



# Jhone Ebert

The following documents are included in this packet:

One page candidate summary

Cover letter

Letters of recommendation (4)

Philosophy statements (3)

Resume





# Jhone M. Ebert

## STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF NEVADA (2019-PRESENT)

### RECENT WORK EXPERIENCE

#### NY State Education Department

Senior Deputy Commissioner for P-20 Education Policy | 2015-2019

#### Clark County School District, Las Vegas, NV

Chief Innovation and Productivity Officer | 2013-2015

Chief Technology Officer | 2009-2013

Assistant Superintendent, Curriculum and Professional  
Development Division | 2007-2009

### EDUCATION

#### University of Nevada, Las Vegas

M.Ed. Instructional and Curricular Studies: Computing and Technology  
Education

#### California State University, Fresno, CA

B.A. Mathematics

### CERTIFICATES/LICENSES

#### Nevada State Board of Education:

- K-12 School Administrator
- Secondary Mathematics with Calculus

### SELECTED CURRENT AFFILIATIONS

- Communities in Schools – Leadership Circle, Member  
2021-Present
- Education Commission of the States, Commissioner  
2019-Present
- WestEd Board of Directors, Director, 2019-Present
- Regional Education Laboratory - West, Director,  
2019-Present

### SELECTED

#### ACCOMPLISHMENTS

- Presided over a 2.3 percentage point increase in graduation rates in New York State with increases of 5.5% for Black, 4.6% for Hispanic/Latino students, and 6.1% for students with disabilities
- Increased communication with diverse stakeholders leading to New York Superintendents reporting the highest morale, trust, and respect in New York's education community in a decade
- Launched Dual Enrollment and Teacher Pathways Task Forces in partnership with Nevada System of Higher Education to create a more seamless pre-K-20 education pipeline
- Provided resources and support to Clark County schools leading to a 13-point jump in graduation rates from 2011 to 2015, led by a 22% increase in students earning an Advanced Diploma
- Increased academic rigor and course-taking led to College Board naming CCSD the 'AP District of the Year in 2015' and NV achieving the largest 5-year in AP pass rates.

### SELECTED AWARDS



[Annual Impact Award](#)

International Society for  
Technology in Education (2020)



[Technology Leadership Network 20  
to Watch](#)

National School Boards Association  
(2013)



[Presidential Award for Excellence in  
Teaching Mathematics](#) (1996)



February 27, 2022

# BOARD OF TRUSTEES

WASHOE COUNTY SCHOOL DISTRICT  
425 E. NINTH STREET  
RENO, NV 89512

To the Trustees:

As I write this, we are facing challenges to our public health, our livelihood, and our sense of justice. Hardships are affecting every corner of our State and every aspect of our lives. We are being tested in ways we may not comprehend for months and years to come. The way forward is uncertain, but this much is clear: Rising to the occasion takes a whole-society effort. We must take ownership of the obstacles we are facing and commit to creating lasting change.

I wrote this statement in July of 2020 and it still holds true today.

In my career in education, I have led organizations of increasing size, complexity, and challenge. I agree with those who see public schools as the balance wheel of society and the engine of our economy. At their best, schools provide the access, opportunity, and support necessary so every student willing to work hard has a pathway to a meaningful life, fulfilling career, and the knowledge and wherewithal to contribute to our diverse society.

As the State Superintendent of Public Instruction for Nevada I am responsible for promoting the educational welfare of almost 500,000 PK12 students. To that end, I lead teams with systems, structures, and processes that support the pursuit of educational equity and academic excellence. I am proud of the innovative and responsive COVID-19 recovery efforts, which enabled our districts to successfully adapt to deliver distance education and provide for a safe school re-opening. This was accomplished by prioritizing support and flexibility to districts and schools, while ensuring that all students received the services they need, including nutrition services, special education interventions, English learner supports, professional development for teachers, as well as social-emotional and mental health supports and resources for all community members.

Of special note is our work in reimagining the State Improvement Plan (STIP). The plan is grounded in key values of equity, access to quality, success, inclusivity, community, and transparency and reflects our needs and the diversity of the State. This plan was developed in collaboration with all 17 school districts and the State Public Charter School Authority. As Washoe County School District moves forward with its next Strategic Plan the STIP will assist and lift the creation of a strong student centered system.

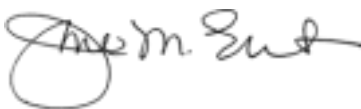
As Senior Deputy Commissioner for New York's P-20 Education system, I managed an annual budget of \$27 billion in State and federal funds, including categorical aid, competitive grant funding, and general obligation bonds. I advised the Commissioner and Board of Regents in policymaking, including developing and advocating for programmatic and budgetary requests that comprised the education component of the legislative agenda for NYS. I oversaw two deputies, ten assistant commissioners, and 800 staff members. During the three-year period our collaborative efforts increased graduation rates by 2.3 percentage points, for Black (5.5) and Hispanic/Latino (4.6) students, and students with disabilities (6.1). My responsibility was to ensure schools received comprehensive student support services, had safe and secure facilities, implemented rigorous curricula and instruction, provided social emotional supports, conducted fair assessments, complied with meaningful accountability, provided educator support, and proposed innovative school plans.

When I joined the New York State Education Department, I made it a priority to improve the strained relationship that had developed between constituents and the Department. I led the process of shifting the Department's relationship with the field away from regulatory oversight and toward constituent support. I worked collaboratively with teachers, school and community leaders, and other stakeholders to create policies that were consistent and feasible while providing flexibility for adaptation to diverse students, geographies, and educational delivery models. In addition, I shepherded expansions of New York's high-quality teacher certification pathways, which subsequently allowed NYS to attract excellent educators and address critical teacher shortages.

My career in education is rooted in the belief that the agenda is unfinished until every single child is thriving and each one has a clear pathway to success in school and life. Through it all, my public school experience convinced me that school can and should work for all students, especially for those facing the steepest climb. If schools worked for me, then they could work for every child.

Public schools played a pivotal role in my life. Growing up in poverty, life was full of hardship, but I was fortunate to have teachers who looked beyond the clothes I wore to see the promise in me. The hardships I experienced help explain the empathy I have today for those who are less fortunate. In my mind, every child is entitled to the kind of schooling I was fortunate to have. If not for the opportunities that school afforded me, my own educational and career journey would have been much different. At a time when our classrooms are growing more diverse, it is critically important that students have access to adults whose personal histories exemplify the power of schools to change lives. I can think of no greater honor than giving back to our great State of Nevada. I welcome the opportunity to lead and serve the students and the staff in the community of the Washoe County School District. Thank you for your consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jhone M. Ebert". The signature is fluid and cursive, with the first name "Jhone" being more prominent.

Jhone M. Ebert

Nevada State Superintendent of Public Instruction

February 16, 2022

Dear Board of Trustees,

I am pleased to write this letter of recommendation for Jhone Ebert, our current State of Nevada Superintendent of Public Instruction. I have had the pleasure of working with Superintendent Ebert during my tenure as the Executive Director of the Nevada Association of School Boards. She is the ultimate professional with a student first philosophy. Her knowledge of curriculum and instruction is second to none.

Having performed superintendent searches in several districts throughout Nevada, I have realized the value of a newly hired superintendent that has an understanding of and experience in the state of Nevada. Superintendent Ebert knows the structures of the educational system, and has an understanding of the people that are a part of that system. Her first months on the job she visited each district in the state, met with school board trustees, educators and community members, exemplifying her desire to listen. Voices of the state were heard and the tour culminated with the ideas from people embedded in the State's Strategic Plan.

Her understanding of governance in a school's system is exemplified by her collaboration and leadership with the State Board of Education Members as they worked together to establish two forward thinking goals for the state of education. I was the facilitator of these meetings and worked very closely with the State Board Members and Superintendent Ebert through the process of developing the student outcomes focused goals. Superintendent Ebert was a team player and sharp educational expert, always willing to share ideas, listen to others and build upon their ideas. As I have been facilitating Silver State Governance and student outcomes focused goals with the State Board of Education, Superintendent Ebert has been an advocate for reaching beyond what is typical. She is both pragmatic and a dreamer. Her vision is for students' success well beyond their school aged years.

Superintendent Ebert has demonstrated exemplary leadership abilities in her role as State Superintendent. She possesses the skills necessary to both motivate employees who serve the school districts to reflect on how their efforts impact the overall goal of supporting student achievement and wellbeing and grow in their learning and capacity to provide up-to-date support. She makes decisions with poise and forbearance remaining grounded in the values Nevada holds for their students across the state.

Superintendent Ebert is consistent and clear in the vision for how to move public education forward and provides ongoing and timely communication to stakeholders. These include regular updates to school districts, newsletters to state educators, superintendents, and boards. As well as numerous emergency communications which became more prolific during the pandemic. This style has made her very approachable as well as has garnered the respect and appreciation from educators and stakeholders across the state.

Despite the unprecedented challenge of navigating the tumultuous waters of a pandemic and all of the unforeseen challenges that accompany it, such as economic difficulties, increased and unprecedented mandates, immense political pressure, and polarizing ideological differences, Superintendent Ebert has been able to unite disparate forces to focus on the education and

wellbeing of our youth and to continue to move the state forward in meeting the challenges of educating students, creating efficiencies, and expanding capacity during a pandemic. In response to mitigating impact and supporting recovery, she has a fierce commitment to addressing the academic, social-emotional, and mental health impacts that have affected students and staff.

Jhone Ebert will bring her commitment to developing a strong educational system in which all students achieve academic success to ensure the well-being of the Washoe County School District. It is without reservation that I recommend Jhone Ebert as the superintendent for WCSD.

Sincerely,

A handwritten signature in blue ink that reads "Debb Oliver". The signature is written in a cursive, flowing style.

Debb Oliver, Ed.D.  
Executive Director  
Nevada Association of School Boards

Success for Students, Inc.

February 16, 2022

To the Board of Trustees;

It is my sincerest pleasure to recommend Jhone Ebert to be the next Superintendent of Washoe County School District. I have been fortunate to know Jhone for almost 20 years.

When I took on the role of Commissioner of Education in New York, one of my first priorities was attracting fellow leaders who were ready to drive the change needed to deliver on the Board of Regents' vision for equitable education for all students. Since accepting my offer to join the New York State Education Department (NYSED) in November of 2015, Jhone proved to be an invaluable thought partner and dedicated leader who fundamentally altered how business was done at NYSED.

I arrived in New York during a time of uncertainty among educators and families. I looked to my leadership team to help rebuild the Department's reputation. This negative atmosphere was affecting Department morale - our team did not have the pride, motivation, and positive attitude that I am accustomed to among people who dedicate their careers to education. Jhone was an integral part of setting new cultural norms. She leads by example, never hesitating to exchange greetings in hallways and elevators with janitors, guests, and colleagues alike. She promotes responsiveness to our constituents, making sure people get timely updates and clarifications from the Department. She used each interaction as a learning moment to help us communicate more effectively in the future.

Most importantly, Jhone led a shift in Department mindset. Prior to the time she and I arrived, the Department had a well-deserved reputation throughout NYS as a regulator. With Jhone's guidance and her leadership, the Department pivoted toward service and support. In short order, the Department became known as a capacity builder, sharer of best practices, and a leader in innovation.

As the Senior Deputy Commissioner of NYSED, Jhone was one of two seconds-in-command through whom the entire Department reported to my office. More importantly, she served as my most senior and most trusted policy advisor. In her role

as Senior Deputy, Jhone oversaw our most critical assets, disbursing billions in federal aid as well as allocational and competitive grant programs that support our neediest and most innovative schools, respectively. Her portfolio included institutional reporting, early childhood education, nutrition programming, facilities planning, accountability, special education and English language learner services - every functional area to ensure that New York's children received the best possible start and that our over 3 million public and private K-12 students received the support needed to learn in safe and secure school environments. Significantly, reuniting Prek-20 education under her purview gave NYSED an opening to address stubborn issues in our education system. For example, one issue involved evaluating and remediating connections between educator preparation and teacher evaluations and high school success and postsecondary persistence.

In addition to her significant oversight responsibilities, Jhone led the work of our 37 Board of Cooperative Educational Services District Superintendents (BOCES). These Superintendents jointly reported to and were compensated by the Department and regional Boards of Education. Many of the District Superintendents were former school superintendents in their most senior and final role before retiring; this meant that they were not an easy audience. It was a pleasure to watch Jhone earn their respect through her knowledge of the issues that matter to districts and her willingness to listen and adapt to feedback. Most importantly, her grasp of nuance and keen political sense turned her into a trusted advisor to BOCES Superintendents. As evidence of their respect for her, this group would often call on her for guidance in navigating red tape and responding to emerging crises.

When I recruited Jhone to join my team in New York, I knew that it would be a great opportunity to build on her long experience in the Clark County School District. I knew she would bring new perspectives and would infuse healthy energy into NYSED's work. Through our work together in NYSED, I had the good fortune to witness her confident yet approachable leadership style and to see her thrive in interactions with students, families, practitioners, and legislators. In a state known for straight talk and sharp elbows, everyone Jhone encountered was disarmed by her genuine passion and tireless commitment to the success for every student. As a true lifelong learner, it is fitting that Jhone takes what she learned in New York and apply it to serve the Washoe County School District. With great pride, I offer my strong recommendation for Jhone Ebert to be your Superintendent of Schools.



Please do not hesitate to contact me if further information is needed in support of Jhone's candidacy.

Sincerely,

MaryEllen Elia

President, Formerly Commissioner of Education for the State of New York



February 16, 2022

Dear Washoe County School District Board of Trustees:

I am writing this strong letter of recommendation for Jhone Ebert, Nevada Superintendent of Instruction. I have known Superintendent Ebert for nearly two decades. Not only is she a very kind and humble individual, but she carries with her a reputation of being collaborative and highly effective as an educational and community leader who is deeply respected by her peers and those within the greater Nevada community too.

As a district and state level leader in Nevada and New York, Ms. Ebert's leadership has increased efficiencies greatly to demonstrating excellence relative to her fiduciary receptibilities. In Nevada, stakeholder groups relied on her as she led the 54-year-old transition of the education model to one that is now an equitable student-centered formula. In New York, she led and oversaw a variety of efforts, including spearheading a two-year process to deliver New York State's Every Student Succeeds Act Plan, resulting in approval from the United States' Department of Education. During her tenure within the Clark County School District, her leadership streamlined professional development efforts and improved educational technology supports optimizing education delivery systems and supports for students. These efforts, and many more, directly led to increasing student achievement, closing achievement gaps, increasing graduation rates, ACT composite scores, and English Language Learner acquisition. Ms. Ebert continually has demonstrated that she understands the positive impact on children of these and other efforts in advance of her actions. She is a strategic thinker who understands the outcomes needed for kids through organizational change.

Jhone Ebert is not only an exemplary educational leader that has a deep comprehension of systems, but a community leader too – an essential skill for successful superintendents. For example, through Ebert's tenure in the critical posts she has held, I have always known her to be collaborative. She embraces the philosophy of listening and learning from the constituents she serves and then leading together. Superintendent Ebert does not do things to people, rather she does things with people. So, the efforts she has led throughout her career, have stuck because she ensures collaborative governance structures that lead to buy-in from constituents - even those constituents on opposite sides. Trustees, I would submit to you that this is the most important quality a superintendent could possess. In my position, I work with several past and present superintendents. I oversee The Nevada Association of School Administrator's (NASA) leadership institute that encompasses readiness for the superintendency. This is what the some of the best superintendents in the country teach our participants. Superintendent Ebert too has reinforced this through professional development she has

personally delivered. Ms. Ebert would join your community with this skill because she understands political nuances, how to bring out the best in everyone, and how to build unity – all qualities essential for a highly effective superintendent.

I first worked with Ms. Ebert when she was leading the CCSD Curriculum and Professional Development Division. I was a very new, young and ambitious principal then. I was so impressed that she went above and beyond to guide me in the adoption of unique course work and advisory programs for my students that didn't always fit the "norm." She never said "no" or blocked my efforts, as all-too-often occurs in large systems. Rather, she told me that she understood and knew I was asking because it was in the best interest of the students I served. As I reflect now on Ms. Ebert's disposition then, it is indicative of who she is: a mentor, a coach, a trusted friend, and colleague. A leader. Today, I lead NASA and partner with Superintendent Ebert and many of her staff. I have observed her interactions with her staff and other educators in Nevada on countless occasions. This is how Ms. She treats people. This is a quality that would lend itself to a highly successful, long lasting superintendency!

Therefore, it is without reservation that I strongly recommend Jhone Ebert. The students and educators in your district would be fortunate to have her in your community and I believe you, as a board, would be very pleased with her transparent and collaborative leadership as well. Please call me directly should you need further information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Geihs", with a long horizontal flourish extending to the right.

Dr. Jeff Geihs  
Executive Director, Nevada Association of School Administrators



## **SUPERINTENDENT'S OFFICE**

1402 W. King Street / P.O. Box 603, Carson City, Nevada 89702  
Telephone (775) 283-2100 / Fax (775) 283-2090

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February 15, 2022

Re: Letter of Recommendation for Jhone Ebert – Superintendent Candidate

Dear Trustees,

As a colleague of Jhone Ebert for more than 15 years, I am honored to write a letter of recommendation in her bid for the Washoe County School District Superintendent. I first became acquainted with Ms. Ebert when we were both in the early years of our administrative careers. Ms. Ebert was the Coordinator of Instructional Technology for Secondary Education in the Clark County School District and we were both providing information about our respective districts in a meeting of the State Board of Education. More recently and now as seasoned educators, I have worked closely with Ms. Ebert as she served the people of Nevada as the Superintendent of Public Instruction since 2019. During this time, my collegial experience became less casual and I gained tremendous appreciation and respect for Superintendent Ebert's knowledge, skills, and abilities as she led the educational affairs of our state through one of the most challenging times in our educational history.

Ms. Jhone Ebert's educational experiences and accomplishments are significant and I am content to let her resume speak for itself. What I know about Ms. Ebert as an educational leader is that she has the integrity and honesty to do the right thing, the work ethic to accomplish her commitments, and the skill set to work collaboratively and courageously with people. When Ms. Ebert began her position as the State Superintendent, she organized a "listening tour" and travelled the state to understand the unique challenges facing education in both rural and urban school districts in Nevada. Superintendent Ebert engaged students, staff, parents, and business owners during her listening tour and asked clarifying questions to ascertain and identify the challenges her office could address. As Superintendent Ebert settled into her position as the State's educational chief, she carried her ability and willingness to listen into her daily work effort. Ms. Ebert's ability to listen carefully and respond appropriately is one of her most recognizable traits. In any meeting, whether it is with small or large groups, Ms. Ebert seeks to answer operational and procedural questions to reduce confusion and increase fidelity to the work. In every instance I can recall, Ms. Ebert has anticipated the questions, measured her responses, and prepared for the potential outcomes. When Ms. Ebert provides guidance, she is extremely thorough and follows up with the critical audience using the fastest and best delivery method available. Communicating information and guidance to staff, students, school patrons, and the public is a high priority for Ms. Ebert, and her efforts in this area are an easily observed trademark in her work.

Ms. Jhone Ebert has the experience, desire, and expertise to hit the ground running as the next superintendent of Washoe County School District. She has worked as a secondary school classroom teacher, held a variety of district level administrative positions, and has executive-level work experience in guiding complex state educational agencies. Given her most recent assignment as the Superintendent of Public Instruction in Nevada, Ms. Ebert has a clear understanding of the educational operations in our State and has already established critical working contacts within the Governor's Office. The Nevada Department of Education, the Nevada Association of School Superintendents, and the Nevada Legislature.

Ms. Jhone Ebert is well suited for working in our public schools. She is a champion of the underrepresented and has a genuine desire to provide quality educational services for all students and members of the school community. Her experiences in education along with her outstanding personal qualities make Jhone Ebert a valuable member of any team, and I encourage you to strongly consider her for the position of superintendent in Washoe County School District.

Sincerely,



Richard Stokes, Superintendent  
Carson City School District

## LEADERSHIP

In my view, leadership in the public education sector comes down to a few basic elements.

First, education is a team sport. Great coaches know that building a team takes tapping the varied talents of a diverse collection of individuals, enlisting commitment, and unifying them in common purpose. The best coaches meld players into a unit that operates in sync, welcomes challenge, and handles adversity.

Leadership in a school district begins with knowing the players on a community-wide team. From experience, I firmly believe that it requires a grasp of the interlocking roles that staff members and community members play on a “team” includes owners, clients, customers, and partners.

Owners: Community and the School Board members who are elected representatives.

Clients: Students, parents, and guardians are the clients who benefit most directly from our efforts.

Customers: Post-secondary institutions, business, and military receive our graduates; they’re our customers.

Partners: Patrons, foundations, state department of education, and others are partners.

To borrow a phrase from Dick Elmore, I believe managers make sure the trains run on time, but leadership lays new track. To extend the reference, I further believe that for those in schools, the leadership challenge comes in deciding where the track should go, how to fund it, plan for it, execute and measure a plan to accomplish it.

Effective leadership recognizes the overarching aim of a public school system. During my three years as the Senior Deputy Commissioner for P20 Educational Policy in New York State, I worked closely with Linda Darling-Hammond from Stanford University. Through that work, I came to share the view (popularized by Dr. Hammond) that the overarching aim of the public school system is to create a “system that learns to get better at getting better.” In this context, “better” means a school system that provides a pathway and the support needed so all students are equipped to succeed in pursuing their dreams.

Effective leadership in an educational setting understands that what matters most is the quality of the learning experiences that young people have. Effective leadership is sensitive to -- and appreciative of -- student perspective and viewpoint. Students I talk to and work with express the desire to help create a better world. They are energized when they say they feel school provides choices that prepare them to contribute in a meaningful way to making the world a more humane and just place. They are animated when they talk about school-based experiences with trusted and respected adults who help them figure out where they came from, what they can do, and who they can become.

In the vernacular of educators, all this means that a school system must advance educational equity and academic excellence. In my view, leadership begins and ends with a foundation of belief that academic success in public school is -- or ought to be -- a birthright for every student who is willing to work hard.

In my view, in a community with passionate and caring individuals, a successful school district comes down to this. Effective leadership knows how to gain stakeholder agreement to subordinate self-interest so "the team" can achieve together what no one individual can achieve alone.

## EDUCATION

When it comes to education, my theory of action is rooted in the role public schools played in my life. Growing up, I was fortunate to have teachers who looked beyond the frayed clothes to see promise and possibility. A childhood of hardship explains the empathy I have today for those less fortunate. As a mom of a gifted student, I fully understand that meeting the needs of all children must be by design. At their most basic level, public schools prepare every young person to build a home, a life, and a future.

Throughout our country, Americans value democracy, yet when a fire breaks out in a public structure and the alarm sounds, no one insists on voting on which way to exit the building. People find their way to safety by following instructions on a placard on the wall. Someone else decided which way to walk when a fire breaks out, and we accept that. Figuratively, there are times when the same is true in a school district.

Erasing inequity in a school system requires countering a national narrative that views difference as deficit. This narrative sees difference as a problem to fix, not a gift to value or a possibility to explore.

Students flourish when they see themselves in learning opportunities. A key ingredient is the trust and interdependency between and among all those involved. There is healthy tension that comes from wanting to do our best and be our best. Our adversaries are complacency and resignation.

Noted author and former U.S. Secretary of Labor Robert Reich reminds us that leadership traditionally faces a choice. Either ask people what they want and then give them that; or create context, present possibility, and help others imagine and achieve alternative futures. In my view, leadership is a bit of both.

At the outset of my service as the State Superintendent, I began with a statewide listening tour. In my travels to every Nevada school district and to schools in every corner of Nevada, I acquired a firsthand view of the challenges and the frustrations. I did so because Robert Reich had it right. In well led organizations, the leadership takes time to learn the needs and interests of those they serve. To understand the lived experiences



of students, their parents, their guardians, and their families, this means seeking them out, hearing them out, learning their hopes and dreams. Through this listening and learning tour, I came to more fully appreciate the duty to care for every student, neighborhood, school, and community. In this little boat of our society, a leak anywhere threatens us all. As scholar Anthony Appiah says: "Two things are true. We are all alike. And we are all different. We need to hold both ideas in our head at the same time."

When the *Every Student Succeeds Act (ESSA)* came into being, it focused attention on the purpose of public education. Paraphrasing, *ESSA* addressed a question. How do we create conditions that are more conducive to student learning in ways that prepare all students to build a home, a life, and a future? The reference to "all students" is comforting, expansive, and inclusive. Nonetheless, facts on the ground – both in WCSD and in Nevada – show that it is easier said than done. In WCSD, substantial work remains when 26 percentage points separate the on-time graduation rate for the highest and lowest performing racial subgroups in the Class of 2021. A little more than two thirds of Black or African American students in WCSD (68 percent) graduate within four years of entering high school; by contrast, nearly 19 out of 20 of their Asian student counterparts achieve on time high school graduation in WCSD (94 percent). Looking at the WCSD overall, slightly more than four out of five of students graduated within four years of entering high school (82 percent). By contrast, the same can be said for only three out of five students in WCSD who have an Individualized Educational Plan (60 percent). The understanding that "all means all" speaks to the moral obligation to take action to ensure that every student thrives, regardless of disability or circumstance. We do that so a graduation march is not a faint and distant call for certain young people.

## MANAGEMENT

In my view, management is a system. It includes philosophy, structures, and processes that together bring life to an organization. Management's purpose is to make sure an organization fulfills its purpose. In everyday language, managers and management make sure the trains run on time. This system includes elements that connect coherently to accomplish some prescribed purpose. In a school district, that purpose is to prepare young people to navigate the world independently. Elements in a management system include references often found on organizational charts. Examples of these elements could include a planning department, a finance unit, a human resources division, or a bureau for assessment, evaluation, and research. Other examples exist.

Beyond an organization chart, management in a school district is chiefly aimed at building the capacity of the organization to perform at peak level. For this to happen, feedback and reflection cycles must exist. Feedback and reflection are at the heart of learning to get better. For that reason, professional learning communities (PLCs) can play a central role. Data collection, analysis, and reporting are also vital functions. Taken together, PLCs and progress monitoring activities make it possible to gauge whether activity translates into improvement.

From my work as Superintendent in Nevada (and as the Senior Deputy Commissioner for P20 Educational Policy in New York State), I have come to believe that management intersects with policy in four broad areas. These four areas are essentially the policy levers that enable change to occur. The areas are expectations, incentives, opportunities, and capacities.

Expectations: The anticipation or belief that something will/should happen in the future

Capacities: The ability, fitness, or competency to perform

Opportunities: The chance or prospect (as in favorable conditions or circumstances)

Incentives: That which motivates or encourages someone to do something

Last Fall, I commissioned Nevada's State Opportunity Analysis. The recommendations from that analysis urged the State to take action on four fronts to support the adoption of personalized, competency-based

learning in Nevada's system of K12 public education. The four areas include Building Capacity, Empower Student Learning, Cultivate Systems Change, and Ensuring Quality. The urgency and importance of more-personalized, competency-based learning was driven home these last two years due to COVID. The intent around the State's efforts in this arena is to support, advance, and accelerate the efforts of local districts like Washoe County School District that are relentlessly focused on developing new, better, and different pathways to student success. Working side by side with school districts the State Education Department can commission studies that broaden the opportunities available to local educators, can expand the capacity of educators to pursue promising practices, and thus can create incentives for local School Boards to support these initiatives.

When establishing its policies and making its budgetary decisions, a School Board must take into account a host of competing interests and requirements. Among the varied needs that vie for attention of School Board members are facility upkeep obligations, debt service demands, technology requirements, health and safety considerations, the necessity to attract and select the best and brightest, and the appeal to install more desirable staff-to-student ratios. The list is extensive. How does an organization balance competing needs? With little guidance about the proper mix, school districts can struggle to find their way. Ensuring that resources are aligned with priorities is central to the work of organizations. The wise exercise of the power to direct and apply resources toward need depends on clarity about a diverse range of needs. No task is more challenging for Superintendents and School Boards than to decide on the proper match of resources to needs.

Finally, it is my belief that effective leadership and sound management require both vision and the ability to mobilize an organization so that it translates vision into plans, plans into action, and action into desired results. After all, Edison said it well. "Vision without execution is hallucination."

# Jhone M. Ebert

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Life-long educator with executive-level expertise in complex state (New York and Nevada) and district (Clark County School District) organizations. Leader with experience advancing equity and technology-enabled systems of teaching and learning. Specialized skills in:

- Building relationships and increasing family and stakeholder engagement
- Leading emergency response
- Strategic planning and implementation of large-scale projects
- Promoting equity by expanding access to rigorous learning opportunities for all students
- Fiscal oversight and increasing transparency
- Matching scarce resources to priorities to advance student achievement
- Developing curricula and aligning content standards
- Educational and operational accountability
- Fostering innovative learning environments

### CAREER TRAJECTORY

2019 – Present	<b>State Superintendent of Public Instruction</b> , Nevada Department of Education
2015 – 2019	<b>Senior Deputy Commissioner for P-20 Education Policy</b> , NY State Education Department
2013 – 2015	<b>Chief Innovation and Productivity Officer</b> , Clark County School District, Las Vegas, NV
2009 – 2013	<b>Chief Technology Officer</b> , Clark County School District (CCSD), Las Vegas, NV
2007 – 2009	<b>Assistant Superintendent</b> , Curriculum and Professional Development Division, CCSD
2006 – 2007	<b>Executive Director</b> , Curriculum and Professional Development Division, CCSD
2004 – 2006	<b>Director</b> , Magnet Schools, Distance Education, and Virtual High School, CCSD
2001 – 2004	<b>Director</b> , K-12 Mathematics, Science & Secondary Instructional Technology
1996 - 2001	<b>Coordinator</b> , Instructional Technology Secondary Education Division, CCSD
1990 – 1996	<b>Mathematics Teacher</b> , Von Tobel Middle School & Green Valley High School

### PROFESSIONAL HIGHLIGHTS

#### Nevada Department of Education (NDE), 2019-Present

- NDE serves nearly 500,000 K-12 students: 43% are Hispanic/Latino, 31% are White, 11% are Black/African American, 7% are Asian or Pacific Islander, 7% are multiracial, and 1% are American Indians/Alaska Natives. Twenty percent are economically disadvantaged, 13% are students with disabilities, and 14% are English Language Learners.
- The Superintendent of Public Instruction is appointed by the Governor at the recommendation of the State Board of Education and maintains regulatory oversight of 17 school districts and the State Public Charter School Authority, including 764 schools.

#### Organizational Leadership

- Member of the Governor’s Cabinet, advising on education policy and collaborating with agencies including the Department of Agriculture, Department of Health and Human Services, Office of Science, Innovation & Technology, Office of Workforce Innovation, Office of Economic Development, and the Department of Employment, Training & Rehabilitation.
- Lead 3 divisions – student achievement, student investment, and educator effectiveness and family engagement – comprised of 11 offices and 170 staff.
- Manage 7 direct reports, including 3 deputy superintendents, chief strategy officer, legislative liaison, and support staff.
- Oversee licensure operations supporting over 27,000 educational professionals, ensuring new and continuing

educators have meet professional standards and expectations as well as pass background checks.

- Testify to the Nevada State Legislature and the Interim Finance Committee to encourage legislation and regulations that support students, staff, and families.
- Serve as secretary to the State Board of Education, prioritizing agenda items, presenting monthly reports, and advancing the mission of improving student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting equity and excellence.
- Convene monthly stakeholder meetings including representatives of districts, parents, teachers, administrators, and school boards, to advance shared goals and ensure common understanding.
- Ensure timely release and equitable and effective expenditure of state and federal funds.
- Lead quarterly meetings of the Superintendent's Teacher Advisory Cabinet and Principal Advisory Council to ensure educator voice contributes to policymaking and program improvements.

#### *Key Accomplishments*

- Oversaw transition of 54-year-old education funding model to a more equitable, student-centered weighted formula.
- Strengthened stakeholder relationships through Statewide Listening Tour; visited with students, staff, families, and community members in visits to all 17 school districts and State Public Charter School Authority.
- Reimagined the [State Improvement Plan](#) grounded in key values of equity, access to quality, success, inclusivity, community, and transparency in order to reflect the needs and diversity of the State.
- Led Nevada's K-12 pandemic response and served with Governor on team that developed and implemented a safe, efficient, and equitable COVID response plan that prioritized in-person learning.
- Launched unprecedented public, private, and union partnerships to quickly adapt to distance learning, ensuring access to high-quality professional development and instructional materials, including the [Nevada Digital Learning Collaborative](#), [Connecting Kids](#), and [Discovery Education](#).
- Served as K-12 representative to Connecting Kids, which identified every public school student in Nevada and certified all those participating in distance learning had a device and connectivity to fully participate in online learning.
- Initiated the Nevada Digital Engineers, a team of online learning specialists that developed content for local educators.
- Partnered with the Governor to issue Emergency Directives and policies that ensured student and staff health and safety, educational continuity, and flexibility to meet local needs throughout pandemic response.
- Facilitated student-centered board governance training for the State Board of Education and school district boards of trustees to ensure boards spend at least 50% of their time on items that affect student outcomes.
- Launched Dual Enrollment Task Force and Teacher Pathways Task Force in partnership with Nevada System of Higher Education to create a more seamless pre-K-20 education pipeline and student experience.
- Established Office of Inclusive Education, cohesively bringing together special education, Native American education, Gifted and Talented Education to better serve students, educators, and school communities.
- Awarded competitive grants including the School-Based Mental Health Services Grant, a five-year, \$10 million award to increase mental health professionals in high-need schools and the Expanding Access to Well-Rounded Courses Demonstration Grant, a five-year, \$2.6 million award to expand access to CTE, Advanced Placement, and work-based learning course opportunities to rural school districts where such options were non-existent before.

#### **New York State Education Department (NYSED), 2015-2019**

- NYSED serves over 2.6 million K-12 students; 44% are White, 27% are Hispanic/Latino, 17% are Black, 9% are Asian or Pacific Islander, 2% are multiracial, and 1% are American Indians. Fifty-four percent are economically disadvantaged, 17% are students with disabilities, and 8% are English Language Learners. Note: 2018 data
- The Senior Deputy Commissioner maintains regulatory oversight of 733 traditional school districts, 343 charter schools, over 1,800 nonpublic schools, and 301 institutions of higher education (public, private, and for-profit).

### *Organizational Leadership*

- Member of the Commissioner's Executive Cabinet, informing and contributing to decision-making on critical issues including crisis response, strategic government relations and communications, legal action, and P-20 policy.
- Senior education policy advisor to the Commissioner and Board of Regents, leading policymaking and programs from early childhood through postsecondary education (P-20), including school finance, accountability, learning standards development and implementation, curriculum and assessment, facilities and transportation, educator preparation and certification, and higher education program approval and accreditation.
- Manage an annual budget of \$25 billion in state and federal funding and revenue including \$2 billion in general obligation bonds to finance improved educational technology and infrastructure.
- Represent the Department in conversations with the governor's office and other state and federal officials and testify before legislative committees to champion the Department's legislative and budget priorities.
- Direct, coordinate, supervise, and evaluate the work of a senior management team of 12 and an office of 800 staff including educators, accountants, analysts, architects, and human resources professionals.
- Develop policies that promote the Board of Regents' mission to ensure that every child has equitable access to high-quality educational opportunities, services, and supports in schools so that each child is prepared for success in college, careers, and citizenship.
- Oversee educator quality and development and lead the Statewide Professional Learning Team, working with stakeholders to ensure equitable access to professional support for over 210,000 teachers.
- Supervise and support the 37 superintendents of NY's regional Boards of Cooperative Educational Services (BOCES).
- Travel the state to share updates and collaborate with New York's teachers, school and district leaders, school board members, parents and families, community groups, and other stakeholders.

### *Key Accomplishments*

- Increased communication with diverse stakeholders, which led to collaborative and consensus-driven policymaking as well as the reportedly highest morale and mutual trust and respect in New York's education community in the past decade.
- Presided over a 3-year, 2.3 percentage point increase in graduation rates (to 82.6%), including in New York's largest city school districts, for Black (5.5) and Hispanic/Latino (4.6) students, and students with disabilities (6.1).
- Spearheaded a two-year process to develop and deliver New York State's Every Student Succeeds Act Plan on time, resulting in its approval by the U.S. Department of Education in January 2018. Ensured the plan comported with federal education law while responding to the opportunities and challenges identified by practitioners, thought leaders, and stakeholders, including parents and families.
- Recognizing the increasingly critical role of Career and Technical Education (CTE) in preparing students for success in 21<sup>st</sup>-century careers, established CTE as a pathway to high school graduation and successfully advocated for the establishment of a new teaching certificate for experts in CTE fields.
- Worked with all sectors of higher education as well as P-12 educators to develop a series of regulatory amendments to modernize teacher certification pathways, providing flexibility while maintaining quality.
- Led the effort to redesign and launch the Next Generation Learning Standards in English Language Arts and mathematics in partnership with New York State educators, resulting in the adoption of revised standards by the New York State Board of Regents in 2017.
- Overhauled the Department's approach to school reform and receivership, instituting performance management models, implementing new grant programs, and directing program area support to districts in crisis.
- Directed resources to advance efficiencies, including launching a web-based application to optimize the identification of children eligible for free meals, a consolidated application for federal Title funds, and the beginning stages of the state's first-ever P-20 data dashboard.
- In response to stakeholder feedback regarding 3-8 assessments, shortened the length and number of

testing sessions, ensured questions were written by New York State educators, and increased the number of questions released to teachers after assessments to inform instruction.

- Enhanced educational opportunities for students with disabilities, extended testing accommodations, promoted testing alternatives for the neediest students, and created new pathways to earn high school diplomas.
- Strengthened efforts to ensure safe and supportive school environments; supported schools in creating emergency response plans and implemented a pilot precursor to New York's first-ever K-12 School Climate Survey.

## **Clark County School District, 1990-2015**

### *Organizational Leadership*

- Directed, coordinated, supervised, and evaluated the work of over 450 assigned administrators, licensed teachers, and support personnel.
- Developed and monitored assigned budgets, grant funds, and capital projects totaling over \$820 million in ten years, collaborating with grant and finance representatives on portfolio prioritization and selection processes and the development and implementation of surveys and instruments to assess goals and objectives.
- Ensured the appropriate inclusion of parents and families in decision-making processes by creating a steering committee to implement parent communication tools and promoting parent membership on the CCSD Curriculum Commission as well as ensuring parent engagement in the student information system replacement project.
- Liaised with community groups and public agencies and represented the District in matters related to K-12 mathematics and science at the local, state, and national levels.
- Served as liaison to all CCSD schools, other District divisions, UNLV, and state entities regarding curriculum development and integration into the classroom, technology resources and instructional technology, assessment and instructional intervention, school improvement, and professional development.
- Testified to the Nevada State Legislature and the Nevada Department of Education on behalf of the District to encourage legislation and regulations that support CCSD students, staff, and families.
- Provided leadership and guidance to magnet school principals in the design and selection of educational programs, processes for selection and enrollment of students, support of parent communication and problem solving, and national collaboration with magnet schools and associations.
- Directed planning and development of curriculum, instruction improvement programs, and special projects for K-12 mathematics, science, English language arts, social studies, CTE, physical education, and fine arts.

### *Key Accomplishments*

- Led efforts to implement district-wide professional development programs and curriculum revisions contributing to improved student outcomes in mathematics and reading.
  - By 2015, students were leaving 8<sup>th</sup> grade mathematics with an additional year of learning compared to 8<sup>th</sup> graders in 2000 as measured by the National Assessment of Educational Progress (NAEP).
  - By 2015, students were leaving 8<sup>th</sup> grade reading with an additional three-quarters of a year of learning compared to 8<sup>th</sup> graders in 2005 as measured by the NAEP.
- Led the replacement of outdated, decades-old technology resources in classrooms and offices with modern technology tools in a resource-depleted environment, such as the implementation of the Infinite Campus Student Information System, the installation of WiFi technology in every school, and improved data management processes and competencies. Increased efficiencies and accuracy in business processes and student data mechanisms, increased access to information and tools for staff and students across the District.
- Improved student access to mobile devices for learning across the district. From the 2012-2013 to 2015-2016 school year, the amount of mobile devices in the hands of students increased four-fold.
- Launched the development of the Master Plan for English Language Learner Success.
- Launched the Silver State Institute to require professional development for all teachers of Advanced Placement (AP) courses, provided professional development for school counselors and principals, led the implementation of tools and resources for principals to access student achievement data, and led a major

expansion and renovation of Magnet programs and processes.

- Increased the number of highly qualified AP teachers, initiated unprecedented growth in AP participation and achievement, increased access to information that allows principals to improve practice in their schools, increased access to high-quality educators and innovative and creative learning environments with high expectations for minority students and students in poverty.
  - From 2012-2017, Nevada had the largest increase in the nation in the percentage of graduates passing AP exams.
- Led the revision of district level policies and regulations to balance legislative changes with the specific needs of CCSD students and teachers.
- Led the modernization of distance learning activities in the District into the credit-granting Virtual High School. During the 2011-12 school year, Virtual High School saw a 33% increase in fulltime enrollment and over 120% increase in summer school enrollment. Served over 68,000 students in 2014.
- Led the Virtual High School to High Achieving Status in 2006 and exemplary Status in 2012.
- Increased participation in technology-based instruction from 68 students in 1998 to well over 68,000 in 2015 and led the adoption of the 1:1 computing program that now serves middle schools across the state of Nevada.

#### **SELECTED PRESENTATIONS AND PROFESSIONAL ACTIVITIES**

- NV Advisory Committee to U.S. Commission on Civil Rights, Presenter, Distance Learning and Equity in Education, 2021
- The Hunt Institute, Webinar on Supporting Rural Students of Color, Panelist, 2020
- Digital Learning Annual Conference, Opening Session Speaker, Austin, 2020
- National Association for Bilingual Education 49<sup>th</sup> Annual Conference, Guest Speaker, Las Vegas, 2020
- My Brothers' Keeper Annual Conference, Guest Speaker, Las Vegas, 2020
- African American Student Summit, Keynote, Las Vegas, 2019
- NYS Master Teacher Program Annual Conference: A Policy Conversation with NYSED Leaders, Cortland, 2018
- NY Association of Colleges of Teacher Education / NYS Association of Teacher Educators Annual Fall Conference Closing Plenary Speaker, Saratoga Springs, 2017 & 2018
- NYS Computers and Technology in Education 2017 Annual Conference Featured Plenary Panel: The State of Technology in Education, Rochester, 2017
- Consortium for School Networking 2015 Annual Conference Opening Plenary: The Stratosphere Agenda: Rethinking Pedagogy for Deeper Learning, Atlanta, 2015
- Education Week webinar, Making 1:1 Computing Work, edweek.org, 2013
- U.S. News & World Report STEM Conference, Investing in a Well-Designed Digital Environment, Austin, TX, 2013
- Council of the Great City Schools CIO Summit, Shift to Digital Learning: How to Get There, Las Vegas, NV, 2013
- 3<sup>rd</sup> Annual Nevada IT Symposium, CIO Panel Presentation, 2012
- Nevada School Board Association Technology Site Visit, 2012
- Keynote, New Jersey School Administrators Technology Conference & Exhibition, Atlantic City, 2012
- Ed Week's Ed Tech: Boosting Student Achievement, Building Digital Curricula on Tight Budgets, Chicago, 2012
- Education Technology Market Watch, K-12 Issues and Opportunities, McLean, VA, 2012
- Nevada Digital Government Summit, Advisory Board member and Reinventing Government, 2011; Surviving in Tough Times; CIO Toolkit 2.0, 2010
- District Administration Superintendent's Summit, Presentation on a New Model of Schooling, 2011
- Council of Great City Schools 55<sup>th</sup> Annual Fall Conference, District-wide Budget Survey – Engaging the Public and Community Partnerships Supporting Urban School District Improvement, 2011
- 21<sup>st</sup>-Century Instructional Technology Conference, Capstone Presentation, 2010



## **PROFESSIONAL BOARDS AND OFFICES**

- Communities in Schools – Leadership Circle, Member, 2021-Present
- DISCOVERY Children’s Museum, Board member-at-large, 2021-Present
- Education Commission of the States, Commissioner, 2019-Present
- WestEd Board of Directors, Director, 2019-Present
- Regional Education Laboratory - West, Director, 2019-Present
- Nevada Council on Food Security, 2019-Present
- Regional Educational Laboratory - Northeast and Islands, Commissioner, 2016-2019
- American Educational Research Association, Member, 2016-Present
- State of Nevada Governor’s Workforce Investment Board Technology Sector Council, 2013-2015
- Nevada Commission on Educational Technology, Commissioner 2001- 2014, and Chair, 2006-2012
- Southern Nevada Regional Planning Coalition Committee on Youth, Member, 2009-2011
- Education for a Global Sustainable Future: 21st Century Challenges in Sustainability & Climate Change Education Conference Planning Committee, Member, 2009
- Southern Nevada Regional Planning Coalition Keeping Kids Fit, Member, 2008-2013
- Las Vegas Chamber of Commerce Leadership Las Vegas, Education Committee Co-Chair, 2008-11, 2014-15
- Area Health Education Center of Southern Nevada, Board of Trustees, 2006-2009
- Las Vegas Chamber of Commerce Leadership Las Vegas Graduate, Class of 2008
- Magnet Schools of America National, Board Member & VP for Conference Planning, 2004-2007
- Nevada Educational Technology Consortium, Founding Chair, 1998-2002
- University of Nevada Las Vegas, Adjunct Faculty, 1995-1997
- Association for Supervision and Curriculum Development Member
- International Society for Technology in Education (ISTE) Member
- NCTM Teachers’ Advisory Board for Mathematics Teachers
- Educational Testing Service: Teacher Advisor to Nevada Standard Setting Study Praxis Series

## **NATIONAL AND INTERNATIONAL AWARDS**

- International Society for Technology in Education, Annual Impact Award, 2020
- National School Boards Association, Technology Leadership Network 20 to Watch, 2013
- Excellence in Mathematics Teaching, Presidential Award, 1996
- Time Magazine, Tandy Technology Scholar, April 1996

## **STATE AND DISTRICT AWARDS**

- Clark County School District (CCSD) Excellence in Education Hall of Fame Award, 2012
- Technology Business Alliance of Nevada, Tech Star in the Public Sector Award, 2011
- Recognized as one of 50 education innovators that have led the way and provided best-practice models to imitate - Center for Digital Education in the Converge Yearbook: Technology Innovation in Education, 2011
- Led CCSD to a 1<sup>st</sup>-place ranking among large districts - Center for Digital Education’s 2010 Digital Districts
- UNLV College of Sciences 2009 Math and Science Education Achievement Award
- Fulbright-Hayes Scholar, Intercultural Communication & Multicultural Education: Lessons from Korea, 2000
- Educator of the Year, Green Valley High School, 1992
- CCSD Excellence in Education Award for Implementing Projects into the Mathematics Curriculum, 1992
- New Teacher of the Year, Von Tobel Middle School, 1990

## **SELECTED PUBLICATIONS**

- Ebert, Jhone and Powell, Allison. “A Case Study of Clark County School District’s Virtual High School” in Online, Blended, and Distance Education in Schools: Building Successful Programs. Sterling, VA: Stylus, 2015.
- Kanold, T; Ebert, J. “1 District, 1 Set of Math Goals.” Journal of Staff Development. October 2010: 12-14, 16.
- Watson, John; Ryan, Jennifer. Ebert, J. contributing writer. Keeping Pace with K-12 Online Learning: A Review of State-Level Policy and Practice. Naperville, IL: Learning Point, 2006.
- Richard Taylor, David Hutson, Jhone Ebert, Robin Rubinstein. “Computer Physics on the Playground.” The Physics Teacher 33 (1995): 332-337.

**PROFESSIONAL PREPARATION**

Master of Education, University of Nevada, Las Vegas .....May 1996

Instructional and Curricular Studies: Computing and Technology Education

B.A. Mathematics, California State University Fresno, Fresno, CA..... December 1988

**PROFESSIONAL LICENSES – *Nevada State Board of Education***

K-12 School Administrator

Secondary Mathematics with Calculus

Proficient in English