

Nevada Department of Education

Nevada Report Card Data Submissions Handbook

2023-24 Reporting Year

Assessment, Data, and Accountability Management
03/07/2024

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About This Document

According to the federal law ESEA, every State Education agency (SEA) and LEA receiving Title I funds must prepare and disseminate an annual report card. Nevada Report Card website (<http://www.nevadareportcard.nv.gov/>) fulfills this requirement through collaborative efforts between the Nevada Department of Education (NDE) and the Nevada LEAs.

The *2023-24 Report Card Submissions Handbook* was developed to support the Local Education Agencies (LEA), the State Public Charter School Authority (SPCSA) and the University District accountability staff in their data submissions for the preparation of their annual accountability reports and the subsequent launch of the Nevada Report Card website.

Districts and certain charter schools must create accountability reports in accordance with the following Nevada Revised Statutes:

NRS 385A.070 Program of accountability for school districts and certain charter schools; preparation of annual report of accountability by school districts and sponsors of charter schools.

1. The board of trustees of each school district in this State, in cooperation with associations recognized by the State Board as representing licensed educational personnel in the district, shall adopt a program providing for the accountability of the school district to the residents of the district and to the State Board for the quality of the schools and the educational achievement of the pupils in the district, including, without limitation, pupils enrolled in charter schools sponsored by the school district. The board of trustees of each school district shall report the information required by [NRS 385A.070](#) to [385A.320](#), inclusive, for each charter school sponsored by the school district. The information for charter schools must be reported separately.
2. The board of trustees of each school district shall, on or before December 31 of each year, prepare for the immediately preceding school year a single annual report of accountability concerning the educational goals and objectives of the school district, the information prescribed by [NRS 385A.070](#) to [385A.320](#), inclusive, and such other information as is directed by the Superintendent of Public Instruction. A separate reporting for a group of pupils must not be made pursuant to [NRS 385A.070](#) to [385A.320](#), inclusive, if the number of pupils in that group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The Department shall use the mechanism approved by the United States Department of Education for the statewide system of accountability for public schools for determining the minimum number of pupils that must be in a group for that group to yield statistically reliable information.
3. The State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall, on or before December 31 of each year, prepare for the immediately preceding school year an annual report of accountability of the charter schools sponsored by the State Public Charter School Authority or institution as applicable, concerning the accountability information prescribed by the Department pursuant to this section. The Department, in consultation with the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school, shall prescribe by regulation the information that must be prepared by the State Public Charter School Authority and institution, as applicable, which must include, without limitation, the information contained in subsection 2 and [NRS 385A.070](#) to [385A.320](#), inclusive, as applicable to charter schools. The Department shall provide for public dissemination of the annual report of accountability prepared pursuant to this section by posting a copy of the report on the Internet website maintained by the Department.
4. The annual report of accountability prepared pursuant to this section must be presented in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

NRS 385A.090 Notice of availability of annual report of accountability on Internet; public dissemination of report; availability of copies of report.

1. On or before September 30 of each year:
 - a. The board of trustees of each school district, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall provide written notice that the report required pursuant to [NRS 385A.070](#) is available on the Internet website

- maintained by the school district, State Public Charter School Authority, if any, or otherwise provide written notice of the availability of the report. The written notice must be provided to the:
- i. Governor;
 - ii. State Board;
 - iii. Department;
 - iv. Committee;
 - v. Bureau; and
 - vi. The Attorney General, with a specific reference to the information that is reported to paragraph (e) of subsection 1 of [NRS 385A.250](#).
- b. The board of trustees of each school district, the State Public Charter School Authority and each college or university within the Nevada System of Higher Education that sponsors a charter school shall provide for public dissemination of the annual report of accountability prepared pursuant to [NRS 385A.070](#) by posting a copy of the report on the Internet website maintained by the school district, the State Public Charter School Authority or the institution, if any. If a school district does not maintain a website, the district shall otherwise provide for public dissemination of the annual report by providing a copy of the report to the schools in the school district, including, without limitation, each charter school sponsored by the district, the residents of the district, and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school sponsored by the district. If the State Public Charter School Authority or the institution does not maintain a website, the State Public Charter School Authority or the institution, as applicable, shall otherwise provide for public dissemination of the annual report by providing a copy of the report to each charter school it sponsors and the parents and guardians of pupils enrolled in each charter school it sponsors.
2. Upon the request of the Governor, the Attorney General, an entity described in paragraph (a) of subsection 1 or a member of the general public, the board of trustees of a school district, the State Public Charter School or a college or university within the Nevada System of Higher Education that sponsors a charter school, as applicable, shall provide a portion or portions of the report required pursuant to [NRS 385A.070](#).

Following are to be reported on the Nevada Report Card website for the 2023-2024 accountability year:

NRS 385A.200 and NRS 385A.410 Pupil achievement and school performance.
NRS 385A.210 and NRS 385A.420 Class sizes.
NRS 385A.220 and NRS 385A.430 Personnel employed by school district; designation of categories of personnel.
NRS 385A.230 and NRS 385A.440 Information on teachers, other licensed educational personnel and paraprofessionals.
NRS 385A.240 and NRS 385A.450 Attendance, truancy and transiency of pupils.
NRS 385A.250 and NRS 385A.460 Discipline of pupils.
NRS 385A.260 and NRS 385A.470 Graduation and drop-out rates of pupils; enrollment of pupils in remedial college courses.
NRS 385A.270 and NRS 385A.480 Pupils who are eligible for or receive free or reduced-price breakfasts or lunches; regulations.
NRS 385A.280 and NRS 385A.490 Pupils who are English learners.
NRS 385A.290 and NRS 385A.500 Career and technical education.
NRS 385A.300 and NRS 385A.510 Curriculum; remedial and special programs.
NRS 385A.310 and NRS 385A.520 Fiscal information; technological facilities and equipment.
NRS 385A.315 Access to menstrual products.
NRS 385A.320 District communication; parental involvement.

For any questions or concerns, please reach out to

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- Dr. Gunes Kaplan gkaplan@doe.nv.gov

Section 1: Accountability Handbook Format and Calendars

1.1 Explanation of Handbook Format

This handbook was developed to explain the components required for the Nevada Report Card website and the district accountability reports. It contains 30+ components corresponding to each reporting element required by the law. Each component contains several elements that are explained in the following paragraphs.

Reporting Element: contains the legal language as it is given in NRS.

Explanation: clarifies the reporting element's context.

Data Source: indicates from where the reporting element's data will originate. In most cases, this will be either the district or state.

As of: indicates the date or dates data will be collected at. Some *as of* dates are general, such as *Current School Year*, in which data will be collected over the entire school year for such elements. Other *as of* dates are specific, such as *April 15*, in which data will be collected over the school year until the specified date.

Due Date: indicates the date data must be delivered. There are three waves in which LEAs must deliver their data to the State.

Provided by: indicates who is responsible for providing data by the indicated due date.

DF: means Data File

All data will be submitted to the NDE through NDE's online data submission portal, Bighorn, available at <https://portal.bighorn.doe.nv.gov/Bighorn/default.aspx>. In Bighorn, LEAs will use the Enhanced Data Submission Application (EDSA) specifically designed for uploading their data files. EDS application is password protected and one login is made available per district by the NDE.

1.2 Accountability Report Card Timeline

Black font indicates the data files that LEAs are responsible for uploading to EDSA. Red Font indicates the data files State is responsible for uploading to EDSA or loading to the website. Orange font indicates the data files collaboratively worked on by the State and LEAs.

Due Date	File Name	Element Name	School Year Reflected in Data	Provided By	Collect Data as of
Phase 1 03/18 - 04/26	DF 28	Parent Participation	23-24	LEA	After Dec.
	DF 11	Technology	23-24	LEA	After Dec.
	DF 02	Demographic Profile	23-24	SEA	Validation Day
	DF 16	Paraprofessionals (Not HQ and number employed)	23-24	LEA	December 1
	DF 15	Teacher Average Daily Attendance (ADA)	23-24	LEA	100 th Day
	DF 17	Student ADA	23-24	LEA	100 th Day
	DF 40	CTE Student ADA	23-24	LEA	100 th Day
	DF 18	Student/Teacher Ratio	23-24	LEA	December 1
	DF 19	Average Class Size	23-24	LEA	December 1
	DF 24	Dropout	22-23	LEA + SEA	Validation Day
	DF 43	Staff	22-23	SEA	End of Year
4/29 - 5/3 LEA REVIEW	Using the PDF generator in the EDS application, please generate your report and review your data. This is an opportunity to see the calculated fields in the reports and make any corrections to your submissions.				
Phase 2 04/29 - 06/14	DF 05	Fiscal Remedial Education Funding	22-23	SEA	End of Year
	DF 06	Fiscal Professional Development Funding	22-23	LEA	End of Year
	DF 08	Fiscal Legislative Appropriations Funding	22-23	SEA	End of Year
	DF 41	CTE Elements	23-24	SEA	End of Year
	DF 20	Retention	23-24	LEA + SEA	Validation Day
	DF 21	Student Transiency	23-24	LEA	End of Year
	DF 39	Long- & Short-Term Substitute Teachers	23-24	LEA	End of Year
Phase 3 06/17 - 07/05	LOGO	Logo	23-24	LEA	End of Year
	EN03	Headings	23-24	LEA	End of Year
	TX01	Mission Statement	23-24	LEA	End of Year
	TX03	Highlights	23-24	LEA	End of Year
	TX06	Curriculum	23-24	LEA	End of Year
	TX10	Goals and Objectives	23-24	LEA	End of Year
	TX05	Parent Communication	23-24	LEA	End of Year
	TX15	Discipline	23-24	LEA	End of Year
	TX17	District Technology Incorporation	23-24	LEA	End of Year
	SD01	Special Programs	23-24	LEA	End of Year
	DF 49	1003 School Improvement Funds	23-24	SEA	End of Year
	DF26	NSHE Remedial	22-23	SEA	After Dec.
		Educator Qualifications	23-24	SEA	End of Year
		Chronic Absenteeism	23-24	SEA	End of Year
DF 50	Discipline	23-24	LEA	End of Year	
DF 47	ESSA Fiscal PPE Data	22-23	SEA	End of Year	
07/08 - 07/12 LEA REVIEW	Using the PDF generator in the EDS application, please generate your report and review your data. This is an opportunity to see the calculated fields in the reports and make any corrections to your submissions.				
07/14/2024 - 08/09/2024 NDE and Vendor will finalize the report card PDFs and www.nevadareportcard.nv.gov website					
09/15/2024 (or before) Release of Nevada Report Card					

Section 2: Required Submissions

2.1 Highlights, Goals, Objectives, and Mission Statement TX01, TX03, TX10

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Mission Statement	TX 01	LEA	Current School Year	Phase 3	LEA
Principal’s (or Superintendent’s) Highlights	TX 03	LEA	Current School Year	Phase 3	LEA
Educational goals and objectives of the school district	TX 10	LEA	Current School Year	Phase 3	LEA

Highlights, Goals, Objectives, and Mission Statement Explanation:

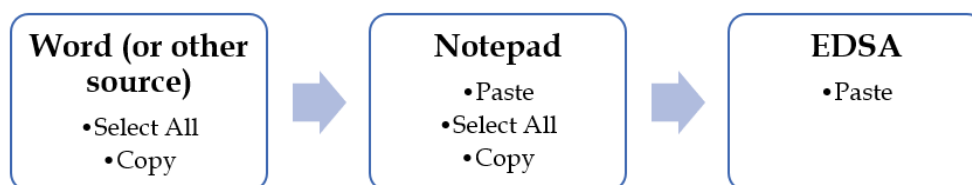
District reports will include a section explaining their goals and objectives for the reporting year. This section may include some bulleted items, and/or the URLs of important resources related to school, district, or state goals and objectives. This section may also include URLs linking to pertinent Web resources available to the community.

Instructions:

A common error frequently encountered when inputting narrative texts is directly copying and pasting from the original source into EDSA. While it may seem logical, this practice often leads to issues when generating the PDF reports. Text viewed on web pages or in documents results from a set of codes and styling, which may be invisible to the user. When text is copied, it carries along all associated codes. Consequently, pasting text directly into the word processing section in EDSA can result in the creation of unexpected styles in the PDF reports. While these effects may vary in severity, they can be avoided by adhering to a simple practice: using Notepad for text transfer.

Notepad is available as part of the standard windows installation. It can be found by going to: Start > All programs > Accessories > Notepad

Follow this simple procedure before you paste text into EDSA:



If there is a multiple entry – i.e. where you need to enter more than one goal and objective – **you may be asked to do the following:**

1. Enter the text
2. Click on “Save”
3. Click on “Next”
4. Repeat steps 1-3 until all items are entered.

2.2 Headings and Logo EN03, LOGO

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
District Headings	EN 03	LEA	Current School Year	Phase 3	LEA
Logo	LOGO	LEA	Current School Year	Phase 3	LEA

EN03 and LOGO Explanation:

This element will be collected through web forms located in EDSA. One complete set of heading information will be entered for each report. The headings form asks for long and short school names. The long name appears in the title of the report. The short name appears on the tables within the report. District information that is also included in this section is the Address, Phone, Fax, Superintendent, Website and Board Members.

The Logo element must be a jpeg or jpg file format to upload in the EDSA.

2.3 Curriculum TX06

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Curriculum used by the school district, including: 1. Any special programs for students at an individual school. 2. Each charter school sponsored by the district	TX 06	LEA	Current School Year	Phase 3	LEA

TX06 Explanation:

This section may include three different elements. It is not necessary to report all three elements; however, at least one element must be reported. Any item that is reported should include references to resources available in the schools and districts.

1. A brief narrative statement describing curriculum elements used in the school or district (such as textbooks used, courses offered, or educational programs implemented in the school or district).
2. Bulleted statements describing curriculum elements used in the school or district (such as textbooks used, courses offered, or educational programs implemented in the school or district)
3. URLs to State Standards, school or district benchmarks, school or district Web pages discussing curriculum-related resources.

2.4 Special Programs SD01

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
A compilation of the special programs available for pupils at individual schools, listed by school and by school district, including, without limitation , each charter school in the district	SD 01	LEA	Current School Year	Phase 3	LEA

SD01 Explanation:

Examples of special programs are full-day kindergarten, alternative education summer school programs, class-size reduction, and homework help centers.

SD01 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	Y	LevelId	LevelId
2	EntityId	Entity Id	char-5	Y	Y	EntityId	EntityId
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	FullDayKg	Full-Day Kindergarten	int	Y	N		
5	AltEdSummSch	Alternative Education Summer School	int	Y	N		
6	ClassSizeRed	Class Size Reduction	int	Y	N		
7	HMHelp	Homework Help centers	int	Y	N		

2.5 District Parent Communication DF28, TX05

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Efforts to Increase: 1. Communication with the parents of pupils enrolled in the district 2. The participation of parents in the educational process and activities relating to the school district and each school advisory committees 3. Involvement of parents and the engagement of families of pupils enrolled in the district in the education of their children	DF 28	After Dec.	Current School Year	Phase 1	LEA
	TX 05	LEA	Current School Year	Phase 3	LEA

DF 28 and TX 05 Explanation:

Parental Involvement is reported by:

1. Data file upload into EDSA via DF 28: Districts report elementary schools parent/teacher conference attendance (DF 28) based upon attendance of one conference cycle.
2. Narrative upload into EDSA via TX 05: Districts will list the different means by which they communicate with parents and extend opportunities for involvement to parents. District narratives should report efforts made at the school and district.

Districts accountability report should include a table illustrating the 3-year district trend for parent/teacher conference attendance at elementary schools.

DF28 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	Y	LevelId	LevelId
2	EntityId	Entity Id	char-5	Y	Y	EntityId	EntityId
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	Conf	Percentage of Parents Attending Conferences	real	N	N	#[#.00	

2.6 Demographic Profiles DF02

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Demographic profile (enrollment numbers)	DF 02	Validation Day File	Fall Validation Day	Phase 1	SEA

DF 02 Explanation:

DF 02 will be populated in the EDSA by the NDE.

This section will include demographic profile information on the following subgroups:

- Gender
- Seven race/ethnicity categories by gender
- Students with disabilities (IEP)
- English Learners (EL)
- Migrant Students (MIG)
- Free/Reduced Lunch Eligible

The following race/ethnicity State codes and categories should be used in all reports.

- I = American Indian/Alaskan Native
- A = Asian
- P = Hawaiian Native/Other Pacific Islander
- H = Hispanic or Latino
- B = Black/African American (not Hispanic)
- W = White (not Hispanic)
- M = Multiracial/Two or More Races

Data will be available for each grade level.

2.7 Fiscal Information DF47, DF05, DF06, DF08

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
ESSA per pupil expenditures	DF 47	NDE Student Investment Division	Previous School Year	Phase 3	SEA

DF 47 Explanation:

The Every Student Succeeds Act (ESSA) implements a statutory requirement to report per-pupil expenditures of Federal and combined State and local funds separated by source as part of the LEA’s annual report card. This data is provided by NDE’s Student investment Division (SID).

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
A compilation of the programs of remedial study purchased in whole or in part with money received from this State that are used in each school district, including, without limitation, each charter school in the district. The compilation must include: <ol style="list-style-type: none"> 1. The amount and sources of money received for programs of remedial study 2. An identification of each program of remedial study, listed by subject area 	DF 05	SEA	Previous School Year	Phase 2	SEA
The amount and sources of money received for the training and professional development of teachers and other educational personnel for each school and the district	DF 06	LEA	Previous School Year	Phase 2	LEA

DF 05 Explanation:

The source for this data is the Title I eligibility file as provided by the NDE OSSS. Data is uploaded by NDE.

DF 06 Explanation:

This element should exclude carryover funds. It should include information on 1) RPD funds at the district level and then for those schools that received extra training/support from school support teams, and school improvement; and 2) Title II training funds. Upload District and School files simultaneously. Display Order needs to have two digits to upload. (ex. 1 = 01, 2 = 02, etc.)

DF06 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	DisplayOrder	Display Order of Prof. Development Program	int	Y	Y	List	
5	ProgramName	Name of Prof. Development Program	string-80	Y	N		
6	ProgramDollars	Dollars Spent for Program	money	Y	N	#[#.00	

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
An identification of the appropriations made by the Legislature that are available to the district or to the schools within the district and programs approved by the Legislature to improve the academic achievement of students	DF 08	SEA	Previous School Year	Phase 2	SEA

DF 08 Explanation:

This element excludes carryover funds, but includes information on special programs (programs used by schools to target sub-populations for increasing achievement such as inclusion partnership or all-day K.) These also will be reported in the curriculum section of specific schools.

2.8 Technology DF11 & TX17

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The technological facilities and equipment available at each school and the district’s plan to incorporate educational technology at each school.	DF 11	LEA	Current School Year	Phase 1	LEA
	TX 17	LEA	Current School Year	Phase 3	LEA

Technology Explanation:

Technology related submission is fulfilled by the LEAs in two parts:

- Data file upload into EDSA via DF 11:** This is the data file that LEAs are required to upload into EDSA providing technological facilities information for each of their schools. DF 11 layout has the following elements:
 - Student/Computer Ratio (Computer 5-years-old or newer);
 - Student/Computer Ratio (Computer older than 5-years-old);
 - % of All computers 5-years-old or newer;
 - Student/Mobile Learning Device Ratio;
 - % of Classrooms with Interactive Projection Systems;
 - Ratio of IT Technicians per Computer;
 - Ratio of Technology Coaches per Student

Instructional computers are those computers used for teaching in labs and in classrooms. District will upload their DF 11 into EDSA

- Narrative upload into EDSA via TX 17:** LEA will enter a narrative submission into the EDS application, explaining the efforts they made at both the school and district levels, in an effort to address the question: “What steps does your district take to ensure that educational technology is incorporated effectively in your schools, and how do you evaluate the success of these efforts?”

DF11 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	InstComp5YrOrNewDial	Total Computer 5 Years or Newer w/ Dial Up	int	N	N	#[#]	
5	InstCompOldTh5YrDial	Total Computers Older Than 5 Years w/ Dial Up	int	N	N	#[#]	
6	InstComp5YrOrNewHiSp	Total Computers 5 Years or Newer w/ High Speed	int	N	N	#[#]	
7	InstCompOldTh5YrHiSp	Total computers Older Than 5 Years w/ High Speed	int	N	N	#[#]	
8	Total Computer	Total Computer in School	int	N	N	#[#]	
9	Mobile	Total Mobile Learning Devices	int	N	N	#[#]	
10	Classrooms	Total Classrooms in School	int	N	N	#[#]	
11	Interact	Total Interactive Projection Systems in the Classrooms	int	N	N	#[#]	
12	Techs	Total IT Technicians in School	real	N	N	#[#].00	
13	Coaches	Total Classroom Technology Integration Coaches	real	N	N	#[#].00	

2.8 Teachers DF15 and Educator Qualifications File

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
<p>Information on the professional qualifications of teachers and other licensed educational personnel employed by each school in the district and the district, including, without limitation, each charter school sponsored by the district. The information must include, without limitation:</p> <ol style="list-style-type: none"> 1. The total number of: <ol style="list-style-type: none"> a. Teachers and other licensed educational personnel are employed at each school. b. Vacancies at each school which are not filled by a teacher who has a contract to teach at the school on a full-time basis, as determined by the Commission on Professional Standards in Education. c. Teachers and other licensed educational personnel employed at each school provide instruction in a grade level or subject area for which they do not meet the requirements for licensure or do not hold a required endorsement. d. Teachers and other licensed educational personnel employed at each school who are inexperienced, as defined by the Commission on Professional Standards in Education; and e. Employees at each school whose overall performance was determined to be highly effective, effective, developing, or ineffective under the statewide performance evaluation system. 	Educator Qualifications	NDE EdLife	End of Year	Phase 2	SEA

Educator Qualifications data file is not uploaded to EDS application. Once received from the NDE Edlife Office, it is directly uploaded to the report card database and populated in the Nevada Report Card website.

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
<p>Records of attendance of teachers who provide instruction, for each school in the district and the district, including, without limitation, each charter school sponsored by the district. The records of attendance maintained by a school for purposes of this paragraph must include the number of teachers who attend school and the number of teachers who are absent from school. A teacher shall be deemed in attendance if the teacher is excused from being present in the classroom by the school in which the teacher is employed for one of the following reasons:</p> <ol style="list-style-type: none"> 1. Acquisition of knowledge or skills relating to the professional development of the teacher; or 2. Assignment of the teacher to perform duties for cocurricular or extracurricular activities of pupils. 	DF 15	LEA	Through pay period closest to the 100 th day of instruction	Phase 1	LEA

DF 15 Explanation:

Average Daily Teacher Attendance Rate for Schools and Districts – defined as the percentage of teaching staff in classrooms on an “average school day” in the reporting school year. For the purposes of calculating this figure, teachers are defined as licensed educators who provide instruction to K-12 students. This does not include licensed personnel working as administrators, school counselors, school audiologists, librarians or library media specialists, school nurses, school psychologists, or school social workers. NDE will calculate average daily teacher attendance rate by using the formula below.

$$\frac{\text{Total FTE Student Contact Days Present as of the 1st 100 days of Instruction}}{\text{Total FTE Student Contact Days Present as of the 1st 100 days of instruction} + \text{Total FTE Student Contact Days Absent as of the 1st 100 days of instruction}} \times 100$$

Absences are counted where a substitute is required. However, teachers who are in professional development activities or are assigned duty for students’ cocurricular or extra-curricular activities are counted as PRESENT. Exclude absences for teachers who are absent for 20 consecutive days.

The numbers for teachers are to be reported to the nearest 1/2 day.

- If a teacher is present for at least 1/2 day but not 2/3 of a day, count as 1/2 day.
- If a teacher is present for at least 2/3 day, count as 1 day.
- If a teacher is present for less than 1/2 day, count as absent.

For purposes of calculation, days present and absent are weighted by FTE. Round FTE counts to the nearest .5 FTE. For example, if Mr. Mendoza has a contract for .5 FTE, and he is in his classroom for one week of half days as his contract specifies, he will be counted as present for 5 X ½, or 2.5 days. Any student contact day he is present for less than 1/2 day, he will be counted as absent for 1/2 day. If Ms. Jones has a 1.0 FTE contract and is in her classroom for at least 2/3 of a day each day for a week, she will be counted as present for 5 X 1, or five days. If she is present for at least 1/2 day but not more than 2/3, it will be counted as 1/2 day present and 1/2 day absent.

DF15 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	TDP	Teacher Days Present	real	N	N	#[#].00	
5	TDA	Teacher Days Absent	real	N	N	#[#].00	

2.9 Paraprofessionals DF16

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school sponsored by the district. The information must include: <ol style="list-style-type: none"> 1. The number of paraprofessionals employed at the school; and 2. The number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of this subparagraph apply to paraprofessionals who are employed in positions supported with Title I money and to paraprofessionals who are not employed in positions supported with Title I money. 	DF 16	LEA	December 1	Phase 1	LEA

DF 16 Explanation:

Number of Paraprofessionals Employed at the School and at the District – included in paraprofessionals are such positions as teacher aides, special education aides, library aides, computer lab/technology aides, special population aides.

“Paraprofessional” is defined by NRS 391.008 as:

1. “Paraprofessional” means a person who is employed by and assigned by a school district or charter school to:
 - a. Provide one-on-one tutoring for a pupil;
 - b. Assist with the management of a classroom, including, without limitation, organizing instructional materials;
 - c. Provide assistance in a computer laboratory;
 - d. Conduct parental involvement activities in conjunction with one or more duties set forth in this subsection;
 - e. Provide support in a library or media center;
 - f. Except as otherwise provided in subsection 2, provide services as a translator; or
 - g. Provide instructional services to pupils under the direct supervision of a licensed teacher.
2. The term “paraprofessional” does not include a person who:

- a. Is proficient in the English language and a language other than English and who provides services as a translator primarily to enhance the participation of children in programs that are financially supported pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 et seq.
- b. Solely conducts parental involvement activities.

Highly Qualified Paraprofessionals are:

Aides who work directly with children in classrooms, labs, and libraries. In order to satisfy the requirements of the federal No Child Left Behind (NCLB) Act, paraprofessionals must have a high school diploma or its equivalent, plus one of the following:

- 1. Completed at least 2 years (48 semester credits) at an accredited institution of higher education;
- 2. Obtained an associate’s (or higher) degree; or
- 3. Successfully completed a formal state or local academic assessment.

The formula for calculating the percentage of not highly qualified paraprofessionals is as follows:

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

DF16 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	ParTot	Total Number of Paraprofessionals	real	N	N	#[#]	
5	ParNHQ	# of Parapros that are Not Highly Qualified	real	N	N	#[#]	

2.10 Student Average Daily Attendance (ADA) DF17

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
Records of the attendance and truancy of pupils in all grades, including, without limitation: <ul style="list-style-type: none"> 1. The average daily attendance of pupils, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district. 2. For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school sponsored by the district that provides instruction to pupils enrolled in a grade level other than high school, information that compares the attendance of the pupils enrolled in the school with the attendance of pupils throughout the district and throughout this State. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison 	DF 17	LEA	1 st 100 days of instruction	Phase 1	LEA

DF 17 Explanation:

Please pull this data from the IC DF 17 report and upload to EDSA.

2.11 Student/Teacher Ratio & Class Size DF18, DF19

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The ratio of students to teachers in kindergarten and at each grade level for each elementary school and the district, including, without limitation, each charter school in the district, and for this State as a whole	DF 18	LEA	December 1	Phase 1	LEA
Average class size for each core academic subject, as set forth in NRS 389.018 , for each secondary school, reported for each school district and for this State as a whole	DF 19	LEA	December 1	Phase 1	LEA

DF 18 Explanation:

Teacher/Student Ratios for Grades K-6 in School and District – for each of grades 1-6 (or grades 1-5 if elementary school ends after the fifth grade in your district), defined as the number of students per FTE licensed classroom teachers in the reporting school year. Exclude from calculation counselors, librarians, administrators, deans, specialists, and teachers of art, music, physical education, or special education.

Shared Contract Teachers – divide the number of contracts shared by the number of teachers sharing. Ex. Two teachers on one contract count as .5 each. The ratios provided in the School Accountability Report would cover each grade represented at the school and for the same grades at the district level.

Multi-grade classrooms

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

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

Then, the result of this calculation will be entered into the data set for FTE teachers once for each grade represented in the multi-grade classroom. Example: Two teachers teach a multi-grade class with students from the 4th, 5th, and 6th grades. The equation used to calculate the number of teachers per grade in this classroom is:

$$2/3 = .7 \quad \text{The value of .7 will be entered once into the FTE teacher variable for that school in 4th, 5th, and 6th grades.}$$

Single-grade classrooms

To calculate the teacher/student ratios in grades 1-6 for the reporting year, divide the number of students enrolled in a grade at the school (or district) on December 1 by the number of FTE classroom teachers, as defined above, for that grade. To calculate teacher/student ratios in multi-grade classrooms, divide the total number of students enrolled in multi-grade classrooms at the school (or district) on December 1 by the number of FTE classroom teachers, as defined above, assigned to multigrade classes. Report all teacher/student ratios rounded to the nearest full student count. **The formula for calculating teacher/student ratios in grades one through six (or in all multi-grade classrooms) in a school or district is:**

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

However, 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 1 kindergarten enrollment by the number of kindergarten classes. **The formula for calculating teacher/student ratios in kindergarten is:**

$$\frac{\text{December 1 Enrollment in Kindergarten}}{\text{Number of Kindergarten Classes}}$$

Report all teacher/student ratios rounded to the nearest full student count.

DF18 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	TchAll	Number of Teachers All Grades	real	N	N	#[#].00	
5	TchK	Number of Classes – Kindergarten	real	N	N	#[#].00	
6	Tch1	Number of Teachers – Grade 1	real	N	N	#[#].00	
7	Tch2	Number of Teachers – Grade 2	real	N	N	#[#].00	
8	Tch3	Number of Teachers – Grade 3	real	N	N	#[#].00	
9	Tch4	Number of Teachers – Grade 4	real	N	N	#[#].00	
10	Tch5	Number of Teachers – Grade 5	real	N	N	#[#].00	
11	Tch6	Number of Teachers – Grade 6	real	N	N	#[#].00	
12	EnrAll	Enrollment in Grades K-6 as of Dec 1	int	N	N	#[#]	
13	EnrK	Enrollment in Kindergarten as of Dec 1	int	N	N	#[#]	
14	Enr1	Enrollment in Grade 1 as of Dec 1	int	N	N	#[#]	
15	Enr2	Enrollment in Grade 2 as of Dec 1	int	N	N	#[#]	
16	Enr3	Enrollment in Grade 3 as of Dec 1	int	N	N	#[#]	
17	Enr4	Enrollment in Grade 4 as of Dec 1	int	N	N	#[#]	
18	Enr5	Enrollment in Grade 5 as of Dec 1	int	N	N	#[#]	
19	Enr6	Enrollment in Grade 6 as of Dec 1	int	N	N	#[#]	

DF 19 Explanation:

Average Class Size for English, Mathematics, Science, and Social Studies Classes (7-12 grade courses) in the School and the District – defined as the average class size for the entire school (do not report individual grade class sizes) for 7-12 grade classes (include 6th grade if it’s taught in a middle school) in each of the core curriculum areas listed, e.g., the average secondary English class size at the school is 23 students. **Exclude** from calculation classes and enrollments in Title 1 classes, ESL classes, Developmental and Academically Talented classes, or any other classes with designed small enrollment for intensive instruction to meet specialized needs.

To calculate average class size in a listed core curriculum area for a school or a district, divide the total enrollment in the curriculum area by the total number of periods of instruction offered in that area (but see exclusions above). Round to the nearest full-student count.

Low-Enrollment Schools/Multi-grade Schools

Low-enrollment (less than ten) and multi-grad schools will report the overall student/teacher ratio for the school and will not report by grade.

The suppression rules have been changed. Prior rules suppressed the calculation of a S:T when the cell value was -1. This is no longer the case. For any cell where the value is <1 (such as .5 or 0) no S:T will be calculated/reported.

DF19 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	EngTot	Number of Classes – English	int	N	N	#[#]	
5	EngEnr	Enrollment – English	int	N	N	#[#]	
6	MthTot	Number of Classes – Math	int	N	N	#[#]	
7	MthEnr	Enrollment – Math	int	N	N	#[#]	
8	SciTot	Number of Classes – Science	int	N	N	#[#]	
9	SciEnr	Enrollment – Science	int	N	N	#[#]	
10	SSTot	Number of Classes – Social Studies	int	N	N	#[#]	
11	SSEnr	Enrollment – Social Studies	int	N	N	#[#]	

2.12 Student Retention and Credit Deficient DF20

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The number of students in each grade who are retained in the same grade pursuant to NRS 392.033, 392.125 or 392.760 for each school and the district as a whole, including, without limitation, each charter school sponsored by the district.	DF 20	LEA + SEA	Validation Day + End of the school year	Phase 2	LEA + SEA

DF 20 Explanation:

NDE will provide the LEAs with a student level data file populated with the October 1st, 2023 validation day data. This file will have two tabs: one tab for the retention for grades K-8 and one tab for the credit deficiency for the grades 9-12. This file will be available in Bighorn. LEAs will upload their DF 20 files back into Bighorn. DF 20 data will not be submitted into EDSA.

This data will report:

- For grade levels K-8: which students retained in the same grade as of the end of the school year 2023-24.
- For grade levels 9-12: which students are credit deficient as of the end of the school year 2023-24.

2.13 Student Transiency DF21

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The transiency rate of pupils, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole. For the purposes of this subsection, a pupil is not a transient if the pupil is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040 .	DF 21	LEA	End of School Year	Phase 2	LEA

DF 21 Explanation:

The transiency rate reported for the school reflects the percentage of students who are not enrolled in the school for the entire reporting school year. To calculate the school's transiency rate, first, following the fall count, sum all new enrollments during the school year, all re-enrollments for the school year, and all withdrawals for the school year. (A re-enrolled student is a student that was enrolled at a school during the school year, left the school, then re-enrolled in the same school or in another school in the district.) Divide this total by the sum of the reported fall enrollment, the new enrollments, and the re-enrollments. Multiply this number by 100. Report the transiency rate to the nearest percent. The formula for calculating school transiency rate is:

$$\frac{\text{New Enrollment} + \text{Re - Enrollment} + \text{Withdrawals}}{\text{Reported Enrollment} + \text{New Enrollment} + \text{Re - Enrollment}} \times 100$$

If a student was transferred to a different track in a year-round school, his/her transfer wouldn't be counted as transiency at that school. There might be some problems here when the accounting system requires that the student is marked as withdrawn then re-enrolled. The transiency rate reported for the district will reflect the transiency rate for all schools within the district rather than simply movements into and out of the district. The latter does not capture movement among schools within the district and, therefore, is not comparable with the school transiency rates.

To calculate the transiency rate for schools within the district, the information for schools above is basically combined into the same formula. First, sum the new enrollments in each school in the district with the re-enrollments in each school and the withdrawals in each school. Divide this number by the total of the fall reported enrollment of the district, the sum of new enrollments in each school in the district, and the sum of re-enrollments in each school. Multiply this figure by 100. Report the transiency rate to the nearest percent. For example, a school district has 20 schools and a total fall count day enrollment of 10,000 for the reporting school year. The total (sum for each school) new enrollment in the 20 individual schools was 350, the total re-enrollment in the 20 schools (again, summed individually) was 50, and the total withdrawal in the 20 schools was 200. To calculate the transiency rate for schools within the district, the following steps would apply:

a. $\frac{350+50+200}{10,000+350+50} = .06$

b. $06 \times 100 = 6\% \text{ Transiency Rate}$

DF21 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	EnTot	Enrollment Total as of Validation Day	int	N	N	#[#]	
5	TranEn	New Student Enrollments After Validation Day	int	N	N	#[#]	
6	TranWi	Student Withdrawals After Validation Day	int	N	N	#[#]	
7	TranRe	Students Re-Enrolled After Validation Day	int	N	N	#[#]	

2.14 Dropouts DF24

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The annual rate of pupils who drop out of school in grade 8 and a separate reporting of the annual rate of pupils who drop out of school in grades 9 to 12, inclusive, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole. The reporting for pupils in grades 9 to 12, inclusive, excludes pupils who: <ul style="list-style-type: none"> a. Provide proof to the school district of successful completion of the high school equivalency assessment selected by the State Board pursuant to NRS 390.055. b. Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma. c. Withdraw from school to attend another school. 	DF 24	LEA + SEA	Validation Day + End of the School Year	Phase 1	LEA + SEA

DF 24 Explanation:

The NDE will provide the LEAs with a student level data file populated with the October 1st, 2022 validation day data. This file will be available in Bighorn. DF 24 will reflect the number of kids who were in the school on the validation day of the previous school year (October 2022) but have an exit code of a dropout as the validation day of the current school year (October 2023). LEAs will upload their DF 24 files back into Bighorn. DF 24 data will not be submitted into EDSA.

2.15 Graduation Rates (ACGR Data)

Graduation rate data is validated by the LEAs and charter schools during the ACGR data validation process. There is no other data submission or data collection during the report card data submission windows. Graduation rates will be populated by NDE. If you have any specific questions about the data validation or data population, please contact Yolanda Chatwood yolanda.chatwood@doe.nv.gov.

2.16 NSHE Remediation Rate DF26

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
The percentage of pupils who graduated from a high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the Nevada System of Higher Education, reported for each school district, including, without limitation, each charter school in the district, and for this State as a whole.	DF 26	NDE	End of the school year	Phase 3	SEA

DF 26 Explanation:

Percent of High School Graduates Enrolled in Remedial Nevada System of Higher Education (NSHE) Classes: This is defined as the percentage of students who graduated from Nevada high schools and enrolled in remedial classes in NSHE during the summer after they graduated or the following fall. Source for this data is provided to NDE by a vendor. NDE will notify the districts when the report is ready. This element will include a footnote indicating that not all graduates attend college, and many graduates attend college out of state.

2.17 Long- and Short-Term Substitute Teachers DF39

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
<p>For each middle school, junior high school, and high school:</p> <ol style="list-style-type: none"> The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level and subject area; and The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level and subject area; and <p>For each elementary school:</p> <ol style="list-style-type: none"> The number of persons employed as substitute teachers for 20 consecutive days or more in the same classroom or assignment, designated as long-term substitute teachers, including the total number of days long-term substitute teachers were employed at each school, identified by grade level; and The number of persons employed as substitute teachers for less than 20 consecutive days, designated as short-term substitute teachers, including the total number of days short-term substitute teachers were employed at each school, identified by grade level. 	DF 39	LEA	End of School Year	Phase 2	LEA

DF39 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	LTElem	# of Long Term Elementary Subs	int	N	N	##	
5	LTMath	# of Long-Term Math Subs	int	N	N	##	
6	LTScience	# of Long-Term Science Subs	int	N	N	##	
7	LTSS	# of Long-Term Social Studies Subs	int	N	N	##	
8	LTELA	# of Long-Term ELA Subs	int	N	N	##	
9	STElem	# of Short-Term Elementary Subs	int	N	N	##	
10	STMath	# of Short-Term Math Subs	int	N	N	##	
11	STScience	# of Short-Term Science Subs	int	N	N	##	
12	STSS	# of Short-Term Social Studies Subs	int	N	N	##	
13	STELA	# of Short-Term ELA Subs	int	N	N	##	

2.18 Career and Technical Education (CTE) Students Attendance DF40

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
CTE ADA for each school and the district	DF 40	LEA	1 st 100 days of instruction	Phase 1	LEA

DF 40 Explanation:

Similar to DF 17-ADA, please use the DF 40 file in IC and upload to EDSA.

2.19 Career and Technical Education (CTE) Students: CTE Elements, Enrollments, Completers, Dropouts DF41

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
<ul style="list-style-type: none"> The numbers of students enrolled in a CTE program. The numbers of students who completed a course of CTE. The number and percentage of CTE students who received a standard high school diploma, an advanced diploma, or an adjusted diploma The number and percentage of pupils who completed a program of career and technical education and who did not receive a high school diploma because the pupils failed to satisfy the criteria prescribed by the State Board pursuant to NRS 390.600. The annual rate of pupils who dropped out of school and were enrolled in a program of career and technical education before dropping out* 	DF 41	NDE CTE Office	Fall Validation Day	Phase 2	SEA

2.20 Staff DF43

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
<ol style="list-style-type: none"> The total number of persons employed for each elementary school, middle school or junior high school, and high school in the district, including, without limitation, each charter school sponsored by the district. Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category. In addition to the total number of persons employed by each school in each category, the number of employees in each of the three categories for each school expressed as a percentage of the total number of persons employed by the school. The total number of persons employed by the school district, including without limitation, each charter school sponsored by the district. Each such person must be reported as either an administrator, a teacher or other staff and must not be reported in more than one category. In addition to the total number of persons employed by the school district in each category, the number of employees in each of the three categories expressed as a percentage of the total number of persons employed by the school district 	DF 43	NRS 387.303 fiscal report	End of School Year	Phase 2	SEA

DF 43 Explanation:

The report must include the number of employees in each of the three categories expressed as;

- “Administrator” means a person who spends at least 50 percent of his or her work year supervising other staff or licensed personnel, or both, and who is not classified by the board of trustees of a school district as a professional-technical employee.
- “Other staff” means all persons who are not reported as administrators or teachers, including, without limitation:
 - School counselors, school nurses and other employees who spend at least 50 percent of their work year providing emotional support, noninstructional guidance or medical support to pupils;
 - Noninstructional support staff, including, without limitation, janitors, school police officers and maintenance staff; and
 - Persons classified by the board of trustees of a school district as professional-technical employees, including, without limitation, technical employees and employees on the professional-technical pay scale.
- “Teacher” means a person licensed pursuant to chapter 391 of NRS who is classified by the board of trustees of a school district:

- a. As a teacher and who spends at least 50 percent of his or her work year providing instruction or discipline to pupils; or
- b. As instructional support staff, who does not hold a supervisory position and who spends not more than 50 percent of his or her work year providing instruction to pupils. Such instructional support staff includes, without limitation, librarians and persons who provide instructional support

Data source for the district data is NRS 387.303 fiscal report.

- “Administrator” includes only licensed staff for functions 2300 and 2400
- Non licensed administrative staff is included in “Other Staff”. Non-licensed admin staff as listed in the NRS 387.303 report, are support staff for the Administrators. In general, the non-licensed staff per function code, will be support staff. For instance, teachers are the “licensed” instructional staff (function code 100) and the non-licensed are aids and other instructional support staff.

2.21 Student Discipline & Truancy DF50, TX15

Reporting Element	File Name	Data Source	As of	Due Date	Provided By
1. The annual report of accountability prepared pursuant to NRS 385A.070 must include information on the discipline of pupils, including, without limitation: <ul style="list-style-type: none"> a. Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school sponsored by the district. b. Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school sponsored by the district. c. Records of the suspension or expulsion, or both, of pupils required or authorized pursuant to NRS 392.466 and 392.467. d. The number of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district. e. For each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district, and categorized by types of incidents and the demographics identified in subsection 1 of NRS 388.1235: <ul style="list-style-type: none"> i. The number of reported violations of NRS 388.135 occurring at a school or otherwise involving a pupil enrolled at a school, regardless of the outcome of the investigation conducted pursuant to NRS 388.1351; ii. The number of incidents determined to be discrimination based on race, bullying or cyber-bullying after an investigation is conducted pursuant to NRS 388.1351; iii. The number of incidents resulting in suspension or expulsion, or both, for discrimination based on race, bullying or cyber-bullying; 	DF 50	LEA	Validation Day + End of School year	Phase 3	LEA
The actions that a district has taken to reduce the number of incidents or bullying or cyber bullying.	TX15	LEA	Current School Year	Phase 3	LEA

DF 50 Explanation:

The information included pursuant to subsection 1 must allow such information to be disaggregated by student groups:

- a. Pupils who are economically disadvantaged;
- b. Pupils from major racial and ethnic groups;
- c. Pupils with disabilities;
- d. Pupils who are English learners;
- e. Pupils who are migratory children;
- f. Gender;
- g. Pupils who are homeless;
- h. Pupils in foster care; and
- i. Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard.

Ensure that the number of students are the same between Gender and Race/Ethnicity for every category.

DF50 File specifications:

Sequence	Name	Description	Type	Required	Key Field	Format	Notes
1	LevelId	Level Id	char-2	Y	N	ID	
2	EntityId	State/District/School ID	char-5	Y	Y	ID	
3	YearId	YearId	char-5	Y	Y	YearId	YearId
4	Subgroup	Subgroup	Varchar-50	Y	N		F – Female, M – Male, AM – American Indian, AS – Asian, BL – Black, HI -Hispanic, PI -Native Hawaiian or other Pacific Islander, MU -Two or more races, WH -White, EL -English Learners, IEP -Individual Education Program, FRL -Free Reduced lunch, FO - Foster, ML -Military, HO -Homeless
5	No_Inc_W	# of ALL incidents including weapons	int	N	N		
6	No_Std_W	# of All students involved in the weapon incidents	int	N	N		
7	No_Inc_V	# of ALL incidents including violence	int	N	N		
8	No_Std_V	# of ALL students involved in the violence incidents	int	N	N		
9	No_Inc_AB	# of ALL incidents including use of alcoholic beverages	int	N	N		
10	No_Std_AB	# of ALL students involved in the use of alcoholic beverages	int	N	N		
11	No_Inc_PAB	# of ALL incidents including possession of alc bev	int	N	N		
12	No_Std_PAB	# of ALL students involved in the possession of alc bev	int	N	N		
13	No_Inc_CS	# of ALL incidents including use of cont subs	int	N	N		
14	No_Std_CS	# of ALL students involved in the use cont subs	int	N	N		
15	No_Inc_PCS	# of ALL incidents including poss of cont subs	int	N	N		
16	No_Std_PCS	# of ALL students involved in the poss of cont subs	int	N	N		

17	No_Stds_Susp_BSE	# of students Suspended Due to Battery to School Employee	int	N	N		
18	No_Stds_Susp_SCS	# of Students Suspended Due to Sale of Controlled Substances	int	N	N		
19	No_Stds_Susp_DCS	# Students Suspended Due to Distribution of Controlled Substances	int	N	N		
20	No_Stds_Susp_DHP	# Students Suspended Due to Being Deemed Habitual Disciplinary Problems	int	N	N		
21	No_Stds_Expel_BSE	# Students Expelled Due to Battery to school employee	int	N	N		
22	No_Stds_Expel_SCS	# Students Expelled Due to Sale of Controlled Substances	int	N	N		
23	No_Stds_Expel_DCS	# Students Expelled Due to Distribution of Controlled Substances	int	N	N		
24	No_Stds_Expel_PF	# Students Expelled Due to Possession of a Firearm	int	N	N		
25	No_Stds_Expel_PDW	# Students Expelled Due to Possession of a Dangerous Weapon	int	N	N		
26	No_Stds_Expel_DHP	# Students Expelled Due to Being Deemed Habitual Disciplinary Problems	int	N	N		
27	No_Stds_DHP	# Students Deemed Habitual Disciplinary Problems	int	N	N		
28	No_Bul_Inc	# Bullying Incidents Reported	int	N	N		
29	No_Stds_Bul_Inc	# Students involved in Bullying Incidents Reported	int	N	N		
30	No_Bul_Inc_AI	# Bullying Incidents Determined to be so after an Investigation	int	N	N		
31	No_Stds_Bul_Inc_AI	# stds involved in Bullying Incidents Determined to be so after an Investigation	int	N	N		
32	No_Bul_Inc_Susp	# Bullying Incidents Resulted in Suspension	int	N	N		
33	No_Stds_Bul_Inc_Susp	# Students involved in Bullying Incidents Resulted in Suspension	int	N	N		
34	No_Bul_Inc_Expul	# Bullying Incidents Resulted in Expulsion	int	N	N		
35	No_Stds_Bul_Inc_Expul	# Students involved in Bullying Incidents Resulted in Expulsion	int	N	N		
36	No_CYBul_Inc	# Cyber Bullying Incidents Reported	int	N	N		
37	No_Stds_CYBul_Inc	# students involved in Cyber Bullying Incidents Reported	int	N	N		
38	No_CYBul_Inc_AI	# Cyber Bullying Incidents Determined to be so after an Investigation	int	N	N		
39	No_Stds_CYBul_Inc_AI	# Stds involved in Cyber Bullying Incidents Determined to be so after Investigation	int	N	N		
40	No_CYBul_Inc_Susp	# Cyber Bullying Incidents Resulted in Suspension	int	N	N		
41	No_Stds_CYBul_Inc_Susp	# Students involved in Cyber Bullying Incidents Resulted in Suspension	int	N	N		

42	No_CYBul_Inc_Expul	# Cyber Bullying Incidents Resulted in Expulsion	int	N	N		
43	No_Stds_CYBul_Inc_Expul	# Stds involved in Cyber Bullying inc Resulted in Expulsion	int	N	N		
44	No_DBR_Inc	# Discrimination Based on Race Incidents Reported	int	N	N		
45	No_Stds_DBR_Inc	# students involved in Discrimination Based on Race Incidents Reported	int	N	N		
46	No_DBR_Inc_AI	# Discrimination Based on Race Inc Determined to be so after an Investigation	int	N	N		
47	No_Stds_DBR_Inc_AI	# Stds involved in Discrimination Based on Race - after investigation	int	N	N		
48	No_DBR_Inc_Susp	# Discrimination Based on Race Incidents Resulted in Suspension	int	N	N		
49	No_Stds_DBR_Inc_Susp	# Stds involved in Discrimination Based on Race Inc Resulted in Suspension	int	N	N		
50	No_DBR_Inc_Expul	# Discrimination Based on Race Incidents Resulted in Expulsion	int	N	N		
51	No_Stds_DBR_Inc_Expul	# Stds involved in Discrimination Based on Race Inc Resulted in Expulsion	int	N	N		

TX 15 Explanation:

Narrative upload into EDSA via TX 15: Districts will describe any actions that a district has taken to reduce the number of incidents or bullying or cyber bullying.

2.22 Pupils who are English Learners

Explanation:

Through this data, the following are reported:

- # and % of pupils who were identified as English Learners (EL) at the beginning of the school year, were continually enrolled throughout the school year and were identified as proficiency in English by the completion of the school year
- The achievement and proficiency of pupils who are EL compared to non-ELs.

This data is populated directly into the Nevada Report Card website using the ELPA assessment results in consultation with the NDE EL Office.

2.23 Menstrual Products

Explanation:

The Access to Menstrual Products Report has been created in accordance with the regulation NRS 385a.315. The report has been meticulously compiled by gathering all the relevant information from the respective LEAs and presenting it in a single document.