

SUPERINTENDENT MID-YEAR PERFORMANCE REPORT

APRIL 9, 2026

JHONE EBERT, SUPERINTENDENT

We are CCSD
DESTINATION DISTRICT

Superintendent Evaluation Process

The Board of School Trustees and Superintendent Ebert established a collaborative framework to monitor District progress and leadership performance. The evaluation is structured around six high-priority goal areas: (1) Pre-Kindergarten (Pre-K), (2) Early Literacy, (3) Middle School Mathematics, (4) Workforce and College Readiness, (5) District Strategic Plan, and (6) Districtwide Continuous Improvement for Engagement. From these, the Board of School Trustees and Superintendent identified **five key targets** for this year.

Nov 2025

Year 1

Adoption of Process and Criteria for Evaluation

Decision on Goals and Targets

April 2026

Year 1

Mid-Year Performance Review and Revision

Sept 2026

Year 1

Review of Progress on Targets

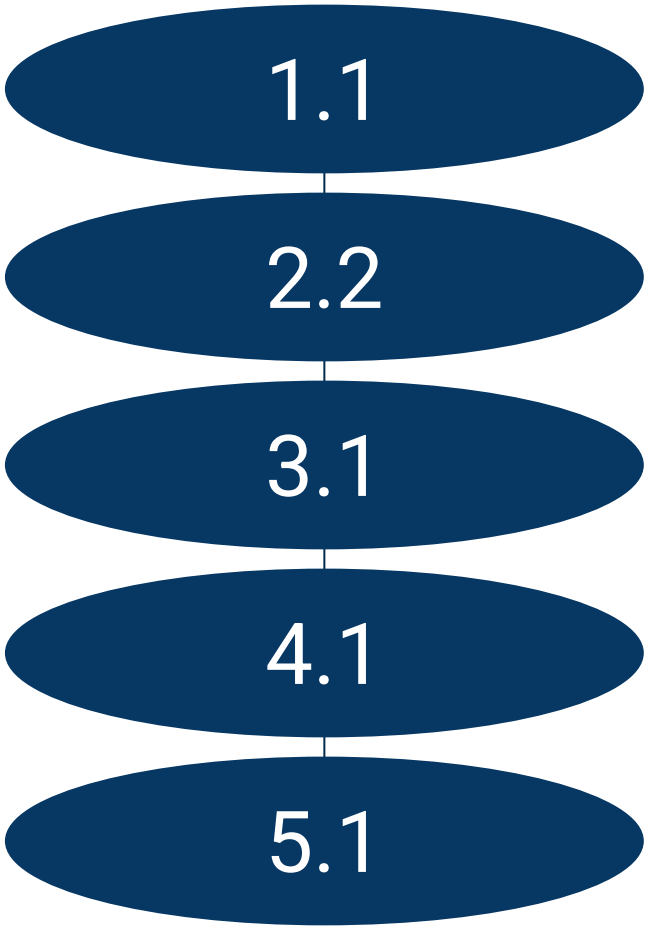
Evaluation Summation Process

Nov 2026

Year 1

Final Evaluation Report Presented

Five Key Targets



1.1 Develop professional learning standards related to supervision and support of Pre-K programs within the Leadership and Professional Learning Division administrator preparation cohort.

2.2 Develop and implement a plan to provide rigorous literacy tutoring, focusing on schools with the greatest needs.

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

4.1 Develop high-quality program standards pertaining to Professional Learning Communities (PLC) for teachers of Career and Technical Education (CTE) and Advanced Placement (AP).

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

Overall District Progress

- **Academic Growth:** 136 schools improved their star ratings on the Nevada School Performance Framework (NSPF) and the graduation rate rose to 86.6%, a 5.1 percentage-point increase from the prior year
- **Staffing Stability:** 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
- **Operational Excellence:** Only 3% of schools experienced major operational issues on the first day of school—and every issue was resolved within 24 hours
- **Renewed Investment:** Secured $15.8 million in major philanthropic gifts, signaling increased confidence in the District
- **Improved Engagement:** Parent/guardian perception of CCSD's transparency and openness rose from 60.27% to 71.14%, a 10 percentage-point increase from 2024
- **External Recognition:** Earned official Cognia accreditation alongside multiple leadership awards
- **Bright Futures Initiative:** Visited 528 homes in Fall 2025 to support student enrollment and 853 homes in Spring 2026 to address chronic absenteeism and provide families with supports

Supervision and Support of Pre-Kindergarten Programs

Target 1.1 - Develop professional learning standards related to supervision and support of Pre-K programs within the Leadership and Professional Learning Division administrator preparation cohort.

2025–2026 School Year

- Launched the Pre-K Teacher Instructional Leadership cohort that included a series of professional learning sessions, coaching, and the Early Childhood Environment Rating Scale, Third Edition assessment to increase program quality
- Continued the implementation of the "Pre-K Look-For Tool" for actionable teacher feedback aligned to the Tier I instructional materials
- Coordinated and provided collaborative learning experiences and resources to strengthen new administrators' and new principals' supervision of Pre-K programs through the use of workshops, walkthroughs, and an onboarding toolkit

2026–2027 School Year

- Launching the Pre-K Administrator Implementation manual to ensure consistency across various program models
- Launching the Pre-K Administrator Instructional Leadership Series (30 hours of professional learning)

Rigorous Early Literacy Support

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

2025–2026 School Year

- Leveraged available state grant funding and schools developed site-specific plans to provide targeted students with additional tutoring in literacy, including extended learning opportunities over spring break and summer
- Delivered professional learning to all elementary dyslexia liaisons and Read by Grade 3 (RBG3) literacy specialists on instructional practices for students with indicators of dyslexia
- Delivered Science of Reading professional learning to licensed teachers at 164 elementary schools
- Provided after-school tutoring to 3,485 students from 104 different campuses by mid-February
- Provided individualized school support to 180 elementary schools
- Launched spring/summer site-based skill enhancement or summer bridge programming at 179 elementary schools

2026–2027 School Year

- Launching 95 Reading Achievement Program (RAP)™: Tier III multisensory intervention for students with persistent reading difficulties, including dyslexia
- Ensuring every elementary school has a full-time, qualified RBG3 literacy specialist
- Expanding Reading Skills Centers to 25 additional elementary schools
- Launching the Literacy Instructional Leadership Series for administrators (30 hours of professional learning)

Sound Mathematical Pedagogy

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

2025–2026 School Year

- Strengthened Mathematics Instructional Leaders Institute that includes a series of professional learning sessions, coaching, and learning walks with instructional leaders to increase educator capacity to supervise high-quality mathematics instruction
  - 81% of schools whose administrators participated in the 2024–2025 Mathematics Instructional Leaders Institute demonstrated increased student achievement in mathematics
- Continued the implementation of mathematics curricular resources (pacing guides, instructional frameworks, course progressions, and Teacher Clarity Guides) for actionable teacher feedback aligned to the Tier I instructional materials
- Coordinated and provided collaborative learning experiences and resources to strengthen administrators' supervision of middle school mathematics programs through the monthly professional learning workshops

2026–2027 School Year

- Enhancing professional learning to support effective implementation of common semester assessments, including alignment to standards, instructional rigor, and data-informed instructional practices

Professional Learning Communities: Workforce and College Readiness

Target 4.1 - Develop high-quality program standards pertaining to Professional Learning Communities (PLC) for teachers of CTE and AP.

2025–2026 School Year

- Refined AP PLCs is strengthening instructional practice and contributing to increased student participation and improved AP exam outcomes
- Developed CTE pacing guides to provide clarity and consistency in curriculum delivery, enabling PLCs to more effectively align instruction. and monitor student progress
- CTE PLCs are in a foundational phase, building structures to support educators, many of whom are the sole instructors in their program, by strengthening cross-school collaboration and targeted professional learning

2026–2027 School Year

- Expanding PLC practices centered on data use, AP frameworks, and AP curriculum materials to improve participation and exam outcomes, with targeted supports to close access and performance gaps
- Providing targeted professional learning, including industry externship opportunities aligned to the programs educators teach, to ensure instruction remains current with workforce practices
- Strengthening CTE PLCs to increase student engagement and expand student-led learning opportunities through structured collaboration and shared instructional practices

Co-Designed Strategic Plan

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

- **Destination District Survey**
  - Received nearly 48,000 responses (63% from students) in over 130 languages
- **Community Leader Interviews**
  - Held 112 interviews with community leaders
- **What We Heard So Far Report**
  - Published findings from the Destination District survey and community interviews, providing a synthesis of stakeholder feedback to inform the final Strategic Plan
- **Community Dream Sessions**
  - Held nine Community Dream Sessions to brainstorm strategic plan goals across the county and had over 1,000 community members participate
- **Philanthropic Partnership**
  - Secured $6.5 million in private contributions for innovation pilots without impacting the general fund

Operation: Destination District

Districtwide Efficiency Study

First comprehensive evaluation since 2011 to optimize operations and send more dollars to the classroom

Building Brighter Futures

Launching a facility master plan to ensure every student has access to cutting-edge programs and the specialized support they need to thrive

District Strategic Plan

Complete the co-designed roadmap with defined performance measures for every outcome



CLOSING COMMENTS AND QUESTIONS

Reference 4.02(A)

CCSD

CLARK COUNTY

SCHOOL DISTRICT

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