engagement activities (i.e. applicable Action Step(s) from LIAP, class/meeting schedules, samples of meeting documents, and/or agendas).

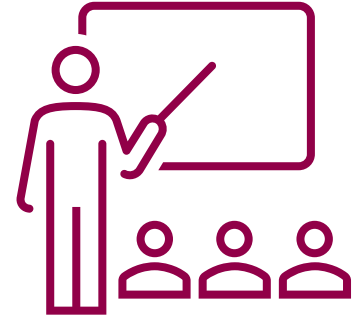| TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
Home Language Survey (HLS)	*The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(A)]*	☐ **Q1:** Describe the LEA's policies and procedures for completion and collection of the required Home Language Survey (HLS). ☐ **Q2:** Does your LEA provide the HLS form in a digital format that requires an electronic signature? *(If NO, the form will prompt to close. If, YES, the remaining questions will become available for completion.)* ☐ **Q3,** *if applicable*: Describe how your electronic signature collection process complies with A.R.S. § 18-106(C) and ADOA ASET Policy 5070. ☐ **Q4,** *if applicable*: As an LEA representative, I attest to and affirm that the forms requiring a legal signature comply with Arizona law and state policy. (Enter initials in text box)	☐ **E1**: Upload copies of the signed *Home Language Survey* for the SSID numbers of the **ELs** sent to you. (See **SSID Number Spreadsheet, Current ELs** tab) ☐ **E2**: Upload copies of the signed *Home Language Survey* for the number of requested **non-ELs** sent to you. (See **SSID Number Spreadsheet, Non-ELs** tab)
AZELLA – Identification	*The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(B) and R7-2-306(C)(3)]* *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)]*	☐ **Q1:** Describe the LEA's policies and procedures for identification and assessment of newly enrolling students with a Primary Home Language Other than English (PHLOTE). Please be sure to address the timelines (beginning of year and mid-year) for assessment administration.	☐ **E1:** Upload a copy of the EL70 Report aligned to the SSID numbers sent to you for any student with a primary home language other than English on the HLS. (See **SSID Number Spreadsheet, Current ELs** and **Parent Withdrawals** tab)
AZELLA – EL Reassessment **Part I: Annual Reassessment**	*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)]* *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)]*	☐ **Q1:** Describe the LEA's policies and procedures for EL reassessment. Please be sure to address when reassessment occurs.	**None** (evidence for this task was uploaded for the prior task)

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
AZELLA – EL Reassessment **Part II:** **Notice of Reclassification**	*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)]* *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)]*	☐ **Q1:** Describe the LEA's policies and procedures for notifying the parents/guardians in writing that their child has been reclassified as Fluent English Proficient (FEP).	☐ **E1:** Upload copies of the *Notice of Reclassification letters* for the SSID numbers of the students who tested as Proficient on the **SY 22-23 AZELLA Reassessment** sent to you. (See **SSID Number Spreadsheet, Notice of Reclassification** tab)
Parent Notification and Consent (PNC)	*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)]* *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)]*	☐ **Q1:** Describe the LEA's policies and procedures for notifying parents their child is identified as an EL for participation in the school's EL program. Please ensure you have addressed the required timelines (beginning of year and mid-year) for notification. ☐ **Q2:** Does your LEA provide the Parent Notification and Consent form in a digital format that requires a digital signature? *(If NO, the form will prompt to close. If, YES, the remaining questions will become available for completion.)* ☐ **Q3,** *if applicable*: Describe how your digital signature collection process complies with A.R.S. § 18-106(C) and ADOA ASET Policy 5070. ☐ **Q4,** *if applicable*: As an LEA representative, I attest to and affirm that the forms requiring a legal signature comply with Arizona law and state policy. (Enter initials in text box)	☐ **E1:** Upload copies of the *Parent Notification and Consent forms* for the SSID numbers of the **EL students receiving services** sent to you. (See **SSID Number Spreadsheet, Current ELs** tab)

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
Parent Request for Withdrawal (PW)	*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)]*	☐ **Q1:** Describe the LEA's policies and procedures implemented when a parent requests their EL be withdrawn from the school's EL program. Include in your response how parents are informed of EL services offered, who is responsible for consulting with parents regarding a request for withdrawal from EL services, and what information is shared related to data, instruction, and assessment.	☐ **E1:** Upload copies of the *Parent Request for Withdrawal (PW) form* for the SSID numbers of the **PW** students sent to you. (See **SSID Number Spreadsheet, Current ELs** tab)
Two-Year Monitoring Fluent English Proficient (FEP) Students	*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…The LEA shall use statewide assessment scores to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an EL program unless no score is available…If a statewide assessment score is not available because the test is not administered in the students' grade or to assess progress in academic subjects not assessed by the statewide assessment, the LEA shall use one or more of the following criteria in its evaluation to determine progress toward achieving the Arizona Academic Standards in monitoring FEP students after exit from an EL program: a. LEA-developed criterion-referenced tests of academic achievement that demonstrate alignment to the Arizona Academic Standards; or b. Standardized tests measuring academic achievement that demonstrate alignment to the Arizona Academic Standards; or c. Nationally norm-referenced test scores; or d. Teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards. [R7-2-306(I)(1-3)]*	☐**Q1:** Describe the LEA's policies and procedures for monitoring FEP students in the two years after scoring Proficient on the most recent Spring AZELLA Reassessment.	☐ **E1:** Upload copies of the *Two-Year Monitoring* forms **completed for <u>Year 1</u> and/or <u>Year 2</u> of the two-year monitoring process** for the SSID numbers of students sent to you. (See **SSID Number Spreadsheet, FEP 1 and 2s** tab)

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
Written Individualized Compensatory Plan (WICP)	*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, which is instruction outside of the school day, 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(F)(4)]*	☐ **Q1:** Describe the LEA's policies and procedures for offering and providing compensatory instruction to ELs and FEP students. Please include the process for documentation on the Written Individualized Compensatory Plan (WICP).	☐ **E1**: Upload a sampling (up to 10) of 2023-2024 completed WICP forms if you are providing Compensatory Instruction for ELs and FEPs. If you are not currently providing Compensatory Instruction, upload a sample copy of a current WICP form that your LEA utilizes.

Quick guide by task

EL INSTRUCTION & SEI MODEL IMPLEMENTATION

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE	EVIDENCE TO UPLOAD
Professional Development Opportunities for Teachers, Principals and Other Educators of ELs	*Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators. [ESEA section 3115(b)(2)(b)(ii)]*	☐ **Q1:** Describe the LEA's plan and structure for providing professional development opportunities for all educators of ELs, specifically relating to Arizona's Language Development Approach (LDA), the four Principles therein, and the 2019 English Language Proficiency (ELP) Standards. **LDA References:** Principle 2: *Providing professional development to grade level and/or content area teachers that focuses on the various purposes for which language is used in the disciplines and integrates content-specific language with content instruction… Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to teachers implementing integrated ELD instruction.* Principle 3: *Providing professional development to ELD Specialists around language acquisition, the 2019 ELP Standards, and research-based strategies for targeted ELD instruction… Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to ELD Specialists providing targeted ELD instruction.*	☐ **E1:** Upload evidence of PD opportunities provided to content area teachers of ELs, teachers responsible for Targeted Instruction, site administrators, and curriculum coaches. Evidence must include **agendas and materials** provided during PD opportunities.

TASK	LEGAL REFERENCE	ONLINE FORM RESPONSE
LDA Principle 1	*Each school district governing board and each charter school governing body shall select and implement on a school-by-school basis one or more models for structured English immersion and alternative English instruction that the state board of education adopts or approves pursuant to section 15-756.01(A).*	☐ **Q1:** Describe the LEA's Mission/Vision **for your English Learner program and services,** including how the LEA's systems and programs are responsive to the different **strengths, needs,** and **identities** of all EL students, including those with special needs.
LDA Principle 4	*Each school district governing board and each charter school governing body shall select and implement on a school-by-school basis one or more models for structured English immersion and alternative English instruction that the state board of education adopts or approves pursuant to section 15-756.01(A).*	☐ **Q1:** Describe how your LEA ensures that teachers use diagnostic tools and formative and summative assessments to measure EL students' language and content knowledge and to inform instruction. Provide examples of the variety of data teachers have access to and/or are provided.
EL Program Implementation	*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)]*	(A "yes" response to any of the questions on this form will auto-assign specific tasks addressing the models carried out.) ☐ **Q1:** Do you have schools being monitored that are implementing a **Pull-Out, Two-Hour,** and/or **Newcomer SEI Model**? ☐ **Q2:** Do you have schools being monitored that are implementing a **50-50 Dual Language Immersion Model**? ☐ **Q3:** Do you have schools being monitored that are implementing a **bilingual program**?

STRUCTURED ENGLISH IMMERSION MODELS

TASKS & EXPECTATIONS

LDA Principle 2: Integrated Instruction

Each school district governing board and each charter school governing body shall select and implement on a school-by-school basis one or more models for structured English immersion and alternative English instruction that the state board of education adopts or approves pursuant to section 15-756.01(A).

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy. (LDA)

ONLINE FORM RESPONSE

☐ **Q1:** Describe how schools are providing the required **Integrated Instruction** to ELs. In your response, describe how your EL program addresses:
1) scheduling to meet required minutes,
2) instructional grouping, and
3) how language is supported by the Performance Indicators from the English Language Proficiency Standards during content standards-based instruction.

If **multiple SEI Models** are being implemented, please ensure your description identifies how Integrated Instruction may differ between the models.

EVIDENCE TO UPLOAD

☐ **E1:** Upload rosters for all classrooms in which ELs are currently receiving **Integrated Instruction.** Please ensure the proficiency levels for ELs are noted on the rosters.

☐ **E2:** Upload applicable instructional schedules that clearly identify when ELs are receiving the **Integrated Instruction**.

LDA Principle 3: Targeted Instruction

Each school district governing board and each charter school governing body shall select and implement on a school-by-school basis one or more models for structured English immersion and alternative English instruction that the state board of education adopts or approves pursuant to section 15-756.01(A).

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language. (LDA)

ONLINE FORM RESPONSE

☐ **Q1:** Describe how schools are providing the required **Targeted Instruction** to ELs. In your response, describe how your EL program addresses:
1) scheduling to meet required minutes,
2) instructional grouping, and
3) how language instruction is driven by the Performance Indicators from the English Language Proficiency Standards

If **multiple SEI Models** are being implemented, please ensure your description identifies how Targeted Instruction may differ between the models.

EVIDENCE TO UPLOAD

☐ **E1:** Upload rosters for all classrooms in which ELs are currently receiving **Targeted Instruction.** Please ensure the proficiency levels for ELs are noted on the rosters.

☐ **E2:** Upload applicable instructional schedules that clearly identify when ELs are receiving the **Targeted Instruction**.