



Nevada Class Sizes

A Comprehensive Review

What Happens When Nevada Makes Strategic Investments in Education?

Nevada Has Made Massive Investments in Early Literacy

Full Day Kindergarten

- 2015 to 2017 \$41 - \$96 Million per year

Class Size Reduction

- 2015 to 2019 \$147 - 189 Million per year

Zoom

- 2013 to 2014 \$25 Million per year
- 2015 to 2019 \$50 Million per year

Victory

- 2016 to 2019 \$25 Million per year

Read by Grade 3

- 2016 to 2019 \$4.9 - \$22.3 Million per year

Investment

The screenshot shows the NAEP website header with the IES and NCES logos, a search bar, and social media links. The main navigation bar includes links for About, Assessments, Publications and Newsroom, Participating in NAEP?, Resources, and Help. The page title is 'NAEP is the Leader in Large-Scale Assessment'. A quote from The Washington Post states: 'NAEP is the gold standard of student assessments.' Below the quote, it says 'SOURCE: The Washington Post editorial board'. A paragraph explains that NAEP is the gold standard in large-scale assessments, developed by a group of assessment and content specialists, education experts, and teachers. A sidebar on the right titled 'Related Information' lists various links such as 'The Nation's Report Card', 'Assessments', 'Digitally Based Assessments', 'Assessment Frameworks', 'Guide to Understanding Reports', 'Assessment Process', 'Try an Assessment', 'Participating in NAEP?', and 'Explore Assessment Data'. A red-bordered box at the bottom of the page contains the text: 'US Department of Education tests the nation in 4th Grade Reading every two years.'

IES NCES National Center for Education Statistics

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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Home / About NAEP / The Leader in Large-Scale Assessments

NAEP is the Leader in Large-Scale Assessment

NAEP is the gold standard of student assessments.

The Washington Post

SOURCE: The *Washington Post* editorial board

As the gold standard in large-scale assessments, the National Assessment of Educational Progress (NAEP) is developed by a renowned group of assessment and content specialists, education experts, and teachers. NCES shares best practices and lessons learned from NAEP assessments are shared with assessment programs across the nation.

US Department of Education tests the nation in 4th Grade Reading every two years.

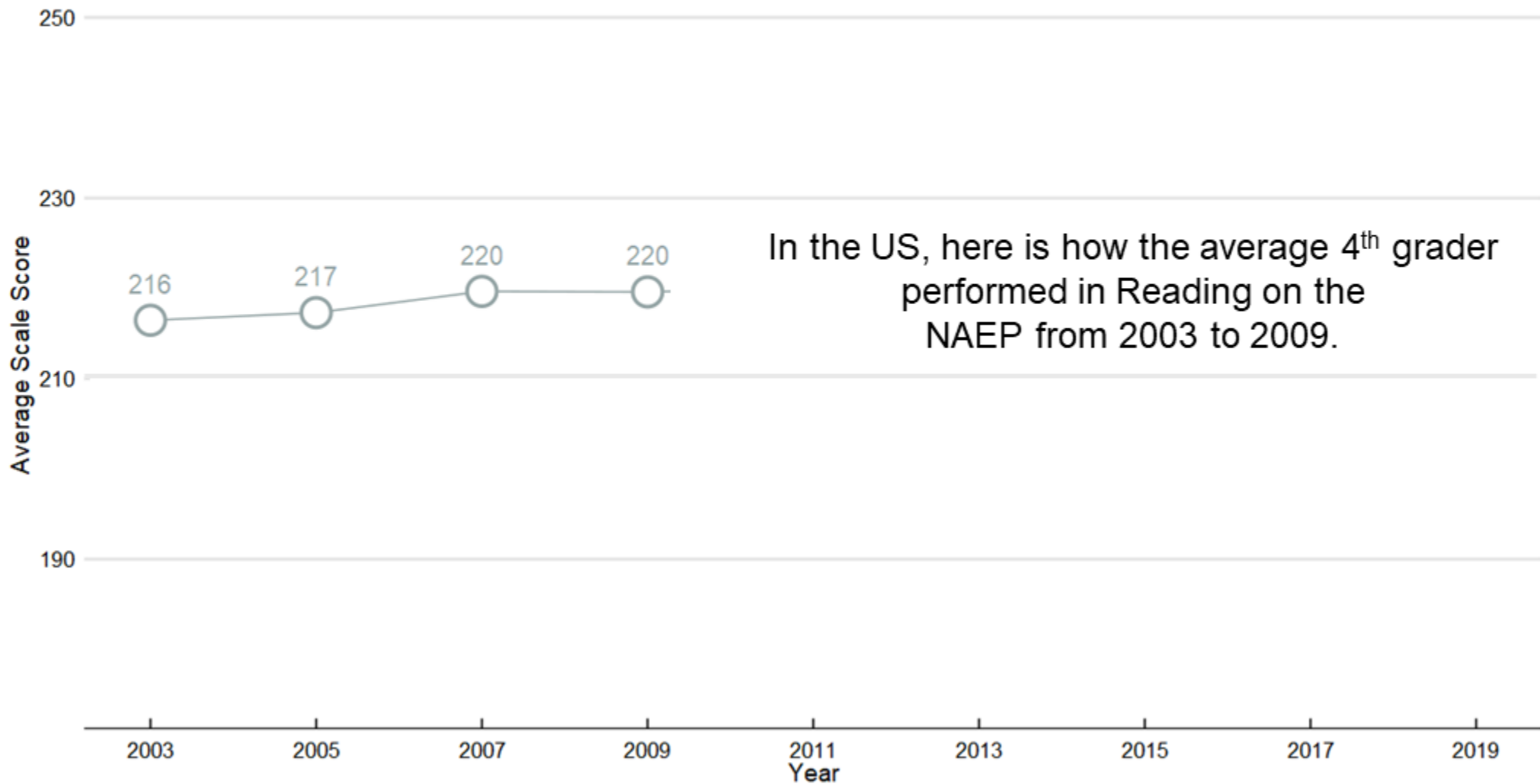
Related Information

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- Assessments
- Digitally Based Assessments
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National Assessment of Educational Progress (NAEP)

4th Grade Reading

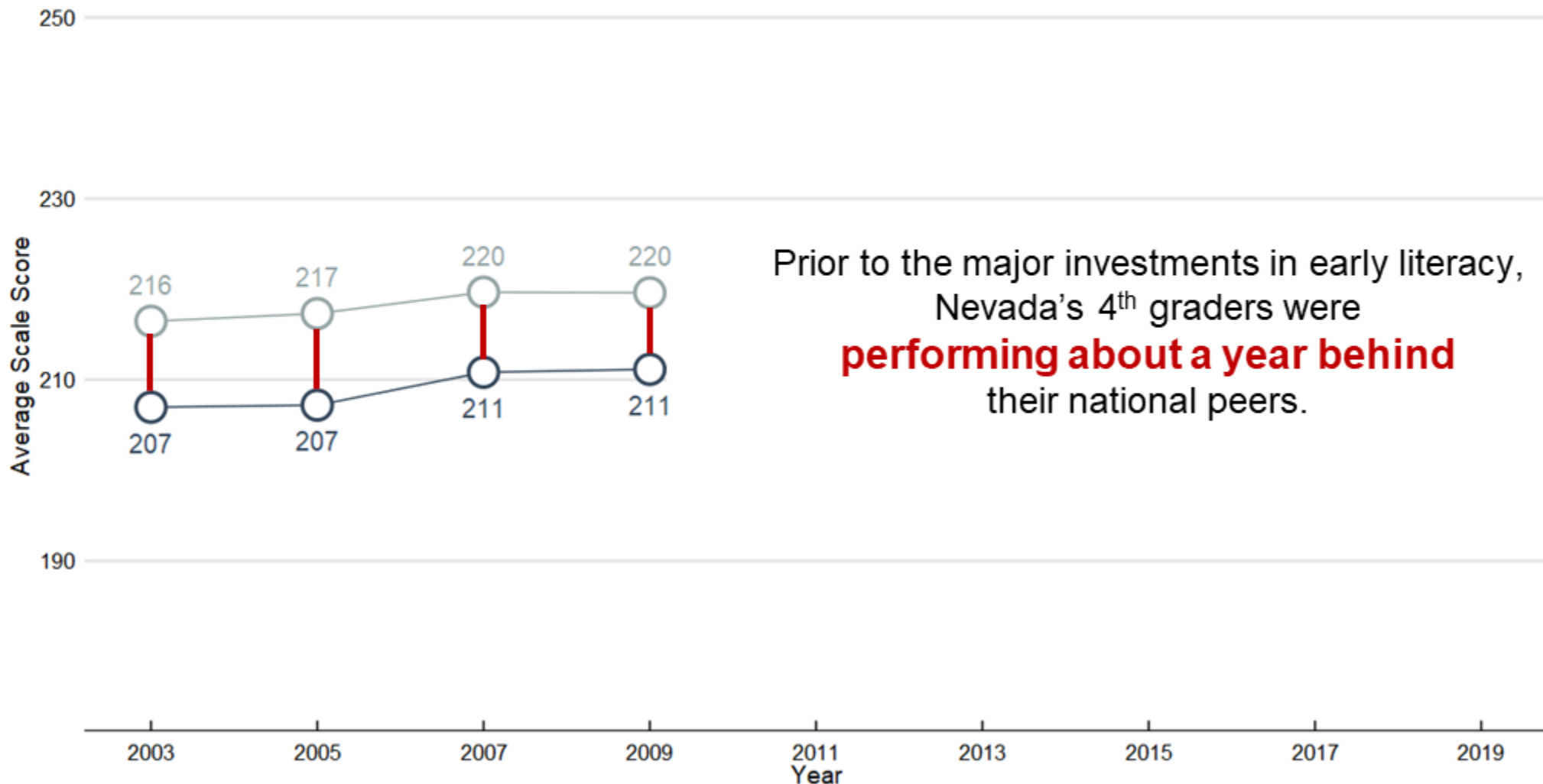
○ National public



National Assessment of Educational Progress (NAEP)

4th Grade Reading

○ National public ○ Nevada



In 2019 the 1st cohort with exposure to Nevada's massive investment in early literacy took the NAEP reading assessment.

What Happened?

	<u>School Year</u>	<u>Class Size Reduction</u>	<u>Zoom</u>	<u>Read by 3</u>	<u>Victory</u>	<u>Full Day K</u>
4th Grade	2018-2019	\$152 Million	\$50 Million		\$25 Million	
3rd Grade	2017-2018	\$147 Million	\$50 Million	\$20.5 Million	\$25 Million	
2nd Grade	2016-2017	\$155 Million	\$50 Million	\$22.3 Million	\$25 Million	
1st Grade	2015-2016	\$151 Million	\$50 Million	\$4.9 Million	\$25 Million	
Kindergarten	2014-2015	\$189 Million	\$50 Million			\$41 Million

*Values indicate statewide allocations, not grade level specific.

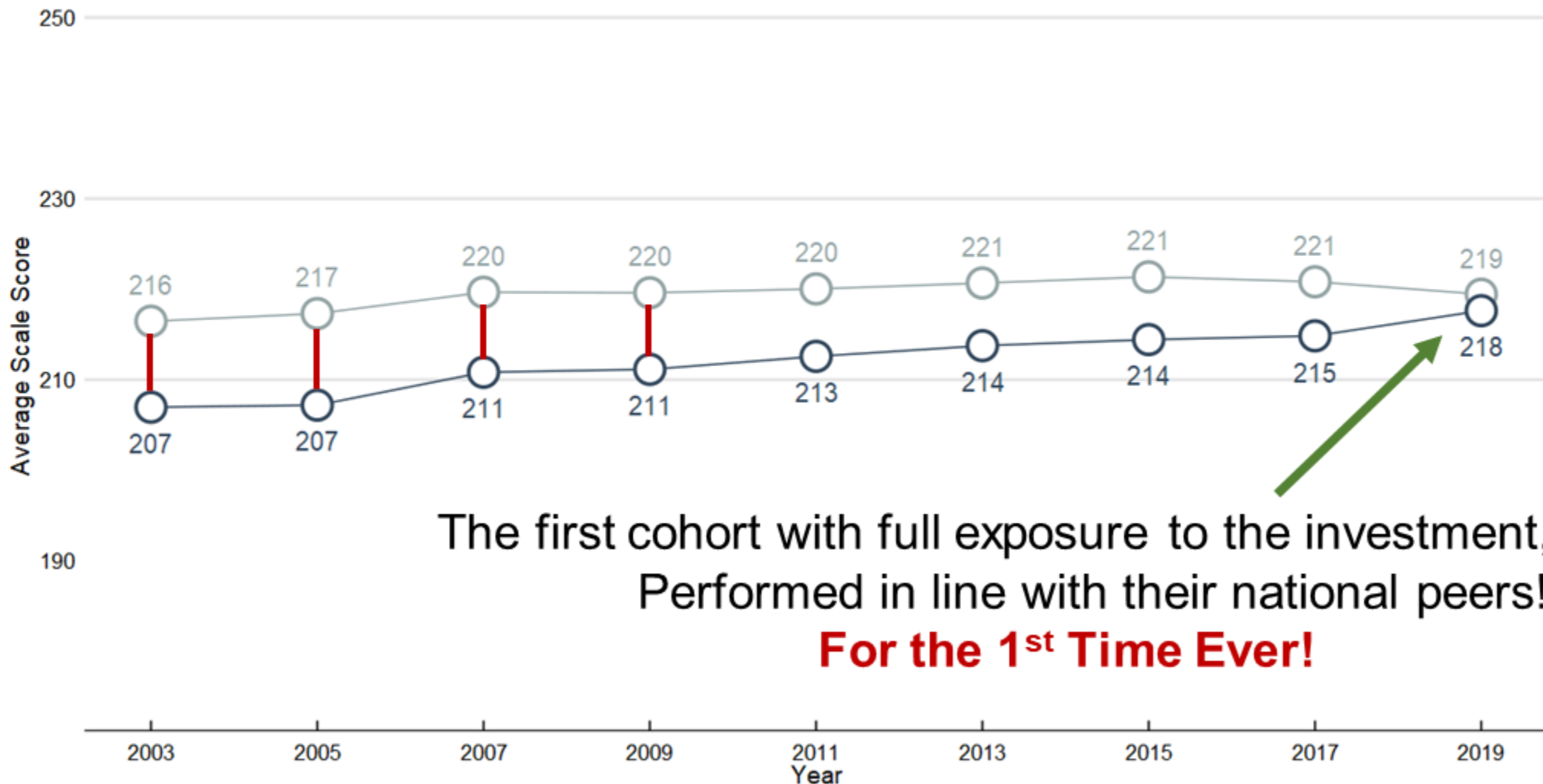
**Class size reduction in 2014-2015 includes additional funding specifically for Kindergarten.

Investment

National Assessment of Educational Progress (NAEP)

4th Grade Reading

● National public ● Nevada



The first cohort with full exposure to the investment,
Performed in line with their national peers!

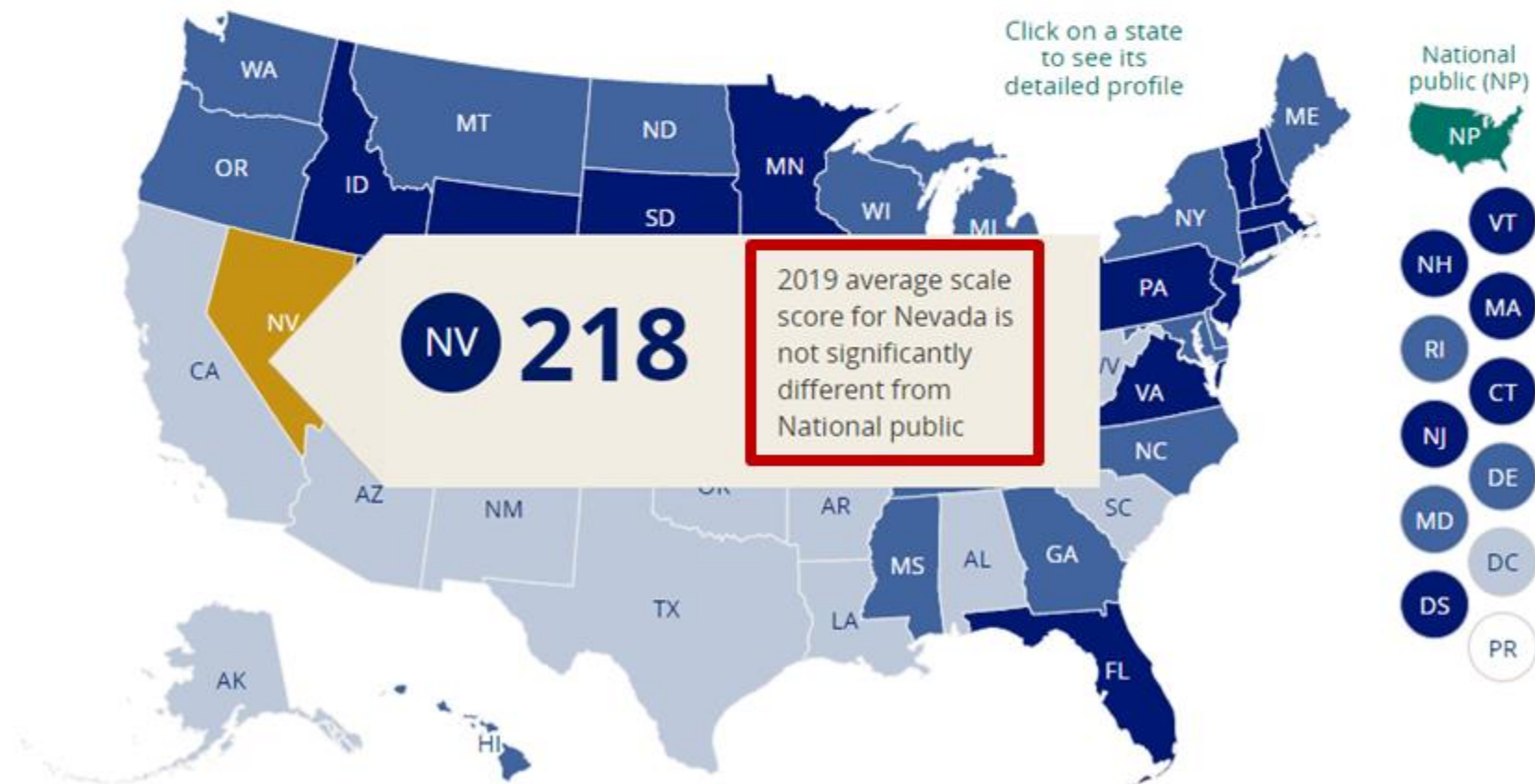
For the 1st Time Ever!



AVERAGE SCALE SCORES

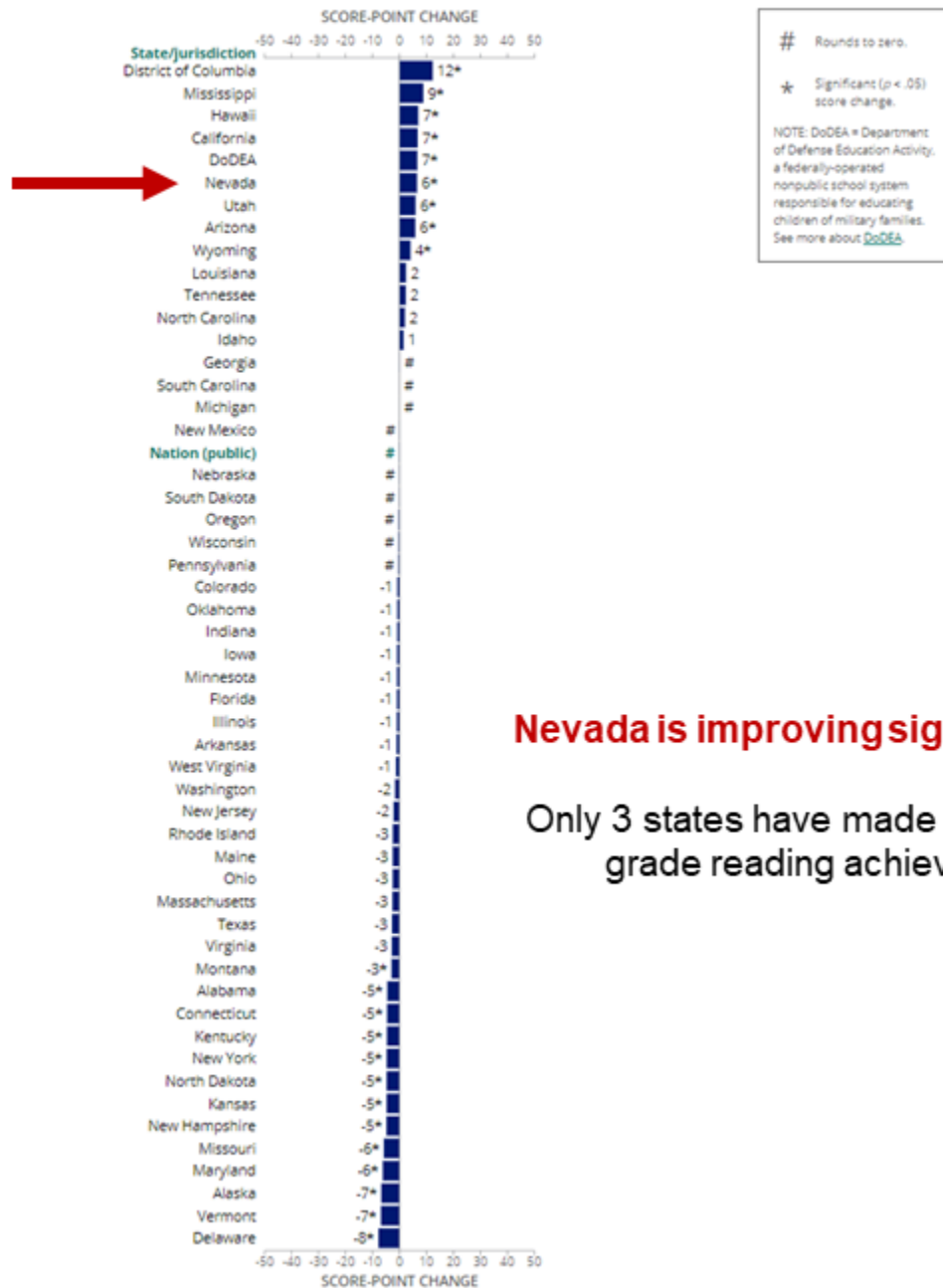


Reading, grade 4, Difference in average scale scores between jurisdictions, for all students [TOTAL] = All students, 2019



Investment

Score-point change between 2009 and 2019 for fourth-grade public school students assessed in NAEP reading, by state/jurisdiction



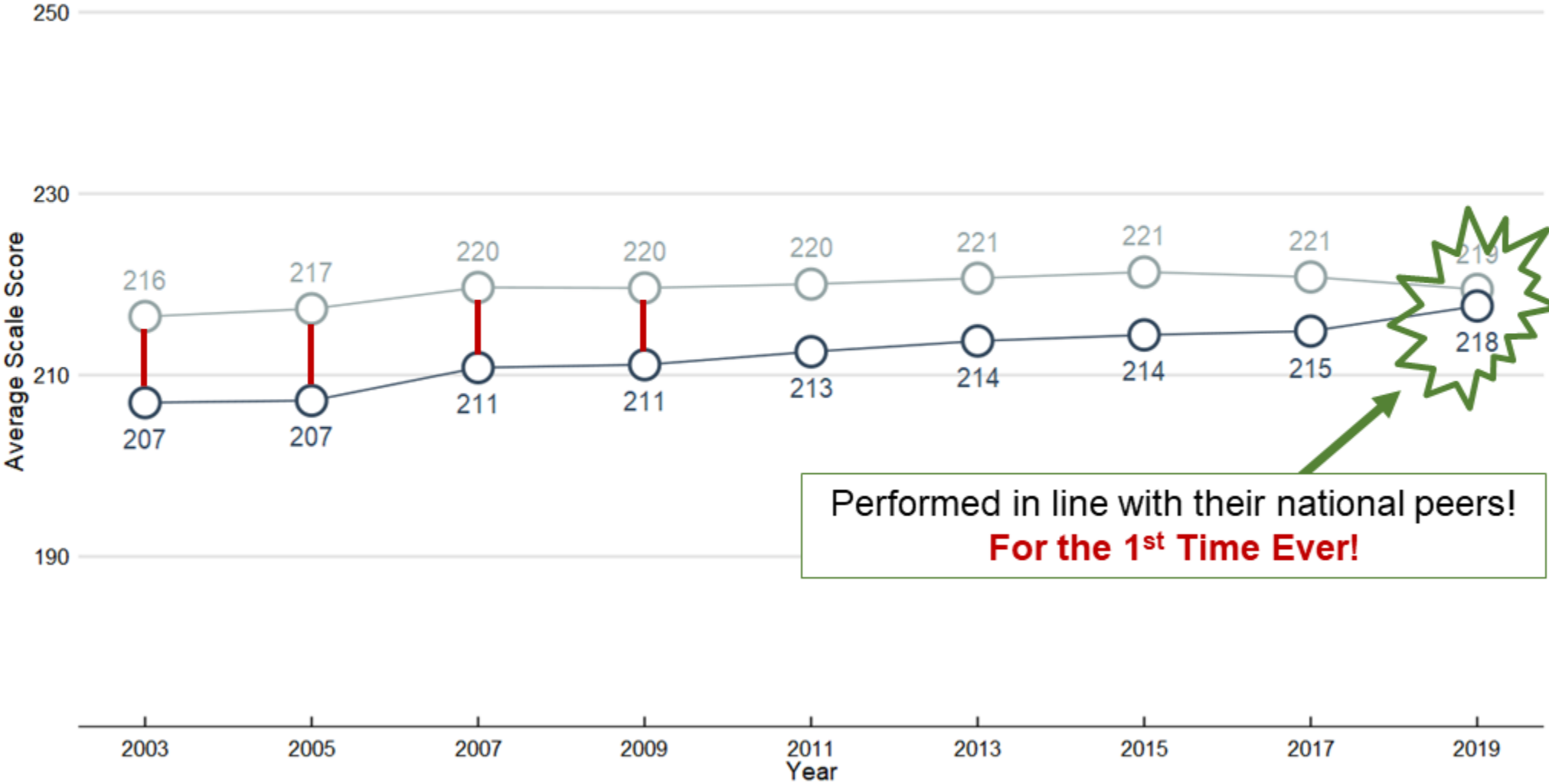
Nevada is improving significantly faster than the Nation!

Only 3 states have made more progress than Nevada in 4th grade reading achievement over the last decade.

NAEP Improvement 2009 to 2019

Investment

Nevada Education Is a System Worth Investing In



What Is the Biggest Threat to the Academic Gains Our Students Have Made?

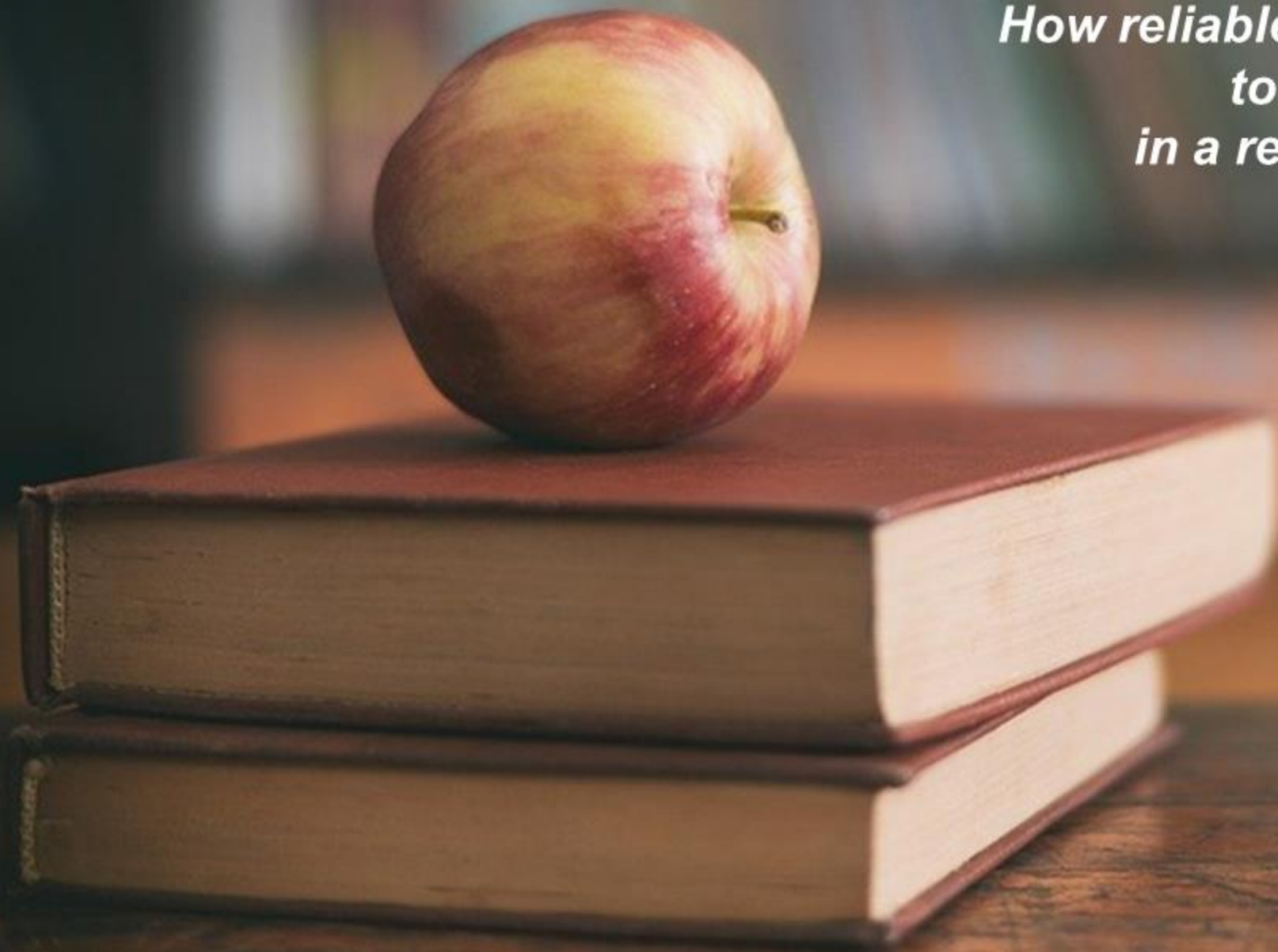


What We Know

The most important factor affecting student learning is the classroom teacher.

What We Don't Know

*How reliable is every student's access
to a quality teacher
in a reasonable class size?*



Context

What is the context for our review?

Context



LAS VEGAS SUN

NEWS BUSINESS SPORTS POLITICS OPINION ENTERTAINMENT CALENDAR HEALTH PODCASTS LAS VEGAS WEEKLY SUBSCRIBE

Betting Las Vegas Raiders UNLV Sports Marijuana Laws Gaming Golden Knights Smith's World Coronavirus Newsletter **SEARCH**

Nevada declares teacher shortage emergency to boost out-of-state hiring



STEVE MARCUS

Mojave High School teacher Jacob Kepins leads an algebra class Wednesday, Nov. 19, 2014, at the school.

From staff and wire reports
Published Friday, Feb. 5, 2016 | 12:38 p.m.

“Nevada is declaring its teacher shortage as an emergency, a move that allows vacancy-filled schools to hire teachers from out of state who aren't yet licensed locally.”

Context

54°F NEWS LOCAL SPORTS BUSINESS OPINION CRIME ELECTION 2020 INVESTIGATIONS VIDEOS OBITS

Home -- Local -- Education

Study shows Nevada schools have largest average class sizes



Third grade teacher Denise Lovern prepares her classroom at Steele Elementary School on Thursday, Aug. 9, 2018, in Las Vegas. Benjamin Hager Las Vegas Review-Journal @benjaminhphoto

By Meghin Delaney · Las Vegas Review-Journal

August 11, 2018 - 10:36 am

f t e

“Nevada is at the forefront of the debate, after a study by the National Education Association found that the state had the largest average class sizes in the nation last year for the second year running, followed by Arizona and Utah.”

Context



“Washoe County School District is facing a teacher shortage and they are looking to hire as many applicants as possible, but many parents say the lack of teachers affect their students’ education.”

Context

49° Las Vegas 8 NEWS NOW LAS VEGAS

NEWS ▾ EN ESPAÑOL WEATHER ▾ TRAFFIC ▾ SPORTS ▾ LAS VEGAS NOW ▾ COMMUNITY ▾

LOCAL NEWS

Teacher shortage is a Clark County and nationwide issue

HECTOR MEJIA
@hectormejianews

LAUGHLIN-GULLHEAD CITY Tonight: 64° Clear and windy 8 NEWS NOW.com 79° 12:06

Posted: Oct 17, 2019 / 01:07 PM PDT / Updated: Oct 17, 2019 / 01:07 PM PDT

“Clark County isn’t the only school district facing issues hiring teachers. Teacher shortages are a problem nationwide. There are more than 300,000 vacancies across the country, according to Nevada State College.”

Context



“To help with staff shortages amid the COVID-19 pandemic, the Washoe County School District can now hire emergency substitute teachers who only have high school diploma.”

“The Washoe County School District has said staff shortages are a main reason it cannot keep all schools open for in-person learning.”

Strategic Questions

Strategic Questions

What are the actual class sizes our students are experiencing?

How many teachers do we need?

Do students have equitable access to teachers?

What obstacles do we face?



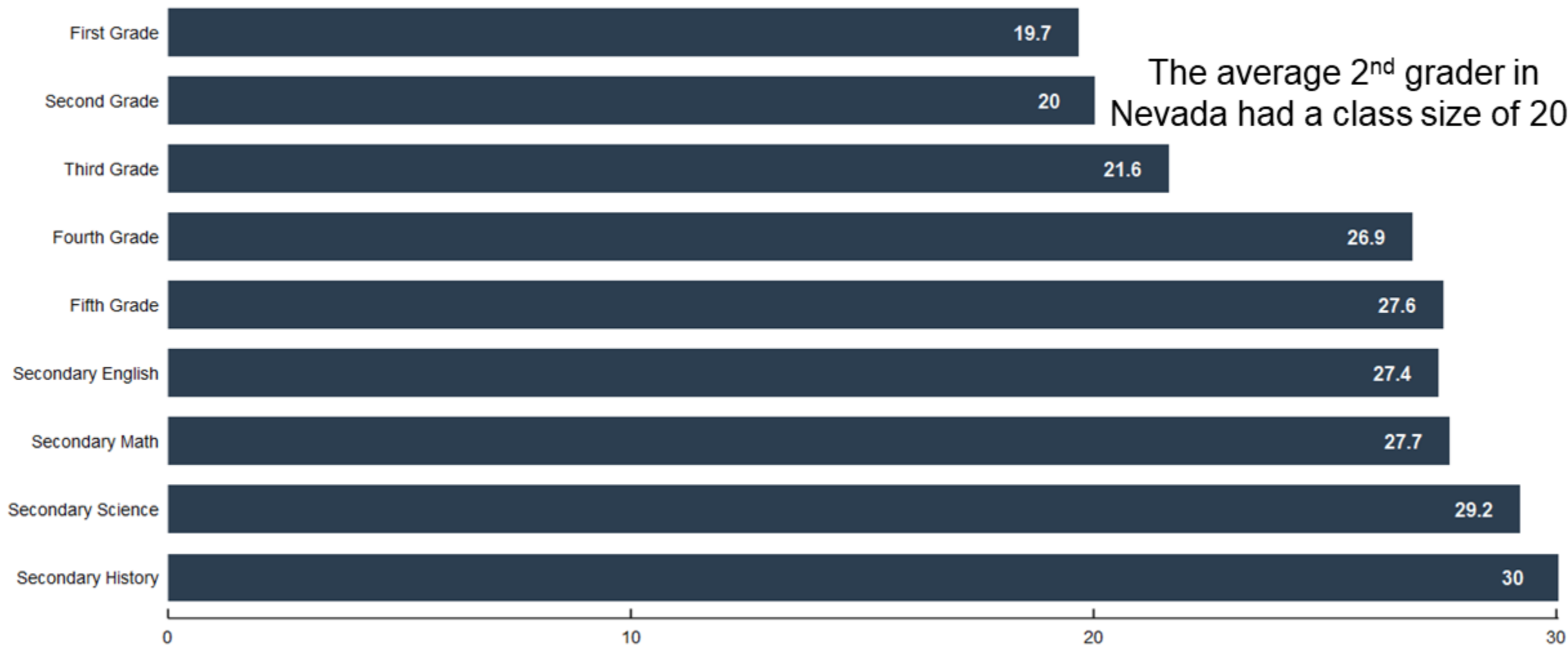
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Strategic Questions

What are the actual class sizes our students
are experiencing?

Average Class Sizes Experienced by Nevada Students

2019-2020



Source: Infinite Campus. Secondary is defined as grades 6 through 12.
Analysis based on students enrolled on October 1, 2019 and enrolled in the school for a total of at least one week.
Section enrollments of 50 or greater excluded from elementary analysis and 70 or greater from secondary analysis. There were 430,807 students included in this analysis.

Class Sizes

Recommended Class Sizes in Nevada

Grades 1st - 3rd = **15**

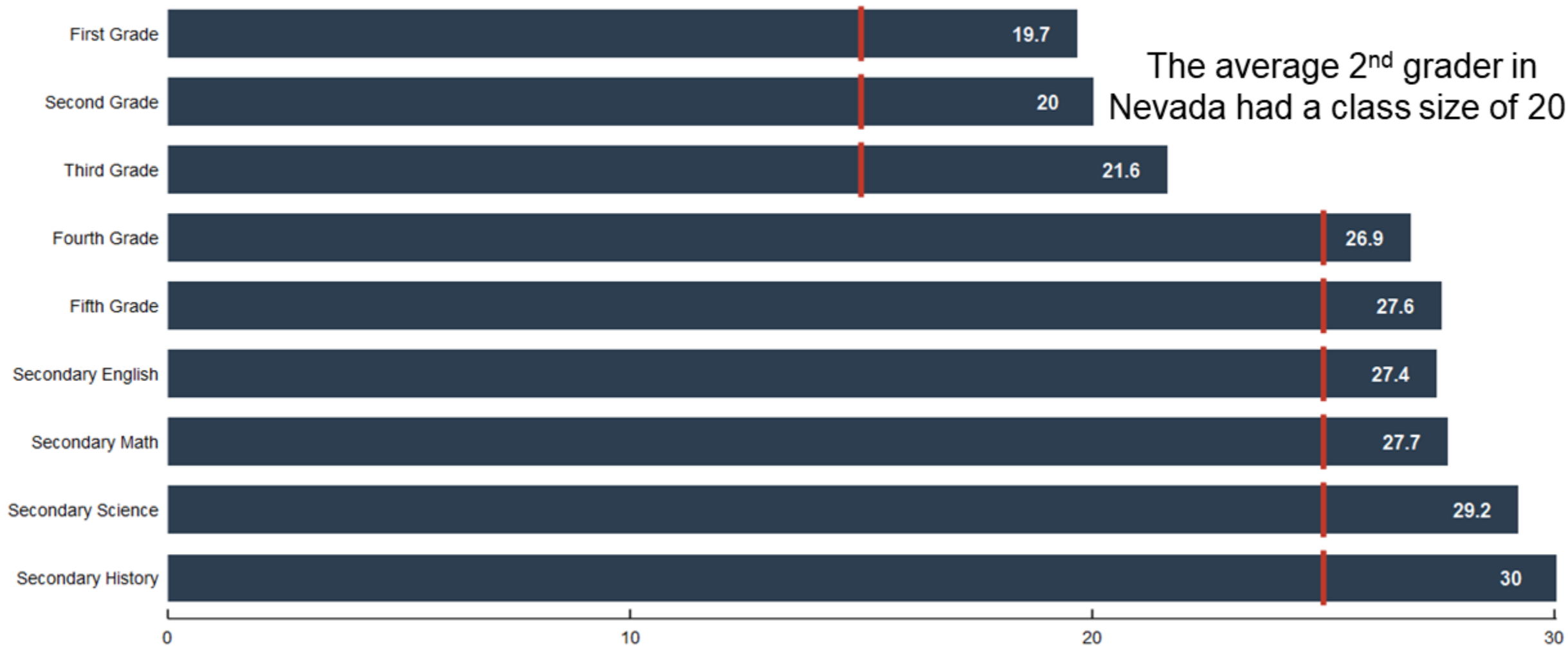
Grades 4th - 12th = **25**

In 2018, the State Board of Education passed a non-binding suggested ratio of pupil per licensed teacher for each classroom and course of instruction, except choir, orchestra, and band.

How does this compare to actual class sizes experienced by students?

Average Class Sizes Experienced by Nevada Students

2019-2020

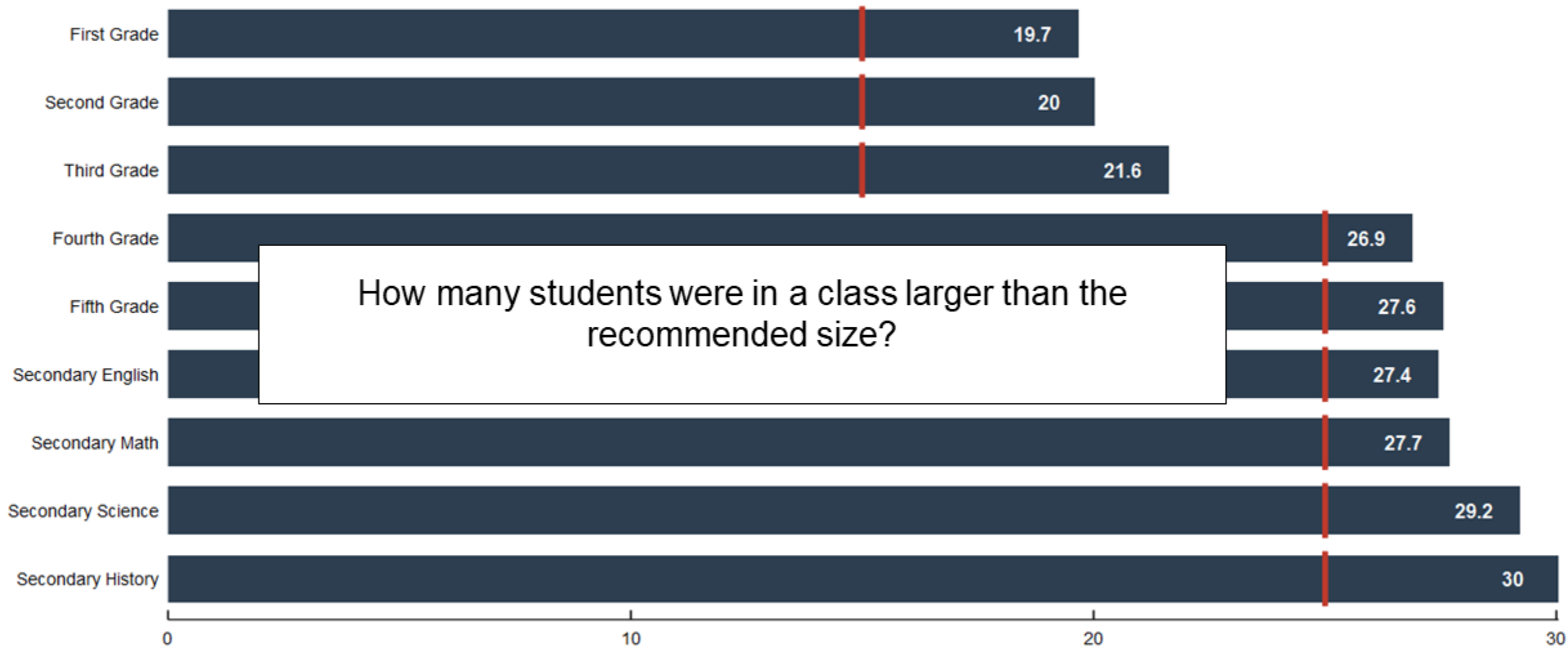


The average 2nd grader in Nevada had a class size of 20.

SBOE recommended class sizes

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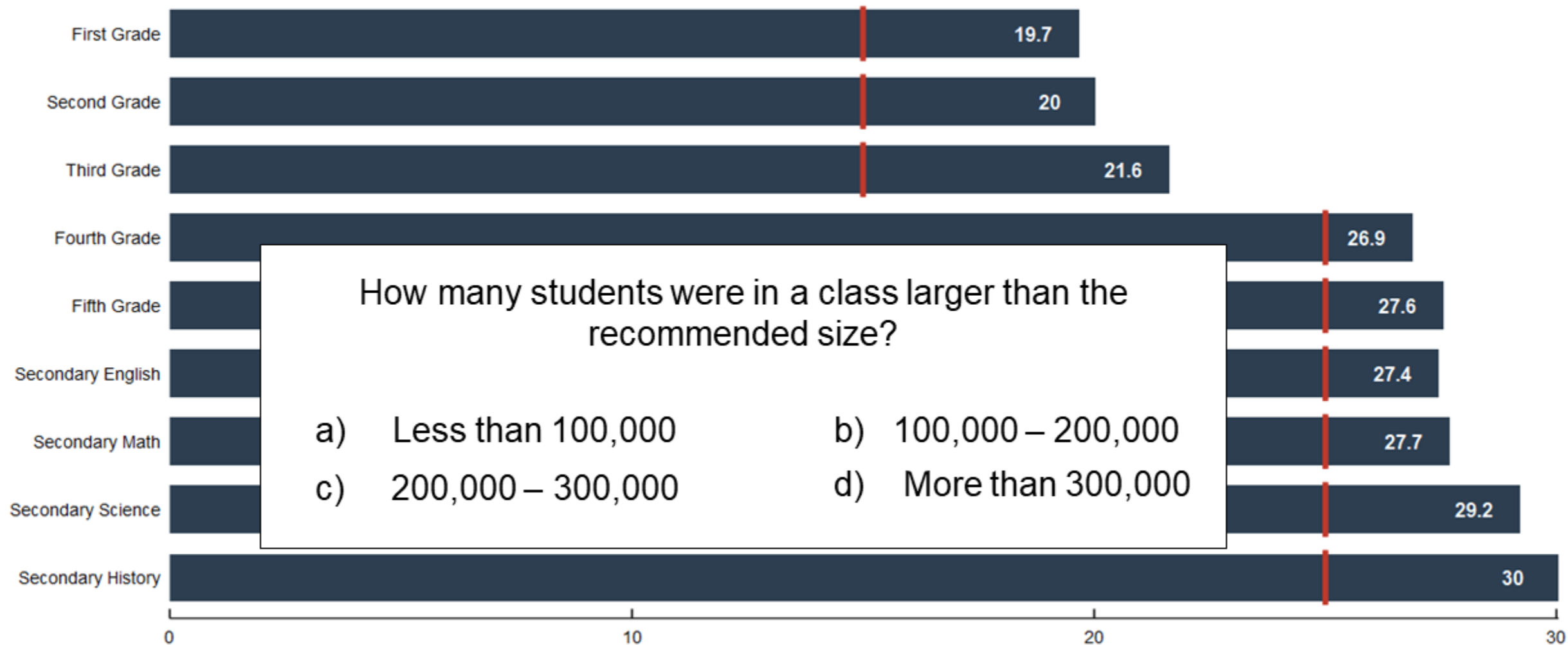
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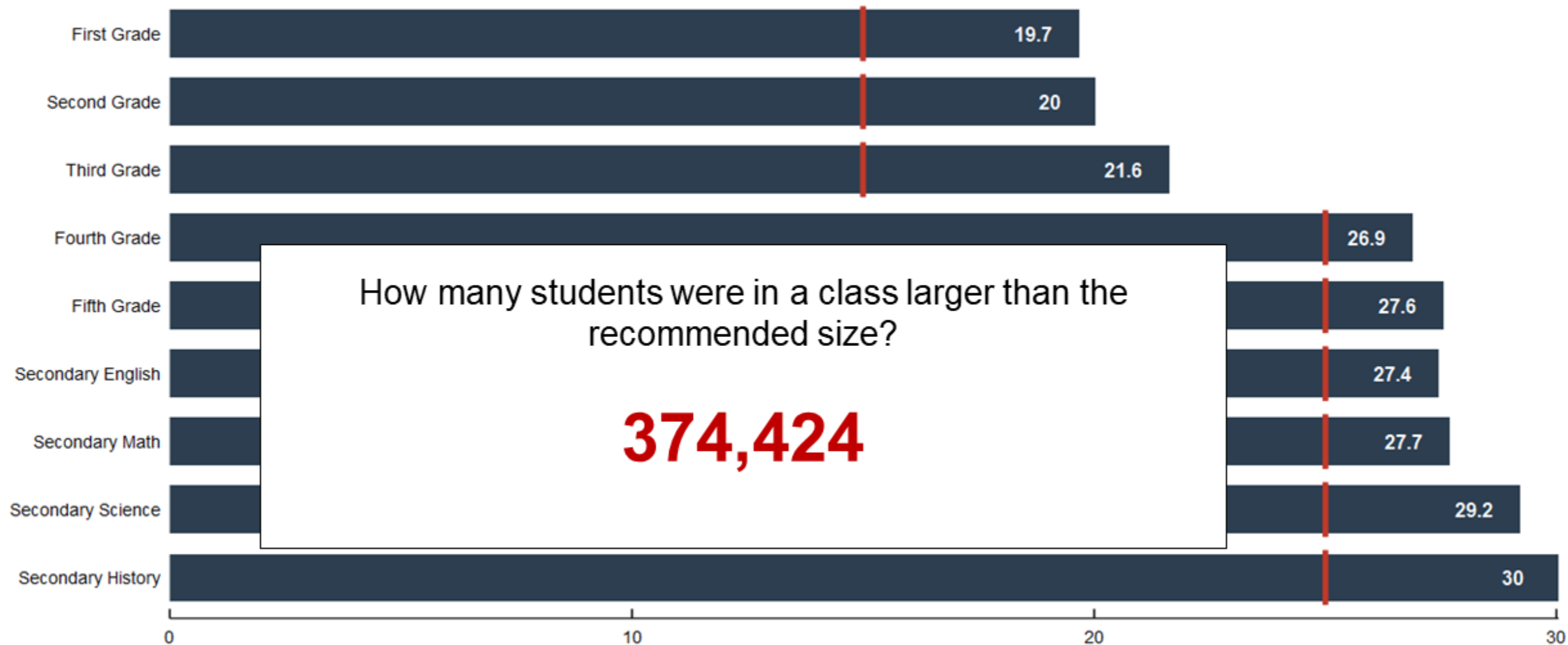


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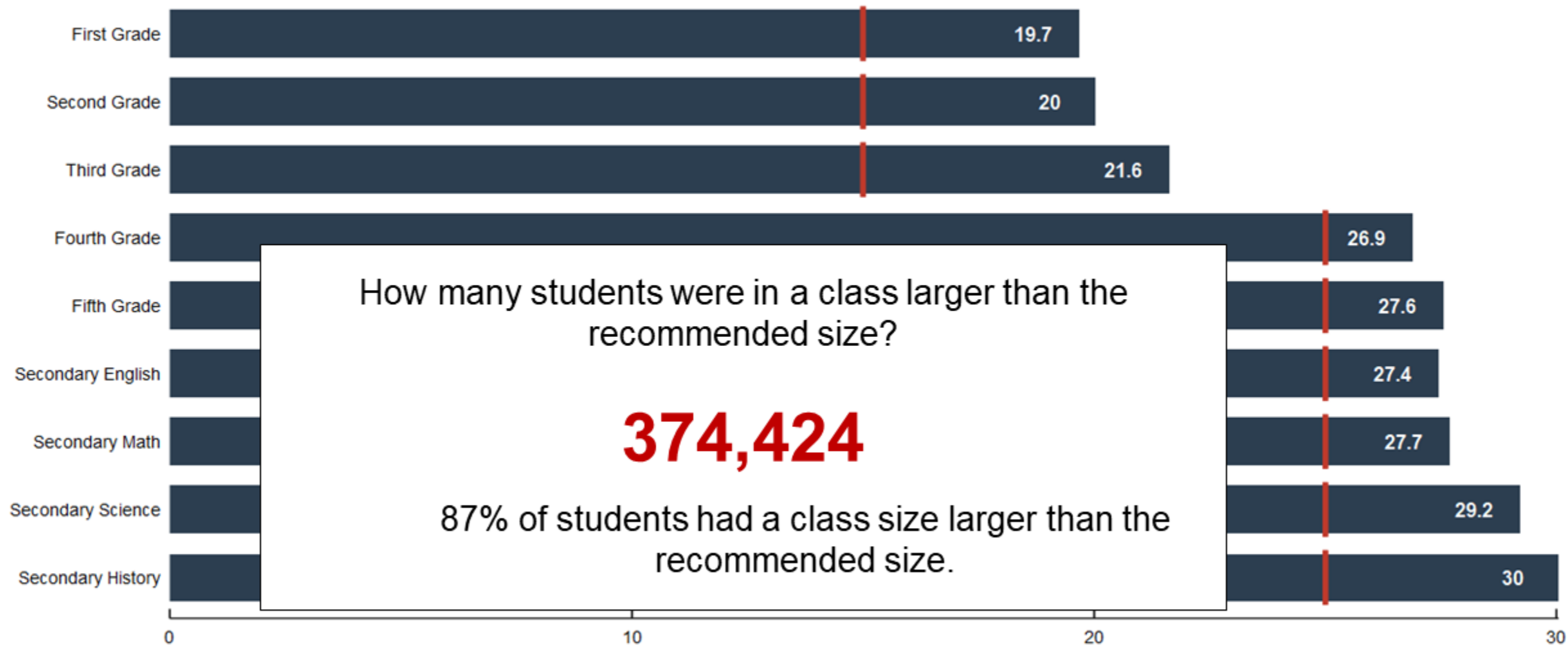
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Where Are We?

Approximately **9 in 10** students have a class size larger than the recommended class size



How many teachers do we need?

Classroom Teachers

Teachers Needed

	Total Current Teacher Count	Estimated Additional Teachers Needed
Grades 1-5	8,315	2,133
Secondary Core Subjects	11,212	930
<hr/>		
	Total:	3,063

To get to recommended class sizes for elementary grades 1-5 and core secondary courses, a very conservative estimate would require over

3,000 more classroom teachers!

3,000+ Teachers Needed

Grades 1-5 & Secondary Core Subjects

To verify this is a valid and conservative estimate,
we can compare Nevada's student-teacher ratios to the national average.

National Student-Teacher Ratios

	<u>Student-Teacher Ratio</u>
National Average	14.9-to-1
Vermont <i>(lowest in nation)</i>	10.5-to-1

How many teachers would we need in Nevada to meet the national student-teacher ratios?

National Student-Teacher Ratios

	<u>Student-Teacher Ratio</u>	<u>Additional Teachers Needed in Nevada</u>
National Average	14.9-to-1	9,823
Vermont <i>(lowest in nation)</i>	10.5-to-1	23,678

Nevada needs almost **10,000 more teachers** to meet average staffing ratios!

Summary

Nevada Needs More Teachers.

	Teachers Needed
Improve Core Class Sizes	3,000+
Meet national system-wide student-teacher ratios	9,800+
Lead the nation in student-teacher ratios	23,000+

Do students have equitable access to teachers?

Is access associated with disparate student outcomes?

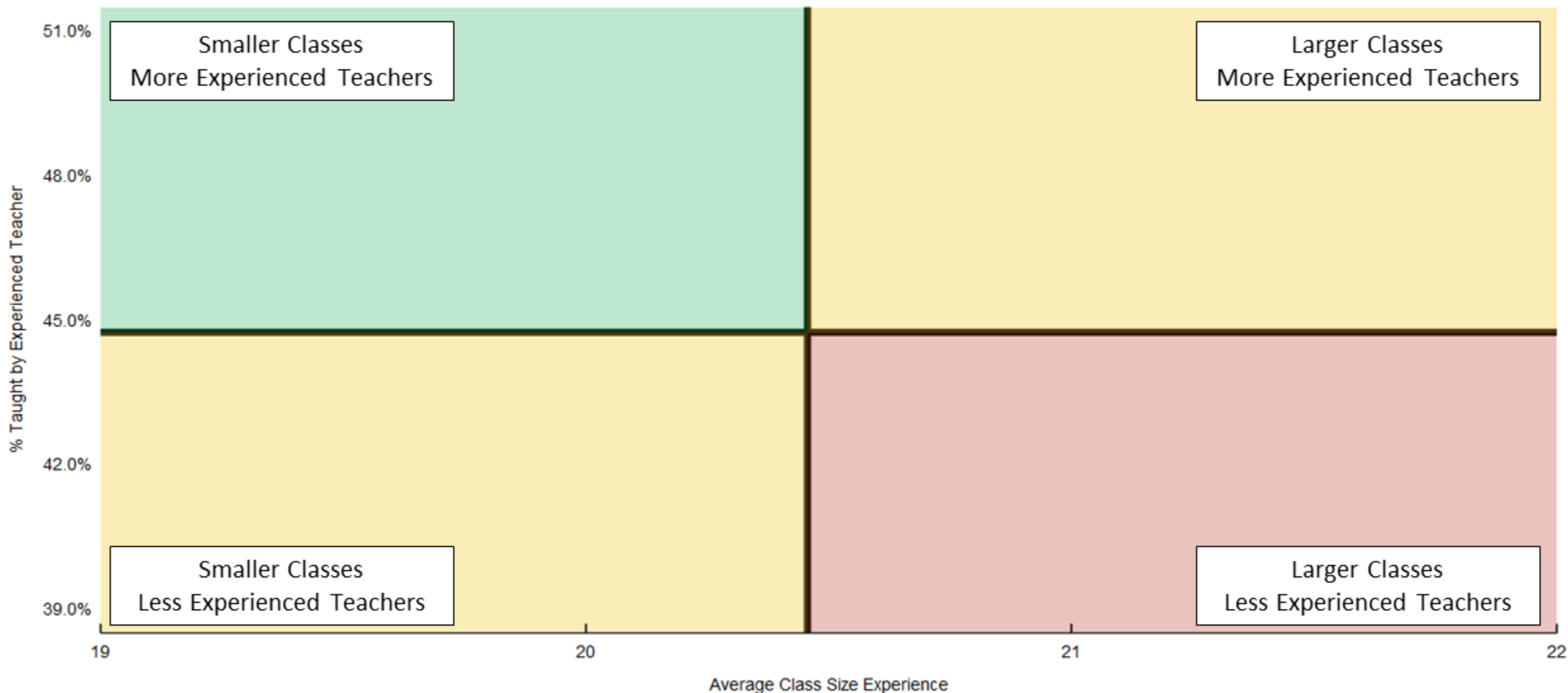
First Through Third Grade Classroom Experience

2019-2020



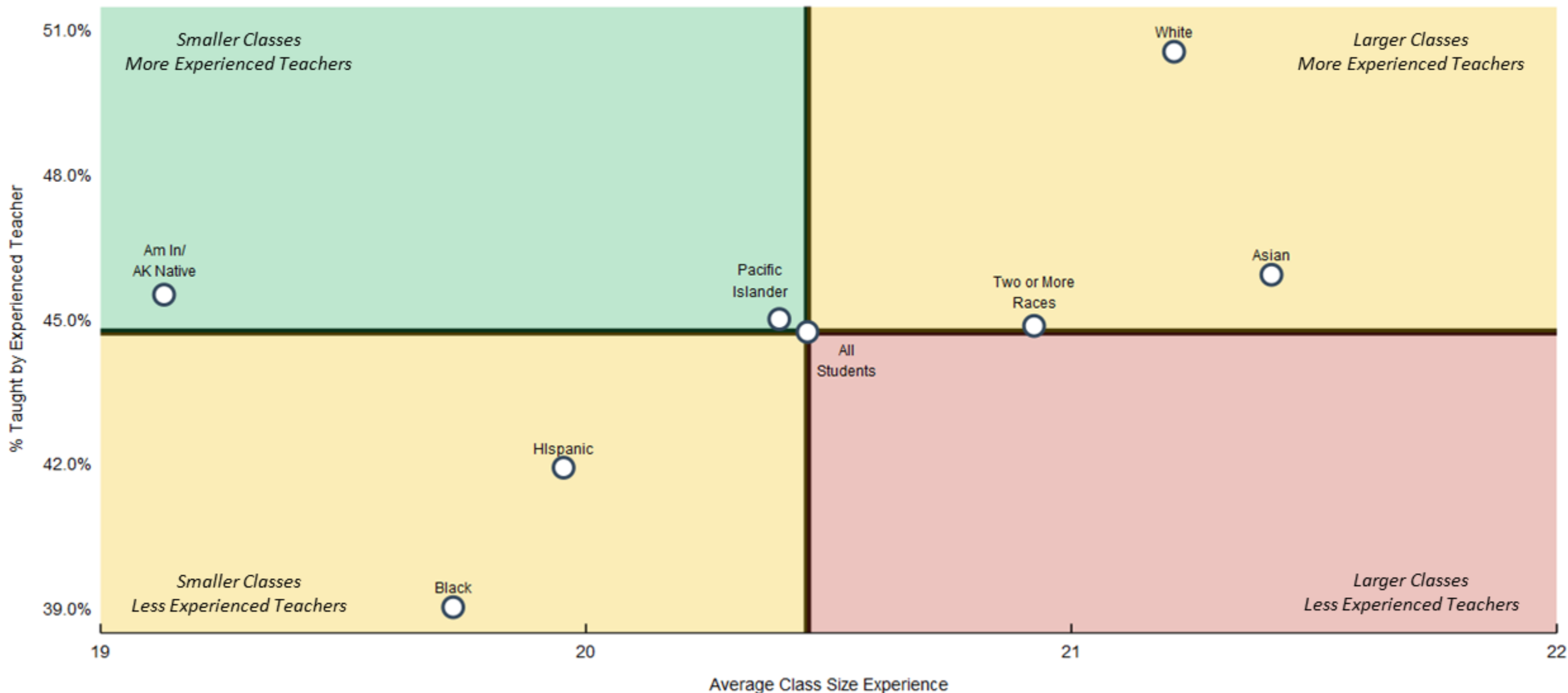
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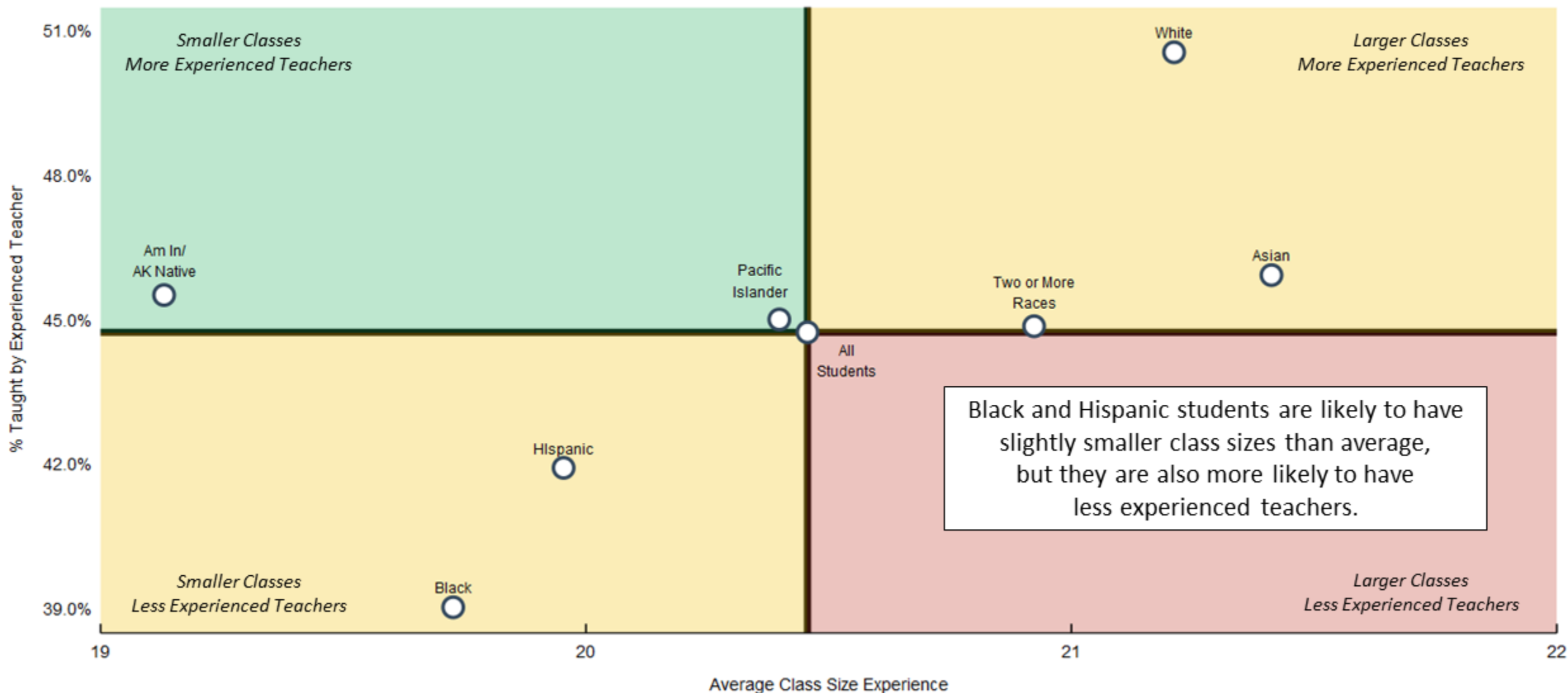
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First Through Third Grade Classroom Experience

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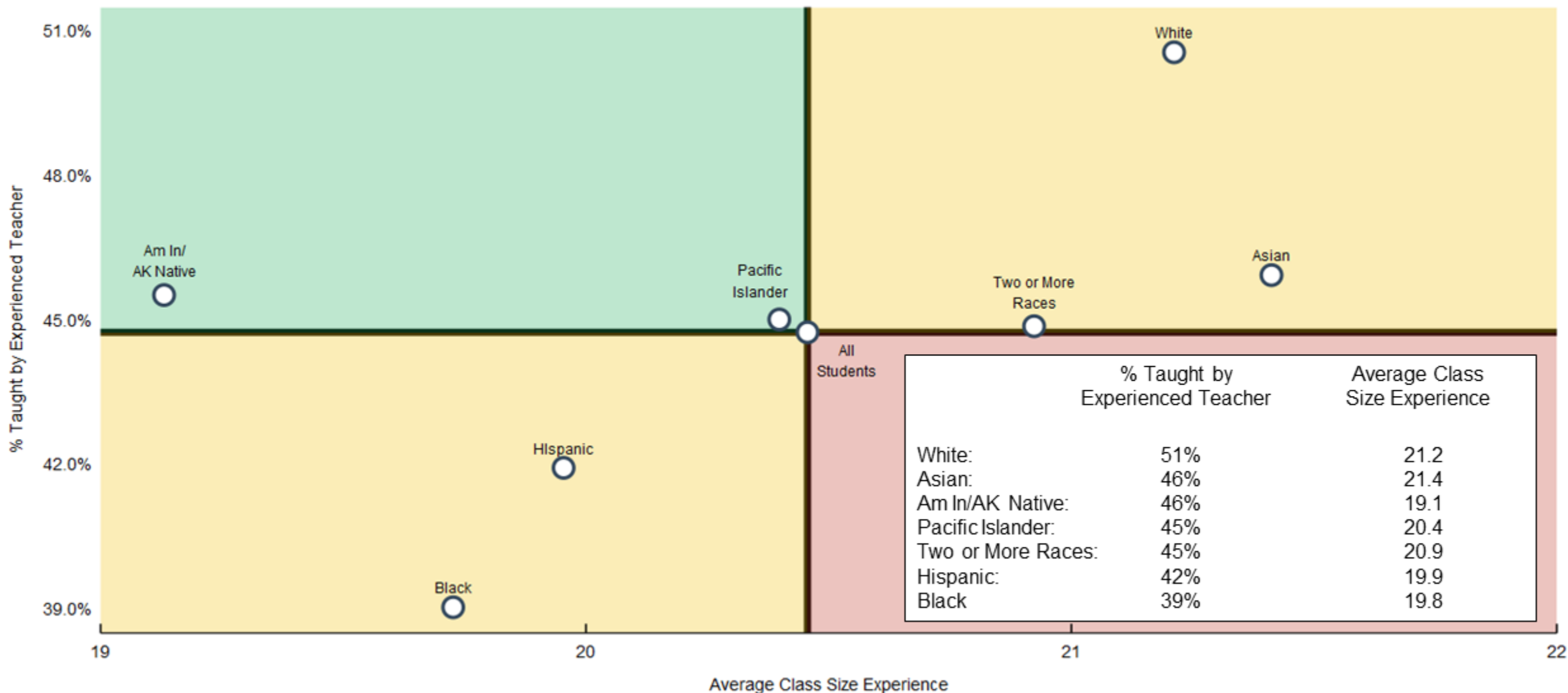


Black and Hispanic students are likely to have slightly smaller class sizes than average, but they are also more likely to have less experienced teachers.

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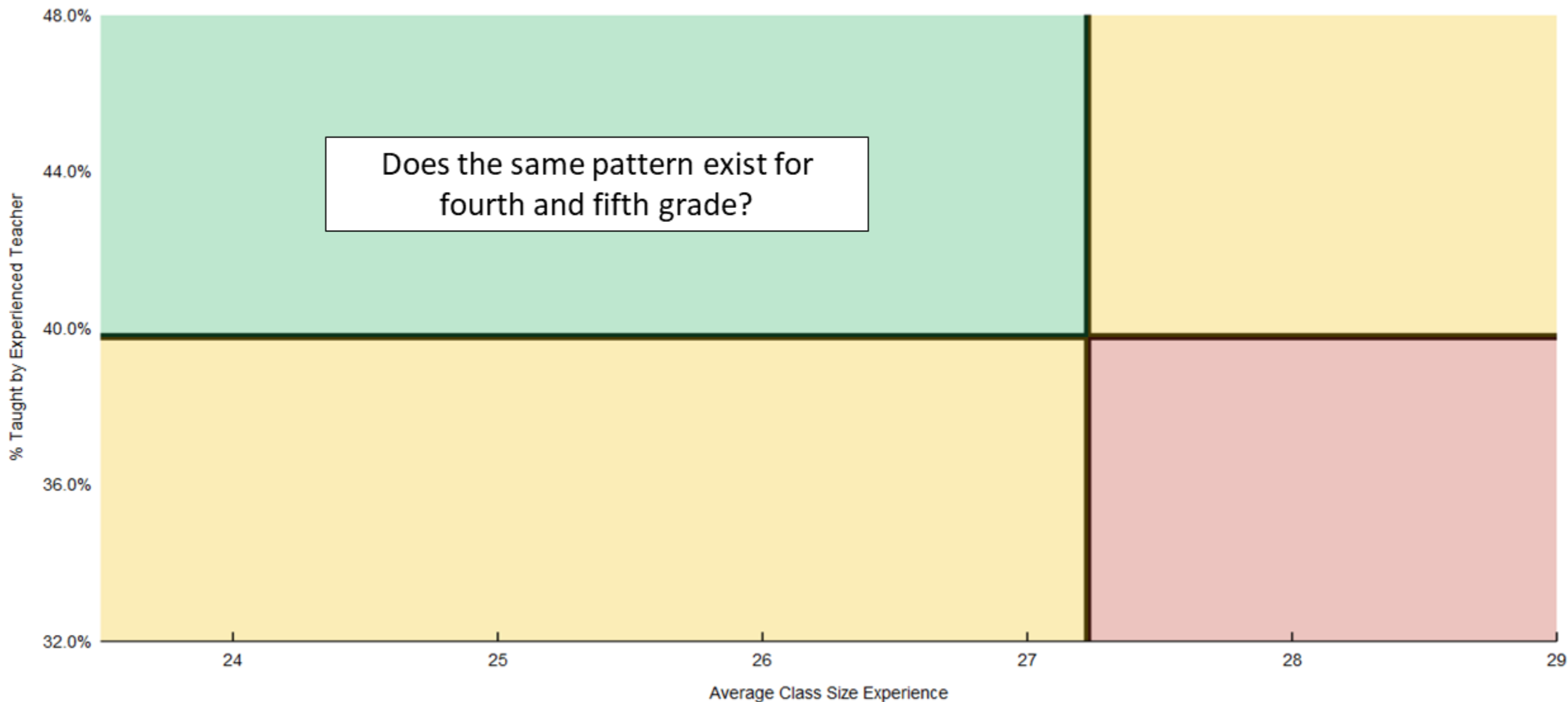
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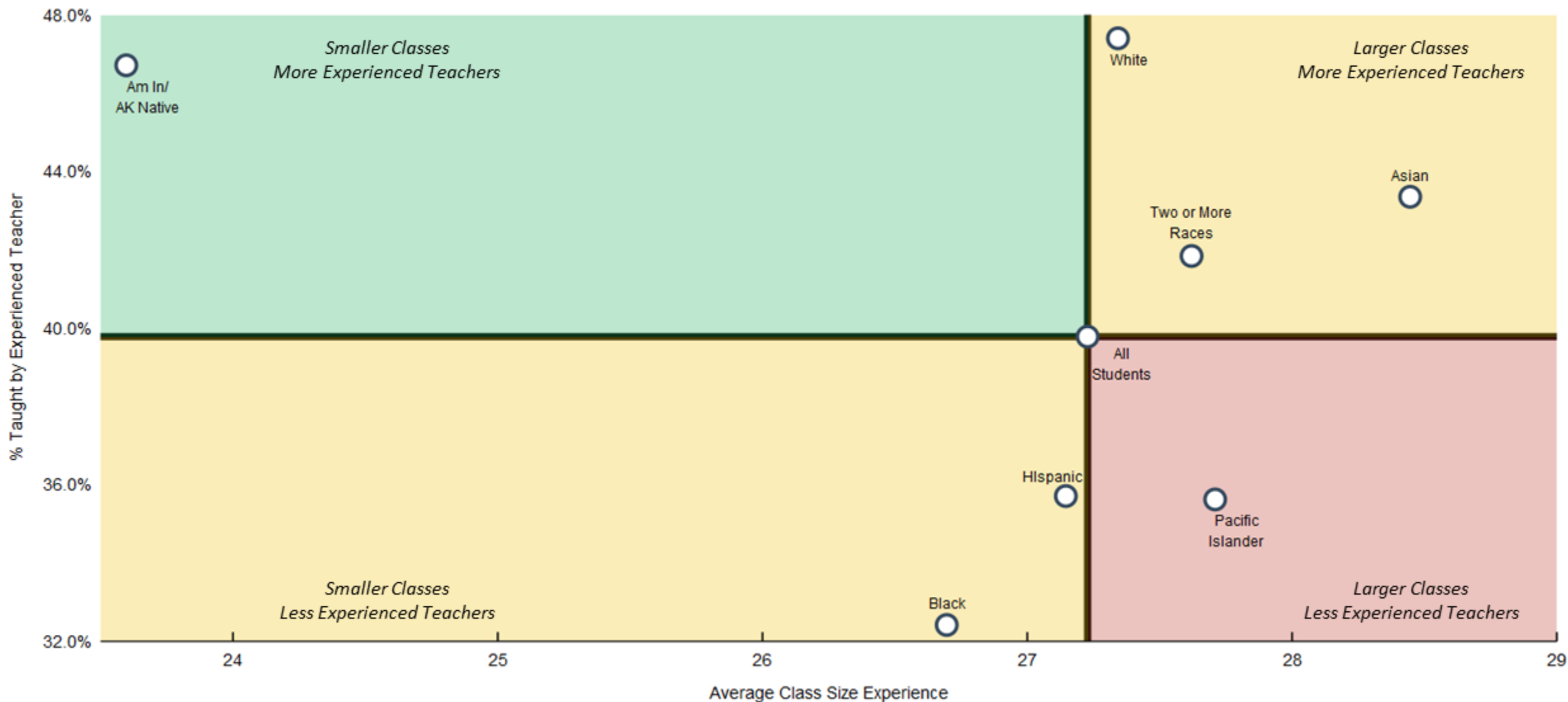
Fourth Through Fifth Grade Classroom Experience 2019-2020



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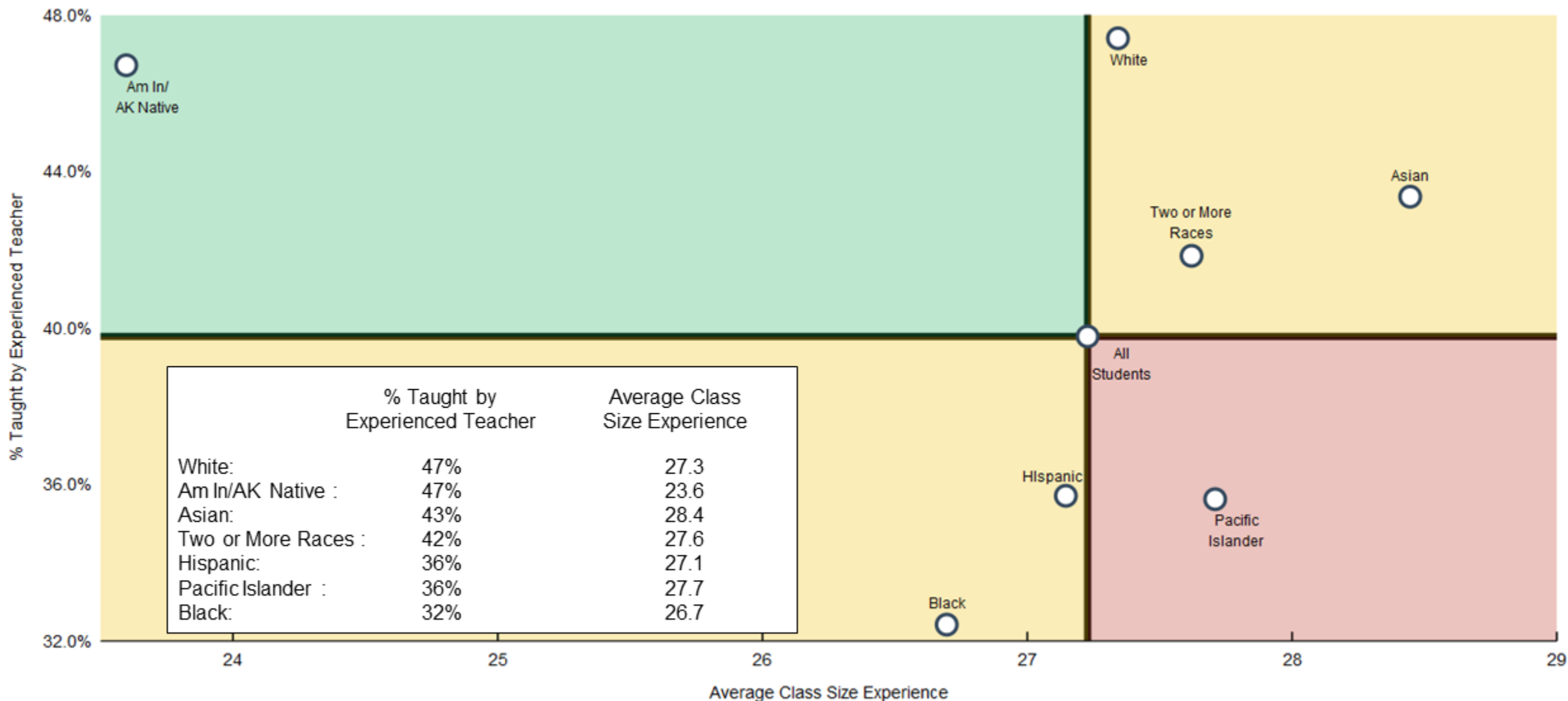
Fourth Through Fifth Grade Classroom Experience

2019-2020



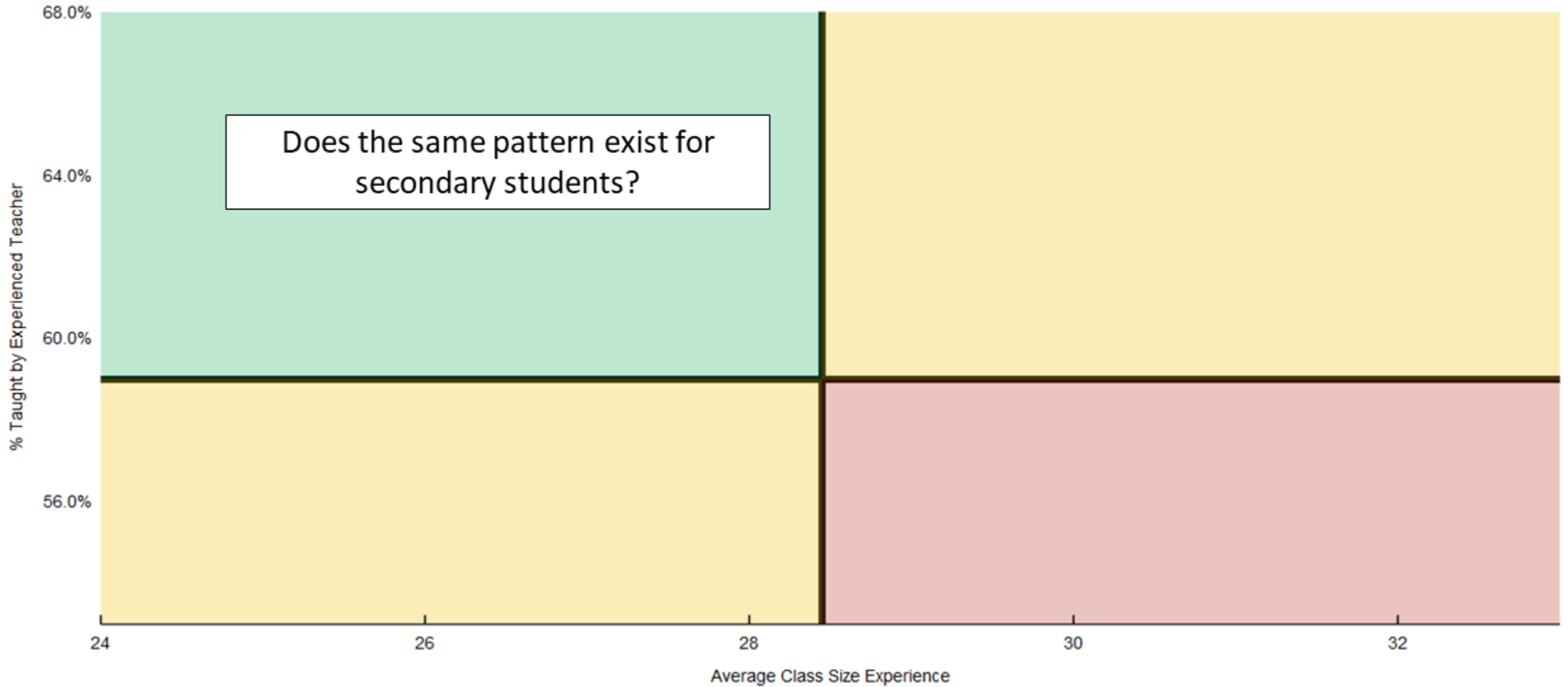
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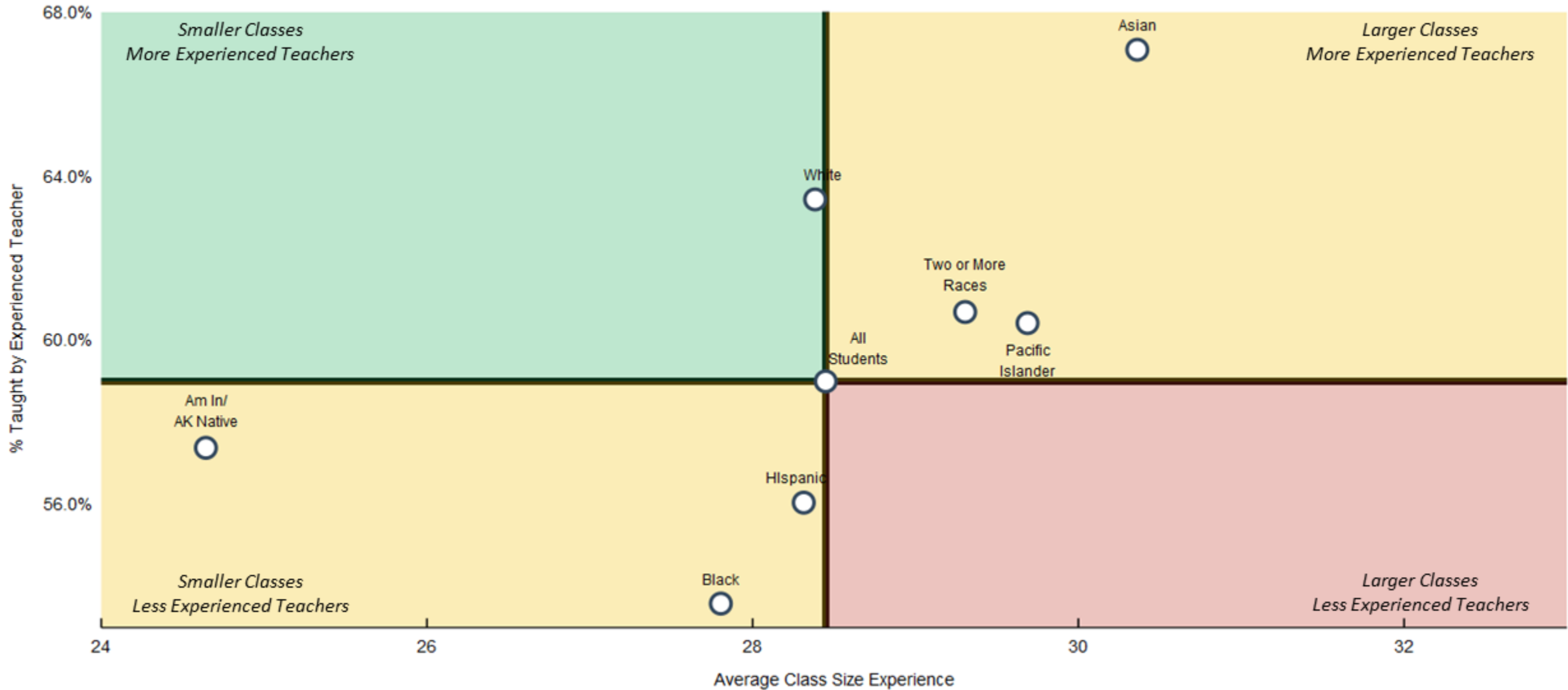
Secondary Core Subject Classroom Experience 2019-2020



Source: Infinite Campus. Experienced teacher defined as three years teaching in the subject and the school. Analysis based on students enrolled on October 1, 2019 and enrolled in the school for a total of at least one week. Section enrollments of 70 or greater excluded from secondary analysis. Core subject areas include: Mathematics, English, Science, and History.

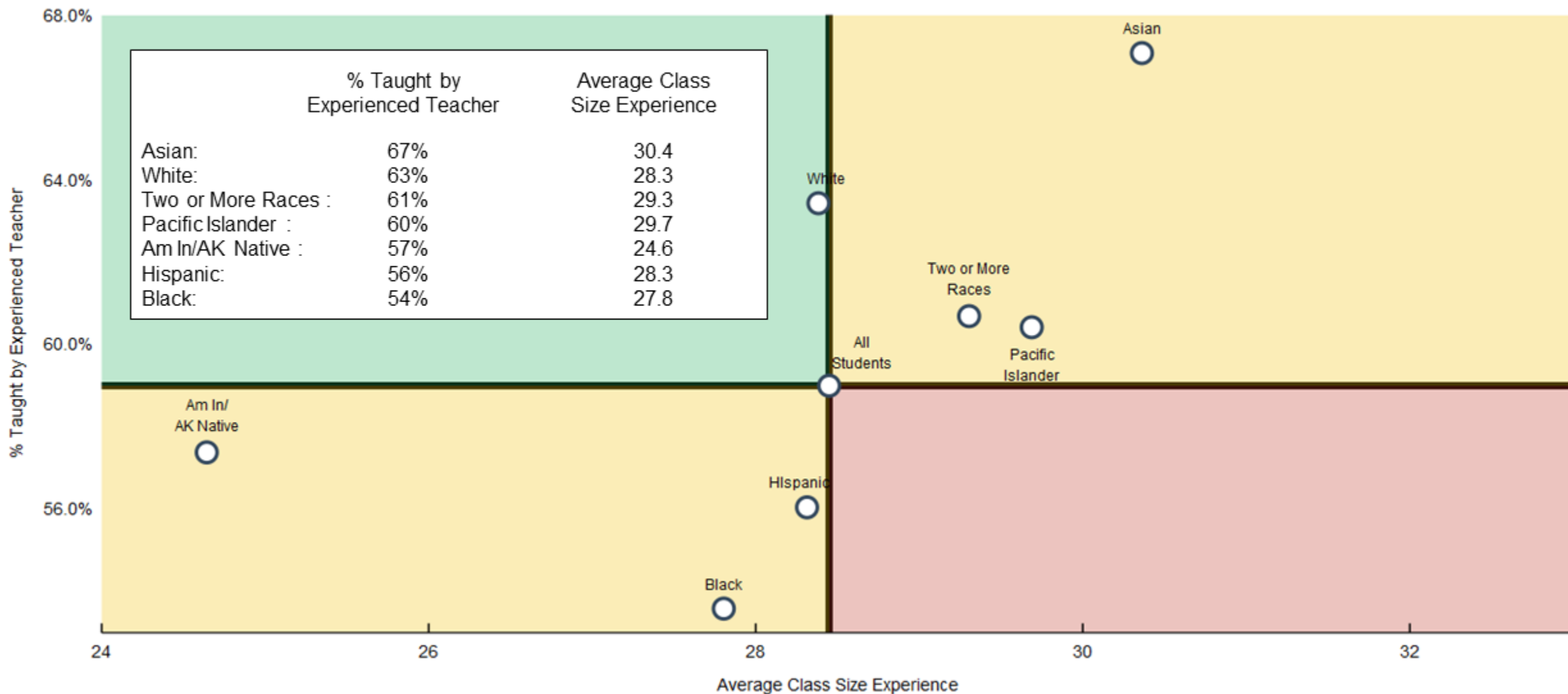
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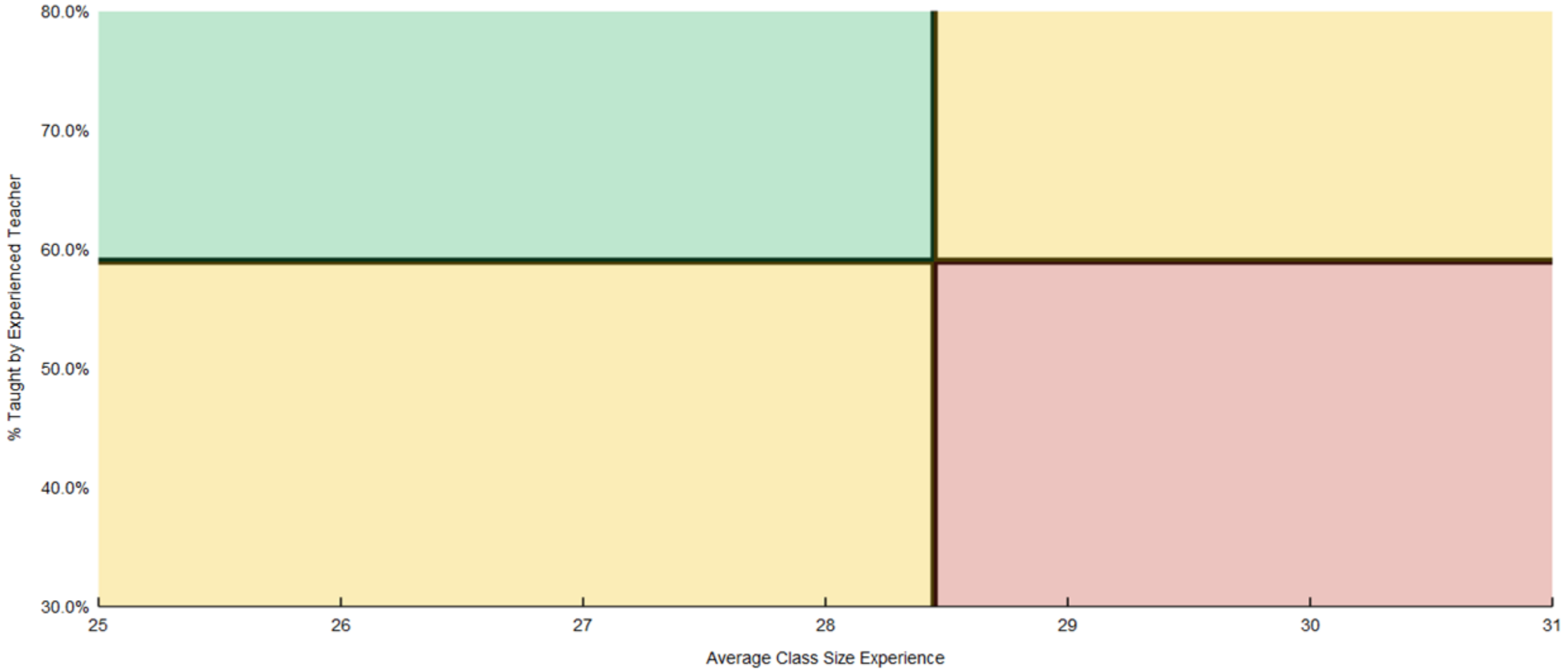
Strategic Questions

Is access to experienced teachers associated with disparate student outcomes?

To investigate this question, we will explore class experiences by Nevada School Performance Framework star ratings.

Secondary Core Subject Classroom Experience

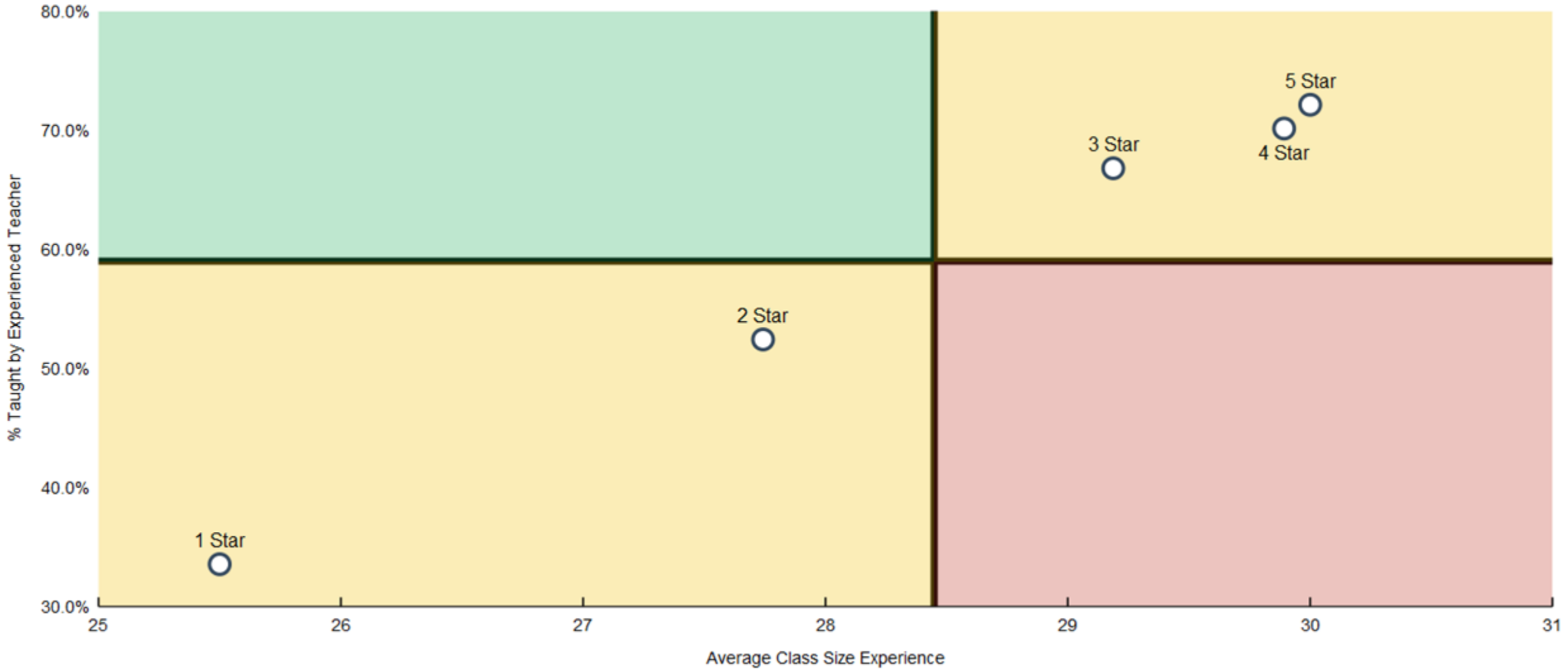
By NSPF Star Rating



Star Rating based on 2018-2019 school year. Limited to schools with only one star rating (i.e. not spanning multiple levels).
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Secondary Core Subject Classroom Experience

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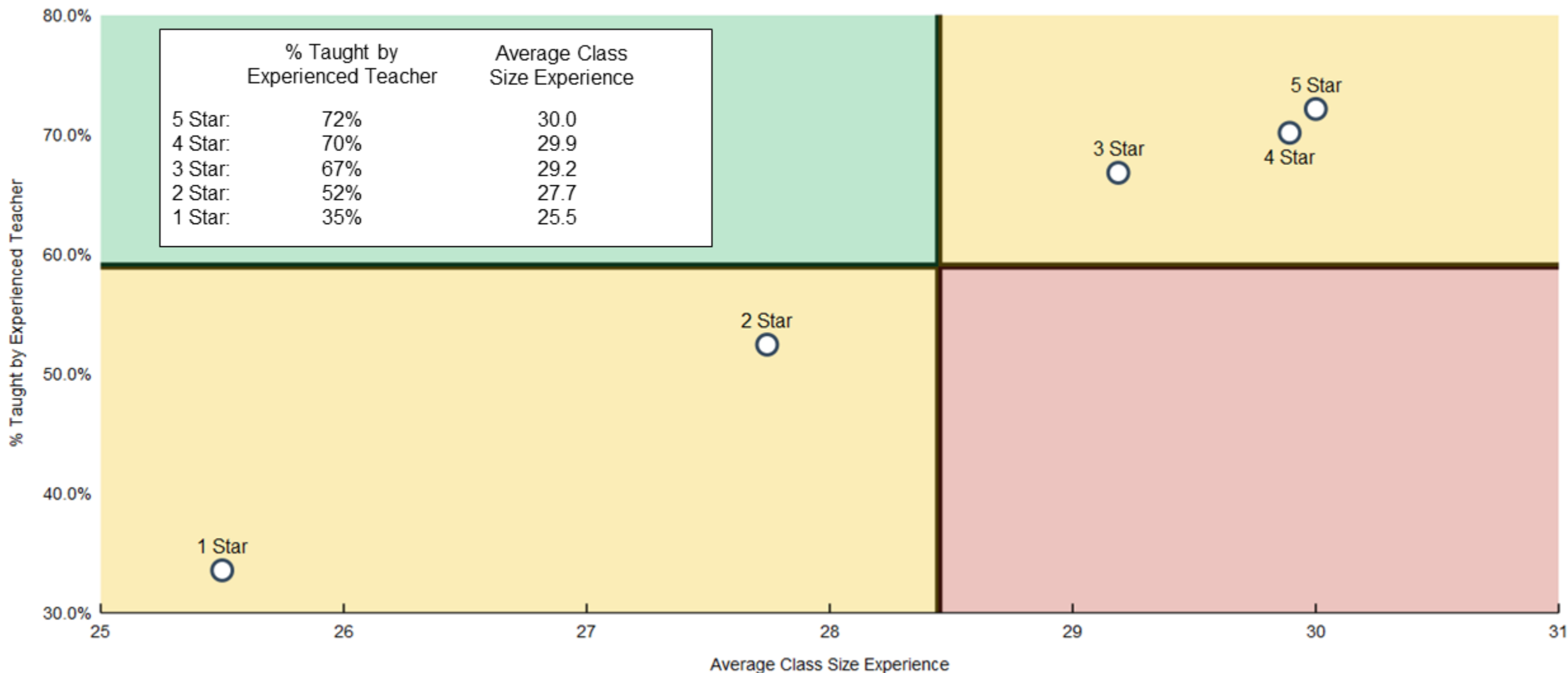
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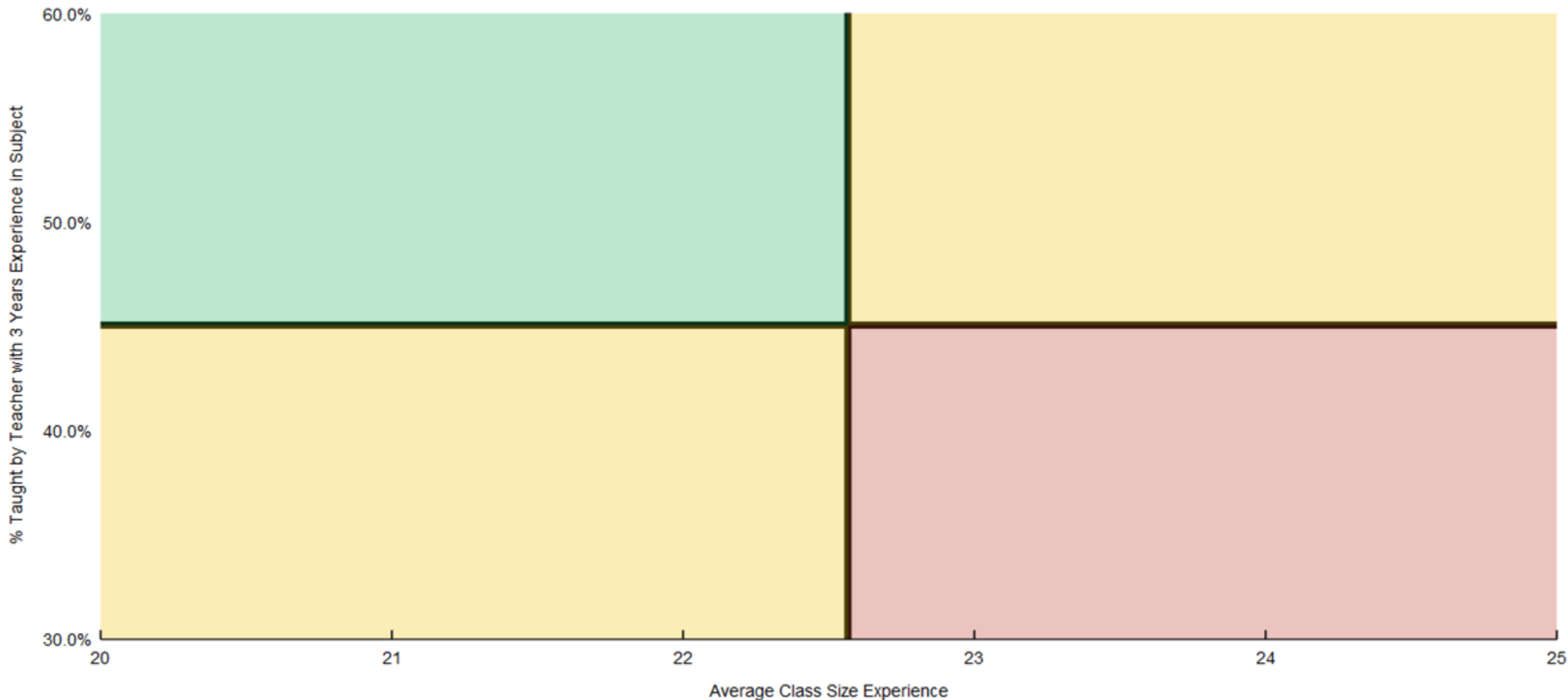
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Elementary Classroom Experience

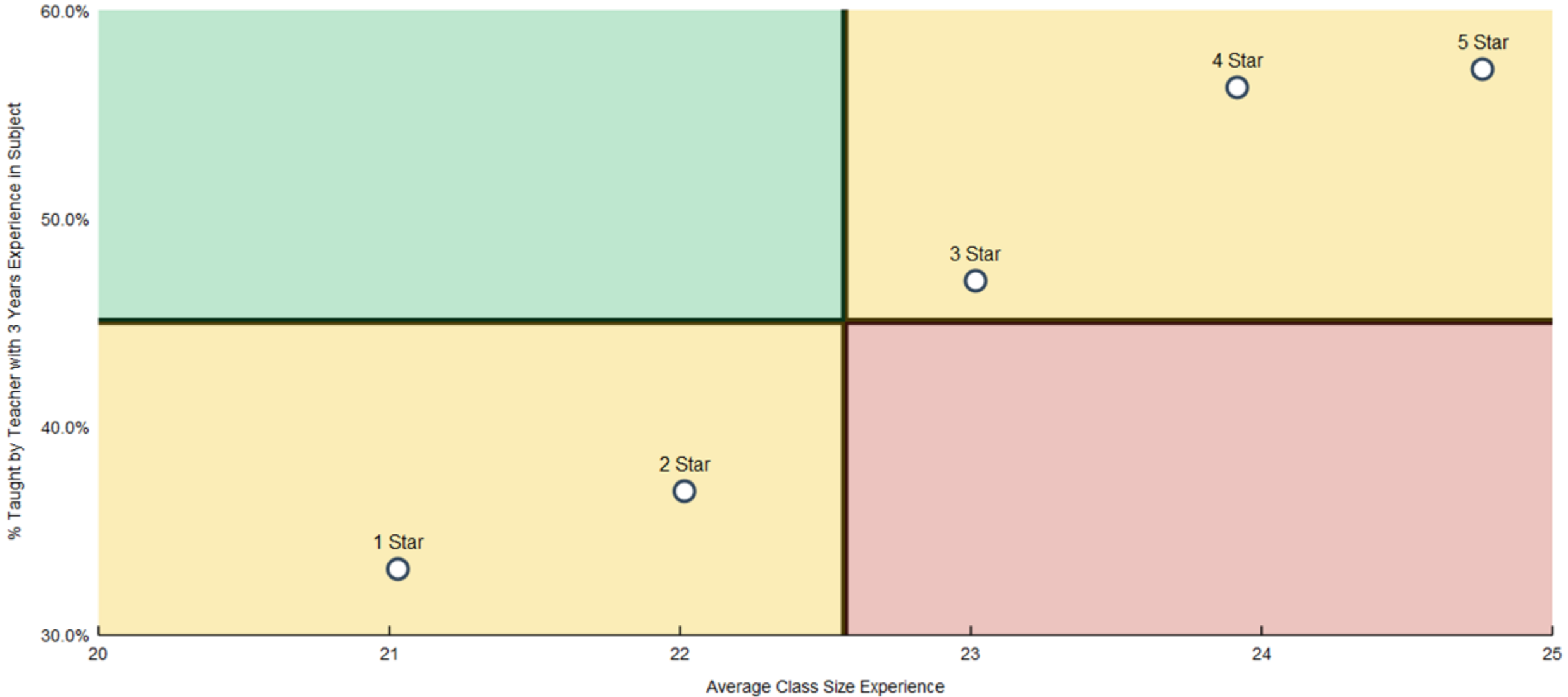
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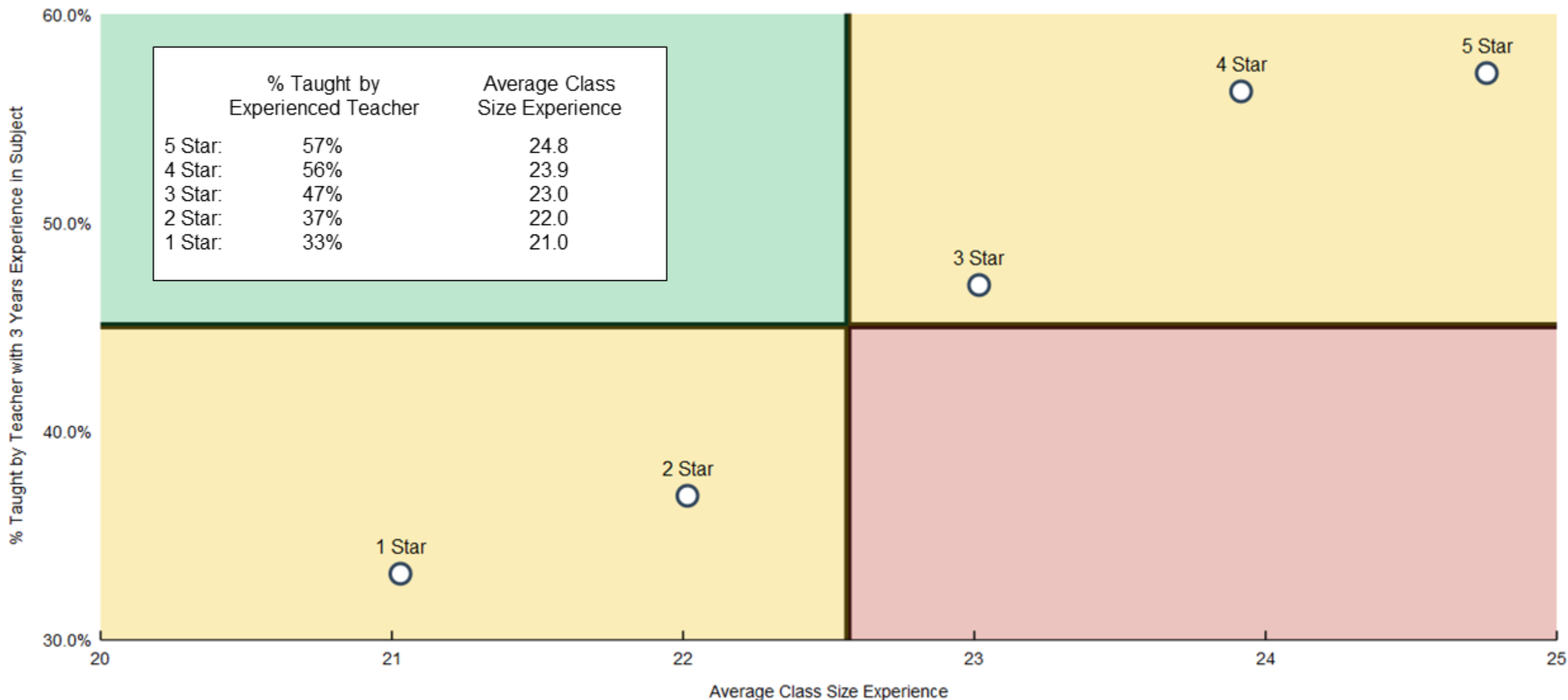
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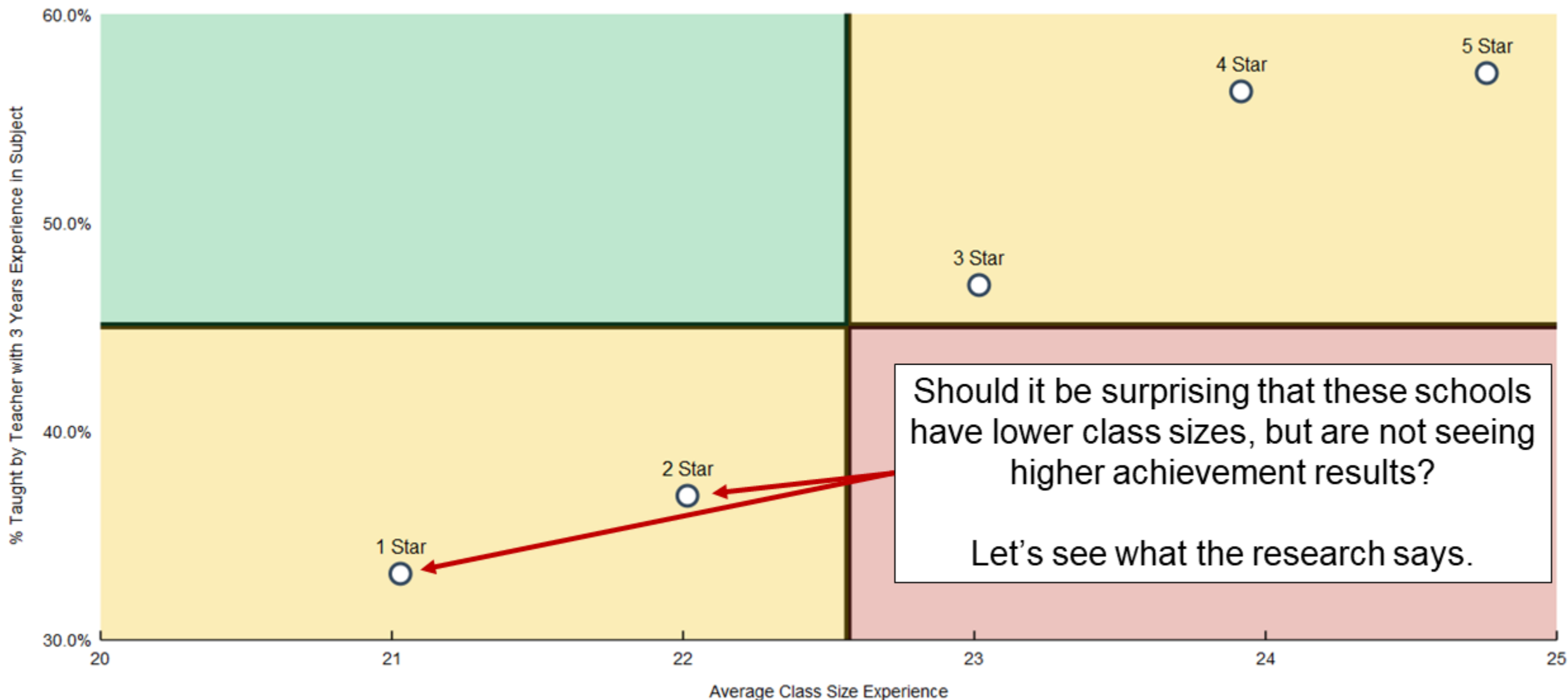
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Class Size: What Research Says and What it Means for State Policy

The most influential and credible study of CSR is the Student Teacher Achievement Ratio, or STAR, study which was conducted in Tennessee during the late 1980s.

*In this study, students and teachers were randomly assigned to a **small class, with an average of 15 students,** or a **regular class, with an average of 22 students.***

This large reduction in class size (7 students, or 32 percent) was found to increase student achievement by an amount equivalent to about 3 additional months of schooling four years later.

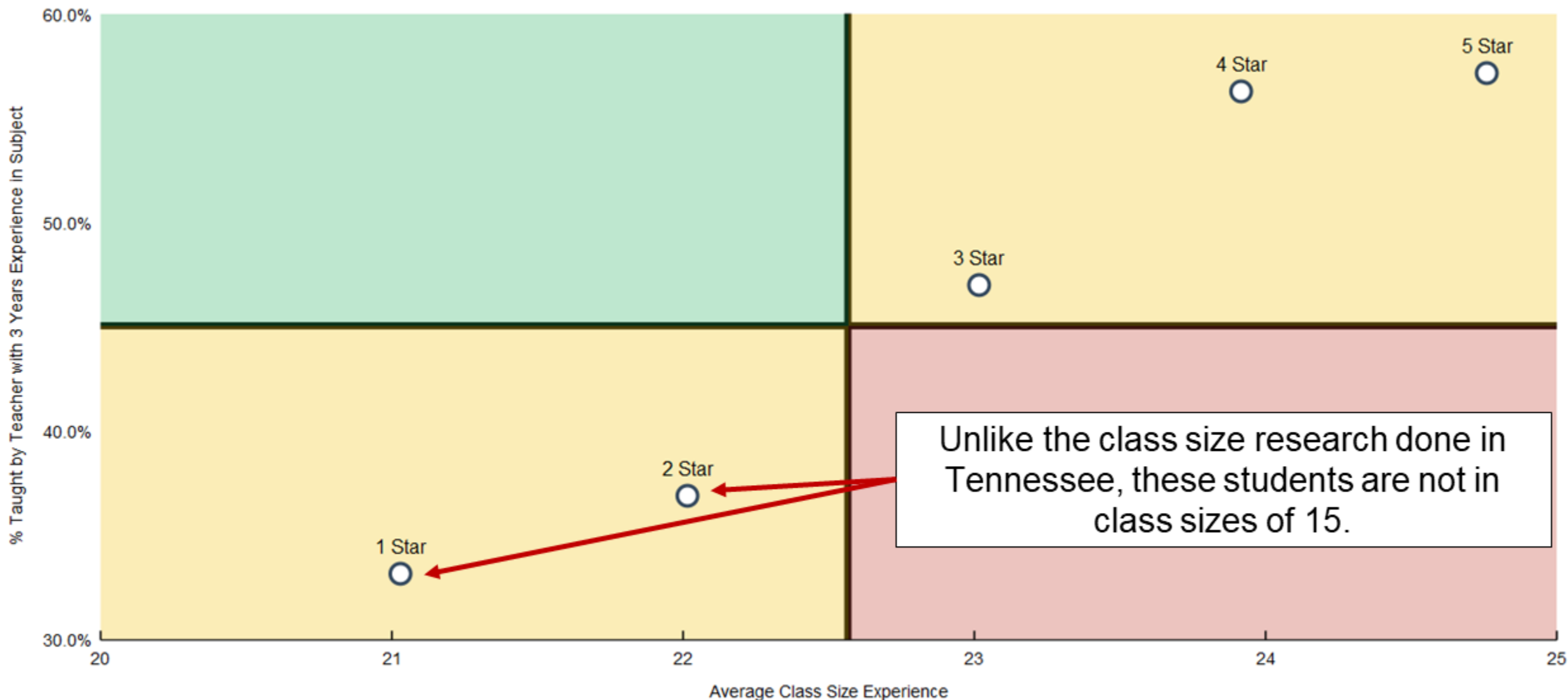
Class Size: What Research Says and What it Means for State Policy

*But it appears that **very large class-size reductions**, on the order of magnitude of **7-10 fewer students per class**, can have significant long-term effects on student achievement and other meaningful outcomes.*

These effects seem to be largest when introduced in the earliest grades, and for students from less advantaged family backgrounds.

Elementary Classroom Experience

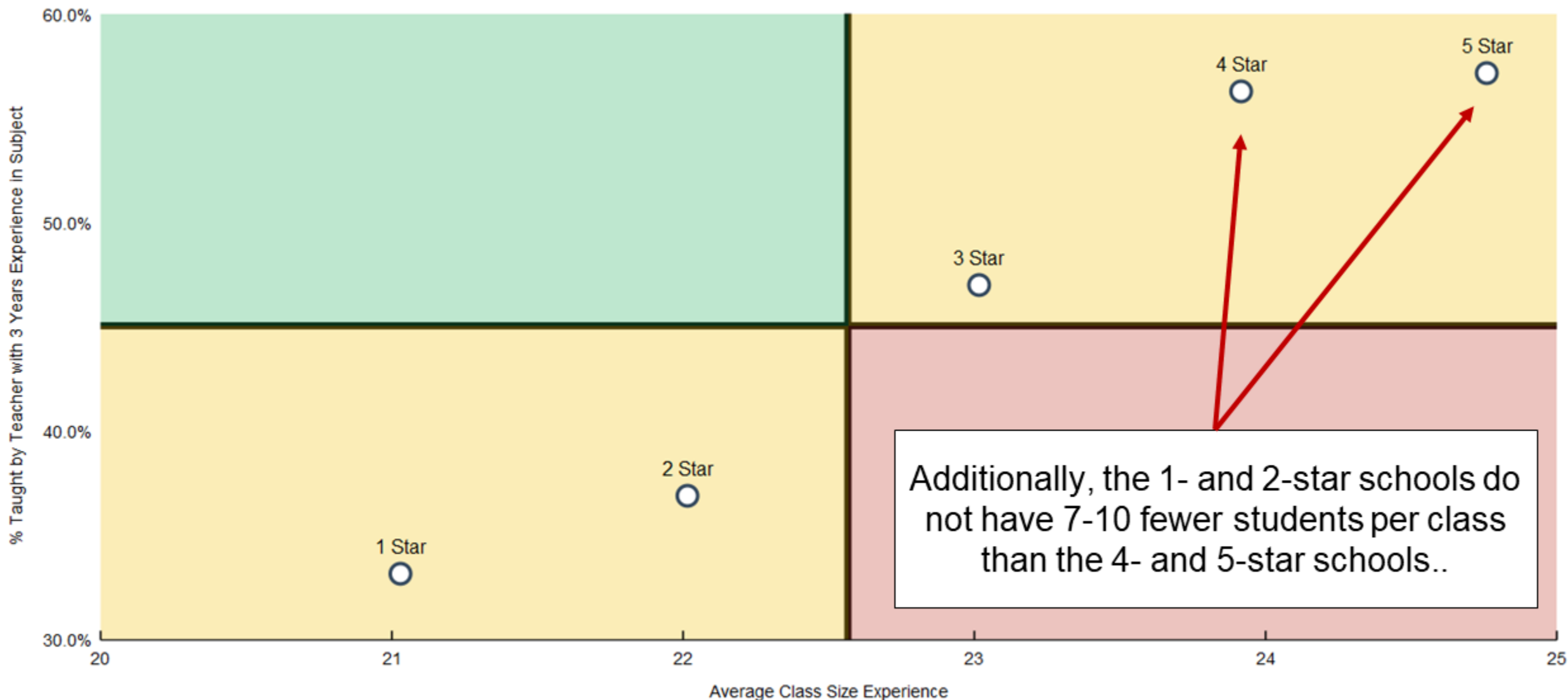
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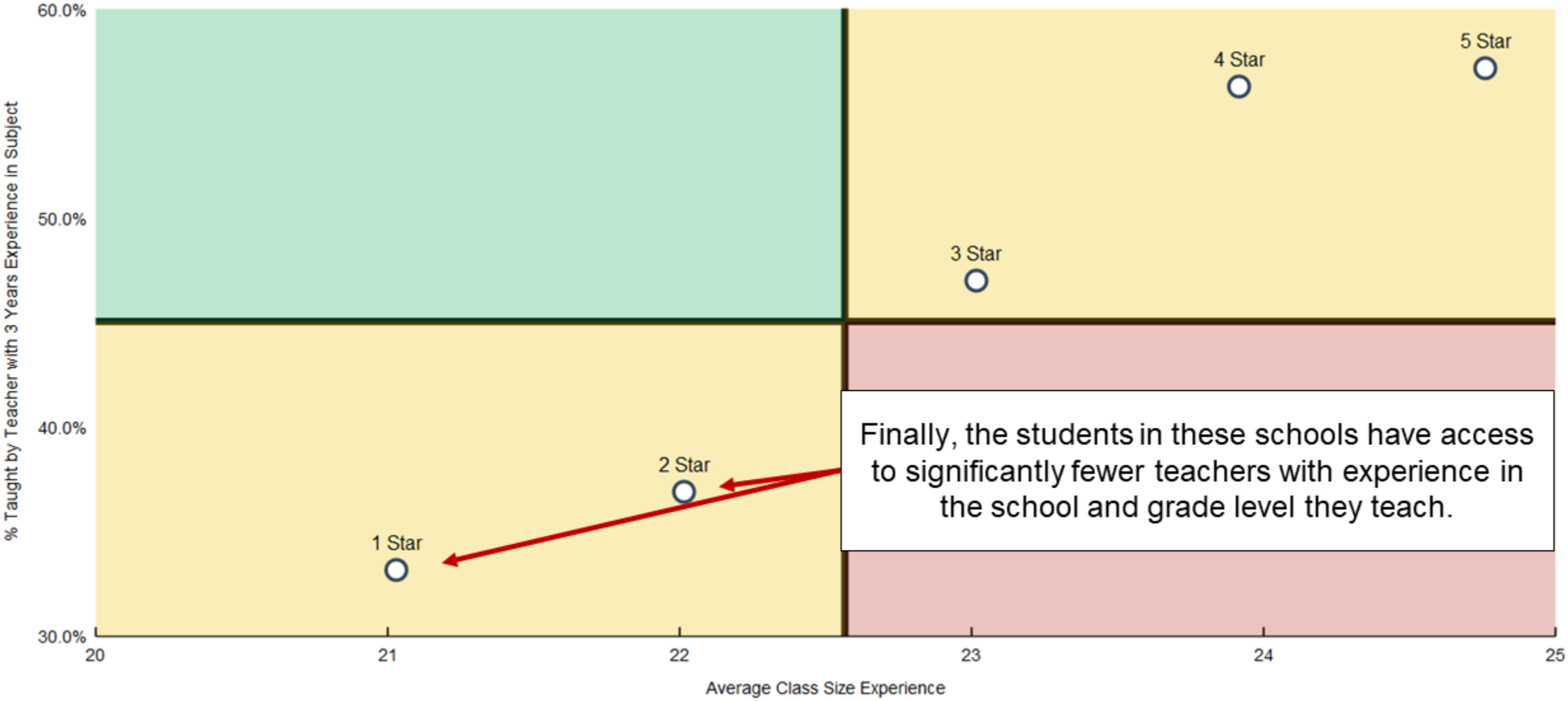
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Equity & Access

- Black and Hispanic students have significantly less access to experienced teachers compared to their Asian and Caucasian peers.
- Students in 1- and 2-star schools have significantly lower access to experienced teachers.
- Despite slightly smaller class sizes experienced by students in 1- and 2-star schools, research says the class size difference is not large enough to improve student outcomes.

What obstacles do we face?

- ***Educator preparation pipeline***
- *Staffing ratios*
- *Teacher retention and attrition*
- *Teacher morale*

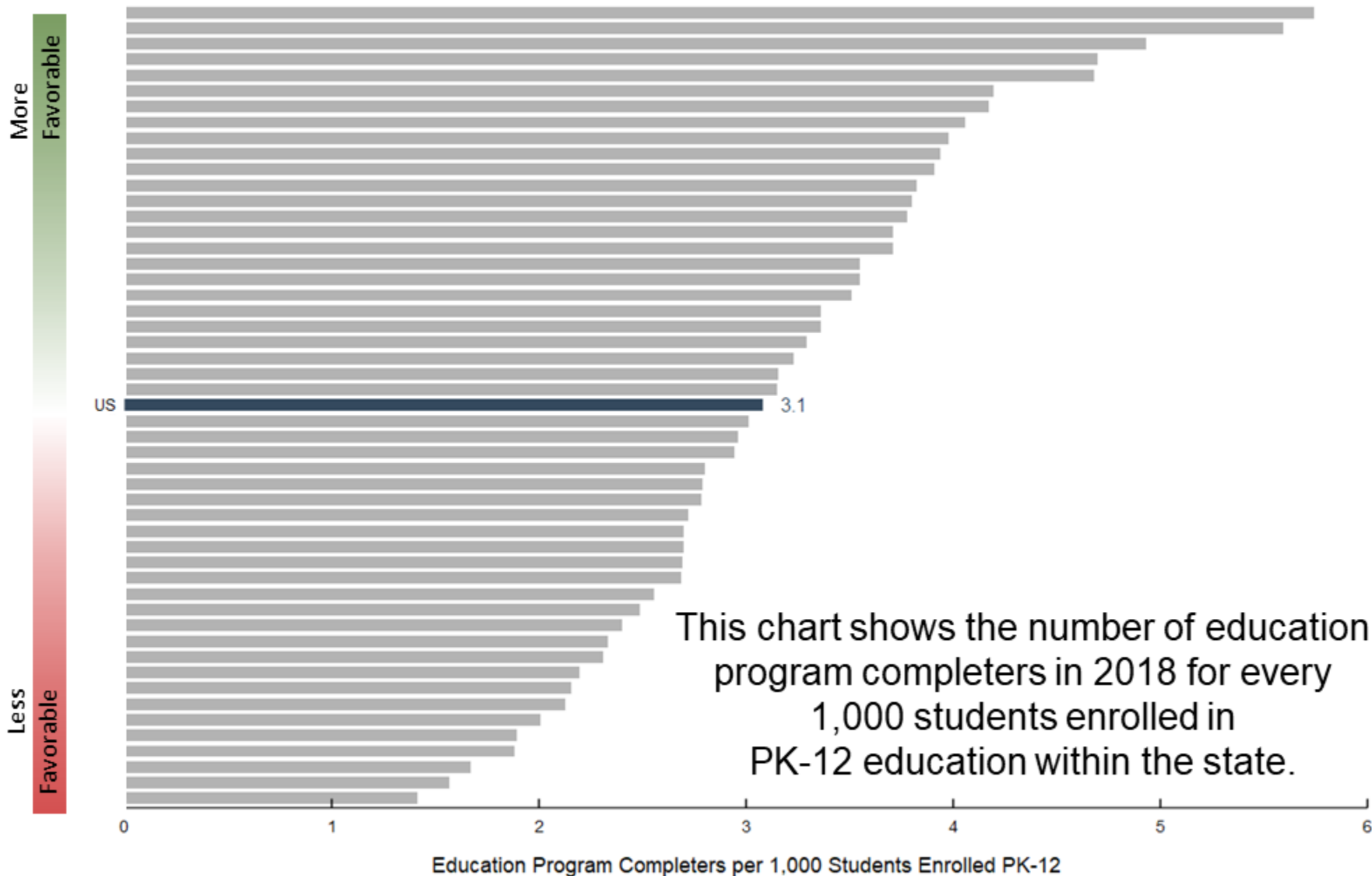
Educator Preparation Pipeline Review

To review the educator pipeline, we will look at how many people are completing education preparation programs in each state. These are programs people complete so they can become licensed to teach.

In order to make an apples-to-apples comparison across states we will convert the number of completers to a ratio based on the number of PK-12 students the state serves.

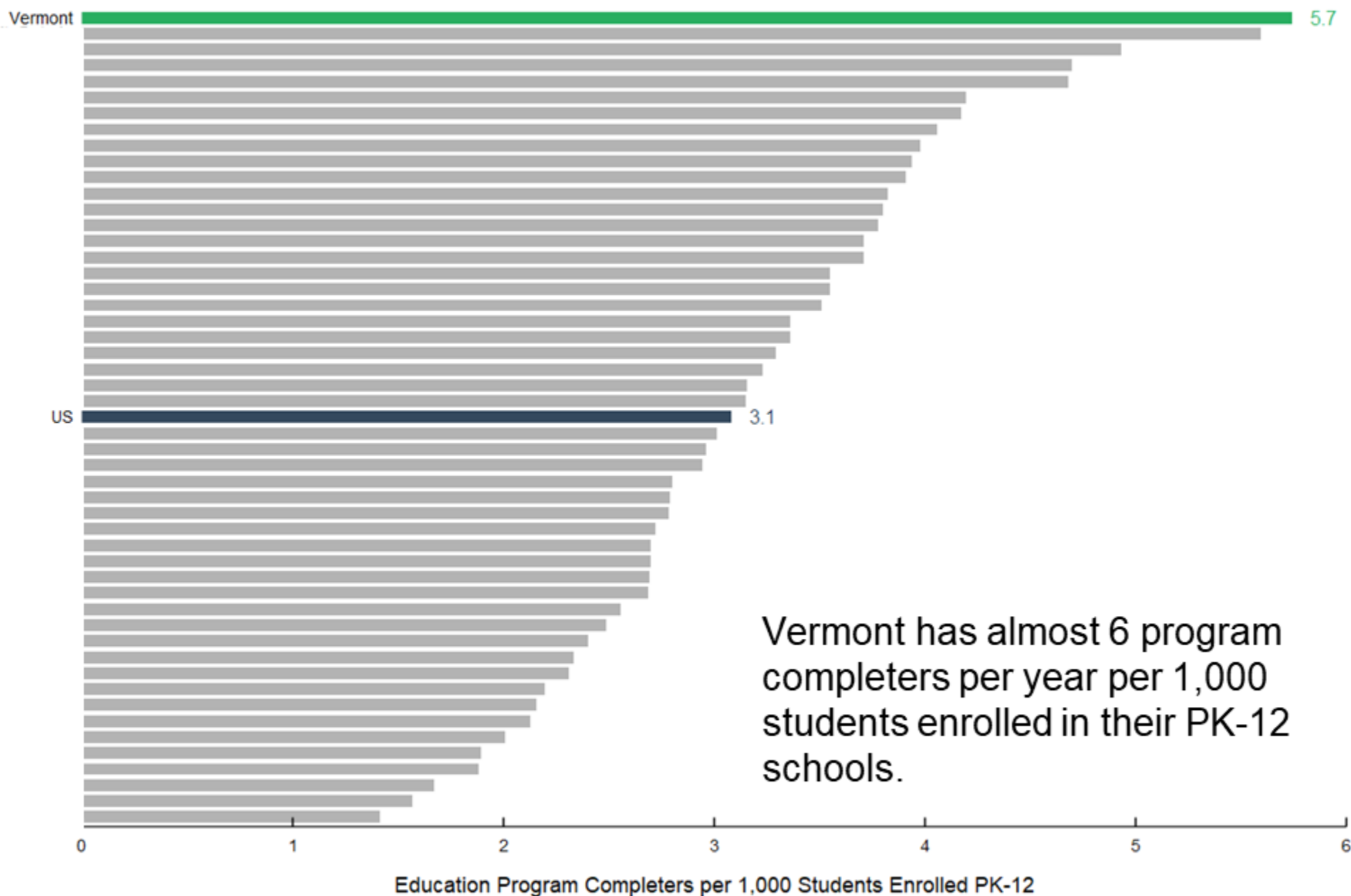
Educator Pipeline

What Does Education Program Completion Look Like By State?



Educator Pipeline

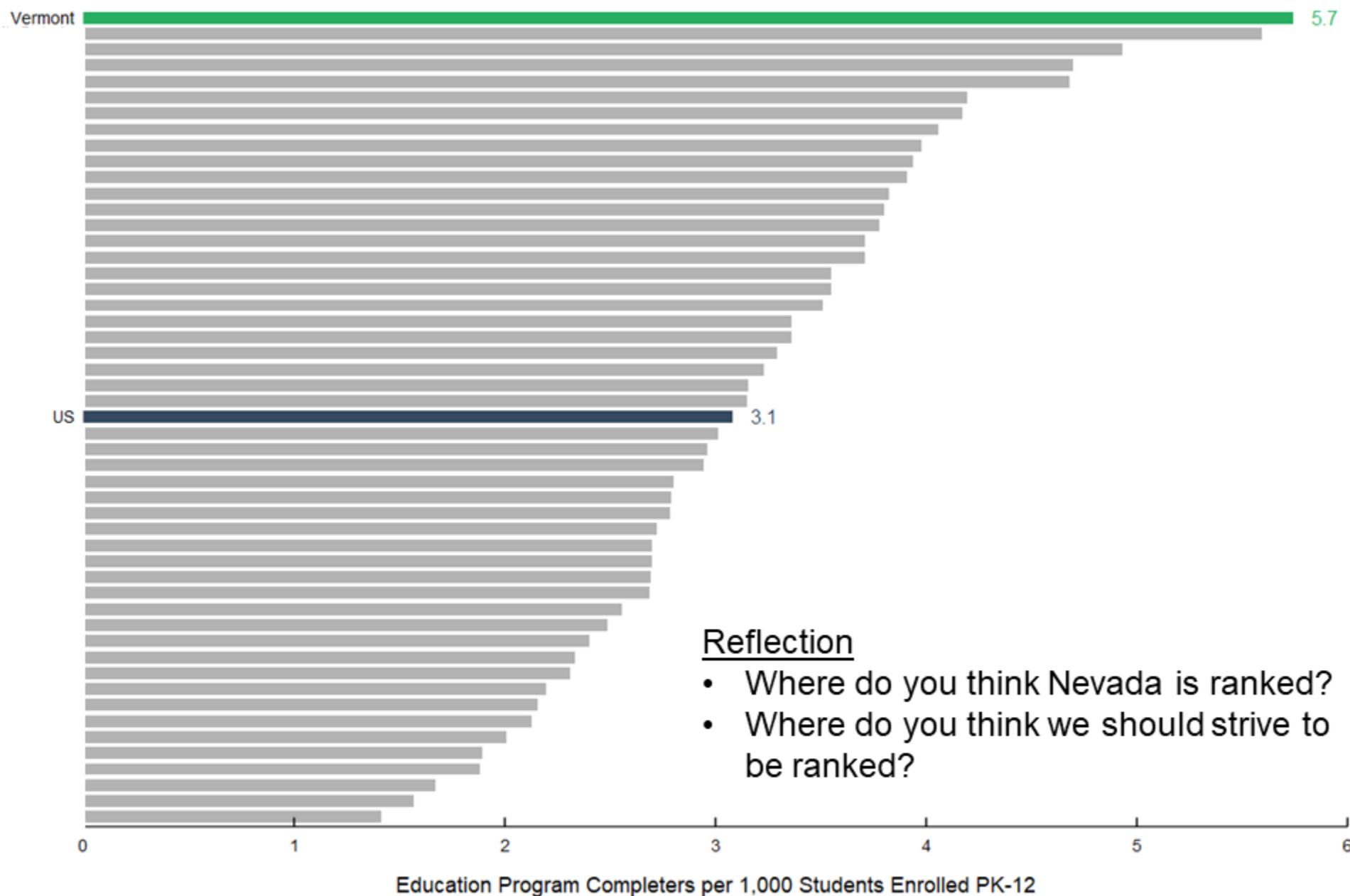
What Does Education Program Completion Look Like By State?



Vermont has almost 6 program completers per year per 1,000 students enrolled in their PK-12 schools.

Educator Pipeline

What Does Education Program Completion Look Like By State?

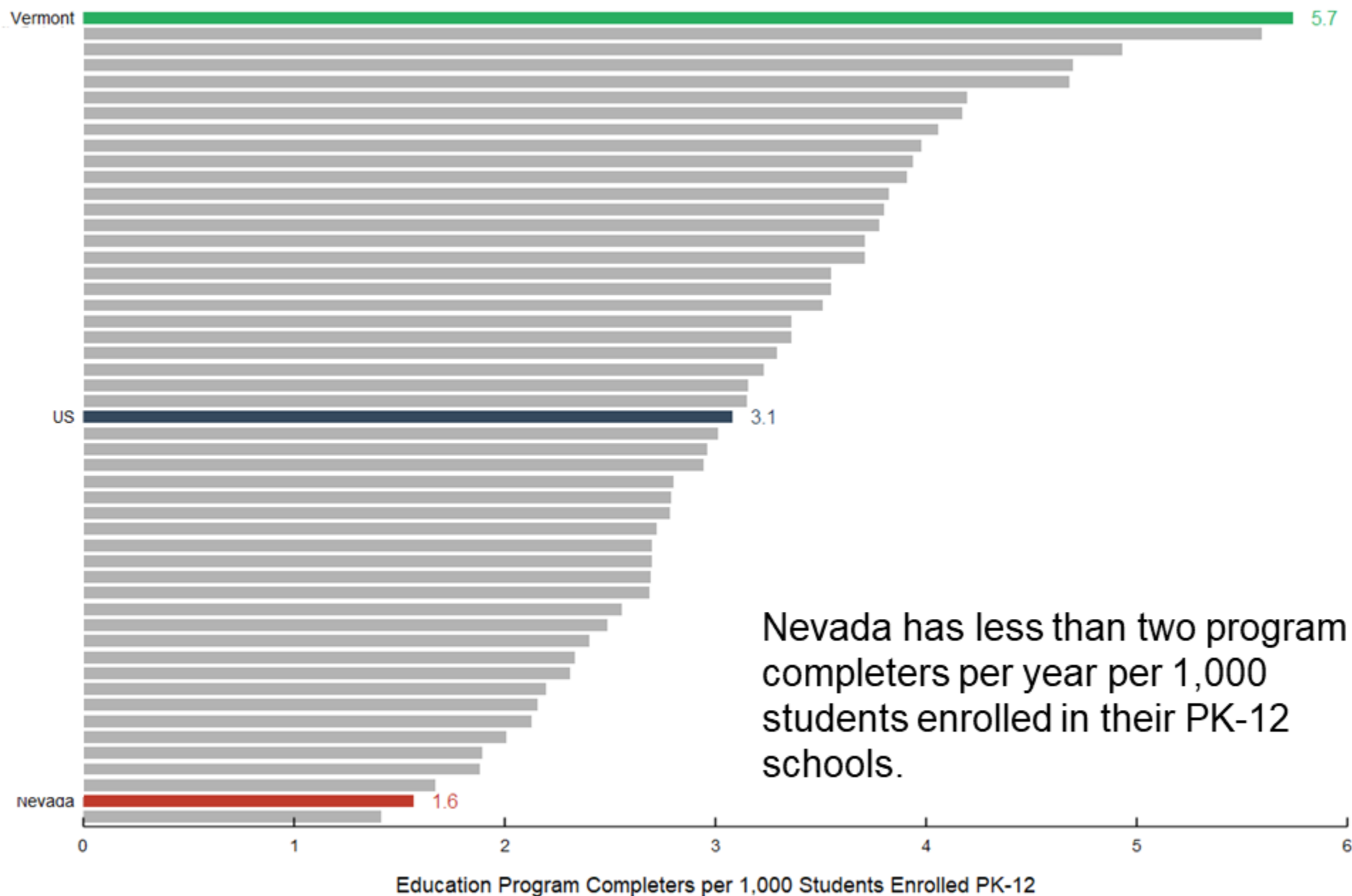


Reflection

- Where do you think Nevada is ranked?
- Where do you think we should strive to be ranked?

Educator Pipeline

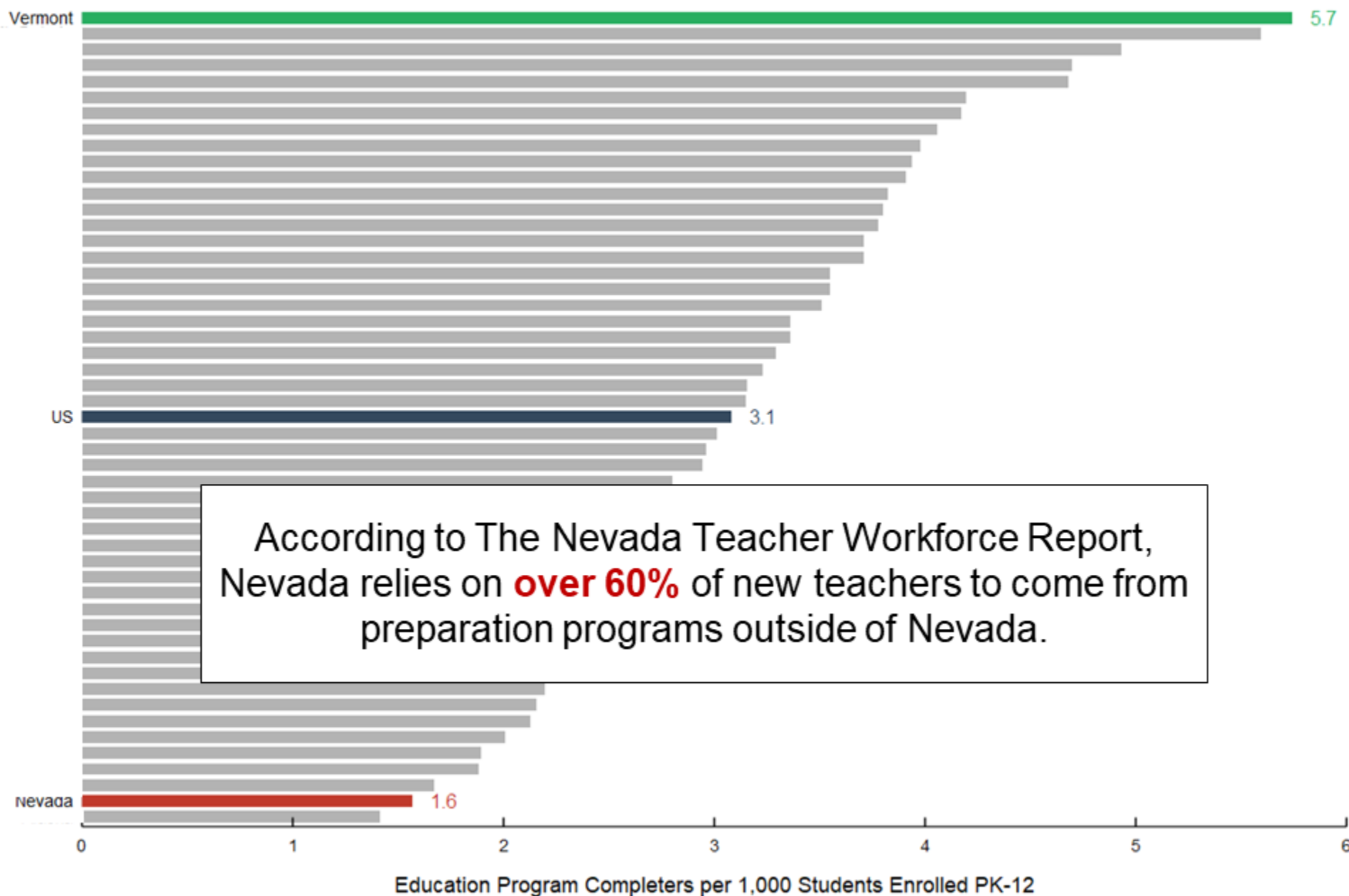
What Does Education Program Completion Look Like By State?



Nevada has less than two program completers per year per 1,000 students enrolled in their PK-12 schools.

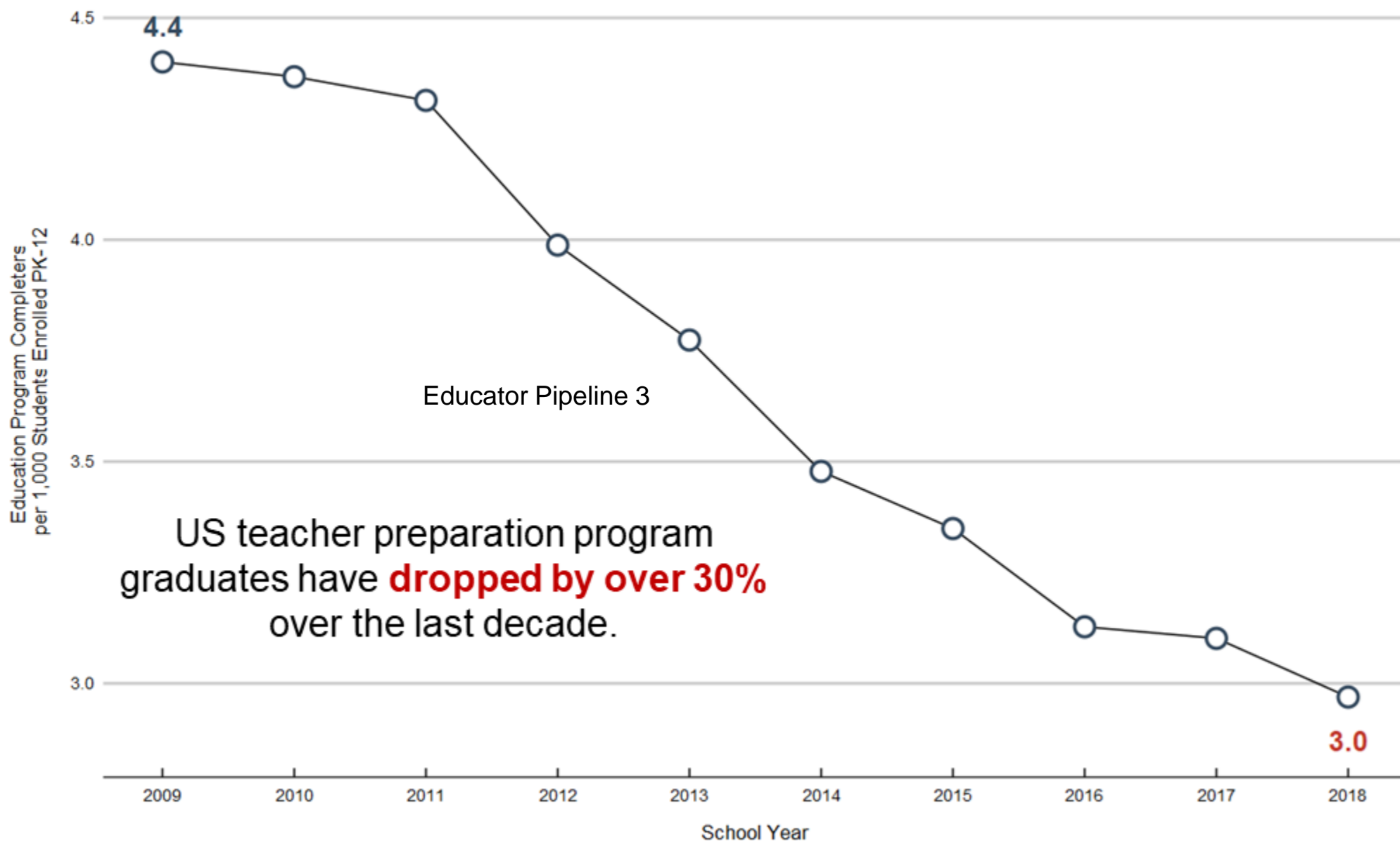
Educator Pipeline

What Does Education Program Completion Look Like By State?



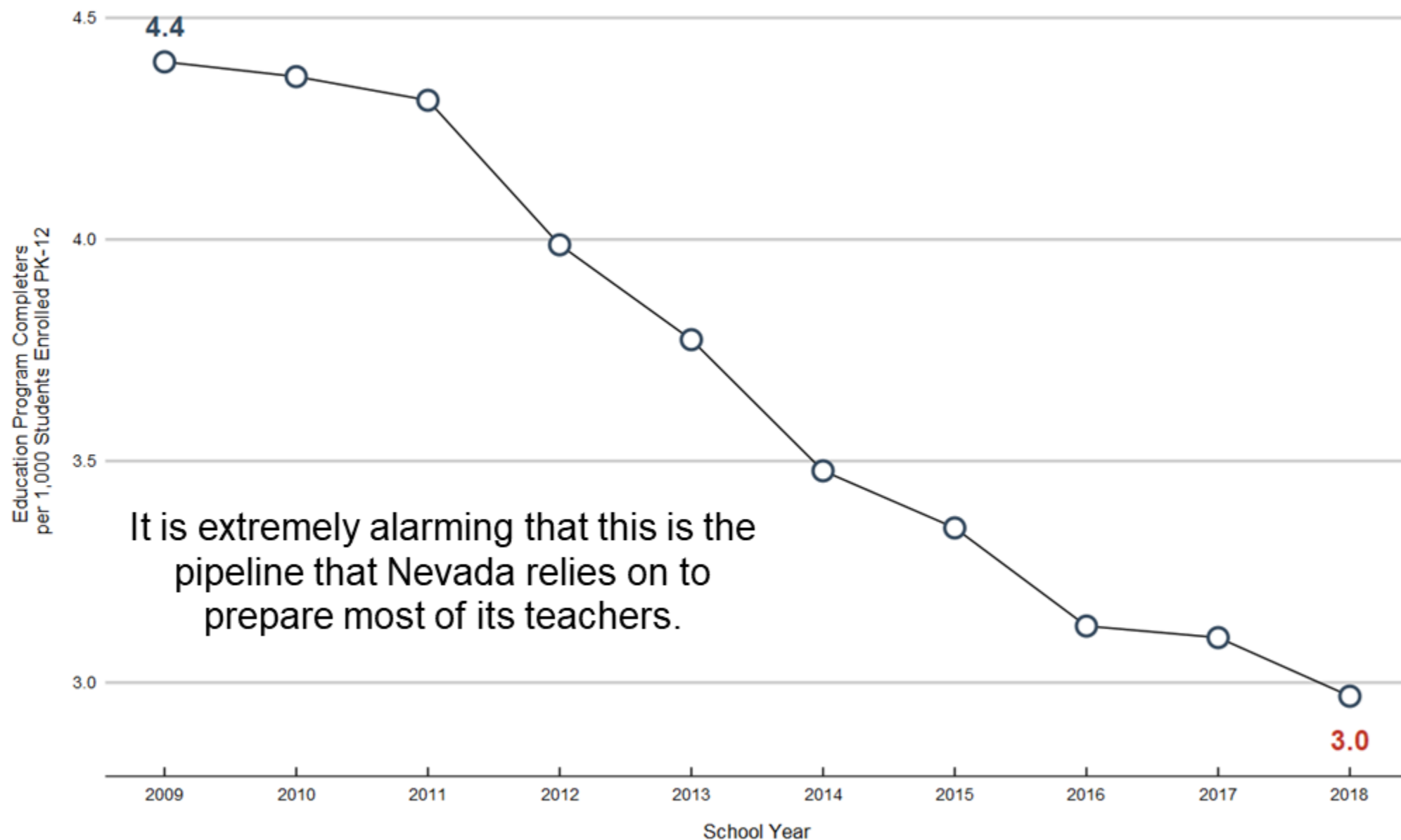
Educator Pipeline

What Has Education Program Completion Looked Like in the US Over Time?



Educator Pipeline

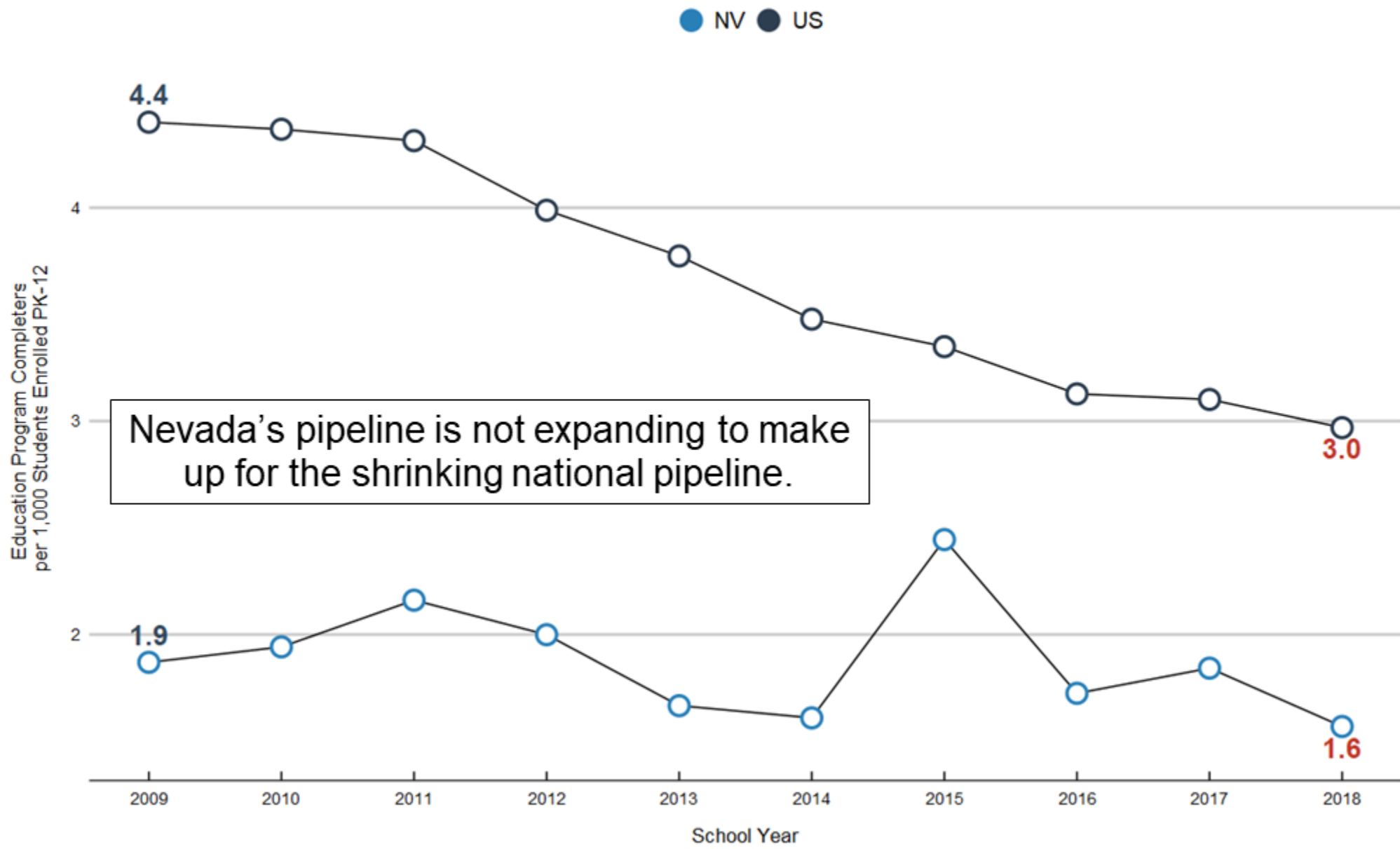
What Has Education Program Completion Looked Like in the US Over Time?



It is extremely alarming that this is the pipeline that Nevada relies on to prepare most of its teachers.

Conclusion

What Has Education Program Completion Looked Like in Nevada and the US Over Time?



Nevada's pipeline is not expanding to make up for the shrinking national pipeline.

Educator Pipeline

- Nevada's teacher pipeline significantly lags national averages.
- Nevada relies on out-of-state teacher prep programs for over 60% of new teacher licenses.
- The national pipeline is significantly and consistently shrinking over time.
- Nevada's pipeline is not expanding to make up for the shrinking national pipeline.

What obstacles do we face?

- *Educator preparation pipeline*
- **Staffing ratios**
- *Teacher retention and attrition*
- *Teacher morale*

Staffing Ratios Review

Licensed staff are made up of more than just classroom teachers.

Before reviewing staffing ratios, we need a way to organize and think about this information.

For this analysis, each licensed staff will be accounted for and placed into only one category, per year. These will be treated as mutually exclusive and collectively exhaustive categories to account for licensed staff.

Classification of Licensed Staff

1. Classroom Teacher

2. Administrator

These include central office administrators (e.g. Director of Assessment, Assistant Supt, etc.) and school administrators (e.g. Principal, Deans, etc.).

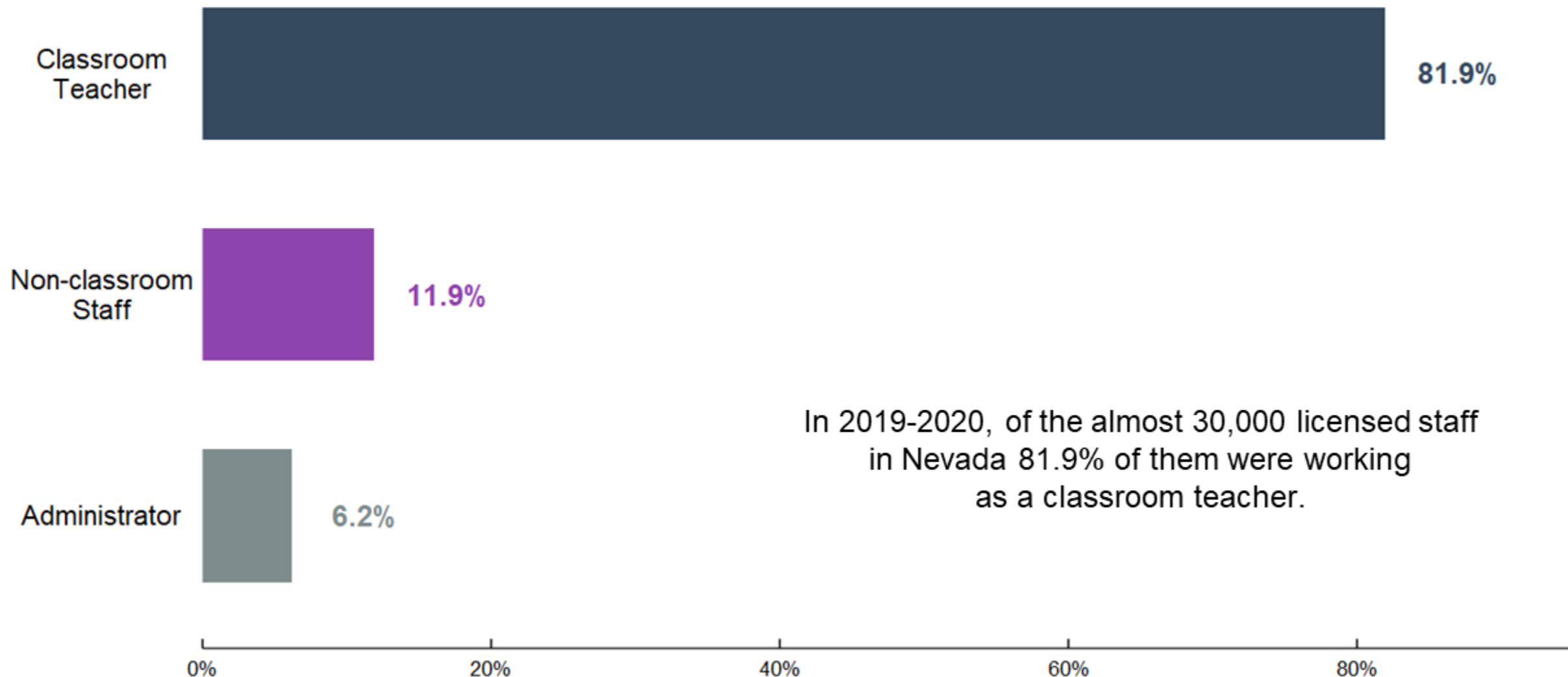
3. Non-classroom Staff

These include facilitators (e.g. Literacy specialists, Instructional Coaches, etc.) and counselors, nurses, librarians, etc.

What percent of licensed staff make up each classification?

1. Classroom Teacher
2. Administrator
3. Non-classroom Staff

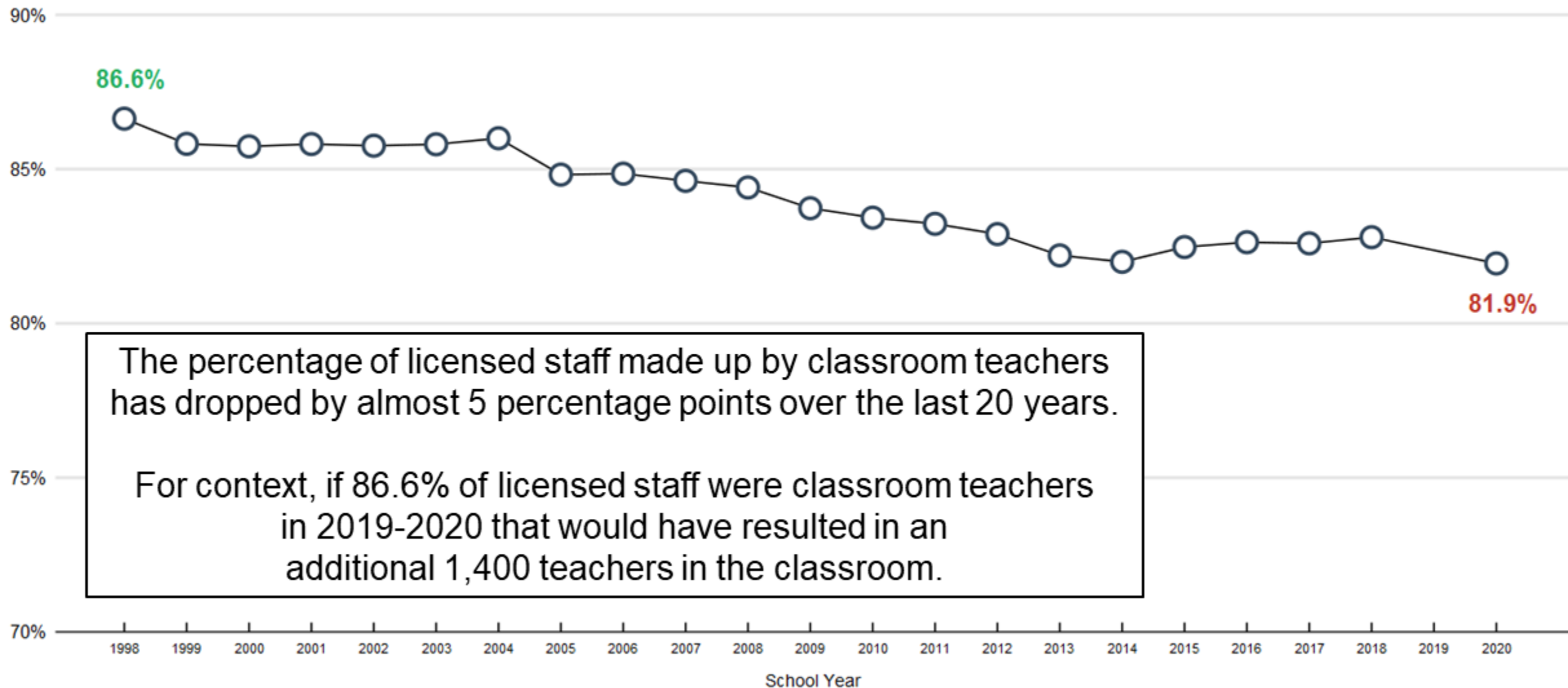
Classification of Licensed Staff in Nevada 2019-2020



In 2019-2020, of the almost 30,000 licensed staff in Nevada 81.9% of them were working as a classroom teacher.

Percent of Nevada's K-12 Licensed Staff Working as Classroom Teachers

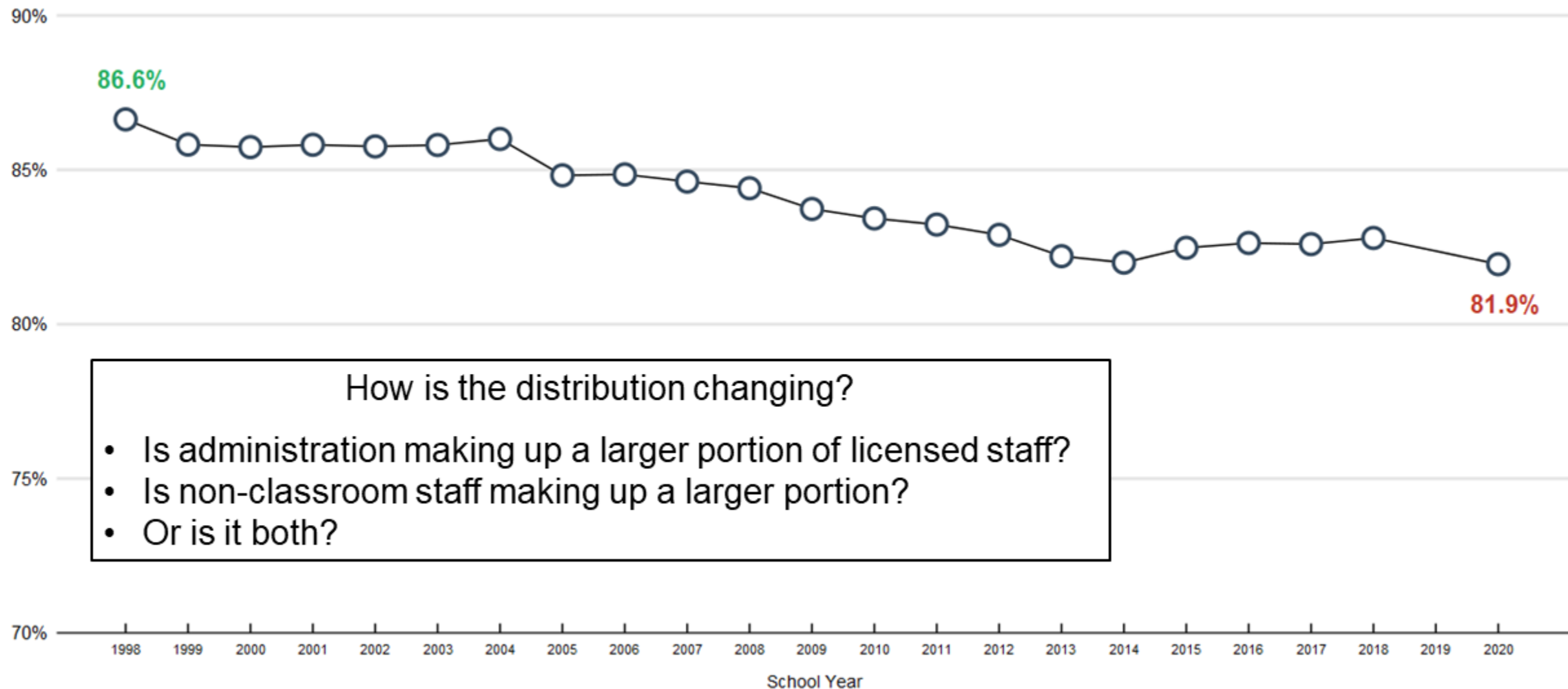
Remaining staff are either working outside of the classroom (e.g. literacy specialist) or in administration.



*2019 data removed due to missing data.
Source: Nevada Department of Education's OPAL system.

Percent of Nevada's K-12 Licensed Staff Working as Classroom Teachers

Remaining staff are either working outside of the classroom (e.g. literacy specialist) or in administration.

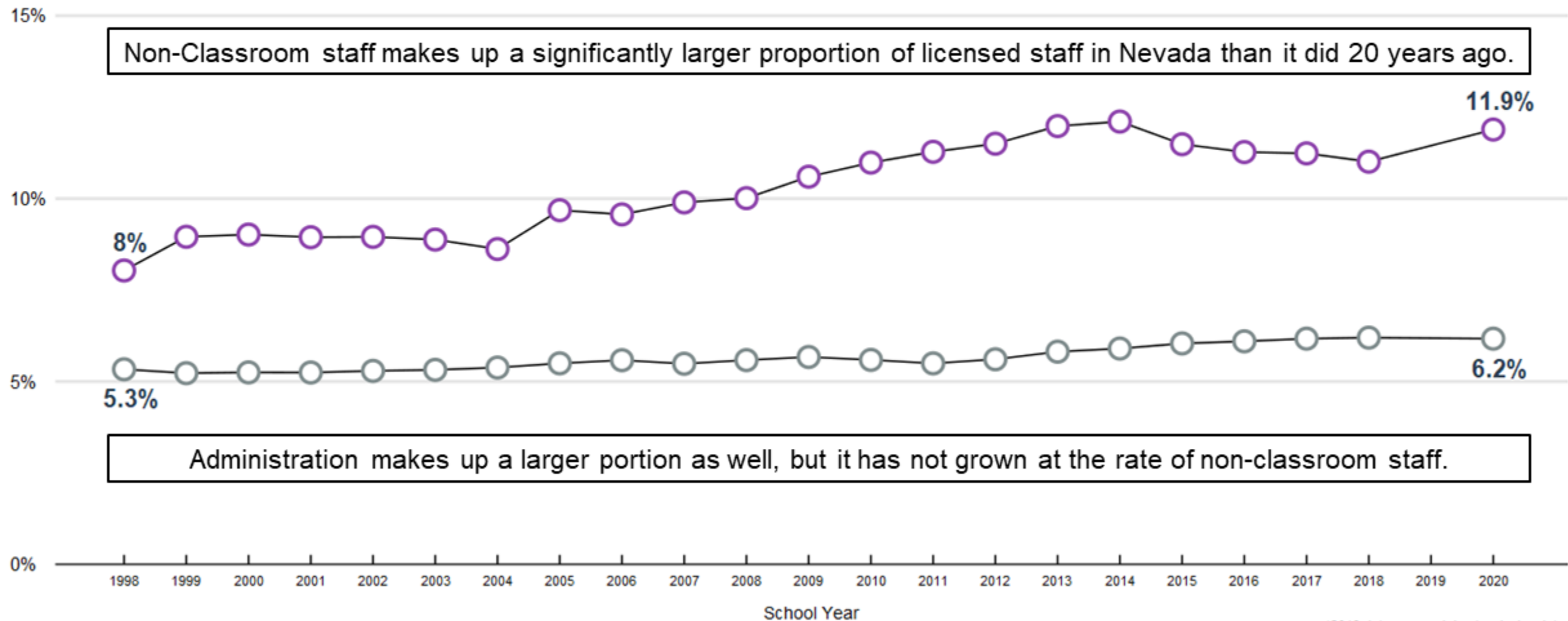


*2019 data removed due to missing data.
Source: Nevada Department of Education's OPAL system.

Percent of Nevada's K-12 Licensed Staff Working as Non-Classroom Staff or in Administration

Remaining staff are working as classroom teachers.

● Administration ● Non-Classroom Staff

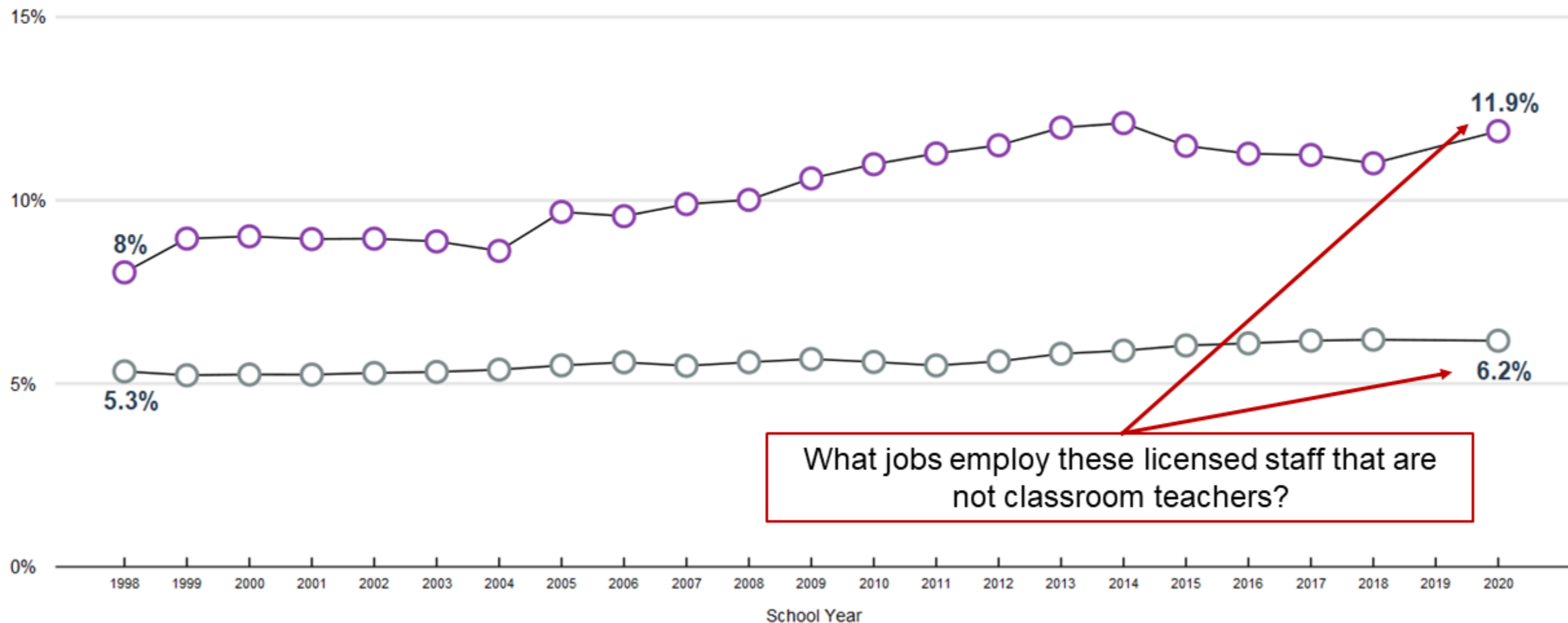


*2019 data removed due to missing data.
Source: Nevada Department of Education's OPAL system.

Percent of Nevada's K-12 Licensed Staff Working as Non-Classroom Staff or in Administration

Remaining staff are working as classroom teachers.

● Administration ● Non-Classroom Staff



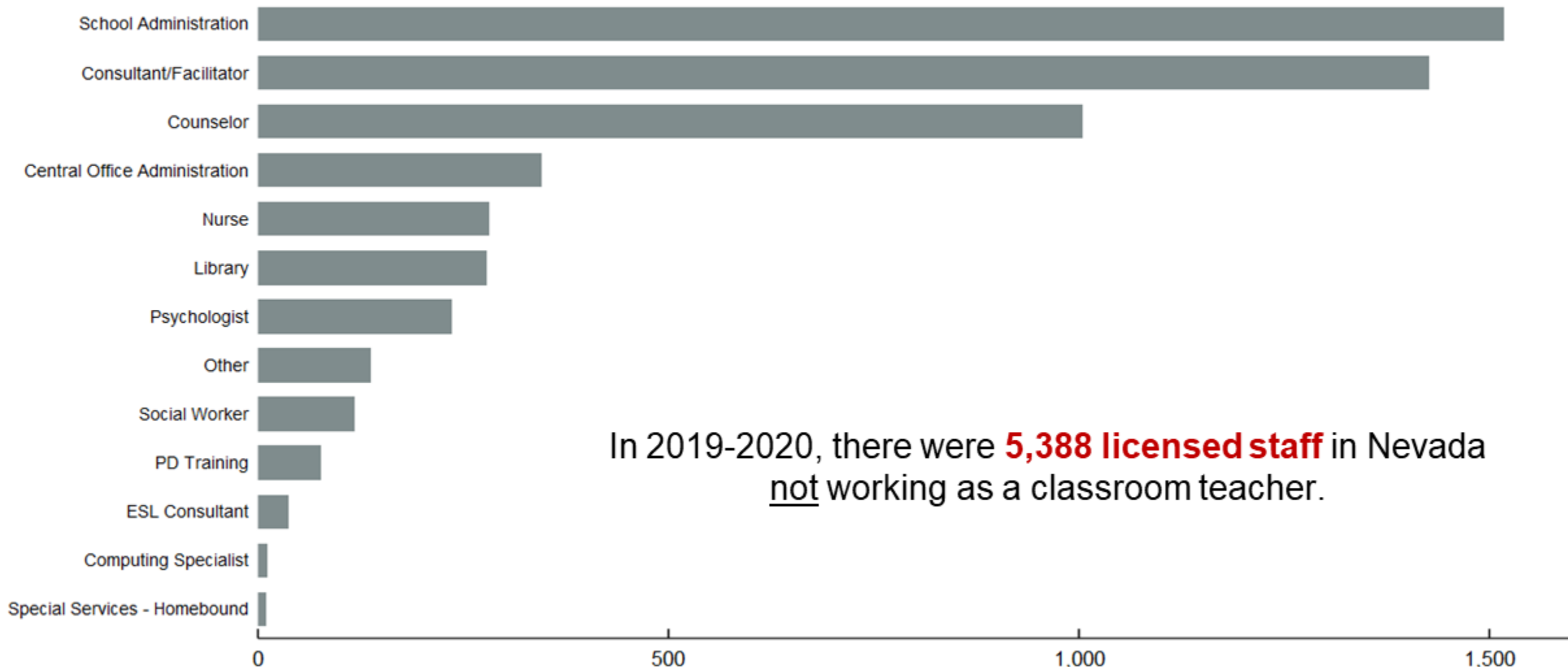
What jobs employ these licensed staff that are not classroom teachers?

*2019 data removed due to missing data.
Source: Nevada Department of Education's OPAL system.

Nevada Licensed Staff Not Working as a Classroom Teacher

2019-2020

■ Total Staff

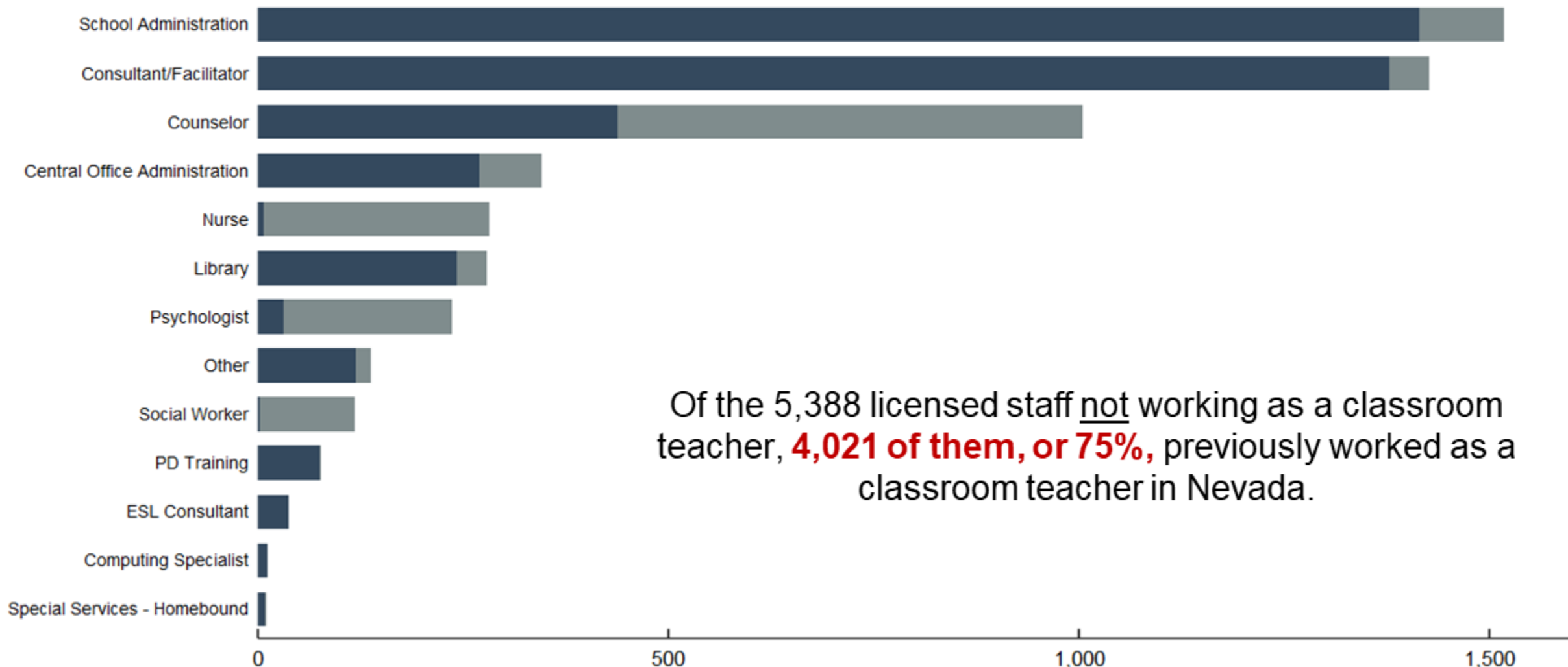


In 2019-2020, there were **5,388 licensed staff** in Nevada not working as a classroom teacher.

Source: Nevada Department of Education OPAL system.

Nevada Licensed Staff Not Working as a Classroom Teacher 2019-2020

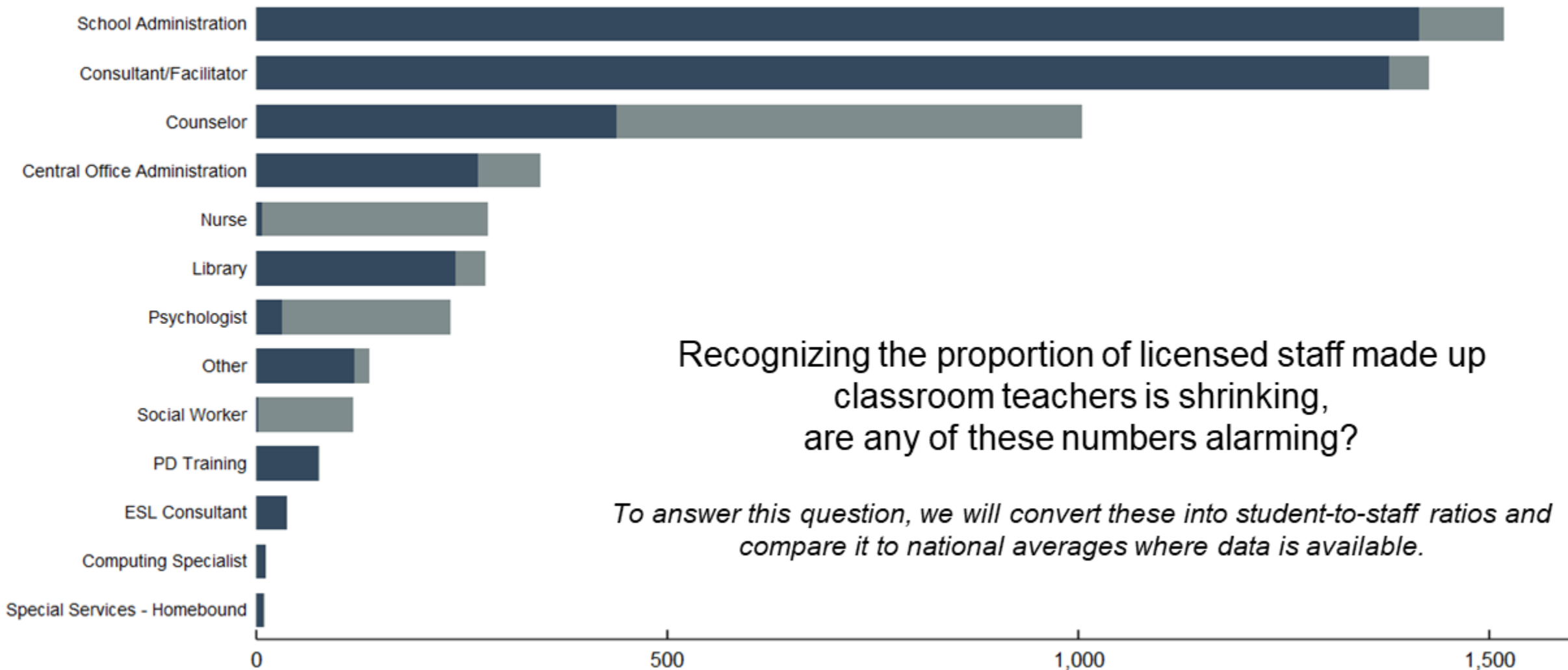
Previously Nevada Classroom Teacher Total Staff



Of the 5,388 licensed staff not working as a classroom teacher, **4,021 of them, or 75%**, previously worked as a classroom teacher in Nevada.

Nevada Licensed Staff Not Working as a Classroom Teacher 2019-2020

Previously Nevada Classroom Teacher
 Total Staff



Recognizing the proportion of licensed staff made up
 classroom teachers is shrinking,
 are any of these numbers alarming?

*To answer this question, we will convert these into student-to-staff ratios and
 compare it to national averages where data is available.*

Staffing Ratios

Nevada vs. US Licensed Staffing Ratios

	<u>US Staffing Ratios</u>	<u>Nevada Staffing Equivalent</u>	<u>Nevada Staffing Actual</u>
School Administration	262-to-1		
Counselor	430-to-1		
Central Administration	684-to-1		
Library Specialist	1208-to-1		

Staffing Ratios

Nevada vs. US Licensed Staffing Ratios

	<u>US Staffing Ratios</u>	<u>Nevada Staffing Equivalent</u>	<u>Nevada Staffing Actual</u>
School Administration	262-to-1	1,897	
Counselor	430-to-1	1,156	
Central Administration	684-to-1	727	
Library Specialist	1208-to-1	411	

Staffing Ratios

Nevada vs. US Licensed Staffing Ratios

	<u>US Staffing Ratios</u>	<u>Nevada Staffing Equivalent</u>	<u>Nevada Staffing Actual</u>
School Administration	262-to-1	1,897	1,518
Counselor	430-to-1	1,156	1,004
Central Administration	684-to-1	727	345
Library Specialist	1208-to-1	411	278

Staffing Ratios

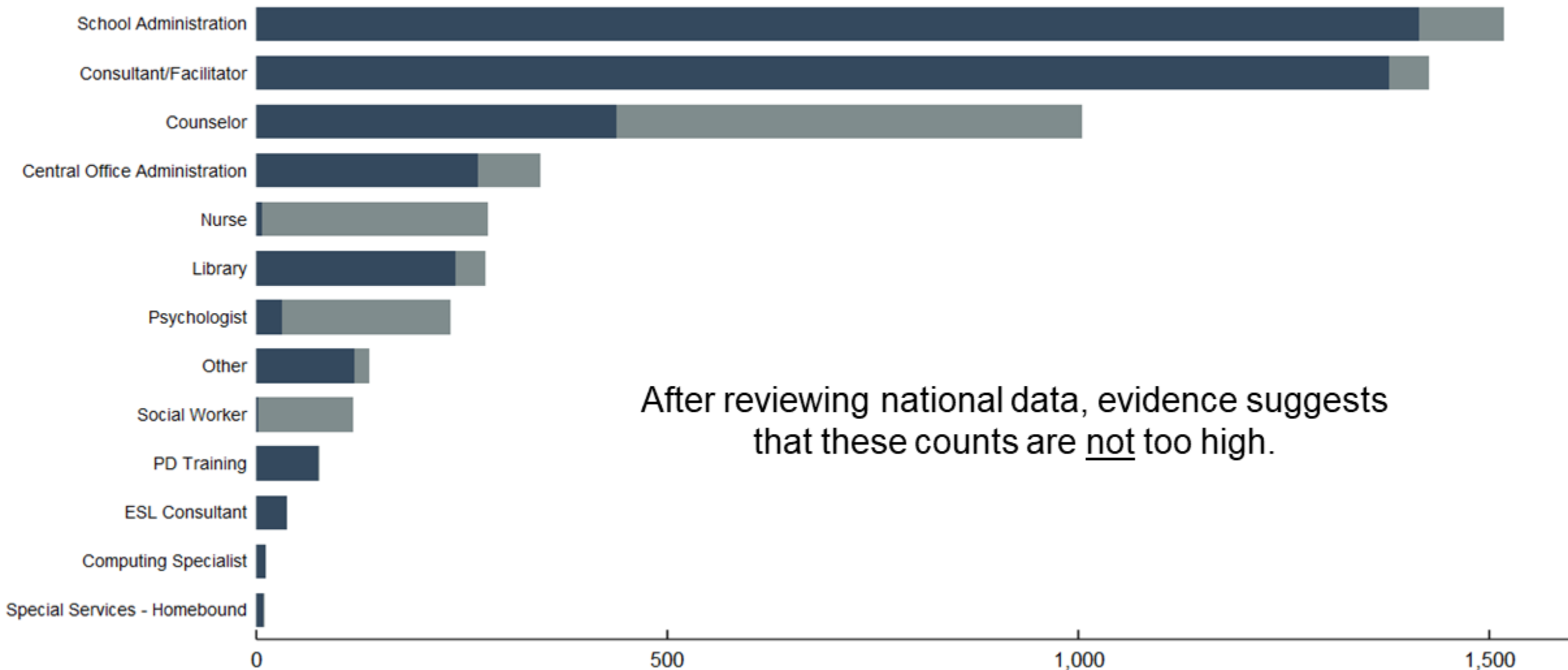
Nevada vs. US Licensed Staffing Ratios

	<u>US Staffing Ratios</u>	<u>Nevada Staffing Equivalent</u>	<u>Nevada Staffing Actual</u>	<u>Staffing Difference</u>
School Administration	262-to-1	1,897	1,518	-379
Counselor	430-to-1	1,156	1,004	-152
Central Administration	684-to-1	727	345	-382
Library Specialist	1208-to-1	411	278	-133

- Nevada has significantly less staff than the national average.

Nevada Licensed Staff Not Working as a Classroom Teacher 2019-2020

Previously Nevada Classroom Teacher Total Staff

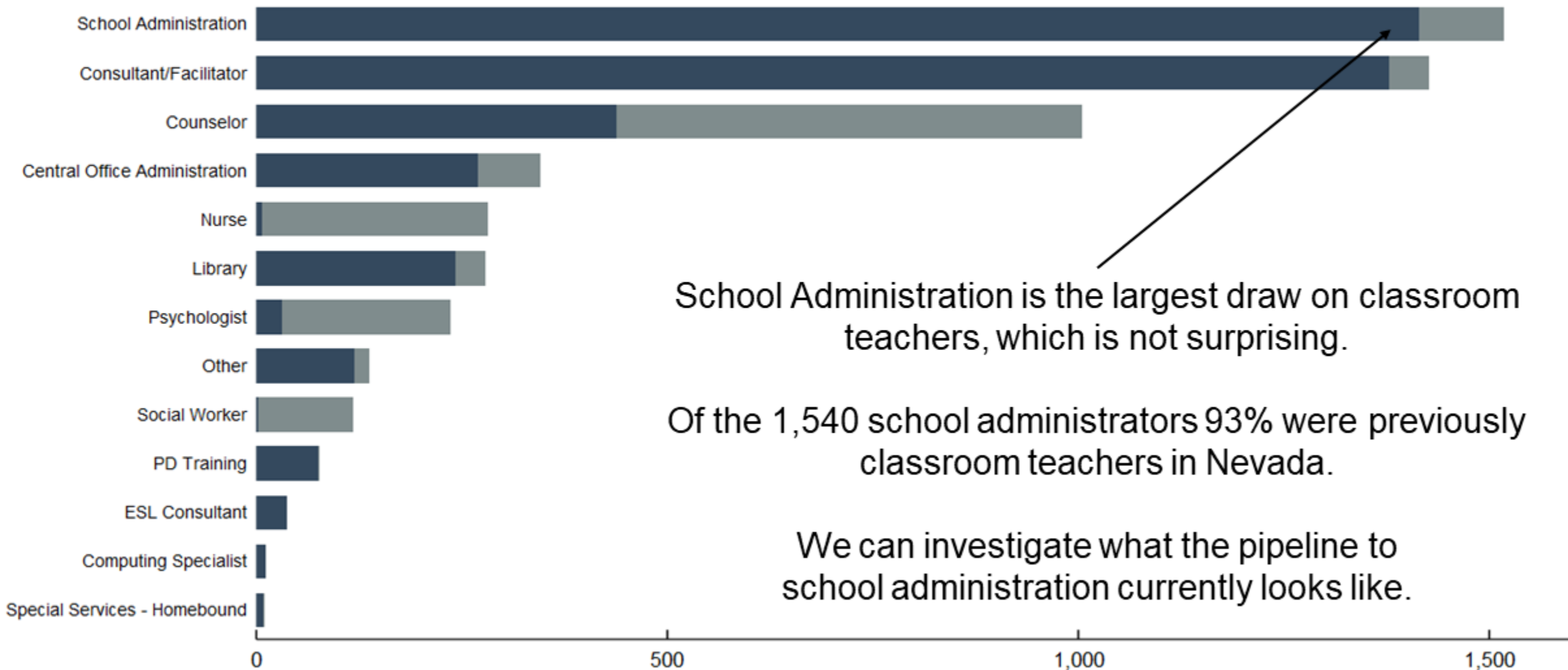


After reviewing national data, evidence suggests that these counts are not too high.

Nevada Licensed Staff Not Working as a Classroom Teacher

2019-2020

Previously Nevada Classroom Teacher
 Total Staff



School Administration is the largest draw on classroom teachers, which is not surprising.

Of the 1,540 school administrators 93% were previously classroom teachers in Nevada.

We can investigate what the pipeline to school administration currently looks like.

Source: Nevada Department of Education OPAL system.

Staffing Ratios

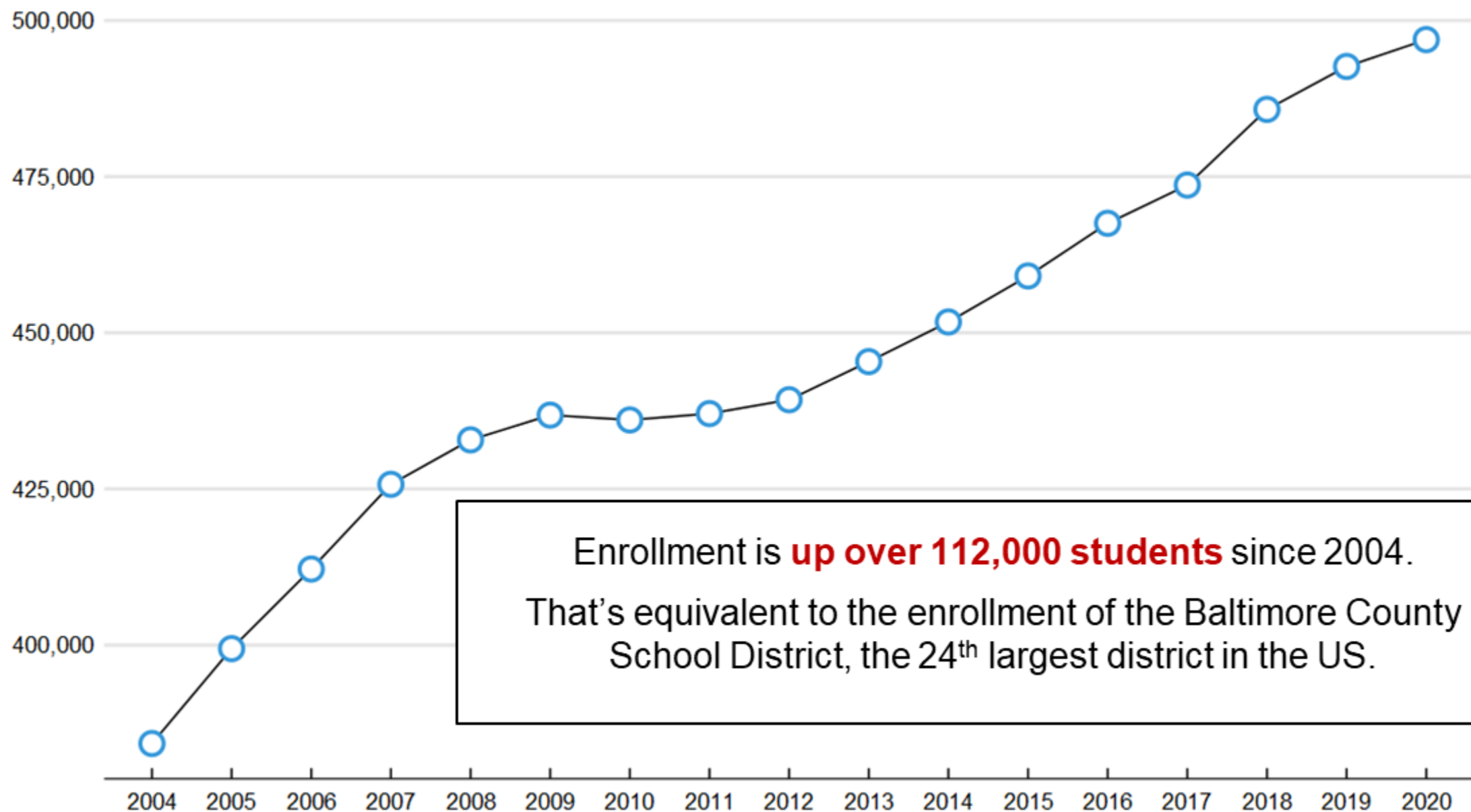
Pipeline to School Administration

<u>Pathway</u>	<u>Count</u>	<u>Percent</u>
Classroom Teacher → Admin	906	58.8%
Classroom Teacher → Non-classroom → Admin	525	34.1%
Non-classroom → Admin	16	1.0%
Start at Admin	93	6.0%
<hr/>		
Total School Administrators 2019-2020	1,540	100%

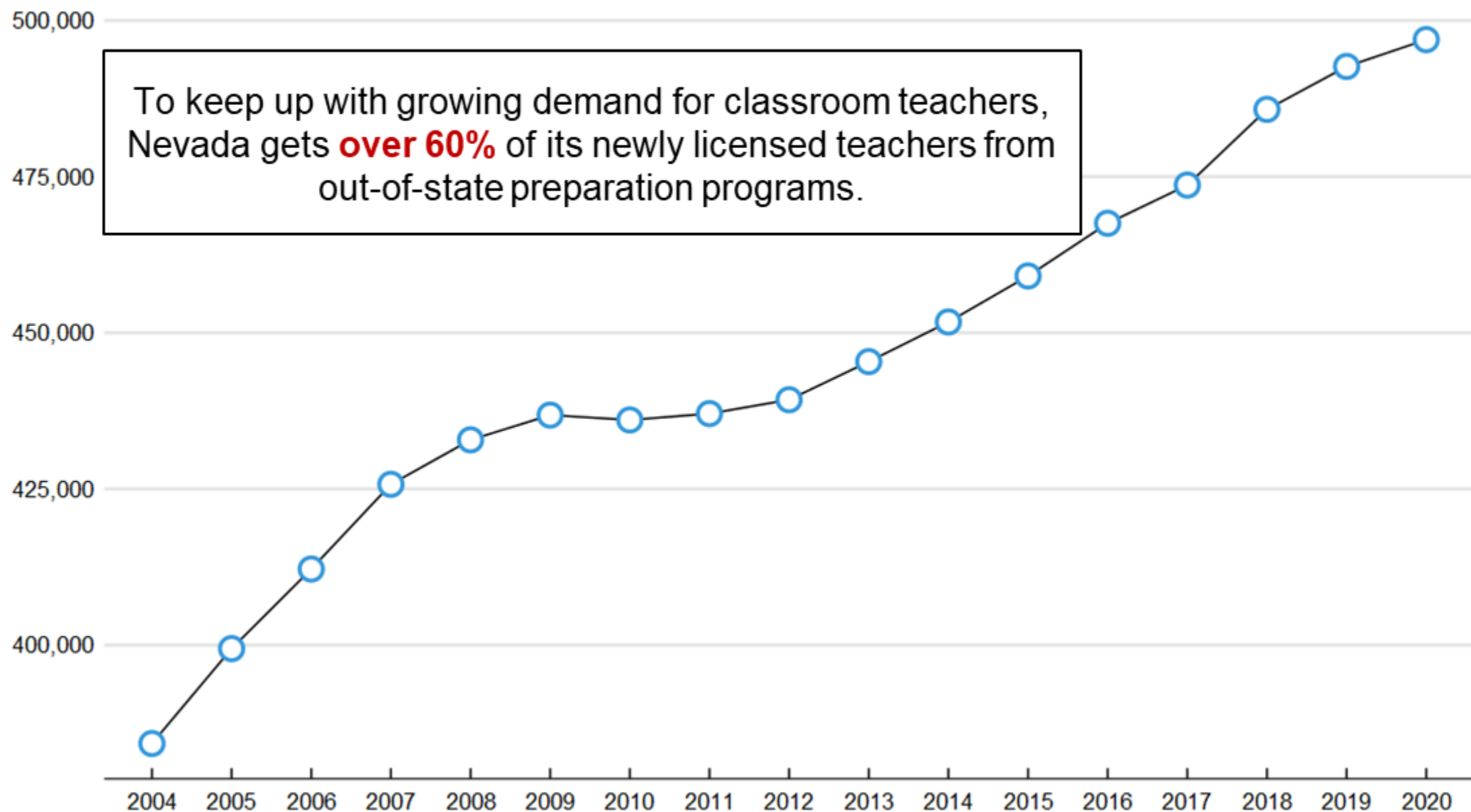
- 93% of school administrators started as classroom teachers in Nevada.
- Only 6% of school administrators started as administrators.
- Classroom teaching in Nevada is the main pathway to school administration.

Why does this matter?

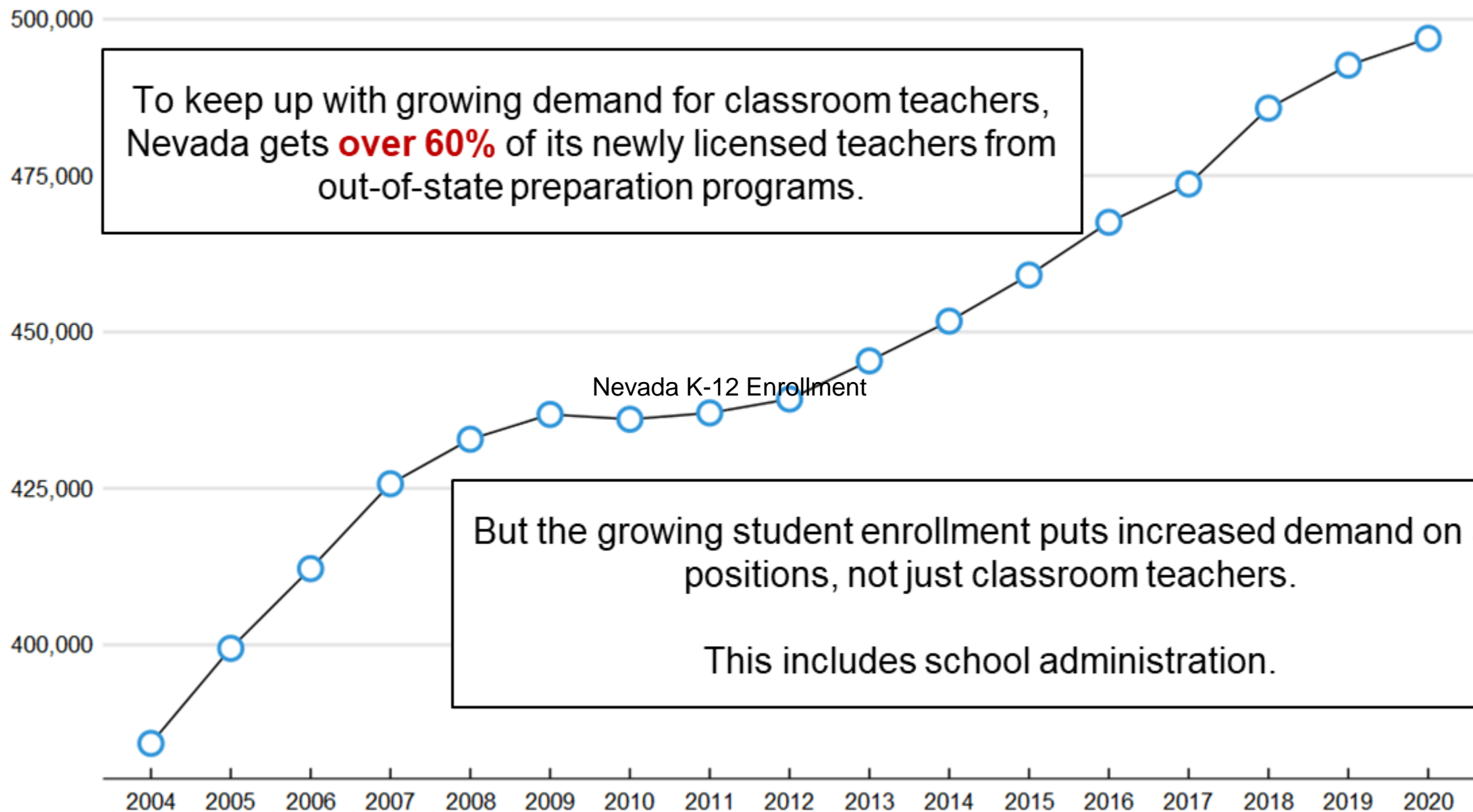
Nevada K-12 Enrollment



Nevada K-12 Enrollment



Nevada K-12 Enrollment



To keep up with growing demand for classroom teachers, Nevada gets **over 60%** of its newly licensed teachers from out-of-state preparation programs.

But the growing student enrollment puts increased demand on all positions, not just classroom teachers.
This includes school administration.

Staffing Ratios

Pipeline to School Administration

<u>Pathway</u>	<u>Count</u>	<u>Percent</u>
Classroom Teacher → Admin	906	58.8%
Classroom Teacher → Non-classroom → Admin	525	34.1%
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Total School Administrators 2019-2020	1,540	100%

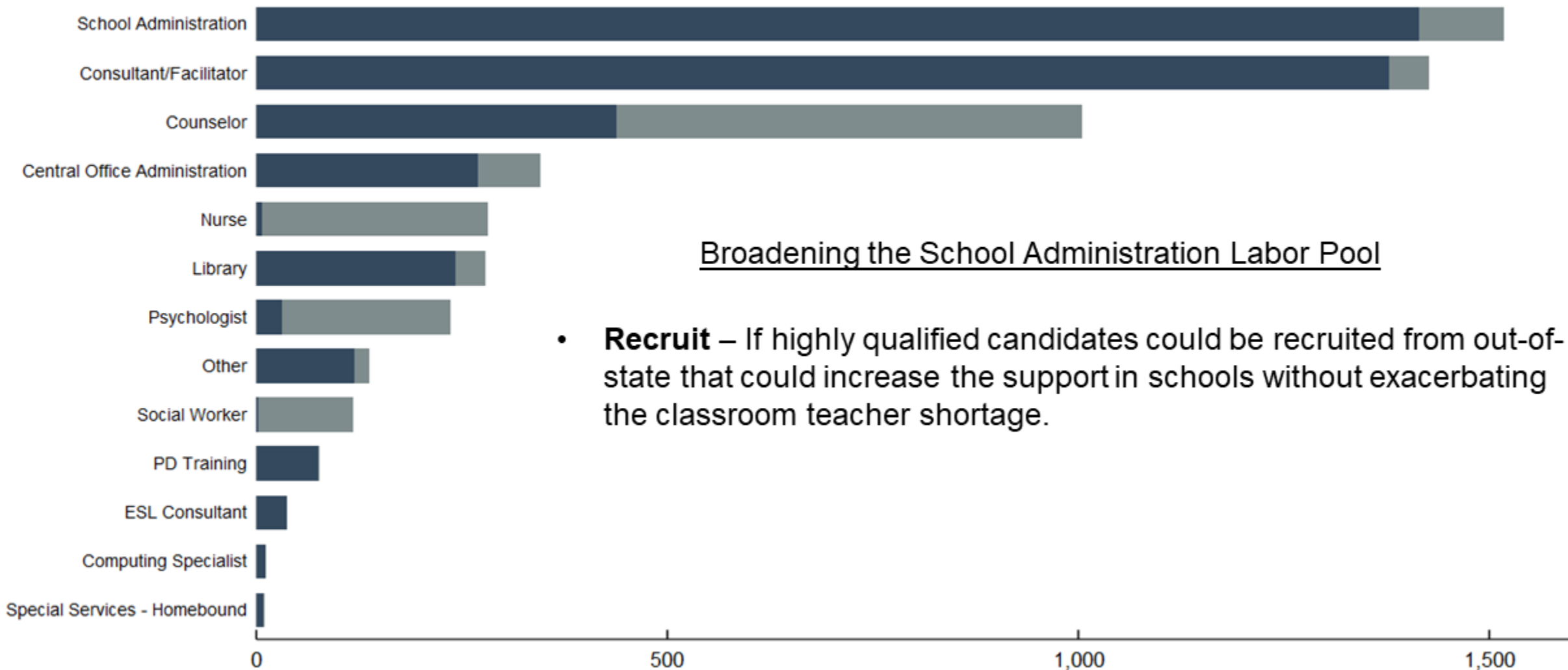
- Classroom teaching in Nevada is the pathway to school administration.

Why does this matter?

Could out-of-state recruitment of administrators be a tool to broaden and deepen the education labor pool?

Nevada Licensed Staff Not Working as a Classroom Teacher 2019-2020

■ Previously Nevada Classroom Teacher ■ Total Staff



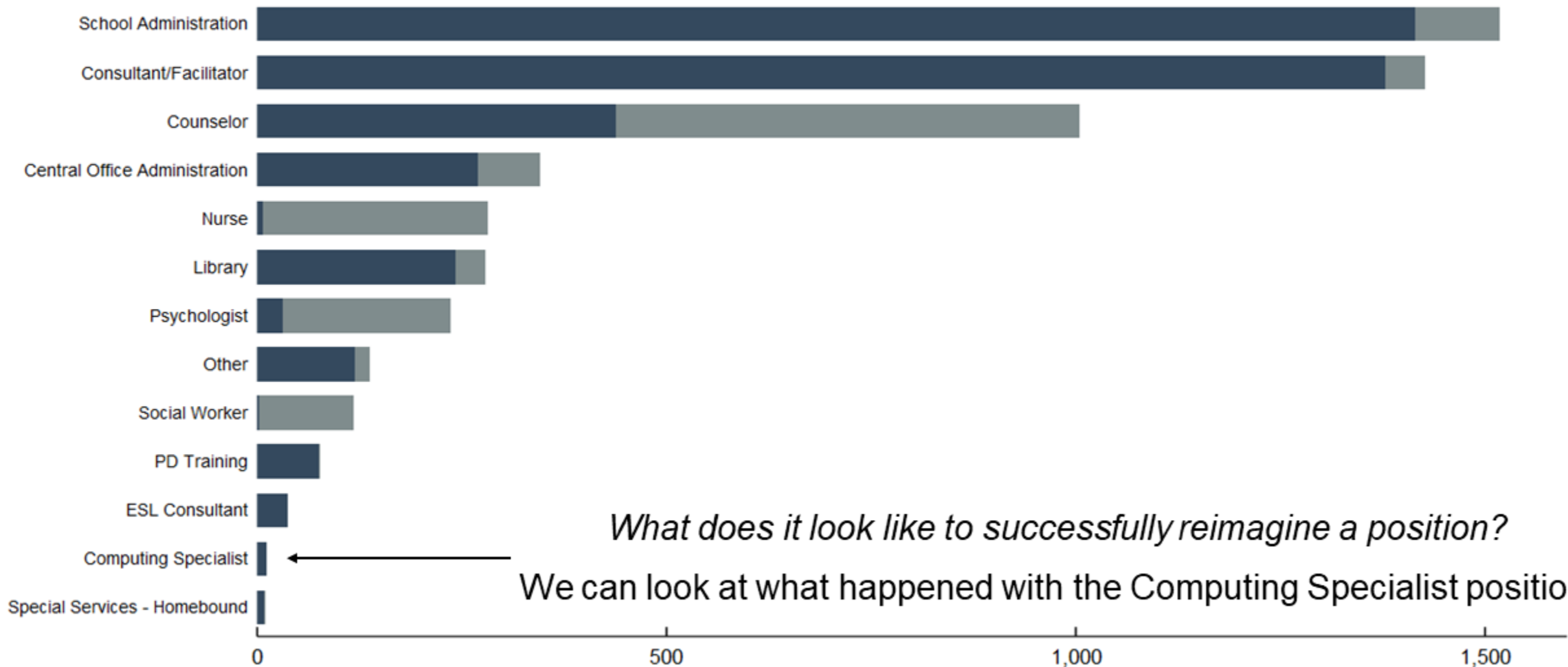
Broadening the School Administration Labor Pool

- **Recruit** – If highly qualified candidates could be recruited from out-of-state that could increase the support in schools without exacerbating the classroom teacher shortage.

Source: Nevada Department of Education OPAL system.

Nevada Licensed Staff Not Working as a Classroom Teacher 2019-2020

Previously Nevada Classroom Teacher Total Staff



What does it look like to successfully reimagine a position?
We can look at what happened with the Computing Specialist position.

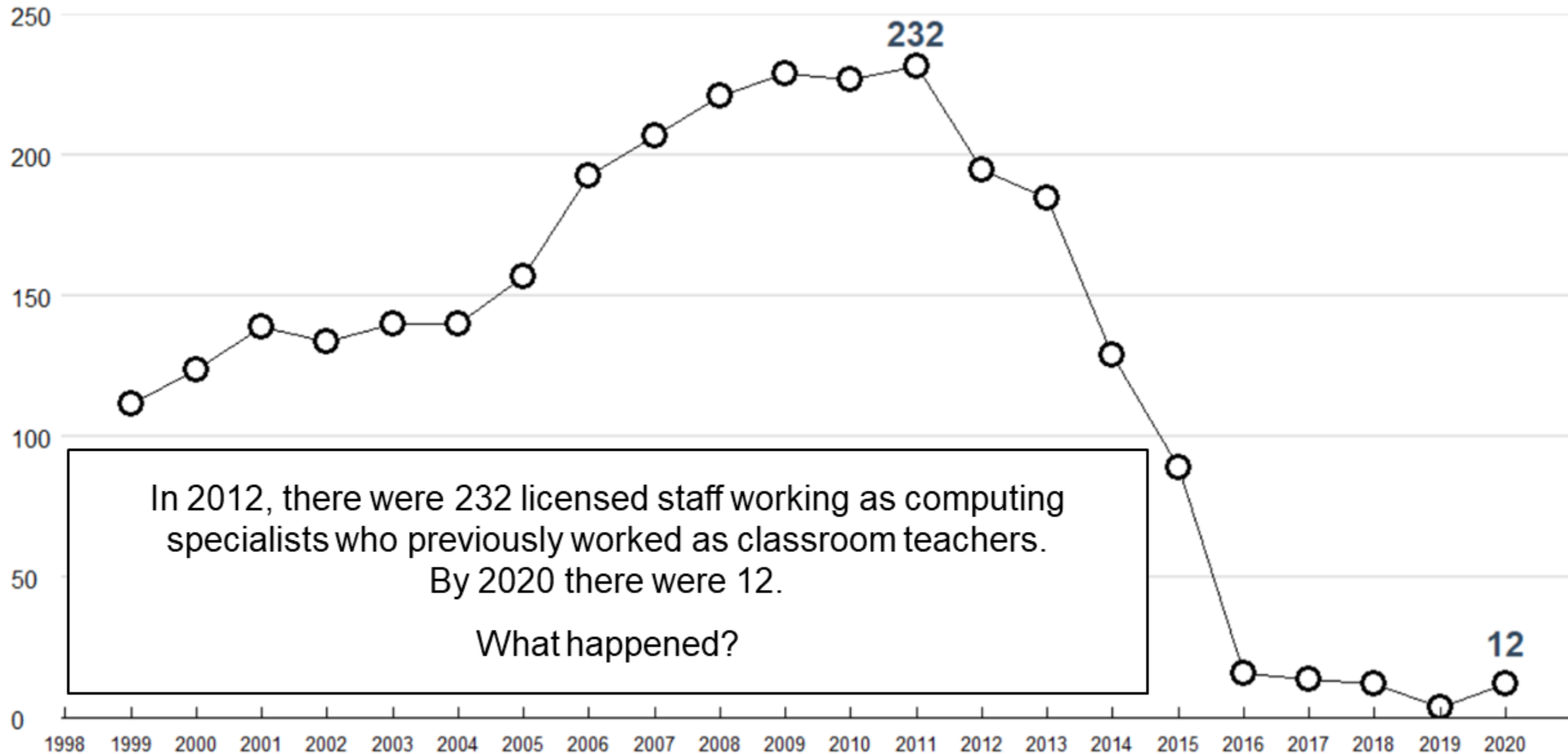
Source: Nevada Department of Education OPAL system.

Count of Computing Specialists Who Previously Worked as Classroom Teacher

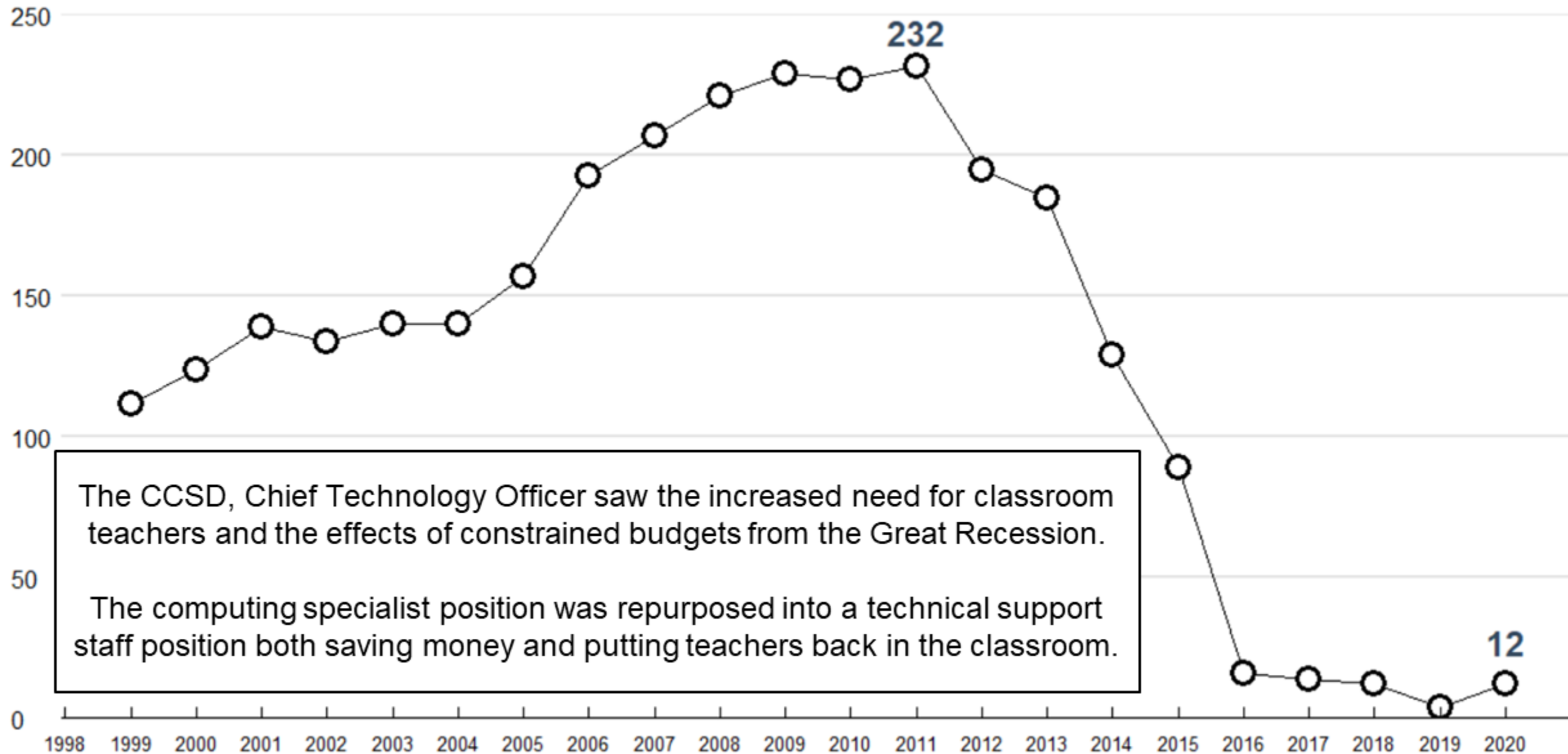


Source: Nevada Department of Education's OPAL system.

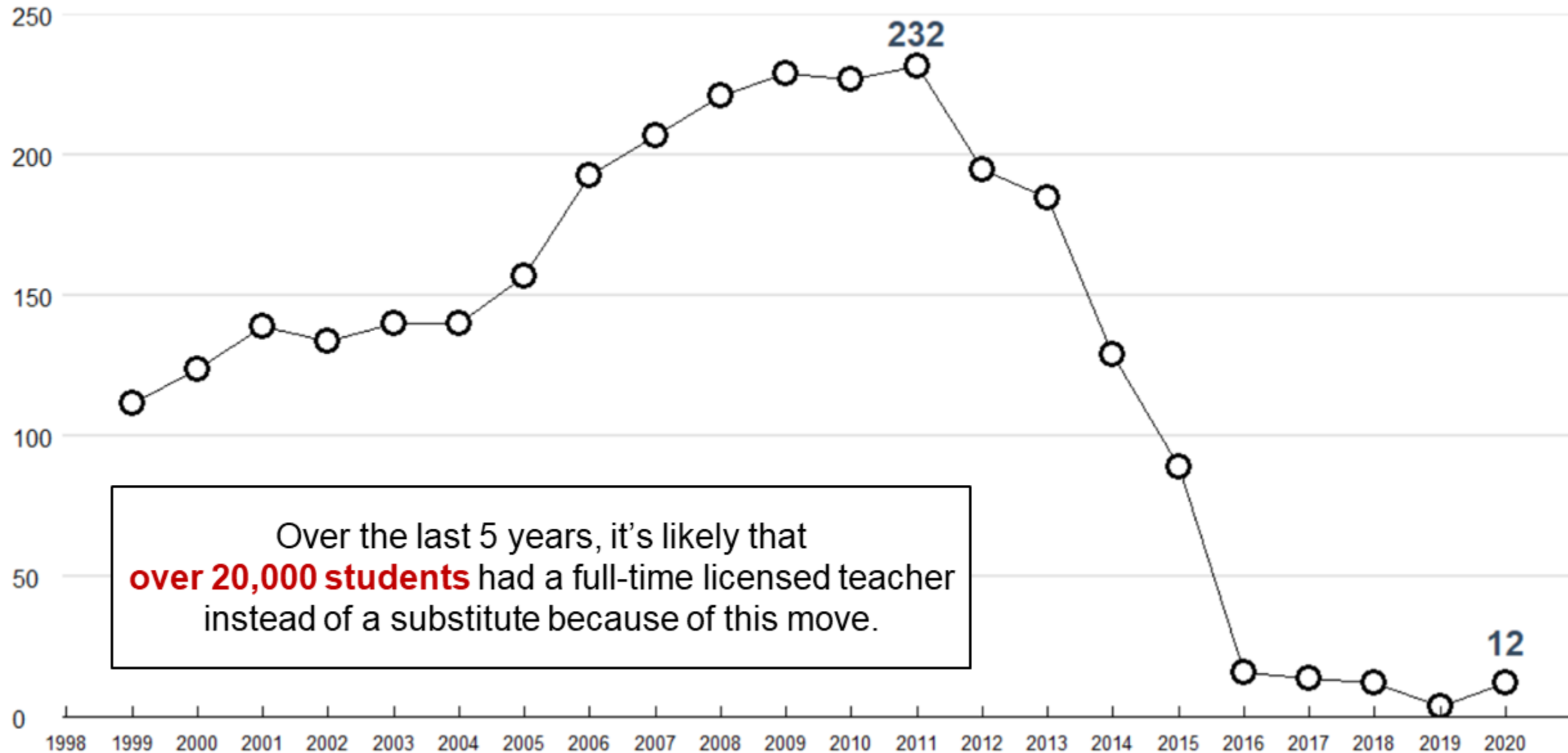
Count of Computing Specialists Who Previously Worked as Classroom Teacher



Count of Computing Specialists Who Previously Worked as Classroom Teacher

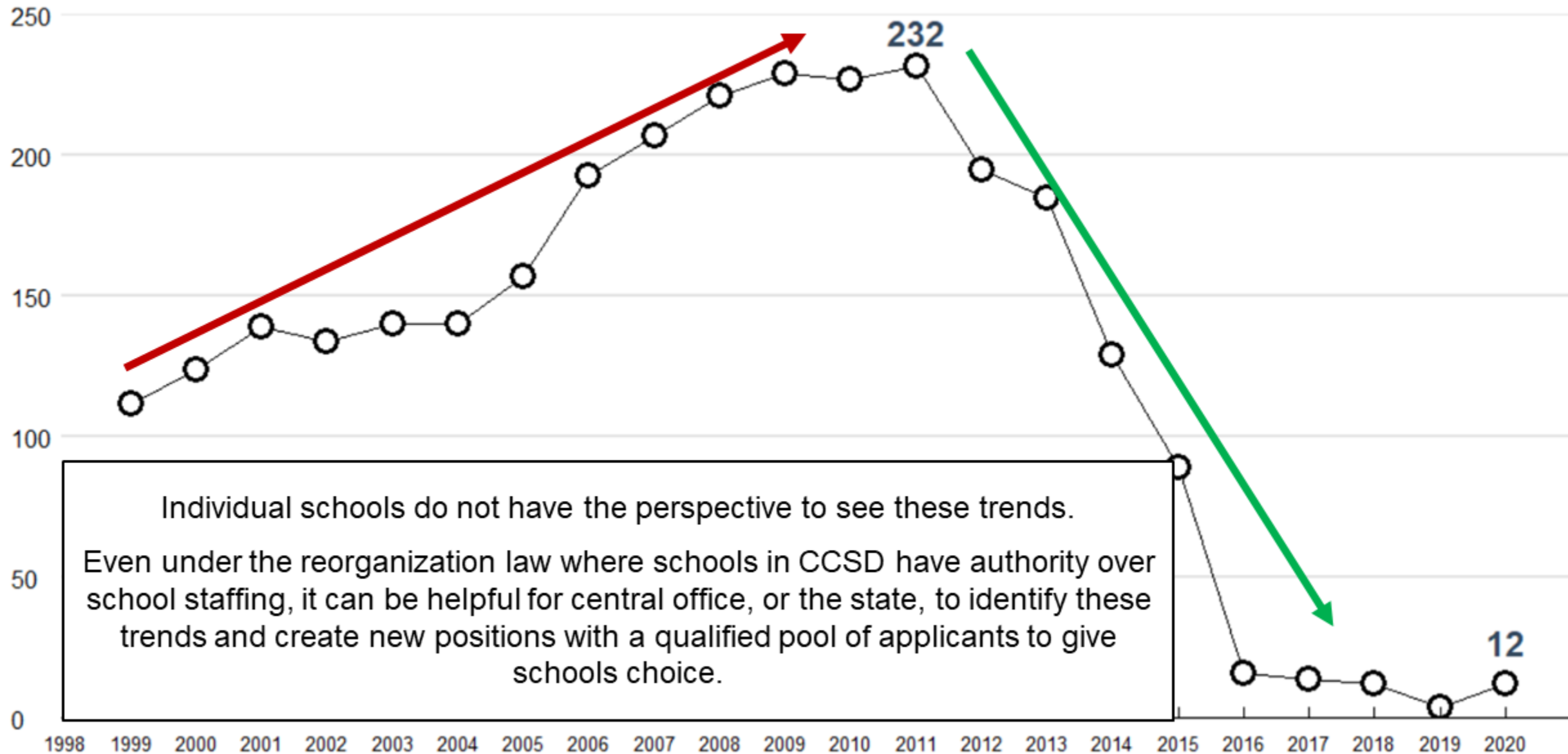


Count of Computing Specialists Who Previously Worked as Classroom Teacher



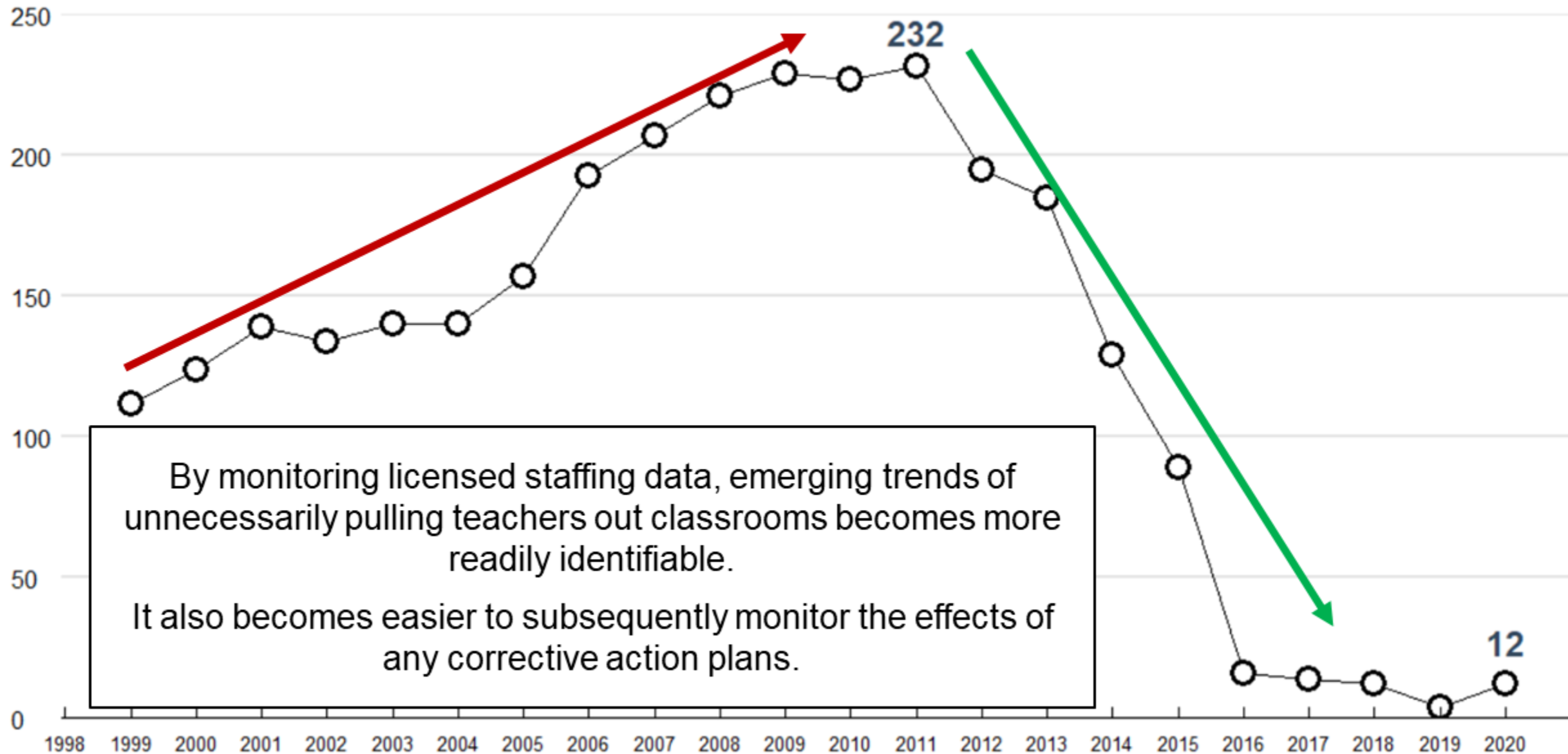
Over the last 5 years, it's likely that **over 20,000 students** had a full-time licensed teacher instead of a substitute because of this move.

Count of Computing Specialists Who Previously Worked as Classroom Teacher



Individual schools do not have the perspective to see these trends. Even under the reorganization law where schools in CCSD have authority over school staffing, it can be helpful for central office, or the state, to identify these trends and create new positions with a qualified pool of applicants to give schools choice.

Count of Computing Specialists Who Previously Worked as Classroom Teacher



Reimagine Ways to Broaden the Labor Pool

- Expand national recruitment beyond the classroom
- Beware of classified/clerical and technical support positions that do not require instructional expertise pulling licensed staff from classrooms.

These are not recommendations of what should happen, these are examples of strategies leaders in Nevada have used. The purpose here is to identify how data could support work to identify when these efforts, or efforts like these, are needed and if they are working.

Staffing Ratios

- Non-classroom positions are making up a larger percentage of licensed staff in Nevada.
- National data suggested that staffing is not inflated outside of the classroom, but rather significantly understaffed inside the classroom.
- Nevada needs to reimagine ways to expand the education labor pool to prevent exacerbating the classroom teacher shortage.

What obstacles do we face?

- *Educator preparation pipeline*
- *Staffing ratios*
- ***Teacher retention and attrition***
- *Teacher morale*

Teacher Retention and Attrition

Before reviewing teacher retention and attrition we need a way to organize and think about this information.

Classification of Teacher Retention

Methodology used by the US Department of Education.

1. Stayer

These are classroom teachers that stay in the classroom the next school year in the same school.

2. Mover

These are classroom teachers that move schools the next school year but remain in the classroom.

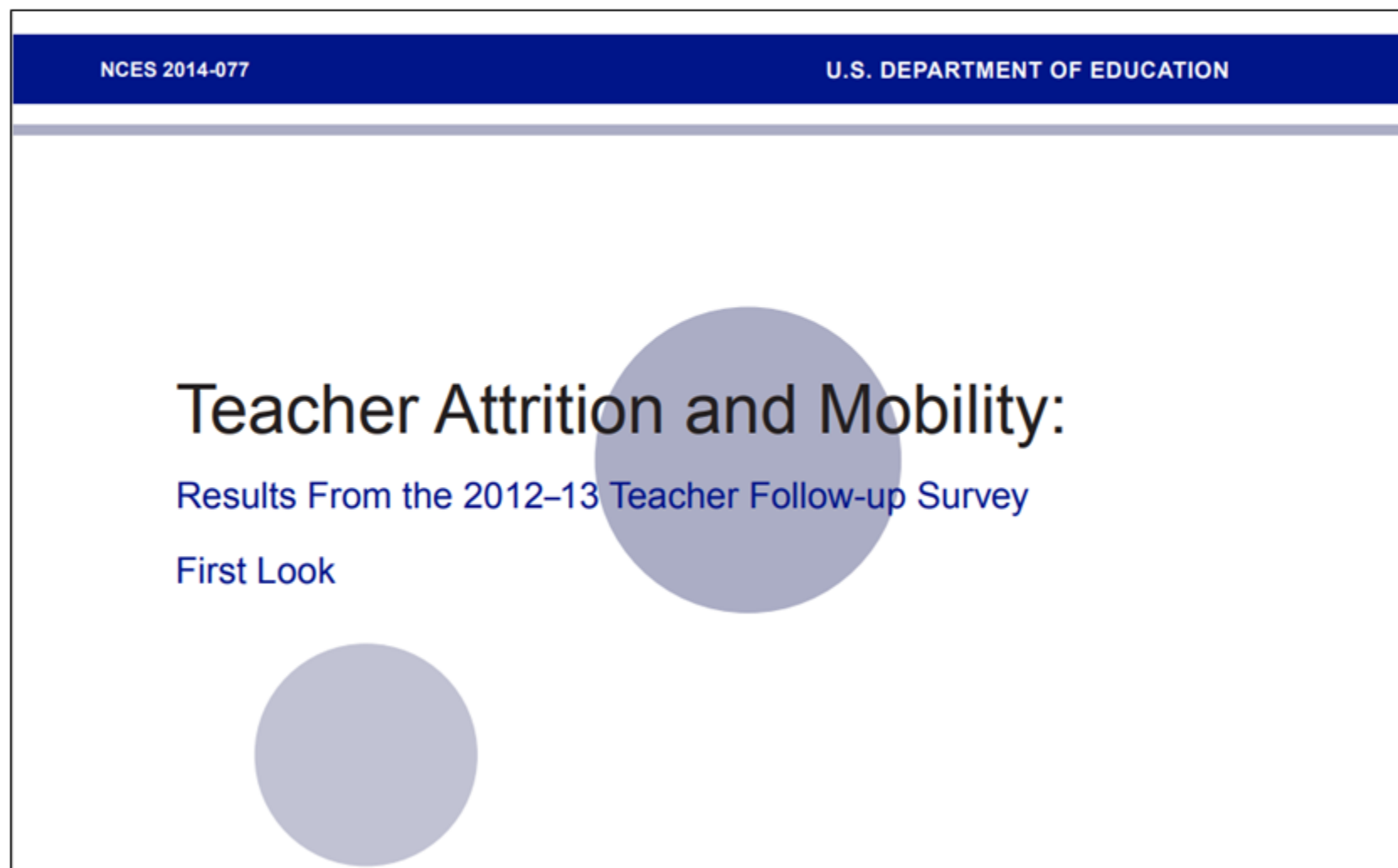
3. Leaver

These are classroom teachers who leave the classroom the next school year. Leavers include teachers who quit the profession, teachers who go into administration, and teachers who retire. Any teacher who leaves the classroom is included in this group.

For every classroom teaching position these are mutually exclusive, collectively exhaustive options. In other words, every classroom teaching position the next school year is in one, and only one of these categories.

Teacher Retention

The most recent national data put out by the US Department of Education was in 2012-2013



Teacher Retention

From 1989 through 2013, national teacher **stayer** rates ranged from 83.5% to 87.6%

Table 1. Number and percentage distribution of public school teacher stayers, movers, and leavers: 1988–89 through 2012–13

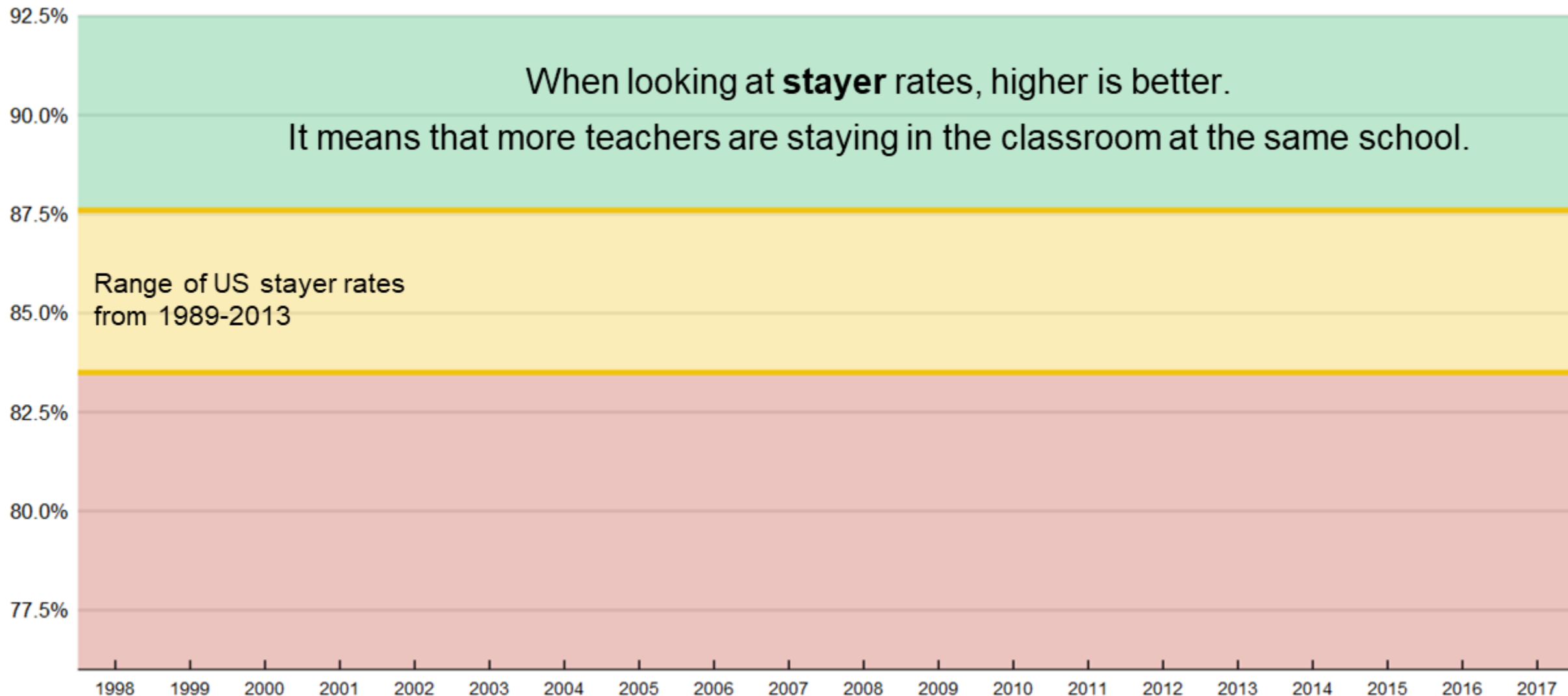
Year	Number				Percent		
	Total base year teachers ¹	Stayers	Movers	Leavers	Stayers	Movers	Leavers
1988–89	2,386,500	2,065,800	188,400	132,300	86.5	7.9	5.6
1991–92	2,553,500	2,237,300	185,700	130,500	→ 87.6	7.3	5.1
1994–95	2,555,800	2,205,300	182,900	167,600	86.3	7.2	6.6
2000–01	2,994,700	2,542,200	231,000	221,400	84.9	7.7	7.4
2004–05	3,214,900	2,684,200	261,100	269,600	→ 83.5	8.1	8.4
2008–09	3,380,300	2,854,900	255,700	269,800	84.5	7.6	8.0
2012–13	3,377,900	2,846,500	271,900	259,400	84.3	8.1	7.7

Nevada Classroom Teacher Stayer Rates

Stayers are classroom teachers who remain in the classroom in the same school the following year.

When looking at **stayer** rates, higher is better.

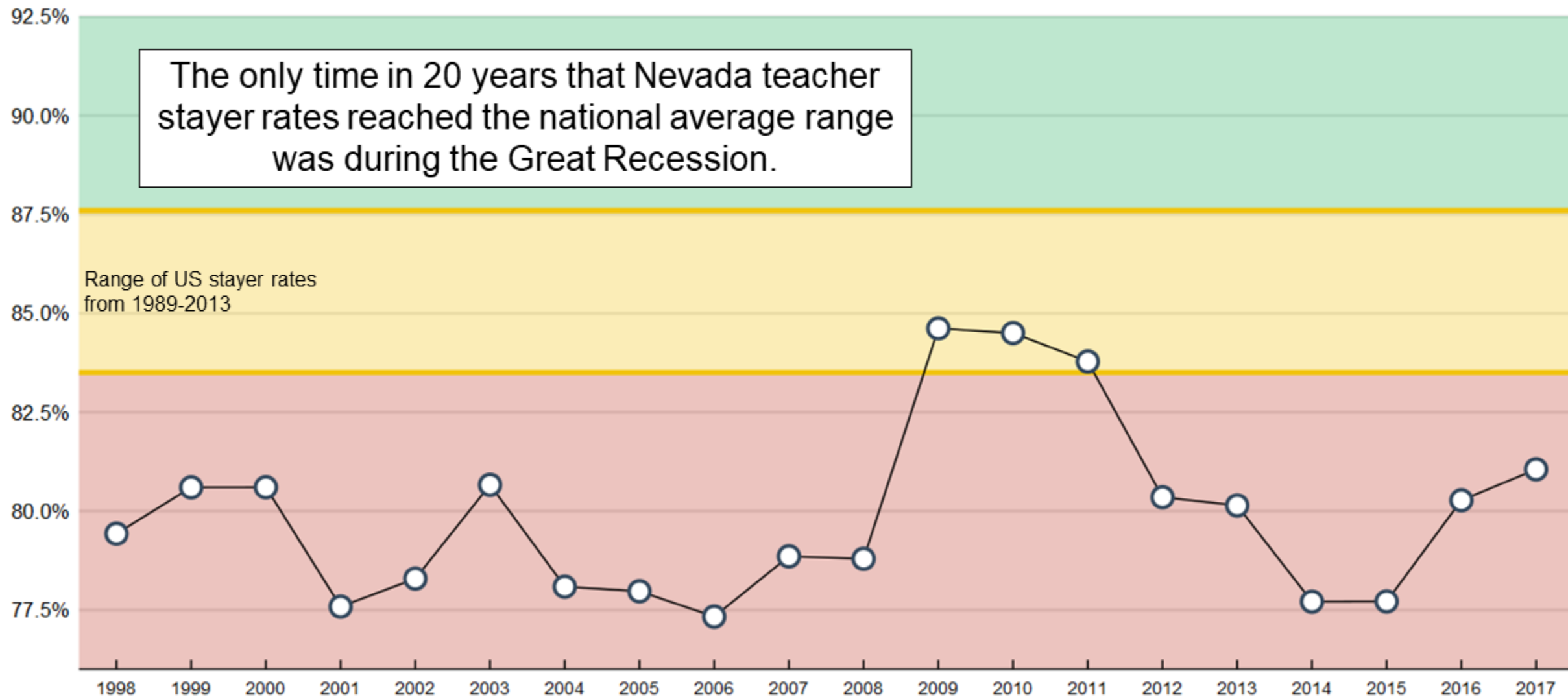
It means that more teachers are staying in the classroom at the same school.



Source: Nevada Department of Education's OPAL system.
Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stayer rate of 0 excluded from the analysis.

Nevada Classroom Teacher Stayer Rates

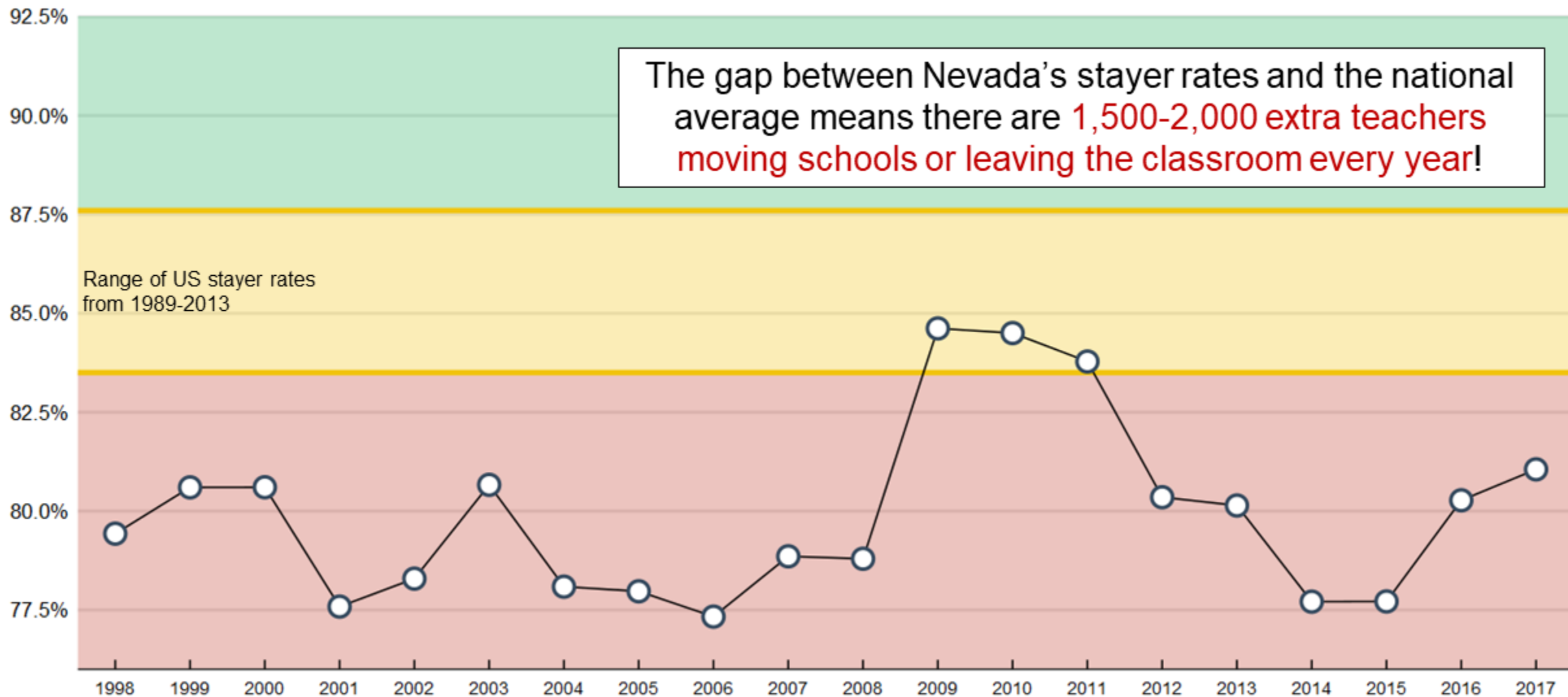
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Nevada Classroom Teacher Stayer Rates

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Teacher Retention

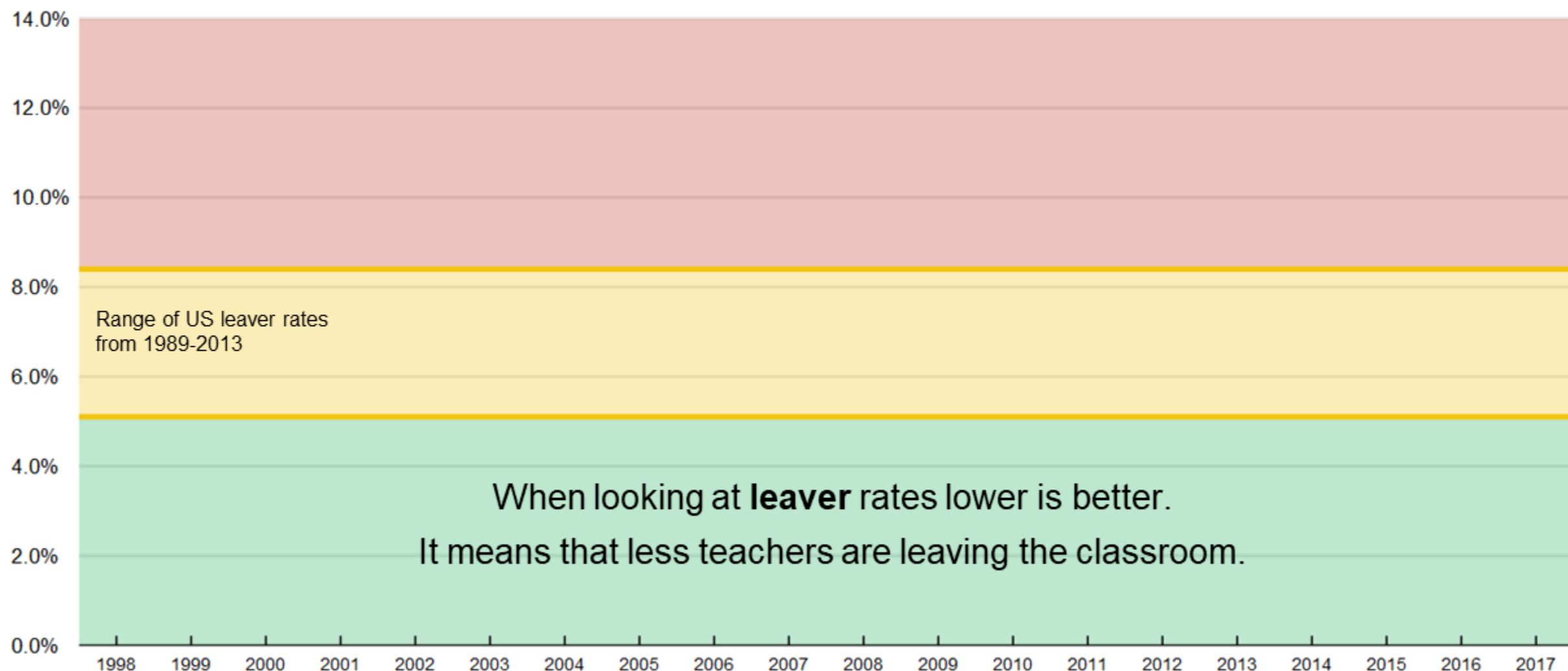
From 1989 through 2013, teacher **leaver** rates ranged from 5.1% to 8.4%

Table 1. Number and percentage distribution of public school teacher stayers, movers, and leavers: 1988–89 through 2012–13

Year	Number				Percent		
	Total base year teachers ¹	Stayers	Movers	Leavers	Stayers	Movers	Leavers
1988–89	2,386,500	2,065,800	188,400	132,300	86.5	7.9	5.6
1991–92	2,553,500	2,237,300	185,700	130,500	87.6	7.3	→ 5.1
1994–95	2,555,800	2,205,300	182,900	167,600	86.3	7.2	6.6
2000–01	2,994,700	2,542,200	231,000	221,400	84.9	7.7	7.4
2004–05	3,214,900	2,684,200	261,100	269,600	83.5	8.1	→ 8.4
2008–09	3,380,300	2,854,900	255,700	269,800	84.5	7.6	8.0
2012–13	3,377,900	2,846,500	271,900	259,400	84.3	8.1	7.7

Nevada Classroom Teacher Leaver Rates

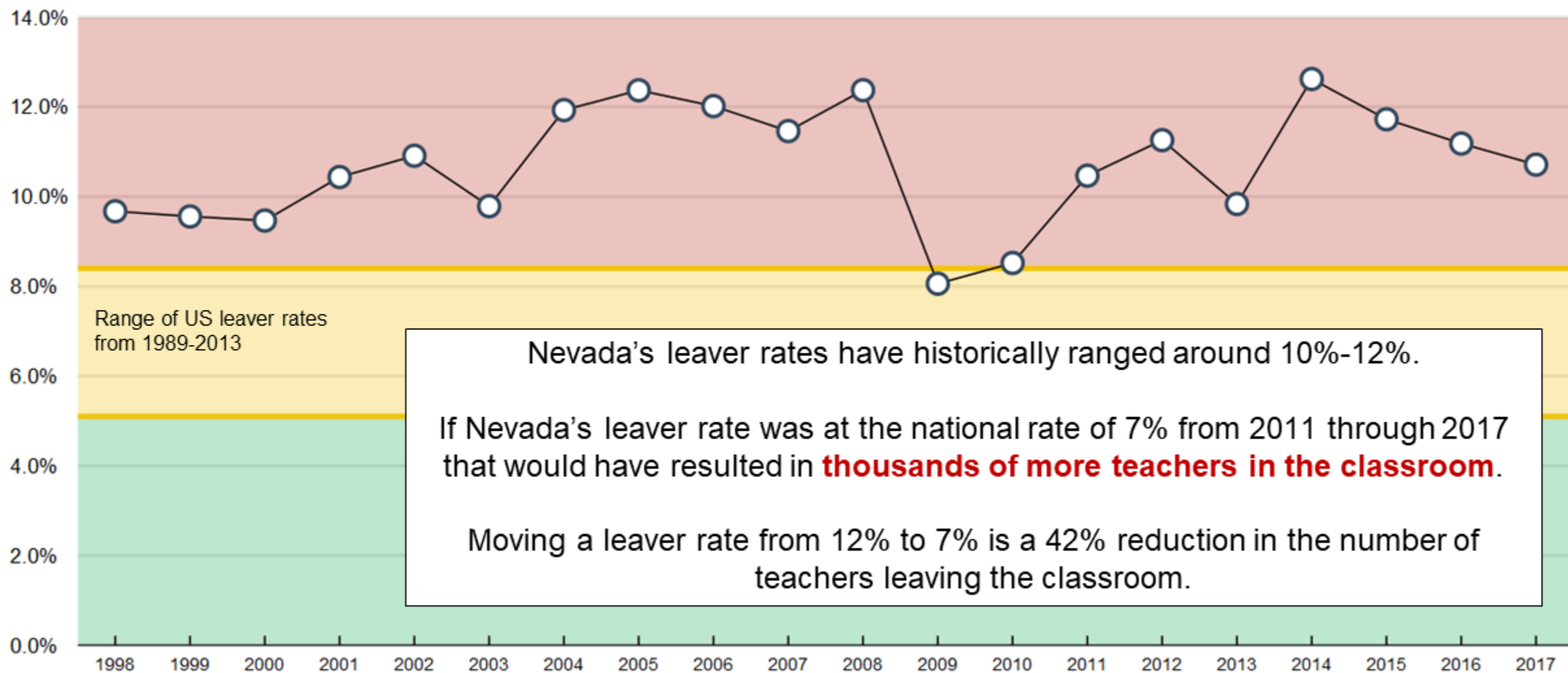
Leavers are classroom teachers who leave the classroom for any reason the following year.



Source: Nevada Department of Education's OPAL system.
Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stayer rate of 0 excluded from the analysis.

Nevada Classroom Teacher Leaver Rates

Leavers are classroom teachers who leave the classroom for any reason the following year.



Source: Nevada Department of Education's OPAL system.
Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stay rate of 0 excluded from the analysis.

What do stayer, mover, and leaver rates look like by teacher ethnicity?

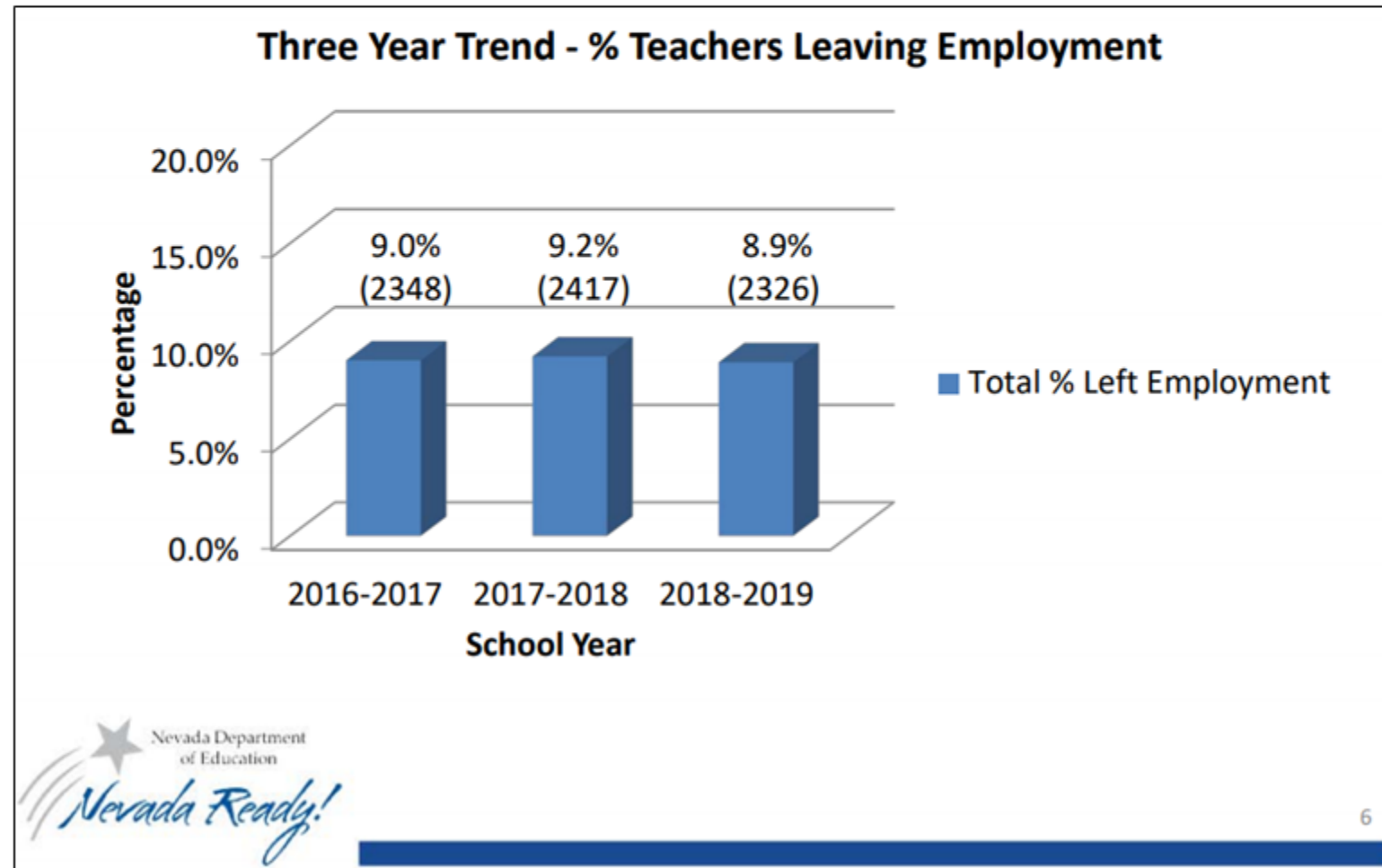
Average Rates by Ethnicity 2007 through 2017

<u>Teacher Ethnicity</u>	<u>Stayer Rate</u>	<u>Mover Rate</u>	<u>Leaver Rate</u>
Caucasian	81.1%	<u>8.2%</u>	10.6%
Hispanic	80.3%	10.2%	9.5%
African American	<u>76.3%</u>	<u>11.0%</u>	<u>12.7%</u>
Asian	<u>81.9%</u>	<u>10.3%</u>	<u>7.7%</u>
Two or More Races	81.0%	10.0%	9.0%
American or Alaskan Native	<u>78.6%</u>	<u>8.3%</u>	<u>13.1%</u>
Native Hawaiian / Pacific Islander	<u>83.7%</u>	9.7%	<u>6.6%</u>

The leaver rates in this analysis are higher than what you typically see because we are using nationally aligned methodology which includes anyone who leaves the classroom regardless of reason. That means staff can still be employed with the district or school, but they are no longer in the classroom.

This analysis is concerned with **how many more people do we need in classrooms**, not how many people retained employment.

From a State Board meeting
December 12, 2019



Teacher Retention and Attrition

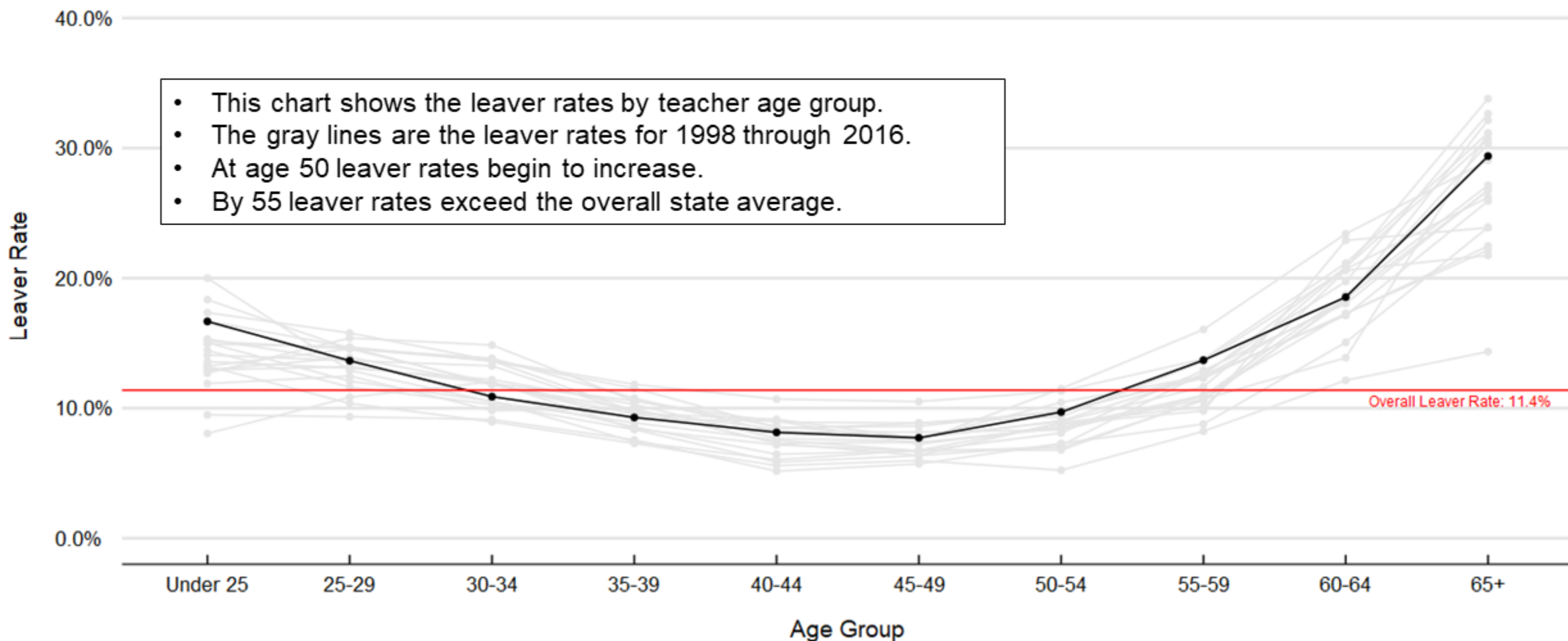
Is there anything to help predict teacher attrition?

We can start by looking at leaver rates by age group.

Nevada Classroom Teacher Leaver Rates by Age Group School Year: 2017

LeaverRate: Percent of classroom teachers who leave the classroom the following year.

- This chart shows the leaver rates by teacher age group.
- The gray lines are the leaver rates for 1998 through 2016.
- At age 50 leaver rates begin to increase.
- By 55 leaver rates exceed the overall state average.

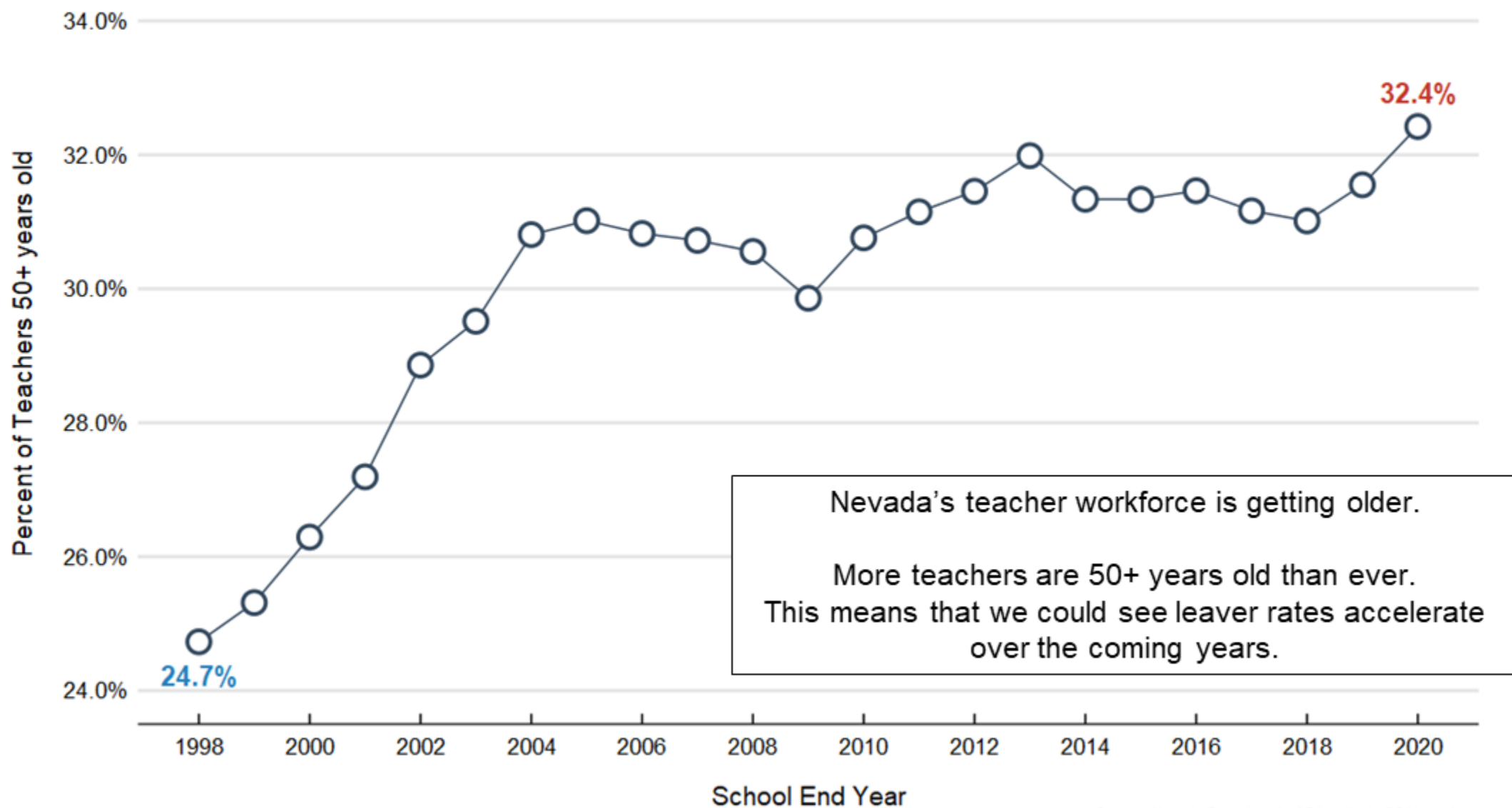


Overall Leaver Rate: 11.4%

Source: Nevada Department of Education's OPAL system.
Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stayer rate of 0 excluded from the analysis.

Nevada Classroom Teachers - 50+ Years Old

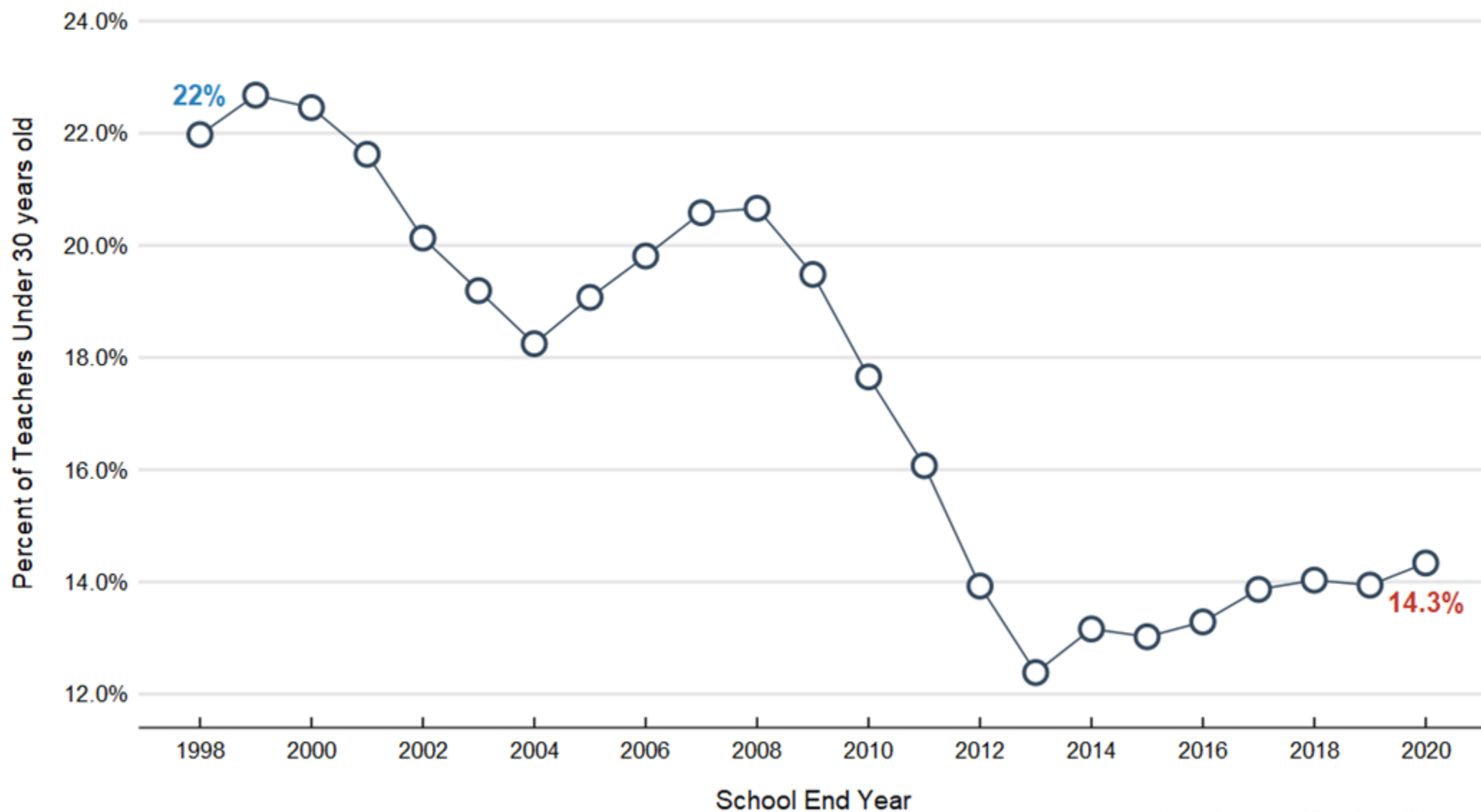
1998 through 2020



Source: Nevada Department of Education's OPAL system.

Nevada Classroom Teachers - Under 30 Years Old

1998 through 2020



Source: Nevada Department of Education's OPAL system.

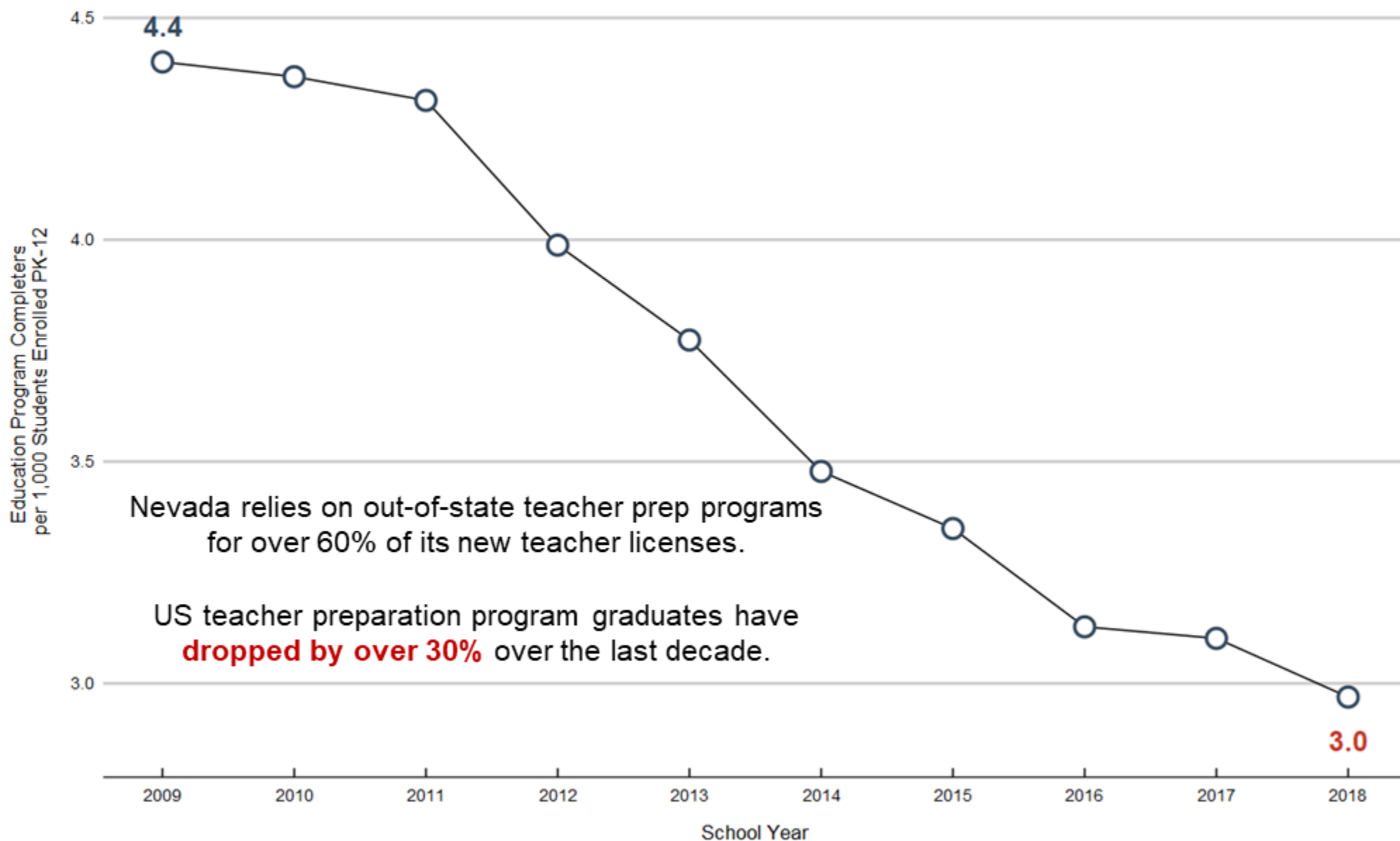
What do we know about the age of the teacher workforce?

- At age 50 leaver rates start to increase.
- By age 55 leaver rates exceed the overall state average.
- Age 50 is the most popular teacher age in 2020-2021.
- Hiring young teachers contracts during a recession.

Why is this so alarming?

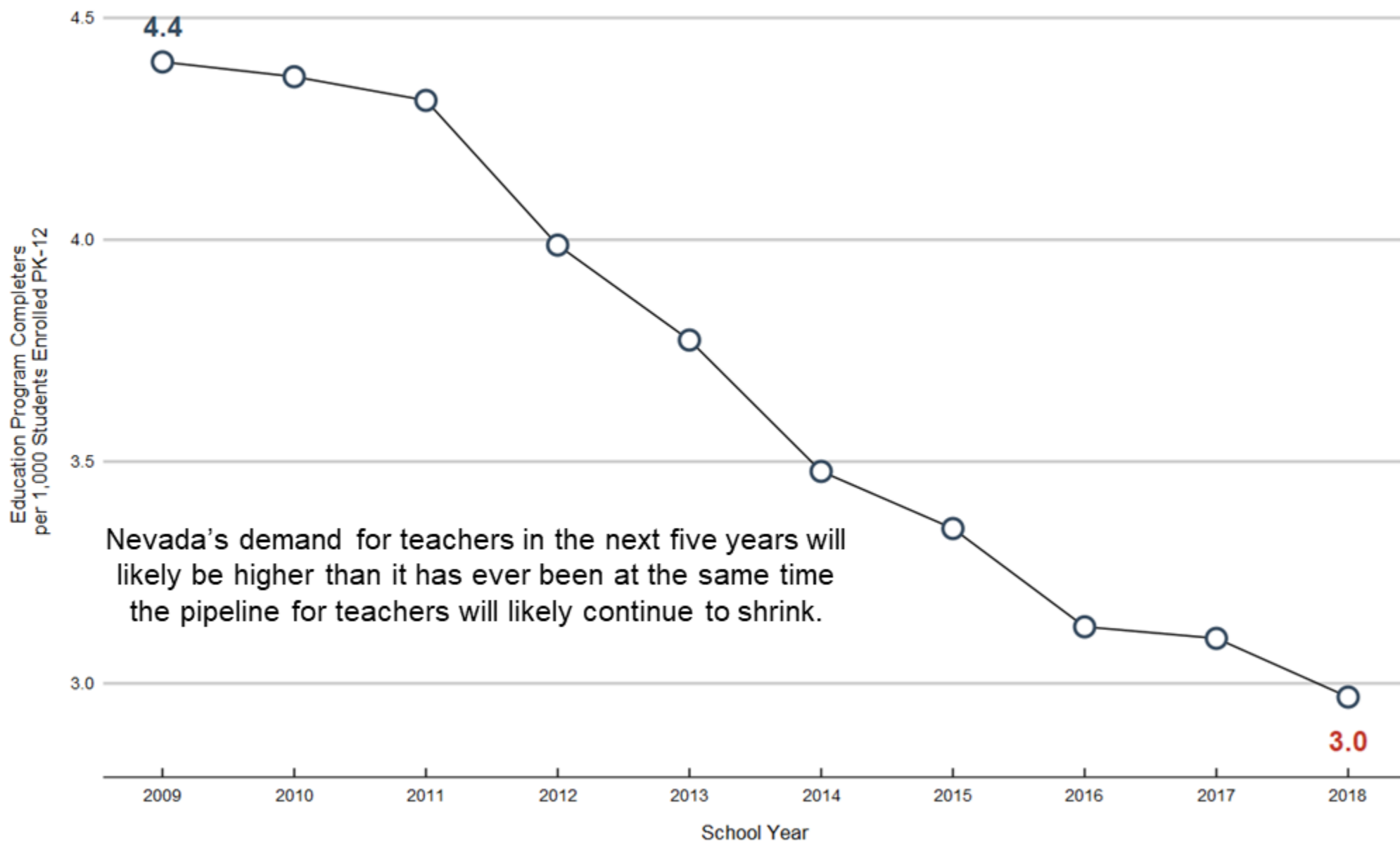
Educator Pipeline

What Has Education Program Completion Looked Like in the US Over Time?



Educator Pipeline

What Has Education Program Completion Looked Like in the US Over Time?



Nevada's demand for teachers in the next five years will likely be higher than it has ever been at the same time the pipeline for teachers will likely continue to shrink.

Teacher Retention

- Nevada's teacher attrition rates have continuously lagged national averages.
- African American teachers, teachers under 25, and teachers over 55 are the most likely to leave the classroom.
- Nevada's teacher workforce is older than it has ever been and will likely lead to an acceleration of leaver rates over the next 5 years.
- At the same time leaver rates are likely to accelerate, the national teacher pipeline is shrinking.

What obstacles do we face?

- *Educator preparation pipeline*
- *Staffing ratios*
- *Teacher retention and attrition*
- ***Teacher morale***

Teacher Morale

To investigate teacher morale, we are going to review the US Department of Education's National Teacher and Principal Survey from 2017-2018.

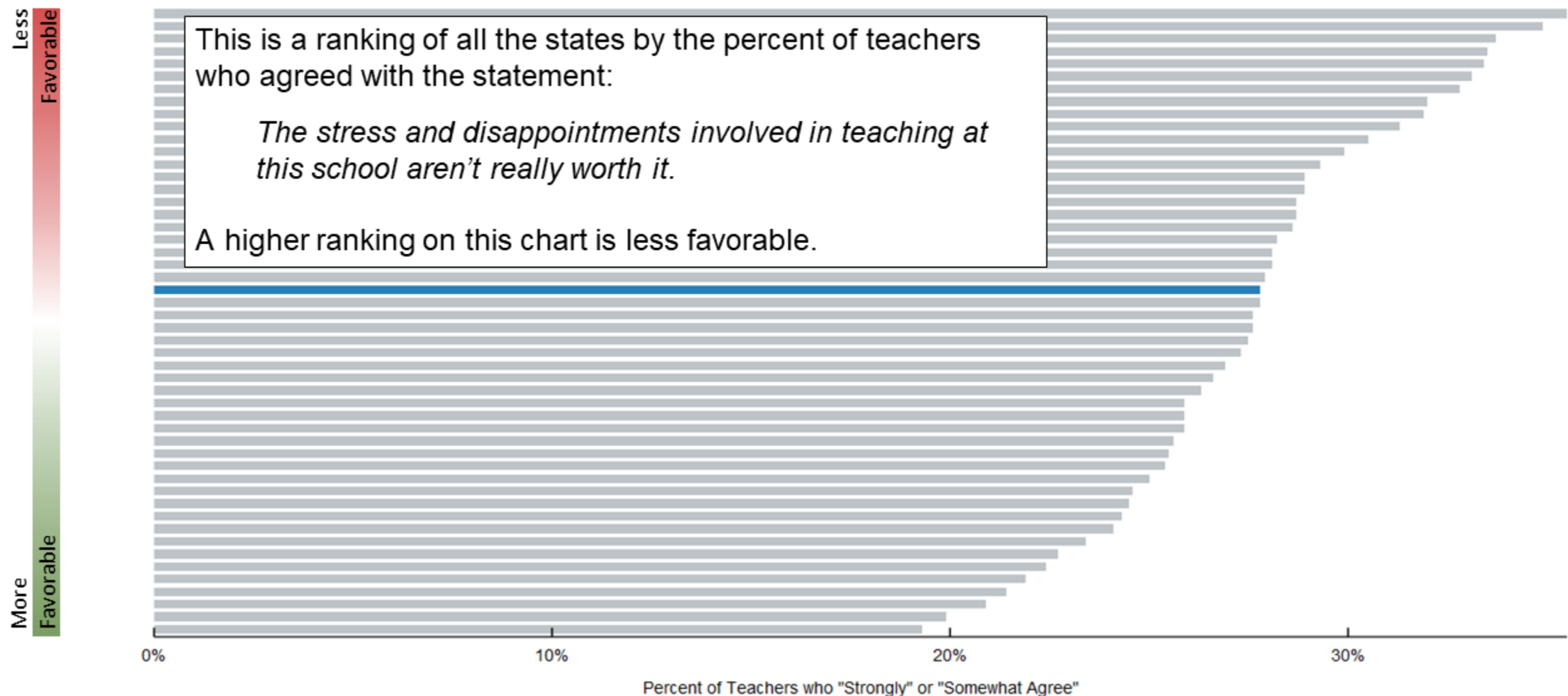
This is a survey of a nationally representative sample of over 50,000 from all 50 states.

This will allow us to compare teacher perceptions in Nevada to teachers across the country.



Question: "The stress and disappointments involved in teaching at this school aren't really worth it."

NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.

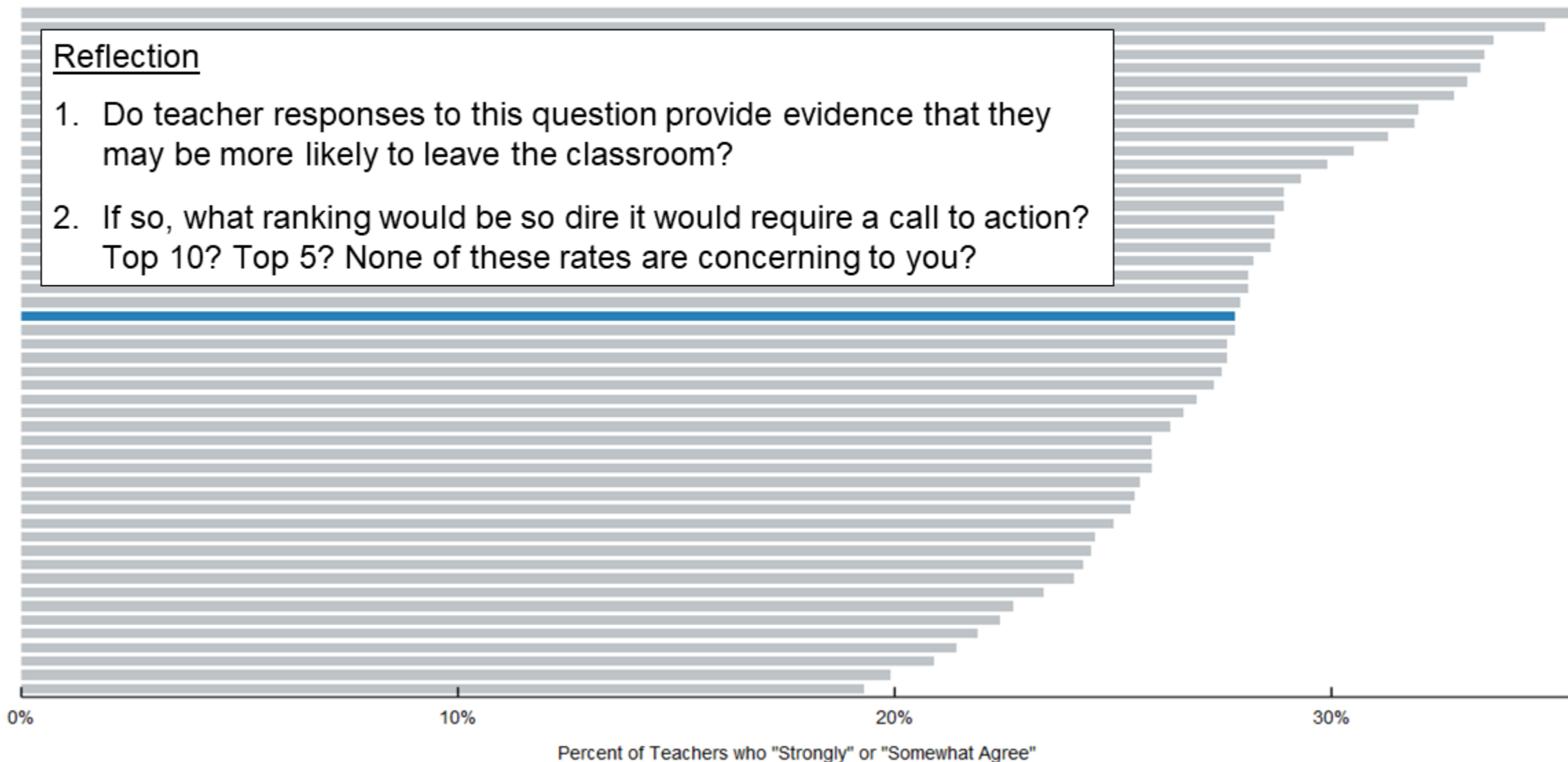


Question: "The stress and disappointments involved in teaching at this school aren't really worth it."

NCES - National Teacher and Principal Survey

Reflection

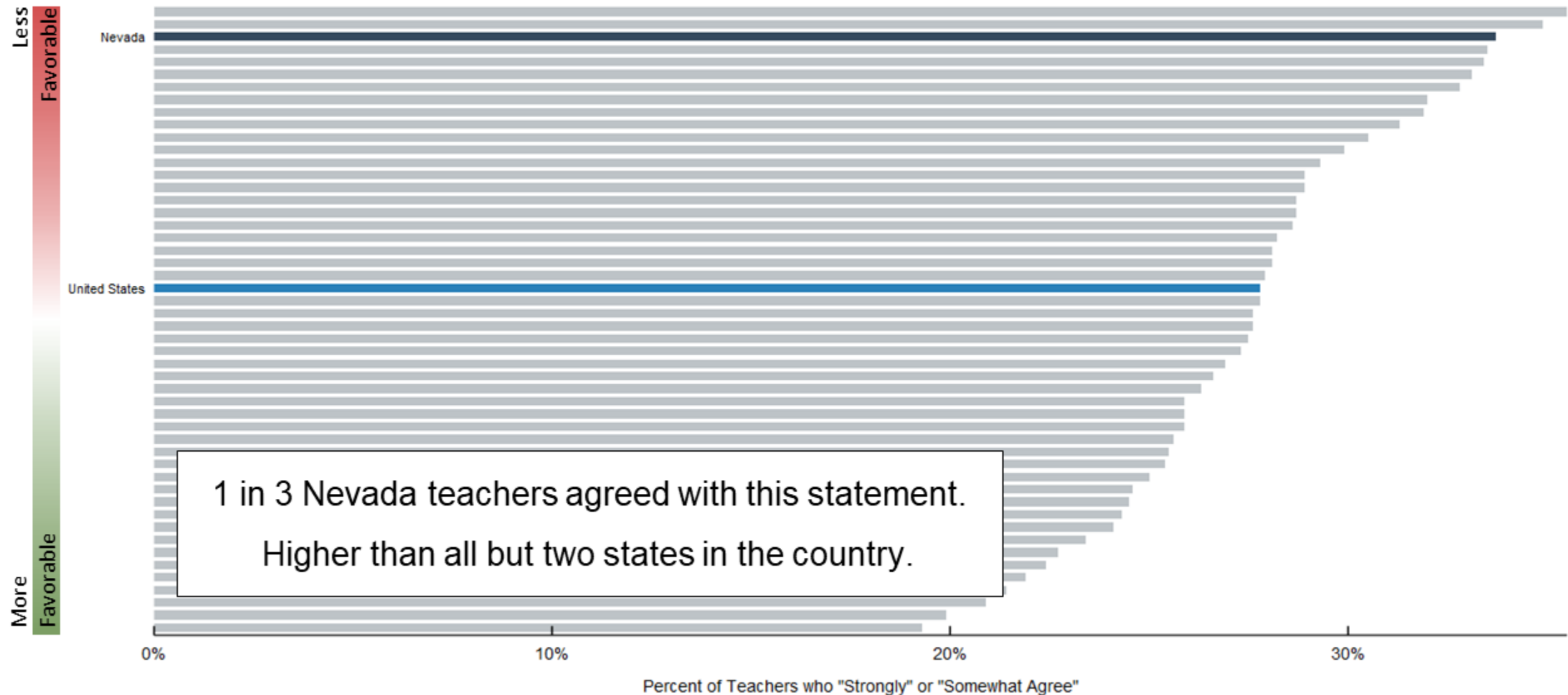
1. Do teacher responses to this question provide evidence that they may be more likely to leave the classroom?
2. If so, what ranking would be so dire it would require a call to action? Top 10? Top 5? None of these rates are concerning to you?



Source: NCES National Teacher and Principal Survey 2017-2018.

Question: "The stress and disappointments involved in teaching at this school aren't really worth it."

NCES - National Teacher and Principal Survey



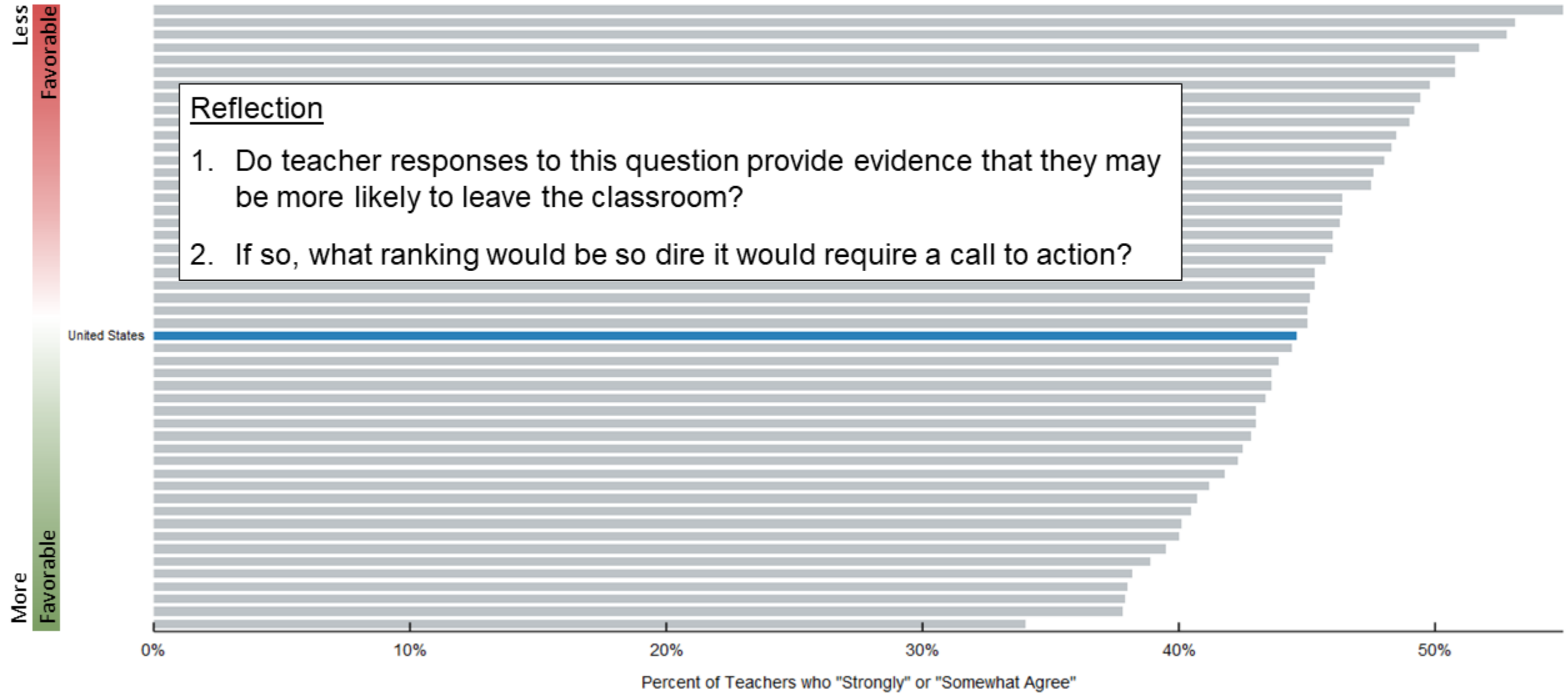
1 in 3 Nevada teachers agreed with this statement.
Higher than all but two states in the country.

Source: NCES National Teacher and Principal Survey 2017-2018.



Question: "I don't seem to have as much enthusiasm now as I did when I began teaching."

NCES - National Teacher and Principal Survey



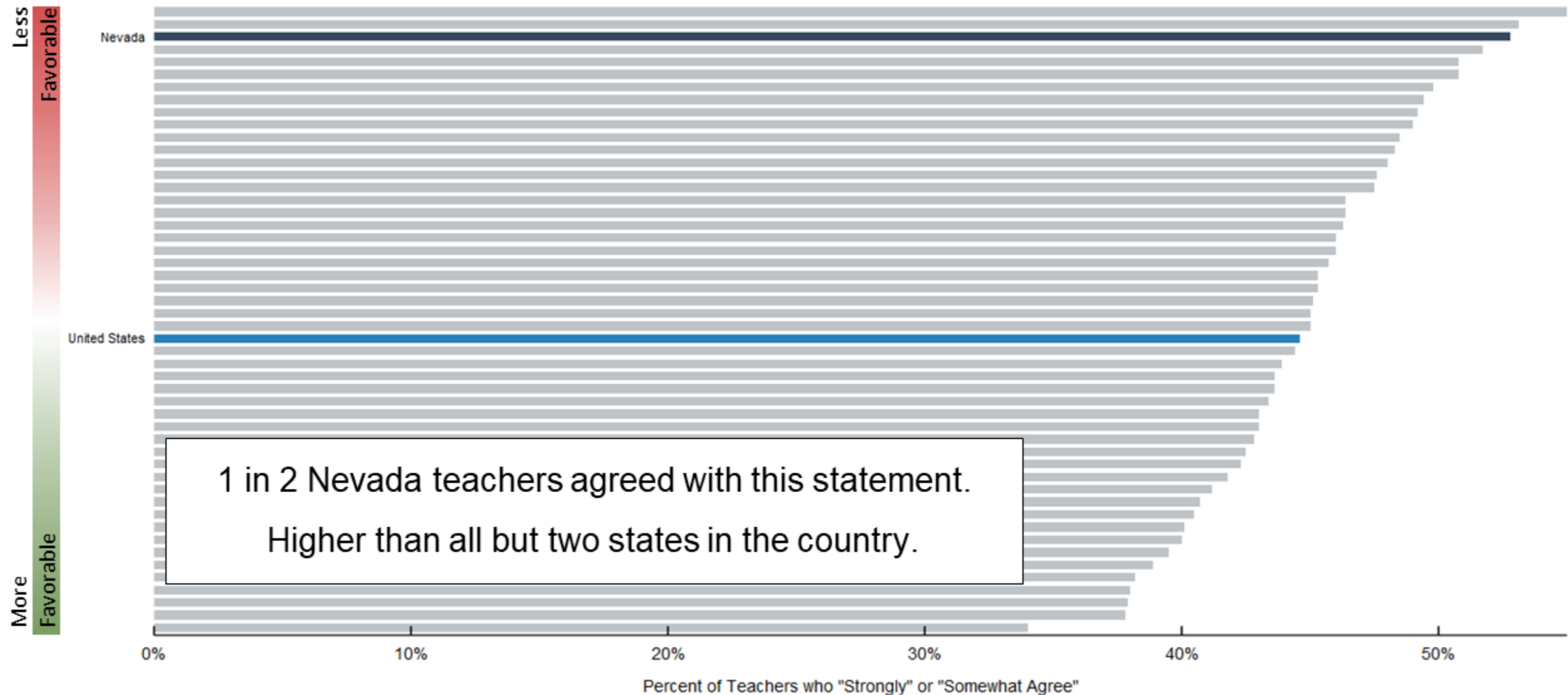
Reflection

1. Do teacher responses to this question provide evidence that they may be more likely to leave the classroom?
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Source: NCES National Teacher and Principal Survey 2017-2018.

Question: "I don't seem to have as much enthusiasm now as I did when I began teaching."

NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.



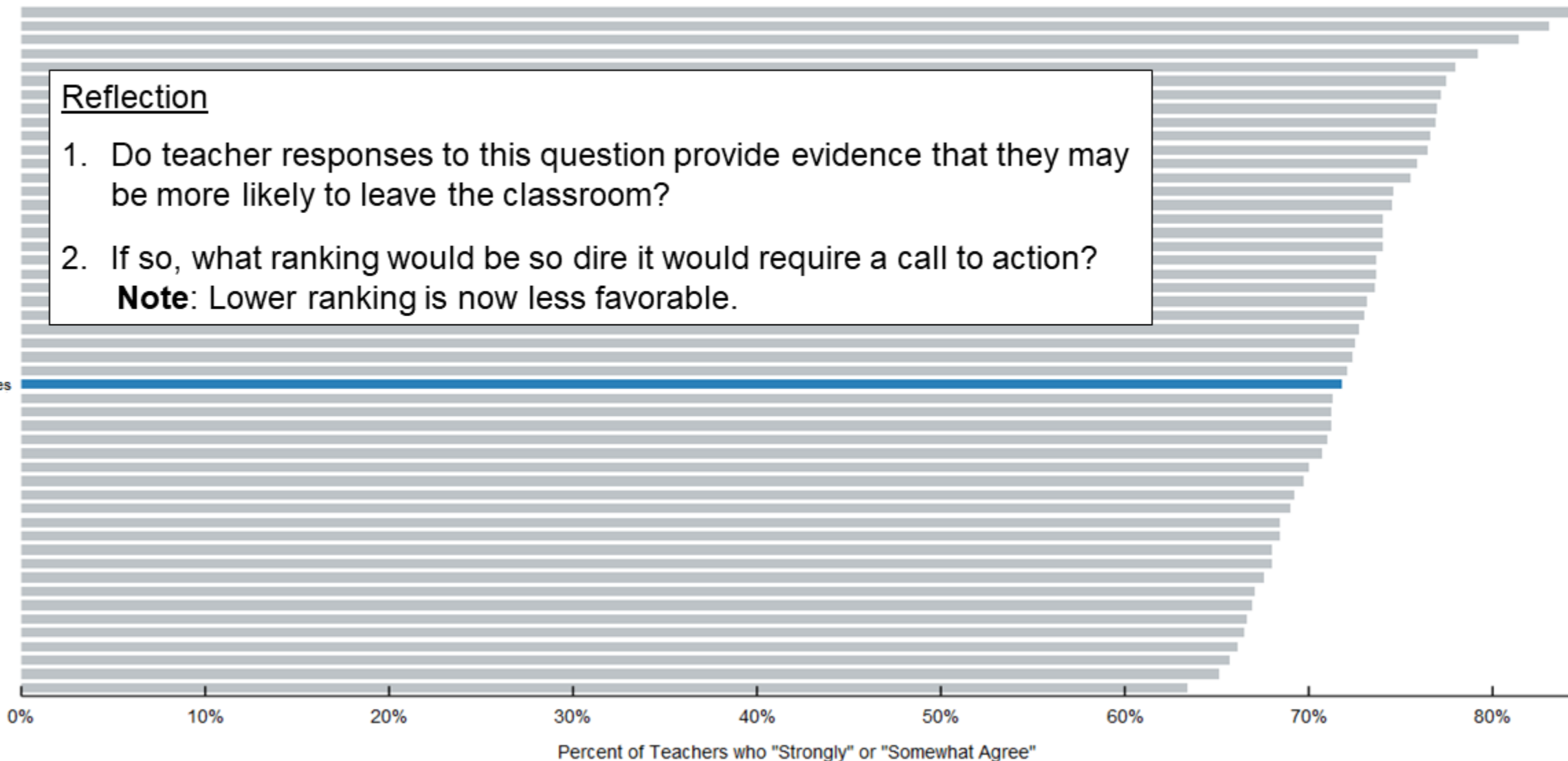
Question: "I like the way things are run at this school."

NCES - National Teacher and Principal Survey

Reflection

1. Do teacher responses to this question provide evidence that they may be more likely to leave the classroom?
2. If so, what ranking would be so dire it would require a call to action?
Note: Lower ranking is now less favorable.

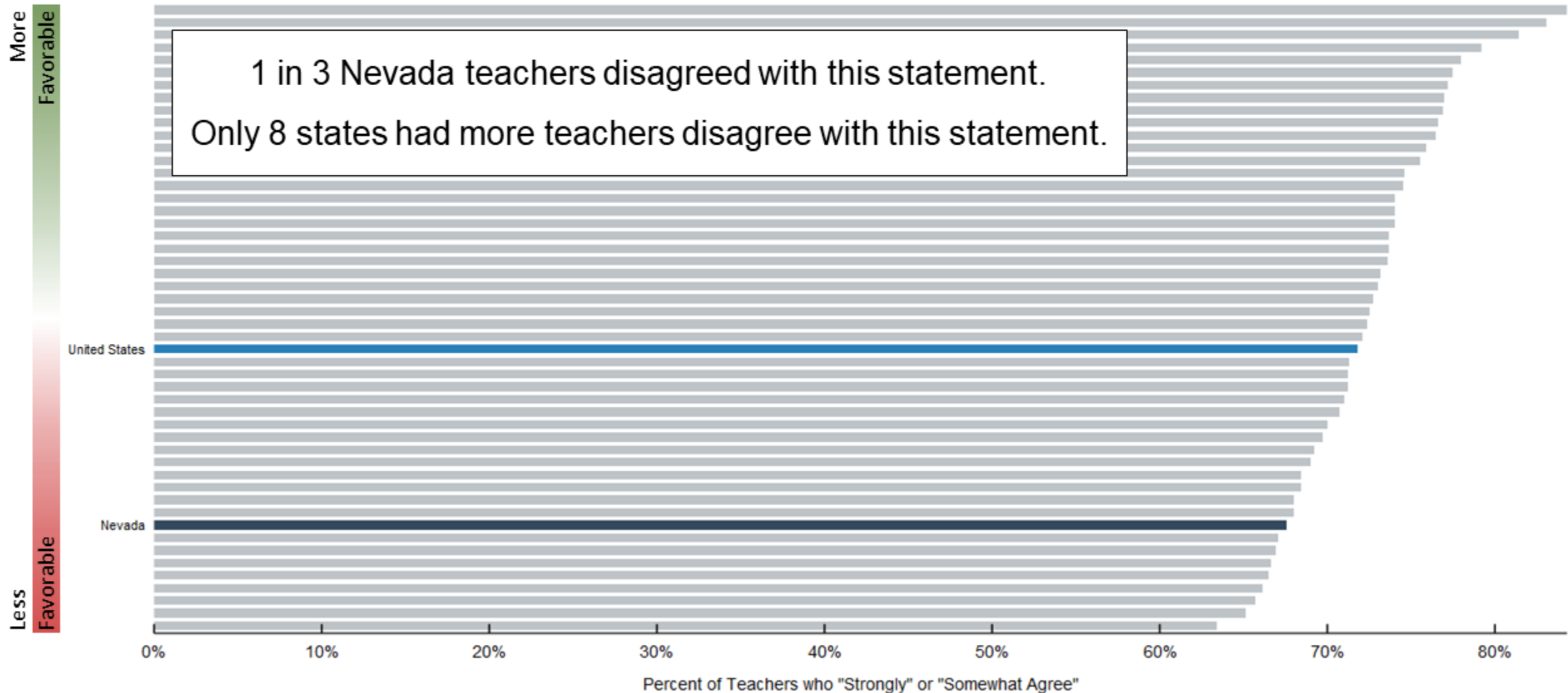
United States



Source: NCES National Teacher and Principal Survey 2017-2018.

Question: "I like the way things are run at this school."

NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.

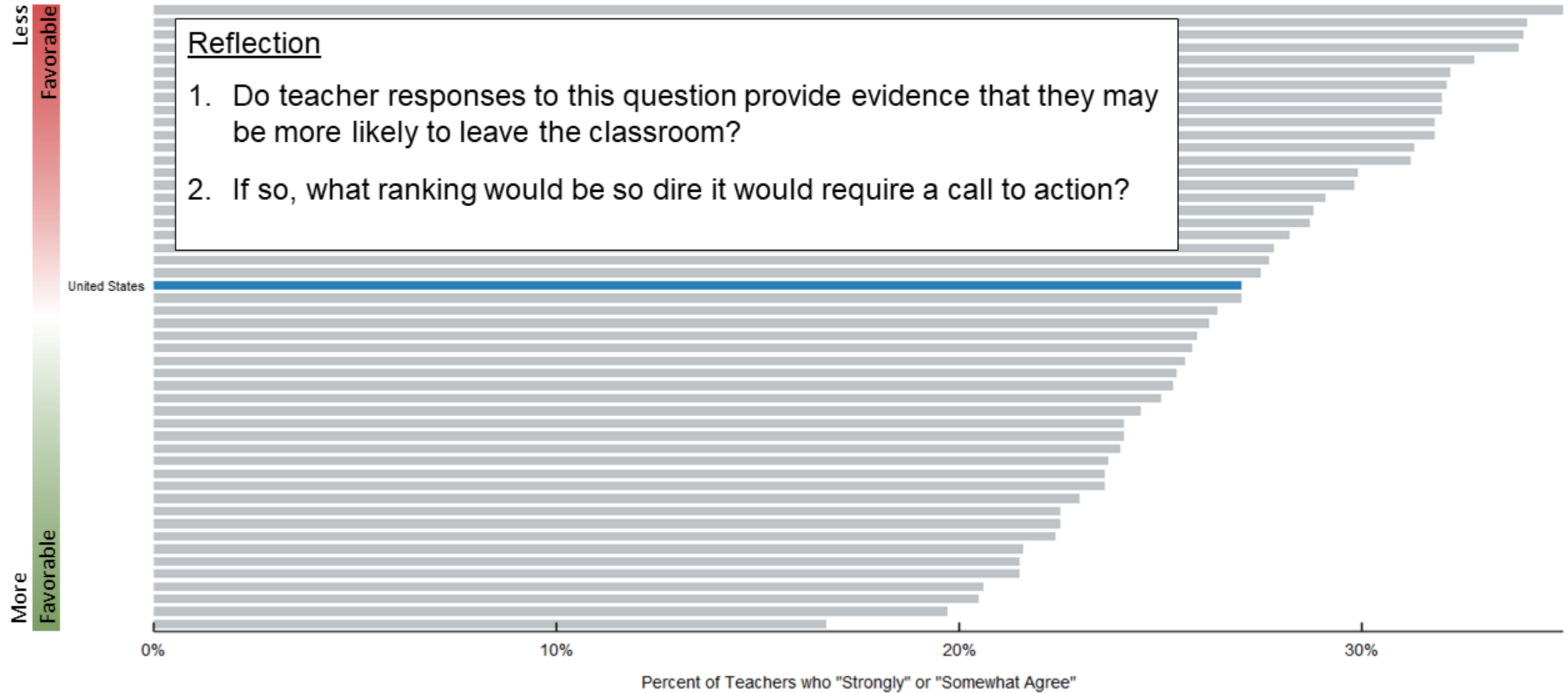


Question: "I think about staying home from school because I'm just too tired to go."

NCES - National Teacher and Principal Survey

Reflection

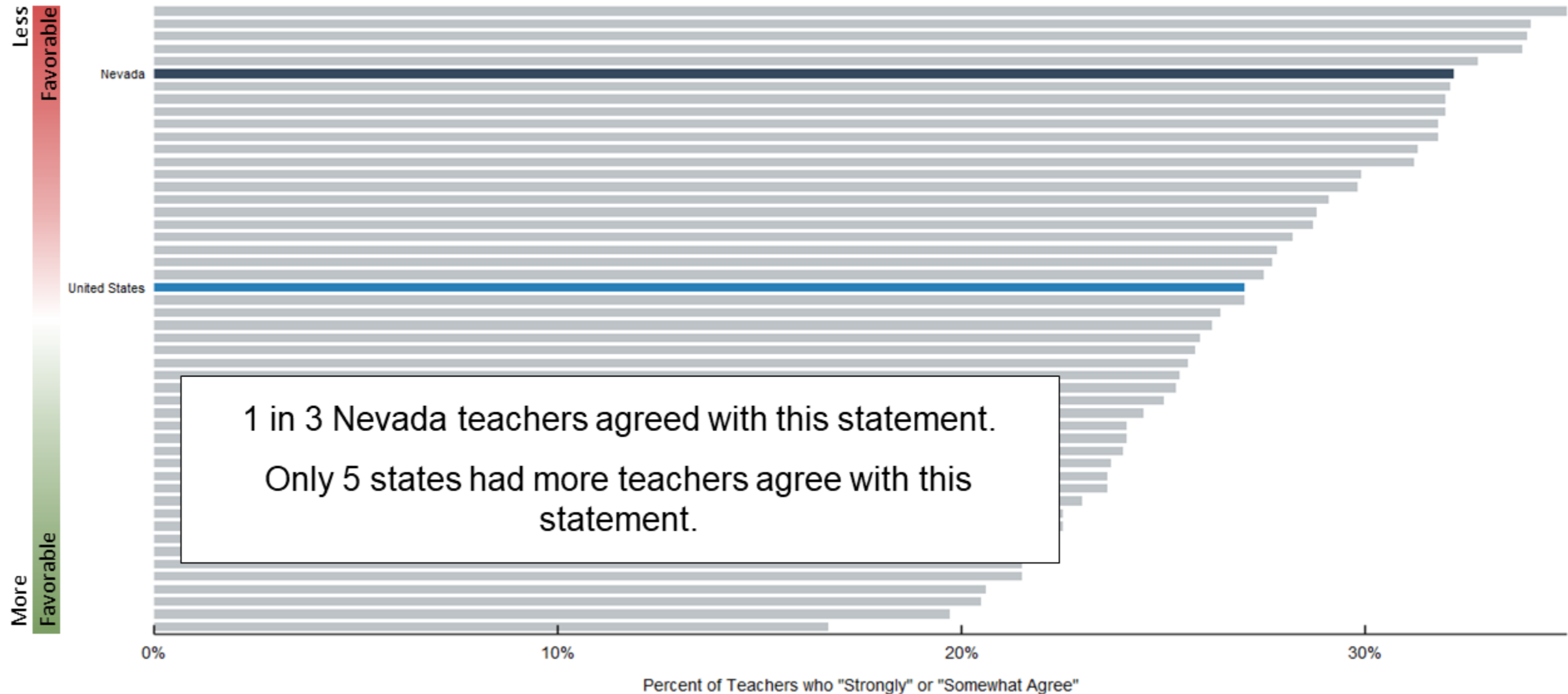
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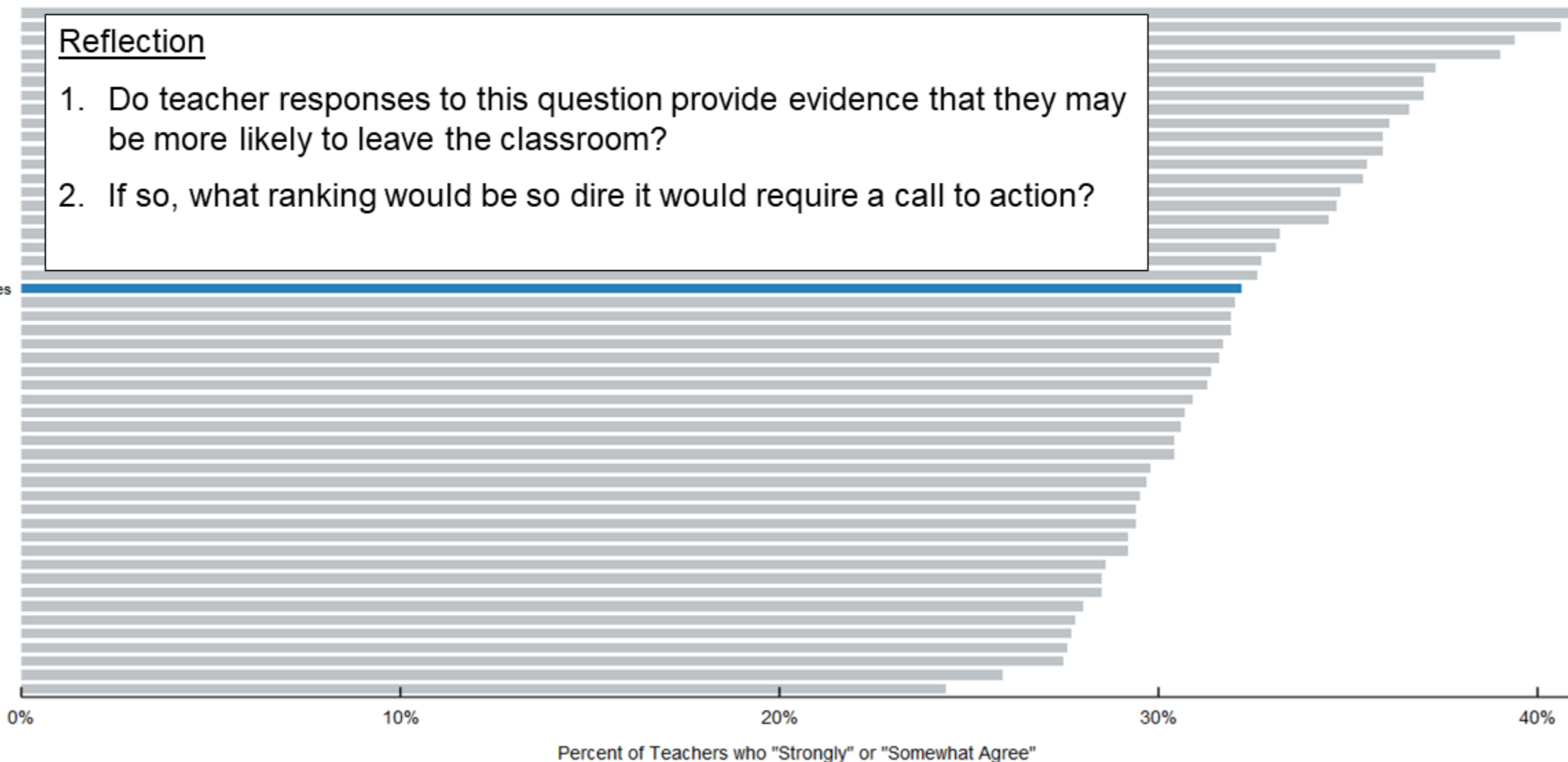
Question: "I think about transferring to another school."

NCES - National Teacher and Principal Survey

Reflection

1. Do teacher responses to this question provide evidence that they may be more likely to leave the classroom?
2. If so, what ranking would be so dire it would require a call to action?

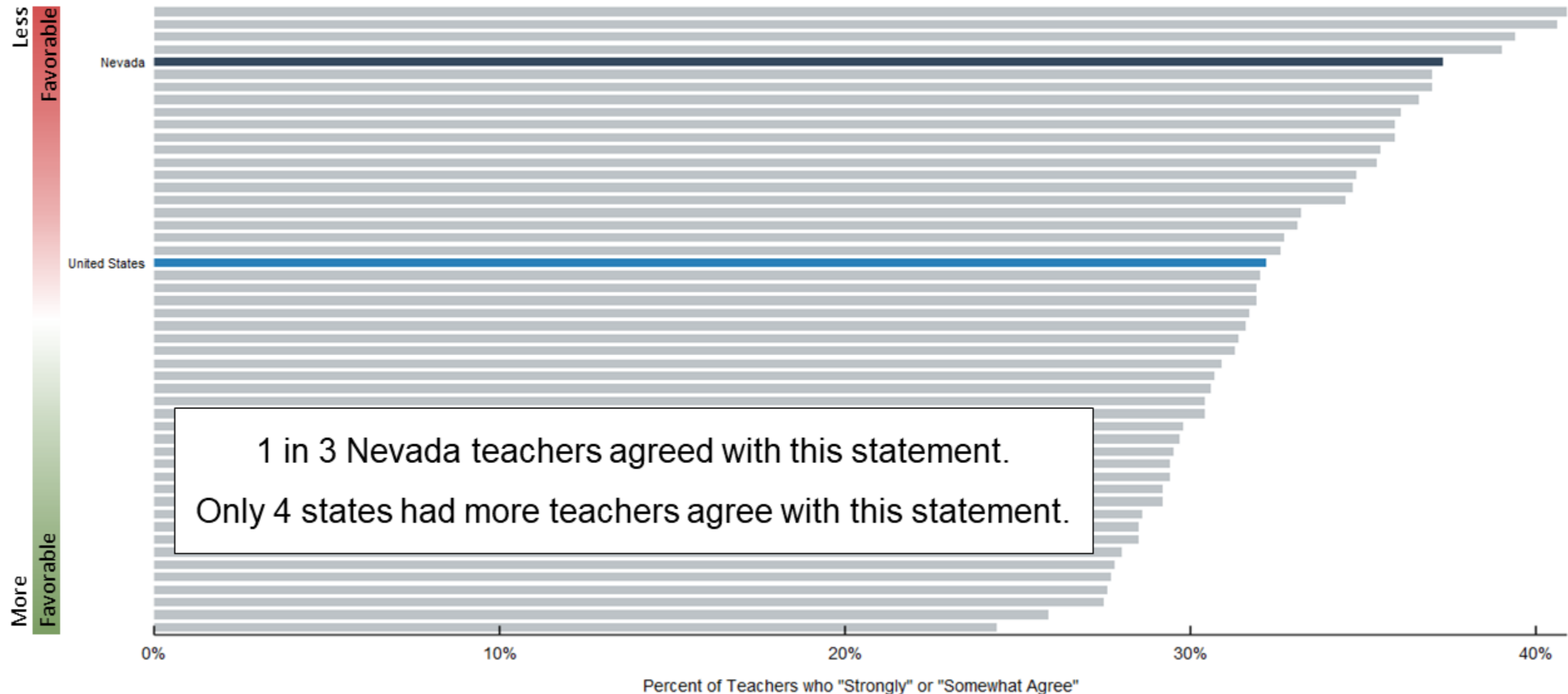
United States



Source: NCES National Teacher and Principal Survey 2017-2018.

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NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.



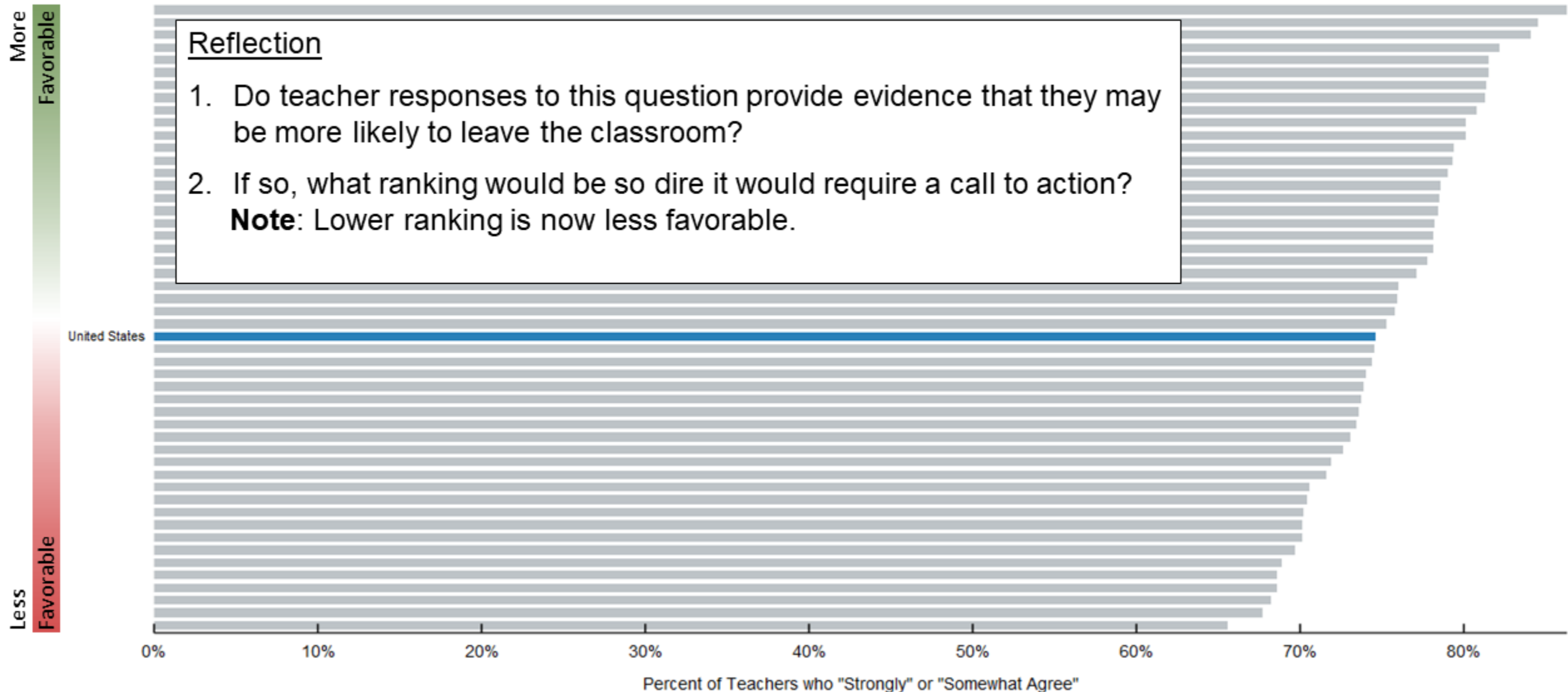
Question: "The teachers at this school like being here; I would describe us as a satisfied group."

NCES - National Teacher and Principal Survey

Reflection

1. Do teacher responses to this question provide evidence that they may be more likely to leave the classroom?
2. If so, what ranking would be so dire it would require a call to action?

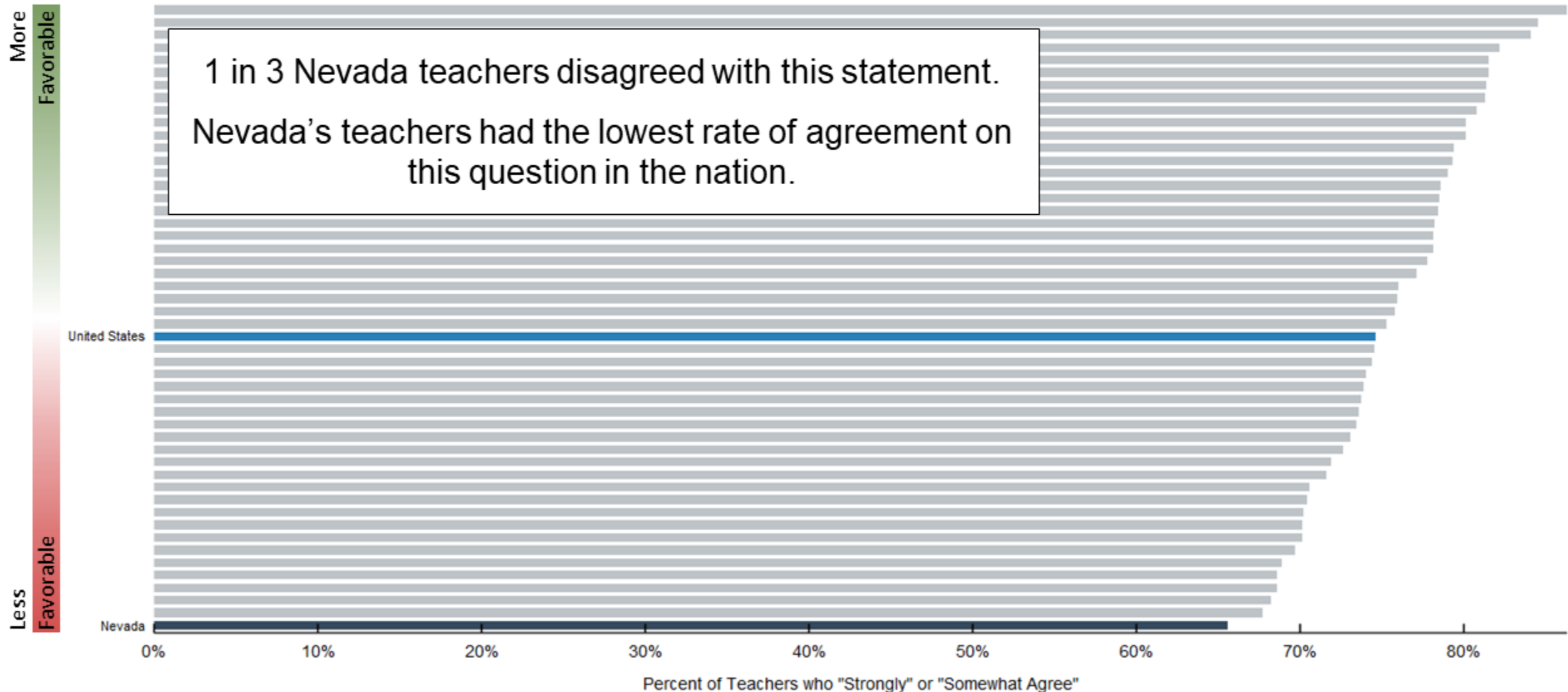
Note: Lower ranking is now less favorable.



Source: NCES National Teacher and Principal Survey 2017-2018.

Question: "The teachers at this school like being here; I would describe us as a satisfied group."

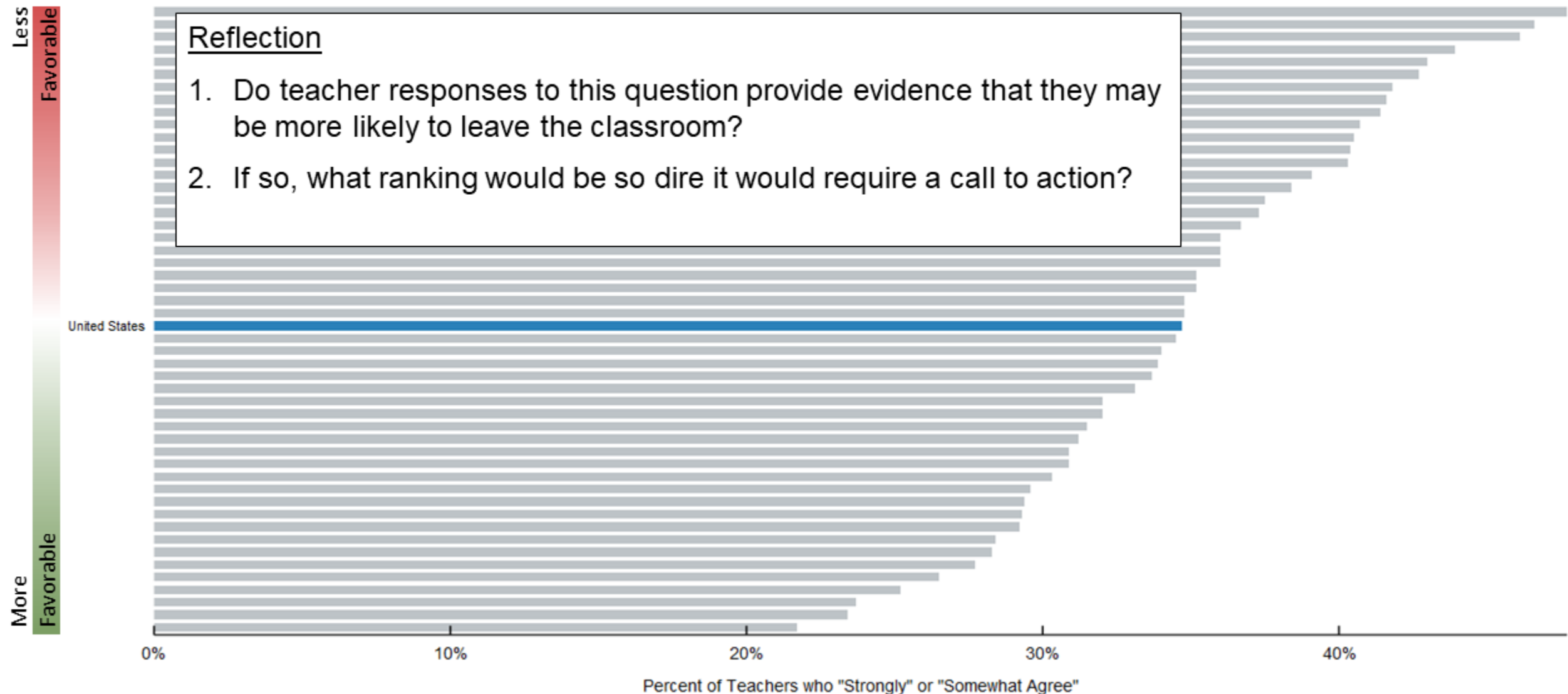
NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.

Question: "If I could get a higher paying job I'd leave teaching as soon as possible."

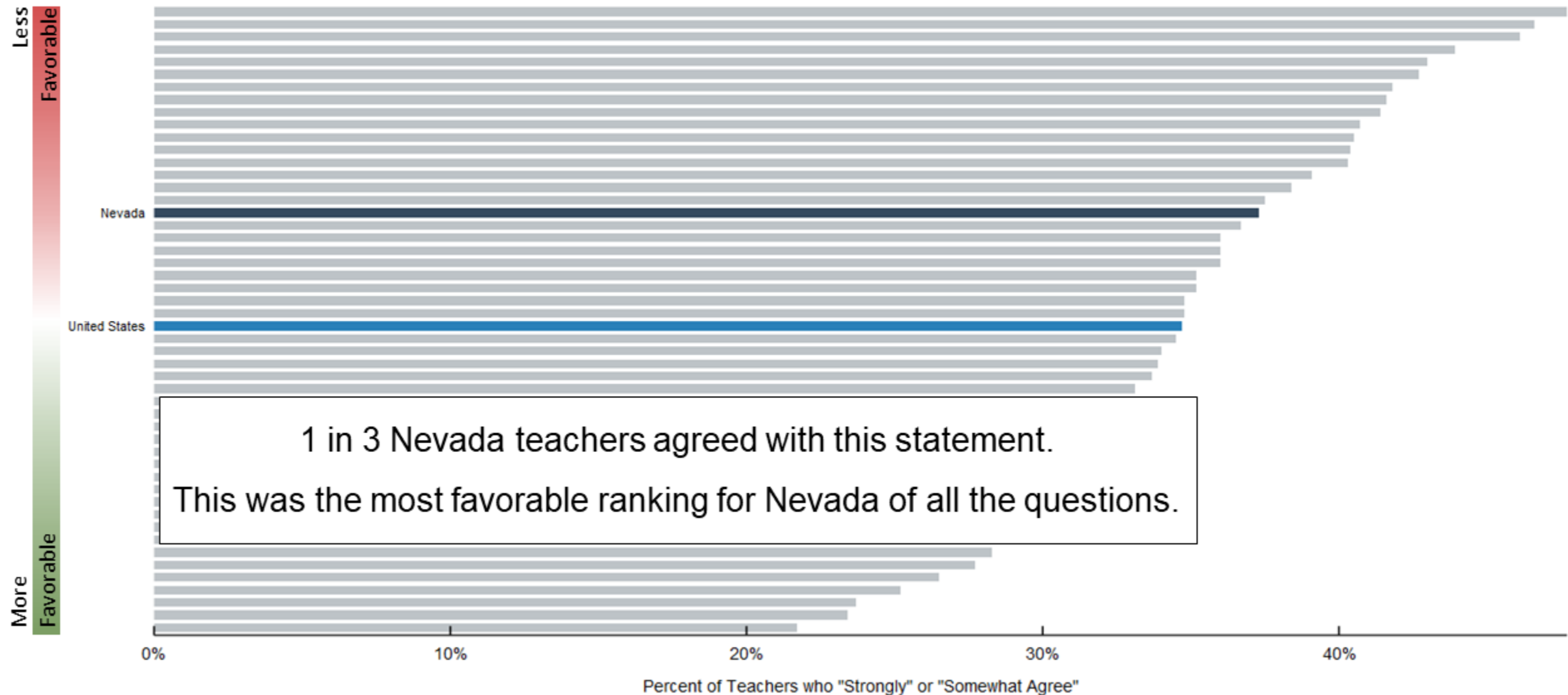
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NCES - National Teacher and Principal Survey



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Teacher Morale

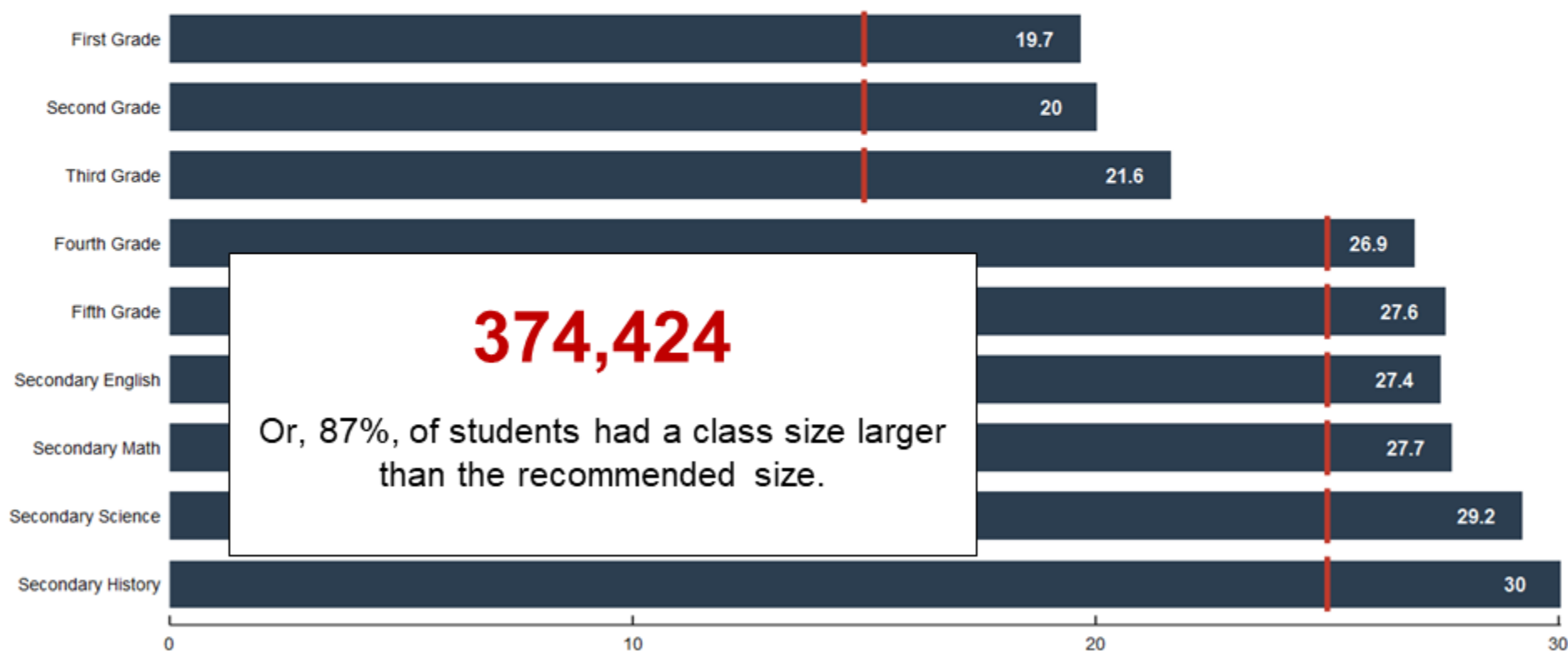
- Nevada teacher morale is alarmingly low when compared to their national peers.
- This low morale may have an impact on the leaver/mover/stayer rates of Nevada's classroom teachers.

Conclusions

Conclusion

Class sizes in Nevada are too big.

Average Class Sizes Experienced by Nevada Students
2019-2020



SBOE recommended class sizes

Source: Infinite Campus. Secondary is defined as grades 6 through 12. Analysis based on students enrolled on October 1, 2019 and enrolled in the school for a total of at least one week. Section enrollments of 50 or greater excluded from elementary analysis and 70 or greater from secondary analysis. There were 430,807 students included in this analysis.

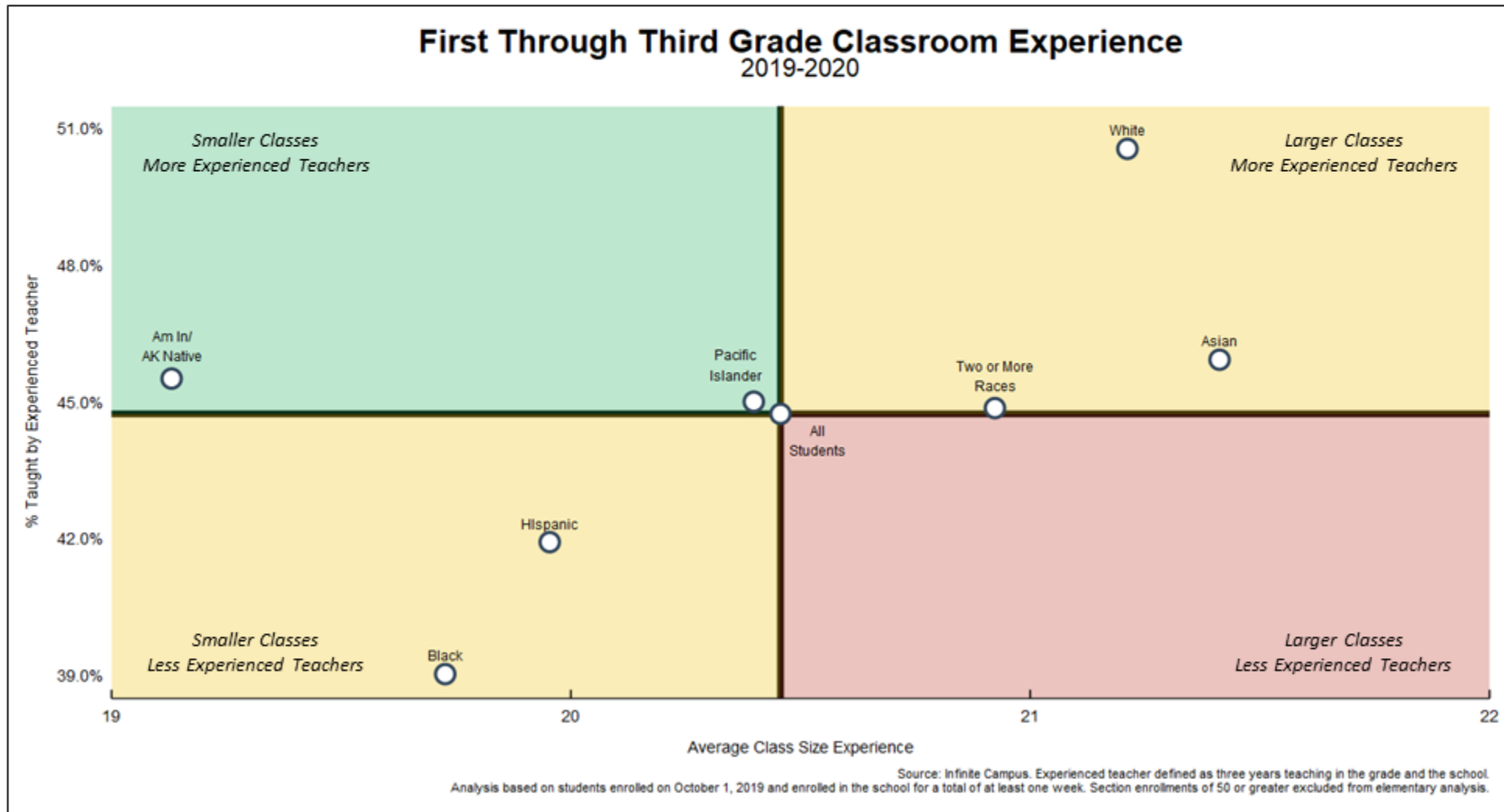
Conclusion

Nevada Needs More Teachers.

	Teachers Needed
Improve Core Class Sizes	3,000+
Meet national system-wide student-teacher ratios	9,800+
Lead the nation in student-teacher ratios	23,000+

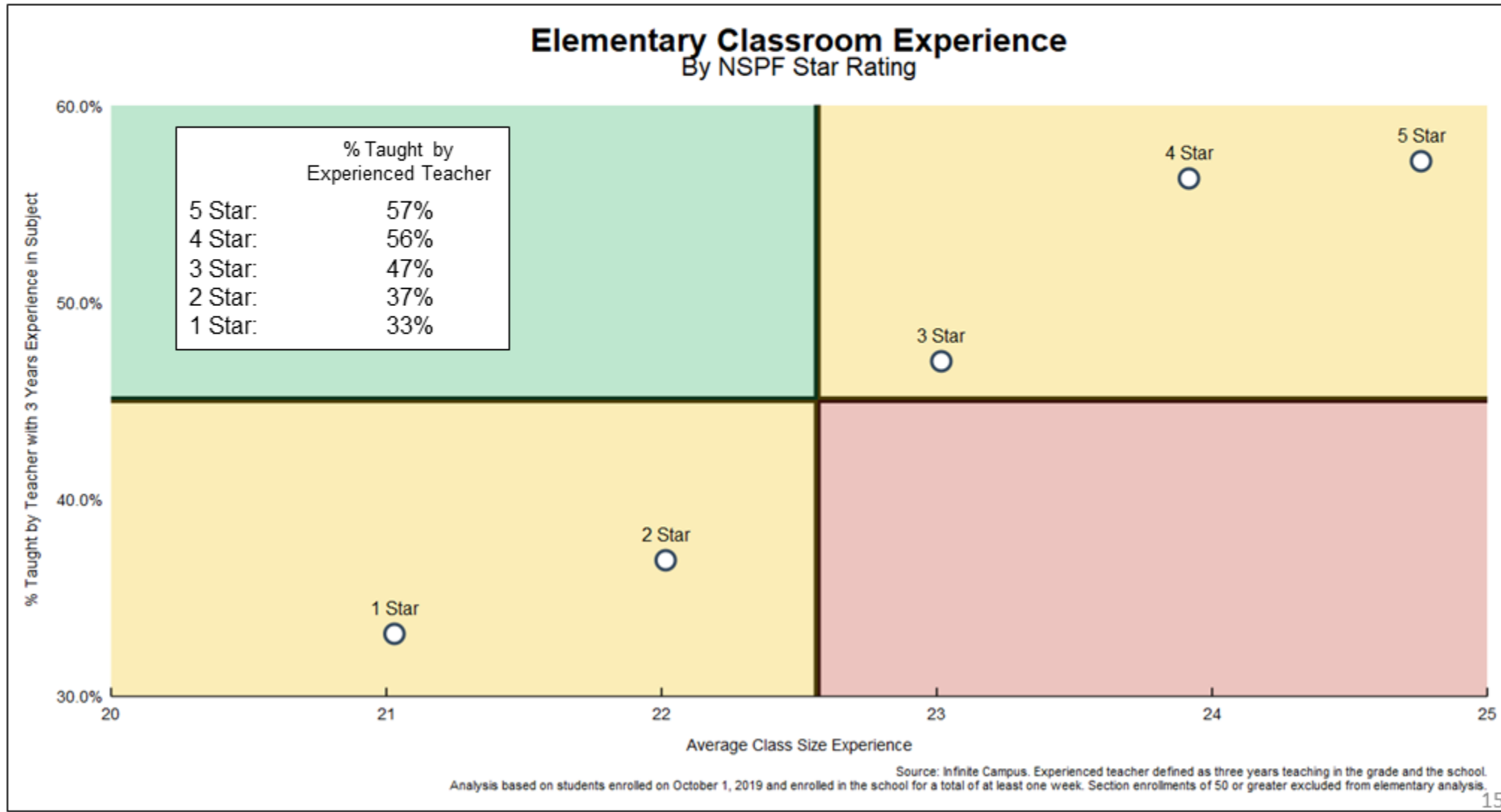
Conclusion

Not all students have equitable access to experienced teachers.



Conclusion

Lack of access to experienced teachers is associated with lower student achievement.

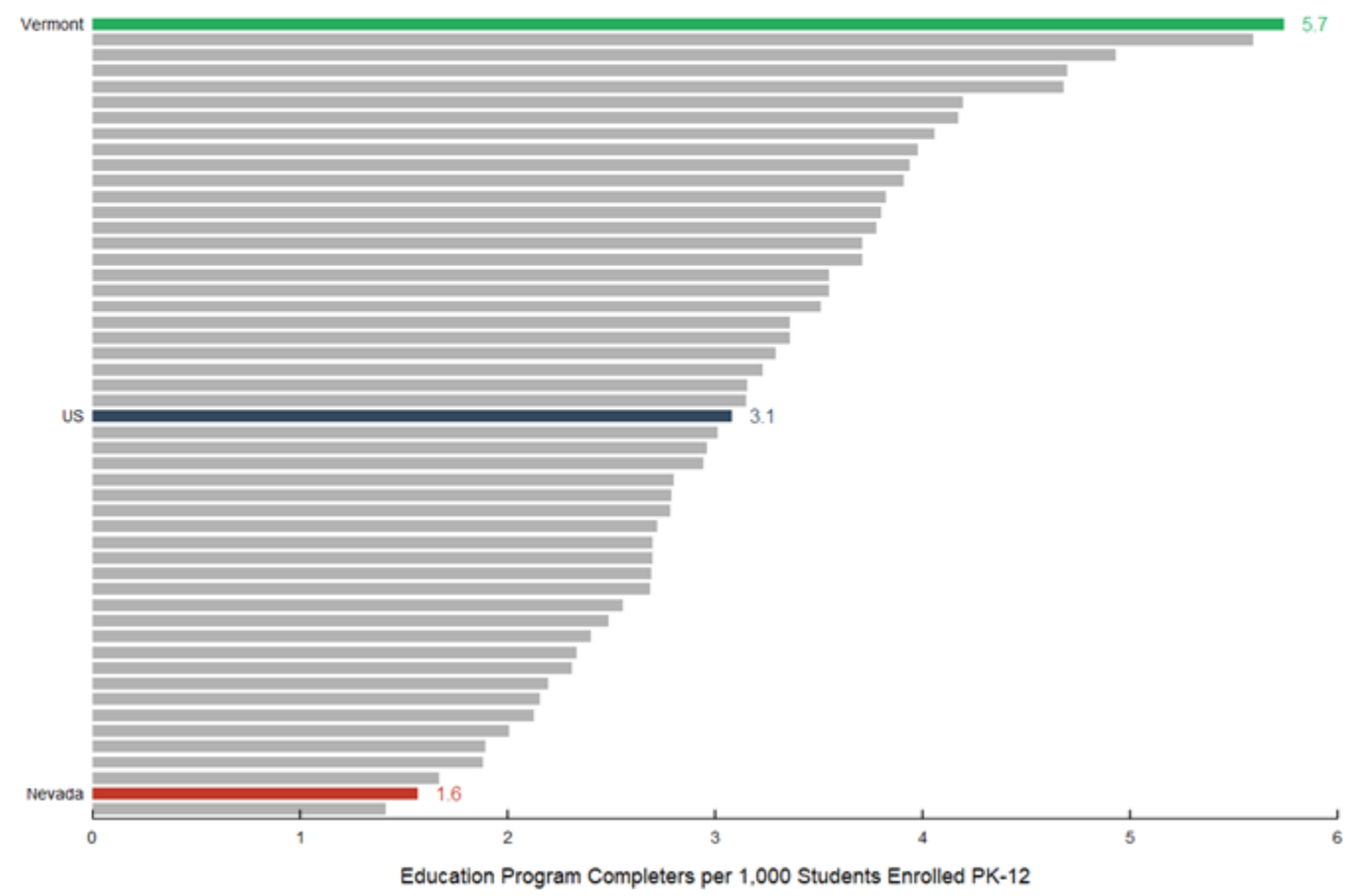


Conclusion

Nevada's teacher pipeline significantly lags national averages.

Nevada relies on out-of-state teacher prep programs for over 60% of new teacher licenses.

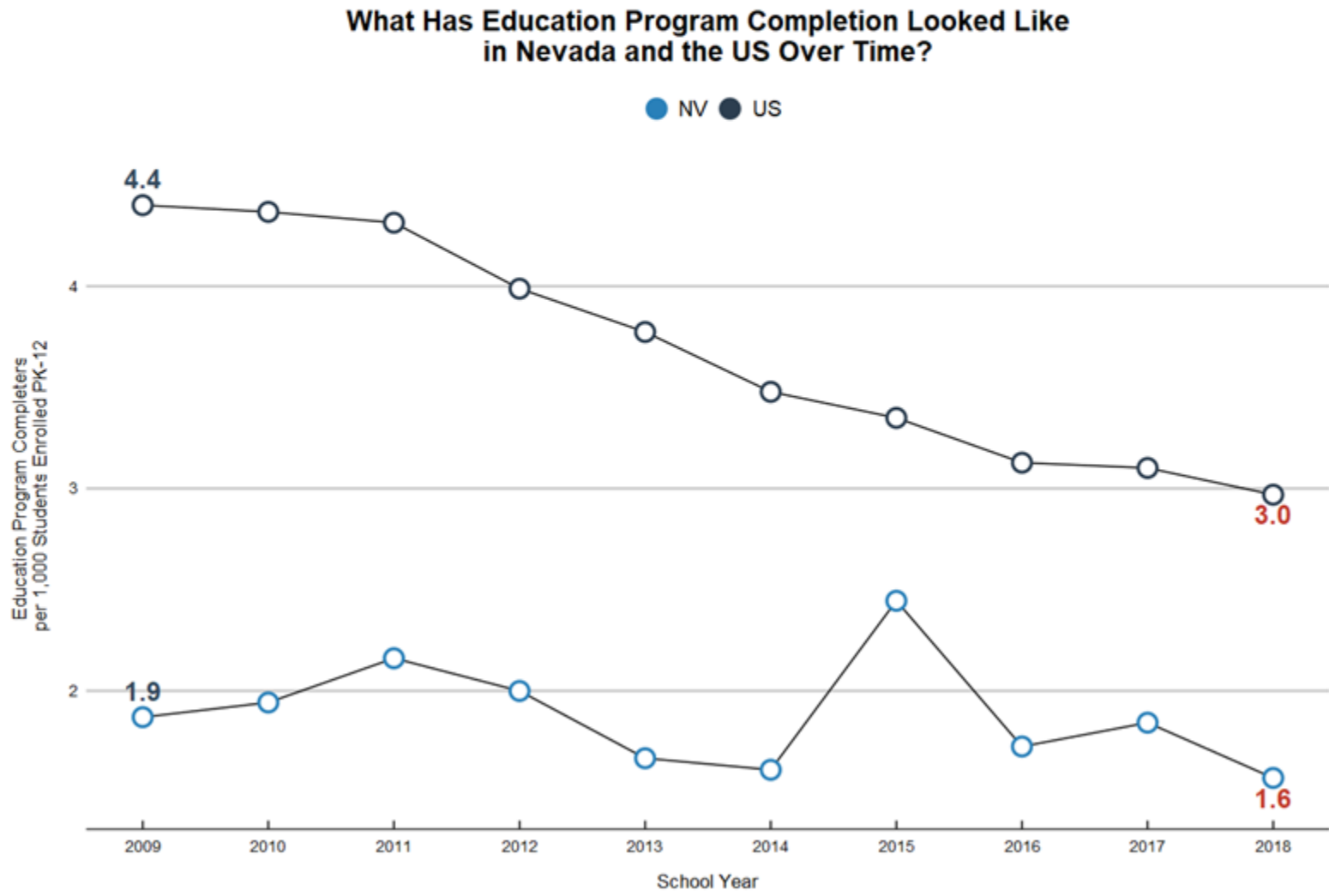
What Does Education Program Completion Look Like By State?



Program Completer Source: <https://title2.ed.gov/PublicHome.aspx>. Enrollment Source: Common Core of Data. Program Completion data for 2017-2018 school year. PK-12 enrollment for 2018-2019 school year.

Conclusion

However, the national pipeline is severely contracting, and Nevada's pipeline has not been expanding.



Program Completer Source: <https://title2.ed.gov/Public/Home.aspx>. Enrollment Source: Common Core of Data. The school year represents the end year for program completion and start year for PK-12 enrollment.

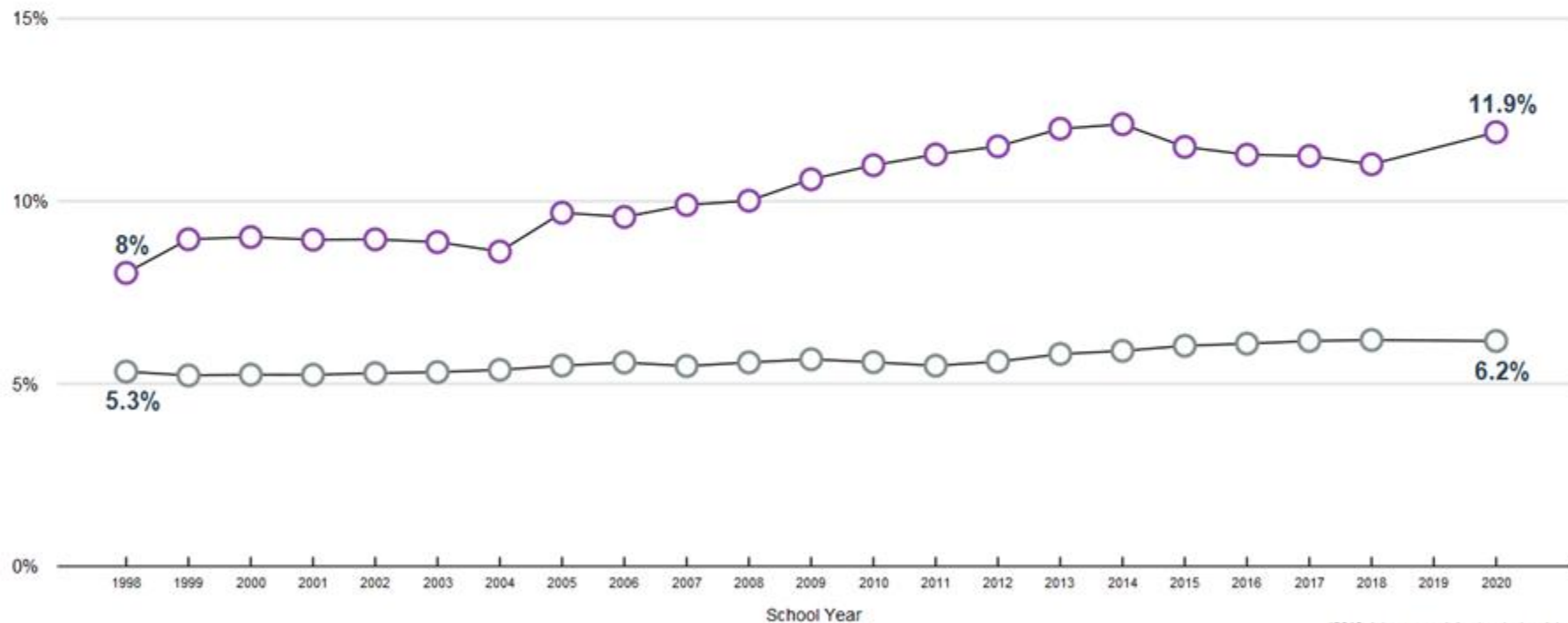
Conclusion

Despite non-classroom positions making up an increasing proportion of licensed staff ...

Percent of Nevada's K-12 Licensed Staff Working as Non-Classroom Staff or in Administration

Remaining staff are working as classroom teachers.

● Administration ● Non-Classroom Staff



*2019 data removed due to missing data. Source: Nevada Department of Education's OPAL system.

Conclusion

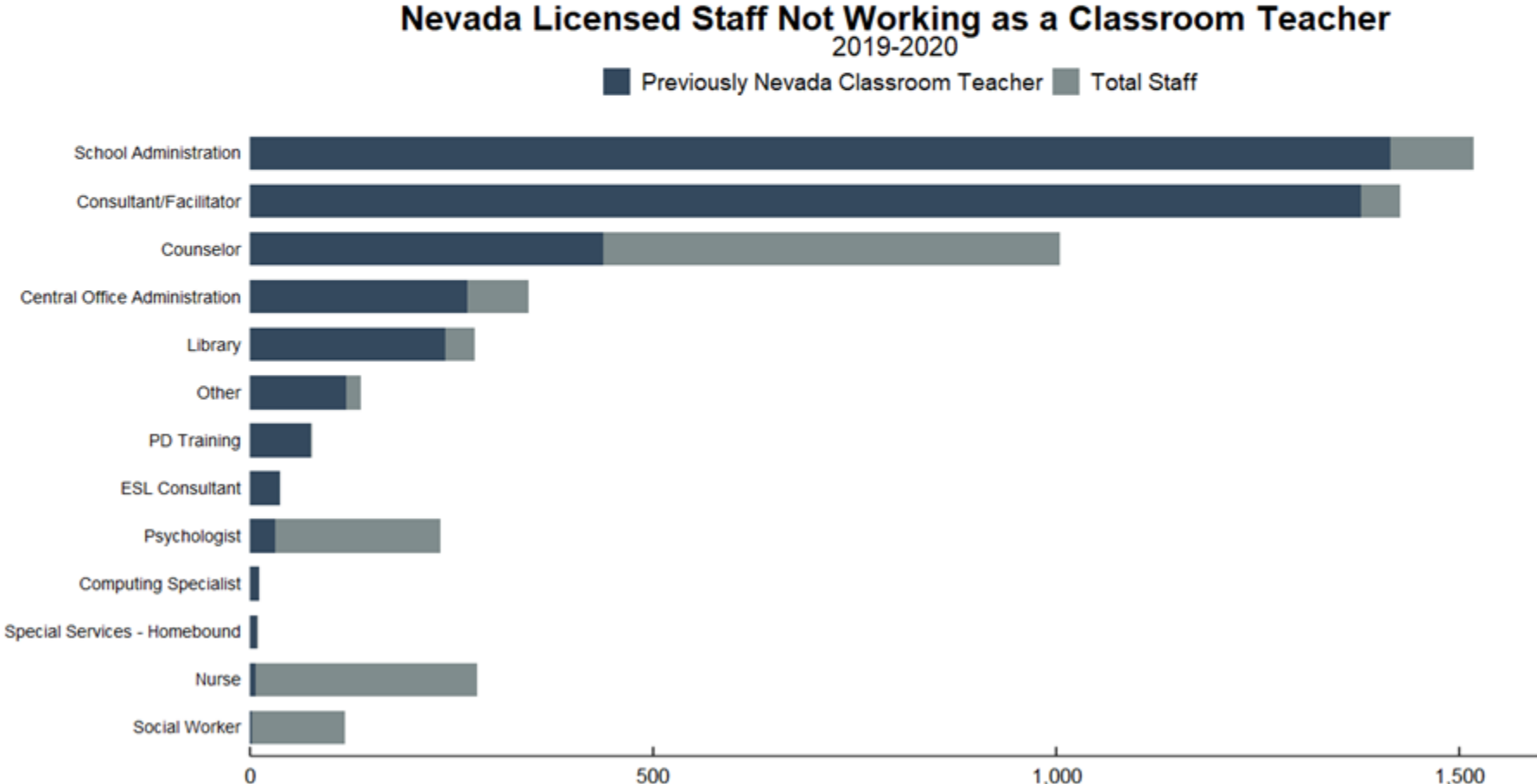
... evidence suggested these positions are not inflated compared to national averages.

	<u>US Staffing Ratios</u>	<u>Nevada Staffing Equivalent</u>	<u>Nevada Staffing Actual</u>	<u>Staffing Difference</u>
School Administration	262-to-1	1,897	1,518	-379
Counselor	430-to-1	1,156	1,004	-152
Central Administration	684-to-1	727	345	-382
Library Specialist	1208-to-1	411	278	-133

- Nevada has significantly less staff than the national average.

Conclusion

However, relying on classroom teaching experience in Nevada so heavily for many of these positions is exacerbating the teacher shortage problem.

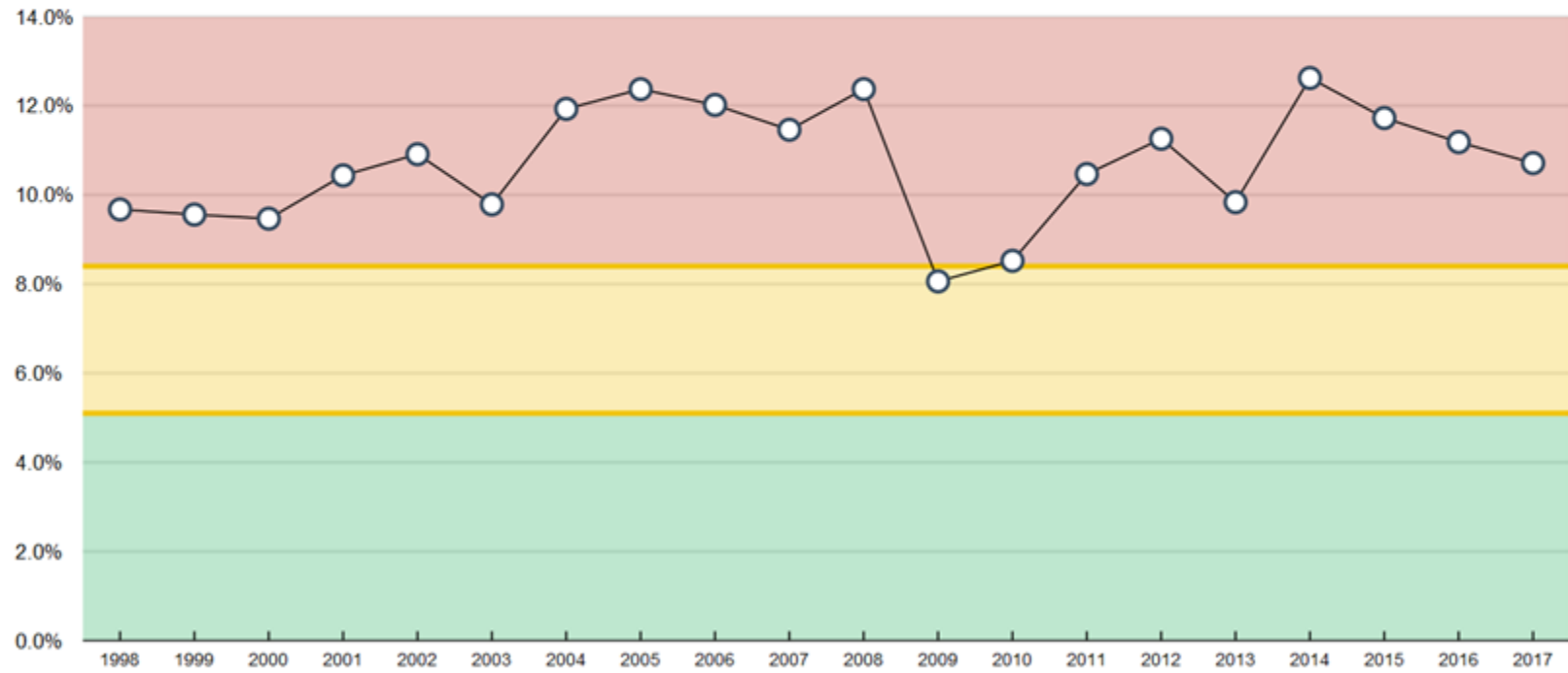


Source: Nevada Department of Education OPAL system.

Conclusion

The teacher shortage problem is compounded by the fact Nevada's teacher attrition rates have continuously exceeded national averages.

Nevada Classroom Teacher Leaver Rates
Leavers are classroom teachers who leave the classroom for any reason the following year.

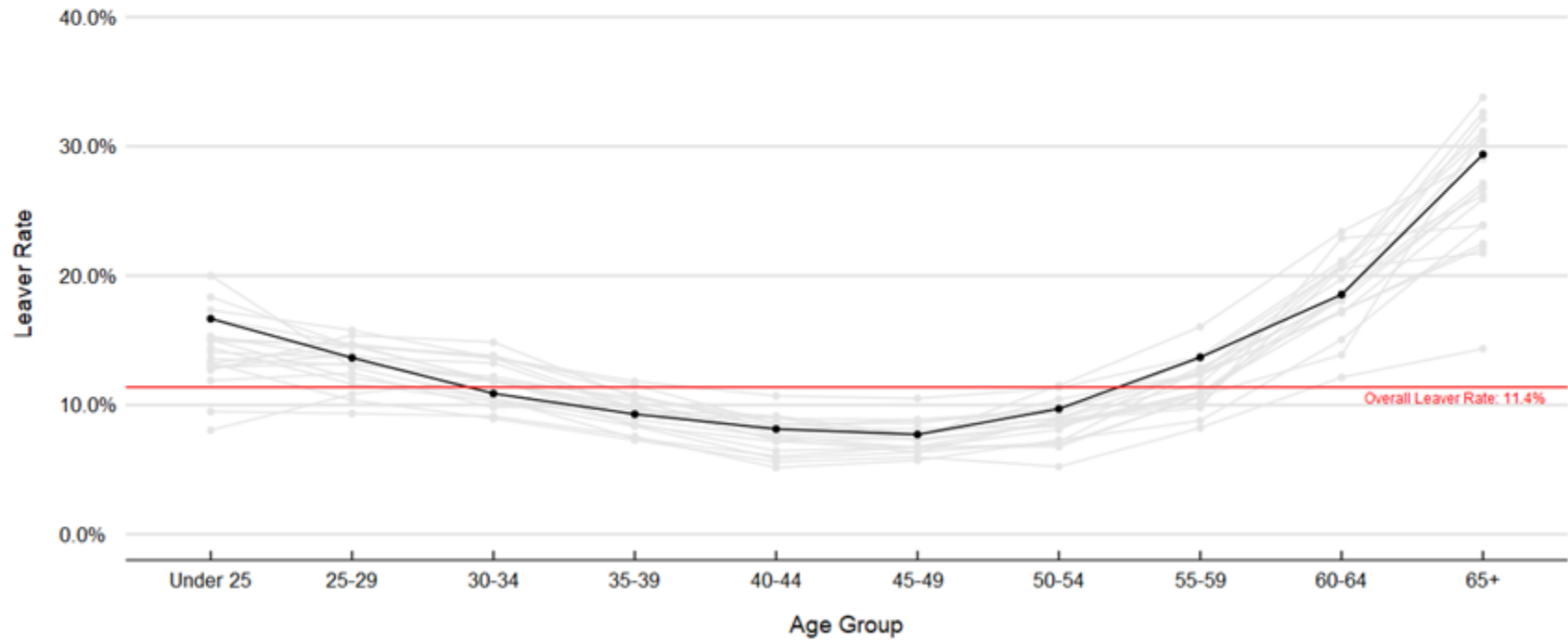


Source: Nevada Department of Education's OPAL system. Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stayer rate of 0 excluded from the analysis.

Conclusion

Teacher leaver rates begin to increase at age 50 and exceed the overall state rate by age 55.

Classroom Teacher Leaver Rates by Age Group School Year: 2017

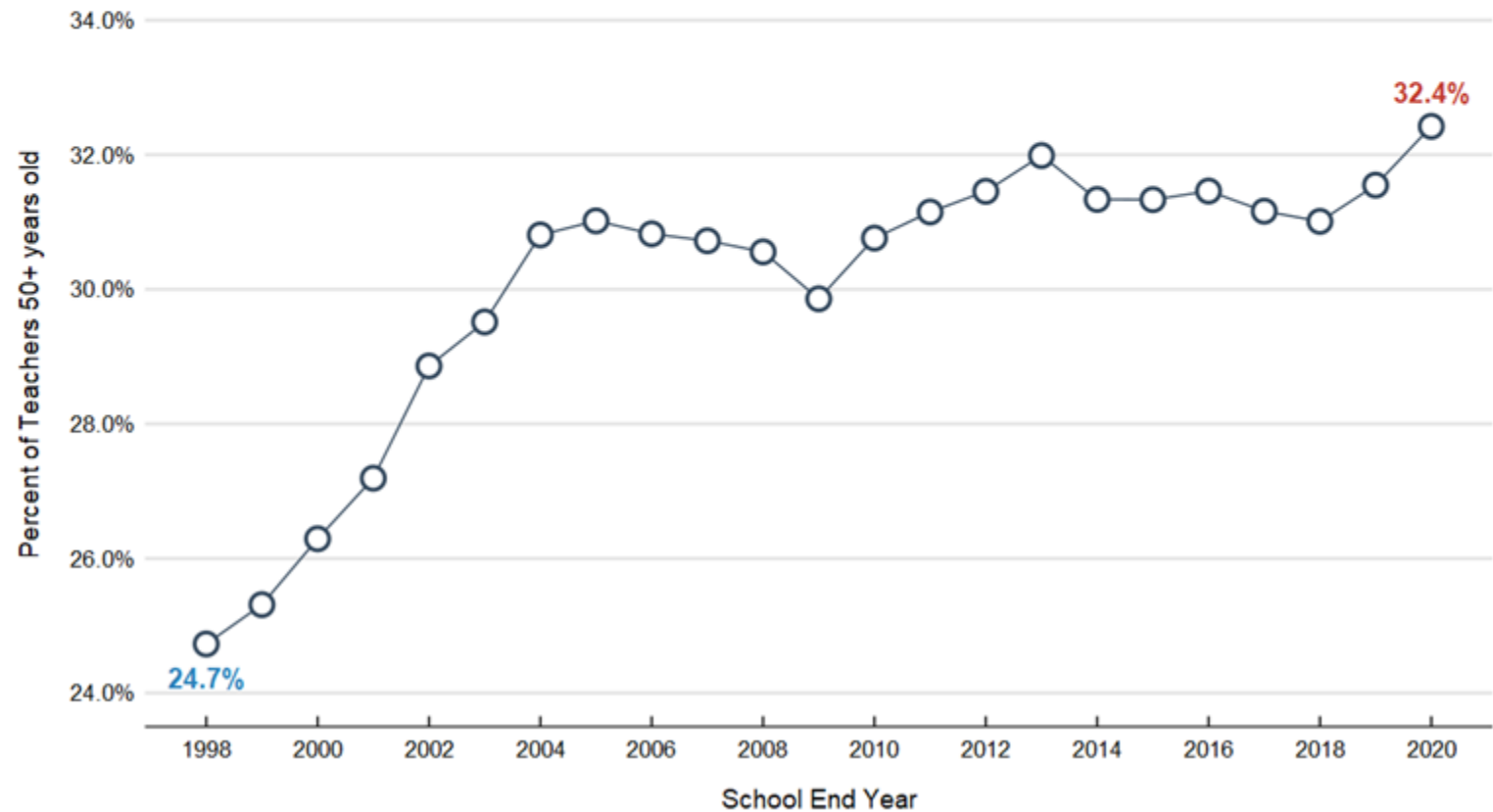


Source: Nevada Department of Education's OPAL system. Analysis limited to schools that received a Nevada School Performance Framework star rating in 2019. Schools with a stayer rate of 0 excluded from the analysis.

Conclusion

The percent of Nevada's workforce that is 50+ years old is higher than it has ever been.

Classroom Teachers - 50+ Years Old
1998 through 2020

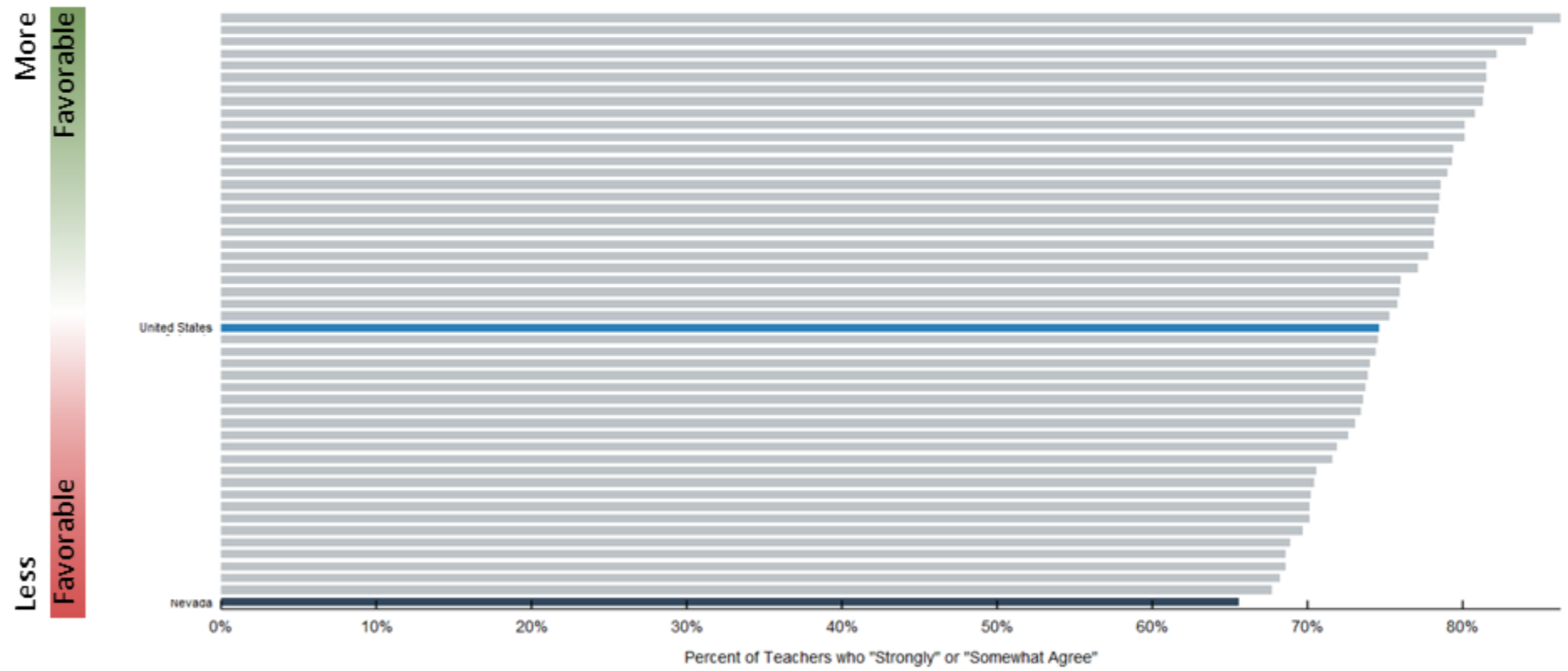


Conclusion

Teacher morale is alarmingly low.

Question: "The teachers at this school like being here; I would describe us as a satisfied group."

NCES - National Teacher and Principal Survey



Source: NCES National Teacher and Principal Survey 2017-2018.

Does Nevada Have an Education System Worth Investing In?

Nevada Has Made Massive Investments in Early Literacy

Full Day Kindergarten

- 2013 funding doubles to \$50 Million
- 2015 funding expanded to \$75 Million

Class Size Reduction

- 2016 to 2019 \$139 - 151 Million per year

Zoom

- 2013 to 2014 \$25 Million per year
- 2015 to 2019 \$50 Million per year

Victory

- 2013 to 2014 \$20 Million per year
- 2015 to 2019 \$25 Million per year

Read by Grade 3

- 2016 \$3.8 Million
- 2017 to 2019 \$20 Million per year

Investment

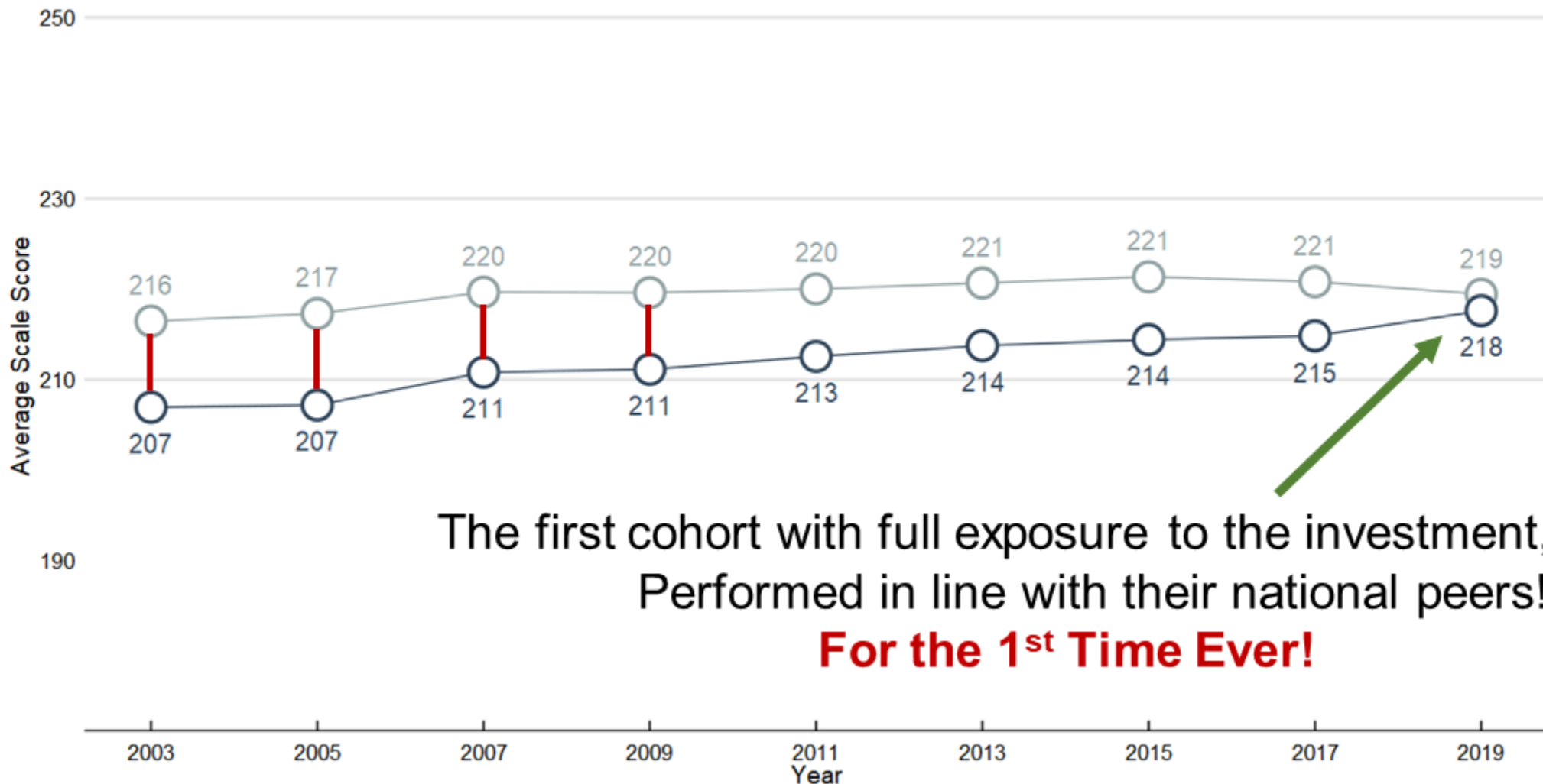
In 2019 the 1st cohort with exposure to Nevada's massive investment in early literacy took the NAEP reading assessment.

	<u>School Year</u>	<u>Class Size Reduction*</u>	<u>Zoom*</u>	<u>Read by 3*</u>	<u>Victory*</u>	<u>Full Day K*</u>
4th Grade	2018-2019	\$151 Million	\$50 Million		\$25 Million	
3rd Grade	2017-2018	\$150 Million	\$50 Million	\$22 Million	\$25 Million	
2nd Grade	2016-2017	\$147 Million	\$50 Million	\$22 Million	\$25 Million	
1st Grade	2015-2016	\$139 Million	\$50 Million	\$3.8 Million	\$20 Million	
Kindergarten	2014-2015		\$25 Million			\$75 Million

National Assessment of Educational Progress (NAEP)

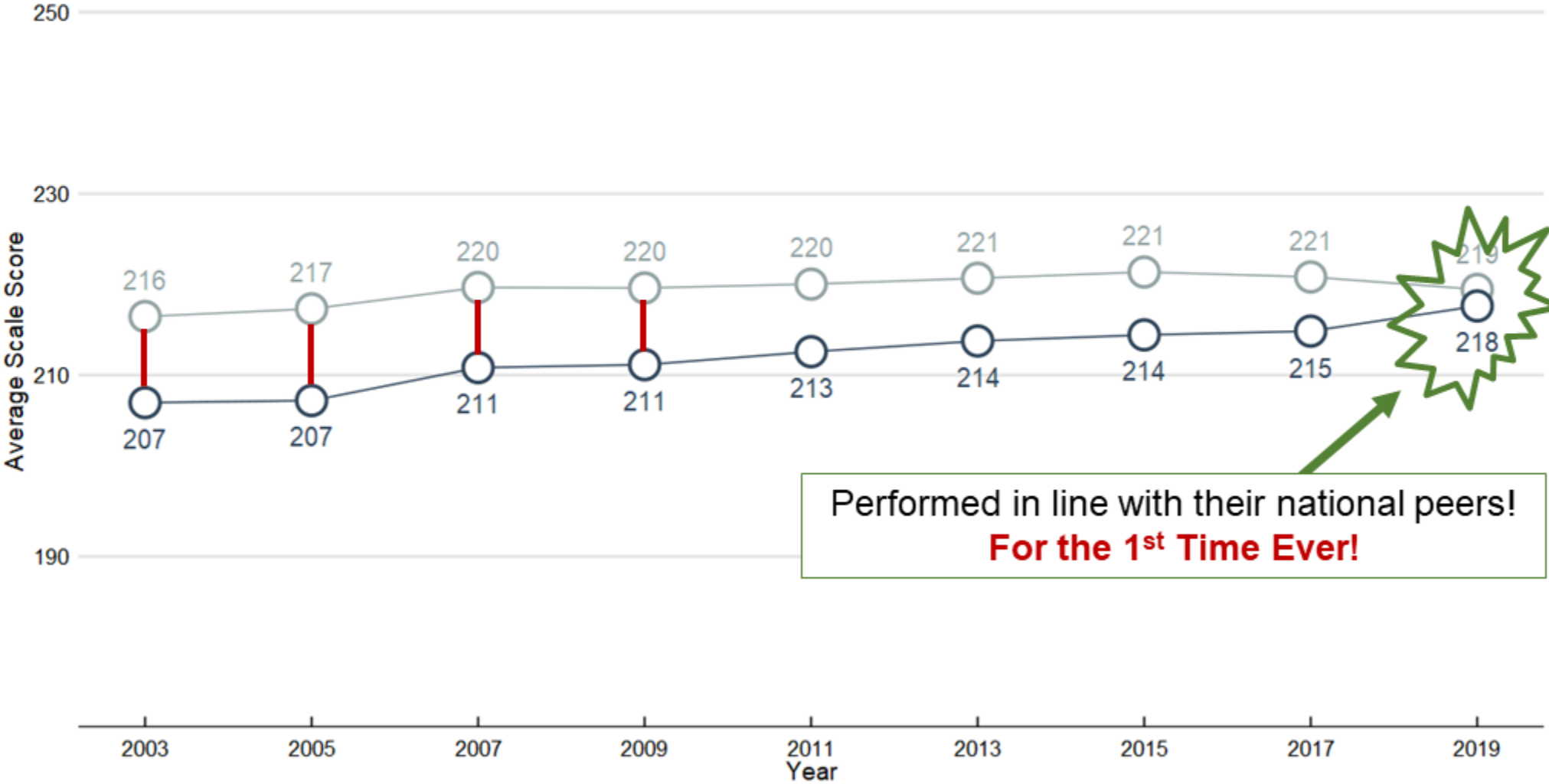
4th Grade Reading

● National public ● Nevada



The first cohort with full exposure to the investment,
Performed in line with their national peers!
For the 1st Time Ever!

Nevada Education Is a System Worth Investing In



Hope has two beautiful daughters;
their names are Anger and Courage.

Anger at the way things are, and Courage to see that they
do not remain as they are.

- St. Augustine



Nevada Class Sizes

A Comprehensive Review