

February 20, 2026

# Pupil Centered Funding Plan Reporting and Return on Investment

Return on Investment and  
Student Outcomes Work Group

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## Discussion Items

- Funding for Education in Top-Performing States
- Pupil-Centered Funding Plan (PCFP) Reporting

# Funding for Education in Top-Performing States

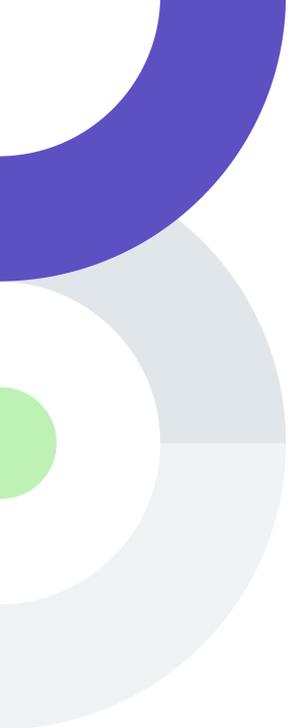


## Questions Raised

1. How do top performing states fund education, particularly for specific student groups?
2. Are there any similarities across these states in how education funding is provided?

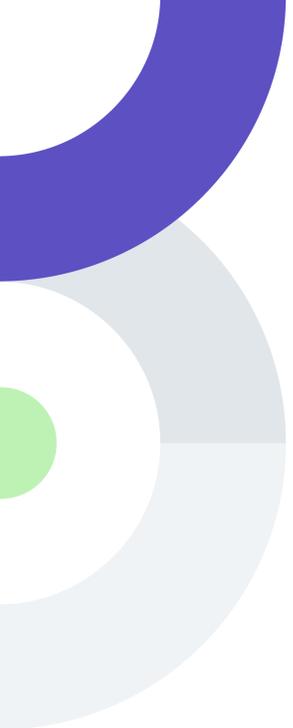
## Disclaimer

Many factors influence student performance beyond funding.



## Data Source

- Urban Institute's analysis of states' demographically adjusted performance
- Compares National Assessment Educational Progress (NAEP) grade 4 and grade 8 reading and math scores from 2022 to 2024



## Top 5 States for Student Performance

1. Mississippi\*
2. Louisiana\*
3. Massachusetts\*
4. Indiana
5. Texas\*

\* These four states were also identified as the top-performing states across the four tests when comparing 2019 scores to 2022 scores. Florida was the fifth top-ranking state in the 2019–2022 analysis.

# High-Level Overview of Education Funding Approaches in These Five States

- All five states do the following:
  - Employ a **student-based funding** approach
  - Provide “stacked” or “duplicated” funding for each student group
  - Provide additional funding for at-risk students, although definitions of “at-risk” vary
    - Mississippi, Louisiana, and Texas provide at-risk funding through a weight
    - Massachusetts and Indiana provide a varying per-student allocation
  - Provide additional funding for English learners (EL)
    - Massachusetts and Indiana use a per-student allocation, the rest through weights
  - Provide supplemental funding for students with Individualized Education Programs (IEPs)
    - Three states provide weighted funding
- Three states provide weighted funding for gifted students

# Weighted-Funding Approach Summary

State	At-Risk	English Learners	Special Education	GATE
Mississippi	Weight(s) + concentration funding	Weight(s)	Weight(s)	Weight(s)
Louisiana	Weight(s)	Included with at-risk	Weight(s)	Weight(s)
Massachusetts	Amount(s)	Amount(s)	Amount(s)	None
Indiana	Amount(s)	Amount(s)	Amount(s)	Grant only
Texas	Weight(s)	Weight(s)	Weight(s)	Weight(s)

# Mississippi

	At-risk students	English learners	Students with IEPs	Gifted students
Amount/weight	0.30 weight  Additional concentration weight of 0.10 for LEAs serving concentrations above 35%	0.15 weight	Weights of 0.6, 1.1, and 1.3 based on student disability tier	.05 weight
Identification	Direct cert, CEP and homeless, migrant, runaway, HeadStart or foster care	In accordance with federal law, students entitled to English as a second language or bilingual services on the basis of the student's English language proficiency.	Tier I: SLD, SLI/LS and DD Tier II: AUT, HI, EMD, OI, ID, and OHI Tier III: VI, DB, MD, TBI	Assumed 5% of enrollment

# Louisiana

	At-Risk Students	English Learners	Students with IEPs	GATE Students
Amount/ Weight	<ul style="list-style-type: none"> <li>0.22 weight</li> </ul>	<ul style="list-style-type: none"> <li>Included in at-risk</li> </ul>	<ul style="list-style-type: none"> <li>1.5 weight</li> </ul>	<ul style="list-style-type: none"> <li>0.60 weight</li> </ul>
Identification	<ul style="list-style-type: none"> <li>Economically Disadvantaged (ED): Students are eligible to be counted if they qualify, as of February 1, for programs such as Medicaid; TANF; SNAP; McKinney Homeless; English language learner; and free or reduced-price lunch eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Included in at-risk</li> </ul>	<ul style="list-style-type: none"> <li>Students receiving one of the 16 identified special education services and have a current IEP</li> </ul>	<ul style="list-style-type: none"> <li>Students qualify as gifted and talented and have a current education plan</li> </ul>

# Massachusetts

	At-Risk Students	English Learners	Students with IEPs	Gifted Students
Amount/Weight	<ul style="list-style-type: none"> <li>Ranges from \$4,142 to \$8,514 (Fiscal Year [FY] 2025) per student, based on the concentration of low-income students in the district (12 range groupings)</li> </ul>	<ul style="list-style-type: none"> <li>Elementary School (Prek–5): \$2,822,</li> <li>Middle School (grades 6–8): \$3,004,</li> <li>High School and Vocational: \$3,221</li> </ul>	<ul style="list-style-type: none"> <li>\$31,334 for in-district students</li> <li>\$38,915 for out-of-district students</li> </ul>	<ul style="list-style-type: none"> <li>Not Applicable (N/A)</li> </ul>
Identification	<ul style="list-style-type: none"> <li>Based on 185% of federal poverty level in three eligibility categories:               <ul style="list-style-type: none"> <li>Participation in: SNAP; Transitional Assistance for Families with Dependent Children (TAFDC); the state foster care program; or MassHealth</li> <li>Verified as low income through a supplemental data collection</li> <li>Eligibility for McKinney-Vento</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Defined as “a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English”</li> </ul>	<ul style="list-style-type: none"> <li>Assumed in-district rate of 3.93% of total enrollment (phase in increase over time to 5%), assumed out-of-district rate of 1% of total enrollment</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

# Indiana

	At-Risk Students	English Learners	Students with IEPs	Gifted Students
Amount/ Weight	<ul style="list-style-type: none"> <li>\$4,024 per student</li> </ul>	<ul style="list-style-type: none"> <li>WIDA Scores 1–2: \$550 per pupil</li> <li>WIDA Scores 3–5: \$384 per pupil</li> </ul>	<ul style="list-style-type: none"> <li>Severe Disability Levels 1 and 2: \$11,659</li> <li>Mild-to-Moderate Disability Levels 1 and 2: \$2,930</li> <li>Communication Disorders or Homebound Programs: \$551 <i>(amount can be stacked in addition to amounts above)</i></li> </ul>	<ul style="list-style-type: none"> <li>LEAs can apply for grant funding</li> </ul>
Identification	<ul style="list-style-type: none"> <li>Students who are recipients of SNAP; TANF; or foster care assistance</li> </ul>	<ul style="list-style-type: none"> <li>Students identified through the IN WIDA identification and placement program</li> </ul>	<ul style="list-style-type: none"> <li>Students enrolled in special education programs, differentiated by disability</li> </ul>	<ul style="list-style-type: none"> <li>Based on grant eligibility</li> </ul>

# Texas

	At-Risk Students	English Learners	Students with IEPs	Gifted Students
Amount/Weight	<ul style="list-style-type: none"> <li>Five weights ranging from 0.225 to 0.275.</li> <li>The weight is based on the tier of the student's home address census block group.</li> <li>Eligible students living in areas with higher community need receive a higher weight.</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual and ESL Students: 0.1</li> <li>English Learners in Eligible Dual-Language Programs: 0.15</li> <li>Native English-Speaking Students in Eligible Dual-Language Programs: 0.05</li> </ul> <p><i>As of 2025–26, districts with approved alternative language programs can receive the same weights as the dual-language programs.</i></p>	<ul style="list-style-type: none"> <li>Homebound: 5.0</li> <li>Hospital Class: 3.0</li> <li>Speech Therapy: 5.0</li> <li>Resource Room: 3.0</li> <li>Self-Contained Mild–Moderate–Severe: 3.0</li> <li>Off-Home Campus: 2.7</li> <li>Vocational Adjustment Class: 2.3</li> <li>State Schools: 2.8</li> <li>Nonpublic Contracts: 1.7</li> <li>Residential Care and Treatment 4.0</li> <li>Mainstream: 1.15</li> </ul>	<ul style="list-style-type: none"> <li>0.07 weight</li> </ul>
Identification	<ul style="list-style-type: none"> <li>Number of economically disadvantaged students based on parent verification; direct verification of eligibility for National School Lunch Program; or direct certification of participation in other federal assistance programs</li> </ul>	<ul style="list-style-type: none"> <li>Students whose primary language is not English</li> </ul>	<ul style="list-style-type: none"> <li>Students based on disability and/or service category</li> </ul>	<ul style="list-style-type: none"> <li>Capped at 5%</li> </ul>

# FY26 Funding Generated by Approach

**Note:** Nevada is the only state that provides “unstacked” weights

State	At-Risk Students	English Learners	Special Education	Gifted Students
Mississippi	\$2,883	\$1,442	\$5,773–12,504	N/A
Louisiana	\$1,125	Include in At-Risk	\$17,857–34,651	\$433
Massachusetts	\$3,330–6,845	\$2,268–2,587	\$25,164–31,253	N/A
Indiana	\$3,282–4,158	\$328–875	\$5,471–10,941	\$175–436
Texas	\$1,325–1,823	\$663–993	Transitioning Model	\$517
<b>Nevada</b>				
<b>Per-Funded Student</b>	<b>\$3,301</b>	<b>\$4,244</b>	<b>N/A</b>	<b>\$1,132</b>
<b>Per-Eligible Student</b>	<b>\$1,762</b>	<b>\$3,450</b>	<b>N/A</b>	<b>\$1,025</b>

*Figures adjusted to Nevada (NV) dollars using national 2022 Comparable Wage Index for Teachers (CWIFT)*

## FY23 Current Spending Per Student, Pupil-to-Teacher Ratios (Source: NCES)

State	FY23 Unadjusted	NCES 2022 CWIFT (Indexed to NV)	FY23 Adjusted to NV Dollars Using 2022 NCES CWIFT	SY23 Pupil-to-Teacher Ratio
Mississippi	\$12,093	0.86	\$14,077	13.0
Louisiana	\$14,645	0.93	\$15,808	17.5
Massachusetts	\$22,947	1.15	\$20,022	12.0
Indiana	\$13,121	0.91	\$14,356	15.8
Texas	\$12,304	1.01	\$12,240	14.8
<b>Nevada</b>	<b>\$11,673</b>	<b>1.00</b>	<b>\$11,673</b>	<b>21.0</b>

*The CWIFT is an index created by the National Center for Education Statistics (NCES) to facilitate comparison of educational expenditures (representing purchasing power).*

## Top-Performing States: Takeaways

- All states provide student-based funding with targeted funding for similar groups (subject to different definitions)
  - States differ in terms of overall funding and targeted funding amounts for student groups
- Nevada's targeted funding for EL and GATE compares favorably, with at-risk funding being somewhere in the middle
- Nevada's overall spending is lower than the top-five states, and class sizes in Nevada are larger
- Other state policies may be impacting performance that are not funding related

# Pupil-Centered Funding Plan (PCFP) Reporting



# The Commission and Reporting: A Brief Recap

## Assembly Bill 400 / Senate Bill 98

- Outlined a set of indicators for the Commission on School Funding (CSF) to collect, review, and report on each year in an annual performance report.
- The metrics included student performance and engagement, expenditure information, and staffing information.
- The CSF provided a performance report to the Governor with analyses of each of these indicators.

## Senate Bill 460

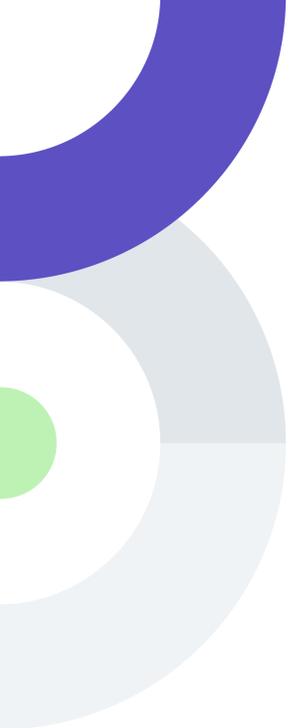
- Moved responsibility for the performance report (renamed the “Annual Report of Accountability”) to the Commission on Innovation and Excellence.
- Requires each school district and school to submit an annual report to the CSF that identifies how funding from the PCFP is being allocated to improve academic performance and progress.
- The CSF is charged with reviewing the reports and sharing them, along with any commentary or recommendations relating to the reports, to the Governor; the Director of the Legislative Counsel Bureau; the Joint Interim Standing Committee on Education; and the Interim Finance Committee.



# The Student Outcomes and ROI Work Group's Charge

- Develop a new report template that schools and school districts will use to report how they are allocating PCFP dollars to improve student academic performance and progress.
- Collect and review the reports and share them, along with any commentary or recommendations relating to the reports, to the Governor; the Director of the Legislative Counsel Bureau; the Joint Interim Standing Committee on Education; and the Interim Finance Committee.
- Eventually, NDE would like to use data from these reports to determine the ROI of different LEA investments.

Note: WestEd is conducting a separate causal impact analysis of the PCFP on student outcomes.



## Considerations

- Avoid duplicative or overly burdensome reporting
- Ensure alignment with other state priorities and policies
- Provide meaningful information that helps guide decision-making
- Data should be submitted in a format that is useable (i.e., able to be analyzed)

# Existing Reporting Requirements with Relevant Data

## NRS 387.12468

By January 1 each year, schools and school districts must report on a set of data from the prior year and post the report on their website.

- The reports are intended to increase financial transparency to the public.
- Not all schools currently post their reports.

The reports include information on:

### Revenues

- Per-pupil funding amount for school and district operations
- Per-pupil funding amount for the adjusted base
- Per-pupil weighted funding amount for each category of pupils supported by weighted funding

### Expenditures

- Per-pupil expenditures for supplies, materials, equipment, and textbooks

### Staffing

- Number of employees overall by category and by PCFP-funded group

### Other Data

- Grade levels
- Total enrollment and enrollment by student group
- Average class size
- Professional development offered

## NRS 387.303

By November 1 each year, school districts and charter schools must present an annual report to the Superintendent of Public Instruction and Department of Taxation, detailing revenues, expenditures, salary, benefits and financial projections.

- NDE compiles the information into a statewide report for the legislature by November 25.
- The data is used for state-level reporting, transparency and to inform the biennial budget request.

The following information from the reports was analyzed as part of the Commission's 2025 Performance Report outlining how PCFP funds were being used to improve student outcomes.

### Revenues

- Per-pupil revenues by PCFP fund category

### Expenditures

- Per-pupil total expenditures by LEA and school
- Per-pupil expenditures by PCFP fund category
- Per-pupil expenditures and percentage of total expenditures by function
- Per-pupil expenditures and percentage of total expenditures by the highest-level object code only

### Staffing

- FTE counts and per-student ratios by function

Note: Schools and school districts also annually report performance, engagement, and discipline data that could be used to inform ROI analyses.

# Report Example 1: A Request for Information on Top Three Investments to Improve Student Outcomes

Funding Source	Expenditure Amount	Investment Type	Investment Description	Number of Students Served	Grade Level or Student Group Served	Intended Outcome (select all outcomes this investment is intended to impact)	If Applicable, Evidence That This Investment Has Improved Student Outcomes
<ul style="list-style-type: none"> <li>• Drop-down menu:               <ul style="list-style-type: none"> <li>• Adjusted-base funding</li> <li>• Special education funding</li> <li>• English learners</li> <li>• At-risk students</li> <li>• Gifted and talented students</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Drop-down menu:               <ul style="list-style-type: none"> <li>• Interventionists</li> <li>• Tutoring</li> <li>• Professional development</li> <li>• Etc.</li> </ul> </li> </ul>	[Open-ended]		Drop-down menu (select all that apply): <ul style="list-style-type: none"> <li>• K–3</li> <li>• 4–5</li> <li>• Middle school</li> <li>• High school</li> <li>• Students with IEPs</li> <li>• English learners</li> <li>• At-risk students</li> <li>• Gifted and talented students</li> </ul>	<ul style="list-style-type: none"> <li>• Drop-down menu:               <ul style="list-style-type: none"> <li>• K–3 literacy</li> <li>• ELA SBAC</li> <li>• Math SBAC</li> <li>• Science SBAC</li> <li>• WIDA</li> <li>• Graduation rates</li> <li>• Grade 9 credit sufficiency</li> <li>• Chronic absenteeism</li> <li>• Suspensions</li> <li>• Expulsions</li> <li>• Teacher retention</li> <li>• Teacher recruitment</li> </ul> </li> </ul>	



## Discussion Questions

- What information is most important to collect in order to understand how schools and districts are using PCFP funds to improve student performance and progress, and ultimately, to connect LEA investment decisions to student outcomes?
- Which existing data sources (other required reports) can be used in conjunction with the new report to supplement information and avoid duplicative data reporting?
- What format should NDE for the report to ensure it can be connected to other data sources, if needed?