



Maximizing Class Size Reduction ROI

School Identification

Superintendent of Public Instruction
Jhone Ebert

Authority

Per NRS 388.700(6), the Nevada State Board of Education (SBE) submits a report to the Legislature by February 1 of each odd-numbered year detailing the class size ratios of each applicable grade by school, if a variance was granted, and the justification for that variance across the current reporting biennium.

Authority

Each school that exceeds their target pupil-teacher ratio must request a variance for the next quarter of the school year, which the SBE may approve for good cause. Per NRS 388.700(4), each variance must include the justification for the variance and a plan of action specific to that school to reduce the class size ratio.

Authority

Class Size Reduction (CSR) reporting is submitted quarterly to the Nevada Department of Education on November 1, February 1, May 1, and August 1

Purpose

Identify schools whose students
would benefit most
from additional support to implement
class size reduction

Outline

- Class Size Reduction Research
- Criteria for School Identification
- Review Schools Identified

What Does the Research Say?

What types of schools benefit most from class size reduction?

Which students benefit most from class size reduction?



CSR – Biggest Impacts

- Class sizes of 13-18^{1,2,3,4}
- Begin in kindergarten & continue through 3rd grade^{1,2,4}
- Largest benefits for minority students & students living in poverty^{1,2,3,4}
- Largest benefits for inner-city schools³

Turning Research Findings into School Identification Criteria



School Identification Criteria

- Bottom quartile of SBAC proficiency in math and reading
- Top quartile of FRL eligibility rates
- Top quartile of schools serving minority students*
- Schools that applied for a variance from the regular Class Size Reduction plan
- Schools with the most students exceeding the class sizes prescribed by NRS 388.700 for grades K-3

* Minority students were not explicitly defined consistently across research papers. For the purposes of this criteria minority students were defined as students who identified as Black, American Indian/Alaskan Native, or Hispanic. Those ethnicities were chosen because they had the lowest proficiency rates in both math and reading.

Priority Schools to Benefit From CSR Support and Intervention

Priority CSR Schools

District	School	Total Enrollment	Math Proficiency Rate	Reading Proficiency Rate	Minority Rate	FRL Rate	Total Students Over Class Size Limits
Clark	DEARING, LAURA ES	837	14%	16%	87%	100%	210
Clark	LOWMAN, MARY ZEL ES	696	13%	23%	82%	100%	182
Clark	BECKLEY, WILL ES	784	17%	27%	85%	100%	152
Clark	MANCH, J.E. ES	839	12%	21%	85%	100%	134
Clark	HICKEY, LILLIAM LUJAN ES	679	13%	22%	86%	100%	129
Clark	PETERSEN, DEAN ES	779	9%	17%	85%	100%	129
Clark	LAKE, ROBERT E. ES	642	17%	26%	86%	100%	103
Clark	HEWETSON, HALLE ES	713	9%	19%	94%	100%	102
Clark	WYNN, ELAINE ES	743	10%	15%	87%	100%	97
Clark	CORTEZ, MANUEL J. ES	699	8%	20%	91%	100%	94
Clark	SCOTT, JESSE D. ES	644	10%	19%	81%	100%	84
Clark	WOOLLEY, GWENDOLYN ES	683	15%	26%	89%	100%	79
Clark	VEGAS VERDES ES	727	17%	26%	85%	100%	75
Clark	MOUNTAIN VIEW ES	515	14%	27%	84%	100%	74
Clark	HERR, HELEN ES	615	14%	23%	85%	100%	74
Clark	COX, CLYDE ES	668	11%	16%	89%	100%	69
Clark	PITTMAN, VAIL ES	533	20%	29%	82%	100%	68
Clark	SMITH, HAL ES	708	9%	11%	79%	100%	68
Clark	LONG, WALTER V. ES	799	17%	24%	86%	100%	66

Next Steps



Bibliography

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