![Nevada State Public Charter School Authority logo]

Site Evaluation Report: Legacy Traditional School – Southwest
Evaluation Date: 3/7/2023
Final Report Date: 4/27/2023

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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/7/2023 at Legacy Traditional School – Southwest. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth 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 Organizational 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. The school serves 1,531 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school 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."
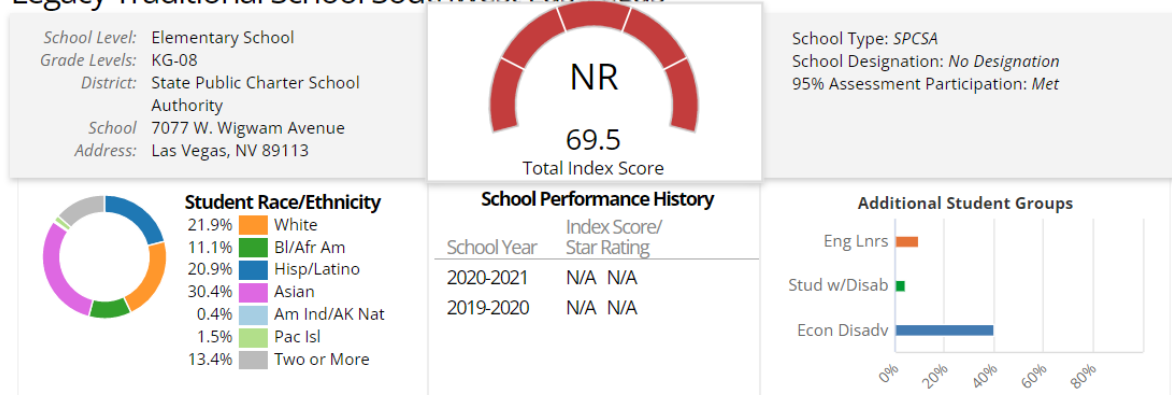
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

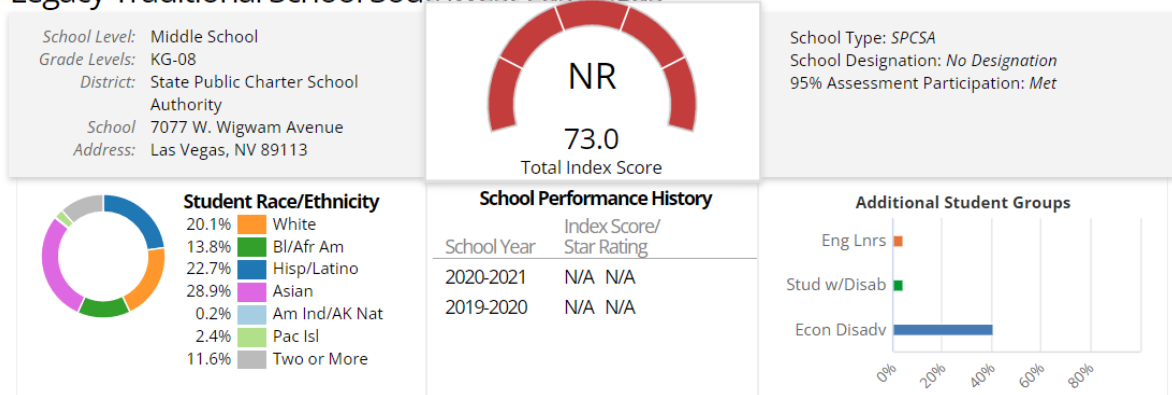*This information is provided to assist in understanding the data sets impacted by the pandemic.*

Elementary School

Legacy Traditional School Southwest Las Vegas — School Year 2021-2022 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	7077 W. Wigwam Avenue Las Vegas, NV 89113

NR
69.5
Total Index Score

School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

21.9%	White
11.1%	Bl/Afr Am
20.9%	Hisp/Latino
30.4%	Asian
0.4%	Am Ind/AK Nat
1.5%	Pac Isl
13.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	N/A N/A
2019-2020	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv
(0% – 80%)

Middle School

Legacy Traditional School Southwest Las Vegas — School Year 2021-2022 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	7077 W. Wigwam Avenue Las Vegas, NV 89113

NR
73.0
Total Index Score

School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

20.1%	White
13.8%	Bl/Afr Am
22.7%	Hisp/Latino
28.9%	Asian
0.2%	Am Ind/AK Nat
2.4%	Pac Isl
11.6%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	N/A N/A
2019-2020	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv
(0% – 80%)

Math and ELA Results
Nevada School Performance Framework
2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.5	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	66.4	72.8	70.4			
Black/African American	41.5	30.3	35.7			
Hispanic/Latino	39.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	53.3	55.6	57.5			
White/Caucasian	53.5	60.7	61.3			
Special Education	22.2	26.3	32.1			
English Learners Current + Former	53.9	34.9	39			
English Learners Current	35.5	25.5				
Economically Disadvantaged	44.9	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	64.3	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	76.1	74.9	76.7			
Black/African American	49.2	39.8	45.4			
Hispanic/Latino	54.4	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	73.3	61.5	66.2			
White/Caucasian	63.3	65.5	69			
Special Education	33.3	25.5	33.5			
English Learners Current + Former	57.7	37.4	44.4			
English Learners Current	28.8	24.4				
Economically Disadvantaged	56.0	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	42.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	58.0	62.7	60.6			
Black/African American	27.2	18.2	27.3			
Hispanic/Latino	31.1	26.4	32.8			
Pacific Islander	45.4	28.3	40.1			
Two or More Races	35.8	41.8	43.6			
White/Caucasian	43.9	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	39.2	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	35.7	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	67.4	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	79.4	79.0	77.1			
Black/African American	56.0	41.1	40.9			
Hispanic/Latino	58.4	48.2	47.9			
Pacific Islander	54.5	53.3	55.5			
Two or More Races	71.6	64.6	63.2			
White/Caucasian	67.0	67.2	68			
Special Education	<5	18.0	25.8			
English Learners Current + Former	53.5	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	61.6	45.9	47.1			

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

15/25
15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

8/10
NSPF score difference of 20.4 between school (69.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

4/15
NSPF score difference of 1.5 between school (69.5 points) and comparison school (68 points).

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

15/25
15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10
NSPF score difference of 28.3 between school (73 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

5/15
NSPF score difference of 4 between school (73 points) and comparison school (69 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5
School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95%.

1/5
School IEP rate of <5% compared to district GrK-5 IEP rate of 11.9%.

3/5
School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

7/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5
School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of >95%.

1/5
School IEP rate of <5% compared to district Gr6-8 IEP rate of 11.9%.

3/5
School EL rate of <5% compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	7	45 minutes
Students	13	45 minutes
School Leadership	9	45 minutes
Staff	12	45 minutes

Governing Board[1]:

- Board members shared information about meetings and member backgrounds. They said the Legacy board meets every other month and currently has no vacancies. Within the seven-member board, a variety of background knowledge and expertise exists. One focus group participant said, "Our board members have knowledge about education, finance, business ownership, and real estate. In addition, the newest member is a parent and an educator."

- The state of Legacy campus financials was discussed with the site evaluation team during the focus group. One board member explained, "We receive good communication from the [network] superintendent. We receive an email prior to each board meeting which outlines agenda items." Board members shared that the Chief Financial Officer from Vertex[2] presents financial information at each meeting. One of the board members explained, "Financial topics vary at every meeting. At the most recent meeting, we focused on teacher salaries, teacher retention, and providing stipends. In addition, ESSER[3] fund money streams were a big topic of discussion. The ability to provide some stipends for teacher retention has been talked about several times and is a really important financial topic for board members."

- The board members spoke about chronic absenteeism and how it remains a priority for the board for several reasons, namely student well-being. One person said, "Chronic absenteeism is a topic at every board meeting. Many of the absences contributing to the absentee rates are attributed to COVID. Some families are not comfortable returning to school. Chronic absenteeism is an ongoing board discussion. As board members, we are looking for ideas to get students back in school. We keep hearing that multi-generational homes are a consideration because older generations live with younger students and they do not want to get grandma sick."

- Board members said they are highly involved with the three Legacy campuses, and suggested that one reason is to continue to publicly support the school for recruitment and enrollment purposes. One board member said, "The board is boots on the ground, and we attend many campus events. We show up to the schools to provide support and school spirit. One concern is recruitment and enrollment. We have lost many personnel and students. We continue to work in this area."

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[1] Two members of the seven- member board participated. Quorum was not met, and Open Meeting Law was not violated.
[2] Vertex serves as the Educational Management Organization for the Legacy Charter School Network.
[3] ESSER stands for the Elementary and Secondary School Emergency Relief Fund, a federal program administered by the Department of Education in response to the COVID-19 pandemic. K-12 institutions used ESSER funding to address pandemic learning loss and invest in infrastructure and programs to open and operate safely.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:
- Families said they chose to enroll their children at Legacy Traditional School – Southwest for a variety of reasons. Some parents indicated they specifically wanted a charter school and Legacy Traditional School Southwest opened near their home making the commute conducive to their family's needs. Other parents cited the sporting opportunities, allowing students to continue learning during COVID lockdown, feeling their children were safe, and "the school was good at keeping the students involved and engaged with instruction."

- Families were asked why they thought absenteeism rates were so high at Legacy Traditional School – Southwest, with 26% absences reported in elementary school and 32% in junior high. One parent said her children were late in coming to school fairly often, but she did not see any impact on their learning. Another parent said her children had health concerns and were absent quite often. "They get healthy and then they come back and then get sick again. I would like the school to be a little stricter on when children should be in school. COVID lockdown suppressed their immune systems." A third parent said she was not concerned about her child's absences as "her child is above grade level and I can teach at home just as well as teachers here." Parents also reported the policy for completing absentee work has been inconsistent and subjective. Teachers vary in their procedures, and it often conflicts with what the school says. Parents indicated implementation of a school-wide procedure for completing absentee work would be welcome.

- Families expressed a desire to have more consistent, clear communication from Legacy Traditional School – Southwest. Many parents said there is not a school-wide make-up policy. When students are absent parents said they could call the school and pick up assignments, however, not all teachers are consistent with providing make-up work. One parent said, "One teacher will say 'don't worry about it,' and then it impacted my child's grade." Another parent said, "There are also some real-time activities that cannot be made up." One parent stated he would like leadership to "educate staff on understanding administrative searches of student property. Currently, faculty and staff are not following legal procedures of students' private property."

Students:
- Students reported teachers encouraging student academic progress by providing verbal and written feedback. Many students said teachers will share what the class as a whole is doing well, overall trends, and ways in which students can improve. If students are working on projects in teams, teachers will address the whole class, then speak with each team, and then each individual person and provide guidance. Elementary students said they receive homework packets on Monday that are to be completed and turned in for grading on Friday of the same week. "We receive grades on our packets of homework." Middle school students indicated when they receive a grade, the responsibility is upon them to ask for feedback and ways in which they can improve.

- Students were enthusiastic in sharing how teachers help students. One student said, "Teachers know the students' homelife and what is going on around the school among the students." Students said they are comfortable going to an adult at the school if they have a problem. SPCSA staff observed a strong adult presence in the common areas. Aides were visible. Students said they feel they can open up

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

to their teachers and teachers will keep their confidence. One student shared that he fell and scraped his knee. "The teacher took me to the nurse and continued asking me if I was okay throughout the day."

- Students described the process for making up work when they are absent. A few teachers at the middle school have created folders labeled "tests" or "make-up assignments." One middle school student said, "We have to check the folder to see what we missed. It is our responsibility to check the folder. If we miss, we have to do the work no matter what. We have a week to make up the work. If we do not complete the work in a week, it goes toward our grade." Another student agreed and added-on, "I missed a whole week, and it was challenging to complete make-up work and stay current, but I did catch up."

- Students shared that they participate with their peers in a variety of activities. For example, sixth graders participate in Socratic seminars, third graders partner and write a report to incoming second graders on the expectations of third grade. Students in the focus group reported on pairing with a partner to solve and explain math problems, interviewing classmates to get to know them better, and pairing up to discuss literature read in English class.

Leadership:

- Leadership was candid with the site evaluation team in discussing challenges with chronic absenteeism. Leadership indicated there are two areas in which students are routinely absent. "A lot of the students have long-term health issues, and those students are absent for lengthy periods of time." The other area of consistent absences comes from families who have the privilege and means to travel. "These students are gone for weeks on end. It has been a challenge to get parents to comply and fully understand the importance of learning loss when students are not present in school." Leadership shared they have been met with angry parents "when Nevada state attendance law has been applied and the school has notified families." Leadership explained tutoring is available twice a week for students who were absent and need extra support to catch-up. There is a full-time attendance clerk on staff at Legacy Traditional School – Southwest who tracks and codes absences.

- Collaborative team meetings (CTM) are held weekly according to school leadership. Legacy Traditional School – Southwest has a data analyst on staff who reviews the pacing guide with faculty, unpacks the data for leadership and faculty, and trains teachers on how to utilize the data to make curricular decisions in their grade band teams and individual classrooms. Legacy Traditional School – Southwest has a dedicated math interventionist and reading interventionist on staff.

- Leadership explained Saturday School personnel and resources were budgeted out of ESSER[4] funds. Teacher stipends, teacher retention, and support personnel have been funded through ESSER funds. Legacy Traditional School – Southwest leadership and the governing board frequently discuss revenue streams that can replace ESSER monies once the state sunsets funding. School budget meetings have a standing agenda item to discuss ESSER funds. Leadership said, "We tried really hard to not use the ESSER funds for hiring critical positions because we were concerned about not being able to have these key personnel after the funds are sunset."

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[4] ESSER stands for the Elementary and Secondary School Emergency Relief Fund, a federal program administered by the Department of Education in response to the COVID-19 pandemic. K-12 institutions used ESSER funding to address pandemic learning loss and invest in infrastructure and programs to open and operate safely.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Teachers said staff morale has been affected by the inconsistency in leadership and faculty personnel. One teacher shared, "When folks are highly effective and chose to go elsewhere it affects morale." Teachers in the focus group who were new to the school this year said they have never been formally trained in safety and security procedures. Teachers shared they received the exit pathway handout, and the handbook, but no formal direction on things like active shooter. This was concerning to them as school safety may cause anxiety among all the stakeholders of a school.

- Other teachers said they are frustrated by not receiving a full 30 minutes for lunch if there is inclement weather because the teachers have to monitor student safety. This also happens with specials classes. "Specials come into our classes to teach. If they finish their lesson early, we don't get our full preparation period because we have to take back to our class and take over instruction."

- Teachers stated Professional Development (PD) is targeted more toward the needs of new teachers and elementary classroom needs. Middle school teachers and veteran instructors indicated they would appreciate targeted PD for their needs and grade levels. One teacher explained, "Some of us have been in education for a long time and a lot of the focus is on standards. We know the standards and how to unpack them. We need something tailored specifically toward our growth and needs." A second teacher added, "Right now, PD is very generalized. I am not getting to grow professionally when the PD is generalized rather than targeted. We have been asked what PD topics we would like, but so far, those topics have not been provided." Teachers explained they hold weekly CTM meetings within grade bands, but do not meet to vertically align the curriculum. Faculty said they would like to have specialists involved with the CTM meetings "to provide cohesion." Faculty members said the instructional coach has been stretched to cover classes when substitutes aren't available, "So we have not been able to really develop as a faculty."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 33 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 12	Total: 19	Total: 1	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	Total: 19	Total: 2	Total: 1	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not 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 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 23	Total: 2	Total: 0	Total: 2
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	Total: 24	Total: 2	Total: 0	Total: 1
Quality and purpose of questions	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: 2	Total: 26	Total: 1	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 22	Total: 2	Total: 0	Total: 5

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 8	**Total: 17**	**Total: 6**	**Total: 0**	**Total: 2**
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 6	**Total: 23**	**Total: 2**	**Total: 0**	**Total: 2**

Additional information about the classroom observations shared here when applicable.

- In one lower-level elementary classroom, students reviewed spelling words. Students then selected one word from their spelling list and drew a scene depicting that word. The teacher moved around the room, providing positive feedback on both students' academic efforts as well their manners and civility.
- In one early grade classroom, there were 31 students and one teacher. The teacher talked while the students sat passively. Only the teacher moved around the room and asked questions. The teacher held up student papers and shared them with the class. Although the teacher was kind, funny, and interacted well with students, the students were restless.
- In one early grades classroom, the teacher worked hard to maintain control of the large classroom, with 31 students. The teacher made some sarcastic remarks to students, "You can't be checking your words if you are looking at the back of the classroom." She also used positive remarks, "[student name] I see you. Thank you for doing what I asked."
- In one elementary classroom, students read a chapter book as a whole class. Students watched a video of someone reading the book. The text was projected in the video and the reader followed the words with her finger. Students followed along with their own book. The teacher spoke over the video, attempting to re-direct a student. Many students were distracted by this. The content of the reading was lost as the teacher disciplined the student loudly. The teacher could have quietly moved over to the student to have a private conversation with the student.
- There were 30 students and one teacher in this classroom that was highly teacher centered. The teacher called on students to come forward and fill out information on the overhead. Students watched and copied the information on their papers. There were several students with their hand in the air and the teacher did not respond to the students other than to say, "Hands down." The teacher was calm and called students by their first names. Students appeared restless.
- In one early elementary classroom, students were preparing for lunch by putting away their learning materials and gathering their lunch items. The teacher was verbally sharp, raising her voice when students asked questions more than once or did not immediately line-up.
- Students were learning about the author's purpose in one third grade classroom. The teacher used an example of a student wanting to "persuade" her family to get a dog. The teacher knew her students well enough to engage another student in a persuasive exchange where the teacher took the stance that she did not like basketball. The student liked basketball and attempted to persuade the teacher to like basketball. Students were engaged and participated eagerly. The classroom climate was calm and positive.
- Students used individual white boards to solve mathematical problems. The teacher asked students to explain the steps by talking with a partner as well as volunteering to speak to the whole class. The teacher specifically provided sound clear formative feedback to students.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b:** The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d:** The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Legacy Traditional School – Southwest implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. Legacy Traditional School – Southwest ensures all campus staff who work with students with disabilities, with an Individualized Education Plan (IEP) or 504 are aware of all decisions, goals, accommodations, and modifications. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing for English learners (ELs). Legacy Traditional School – Southwest also uses Measures of Academic Progress (MAP) data and AIMSWeb. AIMSWeb screens and monitors reading and math skills. MAP data provides teachers insight into each student's unique skills and challenges as it is adaptive to their level.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The Legacy Traditional School Southwest governing board meets monthly for regular board meetings. Special meetings are scheduled as necessary. Per the governing board and leadership focus group sessions, the Legacy Traditional School Southwest governing board follows governing board policies. Board composition is aligned with Nevada state requirements.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secured office.

Indicator 5: School Environment	Measure 5b: • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Summary of recommendations from most recent Site Evaluation	• Adopt a more robust tool to fully evaluate the performance of the contracted Education Management Organization (EMO). • Consider expanding to a seven-member board and consider filling an additional seat with a member with an educational background, and/or a board member that is a current Legacy parent. • Prioritize the implementation of the 8 Mathematical Practices (NV Department of Education) • Create more intentional opportunities for students to engage in meaningful discussion to further engage and solidify learning intentions.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• A survey was previously used to evaluate the EMO. A rubric is now used yearly. Results are presented at a board meeting. • Legacy Traditional School – Southwest expanded their governing board from five to seven members. There are three board members who are parents, one parent from each campus. There is a member who has an educational background with educational administration experience. • The math curriculum was changed to closer align with Nevada's eight mathematical practices. Math interventionists were hired. • Teachers have completed several PD workshops on engagement strategies and utilizing high leverage practices.
SPCSA staff assessment based upon findings during site evaluation	Leadership at Legacy Traditional School – Southwest believes many recommendations from the last site evaluation have either been addressed fully or are in transition. Leadership, the governing board, and staff continue to discuss ways to improve student academic growth and close student learning gaps. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

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 Framework are described within the body of the report and summarized here.

Legacy Traditional School **Network Strengths**

- Legacy Traditional Schools have strong data driven decision making capabilities and procedures. The Legacy Charter network has a data analyst on staff. The school tracks students' academic progress through internal data systems. Leadership and faculty base decisions on information from academic and social-emotional qualitative and quantitative data. Legacy Traditional Schools conduct several types of academic assessments which help inform and monitor the academic progress of each student. Faculty are trained in how to read and make instructional decisions based on data sets. Data is reviewed at grade level weekly CTMs. Grade band teams meet weekly to discuss and review essential standards data as well as best practices. Leadership shared Legacy Traditional Schools follow the four critical questions embedded in the Professional Learning Community (PLC) process during CTM meetings:
    - What do we want all students to know and be able to do?
    - How will we know if they learn it?
    - How will we respond when some students do not learn?
    - How will we extend the learning for students who are already proficient?

- Legacy Traditional Schools have taken a proactive and preventative approach in addressing student behavior and social-emotional concerns by implementing MTSS school-wide across each campus. SPCSA staff observed students following the school-wide expectations throughout each of the Legacy schools in Nevada. SPCSA staff observed Legacy Traditional School staff redirecting unwanted behaviors by restating the desired expectation. SPCSA staff also observed Legacy Traditional School staff providing positive feedback and rewards to students who demonstrated the school-wide expectations.

- The Legacy school network maintains clean, well-kept buildings. Common areas are clean and clutter free. High levels of safety are consistently implemented across the Legacy network. Faculty and staff use a badge to gain access to the school classroom hallways. Visitors must be let into the classroom hallway areas by front office staff. During drop-off and pick-up, a well-designed system has been put into place. Students are called to the car loop line in small numbers based on availability of the designated adult arrival at the front of the car loop. Campuses have a paid crossing guard on-site as both a preventative measure and to enforce the arrival and departure of cars within the parking lot and surrounding areas.

- The Legacy schools hired a Leadership Coach a few years ago. It is clear that this position is a strength at all three Legacy campuses. The Leadership Coach has trained school leaders in the area of data collection, Professional Learning Communities, and teaching to the Nevada Content Standards. In addition, the challenges and responsibilities that align with leading a large school are discussed in a proactive fashion, providing invaluable insight and support to all three Legacy Campus school leaders.

Legacy Traditional School Southwest Strengths

- SPCSA staff observed teachers and students displaying positive interactions within classrooms and in common areas at the Legacy Traditional School – Southwest campus. The SPCSA site evaluation team observed strong classroom relationships between students and the teacher, and students to their peers. Classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in what they were learning and clearly wanted to know the why and how of things. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

- The leadership at Legacy Traditional School – Southwest is perceived to be a strength by SPCSA staff. Leadership's ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they work diligently to address students' academic and social-emotional needs. Leadership routinely strategizes ways to communicate the importance for students to be at school in efforts to address chronic absenteeism. "Principal leadership has a statistically significant positive relationship with student achievement (Wu and Shen, 2022).

- Evidence collected through the site evaluation process indicates that the Instructional Leadership Team (ILT) collaboratively addresses school concerns and challenges looking for positive solutions. The ILT strives to close student achievement gaps by building capacity through training, PD, CLM, and student data assessment. Leadership explained they utilize multiple avenues for analyzing and communicating student progress, such as class dojo, Infinite Campus, email, telephone conversations, and face-to-face dialogues. Leadership and ILT consistently and purposefully utilize data to inform instructional and curricular decisions, and it appears to have been successful.

- Parent involvement and volunteerism is a strength at Legacy Traditional School – Southwest. Family members readily participate and assist with school events. Parents also shared that they feel comfortable contacting the school and teachers regarding their child(ren)'s academic progress and seeing their current grades. The school educates parents on how to access the academic progress of their child(ren).

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.

Legacy Traditional School **Network Challenges**

- Hiring qualified, licensed teaching staff is a challenge as reported by school leadership. Leadership shared the governing board and Legacy's EMO are supportive in providing resources to recruitment and retention. Legacy personnel are highly dedicated to the success of the school. Finding personnel who align with the goals and mission of the school is a priority for leadership and the governing board.

- Chronic absenteeism is an ongoing challenge across the Legacy Traditional Schools network. Chronic absenteeism is impacting student learning, closing learning gaps, and NSPF ratings. The leadership team at each Legacy school monitors absentee rates. The leadership team communicates with families regarding Nevada state attendance laws and the importance of learning that is lost when students are absent. Students who regularly attend school and graduate from high school build a

foundation for more positive life outcomes. These include:

- Better academic performance
- More work options and earning potential
- Greater opportunities for higher education
- Higher civic engagement
- More developed life skills that positively influence health and economic decisions

- Class sizes are very large- 30-35 students in each class from kindergarten on up. This is part of the Legacy school model but can present some challenges in terms of classroom instruction and targeted interventions. Student and teacher focus groups underscored scholarly research on class sizes. "When class sizes are reduced, major changes occur in students' engagement in the classroom" (Finn, Pannozzo, Achilless, 2003). Having too many students in a classroom might also stimulate fear and anxiety in students due to a lack of engagement, feelings of disconnect and isolation, and a lack of meaningful interactions (Thompson, 2019). Class size matters because it allows the teacher greater proximity to the students, and thus more opportunities for one-to-one and small-group instruction. The one constant in any room with smaller numbers of students is simply the proximity of the teacher to (Kieschnick, 2018).

Legacy Traditional School Southwest Challenges

- Increasing specialized student groups is a challenge at Legacy Traditional School Southwest. The student enrollment of students on an IEP, EL learners, or FRL recipients is below the SPCSA's average.

Special Population	Legacy Southwest	SPCSA
FRL	40.2	46.4
IEP	<5	9.8
EL	6.9	9.2
GATE	8.3	<5

- Many faculty new to Legacy Traditional School – Southwest are also new to the teaching profession. As reported by school leadership, there have been limited opportunities to coach novice teachers due to staffing shortages. Staff indicated desiring support and coaching with classroom management, behavior management, classroom instruction, and tracking of student achievement.

- There is not a star rating system within the state of Nevada for the 21-22 academic year. While not available at the time of the site evaluation, the index score for the elementary grades at Legacy Traditional School – Southwest was determined to be at 69.5 and middle school proficiency at 73. The school is challenged to develop and maintain an upward trend in the index score. It is important to note that the school leader and staff have taken several steps to improve student achievement levels including implementation of CHAMPS[5], MyEducationData, Professional Learning Community lesson planning, plans to improve family engagement, and additional small group and interventions at the elementary grade levels.

RECOMMENDATIONS

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

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[5] CHAMPS is a classroom wide positive behavior support proactive for classroom management. The acronym stands for Conversation, Help, Activity, Movement, Participation and Success. The teacher addresses these different elements before initiating learning activities to ensure smoother lessons and effective learning.

Legacy Traditional School **Network Recommendations**

- SPCSA staff recommend Legacy Traditional Schools continue strategizing ways to address challenges regarding chronic absenteeism with families. School leadership acknowledged chronic absenteeism is an ongoing challenge, precipitated by serving a population that has the ability to travel for extended periods of time. School personnel may want to access SPCSA's Canvas repository which contains updated information on Nevada state attendance laws. The Canvas repository specifically reference Nevada Legislature Bill SB 249 to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school's chronic absenteeism rate. SPCSA's Canvas repository recordings from the weekly Thursday TA meetings, and other resources to assist schools within the SPCSA charter portfolio in their day-to-day activities.

Legacy Traditional School Southwest Recommendations

- SPCSA staff recommend Legacy Traditional School Southwest formalize and present a 'communication trust' plan (Reina 2006) between a) school leadership and families, and b) school leadership and faculty. School leaders, family members, students, and staff report that the school has undergone significant staff turnover. Developing healthy relationships amongst stakeholders and providing frequent means of information with stakeholders will undergird agency and trust and establish a sense of stability in a prior dynamic environment. The leadership team may want to read *Better Conversations* by Jim Knight (2016) as a 'communication trust' plan is developed. Techniques for developing conversation partners, building connections through listening, finding common ground, and reframing emotion are provided in the text. Each chapter of the text contains bibliographical suggestions for further reading. For example, Knight lists several resources for leadership communicators including the powerful *Seven Thousand Ways to Listen* (Nepo 2013) and Goldsmith's *What got You Here Won't Get You There* (2007). Examples to consider for inclusion in the 'communication trust' plan with each of the stakeholders (families and school personnel) are delineated below:

  a) Between school leadership and families:
  Placing a suggestion box at the front of the school is a good first step to indicate a desire to develop a rapport with families and their thoughts. Leadership should strive to have personal conversations with families as they pick-up and drop-off their children. Impromptu conversations about the weather, sports, local events, etc. help parents see leadership as approachable, not just the figurehead of the school. Members of the leadership team could also randomly select five to ten families to telephone weekly and ask a short series of survey questions about the family's thoughts about the school, school personnel, media dissemination, etc. Another consideration is to invite parents to lunch with leadership and exchange ideas. Leadership may want to create a volunteer calendar in which parents can sign up and volunteer for various school activities that can include anything from assisting with reading to students in the library to helping with lunchroom and playground observations to helping teachers replace bulletin board decorations, filing, making copies, organizing their classroom. Promoting parental participation in school committees and monthly meetings with families to discuss school policies and procedures are other ideas that leadership may want to consider.

  b) Between school leadership and faculty
  Creating listening platforms between leadership and staff and practicing empathetic listening is an initial exercise to building rapport. Developing common language for terms such as engagement, discourse, and empathetic listening provides a foundational means to building trust. Leadership may

want to conduct a SWOT[6] analysis amongst faculty to encourage faculty voice, build agency and buy-in. Teachers are last to have a voice in over 150,000 surveys when asked "at work do my opinions count?" (Lopez 2013). People are rarely motivated when they do not feel they have agency in an organization. Allowing teachers to select their professional development topics is one way to establish a positive faculty voice and support teachers' professional growth. Leadership could have a working lunch with faculty of each grade or content area on a different day each week. The topics could be places to build empathetic listening, finding common ground, and connecting with day-to-day concerns. Having a school-wide book study beginning with *Better Conversations* (Knight 2016) and completing the exercises at the end of each chapter may be a productive start. *The People Code* (Hartman 2007) or De Bono's six thinking hats exercise are also powerful tools to use when an institution addresses dynamic changes.

- SPCSA staff recommends Legacy Traditional School – Southwest continue working with faculty on improving pacing of instruction and student engagement to alleviate down time and opportunities for off-task behavior. Leadership may want to consider focused PD on improving the pacing of the lesson to decrease off-task behaviors and increase student engagement. SPCSA evaluators observed loss of instruction as a result of classroom management and pacing issues. SPCSA evaluators observed the pacing to be slow in some classes, which caused some missed opportunities for learning. In some classrooms observed by the SPCSA site evaluation team, there was low level or non-existent engagement, and in some cases, off-task behavior. Teachers did not seem to notice disengaged students or struggled to manage the classroom. In these instances, teachers led the lesson by reading directly to the students from the projected text or talked 'at' the students rather than engaging them in the learning. There is a need for some teachers to engage students in their own learning by increasing student participation and student contribution to the content.

- SPCSA evaluators noted that learning objectives and targets were posted, but in most classrooms, these objectives were not referred to and/or emphasized while the teacher provided instruction. Additionally, SPCSA evaluators noted that it was not clear that most teachers had a prepared plan and/or questions to scaffold content to ensure the lesson was reaching all learners. SPCSA staff recommend that the school revisit these practices so as to help students internalize lesson goals and objectives each period, thus promoting stronger engagement. Additionally, SPCSA staff recommend that teachers consider developing preplanned, scaffolded questions to ensure that content reaches all learners for each lesson.

- SPCSA staff recommend Legacy Traditional School – Southwest continue its efforts to increase enrollment with special populations. The SPCSA is committed to "equitable access to diverse, innovative, and high-quality public schools for every Nevada student" as indicated in the mission statement. Within the 2019-2024 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools, students learning English as a new language, recipients of free and reduced lunch, and students with an Individualized Education Plan. Outreach and recruitment in neighborhoods may not be aware that a charter school is nearby.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Legacy Traditional School – Southwest during this site evaluation.

DEFICIENCIES

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[6] SWOT is an analysis technique used in strategic planning to help an organization identify Strengths, Weaknesses, Opportunities, and Threats.

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