Clark County School District Superintendent Mid-Year Performance Report

April 09, 2026

A report on the Clark County School District's progress to become a Destination District for students, families, and educators because they see what is possible here.



A LETTER FROM THE SUPERINTENDENT

April 9, 2026

Greetings Trustees,

I welcome this mid-year performance review as an opportunity to reflect on our collective progress and outline the work ahead. Serving as Superintendent is a profound responsibility grounded in our shared mission to improve outcomes for every student.

The enclosed materials document the actions taken during my first year to expand staff capacity and strengthen systems.

CCSD is making progress toward our goal of becoming a Destination District. I respectfully submit the following data points as evidence that CCSD is on the move:

- Academic progress is improving. Graduation rates rose to 86.6%, a 5.1 percentage-point increase from the prior year, and 136 schools improved their star ratings on the Nevada School Performance Framework.
- We began the 2025-2026 school year with over 16,000 classrooms staffed by licensed teachers, the most classrooms staffed by licensed teachers in more than a decade.
- Only 3% of schools experienced major operational issues on the first day of school—and every issue was resolved within 24 hours.
- Philanthropic investment is growing. Philanthropic gifts totaling $15.8 million signals renewed confidence and meaningful support for public education in our community.
- Communication and engagement have expanded. Increased in-person meetings with media, student voice podcasts, and a District website upgrade reflect intentional efforts to improve transparency, accessibility, and stakeholder engagement. Our concentrated efforts to improve transparency and outreach are yielding measurable results; metrics reflecting parent/guardian perceptions of the District's transparency and openness increased from 60.27% to 71.14%, a notable 10 percentage-point increase from 2024.
- The Bright Futures Coalition was launched to tackle student enrollment and attendance. In Fall 2025, we visited 528 homes to support student enrollment and in Spring 2026, we visited 853 homes to address chronic absenteeism and provide family support.
- Public trust is being restored. Along with Cognia accreditation, the District earned recognition from the Nevada Association of Latino Administrators and Superintendents, the Nevada Association of African American School Administrators, and received the Asian American and Pacific Islander Chamber of Commerce Trailblazer Award.

The progress reflected here is the result of disciplined execution and a shared commitment to our students. While significant work remains, we have established a foundation built on accountability and operational excellence.

It will take our entire community working together to achieve our vision of becoming a Destination District for students, families, and educators. I remain steadfast in my commitment to partnering with the Board of School Trustees in a manner that honors your governance role. Together, we will continue to redefine excellence for the families of the Clark County School District.

It is a privilege to serve in this role. I am dedicated to our students, families, educators, and community.

Respectfully,

Jhone M. Ebert
Superintendent of Schools

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Introduction

100-Day Plan

During the first 100 days, Superintendent Ebert set clear expectations to lay the foundation for the Clark County School District (CCSD or District) and the Clark County community. Those expectations were divided into four key areas, with many action steps completed before the end of the first month of the 2025–2026 school year.

- Re-Energizing the Passion by cultivating an environment of connection, empowerment, pride and trust, where innovation and collaboration are valued and fostered.
- Strengthening Communication by consistently providing proactive communication and exceptional customer service to families and staff.
- Engaging in Partnerships by establishing transformative partnerships that spark bold innovation and advance CCSD priorities.
- Rebuilding Trust by establishing clear expectations and fostering a safe, non-judgmental space for open dialogue.

Core Four Bridge Work

While we were preparing to co-design our long-term strategic plan with the community, we recognized the need to build on the momentum of the academic achievement and gains that we are celebrating.

The “Core Four” for the 2025–2026 school year drives our academic efforts by concentrating on four key areas where we have seen progress and have an opportunity to accelerate student outcomes:

- Pre-Kindergarten
- Early Literacy
- Middle School Mathematics
- Workforce and College Readiness

Operation: Destination District

Operation: Destination District is CCSD’s roadmap to becoming a premier educational destination for Clark County’s students, families, and educators. Building on the foundation of the 100-Day Plan, the District is now transitioning toward long-term implementation and fiscal responsibility. Key upcoming milestones through 2026 include co-designing a Strategic Plan with our students, employees, and community, launching a Building Brighter Futures initiative to ensure our facilities match our changing student needs, and undergoing a Districtwide Efficiency Study - the first of its kind since 2011. These initiatives will ensure that all District resources and priorities are directly aligned with student aspirations and optimized for operational excellence.

Superintendent Evaluation Process

The Board and the Superintendent established a collaborative framework to monitor district progress and leadership performance. The evaluation is structured around six high-priority goal areas: Pre-Kindergarten, Early Literacy, Middle School Mathematics, Workforce and College Readiness, the District Strategic Plan, and Districtwide Continuous Improvement for Engagement. From these areas, the Board and Superintendent identified five specific key targets for the current evaluation cycle. The following sections outline these targets and provide supporting evidence of the District’s progress toward achieving these strategic milestones.

Pre-Kindergarten

Target 1.1 - Supervision and Support of Pre-Kindergarten (Pre-K) Programs: Develop professional learning standards related to supervision and support of Pre-K programs within the Leadership and Professional Learning Division administrator preparation cohort.

To ensure consistency across various program models, the District is developing the Pre-Kindergarten Administrator Implementation Manual. The District also established Pre-K Structured Friday standards, which mandate hosting of monthly family engagement workshops where teachers demonstrate Tier II instruction strategies for parents to use at home. These initiatives are supported by re-imagined teacher learning groups that foster professional networks among early childhood educators, ensuring alignment with the state's Quality Rating and Improvement System (QRIS).

Key instructional and leadership initiatives under Superintendent Ebert's leadership include:

- Pre-K Teacher Instructional Leadership Cohort: The District launched a specialized cohort for 20 teachers across 17 elementary school sites that integrates intensive coaching with the Early Childhood Environment Rating Scale (ERS-3) to drive measurable program quality. From this, 45 coaching cycles have been completed.
- Actionable Feedback via the "Look-For" Tool: Administrators continue to utilize a specialized "Pre-K Look-For Tool" to provide teachers with data-driven feedback strictly aligned to Tier I instructional materials, contributing to a 35.2% increase in professional learning enrollment.
- Administrator Supervision and Support: Through the use of workshops, walkthroughs, and a new onboarding toolkit, the District has completed 55 coaching cycles to strengthen how new principals and administrators supervise Pre-K programs on their campuses.
- Pre-K Administrator Instructional Leadership Series: Launching for the 2026–2027 school year, this 30-hour professional learning series includes eight sessions and two days of learning walks to provide administrators with a comprehensive understanding of effective Pre-K support.

CCSD expanded its early childhood footprint by adding 500 Pre-K seats for the 2025–2026 school year. This growth is sustained by a $2,210,529 Nevada Department of Education infrastructure grant, which will fund the infrastructure for at least 700 additional seats across 35 new classrooms for the 2026–2027 school year. This grant specifically targets Nevada Ready! State Pre-K seats, prioritizing at-risk four-year-olds from households at or below 250% of the federal poverty level, children with Individualized Education Programs (IEPs), and multilingual learners. CCSD will leverage this funding to develop Pre-K classroom space at multiple elementary schools and select high schools, expanding Pre-K opportunities while simultaneously increasing Career and Technical Education (CTE) teaching and training opportunities for high school students pursuing careers in education and related fields. Building on this momentum, CCSD was awarded 1,720 Pre-K seats for the 2026–2027 school year.

Early Literacy

Target 2.2 - Rigorous Early Literacy Support: Develop and implement a plan to provide rigorous literacy tutoring, focusing on schools with the greatest needs.

Key instructional initiatives under Superintendent Ebert's leadership include:

- Read by Grade Three (RBG3) Expansion: Reinstating the RBG3 Qualified Candidate Selection Pool, ensuring every elementary school has a full-time, qualified literacy specialist for the 2026–2027 school year, to assist with providing teachers with support and professional learning to provide tiered interventions and support. Every elementary school also has a dedicated Dyslexia liaison.
- 95 Reading Achievement Program (RAP™): Combining central and philanthropic funds, CCSD purchased a Tier III multisensory intervention for grades K–12. This program is designed to provide a curriculum for targeted intervention for students with persistent reading difficulties who have not responded to other interventions, offering a web-based app for adaptive lesson pathways. Initial professional learning for implementation began on April 6, 2026.
- Universal Screening: To ensure early identification of learning needs, the District mandates literacy screenings for students in Kindergarten through Grade 3.
- Reading Skills Centers: Providing daily, targeted, high-dosage instruction in literacy to students in the bottom two quintiles, this model is expanding from 40 sites to include an additional 25 school sites for the 2026–2027 school year. Internal research demonstrates that these centers significantly accelerate levels of literacy, with participating students in the "low" achievement quintile showing 14% to 48% higher average growth than their peers. Targeted schools were identified based on having the highest proportion of students scoring at Level 1 on the Smarter Balanced assessment in 2024-2025.
- English Learner Support: Establishing English Language Learner Region Support Teams to conduct six instructional cycles annually, focusing on Tier I monitoring and data-informed classroom practices. These will ensure that targeted instruction and interventions are aligned with students' needs.
- Literacy Instructional Leadership Series: Launching a 30-hour professional learning series in 2026–2027 to support leadership teams in identifying systems and structures that support literacy instruction, including leveraging tutoring and small group instruction.
- Spring Break and Extended Year Literacy Support: Leveraging available state grant funding, schools developed site-specific plans to provide targeted students with additional tutoring and support in literacy, including extended learning opportunities over spring break and during summer 2026.

Family engagement has been re-engineered to support literacy at home. The District redesignated its centers into a network of 13 Family Support Centers, providing academic workshops and wraparound services. Success in community outreach is evidenced by:

- University of Family Learning: Conducting 2,334 workshops serving 23,629 participants through mid-February 2026.
- Super Saturday Events: Hosting five major events, including "Kickoff to Kindergarten" and "Holiday to Remember," drew over 6,000 total participants.
- Academic Support: The Academic Support and Community Service Center has provided after-school tutoring to 3,485 students from 104 different campuses by mid-February.

The District is advancing early literacy by aligning instructional practices with the Science of Reading and implementing targeted interventions across all grade levels. These efforts are supported by the Literacy and Language Development Department's school support cycles and implementation manager site visits, which provided direct coaching and data-driven instruction to 180 elementary schools in the 2025–2026 school year,

a 109% increase over the previous year. This intensive support model has proven successful, with 90% of school teams completing a full support cycle demonstrating increased ELA SBAC proficiency and 27% increasing their Nevada School Performance Framework star rating.

Professional learning expectations have been elevated through a comprehensive Districtwide plan. This includes specialized pathways for RBG3 specialists, focusing on the Science of Reading aligned practices and coaching protocols. To standardize supervision, administrators participate in "Look-For" sessions to align their feedback with District literacy frameworks and Tier I instructional materials.

Middle School Mathematics

Target 3.1 - Sound Mathematical Pedagogy: Develop standards of professional practice for central office staff (CO) that specify the type, extent, and quality of support that CO furnished so that teachers and administrators build strong conceptual mathematical understanding, and are prepared to apply sound mathematical pedagogy and best practices.

The District is driving systemic improvements in middle school mathematics by establishing rigorous instructional standards and providing targeted leadership coaching. Central to this strategy is the Mathematics Instructional Leaders Institute (MILI), which equips school leaders with the pedagogical tools necessary to supervise and support high-quality classroom instruction. By aligning central office support with school-level needs, the District has fostered a 36.2% increase in educator participation in secondary mathematics professional learning, totaling 1,189 participants in the first semester of the 2025–2026 school year alone.

Key instructional and leadership initiatives under Superintendent Ebert's leadership include:

- Mathematics Instructional Leaders Institute (MILI) Impact: Data confirms that 81% of schools whose administrators participated in the 2024–2025 MILI cohort demonstrated increased student achievement in mathematics, with many of these campuses outpacing overall District growth.
- Secondary Mathematics Course Progressions: The District launched standardized Grades 6–12 course progressions and updated all Teacher Clarity Guides to include language supports developed in collaboration with the English Language Learner Division to ensure equitable access to rigorous content.
- Elementary Mathematics Enrichment Framework: To ensure middle school readiness, the District implemented a new framework that focuses on deep conceptual understanding rather than advancing through content at a fast pace, establishing a more stable foundation for advanced secondary math.
- New Administrator Professional Learning: The Mathematics Department established monthly workshops for new administrators focusing on the implementation of Carnegie Learning Math Solutions and the Nevada Academic Content Standards to ensure instructional consistency across all sites. By focusing on these core resources, the District ensures that new leaders can provide actionable, high-quality feedback to teachers.
- Common Semester Exam: Looking toward the 2026–2027 school year, professional learning has been established to support the rollout of District-developed common semester exams, ensuring that classroom instruction is directly aligned with the rigor of state and national benchmarks. This preparation is vital, as professional learning in the coming year will pivot toward data-informed instructional practices that are directly aligned with the rigor and standards demonstrated in the upcoming common semester exams.

By standardizing these practices, the District has removed the "guesswork" for educators and families, creating a seamless, vertically aligned mathematical pathway that supports both acceleration and necessary intervention for all learners.

Workforce and College Readiness

Target 4.1 - Professional Learning Communities: Develop high-quality program standards pertaining to Professional Learning Communities for teachers of Career and Technical Education and Advanced Placement.

To drive postsecondary success, CCSD has transitioned toward a more strategic, data-informed model for career and college pathways through the Pathways to Readiness Framework. This data-informed approach leverages multiple measures such as PSAT 8/9, course-taking patterns, and postsecondary outcomes to guide placement, reduce reliance on single factors like teacher recommendation, and identify students who may have been overlooked for advanced opportunities. This ensures that every student, regardless of their home campus, has a viable path to high-growth employment industries and postsecondary success.

Key instructional and program standards under Superintendent Ebert's leadership include:

- Specialized Career and Technical Education (CTE) Professional Learning Communities: By establishing specialized CTE Professional Learning Communities (PLC), the District has fostered cross-school collaboration and provided targeted professional learning, resulting in a 5.8% increase in CTE training completion, with 1,674 staff members participating in the first semester of the 2025–2026 school year alone. We are refining this work to ensure PLCs translate into measurable improvements in instruction and student outcomes through aligned data use and continuous monitoring.
- Dual Enrollment Communities of Practice: The District implemented these communities to align high school and postsecondary partners, strengthening instructional and advising practices to expand equitable access and success in college-level coursework.
- Master Scheduling Self-Assessment Tool: Developed to empower school leadership teams to treat scheduling as a strategic lever, this tool uses a five-level rubric across key domains to identify and close gaps in access to advanced coursework.
- Work-Based Learning and Career Exploration: Initiatives such as Work-Based Learning Month and the Senior Workshop provided over 500 students with interview skills practice with over 30 industry partners in partnership with Employ NV and "day-in-the-life" industry tours for eighth through tenth graders at ten sites, including Findlay Chevrolet and Allied eSports Arena.
- Strategic Family Engagement: The "Maximizing Opportunities" workshop series was launched to empower families to navigate "gatekeeper" courses in math and English.
- Future Data Expansion: For the 2026–2027 school year, the District is expanding PLC practices to center on real-time AP data use and industry externship opportunities, ensuring classroom instruction remains current with modern workforce practices.
- Silver State AP Summer Institute: The District hosted over 30 specialized sessions for more than 500 educators, achieving the highest participant feedback ratings nationally and reinforcing the requirement for AP teachers to refresh training every three years.

Looking toward the 2026–2027 school year, the District will deepen PLC practices by centering collaboration on AP frameworks and AP Tier I materials to close performance gaps. For CTE educators, the District is launching industry externship opportunities to ensure classroom instruction remains strictly aligned with current workforce practices.

District Strategic Plan

Target 5.1 - Co-Designed Strategic Plan: Complete a revised District Strategic Plan (co-designed with the community), including data measures for each performance outcome identified.

Under the Superintendent's direction, CCSD launched an unprecedented community engagement initiative to co-design a long-term roadmap for student success. This process was anchored by the Destination District Survey, which garnered nearly 48,000 responses, including a notable 63% from students, to ensure the roadmap is centered on learner needs. The survey was completed in over 130 languages. To gather additional perspectives, the District conducted interviews with 112 community and business leaders. Nine Community Dream Sessions were held at various locations across the county, including Rancho High School, Arbor View High School, Durango High School, Dr. Charles I. West Preparatory Academy, Foothill High School, and Southwest Career and Technical Academy. Hybrid sessions were also hosted wherein CCSD Leadership were in person at rural schools in-person at rural schools in Indian Springs, Laughlin, Mesquite, Moapa, and Sandy Valley. To ensure broad accessibility, virtual options were provided, and Spanish interpretation was made available at every session. Two sessions were developed to gather feedback from specific audiences, including one specifically for employees and one specifically for our business leaders/elected officials. Over 1,000 people attended the Community Dream Sessions.

Findings from this engagement were synthesized in the *What We Heard So Far Report*, which identified a community-wide desire for learning experiences that balance foundational academics with durable, life-ready competencies. The report highlighted that student success is inextricably linked to educator morale and school safety, while emphasizing the need for transparent communication to rebuild institutional trust.

Parallel to the strategic planning process, the District has focused on three key initiatives to ensure community alignment and resource optimization:

- Philanthropic support for a Superintendent's Innovation Fund: A Memorandum of Agreement with the Center for the Future of Learning allots at least $6.5 million in private funds to help transform learning throughout CCSD's classrooms. This partnership will focus on strategic communication, innovative pilots, and leadership development to better meet the needs of CCSD's learners.
- Building Brighter Futures: Rather than spreading our limited budget thin across aging, under-utilized facilities, we are taking decisive action to invest in a sustainable facility master plan that ensures every student has access to cutting-edge programs and the specialized support they need to thrive.
- Districtwide Efficiency Study: This operational and efficiency study will provide an independent, data-driven assessment to ensure CCSD is aligned with best practices, fiscally responsible, positioned to improve student outcomes, and maximize the dollars sent directly to classrooms.

The District’s Strategic Plan will be presented to the Board in May 2026.

ACKNOWLEDGEMENTS

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