Clark County School District Superintendent Year One Performance Report

September 24, 2026

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



A LETTER FROM THE SUPERINTENDENT

September 24, 2026

Greetings Trustees,

I welcome this performance review as an opportunity to reflect on our collective progress and outline the work ahead. Serving as the Clark County School District (CCSD) Superintendent of Schools is a profound responsibility grounded in our shared mission to improve outcomes for every student.

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:

- Mathematics proficiency increased at the middle and high school levels (by 2.5 percentage points at the middle school level). Researchers highlighted CCSD as one of seven school districts nationwide on the rise in math; the Education Scorecard study found that CCSD's growth is outpacing that of peer districts.
- Students began the 2025–2026 school year with 98% of classrooms staffed by licensed teachers and opened the 2026–2027 school year with 99% of classrooms staffed by licensed teachers.
- Chronic absenteeism has reduced across all grade levels, including a 6.0 percentage-point decrease in elementary school, a 5.4 percentage-point decrease in middle school, and a 4.4 percentage-point decrease in high school.
- Established direct admissions partnerships with local higher education institutions, including the College of Southern Nevada, Nevada State University, and the University of Nevada, Las Vegas.
- School start times were changed to align with youth development research, while engaging the community for feedback on the adjusted times.
- Expanded philanthropic gifts totaled $15.8 million, reflecting renewed confidence and meaningful support for public education in our community.
- We expanded communication and engagement through increased in-person meetings with media, the launch of regular Trustee community engagement meetings, a student voice podcast, and a District website upgrade. Our concentrated efforts to improve transparency yielded 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, community members visited 528 homes to support student enrollment, and in spring 2026, we visited 853 homes to address chronic absenteeism and to provide family support.
- Artificial intelligence was piloted in 62 schools, and the District encouraged increased digital learning opportunities that prepare students for college, careers, and life after graduation.
- We reached employee agreements early in the school year, providing approximately 10 percent increases in total contract value for licensed professionals, administrators, support professionals, and school police.
- In addition to Cognia accreditation, the District and its leadership earned recognition from the Nevada Association of Latino Administrators and Superintendents, the Nevada Association of African American School Administrators, and the Asian American and Pacific Islander Chamber of Commerce.

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.

Respectfully,

Jhone M. Ebert
Superintendent of Schools

CONTENTS

A LETTER FROM THE SUPERINTENDENT **2**
CONTENTS **3**
Operation: Destination District **4**
Efficiency Study 4
Strategic Plan 4
Building Brighter Futures 4
Superintendent Evaluation Process 4
Pre-Kindergarten **5**
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. 5
Early Literacy **5**
Target 2.2 - Rigorous Early Literacy Support: Develop and implement a plan to provide rigorous literacy tutoring, focusing on schools with the greatest needs. 5
Middle School Mathematics **7**
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. 7
Workforce and College Readiness **8**
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. 8
District Strategic Plan **9**
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. 9
ACKNOWLEDGEMENTS **11**

Operation: Destination District

Educational and Operational Efficiency Study

CCSD conducted an Efficiency Study, identifying key operational and educational improvements that are projected to accelerate academic growth and save up to $34 million in the first year and up to $79 million annually within five years. This is CCSD's first Efficiency Study completed since 2011. All recommendations will be evaluated on a case-by-case basis for feasibility. Additionally, as work on the Efficiency Study begins, savings will be realized for the 2027–2028 school year.

Strategic Plan

A key highlight of the 2025–2026 school year was the unprecedented community outreach launched to co-design an ambitious new strategic plan with our community. This plan is CCSD's five-year commitment to transforming our schools into supportive, safe places where learning sparks joy and students are prepared to build a home, a life, and a future.

One of the most ambitious goals in the plan is to ensure every student graduates with a "Marketable Asset" — whether that's college credits, industry credentials, a military pathway, or a durable skills portfolio — so each student feels confident stepping into their future.

By 2031, CCSD will ensure students feel supported, safe, and equipped to thrive in a changing world by focusing on three priorities:

- Academic Excellence;
- Career-Connected Learning and Durable Skills; and
- Safe and Supportive Schools.

Building Brighter Futures

The District continues its efforts to develop *Building Brighter Futures*, a comprehensive facility master plan. In the spring of 2026, over forty community meetings were held throughout the County. Hundreds of community members discussed, developed, and refined more than 100 preliminary draft options.

As enrollment patterns change and our physical buildings age, we must utilize our limited capital improvement resources more strategically. Many schools are underenrolled, underutilized, and past their useful life. While CCSD often renovates or replaces older buildings, there is an opportunity to merge or repurpose buildings to provide more equitable spaces throughout the District, expand successful programs to serve more students, and provide safe, modern learning environments that align with the Destination District strategies.

Superintendent Evaluation Process

The Board of School Trustees (Board) and the Superintendent of Schools established a collaborative framework to monitor 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 six areas, the Board and Superintendent of Schools 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 instructional consistency across diverse program models, the District developed the Pre-K Implementation Manual (launched July 2026) and executed four key leadership initiatives:

- Pre-K Teacher Instructional Leadership Cohort: Enrolled 20 teachers across 17 elementary school sites in a specialized cohort. The initiative integrates targeted coaching with the Early Childhood Environment Rating Scale (ECERS-3) and has completed 56 structured coaching cycles.
- Targeted Feedback via the Pre-K Look-For Tool: Standardizing the classroom observation process for administrators, ensuring that 100% of teacher feedback is calibrated directly to Tier I instructional materials.
- Administrator Supervision and Support: Provided building-level administrators with an onboarding toolkit, workshops, and guided walkthroughs to strengthen their supervision of early-learning classrooms.
- Pre-K Administrator Instructional Leadership Series: Launched for the 2026–2027 school year, this 30-hour professional learning series features eight instructional sessions and two days of hands-on learning walks to train administrators in supervising Pre-K environments.

The District utilized state grant funding to expand Pre-K seat capacity and directly integrate Pre-K classrooms into high school Career and Technical Education (CTE) programs.

- Seat Expansion: Awarded 500 Pre-K seats for the 2025–2026 school year and an additional 1,700 seats for the 2026–2027 school year.
- Strategic Funding: Secured $6,344,680 in total Nevada Department of Education infrastructure grants ($2,210,529 for FY26 and $4,134,151 for FY27), supporting the development of infrastructure for at least 700 additional seats across 35 classrooms.
- Equity-Centered Placement: Prioritized funding for Nevada Ready! State Pre-K classrooms, targeting four-year-olds from households at or below 250% of the federal poverty level, students with Individualized Education Programs (IEPs), and multilingual learners.
- High School Integration: Placed new Pre-K classrooms at select high school sites. This physical integration expands early childhood access while serving as hands-on learning experiences for high school students enrolled in CTE Teaching and Training pathways.

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.

The District aligned its instructional infrastructure with the Science of Reading, deploying targeted academic interventions, leadership training, and restructured family services to accelerate early literacy outcomes.

Key instructional initiatives under Superintendent Ebert's leadership include:

- Commitment to Read by Grade Three (RBG3): Reinstated 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 Kindergarten–Grade 12. This program provides a targeted intervention curriculum for students with persistent reading difficulties who have not responded to other interventions, including a web-based application for adaptive lesson pathways. Initial professional learning for implementation began in April 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 and language to students in the bottom two quintiles, this model expanded from 40 sites in 2025–2026 to an additional 25 school sites for the 2026–2027 school year. Internal research demonstrates that these centers significantly accelerate literacy levels, with participating students in the "low" achievement quintile showing average growth 14% to 48% higher than their peers. Targeted schools were identified as having the highest proportion of students scoring at Level 1 on the Smarter Balanced assessment in 2024–2025.
- English Learner (EL) Regional Support: Deployed specialized EL Region Support Teams to conduct six annual instructional cycles, ensuring Tier I instructional monitoring and data-informed classroom practices.
- Literacy Instructional Leadership Series: Launched a 30-hour professional learning series in the 2026–2027 school year 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 literacy support, including extended learning opportunities during spring break and 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: Conducted 3,345 workshops serving 23,629 participants in the 2025–2026 school year.
- Super Saturday Events: Hosted eight major events, including Kickoff to Kindergarten and Holiday to Remember, drawing 9,649 participants.
- Academic Support: The Academic Support and Community Service Center has provided after-school tutoring to 5,218 students from 137 different campuses in the 2025–2026 school year.

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 198 elementary schools in the 2025–2026 school year, a 130% increase over the previous year. This intensive support model has proven successful, with 90% of school teams completing a full support cycle demonstrating increased English Language Arts proficiency and 27% increasing their Nevada School Performance Framework star rating during the 2024–2025 school year.

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 consistent expectations for high-quality mathematics instruction and strengthening school leaders' capacity to recognize, support, and supervise effective instructional practices. 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 39.0% increase in educator participation in secondary mathematics professional learning since 2024–2025, totaling 3,422 participants in the 2025–2026 school year.

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

- The Mathematics Instructional Leaders Institute (MILI) Impact: During the 2025–2026 school year, administrators from 63 schools participated in the MILI. Collectively, these schools demonstrated an average increase of 1.41 percentage points in mathematics achievement.
- Secondary Mathematics Course Progressions: The District implemented standardized Grades 6–12 mathematics course progressions for all students, across general education and special education pathways, to provide coherent, standards-aligned learning experiences that support rigorous mathematics instruction.
- English Learner Support: All Teacher Clarity Guides were updated to include language supports developed in collaboration with the English Language Learner Division, promoting equitable access to grade-level mathematics instruction for multilingual learners.
- Elementary Mathematics Enrichment Framework: To support middle school readiness and productive acceleration, 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 and long-term mathematics success.
- 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.
- Middle School Mathematics Support: To strengthen mathematics instruction in identified middle schools, the District launched a comprehensive support initiative that combines the expertise of mathematics project facilitators and Carnegie Learning Implementation Managers. Through strategic, job-embedded coaching, classroom support, instructional leadership development, and consistent implementation of high-quality Tier I instructional materials, this collaborative model provides

differentiated support to high-needs schools while building sustainable site-based capacity to strengthen mathematics teaching and learning long after the support cycle concludes.
- Common Semester Exam: Professional learning for the 2026–2027 school year has been updated to support the implementation of District-developed common semester exams, ensuring that classroom instruction is directly aligned with the rigor of state and national benchmarks. Professional learning will focus on data-informed instructional practices, equipping educators to analyze assessment results, strengthen Tier I instruction, and make targeted instructional decisions that are directly aligned with the rigor and standards demonstrated in the upcoming common semester exams.

By standardizing these practices, the District has created 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 (PLCs) for teachers of Career and Technical Education (CTE) and Advanced Placement (AP).

To drive postsecondary success, CCSD has developed and will launch the Pathways to Readiness Framework, a strategic planning process that helps high schools evaluate and strengthen the systems that prepare every student for college, career, and life. Through a structured self-assessment of master scheduling, pathway design, advanced coursework, career-connected learning, family engagement, and continuous improvement, schools identify strengths, address opportunity gaps, and develop action plans that ensure every student's schedule is intentionally aligned to their purpose, pathway, and postsecondary goals.

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

- Specialized CTE Professional Learning Communities: By establishing specialized CTE PLCs, the District has fostered cross-school collaboration and provided targeted professional learning, resulting in a 5.8% increase in CTE training completion, with 1,924 staff members participating during the 2025–2026 school year. 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. Due to our efforts in dual enrollment expansion, Nevada was ranked third in the nation for one-year growth in dual enrollment.
- 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 middle school families to navigate high school course selection, understand college and career pathways, and make informed decisions about advanced coursework and postsecondary opportunities.
- 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.

During the 2026–2027 school year, the District is deepening PLC practices by centering collaboration on AP frameworks and AP Tier I materials to close performance gaps. Also, a master scheduling self-assessment tool is being 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. It will be introduced to the principals through professional learning in the fall.

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. Community Dream Sessions were held at 11 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 with CCSD Leadership present 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.

In spring 2026, 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.

The Destination District Strategic Plan was unanimously approved by the Board on May 14, 2026. The Destination District is CCSD’s five-year commitment to transforming our schools into supportive, safe places where learning sparks joy and students are prepared to build a home, a life, and a future.

By 2031, we will ensure every student is supported, safe, and equipped to thrive in a changing world by focusing on three priorities:

1. Academic Excellence. We are focusing on high-quality instruction in every classroom and implementing consistent grading policies. By meeting the needs of our diverse learners and safely piloting AI and other innovative, more engaging ways to learn, such as project-based learning, we are empowering students to think critically and thrive.
2. Career-Connected Learning and Durable Skills. We expect that every graduate will graduate with durable skills such as financial literacy, critical thinking, and creative problem-solving, as outlined in the Portrait of a Nevada Learner. Graduates will also have a “Marketable Asset” — whether that’s college credits, industry credentials, or a military pathway — so they can step into their future with confidence.
3. Safe and Supportive Schools. We will set and enforce consistent behavior standards to ensure fairness and accountability. Our students will feel known, valued, and connected by having increased

opportunities to participate in meaningful activities that help them explore their dreams and talents. We will help them build relationships with one another and give students the chance to build structured, professional relationships with adults on campus, providing them with more support and guidance.

In the Plan, there are strategies for each of the three priorities, along with corresponding key performance indicators to ensure we measure successful implementation.

Additionally, through the co-designed process of the plan, the community is invested in helping this vision come to life. As a result, CCSD secured $6.5 million in private contributions to implement the innovative strategies in the plan without impacting the general fund. This is a plan for the community, by the community.

ACKNOWLEDGEMENTS

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