



INDIANA  
DEPARTMENT *of*  
EDUCATION

# Exit Criteria for English Learners Guidance:

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## 2024-2025

**Indiana Department of Education**  
Office of Special Education



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## Introduction

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The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that states establish “standardized, statewide entrance and exit procedures” for determining students’ English learner (EL) status, thus placing them in a language instruction educational program. These procedures are detailed in each state’s ESSA plan. In the summer of 2024, the U.S. Department of Education approved an amendment to Indiana’s State ESSA Plan which expanded the state’s standardized exit criteria for English learners. The updated language is as follows:

*“An English learner is considered to have demonstrated English language proficiency if the English learner scores a 5.0 overall or higher on the annual WIDA ACCESS assessment. However, students in grade three or above who score between 4.3-4.9 overall on WIDA ACCESS are eligible to have additional evidence reviewed by an Individual Learning Plan (ILP) committee to make an exit determination. Additionally, English learner students with significant disabilities who take Alternate ACCESS as their annual assessment may demonstrate proficiency by scoring a P1 overall (or equivalent proficiency level post-standard setting) and an additional evidence review by an ILP committee and case conference committee.”*

Previously, an Overall Composite Proficiency Level (Overall PL) of 5.0 or above on WIDA ACCESS would exit a student from EL status, and no pathway existed for Alternate ACCESS testers to exit. The revised, expanded exit criteria will lead to more students reaching proficiency - as shown by results on WIDA assessments, paired with additional academic evidence - and able to find success in English-taught classes without additional language-based services or support.

It is important to note that Indiana’s entrance criteria of an Overall PL of 1.0 to 4.9 on a WIDA Screener assessment remains unchanged. See Indiana’s EL [Identification and Placement Guidance Document](#) and chapter two of the [IDOE English Learner Guidebook](#) for detailed information on required procedures for identification of ELs.

This document serves as the official guide for Indiana schools in applying the updated exit criteria and making critical determinations regarding a student’s EL status. All Indiana schools are expected to implement this guidance to meet the federal requirements of procedures being statewide and standardized.

## Indiana English Learner Exit Criteria Defined

The table below provides a summary of the exit criteria for ELs:

WIDA ACCESS Overall Score Range	Exit Criteria Details
5.0+ Overall Proficiency	Auto-exit from EL status
4.3 - 4.9 Overall Proficiency	Students may be eligible for a review of a portfolio of additional evidence by an ILP committee to make an exit determination. If the student has an Individualized Education Program (IEP), the case conference committee (CCC) may convene alongside the ILP committee to make an exit determination.
WIDA Alternate ACCESS Overall Score Range	Exit Criteria Details
Equivalent to P1+ Overall Proficiency on the updated Alternate ACCESS scoring scale*	Students may be eligible for a review of a portfolio of additional evidence by an ILP committee alongside a case conference committee to make an exit determination.

\*The 2023-2024 WIDA Alternate ACCESS results will undergo standard setting and a shift to a new proficiency level scale. The Overall PL required for an additional evidence review will be finalized post-standard setting.

### Eligible Students for Additional Evidence Review (WIDA ACCESS)

To be eligible for an additional evidence review by an ILP committee, the student must be in **grade three or above** during the school year of the WIDA ACCESS assessment whose results are initiating the additional evidence review. For example, a student in grade three who takes WIDA ACCESS in the 2024-2025 school year may have the results of the 2025 WIDA ACCESS initiate a portfolio review. However, a student in grade three at the beginning of the 2024-2025 school year may not have their 2024 results initiate a portfolio review, because the student was in grade two when assessed. For that student, the school must wait and then analyze the 2025 results. Students who score an Overall PL of 5.0 or above on WIDA ACCESS automatically exit EL status regardless of grade level.

Additionally, only students whose **Overall PL represents scores from a Tier B/C WIDA ACCESS assessment** are eligible for an additional evidence review. The student is not eligible if they were administered ACCESS Paper Tier A or placed in Tier A for ACCESS Online Speaking or Writing, as determined by their performance in Listening and Reading.

Newly enrolling students from outside Indiana who hold WIDA ACCESS results from the previous school year are not eligible for an additional evidence review by an ILP committee. If a student enrolls with WIDA results that meet Indiana's EL entrance criteria (1.0-4.9 Overall PL), they must receive EL services and participate in WIDA ACCESS as required. The results of the WIDA ACCESS assessment taken in Indiana can then be used for making exit determinations. In the case of an additional evidence review, the historical evidence from the past state can inform the ILP committee's decision-making.

## Required Additional Evidence to Determine Proficiency (WIDA ACCESS)

At a minimum, three total pieces of evidence must be included in the eligible student's portfolio which sufficiently demonstrate that the student is proficient in English. The three pieces of evidence must include the following:

- 1) At least **one** of the following pieces of current evidence (and longitudinal when applicable) from **Category A**:
  - Scoring **at least “Approaching Proficiency” on the most recent ILEARN English/Language Arts (ELA) assessment**, meaning students entering grade four are the youngest students for whom this decision can be made;
  - Passing the IREAD-3 assessment; or
  - Possessing formative (interim) assessment results (e.g., NWEA, mCLASS, PSAT) demonstrating the student is proficient in English and performing similarly to their native English-speaking peers (i.e., reading results are consistent with grade-level norms or expectations).
- 2) At least **one** of the following pieces of current evidence (and longitudinal when applicable) from **Category B**:
  - Local summative assessment results indicating proficiency;
  - Overall student grades/academic performance (with an assurance of equitable grading practices); or
  - EL teacher or classroom teacher observations and/or student work samples that apply WIDA-developed language proficiency rubrics (WIDA Proficiency Level Descriptors, [WIDA Writing Rubric](#), [WIDA Speaking Rubric](#)).
- 3) A third piece of evidence from either **Category A or Category B** that demonstrates the student's English proficiency is also required.

See the [Making English Learner Exit Criteria Determinations](#) section of this document for detailed guidance surrounding selecting allowable, appropriate evidence to demonstrate proficiency. The section also defines steps to take and considerations for how to review the evidence to make an informed decision.

## ILP Committee Members & Decision-Making Process

Determining whether an eligible student is proficient, thus exiting EL status, or not yet proficient and continuing to receive EL services, is an important decision with a considerable impact on the student's academic career. This decision must be made collectively by an ILP committee - not by one person. The ILP committee must consist of, at least, the following individuals:

- The EL Teacher of Record (ToR)
- The student's classroom teacher (or at least one of a middle or high school student's teachers)
- A corporation or building administrator
- A special education teacher, if applicable
- A parent/guardian

The ILP committee may also include other individuals, as appropriate, if they are able to provide meaningful input into the decision-making process. This could include paraprofessionals, former teachers or administrators, or additional current teachers of the student. See the [Making English Learner Exit Criteria Determinations](#) section of this document for more information on assembling the committee and its decision-making process.

## English Learners with Disabilities Factors

When an EL student who is eligible for an additional evidence review based on their results from WIDA ACCESS *and* also has a disability and receives services documented in an IEP, the following factors related to the disability and related services must be taken into account:

- **Special Education and EL Services:** Confirmation that EL services have been provided in conjunction with special education services with fidelity over the course of the student's academic career is needed. These should be services that have been documented in the student's IEP and ILP, respectively.
- **Less Than Four Domains (LT4):** An EL student whose disability always prevents meaningful participation in one or more domains (e.g., a student who is deaf is unable to participate in Listening) may be exempt from participating in the specific domain test(s). ELs who participate in at least two domains have the opportunity to meet exit criteria. LT4 calculations are made to determine an adjusted Overall PL. This adjusted Overall PL is used, like that of any other student, to determine whether the student can exit or is eligible for an additional evidence review. See pages 24 and 25 of the [2024-2025 WIDA Assessment Guidance](#) for information regarding domain exemption accommodations.
- **ILP Committee with Special Education Representation:** To ensure that the disability-related factors are taken into consideration throughout the process, a licensed special education ToR must also be a member of the ILP committee for EL students with disabilities up for an additional evidence review. The special education ToR will provide insight into how the disability impacts their learning, and how it manifests itself in the student's language development.

- **IEP Factors:** The student's IEP goals and their progress, evaluation data, I AM data (when applicable), and other relevant special education-related evidence must be considered in an additional evidence review for an EL student with a disability.

## 2024-2025 School Year Considerations

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### Timing for Making Exit Determinations

The [Making English Learner Exit Determinations](#) section of this guidance defines two time frames for ILP committees to make exit determinations for eligible students via an additional evidence review: at the end of a school year after receiving results of that year's annual WIDA assessments, or at the beginning of the following school year within the required 30-day EL identification timeframe. Due to the timing of the state ESSA Plan amendment approval, ILP committee determinations based on the 2024 WIDA ACCESS results must be made at the start of the 2024-2025 school year. If schools choose to wait to make determinations during the later end-of-school-year timeframe, the 2025 WIDA results must be utilized.

### Exit Criteria for Alternate ACCESS: To Be Determined

Included in the EL exit criteria changes was the establishment of exit criteria for students with significant disabilities who take Alternate ACCESS. This was defined in the State ESSA Plan Amendment as "...English learner students with significant disabilities who take Alternate ACCESS as their annual assessment may demonstrate proficiency by scoring a P1 overall (or equivalent proficiency level post-standard setting) and an additional evidence review by an ILP and case conference committee."

Because WIDA Alternate ACCESS is currently undergoing a standard-setting to be applied to the results of 2024 WIDA Alternate ACCESS, the proficiency level scales are changing from A1-A2-A3-P1-P2-P3 to PL1-PL2-PL3-PL4-PL5. WIDA is set to provide equivalency tables in July of 2024 to align the previous scoring scale with the updated one, which will allow IDOE to specifically define the exit criteria for Alternate ACCESS in fall of 2024.

The standard setting also delays WIDA Alternate ACCESS results, which are set to be released to districts digitally on Wednesday, September 11, and via paper delivery on Thursday, September 26. This puts many schools already beyond the federally-required 30-day time frame at the beginning of a school year for EL identification and parental notification. While some schools may still be within that time frame, the window for ILP and case conference committees to convene and make determinations would be prohibitively brief.

Due to the complicating factors of establishing an equivalent proficiency level and the timing for decision-making, students may not exit EL status using 2024 WIDA Alternate ACCESS results at the beginning of the 2024-2025 school year. IDOE will provide an update to this guidance

prior to the release of the 2025 WIDA Alternate ACCESS results, which will define the Alternate ACCESS exit criteria proficiency level and include guidance on the additional evidence review process for Alternate ACCESS EL students. For more information related to standard setting, see [WIDA's Alternate ACCESS Updates webpage](#).

## Making English Learner Exit Determinations

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### Timelines for Making Exit Determinations

The additional evidence review and decision-making process requires intentional time and effort dedicated to coordinating the ILP committee, assembling the required pieces of evidence, and making a thorough, informed decision that is in the best interest of the student. To allow schools flexibility in completing the necessary steps to make this determination, IDOE has defined two separate time frames when ILP committees can convene after receiving annual WIDA assessment results: at the end of a school year or at the beginning of the following school year. The tables below detail the action steps to be taken and when they would occur. Additionally, key considerations for deciding when to hold exit determination ILP committee meetings are outlined.

#### End-of-Year Exit Determination Timeline\*

Action Step	Time Frame
1. Preliminarily identify students who are nearing English proficiency and demonstrating academic achievement. Preemptively collect and organize eligible additional evidence samples.	Beginning of the school year through spring
2. Review initial WIDA ACCESS results and identify eligible students whose Overall Proficiency falls within the eligible score range of 4.3-4.9.	Late April through early May
3. Review eligible evidence in Category A and Category B to identify which students are eligible for an additional evidence review by an ILP committee.	Late April through early May
4. Schedule ILP committee meetings and compile additional evidence for review.	Late May through early June

5. Hold ILP committee meetings, following the <i>Making English Learner Exit Determinations</i> section of this guidance.	Late May through early June
6. Accurately document exit criteria decision-making, following the <i>Data Reporting &amp; Documentation</i> section of this guidance.	Late May through early June

\*To be first applied to the 2025 WIDA ACCESS results

## End-of-Year Exit Determination Considerations

When making an exit determination at the end of the school year, the following are factors that should be taken into consideration:

- **Timing:** The window of time after WIDA ACCESS results are released in the spring and the end of the school year is relatively brief. Therefore, it is important to proactively set aside time to compile evidence, convene the ILP committee, and make determinations prior to the summer. It is recommended to preemptively schedule blocks of time for possible ILP committee meetings at the end of the school year before receiving WIDA results.
- **Late Assessment Results:** If results from state assessments are needed for Category A evidence, and are not yet available until the summer or later, the ILP committee may review the previous year's results of that assessment, if applicable. However, they must consider the length of time that has passed since those results were obtained and the student's growth since then.

For example, a grade five student is being reviewed at the end of a school year, and ILEARN ELA results from the current school year have not yet been received. The ILP committee may use the student's grade four ELA results, provided they meet the criteria for review (i.e., Approaching Proficiency). If those results do not meet the criteria (i.e., Below Proficiency), then the ILP committee must wait until the current school year results are received to verify they meet criteria before reconvening.

- **School Transitions:** If the ILP committee opts to wait until the beginning of the following school year to conduct an additional evidence review, pending assessment results, it is important for the decision to delay the review be documented and proactively communicated to the next EL ToR and/or next school. Documentation, including any portfolio evidence and a summary of the decision to wait for additional results, must be sent to that school, and the ILP committee would convene at the beginning of the next school year to make a determination.

## Beginning-of-Year Exit Determination Timeline

Action Step
1. Identify EL students, both returning and enrolling. Review WIDA ACCESS results and identify eligible students whose Overall Proficiency falls within the eligible score range of 4.3-4.9.
2. Coordinate with students' past teachers to receive input and evidence. Review these results to inform student's eligibility and if ILP committee meetings are warranted.
3. Review eligible additional evidence in Category A and Category B to identify which students are eligible for an ILP committee additional evidence review and those who may be eligible for review at the end of the school year, pending results of future WIDA ACCESS assessments.
4. Schedule ILP committee meetings and compile additional evidence for review.
5. Hold ILP committee meetings, following the <i>Making English Learner Exit Determinations</i> section of this guidance.
6. Accurately document exit criteria decision-making following the <i>Data Reporting &amp; Documentation</i> section of this guidance.

## Beginning-of-Year Exit Determination Considerations

When making an exit determination at the beginning of the school year, the following are factors that should be taken into consideration:

- **Coordinating with Past Teachers:** It will likely be necessary to coordinate with the student's previous school year EL ToR, at the least, to receive input and acquire eligible evidence. The past EL ToR may also participate as a member of the ILP committee to inform decision-making. The student's previous school year classroom teacher(s) are also able to provide anecdotal input and/or evidence to be taken into consideration for review. This may require effort in determining past school and teacher contact information and making that connection. It is recommended to make direct outreach to the district or school's EL office, if possible.
- **30-Day Identification Window:** Per ESSA, schools must "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...". Because of this 30-day parent communication window, schools must complete the ILP committee decision-making process within the first 30 calendar days of the school year. Schools may choose to initiate the action steps for a beginning-of-year additional evidence review prior to the start of the school year and the 30-day window opening.

## Assembling the ILP Committee

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The members of the ILP committee are to be assembled for the additional evidence review and make a collective determination as to the student's English learner status. The ILP committee is to be represented by those who have the most in-depth knowledge of the student's English proficiency and academic performance, bringing expertise in language acquisition, grade-level content, and the student's characteristics. The [Indiana English Learner Exit Criteria](#) section of this guidance details the required and optional members of the ILP committee.

It may be necessary to give background information and context to those being brought together for the ILP committee to orient everyone to the process, topics, and evidence that will be discussed, as well as what evidence, observations, and perspectives they can contribute. Especially if reviewing at the beginning of a school year, it also may be necessary to contact past teachers (i.e., former EL ToR) to be a member of the ILP committee and/or to obtain evidence and input. If the required members of the ILP committee are unable to be assembled, or if those required members do not have the in-depth knowledge of the student required to make a decision (i.e., all new teachers at the beginning of a school year) and/or those that do (i.e., the past school year's EL ToR) are unable to be reached or provide input to the ILP committee, then it should not convene.

The ILP committee may meet either in-person or virtually. However, if done so virtually, there still must be a way for evidence examples to be shared and reviewed by all members. ILP committee meetings can occur before, during, or after the school day, depending on the schedules of its members.

## Compiling Allowable Additional Evidence

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The purpose of the portfolio of additional evidence is to capture a full picture of the student's English proficiency as it is represented throughout their academic output and performance. The portfolio of additional evidence must consist of at least three required evidence pieces: one from Category A, one from Category B, and a third from either category. Allowable evidence and parameters surrounding their use in this process are detailed in the tables below.

### Category A Options

Evidence	Required Score	Evidence Parameters
ILEARN ELA (most recent results)	Approaching Proficiency or higher	Students in grade four at the beginning of a school year are the youngest for whom this evidence can be utilized.

		Grade eight ILEARN ELA results may be used for students throughout high school.
IREAD-3	Pass	<p>IREAD-3 Pass results obtained in grade two can be used for a student who did not have to participate again in grade three.</p> <p>Results from the grade two or grade three administrations may be used when students enter grade four.</p> <p>Retest opportunities in grades four and five may not be used; use ILEARN ELA results instead.</p>
Formative (interim) English language arts assessment results (i.e., NWEA, mClass, PSAT)	Results demonstrate the student is proficient in English and performing similarly to their native English-speaking peers (i.e., reading results are consistent with grade-level norms and expectations).	<p>Must be from the current school year if performing an end-of year additional evidence review. If conducting the review at the beginning of the school year, results from the previous or current school year can be used.</p> <p>See the reading and language-based assessments from the <a href="#">IDOE Formative Assessment Grant</a> approved list for examples of usable assessments.</p>
SAT/ACT	<p>SAT: <a href="#">Approaching or At College Ready Benchmark</a> - a score of 450 or higher on the evidence based reading and writing portion</p> <p>ACT ELA: 20 or higher ACT English: 18 or higher</p>	

### Category B Options

Evidence	Required Score	Evidence Parameters
Local summative assessment results	Results demonstrate the student is proficient in English and performing similarly to their native English-speaking peers (i.e., reading results are	Must be from the current school year if performing an end-of year additional evidence review. If conducting the review at the beginning of the school year, results from the previous or current school

	consistent with grade-level expectations).	year can be used.  Additional graduation pathway post-secondary ready competencies may be used.
<b>Overall student grades/academic performance</b>	Results demonstrate the student is proficient in English and performing similarly to their native English-speaking peers (i.e., reading results are consistent with grade-level expectations).	Must be from the current school year if performing an end-of year additional evidence review. If conducting the review at the beginning of the school year, results from the previous year must be used.  It must be ensured that equitable, rigorous grading practices were established and implemented.
<b>EL teacher or classroom teacher observations, student work samples, or locally created assessments that apply WIDA-based language proficiency rubrics (i.e., WIDA Proficiency Level Descriptors; <a href="#">WIDA Writing Rubric</a>; <a href="#">WIDA Speaking Rubric</a>)</b>	When applied, students score within the Proficiency Levels of 4-6.	Must be from the current school year if performing an end-of year additional evidence review. If conducting the review at the beginning of the school year, results from the previous or current school year can be used.

## Requirements for Selecting Appropriate Evidence

Before beginning to compile evidence, review the following requirements and considerations to ensure that all portfolio components are appropriate:

- **Relevant Evidence:** Local evidence compiled from Category B must thoroughly represent the student's English language abilities for a particular domain, as used in academic settings. Therefore, evidence from content area courses may be used, provided they reflect a sufficient example of the student's independent academic English proficiency. For example, an essay-based Biology midterm could be used, but a problem-based Math assessment with minimal language represented could not.

- **Recent Evidence:** The evidence being compiled must be a representation of the student's current English abilities. Therefore, the three required pieces in the Additional Evidence Portfolio must be from the most recent school year, unless otherwise stated in the "Evidence Parameters" column of the tables below. Generally, this refers to evidence from the current or previous school year. While older or longitudinal data is informative to show patterns of growth and should be used in this review, it must only be reviewed alongside the current data being brought forth.
- **Additional Evidence:** While three pieces of evidence are required, it is recommended to bring further evidence to better understand the student's English use and proficiency. Additionally, listening and speaking skills are challenging to assess and not always represented through assessment evidence. If the WIDA ACCESS results for one or both of those domains are noticeably lower, then it is necessary to include evidence in the portfolio representing the student's proficiency in said domain(s).

## Steps for Performing an Additional Evidence Review

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After the ILP committee has been defined and the additional evidence compiled, the committee can begin its decision-making. The ILP committee must follow these steps to complete an additional evidence review and make a final determination:

1. Determine a note-taker who will document the ILP committee's review on the Decision-Making Tool (see [Appendix A](#)).
2. Review the results of the most recent WIDA ACCESS assessment, including the student's proficiency in each of the four domains (listening, speaking, reading, and writing) and the composite scores (oral language, literacy, comprehension, overall). For domains with lower proficiencies, it will be important to review additional evidence to further examine those lower-scored domains.
3. Present and review each of the three required pieces of evidence: one from Category A, one from Category B, and one from either Category A or B. If additional evidence beyond the requisites are brought forth for review, include it as well. Make a note on the ILP Committee Decision-Making Tool (see [Appendix A](#)), including information about each piece of evidence. For each, follow the guiding questions to assess what it demonstrates about the student's language proficiency.

## Guiding Questions when Reviewing Individual Pieces of Evidence

<p><b><i>Does the evidence provide an adequate representation of the student's independent English abilities?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
It is evidence that could be considered in the review.	Consider evidence that provides enough depth and examples of their English abilities in an academic setting.
<p><b><i>Is there longitudinal data available to be reviewed that may highlight a growth trajectory (i.e., historical ILEARN scores)?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
Take this into consideration when reviewing the current data to see possible patterns of growth.	It may still be used. However, consider what other pieces of evidence have longitudinal data to show patterns in the student's English use and performance.
<p><b><i>Is the evidence consistent with the student's performance on other schoolwork or assessments?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
It is evidence that could be considered in the review.	Consider why it may not be. Find other pieces of evidence that offer a representative example of their independent English proficiency and performance.
<p><b><i>Does the evidence demonstrate that the student is proficient in English?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable, to determine if other pieces of evidence also demonstrate proficiency.	Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable; however, it may not be appropriate to exit the student from EL status.

After evaluating each piece of evidence using the guiding questions above, the ILP Committee will move to make a decision. Discuss the body of evidence that was reviewed using the following guiding questions to make an exit determination.

## Guiding Questions for Making a Final Exit Determination:

<i>Does the entire body of evidence support that the student is proficient in English and performing similarly to native English-speaking peers?</i>
<i>Has the student demonstrated English proficiency for a sustained period of time to clearly show that they will continue along that trajectory?</i>
<i>Is the student demonstrating proficiency in all four language domains (Listening, Speaking, Reading, Writing)?</i>
<i>Would the student continue to demonstrate proficiency and academic success if EL services and the ILP, along with its accommodations and modifications, are removed?</i>

If the answers to all of these questions are ‘yes’, the ILP committee should strongly consider exiting the student from EL status. If the answer to any of these questions is ‘no’, then the committee must maintain the student’s EL status and continue services, an ILP, and annual assessment for the upcoming school year.

As a committee, make a determination and document the details on the [ILP Committee Decision-Making Tool](#). Follow the guidance within the [Data Reporting and Documentation](#) section of this guidance to accurately document and report the decision.

## Data Reporting and Documentation

After making exit criteria determinations via an ILP committee’s additional evidence review, the decision must be accurately documented and reported within all of the relevant digital information systems. The areas in which exited students must be addressed include:

- ILP Committee Decision-Making Tool
- Accurate Reporting of Exited Students to IDOE via Data Exchange
- Local SIS
- Indiana ILP Systems
- Exited Student Verification Submission
- Determinations to Continue EL Services

### ILP Committee Decision-Making Tool

The ILP Committee Decision-Making Tool, found in [Appendix A](#) of this document, is to be used during the ILP committee convening to document key information regarding the student, the portfolio of additional evidence, and the decision and signatures of the committee members.

This document must be maintained in the student's cumulative folder alongside other EL-related documentation (e.g., WIDA ACCESS results). This may be maintained physically or digitally, however, it is recommended to maintain in both formats, alongside the pieces of evidence used in the review. This documentation must be sent along with the student in the event of a transfer. For the 24-25 school year, local education agencies (LEAs) will be required to submit the Decision-Making Tool for students who are being exited - see the [Exited EL Student Verification Submission](#) section for more information.

### Accurate Reporting of Exited Students to IDOE via Data Exchange

Multilingual student information, including that of current and former ELs, is collected annually via the Data Exchange Multilingual Learner (DEX-LM) data collection on or around October 1. Through this collection, IDOE defines EL student counts for all LEAs; these counts, in turn, generate federal and local EL funding.

In order to accurately report students who are exited via an additional evidence review by an ILP committee, the following data fields must be assigned to the students in question and accurately certified in the DEX-LM collection:

DEX-LM Data Field	Details
Student Language	Must be a language other than English.
English Proficiency Level	Aligns to the student's Overall WIDA ACCESS scores from previous school year. Eligible students must have scored an Overall PL between 4.3 and 4.9. Students who participated in a Tier A assessment do not qualify.
ML Program Association	An "End Date" must be added to the current ML program association. "Regular Education Program - non-EL" must be applied to the student with a begin date, and no end date.
Instrument Used	Must be "WIDA ACCESS".

### Local Student Information Systems (SIS)

LEAs across Indiana use different SISs to store student data, including that collected in the DEX-LM. SISs all have structures in place to capture students' EL status, such as an "English Learner" flag which may be a manually checked box, or directly tied to scores in the system.

Regardless of how an LEA's SIS is structured, the decision to exit a student via a portfolio review must be addressed within the local structures established within the SIS. This could include permanently removing any "EL" tags for the student, indicating the student has entered

into year one of formal monitoring, and local notation that the student was exited via the portfolio review process. LEAs are encouraged to collaborate with their local SIS vendors to establish systems to best document students being exited in this fashion.

## Indiana ILP System

To ensure that exited EL students no longer receive ILPs and that data is accurate across all platforms, changes must be made within the Indiana ILP (IILP) system for students exited via a portfolio review. WIDA ACCESS results will be uploaded into IILP in July 2024. In IILP, the most recent English Proficiency scores in the system dictate the student's "EL Code". All students who have a score below 5.0 overall are coded as "EL". Because of this, students who are exited via an additional portfolio review must have their EL Code changed manually in the system.

Follow these directions to reflect this change within the Indiana ILP system:

1. Determine what user holds the "EL Admin-District" role for the corporation. This individual must perform the manual actions within IILP.
2. The EL Admin user goes to the student's profile. In the "ILP Process", go to Section #2: Student Information.
3. Under the EL Status Code drop-down, change the code from "EL" to "M1". This moves the student from EL status to Monitoring - Year 1 status. Click "Save and Continue".
4. Go to Section #4: General Information. In the "General Observations about the Student" narrative, include text that details the student was exited via an additional evidence review. The following example language can be used: "[STUDENT NAME] exited EL status via a score of [PROFICIENCY LEVEL] on the WIDA ACCESS assessment and an additional evidence review performed by an ILP committee on [DATE of COMMITTEE DECISION]." Click "Save and Continue".

Many, but not all, LEAs in the state utilize the ILP system. Regardless of whether the LEA uses the system, this process must be followed to ensure that data is accurately captured. If using another digital platform to house ILPs, this change in status must be similarly addressed.

It is also highly recommended that the ILP Committee Decision-Making Tool (see [Appendix A](#)) be uploaded to the student's profile within the IILP system. To do so, when on a student's profile, click the "Documents" banner. Then choose "Upload External Documents". Once there, this and other relevant documents may be uploaded for the student.

## Exited EL Student Verification Submission

For the 2024-2025 school year, students exited via a portfolio review must have their data verified via submission of this Jotform: [2024-2025 Exited EL Student Verification Submission](#).

Within this form, schools must report all students who were exited via additional evidence review by Friday, September 20. Only students who are correctly reported via DEX-LM and via the 2024-2025 Exited EL Student Verification Submission will be verified as an exited, former EL in the state database. Students for whom the ILP committee determines will continue to receive EL services do not need to be submitted.

## Determinations to Continue EL Services

The ILP committee may determine that the student is not to be exited from EL status and should continue receiving EL services. If so, no changes are needed within the local SIS or the IILP system. Additionally, while the ILP Committee Decision-Making Tool does not need to be submitted via Jotform for students who will maintain their EL status, it must still be completed and maintained within the student's cumulative folder.

If the ILP committee determines the student is still in need of EL services and supports following an additional evidence review, they may reconvene after receiving the student's ensuing WIDA ACCESS scores, but only if the results deem them eligible for an additional evidence review. In this case, the previous ILP committee decision and documentation must be taken into consideration. However, more recent evidence must be used within the requisite categories for review.

## Formal Two-year Monitoring of Exited ELs

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After a student is exited via an additional evidence review, the student must enter a formal two-year monitoring process, as would any other student who auto-exits with a 5.0 Overall PL or higher. ESSA requires that school districts monitor the academic progress of former ELs for at least two years to ensure they are meaningfully participating in the district's educational program in a manner that is comparable to their native English-speaking peers and other ELs who exited at the same time. Monitoring processes are defined locally, but LEAs must establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the school year and take appropriate steps to assist students who are not making adequate progress. The requisites for this federally-required process are defined in chapter six of IDOE's [English Learner Guidebook](#).

The purpose of the monitoring process is to ensure the following:

- Former ELs who have been reclassified as fluent have full access to mainstream curricula;
- Any academic deficits resulting from lack of English proficiency have been addressed and remedied;
- Any recurring language needs identified through the monitoring process are addressed and remedied; and
- Former ELs are meaningfully participating in the standard instructional program in a manner comparable to their native English-speaking peers.

For students who are determined to exit EL status via an additional evidence review, the formal two-year monitoring process is of particular importance. Schools are encouraged to increase the frequency of monitoring check-ins with students' teachers, expand the volume and types of

evidence reviewed throughout the academic year, and consult with the student regularly on their academic progress.

## Compliance Monitoring and Data Review

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To confirm that the changes for the 2024-2025 school year are effectively meeting its purpose of exiting EL students who are proficient in English, and to ensure that Indiana schools are following the implementation guidance included here, IDOE plans to:

- Add an indicator on EL Monitoring Tool
- Verify 2024-2025 data
- Review achievement data
- Share additional entrance and exit criteria updates

### Addition of Indicator on EL Monitoring Tool

IDOE's EL team conducts regular monitoring of Indiana schools for federal and state EL compliance. Applying the standardized statewide entrance and exit criteria for ELs is a requirement of ESSA [Section 3113]. The updated exit criteria allows schools more autonomy in exiting decision-making. Because of this, IDOE will monitor to confirm that the processes detailed in this guidance are applied and that decision-making is sound as part of the standard monitoring tool. Upon request, schools must be able to provide the following:

- **Decision-making Documentation:** ILP Committee Decision-Making Tool and accompanying evidence; assurance that decision-making guidance was followed.
- **Data Reporting:** Data correctly addressed in the SIS, IILP, and reported to IDOE via DEX-LM.
- **ILP Committee Members:** Evidence that the ILP committee included all of the necessary members.
- **Formal Two-year Monitoring:** Documentation of a responsive formal two-year monitoring process being applied for exited students.

### 2024-2025 Data Verification

As cited in the [Data Reporting and Digital Documentation](#) section, schools are required to report students exited via an additional evidence review via the correct DEX-LM data components, as well as verify that data in the [2024-2025 Exited EL Student Verification Submission](#) for the 2024-2025 school year. IDOE will review data submissions for accuracy and contact LEAs to address discrepancies as needed.

## Achievement Data Review

IDOE will conduct a review of statewide assessment data for students who were exited via portfolio review. This data review will examine exited EL student performance in relation to their native English-speaking peers as well as students who are exited via a 5.0 Overall proficiency auto-exit. The results of that review will inform future guidance and policy.

## Forthcoming Entrance and Exit Criteria Updates

The following changes to the Indiana's EL entrance and exit criteria are anticipated:

Upcoming Entrance and Exit Criteria Guidance Update	Timing
Defining Alternate ACCESS exit criteria proficiency level and implementation processes	Winter 2024-2025
Defining Alternate ACCESS entrance criteria based on the new <a href="#">Alternate Screener</a> for the 2025-2026 school year	Prior to the 2025-2026 school year

IDOE will update this guidance to detail these changes and make revisions to the existing guidance as needed based on data review, monitoring, and feedback from schools.

## Appendix A: ILP Committee Decision-Making Tool

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The ILP committee must complete the following ILP Committee Decision-Making Tool to properly document the committee's convening, their review of the Additional Evidence Portfolio, and their decision-making process. The resulting document should be used as a cover page atop the three required evidence pieces presented. All ILP committee members must sign the document after reaching a determination on the student's EL status. Once complete, the ILP Committee Decision-Making Tool must be submitted via the [2024-2025 Exited EL Student Verification Submission](#). The questions below can guide the ILP Committee's discussion while completing the Decision-Making Tool.

## Guiding Questions for Additional Evidence Review

<p><b><i>Does the evidence provide an adequate representation of the student's independent English abilities?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
It is evidence that could be considered in the review.	Consider evidence that provides enough depth and examples of their English abilities in an academic setting.
<p><b><i>Is there longitudinal data available to be reviewed that may highlight a growth trajectory (i.e., historical ILEARN scores)?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
Take this into consideration when reviewing the current data to see possible patterns of growth.	It may still be used. However, consider what other pieces of evidence have longitudinal data to show patterns in the student's English use and performance.
<p><b><i>Is the evidence consistent with the student's performance on other schoolwork or assessments?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
It is evidence that could be considered in the review.	Consider why it may not be. Find other pieces of evidence that offer a representative example of their independent English proficiency and performance.
<p><b><i>Does the evidence demonstrate that the student is proficient in English?</i></b></p>	
<b>If 'Yes':</b>	<b>If 'No':</b>
Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable, to determine if other pieces of evidence also demonstrate proficiency.	Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable; however, it may not be appropriate to exit the student from EL status.

<b>ILP Committee Decision-Making Tool</b>		
<b>Student Name:</b>	<b>STN:</b>	<b>Grade:</b>
<b>ILP Committee Members:</b> EL Teacher of Record: Classroom Teacher(s): Administrator: Parent/Guardian: Other members:	<b>Eligibility Assurances:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student meets eligibility outlined in the Exit Criteria for ELs Guidance</li> <li><input type="checkbox"/> WIDA ACCESS overall proficiency score between 4.3-4.9</li> <li><input type="checkbox"/> Initial Review of Evidence</li> </ul>	
<b>WIDA ACCESS Results</b>		
<b>Most recent scores</b>	<b>Previous school year:</b>	<b>Previous school year:</b>
Speaking:      Reading: Listening:      Writing: Overall Composite Score:	Speaking:      Reading: Listening:      Writing: Overall Composite Score:	Speaking:      Reading: Listening:      Writing: Overall Composite Score:
<b>Category A Evidence</b>		
<b>Type of evidence:</b>	<b>Results:</b>	
<b>ILP Committee Notes:</b>		
<b>Category B Evidence</b>		
<b>Type of evidence:</b>	<b>Results:</b>	
<b>ILP Committee Notes:</b>		

Category A/B Evidence	
Type of evidence:	Results:
<b>ILP Committee Notes:</b>	
Guiding Questions for Evidence Portfolio Review	
<ul style="list-style-type: none"><li>• Does the entire body of evidence support that the student is proficient in English and performing similarly to native English-speaking peers?</li><li>• Has the student demonstrated English proficiency for a sustained period of time to clearly show that they will continue along that trajectory?</li><li>• Is the student demonstrating proficiency in all four language domains (Listening, Speaking, Reading, Writing)?</li><li>• Would the student continue to demonstrate proficiency and academic success if EL services and the ILP along with its accommodations and modifications are removed?</li></ul>	
ILP Committee Decision	
Decision of the ILP Committee (check one):	Date:
<input type="checkbox"/> Exit the student from EL services <input type="checkbox"/> Continue EL Services	
<b>Assurance of Data Reporting and Documentation:</b> <i>By checking below, the LEA confirms that this decision will be accurately documented and reported within all of the following digital information systems.</i>	
<input type="checkbox"/> ILP Committee Decision-Making Tool <input type="checkbox"/> Accurate Reporting of Exited Students to IDOE via Data Exchange <input type="checkbox"/> Local Student Information Systems (SIS) <input type="checkbox"/> Indiana ILP Systems <input type="checkbox"/> <a href="#">Exited Student Verification Submission</a>	
<b>ILP Committee Signatures:</b>	