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Updates from Enrollment Trends and Weighted Funding Work Groups

Student Counts and Stacked Weights

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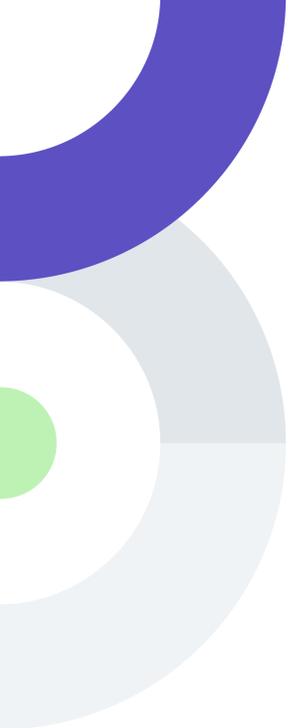


Discussion Items

- **Enrollment Trends Work Group Updates**
 - Base funding scenario modeling
 - Takeaways and key considerations
- **Weighted Funding Group Updates**
 - Student Counts
 - Analysis of the stability of year-to-year English learner (EL) and at-risk (AR) student counts
 - Updated count modeling
 - Takeaways and key considerations
 - Stacked Weights
 - Scenario modeling
 - Takeaways and key considerations

Enrollment Trends Work Group: Adjusted-Base Funding





Base Student Count Scenarios

- **Scenario 1:** Prior-Year (PY) Average of Four-Quarter Average Daily Enrollment (ADE)
- **Scenario 2:** Two-Year Average of PY and Two-Years Prior (PY-2)
- **Scenario 3:** Greater of Prior-Year or Two-Year Average (PY/PY-2)

Base Funding Scenarios: State-Level Impacts (FY26)

	Count	Funding (millions)	% Difference
Current Approach: <i>Current Year (Average of Q1 and Q2)</i>	457,882	\$4,318.7	N/A
Scenario 1: <i>Prior-Year Average of Four-Quarter ADE</i>	462,942	+ \$47.7	1.1%
Scenario 2: <i>Two-Year Average (PY/PY-2)</i>	464,055	+ \$58.2	1.3%
Scenario 3: <i>Greater of Prior-Year or Two-Year Average (PY/PY-2)</i>	465,285	+ \$69.8	1.6%

Any scenario can be paired with changes to Exceptional Enrollment Growth Adjustment (EEGA) to provide additional funding for LEAs with significant growth.

If funding allocation were fixed, the FY26 base amount of \$9,432 would become:

- **Scenario 1:** \$9,337 (-1.0%)
- **Scenario 2:** \$9,315 (-1.2%)
- **Scenario 3:** \$9,293 (-1.5%)

Note: figures above are statewide-base funding without additional funding due to attendance area size adjustment.

Base Funding Scenarios: LEA-Level Impacts on ADE Counts (FY26)

	Scenario 1: Prior-Year	Scenario 2: Two-Year Average (PY/PY-2)	Scenario 3: Greater of Prior Year or Two-Year Average (PY/PY-2)
Carson City	2%	3%	3%
Churchill	0%	2%	2%
Clark	2%	3%	3%
Douglas	2%	4%	4%
Elko	2%	4%	4%
Esmeralda	9%	15%	15%
Eureka	4%	5%	5%
Humboldt	1%	2%	2%
Lander	-1%	1%	1%
Lincoln	-1%	-1%	-1%
Lyon	2%	2%	2%
Mineral	2%	8%	8%
Nye	-1%	-1%	-1%
Pershing	3%	3%	3%
Storey	-2%	-2%	-2%
Washoe	0%	1%	1%
White Pine	2%	3%	3%
Charters/University School	-2%	-4%	-2%

Exceptional Enrollment Growth Adjustment (EEGA) Proposal

- Reduce required growth rate from 25% to 15% to qualify for all LEAs
- Add consideration of LEA size (e.g., for districts or charters under 500 enrollment, lower the EEGA percentage)
- Allow for EEGA adjustment if:
 - opening a new campus or multisite charter school
 - Adding a grade level

Base Student Counts: Takeaways

- Additional count scenarios address LEA count volatility by using more than one year of data and provide predictability for the state by using prior-year data
- Eliminates the need for the quarterly true-up and the quarterly adjustments to monthly payments. The end of year true-up will still be needed. (i.e., consistent funding for the year)
- Additional count scenarios support LEAs with declining enrollment and may eliminate the need for a hold harmless
- Approaches provide a softer landing for declining populations but have a less positive impact for LEAs with growing populations since current year data is not used
 - Using a better of approach helps growing districts more than an average does
 - Additional adjustments to EEGA policy support growing LEAs

DISCUSSION

Weighted Funding Group Updates: Weighted Student Count Scenarios



Recap of Next Steps Following January Commission Meeting on Weighted Student Counts

- **Weighted Student Counts**

- Compare year-to-year volatility of eligible student counts versus funded student counts
- Model additional weighted student count scenarios

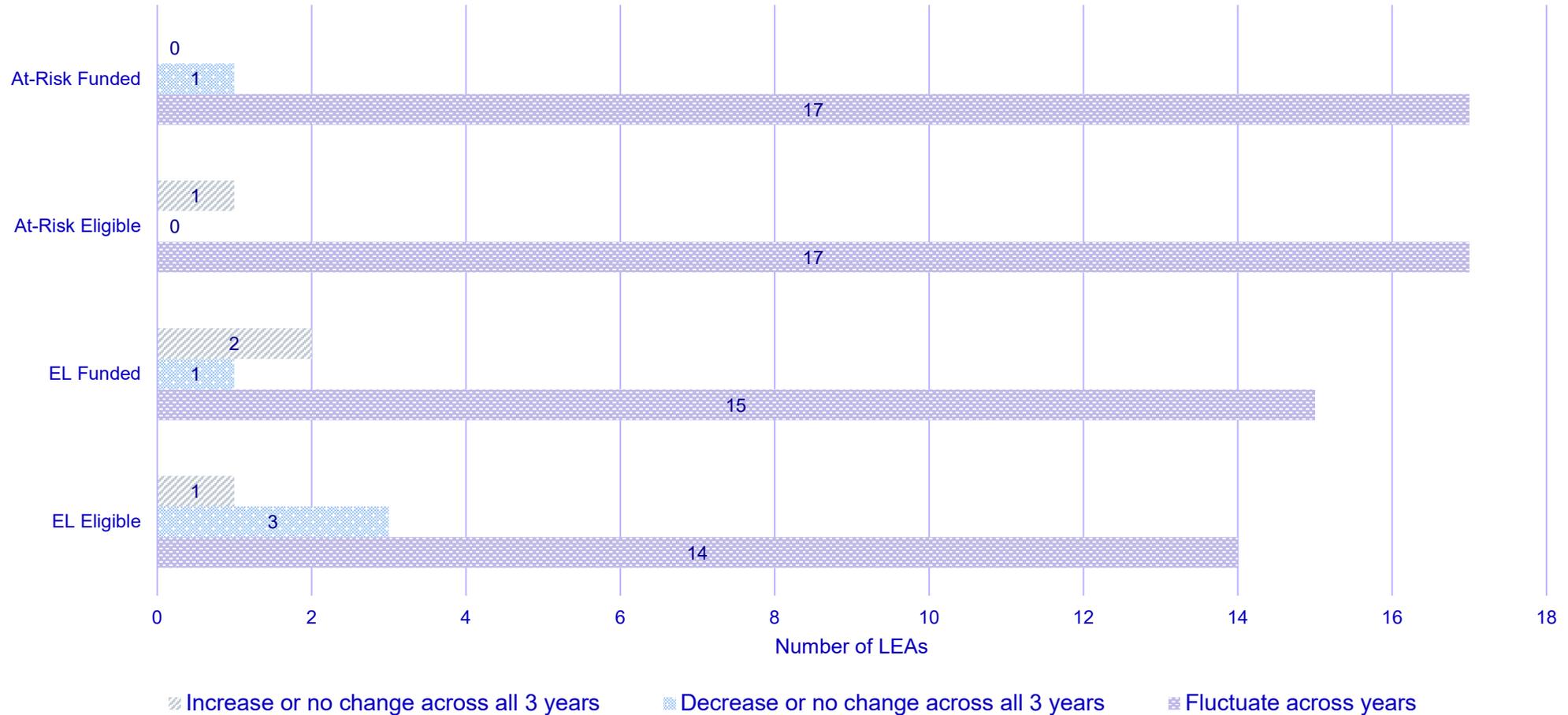
- **Weight Approaches**

- Analyze overlap in student groups
- Examine overlap in allowable uses and services provided to each group
- Identify potential impacts of different weight approaches
 - ▶ Difference in FY26 counts
 - ▶ Additional funding that would be needed
 - ▶ Base or weights changes in fixed funding appropriation

Weighted Student Counts: Comparison of Year-to- Year Funded Versus Eligible Student Counts



EL and At-risk Counts (Funded and Eligible) Fluctuate in Nearly All LEAs



Weighted Student Counts: Modeling Additional Scenarios



Additional Weighted Student Count Scenarios

- **Scenario 1:** Predicted current year based on prior-year(s) trends
- **Scenario 2:** Two-year average of prior year (PY) and two-years prior (PY-2)
- **Scenario 3:** Greater of prior-year and two-year average (PY/PY-2)



Scenario 1: Predicted Current Year Based on Prior-Year(s) Trends

- **Pros**

- Attempt to better align funding with spending year without payment-timing issue

- **Cons**

- Using prior-year(s) data to predict enrollment trends is difficult given volatility in year-to-year student counts, especially for at-risk students
 - Can both overfund and underfund districts at a greater scale compared to using an average or prior-year counts

Study team recommends not pursuing this option given volatility and poor fit of predicted current-year values.



Scenario 2: Two-Year Average (Prior and Two-Years Prior)

- **Pros**

- Increased funding stability for LEAs
- Predictable for the state since only using prior years of data
- Provides softer landing for LEAs with declining populations
- Does not have the administrative burden and payment-timing issues related to using current year data

- **Cons**

- Growing districts will be funded on fewer students than if using only the prior year
- Does not include current-year student counts which benefits growing LEAs



Scenario 3: Greater of Prior-Year and Two-Year Average (PY/PY-2)

- **Pros**

- Positively impacts growing, declining, and fluctuating LEAs by allowing for the most advantageous student count of two choices
- Does not have the administrative burden and payment-timing issues related to using current-year data

- **Cons**

- Does not include the current-year student counts, which would be most beneficial to growing LEAs
- Is more costly to the system because it results in the highest count of students

Weighted Student-Count Scenarios: State-Level Impacts (FY26)

	EL			At-Risk			GATE		
	Count	Funding (millions)	% Difference	Count	Funding (millions)	% Difference	Count	Funding (millions)	% Difference
Current Approach: Prior Year	55,758	\$236.7	N/A	50,970	\$168.3	NA	8,724	\$9.9	N/A
Scenario 2: Two-Year Average (PY/PY-2)	54,709	\$232.2	-1.9%	55,882	\$184.5	9.6%	8,521	\$9.6	-2.3%
Scenario 3: Greater of Prior-Year or Two-Year Average (PY/PY-2)	55,759	\$236.7	0.0%	56,741	\$187.3	11.3%	8,748	\$9.9	0.3%

- If the funding allocation and weights were fixed, the impact to the base would be a reduction of less than 0.5% in either scenario. If the base was fixed, the increase in the At-Risk count would reduce per-funded AR student by about 8–10%.

Weighted Student Count Scenarios: LEA-Level Impacts (FY26)

	Scenario 2: Two-Year Average (PY/PY-2)			Scenario 3: Greater of Prior-Year or Two-Year Average (PY/PY-2)		
	EL	At-Risk	GATE	EL	At-Risk	GATE
Carson City	-4%	11%	5%	0%	11%	5%
Churchill	-2%	57%	0%	0%	57%	0%
Clark	-2%	12%	-3%	0%	12%	0%
Douglas	0%	-16%	-15%	0%	0%	0%
Elko	-1%	-19%	-11%	0%	0%	0%
Esmeralda	-9%	200%	0%	0%	200%	0%
Eureka	0%	200%	0%	0%	200%	0%
Humboldt	-1%	-19%	0%	0%	0%	0%
Lander	-1%	15%	0%	0%	15%	0%
Lincoln	-25%	35%	0%	0%	35%	0%
Lyon	-2%	-7%	-15%	0%	0%	0%
Mineral	-10%	2%	0%	0%	2%	0%
Nye	-5%	10%	0%	0%	10%	0%
Pershing	3%	36%	0%	3%	36%	0%
Storey	0%	-11%	0%	0%	0%	0%
Washoe	-3%	-15%	1%	0%	0%	1%
White Pine	-10%	-6%	0%	0%	0%	0%
Charters/University School	-3%	22%	-2%	0%	22%	0%

Weighted Student Counts: Takeaways

- Similar year-to-year volatility for eligible student counts as seen for funded student counts
- Additional count scenarios address LEA count volatility by using more than one year of data and provide predictability for the state by using prior-year data
- Approaches provide a softer landing for LEAs with declining enrollment but have a less positive impact for LEAs with growing enrollment since current-year data is not used
 - Using a better of approach helps districts with growing populations more than an average does

DISCUSSION

Weighted Funding Group Updates: Stacked Weights





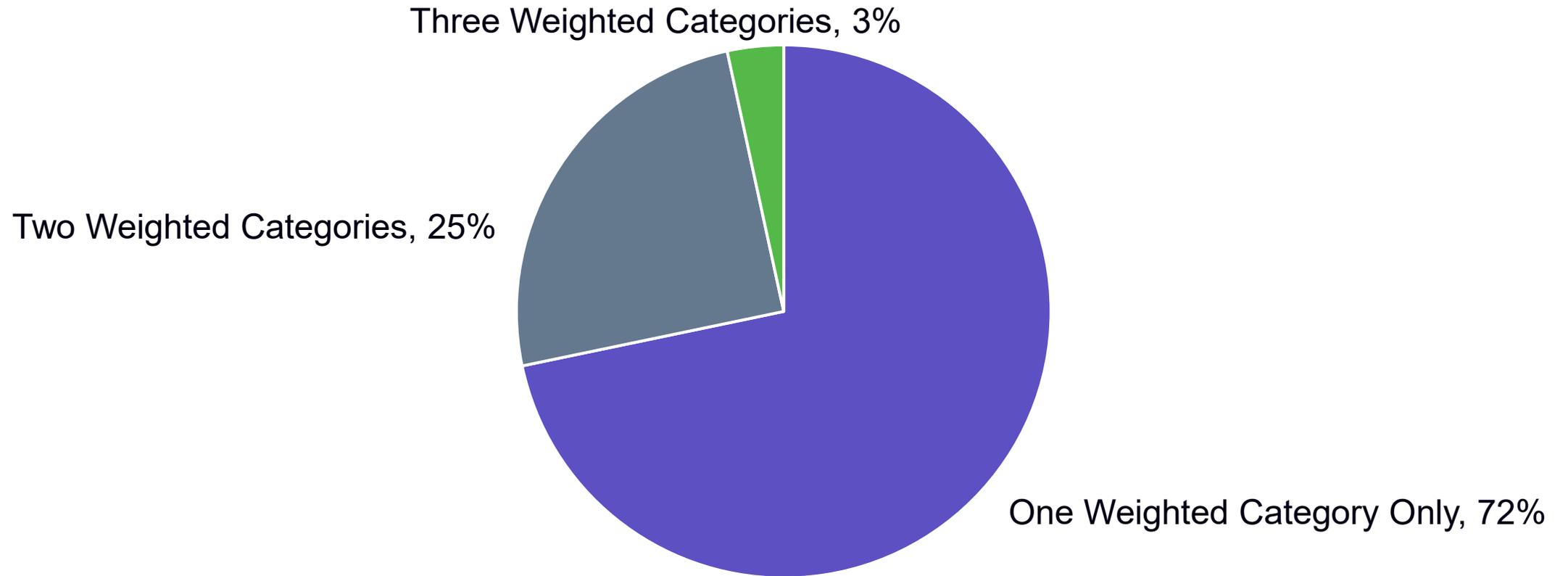
Recap: Why Consider Stacked Weights

- Students are currently eligible in more than one category but only receive their highest weight/funding amount.
- LEAs still have to provide all needed services to students regardless of what funding they receive.
 - Overlap between allowable services may differ between special education services required in Individualized Education Programs (IEPs), which are subject to federal requirements and laws, versus supports for at-risk or EL students, which, in turn, have more overlap based on allowable uses in NV statute.

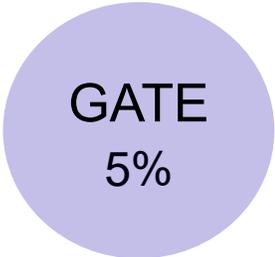
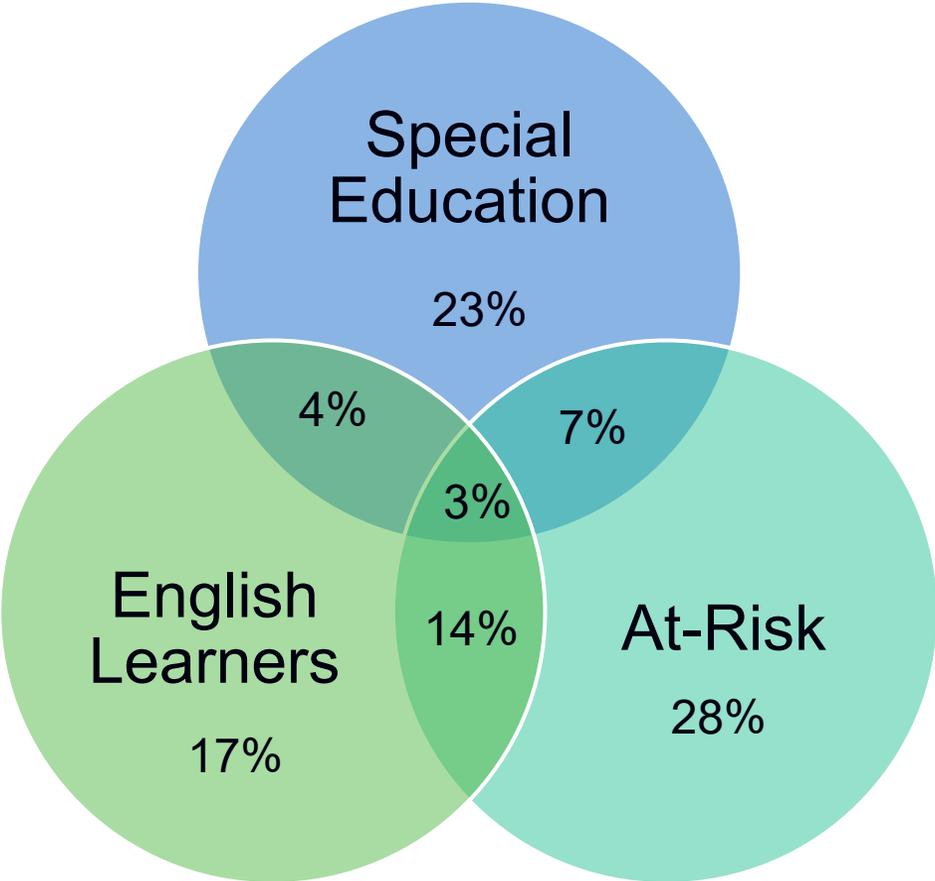
Overlap in Student Eligibility



Student Weight Eligibility

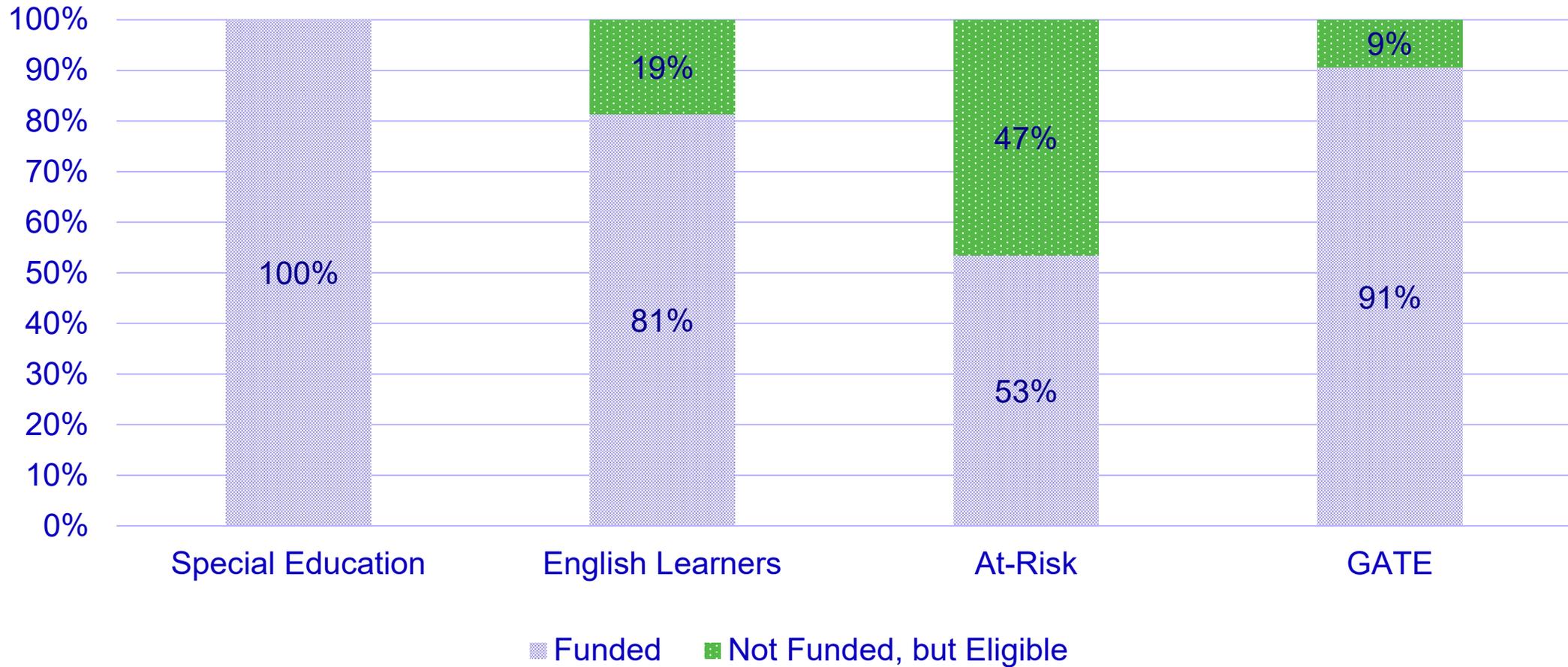


Percentage of Weighted Students in Each Overlapping or Nonoverlapping Category



GATE overlap with other areas is minimal (less than 0.5%)

Funded Versus Eligible by Weighted Student Group



Overlap in Student Eligibility: Takeaways

- About 28% of weighted students are eligible for more than one weight
- Minimal overlap between GATE and other categories
- Largest overlap is between EL and At-Risk (14%, or about 25,000 students)
 - Followed by students with an IEP and At-Risk (7%, or about 13,000 students)
 - Biggest impact of overlapping categories is to the number of funded at-risk students.

Overlap in Supports and Services



Supports and Services in IEPs

- IEP supports and services are specific to individual student needs, and may include:
 - Specially designed instruction
 - Related services
 - Speech-language pathology and audiology services; occupational and physical therapy; psychological services and social work services; counseling services, including rehabilitation counseling; orientation and mobility services (for visual impairments); school health and nurse services (including school-based health services); and transportation
 - Supplementary aids (accommodations and modifications)
 - Environmental needs; instructional modifications; assistive technology or equipment; and paraprofessional support

Supports and Services for English Learners (Allowable Uses in Statute)

Allowable Uses	Potential Overlap with At-risk Services
A pre-kindergarten program provided free of charge	X
A reading skills center	X
Professional development for teachers and other licensed educational personnel regarding effective instructional practices and strategies for pupils who are English learners	
Incentives for hiring and retaining teachers and other licensed educational personnel who provide Zoom services	
Engagement and involvement with parents and families of pupils who are English learners, including, without limitation, increasing effective, culturally appropriate communication with and outreach to parents and families to support the academic achievement of the pupils	
A summer academy or, for those schools that do not operate on a traditional calendar, an intersession academy provided free of charge, including without limitation, the provision of transportation to attend the summer academy or intersession	X
An extended school day	X
Any other service or program that has a demonstrated record of success for similarly situated pupils in comparable school districts and has been reviewed and approved as a Zoom service by the Superintendent of Public Instruction	

Supports and Services for At-Risk Students (Allowable Uses in Statute)

Allowable Uses	Potential Overlap with EL Services
A pre-kindergarten program provided free of charge	X
A summer academy or other instruction for pupils provided free of charge at times during the year when school is not in session	X
Additional instruction or other learning opportunities provided free of charge at times of the day when school is not in session	X
Professional development for teachers and other educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in pupils who are at-risk	
Incentives for hiring and retaining teachers and other licensed educational personnel who provide Victory services	
A reading skills center	X
Integrated supports, wrap-around services, and evidence-based programs designed to meet the needs of pupils who are at-risk	
Any other service or program that has a demonstrated record of success for similarly situated pupils in comparable school districts and has been reviewed and approved as a Victory service by the Superintendent of Public Instruction	

Supports and Services for At-Risk and EL: Evidence-Based Approach (2018 NV Adequacy Study)

At-Risk

- ▶ Extended Day
- ▶ Summer School
- ▶ Pupil Support Staff

English Learners

- ▶ Extended Day
- ▶ Summer School
- ▶ Pupil Support Staff
- ▶ ESL Teachers

Supports and Services for At-Risk and EL: Professional Judgement Approach (2018 NV Adequacy Study)

At-Risk

- ▶ **Extended Day**
- ▶ **Summer School**
- ▶ Interventionists
- ▶ Pupil Support Staff
- ▶ School Resource Officers
- ▶ Attendance and Administration Staff
- ▶ Professional Development, Supplies and Materials, Student Activities

English Learners

- ▶ **Extended Day**
- ▶ **Summer School**
- ▶ ESL Teachers
- ▶ Instructional Coaches
- ▶ Instructional Aides
- ▶ Supplies and Materials, Assessment

Overlap in Supports and Services: Takeaways

- Requirements in IEPs are more specific and less likely to have overlap with supports and services for at-risk students and English Learners.
- Some potential overlap between allowable uses for at-risk students and English Learners include preschool, summer school, extended-learning opportunities, and reading centers.
- There is also some overlap between 2018 adequacy study recommendations.

Weight Approaches



Possible Weight Scenarios Explored

**Current Approach:
Highest Weight Only**

**Scenarios 1:
Special Education
+ Next Highest**

**Scenario 2:
Fully Stacked
(students receive all weights
for which they are eligible)**

Applied Weights in Each Scenario

	Highest Only				Special Education + Next Highest				Fully Stacked			
	IEP	EL	AR	GATE	IEP	EL	AR	GATE	IEP	EL	AR	GATE
IEP Only	X				X				X			
IEP + EL	X				X	X			X	X		
IEP + AR	X				X		X		X		X	
IEP + EL + AR	X				X	X			X	X	X	
IEP + GATE	X				X			X	X			X
EL Only		X				X				X		
EL + AR		X				X				X	X	
EL + GATE		X				X				X		X
AR Only			X				X				X	
AR + GATE			X				X				X	X
GATE Only				X				X				X

Recap: Pros and Cons of Allowing for More Than One Weight

- **Pros**

- Better acknowledges funding needed for the different supports and services that students need and are eligible to receive
- Nearly all states with weighted funding provide stacked weights. Using at least “Special Education + Next Highest” would be consistent with the approach used by the handful of states that do not fully stack weights

- **Cons**

- With fixed appropriations, increasing the count of funded students would require lowering weights and/or base funding
- Could potentially overfund any overlapping services (could require differentiated weights for overlapping groups)
- Difficult to estimate the impact for GATE if programmatic decisions are made based on availability of funding

Change in FY26 Student Counts by Weight Approach

	EL		At-Risk		GATE	
	Count	% Difference	Count	% Difference	Count	% Difference
Current Approach: Highest Only	55,758	0%	50,970	0%	8,724	0%
Scenario 1: Special Education +	68,596	23%	64,090	26%	9,204	6%
Scenario 2: Fully Stacked	68,596	23%	95,477	87%	9,633	10%

- In either scenario, the number of funded EL students would increase by 23%.
- In Scenario 1, funded at-risk students would increase by 26% if eligible students also received the special education weight. In Scenario 2, funded at-risk students would increase by 87% if they received all weights for which they were eligible.
- The number of GATE students would increase 6–10%, depending on scenario, due to minimal overlap.

Variable Funding Allocation: Additional Funding Needed (FY26 in Millions, using Prior-Year Counts)

	EL	At-Risk	GATE	Total	% Difference
Current Approach: Highest Only	\$236.7	\$56.0	\$9.9	\$302.6	NA
Scenario 1: Special Education +	+\$54.5	+\$43.3	+\$0.5	+\$98.3	24%
Scenario 2: Fully Stacked	+\$54.5	+\$146.9	+\$1.0	+\$202.4	49%

- **Scenario 1** would require an additional \$98.3 million dollars if additional funding was possible (a 24% increase over current student weighted funding)
- **Scenario 2** would require an additional \$202.4 million dollars to allow every student to receive every weight they are eligible for (a 49% increase)

Fixed Funding Allocation: Reducing Base Amount (FY26, using Prior-Year Counts)

Weight Approach	Base Amount	% Diff.
Current Approach: Highest Only	\$9,432	NA
Scenario 1: Special Education +	\$9,245	-2%
Scenario 2: Fully Stacked	\$9,054	-4%

- The FY26 base amount was \$9,432.
- Keeping the overall funding appropriation and weights fixed, would require the base amount to be reduced by 2% for **Scenario 1** (\$9,245) and 4% for **Scenario 2** (\$9,054).

Fixed Funding Allocation: Reducing Weights (FY26, using Prior-Year Counts)

	EL			At-Risk			GATE		
	Per Student	Weight	% Diff.	Per Student	Weight	% Diff.	Per Student	Weight	% Diff.
Current Approach: <i>Highest Only</i>	\$4,244	0.45	N/A	\$3,301	0.35	N/A	\$1,132	0.12	N/A
Scenario 1: Special Education +	\$3,450	0.37	-19%	\$2,625	0.28	-20%	\$1,073	0.11	-5%
Scenario 2: Fully Stacked	\$3,450	0.37	-19%	\$1,762	0.19	-47%	\$1,025	0.11	-9%

- If the funding allocation was fixed for each weight category, increasing the number of funded students would require decreasing the per-student amount and weight or revisiting the weights (not shown).
- In the scenarios above, the EL amount would be reduced to \$3,450 per funded EL student (a 0.37 weight), or a 19% reduction.
- In Scenario 1, the At-Risk amount would need to be reduced to \$2,625 per funded AR student (0.28 weight), or 20% reduction; and in Scenario 2, the At-Risk amount would need to be reduced to \$1,762 per funded AR student (0.19 weight), or a 47% reduction.
- GATE per student amounts changed less, reducing by 5% to 9%.

Weight Approaches: Takeaways

Moving to fully stacked weights would require

- an additional \$202.4 million in funding; **or**
- a reduction of 4 percent to the base (keeping weights fixed); **or**
- reducing weights by 19% for EL, 47% for AR, and 9% for GATE (keeping base fixed) or revising weights to account for stacking.

“Special Ed + Next Highest” weight would require roughly half the additional funding; reduction to base; or reduction to weighted funding amounts for At-Risk or GATE (no difference for EL).

Questions and Discussion