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**MEMORANDUM**

**TO:** Felicia Ortiz, President  
Nevada State Board of Education

**FROM:** Megan Peterson, Deputy Superintendent, Student Investment Division

**DATE:** July 15, 2024

**SUBJECT:** Report to the State Board of Education: Class Size Reduction Variances and Justifications, 3<sup>rd</sup> Quarter Fiscal Year 2024 (January 1, 2024 - March 31, 2024)

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**Introduction**

Nevada Revised Statute (NRS) 388.700 outlines requirements intended for the reduction of student to teacher ratios for kindergarten through third grade through the development of annual Class Size Reduction (CSR) plans developed at the district level, and various quarterly, annual, and biennial reporting requirements; charter schools are excluded from these requirements. The Nevada Department of Education (NDE) submits a report on a quarterly basis to the Nevada State Board of Education (State Board) summarizing CSR efforts and the quarterly variance requests for approval. Per NRS 388.700(5), the State Board must then submit a report to the Interim Finance Committee on each variance requested by a school district, by school and justification.

School districts are required to report on a quarterly basis the average daily enrollment of pupils and the number of licensed teachers designated to teach on a full-time basis in classes where core curriculum is taught, broken down by school, grade level, and classroom configuration. Per NRS 388.700, only licensed personnel teaching core curriculum classes may be counted for the class size ratio calculation; teachers of art, music, physical education, special education, librarians, and specialists may not be included for calculation purposes.

Each school that exceeds their target pupil-teacher ratio must request a variance for the next quarter of the school year, which the Nevada State Board of Education may approve for good cause. Good cause may include, but is not limited to, facility limitations, difficulty hiring, or funding limitations. Each variance must include the justification for the variance and a plan of action specific to that school to reduce the class size ratio, per NRS 388.700. CSR reporting is submitted to NDE quarterly on November 1, February 1, May 1, and August 1.

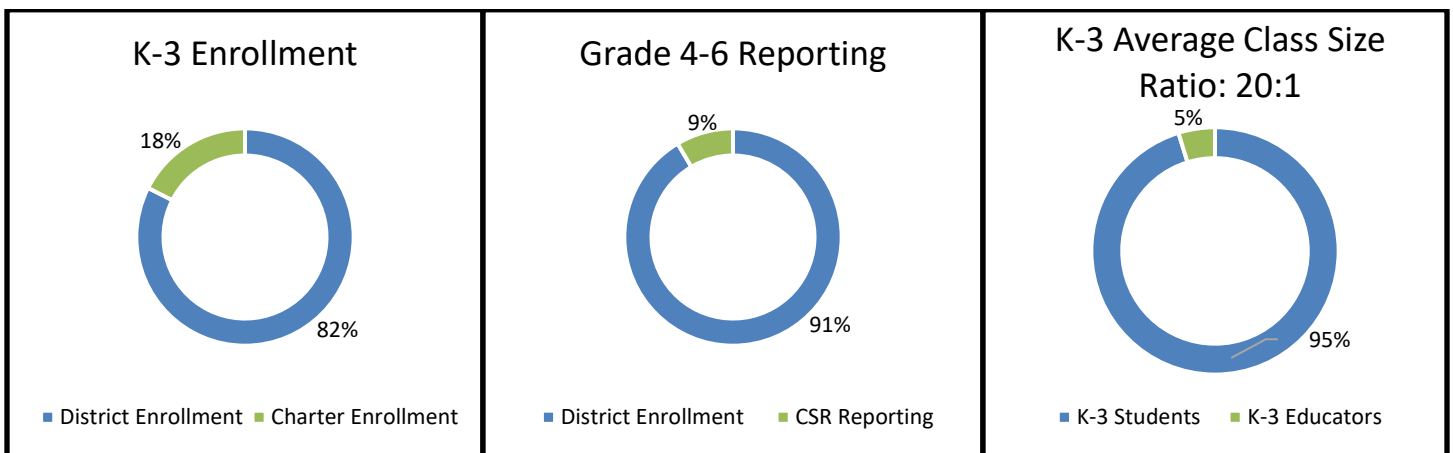
With the implementation of the Pupil-Centered Funding Plan, funds previously identified for CSR were rolled into the statewide base per-pupil funding amount, which allows districts flexibility in the allocation of funding to meet the needs of their students and school communities.

Class size ratios under the regular and alternative plan are as follows:



It is important to note that CSR reporting has limitations (i.e., charter schools do not report, nor all district students in grades 4-6) and should not be taken to reflect the ratios for all students statewide. Of the total statewide enrollment, approximately 28%, or 132,056 students are in kindergarten through third grade. More specifically, district enrollment for K-3 was 108,900 students per Q3 ADE reporting or 82% of K-3 students, with only 108,332 students accounted for in the Q3 CSR report. Based on Q3 ADE reporting and the Q3 CSR educator count of 5,466 district K-3 teachers, there was an average class size ratio of 20:1 in district K-3 classrooms.

Districts on alternative plans also submit enrollment and educator counts for grades 4-6, however, only if those grades are within an elementary school. Because this data is not statewide, nor inclusive of all grades 4-6 within a given district, the averages may not be meaningful reflections of ratios or the barriers to target ratios across the state. Per the Q3 ADE report, statewide enrollment for grades 4-6 is 107,479 students. District enrollment for those grades is 89,417 students. Within the Q3 CSR report, 8,326 students were reported for enrollment in grades 4-6 within an elementary school, along with 387 educators for an average class size ratio of 23:1.



### Variance Requests

There were 1,045 variance requests for Q3 of FY24, with the largest number in second grade and similarly high numbers in kindergarten, first, and third grades respectively. Compared to FY24 Q2, which had 993 variances, there were 52 more variances for Q3, increasing most notably by 27 in kindergarten and 21 in third grade, along

