

The English Learner Advisory Council (ELAC) proposed three items in their policy prospectus related to language use, metrics, reporting, and assessments: Transitioning to Assets-Based Statutory Language; Comprehensive Student Data Dashboard and PCFP Transparency; and English Learner Exit Criteria. As the ELAC moves toward drafting policy recommendations, these three policies have been combined to holistically address a focus on metrics and language as a primary strategy to support English learner outcomes.

Discussion with the Council has resulted in the following key considerations, which may be organized into the following categories:

Topic	Considerations	Options
Terminology Change	Consider tying the federal definition of an “English Learner” to a “Multilingual Learner” in NRS and NAC.	Policy Recommendation BDR No fiscal impact
Support Existing Initiatives	- Consider recommending or supporting continued work and allocations to the Department for the continued development of the Data Management System (DMS) - Consider recommending or supporting continued work by the Department and Commission on School Funding to continue toward intervention-level expenditure coding.	Policy Recommendation No fiscal impact
Identify Multilingual Metrics for Integration	Consider identifying specific metrics for data reporting purposes, future incorporation, etc.	Policy Recommendation BDR
Review and Revise Entrance / Exit Criteria	- Consider directing the State Board and Department to conduct a study, make recommendations, and take action to review and revise the current entrance and exit procedures for English Learners - Consider changing exit criteria to limit the use of assessment scores to English language arts assessments as a condition for exiting English learner designation (removing mathematics).	Policy Recommendation BDR – Statutory Nudge No fiscal impact necessary, could request \$\$
Develop Alternative Reclassification Pathways	Consider developing statewide alternative pathways to English learner reclassification that require the use of triangulated, language-relevant evidence	Policy Recommendation BDR – Statutory Nudge No fiscal impact

Topic	Transitioning to Assets-Based Statutory Language
Prospectus Summary	Introduce assets-based language—such as “Multilingual Learner” or “Emergent Bilingual”—as statutory synonyms for existing terminology. This measure will authorize the Department and Local Educational Agencies (LEAs) to adopt these terms for programmatic use, including pedagogical frameworks, parent communications, and program titles. This legislation will update the three student groups established in Assembly Bill 335 to their assets-based equivalents: “Short-Term Multilingual Learner,” “Long-Term Multilingual Learner,” and “Newcomer Multilingual Learner.” The federal “English Learner” designation will be retained for administration and accountability purposes.
Topic	Student Data Dashboard and PCFP Transparency
Prospectus Summary	Create a public-facing Comprehensive Student Data Dashboard that tracks Multilingual Learner metrics and correlates Pupil-Centered Funding Plan (PCFP) expenditures with academic gains. Educational and financial data are currently siloed, masking systemic inequities. For example, in the 2024-25 school year, 19.62% of Nevada’s EL population is dually identified with a disability (higher than the 14.2% statewide average), while representing only 1.85% of students enrolled in Gifted and Talented programs. A comprehensive dashboard will explicitly track these metrics alongside WIDA Adequate Growth Percentiles (AGP) and credit deficiency rates. By tracking local PCFP expenditures on a public dashboard and correlating them with academic gains, the state can identify which interventions yield the highest return on investment.
Topic	English Learner Exit Criteria
Prospectus Summary	Review Nevada’s current English Learner exit criteria—including the standard WIDA ACCESS overall composite cut score of 4.5, the alternative pathway requiring academic proficiency (SBAC/ACT) for scores 4.0–4.4, and the Alternate ACCESS framework. The Council will compare Nevada's framework against models established by other states within the WIDA consortium. Specifically, the Council will analyze how other SEAs use specific literacy domain minimums, lower overall cut scores, or holistic, committee-based portfolio reviews (rather than standardized academic testing) for their alternative pathways. Following this review, the Council will formulate a formal recommendation to the Nevada Department of Education (NDE) regarding whether adjustments to the state's EL exit thresholds or reclassification procedures are warranted.