



Nevada State Public Charter School Authority

Site Evaluation Report

Legacy Traditional School Southwest

Evaluation Date: 10/22/2020

Report Date: 12/15/2020

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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 10/22/2020 at Legacy Traditional School Southwest¹. 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 Southwest is located in Las Vegas, Nevada in a facility at 7077 W. Wigwam Avenue. The school serves 1,614 students (as of the most recent Validation Day of October 2020) in Kindergarten – 8th grade. The mission of Legacy Traditional Schools – Nevada 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."

¹ At the time of the site evaluation, Legacy Traditional Schools was offering limited in-person instruction. SPCSA staff did have one staff member on-site to observe classroom instruction as a part of the site evaluation.

ACADEMIC PERFORMANCE

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

Legacy Traditional School Southwest serves 1,614 students in grades Kindergarten through 8th grade.

*As Legacy Traditional School Southwest opened in SY 19-20 and the most recent academic performance data available are from SY 18-19, no academic performance data based on statewide assessment information can be displayed for this school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families ²	11	30 minutes
Students	9	30 minutes
School Leadership	5	30 minutes
Staff	8	30 minutes

Governing Board:

- 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 shared that they look 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 and results, and any plans to address potential problems. 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 the board regular communicative updates in this regard."
- Regarding the notices at the Cadence and North Valley campuses, board members said they brought in the SPCSA to better understand the expectations and the importance of incorporating Nevada standards to all campuses. This has resulted in a big shift according to board members, who 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, roundtables, plans, and worksheets." Members of the Board shared that the limitations on being able to provide in-person instruction has created a new challenge in reaching all students. 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 to this over the summer. For example, school personnel have reevaluated practice guides and have worked to make 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. 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 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 looking 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."

FOCUS GROUP SUMMARY continued

- 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/Families²:

- 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 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 tremendously to plan and complete assignments.
- 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. 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.”

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.

FOCUS GROUP SUMMARY continued

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 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 may rely on "Google searches" to obtain information, 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."
- 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 (California)." A third student commented, "I learned some new stuff about squared in math, 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 special 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, "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 and when someone raises their hand or asks a question, the teacher always thanks them." Students also shared that they appreciate the RISE classes that are designed for gifted students.

FOCUS GROUP SUMMARY continued

Leadership:

- Leaders expressed that distance learning is challenging, indicating that they prioritize expressing thanks to teachers on a regular basis given the ongoing pandemic. Leaders shared that the formal training has been on the topic of implementing “Schoolology³”. The leaders at this school site shared that they hope the SPCSA staff would see several examples of formative assessments taking place during the observations, and SPCSA staff observed these being implemented during classroom instruction.
- School leaders also shared that Jamboard⁴ and Padlet⁵ allow students to participate in online discussions and share thoughts with each other. Leadership shared that these tools give teachers the opportunity to gather data about what students understand as well as misconceptions.
- School leader reported that the school newsletter is used to ensure strong communication and “Tiger Talk” is leveraged to express the importance of classroom management. Leadership added that the school instructional staff also looked into the formative assessment portion of instruction. She said they thought about how students are going to show their learning. Instructional coaches have referenced a few videos as a part of the ongoing development of teachers, and these resources have shown teachers how the others have been able to assess student progress. One member of the team said that they tried to encourage everyone to think through each step of the instructional process, specifically what the student is doing and how that ties to student learning. The question was asked, “How are we making sure each student is learning and engaged?”
- To support the shift to grade level NVACS instruction, each of the vice principals and instructional coaches have attended grade level meetings and supported the shift to the new way of thinking and teaching. One leader commented, “Having that hour per week gives us some time to understand the essential standards and our staff is looking at a list of essential standards.” School leaders went on to share that they are doing an individual item analysis to determine what questions on a test were missed the most. School leaders indicated that they feel there is healthy discourse about the data analysis and incorporating information lesson plans.

³ Schoolology is a social networking service and virtual learning environment for k-12 schools and higher education institutions that allows users to create, manage, and share academic content.

⁴ Jamboard is a whiteboard-like 4K touch display which can be used for meetings and presentations. It can be used to draw, edit docs, sheets, slides and photos.

⁵ Padlet is a web app that lets users post notes on a digital wall. The uses for this site in the classroom are varied and used like a sticky note.

FOCUS GROUP SUMMARY continued

Staff:

- Staff at the Southwest campus was asked about how they have changed their instruction due to the distance learning format. One teacher remarked, “I think our leadership team did a fantastic job getting us ready for distance learning this fall using Schoology and extra training. She was open to new ideas and ways of doing things.” Another staff member said, “I have been incredibly happy with the learning at the kindergarten level.” A special education teacher commented, “I work with kids in Sped and I’m used to one-on-one. I like the hybrid model and am shocked and pleasantly surprised that I have had three students meeting the IEP goals.”
- The staff commented that they feel highly supported by the leadership team at the school. One person said, “If we need some students to get in here, in person, the administrator has totally worked with us. I see how vital it is for some students to be here because they support what is happening. I greatly appreciate the work they’ve done. Another person said, “Our leadership team set the foundation for the year, and in every meeting some form of collaboration happens. We share ideas and they are used and tried out.” Another person shared, “I like the fact that we were prepared with the foundation and when we need more, we are given the opportunity to share. If one person has a problem, then they share and the problem solving begins.” Another teacher commented, “I think the biggest adaptation is that we are so used to the community for teaching and relationships, yet we have learned that it is not necessarily about the nearness. While we are not physically connected, we continue to work together. Yet another member of the staff commented, “Leadership is always thinking about their teachers and I appreciate it. Our principals are teacher principals and student principals, and we have strong relationships and levels of trust at our campus.”
- The instructional staff was asked about how they look at data and use it to guide instruction. They replied that they collaborate and look for trends, and staff shared that they like that they have the time to look and discuss the many results of testing. Staff went on to explain that the gaps in between testing sessions are used to communicate between teachers and students. One person commented, “We know where our low kids are and if I haven’t seen a kid for two weeks, I have to ask myself, ‘Did he participate in the most recent tests and how can our team help work together to respond. Now, because we have such a high awareness and alertness, we work together as a teaching staff to send an email, call, or notify the student and family of the importance of attending class in-person.”
- The staff in the group wanted to be sure to communicate that they have a fantastic leader and leadership team. One person said, “I’ve never had a principal that has your back and is open to questions while helping solve problems. Another person remarked, “Our leadership team will help you and will support you and, all the while, making you feel comfortable.” A staff member added that, “If you are wrong, our leadership team will explain it to you with compassion. There is a lot to be said for that, high morale! This is vital in this changing environment.”

CLASSROOM OBSERVATION TOTALS

A total of 14 classrooms were observed for approximately 25 minutes each on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 5	Total: 9	Total:	Total:	Total:
	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: 14	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 2	Total: 10	Total:	Total:	Total: 2
	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: 3	Total: 10	Total:	Total:	Total: 1

II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
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: 5	Total: 4	Total:	Total:	Total: 5
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A 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: 9	Total: 3	Total:	Total: 2
	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: 7	Total:	Total:	Total: 7	

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		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: 7	Total: 7	Total:	Total:	Total:	
	Area 7 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: 5		Total: 8	Total:	Total:	Total: 1	
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		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: 5	Total: 9	Total:	Total:	Total:	
	Area 8 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: 6		Total: 7	Total:	Total:	Total: 1	

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 #

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 5
- The explanation of the content is imaginative: 6

Evidence of questioning and discussion techniques: Area #

- Questions are planned ahead of time and tied to learning target(s): 5
- Teacher questions are open ended: 7
- Teacher allows time for students to answer – 3 seconds or more: 7
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 8
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 4
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 8

Evidence of engaging students in learning area: Area #

- Active learning is taking place (rather than just listening or viewing): 8
- Students are using reasoning and critical thinking: 7
- The lesson is rigorous and includes cognitively complex tasks: 6
- Students engage in several types of activities during the lesson including:
 - Speaking
 - Writing
 - Reading
 - Listening
 - Discussing
 - Creating
 - Problem Solving
- Cooperative groups: 5
- Student-led classroom:
- Technology is integrated into learning/outcomes: 14
- Project-based learning:

Evidence of Formative Assessment During Instruction: Area #

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 10
- Students incorporate the feedback by revising their work: 8
- Students receive frequent and meaningful feedback regarding their work: 7
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 9

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 Classroom Observations	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 Classroom Observations	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	<p>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.</p> <p>Elevation Platform-Individual Language Learning Plans and digital Progress Monitoring surveys is also ongoing.</p> <p>ELL Trainings for teachers occurred in August, September, and October 2020, including ELD Standards Framework.</p> <p>Quarterly Schoology Parent Help Sessions in Spanish have been implemented.</p>
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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, 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 Classroom Observations	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	<p>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.</p> <p>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.</p> <p>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.</p>
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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 Legacy Southwest Campus displays high levels of staff morale and a positive climate. During the staff focus group, there were several examples communicated showing highly positive interactions taking place between school leadership and the staff. Quite a few employees talked about the open-door policy and overall trust between themselves and school leaders.
2. An overall pattern of conducting formative assessment and emphasizing the learning targets was observed during the classroom observations. During the leadership focus group, a member of the leadership team commented that they have made a point of encouraging all instructional staff to use formative checks for understanding as well as reviewing the learning targets with students. Both of these were strengths observed in multiple classrooms and this is a strong point to be celebrated.
3. During this time of distance learning, the leadership staff has worked closely and collaboratively with the teaching staff to share and implement different ways to engage and formatively assess Southwest students. Leadership shared that they asked staff to imagine what the learning experience would be like, as a student. These methods and best practices showed up repeatedly during the classroom observations. Some examples of this include asking students to read aloud, conducting a self-evaluation of individual learning, randomly selecting students to answer questions, conducting checks for understanding, using the 1,2,3, thumbs-up/down, humor, and planning questions followed with requiring students to defend their answers. There were many instances of the objective being connected to the lives of students. Several teachers were observed using exit tickets and explaining to students that the exit ticket would help the teacher know if they understand the day's concept. Some teachers explained that the exit tickets would also give each individual student the opportunity to self-assess their own level of learning. This leads to self-regulated learning which is one of the highest and best practices a school can implement.

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. The continued transition between virtual and in person learning is challenging and requires strong levels of trust. This is not an uncommon issue during the COVID-19 pandemic, but Legacy should continue to build capacity among staff and ensure that the staff continue to provide high quality instruction.
2. The board has 6 members. They shared that it has been difficult to add members that complement the current need in areas of expertise. SPCSA staff recognizes this challenge, and notes that this

task can be especially difficult during the COVID-19 pandemic.

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. Prioritize the implementation of the 8 Mathematical Practices:⁶
 - 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.

4. As Legacy Southwest continues to improve and strive toward high levels of teaching and student learning, consider creating more intentional opportunities for students to engage in meaningful

⁶http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Math_Documents/nvcassmathstandardsk.pdf

discussion to further engage and solidify learning intentions. This may include leveraging breakout rooms for virtual instruction, or intentionally facilitating lessons through student participation.

Note that changes to instruction, assessment, and feedback all involve formative assessment strategies: communicating clear learning targets and criteria for success, designing performances of understanding that match the learning targets, providing feedback that feeds students forward, and asking questions that make student thinking visible.

DEFICIENCIES

There were no identified deficiencies for the Legacy Traditional School – Southwest campus during this site evaluation.