



Nevada School District Reporting Analysis

Submitted to The Nevada Education Service Center (ESC)

Prepared by Public Works LLC

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Chapter 1: Executive Summary

This report presents a comprehensive analysis of school district reporting requirements across Nevada, examining the current landscape of data collection, stakeholder experiences, system challenges, and opportunities for improvement. Drawing on statewide interviews, supplemental district input, a detailed inventory analysis, and feedback from diverse stakeholders, the findings reveal a reporting system that has grown increasingly complex, fragmented, and burdensome - often without clear alignment to improved educational outcomes.

Across all districts and the State Public Charter School Authority (SPCSA), also referred to as the Local Education Agency (LEAs)¹, stakeholders consistently described a system characterized by the proliferation and accumulation of reporting requirements, with new mandates introduced regularly, but few eliminated or consolidated. District inventories and statewide analysis indicate hundreds of reporting requirements, with some districts identifying more than 400 distinct report lines, while recent legislation has added dozens of additional provisions to an already extensive framework.

The result is a compliance environment that significantly reduces the capacity of district staff and diverts time and resources away from direct support for students. The burden is especially acute for small and rural districts, where limited personnel must already manage multiple functional roles simultaneously. It is important to acknowledge that the current reporting system reflects federal and state requirements placed upon the Nevada Department of Education (NDE), and NDE's actions are consistent with its understanding of those requirements.

Nevada's reporting challenge is structural, not isolated. The State currently lacks a single, authoritative system of record for reporting requirements, resulting in fragmented tracking systems and multiple, inconsistent versions of reporting obligations across agencies and programs. This absence of governance has allowed reporting requirements to accumulate over time without a formal process for consolidation, prioritization, or sunset review.

The analysis identifies widespread duplication and redundancy in reporting across agencies, programs, and platforms. Districts frequently submit the same or similar data multiple times in different formats to different offices within NDE and federal systems. Despite expanded access to statewide data systems such as Infinite Campus (IC), the expected efficiencies have not been realized due to inconsistent data standards, limited system functionality, and continued reliance on manual submissions.

A key distinction between reports (outputs) and data collections (inputs) emerges from this study. Nevada's current system does not consistently link these data sets as separate but connected assets, limiting the State's ability to streamline processes, standardize data elements, and reuse information effectively across reporting requirements.

This report further identifies significant technology and usability challenges, including the proliferation of disconnected platforms (e.g., Infinite Campus, ePage, Title I Crate, Smartsheet)

¹ The term "districts" is used interchangeably with "LEAs" throughout this document.

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and inefficient workflows that increase administrative workload. These challenges are compounded by unclear guidance, shifting expectations, and inconsistent interpretation of requirements, often driven by staff turnover and the absence of standardized business rules. As a result, district staff experience frequent rework, uncertainty, and concerns about data accuracy and comparability across the state.

Another critical issue is a lack of meaningful feedback from state agencies. Districts report submitting extensive data and reports without receiving information on how the data are used or whether improvements are needed. This contributes to a perception that many reporting requirements lack clear purpose or value, reinforcing concerns about compliance-driven processes that do not translate into improved student outcomes.

The analysis further highlights systemic issues including:

- Deadline clustering, particularly during summer months when staffing is limited;
- Unclear value of certain reports, some of which appear outdated or duplicative;
- Accountability pressures without corresponding support, including limited training, guidance, or technical assistance; and
- Gaps in onboarding and institutional knowledge, leaving new staff without clear guidance on reporting expectations.

Recent legislation, including Senate Bill 460 (2025), creates a critical opportunity for reform. SB 460 provides explicit authority for the State to modify, suspend, or eliminate duplicative reporting requirements and establishes new structures, including the Education Service Center (ESC), to support improved service delivery, data management, and district support beginning July 1, 2026.

In response, this report outlines a set of high-priority implementation steps designed to establish a sustainable, statewide reporting framework:

1. Convene a statewide reporting governance working group;
2. Establish the NDE Reporting Inventory as the single system of record for statutory reporting requirements;
3. Stand up a statewide Data Collections Inventory linked to the Reporting Inventory;
4. Adopt a single data request standard anchored in a statewide data dictionary; and
5. Launch a periodic sunset and review cycle for reporting requirements.

The ESC is positioned as a central implementation partner in this work, providing shared services, technical assistance, data validation support, and stewardship of statewide reporting and data systems - particularly for small and rural districts with limited capacity.

Collectively, these actions support a transition toward a more efficient and modern reporting model grounded in a “collect once, use many times” approach. Under this model, the State would move toward standardized data definitions, centralized data collection where appropriate, and a shift in district effort from compiling and submitting data to validating high-quality, state-managed data systems.

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While the Nevada Department of Education (NDE) plays a central role in the heavy reporting burden placed on school districts, it is important to recognize that the administrative overload is driven by a complex interplay of state and federal demands. NDE must operate under strict, mandatory directives from federal initiatives which dictate much of the data regarding student achievement, demographics, and school ratings. Furthermore, significant portions of the reporting volume are legally mandated by the Nevada Revised Statutes (NRS) rather than strictly internal NDE policy. State-level accountability initiatives demand high frequency and granular data to justify funding increases.

Ultimately, this report concludes that Nevada's current reporting system is not sustainable in its present form. However, this report provides the State with a clear foundation for reform. Through improved governance, standardized data practices, system integration, and strategic use of new legislative authority, Nevada has the opportunity to reduce administrative burden, improve data quality, strengthen trust in its accountability systems, and redirect time and resources toward what matters most: supporting students and improving educational outcomes statewide.

Chapter 2: Current State of Reporting Requirements and Databases for Tracking Reports

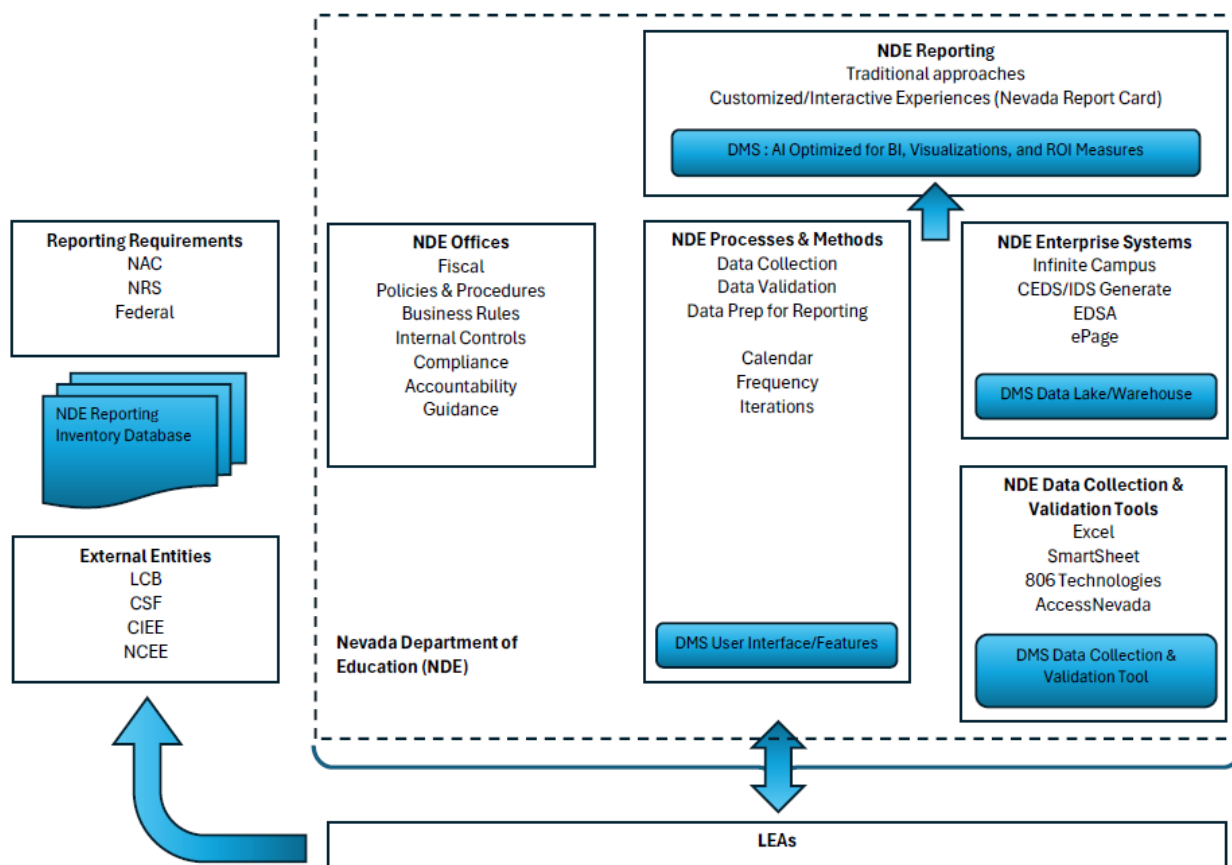
Nevada's current reporting environment is expansive, fragmented, and increasingly difficult to sustain. Across this report, the evidence shows a system in which reporting requirements have accumulated over time without a single authoritative statewide inventory, while school districts and the Nevada Department of Education (NDE) rely on multiple disconnected data collections, platforms, and tracking lists to manage compliance obligations.

Overview of Nevada's Current Reporting Structures

Nevada's reporting system is best understood as a layered compliance structure built from statute, regulation, agency practice, legislative requests, federal program requirements, and ad hoc state data requests. This analysis describes a reporting environment that has expanded across successive legislative sessions, with new mandates regularly added while older requirements remain in place even when their purpose, use, or audience is unclear. The system of reporting can best be explained when visualized in terms of *domains* that impact reporting in distinct and important ways, as shown in Exhibit 2-1, on the following page.

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Exhibit 2-1. Reporting Domains



Source: Public Works LLC, 2026

Exhibit 2-1 depicts a set of eight (8) domains (Reporting Requirements, External Entities, NDE Offices, NDE Reporting, NDE Processes & Methods, NDE Enterprise Systems, NDE Data Collection & Validation Tools and LEAs) each of which contributes uniquely and significantly to the reporting process whether through people and business practices, or systems and data collection and validation tools. Five of these are under the purview of NDE, one is tied to federal and state legislative action, and the remaining domains are associated with external entities that hold some reporting influence. Several descriptive examples are listed under each domain to elucidate their meaning; these lists are not intended to be exhaustive, but only illustrative of possible domain elements. Each of the eight domains is described as follows with examples focused on areas that may lead to reporting inefficiency:

- Reporting Requirements.** This domain defines the mandated reporting requirements as codified into federal law or Nevada state law through the NAC or NRS. While outside entities may influence legislative action, only the federal government or the Nevada State Legislature have authority over the laws and their subsequent reporting requirements. This is where layering and the accumulation of reports over decades without consistent oversight and maintenance can lead to an unsustainable workload.

- **NDE Offices.** This domain encompasses the organization, its staff, and how the staff work and interact to achieve the Department's mission. Elements of this domain include their business functions and factors that impact their capacity to maintain operations such as employee turnover which comes with a loss of institutional knowledge, siloed practices which result in a lack of collaboration, or single points of failure which create potential for latent unmanageable investments. For example, offices working in siloes may request data from the LEAs without knowing whether similar data is being requested by their colleagues.
- **Processes & Methods.** These are the actionable steps NDE takes to collect, validate, and prepare data for use in various forms of reporting. The steps include *when* during the calendar year, *how often* during each year (frequency), and *how many times* or the number of iterations required until the data quality meets NDE's standards or expectations. *Data quality expectations* could be listed as another domain element, as these can change over time, sometimes multiple times within the same calendar year; or they can change with staff turnover. When LEAs invest resources to develop extracts and apply validation logic, the coding and formatting involved must be re-designed when expectations change.
- **Enterprise Systems.** An *enterprise system* is a large-scale system that supports business processes, information flows, reporting, and data analytics, and is widely accessed by employees or users within or outside of the agency or organization.² The Infinite Campus student information system (SIS) is an example of a statewide enterprise system and is used by the 17 districts and the SPCSA. While enterprise systems can provide significant efficiency gains, they have limitations in scope of business functionality and ability to interface/integrate with other systems. They are not perfect, and no single enterprise system exists that can do everything.
- **Data Collection Tools.** These are the apps used by NDE to collect and validate data from the LEAs. They can be as complex as a cloud hosted third-party tool like *806 Technologies*, or as simple as an *Excel workbook* exchange via email or through the *Bighorn* SharePoint portal. Because of increasing reporting requirements and growing demand for data, NDE offices often resort to using the most convenient tool to get the job done. In some cases, convenience is influenced by what employees are capable of using. One office may use a *Google* or *Office 365* form, whereas another may use a *Smartsheet* form, all of which achieve the same goal through different means. A single, universal data collection and validation tool does not exist within NDE.
- **NDE Reporting.** This domain consists of the collection of various data extracts, formatted .csv or .pdf files (as examples), interactive websites and dashboards such as the *Nevada Report Card*, and batch processes to distribute or exchange information on a scheduled or ad hoc basis.

² NDE Asset Map and Organizational Alignment report, June 2022

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- **External Entities.** These are entities outside of NDE that can influence or directly request reports from the LEAs. For example, the Legislative Counsel Bureau (LCB) requests some reports directly from the LEAs.³
- **LEAs.** The LEAs are the 17 school districts in the state and the Nevada State Public Charter School Authority. They also produce and validate data.

When framed in the context of a reporting burden on LEAs, domains can be better understood and analyzed for potential solutions to mitigate their negative impact on the overall reporting process. For example, although eliminating a report from the list of reporting requirements is possibly the best approach to reduce LEA workload, it is not always a viable option. Take the NRS 387/388A annual financial report as an example. The Governor's Finance Office (GFO) identified this as the single most important report produced by NDE for their purposes.⁴ It is a complex *Excel* spreadsheet workbook that undergoes multiple iterations with the LEAs before being manually combined and submitted. This report cannot be eliminated, but when viewed in the context of the *Data Collection & Validation Tools and Processes & Methods* domains, the opportunity exists to significantly improve the efficiency, effectiveness, and experience of the process, as well as reporting quality. The *Data Management System (DMS) Data Collection & Validation Tool* is included as an element of these domains to show how this highly manual and time-intensive *Excel*-based process should be replaced. The *NDE Statewide Data Management System (DMS)* is a concept that started in 2024 and evolved into a full-scale design with requirements and specifications outlined in an internal request for proposal (RFP) document that was developed in 2025. The placement of DMS boxes in Exhibit 2-1 shows where the system directly impacts domains with improvements and efficiency gains. With this understanding, each of the eight domains can be viewed as possessing opportunities for improved reporting and reduced burden statewide.

Likewise, when analyzing challenges associated with reporting burden, the domains help to explain their *root cause* – or the *why* of their existence, their *nature* – or the *what* that describes their attributes and impacts, and ultimately *potential solutions* – which provide the *how* to address them. The findings and recommendations presented throughout this report will touch on each of the domains and provide ample opportunity for the ESC, NDE, and Nevada to address the issue of reporting burden from many different fronts.

For example, research from this study has exposed a central governance problem: Nevada does not yet maintain a single NDE-owned, universally accepted, comprehensive list of reporting requirements. Instead, the study found multiple internal and external lists used as substitutes for a system of record, creating what the recommendations describe as *multiple variations of truth*, none of which functions as the authoritative statewide system of record. This issue is directly tied to the *Reporting Requirements* domain and can be resolved through the creation of a single, comprehensive, *NDE Reporting Inventory* with governance oversight to replace the other lists in perpetuity.

³ NDE Office of Division Compliance interview, March 4, 2026

⁴ GFO interview by Public Works and the ESC on March 6, 2026

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A universal reporting system of record matters for executive and legislative leadership because its absence makes it difficult to answer basic oversight questions: How many reports are required, which are statutory versus administrative, which offices own them, what data collections feed them, which reports are duplicative, and which reports are no longer used. For the *Reporting Requirements* domain, this study makes clear that Nevada's reporting challenge is not only the number of reports, but also the lack of governance oversight for managing them as a coherent statewide accountability system.

Nevada Reporting Requirements

The *NDE Reporting Inventory*, of which a baseline has been developed as a deliverable for this study, demonstrates the breadth of Nevada's current reporting structure. It includes reports tied to NAC, NRS, legislative transmittals, charter school finance, district finance, assessment, accountability, early childhood, special education, health, discipline, grants, and various commission or advisory body reports, with metadata fields for statutory citation, business owner, recipients, frequency, collection method, and suggested disposition.

The inventory also shows that reporting obligations are not confined to information sent directly from districts to NDE. Some reports go to the Department of Taxation, the Legislative Counsel Bureau, legislative committees, the Governor, the State Board of Education, federal entities, sponsors of charter schools, or multiple entities at once, while NDE still plays a role in collection, validation, compilation, transmission, and/or oversight.

Several current conditions define Nevada's reporting landscape:

- Reporting requirements have accumulated over many years without a formal process for consolidation or sunset review.
- The same or similar data are often requested multiple times across programs, offices, and platforms, especially in human resources, discipline, accountability, grants, and finance.
- Districts report that some requirements have unclear purpose, limited feedback, or no visible end user, raising questions about whether the workload remains justified.
- New reporting requirements continued to be added in the 2025 legislative session, including multiple new or amended report obligations reflected in the inventory workbook.
- The inventory indicates that some reports are already flagged for consolidation, repeal, sunset, or modification, which is significant for policymakers. Those dispositions show that Nevada has already moved beyond merely identifying reports and has begun building a framework for classifying how they are to be handled in future maintenance cycles.

Current Databases and Tracking Systems

Documents reviewed for this study show that Nevada does not currently operate a unified enterprise database for tracking all reporting requirements and the data collections that feed them. Instead, report tracking relies on a combination of independently developed inventories, spreadsheets, office-specific systems, program platforms, and emerging DMS planning artifacts.

The *NDE Reporting Inventory* has been identified by this analysis as a necessary foundational tool rather than an already mature statewide production system. Its stated purpose is to become “the

list to end all lists” by merging multiple source lists into a living document anchored by statutory citation as the key field and preserving provenance from prior contributors.

The *Reporting Inventory* as delivered will be able to function as the most comprehensive tracking artifact to date. It includes multiple worksheets that provide a history of the process used to merge reporting requirements from different source lists, including legislative changes since 2021; and contains detailed data such as business owners, report recipients, data collection methods, report frequencies, and recommendations for consolidation or repeal (or dispositions).

A key distinction in the Findings, Recommendations, and Commendations section is between a *report* and a *data collection*. Nevada should not treat those as the same asset type, because a *data collection* is the underlying dataset, form, or submission mechanism, while a *report* is a downstream output or presentation layer used for compliance, policy, or decision-making.

The distinction is important because Nevada’s present weakness is not only the excessive number of reports, but also the lack of a parallel statewide inventory of the data collections that feed them. Without that crosswalk, leaders cannot easily determine where one data collection feeds multiple reports, where multiple collections feed one report, or where overlapping data elements could be standardized and reused. Chapter 6 of this report elaborates this distinction and provides more detail on the structures of the *reporting inventory* developed through this project, and the *data collection inventory* recommended for finalization. A baseline *data collection inventory* was developed for the Data Management System (DMS) and referenced as an appendix in the Request for Proposal for the DMS.

Operational Problems in the Current System

The current reporting system places a burden on districts in various ways through the eight reporting domains. For example, in the *Processes & Methods* domain, an identified inefficiency exists as the same underlying information is often collected more than once under slightly different rules, dates, and definitions. There are overlapping human resources reports, overlapping discipline collections, repeated finance and grant cycles, and overlapping accountability frameworks as recurring examples of duplicative workload.

The study’s reference materials also show that access to statewide student information data has not yet been translated into statewide reporting efficiency. Although NDE has expanded access to Infinite Campus, districts still report needing to upload files, complete spreadsheets, and provide screenshots of data that already exist in state-accessible systems, because centralized pulls are not standardized or consistently trusted.

Another major current-state issue is platform proliferation within the *Data Collection & Validation Tools* domain. Districts must navigate multiple disconnected systems to submit and monitor reporting, creating common operational problems such as limited save-and-return capability, constrained editing, comment exchanges occurring outside the system of record, planned outages near deadlines, and duplicate entry of information already provided in other tools.

The study has also revealed that unclear guidance and inconsistent interpretation are major operational burdens. Districts reported mid-cycle template changes, different reviewer

expectations, unstable business rules, and a lack of calibrated protocols across offices, all of which create rework and make statewide data less comparable.

Peer State Review

Peer state review data provides several examples of states that have adopted more formal structures to streamline reporting requirements. These examples are especially relevant for Nevada because they show that streamlining is not limited to technology upgrades; it also depends on governance, inventory discipline, data standardization, and recurring review cycles.

The State of Arizona is pursuing a pilot-oriented strategy. According to the Findings, Recommendations, and Commendations section of this report and the State of Arizona summary document, the Arizona Charter School Board and Northern Arizona University are supporting legislation that would allow *Innovation* schools to pilot a defined set of reports and test the elimination of selected reporting requirements, creating a controlled mechanism for learning what can be reduced without undermining accountability.

The State of Utah is using a structured statewide review process linked to annual assurances. The recommendations draft notes that, on April 2, 2026, the Utah State Board of Education (USBOE) voted to reduce reporting requirements from 91 to 70 and directed the Utah State Board of Education's Finance Committee to continue identifying additional reductions. Utah's draft annual assurances materials also reflect a disciplined statewide process for updating requirements and maintaining clear compliance expectations. The Utah State Board of Education Finance Committee is composed of Utah Department of Education policy and finance operations staff and local LEA representatives.

The State of Colorado offers a governance and data-pipeline example. The recommendations cite *Colorado's Education Data Advisory Committee* as a standing body that reviews PK-12 data collections and advises whether they are duplicative, obsolete, insufficient, or unused, and references Colorado's centralized data pipeline model in which districts review, resolve errors, and certify state-managed data snapshots before statewide use.

Research also provides the States of Connecticut and Washington as examples using a more unified data architecture to reduce duplicate requests and improve comparability; and the States of Kansas, Michigan, and Nebraska as examples of SLDS-based centralized extracts with local validation. Research for this study shows these examples are used to support a "collect once, use many times" model in which the state standardizes definitions and code sets, pulls data centrally where possible, and shifts district effort from compilation to validation.

In addition to distinguishing between the reporting and data collection inventories, Chapter 6 provides details for the reporting inventory *data dictionary* along with information about how other states approach the systematic review of the information. A *data dictionary* provides descriptive information about fields and their sequence. The comparison will be used to identify commonalities and differences in field lists and to determine whether any of those differences should be recommended for consideration in Nevada.

Implications for Nevada Leaders

For the *Education Service Center* Executive Director, the Nevada Department of Education State Superintendent of Public Instruction, and legislators on fiscal and education committees, Nevada's current reporting system has three immediate implications. First, Nevada's challenge is structural rather than isolated. When viewed, the problem is seen to extend beyond a subset of burdensome reports and more realistically distributed among the eight reporting domains. Each domain will require a unique approach to developing reasonable and actionable steps to solve problems while sustaining operations and continuing to meet the needs of report recipients.

Second, the State already has building blocks for a solution. Artifacts developed through this study including the *Reporting Inventory*, the *Data Collections Inventory*, and the *Data Management System (DMS)* design combined with district input, the authority provided in SB 460 Section 1.7, and examples from other states, create a clear foundation for a state-led effort. Together, these inputs support establishing a single reporting inventory, a separate data collections inventory, a statewide data dictionary, a governance structure to oversee them, and a recurring process to eliminate, consolidate, or modernize low-value requirements.

Third, streamlining reporting is not simply an administrative convenience. The *School District Reporting Analysis* repeatedly connects reporting requirements to fiscal efficiency, equity for small and rural districts, data quality, strengthens confidence in statewide oversight and accountability, and the ability of districts to redirect staff time from compliance work toward instruction and student support.

Chapter 3: Stakeholder Engagement and Analysis of Themes

Overview of the Analysis - Scope and Status

This combined report merges findings from two data collection points: (1) a broader statewide interview study inclusive of all Nevada school districts and the SPCSA through small focus groups and individual interviews, and (2) a supplemental set of data points through detailed questions obtained from school district representatives from Clark County, Douglas County, Eureka County, Lander County, Nye County, Pershing County, Storey County, Washoe County, and the SPCSA. The remaining districts either did not respond or indicated that the interview process was thorough and captured what responses they would have made in writing. This represents 100 percent responses on the interviews, with 9 of the 18 districts/charter authority (50%) providing supplemental information. The analysis synthesizes responses from participants across both data sets, including written interview responses and follow-up discussions. Not all interview questions were answered by all participants.

Cross-cutting Themes

Eleven cross-cutting themes emerged from the synthesis of interview responses across both data sets. Themes were identified through review and analysis of all data sets to eliminate redundancy while preserving the full range of responses. Each theme is supported by findings from multiple districts and, where applicable, the SPCSA.

For purposes of this study, *cross-cutting* is used to describe themes that emerged consistently across multiple interview questions, functional areas (e.g., accountability, finance, grants, data systems), and respondent types, rather than being confined to a single program, statute, or reporting process. These themes reflect systemic conditions affecting districts statewide and the SPCSA, as evidenced by recurring patterns across both the initial statewide interviews and the supplemental follow-up data. While individual examples or reports may be discussed within specific sections, the cross-cutting themes are defined by their breadth, recurrence, and relevance across multiple reporting domains and district contexts.

Representative Feedback/Comments

For the majority of the themes, direct quotations were selected from both data sets to represent key perspectives across respondent groups. Each quote is identified by a small, medium or large district designation and, where appropriate, the department name is listed. These direct comments further describe the issues found in one or more of the cross-cutting themes.

Theme 1 – Proliferation and Accumulation of Reporting Requirements

Participants across virtually all districts described a reporting environment in which requirements and initiatives multiply each legislative session; however, these requirements and initiatives are rarely reviewed for continued importance, eliminated, consolidated, or phased out (“sunsetted”). The introduction of SB 460 (2025) alone added over 80 additional statutory and programmatic provisions to Nevada’s existing education framework (Guinn Center for Policy Priorities (2025).

Respondents uniformly characterized this trajectory as unsustainable, noting the cumulative weight of hundreds of individual submissions now dwarfs what any district, particularly small and rural ones can meaningfully complete without sacrificing instructional support for students. Several participants called explicitly for a structural “do-over”—that is, identifying the core information the state truly needs, building reporting around those items, and eliminating the rest.

For example, Nye County respondents noted that when a new report is introduced and then discontinued a year later without explanation, the accumulated burden feels particularly arbitrary. They also raised the question of whether reports originating from legislators who are no longer in office that are not codified could be removed without legislative action. Douglas and Mineral County respondents reinforced this pattern, noting that ad hoc collections including multi-year reports including computer science SCED code validations, and teacher licensure validation projects layer onto already full calendars with limited advance notice.

Theme 2 – Redundant and Duplicative Reporting Across Agencies, Offices, and Systems

Nearly every participant identified instances in which the same or substantially similar data must be submitted to multiple agencies, offices, or systems without any consolidation mechanism. Examples include: Human Resources (HR) staffing reports (Acing Workforce, Teacher Shortage, and Licensed Personnel Report requesting overlapping vacancy and licensure data); discipline reporting (DF-50, AB 285, bullying, and firearms reports drawing on the same underlying incident records); financial and grant cycles (388 report, reimbursement requests, final financial reports, and annual audits); and accountability frameworks (Acing Accountability, the NSPF, and the Nevada Report Card). A recurring concern is that NDE offices including Title I, II, III, and IV programs operate in perceived silos, making independent and sometimes duplicative requests without coordination.

Douglas County documented this pattern in detail. The School Performance Plan must be uploaded multiple times for different grant programs and indicators in Title I Crate, despite NDE having direct access to the platform housing those plans. College and Career Ready criteria overlap across Acing Accountability enrollment rules, the ADAM01 collection, and CTE

Perkins Performance Indicators, each using slightly different rules around participant vs. concentrator vs. completer status and different enrollment dates. Discipline data is among the most duplicated categories: AB 285, DF-50, the Civil Rights Data Collection, and EdFacts submissions all draw on the same underlying incident records but require separate preparation. Nye and Lyon Counties documented that “as of” dates across collections are often offset by a single date, creating needless “re-pulls” of essentially the same data. Storey County noted that Acing Workforce could be consolidated with long- and short-term substitute reporting, and that DF19 (Average Class Size) could be combined with Acing Workforce and DF18 (Student–Teacher Ratio).

Representative Comments Related to Themes 1–2: Proliferation and Duplication

Each legislative session, new initiatives seem to generate additional reporting expectations, but very few are removed, streamlined, or consolidated. The overall trend is unmistakable: more reports, more complexity, and more strain on limited staff, without a corresponding increase in support or evidence that these additional reports advance student achievement.

— Small School District, Superintendent

I feel like it might be more helpful just to really nail down what are those key things the state wants, and then just create new reporting around those... and then just eliminate all the rest. It's sort of a do-over.

— Medium School District, Superintendent

The October 1st validation report basically gives you every single piece of information for our students... But all of these reports still ask for general populations... It is duplicative work.

— Medium School District, IT Department

It appears that the 388 report is requesting a significant amount of data that is already provided through our monthly or quarterly reimbursement requests, followed by the final financial reports, and ultimately the annual audit report submitted to NDE.

Small School District, District Specialist

Some of the CCR criteria overlap with CTE reporting (Perkins Performance Indicators) and Adjusted Cohort Grad Rate, with slightly different rules: Participant vs. concentrator vs. completer and OYOG vs. program year.

— Small School District, District Specialist

Multiple indicators on multiple grants request evidence from or correlation to the School Performance Plan. NDE can see site SPPs so why do they need to be uploaded to Title I Crate at all, let alone multiple times in multiple grants for multiple indicators?

— Medium School District, District Specialist

Theme 3 — Infinite Campus Access Has Not Reduced Reporting Burden as Intended

Districts reported that expanded NDE access to Infinite Campus (IC) originally framed as a mechanism to reduce local reporting requirements and improve data quality has not delivered the promised efficiencies. Instead, districts continue to upload files, complete separate spreadsheets, and provide screenshots of information that already exists in state-accessible systems. Three foundational causes were identified: First, inconsistent local use of IC modules and codes and the absence of clear statewide business rules produce unreliable data pulls; second, the State has not invested in vendor-built standard reports aligned to state/federal definitions that could automate extractions; and third, district's report that not all have access to the same IC modules leaving smaller districts with limited resources which in turn creates additional work. Until these gaps are addressed, statewide access alone cannot produce the efficiencies that justified the IC investment.

Nye County respondents offered detailed testimony on this issue. Their staff noted that the district writes SQL scripts and uses the DVSL validation tool which is a capacity unavailable to most smaller districts. They suggested that the state could potentially reduce the total number of data sets from approximately 100 to around 30 by having NDE pull directly from IC and asking districts to validate, rather than requiring districts to compile and submit separately. Douglas County noted frustrations with the IC validation tool and flagged that the Bighorn-to-SilverShare transition has pushed back collections for the Accountability Report Card. Clark County identified an equity issue between larger and smaller districts in the ability to fund available IC modules, creating disparities in reporting.

Theme 4 — Platform Proliferation and System Usability Problems

Districts and the SPCSA described the cumulative burden of managing multiple, unintegrated reporting platforms including Infinite Campus, ePage, Title I Crate, Smartsheet, Epicenter, BigHorn/SilverShare, ADAM, and others, each with its own structure, login, and learning curve. Smartsheet was repeatedly cited as especially problematic because work cannot be saved mid-entry or easily edited after submission, forcing staff to re-enter lengthy forms if interrupted or if corrections are requested. Title I Crate was described as powerful in concept but inconsistently configured across programs.

Douglas County's AGPM Administrator specifically identified Title I Crate's comment workflow as a significant usability failure: NDE can comment within the platform, but LEAs must type responses into a Google Doc, download it as a PDF, and upload the PDF to Title I Crate converting a simple interaction into a multi-step manual workflow. The same administrator noted

that monitoring activities appear in both Smartsheet and Title I Crate without a clear rationale, adding confusion and redundant activities. Planned system outages near submission deadlines such as the Infinite Campus outage coinciding with summer reporting were flagged by Douglas County as creating avoidable stress.

Representative Comments Related to Themes 3-4: Technology and Platform Challenges

Smartsheet-based reports are disproportionately burdensome compared to other reporting mechanisms that allow for incremental data entry, review, and quality checks. In a small district with limited personnel, this rigid structure pulls staff away from direct support for students and schools.

— **Small School District, Superintendent**

Title I Crate does not allow districts to comment on monitoring indicators. NDE can comment, but LEAs must type responses into a Google Doc, download said doc as a PDF, and then upload the PDF to Title I Crate. A live comment thread or narrative box would reduce the time wasted by the inefficiencies of this process.

— **Small School District, District Administrator**

Trying to roll out a new monitoring system while NDE was also catching up on FY22–25 grant monitoring for all federal grants was a huge lift. It felt that NDE was nonchalant about the burden this placed on small districts.

— **Small School District, Superintendent**

Should be able to reduce the number of data sets down from the current approximately 100 to around 30. NDE could pull what they need from IC and ask districts to validate, rather than having districts compile and submit separately.

— **Medium School District, IT Department**

Theme 5 – Unclear Guidance, Changing Expectations, and Inter-Rater Inconsistency

Interviewees frequently cited unclear instructions, shifting templates, and differing interpretations among NDE staff as major drivers of reporting burden and rework. Report templates change repeatedly within the same year. A report deemed exemplary one year may be judged deficient the next despite identical content. High staff turnover within NDE's grants and monitoring offices was widely perceived as the primary driver of inconsistent expectations. Retroactive correction requests were specifically flagged by multiple participants as raising data integrity concerns.

Nye County respondents provided direct testimony on this issue. They described the state attendance audit as changing every year even when the same personnel are involved. Districts are not clear on the business rules and as a result districts submit different information with no assurance of comparability or accuracy. AB 285, the Disproportionate Discipline report, was

cited as an example of unclear initial requirements generating a cycle of inadequate or unreliable data, revision requests, and excessive manual labor. Districts also shared concerns regarding the accuracy and burdensomeness of the NRS 387 report, specifically when the NDE releases several different requirement versions of the same report during report development.

Theme 6 – Limited or One-Sided Feedback on Submitted Reports

Across both data sets, the nearly consistent absence of feedback from state agencies on submitted reports was of significant concern. After completing time-consuming submissions, districts report receiving no acknowledgment of receipt, no information about how data is used, and no indication of whether reports inform state-level decisions. The feedback districts receive often occurs when a revision, risk assessment, or corrective action plan is triggered, framing every state-district interaction as corrective rather than collaborative. Several participants gave examples of multi-page plans submitted year after year without end-user comment, only to have auditors flag concerns years later.

Douglas County's AGPM Administrator described a clear example: By mid-March, LEAs had received no feedback on the CLNA submitted in January, the grant monitoring report submitted in February, or the grant applications submitted in March. Because these three products are sequential and interdependent, the absence of timely response removes any possibility of collective improvement. The grant revision process in ePage was similarly flagged: three levels of NDE approval are required, and when GMU rejects a submission that the Programmatic level already accepted, the application restarts at the beginning of the review cycle consuming additional weeks of staff time. Nye County noted that schedules submitted in April had received no follow-up response. In contrast, Douglas County's Accountability Specialist noted that the NDE ADAM team's Accountability University in September 2025 was a notable exception. Cited as a proactive effort to help districts understand the rationale and connections across accountability reporting, it was identified as a model that other NDE offices could replicate.

Representative Comments Related to Themes 5-6: Unclear Guidance and Retroactive Requirements and Absence of Feedback and Use

We were supposed to do our monitoring, and we were given two weeks for funding that we received five years ago... We weren't necessarily keeping the right data points because we were never told that.

— **Medium School District, Finance Department**

It seems that the NDE contact says "I don't know, just give me something." This indicates that every district is submitting different information... it is a tennis match as to what the data should look like.

— **Medium School District, District Specialist**

The most significant burden stems from data requests with poorly defined or evolving requirements. When requests change mid-stream, initial data is inadequate, leading to a lot of back-and-forth.

— Small School District, District Specialist

The attendance audit changes every year. Even if they are the same people at NDE, it is inconsistent in what we are being asked and required to do.

— Medium School District, IT Department

Probably 90% of the reports and things that we do and turn in I don't have an understanding as to why, other than they're checking to make sure we're doing it... What is the purpose of the report?

— Small School District, Superintendent

We do not receive any feedback at all, leaving us uncertain about whether the data is being used, how it informs state-level decisions, or whether improvements are needed.

— Small School District, Superintendent

As of mid-March, LEAs have not received feedback on the CLNA that was due in January, the grant monitoring that was due in February, or the grant applications that were due in March. Ideally, feedback from one would inform adjustments made to the others, but the timeline does not allow for that.

— Medium School District, District Administrator

A grant revision in ePage requires three levels of NDE approval. Often the Programmatic level will accept the revision, but GMU will reject it. This is frustrating because each level of approval can take weeks and once it is rejected, it starts back at the first stage of approval.

— Medium School District, District Administrator

Theme 7 — Resource Constraints and Disproportionate Burden on Small and Rural Districts

Respondents in small and rural districts consistently noted that statewide reporting requirements are designed without consideration of the staffing limitations of small systems. In these districts, a single employee may simultaneously carry roles spanning payroll, HR reporting, federal grants coordination, assessment administration, and accountability validation. As a result, each reporting deadline and the stream of ad hoc data requests (often routed through the Legislative Counsel Bureau for state committees, such as requests for counts of students in self-contained special education settings by district) can impose an outsized administrative cost. While NDE can produce statewide self-contained data, the current data management system (DMS) cannot generate the same information at the individual-district level, requiring districts to compile and submit it manually. Participants also noted that large districts with technical staff and SQL expertise can optimize their data presentation and work

through reporting burdens efficiently, while small rural districts struggle to meet minimum requirements raising equity and comparability concerns about statewide data quality.

Nye County acknowledged that, relative to many districts, it is comparatively better resourced, with dedicated data staff who develop SQL scripts and maintain internal validation processes. Respondents noted that this level of technical capacity enables efficiencies that are largely unavailable to smaller and more rural districts. They suggested that broader access to similar technical expertise whether through shared services or centralized support could improve reporting efficiency and data quality statewide while reducing inequities between districts with vastly different staffing and technical resources.

In addition, Washoe County has reported they have the capacity to hire additional staff. However, they recognize the disproportionate impact this may have on small rural districts and noted that their priority remains directing resources into the classroom. This self-awareness reinforces the equity dimension: If a relatively well-resourced district finds the current reporting environment burdensome, the challenges facing truly small, single-administrator districts are far more problematic. Douglas County's accountability staff noted that IT staffing constraints mean requests for technical assistance are frequently deprioritized in favor of more immediate district reporting needs. Lincoln County noted most of the reporting is completed by the superintendent.

Representative Comments Related to Theme 7: Disproportionate Burden on Small and Rural Districts

Our CLNA report ended up being 50 pages long... It was so long that our lady that came back and worked on it just quit in the middle of it and said, it's not worth the little stipend you give me.

— Small School District, Superintendent

The greatest support the state could provide is not additional personnel or tools, but a thoughtful reduction of redundant, non-instructional reporting so that the limited teams in rural districts can focus their time and expertise on the work that truly matters for students.

— Small School District, Superintendent

We are blessed with our staff, but most districts don't have the same supports. If the ESC could help with data management, that would benefit smaller districts pulling from limited data management capacity.

— Medium School District, District Administrator

Theme 8 – Deadline Clustering and Summer Reporting Conflicts

Multiple respondents raised concerns about report deadlines that occur at the same time in the year, making it impossible to complete all submissions without significant disruption to other operations. A specific and recurring concern was the concentration of deadlines between late June and mid-August which is a period during which key district staff are often not under contract creating a structural mismatch between state reporting calendars and district staffing cycles. Participants from Lander County specifically noted that when 6–10 grants are all due in the same month, the compounding pressure is unreasonable for small teams.

Douglas County noted that summer reporting this year falls on or around a planned Infinite Campus outage, rendering the submission window effectively shorter than advertised. The ADAM01, 02, and 03 collections require AP testing results available only in the second week of July, creating inherent timing challenges. Nye County staff also raised summer submission dates as a concern, though noted their team's summer presence makes the burden somewhat more manageable than for districts with leaner summer staffing.

Theme 9 – Unclear Value and Purpose of Certain Reports

Multiple participants questioned the educational value of specific reports that appear to generate little feedback or identifiable use at the state level. Examples include: the class size reduction plan (no resources provided, no feedback received); class size reporting under AB 304; certain NRS-mandated reports such as the gift report and special district expenditure exemptions; annual physical examination requirements that some districts lack capacity to implement; and reports required for federal programs in which small districts do not receive funding.

Districts identified several additional reports for potential elimination. The Summary of Performance required for every graduating special education student was described as an obsolete document from a prior regulatory era: No one follows up on the report, the report is not sent to any external entity, and the report serves only internal compliance purposes. The alternative schedule submission process introduced after a district voluntarily self-reported and self-corrected a scheduling irregularity now requires submitting schedules with detailed justifications and auditing 20% of schools per year, with no feedback received on the most recent submission. The 5-year adjusted graduation rate was raised as a candidate for review. Nye County acknowledged that, relative to many districts, it is comparatively better resourced, with dedicated data staff who develop SQL scripts and maintain internal validation processes such as DVSL. Respondents noted that this level of technical capacity enables efficiencies that are largely unavailable to smaller and more rural districts. They suggested that broader access to similar technical expertise whether through shared services

or centralized support could improve reporting efficiency and data quality statewide while reducing inequities between districts with vastly different staffing and technical resources. Pershing County suggested it is important for district leaders to understand the “why” and the “educational suitability” of a report designed to improve student achievement.

Additionally, superintendents are interested in learning if the rationale for original reporting requirements is still relevant, or in time if the requirements could be purposefully abandoned.

Theme 10 – Accountability Without Corresponding Support

Participants frequently describe an environment of growing accountability requirements, risk assessments, and monitoring tools without essential support such as training, exemplars, or additional NDE staff capacity. Districts are expected to navigate frequent procedural changes and high-stakes monitoring under tight timelines, often with threats of corrective action, but limited practical guidance or technical assistance. Several interviewees framed this as “accountability without support,” arguing that it breeds frustration and erodes trust between the NDE and districts without necessarily improving outcomes for students. The misalignment among Nevada’s primary accountability instruments, the NSPF, STIP, and Acing Accountability was identified as a related structural problem, producing conflicting signals to schools about what success looks like.

Multiple districts articulated a related concern that was particularly salient in this study update: the expansion of state-initiated programs beyond the state’s core regulatory responsibilities. Respondents expressed the view that the Nevada Department of Education (NDE) should focus primarily on ensuring compliance with clearly defined legal requirements such as the Nevada Educator Performance Framework rather than developing or promoting discretionary initiatives that may lack long-term sustainability once grant funding expires.

Representative Comments Related to Themes 9–10: Unclear Value and Accountability Without Support

I think there’s a piece of legislation that says the school district shall submit an annual report of “blah, blah, blah...” And it’s tantamount to throwing a worksheet at a kid that we know is not going to benefit them... It’s a time filler... accountability without support just leads to frustration.

— **Medium School District, Superintendent**

The shift from a one-time annual Count Day to quarterly Average Daily Enrollment reports has significantly increased the administrative burden by requiring four times the amount of data validation. The transition from quarterly RFRs to monthly RFRs has tripled the clerical workload for fiscal reconciliation without adding significant strategic value.

— **Medium School District, District Administrator**

Summary of performance for every graduating special education student. Nobody follows up, we don't send it to anybody, it is more for internal compliance. It is an obsolete document from a prior regulatory era.

— Medium School District, District Administrator

We don't need the state to develop programs for us. Why is the state developing programs? That is up to the districts. If the NDE could recognize the NEPF is a legal requirement, and so long as the district is meeting the legal requirements, that should be sufficient.

— Medium School District, Superintendent

Frankly, our team is exhausted in doing the same work over again and no changes coming as a result of the work.

— Large School District, Superintendent

We have to go back and prove that we're doing what we've already told them we've done... grant monitoring is a huge chunk of time on short timelines and they want a ton of information.

— Medium School District, District Administrator

Theme 11 – Onboarding and Institutional Knowledge Gaps

Districts described significant difficulties when new staff assume CFO, grants, or data roles without a clear statewide handbook of required reports, contacts, and examples. New leaders reported discovering reports they had never heard of only when state auditors flagged missing submissions in at least one documented case revealing multi-year gaps that NDE had never previously raised. Several respondents suggested that the Education Service Center could provide standardized training materials, report calendars with statutory citations, onboarding guides for key district roles, and a shared database of exemplary submissions to reduce the steep learning curve for new staff.

Douglas County's Accountability Specialist specifically identified the NDE ADAM team's Accountability University as a model for proactive onboarding support, noting that districts experiencing personnel changes would particularly benefit from this format. It is recommended that other NDE offices, such as CTE/CRALEO, replicate the Accountability University model to help district staff understand the rationale and connections behind their specific reporting domains. Carson City and Nye County noted their team's familiarity with their data ecosystem was built over years through SQL development and internal documentation, which is a capacity most districts do not have. Both responses reinforce the case for the ESC to serve as a centralized resource for standardized training and data management support.

Representative Comments Related to Theme 11: Onboarding and Institutional Knowledge Gaps

We've never submitted that one and nobody's ever asked for it... So when the governor did his audit... two reports that we were completely unaware of... I have no record going back 20 plus years of anyone ever doing that report.

— **Medium School District, District Administrator**

The NDE ADAM team held an Accountability University in September 2025 that really helped tie together the pieces of different accountability reporting. I found it valuable and would think that districts that have personnel changes would benefit from it. Other groups like CTE/CRALEO could potentially replicate that format.

— **Medium School District, District Administrator**

Chapter 4: Report Usage and Burden

Clark County School District (CCSD) has taken a significant step in formalizing its own district-level governance around reporting requirements. In February 2026, CCSD curated a District Reporting Committee comprised of approximately 80 members, primarily the directors responsible for specific reports to review compliance obligations and identify duplication. The committee meets monthly and reviews the prior month's completed reports while previewing the reports due in the upcoming three months. The committee's goals mirror the three pillars of effective oversight: (1) Governance, (2) Oversight, and (3) Compliance. CCSD's process has revealed that where NDE does not provide standard templates, the district has identified inconsistencies in data and report submissions. As the committee works through its report inventory, it is creating internal templates to ensure consistency within CCSD.

As reported by LEAs, Table 4-1 below documents specific reports, data collections, and processes as identified across both data sets as redundant, overly burdensome, or misaligned with limited capacity. Washoe County School District's internal inventory alone identified more than 400 report lines across departments. Clark County's work expands on this and provides a strong foundation as a basis for creating a list that fully accounts for reporting requirements and associated burden. Reports are organized by functional category.

Table 4-1. Reports, Data Collections and Processes as reported by LEAs as potentially Redundant, Unnecessary, or Misaligned

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
ACCOUNTABILITY AND SCHOOL PERFORMANCE				
Acing Accountability (NRS 385A.070)	NDE	Annual	Substantially overlaps with NSPF and Nevada Report Card; data re-entered in slightly different format; recommended for consolidation into NSPF.	6+
Nevada Report Card (NRS 385A.070 et seq.)	NDE	Annual	Described as bloated; requirements added each session without removal; many data elements already reported through other mechanisms; candidate for modification.	5+

Nevada School District Reporting Analysis

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
Nevada School Performance Framework (NSPF)	NDE	Annual	Generally accepted as valuable; cited as outdated and in need of targeted updates; misalignment with STIP and Acing Accountability creates conflicting performance signals; candidate for modification.	4
SPP / STIP / Acing Accountability (Improvement Planning Suite)	NDE	Annual	Three separate planning and accountability instruments targeting overlapping goals; districts report compliance burden without coherent alignment or additive value; candidates for consolidation.	4
AB 285 Disproportionate Discipline / DF-50 Discipline Reporting	NDE - ADAM	Quarterly / Annual	Very similar data elements across all discipline reports; AB 285 initial requirements unclear, causing extensive revision cycles; cumbersome collection tool; shared coded from other districts don't always function; overlaps with CRDC and EdFacts; candidate for elimination.	5+
Bullying and Firearms Reports (DF-50, CRDC, EdFacts FS086/FS163)	NDE / Federal	Annual / Biennial	Same underlying behavior incident data feeding multiple overlapping reports; CRDC covers weapons, violence, sexual violence, harassment/cyberbullying; EdFacts FS086 covers firearm incidents; FS163 covers Gun Free Schools Act reporting; AB 490 standardization effort underway; candidate for consolidation.	4+
ADAM01, 02, 03 / CCR Reporting Overlap	NDE - ADAM	Annual	ADAM01 CCR rules differ from Acing Accountability CCR enrollment rules (OYOG vs. program year; participant vs. concentrator vs. completer); further overlap with CTE Perkins Performance Indicators and Adjusted Cohort Graduation Rate; requires multiple re-pulls of same underlying data with slightly different parameters; candidate for consolidation.	4

Nevada School District Reporting Analysis

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
FINANCIAL REPORTING				
NRS 387.303 '387 Report' (Annual Financial)	NDE Finance / NCES	Annual (post-audit)	Template changes annually and sometimes multiple times within the year; requires extensive manual re-entry; significant cross-district inconsistencies; candidate for modification.	5+
388 Report (Grant Financial Summary)	NDE	Annual	Requests data already provided through quarterly reimbursement requests, final financial reports, and annual audit; perceived as duplicative of existing financial disclosures; candidate for consolidation.	3
Zero-Dollar Reimbursement Requests	NDE	As required	Districts required to submit \$0 reimbursement requests on a periodic cycle; no practical purpose identified; creates administrative burden on both district and NDE staff; candidate for modification.	2
Monthly RFR Frequency Increase	NDE	Monthly	Shift from quarterly to monthly RFRs has tripled clerical workload for fiscal reconciliation without adding strategic value; Douglas County identified as a significant burden disproportionate to benefit; candidate for modification.	3
Quarterly Expenditure / Capital Project Reports	Dept. of Taxation / NDE	Quarterly / Annual	Some districts discovered these obligations only after state audits; in at least one case no record of submission existed for 20+ years with no prior NDE follow-up; overlaps with other financial disclosures; candidate for consolidation.	3
Average Daily Enrollment (ADE) Reports	NDE	Quarterly	Shift from Count Day to quarterly ADE has quadrupled data validation workload; enrollment changes across quarters require repeated report revisions; Douglas County recommends returning to Count Day model; candidate for modification.	3

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
FEDERAL GRANTS AND TITLE PROGRAM MONITORING				
Title I, II, III, and IV Monitoring (T1C, Epicenter, Desktop Monitoring, CAPs)	NDE - Title Programs	Annual / Ongoing	Some items required in both Title I Crate and Epicenter without coordination; Desktop Monitoring requires months of evidence collection (September-February); T1Crate does not allow LEA comment threads – districts must type responses in Google Doc, download as PDF, and upload separately; candidate for modification.	6+
School Performance Plan (SPP) Uploads in Title I Crate	NDE	Annual / Multiple	SPPs must be uploaded multiple times for different grant programs and monitoring indicators despite NDE having direct platform access; respondent recommended a consolidated framework indicator to eliminate redundant uploads; candidate for consolidation.	3
CTE Perkins Grant Reporting, CLNA, and QPR	NDE CTE/CRALEO and GMU	Multi-year cycles with annual updates	CLNAs reaching 50+ pages for small districts; same evidence required for QPR, CLNA, and Perkins monitoring separately; CLNA submitted in January with no feedback received by mid-March; grant monitoring and applications due concurrently created simultaneous high-burden periods; candidate for modification.	4+
Fiscal and Programmatic Risk Assessments (Multiple Programs)	NDE Grants / GMU / CTE	Periodic, often annual	New assessments introduced with minimal rubrics; districts notified after the fact that they were graded; short timelines to retroactively document multi-year expenditures; screenshots and exports of data already in ePage requested separately; candidate for modification.	5+

Nevada School District Reporting Analysis

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
Grant Revision and Final Financial Report (FFR) Process	NDE - GMU	Per grant cycle	Manual, retrospective true-up process; three sequential approval levels; GMU rejection after Programmatic acceptance restarts review from the beginning; no real-time fiscal dashboard; Time and Effort documentation adds further manual burden; candidate for modification.	3
Informal / Ad Hoc State Data Requests	NDE / State Entities	Sporadic	Include: arts education data (5 years historical); EL counts requested multiple times in one semester; immigrant and neglected student counts re-requested after NDE internally refines parameters; NSHE off-campus courses; teacher licensure validation; computer science SCED code verification; candidate for modification.	4+
Federal Program Reports When District Does Not Receive Funding	NDE (under federal authority)	Annual / Grant cycles	Small districts required to create policies and submit reports for programs they do not participate in; described as unethical and wasteful use of very limited staff time; candidate for consolidation.	3
HUMAN RESOURCES AND STAFFING				
HR Staffing Reports: Acing Workforce / Teacher Shortage / Licensed Personnel	NDE - State Reporting	Annual	Three separate reports collecting overlapping data on vacancies, assignments, and licensure; submitted through different templates despite near-identical content; NDE license verification portal repeatedly times out; candidate for consolidation.	4+
SPCSA All Staff Report / OPAL Licensed Persons Report	NDE	Annual	Two overlapping tasks for charter schools: All Staff Report and a screenshot certification that the OPAL report was completed; effectively the same licensure verification data submitted twice; candidate for consolidation.	1

Nevada School District Reporting Analysis

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
CLASS SIZE, CALENDAR, AND HEALTH				
CSR Plan and Class Size Reports (NRS 387.303 area; AB 304)	NDE / Legislature	Annual (Plan); Annual + 30-day (AB 304)	Described as an empty exercise; no feedback provided; no resources allocated; AB 304 purpose unclear to submitting districts; overlapping class size data collected through multiple mechanisms; candidate for modification.	4+
Alternative Calendar / Schedule Reports	State Board / NDE	Periodic	Multiple descriptive and quantitative submissions about calendars and instructional minutes; Nye County described current process as onerous following a voluntary self-correction; districts must submit schedules with justifications and are subject to 20% school auditing per year with no feedback received; candidate for consolidation.	4
Summary of Performance for Graduating Special Education Students	NDE / Federal	Annual	Described as an obsolete document from a prior regulatory era; not submitted to any external entity; serves only internal compliance purposes; no follow-up received; candidate for elimination or consolidation; candidate for elimination.	2
5-Year Adjusted Graduation Rate	NDE	Annual	Questioned as to whether it generates actionable insight proportional to collection burden; raised as a candidate for review alongside the standard 4-year adjusted graduation rate; candidate for elimination.	2
June 15 Physical Examination of Pupils and Health Reports	HHS / NDE	Annual	Some districts lack nurses or resources to implement; participants questioned feasibility and whether reports are reviewed or used by receiving agencies; candidate for elimination.	3+

Nevada School District Reporting Analysis

Report / Requirement	Requesting Entity	Frequency	Nature of Duplication / Burden	# Districts
TECHNOLOGY AND PLATFORM-SPECIFIC BURDENS				
Smartsheet-Based Submissions (Various Programs)	NDE (multiple programs)	Varies	Platform does not allow save-and-return; entire report must be completed in one uninterrupted sitting; structurally incompatible with small district operational realities; candidate for removal of any system where data cannot be saved.	4+
Planned System Outages Near Submission Deadlines	NDE / IC	Periodic	IC summer reporting deadline falls on or near a planned IC outage; Bighorn-to-SilverShare transition pushed back Accountability Report Card collections; platform changes near due dates compound existing workload; candidate for modification.	2
Homeless Validation / FS194 Homeless Student Count	NDE	Annual	Same homeless student count submitted through separate validation and formal report mechanisms; duplication confirmed by Storey County; candidate for consolidation.	2
Non-Uniform Data Collection Formats Across Districts	NDE	Ongoing	IC data entered differently across districts with no uniform coding standards; behavior event types, SPED data (DVSL vs. IC validation tool), and other fields vary by district, producing non-comparable statewide data; AB 490 effort working to standardize but not yet fully implemented; recommended to focus on creating common data sets so districts have more time for data validation.	3

Source: Public Works LLC, 2026

Chapter 5: Legislative or Regulatory Recommendations for Reports to be Eliminated, Modified, or Consolidated

Overview and Contextual Framework

This analysis documents why Nevada's K–12 reporting system requires immediate structural reform, what authority exists to act, and to set a path for next steps forward. This analysis supports ongoing statewide efficiency efforts. It is grounded in and intended to advance ongoing statewide efficiency work led by NDE, including the 2024 Crocus, LLC review of reporting burden and data systems. Findings on duplication, inconsistent procedures, and needed data improvements align with related efforts [Crocus, CSF, CIEE, the Public Works LLC Efficiency Study, SB 460 (2025), and other legislative actions] and collectively inform the final recommendations. These findings elevate the urgency of reform and include the following:

- **The Reporting Environment Diverts Staff Time from Student-Facing Work.** Nevada's current K–12 reporting environment has reached a point where the volume, duplication, and complexity of requirements interfere with the core work of serving students and increasing student achievement levels, especially in small and rural systems with limited staff capacity.
- **Requirements Continue to Accumulate, with Limited Review or Retirement.** District leaders across all 17 school districts and the State Public Charter School Authority (SPCSA) describe a system in which new reports and initiatives are layered on each legislative cycle, but existing requirements are rarely modified, consolidated, or eliminated - creating an unsustainable compliance workload that falls primarily on those districts with the fewest staff to complete the work.
- **The Magnitude of the Reporting Burden Is Documented.** Prior to this study, Nevada had no central, verified inventory of K–12 reporting obligations, allowing the cumulative burden to grow without system-level oversight. Washoe County School District's internal inventory alone identified more than four hundred (400) distinct reporting requirements across departments well beyond what existing state tracking lists captured, highlighting the extent of reporting activity occurring outside formal statewide visibility. The introduction of SB 460 (2025) layered over many new provisions onto this already substantial workload, underscoring that without deliberate structural reform, the trajectory will continue.
- **NDE Capacity Constraints Limit Available Support and Effective Data Use.** The Nevada Department of Education (NDE) is itself significantly understaffed relative to peer states and operates with fragmented data systems and inconsistent processes (Nevada Efficiency Study, Public Works LLC, 2025), limiting its ability to provide timely support, clear guidance, and high-value analysis back to districts.

SB 460 (2025) Legislative Authority for Improving Reporting Structures

- Section 1.7: Explicitly authorizes the Superintendent of Public Instruction to modify, suspend, or eliminate information or data reporting that is redundant or duplicative, effective July 1, 2026.
- Section 81: Directs the Commission on School Funding to conduct an interim study on reporting requirements, data collection capacity, and necessary staffing levels to meet pupil needs.

District and WestEd recommendations align closely with the recommendations of Public Works as advanced in this report. All three sets of recommendations identify the same high-burden, low-value reports for elimination, modification, or consolidation, drawing on statewide interviews, prior studies, and NDE inventories. Examples include discipline incident reports (NRS 388.1351-13), CSR biennial reporting (NRS 388.7006), and various NAC 387 financial and charter reports. Across the analyses, the message is consistent: reduce duplicative submissions and platform sprawl, keep only collections with a defined analytic or accountability purpose, and implement changes through SB 460's new authority, NDE modernization, and the Education Service Center as a shared-services hub.

Goals of the Analysis

This work pursues three (3) interconnected goals aligned with SB 460's reform agenda and NDE's modernization priorities.

Goal 1 — Reduce Disproportionate Burden on Districts and Charter Schools. This goal is especially urgent in districts where a single staff member covers multiple functions (e.g., payroll, human resources, grants management, assessment administration, and accountability reporting). Interview and survey evidence indicate that meeting state and federal reporting deadlines increasingly forces tradeoffs between compliance tasks and direct instructional support undermining both educational equity and data quality.

Goal 2 — Strengthen Operational Efficiencies Inside NDE. Align data collections to a smaller set of clearly defined, high-value reports and move toward more centralized, standards-based data systems, consistent documentation, and shared validation tools so that NDE staff spend less time managing redundant submissions and more time directly supporting districts and students. This efficiency agenda directly aligns with SB 460's broader accountability redesign (Sections 6.1–8.5), which creates a new school district and charter school sponsor accountability system and adds school achievement plans to existing accountability reports, effective July 1, 2026. By streamlining low-value and duplicative reporting now, NDE can redirect limited capacity from maintaining legacy

collections to implementing these new accountability frameworks and providing higher-quality guidance, feedback, and support that improves outcomes for students.

Goal 3 — Lay a Foundation for Durable Legislative Reform. By translating this body of evidence into a concrete list of recommended changes, the tables are intended to give legislators, NDE leadership, and stakeholders a practical starting point for building a more coherent statutory and regulatory framework one that periodically reviews, updates, and, when appropriate, phase-out (or “sunset”) requirements rather than allowing them to accumulate indefinitely.

Methodology: How Reports Were Evaluated

Nevada School Districts Reporting Analysis recommendations were developed through a mixed-methods process combining statewide qualitative inquiry, technical analysis of NDE’s data environment, and synthesis of multiple prior studies, as identified in the “Data Sources and Contributing Studies” section. Each report was evaluated through the lens of three primary criteria or “filters.”

Filter 1 – Burden

Interview and survey evidence were used to pinpoint data collections that consume disproportionate staff time relative to district size or capacity.

- Reports that require repeated manual uploads to multiple platforms;
- Templates that change mid-year and require complete reconstruction;
- Submissions due during periods when key district staff are not in the office; and
- Data collections completed in platforms such as Smartsheet that do not support saving partially entered responses (e.g., multi-tab forms that require supporting details for each school, program, or funding code).

When staff are pulled away from their current task to manage time-sensitive student issues or daily operations, they must restart submissions from the beginning, resulting in duplicate data entry and increased risk of submission errors.

Filter 2 – Duplication

The analysis draws on the Crocus report and cross-walked available file specifications and process descriptions to identify data collections that rely on the same underlying data and are submitted multiple times through different tools or formats.

- Discipline incident data submitted separately through AB 285, DF-50, bullying, and firearms reports;
- HR vacancies and licensure data collected independently across Aging Workforce, Teacher Shortage, and Licensed Personnel Reports;
- Financial data already captured through reimbursements and audits, but re-submitted through NRS 387 (1956) and NRS 388 (1956) reports; and

- Accountability data submitted across Acing Accountability, the NSPF, and the Nevada Report Card with overlapping, but non-identical requirements.

Filter 3 – Demonstrated Value

The study examined whether districts receive feedback or see straightforward evidence that a given report informs decision-making at the state level. Where reports described as obsolete, unused, or purely compliance-oriented submissions, they were flagged for action.

- Notably, several “low-value” determinations were validated internally by NDE during WestEd’s review: staff in the receiving offices confirmed that specific recurring submissions are not referenced for program monitoring, funding decisions, accountability calculations, or published analysis after receipt, and in some cases are simply stored to meet an administrative expectation. Where NDE confirmed there is no defined downstream use, the report was flagged for elimination or consolidation;
- At least one report’s statutory basis is no longer applicable (e.g., Empowerment Schools, which have not existed since 2010);
- In at least one instance, the relevant NDE office was unaware the report existed; and
- These internal validations combined with district interview and survey evidence about time burden and lack of feedback confirm that the elimination and consolidation recommendations in the accompanying tables reflect both (1) on-the-ground district experience and (2) NDE receiving-office confirmation that certain collections have no defined downstream use after submission.

Data Sources and Contributing Studies

Nevada School Districts Reporting Analysis recommendations to consolidate, modify, or eliminate reports were developed by compiling and reconciling multiple statewide source lists and studies—including NDE report-tracker files, the LCB “Education-Related Reports Required by Law” list, the NDE SY2025–26 LEA Reporting Requirements list, district-level inventories (e.g., Washoe County School District proposed removals), Finance Commission tracking tools, and independent analyses (Crocus, Public Works LLC, and WestEd/APA). These sources were merged into a single master inventory of state and federal reporting obligations that rely on local (LEA) data and then used to assign a recommended disposition (eliminate, consolidate, or modify) for each report.

- **Statewide Interviews.** Public Works LLC interviewed and/or collected information from every Nevada school district superintendent and the Executive Director of the State Public Charter School Authority, along with key central-office staff, using a specific protocol focused on reporting requirements, perceived burden, duplication, and the practical value of specific reports.
- **WestEd / APA Analysis (December, 2025).** Under the direction of the Commission on School Funding, WestEd’s analysis, conducted in coordination with NDE staff, identified 31 specific reports warranting action:

1. 22 recommended for elimination or consolidation;
 2. Two (2) recommended for changes in reporting frequency;
 3. Four (4) pending further charter school discussion; and
 4. Three (3) that can be streamlined through direct extraction from existing systems such as Infinite Campus.
- **Crocus LEA Data Collection Improvements Study (February, 2025).** Crocus engaged 21 NDE staff members across six departments and 48 LEA representatives through structured interviews and surveys, providing independent confirmation of the platform fragmentation, documentation gaps, and duplication patterns identified through district interviews.
 - **Commission on School Funding District Report Tracker.** Pursuant to Section 81 of Senate Bill 460 (2025), the Nevada Legislature directed the Commission on School Funding (CSF) to conduct an interim study examining reporting requirements, data collection capacity, and the staffing levels necessary to meet pupil needs with findings and legislative recommendations due to the Governor and Legislative Counsel Bureau by November 15, 2026. In advance of this directive, the CSF had previously engaged all 17 Nevada school districts in a districtwide report-tracking process, collecting direct district feedback on the burden, duplication, and value of existing reporting obligations. The resulting District Report Tracker, including district-level notes and recommendations, is incorporated into the accompanying tables and serves as a foundational artifact to inform and support the CSF's forthcoming work under Senate Bill 460, complementing the findings of WestEd, Crocus, and Public Works LLC.
 - **NDE Efficiency Assessment (Public Works LLC, 2025).** Concluded that NDE is understaffed compared to peer state education agencies, staff are stretched across too many initiatives, and improving internal processes, technology, and role clarity is essential to sustaining any new responsibilities created by the Legislature.
 - **NDE and District Reporting Inventories.** Including NDE Report-Tracker files, the LCB Education-Related Reports Required by Law, the NDE SY2025–26 LEA Reporting Requirements list, Washoe County School District's proposed report removals, and the Finance Commission District-wide Report Tracking.
 - **Twelve (12) Independent tracking tools consolidated.** The following twelve (12) independent report tracking tools developed by various internal and external entities analyzed for recommended dispositions including eliminate, consolidate, or modify/change:
 1. NDE Office of Division Compliance (ODC) start to create a new universal database
 2. NDE Report-Tracker-1 (NDE Leadership)
 3. NDE Report-Tracker-2 (SID Report Tracker)
 4. LCB Education-Related Reports Required by Law
 5. 2025 Legislative Regulation Changes

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6. WestEd Reports Recommended for Elimination
7. NDE SY2025-26 LEA Reporting Requirements
8. Washoe County School District Proposed Report Removals
9. Public Works Nevada School Districts Reporting Analysis
10. Finance Commission District-wide Report Tracking
11. Clark County School District Proposed Report Removal
12. NDE Feedback Spreadsheet

Action Types: Definitions

Of approximately four hundred (400) total reports, the table below recommends action on 89 reports (or 22% of total reports). The tables that follow assign each identified report one of three action types, defined below, and applied consistently across all entries.

Table 5-1. *Recommended Action Types*

Action	Definition
ELIMINATION: (ELIMINATED; ELIMINATE; ELIMINATE - PENDING)	The report has no identified statutory use at the state level, is fully duplicative of data collected through another mechanism, stakeholder recommendation, or its underlying statutory basis is no longer applicable. The sub-types are specified for reports recommended for elimination: ELIMINATED, ELIMINATE, and ELIMINATE - PENDING. ELIMINATED implies the actions have already been taken to eliminate the report. ELIMINATE implies the report is recommended for elimination with no further review required. ELIMINATE - PENDING implies a recommended elimination pending further review.
CONSOLIDATION	The report's data elements overlap with one or more other collections and should be merged into a single submission without loss of required information.
MODIFICATION	The report retains value, but can be reduced in frequency, simplified in format, or extracted directly from existing systems such as Infinite Campus rather than requiring a separate manual submission.

Each table entry is paired with: The source of the requirement (NRS/NAC citation), the rationale for the recommended action, notes on small-district impact, and implementation considerations to guide phased change.

NDE Modernization Alignment and the Role of the ESC

The Nevada School District Reporting Project is designed to align directly with NDE's broader efficiency and modernization agenda and with the new institutional infrastructure created by SB 460.

- **Platform Proliferation Is a Root Cause, Not Just a Symptom.** Crocus documented that NDE's current reporting environment relies on at least eight separate platforms for data submission; Infinite Campus, ePage, Title I Crate, Smartsheet, Epicenter, ADAM, Bighorn (currently transferring to SilverShare), and others each with its own login, structure, and learning curve. Crocus also documented inconsistent file specification documentation, limited use of centralized validation and data standards, and the absence of standard operating procedures that could ensure a consistent submission experience for districts.
- **Crocus Recommended Unified Architecture.** The study recommended a shift toward a unified, standards-based data-collection architecture, the development of file specification documentation for every collection, and stronger district engagement in data governance through inclusion of LEA representatives on NDE's Data Governance Board. The recommendations in the accompanying tables are designed to be directly compatible with and supportive of that architectural transition, reducing the volume of collections that must be migrated, maintained, or re-entered across platforms while NDE modernizes its underlying systems.
- **Commission on School Funding District Report Tracker.** Pursuant to Section 81 of Senate Bill 460 (2025), the Nevada Legislature directed the Commission on School Funding (CSF) to conduct an interim study examining reporting requirements, data collection capacity, and the staffing levels necessary to meet pupil needs with findings and legislative recommendations due to the Governor and Legislative Counsel Bureau by November 15, 2026. In advance of this directive, the CSF had previously engaged all 17 Nevada school districts in a districtwide report-tracking process, collecting direct district feedback on the burden, duplication, and value of existing reporting obligations. The resulting District Report Tracker, including district-level notes and recommendations, is incorporated into the accompanying tables and serves as a foundational artifact to inform and support the CSF's forthcoming work under Senate Bill 460, complementing the findings of WestEd, Crocus, and Public Works LLC.
- **The Education Service Center (ESC) SB 460 (2025), Section 56.5.** The ESC is positioned to play a direct role in operationalizing the recommendations in the accompanying tables. For small and rural districts, where a single staff member may simultaneously carry responsibility for payroll, HR reporting, federal grants, assessment administration, and accountability submissions, ESC-provided technical assistance and shared services represents one of the most meaningful structural interventions available to reduce burden without requiring additional statutory change. Specific ESC roles could include:
 1. Providing shared submission infrastructure and standardized templates for key district roles

2. Developing onboarding guides and a centralized repository of exemplary submissions
3. Offering cross-district data validation support, especially for rural and small systems
4. Serving as the institutional home for the NDE Reporting Inventory and its ongoing maintenance
5. Monitoring any impending legislation requiring reporting and/or new data reporting requirements to ensure they are not duplicative of other reports or even necessary

In support of the alignment intent, SB 460 establishes new structures, resources, and data modernization which are designed to support and operationalize, aligning statutory authority with NDE's broader efficiency and platform-consolidation efforts.

SB 460 (2025) - Infrastructure Investments Supporting This Work

- Section 78.3: Allocates \$2.5 million (FY 2026) and \$4 million (FY 2027) to NDE for personnel and service delivery improvements.
- Section 56.5: Creates the Education Service Center with a governing body to develop, manage, and provide services and programs to local educational agencies, effective July 1, 2026.
- Sections 8.7–8.8: Make technical changes to student data collection and reporting requirements, effective July 1, 2026, signaling legislative intent to modernize data systems.

Policy Implications

Systematically reducing reporting burden carries substantial policy implications for districts, NDE, and the Legislature.

- **For Districts** - A better-aligned reporting calendar can shift staff time toward instructional leadership, student-centered data use, and direct support especially in classrooms.
- **For NDE** - Streamlining collections and aligning them to a modern data infrastructure enables integrated, timely analytics to guide resource allocation, program design, and risk-based/tiered monitoring. Prioritizing elimination or consolidation of low-value collections reduces the number of submissions NDE must manage, allowing staff to focus on building standardized business rules, centralized validation, and pre-built Infinite Campus reports that districts identify as the highest-impact burden reducers while also strengthening a clear, disciplined procurement approach for future data systems.

- **For Legislators** - The tables provide a foundation for statutory guardrails periodic review and sunset provisions, alignment of new mandates with existing data systems, and shared common data elements and platforms to prevent unchecked accumulation.

SB 460* (2025) — Mechanisms for Durable Change

- Section 1.7: Requires NDE to report biennially (odd-numbered years, by February 1) on the participation of teachers and school administrators in the process to request modification, suspension, or elimination of reporting requirements, ensuring district voices continue to shape data governance.
- Sections 16–18: Change class size variance reporting from quarterly to annual frequency, demonstrating legislative willingness to reduce reporting frequency where appropriate.
- Section 67: Removes the fiscal report publication requirement for school boards, eliminating an outdated mandate.
- Section 81: Mandates the Commission on School Funding to review reporting requirements and data collection capacity creating a clear policy path for the recommendations contained in the accompanying tables.

*SB 460 details reporting, accountability, and sunset mechanisms that provide a legislative pathway for implementing and sustaining the changes proposed in this study, while ensuring that recommended consolidations, modifications, and eliminations can be carried forward through statutory reform.

Reports Recommended for Potential Consolidation, Modification, or Elimination

The tables that follow translate these findings into specific, actionable entries organized by recommended action type.

- **Disposition.** Reports are identified by disposition, including elimination, modification, and consolidation.
- **Report Name.** Brief description of the nature of the report as required.
- **Source of Requirement.** Each entry identifies the NRS or NAC citation that creates the reporting obligation.
- **Notes/Suggestions.** Specific notes on how the burden or proposed change affects districts, in addition to providing practical notes for consideration. For detailed notes and suggestions offered by WestEd, refer to *Reports Recommended for Potential Elimination, WestEd, Augenblick, Palaich and Associates (December, 2025)*.

If implemented in coordination with SB 460's accountability redesign, educator workforce initiatives, and early literacy priorities, these changes would move Nevada toward a reporting system in which every collection has a clear purpose, a documented use, a feasible burden profile for districts of all sizes, and a direct line of sight to the state's goals for improved student achievement and equity. These tables are intended to serve as a practical starting point for the

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Commission on School Funding-and the Commission on Innovation and Excellence in Education (CIEE) interim studies and for legislative action in the 2027 session.

Table 5-2. Reports Recommended for Elimination

Disposition	Report Name	Source of Requirement	Rationale / Evidence
5.2.a			
ELIMINATED	Minimum Required Expenditure (MER)	NRS 387.206	WestEd: The responding NDE office notes that the report is not important but is collected for compliance purposes. NDE: This was removed in 2025 by 3 separate bills, to include SB460 and SB81.
ELIMINATED	Work-Based Learning Report	NRS 389.167(6)	WestEd: The responding NDE office suggests that this report can be eliminated because this data will be collected in the Perkins V CARs report (starting 2024). NDE: This was removed in 2025 Legislature. SB45 2025 made it so that the NDE report is a mirror of Perkins requirements.
ELIMINATED	Out-of-Field Teacher Report	NAC 391.152	WestEd: The Responding NDE office notes that the report can be eliminated because the information is already being collected in the Licensed Personnel Report in NRS 391.120. NDE: NAC 391.146 - 391.158 was repealed in R038-25 on 4/29/2026 through COPS.
ELIMINATED	Biannual Consultant Report	NRS 391.155	WestEd: Change Frequency/Elimination. Currently collected at least once every six months. Both responding NDE offices suggest that it should be collected annually. NDE: Removed in 2025.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATED	Testing of Bilingual Educators	NAC 391.059	WestEd: The responding NDE office notes that the NRS needs to be updated to remove the responsibility of testing from the employer to NDE, which will eliminate the need for this report. NDE: NAC 391.059 was repealed in R033-25 on 4/29/26 through COPS.
ELIMINATED	Professional Development Report	NRS 391A.205	WestEd: The responding NDE office notes that it does not have a use for this report (i.e., it is not useful at the state level) but that this information might be useful for districts and for the compilation of school performance plans. NDE: Repealed in 2025.
ELIMINATED	Report on Number of Dropouts	NAC 387.281	WestEd: The responding office suggests that this information is already collected with NRS 385A.260. LEAs and the CSF also suggest eliminating the report for the same reasons as stated by NDE in the WestEd report. NDE: Repealed in 2022.
ELIMINATED	Computation of Enrollment of Detained Students	NRS 388.570	WestEd: The responding NDE office notes that this data is not used. NDE: This was removed in 2025, SB 81, Sec 8.
ELIMINATED	Publish Annual Fiscal Report (Newspaper publication)	Publish Annual Fiscal Report (Newspaper publication)	CSF: District Feedback: Costly to publish in newspaper and already available on website. Also already produce more detailed information in other financial reports. CSF: Suggestions/Considerations: Consider eliminating newspaper requirement; consider leveraging other available financial data. NDE: This was removed in 2025 in SB81.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
5.2.b			
ELIMINATE	Menstrual Products Report	NRS 386.900(4)	WestEd: The responding NDE office notes that the report is not important but is collected for compliance purposes. NDE: Removal of this every odd-numbered year report on the district plan does not eliminate the requirement to provide access to menstrual products.
ELIMINATE	Incident Reports	NRS 388.1351(13)	WestEd: The responding NDE office notes that there has been a change in the law so that this report is no longer required and should be eliminated. NDE: This report is not collected nor submitted to the state but is reporting within a district. NDE is open to reviewing a district petition for this report.
ELIMINATE	Empowerment School Compiled Reports and Audit	NRS 388G.200	WestEd: The responding NDE office notes that Empowerment schools do not exist beyond 2010.
ELIMINATE	CSR Report on Educators and Variances	NRS 388.700(7)	WestEd: The responding NDE office suggests that this report can be eliminated because it is potentially being reported in another office's report.
ELIMINATE	Industry-Recognized Credentials	NAC 389.800 (9)	WestEd: The responding NDE office suggests that this report can be eliminated because this data will be collected in the Perkins V CARs report (starting 2024).

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE	Parent Participation	NRS 385A.320	LEAs: Remove the requirement for schools to manually collect and calculate parent-teacher conferences and use school performance plan narratives to support evidence of parent involvement. Time-consuming on busy educators. CSF: District Feedback: There is no accurate source of truth for this data collection. It does not seem helpful to stakeholders. CSF: Suggestions/Considerations: Consider eliminating requirement. NDE: This data is available in a school's School Improvement Plan, posted online. Further, Title I schools are subject to additional requirements and reporting related to parent participation and reporting.
ELIMINATE	Reporting of Expenditures for Lobbying Activities	NAC 387.750	WestEd: The responding NDE office notes that this report is not important but is collected for compliance purposes.
ELIMINATE	Technology Survey	NRS 385A.520	LEAs: The survey is outdated and very time-consuming. This could be revised or removed. (e.g., still asks about outdated tech); time-consuming on busy educators. CSF: District Feedback: Wondering if this info is needed post-pandemic. Does not seem helpful to stakeholders anymore. CSF: Suggestions/Considerations: Consider eliminating requirement. NDE: Suggests the SETNA report provides more relevant information for edtech.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE	October 15 Report/Read by Grade 3	NRS 392.7752 / NRS 392.775	LEAs: NDE already calculates this measure for Acing Accountability and could very easily do this for school districts; onerous that the rate of improvement must be reported by each district's board of trustees. NDE: This data is accessed directly through the state system.
ELIMINATE	Opt Out of Participating in Breakfast after the Bell Program	NAC 387.370	WestEd: The responding NDE office notes that the report is not important but is collected for compliance purposes. NDE: Conferred with Department of Agriculture and confirmed this information is available via the application form and does not require a separate collection.
ELIMINATE	Application for Special Education Unit	NAC 387.410	WestEd: The responding NDE office notes that the report is not important but is collected for compliance purposes. NDE: Conferred with Department of Agriculture and confirmed this information is available via the application form and does not require a separate collection.
ELIMINATE	Charter Annual Report Concerning Improvements	NAC 387.710	WestEd: Eliminate pending discussion. The responding NDE office notes that this information has not been collected or utilized for seven years. SPCSA: Indicated this report is not fully utilized. Authorizing NRS was repealed and this regulation will be repealed accordingly.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE	Summary of Performance for Graduating Special Education Students	IDEA Section 1414 (c) (5) (B) (ii)	LEAs: Described as an obsolete document from a prior regulatory era; not submitted to any external entity; serves only internal compliance purposes; no follow-up received; candidate for elimination or consolidation. NDE: Data is available outside of the collection and can be eliminated.
5.2.c			
ELIMINATE - PENDING	CSR Biennial Report	NRS 388.700(6)	WestEd: The responding NDE office suggests that this report can be eliminated because it is potentially being reported in another office's report. CSF: District Feedback: Redundant Variation of the Student Teacher Ratio report for annual accountability; burden of quarterly reporting. CSF: Suggestions/Considerations: Streamline redundant reporting; reduce frequency of reporting. NDE: This is one of a complex set of CSR reporting requirements; further investigation is needed to determine if action may be taken in advance of the dashboard's development.
ELIMINATE - PENDING	Alternate Route to Licensure Report	NRS 391.135(3)	WestEd: The responding NDE office notes that it did not know this report existed. The NDE office believes this report requirement should be removed for districts and reassigned to educator preparation programs. NDE: The Joint Interim Education Committee is the recipient of this report. NDE suggests it is maintained until single source system is launched in 2027.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE - PENDING	Physical Exam of Pupils	NRS 392.420	WestEd. The responding NDE Office notes that the report is not important, but it is collected for compliance purposes. Some LEAs lack nurses or resources to implement; participants questioned feasibility and whether reports are reviewed or used by LEAs and/or NDE (LEAs). NDE: DPBH is the recipient of this report. Pending discussion with DPBH on usage and data sources.
ELIMINATE - PENDING	Immunization Report of Pupils	NRS 392.435	WestEd: The responding NDE office notes that the report is not important but is collected for compliance purposes. NDE: DPBH is the recipient of this report. Pending discussion with DPBH on usage and data sources.
ELIMINATE - PENDING	5-Year Adjusted Graduation Rate	Federal Reporting Requirement	LEAs: Questioned as to whether it generates actionable insight proportional to collection burden; raised as a candidate for review alongside the standard 4-year adjusted graduation rate; Nevada has made the 5-year rate part of both state accountability (NSPF) and its federally reported metrics (optional). NDE: This was initially developed in response to district request, requires further discussion and ultimately codified in the approved ESSA Plan.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE - PENDING	Student Teacher Ratios/Class Size Class Size Reduction Reporting	NRS 385A.210	Many different reports are reporting on different business rules around class sizes. If NDE implements the class size dashboard we should remove all other reporting requirements around class size (LEAs). CSF: District Feedback: Partially redundant with class size reporting that is already done quarterly. CSF: Suggestions/Considerations: Streamline redundant reporting; reduce frequency of reporting. NDE: This is one of a complex of CSR reporting, further investigation is needed to determine if action may be taken in advance of the dashboard's development.
ELIMINATE - PENDING	Acing Accountability: CCR Participation/Performance	ADAM01	LEAs: Modifications could capture all that is needed for both reports in one single collection. CSF: District Feedback: Overlaps with 4-year ACGR CSF: Suggestions/Considerations: Acing Accountability Reporting is expected to be temporary. Reduce frequency and consider how best to leverage existing reporting to complete requirements. NDE: Acing Accountability's unique data collection and reporting requirements will sunset at the conclusion of the publication of the report based on the 2025-2026 school year data. This sunset is due to the development of the District Performance Framework, published as a pilot in August 2026. The DPF, rather than acting, will carry out the district level accountability and transparency functions for the state.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE - PENDING	Acing Accountability Data: Evidence-Based Instructional Materials	NRS 385A.070	LEAs: Utilize various other reporting methods to collect this information instead of collecting it separately for this use only. There are DPPs and SPPs to point to. Acing Accountability is flawed and inaccurate measure. NDE: Acing Accountability's unique data collection and reporting requirements will sunset at the conclusion of the publication of the report based on the 2025-2026 school year data. This sunset is due to the development of the District Performance Framework, published as a pilot in August 2026. The DPF, rather than acting, will carry out the district level accountability and transparency functions for the state.
ELIMINATE - PENDING	Acing Accountability	NRS 385A.070	LEAs: Substantially overlaps with NSPF and Nevada Report Card; data re-entered in slightly different format with no distinct purpose identified; recommended for consolidation into NSPF. NDE: Acing Accountability's unique data collection and reporting requirements will sunset at the conclusion of the publication of the report based on the 2025-2026 school year data. This sunset is due to the development of the District Performance Framework, published as a pilot in August 2026. The DPF, rather than acting, will carry out the district level accountability and transparency functions for the state.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
ELIMINATE - PENDING	APF Fall Data Collection	NAC 385A.110; NRS 385A.730	CSF: District Feedback: Very time intensive; no source of truth or verification of the data entered. Unsure how this impacts SPP/DPP, accountability & alignment with NSPF. CSF: Suggestions/Considerations: Consider eliminating requirements. NDE: Multiple data collection requirements have been removed via Technical Advisory Group recommendation on 5/17/26, only remaining required collection is the narrative that is necessary for APF.
ELIMINATE - PENDING	Purchasing: Local Government - Performance Contracts for Operating Cost-Saving Measures	NRS 332.362	LEAs: Burdensome ESC: The NRS is not under the jurisdiction of the NDE. Pending discussion with State Purchasing.
ELIMINATE - PENDING	Financial Planning/Aid Report	NRS 388.224	LEAs: G&C has not compiled this report. No means of collecting this information. No landing spot for the report. No data source to complete the report. No guidance has been given on the reporting requirements. Submitted to Nevada Treasurer's Office. Strong candidate for elimination or urgent clarification. ESC: Pending discussion with State Treasurer to assess use of this report.

Source: Public Works LLC, 2026

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Table 5-3. Reports Recommended for Change/Modification

Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	CSR Plan and Class Size Reports	NRS 387.303, AB 304	LEAs: Described as an empty exercise; no feedback provided; no resources allocated; AB 304 purpose unclear to submitting districts; overlapping class size data collected through multiple mechanisms. Timeline is short and does not align with District timelines.
MODIFICATION	Grant Revision and Final Financial Report (FFR) Process	2 CFR - Fed. Req.	LEAs: Manual, retrospective true-up process; three sequential approval levels; GMU rejection after Programmatic acceptance restarts review from the beginning; no real-time fiscal dashboard; Time and Effort documentation adds further manual burden. NDE: Currently working on programmatic alignment to financial monitoring.
MODIFICATION	IDEA Exit Collection – Annual/Placement Progress	IDEA Section 1418 (a)(3); NAC 388.482	West Ed: The responding NDE office notes they can use “Infinite Campus data validation to pull the data right from Infinite Campus.” LEAs: Identified as the same as Personnel Collection.
MODIFICATION	IDEA Dispute Resolution	IDEA Section 1418	West Ed: The responding NDE office noted that this report can be “streamline through ACCESS NV.”
MODIFICATION	IDEA Discipline Collection	IDEA Section 1418	West Ed: Eliminate pending discussion. The NDE office notes they can use “Infinite Campus” data validation to pull the data right from Infinite Campus.”

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	Washoe/Clark Pupil Support Ratio Report	NRS 388.892	WestEd: The responding NDE office notes that it does not use this report. CSF: District Feedback: Redundant Variation of the Average Class Size and Student Teacher Ratio reports for annual accountability. CSF: Suggestions/Considerations: Streamline redundant reporting; reduce frequency of reporting. NDE offices utilize this data collection to report certain ratios necessary to qualify for federal grants. No other data collection is feasible to fulfill this need.
MODIFICATION	Fiscal and Programmatic Risk Assessments (Multiple Programs)	Federal Grant Requirements	LEAs: New assessments introduced with minimal rubrics; districts notified after the fact that they were graded; short timelines to retroactively document multi-year expenditures; screenshots and exports of data already in ePage requested separately. NDE: Currently working on programmatic alignment to financial monitoring.
MODIFICATION	CTE Perkins Grant Reporting, CLNA, and QPR	Perkins V / NAC 389.800	LEAs: CLNAs reaching 50+ pages for small districts; same evidence required for QPR, CLNA, and Perkins monitoring separately; CLNA submitted in January with no feedback received by mid-March; grant monitoring and applications due concurrently created simultaneous high-burden periods.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	Long- and Short-Term Subs	NRS 385A.230	LEAs: Adjust this reporting to just collect the needs around long-term subs. Short term sub data is very difficult, and districts track short-term subs very differently using very different methods (LEAs). CSF: Suggestions/Considerations: Streamline redundant reporting; consider if other data sources/databases be leveraged instead. NDE: Amended 2025.
MODIFICATION	Title I, II, III, and IV Monitoring (T1C, Epicenter, Desktop Monitoring, CAPs)	ESEA	LEAs: Some items required in both Title I Crate and Epicenter without coordination; Desktop Monitoring requires months of evidence collection (September -February); T1Crate does not allow LEA comment threads; districts must type responses in Google Doc, download as PDF, and upload separately. NDE: Work needs to be done to secure funding for data systems.
MODIFICATION	Average Daily Enrollment (ADE) Reports	NRS 387.1223 / NRS 387.1233	LEAs: Shift from Count Day to quarterly ADE has quadrupled data validation workload; enrollment changes across quarters require repeated report revisions; recommendation to return to Count Day model. Q1, Q2, and Q3 ADE collections flagged as potentially Finance/Accounting reports; possible duplication with tax.nv.gov packet. Consider whether data can be pulled directly from Infinite Campus. CSF: District Feedback: Should be able to be pulled from Infinite Campus. CSF: Suggestions/Considerations: Consider if NDE could pull this data from Infinite Campus instead of a new data collection.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	Monthly RFR Frequency Increase	2 CFR - Fed. Req.	LEAs: Shift from quarterly to monthly RFRs has tripled clerical workload for fiscal reconciliation without adding strategic value; identified as a significant burden disproportionate to benefit.
MODIFICATION	Informal / Ad Hoc State Data Requests	NRS 385A.070; 385A.320; NAC 389 (esp. 389.0355, 389.6105) ART NRS 385A.070; 385A.320 Immigrant/Neglected NAC 389.674 NSHE NAC 389.730 NSHE NAC 389 Comp. Science	LEAs: Include: Arts education data (5 years historical); EL counts requested multiple times in one semester; immigrant and neglected student counts re-requested after NDE internally refines parameters; NSHE off-campus courses; teacher licensure validation; computer science SCED code verification.
MODIFICATION	Zero-Dollar Reimbursement Requests	2 CFR - Fed. Req.	LEAs: Districts are required to submit \$0 reimbursement requests on a periodic cycle; no practical purpose identified; creates administrative burden on both district and NDE staff.
MODIFICATION	Annual Financial	NRS 387.303	LEAs: Template changes annually and sometimes multiple times within the year; requires extensive manual re-entry; significant cross-district inconsistencies; NDE uses only a fraction of submitted data. CSF: District Feedback: The In\$ite, FCC, and NCES reports currently contain duplicative information. The NRS 387 report asks for information for the former Nevada Plan formula but is not used for the PCFP. CSF: Suggestions/Considerations: Consider if other data sources/databases can be leveraged instead; consider if In\$ite/SchoolNomics reports or NDE reports be modified to serve both functions (longer term). NDE: Noted the contract for the ESSA (In\$ite) report has expired, an RFP is in progress. Data used for federally SLFS report.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	Physical Condition of Schools Report	NAC 387.501	West Ed: Change Frequency/Elimination. This report is currently collected annually. The responding NDE office suggests that it should be collected every other year, prior to the legislative session to inform funding requests. NDE: Reduced to biannual in 2025.
MODIFICATION	Nevada School Performance Framework (NSPF)	NRS 385A.400	LEAs: Generally accepted as valuable; cited as outdated and in need of targeted updates; misalignment with STIP and Acing Accountability creates conflicting performance signals.
MODIFICATION	Nevada Report Card	NRS 385A.070 et seq.	LEAs: Described as bloated; requirements added each session without removal; many data elements already reported through other mechanisms. Multiple Nevada Report Card Data Submissions flagged as duplicative: NRS 385A.250 (Student Discipline) duplicates NRS 385A.070; NRS 385A.310 submissions. CSF: District Feedback: Business rules need to be better defined and seem to be shifting. Repetitive to NSPF reporting. CSF: Suggestions/Considerations: Acing Accountability Reporting is expected to be temporary. Reduce frequency and consider how best to leverage existing reporting to complete requirements.
MODIFICATION	Federal Program Reports When District Does Not Receive Funding	ESEA / IDEA	LEAs: Small districts required to create policies and submit reports for programs they do not participate in; described as unethical and wasteful use of very limited staff time.
MODIFICATION	Accountability Report	NAC 388.920	LEAs: Questions who reads this report; does it need to be updated?

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	Directory of Scholarship Organizations	NAC 388D.070	LEAs: Questions who reads this report; does it need to be updated? NDE: Comprehensive updates to NAC 388D made in 2026.
MODIFICATION	Charter/University School Tentative Budget	NAC 387.720	WestEd: Eliminate pending discussion. The responding NDE office notes that the report is not important, but it is collected for compliance purposes. SPCSA: Does not recommend elimination (4.6.26).
MODIFICATION	Charter Capital Improvement Plan	NAC 387.700	WestEd: Eliminate pending discussion. The responding NDE office notes that the report is not important but is collected for compliance purposes. SPCSA: Suggests the template be developed and reviewed by NDE, not the Department of Taxation (4.6.26).
MODIFICATION	IDEA Early Childhood Outcome Summary Data	IDEA (Early Childhood)	LEAs: No specific NRS/NAC citation identified; federal IDEA requirement - flagged for Pending Discussion. ESC: Pending discussion to ensure full compliance with IDEA.
MODIFICATION	General Obligation Bonds Repaid by Property Taxes	NRS 350.020; NRS 387.335; SB207 (2015)	LEAs: Significant time to prepare, but documents are mandatory. Submitted to SEC. Flagged for burden review - mandatory nature limits elimination. ESC: Pending discussion with Nevada Tax Commission and Department of Taxation.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
MODIFICATION	General Obligation Medium-Term Bonds	NRS 350.087-350.095; NRS 387.335	LEAs: Significant time to prepare, but documents are mandatory. Submitted to SEC. Flagged for burden review - mandatory nature limits elimination. ESC: Pending discussion with Nevada Tax Commission and Department of Taxation.
MODIFICATION	Four-Year ACGR	NRS 385A.470; AE 2.110:114-95; NRS 385A.070	LEA's: Cross-reference with 5-Year Adjusted Graduation Rate.
MODIFICATION	Temporary Alternative Placement Report/Progressive Discipline Plan Based on Restorative Justice	NRS 392.4648	LEA's: NRS 392.4648 Reporting Updates needed. Related to discipline consolidation efforts.
MODIFICATION	Science of Reading Course Report	SB460 (2025)	LEA's: Flagged as burdensome.

Source: Public Works LLC, 2026

Table 5-4. Reports Recommended for Consolidation

Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	Alternative Calendar / Schedule Reports	NAC 387.1253 / NAC 387.120-125	LEAs: Multiple descriptive and quantitative submissions about calendars and instructional minutes; current process described as onerous following voluntary self-correction; districts must submit schedules with justifications and are subject to 20% school auditing per year with no feedback received. NDE: Alternative calendar report was repealed in 2025. Comprehensive updates to calendars made in 2025.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	Application for a Plan of Class Size Reduction (CSR)	NRS 388.700-725	West Ed: The responding NDE office suggests that the CSR report can be consolidated into one annual report that collects all CSR information. LEAs: Related to CSR Biennial Report and CSR Report on Educators and Variances.
CONSOLIDATION	Discipline Plan	NRS 392.4645(6)	LEAs: Very similar data elements across all discipline reports; AB 285 initial requirements unclear, causing extensive revision cycles; cumbersome collection tool; shared code from another district did not function; overlaps with CRDC and EdFacts; Consolidate Data on Discipline (8/1), the Restorative Discipline Plan (9/15) and District Restorative Discipline Report (11/15); Districts report the same data set three times for different stages (raw data, planned action and status update). Discipline Plan (NRS 392.4645(6)); Linked to District Restorative Discipline Report (NRS 392.4644) under NAC 388G R063-22 - reporting updates needed. Suggested to be merged into a single report.
CONSOLIDATION	IDEA Disciplinary Report	NRS 385A.250; Gun Free Schools Act 163 and F086	LEAs: Merge the AB285 discipline requirements with the NRS 385 discipline requirements to consolidate into one single collection. Have the AB285 collection focus on the discipline of pupils (removing ratios, training hours, etc.). Also, report weapons data in the various reports and can support the Gun Free Safe Schools Act Reports as well.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	AB 285 Disproportionate Discipline / DF-50 Discipline Reporting	NRS 392.462 / NAC 392.46441	LEAs: Very similar data elements across all discipline reports; AB 285 initial requirements unclear, causing extensive revision cycles; cumbersome collection tool; shared code from another district did not function; overlaps with CRDC and EdFacts. NDE: Indicates this is a complex set of data collection that requires review for consolidation
CONSOLIDATION	Bullying and Firearms Reports (DF-50, CRDC, EdFacts FS086/FS163)	NRS 388.135 / NRS 392.915	LEAs: Same underlying behavior incident data feeding multiple overlapping reports; CRDC covers weapons, violence, sexual violence, harassment/cyberbullying; EdFacts FS086 covers firearm incidents; FS163 covers Gun Free Schools Act reporting; AB 490 standardization.
CONSOLIDATION	SPCSA All Staff Report / OPAL Licensed Persons Report	NRS 388A.345	LEAs: Two overlapping tasks for charter schools: All Staff Report and a screenshot certification that the OPAL report was completed; effectively the same licensure verification data submitted twice.
CONSOLIDATION	Homeless Validation / FS194 Homeless Student Count	ESEA Section 1111 (g) (1) (E)	LEAs: Same homeless student count submitted through separate validation and formal report mechanisms.
CONSOLIDATION	School Performance Plan (SPP) Uploads in Title I Crate	NRS 385A.650	LEAs: SPPs must be uploaded multiple times for different grant programs and monitoring indicators despite NDE having direct platform access; respondent recommended a consolidated framework indicator to eliminate redundant uploads. NDE: Work needs to be done to secure funding for data systems.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	Quarterly Expenditure / Capital Project Reports	NRS 387.320/ NRS 387.303/ NRS 354.5945/ NRS 354.59801	LEAS: Some districts discovered these obligations only after state audits; in at least one case no record of submission existed for 20+ years with no prior NDE follow-up; overlaps with other financial disclosures. NDE: NRS 387.320 was amended in 2025.
CONSOLIDATION	SPP / STIP / Acing Accountability (Improvement Planning Suite)	NRS 385A.650 / NRS 385.111	LEAs: Three separate planning and accountability instruments targeting overlapping goals; districts report compliance burden without coherent alignment or additive value; candidates for consolidation. CSF: District Feedback: Business rules need to be better defined and seem to be shifting. Needs further discussion & planning to unveil practicality/need. CSF: Suggestions/Considerations: Acing Accountability Reporting is expected to be temporary. Reduce frequency and consider how best to leverage existing reporting to complete requirements. CSF: District Feedback: Root cause analysis is time intensive and overlaps similar obligations in CTE needs assessments, and accountability reporting in other categories, including SPP and District Strategic Plans.
CONSOLIDATION	388 Report (Grant Financial Summary)	NRS 388.157/ NRS 388.159/ NRS 387.1275/ NRS 387.1277	LEAs: Requests data already provided through quarterly reimbursement requests, final financial reports, and annual audit; perceived as duplicative of existing financial disclosures.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	ADAM01, 02, 03 / CCR Reporting Overlap		LEAs: ADAM01 CCR rules differ from Acing Accountability CCR enrollment rules (OYOG vs. program year; participant vs. concentrator vs. completer); further overlap with CTE Perkins Performance Indicators and Adjusted Cohort Graduation Rate; requires multiple re-pulls of same underlying data with slightly different parameters. CSF: District Feedback: We pull similar data in other data. collections (the ADAM01 Collection, NSPF, CTE reporting). Business rules need to be better defined and seem to be shifting. Needs further discussion & planning to unveil practicality/need. CSF: Suggestions/Considerations: Reduce frequency and consider how best to leverage existing reporting to complete requirements.
CONSOLIDATION	HR Staffing Reports: Acing Workforce / Teacher Shortage / Licensed Personnel	NRS 391.120 / NAC 391.1501 / NAC 391. 1502	LEAs: Three separate reports collecting overlapping data on vacancies, assignments, and licensure; submitted through different templates despite near-identical content; NDE license verification portal repeatedly times out.
CONSOLIDATION	Debt Management Policy and Report of Indebtedness	NRS 350.013 / NRS 250.013 / NRS 350.110	LEAs: Merge the Debt Management Policy (8/1) NRS 350.013 (1)(c) and the Report of Indebtedness (810 NRS 250.013 (1)/ NRS 350.110. These reports share the same deadline and data source (bond and interest schedules). One report can explain both the strategy and the current debt. NDE: Doesn't have the authority to make changes to NRS 350.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	2468 School Level Funding Report; Spending Report and ESSA Financial Transparency Report	NRS 387.12468; NRS 387.303 / NRS 385A.310	LEAs: Combine the 2468 School Level Funding Report (1/1) NRS 387.12468, the Spending Report (1/9) NRS 387.303 and the ESSA Financial Transparency Report (5/1). All three require overlapping per pupil expenditure data. A single "Unified Fiscal Transparency portfolio" would streamline HR and Finance workloads. CSF: District Feedback: Same information broken down by school level which is similar to the In\$ite report. Not enough standard procedures for all schools to interpret consistently. CSF: Suggestions/Considerations: Streamline redundant reporting; consider if other data sources/databases be leveraged instead.
CONSOLIDATION	District Accountability/Report Card: Staffing (personnel employed by school district; designation of categories of personnel).	385A.220	CSF: Suggestions/Considerations: Streamline redundant reporting; consider if other data sources/databases be leveraged instead.
CONSOLIDATION	District Restorative Discipline Report	NRS 392.4644; NAC 388G R063-22	LEA's: Candidate for consolidation with Discipline Plan (NRS 392.4645(6)).
CONSOLIDATION	Average Class Size	NRS 388.890	LEA's: Flagged as duplicative
CONSOLIDATION	Representative Sample	NRS 392.4645(8)	LEA's: Related to discipline reporting suite - consider as part of broader discipline consolidation.

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Disposition	Report Name	Source of Requirement	Rationale / Evidence
CONSOLIDATION	List of Licensed Teachers and Teaching Assignments	NAC Chapter 391 - Educational Personnel	LEA's: Flagged as burdensome and duplicative. See also NAC 391.150 specific entry below.
CONSOLIDATION	List of Licensed Teachers and Teaching Assignments	NAC 391.150	LEA's: Flagged as burdensome and duplicative - overlaps with Licensed Personnel and HR Staffing Reports.
CONSOLIDATION	Licensed Evaluations	NRS Chapter 391 - Personnel	LEA's: Flagged as duplicative.
CONSOLIDATION	Enrollment Projections Presentation to SNAPPE Committee	Not codified (local entity requirement)	LEA's: Submitted to Southern Nevada Association of Population Projection and Estimation (SNAPPE) Committee. No statutory mandate identified. Consider whether this can be consolidated with other enrollment reporting or eliminated. ESC: Pending discussion with the SNAPPE committee.
CONSOLIDATION	English Learners Report	NRS 385A.280	LEA's: Part of NRS 385A.070; outlines how EL data must be provided in required reporting.
CONSOLIDATION	Attendance and Truancy Information to Attendance Advisory Boards	NRS 385A.240	LEA's: Consider whether this can be integrated into existing accountability reporting.

Source: Public Works LLC, 2026

Chapter 6: Reporting Inventory and Elements

Overview

The *NDE Reporting Inventory* will play an important role in the broader framework for reducing statewide reporting burden in Nevada's K-12 Education system. As depicted in Exhibit 2-1 in Chapter-2, the broader framework encompasses the eight (8) reporting domains which include reporting requirements through the legislative process; five (5) major areas directly tied to NDE including their offices and internal operations, business processes and methods, enterprise system, tools designed to collect and validate data used in reports, and reporting activities; external entities, and the LEAs. The inventory directly impacts the *Reporting Requirements* domain as it provides visibility into the comprehensive list of reporting requirements that have accumulated over decades of state legislation. Reports are uniquely identified in the inventory by the primary key NAC/NRS references which drive the requirements. Through governance and regular maintenance, the inventory can be used to determine if reports are to be retained, eliminated, modified, or combined with other reports. The inventory was developed in Excel for ease of conversion into other data systems or cloud-based spreadsheet tools like *Smartsheet*. This chapter provides an overview of how the inventory was developed and highlights various factors that were taken into consideration during its development. The *Reporting Inventory Data Dictionary* is also explained, and the recommended *Data Collections Inventory* and its data dictionary are also discussed to provide additional context to Recommendation 1.2.

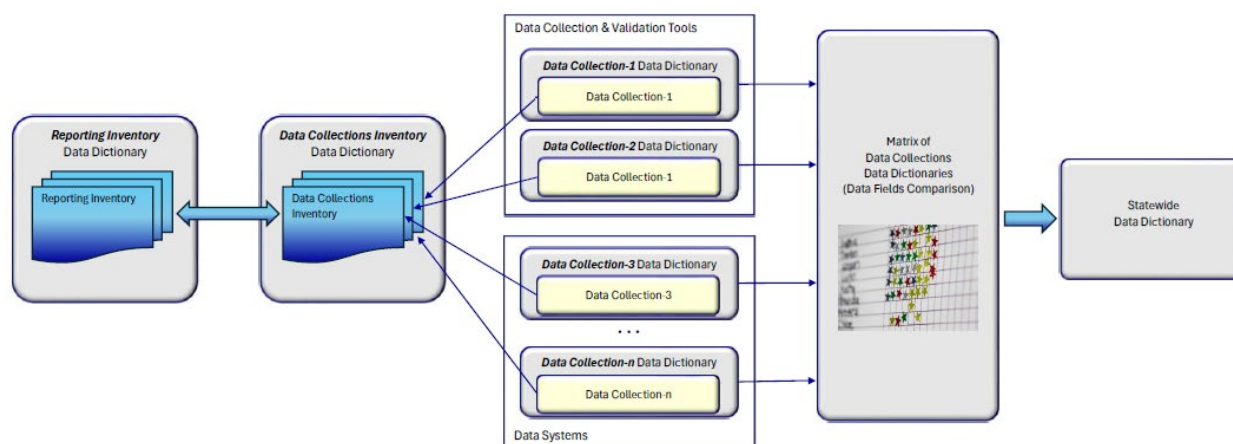
With the *Reporting Inventory* comes a *data dictionary* that defines the fields and the data they contain. In more formal terms, a *data dictionary* is a centralized repository that defines and describes data elements within a system or organization, including their names, meanings, formats, relationships, allowable values, and usage rules, serving as a key reference to ensure consistent understanding, governance, and quality of data across stakeholders and systems.⁵ The data dictionary holds almost as much importance as the inventory as it provides the framework for the inventory's contents and its usefulness. The more relevant the information, the more applicable it will be in determining the future of required reports and their impact on the LEAs. Maintaining the inventory includes maintaining the data dictionary – it is a dual process. Knowing this duality, the Public Works team reviewed 12 source list data dictionaries and performed a side-by-side comparison of their included fields. A recommended data dictionary for the *Reporting Inventory* resulted and is detailed in this chapter.

Data dictionaries will play an important role in helping to reduce reporting burden on the LEAs as illustrated in Exhibit 6-1. In addition to the *Reporting Inventory Data Dictionary*, The *Data Collections Inventory* as described in Recommendation 1.2 will have its own data dictionary, as will the individual datasets for each collection. Since data collections are associated with reports, information about them such as how often (frequency), when (calendar dates), and who (responsible offices), can be aligned to the reports they feed for improved coordination with annual calendars. As stated in Implementation Step-6 of Recommendation 1.2, data dictionaries for each collection should be developed to show overlaps, providing further opportunity to

⁵ DAMA International. *The DAMA Guide to the Data Management Body of Knowledge (DMBOK2)*, 2nd ed., Technics Publications, 2017, <https://technicspub.com/dmbok/>; IBM – What is a Data Dictionary?: <https://www.ibm.com/topics/data-dictionary>; ISO/IEC 11179 Metadata Registry Standard (overview): <https://www.iso.org/standard/35343.html>

simplify data collection efforts from the LEAs. Overlapping collections can be combined, and collections subsumed by larger ones can be eliminated. The cumulative result of this *data dictionaries matrix* could become a major input into development of the *Statewide Data Dictionary* described in Recommendation 2.1. Based on the expected number of data collections and the complexity of some, the effort could be significant. But if viewed and valued as a *data asset* (or investment), the dividends in time and labor savings for the LEAs would justify the cost. This chapter focuses mainly on the *Reporting Inventory* and its data dictionary, and touches on the *Data Collections Inventory* and its data dictionary.⁶

Exhibit 6-1. Data Dictionaries Leading to the Reporting Inventory



Source: Public Works LLC, 2026

Factors Influencing Development

The process of developing the comprehensive *Reporting Inventory* took into account various factors which were used to guide and shape the end product. The factors were essential as the inventory was built on information produced by various entities internal and external to NDE. It was determined that much of the information from the other sources could be relevant and even valuable to NDE and should not be discounted or excluded. As a result, the structures and data elements of those sources were preserved as they were combined with the baseline NDE source document. It is important to distinguish the meanings of the words *combine* and *consolidate* as applied throughout this report. Use of the term *combine* applies to dataset records that are brought together sharing a common key field identifier but not yet merged into a single record. Various datasets as source documents were combined in a specific sequence to the baseline inventory, resulting in a spreadsheet comprised of an increasing number of records with each combination. Since the records are identified by a primary NAC or NRS number, records keyed on identical IDs are grouped together when the dataset is sorted. An implementation step reserved for NDE subject matter experts (SMEs) will be to *consolidate* those groups of records with like IDs by merging their data into a single record. This process of *consolidating* will involve retaining, replacing, joining, and deleting data from individual cells in the same column (or field) as the records are merged. The resulting inventory will then be a comprehensive list of uniquely identified reports with their descriptive data elements in the same row for each report – no

⁶ Throughout this chapter and report, the term *data collection* is used to refer to both data collection and validation to simplify the language

duplicates of any report should exist. To facilitate the consolidation process reserved for NDE SMEs, various factors were considered while building the combined delivered version of the inventory. These are as follows:

- **Reporting Inventory.** The purpose in creating the *Reporting Inventory* was to create *the list to end all lists*, or the *universe* of NDE reports to replace all other lists that have been attempted over time. The *Reporting Inventory* is often referred to as the *inventory* throughout this document.
- **Key fields.** *Statutory Citation* is used as the key field to interleave and merge records based on NAC and NRS reference numbers. This field is critical to uniquely identify and distinguish reports, and to tie together contributions from various data sources. *Dispositions* are used to describe recommended actions such as *consolidate*, *eliminate*, or *change/modify*, for identified records. The *Disposition-1 (data source)* and *Disposition-2 (recommended action)* fields are essential to identify reports pending recommended actions. More details about all fields in the inventory are provided in the *Reporting Inventory Data Dictionary* section of this chapter.
- **Contributors and Historical Context.** Predecessors who created various versions or subsets of the inventory invested time and resources into producing their lists. Each list is treated as a highly valued contribution toward the end goal, as their investments contributed some information of unique importance. This importance is preserved by combining and color-coding data records based on *Statutory Citation*. As a result, multiple records for some reports exist and with different color shadings. A recommended implementation step in this section will be to consolidate these into a single record.
- **Preserving Historical Data.** The process of combining multiple reporting datasets was preserved by using individual worksheets for each incremental step. If a question arises about the origin of a specific record or data element, reviewing the sequence of worksheets can help provide insight into when the data was added and from where it came. The *Journal* worksheet provides an explanation of what was done for each worksheet.
- **Sustainability.** The goal was to create a self-documenting artifact for use by NDE to carry the work forward once submitted. The resulting *Reporting Inventory* is intended to become a living document that's overseen by a governing body and regularly maintained; and by its nature and structure, to prevent the future creation of other versions by internal or external entities.⁷

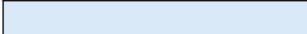
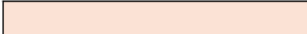
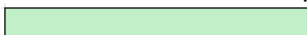
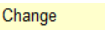
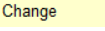
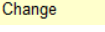
Reporting Inventory and its Data Sources (12)

Twelve (12) distinct data sources were combined to form the final *Reporting Inventory* produced as a deliverable for this project. Each data source came with its own distinct set of field names and order (data dictionaries). These were rearranged as needed to map their data to the correct fields in the final *Reporting Inventory*. In some cases, data fields had to be added to

⁷ *Reporting_Inventory_v1.1_2026-06-06*

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accommodate data not present in previous lists. The twelve sources along with their short names in parentheses, with color coding assigned per the *Journal* entries, are listed below:

- NDE Report-Tracker-3 (Av2) – used as a start to creating the database in March, 2026
 Av2 records and data elements
- NDE Report-Tracker-1 (Fv2) – NDE Report Tracker
 Fv2 records and data elements
- NDE Report-Tracker-2 (RT2) – NDE Student Investment Division Report Tracker
 RT2 records and data elements
- LCB Education-Related Reports Required by Law (LCB)
 LCB records and data elements
- 2025 Legislative Regulation Changes (2025Regs)
 Addition  Change  Deletion
- WestEd Reports Recommended for Elimination (WestEd). Identified through the *Disposition-1* field.
 Eliminate  Consolidate  Change
- NDE SY2025-26 LEA Reporting Requirements (SY2025). Identified through the *Disposition-1* field.
 Eliminate  Consolidate  Change
- Washoe County School District Proposed Report Removals (Washoe). Identified through the *Disposition-1* field.
 Eliminate  Consolidate  Change
- Public Works Research Findings for Burdensome Reporting (PW). Identified through the *Disposition-1* field.
 Eliminate  Consolidate  Change
- Finance Commission District-wide Report Tracking (CSF)
 CSF records and data elements
- Clark County School District Proposed Report Removal
 CCSD records and data elements
- NDE feedback spreadsheet
 NDE records and data elements

Nevada School District Reporting Analysis

Records marked for deletion or modified from their original source due to information obtained through meetings or interviews are colored coded purple.

 Records marked for deletion or modified from the original

The resulting inventory contains over 400 color-coded records keyed on *Statutory Citation*. Different colors represent different datasets or dispositions as shown in Exhibit 6-2 and are explained in more detail in the *Journal* tab of the inventory Excel workbook. As shown by *Observation Points-1 and -2*, two examples show two records for each keyed on NRS 387.1215 and NRS 387.1218, respectively, with various colors. The blue/white records are a merging of *NDE Report Tracker-3 (Av2)* and *NDE Report Tracker-1 (Fv2)* data, and the green records are from the *LCB* list. *Observation Point-3* shows one report recommended by *WestEd* for elimination, and one recommended for consolidation with another report based on data collected by *Public Works* for this study.

Exhibit 6-2. Sample Dataset from the Reporting Inventory

		(WestEd)	Eliminate	NRS 386.900(4)	Menstrual Products Report	
		(Public Works)	Consolidate	NRS 387	Quarterly Expenditure / Capital Project Reports	
DMS-066	1			NRS 387.1215	Cost Adjustment Factors	SID/Pupil-Centered Funding
				NRS 387.1215		
DMS-067	2			NRS 387.1218	Attendance Area Adjustment	SID/Pupil-Centered Funding
				NRS 387.1218		
DMS-068				NRS 387.1223	Quarterly Average Daily Enrollment	SID/Compliance
		(Public Works)	Change/Modify (Supts.)	NRS 387.1223 / NRS 387.1233	Average Daily Enrollment (ADE) Reports	
				NRS 387.1238	PEAA Audits	SID/District Support, Compliance
				NRS 387.12463		
DMS-069				NRS 387.12468(1)	Personnel Reports	SID/Pupil-Centered Funding
			Consolidation	NRS 387.12468, NRS 387.203, NRS 385A.310	2468 School Level Funding Report, Spending Report and ESSA Financial Transparency Report	

Source: Public Works LLC, 2026

Implementation Steps:

In addition to the implementation steps outlined for Recommendations 1.1 and 1.2, perform the following additional steps in order as outlined:

1. Establish a governance structure to ensure the *Reporting Inventory* change process is managed and tracked. This aligns with *Chapter 7 Findings and Recommendations, Summary of First Steps #1*. Maintaining the *Reporting Inventory* will be a matter of *Data Governance* or a variant thereof, which is elaborated here to provide guidance on how to proceed.⁸ The term *data* in this context should be interpreted as the “*contents of the Reporting Inventory and its associated data dictionary*.” When establishing a governance body and processes, steps to implementation should take into consideration the following important components of a strong data governance structure:⁹

⁸ DAMA International. *The DAMA Guide to the Data Management Body of Knowledge (DMBOK2)*, 2nd ed., Technics Publications, 2017. <https://technicspub.com/dmbok/>; DAMA International. *DAMA-DMBOK Functional Framework Overview* (public summaries and materials derived from DMBOK2); IBM. “Data Governance.” <https://www.ibm.com/topics/data-governance>; ISO/IEC 38505-1:2017. *Governance of data — Part 1: Application of ISO/IEC 38500 to the governance of data*

⁹ Public Works defers to the ESC working in conjunction with NDE to determine participants and processes that best fit the culture of NDE and education dynamics in the State of Nevada

- *Data Governance Framework.* The overall structure of policies, standards, roles, and processes that guide how data is managed and controlled across the organization; establishes decision rights and accountability.
- *Data Stewardship.* Assignment of responsibility to individuals or roles (business and technical stewards) to ensure data is defined, maintained, and used appropriately.
- *Policies, Standards, and Procedures.* Formal rules and guidelines that dictate how data is created, stored, accessed, shared, and retired, ensuring consistency and compliance.
- *Data Quality Management.* Processes for measuring, monitoring, and improving the accuracy, completeness, consistency, and timeliness of data.
- *Metadata Management (including Data Dictionaries).* Management of data definitions, lineage, and context to ensure shared understanding; includes maintaining a data dictionary and business glossary.
- *Data Architecture & Modeling.* The design and structure of data assets and flows across systems to support integration, scalability, and alignment with business needs.
- *Data Security & Privacy.* Controls and practices to protect data from unauthorized access and ensure compliance with privacy regulations (e.g., classification, access controls, encryption).
- *Data Lifecycle Management.* Governance of data from creation through use, archival, and disposal, including retention policies.
- *Master & Reference Data Management.* Processes to ensure consistency and accuracy of key shared data entities (e.g., customers, locations) across systems.
- *Compliance & Risk Management.* Ensuring data practices meet legal, regulatory, and organizational requirements while identifying and mitigating data-related risks.
- *Data Governance Operating Model.* The organizational structure (e.g., councils, committees) and workflows used to make decisions, resolve issues, and enforce governance.
- *Change Management & Communication.* Activities that promote adoption of data governance practices, including training, stakeholder engagement, and communication strategies.

Governance at a minimum should take into account management processes, change control, versioning and history, documentation, and communication.

2. NDE Subject Matter Experts (SMEs): Consolidate records keyed on identical (or nearly identical) *Statutory Citation* values. Data elements can be retained, deleted, or combined, resulting in a single record for every uniquely identified key NAC or NRS number. This will require a review of each report and various sources of historical data present. If the SME team identifies a report that can be eliminated, combined with another report, or modified, its disposition information can be changed to reflect that recommendation. A form of version control should preserve historical changes before updates are made.
3. NDE SMEs: Review the consolidated list of reports to determine if any are missing. Add missing reports to an updated list. Again, a form of version control should preserve historical changes before updates are made.
4. ESC/NDE Leadership: Take action on reports with dispositions or address updates to those dispositions with future recommended actions.
5. Add all reports to the Reporting Inventory as required by federal law.
6. Add all other reports to the Reporting Inventory required by NDE, but not by state or federal law.

Reporting Inventory Data Dictionary

Exhibit 6-3 shows a portion of the *Reporting Inventory* data dictionary which can be found in the *Dictionary* tab of the *Reporting Inventory* Excel workbook deliverable document.¹⁰ Several important features related to the development of this dictionary should be mentioned as they may have some bearing on future versions. The *Data Fields* under *Observation Point-1* ① are sequenced in the order which followed combining eleven (11) of the twelve (12) data source files. There was no data dictionary associated with data source twelve (12) – the *NDE feedback spreadsheet*. The *Comments* column explains the origins of the fields, and fields are color-coded based on their associated source file. White (unshaded) fields were present in the original *NDE_Report-Tracker-3 (Av2)* that served as the starting point for the inventory. Light-blue shaded fields were added when *NDE_Report-Tracker-1 (Fv2)* was combined, and light-orange fields were added when *NDE_Report-Tracker-2* was combined, etc. Some fields were added for administrative purposes, as with the two disposition fields and the *DMS_Phase* and *Contact* fields brought in from one or more “Other” data sources which include *Public Works LLC*, *Washoe, SY2025*, or the *DMS Data Collections Inventory* for reference to a future linkage to the DMS system.

¹⁰ *Reporting_Inventory_v1.0_2026-04-DD.xlsx*

Exhibit 6-3. Reporting Inventory Data Dictionary

Ord2	Ord1	123	RECSF	O	W	Reg	LCB	RT2	Fv2	Av2	Data Fields	1	Data Type	2	Comments
1	1	1	X								DMS_ID		DMS RFP dependency		Added
2	2	2	X								DMS_Phase				Added for reference to the DMS Data Collections list
3	3	3	X								Regulation#		Manual data entry		Added from 2025Regs
4	4	4	X								Disposition-1 (source)				Added from WestEd for 2025Regs and future datasets
5	5	5	X								Disposition-2 (action)				Added for purposes of PW study reporting
6	6	6	X								Statutory_Citation		Manual data entry		Renamed from: <i>Statutory Citation</i> (underscore added)
12	7	7	X								Report_Name		Manual data entry		Renamed from: <i>Report Name</i> (underscore added)
15	8	8	X								NDE_Business_Owner		TBD dropdown list		Added
	9	9									Contact		Manual data entry		Added for reference to the DMS Data Collections list
16	9	10	X								1st_Submission_Type				Renamed from: <i>1st Submission Type</i>
13	10	11	X								Purpose		Manual data entry		Added from Fv2: Renamed from <i>For</i>
8	11	12	X								Applicable_To				Renamed from: <i>Applicable To</i> (underscore added)
7	12	13	X								Senate_or_Assembly_Bill		Manual data entry		Added from Fv2 Report Tracker (1)
11	13	14	X								General_Topic				Renamed from: <i>General Topic</i> (underscore added)
17	14	15	X								Data_Collection_Type				Renamed from: <i>Type of Data Collection</i>
10	15	16	X								Authorization				Original
18	16	17	X								Data_Collection_Method				Renamed from: <i>Method of Collection</i>
	18	18									Data_Specifications_Attached?				Renamed from: <i>Data Specifications Attached?</i>
	19	19									Business_Rule/Policy_and_Procedure_Attached?				Renamed from: (underscores added)
	20	20									Date_Validated		Manual data entry		Renamed from: <i>Date Validated</i> (underscore added)
	21	21									For		TO BE DELETED		Added from SID Report Tracker (2)
9	17	22	X								Source		Value list TBD		Added from SID Report Tracker (2)
14	18	23	X								Description		Value list TBD		Added from SID Report Tracker (2)
19	19	24	X								Frequency		Value list TBD		Added from SID Report Tracker (2)

Source: Public Works LLC, 2026.

The descriptions in the *Data Type* column under *Observation Point-2* 2 tell what type of data can be entered into the inventory's fields. Some of these contain drop-down lists to bring clarity to the field name (what it's for), and the specific data values that can be entered into those fields in the inventory. For example, the *General Topic* drop-down list contains values shown here. Reviewing this list provides insight into the type of information this field is expecting to provide. Some fields allow manual data entry, and others remain to be defined as explained in the implementation steps to follow in this section.

Educators
Students
Finance
Accountability
Discipline
Achievement
SPED
Title Populations
CTE/WBL/Career Pathways
Policy
Schools/Districts
Early Ed

The color squares under *Observation Point-3* 3 indicate which fields were included in the individual source file data dictionaries. The data source files were combined in order from right-to-left starting with Av2 and ending with CSF. The differences in data dictionaries among the source files is immediately evident when visualized in this manner and underscore the care that had to be taken to ensure data elements from each aligned to the common resulting dictionary.

The data dictionary fields were numbered in column 123 as shown in *Observation Point-4* 4 as originally arranged following the combining of all ten data source files.¹¹ Following a review of the fields, those marked with an X in column *REC* (for recommended) are recommended for inclusion as a minimum set when the final production version is completed. These are also numbered in sequence in column *Ord1* (for Order-1). The review also resulted in an improved field order as provided in column *Ord2* (for Order-2). The rows can be selected and sorted on any of these columns to arrange them in the specified numerical order.

¹¹ The *Reporting Inventory Data Dictionary* is sorted in 123 order as delivered, and the *Reporting Inventory* fields (columns) are likewise arranged

Implementation Steps:

1. *NDE Leadership and SMEs*. Review the data dictionary and determine a final list of fields to be included in the production version. This should involve removing unwanted fields or adding fields not currently present in the data dictionary.¹² Version control and preserving history should apply to this process.
2. Consider including other fields used by peer comparison states described in detail in Appendix-C.
3. *Data Steward(s)*. Rearrange fields into the preferred order by cutting and pasting them accordingly.
4. *NDE Leadership and SMEs*. Prioritize fields with white space (blank) to have data researched and entered for each report record.

Data Collections Inventory

According to the NDE Asset Map and Organizational Alignment study of 2022, a *data system* is defined as an enterprise or non-enterprise system used by NDE to conduct the core business of receiving, storing, distributing, or reporting data. If a data system is also an application, it will be included in the asset map as a data system and referenced in the Applications asset map.¹³ Some enterprise data systems like *Infinite Campus (IC)* are used to collect and validate data, and some data collection tools like *806 Technologies* also serve as data systems to host and store data. In any case, data collections and validations are conducted using a variety of tools including enterprise systems and specialized or customized tools – all should be included in the *Data Collections Inventory*. One or more fields can be used to differentiate the collection tools and methods or systems.

Recommendation 1.2 implementation step-3 states: Use the *Data Collections Inventory* referenced by *DMS RFP Appendix-G: Data Systems*, as a baseline for the *Data Collections Inventory*. With major data systems and data collections combined in this list, there may be a preference to use only the data collections for the baseline as specified by the DMS phased implementation, reserving enterprise systems to be detailed during a later phase, mainly due to the magnitude of their scope and complexity. The data dictionary for this inventory should be developed concurrently.

Implementation Steps:

Follow the implementation guidance as outlined for Recommendation 1.2. In addition:

1. *NDE SMEs and Leadership*: Identify the fields for inclusion in the data dictionary. Since some may require a significant effort to research associated data, include only fields that can be populated with a reasonable amount of effort.
2. Most importantly, adjust data dictionaries for both the *Reporting Inventory* and *Data Collections Inventory* to provide a relationship to map collections to reports and vice versa.

¹² When adding new fields, consideration should be given to the effort required to populate required data

¹³ *NDE Asset Map and Organizational Alignment report, 2022*

Chapter 7: Findings, Commendations and Recommendations

Introduction

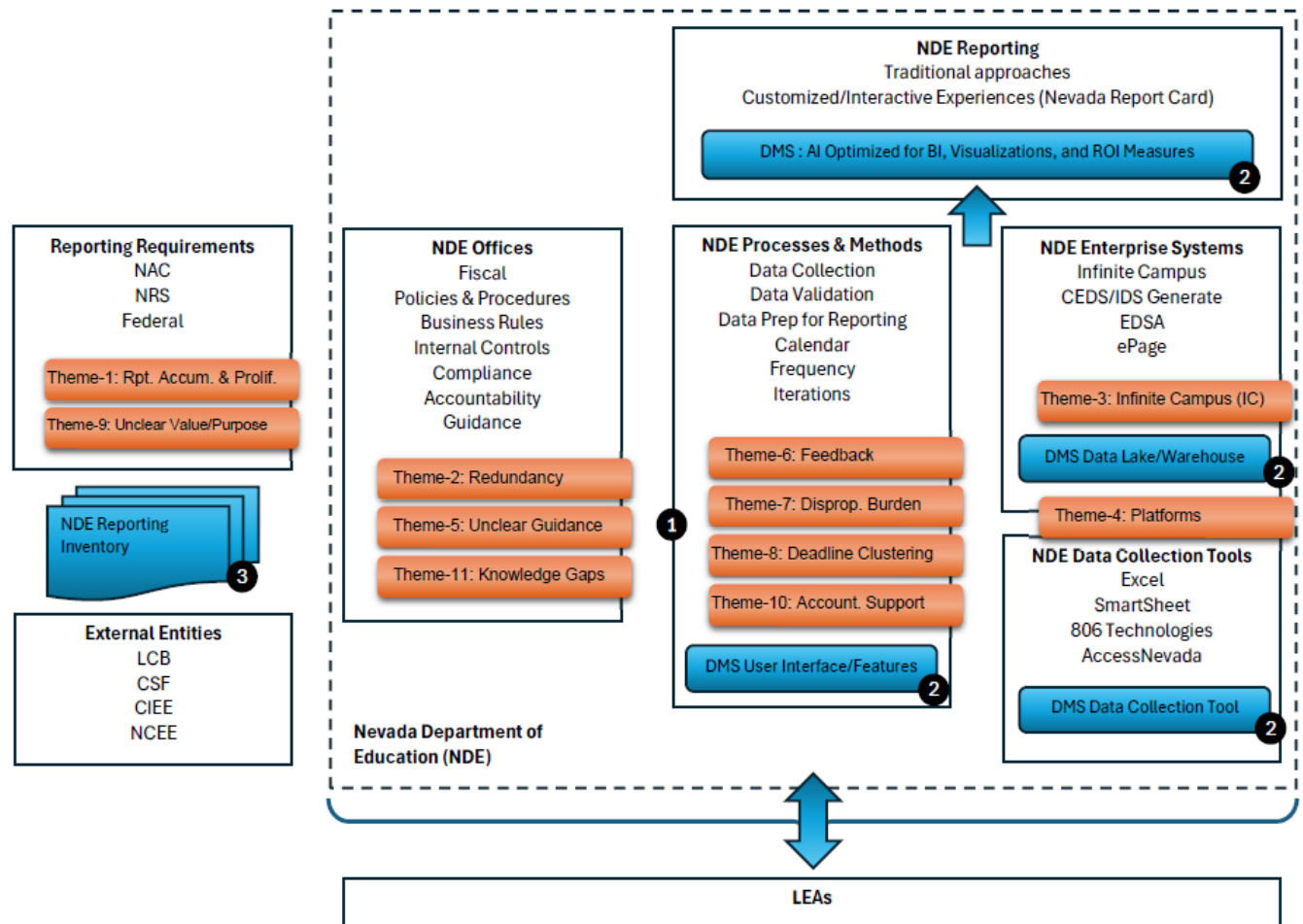
This section of the report presents Public Works LLC's findings, commendations, and recommendations addressing the needs for strengthening and streamlining the Nevada reporting requirements placed upon districts and the Nevada State Public Charter School Authority. The study gathered data through interviews with all Nevada school district leaders, supplemental written responses from nine districts and the Charter Authority, best practices, an analysis of crosswalk or required reports, twelve (12) independently developed lists of NAC and NRS reports, and a detailed analysis of specific reports submitted by districts. Although not articulated throughout the findings and recommendations, it is important to acknowledge that the current reporting system reflects federal and state requirements placed upon NDE and NDE's actions that are consistent with their understanding of those requirements. The section focuses on how districts and SPCSA experience that system and how, in turn, NDE can explore opportunities for statewide improvement.

The following recommendations correspond directly to the cross-cutting themes identified in Chapter 3 of the report. Each recommendation is preceded by a finding or analysis of the identified issue, best practices (where applicable), data to support the recommendation, and an abridged summary of suggested implementation steps that may be used to support the successful execution of the recommendations. The fiscal impact of the recommendations cannot be determined at the time of drafting this report.

Each of the eleven (11) themes were mapped onto the *Reporting Burden Domains* introduced in Chapter 2 of the Report to identify patterns. These are shown in orange overlayed onto the domains in Exhibit 7-1. The most relevant observation ① emerging from this exercise is that seven (7) of the eleven (11) themes map directly onto the *NDE Offices* and *Processes & Methods* domains. The *NDE Offices* domain encompasses the organization, its staff, and how the staff work and interact to achieve the Department's mission. The *Processes & Methods* domain encompasses the actionable steps NDE takes to collect, validate, and prepare data for use in various forms of reporting. Business processes and methods are largely impacted by the types of systems and data collection tools NDE uses. For this reason, the second most relevant observation ② shows potential improvements to NDE's operations offered through the DMS - as shown by blue boxes in four (4) of the five (5) NDE domains. A third observation ③ shows how the *Reporting Inventory*, also shown in blue, will have a direct impact on mitigating issues related to reporting in the remaining two (2) domains. More on these impacts will be elaborated in the theme narratives.

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Exhibit 7-1. Overlay of Cross-Cutting Themes and Reporting Domains



Source: Public Works LLC, 2026

The recommendations presented in this section directly address issues in all the identified domains will have a cumulative effect to improve reporting burden overall. They intend to inform the Nevada Legislature, the Nevada Department of Education (NDE), the emerging Education Service Center (ESC), and local education agencies so that together, an action plan for assuring the accountability of school districts can be created, while maintaining a sound and reasonable limit to reporting expectations.

Please note that throughout the report, when our team found the best practice, we have included finding/analysis explaining why it is commendable followed by a commendation. It should also be noted that when NDE is involved in an implementation step, the action typically requires NDE SME or leadership engagement for operational purposes. When the ESC is involved, the action is related more to policy and governance.

Finally, the audience reading this report is encouraged to utilize the tools and resources developed and provided in the Appendices to support associated implementation steps articulated in each of the following themes.

Theme 1: Proliferation and Accumulation of Reporting Requirements

Finding 1.1: The education reporting system is unsustainable, lacks coherent oversight and does not have a single, NDE maintained universal (comprehensive) list of state reporting requirements as defined by the NAC and NRS.

Nevada's education reporting requirements have expanded significantly across successive legislative sessions without a formal mechanism to review, consolidate, or sunset existing mandates. Each legislative cycle adds new statutory and programmatic reporting obligations, while prior requirements remain in place regardless of continued relevance or use. In the absence of a statewide inventory or periodic review process, reporting requirements accumulate by default, resulting in a system that expands year after year without a structured process to evaluate necessity, reduce redundancy, or formally retire outdated reports.

Across successive legislative sessions, new statutory, budgetary, and programmatic reporting obligations have been layered onto existing mandates without systematic evaluation of relevance, use, or duplication, further compounding the overall reporting load for districts.

Nevada currently lacks a formal, statewide process to inventory existing reporting requirements or to periodically review them for continued necessity. There is no established law requiring agencies to reassess older reports, recommend consolidation, or formally sunset mandates that no longer serve a clear statutory or programmatic purpose. In the absence of such a mechanism, reporting requirements persist by default, including those originating from prior legislative sessions or discrete policy initiatives that have since evolved or concluded.

This structural gap means that the overall reporting system expands year after year without a corresponding process to manage growth, reduce redundancy, or align reporting obligations with current legislative priorities. Over time, this results in an increasingly complex reporting environment driven by incremental additions rather than deliberate system design or periodic legislative review.

State leaders have recognized the lack of a formal reporting-requirements protocol, which includes a comprehensive list and governance oversight, and have begun taking initial steps to address it, including a 2024 NDE commissioned review by Crocus, LLC that echoed findings from other recent efficiency efforts, SB460 Section 1.7 (2025) to reduce duplicative and unnecessary submissions and authorize waivers for immediate district relief, and the inclusion of "Aligned Systems" as Priority #5 in NDE's March 11, 2025 Core Strategic Priorities presented to the State

Board of Education. Nevada is not alone in reevaluating reporting requirements. The Arizona's State Board for Charter Schools and Northern Arizona University are supporting [HB2828](#); which would allow innovation schools to pilot a defined set of reports and test the elimination of selected reporting requirements. In Utah, the State Board of Education ([USBE](#)) voted on April 2, 2026 to reduce reporting requirements from 91 to 70 and directed the assigned task force to continue identifying additional reductions at its May, 2026 meeting. Utah has set an annual assurances (reporting) update to ensure accuracy and maintain compliance with state and federal reporting requirements. Finally, Colorado's Education Data Advisory Committee (EDAC) is created to review all PK-12 data collections (including reports, plans, assessment, etc.) and advise on whether they are duplicative, obsolete, insufficient or not used by the requesting authority.

Furthermore, the absence of a reliable *reporting inventory* identifying reporting requirements has resulted in attempts by various external entities to produce their own lists of reporting requirements, resulting in multiple variations of truth, and all of which are relied on for reference by one or more of those entities. Research conducted through this study has revealed at least eight (8) such lists that are more comprehensive in nature, and several others that are more fragmented. The proliferation of these lists has created a seemingly formidable pathway to creating a sustainable *single source of truth*.

The Clark County School District's District Reporting Committee offers a useful example of how districts are responding to the absence of a statewide governance structure for reporting requirements. CCSD convened a committee of approximately 80 reporting directors to review compliance obligations and identify duplication and, where NDE does not provide standard templates, to develop their own for internal consistency. This kind of district-level initiative reflects both resourcefulness and need: when state-level guidance and templates are not available, districts naturally build structures to fill the gap.

Recommendation 1.1: Establish a Statewide Reporting Inventory and Periodic Sunset Review Process to systematically identify, evaluate, eliminate or consolidate reporting requirements that are duplicative, outdated, or of unclear value.

Under the *Reporting Requirements* domain of Exhibit 2-1 in Chapter 2, construct the *NDE Reporting Inventory* by combining various identified lists, while preserving as much structure and relevant data from each list as possible for the purpose of preserving provenance.¹⁴ Following the combining process, subject matter experts (SMEs) can review the preserved information and consolidate records by retaining, replacing, or deleting irrelevant data. The resulting inventory will serve to reduce reporting burden in the *Reporting Requirements* domain by identifying reports recommended for elimination, modification, or consolidation.

¹⁴ Provenance is the source of origin, or earliest known history; or, a record of the ownership of a work or document, used as a guide to substantiate authenticity or quality.

Without a structured review mechanism, reporting requirements, and subsequently the inventory, can only accumulate. Best practice in governmental efficiency and accountability reform, consistent with recommendations from the *National Conference of State Legislatures* and the *Education Commission of the States*, calls for periodic sunset reviews that require agencies to affirmatively justify the continuation of mandates and reporting requirements. Nevada currently lacks this safeguard. A statewide inventory and sunset process would create the structural discipline necessary to align reporting obligations with actual policy and compliance needs, reduce burden on districts, and restore a degree of coherence and trust to the state-district relationship.

Recommendation 1.2: Create a separate list of data collections associated with reports, 1) to link the Reporting Inventory to descriptions of its data sources, and 2) to provide visibility for each report into the mechanisms by which data is collected and validated.

Care must be taken to distinguish between *data collections* and *reports*. A *data collection* is the underlying dataset, form, or set of data elements gathered for later use, while a *report* is a curated output that summarizes, interprets, or presents information to inform such as ROI, to meet compliance requirements, or for decision-making. Data-catalog and inventory standards such as DCAT distinguish datasets/data services as *cataloged assets*, and federal guidance separately treats “collections of information” as things that are gathered, not the reports produced from them. So a data collection can feed a report, but it is not typically a report in itself unless your governance policy explicitly defines certain structured extracts or submissions as report records¹⁵. The *Data Management Body of Knowledge (DMBOK)* similarly does not recommend combining lists of raw data collections and reports into the same inventory; rather, it frames *data management* as a set of distinct but related knowledge areas, where metadata and governance are used to classify, describe, steward, and control different kinds of data assets, while *Data Warehousing (DW)* and *Business Intelligence (BI)* focuses on how information is assembled and delivered for analysis and reporting. In that DMBOK-aligned view, a data collection is usually a source or managed data asset and is distinct and separate from a report which is a downstream information product or presentation layer built from it. Combining both into one undifferentiated inventory weakens clarity around lineage, ownership, controls, and lifecycle.¹⁶

The main drawback of combining data collections and reports in the same inventory is that it blurs asset types with different owners, metadata, controls, and lifecycles. Datasets are usually managed for history (origin, or provenance), schema, refresh frequency, stewardship, privacy, and reuse; while reports are managed for publication status, intended audience, business meaning, and retention as records. Mixing them can create duplicate entries, unclear ownership, weaker lineage, and confusion over which artifact is the system of record versus a downstream presentation. Data inventory guidance emphasizes describing data assets with distinct metadata,

¹⁵ Data Catalog Vocabulary (DCAT) Version 3, <https://www.w3.org/TR/vocab-dcat-3>

¹⁶ DAMA International – the Data Management Body of Knowledge, <https://dama.org/learning-resources/dama-data-management-body-of-knowledge-dmbok>

and records-management guidance likewise stresses managing records according to their specific control requirements.¹⁷ As a best practice, NDE should differentiate between data collections and reports and maintain separate lists. For the implementation steps that follow, refer to Exhibit 6-1 to see the differences among various data dictionaries mentioned.

Implementation Steps:

1. The *Reporting Inventory* was created by Public Works as a deliverable for this project. This was accomplished by combining the various internal and external lists into a single authoritative source that establishes a baseline of education reporting requirements under NAC and NRS. NDE SMEs will need to update the *Reporting Inventory* as specified by implementation steps outlined in Chapter 6. The creation of this inventory will have a direct impact on addressing reporting issues related to the *Reporting Requirements* domain.
2. The *Reporting Inventory* comes with a *data dictionary*, which provides the metadata describing the structure and nature of the data in the database. For provenance purposes, the original field order as presented in the eleven (11) data sources was preserved to the extent possible. NDE SMEs should update the *Reporting Inventory Data Dictionary* as specified by implementation steps outlined in Chapter 6.
3. Use the *Data Collections Inventory* referenced by *DMS RFP Appendix-G: Data Systems*, as a baseline for the *Data Collections Inventory*. Major data systems and data collections are combined in this list. As described in Chapter 6, there may be a preference to use only the data collections for the baseline as specified by the DMS phased implementation, reserving enterprise systems to be detailed during a later phase, mainly due to the magnitude of their scope and complexity. Augment this inventory by engaging NDE SMEs in an agency-wide effort to expand the list to be inclusive of all their data collections. This will require developing a standard definition for what is included as data collection. For example, should ad-hoc questionnaires or surveys be included in the inventory? It should also be noted that some third-party data collection tools were not targeted by the DMS for replacement by the data collection and validation tool, as their replacement status was unknown at that time during RFP development. This topic will need to be revisited when considering including them in the *Data Collections Inventory*. The creation of this inventory will have a direct impact on addressing reporting issues related to the *Reporting Requirements* domain.
4. Create a *data dictionary* of the *Data Collections Inventory* which provides the metadata describing the structure and nature of the data in the database.
5. Relate the two inventories by using key field(s) to recast them as two tables in a relational database. This relationship will provide the ability to query the tables and both show how reports draw on specific data collections, and how data collections populate reports. In some cases, there will be a one-to-one relationship, meaning a single data source feeding a single report; in others a one-to-many relationship where a single data source feeds multiple reports, or multiple data sources feed a single report. Visibility into the relationships among data collections and reports will help to provide deeper insight into where additional reductions in reporting workload can be found. Similar to the *Reporting*

¹⁷ Federal CDO Council, Enterprise Data Inventories;
https://resources.data.gov/assets/documents/CDOC_Data_Inventory_Report_Final.pdf

Inventory, creation of this inventory will have a direct impact on addressing burden issues related to the *Reporting Requirements* domain.

6. For the data collections included in the *Data Collections Inventory*, build their data dictionaries into a matrix which shows a side-by-side comparison of all included fields. The matrix will reveal where overlaps exist among data elements in collections, providing opportunities for further consolidation.
7. Work with NDE to allocate the necessary resources and prioritize the work to finalize and prepare the reporting and data collections inventories for full production and use agency wide.
8. The ESC should convene a statewide working group inclusive of district representatives, SPCSA, NDE, and legislative staff to review the results of this study and provide oversight, guidance, and management of reporting requirements. Members of this working group can be commissioned to serve as members of a longer-term governance body. Governance responsibilities will include the processes and procedures for defining and maintaining the reporting and data collections inventories and their data dictionaries.
9. NDE, supported by the ESC, should develop a concise 'core reporting framework' that identifies a limited set of priority data indicators and requests new legislative reports align to this framework or replace rather than add to existing requirements.
10. The Legislature, through the Legislative Counsel Bureau (LCB), should establish a formal periodic reporting review process (recommended cycle: every three to five years) requiring NDE and/or ESC to document the purpose, demonstrated use, and workload associated with each statutory report, and to recommend consolidation or elimination where value is unclear in supporting student achievement.
11. The Legislature, through the Legislative Counsel Bureau (LCB), require any new statutory reporting requirement affecting NDE/LEAs to include a sunset date (e.g. inoperative four years after first due date unless reauthorized, plus a statement of intended use and outcome linkage) In addition, fiscal notes for proposed reporting legislation should be expanded to include estimated district staff time and should specify which existing reports will be modified, consolidated, or retired when the new requirement takes effect.

Theme 2: Redundant and Duplicative Reporting Across Agencies, Offices, and Systems

Finding 2.1: Overlapping data requests and inconsistent rules across collections create duplicative workload and weaken data comparability.

Nevada school districts are required to submit the same or similar data to multiple agencies, offices, and platforms, often with different definitions, business rules, and 'as-of' dates forcing districts to repeatedly pull and reformat identical information and producing inconsistent statewide reporting.

Districts identified multiple report families where different offices and data collection & validation systems and tools request overlapping data but require it to be submitted separately. Examples

include: HR staffing reports (Teacher Shortage and the Licensed Personnel Report) requesting overlapping vacancy and licensure elements; discipline reporting (DF-50, AB 285, bullying, and firearms reports drawing on the same underlying incident records); financial and grant cycles (the 388 Report, reimbursement requests, final financial reports, and annual audits); and accountability frameworks (Acing Accountability, the NSPF, and the Nevada Report Card). In support of this work, Clark, Douglas, and Washoe County School Districts have mapped the impact of duplicative reports, providing a foundational basis for ongoing review and recommendations in support of this study and further demonstrating the need to perform a similar analysis through the data collections matrix as specified in Recommendation 1. 2 Implementation Step 6.

Districts also reported that even when the underlying data are the same, small rule differences across collections create avoidable rework. Nye and Lyon Counties documented that “as-of” dates are sometimes offset by as little as a single day, forcing districts to re-pull identical snapshots. Participants also highlighted conflicting definitions in CCR, discipline, and enrollment collections. For example, College and Career Ready criteria and participation rules overlap across Acing Accountability enrollment rules, ADAM01, and CTE Perkins Performance Indicators, yet each uses slightly different business rules (e.g., participant vs. concentrator vs. completer status), requiring districts to reformat data to meet each system’s requirements.

A recurring concern is that NDE offices (including Title I, II, III, and IV programs) operate in perceived silos, making independent data requests without coordination or shared standards. This siloed structure systematically generates avoidable burdens that fall on districts rather than being resolved internally within NDE. It also raises genuine concerns about the comparability and reliability of statewide data: when different definitions and business rules are applied to the same underlying facts, districts can report different results for the same concept, undermining cross-district comparisons and weakening accountability, program evaluation, and decision-making. However, comparisons made using the same data set are valid.

Recommendation 2.1: Adopt a 'Single Data Request' Principle and build a Statewide Data Dictionary to eliminate duplicative submissions and align definitions, business rules, and “as-of” dates across all major data collections.

Nevada has an opportunity to reduce the number of reports or align report requests; and to reorient the system around the clean, validated datasets that produce those reports.¹⁸ For the past two decades, data science and modern public-sector reporting have increasingly emphasized reproducible research, standardized data structures, and parameterized reporting, in which one well-designed report template is generated repeatedly from a common dataset based on a selected variable such as district, school, subgroup, or program. Under this model,

¹⁸ Refer to Exhibit 6-1 for an illustration of how the Statewide Data Dictionary relates to other data dictionaries referenced in this report.

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districts should focus on maintaining accurate, well-documented datasets with consistent definitions and business rules, while reports, dashboards, and visualizations are built once and refreshed automatically from those datasets.

A dataset-first design would reduce the recurring burden described throughout this study because the most time-intensive work would shift away from recreating reports in different formats each cycle and toward validating the underlying data once at the source. In practice, a single discipline dataset, financial dataset, staffing dataset, or accountability dataset could support multiple required outputs without requiring districts to repeatedly rebuild the same information in different templates, spreadsheets, or presentation formats. This approach would also improve comparability, transparency, and auditability because the same approved source data would drive every downstream report.

The principle that each data element should be collected once for use across systems is a foundational standard in data governance and governmental efficiency. States such as Connecticut, Colorado, and Washington have demonstrated that unified data architecture can reduce district reporting burden while improving data quality and comparability. Nevada's current fragmented approach not only takes an inordinate amount of staff time, but also produces inconsistent data that may undermine the validity of statewide accountability and program evaluations. A statewide data dictionary and single-request standard would eliminate structural redundancy at its source.

NDE publishes a data dictionary that lists the data elements collected by the agency to comply with State and Federal laws. This dictionary, also referred to as the *NVDOE Initial Dictionary [Build 6]*, includes student-level data elements as per NRS 388.268, and is part of their [Office of Information Technology Student Data Privacy resources](#).¹⁹ There is no clear evidence that this is a comprehensive enterprise-wide dictionary covering all NDE data elements as the published list includes small subsets of data related to assessments, career and technical education (CTE), and 232 elements divided among various K12 data groups. Their Nevada Report Card page says the platform includes “detailed information” and “downloadable data sets” about schools and districts,²⁰ and NDE's EDFacts page links to file specifications/workbooks used for standardized reporting.²¹ There is also evidence of more specific dictionaries: search results on the NDE website surface documents titled *SAIN Data Dictionary 2016*,²² and *Nevada ABE Administrators Handbook Data Dictionary*.²³ That suggests NDE does publish data dictionaries for at least some programs or systems, even if not as one unified statewide dictionary for every element.

¹⁹ Refer to the *NDE Data Dictionary (External Link)* link located at: <https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/office-of-information-technology/student-data-privacy>

²⁰ Nevada Report Card, <https://nevadareportcard.nv.gov/di/>

²¹ NDE EdFacts, <https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/accountability/edfacts>

²² <https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/DataCenter/SAINDataDictionary2016%281%29.pdf>.

²³ https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Adult_Education/Basic/Documents/Nevada-ABE-Administrators-Handbook-Data-Dictionary-508rev.pdf

Following the completion of Finding 1.1, Implementation Step 7 – *Extend the Data Collections Inventory*, NDE will have a comprehensive view into the various data elements needed by their functional areas. They will be able to use this information as a window into what's missing from their published data dictionaries, and which elements add relevance to inclusion in a comprehensive enterprise-wide dictionary.

Implementation Steps:

1. NDE should move toward formally adopting a 'single data request' policy: each data element is collected once as a primary submission and reused across offices and systems unless law or federal requirements expressly prevent this.
2. Complete Recommendation 1.2, Implementation Step 6, which informs the *Data Collections Inventory* by creating a matrix of data dictionaries for each collection.
3. Compare the information from (2) above with published data dictionaries and determine which missing elements add relevance to inclusion.
4. NDE should expand the current published statewide data dictionary to include the relevant data elements identified in (3) above, and to align definitions, business rules, and 'as-of' dates across CCR, discipline, HR, and key financial collections, with mandatory training for district and NDE staff.
5. NDE should immediately pursue consolidation of the most duplicated report families: (a) a unified discipline/behavior reporting architecture that feeds AB 285, DF-50, CRDC, and EdFacts from a sole source; and (b) a unified HR staffing collection that replaces multiple overlapping HR reports.
6. For any new reporting requirement, NDE should be required to document which existing collection will supply the required data, how duplication has been minimized, and how definitions align with the statewide data dictionary before the requirement is finalized.
7. As NDE expands the statewide data dictionary and harmonizes business rules, it should identify a defined set of key statewide datasets for major reporting domains such as discipline, staffing, finance, enrollment, and accountability. For each key dataset, NDE should document the required fields, source systems, validation rules, refresh cadence, and approved downstream reports so that districts are held accountable for data quality at the dataset level rather than for repeatedly reconstructing the same report in multiple formats.

Theme 3: Infinite Campus Access Has Not Reduced Reporting Burden as Intended

Finding 3.1: Statewide SIS access has not reduced the district reporting burden because data are not standardized for reliable state data pulls.

Despite significant investment in expanding NDE's access to Infinite Campus, districts continue to upload files, complete separate spreadsheets, and provide screenshots of data that already exist in state-accessible systems. In response, NDE sought funding during the 2025 legislative session for a DMS and districts developed local SQL and DVSL models; however, a statewide solution is warranted. In practice, inconsistent statewide business rules, code sets, and IC configurations combined with uneven district technical capacity and module access prevent the state from pulling consistent, reliable data directly from the SIS, perpetuating manual district workflows and undermining the efficiencies the investment was intended to deliver.

Districts reported that expanded NDE access to Infinite Campus, originally framed as a mechanism to reduce local reporting requirements and improve data quality, has not been operationalized in ways that eliminate district-side data compilation tasks. Even when the underlying data resides in IC, districts are still asked to package and submit information separately because statewide pulls are not consistently feasible or trusted.

For example, the Joint Interim Education Committee requested data on special education students placed in self-contained classrooms throughout the instructional day. While NDE was able to provide statewide totals, it could not reliably produce district-level detail, and districts were asked to submit data extracted from Infinite Campus. Interviewees interpreted this as evidence that the state's access is not yet paired with the standardized rules, report logic, and shared technical support needed to replace district compilation with dependable state-generated pulls.

Districts emphasized that the efficiency model is achievable when business rules and tools are clear. Storey and White Pine Counties noted that when prebuilt reports exist within IC, districts can pull data directly and spend their time on validation rather than compilation. However, districts with experienced technical staff (e.g., those who can write SQL scripts and use tools such as DVSL) can compensate for gaps in state reporting infrastructure in ways that most small districts cannot create an equity gap. Nye County suggested the state could realistically reduce active data sets by having NDE pull standardized IC extracts and asking districts to validate and certify them, rather than requiring districts to compile and submit multiple files separately.

Without statewide standardization of how Infinite Campus is configured and coded, each district's data can be structured differently, making centralized pulls unreliable and increasing the likelihood that districts will be asked to submit separate files. Clear statewide business rules and required code sets are therefore a prerequisite for the 'state pulls, districts validate' model described in Recommendation 3.1.

Districts with experienced technical staff have developed data-validation workflows over time, but this capacity is not evenly distributed statewide. Smaller districts lacking these resources must rely on manual compilation and troubleshooting, reinforcing unequal burden and inconsistent data quality across districts.

Recommendation 3.1: Invest in statewide Infinite Campus Business Rules, standard reports, and a “State Pulls, Districts Validate” model to convert NDE’s SIS access from a theoretical efficiency into a realized reduction in district reporting workload.

This recommendation should be understood not only as a report-access improvement, but as a shift to a dataset-centered operating model. When statewide business rules, code sets, and Infinite Campus configurations are standardized, NDE can generate trusted statewide extracts once, and those extracts can feed multiple parameterized reports, dashboards, and compliance outputs without requiring each district to create separate submissions from scratch. In that environment, the district role becomes validating whether the state-generated dataset is accurate and complete, rather than spending scarce staff time reformatting the same information for different audiences.

This approach reflects how large-scale reporting is commonly handled across federal and state systems: one common dataset is maintained, and the same report structure is run repeatedly for different entities or time periods. The reporting burden in Nevada remains high in part because many products are still assembled manually or in inconsistent formats each time they are due. Building reports one time and populating them automatically from validated datasets would allow districts to focus on correct data entry, certification, and exception review rather than custom report production.

Nevada’s investment in statewide SIS access was premised on a data-sharing model that has not yet been fully implemented. An advanced version of this model where the state generates centralized data pulls and districts focus on validating and certifying those data can reduce local reporting workload while preserving or improving data quality. The preconditions for success include clearly defined statewide business rules, standardized code sets, vendor-built or state-developed standard report templates, and shared technical support for districts without in-house data staff. Nevada already has the core infrastructure; what is now required are the operational standards and shared services needed to fully activate it. Other states have implemented analogous approaches; for example, Colorado’s Department of Education operates a centralized “Data Pipeline” with district review, error resolution, and snapshot finalization/certification processes prior to statewide use. More broadly, multiple states, including Kansas, Michigan and Nebraska, use SLDS-based centralized extracts with local validation, to streamline federal and state reporting while improving statewide comparability.

Implementation Steps:

1. NDE, in partnership with the ESC, should define and publish statewide IC business rules and standard code sets for high-value domains including enrollment, discipline, programs, special education, and CCR, with a required implementation timeline for all districts.

2. NDE should work with Infinite Campus (vendor) to build or procure standard report templates aligned to state data definitions and collection requirements so that data can be pulled centrally rather than compiled locally.
3. The ESC should establish a shared IC configuration and data-quality support service particularly for small and rural districts lacking internal data staff using leading districts' SQL scripts and validation workflows as replicable templates.
4. NDE, utilizing the Technical Advisory Group (TAG), should launch a pilot 'state pulls, districts validate' model for a defined set of major collections (recommended starting points: ADE, graduation, discipline) and evaluate data quality, workload reduction, and district satisfaction before scaling statewide.
5. NDE should continue to seek legislative funds and state and federal grants for the statewide implementation of a Data Management System (DMS).
6. For each pilot collection, NDE and the ESC should define the underlying production dataset first, including field specifications, validation checks, documentation, and ownership, and then build any required reports, dashboards, or district-facing views as parameterized outputs from that dataset. This will ensure that reports are created once and reused automatically, rather than rebuilt manually each cycle.

Theme 4: Platform Proliferation and System Usability

Problems

Commendation 4.1: NDE is moving forward with internal implementation of DMS Phase-1 as specified in their internal RFP document with limited funding from the 2025 Federal SLDS Grant.

The focus of Phase-1 is on school level fiscal data, with data collection focused on the annual 387/388A report. A major focus of the DMS is a universal data collection tool to consolidate and simplify data collections involving the LEAs. Despite funding limitations, the NDE ADAM team has moved ahead to start implementing Phase-1 of the DMS design as specified in the internal RFP document. A major focus of the DMS is a universal data collection tool to consolidate and simplify data collections involving the LEAs. This is indicated in the *Data Collection Tools* box of Exhibit 7-1.

More specifically, in 2025 NDE developed an RFP to capture detailed design specifications for the implementation of a statewide Data Management System (DMS). The design and implementation strategy includes all tools and technologies, system architecture, data inventory, data mapping, data collection, data validation, data integration, data migration, configuration and workflows, reporting, testing, launch, and monitoring. Reporting includes the development of data visualizations/dashboards built on an artificial intelligence (AI) optimized system architecture utilizing traditional and AI driven techniques. The system is designed to support educational initiatives and facilitate Department decision-making through accessible data. The successful implementation of the data management system will enable the NDE and educational partners to

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effectively manage, analyze, and utilize educational data to gauge returns on investment, support evidence-based decision-making, improve educational outcomes, and promote transparency in the education system.

Because State financial support from the 2025 Legislature was not obtained, the original design and implementation requirements of the RFP were divided into five (5) data and data systems phases as shown in 7-1. NDE was able to leverage Federal grant funds to start the project with parts of Phase-1, with an expected target for the 387/388A data collection process sometime in mid-2027. Given the large number of reports in the *Reporting Inventory*, and with the 387/388A financial report as only one among hundreds, the five phases at the present rate of progress will take NDE a minimum of 7-10 years to complete – assuming additional Federal grant funding becomes available. Despite this daunting timeline reality, NDE has been proactive and in its internal efforts knowing its significance, mainly with a direct impact on four (4) the seven reporting domains of 7-1.

Table 7-1: DMS Project Phase Descriptions

Phase	Description
1	School-level fiscal data systems.
2	LEA Student-level data.
3	LEA HR data (teachers, licensure, class assignments, etc.).
4	LEA/District/school-level data.
5	Other school-level fiscal data systems, and non-fiscal NDE data systems.

Source: Public Works LLC, 2026

Finding 4.1: Platform proliferation and usability failures create avoidable re-entry, errors, and compounding reporting burden.

Nevada school districts and the SPCSA must navigate a large and growing set of unintegrated reporting platforms each with its own login and workflow while also contending with correctable design flaws (e.g., no save-and-return, limited editability, and out-of-system comment responses) that turn routine compliance work into multi-step manual processes and increase opportunities for error.

Districts described managing Infinite Campus, ePage, Title I Crate, Smartsheet, Epicenter, BigHorn/SilverShare, ADAM, and other platforms without integration or coordination between them. As a result, information entered in one system often cannot be reused in another, requiring repeated manual re-entry, additional training across multiple interfaces, and parallel tracking of deadlines and submission protocols.

Smartsheet was repeatedly cited as especially burdensome because work cannot be reliably saved mid-entry and submissions are difficult to edit after the fact, forcing staff to re-enter

lengthy forms when interrupted or when corrections are requested. Districts also noted instances where similar monitoring activities appear in both Smartsheet and Title I Crate without a clear rationale, increasing confusion and redundant effort.

The transition from BigHorn to SilverShare delayed collections for the Douglas County Accountability Report Card, while system outages near deadlines further compressed reporting windows and increased error risk. Clark County noted an equity issue: larger districts can afford more Infinite Campus modules than smaller districts, leading to disparities in capacity and efficiency. Outages—such as the IC outage during summer reporting—were highlighted as avoidable sources of stress that intensify already tight timelines and can degrade submission quality.

Districts emphasized that many burden drivers are not inherent to compliance requirements, but to fixable platform design choices. Douglas County's AGPM Administrator highlighted Title I Crate's commenting workflow as a clear example: NDE can comment within the platform, but LEAs must draft responses in a separate Google Doc, convert the file to PDF, and upload the PDF back into Title I Crate—turning a simple exchange into a multi-step process that increases staff time and the risk of versioning errors.

Recommendation 4.1.1: Develop a multi-year platform strategy that designates systems of record, consolidates redundant platforms, and sets minimum usability standards to reduce friction and manual re-entry in reporting workflows.

Platform fragmentation is a well-documented driver of administrative burden in state education systems. The Government Accountability Office and the Education Commission of the States have both identified unintegrated technology platforms as a primary source of avoidable reporting workload. A rationalized platform architecture with designated systems of record, single sign-on capability, and enforceable usability standards reduces errors, lowers training burden, and allows district staff to redirect time toward student-facing work. The specific usability failures identified in this study (no save-and-return, no in-system commenting, duplicate platform requirements) are correctable through a structured vendor engagement and platform governance process.

Recommendation 4.1.2: Continue to provide strong advocacy for the NDE Statewide Data Management System (DMS), which addresses many issues related to the four (4) NDE related reporting burden domains including NDE Processes & Methods, NDE Enterprise Systems, NDE Data Collection Tools, and NDE Reporting. Advocacy should emphasize accelerating implementation of the DMS by funding through legislative action.

Without State financial support, progress with implementing the DMS will be slow, as evidenced by NDE's internal development of the Phase-1 fiscal data and NRS 387/388A financial data collection focus which is only one of many collections identified to be replaced by the DMS data

collection tool. As a result, the NDE Office of Division Compliance (ODC) is converting some data collections to *Smartsheets* as a temporary, but more advanced approach to the current data collection, validation, conversion, and manual consolidation of many Excel workbooks.

Unfortunately, *Smartsheet* forms do not have a native *Save as Draft* feature to save partial progress and return later - once a form is closed, unsaved data is generally lost. Data is only saved to the sheet upon final submission. Although this attempt to *build a bridge* for a more robust data collection process is commendable, the tool introduces other issues that could be worse than those inherent in the Excel processes it attempts to replace. If implementation of the DMS is relegated to proceed internally and incrementally, stopgap measures like these - although well-intentioned, will continue to evolve, creating a more complex portfolio of data collection tools and methods with their own unique set of tradeoffs, issues, and limitations. These will only exacerbate the list of reported issues this study seeks to mitigate.

In addition to the five-phased data implementation listed in Table 7-1, requirements for features targeting each of the reporting burden domains by phase are specified as follows:

1. **Enterprise Systems.** A statewide data management system will consolidate and integrate the many major and minor data systems, resulting in breaking down siloes, integrating data across domains, and making it easier to maintain and reference. The system will simplify processes by eliminating labor-intensive and time-consuming manual work – much of which is currently accomplished with spreadsheets, eliminating redundancies, and reducing errors. Reporting will be modernized as the system will be built on a cloud-based, AI optimized data architecture, and equipped with tools to generate Reports & ROI measures utilizing traditional and AI based techniques. This strategy will provide the capacity to upgrade the current suite of fragmented and static dashboards into more dynamic and compact versions. Resulting new capabilities will serve to meet and exceed ROI reporting requirements as outlined in 2023 SB98/AB400, the Commission on School Funding (CSF) core objectives, and as expected by NDE's partners and stakeholders. Furthermore, the project will create opportunities for NDE to augment its current data management framework, develop an agency-wide data strategy, and align new and updated documents with standards maintained by the Office of Division Compliance.
2. **Processes and Methods - Data Collections Tools.** Data Collection and Validation Application (app). The universal data collection tool will replace many of the outmoded manual data collection tools and processes currently in use by NDE. The app will be configured using an off-the-shelf tool that utilizes configurations with minimal custom development. This will ensure that NDE technical staff will be able to make modifications to the interface and calculations with minimal knowledge transfer. The app will have role-based access control and a user-friendly interface for administrative and end-user functions. The structure or framework upon which the app is built must be extensible for future systems and their data sets. The app will also provide multiple data dimensions to support preliminary and final data sets, historical data collection periods, and layers for data thresholds or tolerances calculated from previous or forecasted collection periods. Consider as examples an Excel workbook with four dimensions including workbook, worksheet, row, and column; whereas the seven Oracle Hyperion Planning dimensions

include account, entity, scenario, version, period, years, and currency. The app will support various data processing methods including batch, ETL, robust near-real-time API, and microservices integration. The app will be adaptable to new data domains, business rules, and business processes to accommodate workload reduction and efficiency through continuous business process improvement (BPI). The app will be adaptable to new structured, semi-structured, or unstructured data sets. The app will be scalable to accommodate increases in data volume over time and big data. Ideally, the app should support a dynamic field database design to maximize agility as specified above. The app will also provide strong error checking for data loss prevention. All data collected through the app will be hosted in a standard MSSQL format in the Azure Cloud to ensure NDE technical staff can manipulate and report against it. The app may be developed using Azure development tools, but may also be developed with other platforms as long as the previous data requirements are met.

3. Reporting.

- **Phase-1. Metrics and ROI Measures:** For Phase-1, NDE is most interested in exploring the latent potential to be realized through the Federal grant and augmented outcomes beyond grant-required outcomes as specified within the RFP. More specifically, the following requirements frame those expectations within a reasonable level of effort to set the stage for future phases: (a) During the design and implementation stages of the project, the implementor (as selected through the RFP process) will work with NDE leadership to identify and prioritize various descriptive level ROI measures and intelligent reporting mechanisms capable of demonstrating the power of the new system. (b) The implementor will utilize a variety of output methods that form a suite of use cases with enough variability to clearly show the inherent capabilities to address the evolving needs of future project phases.
- **Phase-2. AI generated descriptive and inferential statistics:** NDE will take advantage of student-level data residing in the CEDS data warehouse to begin to perform analyses, generate fiscal related descriptive statistics on student and learning outcomes, and extend their visibility using the vast amount of available data to make inferences about returns on educational investments. This will be done through the use of descriptive statistics, inferential statistics, a DMS user interface application, and artificial intelligence (AI) to provide the power behind the calculations and resulting analyses and predictions about the efficacy of education programs and initiatives.
- **Phase-3. AI assisted or generated visualizations and dashboards:** NDE utilizes Microsoft Power BI and Salesforce Tableau to develop and publish data visualizations and dashboards for various purposes. The technical team working in conjunction with functional business leaders will continue to develop and deploy tools of this nature to help inform ROI performance metrics in a visual and/or interactive manner. A major goal of the DMS Phase-3 implementation is to leverage the AI capabilities built into both products through large language model (LLM) layers and application programming

interfaces (APIs) to empower end users to interact with DMS data through natural language queries or prompts.

- Phase-4. Integration layer for real-time or near real-time visualizations and dashboards: NDE utilizes Microsoft Power BI and Salesforce Tableau to develop and publish data visualizations and dashboards for various purposes. The technical team working in conjunction with functional business leaders will continue to develop and deploy tools of this nature to help inform ROI performance metric in a visual and/or interactive manner. A major goal of the DMS Phase-4 implementation is add an integration layer that employs multiple techniques to obtain real-time or near-real-time data for visualizations or dashboards using a combination of architecture design, data pipelines, and integration technologies. Specific data points will be called out to pilot these techniques and establish a baseline for future ROI measures.
- Phase-5 reports, visualizations, and dashboards are not known at this time and will be provided during implementation.

Implementation Steps:

1. NDE, with input from the ESC, should develop a written multi-year platform strategy. The strategy should include an inventory of all current reporting platforms, identify the systems of record (sources of truth) for each data domain, specify platforms to consolidate or retire (drawing on the *DMS RFP Appendix-G: Data Systems*), and establish a timeline for implementation.
2. Until the DMS universal data collection tool is developed, NDE should require all high-burden third-party and data collection platforms to meet minimum usability standards. These include save-and-return functionality, in-system commenting rather than external PDF upload workflows, clear submission confirmation, and compatibility with common accessibility tools.
3. NDE should engage with Title I Crate and Smartsheet vendors to address the specific workflow failures identified by districts in this study, with a target resolution timeline of one reporting cycle. ESC should serve as an ongoing clearinghouse for district feedback on platform usability, aggregating and communicating issues to NDE and vendors on a regular schedule, and tracking resolution. ESC should provide leadership to develop advocacy through various entities for state supported funding for the DMS.
4. NDE should include district and SPCSA representatives in writing the RFP requirements and vendor evaluation before selecting, renewing, or expanding any major reporting platform. A pilot should be conducted with the proposed tools in a diverse set of districts (large/small; rural/urban) to test usability standards (e.g., save-and-return, editability, in-system commenting) and incorporate user feedback prior to statewide rollout.

Theme 5: Unclear Guidance, Changing Expectations, and Inter-Rater Inconsistency

Finding 5.1: Unclear and shifting guidance, mid-cycle template changes, and inconsistent reviewer interpretation create unnecessary rework and produce inequitable, unpredictable compliance outcomes.

Districts across Nevada report that reporting templates and expectations change repeatedly within the same submission year, that business rules shift between cycles without clear explanation, and that identical submissions can be judged differently depending on the NDE reviewer. Staff turnover at NDE and limited reviewer calibration amplify this inconsistency, driving avoidable rework, undermining data integrity and comparability, and eroding trust in the fiscal and programmatic compliance system. .

Interviewees frequently cited unclear instructions, shifting templates, and differing interpretations among NDE staff as major drivers of reporting burden and rework. Staff turnover within NDE's grants and monitoring offices was widely perceived as a primary cause: when new reviewers apply different standards or emphasize different elements, districts cannot reliably know what constitutes compliance, making stable internal processes and training difficult. Retroactive correction requests were specifically flagged as raising data integrity concerns—if what was previously accepted must now be revised, the historical data's reliability is called into question.

Nye County respondents described the state attendance audit as changing every year, even when the same personnel are involved. Districts are not clear on the business rules, and as a result districts submit different information with no assurance of comparability or accuracy. Douglas County identified the AB 285 Disproportionate Discipline report as a prime example of unclear initial requirements generating a cycle of inadequate or unreliable data, revision requests, and excessive manual labor.

Carson City and Eureka County shared concerns about the accuracy and burdensomeness of the NRS 387 report, particularly when NDE releases several different requirement versions during a single development cycle. Districts emphasized that inconsistent interpretation disproportionately burdens teams without long-tenured staff or institutional memory and can result in districts in similar circumstances facing materially different compliance experiences based on which reviewer they encounter.

Clark County School District's experience offers a practical illustration of this finding. Through its District Reporting Committee, CCSD identified that where NDE does not provide standard templates, the district's submission format has varied from year to year. In response, the committee is developing internal templates to support greater consistency an effort that also highlights the value of state-provided templates and written protocols to help districts align their submissions statewide.

Recommendation 5.1: Develop written protocols, calibration processes, and annual guidance update schedules for all major reports to eliminate mid-cycle template changes, inconsistent reviewer interpretations, and avoidable rework.

Stable, clearly documented guidance is a foundational condition for fair and efficient compliance. The administrative burden created by shifting expectations is not merely inconvenient, it is structurally inequitable, falling hardest on districts without institutional memory or staff capacity to absorb repeated changes. Best practices in regulatory design, including guidance from the Administrative Conference of the United States, consistently emphasize that clear, stable, and well-calibrated guidance reduces both burden and error. The ADAM team's Accountability University provides a proven model within NDE itself that can be adapted across program offices.

Implementation Steps:

1. NDE should develop and publish written protocols for each major report and monitoring process. These should include purpose statement, definitions, templates, scoring rubrics or evaluation criteria where applicable, and at least one exemplary submission. These protocols should be committed to an annual update schedule with changes announced no later than 60 days before a submission window opens.
2. NDE should implement mandatory calibration sessions for reviewers within and across offices at the start of each submission cycle. These should include checklists, annotated exemplars, and inter-rater reliability exercises to align expectations before reviews begin.
3. When substantive requirement changes must be made after a submission window opens, NDE should issue a written notice documenting the rationale for the change, and providing an adjusted timeline that provides districts adequate opportunity to adjust their response as needed, without penalty.
4. The ESC should develop supplemental "how-to" guides and training modules that translate state reporting expectations into practical district workflows. These should be designed to reduce reliance on individual NDE staff interpretations. Additionally, the ESC should have sufficient staff to help guide district staff when encountering system errors and issues.

Theme 6: Lack of Sufficient Feedback on Submitted Reports

Commendation 6.1: Accountability University is a model for proactive state-to-district communication.

Accountability University, operated by the ADAM team, demonstrates that NDE can deliver proactive, explanatory, and structured support that meaningfully improves district understanding, confidence, and submission quality and serves as a replicable model for how state-district communication should function across all reporting domains.

This approach stands out because it moves beyond passive compliance collection to actively clarifying the purpose behind requirements and connecting them across systems, addressing the very conditions that lead districts to experience reporting as a checkbox exercise rather than a

genuine accountability mechanism. Districts across Nevada specifically identified it as a source of greater confidence in their submissions, indicating that the model produces measurable, practitioner-level impact rather than simply satisfying procedural obligations. Its structured format including dedicated opportunities for questions and cross-system context reflects the kind of intentional design that is notably absent from many other NDE reporting interactions. Critically, Accountability University demonstrates that this standard of engagement is achievable within NDE's existing structure, making it not merely a commendation, but a proof of concept for broader application.

Finding 6.1: Minimal feedback and corrective-only interactions work counter to NDE's intended guidance, reduce data integrity, and erode trust in the reporting and accountability system.

Districts invest substantial staff time to complete complex submissions, but the current feedback cycle is often limited to confirmations of receipt and corrections when issues arise. Strengthening routine communication about status, use, and improvement opportunities would better support timely revisions, increase transparency, and reinforce a more collaborative state–district reporting process.

Across both data sets, districts described a systemic lack of routine feedback on submitted reports. The only interaction many districts experience occurs when a revision, risk assessment, or corrective action plan is triggered, meaning that strong submissions are often met with silence while non-compliance prompts immediate response. Over time, this pattern reduces districts' incentive to invest in quality and diminishes the reliability of the data the state receives.

Douglas County's AGPM Administrator described a specific example: by mid-March, the district had received no feedback on the CLNA submitted in January, the grant monitoring report submitted in February, or the grant applications submitted in March. Because these three products are sequential and interdependent, the absence of timely response eliminates any possibility of collective improvement.

The grant revision process in ePage was similarly flagged: three levels of NDE approval are required, and when GMU rejects a submission that the programmatic level already accepted, the application restarts at the beginning of the review cycle consuming additional weeks of staff time with no net improvement in the final product. There may be legitimate and defensible reasons for NDE's review process and clear communication with districts would support a more collaborative relationship to advance efficiency within the constraints of both NDE and district requirements.

Districts pointed to the ADAM team's Accountability University as evidence that proactive, explanatory feedback is achievable: when the state clarifies purpose, connects requirements across systems, and creates structured opportunities for questions, districts report greater confidence and stronger-quality submissions.

Several participants gave examples of multi-page plans submitted year after year without end-user comment, only to have auditors flag concerns years later. A small district in Southern Nevada similarly noted that schedules submitted in April had received no follow-up response. This pattern

reinforces the perception that reporting often functions as a compliance checkbox rather than a meaningful accountability or improvement mechanism.

Recommendation 6.1: Establish baseline feedback standards, publish data use summaries, and incorporate coaching-style conversations into monitoring cycles to transform the state-district reporting relationship from strictly corrective to a best practice combination of collaboration and accountability.

Research on organizational learning and accountability systems consistently demonstrates that feedback loops are essential for quality improvement. When reporting produces no visible response, organizations rationally invest less in quality and the data NDE receives becomes less reliable over time. Establishing minimum feedback standards and making data use transparent would simultaneously increase the value districts attributed to reporting, improve data quality, and strengthen the state-district relationship. The Accountability University model already demonstrates this approach works within Nevada's own system.

Implementation Steps:

1. NDE should establish and publish baseline service standards for feedback on major submissions. These should include acknowledgment of receipt within five business days, substantive feedback timelines for sequential products (CLNA, monitoring reports, grant applications), and a commitment that sequential products will receive feedback before the next product in the sequence is due.
2. For key report families, NDE should publish annual statewide summaries describing how submitted data are used in policy and resource decisions. These should include concrete examples of how district-level data influenced state-level action.
3. Program offices should integrate coaching-style conversations, virtual debriefs, scheduled office hours, peer learning opportunities into monitoring cycles, particularly when compliance concerns are minor or absent.
4. The ESC should pilot “feedback clinics” in which districts and NDE collaboratively review a small number of submissions to co-develop clearer expectations, better understand common errors, and strengthen the quality of future reporting.

Theme 7: Resource Constraints and Disproportionate Burden on Small and Rural Districts

Finding 7.1: Capacity differences among small and large districts make uniform reporting requirements inequitable and weaken the validity of statewide accountability comparisons.

Nevada’s statewide reporting requirements were designed without adequate consideration of the staffing realities of small and rural districts, where a single employee may carry roles spanning payroll, HR reporting, federal grants, assessment administration, and accountability. When reporting quality depends on technical capacity that only larger, better-resourced districts

possess, the burden is inherently unequal—and the statewide data used for accountability, resource allocation, and policy decisions becomes less comparable and less reliable.

Respondents in small and rural districts consistently described reporting requirements as structurally misaligned with their capacity. In these districts, every reporting deadline and outside agency data request carries an outsized cost relative to its educational impact because there are no specialized staff to absorb the work—displacing instructional support time instead and increasing the likelihood of errors or late submissions.

Lincoln County noted that most reporting is completed by the superintendent—an administrator simultaneously responsible for governance, instructional leadership, and compliance. Even Nye County, which acknowledged being better-resourced than most small districts, emphasized that its priority remains directing resources into classrooms and recognized that the current environment is especially burdensome for single-administrator districts.

Large districts with technical staff and SQL expertise can optimize data workflows and respond more efficiently to reporting demands, but they also report needing additional accountability staff, reducing available funding for direct instruction at school sites. Smaller rural districts struggle to meet minimum requirements, raising equity concerns and creating legitimate questions about the validity of statewide comparisons when capacity differences are pronounced. Douglas County's accountability staff noted that IT staffing constraints mean requests for technical assistance are frequently deprioritized in favor of immediate reporting needs; if a moderately resourced district faces these constraints, the challenges for truly small districts are more severe.

Participants across the state described the emerging Education Service Center as a promising vehicle to provide shared technical assistance, templates, and tools particularly for federal grants, accountability reporting, and discipline data collection helping reduce unequal burden while improving consistency in statewide data.

Recommendation 7.1: Adopt a differentiated reporting framework and establish ESC-Based Shared Services to scale documentation requirements to district capacity while maintaining consistent core data standards statewide.

Differentiated regulatory approaches that scale documentation requirements to organizational size and risk profile are well-established in federal and state regulatory practice, including in education (see ESSA's differentiated state accountability frameworks). The principle is that the depth of evidence and documentation required should reflect both the risk of non-compliance and the capacity to produce it, not a one-size-fits-all standard that effectively penalizes small organizations. Shared service models for technical functions have proven effective in reducing per-unit costs while maintaining quality in states such as Iowa, Vermont, and rural Texas. With adequate staffing, Nevada's Education Service Center is well positioned to provide this function.

Implementation Steps:

1. The Legislature and NDE should develop and adopt a differentiated reporting framework in which documentation depth, evidence requirements, and monitoring intensity are scaled to district enrollment size and risk profile, while core data elements remain consistent statewide.
2. The ESC should establish a shared services function for the most capacity-intensive reporting domains. A few recommended starting points follow: Federal grant applications and monitoring, Title programs compliance, discipline data collection, and accountability reporting.
3. NDE should specifically prioritize automation and consolidation in the domains that most heavily burden small districts: grant monitoring, financial reporting, and discipline collections.
4. When new reporting requirements are proposed by the Legislature or NDE, fiscal and policy analyses should include an explicit small and rural district impact statement identifying the estimated staff hours required and, where possible, a corresponding burden-reduction offset.

Theme 8: Deadline Clustering and Summer Reporting Conflicts

Commendation 8.1: NDE has shown willingness to adjust timelines in response to district feedback, illustrating an existing capacity for calendar responsiveness that can be structured into a more systematic process.

During interviews, districts shared anecdotal examples of contacting NDE to request deadline extensions and receiving approval with a mutually agreed-upon due date. LEAs also noted that, when made aware of overlapping due dates, NDE departments have been responsive and have worked internally to resolve conflicts. This collaborative customer-service approach to deadline management demonstrates an existing capacity for calendar responsiveness that could be formalized into a more systematic process.

Finding 8.1: Reporting timelines are misaligned with district capacity and undermine data quality.

Nevada's education reporting calendar remains misaligned with district staffing cycles, producing clusters of high-priority deadlines during periods when essential personnel are off-contract and systems maintenance is underway. The resulting workload surges compromise data integrity, drive preventable compliance errors, and force repeated revisions that extend well beyond original submission deadlines.

District respondents across the state described predictable points in each year - particularly between late June and mid-August - when overlapping state and federal reporting deadlines converge despite limited district capacity. This timing coincides with the off-contract periods for chief financial officers, grants managers, and data specialists, making timely and accurate

submissions exceptionally difficult. Several districts reported that even modest adjustments in the state's reporting calendar would materially improve accuracy and reduce administrative strain.

Douglas County noted that this summer's reporting deadlines overlap with a planned Infinite Campus outage, effectively shortening the submission window below what is feasible. The ADAM 01–03 collections depend on Advanced Placement results released in mid-July, a timing misalignment that further complicates compliance when deadlines are not adjusted accordingly. Lander County reported that when six to ten grants close within the same month, the pressure on small district teams becomes unsustainable - an experience echoed by larger districts that face similar disruption despite greater staffing capacity.

This recurring clustering forces districts to divert attention from summer transition work, producing a cycle of errors, resubmissions, and extended reporting periods that spill into the start of the school year. NDE has occasionally modified timelines in response to district feedback, demonstrating that greater flexibility is possible; however, without a proactive approach to calendar management, reporting congestion will remain a structural obstacle to both efficiency and accountability.

Recommendation 8.1: Publish and maintain a consolidated statewide reporting calendar with proactive deadline sequencing to eliminate avoidable clustering, align submission windows with district staffing cycles and data availability, and address the error-prone revision cycles described in Finding 8.1.

Calendar management is one of the most straightforward and highest-return levers available for reducing reporting burden and improving data quality. When deadlines cluster during periods when key district staff are off-contract or core systems are offline, errors increase, quality decreases, and subsequent revision cycles multiply the original burden. A proactive, publicly available statewide reporting calendar that is built around district staffing calendars, known data-release timelines (e.g., AP, SAT/ACT), and planned system outages would reduce compliance errors, support district planning, and improve the timeliness and accuracy of submitted data. This is a low-cost, high-impact reform that requires coordination and disciplined calendar management rather than significant new resources.

Implementation Steps:

1. NDE, with ESC support, should develop and publish a comprehensive statewide reporting calendar that lists all recurring submissions with deadlines, responsible district roles, statutory citations, dependencies (e.g., external test-score releases), and platform information, and maintain it in real time. Frequency and date fields within the *Data Collections Inventory* can be leveraged to facilitate the construction of the calendar.
2. NDE should annually analyze the calendar to identify clustering points when key district staff are typically off-contract (particularly late June through mid-August) and, where administrative flexibility permits, redistribute deadlines to avoid these peaks.
3. The Legislature should avoid imposing statutory deadlines that fall during periods when district staff are typically off-contract or, where deadlines are necessary, should provide

explicit authority for NDE to adjust those deadlines in coordination with districts. The ESC should support an annual calendar review process, with participation from districts and NDE, to identify problematic clusters and propose adjustments before each school year.

Theme 9: Questionable Value and Purpose of Certain Reports

Commendation 9.1: District leaders demonstrate a strong accountability orientation and have provided actionable, solution-oriented input that can accelerate the elimination of low-value reports.

Across interviews and written responses, districts consistently distinguished between meaningful accountability and compliance work that lacks a clear purpose, end user, or feedback loop. This is commendable because it shows districts are not resisting oversight; rather, they are asking for clarity, value, and efficient design conditions that improve both data quality and trust. In addition, many districts offered specific candidates for consolidation or elimination and practical suggestions for redesign, providing the state with a ready-made starting point for a structured low-value reports review. Leveraging this constructive engagement can help Nevada reduce burden quickly while strengthening the legitimacy of the remaining reporting requirements.

Finding 9.1: Several reporting requirements consume substantial district resources without demonstrated use, and the original rationale for reports is no longer known or may no longer be valid.

Districts identified specific reports that generate significant effort with no visible feedback, end user, or policy benefit, and noted that in many cases neither districts nor current NDE staff can clearly articulate the original purpose suggesting some requirements persist due to institutional inertia rather than active accountability need.

Participants identified multiple reports as generating significant effort without evident use or response from the state. The reports, while required by law, appear to be compliance activities. Examples cited by multiple districts include: the class size reduction plan as required by NRS 388.700 and NRS 388.725 (no funding provided, no feedback received); class size reporting under AB 304; NRS-mandated gift reports and special district expenditure exemptions; the Summary of Performance required for every graduating special education student (while federally required, federal requirement - 34 CFR § 300.305(e)(3), is described as an obsolete document from a prior regulatory era that no external entity receives and no one follows up on); and reports required for federal programs in which small districts do not receive funding.

The alternative schedule submission process illustrates the problem precisely: introduced after a district voluntarily self-reported a scheduling irregularity, it now requires submitting detailed schedules with auditing of 20% of schools annually with no feedback received on the most recent April submission. This is a compliance mechanism that generates documentation no one reviews.

A small district in Western Nevada noted that the shift from Count Day to quarterly ADE has quadrupled data validation workload, while the shift from quarterly to monthly reimbursement requests has tripled clerical workload, without any straightforward evidence of improved decision-making or student outcomes attributable to the increased frequency.

Superintendents emphasized that understanding the “why” behind each report matters: when the educational suitability, statutory intent, and end-user are unclear, districts cannot assess whether the work is meaningful or simply habitual. Pershing County specifically noted the importance of clarifying the purpose of each requirement and questioned whether some reports tied to historical legislative concerns could be eliminated or consolidated if those concerns have been resolved through other mechanisms.

This knowledge gap is itself a governance problem: when neither the requesting agency nor the reporting entity can identify the purpose, end user, or decision that the data informs, the requirement is unlikely to produce meaningful accountability. These are strong candidates for a structured “low-value reports review” that documents purpose and use, then eliminates, consolidates, or redesigns requirements that cannot be justified.

Recommendation 9.1: Conduct a joint 'Value Reports Review' and pursue legislative and regulatory elimination or consolidation of reports lacking demonstrated purpose, end users, or feedback mechanisms.

Every hour district staff spend on a report that few read or uses is an hour unavailable for student-facing work. The reports identified in this study where no end-user can be identified, minimal feedback is provided, or there is limited policy traceable to the data represent a direct and correctable misallocation of limited public resources. Administrative law and regulatory reform principles consistently hold that reporting requirements must be justified by demonstrated need, with the burden of proof on the required agency, not the reporting entity. Several of the specific reports identified in this study appear to lack value and are candidates for immediate elimination or consolidation.

Implementation Steps:

1. NDE, and the ESC, should jointly conduct a 'low-value reports review' focused on developed requirements that may include lack of identifiable end users, generate no feedback, or duplicate information available through other collections. Priority candidates include those identified explicitly by districts in this study.
2. The Legislature should consider eliminating or modifying statutory reports where no clear compliance or policy purpose can be demonstrated, while preserving necessary transparency through more efficient mechanisms.
3. NDE should require program offices to document, for every report under their jurisdiction: the statutory authority, the identified end- user, an example of how the data have been used in a policy or resource decision, and the frequency of state-level review. Reports that cannot satisfy this documentation standard should be nominated for elimination.

4. NDE should seek federal clarification or waivers where small districts are required to complete reports for programs in which they do not participate or receive funding, eliminating a category of pure compliance burden with no corresponding benefit.

Theme 10: Accountability Without Corresponding Support

Finding 10.1: Nevada's accountability system is expanding without aligned instruments or sufficient support, leaving districts to manage high-stakes monitoring with limited training, exemplars, and coherent improvement guidance.

Nevada's accountability environment has expanded faster than the support infrastructure needed to help districts navigate it, producing a system in which monitoring is pervasive, guidance and exemplars are scarce, and multiple accountability instruments (NSPF, STIP, and Acing Accountability) send overlapping but inconsistent signals that make coherent improvement planning difficult.

Participants frequently described an environment of growing accountability requirements, risk assessments, and monitoring tools including NSPF, STIP, and Acing Accountability without proportional investment in training, exemplars, or technical assistance. Districts are expected to navigate frequent procedural changes and high-stakes monitoring under tight timelines, often with threats of corrective action but without practical guidance on what strong evidence or successful implementation looks like.

Interviewees framed this explicitly as “accountability without support,” arguing that it breeds frustration and erodes trust between state and local educators without necessarily improving outcomes for students. This concern is compounded by misalignment among the state's primary accountability instruments: when NSPF, STIP, and Acing Accountability use overlapping but inconsistent definitions, indicators, or performance standards, schools receive conflicting signals about priorities and cannot build a coherent improvement plan—only parallel compliance responses that multiply workload without integrating effort.

Respondents expressed the view that NDE should focus primarily on ensuring compliance with clearly defined legal requirements and on strengthening a small number of coherent accountability instruments, rather than layering discretionary initiatives that may lack long-term sustainability once grant funding expires. Districts view the NSPF as valuable even as they note it needs targeted updates and better alignment with other tools; the ADAM team's Accountability University was cited as proof that transparent rationale, structured training, and proactive support can make accountability more meaningful and less punitive.

Recommendation 10.1: Align major accountability instruments around a coherent Core Framework and ensure that each new monitoring requirement is paired with upfront training, exemplars, and clear rubrics before evidence submission is required.

The research on effective accountability systems from the Center for Assessment, the RAND Corporation, and the U.S. Department of Education consistently identifies coherent, well-supported frameworks as the basis for meaningful improvement. When accountability tools send conflicting signals, organizations rationally hedge their improvement investments rather than committing to a coherent strategy. Aligning the NSPF, STIP, and Acing Accountability around a shared framework of indicators, and pairing new monitoring requirements with proactive support, would make Nevada's accountability system more coherent, more trusted, and more effective at driving the student outcomes it is designed to support.

See, for example:

Center for Assessment, *Operational Best Practices for Accountability* (2022):

<https://files.eric.ed.gov/fulltext/ED617840.pdf>;

U.S. Department of Education, *Evaluating State Accountability Systems Under ESEA Module 7: State Support System for Identified Schools* (2020): <https://www.ed.gov/sites/ed/files/2020/10/eas-module-7.pdf>; and

RAND, *State Supports for Evidence-Based Whole School Improvement* (2025):

https://www.rand.org/pubs/research_reports/RRA3775-1.html.

Implementation Steps:

1. The NDE, with input from districts, and the ESC, should undertake a formal alignment review of NSPF, STIP, and Acing Accountability to identify definitional conflicts, overlapping but inconsistent indicators, and improvement planning requirements that can be consolidated without loss of accountability rigor.
2. Any new monitoring or risk assessment process should include, as a prerequisite to implementation: upfront training for all affected districts; written rubrics and at least one annotated exemplar; and a structured question-and-answer period before the first evidence submission window opens.
3. It is recommended that NDE stay focused on its legally required accountability and compliance duties and keep optional program-building separate. It is also suggested NDE only launch new discretionary initiatives when there's a proven plan to sustain them after initial grant funding ends.
4. The ESC should develop ongoing technical assistance offerings keyed to each major accountability cycle, explicitly modeled on the Accountability University approach, and extended to CTE, federal programs, and finance domains.

Theme 11: Onboarding and Institutional Knowledge Gaps

Finding 11.1: Reporting expertise is concentrated on individuals, and new leaders routinely begin roles without access to the basic information needed to meet reporting obligations, creating structural fragility and inequity across the state.

Nevada lacks a statewide onboarding infrastructure for the superintendent, CFO, grants manager, data/assessment lead roles responsible for most district reporting leaving inexperienced staff to reconstruct compliance knowledge from scratch, with predictable gaps that may not be discovered until an audit. This is exacerbated by the conditions in many of the prior findings.

The reporting expertise that enables the state's more capable districts to function is overwhelmingly held by specific long-tenured individuals rather than embedded in sharing institutional systems, making individual staff turnover a systemic compliance risk for districts across the state. The practical consequences are missed submissions, multi-year compliance gaps, and onboarding periods during which districts are at elevated risk of errors and audit findings, with smaller and higher-turnover districts disproportionately affected.

Recommendation 11.1: Develop a statewide reporting handbook, role-specific onboarding modules, and a shared repository of high-quality submission examples, hosted by the ESC and maintained in partnership with NDE, to embed institutional knowledge in systems.

Effective, statewide onboarding reduces compliance errors, shortens the time-to-competence for new leaders, and protects data quality during inevitable leadership transitions. The absence of standardized tools - such as a common reporting handbook, role-specific checklists, and a shared library of exemplars - is not merely an inconvenience; it is a systemic governance gap that repeatedly exposes districts to audit findings and deepens inequities between well-resourced districts that have built their own documentation and under-resourced districts that have not. Investing once in shared onboarding and knowledge-management infrastructure is low-cost relative to the recurring staff time, remediation, and audit risk it would prevent. Existing efforts such as the ADAM team's Accountability University demonstrate that NDE and its partners can build effective onboarding and training infrastructure; the task now is to extend and systematize that model across all major reporting domains.

Implementation Steps:

1. NDE and the ESC should develop a comprehensive statewide reporting handbook that lists all recurring reports, organized by functional domain, with statutory authority, requesting entity, due date, data sources, responsible district role, platforms, and links to example submissions.

2. NDE and the ESC should design role-specific onboarding modules and structured checklists for superintendents, CFOs, grants managers, and accountability/data leads, outlining key reports, timelines, and compliance responsibilities for the first 90 to 180 days in role.
3. The Accountability University model should be formally replicated for additional reporting domains, recommended initially including CTE/federal programs, finance, and discipline/special education, using a consistent structure that combines content delivery, applied practice (e.g., working through sample submissions), and structured Q&A.
4. The ESC should establish and maintain a shared repository of high-quality example submissions, SQL scripts, data management templates, and “how-to” guides that districts can access and adapt locally, reducing reliance on individual staff memory and preventing each district from rebuilding institutional knowledge from scratch after leadership transitions.

Summary and Initial Implementation Guidance

Taken together, the recommendations in this study call for Nevada to move from a fragmented, compliance- driven reporting environment to a coherent, governed system that treats reporting requirements and data collections as managed assets, aligns them with a clear framework for use, and systematically reduces unnecessary burden on districts while preserving accountability for student outcomes. In the near term, state leaders should prioritize building a single system of record for statutory reports, establishing a parallel inventory for data collections, and standing up governance structures that can steward these tools over time so that reporting expectations become more transparent, predictable, and purpose driven for both NDE and LEA’s.

Recommended Implementation of Priorities

1. Convene a statewide reporting governance working group.

The ESC should convene a statewide working group inclusive of district representatives, SPCSA, NDE, and legislative staff to review the results of this analysis and provide oversight, guidance, and management of reporting requirements, with members commissioned to serve as an ongoing governance body responsible for defining and maintaining the reporting and data collections inventories and their data dictionaries.

2. Establish the NDE Reporting Inventory as the single system of record for statutory reporting requirements.

With the assistance of the ESC, NDE should combine internal and external reporting lists into a single Reporting Inventory under the Reporting Requirements domain, preserving provenance, consolidating records, and creating one table keyed by statutory citation that functions as the authoritative baseline for state education reporting under NAC and NRS.

3. Stand up a statewide Data Collections Inventory linked to the Reporting Inventory.

Using the Data Collections Inventory referenced in DMS RFP Appendix G as a baseline, NDE should define “data collection,” expand the list across all offices, build a data dictionary, and cross-reference the collections to the Reporting Inventory so that each report is explicitly tied to its source collections and overlaps in data elements can be identified and reduced.

4. Adopt a single data request standard anchored in a statewide data dictionary.

NDE, with ESC support, should adopt a “Single Data Request” principle for major collections and build out a statewide data dictionary that standardizes definitions, business rules, and “as of” dates across offices so that each data element is collected once and reused, reducing duplicative submissions and improving comparability.

5. Launch a periodic sunset and review cycle for statutory reporting requirements.

The Legislature, through LCB and in partnership with NDE and the ESC, should formalize a three-to-five-year reporting review cycle, requiring documentation of purpose, demonstrated use, workload, and recommended consolidation or elimination for each statutory report, and include sunset dates and workload estimates in any new reporting legislation to prevent unchecked accumulation of low value requirements.

Chapter 8: Reclaiming Classroom Time in Nevada Case Study - The Hidden Cost of State Reporting Requirements

Overview

Nevada's accountability system depends on detailed district reporting to monitor student outcomes, equity, and school performance; however, this case study shows that the current design converts a significant amount of instructional support capacity into compliance work. Across the four entities included in this study, Washoe County School District, Carson City School District, Mineral County School District, and the State Public Charter School Authority (SPSCA), districts and the SPSCA report at total of 5,560 staff hours and an estimated (at \$50.00 an hour) \$278,000 annually devoted to a subset of state-required reporting tasks. That equals roughly 2.67 full-time equivalent positions, 695 staff days, or 139 teacher-weeks (approximately 32 months) that are not directly supporting students and classrooms.

Nevada has 18 school districts, and the four entities represented in this case study mirror key parts of Nevada's education landscape: A large urban district (Washoe), a medium district (Carson City), a small rural district (Mineral), and the charter sector through the State Public Charter School Authority. This mix matters because it shows that the burden described here is *not* isolated to one type of school system; the same reporting design creates strain across very different local contexts.

For the Nevada Education Service Center Executive Director, the Nevada Department of Education State Superintendent, and legislators serving on fiscal and education committees, this analysis points to a practical challenge and a practical opportunity: Preserve accountability, but redesign the most burdensome reporting processes so more staff time and public funds are devoted to classrooms instead of being consumed by reporting compliance.

How Much Time and Money Is at Stake?

Table 8-1 below summarizes the reporting workload from the spreadsheet (Appendix B) by districts and the State Public Charter Authority:

Table 8-1. *Reporting Workload by District/Entity*

District/Entity	Hours	Cost	Classroom Framing
Washoe	2,198	\$109,900	Approximately 274.8 staff days, or 55.0 teacher-weeks
Mineral	1,870	\$93,500	Approximately 233.8 staff days, or 46.8 teacher-weeks

Nevada School District Reporting Analysis

District/Entity	Hours	Cost	Classroom Framing
Carson City	959	\$47,950	Approximately 119.9 staff days, or 24.0 teacher-weeks
SPCSA	533	\$26,650	Approximately 66.6 staff days, or 13.3 teacher-weeks
Total	5,560	\$278,000	Approximately 695 staff days, 139 teacher-weeks, about 2.67 FTE

Source: Public Works LLC, 2026

These figures are conservative because they reflect district-entered workload estimates for a defined set of reporting requirements rather than every state and federal report, and they do not fully capture the time spent by school-based staff responding to district data requests. Even with that limitation, the pattern is clear: Minimally, between two and three full-time positions' worth of time are being directed to reporting compliance for the identified reports in this case study.

The burden is not limited to the largest districts. Within the case study, Washoe has the highest total workload, but Mineral's 1,870 hours and \$93,500 are especially notable because they fall on a much smaller rural system with fewer staff to absorb the same broad reporting structure. Carson City and SPCSA also show substantial burdens relative to their size and staffing structures, reinforcing that this is a statewide design issue rather than a localized operational problem.

The presence of a large district, a medium district, a small rural district, and the charter sector in one dataset strengthens the case study's relevance. Together, these four entities mirror Nevada's educational demographics well enough to demonstrate that reporting burden is a cross-sector issue, not simply a challenge unique to urban districts or a byproduct of small-district capacity constraints.

Where Is the Burden Concentrated?

The second table shows that the burden is concentrated in a relatively small group of recurring report categories or "families." This matters because it suggests that targeted reforms could produce outsized savings without requiring a wholesale redesign of the accountability system.

Table 8-2. Report "Families" Consuming the Greatest Resources

Report Family	Est Work-Hours	Cost
Nevada Report Card Data Submissions – NRS 385A.070 Discipline (DF50)	564	\$28,200
Four-Year ACGR – four-year graduation rates	520	\$26,000

Nevada School District Reporting Analysis

Report Family	Est Work-Hours	Cost
Five-Year ACGR – five-year graduation rates	500	\$25,000
Nevada Report Card Data Submissions – NRS 385A.070 Student Discipline	488	\$24,400
Pupil achievement and school performance – assessment pre-ID and post-validation	375	\$18,750
Validation Day Enrollment Counts – official enrollment count and demographics	312	\$15,600
Nevada Report Card Data Submissions – Student Teacher Ratio	290	\$14,500
Nevada Report Card Data Submissions – NRS 385A.070 Technology	242	\$12,100
Nevada Report Card Data Submissions – Dropout	230	\$11,500
Nevada Report Card Data Submissions – Retentions/Credit Deficient	220	\$11,000

Source: Public Works LLC, 2026

The two major discipline-related report lines alone consume 1,052 hours and \$52,600 annually, making discipline reporting the clearest single example of heavy, potentially duplicative workloads. Four-year and five-year ACGR reporting together consumes another 1,020 hours and \$51,000, showing that a small number of high-stakes collections absorb a very large share of district accountability capacity.

This concentration is important for policymakers because it means not all reports carry the same weight. If the state focuses on simplifying discipline, graduation, validation, and major Nevada Report Card collections, it could likely recover a meaningful share of time and money without weakening public transparency or abandoning the core goals of accountability. See Appendix B for additional explanatory notes on these hours.

The Reporting Burden in Practice: Local Perspectives

The reporting burden is not just a matter of “filing reports.” Rather, it often reflects repeated manual validation, data cleanup, school-level reconciliation, and adapting local data into state-required formats. Below are specific examples from the case study school districts.

- **Washoe County School District:** In Washoe, both four-year and five-year ACGR require 320 hours each, and the district describes these reports as a year-round process involving SQL extraction and ongoing verification with school administrators. That means highly

trained analysts spend weeks on compliance-oriented cohort maintenance rather than more proactive data work that could directly support schools and student success.

- **Mineral County School District:** In Mineral, the discipline DF50 report requires 320 hours, and the companion student discipline report requires another 180 hours. The comments explain that one person must review all discipline data across sites and that, because the district does not have a SQL setup, data must be pulled and reviewed by hand. In a small rural district, that kind of reporting burden can dominate the work of a single accountability staff member for extended periods.
- **Carson City School District – Discipline Reporting:** Carson City’s comments reflect that medium-sized districts face a similar problem even when they have some technical tools available. Carson describes the discipline DF50 report as “a beast,” noting that the query must be run school by school, the output manipulated into an unusual format, and much of the resulting data overlaps with other discipline reports. The companion student discipline report is described as cumbersome, sensitive, and dependent on schools following strict business rules, which means the district must devote time to both technical processing and local follow-up.
- **Carson City School District – Assessment Pre-ID and Post-Validation Complexity**

Of all the report families documented in this case study, assessment pre-ID and post-validation provides one of the strongest illustrations of how a single reporting line conceals layers of ongoing, highly technical work. Across the four entities, this collection accounts for 375 hours and \$18,750 annually. Carson City’s experience, documented in detail by the district’s assessment and data administrator, reveals that even this figure understates the true burden, because it does not capture the daily maintenance work required throughout the testing window, the cross-departmental coordination required to populate a single dataset, or the institutional knowledge loss that occurs when a technically skilled individual leaves a position that was never designed to require those skills.

A Single Reporting Line Represents Layers of Unseen Technical Complexity

The pre-ID file for the Summative Assessment alone contains more than 20 data fields drawing from every department in the district: enrollment, demographics, special education status, Limited English Proficient (LEP) designation, foster care and military family indicators, migrant status, FRL, and program participation codes, among others. Because every department contributes to the dataset, the district’s assessment office must interface with virtually the entire organization to validate that data is accurate, not once, but continuously throughout the testing cycle.

Carson City’s data administrator describes the preparation process in terms that reveal both the stakes and the fragility of the current arrangement:

“If you have someone with a technical background, these don’t take as much time (once set up). Without a really strong technical background, they might take forever.”

The data administrator has invested many hours refining an SQL Server query capable of pulling the full pre-ID dataset in less than 10 seconds. Without that capability, the district's data analyst using the front-end interface of Infinite Campus would need to assemble the same data from ten or more separate queries, manually combining and formatting the results. During the active testing window, where that process must be repeated daily to capture newly enrolled students and demographic updates, the difference translates to approximately three minutes of automated work versus up to an hour of manual processing per day.

The Daily Burden of Reporting During Testing Windows

The reporting obligation does not end when the initial pre-ID file is submitted. Throughout the testing window, new students must be entered into the state's data submission system (DRC) daily. Students cannot be removed once entered, meaning errors require contact with DRC directly or careful mass-upload overrides that only technically skilled staff can execute safely. Because student demographic information changes continuously, enrollment, ethnicity designation, program status, years in district, and other fields update as students move, are reclassified, or cross enrollment thresholds, the pre-ID dataset is effectively a living document rather than a static submission.

Carson City's administrator has automated this daily reconciliation using Microsoft Power Automate, a process that produces a formatted upload file matched against DRC's FTP records in under three minutes. As noted previously, the same task, performed manually by a data analyst without automation tools, could take up to an hour per day during testing. Multiplied across a testing window for several weeks, the compounding effect on staff capacity is significant.

At the conclusion of testing, a final mass-upload is required to synchronize all demographic records between the district's SIS and DRC, ensuring that post-validation, the comparison between district and state data, requires the fewest possible corrections. This final step, like the daily reconciliation that precedes it, depends on the same technical skill set that is held by a single individual.

Institutional Knowledge at Risk

Perhaps the most consequential finding from Carson City's experience is not the current burden, but what happens when the person carrying it leaves the district. The assessment administrator is direct on this point:

"When I leave my position, I may not be replaced with someone with my SQL expertise. I was not hired for the skill set, and it was just a coincidence that I have it. This query that takes me 10 seconds to run would take my data analyst weeks to run using the front end of Infinite Campus. In fact, I am not sure if it would be possible to do it with absolute accuracy."

This describes the fragility of the institutional knowledge that the statewide reporting study identifies as a systemic governance risk (Theme 11). The expertise enabling Carson City to meet

this reporting requirement efficiently was not built into the position, trained into the system, or documented in a transferable format, it was acquired individually and is held by one person. When that person transitions out, the district faces a choice: Hire a successor with identical technical credentials (if possible) or absorb a workload that could increase from minutes to weeks for the same task.

For small and medium districts statewide, this fragility is not an outlier case, it is the norm. The technical sophistication required to meet modern state reporting requirements has outpaced the formal job descriptions, compensation structures, and training pathways available to districts at current funding levels.

A Shared Solution Is Already Within Reach

Carson City's experience also points directly toward a solution that aligns with the recommendations of this study. The SQL queries the administrator has developed work across districts with minimal modification because all Nevada districts using Infinite Campus share the same underlying data architecture and ethnic/demographic coding conventions. Reports built within Infinite Campus's SQL Server environment can be packaged and shared as operational tools, not just within a single district, but statewide.

The district's administrator describes a scenario that has immediate implications for the Education Service Center and the Technical Advisory Group (TAG):

"With Infinite Campus, we all have access to SQL Server Reports. I can build reports based on queries that I write that can be run within Infinite Campus... If I am home sick, I can walk my data analyst through how to run this report in IC and then have her upload to DRC. This report can be shared with other districts as well."

The administrator recommends convening a subgroup of TAG members with technical expertise and ground-level knowledge of district operations to develop shared reporting tools and refine data elements. This is not an abstract policy proposal; it is a practical workflow that Carson City has already implemented internally and is prepared to extend to peer districts. The ESC appears to be the natural home for this function, providing a neutral statewide platform to host, maintain, and distribute shared SQL tools and IC reporting templates developed through TAG collaboration.

This approach directly advances the "state pulls, districts validate" model described in the statewide recommendations, while also reducing the equity gap between districts with technical staff and those without. In the interim, before a statewide Data Management System is implemented, shared IC reports represent the most immediately actionable path to burden reduction in assessment reporting, enrollment validation, and other high-volume, technically intensive collections.

State Public Charter School Authority (SPCSA)

SPCSA's data reinforces the same point from a different angle. Because the authority works across many charter schools, its staff spend significant time on guidance, follow-up, aggregation, internal checks, and coordination with NDE, especially for validation day, ACGR, and other recurring submissions. In other words, the compliance burden is not confined to traditional district offices; it also applies to the state's charter oversight structure.

The Classroom Tradeoff

For this audience, the most important question is what Nevada gives up when this much time and money are tied to reporting tasks. The 5,560 hours reported equal about 139 teacher-weeks, which is enough time to cover central office staff curriculum support, substantial tutoring, intervention blocks, family outreach, counselor support, or teacher collaboration in schools.

The tradeoff is visible at the local level too. Washoe's total equals about 55 teacher-weeks, Mineral's about 46.8 teacher-weeks, Carson City's about 24 teacher-weeks, and SPCSA's about 13.3 teacher-weeks. Those are not abstract administrative figures; they represent real professional time that could otherwise go to supporting student attendance, behavior interventions, academic recovery, and school improvement planning.

The dollars tell a similar story. At \$278,000 across these four entities, the costs reflected in this analysis represent funds that could support direct educational services if even part of the reporting burden were reduced. For legislators and executive leaders, that makes reporting reform not just an administrative issue, but a resource-allocation issue.

The Carson City assessment pre-ID narrative makes this tradeoff concrete in a way that aggregate figures cannot. When one person's SQL expertise is the only mechanism standing between a 3-minute automated process and weeks of manual work, the hidden cost of the current system is not just the hours already logged, it is the full cost of the system's fragility when that expertise is no longer available.

Benefit to the State: What If Nevada Reduced the Burden?

A practical "what if" analysis can be built around modeling partial reduction rather than elimination of the reporting burden (See spreadsheets, Appendix B for data). If Nevada reduced the listed reporting burden by 10 percent, districts and entities in this case study would recover 556 hours and \$27,800, the equivalent value of nearly 14 teacher-weeks.

If the burden were reduced by 25 percent through better pre-population, consolidation of overlapping collections, clearer business rules, consistent reporting templates, and less frequent updates for stable narrative content, the system would recover 1,390 hours and \$69,500. That equals roughly 34.75 teacher-weeks and about 0.67 full-time positions.

If the most duplicative and manual collections were halved, the data suggests a recovery of 2,780 hours and \$139,000, or about 69.5 teacher-weeks and 1.34 FTE. For a small rural district,

that could mean returning weeks of time to direct support for principals and teachers; for a large district, it could mean shifting analyst time away from template management and back toward earlier intervention and continuous improvement work.

For assessments, pre-ID specifically, the potential reduction is not theoretical. The tools already exist, the SQL expertise is already documented, and the willingness to share across districts has already been expressed. What is missing is the infrastructure, housed in the ESC, coordinated through TAG, to convert one district's solution into a statewide resource.

Implications for State and Regional Leadership

This case study does not argue against accountability. It argues for a better balance between the value of the information collected and the staff time required to produce it.

For the Nevada Education Service Center Executive Director, the findings support a regional shared-services approach. Districts are spending time on many of the same query-building, validation, and formatting challenges, which suggests a strong role for common tools, training, and reporting support that can reduce repeated effort across systems. Carson City's experience with Assessment Pre-ID demonstrates that a technically skilled district has already built transferable solutions, the ESC is the right vehicle to scale them.

For the State Superintendent of Public Instruction, the findings point to several opportunities for state action: prepopulate more datasets using information the state already holds, clarify business rules that districts describe as complex or interpretive, consolidate overlapping collections, and place relatively stable narrative items on a change-only or multi-year cycle. The pre-ID example also argues for accelerating statewide standardization of Infinite Campus business rules and code sets, which is the prerequisite for any "state pulls, districts validate" model to function.

For legislators on fiscal and education committees, the findings support a more disciplined approach to reporting design. New and existing reporting requirements should be evaluated not only for policy value but also for time-and-cost impact, especially where multiple reports draw on similar underlying data or require repeated local reconciliation. The TAG, which includes district technical experts who have spent years building the tools the state's reporting architecture depends on, is an underutilized resource that could accelerate statewide solutions at a fraction of the cost of centralized development. Funding ESC to coordinate this work is among the highest return investments the Legislature could make in reporting efficiency.

Given that the four entities in this case study reflect a large, medium, small rural, and charter context within a state of 18 school districts, the burden documented here offers a credible picture of how Nevada's current model affects the broader system.

In closing, the central lesson of this case study is straightforward: Nevada can preserve robust accountability while returning meaningful time and money to classrooms. The spreadsheet (Appendix B) shows a reporting structure that absorbs 5,560 hours and \$278,000 across four

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representative entities, with the burden concentrated in a relatively small set of recurring collections. That makes reform both necessary and feasible.

Carson City's detailed account of the Assessment pre-ID process adds a human dimension to the aggregate data that tables and dollar figures alone cannot convey. Behind every row in Table 2 is a district staff member navigating complex technical requirements, often with tools and expertise they built on their own, for a system that was not designed with their capacity in mind. When that expertise walks out the door, the reporting burden does not disappear, it multiplies.

By focusing on the most burdensome report families, reducing duplication, increasing pre-population, leveraging shared IC tools developed through TAG collaboration, and aligning reporting cycles more closely with actual decision-making needs, state and regional leaders can protect transparency while freeing educators and analysts to spend more of their time where it matters most: supporting Nevada students.

APPENDIX A

Interview Protocol – Questions and Introduction

Interview Introduction (Read to Participants)

Thank you for participating in this interview. My name is _____ and I would like to briefly share the purpose of this project and today's conversation. Public Works LLC, a Philadelphia-based firm, is partnering with Opportunity 180 and the Education Support Center to conduct a study of Nevada's K–12 public education system with a specific focus on the conditions, supports, and challenges that district and charter superintendents face across the state. Public Works LLC has experience conducting similar projects nationally, and we look forward to learning from your perspective. As part of this study, we are conducting interviews and focus groups with superintendents and other key education stakeholders across Nevada. Most of these conversations will be conducted via Zoom. We will not use any names or titles in the reporting documents, and no individual district or person will be quoted or identified without explicit permission. Thank you in advance for speaking candidly; your input will help inform a set of findings and practical recommendations intended to better support system-level leadership and improve outcomes for students in Nevada. The questions we are asking are diagnostic in nature and are meant to understand your experience, not to evaluate you or your district. You may skip any question you prefer not to answer. We may request a brief follow-up conversation if we need to clarify a topic. This interview is scheduled for approximately one hour. Before we begin, do you have any questions about the study or about this interview?

Primary Interview Questions

1. Briefly describe your current role, tenure, and primary responsibilities related to state, federal, or local reporting requirements. Please provide the same information for any district team members present for this interview.
2. Which major mandated reports in NRS and NAC are you responsible for overseeing? For each, please specify: (a) the requesting entity, (b) submission frequency, (c) report recipients by role, if there is a distribution, (d) source data systems used to prepare the report, (e) data collection method (Excel spreadsheet, online form, online system, etc.), and (f) your understanding of the report's purpose and how it is used by the receiving agency.

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3. Beyond formal NRS/NAC-mandated reports, what informal or ad hoc data requests from NDE or other state entities feel like de facto reporting requirements? Please share examples and how often they occur.
4. Which reporting requirements are most burdensome, and why? Please consider factors such as time investment, staffing requirements, technical expertise needed, data quality challenges, cross-department coordination, deadline constraints, and manual data manipulation or system limitations.
5. Do you have sufficient internal data/IT capacity to meet current reporting expectations? If not, what types of support - such as additional staff, specialized training, technical tools, or shared services - would make the biggest difference?
6. Are there duplicative submissions to multiple entities or reports that overlap in content or purpose? Please provide specific examples. If you have raised these duplications with agencies, what responses did you receive? For charter school leaders: Are there SPCSA-specific reporting requirements or duplications that are distinct from or layered on top of traditional district requirements?
7. Do you receive feedback on submitted reports indicating how they are used? If so, is that feedback useful? More broadly, which reports clearly support accountability, compliance, or decision-making, and which do not?
8. What is your current understanding of the Nevada Education Service Center (ESC) and its planned role in supporting districts? In what three most important ways could the ESC practically support your district or charters with reporting - for example, through shared staff, centralized submissions, templates, training, data tools, or other mechanisms?
9. Can you name specific reports that clearly advance the goals of Nevada's current accountability system? Conversely, are there reports you feel are misaligned with or even undermine these goals?
10. Which reports do you believe are no longer useful or relevant and should be eliminated or consolidated? If you could redesign one reporting requirement to make it more useful or less burdensome, which would it be and how would you change it? What new reporting requirements, if any, would actually be helpful for your district's improvement efforts?
11. Is there anything else I should have asked, but didn't, with respect to your organization's reporting requirements, how the reports are used, or the resources required to fulfill them?

Optional / Supplemental Questions

1. Are there any reports you submit where the purpose or use is unclear? Please provide specific examples.
2. Over the past few years, have reporting requirements increased, decreased, or stayed the same? What trends do you observe?
3. Are there report deadlines that are particularly difficult to meet, and what makes them challenging?

APPENDIX B

Case Study - Final ARC Workload Raw Data

The [*Final-ARC-Workload-3-District-Raw-Data-4.14.26.xlsx*](#) spreadsheet served as the primary empirical foundation for Chapter 8: *Reclaiming Classroom Time in Nevada: The Hidden Cost of State Reporting Requirements* by capturing granular, self-reported workload data across four Nevada LEAs Washoe County School District, Carson City School District, Mineral County School District, and the State Public Charter School Authority (SPCSA). For each state-mandated reporting requirement tied to specific NRS citations (primarily NRS 385A), district staff documented the report title, the responsible department and assigned personnel, the estimated hours of work per report, the average cost per hour (standardized at \$50), the resulting total dollar cost, and the number of working staff days consumed along with qualitative comments describing the complexity and burdens involved. The data, totaling 5,560 staff hours and \$278,000 in combined compliance costs across the four entities, enabled the chapter to quantify the real administrative toll of Nevada's reporting mandates, illustrating how requirements such as the Student Discipline submission (488 hours, \$24,400 across districts), the Discipline DF50 report (564 hours, \$28,200), and the Five- and Four-Year ACGR graduation rate reports (1,020 combined hours, \$51,000) consume enormous educator capacity that could otherwise be redirected toward direct student support. By aggregating this row-level district data into the Summary pivot tab which cross-tabulated hours and costs by report, sub-report, and district the spreadsheet produced the precise statistics and cost comparisons that gave the case study its quantitative rigor and policy-relevant narrative about the hidden price Nevada districts pay to comply with state law.

APPENDIX C

State Peer Comparisons: K-12 Education Reporting Inventory Data Dictionaries Nevada and Utah

Date: April 21, 2026

Sources: Nevada Department of Education - *Reporting Inventory Data Dictionary, Working Copy (April 21, 2026)*; Utah State Board of Education - *Reporting Requirement Catalog - Superintendent's Edition*

Introduction

This analysis presents a side-by-side comparison of the data dictionary fields used in two state-level K-12 education reporting requirement inventories: Nevada's Reporting Inventory Data Dictionary (Nevada Department of Education, Working Copy, April 21, 2026) and Utah's Reporting Requirement Catalog Superintendent's Edition (Utah State Board of Education, USBE). Each dictionary defines the metadata fields the structural columns and data elements that organize and describe individual reporting requirements within the respective state's inventory system.

The comparison was conducted by reviewing each state's complete field list, grouping fields by functional purpose (e.g., identification, legal citation, submission logistics, reform/policy analysis), and assessing the degree of conceptual alignment between the two schemas. Fields were categorized as: (1) **Same/Similar** where both states capture the same type of information; (2) **Partial/Related** where fields serve related purposes but differ in scope or granularity; (3) **Utah-Only** fields present in Utah's catalog but absent from Nevada's current dictionary; and (4) **Nevada-Only** fields present in Nevada's dictionary but absent from Utah's catalog.

Side-by-Side Field Comparison

Same / Similar Fields Present in Both Inventories

These fields capture functionally equivalent information in both the Utah USBE catalog and Nevada's NDE data dictionary, reflecting a shared foundational framework for cataloging education reporting obligations.

#	Utah Field Name	Nevada Field Name	Alignment Note
1	Reporting Requirement	Report Name	Both serve as the unique title/name identifier of each reporting requirement.
2	State Code	Statutory Citation	Both capture the legal statute authorizing the requirement (NRS/NAC in Nevada; Utah Code in Utah).
3	Board Rule Number	Regulation#	Both capture the administrative rule number associated with the requirement.
4	Federal Code	Statutory Citation	Both states capture federal regulatory citations; Utah separates state and federal into distinct fields while Nevada consolidates into a single citation field.
5	Summary	Purpose	Both provide a narrative description of what the requirement entails and why it exists.
6	Type of Reporting Requirement	Data Collection Type	Both classify the nature of the submission (e.g., report, plan, data submission, assurance).
7	Required Data Elements	Description	Both describe the specific content or data that must be submitted.
8	Avenue for Submission	Data Collection Method	Both identify the platform or method through which the submission is made (e.g., survey, UTREx, email).
9	Submission Frequency	Frequency	Both capture how often the requirement must be fulfilled (e.g., annually, monthly, as needed).

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10	Date of Submission	Date	Both record the specific due date(s) for submission.
11	USBE Section	NDE Business Owner	Both identify the internal state education agency division or program responsible for the requirement.
12	Who submits this?	Applicable To	Both capture the entity to which the requirement applies or who submits it (e.g., LEAs, districts, charter schools, superintendents).
13	Who is this submitted to?	1st_Submission_Type	Utah names the receiving entity; Nevada categorizes the submission type/recipient. Closely related concept captured at different levels of granularity.

Partial / Related Fields Overlapping Purpose, Different Scope

These fields share a conceptual overlap but differ in definition, granularity, or the specific information captured.

#	Utah Field Name	Nevada Field Name	Alignment Note
1	Funding	Authorization	Utah explicitly flags whether funding is attached to the requirement (Yes/No). Nevada's <i>Authorization</i> field captures the legal or policy authorization basis. Both touch on the compliance and resource framework surrounding the requirement, but at different levels.
2	Submission Link	Library Holdings	Utah provides a direct URL to the submission portal. Nevada's <i>Library Holdings</i> links to document holdings and related resources. Both

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			function as reference URL/document fields, though with different purposes.
3	Link to Additional Information	Description / Notes	Utah's supplemental guidance link has partial overlap with Nevada's <i>Description</i> and <i>Notes</i> fields, which can contain references to additional resources. Not a direct match, but functionally related.

Utah-Only Fields Present in Utah, Absent from Nevada's Current Dictionary

These two fields exist in Utah's Reporting Requirement Catalog but have no direct equivalent in Nevada's current data dictionary.

#	Utah Field Name	Utah Field Description	Recommendation for Nevada
1	LEA Point of Contact Email	Direct email address for LEA staff to contact the responsible USBE program with questions about a specific requirement	Consider adopting to enhance LEA operational support and reduce friction for district/charter compliance staff navigating the inventory.
2	Link to Additional Information	A secondary URL providing supplemental guidance, background, or resources for the requirement beyond the submission portal link	Consider adding as a companion to Nevada's existing <i>Library Holdings</i> field to improve usability for LEA compliance officers.

Nevada-Only Fields Present in Nevada, Absent from Utah's Catalog

Nevada's data dictionary contains 16 active fields not found in Utah's catalog. These fields reflect Nevada's reform-focused, data-governance approach to the inventory and its integration with the Data Management System (DMS).

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#	Nevada Field Name	Nevada Field Description	Significance
1	DMS_ID	Unique system identifier tied to the Data Management System (DMS) RFP; enables cross-referencing in dashboards and trackers	Critical for Nevada's technology modernization and data governance infrastructure.
2	DMS_Phase	Tracks which DMS implementation phase the data collection belongs to	Supports phased rollout management of the new data system.
3	Disposition-1 (source)	Source-level disposition classification from WestEd; supports analysis of requirement origins	Enables categorization of where each requirement originated for reform analysis.
4	Disposition-2 (action)	Action-level disposition added for Public Works (PW) study reporting	Supports multi-stakeholder reporting analysis beyond standard compliance cataloging.
5	Senate_or_Assembly_Bill	Cites the specific Nevada Senate or Assembly Bill that authorized the requirement	Critical for legislative reform tracking — allows direct linkage of requirements to their enabling legislation.

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6	General_Topic	Broad topical category (e.g., Student Services, Special Education, Finance)	Enables cross-requirement filtering and thematic analysis across the inventory.
7	Data_Specifications_Attached?	Checkbox/flag confirming whether formal data specification documentation is on file	Supports data quality assurance and documentation completeness tracking.
8	Business_Rule/Policy_and_Procedure_Attached?	Confirms whether business rules or policy/procedure documentation is on file	Ensures procedural documentation accompanies each requirement entry.
9	Date_Validated	Records when the entry was last reviewed and validated for accuracy	Supports ongoing inventory maintenance and data integrity.
10	Source	Identifies the source tracker or system from which the entry was originally derived (e.g., NDE Report Tracker, LCB, WestEd)	Maintains provenance of each record for audit and verification purposes.
11	Years	Specifies the applicable school year(s) for the requirement	Enables multi-year tracking and historical analysis of requirements.
12	Immediate prior report	Links to the most recent prior version of the report for continuity	Provides historical reference and

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			supports trend analysis.
13	Notes	Open-text field for miscellaneous observations or caveats	Captures contextual information that does not fit other structured fields.
14	Question(s)	Tracks outstanding questions needing resolution before the entry is finalized	Supports quality control and workflow management during inventory development.
15	Recommend to Consolidate, Repeal, or Sunset? Explain.	Policy analysis field capturing staff recommendations for legislative/regulatory reform	Unique to Nevada's reform mission — directly supports the legislative case for streamlining education reporting requirements.
16	New/Amended (2025 Session)	Flags requirements created or changed during the 2025 Nevada Legislative Session	Enables legislators and NDE staff to quickly identify recently enacted or modified requirements.

Summary and Policy Implications

Of the data fields examined across both inventories, **thirteen (13) fields are functionally the same or similar**, reflecting a shared foundational infrastructure for cataloging education reporting requirements. Both states capture core identifiers

(report name), legal citation fields (state statute, regulation number, federal code), submission logistics (frequency, due date, collection method), responsible ownership (agency division), and a narrative purpose/summary. This common foundation confirms that a standardized cross-state reporting framework is achievable and that Nevada's inventory is structurally compatible with peer state models.

An additional three (3) field pairs are Partial/Related sharing conceptual overlap but differing in scope. The most notable difference is how funding is tracked: Utah captures a binary Yes/No funding flag that gives instant visibility into which requirements carry financial stakes, a feature Nevada could benefit from adding as a dedicated field alongside its existing *Authorization* field.

Utah contributes two (2) unique operational fields, a direct LEA Point of Contact Email and a Link to Additional Information that have strong practical utility for district and charter compliance staff. Both are candidates for adoption in Nevada's next inventory iteration.

Nevada's sixteen (16) active unique fields represent the inventory's most distinctive strength: a reform and data governance orientation that goes beyond compliance cataloging. The "Recommend to Consolidate, Repeal, or Sunset?" field, the "New/Amended (2025 Session)" flag, and the "Senate or Assembly Bill" citation collectively make Nevada's dictionary a purpose-built legislative reform tool – directly actionable for the NDE State Superintendent, the Education Service Center, and the Legislature as they evaluate opportunities to reduce redundant or outdated reporting burdens. Utah's catalog, by contrast, is primarily an operational compliance catalog without an explicit policy reform or sunset review dimension, making Nevada's approach more advanced for the specific purpose of statutory analysis and legislative reform.