



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

To: Indiana Local Educational Agencies and Schools

From: Adam Pitt, Director of English Learning and Migrant Education

Date: February 17, 2025

Subject: Establishing Exit Criteria for English Learners (ELs) Taking WIDA Alternate ACCESS

This memo details the establishment of Indiana's criteria for determining English proficiency for identified EL students with significant disabilities who are annually assessed with WIDA Alternate ACCESS.

As required by the Elementary and Secondary Education Act (ESEA) and reauthorized by the Every Student Succeeds Act (ESSA), all states must establish standardized entrance and exit criteria for determining kindergarten through grade 12 students' EL status. Prior to the 2024-2025 school year, an Indiana State ESSA Plan amendment was approved, which adjusted the previously established exit criteria. These changes are detailed in depth within the [Exit Criteria for ELs Guidance](#), published during the summer of 2024.

Due to standard setting for the revised Alternate ACCESS assessment administered in 2023-2024, which changed the scoring scale and delayed the arrival of results, exit criteria for students with significant disabilities was not established within the initial guidance. This memo defines the Alternate ACCESS exit criteria for Indiana schools beginning with 2025 results.

WIDA Alternate ACCESS Exit Criteria

The following is cited in the approved Indiana State ESSA Plan amendment:

“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.”

After a review of WIDA's concordance tables along with the data from the first Alternate ACCESS assessment post-standard setting, it was determined that the most appropriate equivalent to P1 was an **Alternate Overall Proficiency Level 4 or above** on the new scoring scale. A score of Alternate PL 4 or above on Alternate ACCESS would require a portfolio of additional evidence demonstrating the student's English proficiency to be reviewed by a case conference committee in conjunction with an Individualized Learning Plan (ILP) committee. These teams will collaborate to make a determination to exit the student or maintain the student's



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EL status based on this evidence. Documentation from this collaborative process must be submitted to the Indiana Department of Education (IDOE) for approval before the student can be reclassified as proficient.

Guidance Revisions & Upcoming Training

The previously established [Exit Criteria for ELs Guidance](#) is undergoing a revision to include specifics on the evidence review process for students taking Alternate ACCESS. This guidance will include allowable evidence options for this student population, a step-by-step process for review, and instructions on documentation submission and data reporting.

This updated guidance will be released alongside training for schools, which will take place on **Thursday, April 24**, from 3 to 4:30 p.m. ET and can be accessed via [this link](#). A recording of the meeting will also be distributed after its completion for those unable to attend.

Contact IDOE's [Office of English Learning and Migrant Education](#) with any questions.