



## Legacy Traditional School - Cadence | SPCSA Report

The Cadence campus, specifically within grades 3-5, has been issued a Notice of Concern by the Nevada State Public Charter School Authority due to the Elementary School earning a star rating of below 3 stars.

As requested by the SPCSA, this report will summarize Cadence's current academic performance and then share improvement and intervention strategies being utilized to address the academic performance and ensure we achieve at least a 3-star rating.

### Cadence Campus Background Information

Legacy Traditional School Cadence is located in Henderson, Nevada. The campus opened in 2018 and is starting its 4th year. The current star rating for the Elementary School is 2 Stars and the current star rating for the Junior High is 5 Stars. The administrative team at Cadence is confident that had the school remained open and SBAC testing had been permitted in the Spring of 2020, the elementary school star rating would have easily increased to at least the desired 3 Star rating. This opinion exists for two reasons: the school was only 2 points away from earning a 3 Star rating on the Spring 2019 SBAC assessment and for the 2019-2020 school year, many interventions and improvements to the instructional programming of the campus were implemented to include better alignment of the Nevada Academic Content Standards and the curriculum, SBAC Prep Sessions, and consistent focus on increased rigor and preparation for the assessment.

### Superintendent's Message

During the all staff pre-service meetings to kick off the 21-22 school year, Superintendent Emling addressed all three campuses to set the tone for the year. She empowered the teachers to meet the needs of their students and understand that they were coming in with both academic and social-emotional struggles since many had not been in school for over a year. She asked that they focus on teaching students based on the standards and use the pacing guide as a guide. If reteaching was necessary or students needed more challenging materials, teachers were told that they were to differentiate to provide for that individual child. She also wanted teachers to understand that pacing, materials and interventions would vary from state to state, school to school and classroom to classroom.

Superintendent Emling's non-negotiables included weekly Collaborative Team Meetings (CTMs), MTSS meetings and daily Intervention and Enrichment (I & E) time. Each of these meetings are to be treated as a priority where standards are unwrapped, assessments are created, data is collected and analyzed and interventions applied.

Teachers were given common prep time daily so that these meetings occur naturally as part of the normal workday. Intervention and Enrichment blocks are built into the school day also. All available school data is reviewed and used to drive instruction and differentiation.

Staff non-negotiables for Legacy School Administrators should include visibility, direct feedback and suggestions and professionalism at all times. Teach like a Champion Professional Development was provided for the Nevada admin team in December of 2019 and continues to date. Administrators continued to utilize the high leverage practices that they taught and provide concise, relevant feedback and strategies that allow a teacher to increase rigor and student engagement. Follow up observations confirm the application of the technique and additional coaching is provided if needed.

## Academic Performance

A summary of the academic performance for Cadence will be provided in this section. As requested by the SPCSA, the focus of the academic performance will be with the elementary school students since this is where the academic concern and 2 star status is, however, we have included the data in our graphs for the entire campus as a point of reference. At the end of this report, we have included these graphs illustrating our analysis of the current academic performance for Cadence.

The first set of data shared is the current Spring 2021 SBAC Data. Our analysis shows that overall as a school, Cadence performed better in ELA than Math. Additionally, overall as a school, we see significant decline in mathematical proficiency when comparing 2021 SBAC data with 2019 SBAC data. Ultimately, our concern for academic performance is for both ELA and MATH, but we have an increased sense of urgency to address the decline and low proficiency results in Math.

In terms of the 2021 SBAC ELA assessment, almost half of our elementary school students scored within the proficient or above proficient ranges. This is a slight dip from the 2019 SBAC data whereby just over 50% of our students scored in the proficient or above proficient ranges. (See Chart 1)

In terms of the 2021 SBAC Math assessment, almost 40% of our 3rd and 4th grade students scored within the proficient or above proficient ranges. Our 5th grade students scored significantly lower with 20% of the students scoring within the proficient or above proficient ranges. For the 3rd and 4th grade students, this is a slight dip from the 2019 SBAC data whereby just over 50% of our students scored in the proficient or above proficient ranges. For our 5th grade students, this is a significant dip from the 2019 SBAC scores when 38% of the students scored proficient and above proficient. (See Chart 2)

Our Science scores remained consistent with 25% of our 5th grade students scoring within the proficient or above proficient ranges for both 2021 and 2019. (Chart 3)

Winter MAP assessment scores in grades 3-5, in both Math and ELA, are fairly good predictors of how our students will do on the SBAC. This is valuable information for us moving forward in how we ensure to utilize MAP data to inform instruction and improvement strategies for students. (Charts 4 and 5)

We have analyzed our Fall 2021 MAP ELA and MATH data in two different ways. First, we wanted to identify the percentage of students who scored above 41% on the assessment indicating how many students scored at the approaching or proficient level. About 66% of our students in grades 3-5 fell in this range for ELA and about 55% of our students in grade 3-5 fell in this range for Math. (Charts 6 and 7) Second, we wanted to look at predictor data for Spring 22 SBAC. This data indicated projections of 43% of 3rd grade, 55% of 4th grade and 52% of fifth grade students reaching proficiency on the SBAC in ELA. For Math, this data indicated 43% of 3rd grade, 31% of 4th grade, and 25% of fifth grade students reaching proficiency. This data further validates that although our ELA scores are not where we want them to be, the larger concern is with our Math scores. (Charts 8 and 9)

## Improvement Strategies

Cadence has implemented the following Improvement Strategies to address concerns and work towards reaching 3-Star rating:

- Paradigm Shift (Saxon Curriculum and Essential Standards)
- Academic Data Interventionist and Leadership Coach Positions
- Direct Instruction
- Mathematical Practices
- Collaborative Team Meeting (CTM)
- Multi Tiered System of Support (MTSS)
- Interventions
- Tutoring
- Saturday School
- Spring Break School
- School-wide SBAC Incentive Program

### Paradigm Shift

There are two major paradigm shifts occurring at Cadence that will address concerns with math data. First, Cadence has made the change to teach the Saxon curriculum at grade level instead of teaching a grade above as had been done for the 2018-19 school year. The only exception is for Kindergarten because the Kindergarten curriculum does not address the Kindergarten standards.

Additionally, the teachers at the Cadence campus have implemented a new focus with the Nevada Academic Content Standards. Specifically, all teachers focus on standards, determine essential standards and ensure that students work towards mastery of those standards. Teachers identify, define and teach the concepts and skills students require to reach mastery of standards. When the curriculum does not meet the needs of this work, teachers are empowered to utilize supplemental resources, to ensure that students learn grade level standards. When students are showing master of grade level standards, they are given enrichment opportunities

### **Academic Data Interventionist and Leadership Coach Positions**

Two new positions have been created and are currently being utilized to support all three campuses in Las Vegas. The first position is the Academic Data Interventionist. This position provides support with ensuring that Intervention and Enrichment time is data driven and highly focused on student growth and achievement. Additionally, this position ensures that all Collaborative Team Meetings (CTM) and Multi Tiered System of Support (MTSS) meetings are occurring and are productive. To ensure this, the person in this position conducts ongoing professional development, data analysis, modeling and coaching to teachers and administrative teams as needed. The Leadership Coach position works closely with the Superintendent to support school initiatives. Additionally, the Leadership Coach works directly with all principals and assistant principals to identify areas of concern and areas of strength to grow and develop them as instructional leaders. Finally, the Leadership Coach works collaboratively with the Academic Data Interventionist to support CTM, MTSS, Tier 1 instruction and Tier 2/3 intervention.

### **Direct Instruction**

During pre-service for our teachers at the start of the school year, we addressed some misconceptions that many teachers had with Direct Instruction. Teachers were reminded that Direct instruction meant that teachers provide delivery of new material to students. Superintendent Emling shared her expectations that teachers are to provide direct instruction for all new materials and concepts, and then utilize the gradual release model of I do, We Do, You Do for students to interact and practice those concepts. Additionally, teachers are expected to incorporate differentiation strategies to meet the needs of all students, encourage partner work, group work and student discourse (Covid permitting.)

### **Mathematical Practices**

Although our teachers have been given professional development and have utilized mathematical practices in their daily lessons, we want to ensure that this is happening across all grade levels with all teachers with fidelity. Professional development will continue this year for all teachers who teach math, and campus administrators will intentionally look for the implementation of those practices in lesson plans and during classroom observations. To help focus both teachers and administration, Cadence will

have a monthly focus on specific mathematical practices to best implement and execute these practices in daily lessons.

### **Collaborative Team Meetings (CTM)**

All grade level teams participate in weekly CTMs to achieve the following:

- determine essential standards
- unwrapped standards and define mastery levels
- develop formative and summative assessments to measure mastery
- conduct data analysis of summative assessments
- create a re-teach plan for students who have not mastered standards

CTMs are always attended by the entire grade level team and their supervising administrator. Support is provided by the Academic Data Interventionist as needed to provide feedback and professional development.

### **Multi-Tiered Systems of Support (MTSS)**

All teachers participate in weekly MTSS meetings. Teachers use data to identify Tier 2 students who have gaps in both Math and ELA and those students then receive interventions during the school day daily. A structured, electronic document is utilized to monitor and track data, document student growth and effectiveness of interventions and, assist each other when interventions are not effectively resulting in student growth. The changes in intervention and/or the goal of the intervention is continually documented and data is entered and tracked to ensure students growth.

### **Intervention and Enrichment (I&E)**

Intervention and Enrichment time is built in the master schedule for all K-6 students and is also conducted in grades 7th and 8th. Teachers will utilize multiple data points including MAP, AIMSWeb, and M-Class to identify students who require Tier 2 intervention. Our Academic Data Interventionist (a new position) provides support for I&E time to ensure that highly effective intervention strategies are utilized for optimal learning to include:

- Professional Development
- Resources
- Modeling
- Data Analysis

### **Tutoring**

Tutoring will be specific, small group instruction focusing on students who are struggling with grade level standards. Students who struggle to meet grade level standards are invited to tutoring to address gaps in understanding of grade level content. Students are identified based on MAP, CTM and other classroom data. Tutoring is fluid based on student mastery and need. As students fill in gaps of understanding, they will leave and others will be added. Tutoring will not be homework help - this will be provided by other available teachers after school.

### **Saturday School**

Saturday School will begin earlier this school year. There will be three sessions: Fall Session, Winter Session and Spring SBAC Boot Camp session. Students will be invited based on MAP, CTM, AIMS data, etc. We will also identify two specific groups of students to attend Saturday School: Bubble/Proficient students who are approaching proficiency or borderline proficient and students who are significantly below grade level based on data. Teachers will focus on student gaps, performance task items, and increased rigor.

### **Spring Break School**

Spring Break is late this year but we will have a Spring Break Boot Camp session for those students who are scheduled to take the SBAC test after break. The focus will be on grade level standards, test taking strategies, performance task practice, and rigor.

### **School Wide Incentives Program for SBAC**

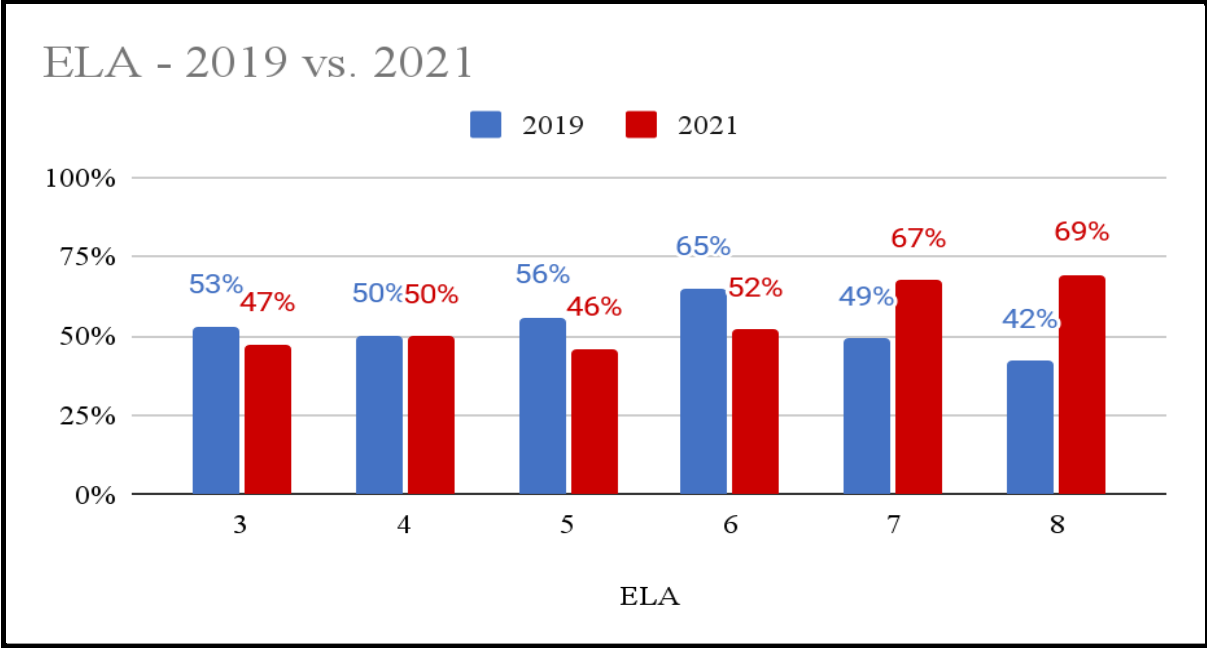
Last year, Cadence had a successful school wide incentive program for both SBAC and Spring MAP testing called "Cadenceopoly." The team at Cadence plans on doing something similar this year, yet all the details are still being finalized. The foundation of the incentive program will mirror the plan from last year. Teachers and students will participate in ongoing school wide incentives leading up to SBAC and MAP testing to include: test taking strategies of the week, Learning Farm incentives, promoting a positive test taking culture, celebrating success along the way and attendance incentives for testing.

## **Summary**

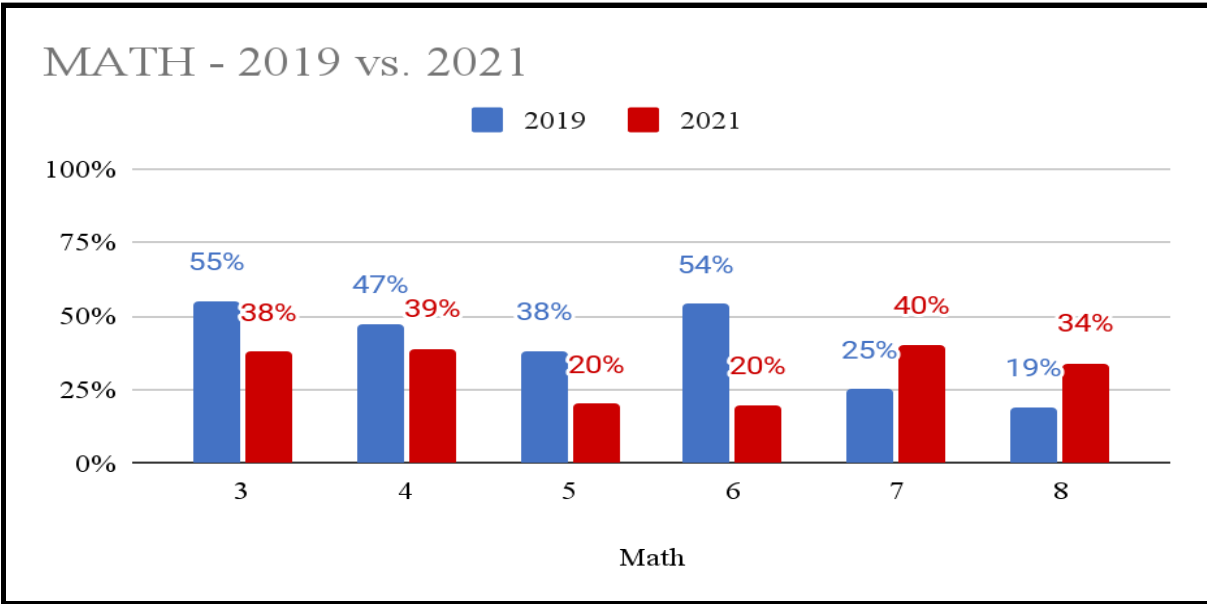
Legacy Traditional School-Cadence is committed to improving our star rating. By focusing on Academic Content standards, utilizing Mathematical Practices, having a robust intervention program and differentiating lessons, we are meeting the needs of our students. We are confident that our efforts are truly making a difference and look forward to confirmation with our end of the year data.

# DATA TABLES

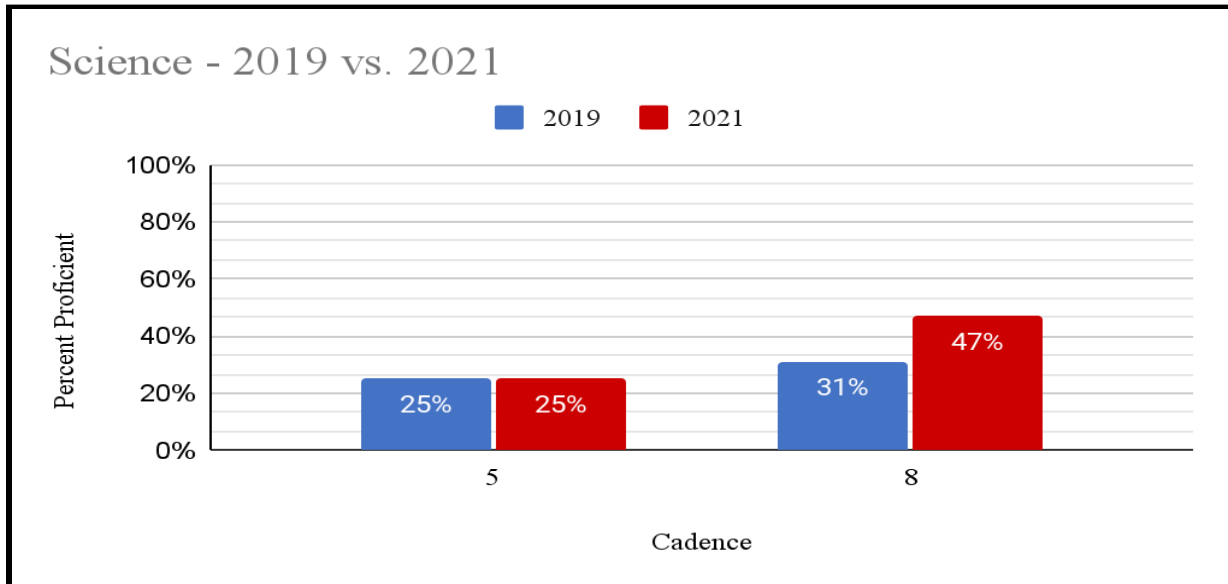
## CHART 1 - ELA SBAC Data Comparison from 2019 to 2021



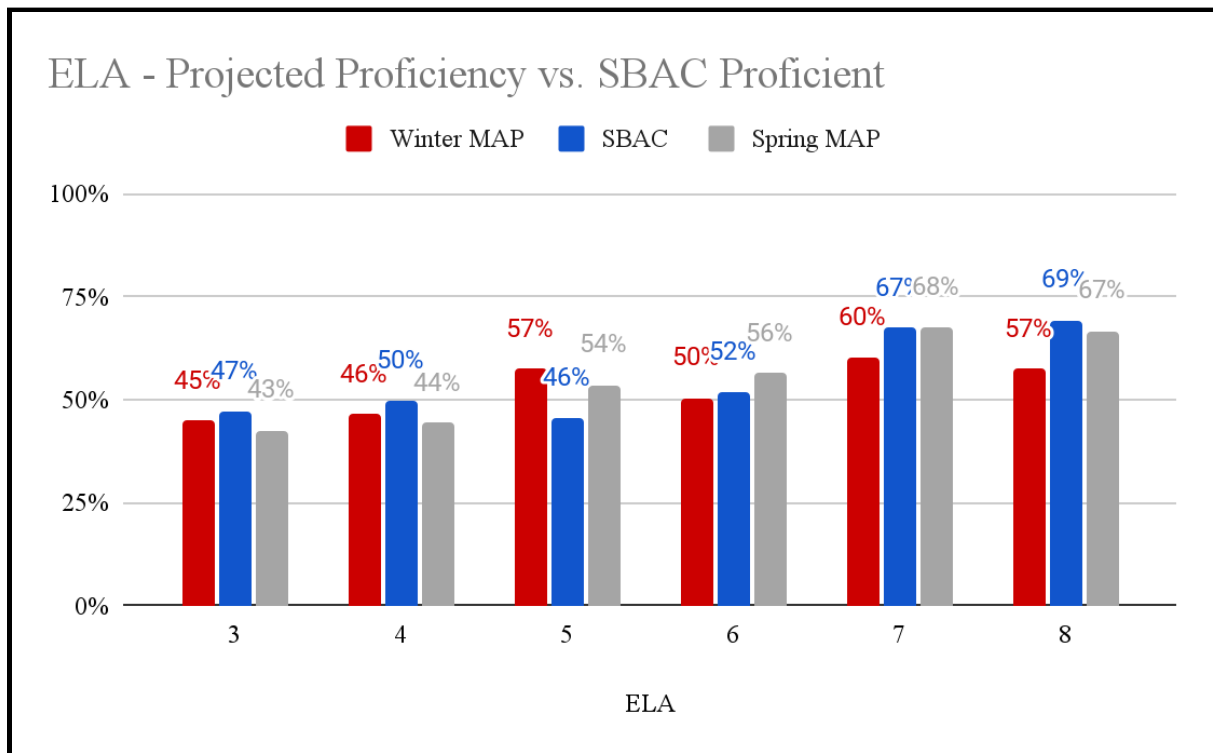
## CHART 2 - Math SBAC Data Comparison from 2019 to 2021



**CHART 3- Science SBAC Data Comparison from 2019 to 2021**

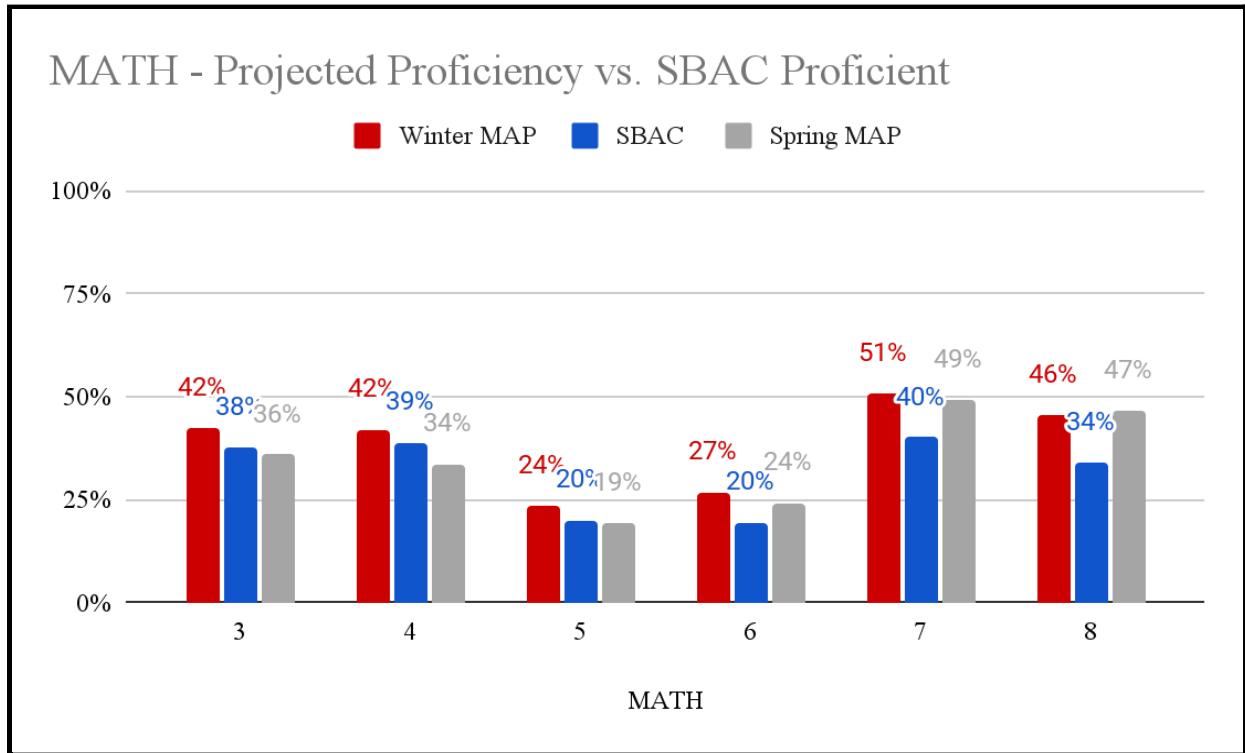


**CHART 4 - ELA Map Projection for SBAC 2021**

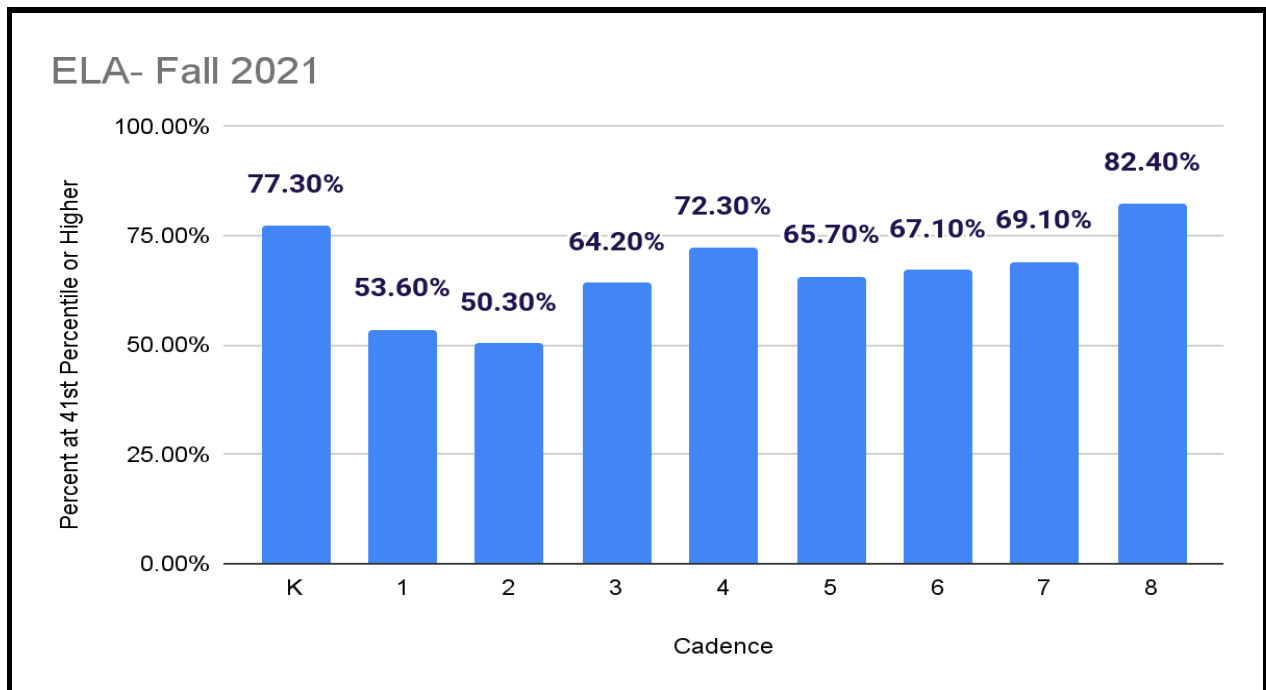




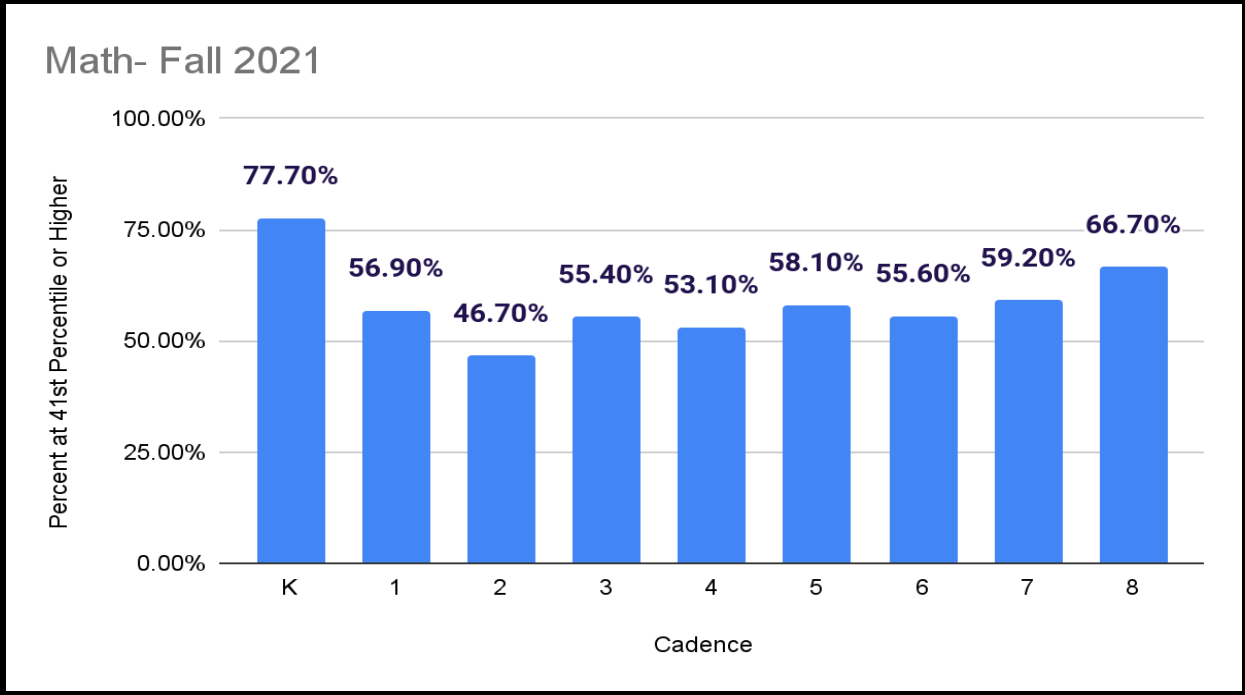
## CHART 5 - Math Map Projection for SBAC 2021



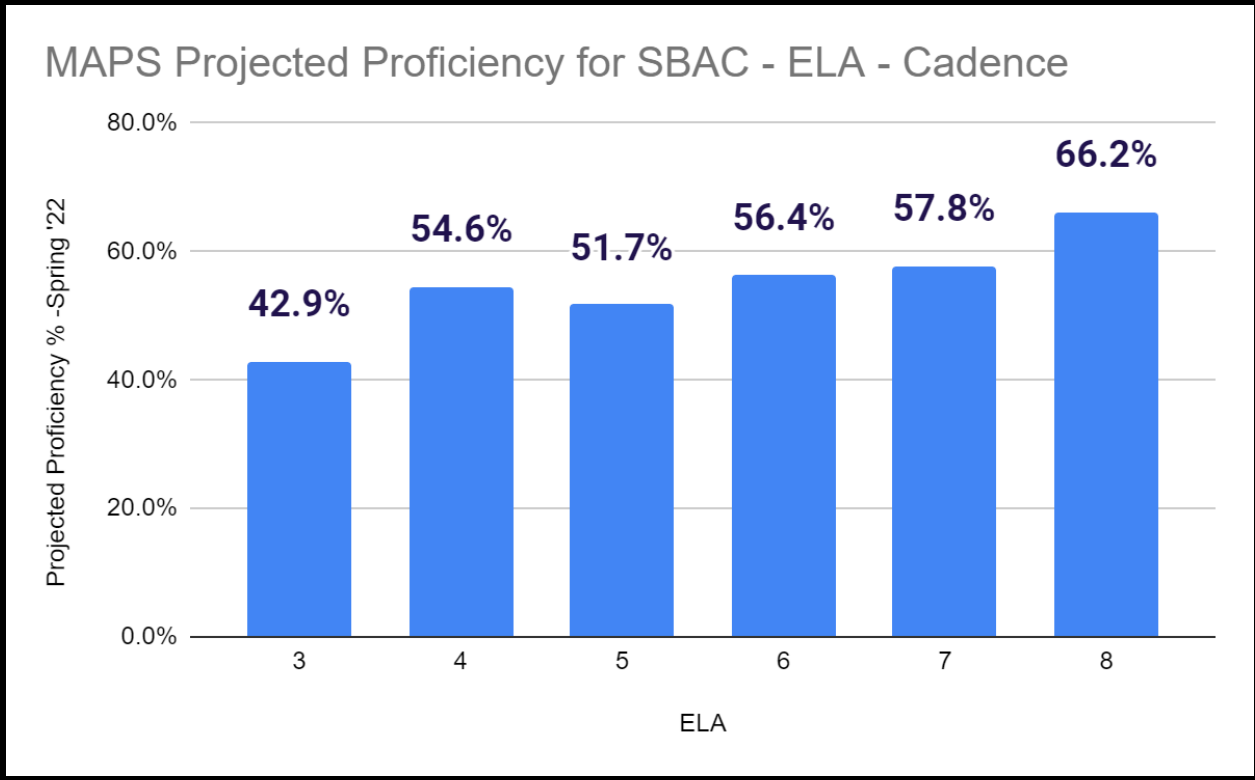
## CHART 6 - ELA Fall 2021 MAP Data



**CHART 7 - Math Fall 2021 MAP Data**



**CHART 8 - ELA MAP Projected Proficiency for SBAC 2022**



# CHART 9 - Math MAP Projected Proficiency for SBAC 2022

