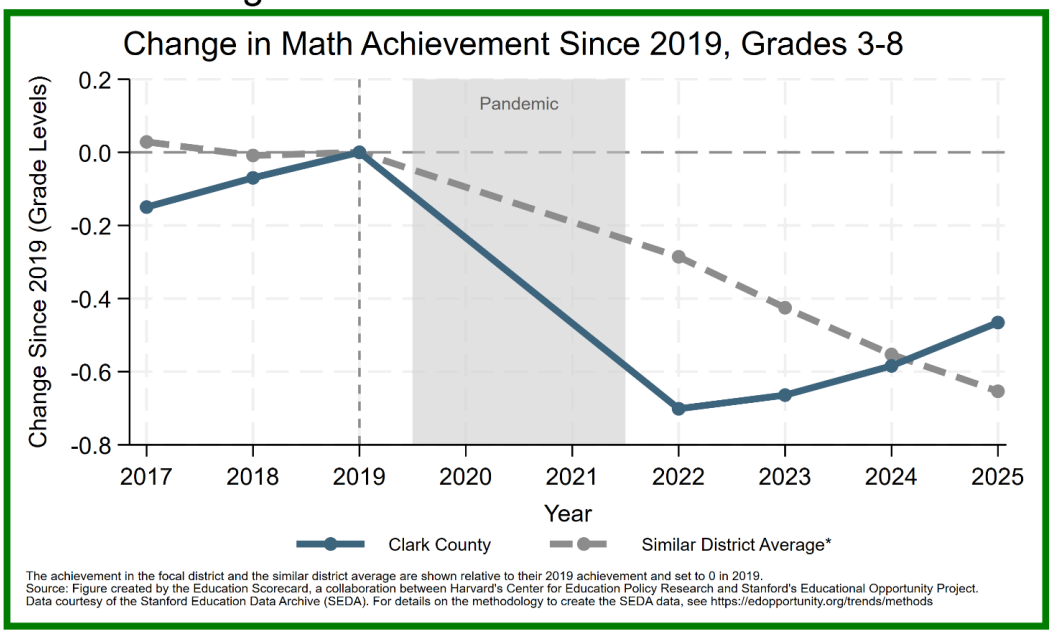
EDUCATION SCORECARD

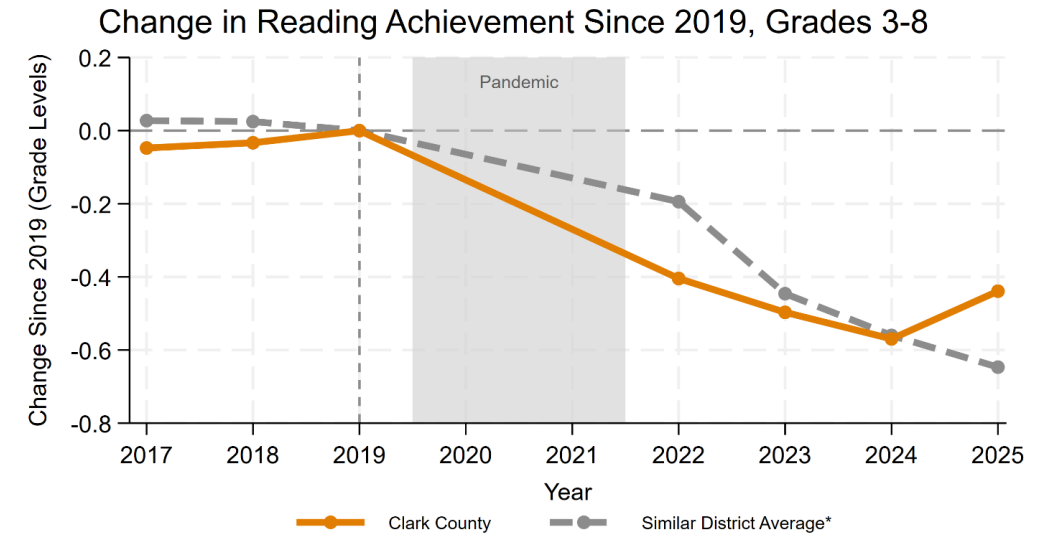
Clark County School District
Las Vegas, Nevada

Clark County, NV

Rising Faster than Similar Districts in Math



The achievement in the focal district and the similar district average are shown relative to their 2019 achievement and set to 0 in 2019.
Source: Figure created by the Education Scorecard, a collaboration between Harvard's Center for Education Policy Research and Stanford's Educational Opportunity Project.
Data courtesy of the Stanford Education Data Archive (SEDA). For details on the methodology to create the SEDA data, see https://edopportunity.org/trends/methods



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*Similar Districts: Washoe County, Nye, Elko, Lyon, Humboldt

Student Demographics:
Total student population: 288,326
Economically Disadvantaged: 68.1%

Three largest racial demographics:
Hispanic/Latino: 48.9%
White: 18.8%
Black/African American: 16.1%

Jhone Ebert, Superintendent
- Updated quote in progress

Background
Clark County School District (CCSD) is the public school system serving Las Vegas and the rest of Clark County, and it has grown into the fifth-largest school district in the United States. Formed in 1956 when Nevada consolidated more than 200 local systems into 17 countywide districts, CCSD today educates roughly 300,000 students across more than 370 schools, making it by far the largest district in Nevada and one of the largest employers in the state. Its schools include traditional neighborhood campuses, magnet schools, and career and technical academies. The district's growth has closely tracked the population boom of the Las Vegas Valley, and CCSD serves a highly diverse student population, with about 80% of students from racial or ethnic minority groups. For the 2025-2026 school year, district leaders have launched an academic and operational reset aimed at making CCSD a "destination district" for students, families, and staff, with a focus on raising achievement, improving graduation outcomes, and rebuilding trust with the community.

Strategies for Success:
System-wide Instructional Coherence
- The district built an implementation infrastructure to move beyond treating curriculum as a procurement exercise, creating pacing guides and teacher clarity guides for each content area anchored in the new Tier 1 materials. Clear expectations and routines are a core equity strategy, providing thousands of teachers with a common roadmap for grade-level standards.
- District leaders reduced principal-supervisor ratios over time so supervisors could spend more time coaching principals on instruction. Rollout was sequenced through the chain of supervision (supervisors first, then principals, then teacher leaders, then teachers), with the district describing the work as building "instructional coherence" rather than running a one-time curriculum adoption.
- The district convened roughly five dozen teacher and administrator task forces to develop the curricular guidance documents, ensuring the tools teachers use every day were shaped by classroom practitioners.
- The district embeds teachers, principals, parents, and students in the review and selection of new Tier 1 materials, with central staff facilitating but committees of practitioners and families making the final choices. Teachers implement materials chosen by their colleagues rather than imposed by central office.

- The district created a “teacher decision points” tool to help teachers respond to student needs while maintaining grade-level rigor, countering the pull toward below-grade-level work after the pandemic.

Building Educator Capacity in Literacy

- CCSD used ESSER funds to deliver science-of-reading professional learning to approximately 8,000 elementary educators who teach or support literacy, as well as to administrators and principal supervisors, aligned with the rollout of high-quality instructional materials (HQIM) in those classrooms.
- The district ensures every elementary school has a designated PreK-Grade 3 literacy specialist providing on-site, job-embedded coaching. Established in Nevada law through the Read by Grade 3 initiative, the role in CCSD is deployed as a part of the school leadership team, with specialists working alongside principals and teachers to translate science-of-reading professional learning into daily Tier 1 instruction.
- CCSD’s literacy work is grounded in brain research about how students learn to read, with high-leverage instructional practices built directly into the Tier 1 materials and reinforced through coaching. District leaders are explicit that foundational skills such as phonics and phonological awareness require explicit, systematic instruction; the focus is not on inventing new methods, but on building fidelity to what works.
- District leaders began scaling science of reading professional learning for K-3 teachers with ESSER funds before it was required by law, and Nevada’s Senate Bill 460, Section 56.2 now effectively codifies the district’s approach. The district’s in-school literacy specialist model allows CCSD to meet and exceed this requirement through ongoing, job-embedded coaching rather than one-off compliance trainings.
- Within this coherent framework, teachers retain autonomy to adjust pacing and add additional practice based on student need, working inside the structure of the Tier 1 materials. The design preserves professional judgment while avoiding scripted instruction.

Addressing Chronic Absenteeism

- The district’s Bright Futures initiative engages the community in identifying students with high absenteeism and the obstacles keeping them from attending. District staff and leaders go into the community, knock on doors, and work with families individually to address specific barriers including transportation gaps, food scarcity, and family circumstances. The intent is to shift the posture of attendance work from punitive to supportive.
- The district operates twelve family engagement centers offering free support in English and Spanish, giving families a welcoming entry point into CCSD’s academic and wraparound services while reinforcing the shift from punitive responses to a proactive partnership-based approach to attendance.

Data Transparency and Monitoring

- The district established a regular meeting cadence linking regional superintendents and school supervisors to principals. Principals replicate those conversations with teachers down to the student level, so interim assessments and ongoing benchmarks drive instructional moves and central supports.

- CCSD launched a public data dashboard giving parents, community members, and policymakers access to attendance, assessment, behavior, and other performance measures at every school. Class sizes are posted publicly by school. ARP ESSER III spending was reported through annual Use of Funds reports made available in multiple languages.