

SUPERINTENDENT YEAR ONE PERFORMANCE REPORT

SEPTEMBER 24, 2026

JHONE EBERT, SUPERINTENDENT

We are CCSD
DESTINATION DISTRICT

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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

Oct 2026

Year 1

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 (CO) staff that specify the type, extent, and quality of support that CO 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

Three major districtwide initiatives: Educational and Operational Efficiency Study, Building Brighter Futures, and the Destination District Strategic Plan

- **Academic Growth and Success:** Mathematics proficiency increased at the middle and high school levels, with middle school proficiency increasing by 2.5 percentage points. CCSD was recently highlighted by Education Scorecard as one of seven school districts nationwide on the rise in mathematics.
- **Student Engagement:** 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.
- **Staffing Stability:** The 2025–2026 school year started with over 16,000 classrooms staffed by licensed teachers, the most classrooms staffed by licensed teachers in more than a decade.
- **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.
- **Bright Futures Coalition:** Visited 528 homes in fall 2025 to support student enrollment and 853 homes in spring 2026 to address chronic absenteeism and provide families with support.

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
- Utilized the Pre-K Look-For Tool to provide data-driven 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

- Launched the Pre-K Administrator Implementation manual to ensure consistency across various program models
- Launched the Pre-K Administrator Instructional Leadership Series (30 hours of professional learning)
- Providing ongoing targeted professional learning to high school principals implementing or expanding Pre-K programs

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 5,218 students from 137 different campuses
- Provided individualized school support to 198 elementary schools
- Launched spring/summer site-based skill enhancement or summer bridge programming at 179 elementary schools
- Over 330 schools have been trained, and are utilizing, the 95 Reading Achievement Program (RAP)™: Tier III multisensory intervention for students with persistent reading difficulties, including dyslexia

2026–2027 School Year

- Ensured every elementary school has a full-time, qualified RBG3 literacy specialist
- Expanded Reading Skills Centers to 25 additional elementary schools
- Expanded the number of schools offering Ignite programs from 2 to 7 to accelerate learning through small-group, high-impact tutoring
- Launched 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
  - During the 2025–2026 school year, administrators from 63 schools participated
  - Collectively, these schools demonstrated an average increase of 1.41 percentage points in mathematics achievement.
- 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

- Providing ongoing 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 are 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

- Expanded 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
- Strengthened CTE PLCs to increase student engagement and expand student-led learning opportunities through structured collaboration and shared instructional practices
- Providing ongoing professional learning, including industry externship opportunities aligned to the programs educators teach, to ensure instruction remains current with workforce 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.

- **Co-Designed Process**
  - Survey: Received nearly 48,000 responses (63% from students) in over 130 languages
  - Interviews: Held 112 interviews with community leaders
  - Dream Sessions: Hosted 11 regional Dream Sessions where over 1,000 community members shared their vision for the future of education
- **Plan Priorities**
  - Academic Excellence
  - Career-Connected Learning and Durable Skills
  - Safe and Supportive Schools
- **Strategic Plan Metrics / Key Performance Indicators (KPIs)**
  - Each KPI is aligned to the strategies outlined in the plan
  - We will be reporting on each of the KPIs on a regular cadence
- **Philanthropic Partnership**
  - Secured $6.5 million in private contributions for carrying out the innovative strategies in the plan without impacting the general fund

COMMUNITY ENGAGEMENT

Messaging to broader community:

- The Destination District podcast
- Press conference after passage of Destination District plan
- More than 50 interviews, press releases, and events for Back to School

Messaging to CCSD community and education partners:

- 15 CCSD graduation ceremonies
- Administrative Back to School Kickoff
- Black Community Organizations Network (BCON) Baccalaureate Ceremony
- Employee Associations
- Harvard Public Education Leadership Project
- International Society for Transforming Education
- Nevada Association of School Superintendents
- Nevada System of Higher Education, University of Nevada Reno, University of Nevada Las Vegas, Nevada State University, College of Southern Nevada
- Students at The LGBTQ+ Center
- Superintendent's Parent Advisory Council
- Superintendent's Student Advisory Council
- Superintendent's Teacher Advisory Council

Non-profits/partners/elected officials:

- 38th Silver State Awards
- All mayors/county commission chairman
- Asian Community Development Council
- CEO Exchange (non-profit leaders)
- Clark County Black Caucus
- College Football Playoff Foundation
- Las Vegas Alliance of Black School Educators
- Las Vegas Executives Association
- Las Vegas Raiders
- Latin Chamber of Commerce
- Legislative Commission on Education
- Mesquite Chamber of Commerce
- Nellis Air Force Base
- Public Education Foundation
- School Community Partnership Action Council
- Vegas Chamber Board of Directors
- Vegas Chamber Executive Women's Council
- West Las Vegas Library

Operation: Destination District

Educational and Operational Efficiency Study

Conducted an Efficiency Study, identifying key operational and educational improvements that are projected to 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.

Building Brighter Futures

Building Brighter Futures is a partnership with our community to create a Facility Master Plan that ensures every student has access to a modern, well-equipped, and safe school building.

Destination District Strategic Plan

Launched an unprecedented community outreach initiative to co-design with our community an ambitious new strategic plan, The Destination District. This plan is CCSD's five-year commitment to transforming our schools into safe, supportive places where learning sparks joy and students are prepared to build a home, a life, and a future.



CLOSING COMMENTS AND QUESTIONS

We are CCSD
DESTINATION DISTRICT

CCSD

CLARK COUNTY

SCHOOL DISTRICT

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