

7/24/2026

Reporting on the Use of Pupil-Centered Funding Plan (PCFP) Funds

Findings from a Review of 2468 Reports and Survey of Persistently Improving Schools

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Agenda

- 1 The Commission's Charge**
Report on how funding from the PCFP is being allocated to improve academic performance and progress
- 2 Analysis of Available 387.12468 Reports**
What do existing school-level financial reports tell us about how schools are using PCFP funds to improve student outcomes?
- 3 Survey of Persistently Improving Schools**
What investments and interventions are driving schools that are gaining stars and raising test scores?
- 4 Discussion**

The Commission and Reporting: Senate Bill 460

- SB 460 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.
 - Given the timeline for developing a new reporting template, the Commission approved a plan in February to leverage existing reporting and administer a survey of persistently improving schools.
- The CSF is charged with reviewing the reports and sharing them, along with any commentary or recommendations relating to the reports, with the Governor, the Director of the Legislative Counsel Bureau, the Joint Interim Standing Committee on Education, and the Interim Finance Committee.

Today's request for input:

- What should be included in the report to the Governor et al.?
- How might the data currently collected inform data collection and reporting in future years?



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)

387.12468 Reporting Requirement



The Requirement

- Nevada districts and schools must publish annual staffing and budget comparison reports publicly on the district and/or school website by January 1.
- The reports must include:

Per-pupil funding:
total operational,
adjusted base,
weighted by
category

Per-pupil
expenditures on
supplies, materials,
equipment,
textbooks

Funding and staff
counts for PCFP
categories

Staffing counts by
type (instructional,
pupil support,
admin, other)

Grade levels served
& total pupil count

Average class size

Professional
development
offerings

Are Schools and Districts Posting Their Reports?

13/17

Nevada county districts have a report publicly posted

5/13

of those posted reports are for the current (2025/26) year

4/13

Districts include both district- and school-level data

A targeted search indicates that schools generally do not post their reports on their websites. Some districts post both district- and school-level reports on their websites, and schools sometimes link to the district-posted report.

SPCSA collects these reports for all SPCSA charters at the charter operator level. The reports are not posted publicly.



Reporting Inconsistencies

Omitted Data Points

- District-level reports generally include most required elements.
- Grade level and average class size are the elements most often missing.

Unclear PCFP Data Elements

- It appears that some districts report enrolled PCFP counts, while others report funded counts.
- Dollar amounts sometimes appear with little or no matching staffing.
- No district reported enrollment, funding, or staffing for students with disabilities.

Inconsistent PD Reporting

- Reporting varies widely. Some districts list offerings in detail, others give only a general description or a dollar figure, and some omit PD altogether.

How Does the 2468 Report Support Understanding of How PCFP Dollars Are Addressing Student Needs?

- **Inconsistent reporting does not allow for rigorous analysis of 2468 reports:** Comparisons across persistently improving schools and other schools are limited by inconsistencies in data and missing reports. The final report will include limited summary analyses with caveats.
- **Some unique and some duplicated data:** The 2468 report is school level; similar information at the district level is collected in the 387 reports. School-level data on enrollment* and class size are available in the annual school report card.

**Report card does not report At-risk or GATE enrollment at the district or school level*



Inconsistent Reporting Does Not Allow for Rigorous Analysis of 2468 Reports

- **No consistent pattern for star gainers:** Comparisons across persistently improving schools and other schools are limited by inconsistencies in data and missing reports.
- **Summary data:** Limited summary data will be included in the final report with caveats.
- **Scaling Analysis:** Fuller, multidistrict data sets with consistent reporting across districts would allow us to test staffing and spending patterns with more accuracy.

Persistently Improving Schools





Definition of Persistently Improving

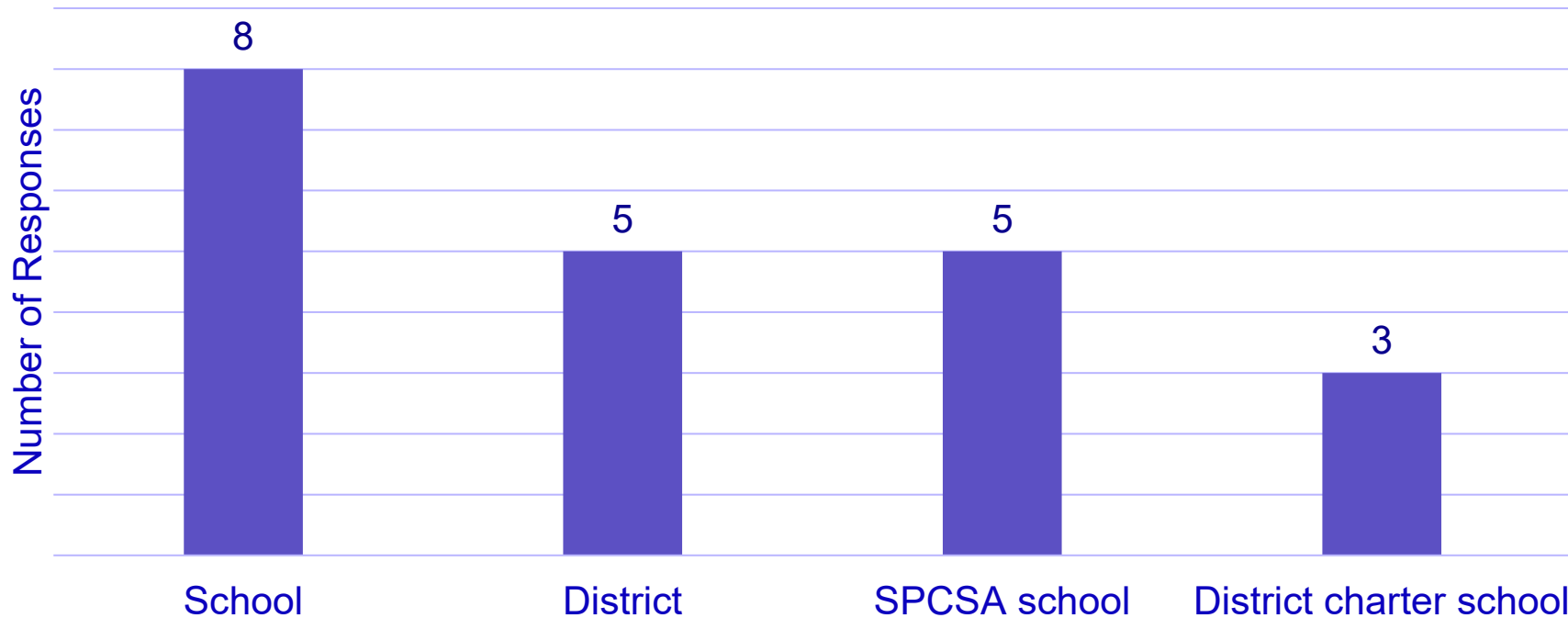
- Charter and traditional public schools
- Ratings for all three years (22/23, 23/24, 24/25)
- No test participation flags
- Each grade span considered its own school
- **A gain of at least one star and an increased composite test score in the past two years**



Survey of Persistently Improving Schools

- Survey was administered between late May and mid July
- Survey was sent to 103 schools and districts, and the response rate was 20%
- Respondents from persistently improving schools and districts reported their most effective programs or interventions funded by PCFP dollars, including:
 - **Cost:** PCFP funding stream used and annual cost
 - **Students served:** total number of students, grade levels, student groups, and schools served
 - **Impact:** intended impact and metric, evidence of success, and implementation challenges

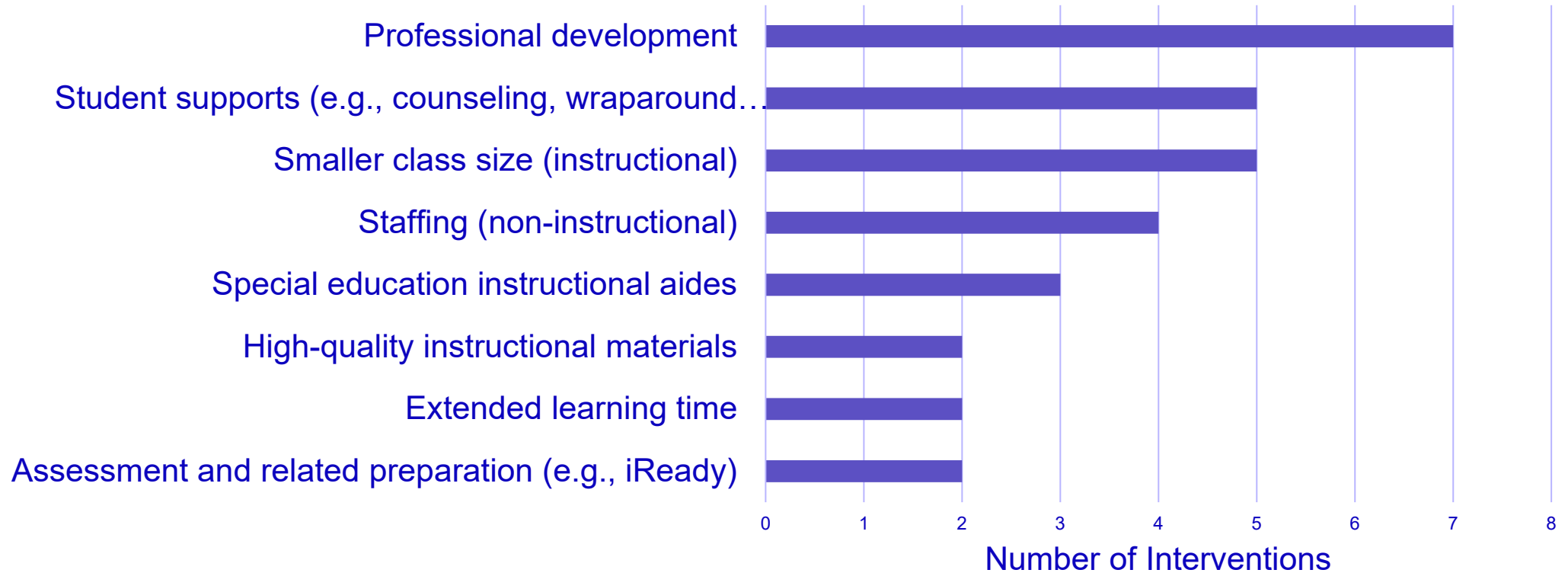
Survey Participants



Respondent types: Principals (14), Superintendents/Executive Directors (5), and Chief Business Officers (2)

Respondent Grades: Elementary (9), K–8 (1), Middle (5), District (5), Missing (1)

Most Frequently Reported Interventions



One each: Gifted and talented program, increased staffing in all areas, interventionists (e.g., reading coaches), data concierge services, and tutoring

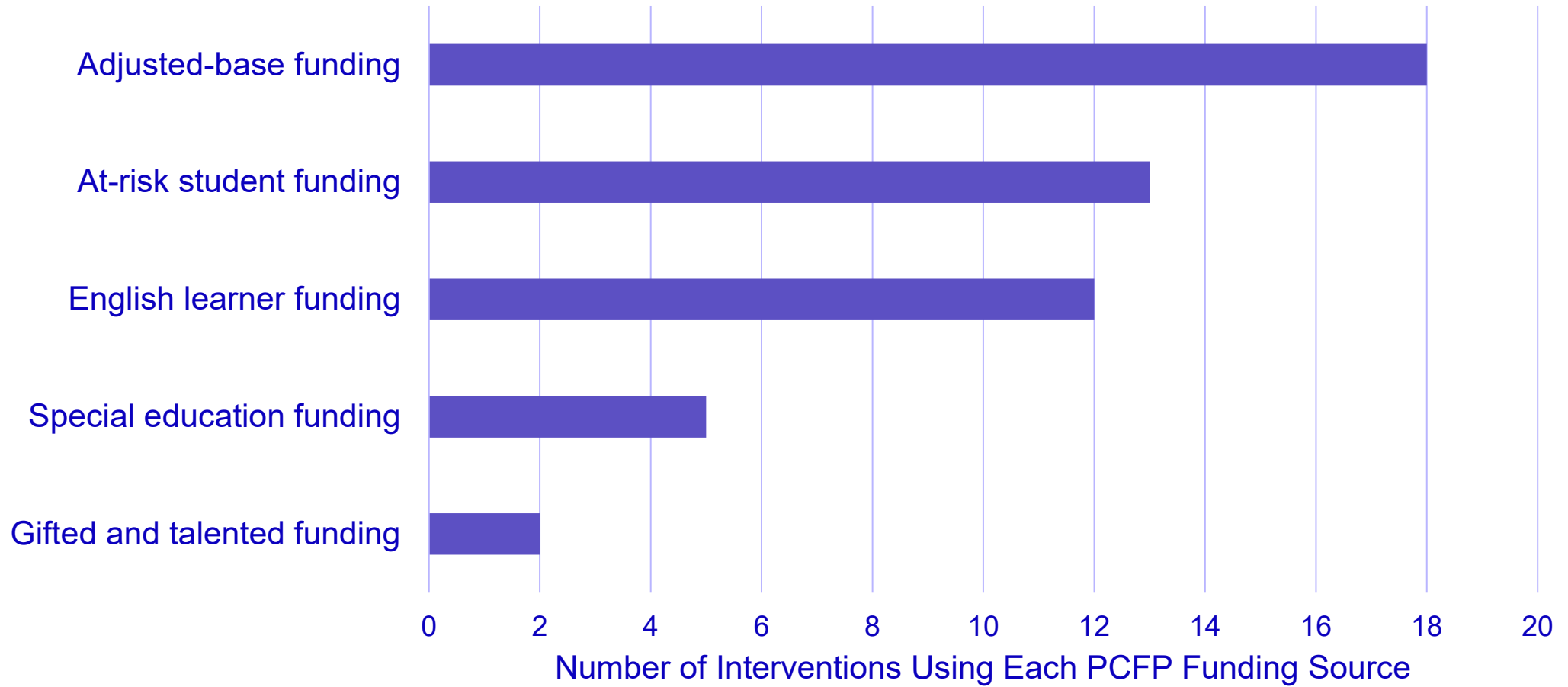
Spending on Interventions

Intervention	Average Per-Pupil Cost	Number of Interventions with Data
Staffing (non-instructional)	\$1,461	3
Smaller class size (instructional)	\$889	2
Student supports (e.g., counseling, wraparound services)	\$854	4
Block scheduling	\$771	2
Professional development	\$135	4

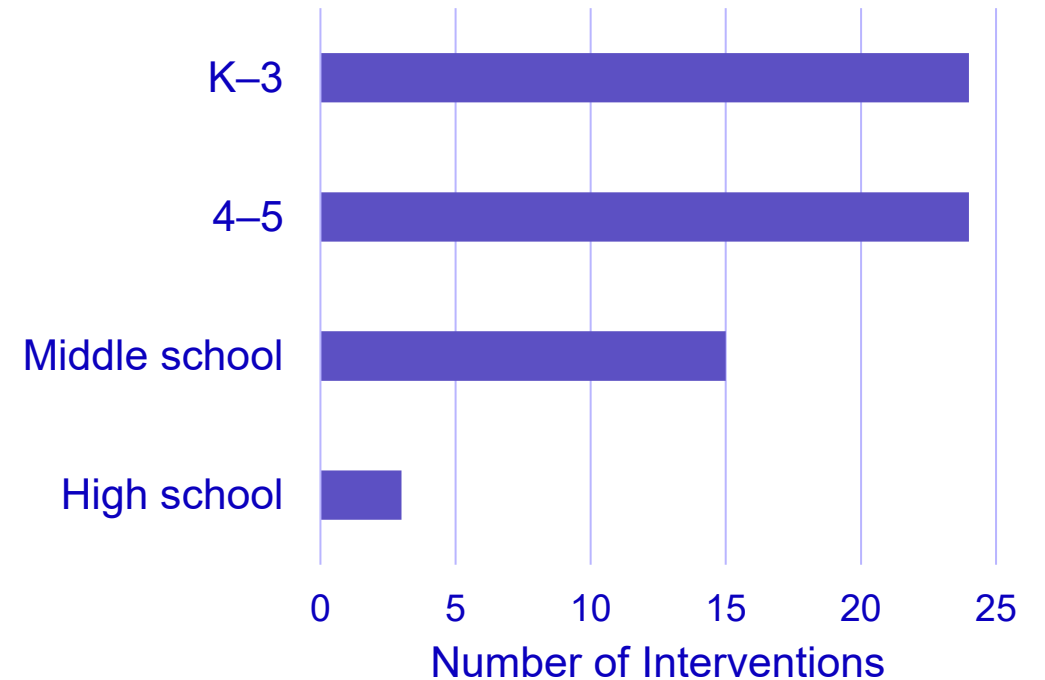
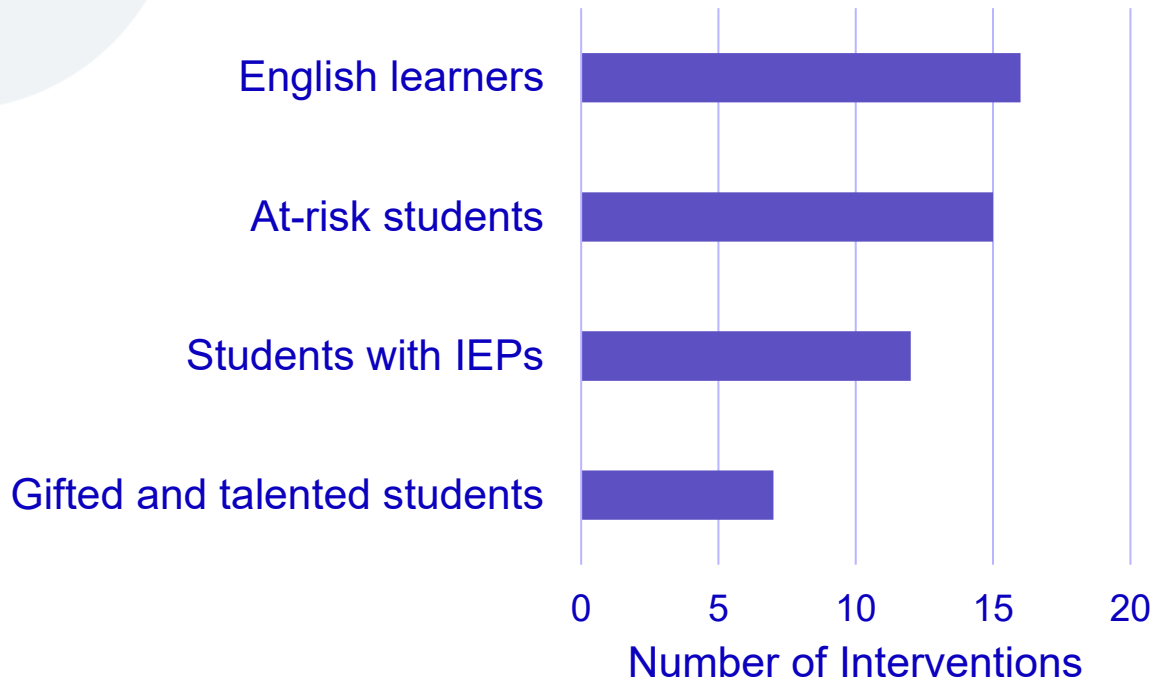
The cost of reported interventions ranged from a \$6,500 program to a multimillion-dollar program.

Note: In many cases, leaders did not provide enough information or detailed enough information to calculate the cost per student for a particular intervention.

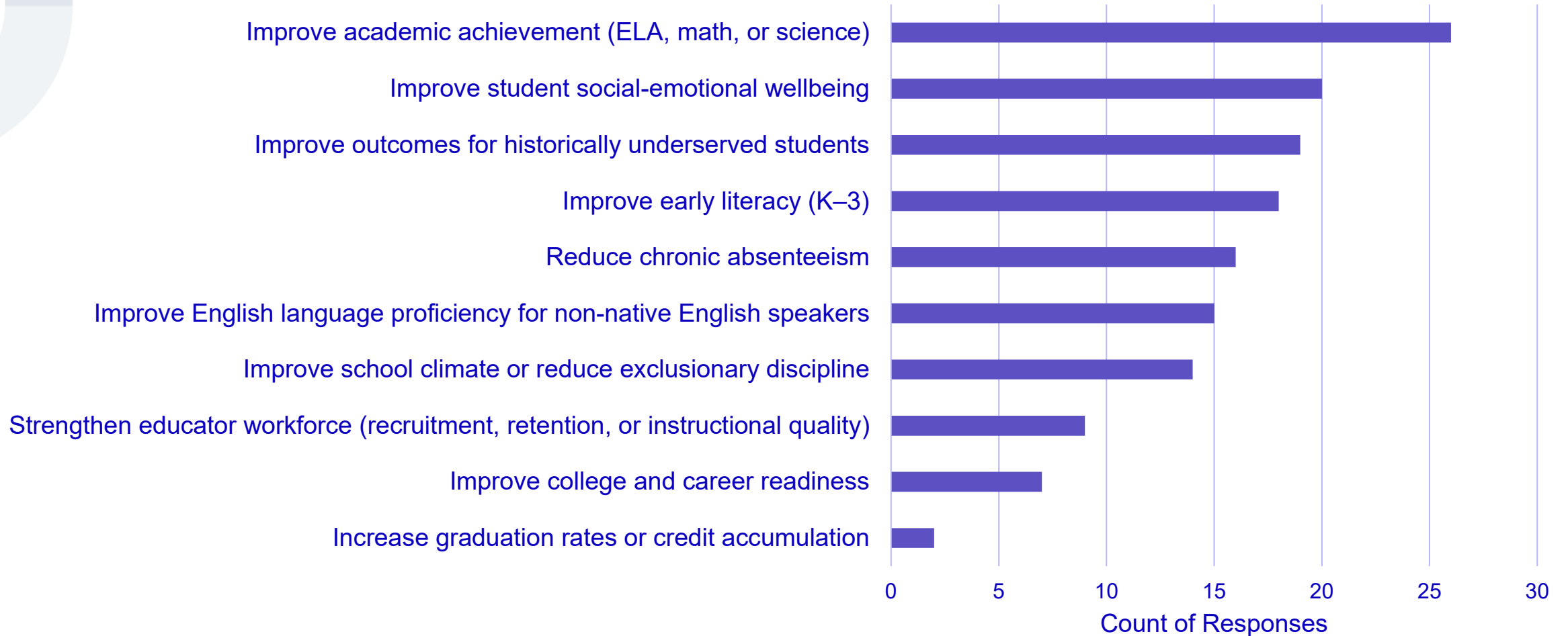
Source of Funds



Focus of Investments: Student Groups and Grades



Intended Impact of Investments





Next Steps

- Analysis of MTSS intervention data and student outcome data, including triangulation with survey findings, 2468 reports (to the degree possible), and other expenditure reporting
 - Most data sources are reported at the district level
- Report development and review by the Commission

Discussion



Discussion

- Based on the information shared today, what is most important to include in the report to the Governor et al. about the use of PCFP funds?
 - What other information beyond what was shared today is important to include?
- How can the 2468 reports be effectively leveraged to understand how PCFP funds are being used to improve student outcomes?
 - What other mechanisms for data collection should be considered for understanding ROI in future years?

The Commission will report on how funding from the PCFP is being used to improve academic performance and progress, and will provide any commentary or recommendations relating to the reports.