Nevada State Public Charter School Authority

Site Evaluation Report
Legacy Traditional School Cadence
Evaluation Date: 10/20/2020
Report Date: 12/17/2020

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Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/20/2020 at Legacy Traditional School Cadence. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

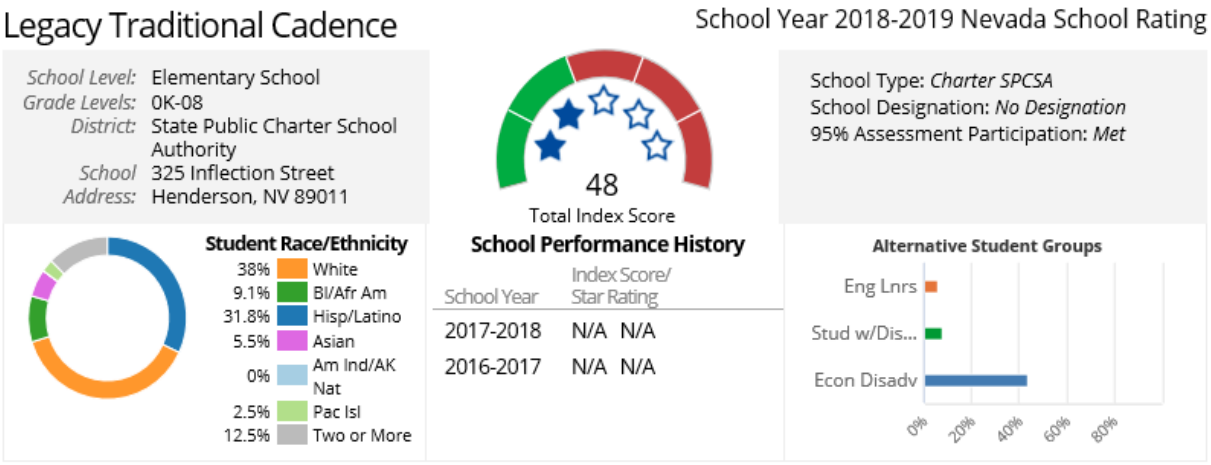
Legacy Traditional School Cadence is located in Henderson, Nevada in a facility at 325 Inflection Street. The school serves 1,415 students (as of the most recent Validation Day of October 2020) in Kindergarten – 8th grade. The mission of Legacy Traditional School Cadence is: "To provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

ACADEMIC PERFORMANCE

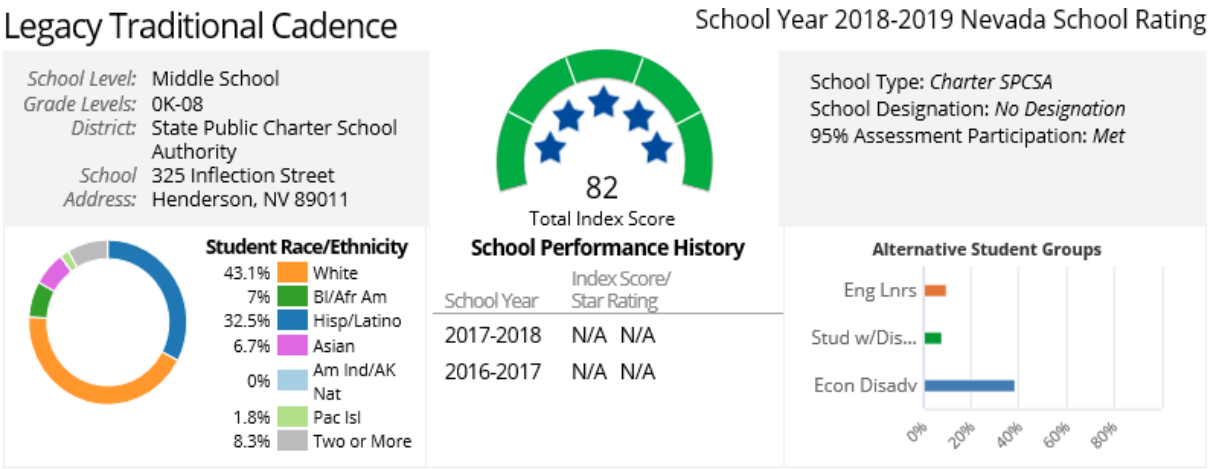
Legacy Traditional School Cadence
Nevada School Performance Framework
2019

Legacy Traditional School Cadence serves 1,415 students in grades Kindergarten – 8th grade

Elementary



Middle



Legacy Traditional School Cadence
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.2	54.5	48.5			45.8
American Indian/Alaska Native	-	45.7	34.3			30.9
Asian	58.8	75.5	68.8			67.2
Black/African American	23.5	31.3	32.3			28.8
Hispanic/Latino	39.5	44.6	39.6			36.5
Pacific Islander	-	48.7	48.3			45.6
Two or More Races	52.7	58.2	55.3			52.9
White/Caucasian	53.1	62.2	59.3			57.2
Special Education	7	27.3	28.6			24.8
English Learners Current + Former	41.2	42.2	35.8			32.4
English Learners Current	34.7	32.3				
Economically Disadvantaged	38.1	39.7	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	52.8	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	63.1	78.5	75.4			74.1
Black/African American	37.1	40.8	42.6			39.6
Hispanic/Latino	49.6	51.1	48.2			45.5
Pacific Islander	-	51.7	57.9			55.7
Two or More Races	50.8	63.7	64.4			62.6
White/Caucasian	58.7	66.7	67.4			65.7
Special Education	14	26.6	30			26.3
English Learners Current + Former	33.7	42.2	41.4			38.4
English Learners Current	21.6	29.3				
Economically Disadvantaged	46.6	45.3	46.8			44

Middle School

Math Proficient

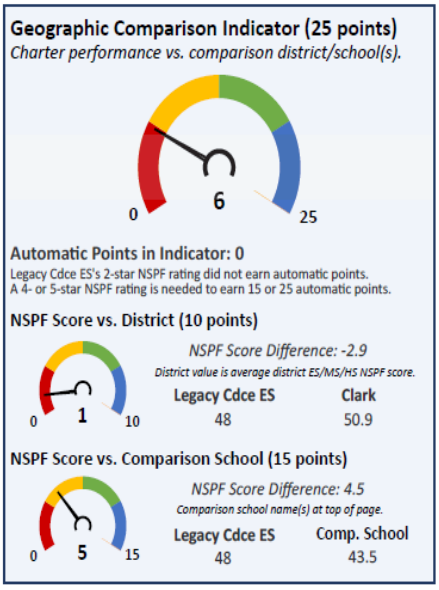
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.7	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	25	66.2	58.6			56.4
Black/African American	25	24.1	23.5			19.5
Hispanic/Latino	43.3	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	42.1	47.2	40.6			37.5
White/Caucasian	46.2	51.2	47.1			44.4
Special Education	19	12	18.6			14.3
English Learners Current + Former	26.3	26.8	20.2			16
English Learners Current	15	12.5				
Economically Disadvantaged	36.3	29	29.2			25.5

ELA Proficient

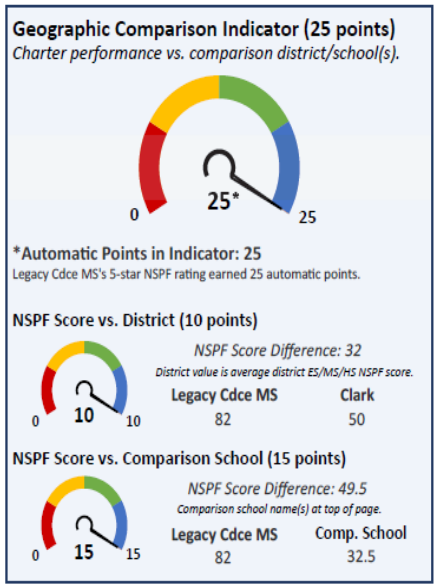
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	41.6	78.4	75.9			74.6
Black/African American	50	40.1	37.8			34.5
Hispanic/Latino	53.8	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	52.6	66.7	61.3			59.2
White/Caucasian	66.2	67.7	66.3			64.6
Special Education	23.8	19.8	21.9			17.8
English Learners Current + Former	39.3	42.7	24.3			20.3
English Learners Current	25	22				
Economically Disadvantaged	49.3	46.3	44.4			41.4

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

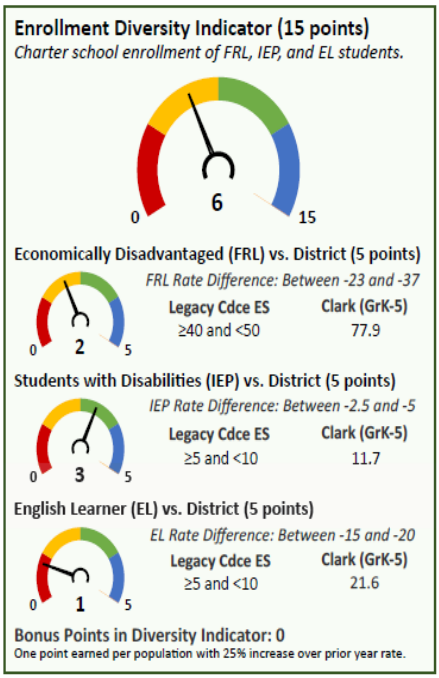


Middle School

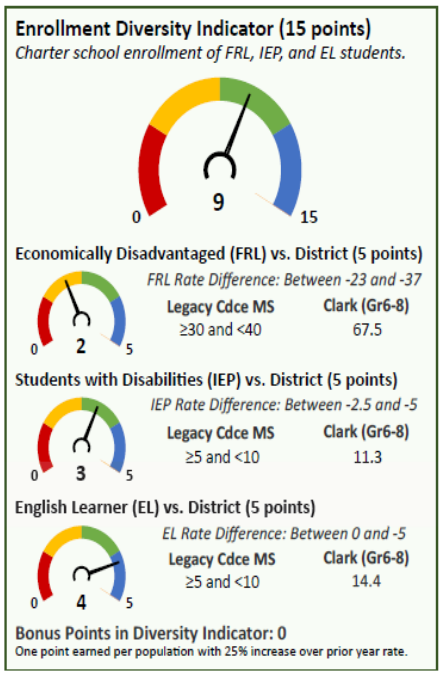


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[i]	2	30 minutes
Parents/Families	9	30 minutes
Students	8	30 minutes
School Leadership	3	30 minutes
Staff	7	30 minutes

Governing Board[1]:

- When asked about the Legacy board's understanding and monitoring of data, one member reported that they look at a baseline with Arizona schools to better understand the data. In addition, the board looks at progress reports including action plans, deficiencies, and planning with the Vertex team. At the beginning of every board meeting, members are given an update regarding enrollment numbers, testing, results, and plans. One board member commented, "The board is involved with guidelines and discussion on how we are moving students back and forth. The board has asked the new Superintendent to give them regular, communicative updates in this regard."

- Regarding the notices at Cadence and North Valley campuses, board members said they brought in the SPCSA to better understand the expectations and bringing in Nevada standards to the front. There has been a big shift. Board members reported feeling they were responsible for communicating to families and teachers. One member said, "It was hard for the board to understand the difference between the Arizona and the Nevada standards. Now, Vertex understands the importance of teaching NVACS on grade level and this change was backed up by looking through the data, round tables, plans, and worksheets." Members of the Board shared that the "in person" part of this has a new challenge. As one board member said, "We still need to recognize the elevated students and keep elevating the students above grade level. The schools have done a good job of shifting this over the summer. For example, school personnel have reevaluated practice guides, and made sure curriculum is on grade-level and tied to the standards." In terms of the board checking in on progress, the board said they will review the December MAP tests and one board member added, "The teachers are working on this and we are confident in what we are doing. We are monitoring teachers in an on-going way. The school recognizes that they have to constantly monitor this progress."

- When asked about how the board evaluates Vertex, members of the board responded that they engage in a survey. They added that the way that Vertex responded to COVID and looks at the students and what they need has been amazing. One board member said, "We (Legacy schools) have a whole staff for on-line learning and currently have four lessons per day for students.

[1] Two members the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

- With regard to the turnover at the Deputy Superintendent level, board members said that there was a different culture at first and not everyone fits. One board member stated, "Both previous Deputy Superintendents were great ladies. Vertex is very driven and precise in their expectations. For example, Vertex wants a specific amount of evaluations and needed someone who could walk the walk." The Board also noted that they currently have 6 members, but they would like to bring on another person, and are trying to identify an individual who is both an educator and a parent. One member stated, "Our board is picky and want the new person to understand Legacy Traditional – Nevada and the commitment it will take to serve on this board."

Parents/Families[2]:

- Family members were asked about their experiences with distance learning at Legacy school campuses. They agreed that the first quarter of this school year has been better in terms of student support than last spring. One parent commented, "I like *Schoology (a learning management system providing a social networking service and virtual learning environment for K-12*) because it has helped teachers to create, manage, and share academic content."

- When asked about the how families are notified if a child is not doing well, family members reported that Infinite Campus is used to check to see how their child is doing on a quiz, test, or classroom assignment. One parent commented, "We had more opportunities to use Infinite Campus which displays both grades and missing assignments."

- Family members were quick to respond that relationships between parents and teachers are excellent. One family member said she appreciates the way that teachers respond to the students and parents' questions. Another parent said that the teachers have been overwhelmingly supportive. Another parent commented that her student is given an outline for upcoming assignments and both the student and parent know exactly what is due and when it's due. She feels these weekly outlines help to plan and complete assignments tremendously.

- Parents were asked why they decided to attend Legacy Charter Schools. One family member said, " I want my children to be challenged and I feel they are. Another person added, "I picked Legacy because I did not like my choices in schools and I felt like my daughter would learn more at Legacy. A third parent added that, "The tutoring in the morning has been both helpful and very flexible."

Students:

- Students shared that they like in-person learning better than virtual. But students admitted that there are some advantages to distance learning such as having the opportunity to complete with assignments ahead of time and working at their own pace. Students said that their parents help them work through assignments when they don't understand certain content instead of the teacher. Students said they use may rely on "Google searches" to obtain information and write down questions and then ask these questions in the small group with the teacher. Students said that for some them, tutoring is difficult to attend because other commitments get in the way of tutoring. One student remarked, 'I try to get to tutoring, and I try to go to the tutoring sessions but I'm in the car when it's happening."

[2] The Family Focus group consisted of 11 individuals, 9 of which were employed by Legacy Traditional. Due to COVID constraints, the SPCSA was unable to conduct a second family focus group but has communicated with the network that future Family Focus groups should not also include school employees

- Students shared that they have learned many new things this year. One student remarked, "There are 21 different types of climates in California." Another student remarked, "I learned a little song about an earthworm named Sally that spreads disease from Florida to Cali[fornia]." A third student commented," I learned some new stuff about squared in math, I am re-learning division, at the moment, and advanced Algebra.

- When students were asked about their ability to ask questions in class, they said that they use the chat or turn on the microphone and ask the question. One student said that the best way to ask a question is to go on e-mail and send a message to the teacher. The students said that they have Google Meet for specials, but they don't always get to see the specials teachers. One student commented that "I don't go to PE because it just says to do a number of push-ups."

- The teachers at Legacy campuses are well liked as reported by this focus group. One student said that, "When we finish our classroom instruction and assignments we can participate in a game. Another student remarked, " I like my teacher because she teaches well and explains content. When someone raises their hand or asks a question she thanks them." Students also shared that they appreciate the RISE classes designed for gifted students.

Leadership:

- Cadence campus school leaders shared many positives about the school. For example, according to preliminary numbers, the Cadence campus is now serving a much higher Free and Reduced Lunch student population this school year. In addition, the Cadence Middle School has the designation of earning a 5-star rating on the Nevada State Performance Framework for data retrieved in the 18-19 school year and posted to the framework during the 19-20 school year.

- The new school leader shared that there are challenges at the campus. She said that based on the 2018-2019 Nevada School Rating, the school has three areas of concern.
  First, in math, the school was significantly below the district median in closing the opportunity gap indicator. Second, in math and ELA, the school was significantly below the district median in the growth indicator. Third, in math and ELA, the school was below the district median in the academic achievement indicator. In response to all of this, school leaders and staff have begun implementing a more refined PLC process. This includes regular meetings and using data to ask what students should know and be able to do by the end of the school year. The grade level teams also ask themselves what they will do to respond when students struggle or don't learn.

- The Cadence campus leaders shared that they have worked closely with curriculum experts to shift the school's focus to a more aligned standards-based curriculum. The teachers and grade level teams work together to look at each standard and then create essential standards. Along those lines, common formative assessments are being created by grade level teams to measure how well students understand the essential standards. The school leader said this is a process, but the school is well underway with this work.

- One other item that is currently being implemented, according to school leaders, is a more robust RTI process. School leaders shared that this will be used to identify, intervene, and support the school's lowest performing students. Steps have already been taken to provide teachers with professional development in the following areas according to school leaders: differentiated instruction for students who are not mastering essential standards, progress monitoring supports to better identify the lowest performing students, strategies for intervention, and a common understanding of Tier 1, Tier 2, and Tier 3 instruction.

Staff:

- Cadence staff reported that, from their perspectives, everything has changed at the campus from both the leadership and the distance and hybrid learning formats. For example, teachers shared that they have had to change the way they instruct students to take notes. In addition, the way that hands-on learning takes place has changed as well. One teacher said, "We have to use our imagination and think about how students learn and engage while keeping our learning environments positive. We have taken on some professional development, and some of it has helped us, but we are immersed in it every day." Another teacher added, "In our grade level it is hard to keep students engaged and we have been using *Kahoot*[3] to help." A third teacher pointed out that with this school year, the new students need some way to bond with the teachers. He went on the explain that without that relationship, the students don't have the motivation to come to on-line learning. A kindergarten teacher shared that she realized that she had to think about what resources the students have at home and then create a tool kit for students to use from their homes. This way, she has helped her online students to continue to learn using manipulatives and hands-on learning.

- Teachers at this campus shared that they monitor student learning in many ways. One person said she uses *Jamboard*[4] and computer based sticky note responses. Other ways to monitor student learning that were shared included English-Grammar call out with the teacher listening and gauging on mute, bell work and completion of assignments. One teacher said, "Only 15 to 20 students are on the camera, but I could review the turned in assignments to see if students accessed the materials and submitted the assignment." Teachers said that another way to check online learning has been working and teaching in small groups. She explained, "When there are only five or six students, they can hold the work up to the camera and I can look it over."

- School staff explained that not all of the school's ELL or Students with Special Needs come to campus. The staff said that they work together to meet the needs of all of the learners at the school. For example, a few teachers on the 6th grade team come down on certain days so that we can give some one-on-one or very small group instruction in person. Staff shared that they just started progress monitoring students. Teachers explained that they will stay on-line or in class for an extra 30 minutes if any student needs help. Teachers have put lessons in pdf to help all students, including ELL and Sped, to re-read or review at any time.

- Staff said that they are working to make sure that students are receiving instruction at their grade level. They have created their own formative assessments to see how students are learning and making progress. Staff added that there is a 180-degree shift this year as opposed to previous years. They explained that in the previous years they were "locked into" teaching directly from the content book. Now, teachers reported that they are unwrapping the grade level standards and learning about what students need to know and be able to do for the SPAC. Another teacher added, "Once we unwrap our standards and decide where the essential standards are for the year, we determine the academic vocabulary for the year as well. Even though we aren't done, I can implement some of these changes as we go. It has made me a better teacher. I'm not just turning to page 7, but now know what the student is expected to learn."

[3] Kahoot is a game-based learning platform that allows educators to create learning games and trivia quizzes.
[4] Jamboard is a cloud-based app that enables visual collaboration between users in real time. This functions as a shared whiteboard on each user's individual screen.

CLASSROOM OBSERVATION TOTALS

A total of ten classrooms were observed for approximately 15-25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	**Total: 6**	**Total: 1**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total:	**Total: 9**	**Total: 1**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **Managing Classroom Procedures**	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 3	**Total: 6**	**Total: 1**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 4	**Total: 6**	**Total:**	**Total:**	**Total:**

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 3	**Total: 3**	**Total: 2**	**Total:**	**Total: 2**
Area 6 A Using Questioning and Discussion Techniques	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	**Total: 2**	**Total: 1**	**Total:**	**Total: 7**
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	**Total: 2**	**Total: 1**	**Total: 1**	**Total: 6**

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total:	**Total: 6**	**Total: 4**	**Total:**	**Total:**
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total:	**Total: 7**	**Total: 3**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	**Total: 6**	**Total: 2**	**Total:**	**Total: 2**
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total:	**Total: 3**	**Total: 3**	**Total:**	**Total: 4**

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 2
- ☐ The explanation of the content is imaginative:

Evidence of questioning and discussion techniques: Area #6

- ☐ Questions are planned ahead of time and tied to learning target(s):
- ☒ Teacher questions are open ended: 3
- ☒ Teacher allows time for students to answer — 3 seconds or more: 2
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 1
- ☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 1

Evidence of engaging students in learning area: Area #7

- ☒ Active learning is taking place (rather than just listening or viewing): 2
- ☒ Students are using reasoning and critical thinking: 2
- ☒ The lesson is rigorous and includes cognitively complex tasks: 1
- ☐ Students engage in several types of activities during the lesson including:
  ☐ Speaking ☐ Writing ☐ Reading ☐ Listening ☐ Discussing ☐ Creating ☐ Problem Solving
- ☐ Cooperative groups:
- ☐ Student-led classroom:
- ☒ Technology is integrated into learning/outcomes: 10
- ☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- ☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 1
- ☒ Students incorporate the feedback by revising their work: 1
- ☐ Students receive frequent and meaningful feedback regarding their work:
- ☐ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson:

Other:

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation	Per school presentation and update from Legacy, essential standards are grade level state standards and are measured through classroom assessments and bell work. The expectation is that each student will master the essential standards by the end of the year.
1b	The school complies with applicable education requirements.	School Presentation	Staff, school leaders, and EMO are evaluated on a routine basis. In cooperation with its EMO, Legacy Traditional Schools and its board provides knowledgeable oversight of the school's operations, financial matters, and student growth and achievement.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Comprehensive special education staff work to ensure a full continuum of special education and related services. Special education teachers are staffed in alignment with statutory requirements.

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	On-campus support for ELL Students is offered Monday-Thursday, 8-11am while the school is operating in a hybrid manner. Small group enrichment activities with EL paraprofessionals is ongoing. Virtual tutoring sessions via Google Meets. Elevation Platform-Individual Language Learning Plans and digital Progress Monitoring surveys is also ongoing. ELL Trainings for teachers occurred in August, September, and October 2020, including ELD Standards Framework. Quarterly Schoology Parent Help Sessions in Spanish have been implemented.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Per school presentation, Legacy Traditional Schools and its Nevada Board, serve in the best interest of all students. The Board ensures that teachers, staff, parents/guardians, and other stakeholders interested in an investment of education in Nevada have an opportunity to improve the learning of students within the state and ultimately improve the system of public education. The Board recognizes the realization of this philosophy will happen through collaboration with the community, the City of Henderson, State of Nevada Department of Education, the Nevada State Board of Education, and the Nevada State Public Charter School Authority.
3b	The school holds management accountable.	School Presentation	All school leaders and CMO are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation	Per school presentation, the school is full inclusion, offers free tutoring, specific EL tutoring, special intervention time set aside daily, parent university, free field trips, interpreters & translation services. Restorative Justice trainings are offered in Spanish, and SEL is integrated into content lessons.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	**Emergency Response Plan**: Reviewed/updated annually by EMO, Admin teams, Local Law Enforcement, Fire and Rescue and on file with LV Metro PD, RUVNA technology to help track/roster students in emergencies. **Covid-19 Mitigation Plan/Response**: Developed as a tiered approach to return to school. Plan was approved by the Charter Authority and reviewed by SNHD. Extensive

			training for staff, and the school has received positive feedback on the response, documentation and contact tracing. **Social Emotional Needs Curriculum**: Adopted a SE curriculum last year and are currently delivering this material in the distance platform. The school also has social workers to help check on students.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

1. The PLC planning in terms of ensuring that instructional staff understand Nevada Academic Content Standards (NVACS) is well underway. The leadership team and the instructional staff have worked together to build their own capacity begin conducting PLC meetings on a regular basis. The SPCSA team attended one PLC meeting during the day of our observation and it was clear that the team has been working together to understand the NVACS at an in-depth level. The conversation was open and the questions and the explanations and directions of "breaking down standards" was very clear.

2. School leadership, coaches, and curriculum experts have worked to design standards-based instruction school-wide. In addition, grade level groups are participating in professional learning designed to take apart the standards as reported in number one above. There appears to be a strong buy-in and willingness on part of the staff to learn about NVACS which will be critical in efforts to continuing to drive student achievement.

3. The learning and working environment at the Cadence campus was observed to be very positive across almost all classrooms. Students expressed a desire to attend class and there was a general warmth between teachers and their students. Given the current distance learning requirements and circumstances surrounding the ability to educate students in a virtual setting, the school appears to have been successful in motivating students to attend and take part in classes. The school staff and leaders are to be commended for this accomplishment under the current circumstances.

4. The Cadence Middle School has the designation of earning a 5-star rating on the NSPF for data retrieved on the 18-19 school year and posted to the NSPF during the 19-20 school year. This is a superior rating as described in the NSPF technical guide, and the school should celebrate this achievement while focusing on how to maintain this level of performance for the remainder of the charter term.

5. According to Validation Day numbers for the 2020 – 21 school year, the Cadence campus is now serving a larger percentage of FRL students as compared to prior years. In the prior academic year (2019 – 20), the school was serving only 25.2% FRL students whereas during this current year, the school now serves 47.3%. This is noticeable progress and the school should be commended for becoming more representative of the community it serves.

CHALLENGES

A summary of challenges, as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence, are described within the body of the report, and summarized here.

1. During the last sixth months, the Cadence campus has undergone significant changes to the school's social and learning context, as well as the establishment of new leaders at the campus and network levels. A primary challenge at the school will be for leaders to be tuned into the big picture and look at school improvement as a transformational process which is achieved through implementation of sustained changes. These changes are possible if staff members, instructional teams, and leaders at the school develop strong working relationships. In a time of so much change and instability, the school and network leader must challenge themselves to mobilize and spark the capacities of teachers. It is the teachers who will develop and nurture highly motivated and engaged learners.

2. A second challenge at this Legacy Cadence campus is to improve levels of student learning and achievement. This will require students to have more opportunities to take part in deeper learning and more rigorous learning activities. These learning activities include problem solving and using higher order thinking skills. Based on the 2018-2019 Nevada School Rating, the school has three areas of concern:

    a. In math, the school was significantly below the district median in closing the opportunity gap indicator.
    b. In math and ELA, the school was significantly below the district median in the growth indicator.
    c. In math and ELA, the school was below the district median in the academic achievement indicator.

3. The "Deficiency", as identified by the SPCSA during the 19-20 School Year, has been a major focus and challenge at this campus. The school and network have been working in cooperation with the SPCSA to follow the agreed upon plan for correcting the deficiency. In fact, it has been determined that items 1, 2, and 4 of the Deficiency Plan have been satisfied. The remaining items, 3, 5, and 6 are partially complete and the SPCSA team would like to note significant progress in these areas. These areas will most likely be deemed satisfied with continued work and focus at the school. The final item, 7, will require the school leaders and instructional staff to focus on implementing math practices that accompany the Nevada Academic Content Math Standards with more intention and transparency. See the updated plan and next steps located at the end of this report.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. The school board currently conducts an annual evaluation of the EMO, Vertex, through a survey. While this may meet the minimum requirements of the annual evaluation, the Legacy Board should adopt a more robust tool to more fully evaluate the performance of the contracted EMO. SPCSA staff suggests that the school adopt a formal rubric, or another transparent tool that includes specific goals and measures of success.

2. At the time of the site evaluation, the Legacy Nevada board consisted of 6 members. SPCSA staff recommends that the current Board consider expanding to seven members and consider filling an additional seat with a member with an education background, and/or a board member that is a current Legacy parent. While there is already one parent on the board, additional perspectives from other campuses may help the Board in efforts to provide oversight and continue to drive improvement.

3. With so many changes occurring at the Cadence campus, it is recommended that new leaders continue to keep in mind an understanding of the change process, the ability to build trusting relationships, and the several options available to create and share knowledge. These mindsets may be critical for creating sustained improvement to academic outcomes for staff and students at the campus. Consider additional ways to encourage and motivate the teaching staff and display and spread positive energy, enthusiasm, and hope at the school.

4. To continue to improve current levels of student learning and instruction the following is recommended:
    a. Determine a way to implement baseline and mid-year testing, such as MAP, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment, particularly at the elementary level. A strong and robust plan to create a testing environment for MAP and diagnostic testing which is free from outside assistance but provides a safe platform for students to test is essential. This data will be critical in measuring the current levels of student achievement and for recognizing areas of need. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student is learning and when they are not.

    b. Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another. With the current use of technology, it is possible to review ones teaching and instruction if recorded with the purpose of looking for ways to improve student learning. At this campus there were some excellent examples of mastery in teaching. SPCSA staff believes that some teachers could greatly benefit from opportunities to learn from their peers.

    c. Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis. This is very important in distance learning because students may get lost in the tasks and forget what they are supposed to be learning. From the Distance Learning Playbook, pg. 81- consider asking the following questions to create clarity: How have I established learning expectations for students? How do I ensure students know what success looks like? How do I align tasks with learning expectations? How do I design assessments of learning expectations?

    d. Continue to work with teachers to ensure that higher-level questions are implemented

throughout lessons. SPCSA team members noted that few teachers were observed to include these higher-level questions in the delivery of lessons, with most relying on 'yes/no' responses or those that may not require a student to provide a rationale. The school leadership team is encouraged to revisit Bloom's Taxonomy to push for higher-level questioning throughout all grade levels.

5. Prioritize the implementation of the 8 Mathematical Practices:[5]
    - Make sense of problems and persevere in solving them.
    - Reason abstractly and quantitatively.
    - Construct viable arguments and critique the reasoning of others.
    - Model with mathematics.
    - Use appropriate tools strategically.
    - Attend to precision.
    - Look for and make use of structure.
    - Look for and express regularity in repeated reasoning.

    These eight math practices address habits of mind, thinking processes, and dispositions that help all K-8 students to develop a deep and enduring understanding of mathematics. It is recommended that school leaders, instructional coaches, and classroom teachers make strategic changes to give students problems that require them to use the practices and create environments that support student discourse and risk taking.

    Students will need a steady stream of feedback on their performance. Math educators will need to change three things to nurture these practices: (1) change instructional strategies and materials, (2) change their assessments (so items measure mathematical practices as well as computational skills), and (3) make their feedback focus on students' mathematical reasoning, modeling, and other practices—not just on correct answers. In all, math instruction, assessment, and feedback will all need to focus more on higher-order thinking skills, communication, and collaboration.

DEFICIENCIES

There were no deficiencies identified for Legacy Traditional School Cadence during this evaluation. Please see the updated information regarding the previous deficiency on the following page.

[5] http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Math_Documents/nvcassmathstandardsk.pdf

Plan to Correct Deficiency UPDATED DECEMBER 2020

This plan has been co-created with Legacy Cadence School Leaders and the Nevada State Public Charter School Authority Team.

Deficiency: While there are circumstances where it is appropriate to accelerate student learning and teach above-grade-level-content, simply requiring that all students learn a grade-level above regardless of whether they have gained mastery of grade level content does not meet the intent of the Nevada Academic Content Standards. The student who can explain the rule understands the mathematics and may have a better chance to succeed at a less familiar task such as expanding. Mathematical understanding and procedural skill are equally important, and both are used to access students on the Nevada Summative Math Test, SBAC.

Updated December 2020 at the conclusion of the Site Evaluations which took place at the 3 Legacy Campuses.

Item	Responsible Person	SBCSA Approve date	SPCSA Progress check	SPCSA Progress check	SPCSA Progress check Site Evaluation of Legacy North Valley, Southwest, and Cadence
1.Modify the Family/Student Handbook to indicate that the Math Curriculum is based on Nevada Academic Content Standards	Vertex Legacy Board	2-26-20	6-1-20	X	10/2020 X Complete
2.Modify the handbook by removing the language: "LTS teaches Saxon Mathematics on full grade level above the student's actual grade (e.g., a kindergarten student is taught using first grade curriculum and consider adding language"	Vertex Legacy Board	2-26-20	6-1-20	X	10/2020 X Complete
3.Ensure that all instructional staff understand the Nevada Academic Content Standards in order to plan more effectively to determine what students at Legacy need to be able to do by the end of the grade level in accordance with the NVACS.	Jennifer Hackett Viki Wellington Nathalie Burgess Candida Wadsworth	2-26-20	6-1-20	X	10/2020 X In Progress
4.Change the curriculum (Saxon Math) or use the curriculum to fit the Nevada Academic Content Standards outcomes.	Jennifer Hackett Viki Wellington Nathalie Burgess Candida Wadsworth	2-26-20	6-1-20	X	10/2020 X Complete
5.Provide guidance for instructional grade level teams to determine what students should know and be able to do by the end of school year based upon the Nevada Academic Content Standards.	Jennifer Hackett Victoria Wellington Nathalie Burgess, Candida Wadsworth	2-26-20	6-1-20	X	10/2020 X In Progress
6.Assist staff in learning to backwards plan so that students have amble opportunity to engage in both mathematical practices and mathematical content.	Jennifer Hackett Victoria Wellington Nathalie Burgess, Candida Wadsworth	2-26-20	6-1-20	X	10/2020 X In Progress
7.Using Standards Document: Connect mathematical practices to content within instruction with greater understanding of staff math practices Consider intervention, materials to support students who are well below or above	Jennifer Hackett Victoria Wellington Nathalie Burgess, Candida Wadsworth	2-26-20	6-1-20	X	10/2020 X In Progress

grade level Provide supports for ELL and Special Education Students. Review math progressions which describe the progression and verify that current curriculum is in alignment of this cognitive development by the logical structure of math.					

Data to support the finding: NSPF: 2018-2019 school year data: Total index score of 48; This is a Two-Star School that has partially met the state's standard for performance.

Next Steps:

The SPCSA will update each "In Progress" item listed as complete once there is sufficient evidence to make a reasonable determination that the item has been addressed in full.

In Progress Items:

1. The following items (3,5,& 6) have been determined to be well underway according to evidence from the October 2020 site evaluation, but additional evidence is required. These items take time to fully implement. For this reason, the SPCSA will conduct a check for additional evidence of continued growth in these areas no later than May 2021. SPCSA staff will work with school and network leadership on the format and timing of this progress check.

2. During the site evaluation in October 2020, limited evidence was identified with regard to item 7 of the plan. Within each Legacy report, there is a detailed recommendation to address this. The SPCSA team will conduct a check for evidence of implementation of this item no later than May 2021. SPCSA staff will work with school and network leadership on the format and timing of this progress check.

Once the remaining 4 items are marked complete, the SPCSA will consider the terms of the plan satisfied and will remove the deficiency. The school leader and both SPCSA and Legacy board will be notified in writing of this action.