



Nevada Department of Education

State Report Card

Manual and Documentation

V1 2026

Contents

Document Control	5
Purpose	6
Composition of This Document	6
Section 1. Students	8
1.1 Enrollment/Diversity	8
1.2 Average Daily Attendance Rate	8
1.3 Chronic Absenteeism Rates	9
1.4 Average Class Size	11
1.5 Student Teacher Ratio	12
1.6 Transiency (Student Mobility) Rate	14
1.7 Retention by Grade	15
1.8 Credit Deficiency	16
1.9 English Learners	17
Section 2. Achievement	19
3.1 CRT (Grades 3-8 ELA/Math)	19
3.2 CRT (Grades 5/8 Science)	21
3.3 CRT (Grades 9/10 Science)	23
3.4 CCR (Grade 11 High School ELA/Math)	24
3.5 NAA (Grades 3-8/11 ELA/Math/Science)	26
3.6 English Language Proficiency Assessment (ELPA)	28
3.7 Student Performance Compared to Goals	30
Section 4. Safety	33
4.1 Discipline	33
4.2 Habitual Truants	34
Section 5. Graduation	34
5.1 Four-Year Graduation Rate	34
5.2 Five-Year Graduation Rate	37
5.3 Dropout Rates	39

5.4	Remedial/NSHE.....	40
5.5	Postsecondary Enrollment.....	41
Section 6.	Personnel	42
6.1	Teacher Information.....	42
6.2	Teacher Average Daily Attendance Rate	43
6.3	Paraprofessional Information	44
6.4	Substitute Teacher Information	45
6.5	Staff Information	46
6.6	Professional Qualifications.....	47
6.7	Educator Equity Measures	50
Section 7.	Financial.....	51
7.1	Per Pupil Spending.....	51
7.2	Professional Development Funding	52
7.3	Remedial Education Funding	53
7.4	Legislative Appropriations	54
7.5	School Improvement Funds	54
Section 8.	CTE	55
8.1	CTE Enrollment.....	55
8.2	CTE Average Daily Attendance	55
8.3	CTE Program Completion	56
Section 9.	Civil Rights Data Collection	57
9.1	Civil Rights Data Collection	57
9.2	EDFacts Chronic Absenteeism	59
Section 10.	Supplementary Data	60
10.1	Special Programs.....	60
10.2	Parent/Teacher Conference Attendance	60
10.3	Technology	61
Section 11.	Narratives	62
11.1	Location	62

11.2	Heading	62
11.3	Mission Statement	63
11.4	Superintendent Highlights	63
11.5	Goals and Objectives	63
11.6	Discipline Narrative	64
11.7	District Technology Incorporation	64
11.8	Parent Communication	65
11.9	Curriculum	65
11.10	Access to Menstrual Products	66
Section 12.	At a Glance Section	66
12.1	Rules	66
Section 13.	Reporting differences between Report Card, NSPF, and <i>EDFacts</i>	68
13.1	Introduction	68
13.2	Chronic Absenteeism	69
	Assessment Results	71
Section 14.	Data Disclosure Avoidance	74
14.1	FERPA Compliance	74
14.2	Redaction	74
14.3	Techniques on the Report Card	75
Section 15.	Frequently Asked Questions	76

Document Control

Document Information

Title:	Nevada Department of Education State Report Card Manual and Documentation
--------	---

Document History

Version Number	Date	Summary of Changes
1.0	September 2026	Creation/Version 1

Purpose

According to the Elementary and Secondary Education Act (ESEA), every State Education Agency (SEA) and Local Education Agency (LEA) receiving Title I funds must prepare and disseminate an annual report card. The Nevada Department of Education (NDE) fulfills this federal requirement through the Nevada Report Card website (<https://nevadareportcard.nv.gov/di/>), which is produced through a collaborative effort between NDE and Nevada's LEAs.

The purpose of this document is to provide clear explanations, business rules, statutory citations, and other essential information that enable LEAs and stakeholders, and the public to understand:

- How Nevada's annual accountability reports are calculated
- What data elements are included and why they are required
- How federal and state laws guide the creation of these reports

By offering detailed descriptions of calculations, data sources, and reporting requirements, this document is intended to support consistency, accuracy, and shared understanding across LEAs and other stakeholders who utilize the Nevada Report Card.

Composition of This Document

This document is organized to provide a clear and comprehensive guide to the Nevada Report Card. It is composed of main sections that correspond to the major reporting domains and subsections for the reporting areas of the website, as well as overarching guidance on data collection and calculation.

Each subsection includes:

- **Definition:** A clear explanation of the section or metric and what it represents.
- **Citation:** References to federal or state laws, regulations, or guidance that require or support the reporting of the data.
- **Business Rule:** Detailed rules that explain how the data are collected, processed, or calculated.

- **Data Source:** The systems, submissions, or reports from which the data are obtained.

By presenting the information in this format, the document supports transparency, accuracy, and shared understanding across LEAs and other stakeholders.

Section 1. Students

The “Students” domain provides detailed information on student demographics, enrollment, attendance, mobility, academic placement, and instructional environment in Nevada schools and districts. Each subsection below includes a Definition, Citation, Business Rule and Data Sources, consistent with the structure of this document.

1.1 Enrollment/Diversity

Definition:

The Enrollment/Diversity data on the Nevada Report Card are based on the official annual counts of students, collected from the LEAs through the October Validation Day (V-Day) process. V-Day is the annual process in which all Nevada school districts, State Public Charter School Authority (SPCSA), charter schools and the university school validate their enrolled student populations. This validated data set provides the official count of students enrolled across Nevada public schools as of the state’s designated count date.

Citation:

- *ESEA section 1111(h)(1)(C)*

Business Rules:

- The Enrollment/Diversity report includes all PreK-UG students within the V-Day file.
- Students with grade level of “Adult/AD” in the V-Day file are excluded from both enrollment totals and subgroup reporting on the Report Card.
- Students with a grade level of “UG” in the V-Day file are displayed on the Report Card as “Grade 13” for reporting purposes.

Data Source:

- *Validation Day* file: Produced through the annual V-Day process, which occurs on or near October 1st each year. This file provides a snapshot of student enrollment, including demographics and special population data, and is reported and validated by LEAs via the DVSL application.

1.2 Average Daily Attendance Rate

Definition:

The Average Daily Attendance (ADA) rate represents the percentage of enrolled students who are present in classrooms on an “average school day” during the reporting school year.

Citation:

- NRS 385A.240.1a

Business Rules:

- ADA data are captured as of the 100th day of instruction for each school.
- ADA rate is calculated using the following formula:

$$ADA \% = \frac{(\# \text{ of Total Days Present})}{(\# \text{ of Total Days Present}) + (\# \text{ of Total of Days Absent})} \times 100$$

Data Source:

- *DF 17 – Student Average Daily Attendance:* Report card data collection file submitted to NDE by LEAs through the SilverShare Data Collections Module. The DF 17 data file is prepared by the LEAs by extracting their school level data from Infinite Campus. Reference to the Infinite Campus Knowledge Base (KB) Article for extracting the DF 17 data file: [DF17 Average Daily Attendance \(ADA\) Report \(Nevada\)](#)

1.3 Chronic Absenteeism Rates

Definition:

A school’s chronic absenteeism rate represents the percentage of chronically absent students in Kindergarten through Grade 12.

A chronically absent student is a student who has missed 10 percent or more of the days they were enrolled, for any reason - including excused, unexcused, or disciplinary absences.

For example, a student who is enrolled and scheduled for instructional courses for the full school year (e.g., 180 days) becomes chronically absent if they miss at least 18 or more days of school for any reason.

Absences due to school-sponsored activities are not counted as absences for this calculation.

Citation:

- ESEA 1111(h)(1)(C)(viii)

Business Rules:

- The Chronic Absenteeism rate reported on the Report Card includes *all students enrolled for 10 or more days* during the school year.
- The Chronic Absenteeism rate is calculated using data from the Nevada School Performance Framework (NSPF) ADAM02 collection (to be described in the Data Source section below).
- The chronic absenteeism status of a student is determined using the *EdFactsChronicAbsent* column in the data source file, which captures all absences for the applicable school year.
- The Chronic Absenteeism rate is calculated at the school, district and state level:

- **School-Level Chronic Absenteeism Rate Calculation Rules:**

The Chronic Absenteeism rate for each school is calculated using the following formula:

$$\frac{(\#Chronically\ absent\ (students\ absent\ \geq\ 10\% \text{ of scheduled days}))}{(\#Enrolled\ \geq\ 10\ Days)} \times 100$$

- **Denominator:** Denominator is the total number of students enrolled for ≥ 10 days. To find the denominator for a given year, apply the following filters:

Data Element	ADAM02 Chronic Absenteeism
GradeLevel	As appropriate (but $\neq$ AD, PK, UG)
TotalDaysEnrolled	≥ 10

- **Numerator:** Numerator is the number of chronically absent students. To find the numerator for a given school/district, apply the same filters above and include the students meeting the following condition:

Data Element	ADAM02 Chronic Absenteeism
EdFactsChronicAbsentIndicator	=Y

- **District-Level Chronic Absenteeism Rate Calculation Rules:**

The Chronic Absenteeism rate for a district is calculated by aggregating up the *days enrolled*, *days scheduled*, and *days absent* from school-level data, to ensure that each student is counted only once at each district where they were enrolled. District processing steps are:

1. Remove records with grade level = AD, PK, or UG
 - i. Aggregate to have a single number of days scheduled (district denominator), a single number for EdFactsDaysAbsent (district numerator), and a single number of days enrolled.
 - ii. Filter out those enrolled <10 days
2. Compute the district-level chronic absenteeism by using the formula below:

$$\text{District Chronic Absenteeism} = \frac{(\text{Aggregated EdFactsDaysAbsent})}{(\text{Aggregated TotalDaysScheduled})} \times 100$$

3. Truncate at the first decimal place.

- **State-Level Chronic Absenteeism Rate Calculation Rules:**

State-level Chronic Absenteeism rate is calculated using the same rules as district processing, but the rules are applied statewide to create a fully unduplicated Chronic Absenteeism state rate.

Data Source:

- *ADAM02 Data File:* ADM02 data file is a student level chronic absenteeism data file, provided by the districts.
- Aggregated and unduplicated district- and state-level chronic absenteeism files

1.4 Average Class Size

Definition:

The Average Class Size report represents the average class size for the entire school (not by individual grades) for grades 7-12 grade classes, including grade 6 when it is taught in a middle school. This metric is calculated across core curriculum areas, including English, Mathematics, Science and Social Studies.

Citation:

NRS 385A.210.2

Business Rules:

The formula for calculating the average class size is:

$$\frac{(\# \text{ of total enrolled students in the curriculum area})}{(\# \text{ of total periods of instruction offered in that area})}$$

Data Source:

- *DF 19 – Average Class Size:* A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data.

1.5 Student Teacher Ratio**Definition:**

The Student Teacher Ratio is the ratio of students to teachers in kindergarten and each grade level for each elementary school.

Citation:

NRS 385A.210.1

Business Rules:

For the purposes of this report, NDE calculates Teacher/Student Ratios for grades K-6 at each school, district and the state (or grades 1-5 if the elementary school ends at grade five). The ratio is defined as the number of students per full-time equivalent (FTE) licensed classroom teacher in the reporting school year. The calculation excludes counselors, librarians, administrators, deans, specialists, and teachers of art, music, physical education, and special education.

Shared contract teachers should be calculated by dividing the number of contracts among the teachers assigned. For example, two teachers sharing one contract would each be counted as 0.5 FTE.

Teacher/Student ratios for multi-grade classrooms should be reported in the following way. First, the number of FTE teachers per grade should be determined using the following method:

$$\frac{(\# \text{ of teachers in the multi – grade classroom})}{(\# \text{ of grades represented in the multi – grade classroom})}$$

The result of this calculation is then applied to the FTE teacher count for each grade represented in the multi-grade classroom. For example, if two teachers teach a multi-grade class that includes students from grades 4, 5, and 6, the number of FTE teachers per grade is calculated by:

$$\frac{2}{3} = 0.7$$

The resulting value (e.g. 0.7) is then added to the FTE teacher count for each grade represented in the multi-grade classroom (e.g., grades 4, 5 and 6).

To calculate the Teacher/Student ratios for grades 1-6 for the reporting year, divide the number of students enrolled in each grade at the school (or district) as of December 1 by the number of FTE classroom teachers to that grade. All Teacher/Student ratios are rounded to the nearest whole count.

The formula for calculating Teacher/Student ratios for Grades 1-6 at the school or district level is:

$$\frac{(\text{December 1st Enrollment in Grade})}{(\text{FTE Teachers in Grade})}$$

Most 1 FTE Kindergarten teachers teach two classes of students, and the resulting kindergarten teacher/student ratios would look large to most of the public if calculated in this manner. For kindergarten, the teacher/student ratios should be calculated by dividing the December 1st kindergarten enrollment by the number of kindergarten classes. The formula for calculating teacher/student ratios in kindergarten is:

$$\frac{(\text{December 1st Enrollment in Kindergarten})}{(\# \text{ of Kindergarten Classes})}$$

Data Source:

- *DF 18 – Student/Teacher Ratio:* A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data. The DF 18 data file is prepared by the LEAs by extracting their school level data from Infinite Campus.

Reference to the Infinite Campus Knowledge Base (KB) Article for extracting the DF 18 data file: [DF18 Student Teacher Ratio Report \(Nevada\)](#)

1.6 Transiency (Student Mobility) Rate

Definition:

Transiency (student mobility) rate is the percentage of students who move into or out of a school (or district or state) after the October 1st Validation Day, reflecting student turnover during the school year.

Citation:

NRS. 385A.240.c

Business Rules:

NDE calculates transiency following the October 1st Validation Day. The calculation is based on three key data points:

- **New Enrollments:** Students who enroll in a school for the first time after Validation Day.
- **Re-enrollments:** Students who withdraw and subsequently return to the same school or another school within the district.
- **Withdrawals:** Students who exit the school prior to the end of the academic year.

Exclusions: Internal track changes at year-round schools are not classified as transiency.

The school-level transiency rate is calculated using the following formula:

$$\frac{(New\ Enrollment + Re - Enrollment + Withdrawal)}{(Reported\ Enrollment + New\ Enrollment + Re - Enrollment)} \times 100$$

At the District level, the transiency rate is calculated by aggregating all new enrollments, re-enrollments, and withdrawals across all schools in the district and applying the same formula to capture overall student movement.

Example Calculation (District Level):

For a district with 20 schools and a Validation Day enrollment of 10,000 students:

- New Enrollments: 350
- Re-enrollments: 50
- Withdrawals: 200

$$\frac{(350 + 50 + 200)}{(10,000 + 350 + 50)} = 0.58$$

$$0.58 \times 100 = 5.8\% \text{ Transiency Rate}$$

Data Source:

- **DF 21 – Student Transiency Data File:** A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data. The DF 21 data file is prepared by the LEAs by extracting their school level data from Infinite Campus. Reference to the Infinite Campus Knowledge Base (KB) Article for extracting the DF 12 data file: [DF21 Transiency Report \(Nevada\)](#)

1.7 Retention by Grade

State law requires reporting retention by grade; however, this measure is most applicable to Kindergarten through Grade 8, where students are formally retained in the same grade level. For high school grades, retention is not typically defined by grade repetition, so credit deficiency is used instead to reflect student progress toward graduation. Section 1.7 reports retention by grade, and section 1.8 addresses the credit deficiency.

Definition:

Retention by Grade is the number of K–8 students reported as retained in their current grade at the end of the school year, based on end-of-year status.

Citation:

NRS 385A.240.1b

Business Rules:

Retained students are identified by LEAs based on end-of-school-year status, using the following process.

- **Baseline Cohort:** NDE prepares the initial student list using the October 1st Validation Day enrollment data and provides it to LEAs.
- **Validation:** At the conclusion of the academic year, LEAs review the baseline cohort to determine which students are retained in the same grade. Students reported by LEAs as retained at year-end are included in the retention count.

- **Exclusions:** Students who transfer out of the district after Validation Day are excluded and are not included in retention counts.

Data Source:

- *DF 20 Student Retention Data File:* This is a grade K-8 student-level data file first prepared by NDE and provided to the LEAs. LEAs then indicate, for each student, whether they were retained at the end of the school year (yes/no). After this information is interned, NDE aggregates the data to produce school, district, and state level retention rates.

1.8 Credit Deficiency

Definition:

Credit Deficiency is the annual count of students in Grades 9 through 12 who, by the conclusion of the academic year, have not earned the minimum number of academic credits required for their specific grade level.

Citation:

NRS 385A.240.1b

Business Rules:

To maintain data consistency, NDE applies the following longitudinal validation parameters:

- **Baseline Cohort:** NDE prepares the initial student list using the October 1st Validation Day enrollment data and provides it to LEAs.
- **Year-End Analysis:** At the conclusion of the academic year, LEAs review the baseline cohort to determine which students are credit deficient. Students reported by LEAs as credit deficient at year-end are included in the count.
- **Inclusion/Exclusion Criteria:** Students who enroll in a district after the October 1st Validation Day are excluded from the annual calculation. Students who transfer out of the district post-Validation Day are classified as “not credit deficient” for reporting purposes.

Data Source:

- *DF 20 Student Credit Deficiency*: This is a grade 9-12 student-level data file first prepared by NDE and provided to the LEAs. LEAs then indicate, for each student, whether they are credit deficient at the end of the school year (yes/no). After this information entered, the student-level data are aggregated to produce school, district, and state level credit deficiency rates.

1.9 English Learners

Definition:

This report shows the number of students identified as English Learners out of the total student population in Nevada public schools as of the Validation Day enrollment. It also includes the number of students who were “continuously enrolled”, meaning they were enrolled on Validation Day and participated in the ELPA assessment (WIDA and WIDA Alternate). It also shows “continuously enrolled proficient”, which refers to the students who were enrolled on Validation Day and demonstrated proficiency on the ELPA assessment (WIDA or WIDA Alternate 4.0-4.4 protocol).

Citation:

NRS385A.280.1(a)

Business Rules:

The following rules describe how English learners’ counts, continuous enrollment, and proficiency are calculated using Validation Day and ELPA assessment, WIDA (including WIDA ALT):

- **Total English Learners**: The total number of English Learners comes from the EL flag within the Validation Day file.
 - From the Validation Day file:
 - Select EL = Y
 - Count total number of distinct SUIDS for each school year
- **English Learners Continuously Enrolled**: These are students who were EL=Y on Validation Day and appear in the WIDA and WIDA ALT assessment files based on SUIDs.
 - From the Validation Day file:

- Select the unique SUIDs for students EL = Y
 - Join these SUIDs from Validation Day with WIDA and WIDA ALT files for the same school year.
 - Count the number of Validation Day EL=Y records that also appear within the WIDA and WIDA ALT assessment files.
- **English Learners Continuously Enrolled Proficient:** These are students who are identified as EL in Validation Day and proficient in either WIDA or WIDA ALT.
 - From the Validation Day file:
 - Select the unique SUIDs for students EL = Y
 - Join the SUIDs from Validation Day with WIDA file for the same school year and find the Number Tested:

Data Element	WIDA_DataExtract
IsActive	1
Do Not Score Code – Listening	≠ INV
Do Not Score Code – Reading	≠ INV
Do Not Score Code – Speaking	≠ INV
Do Not Score Code – Writing	≠ INV
Composite (Overall) Proficiency Level	≠ NA / blank

- To determine the percent proficient, apply the Number Tested filters/rules to the WIDA_Data Extract file at the needed level (state/district/school), and use the following rules:
 - Students are proficient if the Composite (Overall) Proficiency Level ≥ 4.5 OR
 - Students are proficient if the Composite (Overall) Proficiency Level 4.0 to 4.4 AND
 - If the WIDA grade is 3-8 AND both the SBAC Math and ELA Achievement level is 3 OR 4 in that year's SBAC file

- If the WIDA grade is 9-10 AND the 8th Grade SBAC [math and ela] achievement_level=3,4 in the prior SBAC data.
 - If the WIDA grade is 11 AND the 11th grade ACT [math and ela]_level=3,4 in that year's ACT file
 - If the WIDA grade is 12 AND the 11th grade ACT [math and ela]_level=3,4 in the historical ACT data.
- Join the SUIDs from Validation Day with WIDA ALT file for the same school year and find records where:
 - IsActive=1
 - Do Not Score Code – Listening not “INV” AND Do Not Score Code – Reading not “INV” AND Do Not Score Code – Speaking not “INV” AND Do Not Score Code – Writing not “INV”
 - Student is proficient when
 - Grade is K-2 and composite (overall) scale score is ≥ 959
 - Grade is 3-5 and composite (overall) scale score is ≥ 958
 - Grade is 6-8 and composite (overall) scale score is ≥ 964
 - Grade is 9-12 and composite (overall) scale score is ≥ 967

Data Source:

- ACT_DataExtract file
- Summative_DataExtract file
- WIDA_DataExtract file
- WIDAALT_DataExtract file
- Validation Day file

Section 2. Achievement

3.1 CRT (Grades 3-8 ELA/Math)

Definition:

These reports show the number of students enrolled, the number tested, and the percentage of students at each performance level on Nevada's Criterion-Referenced Test

(CRT) in ELA and Math. The CRT in Nevada is administered using the Smarter Balanced Assessment Consortium (SBAC) assessment. The SBAC provides the ELA and Math assessment data that is used for state and federal accountability for grades 3-8.

Citation:

ESEA 1111(h)(1)(C)(ii)

ESEA 1111(h)(1)(C)(vii)

NRS 385A.200

Business Rule:

The following rules describe how enrollment, testing, and performance-level data are calculated and disaggregated for SBAC.

- **Number Enrolled:** To determine the Number Enrolled, apply the following filters/rules to the *Summative_DataExtract* file at the needed level (state/district/school):

Data Element	<i>Summative_DataExtract</i> (Math/ELA)
inactive_flag	0
Homeschool	0
[math/ela] did_not_participate_CAT	ABS/OTH/blank
[math/ela] did_not_participate_PT	ABS/OTH/blank

- **Number Tested:** To determine the Number Tested, apply the following filters/rules to the *Summative_DataExtract* file at the needed level (state/district/school):

Data Element	<i>Summative_DataExtract</i> (Math/ELA)
inactive_flag	0
Homeschool	0
[math/ela] did_not_participate_CAT	blank
[math/ela] did_not_participate_PT	blank
[math/ela] tc_invalidation_CAT	blank
[math/ela] tc_invalidation_PT	blank
[math/ela] tc_modification_CAT	blank
[math/ela] tc_modification_PT	blank
[math/ela] achievement_level	1,2,3,4

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *Summative_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in <i>Summative_DataExtract</i>	Performance Level/Meaning
[math/ela] achievement_level = 3/4	Proficient
[math/ela] achievement_level = 1	Emergent/Developing
[math/ela] achievement_level = 2	Approaches Standard
[math/ela] achievement_level = 3	Meets Standard
[math/ela] achievement_level = 4	Exceeds Standard

- **Data Disaggregation:** Assessment data are disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military, Migrant, and Grade, based on the data submitted and validated by districts within the *Summative_DataExtract* file.
- **English Learner Disaggregation (per NRS385A.280.2):**
 - Results are further broken out by newcomers to the English language, short-term ELs, and long-term ELs.
 - To meet this requirement, EL data (including the number of years a student has been an English learner, based on the identification date and the annual end of WIDA testing date) is pulled and mapped to the assessment file for all students in the *Summative_DataExtract* that are EL=Y based on SUID.

Data Source:

- *Summative_DataExtract* file

3.2 CRT (Grades 5/8 Science)

Definition:

These reports show the number of students enrolled, the number tested, and the percentage of students at each performance level on the state administration of the grades 5 and 8 Science Assessment. This assessment provides the grade 5 and grade 8 science assessment data that is used for state and federal accountability.

Citation:

ESEA 1111(h)(1)(C)(ii)

ESEA 1111(h)(1)(C)(vii)

NRS 385A.200

Business Rules: The following rules describe how enrollment, testing, and performance-level data are calculated and disaggregated for grades 5 and 8 Science Assessment.

- **Number Enrolled:** To determine the Number Enrolled apply the following filters/rules to the *5_8_Science_DataExtract* file at the needed level (state/district/school):

Data Element	<i>5_8_Science_DataExtract</i>
inactive_flag	0
Homeschool	0
did_not_participate	ABS/OTH/blank

- **Number Tested:** To determine the Number Tested apply the following filters/rules to the *5_8_Science_DataExtract* file at the needed level (state/district/school):

Data Element	<i>5_8_Science_DataExtract</i>
inactive_flag	0
Homeschool	0
did_not_participate	blank
tc_invalidation	blank
tc_modification	blank
achievement_level	1,2,3,4

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *5_8_Science_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in <i>5_8_Science_DataExtract</i>	Performance Level/Meaning
achievement_level = 3/4	Proficient
achievement_level = 1	Emergent/Developing
achievement_level = 2	Approaches Standard
achievement_level = 3	Meets Standard
achievement_level = 4	Exceeds Standard

- **Data Disaggregation:** Data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military, Migrant, and Grade based on the data validated/submitted by districts within the *5_8_Science_DataExtract* file.

Data Source:

- *5_8_Science_DataExtract* file

3.3 CRT (Grades 9/10 Science)

Definition:

These reports show the number of students enrolled, the number tested, and the percentage of students at each performance level on the state administration of the Grade 9 and 10 Science Assessment. This assessment provides the high school science assessment data that is used for state and federal accountability.

Citation:

ESEA 1111(h)(1)(C)(ii)

ESEA 1111(h)(1)(C)(vii)

NRS 385A.200

Business Rules:

The following rules describe how enrollment, testing, and performance-level data are calculated and disaggregated for grade 9 and 10 Science assessment.

- **Number Enrolled:** To determine the Number Enrolled apply the following filters/rules to the *HSScience_DataExtract* file at the needed level (state/district/school):

Data Element	<i>HSScience_DataExtract</i>
inactive_flag	0
Homeschool	0
did_not_participate	ABS/OTH/blank

- **Number Tested:** To determine the Number Tested apply the following filters/rules to the *HSScience_DataExtract* file at the needed level (state/district/school):

Data Element	<i>HSScience_DataExtract</i>
inactive_flag	0
Homeschool	0

Data Element	<i>HSScience_DataExtract</i>
did_not_participate	blank
tc_invalidation	blank
tc_modification	blank
achievement_level	1,2,3,4

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *HSScience_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in <i>HSScience_DataExtract</i>	Performance Level/Meaning
achievement_level = 3/4	Proficient
achievement_level = 1	Level 1
achievement_level = 2	Level 2
achievement_level = 3	Level 3
achievement_level = 4	Level 4

- **Data Disaggregation:** Data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military, Migrant, and Grade based on the data submitted and validated by districts within the *HSScience_DataExtract* file.

Data Source:

- *HSScience_DataExtract* file

3.4 CCR (Grade 11 High School ELA/Math)

Definition:

These reports show the number of students enrolled, the number tested, and the percentage of students at each performance level for the ACT with Writing which is administered as the state College and Career Readiness (CCR) assessment. The ACT with Writing provides the ELA and Math assessment data that is used for state and federal accountability for grade 11.

Citation:

ESEA 1111(h)(1)(C)(ii)

ESEA 1111(h)(1)(C)(vii)

Business Rules:

The following rules describe how enrollment, testing, and performance-level data are calculated and disaggregated for the ACT assessment.

- **Number Enrolled:** To determine the Number Enrolled, apply the following filters/rules to the *ACT_DataExtract* file at the needed level (state/district/school):

Data Element	<i>ACT_DataExtract</i> (ELA/Math)
IsActive	1
Homeschool	0
NV_GradeLevel	11
DidNotParticipate	ABS/OTH/blank

- **Number Tested:** To determine the Number Tested, apply the following filters/rules to the *ACT_DataExtract* file at the needed level (state/district/school):

Data Element	<i>ACT_DataExtract</i> (ELA/Math)
IsActive	1
Homeschool	0
NV_GradeLevel	11
DidNotParticipate	blank
mc_scoreind (invalidation flag)	R / blank
[math/ela]_level	1,2,3,4

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *ACT_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in <i>ACT_DataExtract</i>	Performance Level/Meaning
[math/ela]_level = 3/4	Proficient
[math/ela]_level = 1	Emergent/Developing
[math/ela]_level = 2	Approaches Standard
[math/ela]_level = 3	Meets Standard
[math/ela]_level = 4	Exceeds Standard

- **Data Disaggregation:** Data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military, Migrant, and Grade based on the data validated/submitted by districts within the *ACT_DataExtract* file.

- **English Learner Disaggregation (per NRS385A.280.2):**
 - Results are further disaggregated by newcomers to the English language, short-term ELs, and long-term ELs.
 - To meet this requirement, EL data (including the number of years a student has been an English learner, based on the identification date and the annual end of WIDA testing date) is pulled and mapped to the assessment file for all students in the *ACT_DataExtract* that are EL=Y based on SUID.

Data Source:

- *ACT_DataExtract* file

3.5 NAA (Grades 3-8/11 ELA/Math/Science)

Definition:

These reports show the number of students eligible, the number tested, the percentage of students at each performance level, and the percentage of the total population tested on the state administration of the Nevada Alternate Assessment (NAA), designed for students with significant cognitive disabilities. The assessment is administered to less than 1% of the total student population. The NAA provides ELA, Math, and Science assessment data that is used for state and federal accountability.

Citation:

ESEA 1111(h)(1)(C)(ii)

ESEA 1111(h)(1)(C)(xi)

NRS 385A.200

Business Rules:

The following rules describe how eligibility, testing, and performance-level data are calculated and disaggregated for the NAA assessment.

- **Number Eligible:** To determine the Number Eligible, apply the following filters/rules to the *NAA_DataExtract* file at the needed level (state/district/school):

Data Element	<i>NAA_DataExtract</i> (ELA/Math/Science)
inactive_flag	0
Homeschool	0

Data Element	NAA_DataExtract (ELA/Math/Science)
[math/ela/sci]_did_not_participate	ABS/OTH/blank

- **Number Tested:** To determine the Number Tested, apply the following filters/rules to the *ACT_DataExtract* file at the needed level (state/district/school):

Data Element	NAA_DataExtract (Math/ELA/Science)
inactive_flag	0
Homeschool	0
[math/ela/sci]_did_not_participate	blank
[math/ela/sci]_tc_invalidation	blank
[math/ela/sci]_tc_modification	blank
[math/ela/sci]_achievement_level	1,2,3,4

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *NAA_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in NAA_DataExtract	Performance Level/Meaning
[math/ela/sci]_level = 3/4	Proficient
[math/ela/sci]_level = 1	Emergent/Developing
[math/ela/sci]_level = 2	Approaches Standard
[math/ela/sci]_level = 3	Meets Standard
[math/ela/sci]_level = 4	Exceeds Standard

- **ESEA Requirement of Less Than 1%:** ESEA requires that fewer than 1% of students eligible for statewide testing participate in an alternate assessment (typically for students with the most significant cognitive disabilities). To comply with this requirement, NDE calculates the percentage of eligible students assessed through the Nevada Alternate Assessment (NAA) and publicly reports that it remains below 1%.

- **Math and ELA:**

- This is calculated by adding the number enrolled (or in the case of NAA, eligible) from the *Summative_DataExtract*, the *ACT_DataExtract*, and the *NAA_DataExtract*, using the rules described previously.

- **Science:**

- This is calculated by adding the number enrolled (or in the case of NAA, eligible) from the *5_8_Science_DataExtract*, the *HSScience_DataExtract*, and the *NAA_DataExtract*.

- **Report Columns:**

- The sum of these enrollments forms the *# of Students Enrolled* column in the report,
- The *% of Students Tested NAA* is then derived using the following formula:

$$\frac{(\# \text{ Tested})}{(\# \text{ of Students Enrolled})} \times 100$$

- **Data Disaggregation:** Data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military, Migrant, and Grade based on the data submitted and validated by districts within the *NAA_DataExtract* file.

Data Source:

- *5_8_Science_DataExtract* file
- *ACT_DataExtract* file
- *HSScience_DataExtract* file
- *NAA_DataExtract* file
- *Summative_DataExtract* file

3.6 English Language Proficiency Assessment (ELPA)

Definition:

These reports show the number of students enrolled during the testing window, the number tested, the percentage of the total population tested, the percent proficient, and composite proficiency levels on the state administration of the English Language Proficiency Assessment (ELPA). Nevada uses the WIDA Access assessment as the ELPA. The assessment is administered annually to K-12 ELs. This data set does not include the WIDA ALT assessment.

Citation:

Business Rules:

- **Number Enrolled:** To determine the Number Enrolled, apply the following filters/rules to the *WIDA_DataExtract* file at the needed level (state/district/school):

Data Element	<i>WIDA_DataExtract</i>
IsActive	1

- **Number Tested:** To determine the Number Tested, apply the following filters/rules to the *WIDA_DataExtract* file at the needed level (state/district/school):

Data Element	<i>WIDA_DataExtract</i>
IsActive	1
Do Not Score Code – Listening	≠ INV
Do Not Score Code – Reading	≠ INV
Do Not Score Code – Speaking	≠ INV
Do Not Score Code – Writing	≠ INV
Composite (Overall) Proficiency Level	≠ NA / blank

- **Percent Proficient:** To determine the percent proficient, apply the Number Tested filters/rules to the *WIDA_DataExtract* file at the needed level (state/district/school), and use the following rules:
 - Students are proficient if the Composite (Overall) Proficiency Level ≥ 4.5 OR
 - Students are proficient if the Composite (Overall) Proficiency Level 4.0 to 4.4
AND
 - If the WIDA grade is 3-8 AND both the SBAC Math and ELA Achievement level is 3 OR 4 in that year's SBAC file
 - If the WIDA grade is 9-10 AND the 8th Grade SBAC [math and ela] achievement_level=3,4 in the prior SBAC data.
 - If the WIDA grade is 11 AND the 11th grade ACT [math and ela]_level=3,4 in that year's ACT file
 - If the WIDA grade is 12 AND the 11th grade ACT [math and ela]_level=3,4 in the historical ACT data.

- **Percentage in Each Performance Level:** To determine the percentage in each performance level, apply the Number Tested filters/rules to the *WIDA_DataExtract* file at the needed level (state/district/school), and use the following rules:

Data Element in <i>WIDA_DataExtract</i>	Performance Level/Meaning
Composite (Overall) Proficiency Level ≥ 1 AND <2	Entering
Composite (Overall) Proficiency Level ≥ 2 AND <3	Emerging
Composite (Overall) Proficiency Level ≥ 3 AND <4	Developing
Composite (Overall) Proficiency Level ≥ 4 AND <5	Expanding
Composite (Overall) Proficiency Level ≥ 5 AND <6	Bridging
Composite (Overall) Proficiency Level = 6	Reaching

Data Source:

- *ACT_DataExtract* file
- *Summative_DataExtract* file
- *WIDA_DataExtract* file

3.7 Student Performance Compared to Goals

Definition:

The *Student Performance Compared to Goals* report meets ESEA requirements that report cards include information on the progress of all students and each subgroup of students, as defined in subsection ESEA section 1111(c)(2), toward meeting the State-determined Long Term Goals (LTGs) and Measures of Interim Progress (MIPs) under ESEA section 1111(c)(4)(A). LTGs and MIPs are established by NDE in collaboration with LEAs. This report specifically covers ELA and Mathematics progress.

Citation:

ESEA 1111(h)(1)(C)(vi)

Business Rules:

- School level ELA and Math data match the rates reported in the Nevada School Performance Framework (NSPF) and are calculated in accordance with federal guidance and the approved Nevada Consolidated State Plan under ESSA. These calculations include the 95% participation requirement and adjusted denominators

and exclude *New In Country (NIC) English Learners* as well as students enrolled in a school for less than half the school year (Year in School, YIS).

- At the district level, data align with the rates reported for districts in the NSPF reports and exclude *New In Country English Learners* and students enrolled in the district for less than half the school year (Year in District, YID).
- At the state level, data are calculated specifically for this report. While *New In Country English Learners* are excluded, students are not excluded based on how long they were enrolled in the state. At the Elementary and Middle School Levels, find the number of students assessed for a given school/district/the state, filter the *Summative_DataExtract* and *NAA_DataExtract* to the appropriate level, apply the following business rules for each file, and combine the counts.

Data Element	Summative File (Math/ELA)	NAA File (Math/ELA/Science)
inactive_flag	0	0
NV_NIC	0	0
nic_y2	0	0
For school-level calculations NV_YIS	1	1
For district-level calculations NV_YID	1	1
[math/ela] did_not_participate_CAT	blank	*
[math/ela] did_not_participate_PT	blank	*
[math/ela] did_not_participate	*	blank
Homeschool	0	0
[math/ela] tc_invalidation_CAT	blank	*
[math/ela] tc_invalidation_PT	blank	*
[math/ela] tc_modification_CAT	blank	*
[math/ela] tc_modification_PT	blank	*
[math/ela] tc_invalidation	*	blank
[math/ela] tc_modification	*	blank
[math/ela] achievement_level	1,2,3,4	1,2,3,4

*Not applicable field

- To find the number of students proficient for a given school/district, apply the filters in the above table but change the achievement levels (last row) to 3 and 4.
- At the High School level, to find the number of students assessed for a given school/district/the state, filter the *ACT_DataExtract* and *NAA_DataExtract* to the

appropriate level, apply the following business rules for each file, and combine the counts.

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
IsActive	1	*
inactive_flag	*	0
NV_NIC	0	0
nic_y2	0	0
NV_GradeLevel	11	11
For school-level calculations NV_YIS	1	1
For district-level calculations NV_YID	1	1
DidNotParticipate	blank	*
[math/ela]_did_not_participate	*	blank
Homeschool	0	0
mc_scoreind (invalidation flag)	R / blank	*
[math/ela]_tc_invalidation	*	blank
[math/ela]_tc_modification	*	blank
[math/ela]_level	1,2,3,4	*
[math/ela]_achievement_level	*	1,2,3,4

*Not applicable field

- To find the number proficient for a given school/district, use the filters above, but change:

Data Element	ACT (ELA/Math)	NAA (ELA/Math)
[math/ela]_level	3,4	*
[math/ela]_achievement_level	*	3,4

*Not applicable field

- At the school level, rates are created based on the 95% participation requirements and the potential of the adjusted denominators. Please see the NSPF Manual (pgs. 55-58) for more information on adjusted denominators and requirements.

Data Source:

- ACT_DataExtract* file
- LTGs and MIPs approved by USDOE
- NAA_DataExtract* file
- Summative_DataExtract* file

Section 4. Safety

4.1 Discipline

Definition:

The Discipline Report provides information on incidents and administrative actions at each school, categorized as follows:

- Incidents involving weapons, violence, or the possession or use of alcoholic beverages and controlled substances.
- Detailed counts of student suspensions and expulsions.
- The number of students formally identified as habitual disciplinary problems.
- All reported violations of NRS 388.135 (pertaining to bullying and cyberbullying) occurring on school grounds or involving enrolled students, regardless of the investigative outcome.
- The specific number of incidents confirmed as discrimination based on race, bullying or cyberbullying following a formal investigation.
- The total number of incidents confirmed as discrimination based on race, bullying or cyberbullying that resulted in suspension, expulsion, or both.

Citation:

NRS 385A.250.1

Business Rules:

Disciplinary data are reported by the LEAs. NDE publishes the data as submitted. Districts are responsible for applying their local processes and ensuring data accuracy and alignment with applicable state laws and reporting requirements.

In accordance with NRS 385A.250 (2), disciplinary data are disaggregated by the following student groups:

- Pupils who are economically disadvantaged
- Pupils from major racial and ethnic groups
- Pupils with disabilities
- Pupils who are English learners
- Pupils who are migratory children

- Gender
- Pupils who are homeless
- Pupils in foster care, and
- Pupils who are military connected

Data Source:

- *DF 50 Discipline File*: A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data.

4.2 Habitual Truants

Definition:

The Habitual Truants Report provides the total count of students formally identified as habitual truants within each school. This metric includes students subject to specific administrative or legal interventions, including:

- Students reported to an attendance officer, school police officer, or local law enforcement agency.
- Students referred to an advisory board to review school attendance
- Students referred for the imposition of administrative sanctions

Citation:

NRS 385A.240.1d

Business Rules:

Technical implementation and data standardization for this mandated collection are currently in development.

Data Source:

There is currently no active data file for this metric. Data collection processes and reporting protocols are pending finalization.

Section 5. Graduation

5.1 Four-Year Graduation Rate

Definition:

The Four-Year Adjusted Cohort Graduation Rate (ACGR) represents the percentage of students from a specific starting cohort who earn a regular high school diploma within four years. This metric provides a comprehensive analysis of graduation outcomes and completion indicators for both graduates and non-graduates.

To ensure accuracy, NDE utilizes a longitudinal tracking system to manage the adjusted cohort:

- A student's cohort is established upon their initial entry into 9th grade.
- This initial group is adjusted throughout the four-year period by:
 - Additions: Including students who transfer into the cohort from other schools/districts/states/countries.
 - Subtractions: Removing students who transfer to other schools, emigrate to another country, or are deceased.
- The finalized "adjusted cohort" is tracked to determine the percentage of students who meet graduation requirements within the standard four-year window.
- Data undergoes a rigorous annual validation process conducted collaboratively by the LEAs and NDE.
- ACGR is lagged because students are given the full four-year period, including the summer immediately following their fourth year. Because of this and the validation process, ACGR is reported in the following accountability year, making it a lagged measure.
- Detailed technical specifications are available in the *Adjusted Cohort Graduation Rate Data Validations Guidance* Documents found on the Nevada Report Card website.

Citation:

ESEA 1111(h)(1)(C)(ii) and (h)(2)(C)

Business Rules:

- **Graduation Rate Calculation:** The base graduation rate for the 4-Year ACGR is calculated using the following formula:

$$\frac{(\# \text{ Graduates})}{(\# \text{ Graduates} + \# \text{ NonGraduates})} \times 100$$

To derive the specific components of the graduation report, the following filters are applied to the 4-Year ACGR file at the school, district, or state level:

Component	Data Element	Filter / Value Criteria	Calculation Role
Denominator	Cohort_Completion_Type	Graduate, Non-Graduate	Total Cohort
Numerator	Cohort_Completion_Type	Graduate	Graduates

- Completion Indicators:** Completion status is determined by specific Cohort Completion Type codes. The percentage for each indicator is calculated by dividing the indicator total by the Total Graduates or Total Non-Graduates. Graduate Indicators are:
 - B18: Standard Diploma
 - B19: Advanced Diploma
 - B26: Alternative Diploma
 - B27: College and Career Ready Diploma
 - B24: Adult Diploma
 Non-Graduate Indicators are:
 - B21: Adjusted Diploma
 - B25: High School Equivalency (HSE)
- Disaggregation:** Graduation data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military-Connected, Migrant, CTE Concentrator, and CTE Completer.
- EVER_Logic:** NDE applies an “EVER” logic for classification of certain student subgroups. Under this approach, a student is included in a subgroup (FRL, EL, IEP, Migrant, CTE Completer, CTE Concentrator, Homeless, Foster, or Military Connected) if they were identified for that status at any point during their high school enrollment. All disaggregated data are based on records submitted and validated by LEAs within the 4-Year_ACGR file.

Data Source:

- *4-Year_ACGR Data File*: This is a student-level data file initially populated by NDE within the DVSL application. LEAs then review and validate the records to ensure accurate cohort and completion status information. Following validation, NDE aggregates the student-level records to produce school, district, and state level graduation datasets, and calculates the graduation rates.

5.2 Five-Year Graduation Rate**Definition:**

The Five-Year Adjusted Cohort Graduation Rate (ACGR) represents the percentage of students from a specific cohort who earn a regular high school diploma within an extended five-year timeframe. This metric tracks the “extended cohort” to provide a longitudinal view of student completion.

NDE utilizes a standardized tracking system to manage the extended cohort:

- A student’s cohort is established upon their initial enrollment in 9th grade.
- The initial group is dynamically adjusted by adding students who transfer into the cohort and removing those who transfer out, emigrate, or are deceased.
- The adjusted cohort is monitored for five years to determine the final graduation percentage.

Accuracy is ensured through an annual collaborative validation process between LEAs and NDE. Due to administrative timelines, ACGR is reported as a lagged data set; graduates from a specific cohort are officially reported in the following accountability year. Due to the longitudinal nature of cohort reporting, high schools that have closed may continue to report data for non-graduates and early graduates for up to four years following the cessation of operations.

For detailed validation protocols and business rules, refer to the *Adjusted Cohort Graduation Rate Data Validations Guidance for 5-year class of [year]* available on the Report Card portal.

Data Acquisition and Validation

- Data is derived from the 5-Year_ACGR file.

- Student-level records are verified and validated by LEAs within the DVSL application to ensure data integrity.

Citation:

ESEA 1111(h)(1)(C)(ii) and (h)(2)(C)

Business Rules:

- **Graduation Rate Calculation:** The base graduation rate for the 5-Year ACGR is determined by the following formula:

$$\frac{(\# \text{ Graduates})}{(\# \text{ Graduates} + \# \text{ NonGraduates})} \times 100$$

To derive the specific components of the report at the state, district, or school level, apply the following filters to the 5-Year ACGR file:

Component	Data Element	Filter / Value Criteria	Calculation Role
Denominator	Cohort_Completion_Type	Graduate, Non-Graduate	Total Cohort
Numerator	Cohort_Completion_Type	Graduate	Graduates

- **Completion Indicators:** Completion status is determined by specific Cohort Completion Type codes. The percentage for each indicator is calculated by dividing the indicator total by the Total Graduates or Total Non-Graduates. Graduate

Indicators are:

- B18: Standard Diploma
- B19: Advanced Diploma
- B26: Alternative Diploma
- B27: College and Career Ready Diploma
- B24: Adult Diploma

Non-Graduate Indicators are:

- B21: Adjusted Diploma
- B25: High School Equivalency (HSE)

- **Disaggregation:** Graduation data is disaggregated by Gender, Race/Ethnicity, IEP, EL, FRL, Homeless, Foster, Military-Connected, Migrant, CTE Concentrator, and CTE Completer.
- **Ever_Logic:** NDE applies an “EVER” logic for classification of certain student subgroups. Under this approach, a student is included in a subgroup (FRL, EL, IEP, Migrant, Homeless, Foster, or Military Connected) if they were identified for that status at any point during their high school enrollment. All disaggregated data are based on records submitted and validated by LEAs within the *5-Year_ACGR* file.

Data Source:

- *5-Year_ACGR Data File:* This is a student-level data file initially populated by NDE within the DVSL application, using the previously finalized 4-year ACGR data set. LEAs then review and validate the records to ensure accurate cohort and completion status information. Following validation, NDE aggregates the student-level records to produce school, district, and state level graduation datasets, and calculates the graduation rates.

5.3 Dropout Rates

Definition:

The Dropout Rate is the annual percentage of students who discontinue their school during the academic year without completing a recognized program of study. Reporting includes:

- Grade 8: Students who leave school during the academic year without completing a recognized program
- Grades 9-12: students who leave school during the academic year without completing a recognized program, excluding those who:
 - Provide proof of successful completion of a high school equivalency assessment approved by the State Board (NRS 390.055)
 - Are enrolled in Department-approved courses that meet the requirements for an adult standard diploma
 - Withdraw to attend another school

Citation:

Business Rules:

The dropout dataset is a lagged collection based on the prior school year Validation Day student population. The DNE populates the initial dataset in DVSL application using the student population from the previous school year’s Validation Day file. LEAs then review this pre-populated list and indicate “Yes” or “No” to confirm whether each student is a dropout at the beginning of the current school year.

To calculate this rate, LEAs evaluate the status of the student body compared to the prior year’s Validation Day student list.

The following students are excluded from the dropout calculation:

- Students enrolled in Kindergarten through Grade 6.
- Students in Grades 9 through 12 who provide verified proof of successfully completing a High School Equivalency (HSE) assessment.
- Students enrolled in NDE-approved courses for an adult standard diploma.
- Students who withdraw specifically to enroll in another academic institution.

The rate is determined by filtering the finalized Dropout File to the state, district, or school level using the following parameters:

Metric	Data Element	Dropout File
Denominator	State_Grade_Level_Code	07,08,09,10,11,12
	Dropout Y or N?	Y,N
Numerator	State_Grade_Level_Code	07,08,09,10,11,12
	Dropout Y or N?	Y

Data Source:

- *DF 24 – Dropout File:* A student-level dataset initially populated by NDE and subsequently reviewed, updated, and validated by LEAs in the DVSL application. Following validation, the student-level records are aggregated to generate datasets at the school, district, and state levels, to produce the dropout rates.

5.4 Remedial/NSHE

Definition:

Remedial/NSHE report quantifies the percentage of students who, having graduated from a Nevada high school or charter school in the immediately preceding academic year, subsequently enrolled in remedial coursework – specifically in reading, writing, or mathematics – within the Nevada System of Higher Education (NSHE). This includes enrollments at state universities, colleges, and community colleges.

Effective Fall 2021, the NSHE restructured its developmental education model and no longer mandates remedial courses as a standalone requirement. Consequently, contemporary data for this metric is currently designated as N/A (Not Available) within the Report Card.

Citation:

NRS 385A.260.4

Business Rules:

When active, the enrollment rate is derived using the following formula:

$$\frac{(\# \text{ of students enrolled in remedial courses})}{(\# \text{ of student enrolled in NSHE})} \times 100$$

Data is managed by a third-party vendor, who performs a data-matching exercise between a student-level file of Nevada high school graduates and enrollment records provided by NSHE. Results are aggregated to produce official school-level metrics.

Data Source:

- *RemedialAndDevelopment Dataset*: This was a school-level file provided to NDE by a third-party vendor. The data was previously aggregated to district and state levels for reporting purposes. However, due to changes in NSHE requirements, this data no longer meets NRS requirements, and this indicator will be reported as N/A moving forward.

5.5 Postsecondary Enrollment

Definition:

Postsecondary Enrollment report tracks the proportion of high school's graduating cohort that successfully matriculates into postsecondary educational programs during the first academic year immediately following graduation. An academic year is defined as

encompassing the fall, spring, and summer terms (or winter for institutions utilizing a quarter system).

Citation:

ESEA section 1111(h)(1)(C)(xiii) and (h)(2)(C)

Business Rules:

To calculate the postsecondary education enrollment rate, NDE utilizes the following parameters:

- Numerator: The count of students from a graduating cohort who enroll in postsecondary programs within one year of high school completion.
- Denominator: The total cohort of graduates. The denominator includes students whom NDE or the National Student Clearinghouse (NSC) are unable to track post-graduation, ensuring a conservative and comprehensive rate.

Data is currently sourced from the National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Reports. The NSC provides aggregated school-level data to NDE on an annual basis. The metric enables the tracking of students who enroll in institutions both within Nevada and across the United States.

Data Source:

- *National Student Clearinghouse StudentTracker for High Schools Aggregate Reports*: A school level report that is provided by NSC and posted by NDE on the Nevada Report Card website.

Section 6. Personnel

6.1 Teacher Information

Definition:

Teacher Information reports the aggregate count of licensed instructional personnel employed at each elementary, middle, junior high, and high school within the state.

Citation:

NRS 385A.220

Business Rules:

- **Definition of Teacher:** Per NRS 385A.220.2(C), Teacher is defined as an individual licensed under NRS Chapter 391 and classified by a local board of trustees as meeting one of the following criteria:
 - Instructional/Disciplinary Staff: A professional who spends a minimum of 50% of their contractual work year providing direct instruction or discipline to students.
 - Instructional Support Staff: Licensed personnel who do not hold a supervisory position and spend no more than 50% of their work year providing direct instruction. This category includes, but is not limited to, librarians and other instructional support providers.

Data Source:

- *NRS 387-388A Report_Statewide*: This is a state and district-level file provided by NDE SID and posted on the Nevada Report Card website by NDE ADAM Accountability.
- The data is derived from the NRS 387-388A Statewide Report, a fiscal file provided and verified by NDE SID. This data is currently available at the state and district levels; however, it is not available at the individual school level.

6.2 Teacher Average Daily Attendance Rate

Definition:

Teacher Average Daily Attendance rate reports the percentage of the licensed teaching workforce present in their assigned classrooms during a standard instructional day.

Citation:

NRS 385A.230.1b

Business Rules:

To ensure technical accuracy, NDE applies specific parameters to the attendance calculation:

- **Personnel Exclusions:** This metric excludes administrative staff, school counselors, audiologists, librarians, nurses, psychologists, and social workers.
- **Absence Classification:**

- Counted as Present: Teachers engaged in professional development or supervising co-curricular/extra-curricular activities.
- Counted as Absent: Instances where a substitute teacher is required for classroom coverage.
- Reporting Exclusions: Teachers absent for 20 or more consecutive instructional days are omitted from the data set.
- **Rounding and FTE Increments:**
 - Attendance is reported to the nearest 0.5-day increment.
 - A teacher present for 2/3 of a day is recorded as 1.0-day present.
 - Presence for at least 1/2 day (but less than 2/3) is recorded as 0.5 days present and 0.5 days absent.
 - Presence for less than 1/2 day is recorded as a full-day absence.
 - These increments are adjusted by the teacher's Full-Time Equivalent (FTE) status; for example, a 0.5 FTE teacher counts as 0.5 units toward the total contact day count.

The Teacher Average Daily Attendance rate is calculated based on the first 100 days on instruction using the following formula:

$$\frac{(Total\ FTE\ Student\ Contact\ Days\ Present)}{(Total\ FTE\ Student\ Contact\ Days\ Present + Total\ FTE\ Student\ Contact\ Days\ Absent)} \times 100$$

Data Source:

- *DF 15 – Teacher Average Daily Attendance:* A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data, and a school-level rate is also produced.

6.3 Paraprofessional Information

Definition:

Paraprofessional Information provides a census of non-licensed instructional support personnel employed by each public school. Per NRS 391.008, a paraprofessional is defined

as an individual assigned by a school district or charter school to perform duties such as one-on-one tutoring, classroom management assistance, computer laboratory support, or instructional services under the direct supervision of a licensed teacher.

Citation:

NRS 385A.230.1c

Business Rules:

To ensure federal and state compliance, the following classification standards are applied:

- **Inclusions:** The report includes individuals providing translation services (unless primarily funded by the No Child Left Behind Act) and those supporting library or media centers.
- **Exclusions:** Personnel solely conducting parental involvement activities are excluded from this specific staffing count.
- **Highly Qualified (HQ) Status:** To meet federal standards, a paraprofessional must possess a high school diploma (or equivalent) and meet one of the following criteria:
 - Completion of at least two years (48 semester credits) at an accredited institution of higher education.
 - Possession of an associate degree or higher.
 - Successful completion of a formal state or local academic assessment.

The percentage of not highly qualified paraprofessionals is derived using the following formula:

$$\frac{(Total \# \text{ of Not Highly Qualified Professionals})}{(Total \# \text{ of Paraprofessionals})} \times 100$$

Data Source:

- *DF 16 Paraprofessionals (Not HQ and number employed):* A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data, and a school-level rate is also produced.

6.4 Substitute Teacher Information

Definition:

Substitute Teacher Information is the annual count of individuals employed to provide temporary instructional coverage at each school.

Citation:

NRS 385A.230

Business Rules:

Substitute personnel are categorized based on the duration of their specific assignment:

- **Long-Term Substitutes:** Individuals who provide instruction for 20 or more consecutive instructional days within the same classroom or assignment.
- **Short-Term Substitutes:** Individuals who provide instruction for fewer than 20 consecutive instructional days.

Data Source:

- *DF 39 – Long- and Short-Term Substitute Teachers:* A school level report card data file submitted by LEAs through the SilverShare Data Collections Module. The data is then aggregated to district and state level to produce district and state data, and a school-level rate is also produced.

Data Availability/Limitations:

- While NRS 385A.230 specifies reporting requirements that include counts of substitute teachers by grade level and subject area, as well as total days of service, this level of detail is not currently available from all Local Education Agencies (LEAs). At this time, data collections are limited to simple counts of long-term and short-term substitute teachers based solely on consecutive days of service. Districts have indicated they are not able to consistently provide grade-level, subject-area, or total days-of-service breakdowns required by statute.

6.5 Staff Information

Definition:

Staff Information constitutes a comprehensive census of all personnel employed by each school and district. This metric ensures that every employee is accounted for within a singular, mutually exclusive professional category.

Citation:

Business Rules:

Personnel are reported in one of the following three distinct categories:

- **Administrator:** Defined as an individual who spends at least 50% of their work year supervising other staff or licensed personnel. This category excludes those classified as professional-technical employees.
- **Teacher:** Licensed personnel pursuant to NRS Chapter 391 who spend at least 50% of their work year providing direct instruction or discipline. This also includes instructional support staff, such as librarians, who do not hold supervisory positions and spend no more than 50% of their work year providing instruction.
- **Other Staff:** Encompasses all employees not classified as administrators or teachers, including:
 - **Student Support:** School counselors, nurses, and other employees spending at least 50% of their work year providing emotional, medical, or non-instructional guidance.
 - **Operations and Security:** Non-instructional support staff, including janitors, maintenance staff, and school police officers.
 - **Professional-Technical:** Employees designated by the board of trustees as professional-technical or technical staff.

Data Source:

- *NRS 387-388A Report_Statewide*: State and District level file provided by NDE SID and posted on the Nevada Report Card portal by NDE ADAM Accountability.

Data Availability/Limitations:

- Currently, staffing data are not available at school level.

6.6 Professional Qualifications

Definition:

The Professional Qualifications report shows the composition of the educator workforce by identifying the total count and percentage of teachers and licensed educational personnel across several high-priority categories:

- **Inexperienced Personnel:** Teachers, principals, and other school leaders with limited professional tenure.
- **Emergency or Provisional Credentials:** Educators practicing under temporary, non-renewable special licenses.
- **Out-of-Field Instruction:** Educators assigned to subject areas or grade levels for which they do not hold the required licensure or endorsement.
- **Staffing Vacancies:** Positions not filled by a contracted, full-time teacher, including those covered by substitutes or external contractors.
- **Performance Evaluations:** Professional standing as determined by annual effectiveness ratings.

Citation:

NRS 385A.440

ESEA section 1111(h)(1)(C)(ix), (h)(2)(C)

Business Rules:

- **Criteria:** To ensure reporting consistency, NDE applies the following technical criteria:
 - **Experience Threshold:** An "inexperienced" teacher is defined as a licensed professional with fewer than three full years of contracted teaching experience.
 - **Evaluation Categories:** Performance is aggregated into four distinct tiers: Ineffective, Developing, Effective, or Highly Effective.
 - **Assignment Codes:** Personnel are identified via specific state codes for Teachers (00100–08384), Principals (00700–00704), and Other School Leaders (00705–00850).
 - **Poverty Quartile Analysis:** Schools are categorized as High Poverty (top 25%) or Low Poverty (bottom 25%) based on a combined ranking of Free or Reduced-Price Lunch (FRL) eligibility and minority student concentrations.
- **Percentage Calculations:** Percentages are calculated by dividing the specific category count by the total number of licensed personnel employed at that reporting level:
 - **State Level Calculation:**

$$\frac{(\# \text{ of each state category})}{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the state})}$$

○ **District Level Calculation:**

$$\frac{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the district})}{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the state})}$$

$$\frac{(\# \text{ of each district category})}{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the district})}$$

○ **School Level Calculation:**

$$\frac{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the school})}{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the district})}$$

$$\frac{(\# \text{ of each school category})}{(\# \text{ of Teachers and Other Licensed Education Personnel Employed at the school})}$$

- **High and Low Poverty Schools:** Schools are classified by their Free or Reduced-Price Lunch (FRL) Quartile ranking to identify levels of relative poverty based on economic and demographic composition. This designation allows for the comparative analysis of educator qualifications across different socioeconomic environments.

NDE utilizes a two-tier sorting method to assign every school a unique rank from 1 to N (where N is the total number of schools in the state):

- **Primary Sort:** All schools are ranked from highest to lowest based on the percentage of students receiving Free or Reduced-Price Lunch (FRL).
- **Secondary Sort (Tie-breaker):** To refine the social context or break ties, schools are sub-sorted from highest to lowest by their percentage of minority students, as defined by Nevada's ESSA State Plan.

Once ranked, the list is divided into four equal quartiles:

- **High Poverty (Marker: H):** Schools in the top 25% with the highest combined concentrations of FRL and minority students.
- **Low Poverty (Marker: L):** Schools in the bottom 25% with the lowest combined concentrations.

- Mid-Range (Marker: Blank): All schools falling within the middle 50% are left blank for this specific metric.

For the District Level, the report displays the total count and the percentage of each professional qualification category broken down specifically for the high-poverty and low-poverty schools within that district.

For the State Level, the report aggregates the total count and the percentage for each category across all high-poverty and low-poverty schools statewide.

Data Source:

- *Professional Qualifications file*: A state, district and school-level file provided by NDE EdLife Division. This file includes data from EdLife collections and OPAL database, along with information from NDE ADAM, which provides the list of high- and low-poverty schools. The finalized file is then processed by NDE ADAM for publication on the Nevada Report Card website.

6.7 Educator Equity Measures

Definition:

Educator Equity report shows whether low-income students and students of color enrolled in Title I schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced educators. This reporting domain identifies potential “equity gaps” by comparing the distribution of these teacher types across different school classifications.

Citation:

ESEA section 1111(g)(1)(B)

Business Rules:

- **Primary Data Points used in Calculations:**
 - Total enrollment, Students of Color (defined as non-Caucasian), and students qualifying for Free or Reduced-Price Lunch (FRL)
 - Teacher Classifications:
 - Ineffective: Teachers with ineffective performance ratings in OPAL.
 - Out-of-Field: Teachers providing instruction in subjects or grades for which they lack the required license or endorsement.

- Inexperienced: Teachers with fewer than three full years of licensed, contracted experience.
- **Title I vs. non-Title I status**
 - **Computational Logic:** Equity gaps are identified by calculating the rate of specific teacher types per student population within Title I and non-Title I environments.

Example Calculation Formula (Ineffective Teachers):

$$\text{Rate of Ineffective Teachers} = \frac{\text{Count of Ineffective Teachers in Category}}{\text{Count of Target Student Population in Category}}$$

(e.g., Ineffective Employees in Title I schools divided by FRL Students in Title I schools).

- **Comparative Measures:** This report generates rates for the following intersections:
 - Socioeconomic Equity: Rates for students from low-income families vs. non-low-income families in both Title I and Non-Title I schools.
 - Racial Equity: Rates for Students of Color vs. Non-Students of Color in both Title I and Non-Title I schools.

Data Source:

- *Educator Equity File:* The state-level file is produced by NDE ADAM using a combination of 3 separate files (*Professional Qualifications Report*, *Validation Day*, and the *Nevada School List*). The file is then published on the Nevada Report Card website.

Section 7. Financial

7.1 Per Pupil Spending

Definition:

The Per Pupil Spending Report provides a detailed breakdown of educational expenditures on a per-student basis, specifically distinguishing between the Federal funds and the combined State and Local funds, categorized by their respective funding sources.

Citation:

NRS 38A.310.1

ESSA Section 1111(h)(2)(C)

Business Rules:

To ensure fiscal transparency, NDE applies the following reporting standards:

- Fiscal files are provided by NDE SID.
- Through the 2024 – 2025 fiscal year, these data sets have traditionally been managed by a third part vendor.
- Users should note that LEA financial reporting may not always align directly with enrollment snapshots.
 - Certain districts consolidate middle school financial data into high school location codes.
 - Variations between local accounting system school numbers and state school numbers may require cross-walking, which can result in multiple state entities being reported under a single local identifier.

Data Source:

- *Nevada ESSA file:* This State, District and School level file is provided and verified by NDE SID and submitted to the Nevada Report Card portal by NDE Accountability.

7.2 Professional Development Funding

Definition:

Professional Development Funding represents the total aggregate amount and specific sources of revenue allocated for the training and professional advancement of teachers and other licensed educational personnel.

Citation:

NRS 385A.310.4

Business Rules:

To ensure fiscal accuracy regarding instructional improvement, NDE applies the following parameters:

- This specific financial data is exclusive to the District and School level report cards and is not aggregated for the state-level report.

- The report encompasses Regional Professional Development Program (RPDP) funds at the district level.
- Includes supplemental training or support funds provided by school support teams, school improvement grants, and Title II training funds.
- All carryover funds from previous fiscal years are excluded to reflect only current year allocations.

Data Source:

- *DF 06 Fiscal Professional Development Funding Report:* District and school level report submitted by the LEAs into the SilverShare Data Collections module. There is no state-level data.

7.3 Remedial Education Funding

Definition:

Remedial Education Funding is a comprehensive compilation of instructional programs and academic interventions purchased, in whole or in part, with state-allocated revenue for use within each district.

Citation:

NRS 385A.300.2

Business Rules:

NDE applies the following parameters to ensure fiscal and academic transparency:

- For each school and district, the report identifies the specific amount of funds provided and the pedagogical strategies implemented for remedial study.
- These fiscal data points are cross-referenced with the school's previous year's accountability designations, including Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Data Source:

- *Title I School Eligibility Report:* A district- and school- level report provided and verified by NDE Office of Students and School Supports (OSSS) and submitted to the Nevada Report Card portal by NDE Accountability.

7.4 Legislative Appropriations

Definition:

Legislative Appropriations identify specific funding allocations made by the Nevada Legislature that are available to school districts and individual schools to improve student academic achievement.

Citation:

NRS 385A.310.3

Business Rules:

Data is sourced from the Data Warehouse of Nevada (DAWN) system. Reporting parameters include the Pupil Centered Funding Plan (Agency 300, 2609) and related categorical funding.

Data Source:

- *Legislative Appropriations*: State and District report access from the Nevada DAWN system and submitted to the Nevada Report Card portal by NDE Accountability. There is no school level data for this report.

7.5 School Improvement Funds

Definition:

The School Improvement Funds report details the allocation of Section 1003 funds to LEAs and individual schools.

Citation:

ESEA section 1003(i)

Business Rules:

This report specifies the total funding allocated to an LEA, the amounts distributed to each identified school within the LEA's application, and the types of improvement strategies implemented.

Data Source:

- *1003 Title I-Provided Section 1003 file*: District and School level file that is provided and verified by NDE OSSS and submitted to the Nevada Report Card portal by NDE ADAM.

Section 8. CTE

8.1 CTE Enrollment

Definition:

CTE Enrollment provides the aggregate count of students participating in one or more state-recognized high school Career and Technical Education (CTE) programs of study. This metric reflects the student population enrolled as of the first school day in October, ensuring alignment with the annual Validation Day report.

Citation:

NRS 385A.290

Business Rules

- The dataset is collected and formally validated by the Office of Career Readiness, Adult Learning, and Education Options (CRALEO).
- The reporting is restricted to students in Grades 9 through 12.
- NDE CRALEO provides an unduplicated count of students enrolled in state-recognized programs.
- Enrollment data is disaggregated by Race/Ethnicity, Gender, Grade level, Students with Disabilities (IEP), English Learners (EL), and students qualifying for Free and Reduced-Price Lunch (FRL).

Data Source:

- *NRS_385A.290_CTE_Reporting*: State, District and School level report that is provided and verified by NDE CRALEO data staff and submitted to the Nevada Report Card portal by NDE Accountability.

8.2 CTE Average Daily Attendance

Definition:

CTE Attendance provides a snapshot of the average attendance for students enrolled in CTE courses as of the 100th day of instruction.

Citation:

NRS 385A.290.3

Business Rules:

Attendance is calculated using specific parameters to ensure technical precision:

- Includes students with an active primary enrollment in a course flagged as a CTE Course during the reporting window.
- Attendance is reported under the school and grade level where the student was enrolled on the 100th instructional day, even if prior attendance occurred at a different site.
- Computational Thresholds:
 - Present: A student is counted as present if their attendance exceeded 50% of the total scheduled instructional minutes for the day.
 - Absent: A student is counted as absent if their attended minutes are less than 50% of the total schedule minutes.

The total days present are derived using the following ratio:

$$\text{Total Days Present} = \text{Sum of Instructional Days} - \text{Sum of Absence Days}$$

Data Source:

- *DF 40 CTE Attendance*: School level file submitted by the LEAs in the SilverShare Data Collection module. The data is then aggregated for the district and state level.

8.3 CTE Program Completion**Definition:**

CTE Program Completion identifies the number of students who have successfully satisfied all academic and technical requirements to exit a specific, NDE-approved CTE program of study.

Citation:

NRS 385A.290

Business Rules:

NDE CRALEO provides an aggregate, unduplicated count of program completers at the State and District level. The specific data set provides aggregate totals only and does not currently include disaggregated student population data.

Data Source:

- *NRS_385A.290_CTE_Reporting*: State and District level report that is provided and verified by NDE CRALEO data staff and submitted to the Nevada Report Card portal by NDE ADAM.

Section 9. Civil Rights Data Collection

9.1 Civil Rights Data Collection

Definition:

The Civil Rights Data Collection (CRDC) is a mandatory biennial survey of public schools administered by the Federal Office for Civil Rights (OCR). This collection ensures that schools and districts are meeting their obligation to provide equitable educational opportunities to all students.

Citation:

ESEA section 1111(h)(1)(C)(viii), (h)(1)(D)

Business Rules:

Per federal requirements, the Nevada Report Card must include the following CRDC metrics, disaggregated by student subgroups:

CRDC Data Category	Technical Measure / Survey Item
In-school suspensions	• Number of students with disabilities and without disabilities who received one or more in-school suspensions
Out-of-school suspensions	• Number of instances of out-of-school suspensions • Number of students with disabilities and without disabilities who received only one out-of-school suspension

CRDC Data Category	Technical Measure / Survey Item
	Number of students with disabilities and without disabilities who received more than one out-of-school suspension
School-related arrests	Number of students with disabilities and without disabilities who received a school-related arrest
Referrals to law enforcement	Number of students with disabilities and without disabilities who were referred to a law enforcement agency or official
Incidents of harassment or bullying	Number of allegations of harassment or bullying on the basis of (1) sex; (2) race, color, or national origin; (3) disability; (4) sexual orientation; or (5) religion.
Incidents of violent offences	Number of incidents of the following offenses: (1) rape or attempted rape; (2) sexual assault other than rape; (3) robbery with a weapon; (4) robbery without a weapon; (5) physical attack or fight with a weapon; (6) physical attack or fight without a weapon; (7) threats of physical attack with a weapon; (8) threats of physical attack without a weapon; (9) possession of a firearm or explosive device
Preschool programs	Number of children enrolled in preschool programs or services (preschool refers to preschool programs and services for children ages 3 through 5)
Accelerated coursework to earn postsecondary credit while still in high school	Number of students enrolled in each of the following: (1) at least one Advanced Placement (AP) course; (2) the International Baccalaureate (IB) Diploma Programme; and (3) dual enrollment/dual credit programs

Data must be disaggregated by the same student groups required under ESEA Section 1111(b)(2)(B)(xi), provided they align with CRDC and EDFacts reporting standards. These measures follow the specific U.S. Department of Education (USED) requirements as outlined in the federal *Report Card Guidance 2025* document.

Data Source:

- Data is derived directly from the official CRDC file collection, published by the OCR. The collection includes specific files for Advanced Placement, Dual Enrollment, Enrollment, Expulsions, Harassment and Bullying, International Baccalaureate, Offenses, Referrals and Arrests, and Suspensions.

9.2 EDFacts Chronic Absenteeism

Definition:

The EDFacts Chronic Absenteeism report uses data submitted to the federal EDFacts system to provide rates of chronic absenteeism, including both excused and unexcused absences.

Citation:

ESEA section 1111(h)(1)(C)(viii), (h)(1)(D)

Business Rules:

Effective beginning in the 2017-2018 school year, chronic absenteeism data collection transitioned from the CRDC to the EDFacts system. This measure uses two EDFacts files - FS 195 (*Chronic Absenteeism*) and FS 052 (*Membership*) – in accordance with the EDFacts File Specifications. The chronic absenteeism rate is calculated using FS 195 as the numerator and FS 052 for the denominator.

Data Source:

- *EDFacts Chronic Absenteeism File*: The primary source of this data is the EDFacts FS 195 – *Chronic Absenteeism* and FS 052 – *Membership* files from the federal

EDFacts file collection. The data is then published on the Nevada Report Card portal by NDE ADAM.

Section 10. Supplementary Data

10.1 Special Programs

Definition:

The Special Programs Report provides a comprehensive directory of supplemental academic and enrichment initiatives available to students at specific educational sites. This report is exclusively featured on school-level report cards to provide localized programmatic transparency.

Citation:

NRS 385A.300.1a

Business Rules:

The report catalogs various specialized educational services, including but not limited to:

- Full-day kindergarten programs
- Alternative education summer school programs
- Homework help centers
- Class-size reduction initiatives

Data Source:

- *SD01 – Special Programs file*: School level report submitted by the LEAs to the SilverShare Data Collection module.

10.2 Parent/Teacher Conference Attendance

Definition:

Parent/Teacher Conference Attendance serves as a metric for parental involvement and family engagement within the instructional process. Similar to special programs, this data is reported only at the school level.

Citation:

NRS 385A.320

Business Rules:

This metric quantifies parent participation during a single conference cycle conducted between October 1st and December of the current academic year. Reporting is required for each elementary school.

Data Source:

- *DF 28 - Parent Participation:* School level file that is submitted by the LEAs to the SilverShare Data Collections module.

10.3 Technology

Definition:

The Technology Report provides a detailed inventory of the technological facilities, hardware, and specialized staff available at each school site.

Citation:

NRS. 385A.310.5

Business Rules:

To ensure standardized reporting of digital infrastructure, the following definitions are applied:

- **Hardware:** Includes instructional computers, mobile learning devices (laptops, Chromebooks, tablets), and interactive projection systems (SmartBoards, interactive whiteboards).

- **Technical Support:** Defined as an IT Technician responsible for the maintenance of technology-related equipment and systems
- **Instructional Support:** Defined as a Classroom Technology Integration Coach responsible for assisting educators in the effective pedagogical application of technology tools.

Data Source:

- *DF 11 – Technology file:* School level file that is submitted by the LEAs in the SilverShare Data Collections module. The data is then aggregated to the State and District levels.

Section 11. Narratives

11.1 Location

The supplemental narratives for the State and each District are accessible via the Nevada Accountability Portal. These documents are accessible under the Accountability Report Card button, located next to the State School Ratings / District School Ratings link.



This section provides qualitative context, including Mission Statements, Superintendent Highlights, and specialized narratives related to discipline and technology. Users may download the comprehensive Report Card for the State and the LEAs from this interface.

11.2 Heading

Definition:

The Entity Heading provides standardized identifying information and leadership transparency for the reporting body. It includes the name of the Superintendent, physical

address, telephone and fax numbers, and the official entity website. The Entity Heading also displays the current roster for the entity's Board.

Data Source:

- *EN03 – District Heading: Submitted by the LEAs in the SilverShare Data Collections module.*

11.3 Mission Statement

Definition:

Located within the Profile section, the Mission Statement states the fundamental educational philosophy and primary objectives of the State or District.

Data Source:

- *TX 01 – Mission Statement: Submitted by the LEAs in the SilverShare Data Collections module.*

11.4 Superintendent Highlights

Definition:

The Superintendent Highlights section is a narrative submission where the Superintendent may highlight any achievements, initiatives, or priorities they choose to share.

Data Source:

- *TX 03 – Superintendent's Highlights: Submitted by the LEAs in the SilverShare Data Collections module.*

11.5 Goals and Objectives

Definition:

Goals and Objects represent the formalized, measurable benchmarks selected by the entity for the current academic cycle.

Business Rules:

Goals and Objectives should align with the established District Improvement Plan.

Data Source:

- *TX 10 – District Goals and Objectives:* Submitted by the LEAs in the SilverShare Data Collections module.

11.6 Discipline Narrative

Definition:

The Discipline Narrative provides a qualitative explanation of the proactive measures and reactive protocols implemented by a district to mitigate incidents of bullying and cyberbullying.

Citation:

NRS 385A.250.1f4

Data Source:

- *TX 15 – Discipline:* Submitted by the LEAs in the SilverShare Data Collections module.

11.7 District Technology Incorporation

Definition:

The District Technology Incorporation narrative details the strategic framework for integrating educational technology across all school sites within the district.

Citation:

NRS 385A.310.5

Business Rules:

The narrative must specifically address the district's methodology for ensuring effective technology integration and the specific metrics or processes used to evaluate the success of these initiatives.

Data Source:

- *TX 17 – District Technology Incorporation: Submitted by the LEAs in the SilverShare Data Collections module.*

11.8 Parent Communication**Definition:**

Parent Communication serves as a comprehensive inventory of the diverse channels and strategies utilized by the district to facilitate family engagement and extend opportunities for parental involvement in the educational process.

Citation:

NRS 385A.320.1

Data Source:

- *TX 05 – Parent Communication: Submitted by the LEAs in the SilverShare Data Collections*

11.9 Curriculum**Definition:**

The Curriculum Narrative describes the curriculum used by LEA, including any special programs offered at individual schools and curriculum used by each charter school sponsored by LEA. It provides an overview of the instructional frameworks and academic programs utilized throughout the district, including specialized programs available at specific sites.

Citation:

NRS 385A.300.1

Data Source:

- *TX 06 – Curriculum: Submitted by LEAs in the SilverShare Data Collections module.*

11.10 Access to Menstrual Products

Definition:

The Access to Menstrual Products report provides a qualitative evaluation regarding the availability, accessibility, and quality of menstrual products within the district's middle, junior high, and high schools.

Citation:

NRS 385A.315

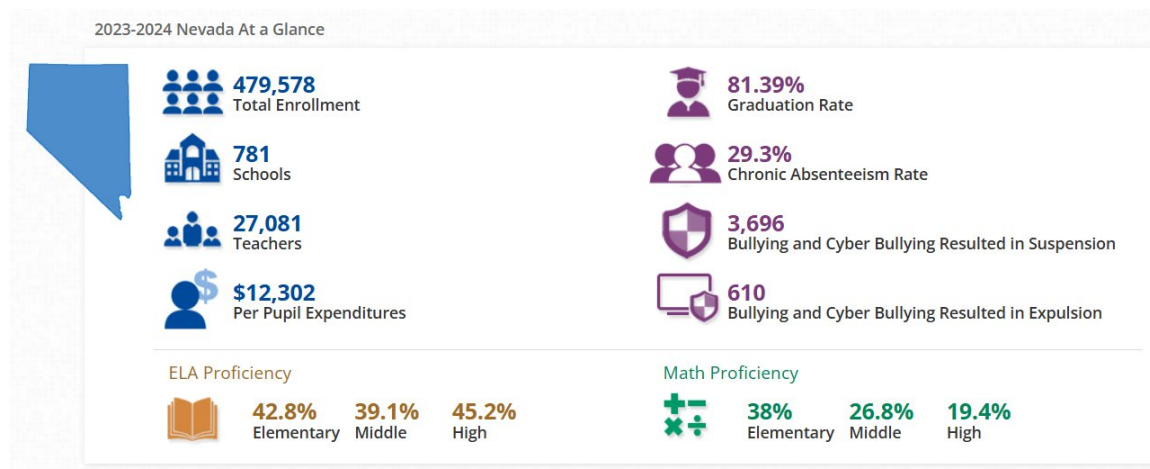
Data Source:

- *TX 18 – Access to Menstrual Products*: Submitted by LEAs in the SilverShare Data Collections module.

Section 12. At a Glance Section

12.1 Rules

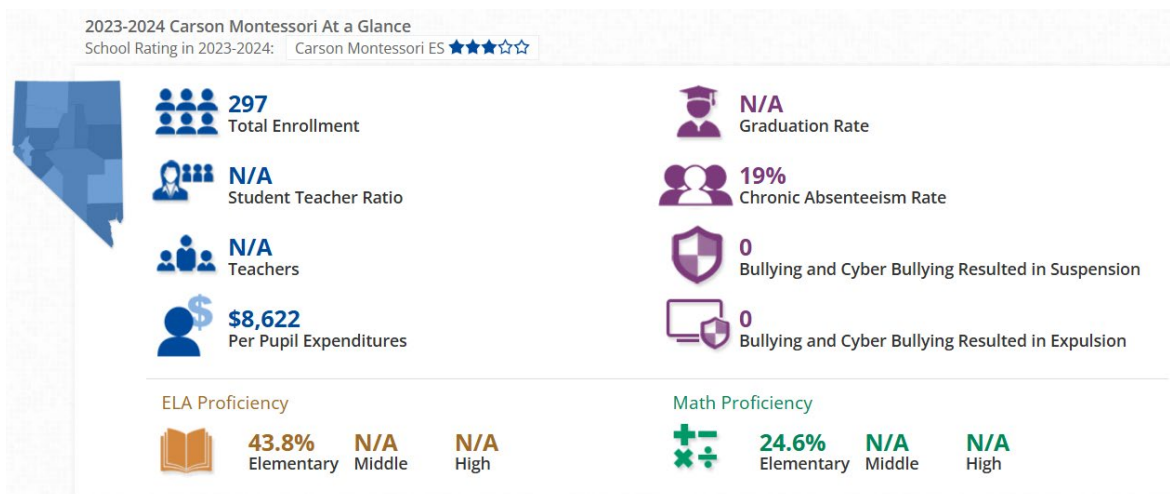
The At a Glance section serves as the primary landing for users upon selecting a specific entity (State, District, or School) within the Nevada Report Card portal. It provides a dashboard view summarizing important data for the selected entity. .



The elements displayed on the page are dynamically adjusted based on the type of entity selected.

State and District Level Elements: At the state and district levels, the dashboard includes the following data elements:

- **Total Enrollment:** Derived from the Enrollment/Diversity report, representing grades PK-UG as of Validation Day.
- **Schools:** A count of all active instructional sites within the selected entity.
- **Teachers:** The total number of licensed teachers as reported in the Teacher Information section.
- **Per Pupil Expenditures:** The combined total of Federal, State and Local funding per student.
- **Graduation Rate:** The 4-Year ACGR percentage (reported as a lagged data set).
- **Chronic Absenteeism Rate:** The aggregate percentage of students missing 10% or more of instructional days.
- **Bullying/Cyber-Bullying Incident Counts:** Specific totals for incidents resulting in either suspension or expulsion.
- **Proficiency Overview:** Visual representations of ELA and Math proficiency levels based off of the NSPF business rules.



School Level Elements: At the school level, the dashboard is modified to include site-specific accountability data:

- **NSPF Star Rating:** The official school rating as determined by the Nevada School Performance Framework.

- Student-Teacher Ratio: Replaces the “Schools” count; displays the ratio for grades K-6 (where applicable).
- Entity Specifics: Enrollment and discipline data remain consistent with the higher-level reporting logic.

Interactive Features:

- Data Drilling: Clicking on icons or numerical values redirects the user to detailed charts and granular data subsets located at the bottom of the page.
- School Directory: Selecting the “Schools” icon at the district or state level initiates a download of a comprehensive school list, including contact information and principal names.

Section 13. Reporting differences between Report Card, NSPF, and *EDFacts*

13.1 Introduction

The Nevada Report Card reflects Nevada statutory reporting requirements and ESSA reporting requirements. ESSA requires states to count students differently across the state’s Accountability System (the NSPF) and the State Report Card.

For NSPF (or star ratings), data must include only students who have been enrolled in school for at least half of the school year, and assessments data exclude recently arrived ELs. In contrast, the Nevada Report Card includes all students, including those enrolled for less than half the school year and recently arrived ELs. AS a result, comparisons between NSPF and Report Card may not be directly aligned due to the differences in student inclusion criteria.

Additionally, NDE reports data to the USED via the *EDFacts* reporting system. These data are publicly released by the USED; and follow federal reporting rules that may differ from both NSPF and Nevada Report Card requirements. Some of the key differences between these three reporting systems are outlined below.

13.2 Chronic Absenteeism

In Nevada, chronic absenteeism is calculated in two distinct ways to meet both state and federal requirements and chronic absenteeism rates are reported on three different platforms. One calculation is used for the Nevada School Performance Framework (NSPF) and the other is for the Nevada Report Card:

1. The NSPF Calculation and Reporting

The NSPF calculation is used for school ratings and follows a combination of specific Nevada Revised Statutes (SB249 and AB264) and federal rules:

- Students who have been enrolled for at least half the school year are included in the NSPF chronic absenteeism calculations.
- Medical excused absences (via MDP code per SB249 of the 81st Legislative Session) and up to five absences for religious holidays (via REL code of the AB264) are excluded and do not count against a school's chronic absenteeism rate.
- Output is a school level chronic absenteeism rate.
- NSPF reports also include a District rate that only includes students enrolled in the district for at least half the school year. As of the 2025-26 school year, this rate excludes both medical (MDP) and religious (REL) absences in alignment with the school rates. This rate is also used within the Nevada District Performance Framework (NDPF).

2. The Nevada Report Card Calculation and Reporting

The Nevada Report Card follows federal EDFacts rules for district and state reporting:

- Both medical (MDP) and religious (REL) absences are included in the school, district, and state chronic absenteeism calculations.
- All K-12 students who were enrolled for ≥ 10 days are included. School and District rates are based on the days absent calculated for federal reporting (MDP and REL codes are included in these calculations).
- Output is a school, district, and state level chronic absenteeism rate.

3. The EDFacts Chronic Absenteeism Calculation and Reporting

- EDFacts calculation was the same as the Nevada Report Card until 2024-25, when an additional EDFacts requirement for was introduced: using the Validation Day enrollment for the denominator in the calculation.

The following table summarizes the differences between the three chronic absenteeism rates that currently appear:

Level	NSPF, Nevada Report Card, <i>EDFacts</i>	Student Population	Days Enrolled	Federal or State Definition of Chronic Absenteeism
District Rate	Nevada Report Card	K-12	≥ 10	Federal (includes MDP and REL codes); Numerator and Denominator come from the aggregated district Chronic Absenteeism file.
District Rate	NSPF	K-12	$\geq$ half the instructional days within a district	State (excludes MDP codes and the first 5 REL coded days); Numerator and Denominator come from the aggregated district Chronic Absenteeism file.
School Rate	Nevada Report Card	K-12	≥ 10	Federal (includes MDP and REL codes); Numerator and Denominator come from the Chronic Absenteeism file.
School Rate	NSPF	K-12	$\geq$ half the school's instructional days	State (excludes MDP codes and the first 5 REL coded days); Numerator and Denominator come from the Chronic Absenteeism file.

Level	NSPF, Nevada Report Card, <i>EDFacts</i>	Student Population	Days Enrolled	Federal or State Definition of Chronic Absenteeism
State Rate	Nevada Report Card	K-12	≥ 10	Federal (includes MDP and REL codes); Numerator and Denominator come from the aggregated state Chronic Absenteeism file.
State, District, and School	<i>EDFacts</i>	K-12	≥ 10	Federal (includes MDP and REL codes); Numerator comes from Chronic Absenteeism file, Denominator is Validation Day enrollment.

Important Note on Historical Comparisons:

A "business rule" change was introduced for the 2023-24 school year regarding how student records are counted at the district and state level.

- Prior to 2023-24: Students enrolled at multiple schools were often duplicated in the data.
- 2023-24 to Present: The state now uses an unduplicated rate, combining records so each student is only counted once at the district and state levels.

Caution: Because the unduplicated method results in lower overall rates, comparisons between 2023-24 data and prior years should be made with caution.

Assessment Results

Assessment Proficiency results as they appear on the Nevada Report Card may or may not match NSPF business rules depending on the page being viewed. When looking at data that is broken down by Elementary, Middle, and High School levels, the data follows NSPF business rules (school level results follow the 95% participation rules outlined in the NSPF

manual). This includes the ELA and Math Proficiency results found on the “At a Glance” pages.

ELA Proficiency



46.4%

Elementary

44.4%

Middle

47.2%

High

Math Proficiency



41.1%

Elementary

29.4%

Middle

21.1%

High

When looking at the “At a Glance” page for the entire state, assessment results follow NSPF business rules except for YIS and YID (all students are included) and 95% participation rules.

When drilling into the data sets via the interactive “Data Interaction” pages found following the “Assessment Results” pages, the assessment results do **NOT** follow NSPF business rules.

EDFacts reporting also requires different participation rules compared to those found in the NSPF. As a result, there are separate participation rules used/reported to the USED via EDFacts.

These differences are summarized in the following table:

NSPF, Report Card, or EDFacts Assessment Results	Year in School (YIS)/ Year in District (YID)	New in Country (NIC)/NIC_Y2	95% Participation Rules	Rules for a “Participant” in Participation/”% Tested” Calculations
Nevada Report Card; Data Interaction Pages	Includes all students	Includes all students	Percentages do not factor in 95% participation rules	Participants are students who received a proficiency level; participation for ELA and Math is determined separately
Nevada Report Card; At a Glance Pages (District /	Follows YIS/YID rules per NSPF handbook	Follows NIC/NIC_Y2 rules per	School Level Results follow 95% participation	Not Applicable

NSPF, Report Card, or EDFacts Assessment Results	Year in School (YIS)/ Year in District (YID)	New in Country (NIC)/NIC_Y2	95% Participation Rules	Rules for a “Participant” in Participation/”% Tested” Calculations
School level Math / ELA results)		NSPF handbook	rules per NSPF handbook	
Nevada Report Card; At a Glance Pages (State level Math / ELA results)	Includes all students	Follows NIC/NIC_Y2 rules per NSPF handbook	Percentages do not factor in 95% participation rules	Not Applicable
NSPF	Follows YIS/YID rules per NSPF handbook	Follows NIC/NIC_Y2 rules per NSPF handbook	Follows 95% participation rules per NSPF handbook	Follows rules per NSPF Handbook
EdFacts Assessment Participation	Does not include YIS/YID	Excludes NIC students	Percentages do not factor in 95% participation rules	Participants are students who received a proficiency level; participation for ELA and Math is determined separately

One of the main differences between assessment results in the NSPF and the Nevada Report Card appears for the High School Science exam. The HS Science proficiency data on the Nevada Report Card does **NOT** bank prior year 9th grade results in the same way as the NSPF.

NSPF or Nevada Report Card	HS Science results
Nevada Report Card; Data Interaction Pages	Results include all 9 th and 10 th grade HS Science exam takers in the reported year
NSPF / EDFacts	Results include prior year 9 th grade HS Science exam takers, current year 10 th grade HS Science exam takers, and current year 11 th grade NAA Science exam takers.

Section 14. Data Disclosure Avoidance

14.1 FERPA Compliance

NDE treats data confidentiality and the privacy of student educational records very seriously. NDE complies with all federal and state data standards and laws, including the Family Educational Rights and Privacy Act (FERPA). NDE has adopted best practices and strategies to safeguard the privacy of personally identifiable information (PII) about its students. Disaggregated student data may not be published if the results would yield personally identifiable information about an individual student.

14.2 Redaction

NDE redacts any data/information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Examples of the data that are connected to student educational outcomes such as, but not limited to, assessment results, graduation rates, dropout rates, retention rates, special population membership status and more.

The only exception to applying disclosure avoidance techniques is to basic entity level enrollment counts (for example October Validation Day student counts), including total enrollment and those broken down by race/ethnicity and gender. This includes entity level enrollment in particular courses or programs of study (for example enrollment in a CTE

course). Besides this exception, under FERPA and other applicable federal and state privacy statutes and regulations, when publicly reporting or fulfilling data requests NDE applies disclosure avoidance techniques to any student counts or percentages relating to student enrollment, characteristics, performance, outcomes etc.

14.3 Techniques on the Report Card

NDE has implemented a system that suppresses small cell values of less than 10 individual students and utilizes “top and bottom coding” in public reports.

Suppression

If any cell size with a student count is less than 10, the value is suppressed. Cells with a value of 0 are not suppressed. Totals are retained whenever it is possible but are still subject to suppression if needed. All student subgroups by which data are disaggregated (e.g., race, ethnicity, FRL, EL etc.) are presented in the report tables even if there is no data for categories.

Complementary Suppression

For assessment reports, NDE has begun utilizing complementary suppression. If a cell value is less than 10 and only one value is suppressed in a row or column, another value in that row or column needs to be suppressed. This is done to prevent anyone from reverse-engineering the data to get the suppressed values. This is referred to as complementary (or secondary) suppression which can be applied vertically or horizontally in a data table.

Top and Bottom Coding

As a standard practice, NDE currently reports >95% for academic outcome percentages over 95% (top coding) and <5% for any percentages less than 5% (bottom coding).

Academic outcome values less than 5% and greater than 95% are considered as extreme values.

The Enrollment, Chronic Absenteeism, Graduation and Dropout reports utilize an updated Top and Bottom Coding that varies depending on the n-size of the denominator of the percentage calculation. The table below is the updated Top and Bottom Coding and their ranges for n-size.

Bottom n-size	Top n-size	Top Coding	Bottom Coding
1	10	Suppressed	Suppressed
11	340	<5	>95
341	3,000	<3	>97
3,001	30,000	<.3	>99.7
30,001	∞	<.1	>99.9

This technique allows for additional percentages to be displayed when dealing with populations that have large denominators at the state and district level while still protecting student privacy at small schools.

Section 15. Frequently Asked Questions

- 1. Question:** Can I get unsuppressed data or percentages without top/bottom coding?

Answer: NDE follows FERPA requirements and applies data disclosure avoidance techniques to protect student privacy. Individuals and organizations may request data not available on the Nevada Report Card via NDE's [Data Request Process](#); however, all released data will still be subject to data disclosure avoidance rules.

- 2. Question:** Why are there three separate Discipline reports (one for 2004-2020, one for 2021, and one for 2022-Forward)? What is the difference between these reports?

Answer: The reports are separated due to significant changes in state legislation and corresponding updates to data collection standards over time.

- **2004-2020:** Data was collected under older reporting standards focused on basic incident counts.
- **2021:** Senate Bill 89 (SB 89) added a new requirement that the annual report of accountability (Nevada Report Card) must include information on student discipline, which must be disaggregated by gender as well as pupils who are: Economically disadvantaged (FRL), From major racial and ethnic groups, Individual with disabilities (IEP), English Learners (EL), Migratory Children,

Homeless, In Foster Care, Whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof, of the National Guard.

- **2022-Forward:** AB 67 expanding the descriptions of Expulsion and Suspension and what would need to be collected for these categories.

3. **Question:** Why did the Graduation rate jump between the Class of 2016 and the Class of 2017?

Answer: Nevada phased out the use of the High School Proficiency Exam as a graduation requirement with the Class of 2016.

4. **Question:** Historically, I was able to get demographic data going back to 2004, but that disappeared. Where did it go?

Answer: The data still exists, it has been put under the *Demographic Profile (2004-2015)* report. Users can access historical enrollment data by selecting this report from the Data Interaction page.

5. **Question:** How do I find historical fiscal information?

Answer: Data for the 2003-04 through the 2018-19 school years still exists on the *Fiscal Information (reported for Prior School Year)* report. Users can access this by selecting this report from the Data Interaction page.

6. **Question:** What are the cut scores for determining assessment proficiency levels?

Answer: Cut Scores and achievement levels for the Summative Assessment (SBAC), Nevada Science Assessments (both grades 5/8 and HS), the Nevada Alternate Assessment, and the ACT have been set to determine the performance level and proficiency of students. They can be found in the *Nevada School Performance Framework Manual*.

7. **Question:** Why can't I see the number of teachers for my school?

Answer: At this time, the data for the number of teachers comes from the Fiscal 387A/388 Report which is the financial breakdown of staff for the state and each district. The information is not available at the school level.

8. Question: How does NDE ensure that the data on the Report Card is accurate and reliable?

Answer: NDE employs a multi-stage Data Validation Process. This includes:

- **District Review:** School districts and charter authorities must review and “sign off” on their data before submission.
- **Automated Logic Checks:** The data submission platform performs backend data validation and flags any submission errors that need to be addressed by the District.
- **State Review:** NDE performs year-over-year comparisons to identify and investigate any unexpected fluctuations before the final public release.

9. Question: What happens if an error is found in a data set after the Report Card Release?

Answer: If an error is identified post-release, NDE works with the relevant District to verify the discrepancy. If correction is necessary, NDE will issue a data refresh.

10. Question: Why is some data labeled “N/A” or “-“?”

Answer: This usually indicates that the student population size (n – size) is too small to report without violating privacy laws, or the specific data was not collected for that year.

11. Question: Where can I find the definition for specific terms used in the reports?

Answer: You can refer to the Acronyms and Glossary section located in the “Resources” tab of the Nevada Report Card website for detailed definitions of terms like “EL”, “IEP”, and “FRL”.