

Clark County School District

Gehring, Roger D. ES Academy of Science and Technology

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: August 24, 2026

Mission Statement

Roger D. Gehring Academy of Science and Technology empowers our school community by inspiring lifelong learners through an innovative STEM-focused, blended learning curriculum.

Vision

Learning today, leading tomorrow.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/gehring_roger_d_acad_of_science_and_technology_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The team has chosen to focus on one Math goal rather than several.

1. Increase the percentage of all students projected to be at or above grade level in Math from 44% to 60% as measured by the i-Ready assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Fall 2026 i-Ready Data:

56% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: Increase the percentage of all students projected to be at or above grade level in Math from 44% to 60% as measured by the i-Ready assessment.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. Position Responsible: principal, assistant principal Resources Needed: Lesson plans, observation notes, student data sheets, data reports from blended learning programs, CTT data, formative/summative assessment data, parent communication (emails, progress reports, etc). Evidence Level Level 2: Moderate: Exact Path Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned Fall 2026 i-Ready Data: 56% of students scored below grade level in Math. In the first round of i-Ready assessments Gehring Academy students overall showed 96% proficiency in math . Based on the high level of overall proficiency in math on the i-Ready assessment, we decided to shift our focus to the i-Ready placement overview data. In looking at this data we can see that there are currently 44% of students in K-5 that are on or above grade level. Therefore, we shifted our goal to focus on improving the amount of students that are one, two or three or more grade levels below. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World) October Next Steps/Need For our next steps, we analyzed our data and placed students in appropriate groups to receive Tier 2 and Tier 3 support. We will begin pulling groups the week of September 14th. students will be pulled in groups four days a week by learning strategists and CTT's. Materials from Envisions and Engage New York will be utilized to support improving student learning gaps from their peers who are on or above grade level. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: The team has chosen to focus on one Reading goal rather than several.

1. Increase the percentage of all students projected to be at or above grade level in Reading from 63% to 75% as measured by the i-Ready assessment.
(Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning: Durable Skills for a Changing World)

Fall 2026 i-Ready Data:

37% of students scored below grade level in Reading.

Aligns with District Goal

Formative Measures: Increase the percentage of all students projected to be at or above grade level in Reading from 63% to 75% as measured by the i-Ready assessment.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. Position Responsible: administration Resources Needed: Lesson plans Observation notes Student data sheets Data reports from blended learning programs Anecdotal data from learning strategists Formative/summative assessment data Parent communication (emails, progress reports, etc). Evidence Level Level 2: Moderate: HMH Into Reading Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned Fall 2026 i-Ready Data: 37% of students scored below grade level in Reading. In the first round of i-Ready assessments Gehring Academy students overall showed 97% proficiency in reading. Based on the high-level of overall proficiency in reading on the i-Ready assessment, we decided to shift our focus to the i-Ready placement overview. In looking at this data we can see that currently 63% of students in grades K-5 are on or above grade level. Therefore, we shifted our goal to focus on improving the amount of students that are one, two, or three or more grade levels below. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning: Durable Skills for a Changing World) October Next Steps/Need For our next steps, we analyzed our data and placed students in appropriate groups to receive Tier 2 and Tier 3 support. We will begin pulling groups the week of September 14th. Students will be pulled in groups four days a week by learning strategist and CTT's. Materials from HMH and 95 Core Phonics will be utilized to support improving student learning gaps from their peers who are on or above grade level. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: Decrease student proficiency gap of students at or above grade level in Mathematics and Reading between English learners and English proficient students from 31% in Math and 24% and Reading to 25% in Math and 18% and Reading as measured by the i-Ready assessment. Increase the percentage of English Learners proficient in Language Acquisition from 52% in 2026 to 60% by 2027, as measured by the WIDA Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Decrease student proficiency gap of students at or above grade level in Mathematics and Reading between English learners and English proficient students from 31% in Math and 24% and Reading to 25% in Math and 18% and Reading as measured by the i-Ready assessment.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Position Responsible: Administration (Sarah Robinson and Erin Erdman) Resources Needed: Tier I Monitoring tool, Summit K-12, Imagine Learning (blended learning program), CTTs. Evidence Level Level 2: Moderate: Summit K-12 Level 3: Promising: Tier I Monitoring tool, Imagine Learning (blended learning program), CTTs. Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned In the first round of math i-Ready assessments, 17% of students who are not English proficient were at or above grade level while 48% of students who are English proficient were at or above grade level. In the first round of reading, i-Ready assessments 42% of students who are not English proficient were at or above grade level while 66% of students who are English proficient were at or above grade level. Based on this data, we decided to create a goal to close the achievement gap between students who are not English proficient and students who are English proficient.(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner) October Next Steps/Need For our next steps, we analyzed our data and identified students who will utilize the blended learning program, Summit K-12. In addition, students have been placed in small groups where they will receive more intensive Tier 2 and Tier 3 intervention to develop the English language. To support students we will utilize materials from Summit K-12, Envisions and Core 95. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Position Responsible: Administration Resources Needed: Summit K-12 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: Summit K-12 Level 3: Promising: Research-based scaffolding strategies Problem Statements/Critical Root Cause: Student Success 1, 2	Oct: In progress October Lessons Learned In the first round of math i-Ready assessments, 17% of students who are not English proficient were at or above grade level while 48% of students who are English proficient were at or above grade level. In the first round of reading, i-Ready assessments 42% of students who are not English proficient were at or above grade level while 66% of students who are English proficient were at or above grade level. Based on this data, we decided to create a goal to close the achievement gap between students who are not English proficient and students who are English proficient.(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Inclusive Classrooms that Support Every Learner) October Next Steps/Need For our next steps, we analyzed our data and identified students who will utilize the blended learning program, Summit K-12. In addition, students have been placed in small groups where they will receive more intensive Tier 2 and Tier 3 intervention to develop the English language. To support students we will utilize materials from Summit K-12, Envisions and Core 95. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The team has chosen to focus on one Adult Learning Culture goal rather than several.

1. To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria throughout an entire lesson from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK. (Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Aligns with District Goal

Formative Measures: Staff will use all programs consistently in alignment with school-wide expectations.

Staff will increase knowledge of effective, high-quality Tier 1 instruction and standards.

Staff will have time to review data during data days and PLCs (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.

Review of classroom walkthrough data for use of learning intentions and success criteria throughout an entire lesson.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards. Position Responsible: administration Resources Needed: Agendas and minutes from all meetings Google Form surveys NEPF observation tools Lesson plans Student data sheets Data from MAP assessments, performance task assessments, exit tickets (etc., other formative assessment data), Exact Path, and AR. Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: Professional Learning Communities Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned In a review of classroom observation, data from the 2025, 2026 school year we were able to determine a need to revisit learning intention, and success criteria throughout the lesson, and not just at the beginning. Our data showed that teachers were very consistent in discussing the learning intention and success criteria at the beginning of their lesson, but did not revisit it throughout or in their closure. Our goal is that each student has a clear understanding of what they are learning, why they are learning it, and how they will know if they have learned it. (Academic Excellence: Innovative Learning, Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next) October Next Steps/Need At the end of last school year and the beginning of the 2026, 2027 school year data on learning intentions and success criteria was shared with the staff. Staff members reflected on their use of learning intention and success criteria throughout an entire lesson and planned for how to address and revisit them during the middle and at the closure of the lesson. Data from observations collected from this school year will be broken down to show specifics on how learning intentions and success criteria were addressed at the beginning, middle and end of the lesson. This data will be shared in one on one settings in post observation conferences and also with staff at monthly staff meetings. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce schoolwide chronic absenteeism from 4.7% in 2025-2026 to 3% in 2026-2027. (Academic Excellence: Valued Educators, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Fall 2026 Data:

As of October 2026, the chronic absenteeism rate is 3.9%.

Aligns with District Goal

Formative Measures: FocusEd

Infinite Campus

Site-Based spreadsheets for magnet school attendance tracking

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement MTSS to identify and support chronically absent students, as well as students who are trending toward chronic absenteeism. Position Responsible: Admin, teachers, magnet coordinator Resources Needed: Absenteeism data from FocusEd, IC, and site-based trackers Incentives Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.1 Evidence Level Level 4: Demonstrate Rationale: MTSS Problem Statements/Critical Root Cause: Connectedness 2	Oct: In progress October Lessons Learned Fall 2026 Data: As of October 2026, the chronic absenteeism rate is 3.9%. At the conclusion of the 2025, 2026 school year caring academy had a chronic absenteeism rate of 4.7%. This percentage was among the lowest in the district. Currently, Gering academy has a chronic absenteeism rate of 11%. Our goal is to reduce this percentage down to 3% by the end of the school year. (Academic Excellence: Valued Educators, Career-Connected Learning and Durable Skills: Access Across Every Zip Code, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World) October Next Steps/Need To help support and achieve this goal, we will continue to monitor student attendance conference with parents, place students on probation per the magnet contract and offer incentives for a classroom perfect attendance and individual student attendance. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease the percentage of students who say bullying is a problem at this school from 30% (2026) to 25% (2027), as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School)

Aligns with District Goal

Formative Measures: Improve community relationships

Improve student-to-student relationships

Improve staff morale

Continue to improve communication with parents

Improve staff knowledge of conflict/resolution strategies taught to students

Use of the Character Strong SEL program and checks for regular use within classrooms.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide families with regular communication regarding student attendance and recognition efforts. To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25) To provide teachers with resources to impact students' SEL. Position Responsible: administration Resources Needed: Cadre meeting minutes Staff surveys Incentives to promote attendance and being kind PTA agendas/minutes SOT agendas/minutes Family surveys for input/feedback Treats for staff appreciation efforts Evidence Level Level 1: Strong: Parent communication Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Data from the districtwide, survey and panorama showed that students feel bullying is a problem at our school . The district wide survey data demonstrated that 30% of students felt that bullying is a problem at our school. Data from the panorama survey showed that students struggle in the area of conflict resolution. Therefore, we have identified a need to decrease the percentage of students who say bullying is a problem at our school and improve students, ability to solve conflicts with their peers. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Career-Connected Learning and Durable Skills: Durable Skills for a Changing World, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School) October Next Steps/Need To help achieve our goal we are utilizing data from the winter survey and the panorama survey to form small groups and assist students with improving their communication in stressful situations and situations where they face a conflict with a peer . We are also utilizing Character Strong for daily and weekly lessons in alignment with social emotional learning. Students demonstrating positive character traits are celebrated during our Gecko of the Month. We also utilize Time- to- Celebrate to recognize students who are showing good character and demonstrating the ability to problem solve with their peers. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need