



2024-2025

4-YEAR ADJUSTED COHORT

GRADUATION RATE (ACGR)

GUIDANCE

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September 2025

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Table of Contents

Document Version Tracking	4
Document History.....	4
Authority.....	4
PURPOSE.....	5
INTRODUCTION	5
DATA VALIDATION	6
What is “Adjusted Cohort Graduation Rate”?.....	7
ACGR Timeline and Cutoff Date.....	7
FOUR YEAR COHORT GRADUATION RATE	8
FIVE YEAR COHORT GRADUATION RATE	9
QUESTIONS AND ANSWERS	10
CONTACT:	17
ATTACHMENT A.....	18
HOW TO USE DVSL APPLICATION FOR ACGR DATA VALIDATIONS	18
DVSL ACCESS.....	19
SELECTIONS.....	19
DATA SOURCES.....	19
SCHOOL LISTS.....	20
REPORT VIEW	20
EDIT VIEW	22
MASS UPLOAD FEATURE	23
Common Upload Errors for Bulk Upload.....	24
ACCEPTED VALUES IN DVSL AND STUDENT CATEGORIES:.....	25
ATTACHMENT B: End Status Codes to be Used in the Process	26

Document Version Tracking

Revision		Date Prepared	Effective Date
1.0		01/18/2019	01/18/2019
2.0		02/08/2021	02/08/2021
3.0		10/04/2021	10/04/2021
4.0		09/29/2022	09/29/2022
5.0		09/13/2023	09/27/2023
6.0		01/29/2024	01/29/2024
7.0		9/10/2024	9/18/2024
8.0		9/1/2025	9/17/2025

Document History

Version Number	Accountability Year	Summary of Change
8.0	4 Year 2024-25 SY	Mass Bulk Upload Updates Update EVERCTE to EVERCTE Concentrator Add new data field EVERCTE Completer B25 – updated withdrawal code to W3F

Authority

If, at any time, a portion of this document conflicts with a state law or regulation that has jurisdiction over the Nevada Department of Education (NDE) and/or Nevada school districts, the law or regulation shall take precedence over that portion of the document and the document will be revised accordingly.

PURPOSE

Nevada Department of Education (NDE) is issuing this guidance document to provide Nevada's 17 school districts, State Public Charter School Authority, The Davidson Academy of Nevada, and the Independence High School with information to assist them in meeting their obligations under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA).

This document is expected to provide Nevada's 17 school districts, State Public Charter School Authority, The Davidson Academy of Nevada, and the Independence High School clarity on the four-year ACGR definition, requirements for calculating the ACGR and common questions related to implementation and reporting of the ACGR.

This document supersedes any other document issued previously and is subject to revision.

INTRODUCTION

Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness. A uniform and accurate measure of the four-year high school graduation rate that is comparable across States and consistently reported over time is critical to understanding the successes and challenges for schools in ensuring that all students graduate from high school. This measure can promote accountability and reward success for high schools across the nation. This measure also supports the realization of Title I's purpose: to provide all children with significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

All public high schools (grades 9-12) are required to participate in this validation process. Schools that do NOT participate will receive a graduation rate of 0%. After the validation period is complete, NDE will calculate and publish the official graduation rates.

The validation is managed at the **district level**. Districts are responsible for completing the validation on behalf of their schools or in direct collaboration with them. NDE does not conduct this process with individual schools.

This validation serves as the complete review and remediation process. Once it is finalized, there will be **no appeal process**. Districts (and schools) are expected to carefully review their data and maintain communication with the NDE staff throughout the validation window.

Graduation rates are used in the Nevada School Performance Framework (NSPF) and the federal school designations. Please note that there will be **no graduation rate appeals** during NSPF window.

Under ESSA, every State and LEA is required to calculate and report the four-year ACGR disaggregated by subgroups, on its annual report card. In addition, for statewide accountability under Title I, each State must establish ambitious - long-term goals, and measures of interim progress toward meeting the goals, for all students and for each subgroup. These goals must include indicators such as high school graduation rates.

DATA VALIDATION

ACGR data validations are conducted through the Data Validation Sign and Lock (DVSL) application within Rapid Identity.

NDE pulls the cohort data from statewide information system and pre-populates the DVSL cohort tables. LEAs are responsible for reviewing their data in the DVSL application and, if corrections are needed, submitting an exception file to NDE.

Upon receipt, NDE staff check the exception file for accuracy and completeness. Files submitted in the wrong format or with incorrect data, will be rejected and must be corrected and re-submitted by the LEA. Once an exception file is accepted, NDE processes the updates, and the DVSL tables are refreshed.

LEAs then conduct a final review of their data in DVSL. To complete the validation process, the LEA must **lock** its data in the DVSL application.

For more details, see **Attachment A**.

Training

If this is your first time validating graduation data, or if you would like technical assistance with the validation process, please contact the **NDE Accountability Office** for support.

What is “Adjusted Cohort Graduation Rate”?

ACGR is the percentage of students who graduate in a specific period with a regular high school diploma.

A student’s cohort begins when they first enter 9th grade (or the earliest high school grade offered). This initial group of students is then adjusted as follows:

- **Added:** Students who transfer into the cohort.
- **Subtracted:** Students who transfer out, emigrate to another country, or die.

The adjusted cohort is then tracked to determine the percentage who graduate within four years (the standard cohort) and within five years (the extended cohort).

See Table 1 for a visual illustration of how first-time 9th grade entry relates to both four-year and five-year cohorts.

Table 1: Relation between the first time 9th grade entry and the ACGR

First time 9 th grade entry	Cohort of	4 year class of	5 year class of
16-17	16-17	19-20	20-21
17-18	17-18	20-21	21-22
18-19	18-19	21-22	22-23
19-20	19-20	22-23	23-24
20-21	20-21	23-24	24-25
21-22	21-22	24-25	25-26

Note: The final row (first-time 9th grade entry in 2021-22) is highlighted in yellow because this is the cohort included in the current validation.

ACGR Timeline and Cutoff Date

Table 2 outlines the timeline for calculating the ACGR and identifies the cutoff date used for reporting.

For cohort reporting purposes, **October 1 following the summer school** is the final date a student may be counted as a graduate, non-graduate, or transfer out.

Table 2: ACGR Timeline

Season	Month(s)	ACGR Type	Cohort of	Class of	Cutoff Date
Fall '22	September – December	4 year	2018 – 19	2021 – 22	10/01/2022
Fall '23	September – December	4 year	2019 – 20	2022 – 23	10/01/2023
Winter '24	January – April	5 year	2018 – 19	2021 – 22	10/01/2023
Fall '24	September – November	4 year	2020 – 21	2023 – 24	10/01/2024
Winter '24	November – January	5 year	2019 – 20	2022 – 23	10/01/2024
Fall '25	September – November	4 year	2021 – 22	2024 – 25	10/01/2025

Note: The last row (Fall '25, cohort 2021-22) is highlighted in yellow because this is the cohort included in the current validation.

FOUR YEAR COHORT GRADUATION RATE

The four-year cohort graduation rate measures the percentage of students in a ninth-grade cohort who graduate with a regular high school diploma within four years or less.

This rate is used in the NSPF to inform high school ratings. Federal regulations require states to calculate and report the ACGR using the formula shown in Equation 1 (below), illustrated here for the class of 2024-25:

Equation 1: Four-year ACGR formula

$$\begin{array}{c}
 \text{Number of cohort members who earned a regular high school} \\
 \text{diploma by the end of the school year 2024-25*} \\
 = \frac{\text{All first-time 9th graders in Fall 2021 (starting cohort)} \\
 + \\
 \text{Students who transfer in during SY 2022-23, SY 2023-24, and SY} \\
 \text{2024-25} \\
 - \\
 \text{Students who transfer out**, emigrate, or die during SY 2021-22,} \\
 \text{2022-23, 2023-24, and 2024-25}}
 \end{array}$$

* October 1st after the summer school is the cutoff date.

** Please refer to Attachment B for the exit/withdrawal codes to be used in the validation.

FIVE YEAR COHORT GRADUATION RATE

Nevada also reports a five-year extended year graduation rate. This rate measures the percentage of students in a ninth-grade cohort who graduate with a regular diploma in five years or less.

The same business rules that apply to the four-year ACGR also apply to the five-year ACGR. Like the four-year rate, the five-year ACGR is used in the NSPF to inform high school ratings.

Federal regulations require states to calculate and report the five-year ACGR using the formula shown in Equation 2 (below), illustrated here for the class of 2024-25:

Equation 2: Five-year ACGR formula

$$\begin{array}{c} \text{Number of cohort members who earned a regular high school} \\ \text{diploma by the end of the school year 2024-25*} \\ = \frac{\text{All first-time 9}^{\text{th}} \text{ graders in Fall 2020 (starting cohort)} \\ + \\ \text{Students who transfer in during SY 2020-21, SY 2021-22, SY 2022-} \\ \text{23, and SY 2023-24} \\ - \\ \text{Students who transfer out**, emigrate, or die during SY 2020-21,} \\ \text{2021-22, 2022-23, 2023-24, and 2024-25} \end{array}$$

* October 1 following the summer school is the cutoff date for ACGR reporting.

** Please refer to Attachment B for the exit/withdrawal codes to be used in the validation.

ACGR Calculation Notes

Denominator:

The denominator in the ACGR equations is the sum of the graduates and non-graduates.

Numerator (counted as graduates in the validation process):

The following Nevada regular high school diplomas are counted as graduates in the data validation process and make up the numerator:

- Standard diploma
- Advanced diploma
- Alternative diploma
- CCR diploma

Not included in the numerator:

- High School Equivalency Certificate
- Adjusted Diploma
- Adult Diploma

Note on Adult Diplomas: According to the USDOE review of K-12 formula grant programs, Adult Diplomas are excluded from the ACGR numerator because they are not awarded to the preponderance of students in the state. While Adult Diplomas are not included in the ACGR calculation, they continue to be recognized as a Nevada diploma, certifying the graduation from high school of a person who has met the requirements of graduation as defined in NAC 390.018.

QUESTIONS AND ANSWERS

This section addresses common questions related to ACGR.

1. How is a “regular high school diploma” defined?

For ACGR purposes, a “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in the state, fully aligned with state standards. It does not include:

- General equivalency diplomas,
- Certificates of completion,
- Certificates of attendance,
- Any other similar or lesser credential, including diplomas based on meeting Individualized Education Program (IEP) goals (e.g. Adjusted Diploma in Nevada).

The term “regular high school diploma” also includes “higher diplomas” awarded to students who complete requirements above and beyond the regular high school diploma.

In Nevada, the following diplomas are counted as graduates in the ACGR process:

- Standard Diploma
- Advanced Diploma
- College and Career Ready Diploma (starting with SY 2017-2018)
- Alternative Diploma (starting with SY 2018-2019)

Note: Adult Diplomas are not counted as “graduates” for ACGR purposes because they are not awarded to the preponderance of students in the State.

2. How is a student who graduates in more than four years counted in the four-year ACGR? What about the five-year ACGR?

A student who graduates in more than four years is not counted as a graduate in the four-year ACGR. Such a student must be included in the denominator of the four-year ACGR and would not be included in the numerator because the student did not graduate in four years or less with a regular high school diploma.

A student who graduates in five years is not counted as a graduate in the four-year ACGR but will in the five-year ACGR. The numerator of the five-year ACGR calculation includes all graduates from the four-year cohort plus those students who graduated the following year. The five-year cohort denominator is the same as the four-year cohort denominator unless there is a need to adjust the cohort for students who transfer out, immigrate to another country, or die during the fifth year.

3. Do summer school graduates count as four-year graduates? What about five-year?

Yes, the regulations define “students who graduate in four years” as “students who earn a regular high school diploma at the conclusion of their fourth year, before the conclusion of their fourth year, or during a summer session immediately following their fourth year.” States have the option of including summer graduates in the four-year ACGR; it is not a requirement. In Nevada, the four-year ACGR will include students who complete graduation requirements in the summer session immediately following their fourth year. Similarly, the five-year ACGR in Nevada will include students who complete graduation requirements in the summer session immediately following their fifth year. This is why the October 1st is the cut off.

4. Are students ever removed from the cohort?

Students can only be removed from a cohort under three circumstances: (1) if they transfer out and enroll in another school or in an educational program that culminates in the award of a regular high school diploma, (2) if they immigrate to another country, or (3) if they die.

5. How do deceased students affect the cohort?

If a student passes away during enrollment, the student will be removed from the cohort. If, however, a student passes away after withdrawing from school (e.g. dropping out), the last withdrawal code will determine how the student is counted in the cohort.

6. Will foreign exchange students be part of a district’s cohort?

No, a foreign exchange student will not become a member of the cohort as long as the student is transferred out correctly.

7. How is the ever_XXX subgroup defined in the cohort?

- Ever_FRL: A student will be reported as ever_FRL if he/she is identified as FRL at any time in his/her high school career.
- Ever_IEP: A student will be reported as ever_IEP if he/she is identified as IEP at any time in his/her high school career.

- Ever_LEP (or ever_EL): A student will be reported as ever_EL if he/she is identified as EL at any time in his/her high school career.
- Ever_MIG: A student will be reported as ever_MIG if he/she is identified as MIG at any time in his/her high school career.
- Ever_CTE_Concentrator: A student will be reported as ever_CTE_Concentrator if they are enrolled in an approved CTE program of study and have passed enough courses to be considered CTE Concentrators at any point during their HS career.
- Ever_CTE_Completer: A student will be reported as ever_CTE_Completer if they are enrolled in an approved CTE program of study and have passed enough courses to be considered a CTE completer and qualified to take the associated end of program and workplace readiness assessments. Students must be CTE Concentrator to be CTE completers.
- Ever_Foster: A student will be reported as ever_Foster if he/she is identified as Foster at any time in his/her high school career.
- Ever_Homeless: A student will be reported as ever_Homeless if he/she is identified as Homeless at any time in his/her high school career.
- Ever_Mil: A student will be reported as ever_Mil if they are identified as “Mil” at any time in their high school career.
- EL_NSPF: A student will be reported as “EL_NSPF = Yes” if the student’s last EL status at their last location is EL. Otherwise, it will be “EL_NSPF = No.” This new field is only for NSPF purposes and not to be reported on the Nevada Report Card Website.

8. If a dropout returns to school, will they no longer be counted as a dropout?

If students who drop out return to school, they will no longer be counted as dropouts. The student record system should be updated when a student returns to school to reflect the fact that they have reenrolled. Every student enrolled in Nevada public schools has a unique identification number that does not change as long as the student is enrolled in a Nevada public school. These students who reenroll will be included in their original 9th grade cohort for graduation rate purposes.

9. When may a school or LEA remove a student from a cohort?

Only a student who transfers out and enrolls in another high school or in an educational program including a program in a prison or juvenile facility, from which the student is expected to receive a regular high school diploma or alternative diploma, emigrates to another country, or dies may be removed from a high school’s or LEA’s cohort.

Before removing a student from a cohort, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, transferred to a prison or juvenile facility, or died. A student may not be removed from the cohort for any other reason. Thus, LEAs and schools must ensure that a student who drops out of high school is not deemed a transfer out for the purposes of calculating the ACGR; rather, the student must remain in the adjusted cohort—that is, in the denominator of the graduation rate calculation.

10. What is the definition of a “transfer”?

A *transfer into* a cohort occurs when a student enrolls in a high school after the beginning of the entering cohort’s first year in high school, up to and including in grade 12. A *transfer out* of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or alternate diploma. LEAs may not count as a transfer a student who is retained in a grade, enrolls in a general equivalency diploma program, is transferred to a prison or juvenile facility that does not provide a regular high school diploma or an alternate diploma (or from which the student is not expected to receive), or leaves high school for any other reason in the four-year or extended-year graduation rate; such students must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort).

11. When a student transfers into a high school, to which cohort should a school or LEA assign the student?

A student who transfers into a high school must be assigned to the cohort in which the student started grade 9 for the first time. This information should be easily obtained for the vast majority of students who transfer into a high school. Schools and LEAs should make every effort to obtain this information for students who transfer from another State or another country.

If a student who has repeated a grade transfers into a high school, the student must be assigned to the cohort in which the student started grade 9 for the first time. Unless the student skipped a grade later in high school or caught up with the original cohort in some other manner, that student could not graduate within four years of starting grade 9.

12. How may a school or LEA count a student who re-enrolls in a public high school after having dropped out of school for a period of time in the four-year or extended-year ACGR?

The following example addresses this question: A student who was a first-time student in grade 9 in the 2014-2015 school year drops out after 10th grade at the end of the 2015-2016 school year, and then re-enrolls into a different high school in 2017-2018, that student may be deemed to have transferred into the receiving high school and should be assigned to the cohort in which the student was a member when he or she started grade 9 for the first time (the 2014-2015 school year). Unless the student skipped a grade later in high school or caught up with the original cohort in some other manner, that student could not graduate within four years of starting grade 9, and therefore would count as a non-graduate in the four-year graduation rate. However, if the student graduates in more than four years, he or she may be counted as a graduate in an extended-year graduation rate. As long as the student re-enrolls before the NDE

determines the four-year graduation rate for that student's cohort (NDE cut off date for cohort is October 1st), the student would no longer be recorded as a dropout in the first high school and, at that point, the student would be removed from the first high school's cohort. The school/LEA information system should be adjusted accordingly.

13. May a school or LEA count a student as a transfer if the student leaves a public high school and enrolls in a private school?

It depends. If a student leaves a public high school to enroll in a private school at the discretion of the student's parents, that student would be considered a transfer out. However, if a student with a disability is placed in a private school by an LEA in order to meet the student's special education and related services needs under the IDEA, the LEA remains responsible for ensuring that the student receives a free appropriate public education while placed in the private school. In this situation, the student may not be considered a transfer out.

14. May a school or LEA consider a student to be a transfer if the student leaves a public high school to be homeschooled?

Yes. A student who leaves a public high school to be homeschooled would be considered to be a transfer if the homeschool program meets State's requirements for compulsory attendance and other State laws or policies applicable to homeschools. Some students who leave a public high school to be homeschooled may continue to take courses from the public high school. If that student is considered by the State to be primarily a homeschooled student and the State has appropriate documentation of the transfer, then the student would not be required to be included in the ACGR calculation for the public high school.

15. May a school or LEA consider a student to be a transfer if the student leaves a public high school and enrolls in another educational program?

A student who leaves a public high school and enrolls in another educational program may be considered a transfer only if that educational program is one from which a student can expect to receive a regular high school diploma or alternative diploma. For instance, if a student leaves a public high school because the student is placed in a dropout recovery center, the student would be a transfer if the center provides, and the student enrolls in, an educational program from which the student is expected to receive a regular high school diploma or alternative diploma. Otherwise, the student may not be considered a transfer and must remain in the sending school's adjusted cohort for purposes of calculating the four-year and extended-year graduation rates.

16. May a school or LEA consider a student to be a transfer if the student leaves a public high school to enter a prison or juvenile facility?

A student who leaves high school to enter a prison or juvenile facility may be considered a transfer only after an adjudication of delinquency and if the student is in a prison or juvenile facility that has a school (as defined under State law) or provides an educational program from which the student is expected to receive a regular high school diploma or alternative diploma during the period in which the student is assigned to the prison or juvenile facility. If the facility does not have a school or educational program, or provides an educational program that does not offer a regular high school diploma or alternative diploma, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, and State in which the student last attended high school. Further, if a student is not expected to be in a facility for sufficient duration to receive a regular high school diploma or alternative diploma (i.e., if the student will leave the facility prior to his or her high school graduation and therefore is expected to return to the student's sending high school or another high school), the student may not be removed from the cohort of the sending school.

17. Why is written confirmation required before a student may be removed from a cohort?

Before a student is removed from a cohort, a school or LEA must have written confirmation that a student has transferred, immigrated to another country, transferred to a prison or juvenile facility, or died. Written documentation is required evidence of a transfer, facilitates audits and, thus, will help ensure that a school, LEA, and State have an accurate measure of graduation rate.

18. What documentation is required to confirm that a student has transferred out?

To confirm that a student transferred out, a school or LEA must have "official written documentation" that a student has transferred to another high school or to an educational program from which the student is expected to receive a regular high school diploma or alternative diploma. 34 C.F.R. § 200.34(b)(3)(i).

- **In-state transfer outs:** In the case of a student who moves to another public school within the State, that transfer would most likely be officially documented and recorded in the State's information system; thus, a record from the State's data system would be considered official written documentation. Other examples of official written documentation include: a request for student records from a receiving public or private high school or an educational program (that offers a regular high school diploma or alternative diploma); or a written record of a response from an official in the receiving school or program acknowledging the student's enrollment.
- **Homeschool:** With respect to a home-schooled student, official written documentation may include, for example, a letter of withdrawal or other written confirmation from the parent or guardian; any documentation that meets the homeschool notification or compulsory attendance requirements in the State; or any other written documentation accepted in the State to verify a child is homeschooled.

A conversation with a parent or neighbor of a student, for instance, would not be considered official written documentation of a transfer.

- **Out of country:** A school or LEA must have written confirmation that a student has emigrated to another country but need not obtain official written documentation. 34 C.F.R. § 200.34(b)(3)(ii). For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file. The regulations do not require written documentation to be "official" for a student who emigrates to another country because the USDOE recognizes that it may be difficult, if not impossible, to obtain transcripts or other official documentation from another country confirming that the student is enrolled in school.

19. What documentation is required to confirm that a student is deceased?

A school or LEA must have written confirmation that a student is deceased before removing the student from the cohort. (34 C.F.R. § 200.34(b)(3)(iv)). A letter from a parent or an obituary or death notice is sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary.

20. If, after multiple attempts, an LEA cannot obtain official written documentation that a student has transferred out, may the LEA remove the student from the cohort?

No. Although in some cases it may be difficult for an LEA to obtain official written documentation of a student's transfer, the student may not be removed from the cohort simply because the student's status cannot be documented. Removing from the cohort a student whose status cannot be documented could produce an inaccurate graduation rate if that student dropped out of school rather than transferred. It is critical that an LEA carefully document student transfers so the NDE can accurately calculate the graduation rate in order to (a) give parents and the public accurate information about the success of a school, LEA, and State in graduating students and (b) ensure that accountability determinations are based on valid graduation rate calculations. LEAs should establish clear and consistent business rules and data checks to safeguard against incorrect coding of students who leave a school or LEA. Along with establishing business rules; LEAs should also train staff on how to properly code student transfers.

21. When, where and how does Nevada publicly report the four-year ACGR and extended year ACGR?

Nevada publicly reports the four year and the extended year ACGR on www.nevadareportcard.nv.gov. A PDF is posted as soon as the rates are available and then updating the interactive cohort domain of the website. Nevada also reports ACGR data in the aggregate and disaggregated by subgroups to the USDOE through the EDFacts Reporting System. Grad rates also appear on the high school NSPF reports.

22. For which subgroups does Nevada disaggregate ACGR data?

Nevada disaggregates the four year and extended year ACGR data for the following subgroups at the school, LEA, and State levels:

- Each major racial and ethnic group
- Economically disadvantaged students
- Children with disabilities
- English learners
- Migrant students
- Career and Technical Education Students
- Children who are homeless and
- Children who are in foster care

CONTACT:

If you have any issues/questions or need technical assistance (about the business rules, DVSL, exception file upload/anything about Cohort), please contact YOLANDA CHATWOOD, email:

yolanda.chatwood@doe.nv.gov.

ATTACHMENT A

HOW TO USE DVSL APPLICATION FOR ACGR DATA

VALIDATIONS

DVSL ACCESS

ACGR data is validated in the Data Validation, Sign Off and Locking (DVSL) application, which is accessible exclusively to designated district personnel through Rapid Identity. If you do not have a Rapid Identity account, please contact **Bighorn/SAIN Support Help Desk** at <https://freshdesk.com/login>.

Figure 1: DVSL Data Source Selection Page

The screenshot shows the DVSL Data Source Selection Page. The page has a header 'Data Interaction' with a blue cube icon. Below the header are navigation tabs: Administration, Help, and Bighorn. The main content area has four sections: 'Data Source' with a dropdown menu showing 'Count Day'; 'Report View' with radio buttons for 'Student' (selected) and 'Summary'; 'Select' with a dropdown menu showing 'Districts' and a link 'in State'; and 'Choose:' with a dropdown menu showing 'Carson City'. At the bottom is a yellow 'Get Report' button.

SELECTIONS

The Data Validation, Sign off and Locking (DVSL) Application allows users to view, edit (where applicable) and validate any data set. NDE will configure the application so that data sets requiring validation are available to users via the drop down selections on the home page. To get started:

- Select the data set to review and validate under "Data Source"
- Select the type of report in which to view the data under "Report View." Choose "Student" or "Summary"
- Select district(s) or school(s).
- Click "Get Report" to generate a report with default selections (you can later customize your report on the report page itself).

DATA SOURCES

In the DVSL data validation, there is one data source:

- **District Cohort** Data Source which contains the schools that are included in the District Graduation Rate Calculation.

SCHOOL LISTS

First thing you should do before you start the data validation is to review your school list:

- Click on “District Cohort”, select “Schools” from the drop-down box, and make sure you have all your schools correct.

Figure 2: School list

Data Source
District Cohort

Report View
☒ Student

Select Schools in Carson City

Choose: Carson City, Carson HS, Pioneer HS

Get Report

If you come across an issue within your school list, please let us know immediately.

REPORT VIEW

There are two types of report views:

- **Student view** generates a report with student details of your cohort, similar to the Figure 3:

Figure 3: Student View

Student View

Carson City, District Cohort

	Validated	Year	District	District Name	School Code	School Name	Local Student ID	State Unique ID	Last Name	First Name	Original Year of Graduation	Gender	Ethnicity	Grade	EVER_CTE	EVER_FRL	EVER_IEP	EVER_LEP	EVER_MIG
Edit	☐	2014									1314			10					
Edit	☐	2014									1314			11					

ENDING STATUS CODE	ENDING STATUS DESCRIPTION	COMPLETION TYPE CODE	COMPLETION TYPE DESCRIPTION	WITHDRAWAL CODE	WITHDRAWAL DESCRIPTION	Ending Status Date	Cohort Completion Type	Comment
W2(a)	Student withdrawn to another public school district (not charter) or public agency within Nevada.	--	--	W2(A)	Transferred within State (not charter)	6/4/2012 12:00:00 AM	Transfer Out	
W2(f)	Student withdrawn to a state sponsored charter school.	--	--	W2(F)	Transferred to state sponsored charter school	1/22/2013 12:00:00 AM	Transfer Out	

- **Summary view** generates a report with a quick summary of your school or district cohort similar to the Figure 3:

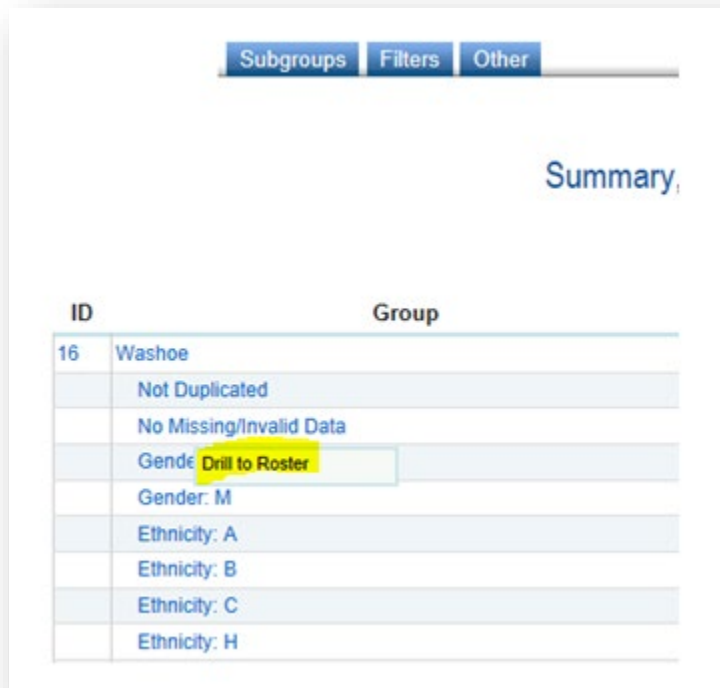
Figure 4: Summary View

Summary, District Cohort

ID	Group	DistrictCohort					
		NTotal	# IEP	# LEP	# FRL	# MIG	# CTE
			423	310	2250		739
	Not Duplicated		423	310	2250		739
	No Missing/Invalid Data		423	310	2250		739
	Gender: F		148	125	1133		320
	Gender: M	2752	275	185	1117		419
	Ethnicity: A	285		24	94		32
	Ethnicity: B	197	25		121		20
	Ethnicity: C	2826	181		696		440
	Ethnicity: H	1820	186	270	1173		199
	Ethnicity: I	87	12		49		13
	Ethnicity: M	236			87		30
	Ethnicity: P	49			30		
	Cohort_Completion_Type: NA						
	Cohort_Completion_Type: Completer	207	130	50	132		25
	Cohort_Completion_Type: Completion Missing	1001	142	162	622		103
	Cohort_Completion_Type: Dropout	207	21	24	125		
	Cohort_Completion_Type: Graduate		63	27	1059		556
	Cohort_Completion_Type: Transfer Out	699	67	47	311		50
	Not Validated		423	310	2250		739

From the summary view, you can easily jump to the roster by clicking one of the groups. For example, in the Figure , if you want to see the roster for the female students, you click on “Gender: F” and then click on “Drill to Roster”. You will be taken to the **Student View** for female students, as shown in Figure 5.

Figure 5: Student view for female students



ID	Group
16	Washoe
	Not Duplicated
	No Missing/Invalid Data
	Gender: Drill to Roster
	Gender: M
	Ethnicity: A
	Ethnicity: B
	Ethnicity: C
	Ethnicity: H

Users may consider conducting the validation by going over the summary report and drilling down to each group based on the gender, ethnicity or completion type, or by simply reviewing the Student View report. At the end of each process, once you are confident that the data row in the details table is correct, make sure to check the “Validated” check box. Once you check it, that data is set to be validated.

EDIT VIEW

Starting in November 2024, you can now edit the ACGR data set in the DVSL application. To begin with, navigate to the report view, where you’ll find the edit button on the far left.

Figure 6: Edit Button

	Validated	Year
Edit	☐	2024
Edit	☐	2024
Edit	☐	2024

Clicking this button opens a new page for making edits to the data set. Once you have made the necessary changes, click the save button. Any items requiring NDE verification will be marked with a pending status.

Manual Entry Items:

- **School Code:** Be sure to enter complete school code, including any leading zeros.
- **School Name:** Use the school name abbreviation.
- **Local Withdrawal Code**
- **Ending Status Date:** Enter dates in the YYYYMMDD format for any adjustments.

Permitted Value Items:

- **EVER_xxx:** These should be marked with Y (for Yes) or N (for No) only.
- **Cohort Completion Type:** Choose from Graduate, Transfer Out, or Non Graduates.
- **Ending Status Code:** Refer to Appendix B and Table 3: Helpful Hints for guidance.
- **Completion Type Code:** Refer to Table 3: Helpful Hints for guidance.

MASS UPLOAD FEATURE

Once you enter the roster view, you'll see a new "Bulk Upload" button. This feature allows you to download the data source and upload a file with multiple changes at once, rather than editing each record individually.

Figure 7: Bulk Upload Button



Clicking this button takes you to a new screen with instructions for using the Bulk Upload feature. Please follow these instructions carefully, especially regarding the new Action column.

In the Action column, each row will need to have either an A (for Add), D (for Delete), or U (for update). If a row does not require any changes, it can stay in the data set without an entry in the Action column.

Similar to individual edits, any items that require NDE verification will be marked as "Under State Review". We will notify you if there are any issues or reasons preventing the dataset from being approved, similar to the communication process used with the exception files in the past validations. Make sure to check the File Upload Status History regularly to monitor the progress of your files in the verification process.

Figure 8: Bulk Upload Feature

FieldsFiltersSearchOtherBulk Upload

Instructions:

First, download the data set for validation by clicking "Download File" below.

Download File

Next, update the records needing changes, and add the action requested for each record in the Action column per the available actions for this Data Set: A = Add, D = Delete, U = Update

Last, upload the updated file in the exact format in which it was downloaded by clicking "Upload" below and selecting your file.
**Please note that the file for upload only requires the records needing changes, but the column headers must be in the downloaded format.*

Choose FileNo file chosen

Upload

Track the status of your uploaded file in the table below. Status will show 1 of the following: Error, Pending Validation, Under State Review, Ready to Load, Disapproved, Processed

File Upload Status History

File Name	Uploaded By	Date/Time Uploaded	# of Rows Added	# of Rows Updated	# of Rows Deleted	Upload Status
Refresh			Page 1 of 0		No records to view	

Common Upload Errors for Bulk Upload

In utilizing this new feature, we have come across a few common errors in the process of uploading files. Here are some tips of items to check before loading your bulk upload file:

- Ensure leading zeros are in place for the district and school codes as needed.
- When using the "A" add feature, leave the emtreic_id blank for those rows. The student will be assigned an eMetric ID after being added to the data set.
- Verify the Permitted Values in the Data Source Configuration and with the Cohort Completion Type, Cohort Completion Code, and Ending Status Code in Table 3 of this document.

ACGR GUIDANCE – ATTACHMENT A

Page 24

ACCEPTED VALUES IN DVSL AND STUDENT CATEGORIES:

At the end of the validation, in the DVSL completion type column, there should be only “graduates”, “non graduates” and “transfer outs”. If the LEAs are seeing other completion types, then their validation is not complete and not correct yet.

Table 3: Helpful Tips

Cohort Completion Type	Cohort Completion Code	Ending Status Code
Graduate	B18 (Standard Diploma)	W3F
Graduate	B19 (Advanced Diploma)	W3F
Graduate	B26 (Alternative Diploma)	W3F
Graduate	B27 (College and Career Ready Diploma)	W3F
Non Graduates	B21 (Adjusted Diploma) – completer	B21
Non Graduates	B25 (GED/HiSet) – completer	W3F
Non Graduates	B30 – non completer/non graduate	Select a code from Attachment B
Non Graduates	If none of the above, then leave blank	Select a code from the Attachment B
Transfer Out	B24 (Adult Diploma) (See page 7 for more information)	W3F
Transfer Out	Leave Blank	Select a code from the Attachment B

ATTACHMENT B: End Status Codes to be Used in the Process

*** The following codes are taken from the required practices for reporting in Infinite Campus

Code	Definition	ACGR Classification
W1A	To enroll in the same school or a program within the same school, incl. another grade level/track	Non graduate
W1A1	Completed school year (end of school year rollover, except for graduates)	Non graduate
W1B	To enroll in another school in the same district or under the same charter	Transfer out
W1C	To enroll in a district-sponsored charter school within the same district	Transfer out
W1E	To enroll in an ed. program for adults or other diploma program within the same school district	Transfer out
W2A	To enroll in a different Nevada district (includes university school)	Transfer out
W2B	To enroll in a Nevada private school	Transfer out
W2C	To receive instruction as a homeschooled student (not part of public education)	Transfer out
W2D	To enroll in a school in another state	Transfer out
W2E	To enroll in a school in another country	Transfer out
W2F	To enroll in a State Public Charter School Authority school	Transfer out
W2G	To enroll in an ed. program for adults or other diploma program not within the same school district	Transfer out
W2H	To enroll in a district-sponsored charter school in a different Nevada district	Transfer out
W3A	Not known to be receiving K-12 educational services: withdrawn by the pupil, parent, or guardian	Non graduate
W3B	Not known to be receiving K-12 educational services: student exceeds max age for public education	Non graduate
W3C1	Not known to be receiving K-12 educational services: permanent expulsion	Non graduate
W3C2	Not known to be receiving K-12 educational services: disciplinary or other eligibility reasons	Non graduate

W3C3	Not known to be receiving K-12 educational services: incarceration	Non graduate
Code	Definition	ACGR Classification
W3D1	To enroll in an ed. program for adults or other non-diploma program: HSE exam	Non graduate
W3D2	To enroll in an ed. program for adults or other non-diploma program: vocational or technical	Transfer out if the student is claimed by another public school, otherwise Non graduate
W3E1	As a result of absence: 10 consecutive school days if whereabouts are unknown	Non graduate
W3E2	As a result of absence: 20 consecutive school days (no matter the reason)	Non graduate
W3E3	Unexplained absence: did not return on expected date (not out of the country)	Non graduate
W3E4	Runaway: 10 days whereabouts unknown	Non graduate
W3E5	Did not return next school year: reason unknown	Non graduate
W3F	Student completed 12 grades (grad, early grad, or non-grad)	Depends on the completion credential
W3H	Not known to be receiving K-12 educational services: physical or mental long-term condition	Non graduate
W4A	As a result of death	Transfer out
W4D	Upon completion of a course/program/activity	Transfer Out