



English Learner Data Report

School Year 2024-25

April 17, 2025

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Overview

Each year, Nevada Local Education Authorities (LEAs) report data on pupils identified as English learners (ELs) to the Nevada Department of Education (NDE), pursuant to NRS 388.4073. This annual census allows the State to monitor the academic progress, program participation, and graduation outcomes of students navigating the English language acquisition process. This report includes the data submitted by LEAs, as well as other relevant sources, which are identified within the document.

Defining the English Learner (EL) Population

For the purposes of this report, an English learner is defined as a pupil who meets the following criteria:

- **Home Language:** The student's family has indicated a primary language other than English is spoken in the home.
- **Initial Screening:** The student has taken an initial English language proficiency screener and was determined not to be proficient.
- **Current Status:** The student has not yet demonstrated English language proficiency on the annual English Language Proficiency Assessment (ELPA).

Note on Data Scope: This report provides a snapshot of the current EL population for the 2024-25 school year. It does not include former or ever English learners who have already achieved proficiency and been reclassified.

Statewide Enrollment Context (2024-25)

According to the NDE Accountability Portal, Nevada's total public school enrollment for the 2024-25 school year reached 477,563 students. Of this total, 69,010 students are identified as English learners, representing 14.4% of the statewide student population.

- **Instructional Governance:** While NDE provides statewide oversight and data monitoring, the selection and implementation of specific Language Instruction Educational Programs (LIEPs) remain at the discretion of individual LEAs.
- **Local Adaptation:** This decentralized approach allows districts to adapt instructional models—ranging from High-Rigor co-teaching to Standard-Rigor sheltered instruction—to the specific linguistic and geographic needs of their students.
- **Benchmark Parity:** The 14.4% EL enrollment figure serves as the primary benchmark for assessing proportional representation in programs, pathways, and activities throughout this report.

2024-25 Key High-Level Trends

The data presented in the following sections reflect significant shifts in Nevada's student demographics and educator capacity:

- **Rapid Demographic Expansion:** The State has seen a nearly 60% growth in the Immigrant student population since 2021-22.
- **Surge in Newcomers:** The number of Newcomer ELs (enrolled <2 years) has more than tripled over the last four years, growing from 2,743 to 9,139 students. This shift in population composition places an increased demand on foundational language services and district intake infrastructure.
- **Workforce Development:** There has been a massive expansion in educator capacity, with over 16,000 educators now trained to provide district-selected language instruction—a nearly 178% increase since 2021.

- **9th Grade Transition:** Data reveal a critical checkpoint at the start of high school, where a 26.7% credit deficiency rate among 9th grade ELs serves as an early warning indicator for long-term graduation success.
- **Pathway Progress:** EL participation in dual credit courses has more than doubled, and College and Career Ready (CCR) diploma attainment continues to trend upward, reaching 9.7% of EL graduates.

Report Structure

The following twelve indicators provide district-level summaries and four-year trend data to support the analysis of EL identification and enrollment patterns across Nevada:

1. **English Learner and Immigrant Status:** Definition of Immigrant Children and Youth and their EL status.
2. **ELs and Refugee Status:** Monitoring specialized needs for students with refugee status.
3. **Newcomer, Short-Term, or Long-Term Designations:** Classifying students by time in U.S. schools to target instructional planning.
4. **ELs with a Disability:** Tracking dually identified students (Students with an Individualized Education Program [IEP] or Section 504 [§504] Plan).
5. **Gifted and Talented (GT) Programs:** Measuring equitable representation and inclusive identification processes.
6. **Advanced Coursework (Magnet, AP, and IB):** Assessing access to rigorous, college-preparatory environments.
7. **CTE and Dual Credit:** Evaluating pathways to industry credentials and postsecondary success.
8. **Extracurricular or Athletic Activities:** Measuring school connectedness and social-emotional engagement.
9. **9th Grade Credit Sufficiency:** Analyzing the transition to high school as a critical predictor of graduation readiness.
10. **High School Graduation:** Analyzing diploma types, with a focus on College and Career Ready (CCR) endorsements.
11. **Post-Secondary Transitions:** Tracking attendance at Institutions of Higher Education (IHE) and scholarship recipients.
12. **Licensed Educator Endorsements and Training:** Counting teachers with ELAD/Bilingual certifications and documenting educators trained in district-selected programs.

1. Immigrant Students

Analysis: Historic Growth in Immigrant Enrollment

Nevada continues to experience a rapid expansion of its Immigrant student population.

- **Population Growth:** Statewide Immigrant enrollment has grown by nearly 60% since the 2021-22 school year.
- **Consistent Increases:** For three consecutive years, this population has increased by at least 16% year-over-year.
- **District Impact:** In the 2024-25 school year, 16 of Nevada’s 18 LEAs reported increases in Immigrant student counts.

Defining Immigrant Status

Pursuant to the Every Student Succeeds Act (ESSA), “Immigrant Children and Youth” refers to individuals who:

- Are aged 3 through 21;
- Were not born in any U.S. State; and
- Have attended one or more U.S. schools for no more than three full academic years.

Distinguishing EL and Immigrant Status

While there is significant overlap between Immigrant and EL designations, they remain distinct categories. Currently, 93% of Nevada’s Immigrant students are identified as ELs, while the remaining 7% arrive with English proficiency or from English-speaking countries.

Statewide Impact Highlight

While the largest volume of Newcomer enrollment is concentrated in Clark and Washoe, 88% of Nevada’s school districts reported an increase in this population for the 2024-25 cycle. This confirms that the need for specialized intake and language infrastructure is a statewide requirement rather than a regional phenomenon.

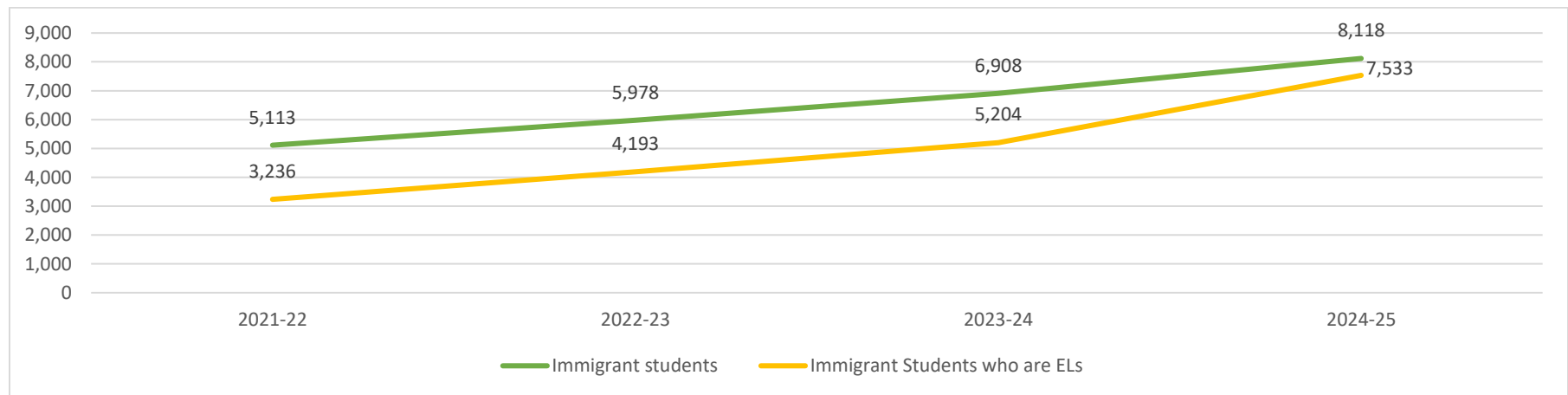
Table 1A: English Learner and Immigrant Status reported for the 2024-25 School Year

| <i>LEA</i> | Immigrant students | Immigrant students who are ELs |
|--------------------|---------------------------|---------------------------------------|
| <i>Carson City</i> | 227 | 215 |
| <i>Churchill</i> | 27 | 21 |
| <i>Clark</i> | 5,621 | 5,413 |
| <i>Douglas</i> | 44 | 35 |
| <i>Elko</i> | 95 | 71 |
| <i>Esmeralda</i> | 2 | 2 |
| <i>Eureka</i> | 2 | 2 |
| <i>Humboldt</i> | 61 | 42 |
| <i>Lander</i> | 9 | 2 |
| <i>Lincoln</i> | 4 | 4 |
| <i>Lyon</i> | 33 | 32 |
| <i>Mineral</i> | 17 | 17 |
| <i>Nye</i> | 64 | 61 |
| <i>Pershing</i> | 6 | 6 |
| <i>SPCSA</i> | 460 | 299 |
| <i>Storey</i> | 0 | 0 |
| <i>Washoe</i> | 1,440 | 1,307 |
| <i>White Pine</i> | 6 | 4 |
| <i>Total</i> | 8,118 | 7,533 |

Table 1B: EL and Immigrant Status – Multiyear Data

| <i>School Year</i> | Immigrant Students | Increase (Year-over-Year) | Immigrant Students: EL | % Immigrant: EL | Immigrant Students: Non-EL | % Immigrant: Non-EL | Increase in EL-Immigrant Students |
|--------------------|---------------------------|----------------------------------|-------------------------------|------------------------|-----------------------------------|----------------------------|--|
| 2021-22 | 5,113 | — | 3,236 | 63% | 1,877 | 37% | — |
| 2022-23 | 5,978 | 17% | 4,193 | 70% | 1,785 | 30% | 30% |
| 2023-24 | 6,908 | 16% | 5,204 | 75% | 1,704 | 25% | 24% |
| 2024-25 | 8,118 | 18% | 7,533 | 93% | 585 | 7% | 45% |

Chart 1C: Number of Immigrant Students – Multiyear Data



2. ELs and Refugee Status

Analysis: Supporting Nevada’s Growing Refugee Population

Refugee students often navigate unique educational paths that require specialized resettlement and mental health support alongside language acquisition. Monitoring this cohort allows LEAs to effectively allocate resources, such as Newcomer support centers and trauma-informed instruction.

Key Findings for 2024-25:

- **Historic Enrollment Increase:** The total number of students with refugee status has nearly tripled since 2021-22, rising from 273 to 785 students.
- **High Need for Language Support:** Currently, 76% (598 students) of the refugee population is identified as English learners, highlighting a significant overlap in service needs.
- **Geographic Focus:** Enrollment remains concentrated in Clark and Washoe County School Districts, which together serve over 83% of the state’s refugee students

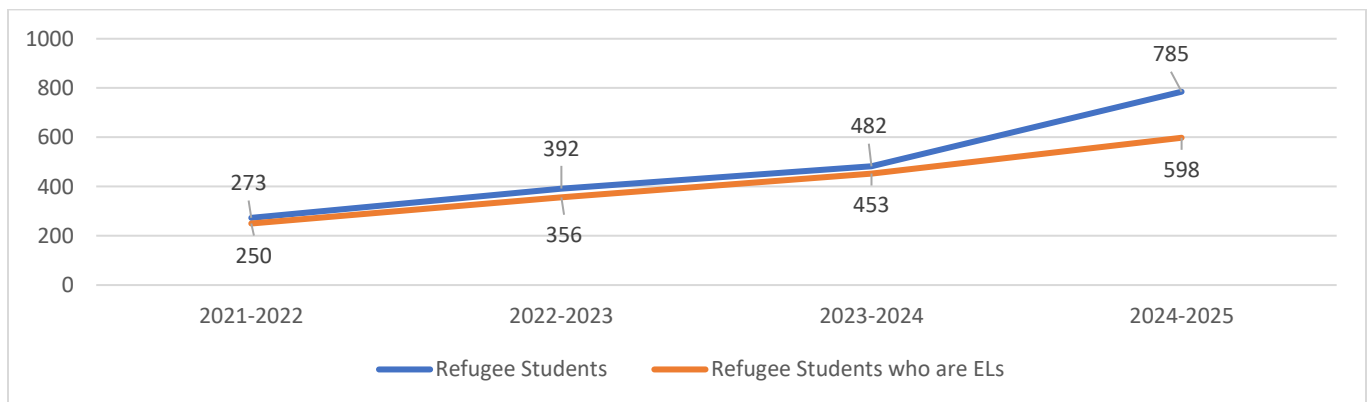
Table 2A: Refugee Enrollment Summary (2024-25)¹

| Category | Total Students | Students identified as EL | % identified as EL |
|-----------------|----------------|---------------------------|--------------------|
| Clark County | 510 | 374 | 73% |
| Washoe County | 142 | 135 | 95% |
| Carson City | 100 | 77 | 77% |
| All Other LEAs | 33 | 12 | 36% |
| Statewide Total | 785 | 598 | 76% |

Table 2B: ELs and Refugee Status – Multiyear Data

| School Year | All students | ELs |
|-------------|--------------|-----|
| 2021-22 | 273 | 250 |
| 2022-23 | 392 | 356 |
| 2023-24 | 482 | 453 |
| 2024-25 | 785 | 598 |

Chart 2C: Refugee Students – Multiyear Data



¹ See refugee enrollment by LEA raw data in Appendix A

3. ELs by Designation of Newcomer, Short-Term, or Long-Term

Analysis: Changing Composition of the EL Population

While the total number of English learners has remained relatively stable at approximately 67,000 students, the internal composition of this population is shifting dramatically:

- **Newcomer Surge:** The number of Newcomer ELs has more than tripled since 2021-22, growing from 2,743 to 9,139 students, representing a 233% increase in this cohort that typically requires foundational language and transitional support.
- **Long-Term EL Persistence:** The Long-Term EL (LTEL) population remains significant at 22,264 students. Although their percentage of the total EL population has slightly decreased to 33%, these students require rigorous academic language interventions to move past plateaued proficiency.
- **Short-Term Stability:** Short-Term ELs continue to make up the majority of the population (54%), though their total count has fluctuated between 35,000 and 39,000 over the reporting period.

Statewide Impact and Persistence Highlight

While the tripling of the Newcomer population represents a significant shift in immediate enrollment needs, the data also reveals a persistent cohort of 22,264 Long-Term English Learners (LTELs) across Nevada. Representing 33% of the total EL population, these students have remained in the program for six or more years without achieving proficiency. The geographic distribution in the table below confirms that addressing the needs of both recent arrivals and long-term students is a shared requirement for nearly every school district in the state

Table 3A: Newcomer, Short-Term, and Long-Term ELs for the 2024-25 School Year

| <i>LEA</i> | Newcomer¹ | Short-Term² | Long-Term³ |
|--------------------|-----------------------------|-------------------------------|------------------------------|
| <i>Carson City</i> | 83 | 662 | 229 |
| <i>Churchill</i> | 22 | 105 | 49 |
| <i>Clark</i> | 7,085 | 25,570 | 16,627 |
| <i>Douglas</i> | 36 | 78 | 65 |
| <i>Elko</i> | 39 | 426 | 286 |
| <i>Esmeralda</i> | 2 | 6 | 6 |
| <i>Eureka</i> | 0 | 4 | 1 |
| <i>Humboldt</i> | 42 | 150 | 79 |
| <i>Lander</i> | 1 | 56 | 23 |
| <i>Lincoln</i> | 6 | 5 | 2 |
| <i>Lyon</i> | 37 | 411 | 180 |
| <i>Mineral</i> | 18 | 1 | 18 |

¹ For the purposes of this report, Newcomers are ELs in grades 2-12 who have been in the U.S. for less than two years.

² For the purposes of this report, short-term ELs are ELs who have been in the U.S. for two years or more and who have been identified as ELs for fewer than six years.

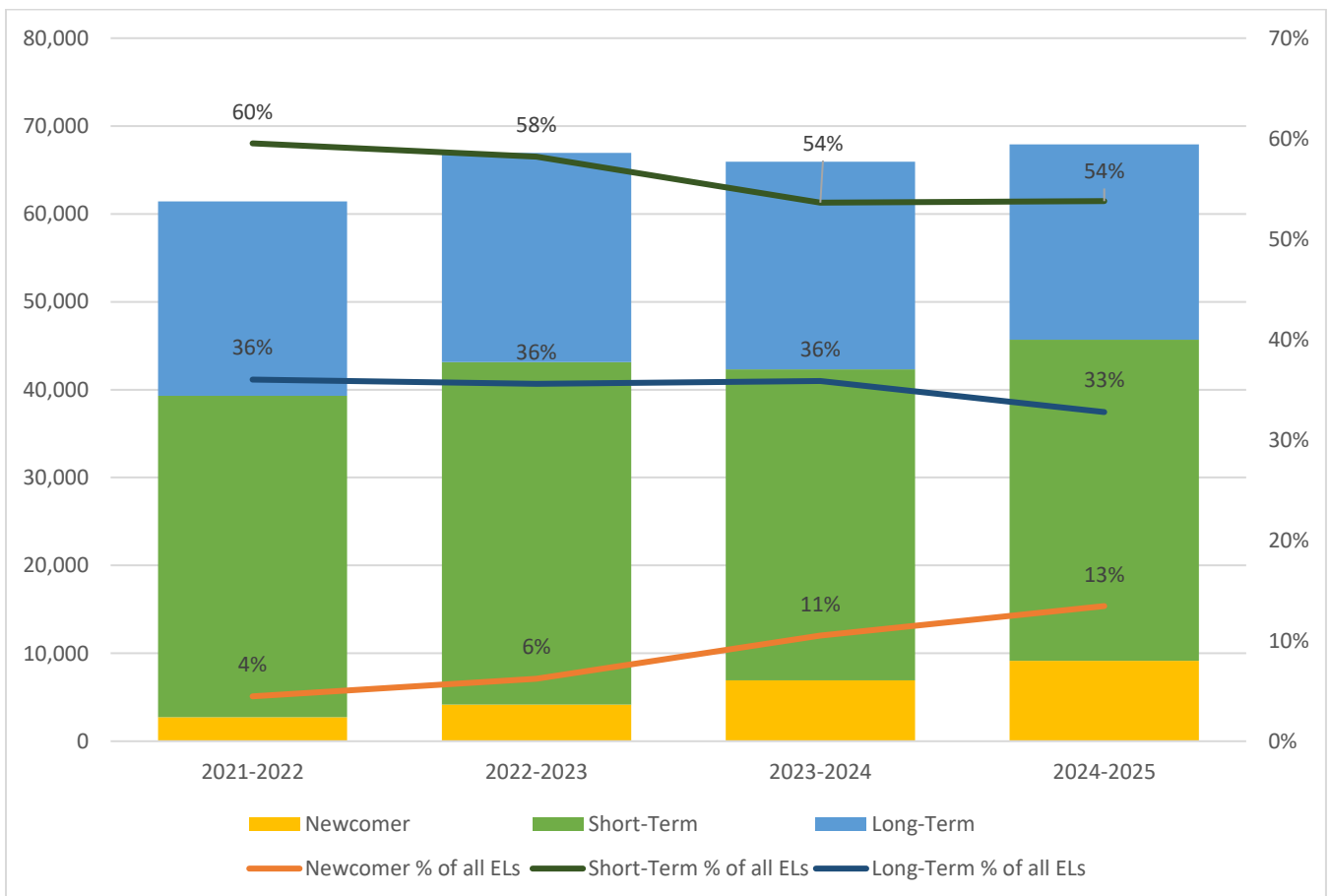
³ For the purposes of this report, Long-Term ELs are ELs who were identified six or more years ago and have not yet exited English learner status.

| <i>LEA</i> | Newcomer¹ | Short-Term² | Long-Term³ |
|-------------------|-----------------------------|-------------------------------|------------------------------|
| <i>Nye</i> | 72 | 213 | 266 |
| <i>Pershing</i> | 7 | 17 | 13 |
| <i>SPCSA</i> | 873 | 2,638 | 1,756 |
| <i>Storey</i> | 0 | 0 | 1 |
| <i>Washoe</i> | 811 | 6,179 | 2,652 |
| <i>White Pine</i> | 5 | 9 | 11 |
| <i>Total</i> | 9,139 | 36,530 | 22,264 |

Table 3B: Newcomer, Short-Term, and Long-Term English Learners – Multiyear Data

| <i>School Year</i> | Newcomer | % of ELs | Short-Term | % of ELs | Long-Term | % of ELs | Total ELs |
|--------------------|-----------------|-----------------|-------------------|-----------------|------------------|-----------------|------------------|
| 2021-22 | 2,743 | 4% | 36,565 | 60% | 22,117 | 36% | 61,425 |
| 2022-23 | 4,159 | 6% | 38,966 | 58% | 23,820 | 36% | 66,945 |
| 2023-24 | 6,938 | 11% | 35,369 | 54% | 23,651 | 36% | 65,958 |
| 2024-25 | 9,139 | 13% | 36,530 | 54% | 22,264 | 33% | 67,933 |

Chart 3C: Newcomer, Short-Term, and Long-Term English Learners – Multiyear Data



4. ELs with a Disability

Analysis: Addressing the Dual Burden of Misidentification

English learners with disabilities (ELWD) are dually identified students protected under civil rights laws that entitle them to language instruction and access. These students receive support through an Individualized Education Program (IEP) for specialized instruction or a Section 504 (§ 504) Plan for access accommodations. Monitoring this data is essential to ensure that linguistic needs are not conflated with learning disabilities and that the appropriate legal framework is applied to each student.

- **Identification Disparity:** For the 2024-25 school year, 19.62% of Nevada’s EL population is dually identified. This rate is significantly higher than the 14.2% statewide average for students with an IEP reported in the NDE Accountability Portal.
- **Refining Data Disaggregation:** While the NDE Accountability Portal currently tracks IEP enrollment, § 504 Plan data is not presently centralized at the state level. To address this, the Department intends to update its annual data collection template for the 2025-26 cycle to require separate counts for IEP and § 504 status. This refinement will allow for a precise evaluation of whether EL over-identification is occurring within specialized instruction or civil rights accommodations.
- **Achievement Criticality:** Statewide achievement data for grades 3-8 reveal that proficiency rates for dually identified students in both ELA and Mathematics are currently less than 5%. This gap indicates a need for more specialized training for educators and specialists.
- **District Variance:** Smaller districts continue to report the highest rates of disproportionality, with White Pine (40.00%) and Churchill (35.23%) reporting identification rates more than double the general population average¹.

Table 4A: Dually Identified ELs with an IEP or § 504 Plan (2024-25)²

| <i>Category</i> | ELs with an IEP or §504 Plan | Total EL Enrollment | % Dually Identified |
|---------------------------------------|-------------------------------------|----------------------------|----------------------------|
| <i>Large Districts (Clark/Washoe)</i> | 11,482 | 58,088 | 19.76% |
| <i>Charter Schools (SPCSA)</i> | 1,110 | 6,598 | 16.82% |
| <i>Rural/Small Districts</i> | 842 | 3,794 | 22.19% |
| <i>Statewide Total</i> | 13,434 | 68,480 | 19.62% |

Table 4B: ELs with a Disability – Multiyear Data

| <i>School Year</i> | ELs with an IEP or § 504 Plan | Total ELs | % ELs with an IEP or § 504 Plan |
|--------------------|--------------------------------------|------------------|--|
| <i>2021-22</i> | 12,395 | 61,425 | 20.2% |
| <i>2022-23</i> | 13,450 | 66,945 | 20.1% |
| <i>2023-24</i> | 13,169 | 67,215 | 19.6% |
| <i>2024-25</i> | 13,434 | 68,480 | 19.6% |

¹ See Appendix B for data for all LEAs

² See Appendix B for ELs with a disability raw data

5. ELs in Gifted and Talented (GT) Programs

Analysis: Addressing the Opportunity Gap in Gifted and Talented Identification

Equitable representation in Gifted and Talented (GT) programs serves as a critical measure of whether identification processes are culturally and linguistically inclusive. Current data illustrates a significant opportunity gap, as language barriers and a lack of universal screening tools often mask a student’s cognitive ability during the initial identification process. When English proficiency is used as a de facto prerequisite for advanced academic screening, high-potential English learners are effectively locked out of enriched learning environments. Closing this 12.55 percentage-point representation gap is essential for ensuring that Nevada’s most rigorous academic pathways are accessible to all students, regardless of their home language.

Key Findings for the 2024-25 School Year:

- **Representation Gap:** While English learners comprise 14.4% of Nevada’s total student population, they represent only 1.85% of students enrolled in GT programs.
- **Identification Disparity:** On average, English learners in Nevada are 7.7 times less likely to be identified for GT services compared to their English-proficient peers.
- **Declining Participation:** Statewide EL participation in GT programs decreased to 172 students, representing a downward trend from the 199 students reported in the previous cycle.
- **District Variance:** Underrepresentation is most acute in the State Public Charter School Authority (SPCSA), where ELs are 16.3 times less likely to be identified for GT, and Carson City, where they are 14.2 times less likely

Table 5A: ELs in GT Programs and in Total Population in the 2024-25 School Year¹

| <i>LEA</i> | % GT Students who are EL | % All Students who are EL | Representation Ratio |
|--------------------|---------------------------------|----------------------------------|-----------------------------|
| <i>Carson City</i> | 0.93% | 13.20% | 14.2x Less Likely |
| <i>Churchill</i> | 0.00% | 5.50% | — |
| <i>Clark</i> | 2.40% | 16.30% | 6.8x Less Likely |
| <i>Douglas</i> | 0.00% | 3.60% | — |
| <i>Elko</i> | 0.00% | 7.90% | — |
| <i>Lyon</i> | 2.94% | 6.80% | 2.3x Less Likely |
| <i>Nye</i> | 0.91% | 9.60% | 10.5x Less Likely |
| <i>SPCSA</i> | 0.51% | 8.30% | 16.3x Less Likely |
| <i>Washoe</i> | 6.76% | 15.20% | 2.2x Less Likely |
| <i>Total</i> | 1.85% | 14.20% | 7.7x Less Likely |

¹ See GT enrollment raw data in Appendix C

Table 5B: ELs in GT Programs – Multiyear Data

| <i>School Year</i> | ELs in GT Programs | Total Students in GT programs | % of ELs in GT programs |
|--------------------|---------------------------|--------------------------------------|--------------------------------|
| 2021-22 | 180 | 1 | |
| 2022-23 | 161 | 2 | |
| 2023-24 | 199 | 9,670 | 2.06% |
| 2024-25 | 172 | 9,304 | 1.85% |

Chart 5C: ELs in GT Programs – Multiyear Data

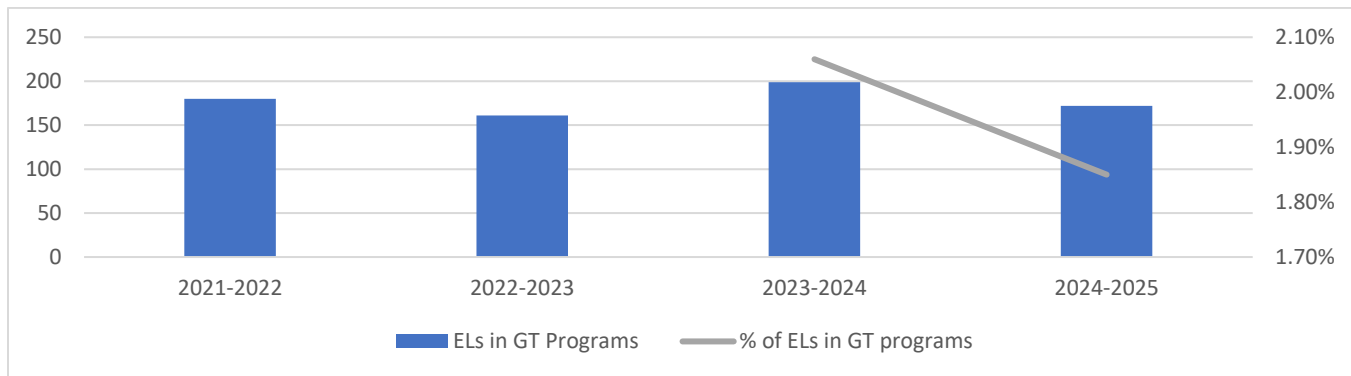
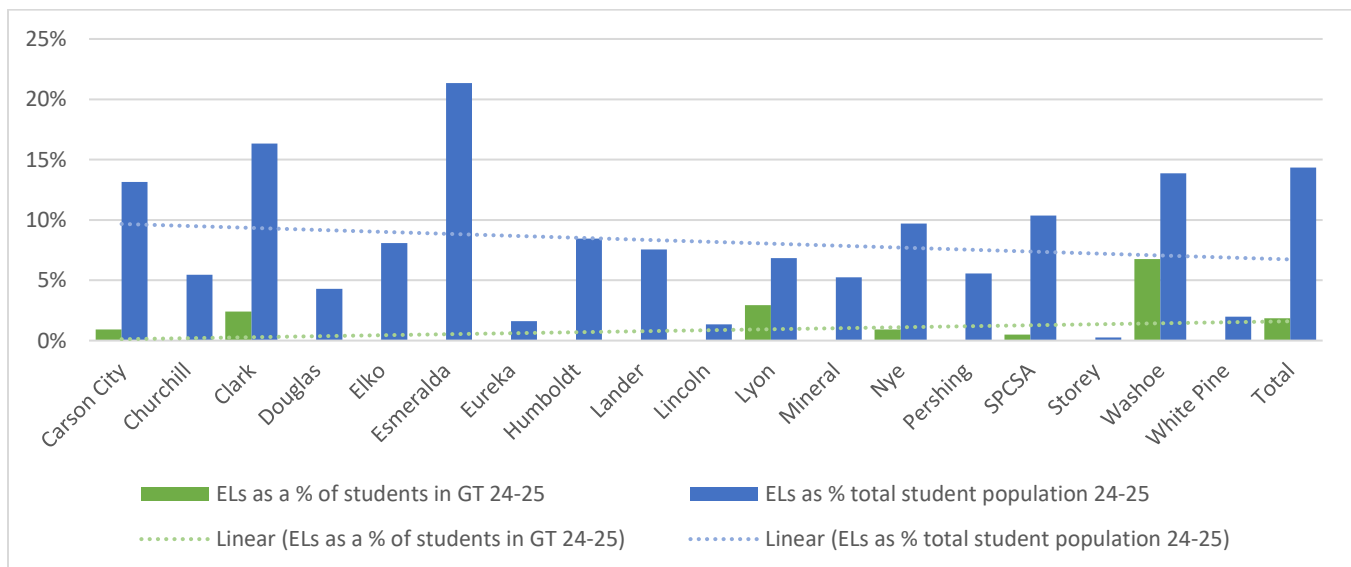


Chart 5D: ELs as a Percent of Students Enrolled in GT Programs and ELs a Percent of All Enrolled Students



¹ Data Not Available
² Data Not Available

6. EL Participation in Advanced Coursework

Analysis: Expanding Access to College-Preparatory Programs

Participation in Magnet schools, AP, and IB courses measures the Department’s success in removing “gatekeeping barriers” and ensuring English learners (ELs) access rigorous, college-preparatory environments. Current four-year trend data illustrates positive growth in enrollment for these advanced pathways.

Key Findings for 2024-25:

- **AP Enrollment Surge:** EL participation in AP courses has increased by 36% over the last four years, rising from 1,037 students in 2021-22 to 1,410 in the current year.
- **IB Participation Growth:** While raw numbers remain low (74 students), enrollment in IB programs has increased by approximately 76% since 2021-22.
- **Magnet School Stability:** Enrollment in Magnet schools and programs remains steady, with 2,894 ELs participating annually.

Table 6A: Statewide Enrollment in Advanced Coursework Multiyear Data^{6F1}

| <i>Academic Pathway</i> | 2021-22 Count | 2024-25 Count | 4-Year Growth |
|--------------------------------|----------------------|----------------------|----------------------|
| <i>AP</i> | 1,037 | 1,410 | +36% |
| <i>Magnet Schools/Programs</i> | 2,922 | 2,894 | -1% |
| <i>IB</i> | 42 | 74 | +76% |

Table 6B: ELs in Magnet School/Program, AP Courses, or IB Courses – Multiyear Data

| <i>School Year</i> | Magnet | AP | IB |
|--------------------|---------------|-----------|-----------|
| <i>2021-22</i> | 2,922 | 1,037 | 42 |
| <i>2022-23</i> | 2,783 | 1,019 | 58 |
| <i>2023-24</i> | 2,832 | 1,447 | 85 |
| <i>2024-25</i> | 2,894 | 1,410 | 74 |

¹ See LEA-level participation data for Magnet, AP, and IB courses in Appendix D.

Chart 6C: ELs in Magnet School/Programs

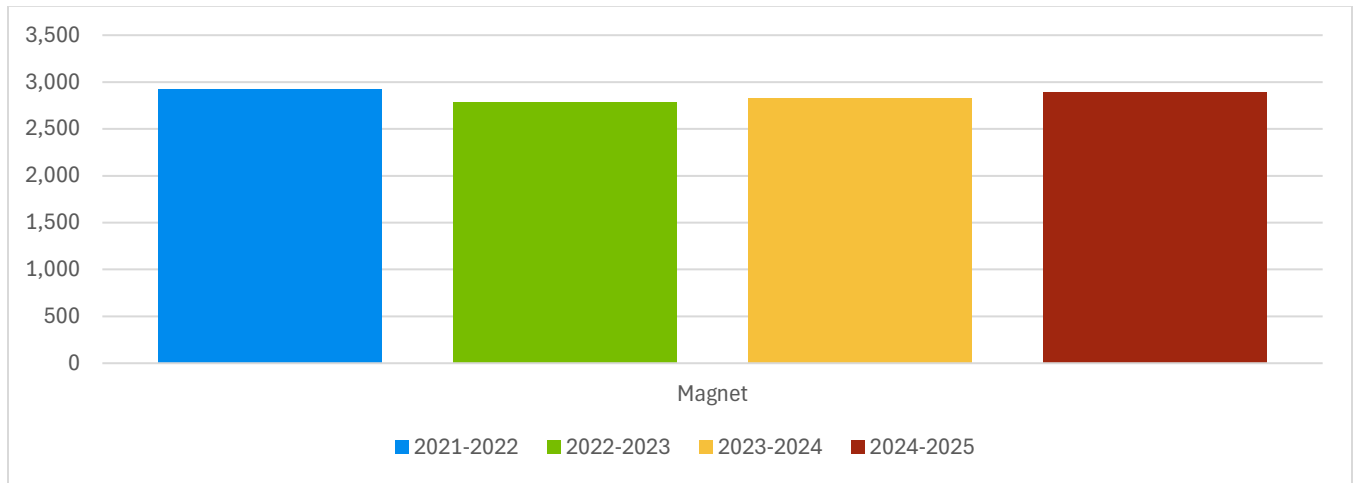


Chart 6D: ELs in AP Courses

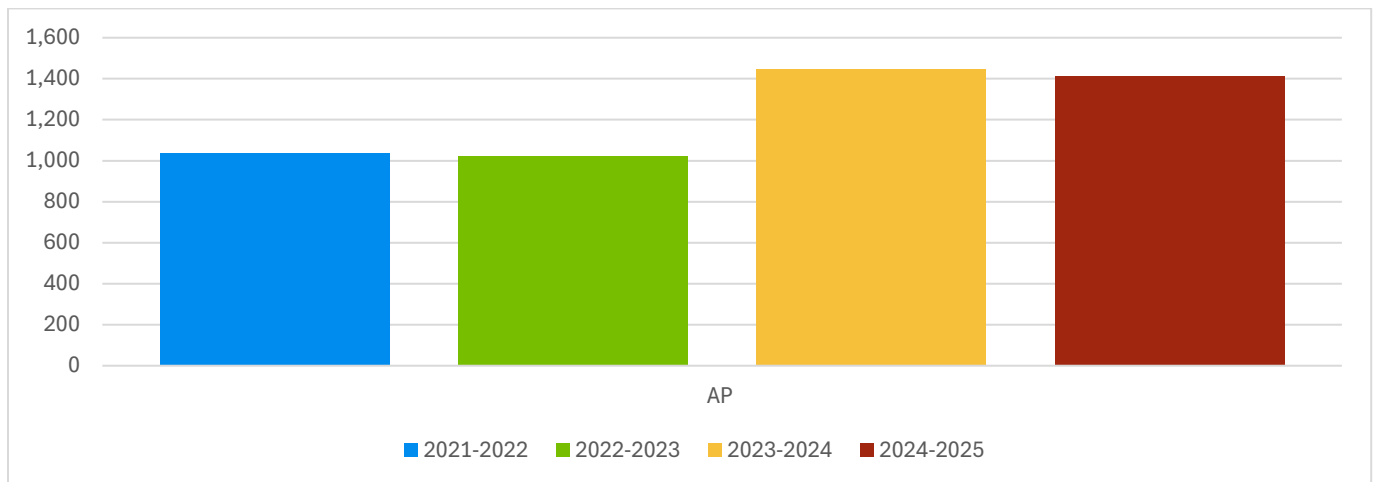
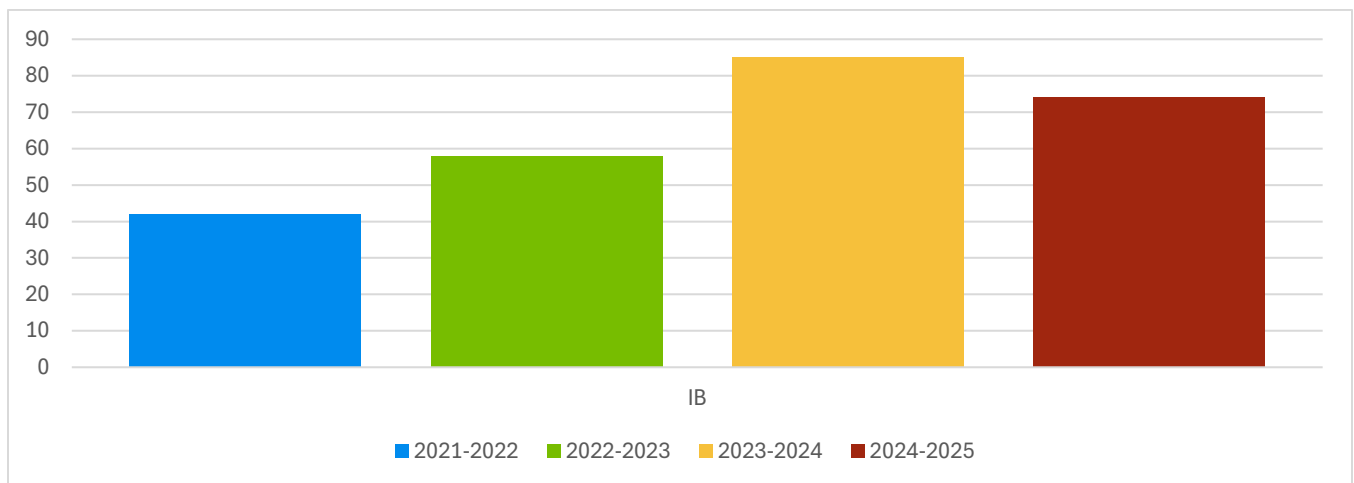


Chart 6E: ELs in IB Courses



7. ELs in CTE Programs and Dual Credit Courses

Analysis: The High School Transition as a Pathway Gatekeeper

While participation in CTE and Dual Credit programs continues to grow, the data indicates a critical bottleneck at the start of high school. The 26.7% credit deficiency rate among EL 9th graders acts as a primary barrier to entry for these pathways. Because CTE completion requires a multi-year sequence of courses, students who enter 10th grade behind on credits often lack the schedule flexibility needed to complete these high-value programs.

Key Findings for 2024-25:

- **Pipeline Bottleneck:** The nearly double rate of credit deficiency for EL 9th graders (26.7%) compared to their peers (15.4%) directly correlates with the challenge of increasing EL representation in advanced career pathways.
- **Proportional Representation:** While ELs comprise 14.4% of the total student population, they currently make up a smaller share of high-intensity pathways, highlighting the need for early credit-recovery interventions.
- **Dual Credit Success:** Despite credit barriers, EL participation in Dual Credit has surged by 142.6% since 2021-22, growing from 263 to 638 students, the fastest-growing academic pathway for this cohort.

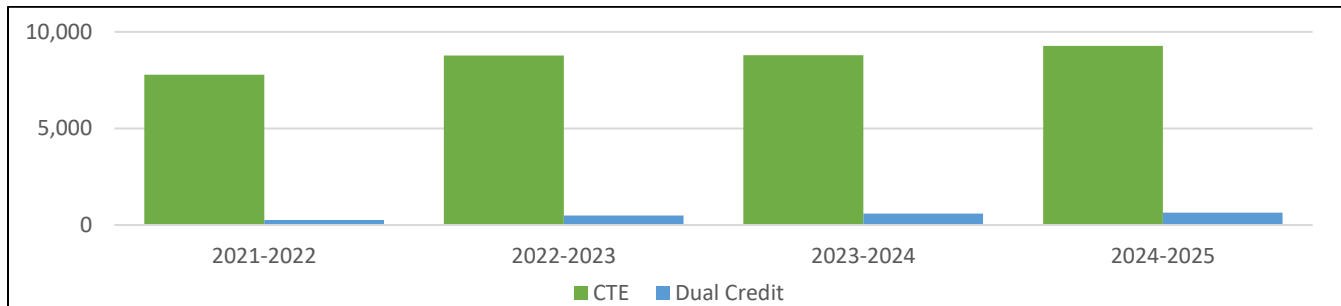
Table 7A: EL Participation in CTE and Dual Credit (2024-25)¹

| <i>Pathway Category</i> | Total EL Enrollment | 4-Year Growth (%) |
|----------------------------|----------------------------|--------------------------|
| <i>CTE</i> | 9,273 | +19.1% |
| <i>Dual Credit Courses</i> | 638 | +142.6% |
| <i>Statewide Total</i> | 9,911 | +23.1% |

Table 7B: ELs in CTE Programs and Dual Credit Courses – Multiyear Data

| <i>School Year</i> | CTE | Dual Credit |
|--------------------|------------|--------------------|
| 2021-22 | 7,785 | 263 |
| 2022-23 | 8,783 | 485 |
| 2023-24 | 8,785 | 585 |
| 2024-25 | 9,273 | 638 |

Chart 7C: ELs in CTE Programs and Dual Credit Courses – Multiyear Data



¹ See ELs in CTE Programs and Dual Credit Courses Raw Data in Appendix E

8. ELs Participating in Extracurricular or Athletic Activities

Analysis: Fostering School Connectedness and Social-Emotional Engagement

Participation in extracurricular activities and athletics is a key factor in school connectedness, student engagement, and social-emotional development. By engaging in programs outside the traditional classroom, English learners (ELs) build peer networks and leadership skills that contribute to a positive school climate.

- **Significant Increase in Participation:** The reported number of EL students participating in extracurricular activities has increased dramatically, rising from 476 in 2021-22 to 14,745 in 2024-25.
- **Data Collection Improvements:** This substantial increase follows targeted efforts by the Department to improve data collection consistency across districts.
- **Participation Benchmarking:** For the 2024-25 school year, EL students represented 15.46% of all students participating in activities statewide. This exceeds the 14.4% statewide EL enrollment benchmark, indicating that when opportunities are available, EL students are engaging at rates proportional to their peers.
- **Reporting Variance:** Despite statewide growth, significant variance remains between LEAs. For example, Washoe County School District reported 41.31% of their EL population in activities, while Douglas County School District reported 1.86%. These discrepancies suggest differences in either local opportunity or specific district data-tracking capabilities rather than a lack of student interest.

Table 8A: EL Extracurricular and Athletic Participation Rates (2024-25)

| Category | EL Students in Activities | Total Students in Activities | EL Participation Rate |
|-----------------|---------------------------|------------------------------|-----------------------|
| Statewide Total | 14,745 | 95,395 | 15.46% |

Table 8B: ELs Participating in Extracurricular or Athletic Activities – Multiyear Data

| School Year | ELs in Activities |
|-------------|-------------------|
| 2021-22 | 476 |
| 2022-23 | 8,745 |
| 2023-24 | 10,845 |
| 2024-25 | 14,745 |

9: Ninth Grade Credit Sufficiency

Analysis: The Transition to High School as a Critical Checkpoint

Ninth-grade credit sufficiency serves as the state’s primary “early warning” metric for long-term academic success. In Nevada, students are considered on track if they earn at least five credits by the end of their first year of high school. This foundational year acts as a significant institutional gatekeeper; students who enter 10th grade behind on credits often lose the elective flexibility required to participate in multi-year sequences such as CTE programs or Advanced Placement (AP) coursework. By identifying these disparities early, the Department can target interventions to prevent the loss English learners in the academic pipeline.

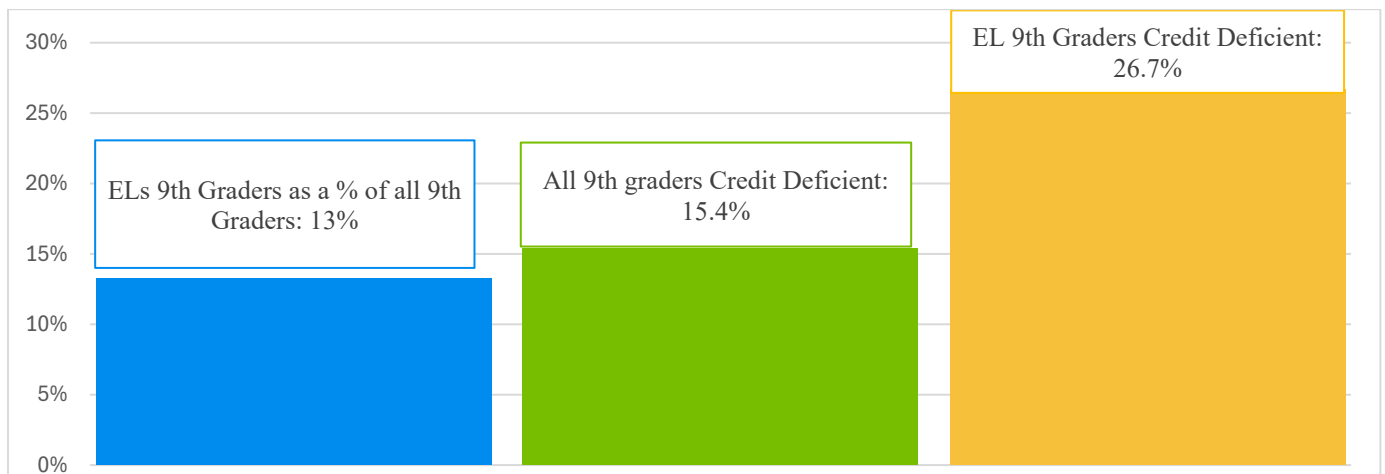
Key Findings for 2024-25:

- **Opportunity Gap:** While English learners comprise 13% of the statewide 9th-grade enrollment, they are disproportionately represented in the credit-deficient population. EL 9th graders face a 26.7% credit deficiency rate, which is nearly double the 15.4% rate observed in the general student population.
- **14.4% Parity Benchmark:** To achieve proportional parity with the statewide average, an additional 1,324 EL 9th graders would need to have transitioned to 10th grade with sufficient credits.
- **Impact on CCR Pathways:** This 11.3 percentage-point gap in 9th-grade readiness creates a direct barrier to earning high-value graduation credentials, such as the College and Career Ready (CCR) Diploma.

Table 9A: Ninth Grade Credit Sufficiency and Deficiency (2024-25)¹

| <i>Student Group</i> | <i># Enrolled</i> | <i>% of ninth Grade Enrollment</i> | <i># Credit Deficient</i> | <i>% Deficient</i> |
|--------------------------|-------------------|------------------------------------|---------------------------|--------------------|
| <i>All ninth Graders</i> | 37,346 | 100% | 5,751 | 15.4% |
| <i>Ninth Grade ELs</i> | 4,953 | 13% | 1,324 | 26.7% |

Chart 9B: Ninth Grade Credit Deficiency



¹ Data reflects students enrolled for 91 or more school days per NSPF business rules. Raw data is available in the NDE Accountability Portal.

10. ELs who Graduate High School by Diploma Type

Analysis: Ensuring Equal Access to Rigorous Diplomas

The transition from middle school to high school is a critical juncture for future College and Career Ready (CCR) diploma attainment. Data from the 2024-25 school year shows that 26.7% of EL ninth graders are already credit deficient, compared to 15.4% of all students. This initial institutional gatekeeper often prevents English Learners from entering high-rigor pathways like CTE or Dual Credit early enough to complete the requirements for a CCR endorsement by the 12th grade.

Key Findings for 2024-25:

- **CCR Diploma Growth:** The percentage of ELs earning a high-value CCR diploma has reached an all-time high of 9.7%, up from 6.7% four years ago—a three percentage point increase in attainment.
- **Benchmark Comparison:** While ELs represent 14.4% of the student body, they currently account for 9.7% of CCR diplomas and 7.0% of Advanced Diplomas. This representation gap highlights the continued need to support ELs in meeting rigorous graduation endorsements.
- **Diploma Volume:** Nevada LEAs awarded a total of 3,708 diplomas to English Learners in the current reporting cycle, reflecting a stable graduation output despite shifting demographics.
- **Pathway Migration:** The slight multiyear decrease in Advanced Diplomas (from 8.8% to 7.0%) suggests a migration of high-achieving ELs toward the CCR diploma, which is more closely aligned with workforce and career-technical requirements.

Table 10A: EL Graduation by Diploma Type (2024-25)

| <i>Diploma Type</i> | Number of EL Graduates | % of EL Diplomas |
|------------------------|------------------------|------------------|
| <i>Standard</i> | 3,015 | 81.3% |
| <i>CCR¹</i> | 358 | 9.7% |
| <i>Advanced</i> | 260 | 7.0% |
| <i>Adult</i> | 39 | 1.1% |
| <i>Alternative</i> | 36 | 1.0% |
| <i>Total</i> | 3,708 | 100% |

Table 10B: Multiyear EL Graduation Trends by Diploma Type

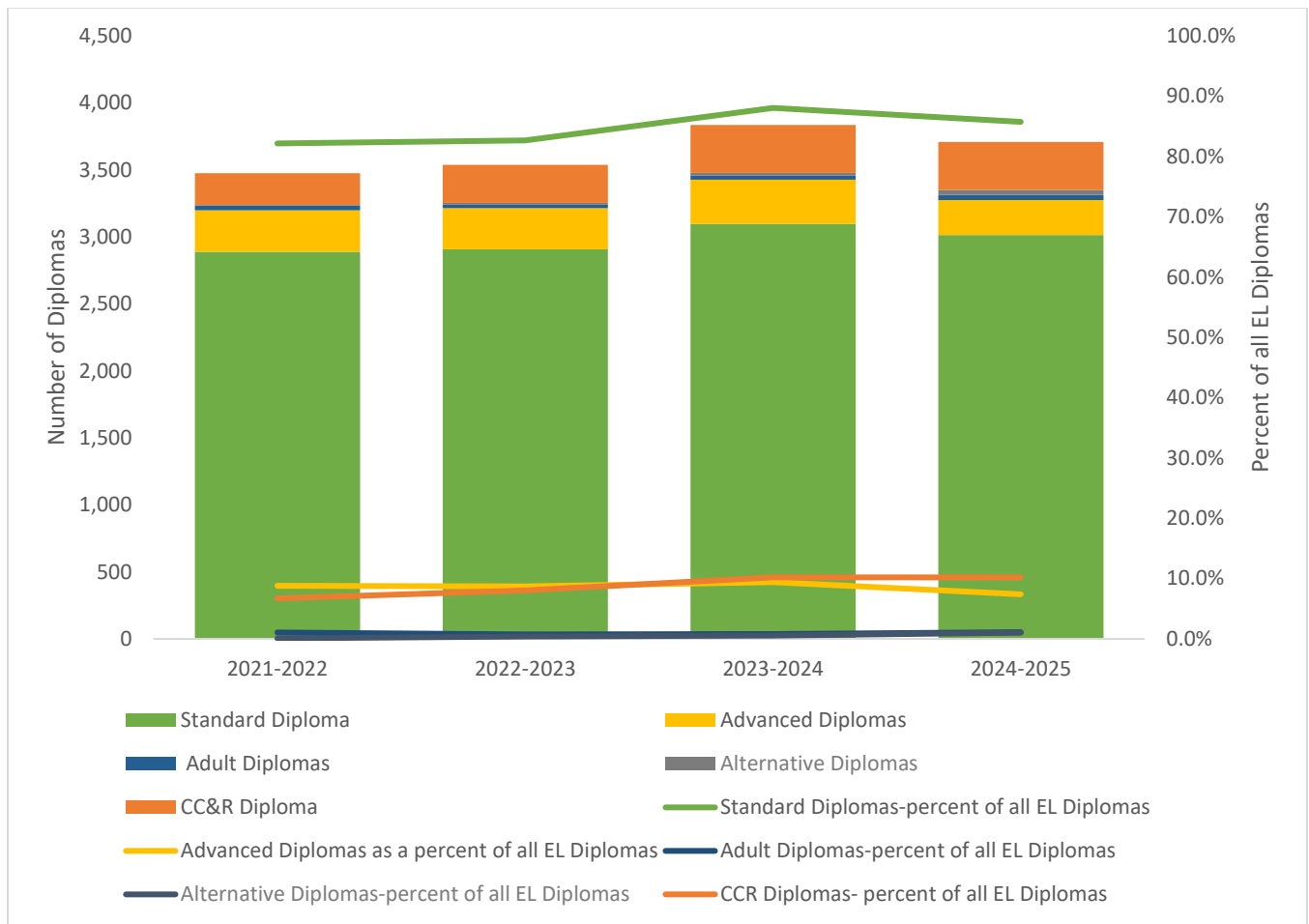
| <i>School Year</i> | Standard | Advanced | CCR ¹ | Adult/Alt ² | Total EL Graduates |
|--------------------|---------------|------------|------------------|------------------------|--------------------|
| 2021-22 | 2,890 (82.2%) | 309 (8.8%) | 236 (6.7%) | 40 (1.2%) | 3,517 |
| 2022-23 | 2,908 (81.8%) | 306 (8.6%) | 283 (8.0%) | 40 (1.1%) | 3,554 |
| 2023-24 | 3,097 (80.3%) | 331 (8.6%) | 359 (9.3%) | 49 (1.3%) | 3,857 |
| 2024-25 | 3,015 (81.3%) | 260 (7.0%) | 358 (9.7%) | 75 (2.1%) | 3,708 |

Data Key: Values are presented as Total Number of Diplomas followed by the (Percentage of the Annual EL Graduate Pool).

¹ While ELs represent 14.4% of Nevada’s student population, they currently account for 9.7% of College and Career Ready (CCR) diplomas

² This category combines Adult and Alternative diplomas for multiyear comparison.

Chart 10C: ELs who Graduate High School by Diploma Type – Multiyear Data



Technical Note on Data Visualization

This chart uses a dual-axis format to illustrate the relationship between graduation volume and diploma distribution.

- **Primary Axis (Left):** The vertical bars represent the total number of diplomas awarded to English learners for each school year.
- **Secondary Axis (Right):** The trend lines correspond to the percentage of the annual EL graduate pool represented by each diploma type.

11. English Learners and Post-Secondary Scholarships

Analysis: Scholarship Attainment and Statutory Alignment

The transition to post-secondary education is measured by the attainment of state-funded merit and incentive scholarships. Eligibility for the Governor Guinn Millennium Scholarship (GGMS) is determined by specific statutory criteria, including a minimum 3.25 GPA or qualifying test scores (ACT 21/SAT 1070), along with a defined core curriculum. This final stage of the academic pipeline is heavily influenced by early indicators; students who maintain an on-track status starting in ninth grade are significantly more likely to meet the rigorous credit and GPA requirements for these high-value awards.

Key Findings for 2024-25:

- **Recipient Volume:** In the 2024-25 cycle, 509 English learners qualified for and were awarded the Millennium Scholarship.
- **Proportional Context:** These 509 students represent 13.7% of the total 3,708 EL graduates.
- **Attainment Gap:** While one in seven EL graduates met the merit-based criteria for the GGMS, a significant numerical difference remains between the total graduate pool and the scholarship recipient pool.
- **Core Curriculum Success:** To qualify for the GGMS, students must complete four units of Math (including Algebra II or higher) and four units of English. The 509 recipients represent the cohort of EL students who successfully navigated these requirements by the time of graduation.
- **Standardization Variance:** While the state tracks 509 Millennium recipients through a standardized process, broader higher education enrollment counts may be influenced by disparate longitudinal tracking windows across LEAs.

Technical Note: Data Standardization and Longitudinal Variance

The 2024-25 reporting cycle for post-secondary enrollment (IHE) reflects significant variance in LEA-level ratios. These discrepancies may have resulted from non-standardized tracking parameters across districts. Specifically, some LEAs may have reported IHE enrollment for the most recent graduating cohort only, while others may have provided cumulative counts of all former EL students currently attending an institution of higher education. Furthermore, data collection methods may have varied between the use of National Student Clearinghouse enrollment data and senior “intent to attend” surveys.

Table 11A: EL Scholarship Attainment (2024-25)

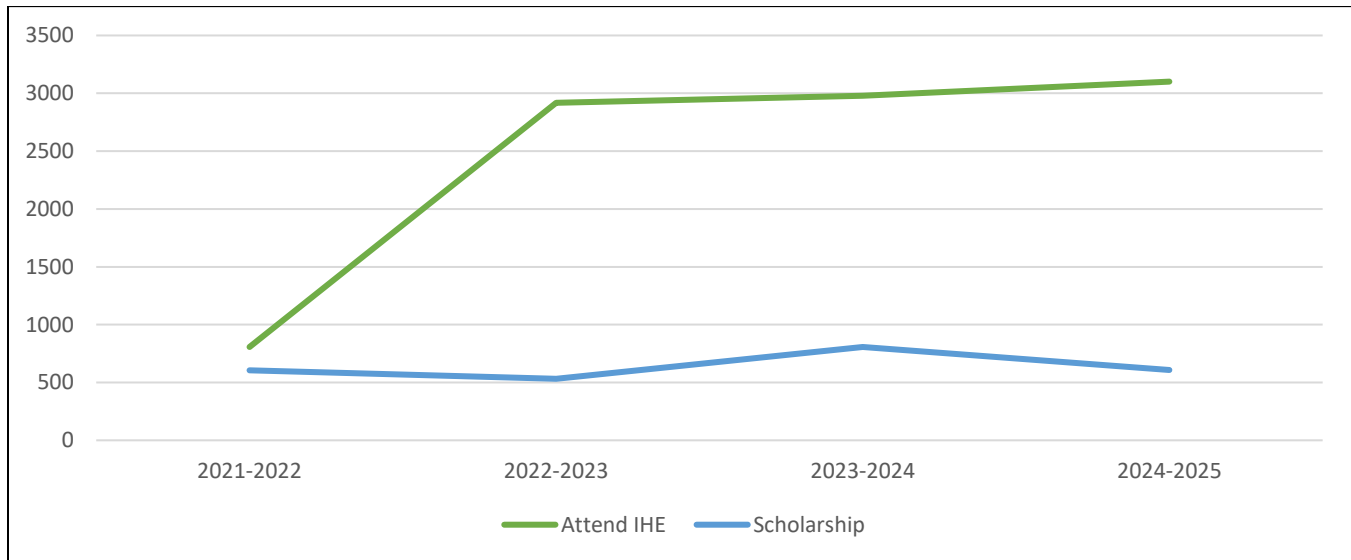
| <i>Category</i> | # of EL Students | % of EL Graduates |
|--|-------------------------|--------------------------|
| <i>Total EL High School Graduates</i> | 3,708 | 100% |
| <i>Millennium Scholarship Recipients¹</i> | 509 | 13.7% |

¹Data Source: Governor Guinn Millennium Scholarship (GGMS) attainment data is provided via Nevada State Treasurer’s Office official recipient export. In contrast, general Institution of Higher Education (IHE) enrollment figures are derived from LEA senior exit surveys and “intent to attend” data, which lack a centralized longitudinal link to NSHE registrar systems.

Table 11B: ELs Attending an IHE and Receiving Scholarships – Multiyear Data

| <i>School Year</i> | <i>Attend IHE</i> | <i>Scholarship</i> |
|--------------------|-------------------|--------------------|
| 2021-22 | 807 | 604 |
| 2022-23 | 2,917 | 532 |
| 2023-24 | 2,979 | 807 |
| 2024-25 | 3,101 | 607 |

Chart 11C: ELs Attending an IHE and Receiving Scholarships – Multiyear Data



Analysis: Systemic Challenges in Post-Secondary Tracking

Due to the infrastructure limitations noted by LEAs, current figures may not capture the full scope of post-secondary enrollment for this cohort. The narrative comments provided by districts reveal that data gaps are primarily a function of infrastructure limitations rather than student performance.

Interpretation of LEA Feedback:

The feedback from Nevada’s 17 school districts and the State Public Charter School Authority highlights three primary barriers that prevent a complete statewide picture of EL post-secondary transitions:

- **Infrastructure and Data Severance:** Most districts lose the ability to track students the moment they graduate. Without a centralized, statewide longitudinal data link between K-12 and Nevada System of Higher Education (NSHE), districts must rely on manual outreach or expensive third-party clearinghouses which many smaller LEAs do not possess.
- **Capacity and Continuity:** High turnover in counseling staff often results in a reset of institutional knowledge. As noted in the comments, new staff frequently lack access to the historical records of the previous year’s graduating class.
- **Intent vs. Enrollment:** Districts often rely on senior exit surveys (“thirteen students planned on attending”). This tracks aspirations but does not account for actual enrollment, leading to the non-standardized reporting mentioned in the previous technical note.

Summary of Select LEA Comments:

To provide transparency regarding these challenges, the Department has categorized the primary feedback received during the 2024-25 collection cycle:

- **On Tracking Systems:** “We do not presently have a system for tracking this data... [we] have no way to track student higher education data once they have graduated.”
- **On Personnel Barriers:** “The current counselor was not here at that time and is unable to share this data.”
- **On Data Readiness:** “From now on, starting 2025... we will begin to track college and scholarship data.”

12. Educator Capacity and Language Instruction Educational Programs (LIEPs)

Analysis: Aligning Workforce Development with Student Needs

Statewide educator capacity has reached a four-year high, with 3,378 licensed teachers holding a formal ELAD or Bilingual endorsement. While NDE has seen a nearly 178% increase in educators trained to provide LIEPs since 2021, the majority of students are served in models with the least intensive training requirements.

- **Instructional Governance:** Pursuant to federal and state guidelines, the selection and implementation of specific LIEP models are at the discretion of individual LEAs to best meet the needs of local student populations.
- **Training Gap:** Approximately 69% of students are served through models like Sheltered English Instruction or Academic Language Acquisition Through Content, which prioritize content mastery but require less specialized language-acquisition certification.
- **Specialized Access:** Currently, fewer than one in four EL students (23.8%) are enrolled in high-rigor programs requiring an instructor with a state-licensed ELAD or Bilingual endorsement.
- **Secondary Concentration:** High-training models—specifically Advanced ELD, Newcomer, and Co-Teaching—are predominantly concentrated at the middle and high school levels.

Table 12A: Summary of Multiyear Growth in Educator Capacity

| <i>School Year</i> | Endorsed Teachers (ELAD/Bilingual) | Educators Trained in LIEPs |
|--------------------|---|-----------------------------------|
| 2021-22 | 2,949 | 5,819 |
| 2022-23 | 3,035 | 13,847 |
| 2023-24 | 2,946 | 15,056 |
| 2024-25 | 3,378 | 16,162 |

Table 12B: Multiyear Endorsed Educator Trends by Grade Level

| <i>School Year</i> | Elementary | Middle | High | Total |
|--------------------|-------------------|---------------|-------------|--------------|
| 2021-22 | 1,971 | 514 | 453 | 2,949 |
| 2022-23 | 2,001 | 551 | 483 | 3,035 |
| 2023-24 | 1,857 | 572 | 503 | 2,946 |
| 2024-25 | 2,102 | 795 | 530 | 3,378 |

Note on Data Scope

The total Language Instruction Educational Program (LIEP) enrollment count of 76,373 reflects a cumulative census of all program assignments reported throughout the 2024-25 school year. This figure exceeds the official NSPF accountability count of 69,010 English learners for three primary reasons:

- **Multiple Placements:** Students may be enrolled in more than one LIEP simultaneously (e.g., a student in a Newcomer program who also receives ELD Pull-Out services).
- **Mobility:** The 76,373 figure counts every program assignment, including those for students who transferred between districts or LIEP models during the year.
- **Continuous Enrollment:** For star-rating and accountability purposes, NDE focuses on the subset of 65,284 EL students who met the 91-day continuous enrollment criteria.

Table 12C: Statewide Instructional Capacity by Grade Level (2024-25)¹

| <i>Grade Level</i> | Educators Trained in LIEPs | % of Total Trained |
|------------------------|-----------------------------------|---------------------------|
| <i>Elementary</i> | 8,701 | 53.8% |
| <i>Middle/Jr. High</i> | 3,261 | 20.2% |
| <i>High School</i> | 4,240 | 26.2% |
| <i>Statewide Total</i> | 16,162 | 100% |

Table 12D: EL Student Enrollment by Instructional Training Requirement (2024-25)²

| <i>Training Requirement</i> | LIEP Model | # Students | % Students |
|--|---|-------------------|-------------------|
| <i>High³ (ELAD Endorsement)</i> | ELD Pull-Out, Dual Lang, SEI, Content-Based ESL, Advanced ELD, Co-Teaching, Newcomer | 22,550 | 29.5% |
| | Academic Language Acquisition through Content, Sheltered English Instruction, Heritage Language | 52,719 | 69.0% |
| <i>Alternative/Other</i> | Monitoring, No LIEP Reported | 1,104 | 1.5% |
| Total | | 76,373 | 100% |

Table 12E: Growth in LIEP Instructional Capacity (Multiyear)

| <i>School Year</i> | Educators Trained | Year-over-Year Increase | 4-Year Total Growth |
|--------------------|--------------------------|--------------------------------|----------------------------|
| <i>2021-22</i> | 5,819 | — | — |
| <i>2022-23</i> | 13,847 | +138% | — |
| <i>2023-24</i> | 15,056 | +9% | — |
| <i>2024-25</i> | 16,162 | +7% | +178% |

¹ See Appendix K for Educators Trained in LIEPs raw data

² See Appendix L for Number of Student Enrolled in Each LIEP by Grade raw data

³ Educator Training Tiers: High-training models (e.g., Dual Language, Co-Teaching) require the lead instructor to hold a formal English Language Acquisition and Development (ELAD) or Bilingual endorsement. This endorsement necessitates 12 university-level credits, distinct from Standard Training models which rely on district-level in-service training or professional development cycles rather than state-licensed academic coursework.

Chart 12F: Educators Trained to Provide LEA-Selected LIEP – Multiyear Data

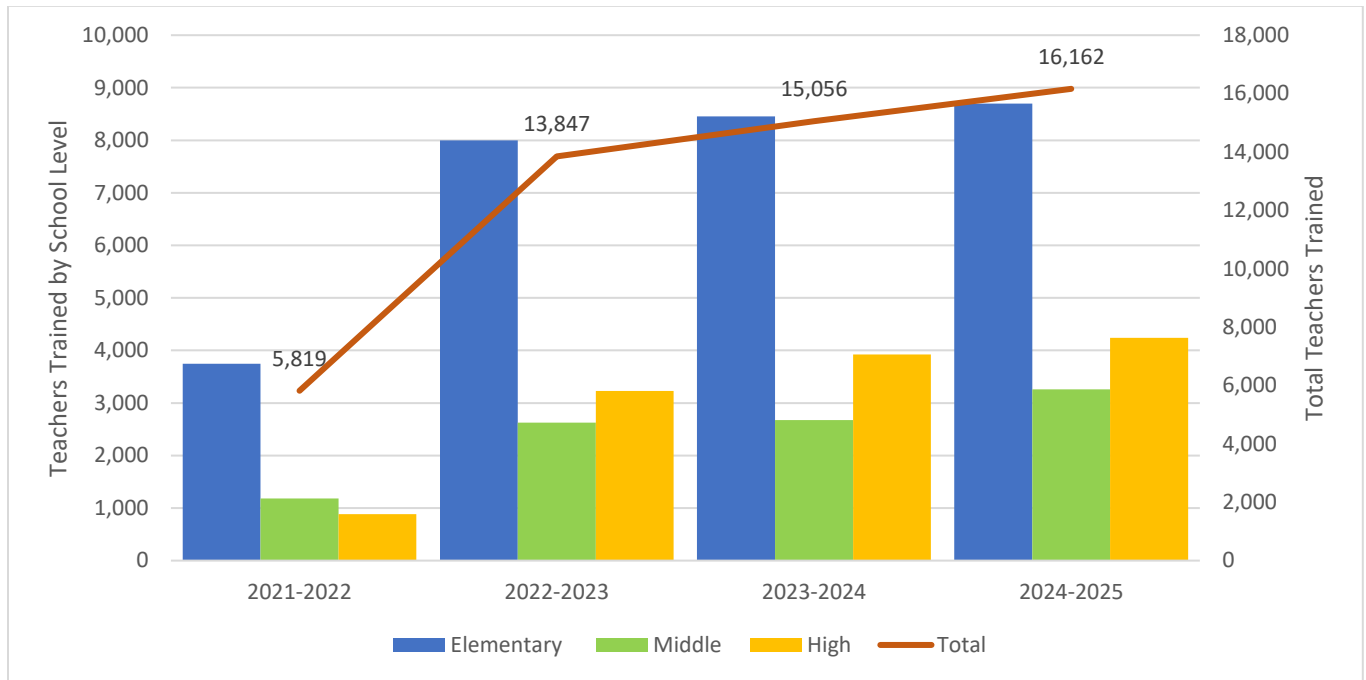
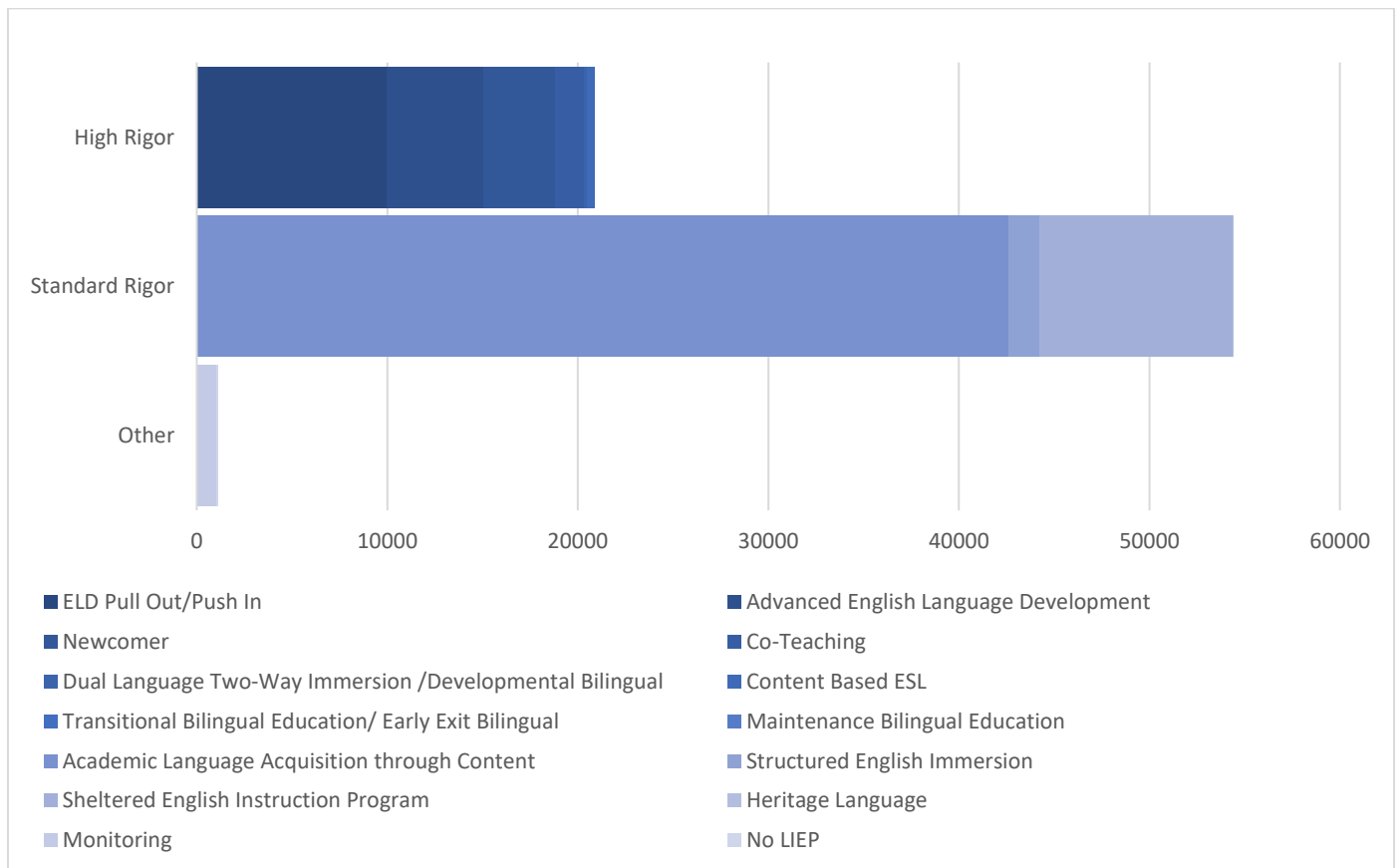


Chart 12G: Student LIEP Enrollment by Teacher Training Demands



Conclusion and Recommendations

The 2024-25 English Learner Data Report underscores a transformative period for Nevada's public schools. The data reveal a dual reality: while the state has successfully expanded access to advanced pathways like Dual Credit and CTE, it is also facing a historic 233% surge in the Newcomer population and persistent opportunity gaps for Long-Term English Learners (LTELs) and dually identified students.

The findings in this report suggest that the challenges facing English learners are no longer just about foundational language acquisition, but about ensuring long-term academic rigor and credit attainment in the secondary years. To address these trends within Nevada's framework of local control, the Department proposes a collaborative approach to support our districts.

Recommendation: Statewide Collaborative for English Learner Success

The Department recommends partnering with LEAs to identify, curate, and disseminate evidence-based best practices and resources. This partnership will focus on three priority areas:

- **Instructional Rigor for LTELs:** Collaborating with district EL leadership to identify instructional models to provide high-level cognitive engagement for students served for six or more years;
- **Targeted ninth Grade Support:** Providing districts with data-informed toolkits to help them align existing resources toward 9th-grade credit recovery, specifically addressing the 26.7% credit deficiency rate; and
- **Inclusive Screening for High-Potential Students:** Partnering with Gifted and Talented (GT) coordinators to scale the use of linguistically responsive screening tools, ensuring that language proficiency is not a barrier to advanced academic placement.

Recommendation: Data Systems Refinement To empower local decision-making with more precise data, the Department will seek to:

- **Standardize Post-Secondary Tracking:** Update the annual data collection template to establish a consistent 16-month longitudinal window for tracking graduates; and
- **Disaggregate Disability Data:** Update the annual data collection template for the 2025-26 cycle to separate IEP and § 504 Plan counts, allowing for a more accurate evaluation of student support needs at the local level.

6. Enhanced Data Disaggregation for Dually Identified ELs

To evaluate the accuracy of identification and better understand student performance, NDE should update its annual data collection template to require the separate reporting of students with an Individualized Education Program (IEP) and those with a Section 504 (§ 504) Plan. Disaggregating these counts will:

- **Allow** for a clearer analysis of whether English learners are disproportionately placed in specialized instruction versus receiving civil rights accommodations; and
- **Ensure** more effective alignment between identification and instructional support.

Appendix A: Raw Refugee Enrollment Data by LEA

| <i>LEA</i> | All students | ELs |
|--------------------|---------------------|------------|
| <i>Carson City</i> | 100 | 77 |
| <i>Churchill</i> | 0 | 0 |
| <i>Clark</i> | 510 | 374 |
| <i>Douglas</i> | 0 | 0 |
| <i>Elko</i> | 0 | 0 |
| <i>Esmeralda</i> | 0 | 0 |
| <i>Eureka</i> | 0 | 0 |
| <i>Humboldt</i> | 0 | 0 |
| <i>Lander</i> | 0 | 0 |
| <i>Lincoln</i> | 0 | 0 |
| <i>Lyon</i> | 0 | 0 |
| <i>Mineral</i> | 0 | 0 |
| <i>Nye</i> | 0 | 0 |
| <i>Pershing</i> | 0 | 0 |
| <i>SPCSA</i> | 33 | 12 |
| <i>Storey</i> | 0 | 0 |
| <i>Washoe</i> | 142 | 135 |
| <i>White Pine</i> | 0 | 0 |
| <i>Total</i> | 785 | 598 |

Appendix B: ELs with a Disability Raw Data

| <i>LEA</i> | ELs with an IEP or §504 Plan | Total ELs | ELs with a disability as a percentage of all ELs |
|--------------------|-------------------------------------|------------------|---|
| <i>Carson City</i> | 189 | 974 | 19.40% |
| <i>Churchill</i> | 62 | 176 | 35.23% |
| <i>Clark</i> | 9,552 | 49,282 | 19.38% |
| <i>Douglas</i> | 49 | 211 | 23.22% |
| <i>Elko</i> | 165 | 770 | 21.43% |
| <i>Esmeralda</i> | 1 | 16 | 6.25% |
| <i>Eureka</i> | 1 | 5 | 20.0% |
| <i>Humboldt</i> | 77 | 273 | 28.21% |
| <i>Lander</i> | 16 | 80 | 20.0% |
| <i>Lincoln</i> | 0 | 13 | 0.00% |
| <i>Lyon</i> | 147 | 628 | 23.4% |
| <i>Mineral</i> | 1 | 28 | 3.57% |
| <i>Nye</i> | 116 | 557 | 20.83% |
| <i>Pershing</i> | 8 | 37 | 21.62% |
| <i>SPCSA</i> | 1,110 | 6,598 | 16.82% |
| <i>Storey</i> | 0 | 1 | 0.00% |
| <i>Washoe</i> | 1,930 | 8,806 | 21.92% |
| <i>White Pine</i> | 10 | 25 | 40.00% |
| <i>Total</i> | 13,434 | 68,480 | 19.62% |

Appendix C: Gifted and Talented Enrollment by LEA Raw Data

| <i>LEA</i> | GT Programs: EL Enrollment | GT Programs: Total Enrollment | ELs in GT programs- % | LEA EL Enrollment | LEA Total Enrollment | LEA EL Enrollment-% |
|--------------------|-----------------------------------|--------------------------------------|------------------------------|--------------------------|-----------------------------|----------------------------|
| <i>Carson City</i> | 9 | 964 | 0.93% | 974 | 7,404 | 13.2% |
| <i>Churchill</i> | 0 | 0 | 0.0% | 176 | 3,221 | 5.5% |
| <i>Clark</i> | 146 | 6,155 | 2.4% | 49,282 | 301,697 | 16.3% |
| <i>Douglas</i> | 0 | 125 | 0.0% | 179 | 4,927 | 3.6% |
| <i>Elko</i> | 0 | 46 | 0.0% | 751 | 9,539 | 7.9% |
| <i>Esmeralda</i> | 0 | 0 | 0.0% | 0 | 75 | 0.0% |
| <i>Eureka</i> | 0 | 0 | 0.0% | 5 | 310 | 1.6% |
| <i>Humboldt</i> | 0 | 0 | 0.0% | 271 | 3,233 | 8.4% |
| <i>Lander</i> | 0 | 0 | 0.0% | 80 | 1,059 | 7.6% |
| <i>Lincoln</i> | 0 | 0 | 0.0% | 13 | 958 | 1.4% |
| <i>Lyon</i> | 1 | 34 | 2.94% | 628 | 9,169 | 6.8% |
| <i>Mineral</i> | 0 | 0 | 0.0% | 37 | 534 | 6.9% |
| <i>Nye</i> | 3 | 329 | 0.91% | 551 | 5,742 | 9.6% |
| <i>Pershing</i> | 0 | 0 | 0.00% | 37 | 666 | 5.6% |
| <i>SPCSA</i> | 8 | 1,577 | 0.51% | 5,267 | 63,609 | 8.3% |
| <i>Storey</i> | 0 | 0 | 0.00% | 1 | 392 | 0.3% |
| <i>Washoe</i> | 5 | 74 | 6.76% | 9642 | 63,559 | 15.2% |
| <i>White Pine</i> | 0 | 0 | 0.00% | 25 | 1,260 | 2.0% |
| <i>Total</i> | 172 | 9,304 | 1.85% | 67,933 | 477,354 | 14.2% |

Appendix D: LEA-Level Participation in Magnet, AP, and IB Courses

| <i>LEA</i> | Magnet | AP | IB |
|--------------------|---------------|-----------|-----------|
| <i>Carson City</i> | 0 | 6 | 0 |
| <i>Churchill</i> | 0 | 1 | 0 |
| <i>Clark</i> | 2,894 | 889 | 70 |
| <i>Douglas</i> | 0 | 3 | 0 |
| <i>Elko</i> | 0 | 0 | 0 |
| <i>Esmeralda</i> | 0 | 0 | 0 |
| <i>Eureka</i> | 0 | 0 | 0 |
| <i>Humboldt</i> | 0 | 6 | 0 |
| <i>Lander</i> | 0 | 0 | 0 |
| <i>Lincoln</i> | 0 | 0 | 0 |
| <i>Lyon</i> | 0 | 0 | 0 |
| <i>Mineral</i> | 0 | 0 | 0 |
| <i>Nye</i> | 0 | 5 | 0 |
| <i>Pershing</i> | 0 | 0 | 0 |
| <i>SPCSA</i> | 0 | 369 | 0 |
| <i>Storey</i> | 0 | 0 | 0 |
| <i>Washoe</i> | 0 | 131 | 4 |
| <i>White Pine</i> | 0 | 0 | 0 |
| <i>Total</i> | 2,894 | 1,410 | 74 |

Appendix E: EL Students in CTE and Dual Credit courses Raw Data

| <i>LEA</i> | CTE | Dual Credit |
|--------------------|------------|--------------------|
| <i>Carson City</i> | 195 | 4 |
| <i>Churchill</i> | 24 | 2 |
| <i>Clark</i> | 7,342 | 383 |
| <i>Douglas</i> | 24 | 6 |
| <i>Elko</i> | 91 | 4 |
| <i>Esmeralda</i> | 0 | 0 |
| <i>Eureka</i> | 0 | 0 |
| <i>Humboldt</i> | 33 | 1 |
| <i>Lander</i> | 10 | 0 |
| <i>Lincoln</i> | 3 | 0 |
| <i>Lyon</i> | 161 | 10 |
| <i>Mineral</i> | 11 | 0 |
| <i>Nye</i> | 59 | 35 |
| <i>Pershing</i> | 6 | 1 |
| <i>SPCSA</i> | 629 | 113 |
| <i>Storey</i> | 0 | 0 |
| <i>Washoe</i> | 679 | 77 |
| <i>White Pine</i> | 6 | 2 |
| <i>Total</i> | 9,273 | 638 |

Appendix F: ELs Participating in Extracurricular or Athletic Activities reported for the 2024-25 School Year

| <i>LEA</i> | ELs in Activities | All students participating in Activities | Percentage of ELs in Activities |
|--------------------|--------------------------|---|--|
| <i>Carson City</i> | 198 | 2,252 | 8.79% |
| <i>Churchill</i> | 14 | 359 | 3.90% |
| <i>Clark</i> | 8,657 | 69,079 | 12.53% |
| <i>Douglas</i> | 14 | 754 | 1.86% |
| <i>Elko</i> | 92 | 770 | 11.95% |
| <i>Esmeralda</i> | 1 | 14 | 7.14% |
| <i>Eureka</i> | 5 | 120 | 4.17% |
| <i>Humboldt</i> | 13 | 356 | 3.65% |
| <i>Lander</i> | 10 | 273 | 3.66% |
| <i>Lincoln</i> | 2 | 273 | 11.76% |
| <i>Lyon</i> | 200 | 2,423 | 8.25% |
| <i>Mineral</i> | 13 | 138 | 9.42% |
| <i>Nye</i> | 23 | 443 | 5.19% |
| <i>Pershing</i> | 6 | 126 | 4.76% |
| <i>SPCSA</i> | 3,854 | 13,730 | 28.07% |
| <i>Storey</i> | 0 | 0 | 0% |
| <i>Washoe</i> | 1,633 | 3,953 | 41.31% |
| <i>White Pine</i> | 10 | 588 | 1.70% |
| Total | 14,745 | 95,395 | 15.46% |

Appendix G: ELs who Graduate High School by Diploma Type reported for the 2024-25 School Year

| <i>LEA</i> | Standard | Advanced | Adult | Alternative | CCR | Total |
|--------------------|-----------------|-----------------|--------------|--------------------|------------|--------------|
| <i>Carson City</i> | 28 | 5 | 8 | 0 | 3 | 44 |
| <i>Churchill</i> | 9 | 1 | 1 | 1 | 0 | 12 |
| <i>Clark</i> | 2,398 | 144 | 26 | 27 | 305 | 2,900 |
| <i>Douglas</i> | 18 | 3 | 0 | 0 | 1 | 22 |
| <i>Elko</i> | 35 | 3 | 0 | 2 | 1 | 41 |
| <i>Esmeralda</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Eureka</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Humboldt</i> | 10 | 3 | 0 | 0 | 0 | 13 |
| <i>Lander</i> | 7 | 2 | 0 | 0 | 0 | 9 |
| <i>Lincoln</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Lyon</i> | 27 | 3 | 3 | 3 | 19 | 55 |
| <i>Mineral</i> | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Nye</i> | 21 | 2 | 0 | 0 | 0 | 23 |
| <i>Pershing</i> | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>SPCSA</i> | 116 | 59 | 0 | 1 | 29 | 205 |
| <i>Storey</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Washoe</i> | 342 | 35 | 1 | 2 | 0 | 380 |
| <i>White Pine</i> | 2 | 0 | 0 | 0 | 0 | 2 |
| Total | 3,015 | 260 | 39 | 36 | 358 | 3,708 |

Appendix H: ELs attending Institutes of Higher Learning and Receiving Scholarships

| <i>LEA</i> | Attend IHE | Scholarship |
|--------------------|-------------------|--------------------|
| <i>Carson City</i> | Not reported | Not reported |
| <i>Churchill</i> | 1 | 1 |
| <i>Clark</i> | 2,708 | 500 |
| <i>Douglas</i> | 13 | 0 |
| <i>Elko</i> | 0 | 0 |
| <i>Esmeralda</i> | 1 | 0 |
| <i>Eureka</i> | 0 | 0 |
| <i>Humboldt</i> | 10 | 1 |
| <i>Lander</i> | 4 | 0 |
| <i>Lincoln</i> | 0 | 0 |
| <i>Lyon</i> | 4 | 2 |
| <i>Mineral</i> | 0 | 0 |
| <i>Nye</i> | 13 | 0 |
| <i>Pershing</i> | 2 | 0 |
| <i>SPCSA</i> | 79 | 43 |
| <i>Storey</i> | 0 | 0 |
| <i>Washoe</i> | 266 | 60 |
| <i>White Pine</i> | 0 | 0 |
| Total | 3,101 | 607 |

Appendix I: LEA comments related to enrollment in higher education and recipients of scholarships:

- We do not presently have a system for tracking this data. We will move forward with the requirement for this information in mind.
- At this time we are not gathering this information. Is it possible for suggestions on how we might track this data or how other districts are tracking this type of information.
- None of the class of 2024 were EL.
- HCSD does not have a way to track student higher education data once they have graduated from Humboldt County School District.
- We are waiting on a response from BMHS on the scholarships awarded, they are out of the office for summer. I will share this response as soon as I hear back! Thank you.
- Data unknown.
- The current counselor was not here at that time and is unable to share this data with me.
- Thirteen students planned on attending an institution of higher education after receiving their diploma.
- From now on, starting 2025, because of our smaller population we will begin to track college and scholarship data.

Appendix J: Number of licensed teachers who have a Bilingual or English Language and Development (ELAD) endorsement by grade level reported for the 2024-25 School Year

| <i>LEA</i> | Elementary | Middle/Jr. | High | Total |
|--------------------|-------------------|-------------------|-------------|--------------|
| <i>Carson City</i> | 157 | 41 | 48 | 246 |
| <i>Churchill</i> | 10 | 3 | 1 | 14 |
| <i>Clark</i> | 1,250 | 339 | 345 | 1,934 |
| <i>Douglas</i> | 18 | 8 | 10 | 36 |
| <i>Elko</i> | 31 | 7 | 7 | 45 |
| <i>Esmeralda</i> | 1 | 0 | 0 | 1 |
| <i>Eureka</i> | 2 | 2 | 0 | 2 |
| <i>Humboldt</i> | 10 | 2 | 2 | 14 |
| <i>Lander</i> | 0 | 0 | 0 | 0 |
| <i>Lincoln</i> | 0 | 0 | 0 | 0 |
| <i>Lyon</i> | 59 | 18 | 19 | 96 |
| <i>Mineral</i> | 2 | 0 | 0 | 2 |
| <i>Nye</i> | 26 | 32 | 17 | 33 |
| <i>Pershing</i> | 3 | 0 | 1 | 4 |
| <i>SPCSA</i> | 143 | 58 | 34 | 235 |
| <i>Storey</i> | 0 | 0 | 0 | 0 |
| <i>Washoe</i> | 386 | 280 | 45 | 711 |
| <i>White Pine</i> | 4 | 5 | 1 | 5 |
| Total | 2,102 | 795 | 530 | 3,378 |

Appendix K: Educator Endorsements and LIEP Training by Grade Level

| <i>LEA</i> | Elementary | Middle/Jr. | High | Total |
|--------------------|-------------------|-------------------|--------------|---------------|
| <i>Carson City</i> | 194 | 69 | 62 | 325 |
| <i>Churchill</i> | 1 | 0 | 5 | 6 |
| <i>Clark</i> | 7,436 | 2,572 | 3,773 | 13,781 |
| <i>Douglas</i> | 18 | 8 | 10 | 36 |
| <i>Elko</i> | 11 | 3 | 3 | 17 |
| <i>Esmeralda</i> | 0 | 0 | 0 | 0 |
| <i>Eureka</i> | 0 | 0 | 0 | 0 |
| <i>Humboldt</i> | 99 | 30 | 34 | 163 |
| <i>Lander</i> | 1 | 0 | 1 | 2 |
| <i>Lincoln</i> | 43 | 1 | 33 | 77 |
| <i>Lyon</i> | 200 | 127 | 38 | 367 |
| <i>Mineral</i> | 0 | 0 | 0 | 0 |
| <i>Nye</i> | 26 | 32 | 17 | 33 |
| <i>Pershing</i> | 17 | 3 | 3 | 23 |
| <i>SPCSA</i> | 569 | 384 | 217 | 1,170 |
| <i>Storey</i> | 0 | 0 | 1 | 1 |
| <i>Washoe</i> | 86 | 32 | 43 | 161 |
| <i>White Pine</i> | 0 | 0 | 0 | 0 |
| Total | 8,701 | 3,261 | 4,240 | 16,162 |

Appendix L: Number of Student Enrolled in Each LIEP by Grade, Statewide

| <i>LIEP</i> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| <i>Academic Language Acquisition through Content</i> | 4,222 | 4,071 | 4,520 | 4,351 | 3,440 | 3,161 | 2,164 | 2,437 | 2,687 | 2,809 | 2,773 | 2,835 | 3,137 | 42,607 |
| <i>Sheltered English Instruction Program</i> | 761 | 870 | 926 | 861 | 684 | 581 | 761 | 877 | 856 | 825 | 773 | 729 | 606 | 10,110 |
| <i>English Language Development (ELD) Pull Out/Push In</i> | 1,021 | 1,078 | 1,158 | 1,126 | 884 | 707 | 740 | 759 | 635 | 638 | 552 | 369 | 287 | 9,954 |
| <i>Advanced ELD</i> | 5 | 4 | 6 | 6 | 8 | 24 | 486 | 695 | 760 | 774 | 809 | 858 | 646 | 5,081 |
| <i>Newcomer</i> | 15 | 16 | 23 | 22 | 11 | 23 | 629 | 653 | 613 | 561 | 559 | 415 | 268 | 3,808 |
| <i>Structured English Immersion</i> | 110 | 148 | 210 | 128 | 84 | 118 | 124 | 81 | 180 | 109 | 129 | 131 | 110 | 1,662 |
| <i>Co-Teaching</i> | 91 | 127 | 128 | 165 | 166 | 119 | 112 | 109 | 154 | 182 | 65 | 54 | 14 | 1,486 |
| <i>Monitoring</i> | 4 | 14 | 48 | 34 | 32 | 39 | 32 | 57 | 127 | 104 | 102 | 185 | 231 | 1,009 |
| <i>Content Based English as a Second Language</i> | 28 | 16 | 30 | 26 | 10 | 19 | 37 | 49 | 41 | 27 | 41 | 25 | 20 | 369 |
| <i>Dual Language Two-Way Immersion/Developmental Bilingual</i> | 25 | 33 | 25 | 18 | 10 | 4 | 6 | 2 | 27 | 23 | 15 | 1 | 1 | 190 |
| <i>No LIEP</i> | 25 | 16 | 24 | 1 | 0 | 1 | - | 2 | 7 | 3 | 1 | 6 | 9 | 95 |
| <i>Heritage Language</i> | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| <i>Transitional Bilingual Education/ Early Exit Bilingual</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Maintenance Bilingual Education</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 6,307 | 6,393 | 7,098 | 6,738 | 5,329 | 4,796 | 5,093 | 5,721 | 6,087 | 6,055 | 5,819 | 5,608 | 5,329 | 76,373 |

