

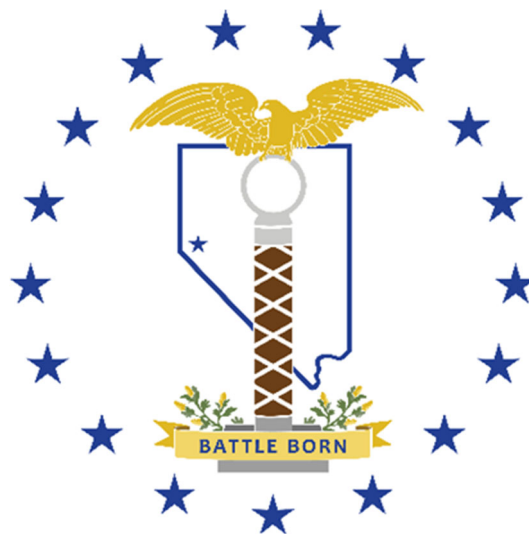
STATE OF NEVADA

Performance Audit

Educational Strategies to Improve Student Outcomes

Clark County School District
Washoe County School District
State Public Charter School Authority

2026



Legislative Auditor
Legislative Counsel Bureau – Audit Division

Audit Highlights



Highlights of performance audit report on Educational Strategies to Improve Student Outcomes for Clark County School District, Washoe County School District, and State Public Charter School Authority, issued on August 20, 2026.

Legislative Auditor report # LA26-16.

Background

Clark County School District (CCSD) is the largest district in Nevada with a total of 377 schools and 301,697 students at the beginning of the 2024-25 school year.

Washoe County School District (WCSD) had 114 schools and 63,559 students at the beginning of the 2024-25 school year.

State Public Charter School Authority (SPCSA) is a state agency that was created through legislative action in 2011 to provide oversight of state-sponsored charter schools. SPCSA had oversight over a total of 81 charter schools and 63,609 students at the beginning of the 2024-25 school year.

Purpose of Audit

The purpose of the audit was to evaluate CCSD's and WCSD's processes for selecting, implementing, and evaluating strategies to improve student proficiency in math, English language arts (reading and writing), and science; and the educational outcomes of students who are English learners, at-risk pupils, students receiving special education, and students enrolled in Title I schools. The purpose was also to evaluate SPCSA's processes for approving, monitoring, and evaluating school-selected strategies at charter schools to improve student proficiency in core subjects and educational outcomes for certain targeted populations. Our audit focused on activities during school years 2023-24 and 2024-25. We also reviewed certain related activities that occurred in prior years.

Audit Recommendations

This audit report contains seven total recommendations that improve processes related to educational strategies to improve student outcomes.

CCSD accepted the three applicable recommendations.

WCSD accepted the two applicable recommendations.

SPCSA accepted the two applicable recommendations.

Recommendation Status

CCSD's, WCSD's, and SPCSA's 60-day plans for corrective action are due on November 17, 2026. In addition, the 6-month reports on the status of audit recommendations are due on May 17, 2027.

Educational Strategies to Improve Student Outcomes

Clark County and Washoe County School Districts

Summary

Clark County School District (CCSD) and Washoe County School District (WCSD) generally had effective processes for selecting, implementing, and evaluating educational strategies aimed at improving student outcomes. Our testing included 10 strategies to improve student proficiency in math, English language arts (reading and writing), and science. In addition, we tested 16 strategies to improve educational outcomes for targeted student populations, including English learners, at-risk pupils, students receiving special education, and students enrolled in Title I schools. Although processes were generally effective, we identified opportunities to strengthen some of these processes to help ensure strategies at both districts were selected appropriately, implemented as intended, and evaluated effectively.

Because student outcomes are influenced by multiple strategies in effect at the same time, the impact of any individual strategy cannot be isolated without rigorous research or studies. For purposes of our audit, CCSD and WCSD leadership identified the strategies they considered significant from among hundreds of strategies reported to be in use during the audit scope period. Therefore, this report does not assess outcomes because we considered association between a specific strategy and student outcomes to be correlational rather than causal.

Key Findings

- CCSD did not document certain parts of the selection process for five strategies we tested. In addition, CCSD did not obtain school input when selecting three strategies. (page 11)
- WCSD did not fully complete the required selection process for the three supplemental material strategies we reviewed. WCSD policy requires a needs assessment, scoring guides, and a review committee. (page 12)
- WCSD can strengthen its process for monitoring the implementation of a strategy related to improving classroom interactions between teachers and students. WCSD indicated some informal walkthroughs were completed; however, no documentation was available to verify that they occurred. (page 13)
- CCSD did not have pre-established criteria to evaluate a strategy that addresses student academics and behavior before implementation took place. Without having pre-established evaluation criteria, CCSD cannot demonstrate that strategy evaluations are objective, consistently applied, and free from selection bias. (page 14)

State Public Charter School Authority

Summary

State Public Charter School Authority (SPCSA) had generally effective processes to approve, monitor, and evaluate school-selected strategies aimed at improving student outcomes. We performed testing of SPCSA's activities related to seven charter holders. Although processes were generally effective, we identified one area for improvement where SPCSA could expand its oversight efforts to ensure that school-selected strategies are implemented as intended.

Key Findings

- SPCSA does not monitor to ensure that schools are using the educational strategies listed in their charter applications. We also found that schools can change these strategies without notifying SPCSA. This prevents SPCSA from confirming that schools are operating consistently with the strategies approved in their charter applications and contracts. (page 16)
- SPCSA's strategy approval process complied with applicable policies, considered evidence for school-selected strategies, included proper oversight, and was documented. Specifically, we reviewed the educational strategy approval process for two of the four new charter contracts approved during school years 2023-24 and 2024-25. (page 18)
- SPCSA's strategy evaluation process was data driven, documented, included proper oversight and follow-up, and was properly communicated to appropriate stakeholders. We reviewed the strategy evaluation process performed as part of the renewal of five charter contracts. (page 18)

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This report contains the findings, conclusions, and recommendations from our performance audit *Educational Strategies to Improve Student Outcomes – Clark County School District, Washoe County School District, and State Public Charter School Authority*. This audit was required of the Legislative Auditor by Assembly Bill 517 (Chapter 454, Statutes of Nevada, 2023). The purpose of legislative audits is to improve state government by providing the Legislature, state officials, and Nevada citizens with independent and reliable information about the operations of state agencies, school districts, programs, activities, and functions.

This report includes seven recommendations that improve processes related to educational strategies to improve student outcomes. We are available to discuss these recommendations or any other items in the report with any legislative committees, individual legislators, or other state officials.

Respectfully submitted,

A handwritten signature in black ink, reading "Daniel L. Crossman".

Daniel L. Crossman, CPA
Legislative Auditor

July 27, 2026
Carson City, Nevada

Educational Strategies to Improve Student Outcomes

Table of Contents

Introduction.....	1
Background	1
Scope and Objectives.....	8
Districts’ Processes for Selecting, Implementing, and Evaluating Educational Strategies Were Generally Effective.....	10
Selection Process Can Be Improved at Both Districts.....	11
Implementation Process Can Be Improved at Washoe County School District.....	13
Evaluation Process Can Be Improved at Clark County School District.....	14
State Public Charter School Authority’s Processes for Approving, Monitoring, and Evaluating Educational Strategies at Charter Schools Were Generally Effective	16
Monitoring Practices Can Be Strengthened	16
Approval and Evaluation of Strategies Were Effective	18

Educational Strategies to Improve Student Outcomes

Table of Contents (continued)

Appendices

A. Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session	20
B. Core Subject Proficiency Trends	23
C. Graduation Rates by Location	26
D. Audit Methodology	27
E. Response From Clark County School District	33
F. Response From Washoe County School District.....	36
G. Response From State Public Charter School Authority	39

Introduction

Background

Relationship Between Educational Strategies and Outcomes

Due to the complex relationship between educational strategies, interventions, and supports, changes in student outcomes cannot be attributed to any single approach. Under Nevada's Statewide System of Accountability, student performance is measured through the Nevada School Performance Framework, a statewide rating system established pursuant to Nevada Revised Statutes (NRS) 385A.600 and supported by the state assessment system required under NRS 390.105. Together, these systems and framework align with federal requirements.

Clark County School District (CCSD), Washoe County School District (WCSD), and State Public Charter School Authority (SPCSA) are required to evaluate student outcomes using multiple indicators. These indicators include measures for proficiency in core subjects such as math, English language arts (reading and writing), and science for all school levels. The indicators also include measures for the 4-year adjusted cohort graduation rates for high school students. These indicators are publicly available on the State's mandated reporting platform, Nevada Report Card.

Because student outcomes are influenced by multiple strategies in effect at the same time, the impact of any individual strategy cannot be isolated without rigorous research or studies. For purposes of our audit, CCSD and WCSD leadership identified the strategies they considered significant from among hundreds of strategies reported to be in use during the audit scope period. Therefore, this report does not assess outcomes because we considered association between a specific strategy and student outcomes to be correlational rather than causal. Appendix B, beginning on page 23, shows core subject proficiency trends over the past 7 school years. Appendix C, on page 26, shows the graduation rates by location over the same time period.

Multi-Tiered Systems of Support

Under NRS 388.885, the Nevada Department of Education is required to establish a statewide framework for integrated student support to help ensure school districts and charter schools provide coordinated, data-driven services that address students' academic and behavioral needs. The Nevada Department of Education has adopted the Multi-Tiered Systems of Support (MTSS) as a statewide framework, which organizes support into a tiered system and emphasizes early identification of student needs to provide timely intervention. The three tiers include core instruction for all students (Tier 1); targeted small-group interventions (Tier 2); and individualized, intensive support (Tier 3). Within Tier 1, all students receive instruction in core subjects such as math, English language arts, and science.

Schools regularly screen students to identify those who may need additional support, including students not meeting proficiency in one or more core subjects, English learners, at-risk pupils, and students receiving special education. Once identified, these students may receive Tier 2 targeted interventions or Tier 3 intensive interventions, depending on their level of need.

Students enrolled in Title I schools also receive core instruction and additional tiered support within the MTSS framework. CCSD and WCSD use MTSS, which provides the structure for delivering these supports, while SPCSA charter schools retain flexibility in how they implement these services to meet state requirements. Exhibit 1 illustrates the MTSS framework.

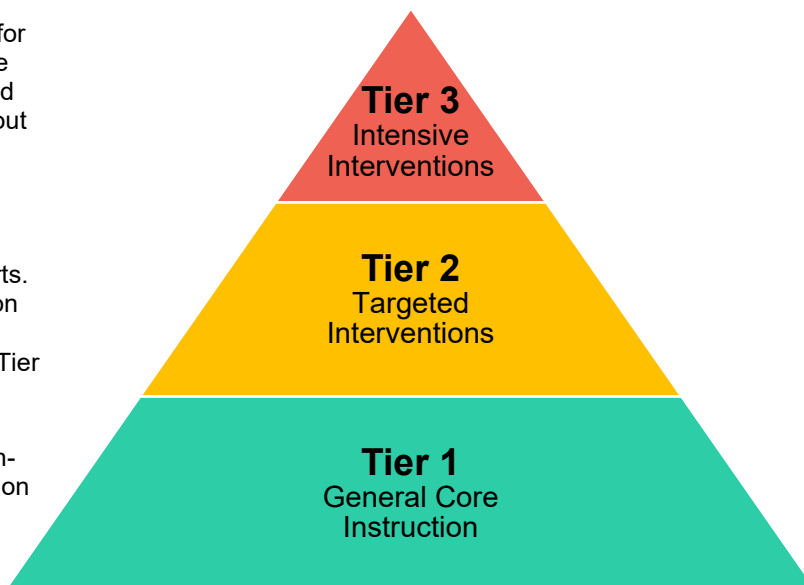
Multi-Tiered Systems of Support Framework

Exhibit 1

Tier 3 – Intensive interventions are used for students with the greatest need. They are typically individualized to each student and address specific skill deficits. Usually about 1-5% of students receive Tier 3 interventions.

Tier 2 – Offers specialized group interventions to supplement Tier 1 supports. It typically includes targeted skill instruction and frequent feedback to the student. Usually about 5-15% of students receive Tier 2 interventions.

Tier 1 – Typically includes delivery of high-quality core curriculum, universal prevention programming, universal screening, data-based decision-making, and progress monitoring. All students receive Tier 1.



Source: Auditor prepared from information obtained from the Nevada Department of Education.

English Learners

The Every Student Succeeds Act, NRS 388, and Nevada Administrative Code (NAC) 388, establish requirements for identifying, assessing, and supporting English learners. In Nevada, students are identified through a screening conducted during school enrollment which detects when a language other than English is the student's primary language, the language spoken in the home, or the language spoken with peers. Students are then further evaluated using the World-Class Instructional Design & Assessment, commonly known as WIDA, to determine whether they qualify for English learner services. English learner students are assessed annually until they meet exit criteria. Exhibit 2 shows English learner enrollment by location in school year 2024-25.

English Learner Enrollment by Location School Year 2024-25

Exhibit 2

Location	Total Students Enrolled	English Learner Enrollment	Percentage of Students who are English Learners
CCSD	301,697	49,119	16%
WCSD	63,559	9,483	15%
SPCSA	63,609	6,598	10%
Totals	428,865	65,200	15%

Source: Auditor prepared based on information from Nevada Report Card.

Students Receiving Special Education

The Individuals with Disabilities Education Act governs special education services and rights for children with disabilities. Additionally, NRS 388 and NAC 388 outline the general provisions the State must follow related to this federal law. Schools that receive associated federal funding are required to deliver specialized instruction and related services through a documented Individualized Education Program (IEP) within the least restrictive environment. As part of the IEP, measurable goals are established based on the student's unique learning needs; academic outcomes are then evaluated using standardized testing and progress monitoring. Exhibit 3 shows the number of students receiving special education by location in school year 2024-25.

Students Receiving Special Education by Location School Year 2024-25

Exhibit 3

Location	Total Students Enrolled	Students with an IEP	Percentage of Students with an IEP
CCSD	301,697	43,607	14%
WCSD	63,559	10,306	16%
SPCSA	63,609	6,866	11%
Totals	428,865	60,779	14%

Source: Auditor prepared based on information from Nevada Report Card.

Students Enrolled in Title I Schools

Title I is a federal program under the Elementary and Secondary Education Act that provides financial assistance to schools where at least 40 percent of the students are from low-income families. CCSD, WCSD, and SPCSA allocate Title I funds using measures that are based on federal assistance programs designed to support low-income families. In school year 2024-25, CCSD provided funding to schools with 75 percent or more low-income students, while WCSD used a threshold of approximately 68 percent. During the same time period, SPCSA used a threshold of 40 percent. Title I funds must be used in accordance with an approved schoolwide plan which is developed through a comprehensive needs assessment. Performance of students enrolled in Title I schools is measured based on academic outcomes through standardized testing. Exhibit 4 shows the number of Title I schools and students enrolled by location in school year 2024-25.

Number of Title I Schools and Students Enrolled by Location School Year 2024-25

Exhibit 4

Location	Total Number of Schools ⁽¹⁾	Number of Title I Schools	Percentage of Title I Schools	Total Students Enrolled	Students Enrolled in Title I Schools	Percentage of Students Enrolled in Title I Schools
CCSD	377	235	62%	301,697	170,126	56%
WCSD	114	52	46%	63,559	23,745	37%
SPCSA	81	45	56%	63,609	32,741	51%
Totals	572	332	58%	428,865	226,612	53%

Source: Auditor prepared based on information from Nevada Report Card.

⁽¹⁾ The total number of schools in this exhibit reflects adjusted counts based on the number of schools reporting enrollment data.

At-Risk Pupils

NRS 387.1211 defines “at-risk” as a pupil within the quintile of pupils determined to be most in need of additional services and assistance to graduate based on one or more measures prescribed by the State Board of Education. These measures may include, without limitation, whether a pupil is economically disadvantaged, is at risk of dropping out of high school, or fails to meet minimum standards of academic proficiency. A student is determined to be at-risk based on a score algorithm which uses 75 measures focusing on academics, attendance, behavior, and stability. Pursuant to NRS 387.12445, weighted funding for at-risk pupils must be accounted for separately and distributed directly to the school where the pupils are enrolled. Schools receiving this funding are required to use the funds exclusively for evidence-based interventions designed to improve outcomes for at-risk pupils.

In addition, CCSD and WCSD use a tool designed to help school administrators identify students at risk of not graduating. The tool utilizes data-based formulas to analyze factors such as attendance, behavior, and academic performance to predict graduation outcomes through a score which is monitored over time. SPCSA schools have autonomy to determine how to serve at-risk pupils. Appendix C, on page 26, shows the graduation rates by location over the past 7 school years. Exhibit 5 shows the number of at-risk pupils by location in school year 2024-25.

**At-Risk Pupils by Location
School Year 2024-25**

Exhibit 5

Location	Total Students Enrolled	At-Risk Pupils	Percentage of At-Risk Pupils
CCSD	301,697	41,674	14%
WCSD	63,559	4,401	7%
SPCSA	63,609	2,007	3%
Totals	428,865	48,082	11%

Source: Auditor prepared based on information provided by the Nevada Department of Education.

Selection, Implementation, and Evaluation of Educational Strategies at CCSD and WCSD

CCSD and WCSD use educational strategies to address student needs in core subjects and for targeted populations. These strategies can be learner-centered, instructor-focused, technology-assisted, or a combination of all three. These strategies undergo a process where they must first be selected, then implemented, and finally evaluated. A successful selection process should have proper oversight, be compliant with law and policy, be documented, have defined procedures, result in evidence-based strategies, and be transparent. For implementation, the process should include an established timeline, appropriate resource allocation, address skill gaps, have proper oversight and review, and should consider stakeholder input. Finally, the evaluation process should be pre-established, be data driven, include proper oversight and follow-up, and be properly communicated to appropriate stakeholders.

Approval, Monitoring, and Evaluation of School-Selected Educational Strategies of Charter Schools Within SPCSA

SPCSA's oversight of school-selected charter school educational strategies for core subjects and targeted populations includes approval, monitoring, and evaluation activities. SPCSA approves the charter school application which includes strategies the school has proposed to use. This approval process should include proper oversight to ensure compliance with applicable policies, have documented procedures in place, and consider the evidence supporting the schools' proposed strategies. The monitoring of school-selected strategies should comply with grant requirements, be a documented process that uses pre-established standards and scoring guides, and include targeted measures that assess risk. Monitoring should also be conducted at defined intervals to

address any identified concerns and weaknesses. The ongoing evaluation of school-selected strategies performed as part of the renewal of charter contracts should include a documented process that is data driven, has appropriate oversight and follow-up, and is properly communicated.

Overview of CCSD, WCSD, and SPCSA

Clark County School District

Creation of CCSD was authorized through legislative action in 1955. It is the largest school district in Nevada, with a total of 377 schools and 301,697 students at the beginning of the 2024-25 school year. It is governed by an 11-member board, consisting of 7 elected members and 4 appointed members from local governing bodies. CCSD's mission is to have all students progress in school and graduate prepared to succeed and contribute in a diverse global society.

Prior to the 2025 Legislative Session, NRS 388G.600 required each public school within CCSD to operate as a local school precinct using site-based decision making. This placed authority to carry out certain responsibilities with the individual schools, rather than CCSD. During the 83rd Session of the Nevada Legislature, Senate Bill 460 (2025) was passed, which eliminated the requirement for decentralized school-level authority, and shifted decision-making authority back to CCSD.

Several offices within CCSD help oversee strategies related to student outcomes. Key offices include the Curriculum and Instruction Division; Student Services Division; English Language Learner Division; and the Assessment, Accountability, Research, and School Improvement Division. Additional key offices include the MTSS Department and Title I Services.

Washoe County School District

Creation of WCSD was authorized through legislative action in 1955. It had a total of 114 schools and 63,559 students at the beginning of the 2024-25 school year. WCSD is governed by a board consisting of seven elected members. WCSD, in partnership with school families and the community, pledges to

know every student by name, strength, and need, so students graduate prepared for their chosen futures.

WCSD's Office of the Deputy Superintendent oversees strategies related to student outcomes. Key administrative units include Elementary Education, Secondary Education, Student Development and Success, Title I, and MTSS Social and Emotional Learning Department.

State Public Charter School Authority

Creation of SPCSA as a state agency was authorized through legislative action in 2011. SPCSA's statutory purpose is to: 1) authorize high-quality charter schools throughout the State with the goal of expanding opportunities for pupils; 2) provide oversight to charter schools that it sponsors to ensure those charter schools maintain high educational standards; and 3) serve as a model for best practices in sponsoring charter schools.

NRS 388A.088 designates SPCSA as a local educational agency which receives and distributes state and federal funds. SPCSA had oversight over a total of 81 charter schools and 63,609 students at the beginning of the 2024-25 school year. SPCSA is governed by a board consisting of nine members who are appointed by various government officials. The mission of SPCSA is to sponsor, support, and oversee dynamic and responsive public charter schools that prepare all students for academic, social, and economic success. SPCSA's Authorizing Team is responsible for approving and renewing charter schools. SPCSA's Monitoring and Site Evaluation Team oversees ongoing charter school performance and site reviews. In addition, SPCSA's Finance and Operations Team oversees Title I services.

Scope and Objectives

This audit was required of the Legislative Auditor by Assembly Bill 517 (Chapter 454, Statutes of Nevada, 2023), included in Appendix A, and was conducted pursuant to the provisions of NRS 218G.010 to 218G.270 and NRS 218G.600 to 218G.625.

The scope of our audit included a review of certain CCSD and WCSD educational strategies, as well as school-selected educational strategies used at SPCSA charter schools during

school years 2023-24 and 2024-25. We also reviewed related activities that occurred in prior years. Our audit objectives were to:

- Evaluate CCSD's and WCSD's processes for selecting, implementing, and evaluating strategies to improve:
 - Student proficiency in math, English language arts, and science;
 - Educational outcomes of students who are English learners, at-risk pupils, students receiving special education, or students enrolled in Title I schools.
- Evaluate SPCSA's processes for approving, monitoring, and evaluating school-selected strategies at charter schools to improve:
 - Student proficiency in math, English language arts, and science;
 - Educational outcomes of students who are English learners, at-risk pupils, students receiving special education, or students enrolled in Title I schools.

The Legislative Auditor conducts audits as part of the Legislature's oversight responsibility for public programs. The purpose of legislative audits is to improve state government by providing the Legislature, state officials, and Nevada citizens with independent and reliable information about the operations of state agencies, school districts, programs, activities, and functions.

Districts' Processes for Selecting, Implementing, and Evaluating Educational Strategies Were Generally Effective

Clark County School District (CCSD) and Washoe County School District (WCSD) generally had effective processes for selecting, implementing, and evaluating educational strategies aimed at improving student outcomes. Our testing included 10 strategies to improve student proficiency in math, English language arts (reading and writing), and science. In addition, we tested 16 strategies to improve educational outcomes for targeted student populations, including English learners, at-risk pupils, students receiving special education, and students enrolled in Title I schools. Although processes were generally effective, we identified opportunities to strengthen some of these processes to help ensure strategies at both districts were selected appropriately, implemented as intended, and evaluated effectively.

Because student outcomes are influenced by multiple strategies in effect at the same time, the impact of any individual strategy cannot be isolated without rigorous research or studies. CCSD and WCSD personnel also indicated it is not possible to attribute changes in student outcomes to a particular strategy. For purposes of our audit, CCSD and WCSD leadership identified the strategies they considered significant from among hundreds of strategies reported to be in use during the audit scope period. Therefore, this report does not assess outcomes because we considered association between a specific strategy and student outcomes to be correlational rather than causal.

Selection Process Can Be Improved at Both Districts

We reviewed 26 strategies, 13 at each district, to test whether the selection process complied with laws and policies, resulted in evidence-based strategies, had proper oversight, and was transparent and documented. Although we identified some minor areas for improvement, we found that, overall, the districts' processes for selecting strategies to improve student outcomes were effective and resulted in evidence-based strategies. We reviewed many parts of the selection process at each district and the areas for improvement represent a small portion of the total number of factors we considered in our review.

CCSD Can Enhance Documentation and School Input in Strategy Selection

CCSD did not document certain parts of the selection process for five strategies we tested. CCSD can enhance documentation of the decision-making methods used and evidence considered when selecting strategies aimed at improving student outcomes. In addition, CCSD did not obtain school input when selecting three strategies. Finally, while CCSD has a regulation defining the process for selecting core instructional materials and supplemental instructional materials, it lacks a similar regulation for other strategies aimed at improving educational outcomes.

District personnel pointed to turnover in key positions as a reason some documentation could not be provided, since individuals who were part of the selection process were no longer at CCSD. The lack of documentation showing the decision-making method used during selection reduces transparency. Although selection methods may vary depending on the strategy, without documentation, CCSD cannot demonstrate what information was considered, who was involved, and why the strategy was selected.

Obtaining school input from principals and teachers is important because they are the ones who will go on to implement the selected strategies. Additionally, transparency is further reduced when school input is not obtained.

Enhancing documentation and obtaining school input would help ensure CCSD can demonstrate the selection of strategies was

supported by defined objectives and relevant evidence, and considered school needs.

WCSD Can Improve Adherence to Its Supplemental Materials Selection Policy

We found that WCSD did not fully complete the required selection process for the three supplemental material strategies we reviewed. WCSD policy requires a needs assessment, scoring guides, and the establishment of a Vendor Product Review Committee when selecting districtwide supplemental instructional materials. The Vendor Product Review Committee is composed of WCSD personnel and other stakeholders, and is required to review submissions and submit final selections to appropriate staff. Selecting strategies without completing these steps reduces transparency and limits management's ability to evaluate selection decisions. It also increases the risk that decisions are not fully supported by documented needs, criteria, and stakeholder input.

WCSD documented the selection decisions which included evidence considered and rationale for the purchases. However, several elements required by the vendor product review process were missing, including a needs assessment, scoring guide, and stakeholder input.

Management indicated the vendor product review process is only performed for supplemental materials adopted districtwide or across all schools within a school level (elementary, middle, or high school). However, these strategies were implemented at various schools districtwide, and the selection process was performed at the district level. The three strategies we reviewed related to supplemental materials were used beyond a limited basis, and in some instances were implemented at over 45 schools.

Improving adherence to the supplemental materials selection policy would help ensure WCSD can demonstrate selection decisions were based on identified needs, established criteria, and relevant stakeholder input.

Implementation Process Can Be Improved at WCSD

We reviewed 13 strategies at each district to test whether the implementation process had proper oversight and review, was timely and appropriate, and considered stakeholder input. Although we identified some minor areas for improvement, we found that, overall, the districts' processes for implementing strategies to improve student outcomes were effective. We reviewed many parts of the implementation process at each district and the areas for improvement represent a small portion of the total number of factors we considered in our review.

WCSD Can Formalize Walkthroughs and Documentation for Implementation Monitoring

WCSD can strengthen its process for monitoring the implementation of a strategy related to improving classroom interactions between teachers and students. WCSD indicated some informal walkthroughs were completed; however, no documentation was available to verify that they occurred. Walkthroughs consist of classroom observation where qualified WCSD personnel are ensuring strategies are implemented as intended. In addition, WCSD did not have a formal walkthrough process to consistently monitor the implementation of the strategy.

WCSD stated that resistance to implementing the strategy and communication challenges led to the cancelation of some walkthroughs. WCSD personnel also indicated that developing a formal walkthrough tool would require a cultural shift from longstanding practices.

Not conducting consistent in-person oversight, such as walkthroughs, prevents WCSD from evaluating strategy implementation in a timely manner. In addition, not keeping records of any informal walkthroughs limits its ability to retain institutional knowledge. For instance, a lack of records makes it much harder to identify implementation trends across schools and over time. A lack of record keeping also increases the risk that knowledge is limited to a few personnel.

Formalizing walkthrough procedures and documenting results would help ensure WCSD can monitor implementation, retain

institutional knowledge, and identify areas where additional support may be needed.

Evaluation Process Can Be Improved at CCSD

We reviewed 13 strategies at each district to test whether the evaluation process had pre-established criteria, was data driven, had proper oversight and follow-up, and was properly communicated to appropriate stakeholders. Although we identified some minor areas for improvement, we found that, overall, the districts' processes for evaluating educational strategies were effective. We reviewed many parts of the evaluation process at each district and the areas for improvement represent a small portion of the total number of factors we considered in our review.

CCSD Should Pre-Establish Evaluation Criteria

CCSD did not have pre-established criteria to evaluate a strategy that addresses student academics and behavior before implementation took place. CCSD personnel indicated that the strategy serves a number of different purposes and that schools can implement the strategy in many different ways. As a result, CCSD personnel indicated it would be difficult to have centralized evaluation criteria. Additionally, CCSD personnel stated that it has intentionally avoided centralizing evaluation criteria for the strategy to respect the autonomy and unique needs of each school. However, CCSD could have pre-established more generalized, districtwide criteria to evaluate the strategy. For instance, broad measures such as school participation or professional development attendance could be used as part of evaluation criteria.

Having pre-established evaluation criteria prior to implementation of a strategy is critical to conducting a rigorous and reliable evaluation. Without having pre-established evaluation criteria, CCSD cannot demonstrate that strategy evaluations are objective, consistently applied, and free from selection bias. Furthermore, state law requires the board of trustees of each school district to ensure that mechanisms for data-driven decision making are in place and the academic progress of pupils for whom integrated supports have been provided is tracked. While implementation may vary by school, establishing broader, districtwide criteria

would help CCSD evaluate whether the strategy is achieving its intended purpose while still allowing schools flexibility in how they implement the strategy.

CCSD Recommendations

1. Develop policies and procedures to ensure that the selection process for educational strategies documents the selection method, rationale, evidence considered, and individuals or groups involved.
2. Obtain stakeholder input, such as school-level input, when applicable, to help ensure additional perspectives are incorporated when identifying needs and selecting educational strategies.
3. Develop policies and procedures to ensure that evaluation criteria are established before implementing educational strategies.

WCSD Recommendations

1. Design controls to ensure the district-level selection of supplemental materials follows the established process and is adequately documented.
2. Perform and document walkthrough procedures at schools to ensure major educational strategies are implemented as intended.

State Public Charter School Authority's Processes for Approving, Monitoring, and Evaluating Educational Strategies at Charter Schools Were Generally Effective

State Public Charter School Authority (SPCSA) had generally effective processes to approve, monitor, and evaluate school-selected strategies aimed at improving student outcomes. We performed testing of SPCSA's activities related to seven charter holders. Although processes were generally effective, we identified one area for improvement where SPCSA could expand its oversight efforts to ensure that school-selected strategies are implemented as intended.

Because student outcomes are influenced by multiple strategies in effect at the same time, the impact of any individual strategy cannot be isolated without rigorous research and studies. SPCSA personnel also indicated it is not possible to attribute changes in student outcomes to a particular strategy. Charter applications typically list dozens of strategies that will be in use at the same time. Therefore, this report does not assess outcomes because we considered association between a specific strategy and student outcomes to be correlational rather than causal.

Monitoring Practices Can Be Strengthened

We reviewed the educational strategy monitoring process used for five charter schools. Specifically, we tested whether the monitoring process was pre-established and data driven, documented and defined, performed regularly, and included proper follow-up. Although we identified an area for improvement, we found that, overall, SPCSA's process for monitoring strategies

to improve student outcomes was effective. We reviewed many parts of the monitoring process and this area for improvement represents a small portion of the total number of factors we considered in our testing.

SPCSA Should Monitor School-Selected Strategies

We found SPCSA does not monitor to ensure that schools are using the educational strategies listed in their charter applications. Educational strategies are a component of the school's overall proposed academic program or instructional design. We also found that schools can change these strategies without notifying SPCSA. This prevents SPCSA from confirming that schools are operating consistently with the strategies approved in their charter applications. In turn, this may reduce transparency over educational strategy changes and limit the information available for oversight and renewal.

State law requires an application to form a charter school to include the academic program, curriculum, and teaching methods that will be used at the school. SPCSA's contract specifies that it will use the school's charter application to determine if the school is complying with the terms of its approved academic program. Best practices encourage schools to implement the approaches that were approved in their charter applications and contracts.

SPCSA management indicated it only monitors schools' broader educational models, not whether schools implement the individual educational strategies described in their applications. SPCSA management does not consider individual strategies to be essential terms of the approved academic program. SPCSA's contract indicates that schools can modify, amend, adapt, and otherwise change the academic program as deemed necessary to achieve the performance standards as long as those changes are consistent with their charter applications. However, there is no guidance for schools to notify SPCSA when changes to the educational strategies are made that are not consistent with the charter applications and contracts.

SPCSA conducts a risk-based monitoring process for federal grants and performs programmatic reviews to assess whether

grant activities are consistent with the grant implementation plan, goals, and objectives. While these reviews provide oversight of certain grant activities, they do not fully address whether schools are implementing the broader educational strategies identified in charter applications and contracts.

Monitoring for changes to educational strategies and requiring schools to communicate when these changes are made would help SPCSA ensure that charter schools are using the strategies agreed upon in their charter applications and contracts.

Approval and Evaluation of Strategies Were Effective

We reviewed the educational strategy approval process for two of the four new charter contracts approved during school years 2023-24 and 2024-25. Specifically, we determined that the strategy approval process complied with applicable policies, considered evidence for school-selected strategies, included proper oversight, and was documented. Overall, we found that SPCSA's process for approving educational strategies for core subjects and targeted populations was effective.

SPCSA evaluates organizational, financial, and academic performance frameworks as part of its charter renewal process. We reviewed the educational strategy evaluation process performed as part of the renewal of five charter contracts. Specifically, we determined that the strategy evaluation process complied with applicable policies and grant requirements, was data driven, documented, included proper oversight and follow-up, and was properly communicated to appropriate stakeholders. Overall, we found that SPCSA's process for evaluating educational strategies for core subjects and targeted populations was effective.

SPCSA Recommendations

1. Strengthen monitoring practices to provide reasonable assurance that charter schools' selected educational strategies are implemented consistently with charter applications and contracts between charter holders and SPCSA.
2. Provide guidance to charter schools regarding when they are expected to communicate educational strategy changes to SPCSA.

Appendix A

Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session

Assembly Bill No. 517–Committee on Ways and Means

CHAPTER 454

AN ACT relating to the Legislative Counsel Bureau; requiring the Legislative Auditor to conduct performance audits of certain school districts and the State Public Charter School Authority; authorizing the Chair of the Interim Finance Committee to request certain additional audits of school districts; establishing provisions governing such performance audits; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law establishes the Legislative Counsel Bureau which consists of a Legislative Commission, an Interim Finance Committee, a Director, an Audit Division, a Fiscal Analysis Division, a Legal Division, a Research Division and an Administrative Division. (NRS 218F.100)

Existing law requires the Legislative Auditor, who is the chief of the Audit Division, to conduct certain audits of accounts, funds and other records of agencies of the State to determine certain information. (NRS 218F.100, 218G.200) **Section 5** of this bill requires the Legislative Auditor to conduct a performance audit of the two school districts with the largest number of enrolled pupils in this State and the State Public Charter School Authority not later than August 31, 2026, and not less than once every 4 years thereafter. **Section 5** authorizes the Legislative Auditor to evaluate certain matters as part of such a performance audit and to exercise his or her professional judgment in determining the scope and manner of work to be conducted and the objectives of each such audit. **Sections 5, 8 and 9** of this bill require the final written report of each audit to be presented to the Legislative Commission, the Interim Finance Committee or a subcommittee of the Interim Finance Committee and, under certain circumstances, the Audit Subcommittee of the Legislative Commission, by certain dates.

Section 6 of this bill authorizes the Chair of the Interim Finance Committee, not later than January 1, 2026, and every 4 years thereafter, to request that the Legislative Auditor conduct a performance audit of up to three additional school districts. **Sections 6, 8 and 9** of this bill require the final written report of each such audit to be presented to the Legislative Commission, the Interim Finance Committee or a subcommittee of the Interim Finance Committee and, under certain circumstances, the Audit Subcommittee of the Legislative Commission, by certain dates.

Section 7 of this bill requires the Legislative Auditor or the authorized representative of the Legislative Auditor to furnish a copy of the preliminary report of a performance audit to the superintendent of the respective school district or the Executive Director of the State Public Charter School Authority, as applicable. **Section 7** requires the superintendent of the respective school district or the Executive Director of the State Public Charter School Authority, as applicable, to submit to the Legislative Auditor a written statement of explanation or rebuttal concerning any findings for inclusion in the final report. **Section 8** of this bill requires the Legislative Auditor to furnish copies of the final written report to certain persons and prohibits the Legislative Auditor from disclosing the contents of an audit before it has been presented to certain legislative bodies. **Section 8** authorizes the Legislative Commission to adopt certain regulations regarding the presentation and distribution of the final written report.



82nd Session (2023)

Appendix A

Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session (continued)

– 2 –

Section 9 of this bill requires the Legislative Commission or Audit Subcommittee to notify the respective school district or the State Public Charter School Authority, as applicable, of its acceptance of a final written report of an audit that contains a recommendation for corrective action and requires the school district or the State Public Charter School Authority, as applicable, to submit a plan for corrective action to the Legislative Auditor. **Section 9** requires a person who submits a plan for corrective action to submit to the Legislative Auditor a report regarding the implementation of any recommendations of the Legislative Auditor.

Section 10 of this bill requires the officers and employees of a school district or the State Public Charter School Authority to provide certain assistance to the Legislative Auditor or the authorized representative of the Legislative Auditor in the inspection, examination and audit of books, accounts, records, reports or other documents. **Section 10** requires each school district or the State Public Charter School Authority to cooperate fully with the Legislative Auditor or the authorized representative of the Legislative Auditor in the performance of his or her duties with respect to a performance audit conducted pursuant to **sections 5-10** of this bill.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Sections 1-3. (Deleted by amendment.)

Sec. 4. Chapter 218G of NRS is hereby amended by adding thereto the provisions set forth as sections 5 to 10, inclusive, of this act.

Sec. 5. 1. *The Legislative Auditor shall, not later than August 31, 2026, and not less than once every 4 years thereafter, conduct a performance audit of each of the following entities:*

(a) The school district in this State with the largest number of pupils enrolled;

(b) The school district in this State with the second largest number of pupils enrolled; and

(c) The State Public Charter School Authority.

2. *As part of a performance audit conducted pursuant to this section, the Legislative Auditor may evaluate, without limitation:*

(a) Compliance with statutory requirements concerning annual reports of accountability, as well as consistency, or lack thereof, in the methodology used for such reporting;

(b) Compliance with state or local laws relating to contracting with outside entities to provide goods or services;

(c) Whether any plans presented by the school district or the State Public Charter School Authority to the Legislature or the Interim Finance Committee, including, without limitation, any subcommittee of the Interim Finance Committee, have been



82nd Session (2023)

Appendix A

Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session (continued)

– 3 –

implemented and whether any such plan is achieving or has achieved the desired outcome;

(d) The efficacy of any strategy or program implemented at one or more schools to:

(1) Improve the proficiency of pupils in the subject areas of reading, mathematics, science or writing;

(2) Improve the educational outcomes of pupils who are English learners, at-risk pupils or receiving special education;

(3) Improve the academic performance of pupils enrolled in a Title I school, as defined in NRS 385A.040; or

(4) Increase parental involvement and family and community engagement in public schools.

(e) The efficacy of any strategy or program of recruitment or retention designed to ensure the availability of qualified teachers and other educational personnel and support staff, including, without limitation, mental health professionals.

(f) The efficacy of any strategy or program implemented by a school district or the State Public Charter School Authority to reduce class sizes.

(g) Any other matter which the Legislative Auditor is requested to evaluate by the Interim Finance Committee.

3. The Legislative Auditor, in performing his or her duties pursuant to this section and section 6 of this act, may exercise his or her professional judgment in determining the scope and manner of work to be conducted and the objectives of each audit.

4. The Legislative Auditor shall, on or before September 1, 2026, and every 4 years thereafter, present to the Legislative Commission a final written report of each audit conducted pursuant to this section during the immediately preceding 4 years.

5. The Legislative Auditor shall present a final written report of each audit conducted pursuant to this section to the Interim Finance Committee, or the appropriate subcommittee of the Interim Finance Committee, as directed by the Chair of the Interim Finance Committee, after the report is presented to the Legislative Commission but in no event later than December 31 of the year in which the final report was presented to the Legislative Commission.

6. As used in this section, “at-risk pupil” has the meaning ascribed to it in NRS 387.1211.

Sec. 6....

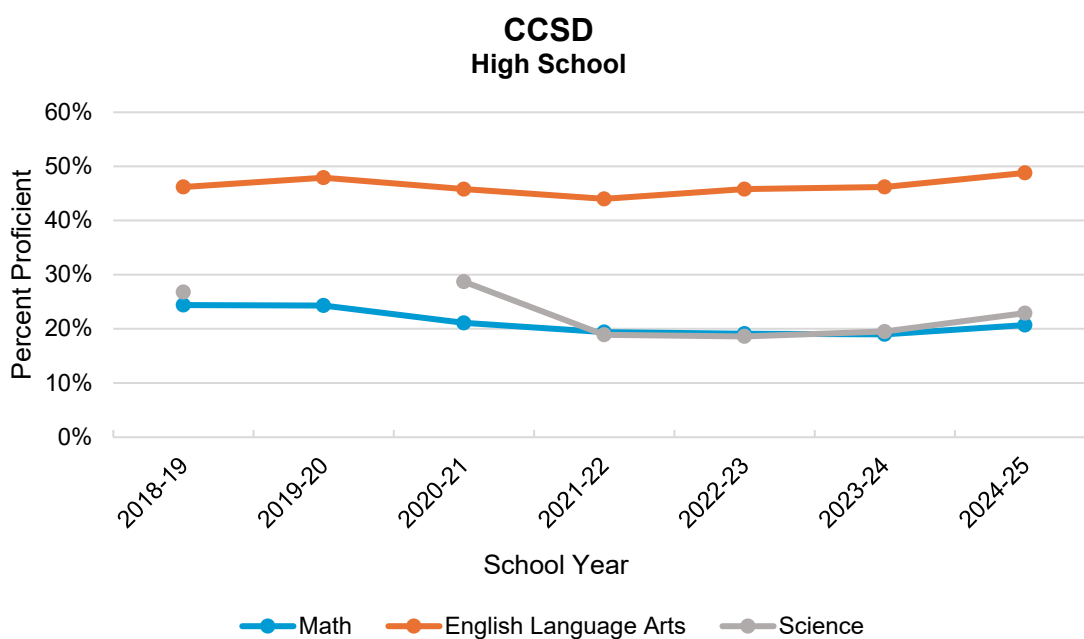
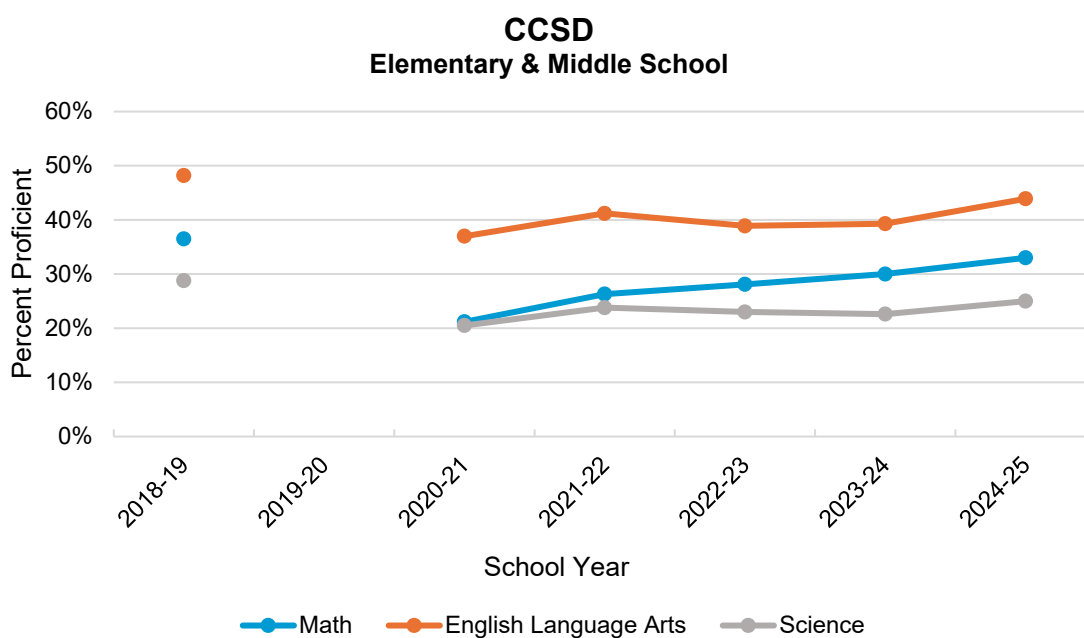


82nd Session (2023)

Appendix B

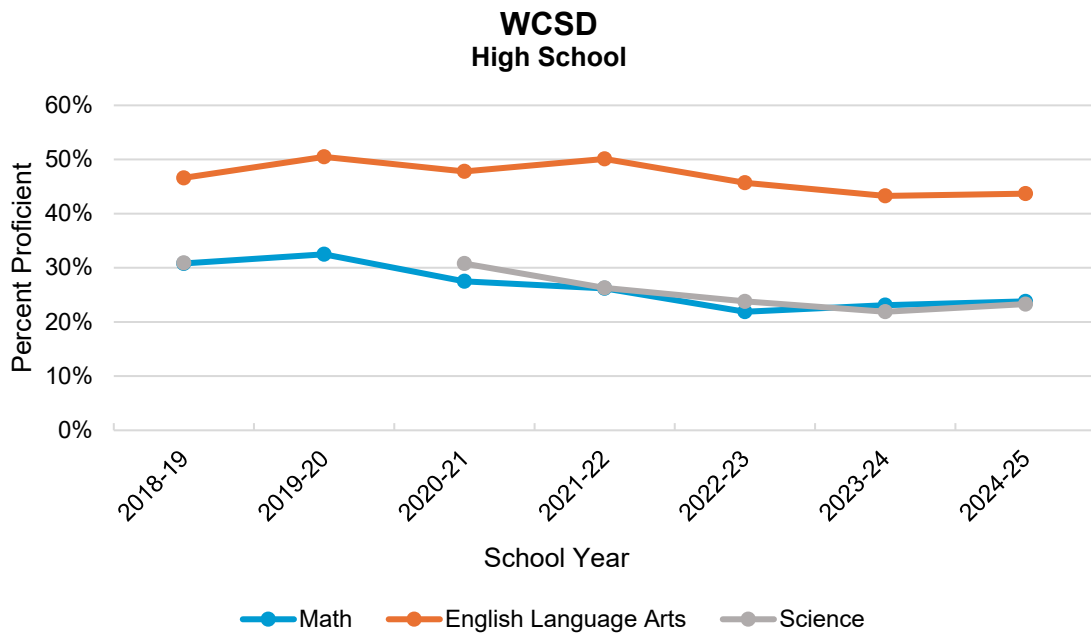
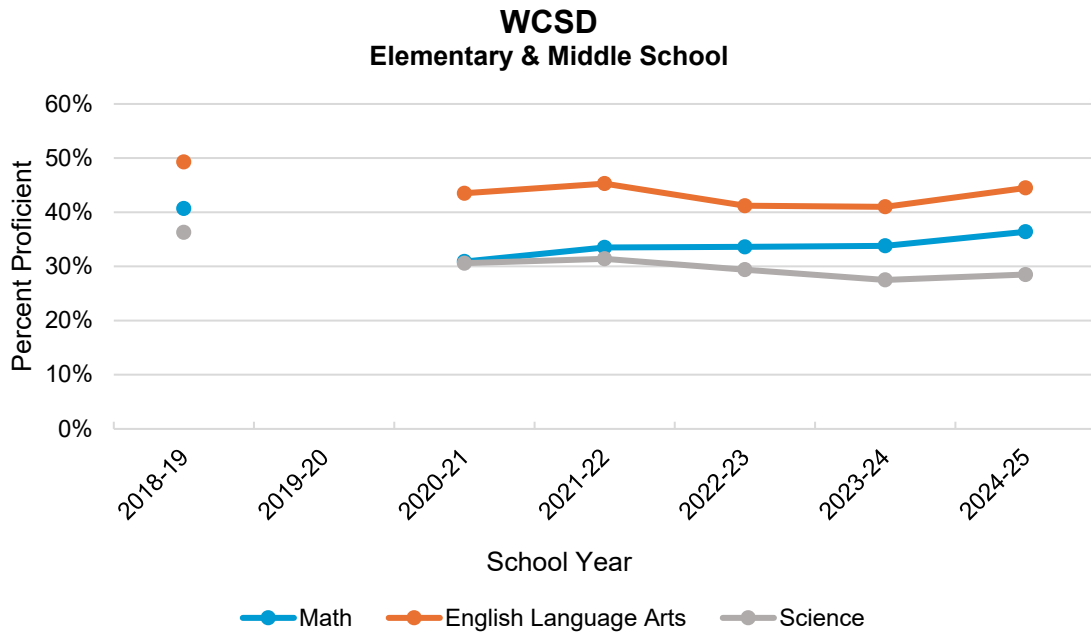
Core Subject Proficiency Trends

The following graphs show the core subject proficiency trends over the last 7 school years. Due to pandemic-related disruptions, there was no proficiency data in the 2019-20 school year for elementary and middle school students and there was no science proficiency data for high school students.



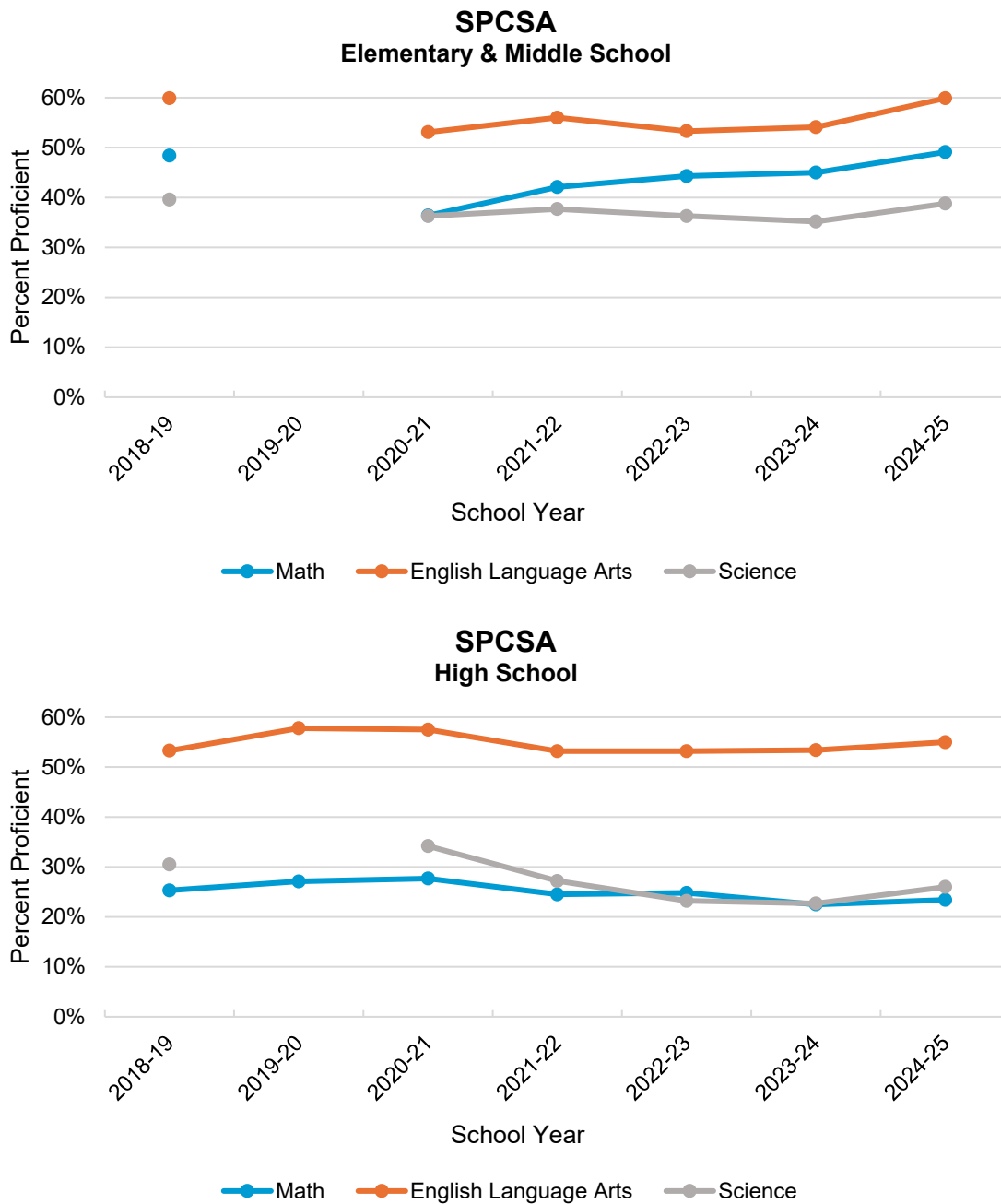
Appendix B

Core Subject Proficiency Trends (continued)



Appendix B

Core Subject Proficiency Trends (continued)

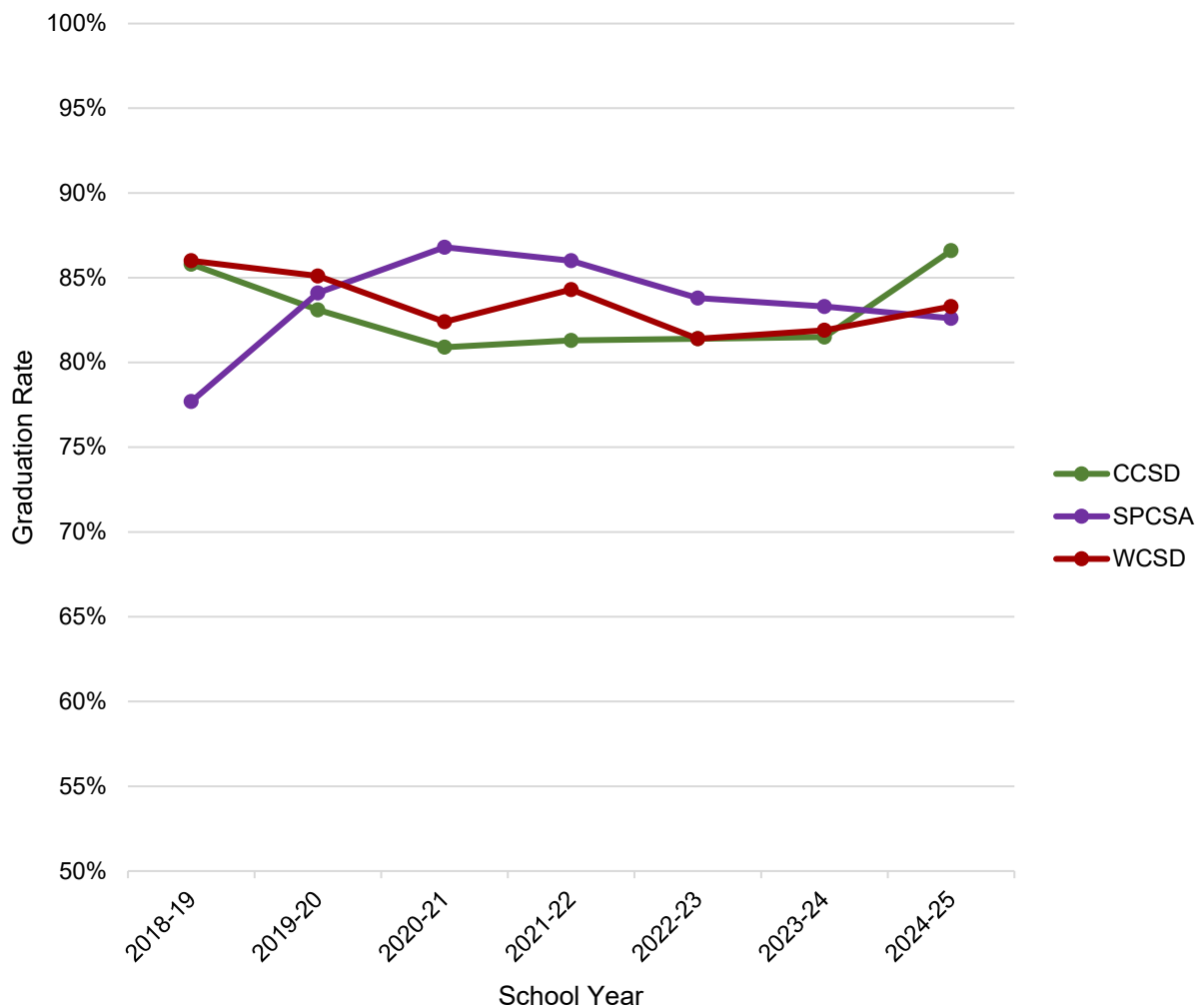


Source: Auditor prepared based on information from Nevada Report Card.

Note: Due to pandemic-related disruptions, there was no proficiency data in the 2019-20 school year for elementary and middle school students and there was no science proficiency data for high school students.

Appendix C

Graduation Rates by Location



Source: Auditor prepared based on information from Nevada Report Card.

Note: Data was filtered to include the 4-year adjusted cohort graduation rate for each of the school years and locations.

Appendix D

Audit Methodology

To gain an understanding of educational strategies to improve student outcomes at Clark County School District (CCSD), Washoe County School District (WCSD), and State Public Charter School Authority (SPCSA), we interviewed staff and reviewed relevant state and federal laws, regulations, policies, and procedures. We also reviewed financial information, prior audit reports, legislative committee minutes, and other information describing certain CCSD, WCSD, and SPCSA activities. In addition, we documented and assessed CCSD, WCSD, and SPCSA controls related to educational strategies.

Our audit included a review of CCSD, WCSD, and SPCSA internal controls significant to our audit objectives. Internal control is a process effected by an entity's oversight body, management, and other personnel that provides reasonable assurance that the objectives of an entity will be achieved. Internal control comprises the plans, methods, policies, and procedures used to fulfill the mission, strategic plan, goals, and objective of the entity. The scope of our work on controls related to the selection, implementation, and evaluation of educational strategies at CCSD and WCSD, as well as controls related to SPCSA's approval, monitoring, and evaluation of school-selected educational strategies included the following:

- Exercise oversight responsibility; establish structure, responsibility, and authority; demonstrate commitment to competence; and evaluate performance and enforce accountability (Control Environment);
- Define objectives and risk tolerances; and identify, analyze, and respond to risks and changes (Risk Assessment);

- Design control activities; and implement control activities through policy (Control Activities);
- Use quality information; communicate internally; and communicate externally (Information and Communication); and
- Perform monitoring activities; and evaluate issues and remediate deficiencies (Monitoring).

Deficiencies and related recommendations to strengthen CCSD, WCSD, and SPCSA internal control systems are discussed in the body of this report. The design, implementation, and ongoing compliance with internal controls is the responsibility of CCSD, WCSD, and SPCSA management.

Clark County and Washoe County School Districts

To develop our sample of educational strategies used to improve student outcomes for core subjects and targeted populations, we requested a list of the most significant strategies that were implemented at CCSD and WCSD, as of May 2025. Specifically, the list included educational strategies to improve student proficiency in math, English language arts (reading and writing), and science, and the educational outcomes of students who are English learners, at-risk pupils, students receiving special education, and students enrolled in Title I schools.

We then met with district leadership to confirm they provided a complete list of significant strategies and identified additional strategies that were not included. School districts use many strategies, and for the purposes of our audit, it was impractical to determine the total number of educational strategies used by CCSD and WCSD. Additionally, because we used judgmental selection, we did not consider it necessary to assess the full population of educational strategies in use at either school district during the audit scope period.

From these lists, we judgmentally selected a sample of 5 strategies per district for a total of 10 strategies. Our selection was based on the academic subjects and grade levels covered, the cost of the strategy, and the number of schools using the strategy. The strategies we selected for CCSD were Tier 1

instructional materials, Lexia Language Essentials for Teachers of Reading and Spelling (LETSS), Multi-Tiered Systems of Support (MTSS), Teacher Clarity, and Measures of Academic Progress (MAP) Growth. The strategies we selected for WCSD were Tier 1 instructional materials, Lexia LETSS, MTSS, Teacher Clarity, and iReady.

We also selected a judgmental sample of 8 targeted population strategies per district for a total of 16 strategies. Our selection was based on the number of students benefiting from the strategy and the strategy type (learner-centered, instructor-focused, and/or technology-assisted). The strategies we selected for CCSD were Long-Term Learner Pathway, Lexia English, Goalbook Toolkit, Unique Learning System, Engage2Learn, Transformation Network, Apex Online Learning, and Acceleration Academies. The strategies we selected for WCSD were English Language Development Model, Lexia English, Wilson Reading System, Goalbook Toolkit, Magnetic Reading, Collaborative Schools, additional dean positions, and Edgenuity.

To determine whether CCSD and WCSD had adequate processes at the districtwide level over the selection, implementation, and evaluation of strategies for core subjects and targeted populations, we interviewed various department directors, assistant superintendents, chief academic officers, and chief strategy officers. In addition, we obtained and reviewed relevant policies and regulations for the processes of selection, implementation, and evaluation of educational strategies. To determine whether those processes were carried out by the various district departments at CCSD and WCSD, we interviewed district personnel; reviewed laws, regulations, and policies; and reviewed supporting documentation, such as planning documents, implementation guides, and strategy evaluations.

We then assessed the selection process for each strategy to determine if it had oversight and complied with law and policy, was documented with defined procedures, that selected strategies were evidence-based, and if the process was transparent. Next, we assessed the implementation process for each strategy to determine if it had proper oversight and review, had an

established timeline, had appropriate resource allocation, if it addressed skill gaps, and if it considered stakeholder input. Finally, we assessed the evaluation process for each strategy to determine if the process had pre-established criteria, was data driven, included proper oversight and follow-up, and was properly communicated to appropriate stakeholders.

State Public Charter School Authority

To determine whether SPCSA had adequate processes in place for the approval, monitoring, and evaluating of charter school-selected strategies related to core subjects and targeted populations, we interviewed SPCSA personnel, such as the Executive Director and various department directors. We also reviewed laws, regulations, policies, and other documentation, such as charter school application guidelines, charter school applications, SPCSA frameworks, and evaluation documentation. As was done with CCSD and WCSD, we requested a list of educational strategies from SPCSA, as of May 2025.

We then met with SPCSA leadership to confirm they provided a complete list of significant strategies. Charter schools use many strategies, and for the purposes of our audit, it was impractical to determine the total number of educational strategies used at schools sponsored by SPCSA. Additionally, because we used judgmental selection, we did not consider it necessary to assess the full population of educational strategies in use at charter schools during the audit scope period.

To determine the population of SPCSA charter schools, we obtained a list of charter schools that were approved or operational within school years 2023-24 and 2024-25. To assess the reliability of the list, we identified the individual responsible for obtaining the data and the sources used to compile the information. We observed the data extraction process, documented the procedures performed, and compared the list provided to us with the list generated by SPCSA during our meeting.

We then judgmentally selected a sample of two of the four charters SPCSA approved during the 2023-24 or 2024-25 school

years. Next, we tested SPCSA's approval process to determine if it had proper oversight and complied with policy, if it was documented and defined, and whether it considered adequate evidence to support the school-selected strategies.

We also judgmentally selected a sample of five SPCSA-sponsored charter schools based on targeted population enrollment, grade levels served, core subject proficiency, MTSS cohort affiliation, and the date of charter renewal. For testing of targeted populations, we selected two of the five schools per targeted population (English learners, at-risk pupils, students receiving special education, and students enrolled in Title I schools) based on the highest enrollment of the respective population from our sample of five charter schools.

We tested SPCSA's process for monitoring school-selected strategies to determine if it complied with applicable policies and grant requirements, was documented and defined, was pre-established and data driven, ensured implementation of strategies and assessed risk, was performed at regular intervals, and included proper follow-up. We tested SPCSA's process for evaluating school-selected educational strategies to determine if it was documented, data driven, had proper oversight and follow-up, and if its results were properly communicated.

This audit included data generated from the State's mandated reporting platform, Nevada Report Card. This data was used for background information related to student populations and academic proficiency. Data reliability of the Nevada Report Card was performed as part of our CCSD, WCSD, and SPCSA audit on Compliance with the Annual Report of Accountability (LA26-09). Auditors determined the data obtained from this system to be sufficiently reliable for informational purposes within this audit report.

We used nonstatistical sampling for our audit work, which was the most appropriate and cost-effective method for concluding on our audit objectives. Based on our professional judgment, review of authoritative sampling guidance, and careful consideration of underlying statistical concepts, we believe that nonstatistical sampling provided sufficient, appropriate audit evidence to support

the conclusions in our report. We did not project exceptions to the population of educational strategies because our sample was judgmentally selected.

Our audit work was conducted from March 2025 to June 2026. We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

In accordance with NRS 218G.610, we furnished a copy of our preliminary report to CCSD, WCSD, and SPCSA. We met with their officials to discuss results of the audit on the following dates: CCSD on July 14, 2026; WCSD on June 24, 2026; and SPCSA on July 10, 2026, and requested a written response to the preliminary report. Those responses are contained in Appendix E, Appendix F, and Appendix G, which begin on page 33.

Contributors to this report included:

Kam Wai Cheung, CPA Deputy Legislative Auditor	Parker Cole, MA Deputy Legislative Auditor
Mandy Tandy, MBA, CIA, CCM Deputy Legislative Auditor	Zack Fourgis, MBA Deputy Legislative Auditor
Paige McAllister, MPA, MA Deputy Legislative Auditor	Lee Mitchell, MAcc Deputy Legislative Auditor
Karen Martin, MBA Deputy Legislative Auditor	Ray Sanchez, MBA, CCM Deputy Legislative Auditor
Karen Moreno, MBA Deputy Legislative Auditor	Victoria Salas, MBA Deputy Legislative Auditor
Tammi Cline, CPA Deputy Legislative Auditor	Jennifer M. Otto, MPA Audit Manager
James T. Thorne, MPA, CCM Audit Manager	Todd Peterson, MPA Chief Deputy Legislative Auditor

Appendix E

Response From Clark County School District



Clark County School District

Educational Strategies to Improve Student Outcomes Performance Audit #LA26-16 Response

DATE: July 24, 2026

TO: Daniel Crossman, Legislative Auditor
Legislative Counsel Bureau

FROM: Jesse Welsh, Deputy Superintendent of Teaching and Learning
Gia Moore, Chief Academic Officer

SUBJECT: Performance Audit #LA26-16, CCSD Response

Dear Legislative Auditor Crossman and Members of the Legislative Counsel Bureau,

On behalf of the Clark County School District (CCSD or the District), we appreciate the opportunity to respond to the recommendations contained in Performance Audit #LA26-16 regarding Educational Strategies to Improve Student Outcomes. We value the time and effort invested by the Legislative Auditor's Office in conducting this review and recognize the important role performance audits serve in strengthening accountability, transparency, and continuous improvement in public education.

CCSD has carefully reviewed each recommendation from the audit period between July 1, 2021, and June 30, 2024, and is committed to strengthening the governance, planning, implementation, and evaluation of educational initiatives to ensure instructional decisions remain aligned with student needs, strategic priorities, and evidence-based practices.

Since the audit period, CCSD has developed and begun implementing the Districtwide Decision Making and Project Implementation (DMPI) Framework to provide a standardized governance structure for the evaluation, approval, implementation, and monitoring of districtwide initiatives. The framework establishes consistent expectations for documenting the rationale supporting proposed initiatives, engaging stakeholders, evaluating supporting evidence, defining measures of success, and monitoring implementation outcomes. These enhancements align closely with the recommendations presented in the audit and reinforce the District's commitment to sound decision-making and continuous organizational improvement.

The following responses outline CCSD's position on each recommendation and the actions the District will take to further strengthen instructional governance, improve transparency and consistency in decision-making, and support the effective implementation of educational strategies that improve student outcomes.

Recommendation #1: *Develop policies and procedures to ensure that the selection process for educational strategies documents the selection method, rationale, evidence considered, and individuals or groups involved.*

Response: CCSD accepts this recommendation. CCSD has developed and is implementing the Districtwide Decision Making and Project Implementation (DMPI) Framework to standardize the development, review, and approval of districtwide initiatives, including educational strategies. The framework requires documentation of the rationale for proposed initiatives, stakeholder analysis, strategic alignment, project planning, and supporting evidence prior to implementation. Through the DMPI process, initiatives are documented, reviewed through multiple approval gates, and maintained within a centralized tracking system to ensure transparency and consistency.

Performance Audit #LA26-16 Response

July 24, 2026

Page 2

Recommendation #2: *Obtain stakeholder input, such as school-level input, when applicable, to help ensure additional perspectives are incorporated when identifying needs and selecting educational strategies.*

Response: CCSD accepts this recommendation. CCSD has incorporated formal stakeholder engagement into the Districtwide Decision Making and Project Implementation (DMPI) Framework. The framework requires project teams to identify affected stakeholders, conduct a stakeholder analysis, and engage appropriate partners throughout the planning and refinement process. When initiatives have school-level impact, school and instructional stakeholders are engaged to provide feedback before recommendations advance for approval.

Recommendation #3: *Develop policies and procedures to ensure that evaluation criteria are established before implementing educational strategies.*

Response: CCSD accepts this recommendation. CCSD has incorporated project planning and evaluation requirements into the Districtwide Decision Making and Project Implementation (DMPI) Framework. As part of the planning process, proposed educational strategies are expected to identify the problem or opportunity being addressed, intended student outcomes, evidence supporting the strategy, measures of success, implementation milestones, and progress monitoring prior to implementation. This standardized process helps ensure initiatives are aligned to identified needs, including the District's Strategic Plan, and include clearly defined evaluation criteria before approval.

Clark County School District's Response to Audit Recommendations

<u>Recommendations</u>	<u>Accepted</u>	<u>Rejected</u>
1. Develop policies and procedures to ensure that the selection process for educational strategies documents the selection method, rationale, evidence considered, and individuals or groups involved	<u>X</u>	<u> </u>
2. Obtain stakeholder input, such as school-level input, when applicable, to help ensure additional perspectives are incorporated when identifying needs and selecting educational strategies	<u>X</u>	<u> </u>
3. Develop policies and procedures to ensure that evaluation criteria are established before implementing educational strategies.....	<u>X</u>	<u> </u>
TOTALS	<u>3</u>	<u> </u>

Appendix F

Response From Washoe County School District



Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * Fax (775) 348-0304 * www.washoeschools.net

Board of Trustees: Adam Mayberry, President * Alex Woodley, Vice President * Christine Hull, Clerk
Diane Nicolet * JJ Phoenix * Beth Smith * Colleen Westlake * Joe Ernst, Superintendent

MEMORANDUM

TO: Legislative Counsel Bureau Audit Committee
FR: Superintendent Joe Ernst
DT: July 1, 2026
RE: Washoe County School District Response to Audit Recommendations – Educational Strategies to Improve Student Outcomes (LA26-XX)

The Washoe County School District (WCSD) appreciates the work of the Legislative Counsel Bureau (LCB) to evaluate the District's processes for selecting, implementing, and evaluating educational strategies to improve student outcomes. We are pleased that the audit found WCSD generally had effective processes in these areas, and we welcome the opportunity to strengthen them further. WCSD accepts both recommendations directed to the District, and we have already begun implementing improvements to address the recommendations described below.

Recommendation 1

R1: Design controls to ensure the district-level selection of supplemental materials follows the established process and is adequately documented.

District Response

WCSD accepts this recommendation. The District is convening a meeting of the relevant departmental leadership to review our supplemental materials adoption process and confirm that each required step, including the needs assessment, scoring guides, and review committee, is consistently followed and documented by all offices. As part of this work, WCSD is also reviewing the governing regulation to ensure the process is clearly defined and the documentation expectations are unambiguous for staff moving forward. These steps will result in clarified procedures and a documented set of controls so that future district-level selections of supplemental materials follow the established process and maintain a complete record of the selection method, rationale, evidence considered, and individuals involved.

Recommendation 2

R2: Perform and document walkthrough procedures at schools to ensure major educational strategies are implemented as intended.

District Response

WCSD accepts this recommendation. The District is launching a district-wide set of consistent walkthrough tools, including a new Teacher Clarity walkthrough tool, that will provide a consistent, documented method for observing and monitoring the implementation of major educational strategies in classrooms. This new system will capture administrator's walkthrough data in a central system, replacing the informal walkthroughs noted in the audit with a structured, repeatable process that produces verifiable documentation. The walkthrough tool will allow school and district leaders to confirm that strategies, such as those aimed at strengthening classroom interactions between teachers and students, are being implemented as intended and to identify where additional support may be needed.

WCSD is proud of the strong systems we have built to select, implement, and evaluate educational strategies on behalf of our students. We appreciate that the audit recognized the



effectiveness of these processes, and we are committed to the continued improvements described above.

Sincerely,



Joe Ernst
Superintendent of Washoe County School District



Washoe County School District's Response to Audit Recommendations

<u>Recommendations</u>	<u>Accepted</u>	<u>Rejected</u>
1. Design controls to ensure the district-level selection of supplemental materials follows the established process and is adequately documented	<u>X</u>	<u> </u>
2. Perform and document walkthrough procedures at schools to ensure major educational strategies are implemented as intended	<u>X</u>	<u> </u>
TOTALS	<u><u>2</u></u>	<u><u> </u></u>

Appendix G

Response From State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 531-3384 · Fax (775) 684-9060

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(725) 281-1367 · Fax (702) 486-5543

July 17, 2026

Daniel L. Crossman
Legislative Auditor
Nevada Legislative Counsel Bureau – Audit Division
401 S. Carson Street
Carson City, NV 89701-4747

RE: Educational Strategies to Improve Student Outcomes Performance Audit

Dear Mr. Crossman:

Thank you for the opportunity to respond to the audit report “Educational Strategies to Improve Student Outcomes”, performed by the Nevada Legislative Counsel Bureau (LCB) Audit Division pursuant to [NRS 218G.600 et seq.](#) The Nevada State Public Charter School Authority (SPCSA) appreciates the time and attention the LCB devoted to reviewing compliance with statutory requirements relating to educational strategies to improve student outcomes.

The SPCSA appreciates the audit's acknowledgement that the Authority's evaluation process is data-driven, documented, includes appropriate oversight, and is clearly communicated to stakeholders. The following provides additional context regarding instructional strategies and their role in the charter school authorization process.

As part of the new charter application process, applicants are required to describe their proposed educational program, including the instructional approaches and teaching strategies that will support student learning. This information is an important component of evaluating whether a proposed school has a coherent educational model capable of producing strong student outcomes.

However, effective teaching is not static. Instructional strategies continue to evolve as educational research, classroom experience, and technology advance. For example, *Teach Like a Champion*, a widely recognized resource for evidence-based instructional practice, identified 49 teaching techniques in its original 2010 edition. By the publication of the second edition in 2015, that number had expanded to 62 techniques, reflecting the ongoing refinement of research and classroom practice. New strategies were added to strengthen instructional practice.

Highly effective teachers possess a broad repertoire of instructional strategies and exercise professional judgment in selecting the approaches that best meet the needs of the lesson, the content being taught, and the individual learning needs of the students in their classrooms. As educational practice continues to evolve and student needs continue to change, so too should the instructional tools available to educators.

Accordingly, the purpose of the charter application is not to create an exhaustive inventory of every instructional strategy that may ever be used in the classroom, nor is it the intent of the SPCSA to limit teachers to only those strategies specifically identified during the application process. Rather, the application is intended to demonstrate that the school has a thoughtful, research-informed instructional framework and the organizational capacity to implement it effectively while allowing educators the flexibility to adopt new, evidence-based practices as research and classroom needs evolve.

Recommendation 1: Strengthen monitoring practices to provide reasonable assurance that charter schools' selected educational strategies are implemented consistently with charter applications and contracts between charter holders and SPCSA.

The SPCSA accepts this recommendation and will strengthen monitoring practices beginning with the 2026–27 site evaluation process. As part of each site evaluation, school leadership will be required to describe the school's educational model and instructional strategies, providing SPCSA staff with a clearer understanding of how the school's instructional program is currently designed and implemented.

Recommendation 2: Provide guidance to charter schools regarding when they are expected to communicate educational strategy changes to SPCSA.

The SPCSA accepts this recommendation and will provide guidance as part of the next charter renewal cycle in summer/fall 2027. The renewal application will be revised to require schools to describe the instructional strategies that support their educational model. This will serve as notification regarding educational strategy changes.

Per [NRS 218G.620](#), within 60 days of notification by the Legislative Commission or the Audit Subcommittee of the final written report of the audit, the SPCSA will provide to the Legislative Auditor a detailed plan outlining any specific actions, updates, and timelines for addressing the recommendations.

Sincerely,



Melissa Mackedon
Executive Director, Nevada State Public Charter School Authority

State Public Charter School Authority's Response to Audit Recommendations

<u>Recommendations</u>	<u>Accepted</u>	<u>Rejected</u>
1. Strengthen monitoring practices to provide reasonable assurance that charter schools' selected educational strategies are implemented consistently with charter applications and contracts between charter holders and SPCSA.....	<u>X</u>	<u> </u>
2. Provide guidance to charter schools regarding when they are expected to communicate educational strategy changes to SPCSA.....	<u>X</u>	<u> </u>
TOTALS	<u>2</u>	<u> </u>