

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 Renewal Report for Legacy Traditional Schools
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 29, 2021

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1. School Overview

- a. Addresses: Cadence Campus: 325 Inflection Street Henderson, NV 89011
North Valley Campus: 5024 Valley Drive North Las Vegas, NV 89031
Southwest Campus: 7077 W. Wigwam Ave Las Vegas, NV 89113

- b. Campus Locations and Enrollment Caps: Clark County
Cadence Cap: 1,450
North Valley Cap: 1,250
Southwest Cap: 1,450

- c. Governing Board Members
- i. President – Amanda Pratt
 - ii. Vice President – Rick Phillips
 - iii. Secretary – Katy Larrabee
 - iv. Treasurer – Stephen Steele
 - v. Member – Melissa Woodbury
 - vi. Member – Ralph Hartmann
 - vii. Member – Kristen Watson

Board Member information based on Epicenter Board Center

d. Academic Data Overview¹- NRS 388A.285(1)(a)

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Rating
2016 – 2017	Not Applicable
2017 – 2018	Legacy Traditional School North Valley Elementary School: 2 STARS Middle School: 2 STARS
2018 – 2019	Legacy Traditional School North Valley Elementary School: 2 STARS Middle School: 3 STARS Legacy Traditional School Cadence Elementary School: 2 STARS Middle School: 5 STARS
2019 – 2020 ²	Legacy Traditional School North Valley Elementary School: 2 STARS Middle School: 3 STARS Legacy Traditional School Cadence Elementary School: 2 STARS Middle School: 5 STARS Legacy Traditional School Southwest Elementary School: Not Rated Middle School: Not Rated

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found as Appendix A.

¹ For schools applying for a third charter term or beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

² Due to COVID-19, the Nevada Department of Education (NDE) applied for and was granted a 2019 – 20 school year waiver from the US Department of Education for certain assessment, accountability, school identification, and reporting requirements established by the Every Student Succeeds Act (ESSA). Accordingly, for the 2019 – 20 school year, Nevada statewide assessments were not administered and the NDE did not calculate Nevada School Performance Framework (NSPF) school ratings. Therefore, NSPF school ratings and accountability indicators for the 2019 – 20 school year have been carried over from the 2018-2019 reporting year.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 - 2018	Good Standing
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix H for a complete copy of the SPCSA Financial Performance Framework.

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 - 2018	Good Standing
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix I for a complete copy of the SPCSA Organizational Performance Framework.

g. Enrollment History

The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	0	0	0	0	0
K	0	154	328	517	485
1	0	157	327	529	543
2	0	164	303	524	541
3	0	154	305	512	515
4	0	159	297	492	512
5	0	167	313	510	506
6	0	155	320	505	494
7	0	92	183	409	509
8	0	56	129	217	339
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	0	1258	2505	4215	4444

2020 – 2021 Demographics – Enrollment Rate

	Asian	Bl/Afr Amer	White	Hisp/Latino	Amer Indian	Two or More Races	Pac Isl/AK	FRL	IEP	ELL
Cadence	7.9	8.9	34.9	35.9	0	10.3	1.9	47.3	9.5	4.5
N Valley	3.5	21.5	19.3	43.2	0.2	10.5	1.5	45.7	7.7	8.7
Southwest	27	11.5	22.4	22	0.2	13.7	2.8	45.2	4.3	7

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Legacy Traditional Schools:

a. *Academic*

The Authority has issued the following Academic Notices to Legacy Traditional Schools this charter term:

- i. A Notice of Concern on September 28, 2018 for both the elementary and middle school programs at the North Valley campus due to 2-star ratings during the 2017 – 2018 school year. A copy of this Notice can be found attached to this report as Appendix F.
- ii. A Notice of Concern and Notice of Breach on October 4, 2019 for the Cadence elementary school and the North Valley elementary school, respectively, due to 2-star ratings during the 2018 – 2019 school year. A copy of this Notice can be found attached to this report as Appendix G.

b. *Financial*

The Authority Board has not issued any Financial Notices to Legacy Traditional Schools this charter term.

c. *Organizational*

SPCSA staff has issued one Organizational Notice to Legacy Traditional Schools this charter term. A copy of this Notice can be found attached to this report within Appendix B.

d. *Site Evaluations*

SPCSA staff issued a deficiency during site evaluations that occurred in October 2019. A copy of this deficiency can be found within Appendix C. Additional documentation that notes the work of Legacy to address the deficiency can be found within Appendix D.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. Summary of the Overall Performance of Legacy Traditional Schools – Nevada

Legacy Traditional Schools currently offers instruction at the elementary and middle school levels, grades K-12, at three campuses in the Las Vegas area. According to the NSPF ratings for the 2018 – 2019 school year, the network earned the following ratings:

	<u>Elementary Ratings</u>	<u>Middle School Ratings</u>
2018 – 2019 ³	Cadence: 2 – star North Valley: 2 – star	Cadence: 5 – star North Valley: 3 – star

As noted in the NSPF guidance document, a 3-star middle school program identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. A 5-star middle school program identifies a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. The guidance goes on to describe a 2-star elementary school as one that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. A copy of the NSPF reports for Legacy Traditional Schools - Nevada for the 2018 – 2019 school year are included as Appendix A within this report.

Prior to the 2018– 2019 school year, the North Valley campus elementary and middle school programs received ratings for the 2017– 2018 school year, both earning a 2-star rating according to the NSPF. This resulted in a Notice of Concern being issued to the school for academic underperformance on September 28, 2018. A copy of this notice can be found as Appendix F to this report.

The consecutive 2-star ratings at the North Valley elementary program resulted in a Notice of Breach being issued to the school for academic underperformance on October 4, 2019. A copy of this notice can be found as Appendix G to this report. This notice is current due to no NSPF ratings being issued for the 2019 – 2020 school year.

With regards to the financial performance and viability of the school, the Authority has not issued any Notices during this charter term. As a result of the 2019 – 2020 school year, the Authority did direct Legacy Traditional Schools to develop a targeted remediation plan in collaboration with SPCSA staff. A copy of the most recent Financial Performance Framework can be found as Appendix H to this report.

The organizational health and performance of the school has been strong over the current charter term. Legacy was found to be ‘Meeting Standards’ for the 2019 – 2020 school year according to the SPCSA Organizational Framework. A copy of the most recent Organizational Performance Framework can be found as Appendix I to this report.

Finally, SPCSA staff has conducted two site evaluations of each Legacy campus during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including dedicated staff members, strong efforts to engage students during the COVID-19 pandemic and academic growth as noted by the NSPF. SPCSA staff also identified some areas of growth for the school to prioritize, including the need to improve academic achievement at the elementary level, creating a stronger school climate and implementing strong Professional Learning Communities (PLCs) across the network. Additionally, significant governance concerns were identified as part of the site evaluation process in 2019 that resulted in the issuance of a Notice of Concern. This was

³ The LTS – Southwest campus opened in the 2019 – 2020 school year and has yet to be rated under the NSPF.

resolved a few months later. A deficiency was issued as a result of the site evaluation process in 2020 due to concerns about curriculum and its alignment to the Nevada Academic Content Standards (NVACS). This was resolved in June 2021.

It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B, C, D and E for more details on the Legacy site evaluations and the aforementioned Notice of Concern and issued deficiency.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2021⁴. This template will be provided to schools no later than July 31, 2021.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁴ NRS 388A.285(3)

5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

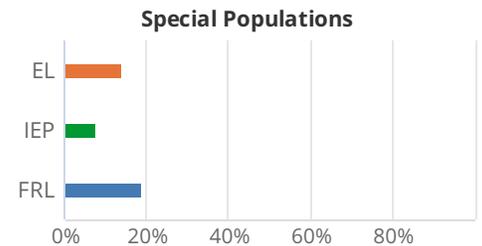
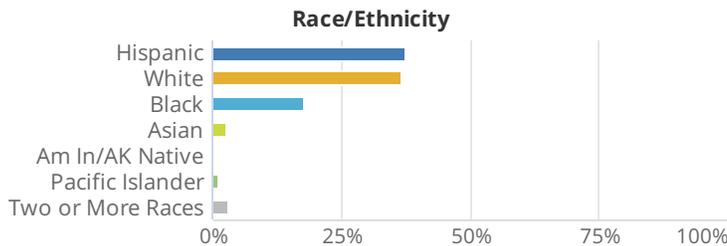
Appendix A

School Year 2017-2018 Nevada School Rating for Legacy Traditional School North Valley



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: itsnevada.org

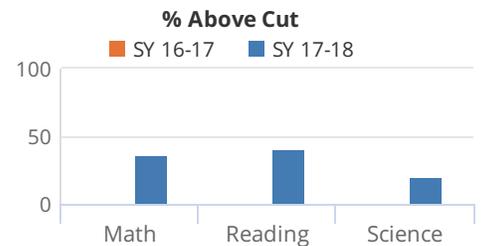
Total Index Score: 34.5
 School Designation:
 5024 Valley Drive
 North Las Vegas, NV 89031
 Phone: 702-342-0880



Academic Achievement



	% Above Cut	% District
Math CRT	36.6	52.8
ELA CRT	41.2	58.6
Science CRT	20.3	35.3
<i>Pooled Average</i>	36.7	52.9
Read by Grade 3	41.6	56.2



Student Growth



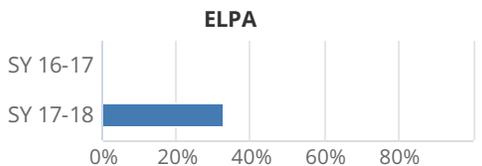
	% SY 17-18
Math CRT MGP	48.5
ELA CRT MGP	30.5
Math CRT AGP	37.1
ELA CRT AGP	34.2



English Language



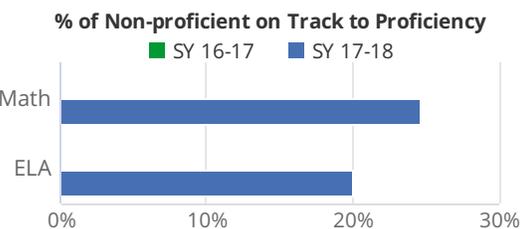
	% of EL Meeting AGP	% District
ELPA	32.8	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~25%	24.7
ELA CRT	~20%	20.1



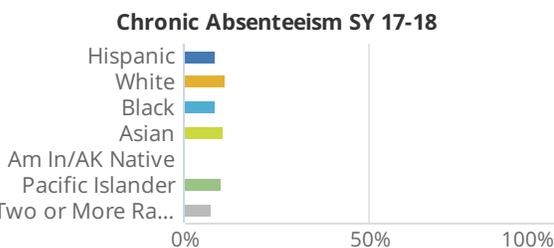
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	9.4	10.1

	% Participation	Met Target
Climate Survey	87.3	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	30.2	30.6	28.8	38.8	40.5	39.6	15.6	14.6	N/A
Hispanic/Latino	32.5	40.2	36.5	34.1	48	45.5	11.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	38	59	52.9	53.5	67.1	62.6	23.5	46.6	N/A
White/Caucasian	45.8	61.1	57.2	48.8	65	65.7	34.8	43.8	N/A
Special Education	15.2	29.2	24.8	21.7	29.3	26.3	18.1	19.4	N/A
English Learners Current + Former	28	37.4	32.4	28	38.9	38.4	10.5	15.2	N/A
English Learners Current	28	25.5		28	22.8		10.5	4.8	N/A
Economically Disadvantaged	34.2	33.1	35.7	38.7	40.4	44	10.5	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	37.9	34.2
Hispanic/Latino	37	47.1
Pacific Islander	-	38.8
Two or More Races	50	64.3
White/Caucasian	47.5	62.6
Special Education	40	29.4
English Learners Current + Former	36	33
English Learners Current	36	21.8
Economically Disadvantaged	37	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	45	31	28.7	27.2
Hispanic/Latino	50	29.5	36.5	31.7
Pacific Islander	-	-	-	-
Two or More Races	34	33	40	46
White/Caucasian	54	30	41.5	38.6
Special Education	28	25	9.6	16.1
English Learners Current + Former	52.5	33	30.8	25
English Learners Current	52.5	33	30.8	25
Economically Disadvantaged	38	28	28.7	28.7

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	20.4	22.8
Hispanic/Latino	20.8	16
Pacific Islander	-	-
Two or More Races	32	21.4
White/Caucasian	29.5	22.9
Special Education	8.3	7.4
English Learners Current + Former	25	18.6
English Learners Current	15.6	11.4
Economically Disadvantaged	18.4	19.4

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	10.5	4.9
Black/African American	8.8	14.5
Hispanic/Latino	8.5	11.5
Pacific Islander	10	12.6
Two or More Races	7.6	9
White/Caucasian	11.5	9
Special Education	8.1	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	4.3	10.4
Economically Disadvantaged	13.8	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

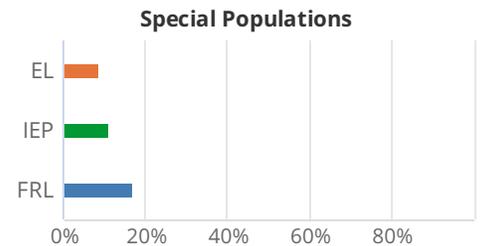
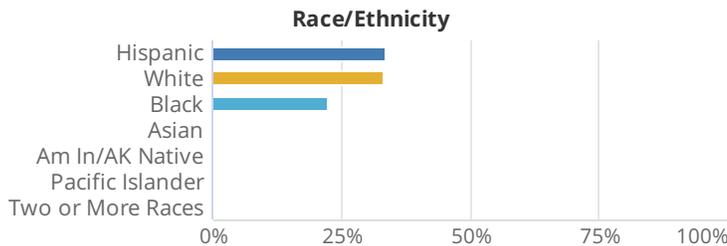
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Legacy Traditional School North Valley



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: itsnevada.org

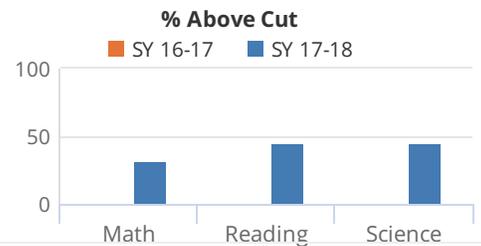
Total Index Score: 48.67
 School Designation:
 5024 Valley Drive
 North Las Vegas, NV 89031
 Phone: 702-342-0880



Academic Achievement



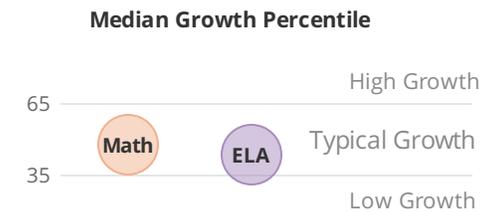
	% Above Cut	% District
% Math CRT	32.2	36.8
% ELA CRT	45.9	56.1
% Science CRT	45.7	45.2
% Pooled Average	40.2	46.3



Student Growth



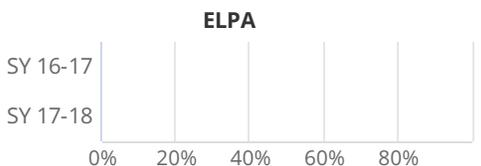
	% SY 17-18
Math CRT MGP	47.5
ELA CRT MGP	43.5
Math CRT AGP	29.6
ELA CRT AGP	44.5



English Language



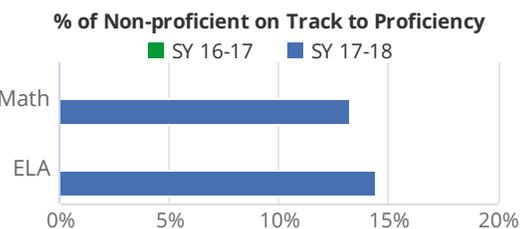
	% of EL Meeting AGP	% District
ELPA	-	32.4



Closing Opportunity Gaps



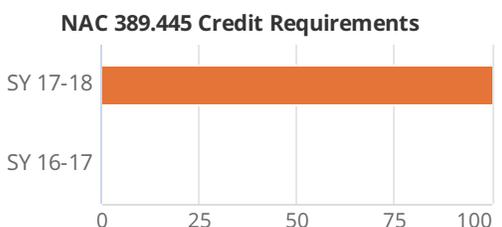
	% Non-proficient	% Meeting AGP
Math CRT	13.3	13.3
ELA CRT	14.5	14.5



Student Engagement



	% School	% District
Chronic Absenteeism	16.7	11.1
Academic Learning Plans	97.5	97.5
NAC 389.445 Credit Requirements	100	91.5
Climate Survey	80.8	Met Target YES



*Bonus points included

Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	31	17.7	19.5	48.2	38.4	34.5	27.2	25	N/A
Hispanic/Latino	23.3	26.1	25.5	29.7	46.3	42.2	33.3	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	28.5	41.5	37.5	35.7	61	59.2	-	51.6	N/A
White/Caucasian	45.1	44.4	44.4	70.9	63.5	64.6	76.9	54	N/A
Special Education	9	11.5	14.3	9	20.7	17.8	-	14.6	N/A
English Learners Current + Former	28.5	22.2	16	21.4	34.8	20.3	-	25.7	N/A
English Learners Current	28.5	8.5		21.4	15.8		-	9.3	N/A
Economically Disadvantaged	25	21.7	25.5	55	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	44	44	23	48.1
Hispanic/Latino	56	37	21.9	30.9
Pacific Islander	-	-	-	-
Two or More Races	34	31	23	38.4
White/Caucasian	47	65	48	64
Special Education	20	27	9	9
English Learners Current + Former	64.5	28	25	25
English Learners Current	64.5	28	25	25
Economically Disadvantaged	53	43.5	27.7	55.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	5	12.5
Hispanic/Latino	16.1	7.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	25	33.3
Special Education	0	0
English Learners Current + Former	5.8	13.3
English Learners Current	9	-
Economically Disadvantaged	11.3	5.5

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	13.5	12.9	100	96.3	100	85.4
Hispanic/Latino	17.8	11.7	93.7	97.5	100	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	11.7	12	100	97.3	-	91.7
White/Caucasian	21.4	10.9	100	97.8	100	93.4
Special Education	21	15.3	92.3	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	7.1	8.5	100	98.2	100	85.6
Economically Disadvantaged	13.7	14.3	100	98.2	100	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

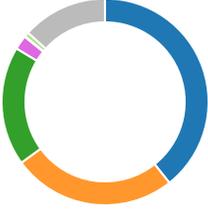
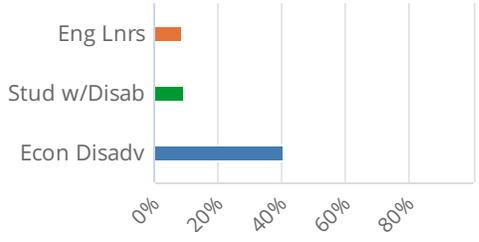
Star Rating



Index Score

at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 5024 Valley Drive North Las Vegas, NV 89031</p>	 <p>46.5 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 25.6% White 18.6% Bl/Afr Am 39.2% Hisp/Latino 2.2% Asian 0.1% Am Ind/AK Nat 0.7% Pac Isl 13.3% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>34.5 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	34.5 ★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p> 
School Year	Index Score/Star Rating							
2017-2018	34.5 ★★							
2016-2017	N/A N/A							

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2018-2019 School Performance

Academic Achievement Indicator 9/25

Measure	School Rate	District Rate
Pooled Proficiency	38.7	54
Math Proficiency	42.3	54.5
ELA Proficiency	43.3	60.1
Science Proficiency	15.8	34.7
Read-by-Grade-3 Proficiency	46.2	56.7

Growth Indicator 11.5/35

Measure	School Median	District Median
Math MGP	45	55
ELA MGP	39	52
	School Rate	District Rate
Met Math AGP Target	32.3	49.7
Met ELA AGP Target	43.8	59.7

English Language Proficiency Indicator 10/10

Measure	School Rate	District Rate
Met EL AGP Target	60.7	56.7

Closing Opportunity Gaps Indicator 6/20

Measure	School Rate	District Rate
Prior Non-Proficient Met	21.3	27.8
Math AGP Target		
Prior Non-Proficient Met	33	39.2
ELA AGP Target		

Student Engagement Indicator **10/10

Measure	School Rate	District Rate
Chronic Absenteeism	3.9	8
Climate Survey Participation	97.8	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

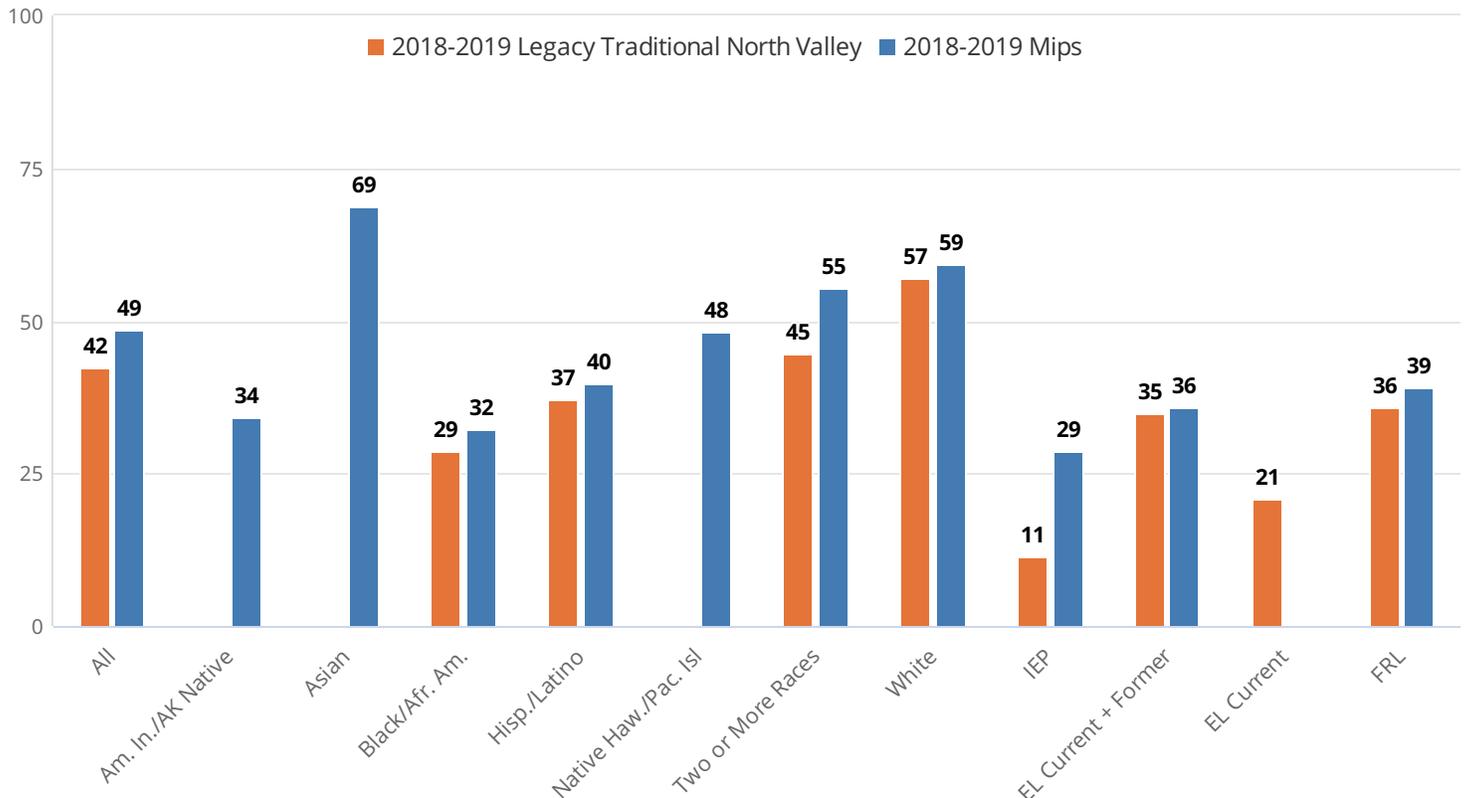
Pooled Proficiency Points Earned: 6/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.7	54	36.7	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.3	54.5	48.5	36.6	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	28.6	31.3	32.3	30.2	30.6	28.8
Hispanic/Latino	37.2	44.6	39.6	32.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	44.6	58.2	55.3	38	59	52.9
White/Caucasian	57	62.2	59.3	45.8	61.1	57.2
Special Education	11.3	27.3	28.6	15.2	29.2	24.8
English Learners Current + Former	35	42.2	35.8	28	37.4	32.4
English Learners Current	20.8	32.3		28	25.5	
Economically Disadvantaged	35.7	39.7	39	34.2	33.1	35.7

Math Assessments
% Proficient



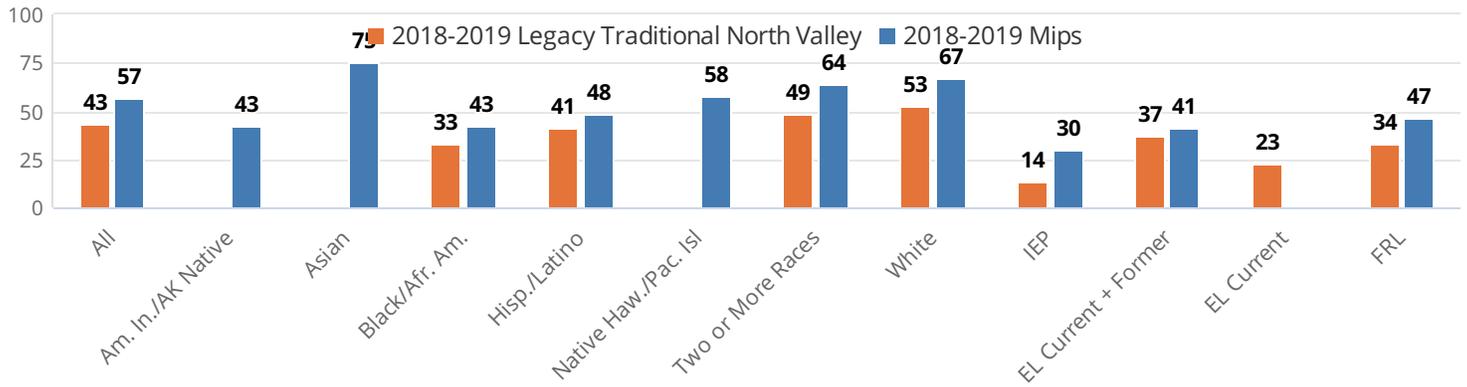


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.3	60.1	57	41.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	32.5	40.8	42.6	38.8	40.5	39.6
Hispanic/Latino	41.2	51.1	48.2	34.1	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	48.8	63.7	64.4	53.5	67.1	62.6
White/Caucasian	52.6	66.7	67.4	48.8	65	65.7
Special Education	13.5	26.6	30	21.7	29.3	26.3
English Learners Current + Former	36.8	42.2	41.4	28	38.9	38.4
English Learners Current	23.1	29.3		28	22.8	
Economically Disadvantaged	33.5	45.3	46.8	38.7	40.4	44

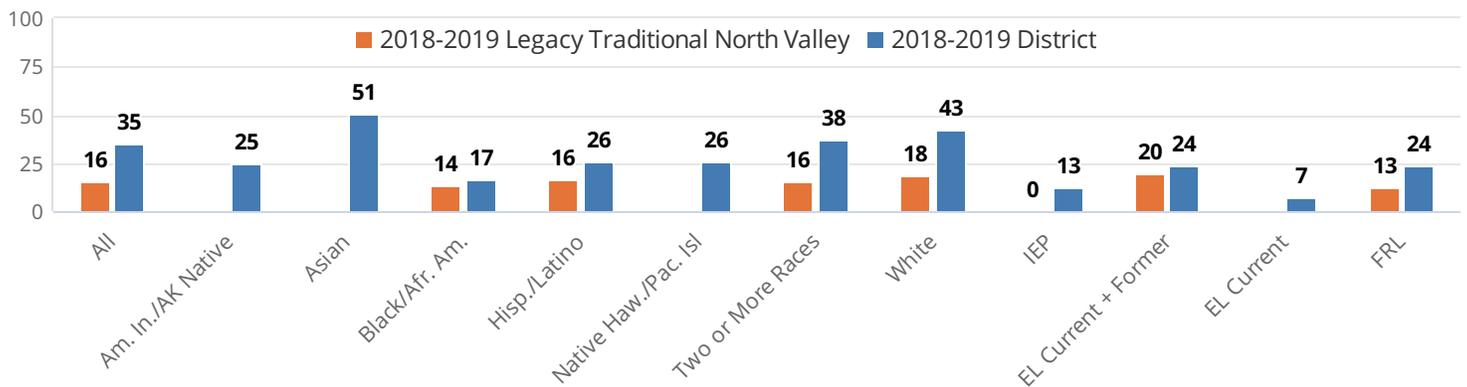
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	15.8	34.7	20.3	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	13.6	16.6	15.6	14.6
Hispanic/Latino	16.3	25.8	11.2	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	15.6	37.6	23.5	46.6
White/Caucasian	18.3	42.7	34.8	43.8
Special Education	0	12.5	18.1	19.4
English Learners Current + Former	20	24.1	10.5	15.2
English Learners Current	-	7.2	10.5	4.8
Economically Disadvantaged	12.5	23.8	10.5	17.3

Science Assessments
% Proficient





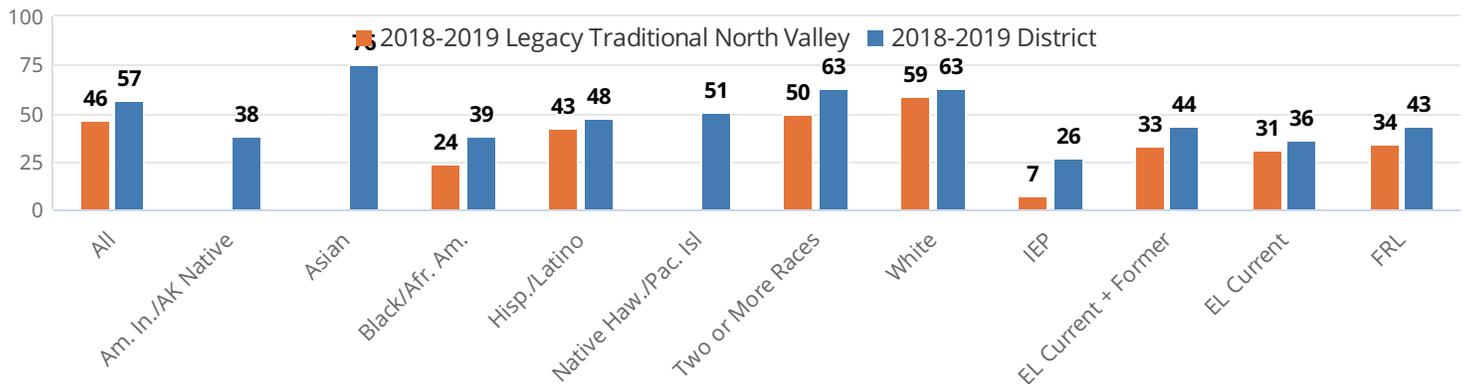
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	46.2	56.7	41.6	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	23.8	38.5	37.9	34.2
Hispanic/Latino	42.7	47.5	37	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	50	63.1	50	64.3
White/Caucasian	58.8	62.6	47.5	62.6
Special Education	7	26.3	40	29.4
English Learners Current + Former	33.2	43.6	36	33
English Learners Current	31.1	36.1	36	21.8
Economically Disadvantaged	34.2	43.2	37	37.5

Read by Grade 3
% Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 th Percentile	Student Growth Score
2nd Grade	61.3	54
1st Grade	56.5	54
Kindergarten	45.3	43



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	45	55	39	52	48.5	53	30.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	40	48	27	43.5	45	45	31	44
Hispanic/Latino	39	54	42	51	50	49	29.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	43.5	53	20	50	34	53	33	51.5
White/Caucasian	53	57	43.5	54	54	55	30	49
Special Education	23.5	51	23.5	42	28	49	25	40.5
English Learners Current + Former	35	59	34	53	52.5	49	33	52
English Learners Current	35	56	34	49	52.5	43.5	33	44
Economically Disadvantaged	38	53	35	47	38	46	28	46

AGP Growth Data

Math AGP Points Earned: 3/7.5 ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	32.3	49.7	43.8	59.7	37.1	48.6	34.2	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	23.5	30.1	39.2	43.5	28.7	28.8	27.2	41.3
Hispanic/Latino	27	43	43.2	54.2	36.5	37.8	31.7	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	33.2	50.2	33.2	59.3	40	51.2	46	60.7
White/Caucasian	45.7	56.1	54.1	65	41.5	53.7	38.6	58.7
Special Education	7	28.3	25	34.5	9.6	29.5	16.1	30.5
English Learners Current + Former	28.5	43.8	42.7	48.1	30.8	35.2	25	44.6
English Learners Current	17.3	34.7	30.3	37.6	30.8	23.3	25	32.2
Economically Disadvantaged	23.1	38.2	36.1	47.7	28.7	29.8	28.7	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



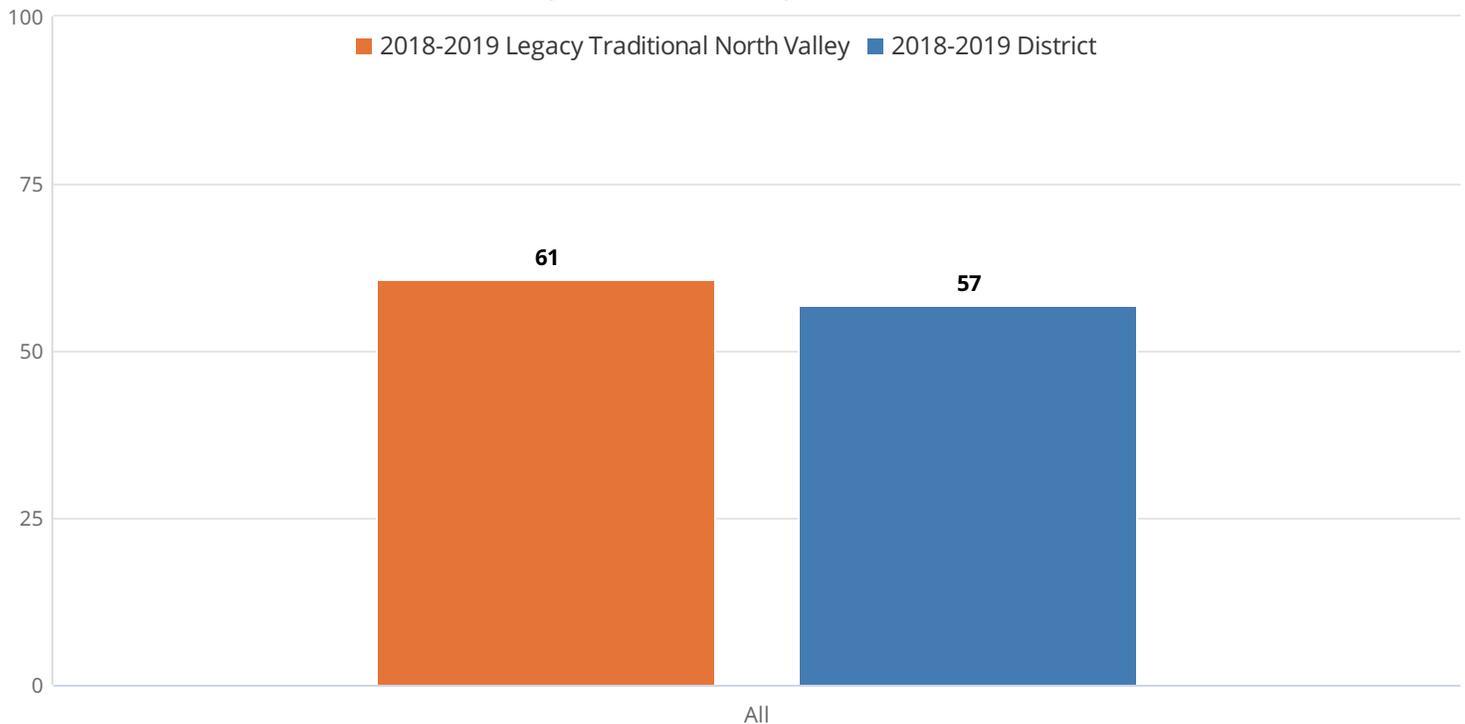
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	56	60.7	56.7	70	32.8	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 ELA AGP Points Earned: 3/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	21.3	27.8	33	39.2	24.7	27	20.1	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	13.3	20	36	26.5	20.4	16.5	22.8	30.3
Hispanic/Latino	15.3	26	32.7	37	20.8	22.6	16	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	31.1	27.3	25	36.2	32	31.1	21.4	41.3
White/Caucasian	31.5	32.2	35.1	45.7	29.5	31.5	22.9	38.7
Special Education	9.5	16.3	10	22.3	8.3	15.5	7.4	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	25	N/A	18.6	N/A
English Learners Current	15	24.1	27.6	31.6	15.6	16.8	11.4	31.3
Economically Disadvantaged	17.3	23	28.5	32.2	18.4	20	19.4	29.8

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

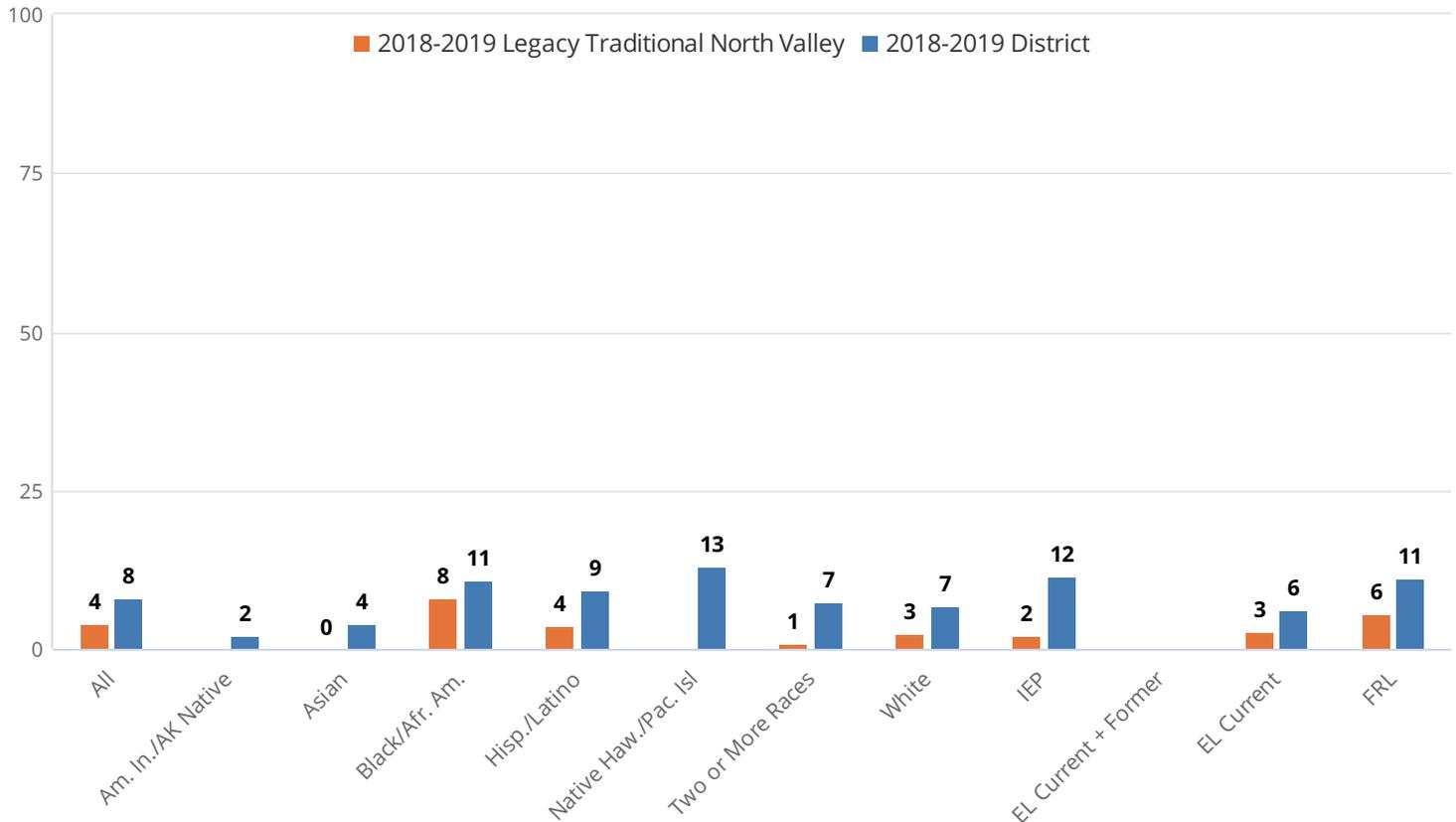
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

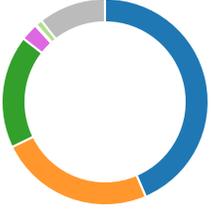
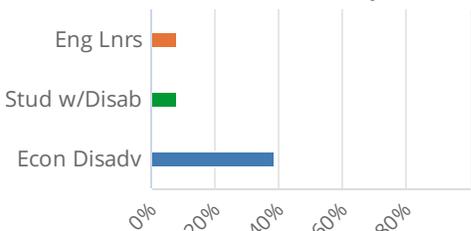
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	3.9	8	9.4	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	0	4.2	10.5	4.9
Black/African American	8	11	8.8	14.5
Hispanic/Latino	3.7	9.4	8.5	11.5
Pacific Islander	-	13	10	12.6
Two or More Races	0.8	7.4	7.6	9
White/Caucasian	2.5	6.9	11.5	9
Special Education	2.3	11.5	8.1	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	2.7	6.2	4.3	10.4
Economically Disadvantaged	5.7	11.1	13.8	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 5024 Valley Drive North Las Vegas, NV 89031</p>	 <p>60 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 24.1% White 17.6% Bl/Afr Am 43.3% Hisp/Latino 2.7% Asian 0.2% Am Ind/AK Nat 1% Pac Isl 10.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>48.6 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	48.6 ★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p>  <ul style="list-style-type: none"> Eng Lnrs Stud w/Disab Econ Disadv
School Year	Index Score/Star Rating							
2017-2018	48.6 ★★							
2016-2017	N/A N/A							

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.2	50.2
Math Proficiency	30	42.6
ELA Proficiency	48.6	59.6
Science Proficiency	30.3	44.7



Student Growth Indicator

Measure	School Median	District Median
Math MGP	43	58
ELA MGP	53	56
	School Rate	District Rate
Met Math AGP Target	28.8	44.3
Met ELA AGP Target	47.7	61.3



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.3	38.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	9.8	21.8
Math AGP Target		
Prior Non-Proficient Met	26.8	32.7
ELA AGP Target		

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

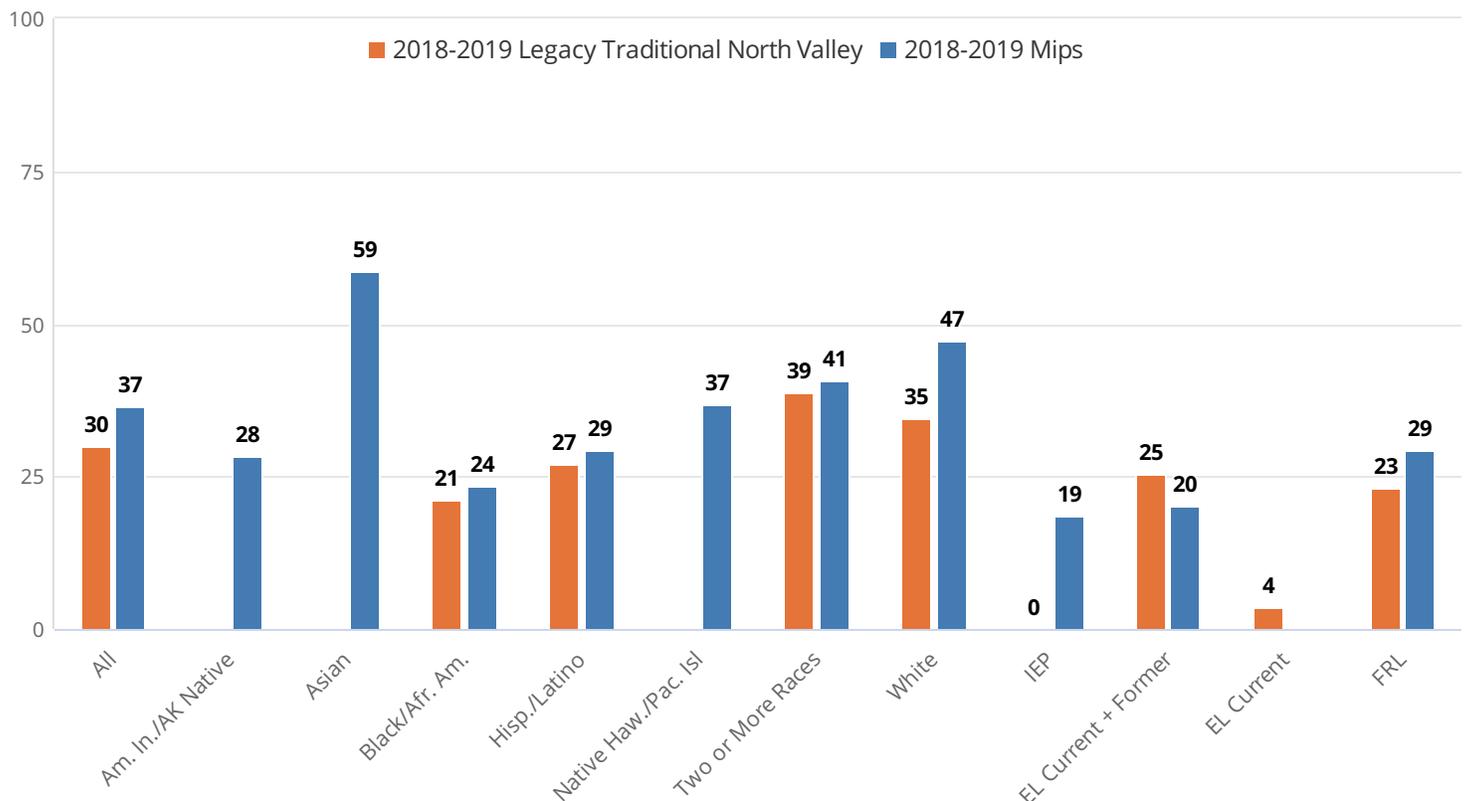
Pooled Proficiency Points Earned: 13/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.2	50.2	40.2	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.3	24.1	23.5	31	17.7	19.5
Hispanic/Latino	27.1	31.8	29.3	23.3	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	38.7	47.2	40.6	28.5	41.5	37.5
White/Caucasian	34.5	51.2	47.1	45.1	44.4	44.4
Special Education	0	12	18.6	9	11.5	14.3
English Learners Current + Former	25.3	26.8	20.2	28.5	22.2	16
English Learners Current	3.7	12.5		28.5	8.5	
Economically Disadvantaged	23	29	29.2	25	21.7	25.5

**Math Assessments
% Proficient**



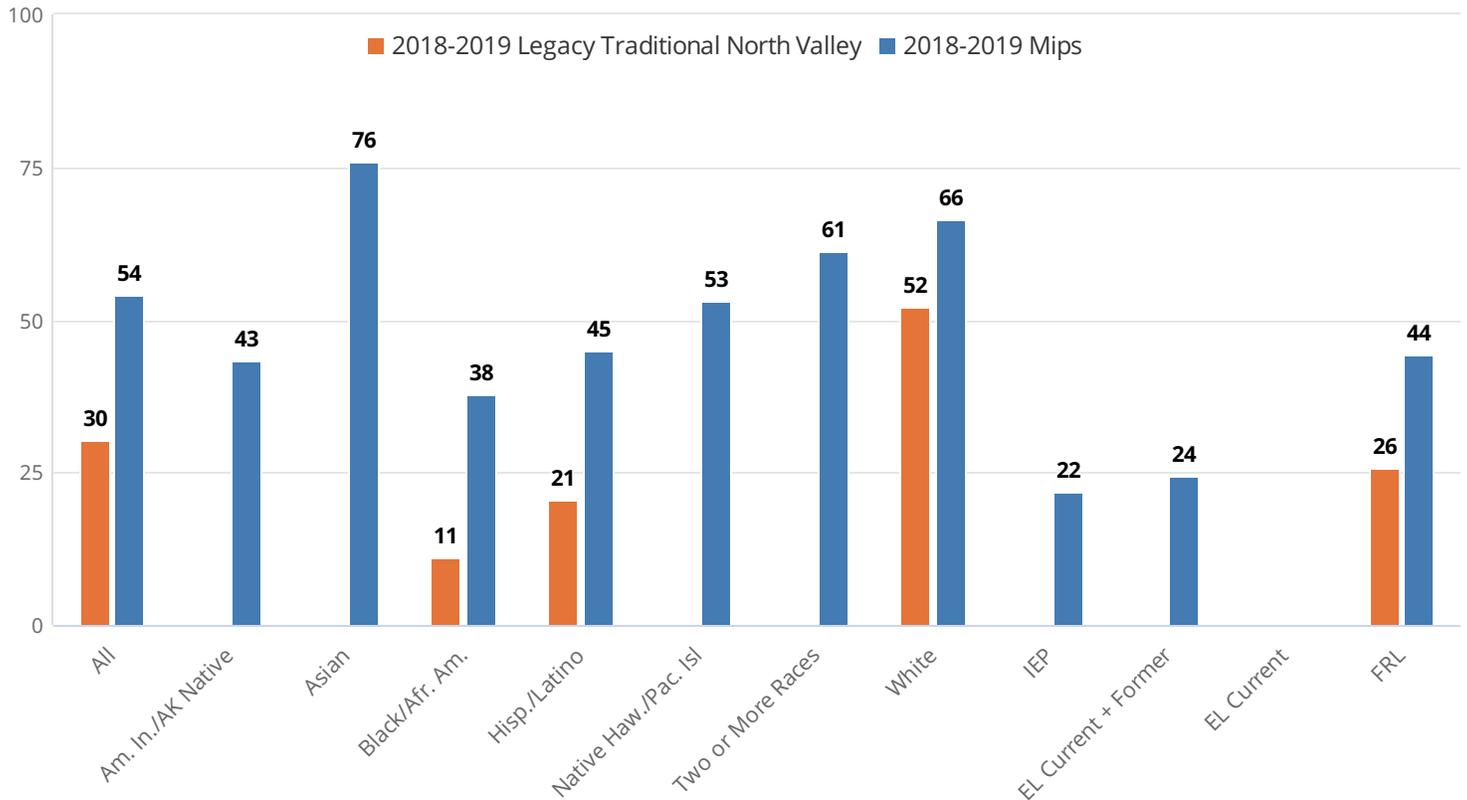


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.6	59.6	54.1	45.9	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	41	40.1	37.8	48.2	38.4	34.5
Hispanic/Latino	42.1	50.2	45.1	29.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.1	66.7	61.3	35.7	61	59.2
White/Caucasian	55.8	67.7	66.3	70.9	63.5	64.6
Special Education	4.7	19.8	21.9	9	20.7	17.8
English Learners Current + Former	41.7	42.7	24.3	21.4	34.8	20.3
English Learners Current	22.1	22		21.4	15.8	
Economically Disadvantaged	43	46.3	44.4	55	41.5	41.4

ELA Assessments
% Proficient



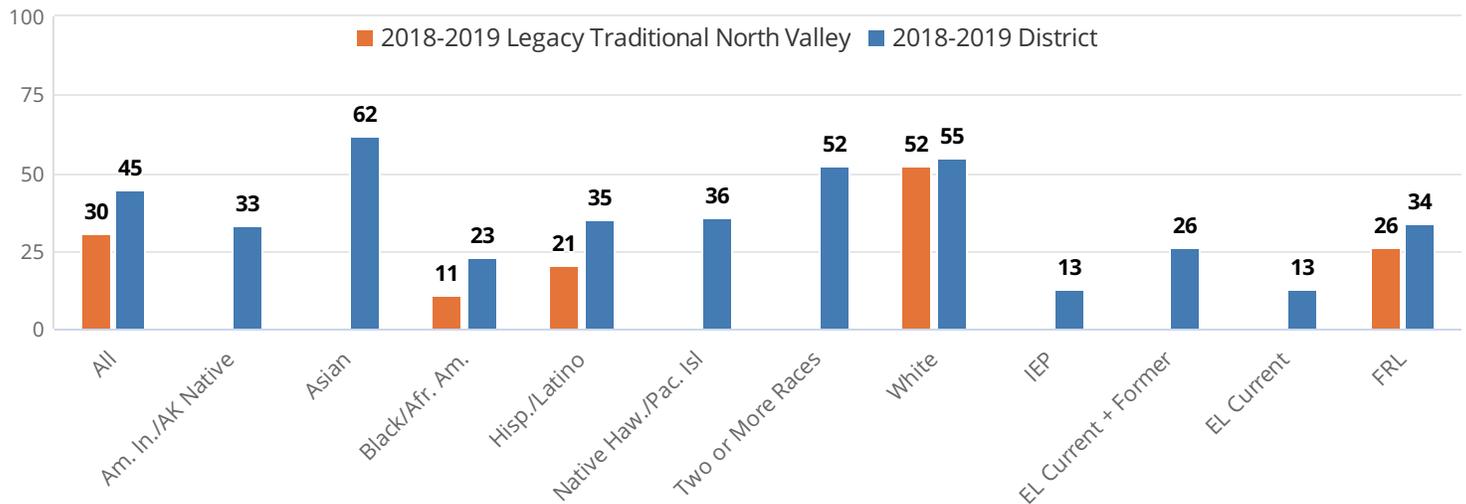


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	30.3	44.7	45.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	11	23.1	27.2	25
Hispanic/Latino	20.6	35.2	33.3	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	52.1	54.5	76.9	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	25.8	33.7	-	30.7

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10 ELA MGP Points Earned: 6/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	43	58	53	56	47.5	52	43.5	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	44	53	46	51	44	45	44	50.5
Hispanic/Latino	42	59	52	57	56	54	37	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	50	56	54	54	34	53	31	55
White/Caucasian	50.5	58	56	56	47	49	65	53
Special Education	31	55	48	55	20	44	27	50
English Learners Current + Former	43	64	52	64	64.5	59	28	54
English Learners Current	46.5	61	59	62	64.5	57	28	53
Economically Disadvantaged	43	59	53	57	53	53	43.5	52

AGP Growth Data

Math AGP Points Earned: 3/5 ELA AGP Points Earned: 2.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	28.8	44.3	47.7	61.3	29.6	37.7	44.5	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	22.1	27.5	44.3	44.2	23	20.1	48.1	39.5
Hispanic/Latino	28.6	35.5	42.2	53.6	21.9	30.1	30.9	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	34.2	47.1	54.2	66.2	23	42.7	38.4	61.3
White/Caucasian	29.3	51.8	53.7	68.4	48	44	64	62.2
Special Education	4.7	16.8	4.7	25.3	9	14.5	9	23.6
English Learners Current + Former	25.3	32.7	37.2	48.3	25	31.3	25	40
English Learners Current	12.5	17.3	20.8	28.1	25	14.8	25	20.1
Economically Disadvantaged	24.1	33.3	43.5	50.3	27.7	25.8	55.5	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



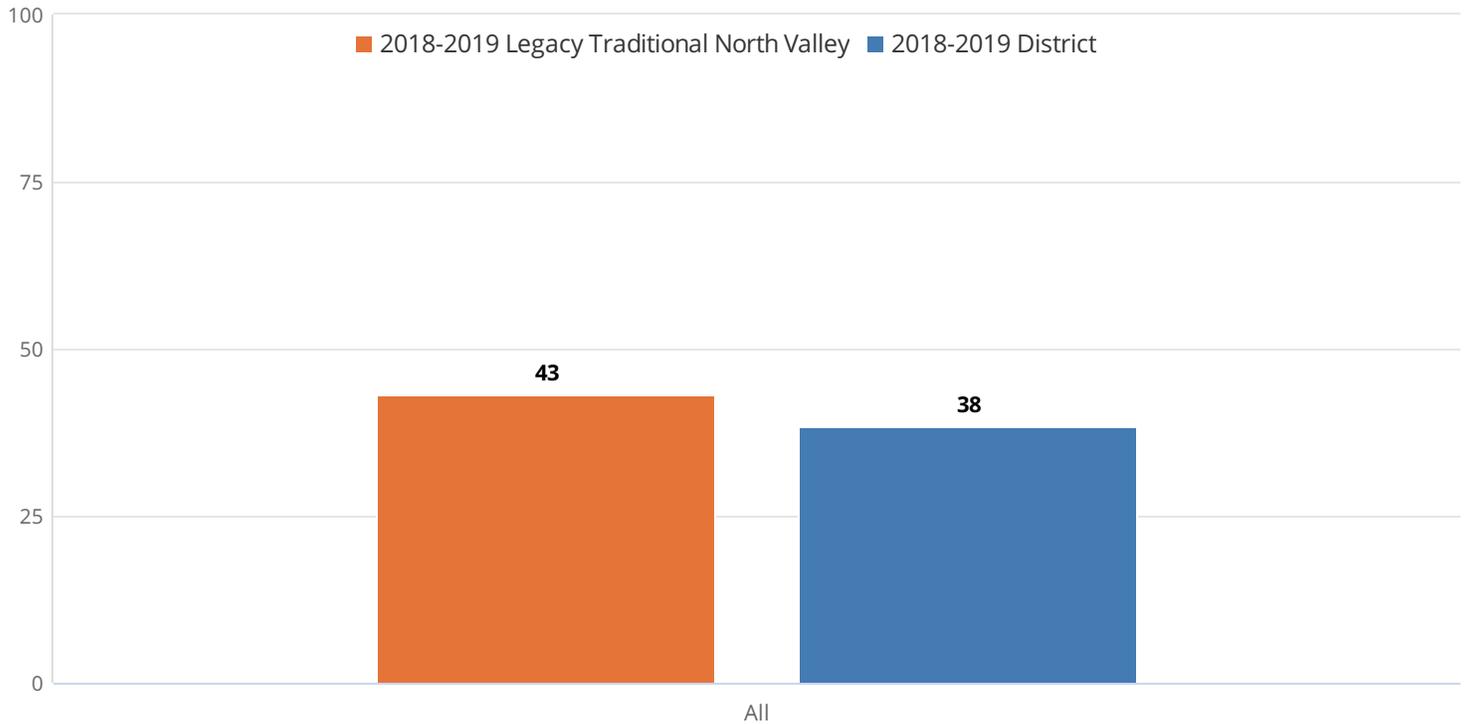
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	23	43.3	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 2/10 ELA AGP Points Earned: 6/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	9.8	21.8	26.8	32.7	13.3	19	14.5	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	7.5	15	24.1	22	5	10.9	12.5	23.3
Hispanic/Latino	12.3	21.5	25	31.1	16.1	17.1	7.6	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	14.1	19.8	28.5	32.8	-	21	-	32
White/Caucasian	4	24.8	31.6	38.3	25	21.5	33.3	33.2
Special Education	4.7	9.6	5	16.8	0	6.4	0	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	5.8	N/A	13.3	N/A
English Learners Current	8.5	12.5	21.6	22.1	9	13.8	-	16.8
Economically Disadvantaged	11.3	19.5	29.1	29.1	11.3	16	5.5	23.5

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

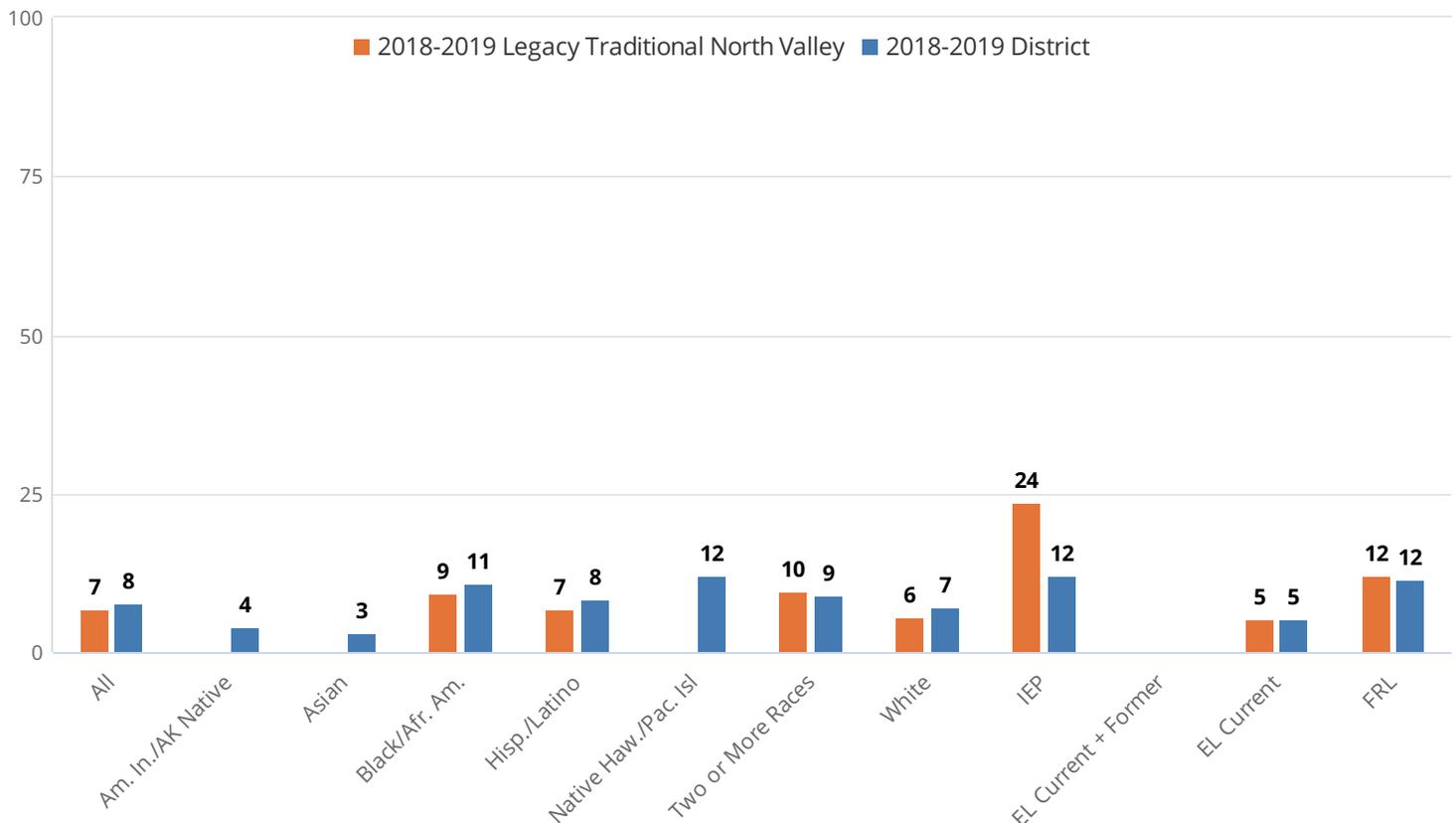
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	7	7.9	16.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	9.3	11	13.5	12.9
Hispanic/Latino	7	8.4	17.8	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	9.6	8.9	11.7	12
White/Caucasian	5.7	7.2	21.4	10.9
Special Education	23.8	12.1	21	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.4	5.2	7.1	8.5
Economically Disadvantaged	12	11.5	13.7	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

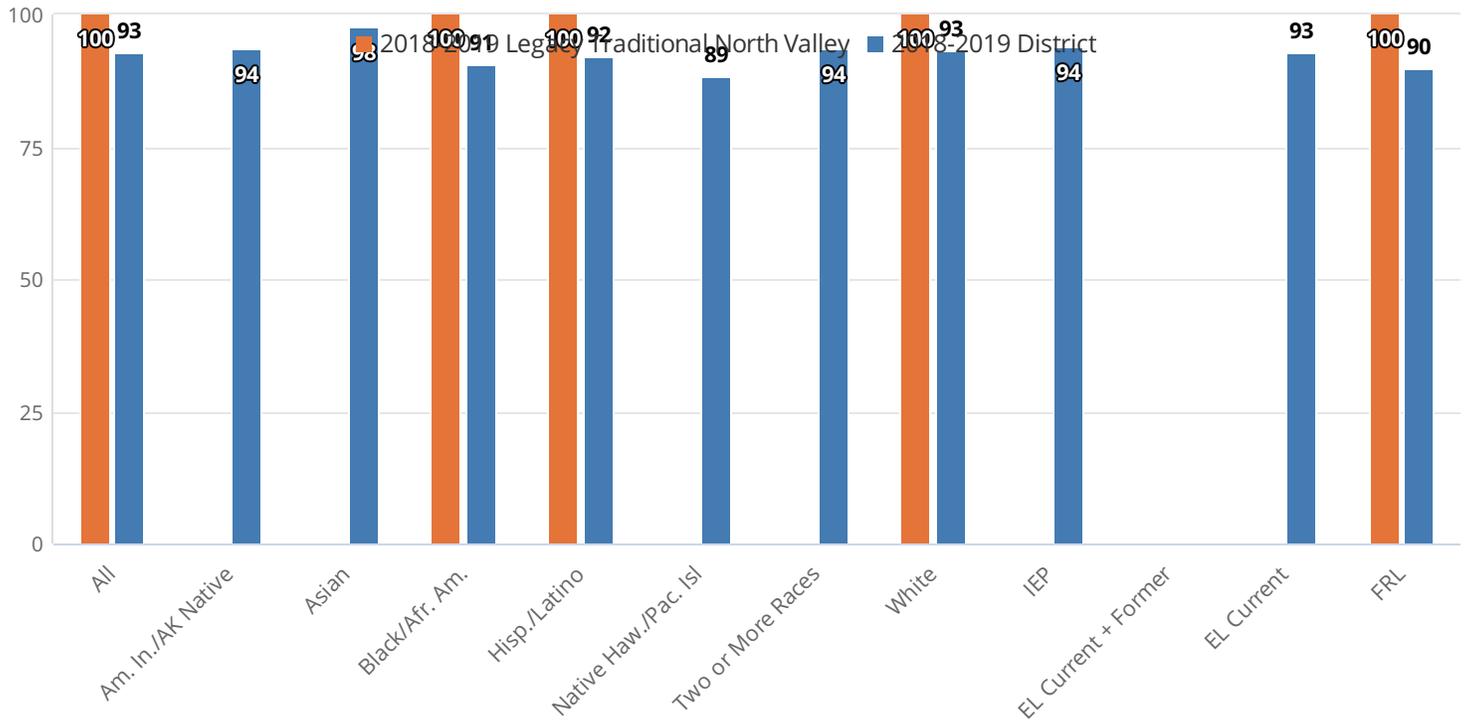
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	99	99.5	97.5	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	98.2	99.2	100	96.3
Hispanic/Latino	99.2	99.5	93.7	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	98.7	99.4	100	97.8
Special Education	100	99.4	92.3	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	97	98.5	100	98.2
Economically Disadvantaged	98.5	99.4	100	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	100	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	100	90.5	100	85.4
Hispanic/Latino	100	92.2	100	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	100	85.6
Economically Disadvantaged	100	89.7	100	85.6

% of Students Meeting 8th Grade Credit Requirements

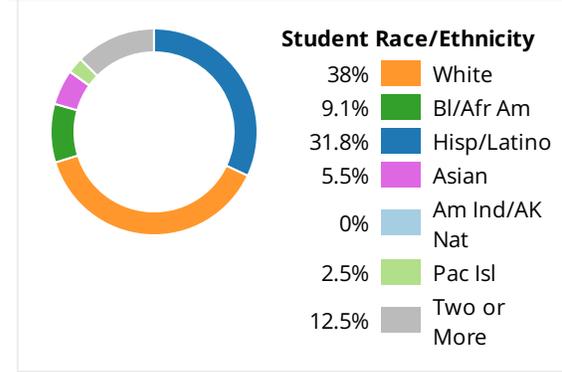


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: OK-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011

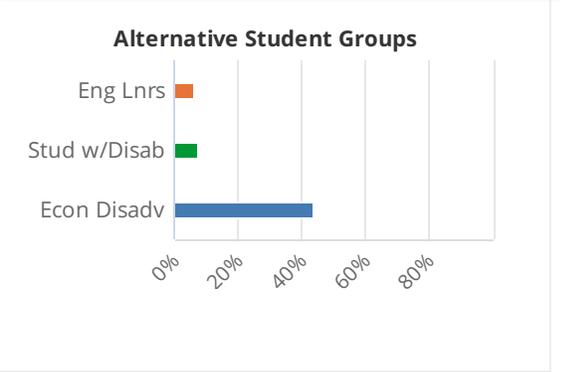


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score	Star Rating
2017-2018	N/A	N/A
2016-2017	N/A	N/A



What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2018-2019 School Performance



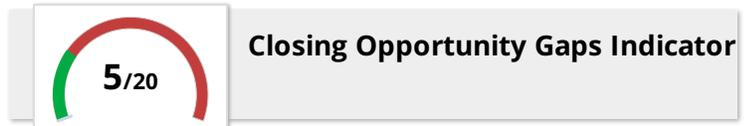
Measure	School Rate	District Rate
Pooled Proficiency	45.8	54
Math Proficiency	46.2	54.5
ELA Proficiency	52.8	60.1
Science Proficiency	25.1	34.7
Read-by-Grade-3 Proficiency	52.8	56.7



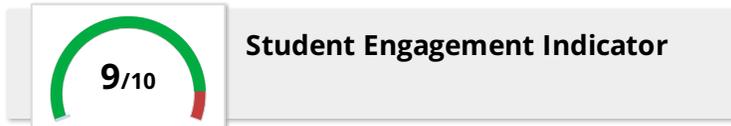
Measure	School Median	District Median
Math MGP	41	55
ELA MGP	37.5	52
	School Rate	District Rate
Met Math AGP Target	34.5	49.7
Met ELA AGP Target	44.2	59.7



Measure	School Rate	District Rate
Met EL AGP Target	59.2	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	16.1	27.8
Math AGP Target		
Prior Non-Proficient Met	33.7	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	6.5	8
Climate Survey Participation	87.6	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

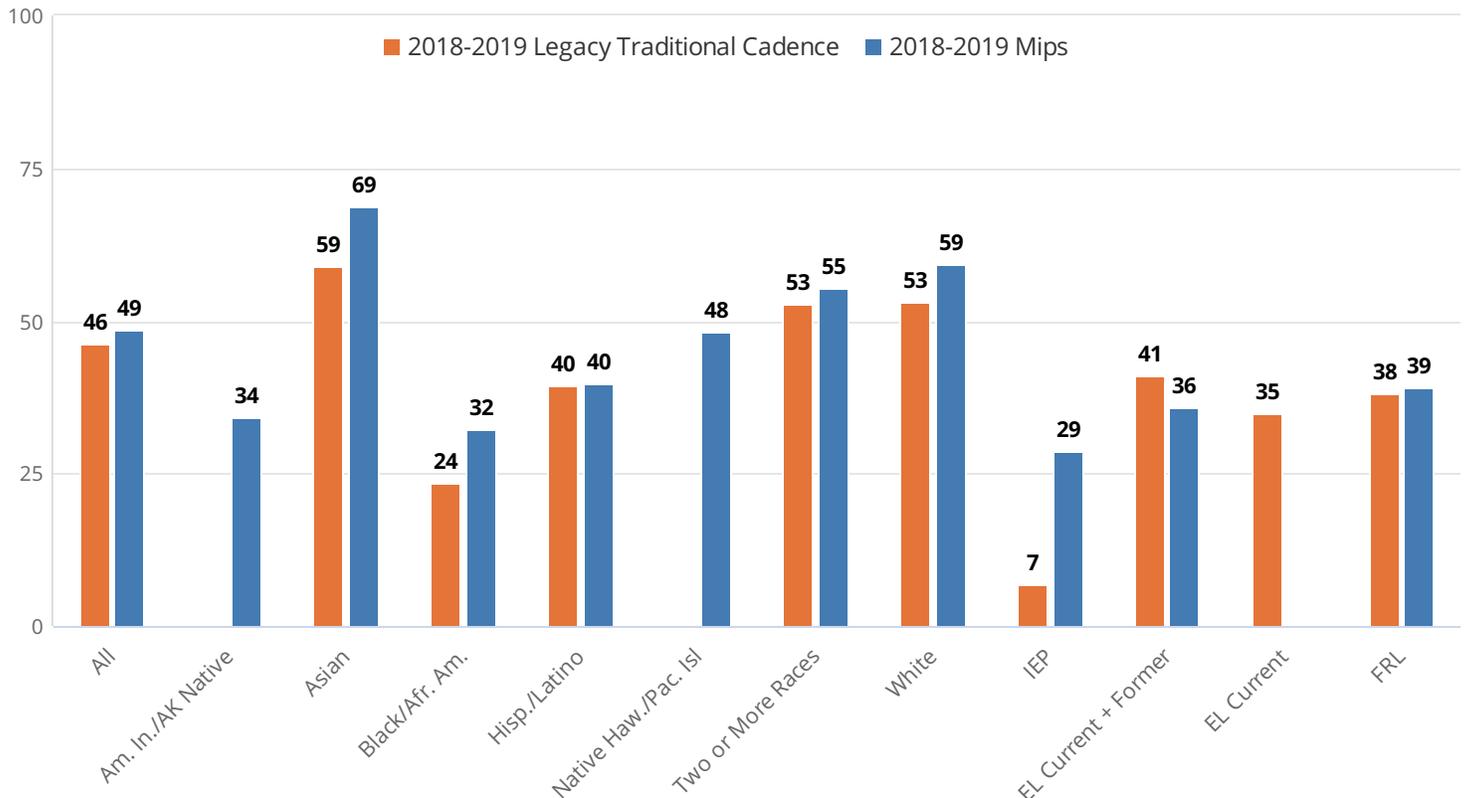
Pooled Proficiency Points Earned: 9/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.8	54		

Math Proficient

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

Math Assessments
% Proficient



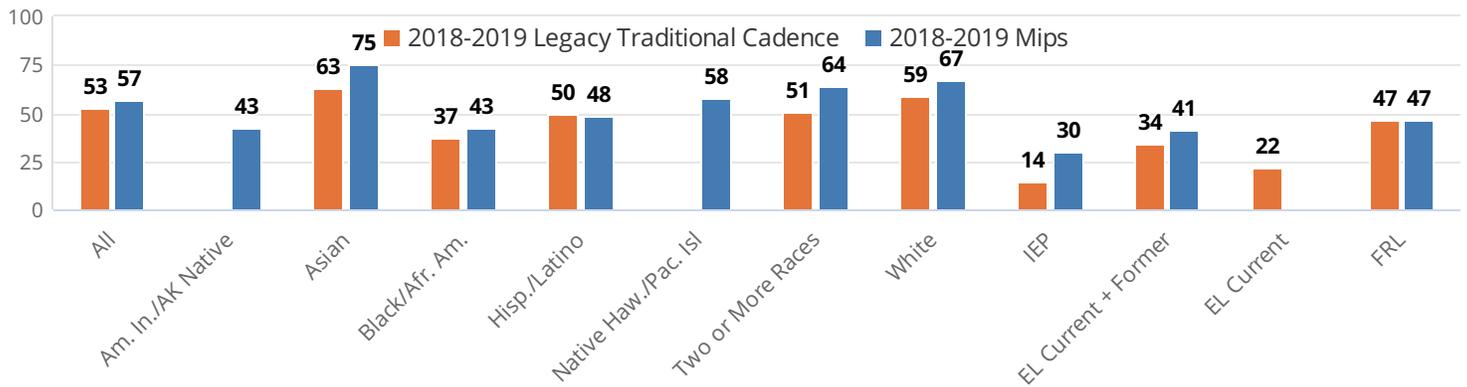


Academic Achievement

ELA Proficient

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

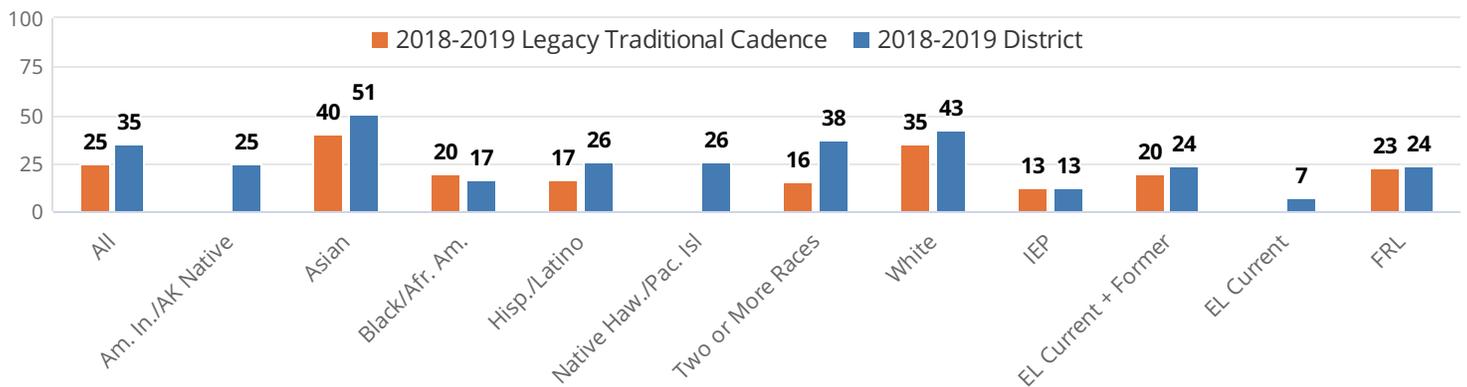
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	25.1	34.7		
American Indian/Alaska Native	-	25		
Asian	40	50.5		
Black/African American	20	16.6		
Hispanic/Latino	17	25.8		
Pacific Islander	-	26.1		
Two or More Races	15.6	37.6		
White/Caucasian	34.7	42.7		
Special Education	12.5	12.5		
English Learners Current + Former	20	24.1		
English Learners Current	-	7.2		
Economically Disadvantaged	22.6	23.8		

Science Assessments
% Proficient





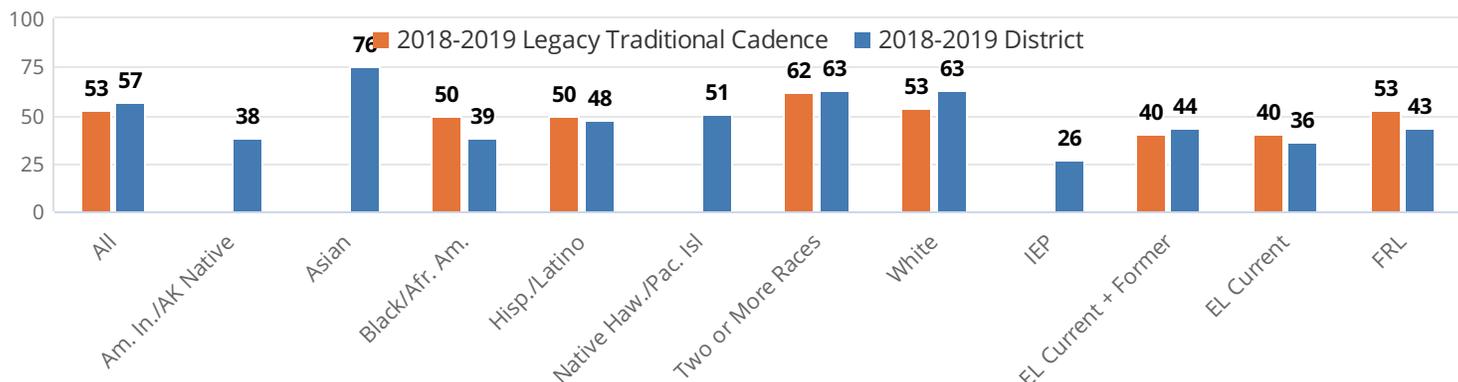
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	52.8	56.7		
American Indian/Alaska Native	-	38.3		
Asian	-	75.7		
Black/African American	50	38.5		
Hispanic/Latino	50	47.5		
Pacific Islander	-	50.7		
Two or More Races	61.5	63.1		
White/Caucasian	53.2	62.6		
Special Education	-	26.3		
English Learners Current + Former	40	43.6		
English Learners Current	40	36.1		
Economically Disadvantaged	52.6	43.2		

Read by Grade 3
% Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 th Percentile	Student Growth Score
2nd Grade	68	59
1st Grade	75	55
Kindergarten	70.8	71



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	92.5%	92.5%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.7%	94.7%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10 ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	41	55	37.5	52				
American Indian/Alaska Native	-	55.5	-	67				
Asian	-	58	-	59				
Black/African American	33	48	25	43.5				
Hispanic/Latino	43	54	32	51				
Pacific Islander	-	43	-	46				
Two or More Races	45	53	35	50				
White/Caucasian	37.5	57	45.5	54				
Special Education	39	51	31	42				
English Learners Current + Former	41	59	34.5	53				
English Learners Current	34	56	29	49				
Economically Disadvantaged	35.5	53	28	47				

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	34.5	49.7	44.2	59.7				
American Indian/Alaska Native	-	50	-	75				
Asian	-	66.4	-	73.5				
Black/African American	25	30.1	29.3	43.5				
Hispanic/Latino	26.8	43	39	54.2				
Pacific Islander	-	40.3	-	48.3				
Two or More Races	33.2	50.2	48.3	59.3				
White/Caucasian	44.2	56.1	54.2	65				
Special Education	0	28.3	16.6	34.5				
English Learners Current + Former	25	43.8	25	48.1				
English Learners Current	27.1	34.7	9	37.6				
Economically Disadvantaged	24.3	38.2	32.6	47.7				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



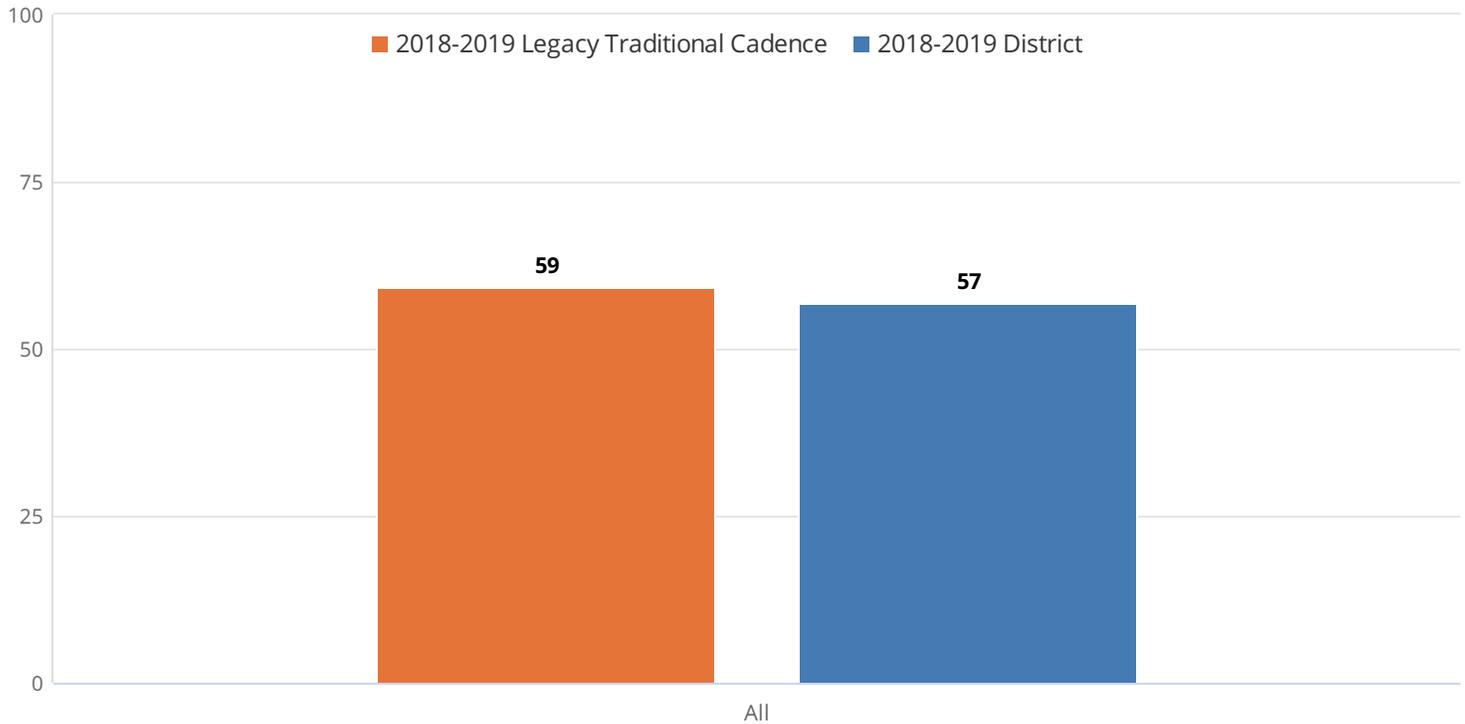
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	32	59.2	56.7			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 2/10 ELA AGP Points Earned: 3/10

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	16.1	27.8	33.7	39.2				
American Indian/Alaska Native	-	20	-	-				
Asian	-	38.5	-	52.3				
Black/African American	10	20	18.1	26.5				
Hispanic/Latino	16.6	26	31.5	37				
Pacific Islander	-	25	-	35.5				
Two or More Races	7.5	27.3	45.3	36.2				
White/Caucasian	13	32.2	37.5	45.7				
Special Education	0	16.3	8.3	22.3				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	24.1	-	31.6				
Economically Disadvantaged	10.4	23	19.1	32.2				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

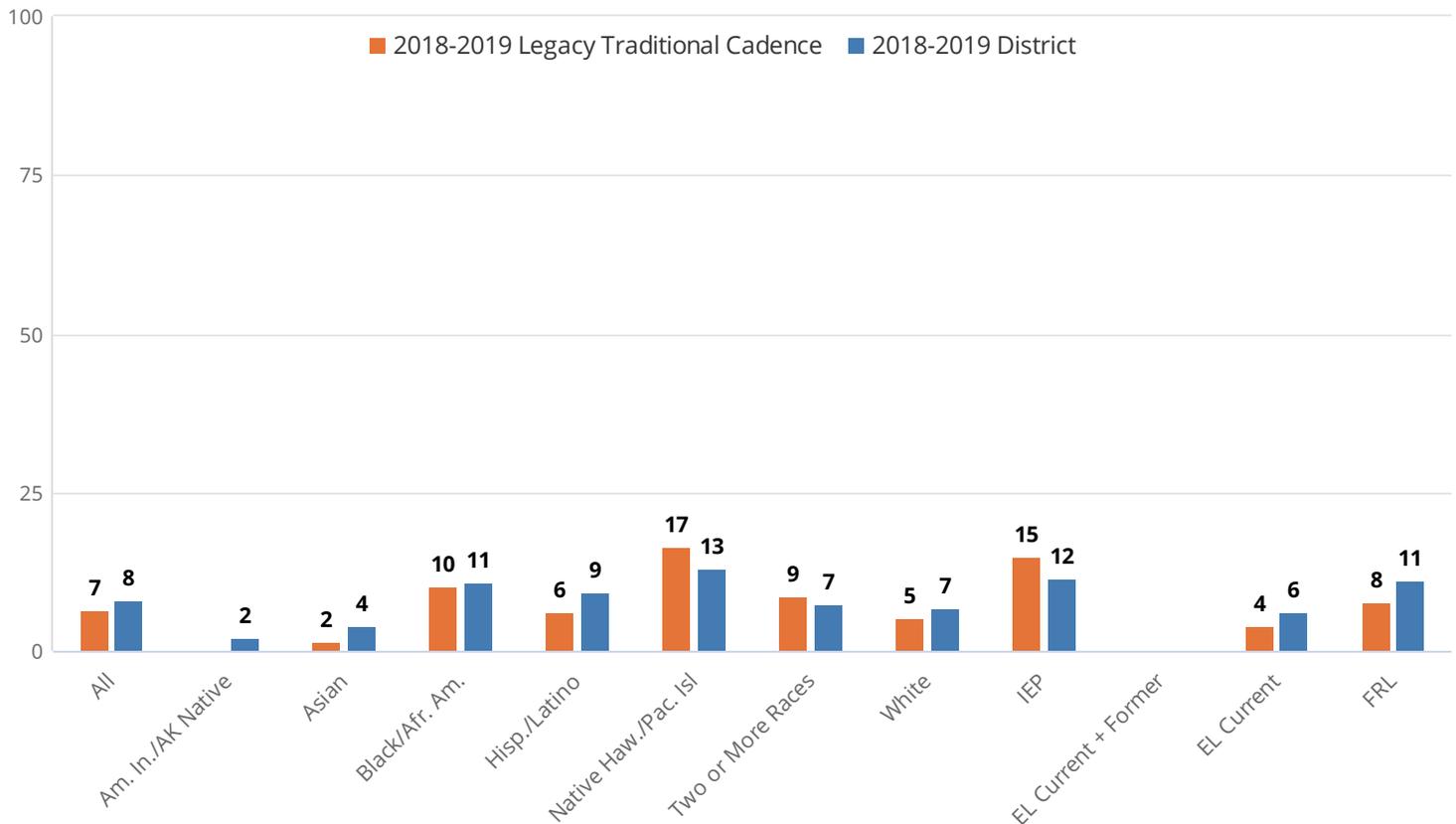
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

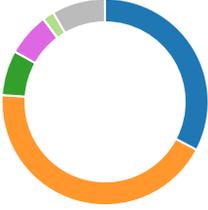
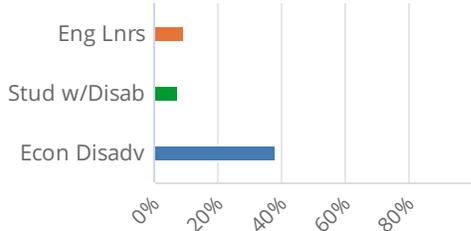
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.5	8		
American Indian/Alaska Native	-	2.3		
Asian	1.7	4.2		
Black/African American	10.3	11		
Hispanic/Latino	6.2	9.4		
Pacific Islander	16.6	13		
Two or More Races	8.6	7.4		
White/Caucasian	5.2	6.9		
Special Education	15	11.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	4.2	6.2		
Economically Disadvantaged	7.7	11.1		

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 <p>82 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 43.1% White 7% BI/Afr Am 32.5% Hisp/Latino 6.7% Asian 0% Am Ind/AK Nat 1.8% Pac Isl 8.3% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p>Alternative Student Groups</p> 
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance

Academic Achievement Indicator 20/25

Measure	School Rate	District Rate
Pooled Proficiency	48.7	50.2
Math Proficiency	41.7	42.6
ELA Proficiency	58.1	59.6
Science Proficiency	31.1	44.7

English Language Proficiency Indicator 6/10

Measure	School Rate	District Rate
Met EL AGP Target	25	38.3

Student Engagement Indicator 9/15

Measure	School Rate	District Rate
Chronic Absenteeism	16	7.9
Academic Learning Plans	96	99.5
8th Grade Credit Requirements	100	92.7
Climate Survey Participation	87.3	N/A

Student Growth Indicator 27/30

Measure	School Median	District Median
Math MGP	66	58
ELA MGP	56.5	56
	School Rate	District Rate
Met Math AGP Target	48.8	44.3
Met ELA AGP Target	61.2	61.3

Closing Opportunity Gaps Indicator 20/20

Measure	School Rate	District Rate
Prior Non-Proficient Met	32.3	21.8
Math AGP Target		
Prior Non-Proficient Met	35	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

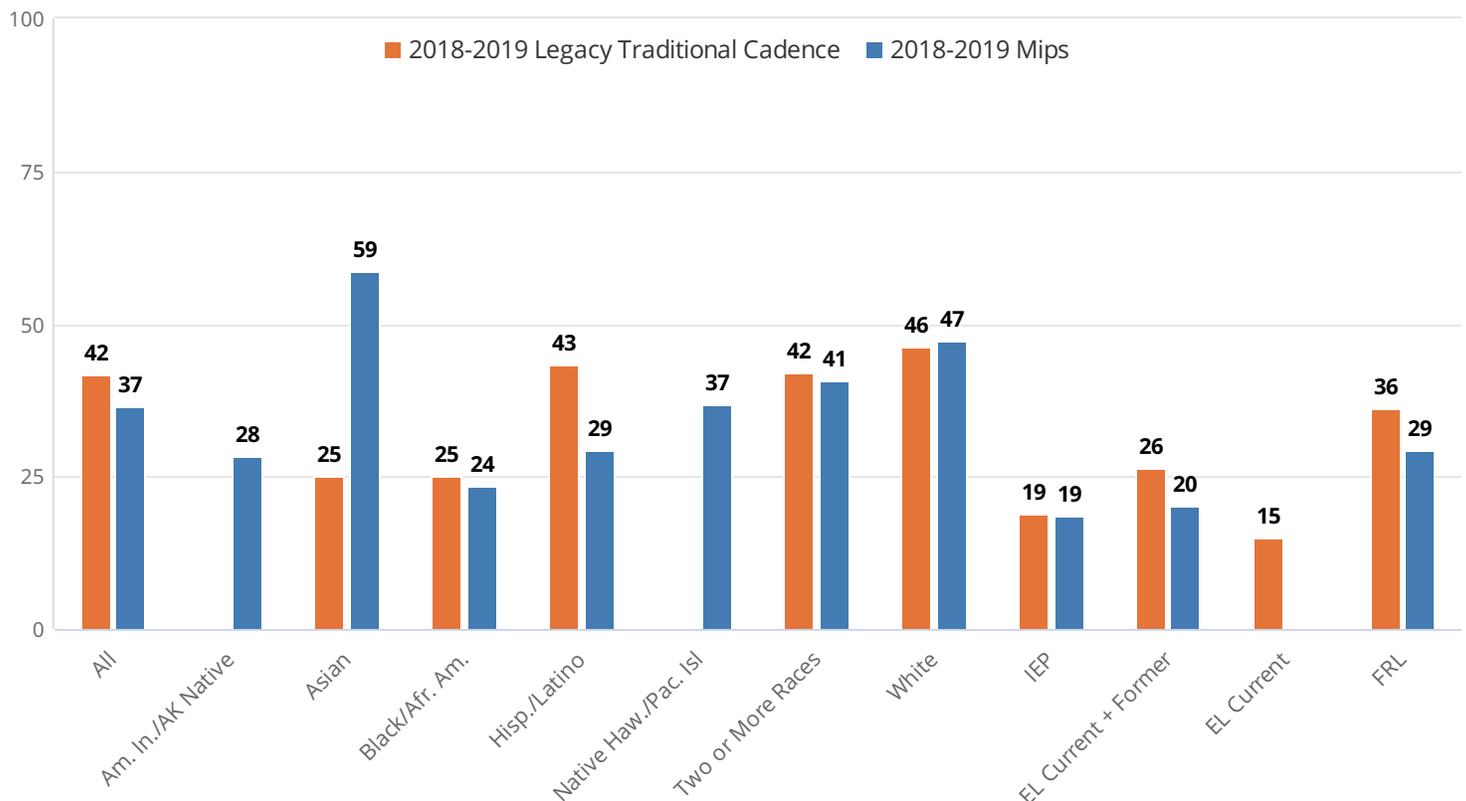
Pooled Proficiency Points Earned: 20/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	48.7	50.2		

Math Proficient

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

Math Assessments
% Proficient



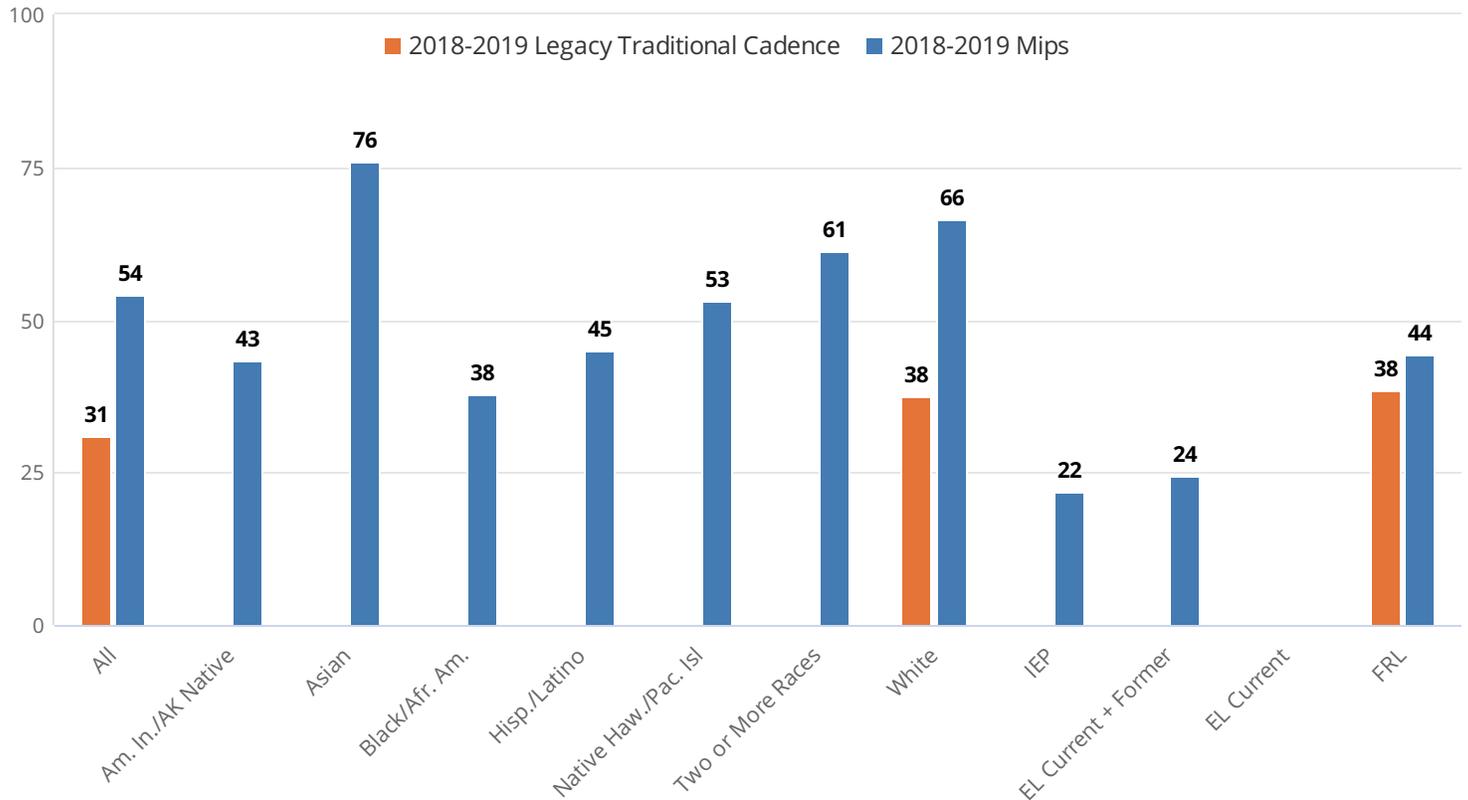


Academic Achievement

ELA Proficient

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

ELA Assessments
% Proficient



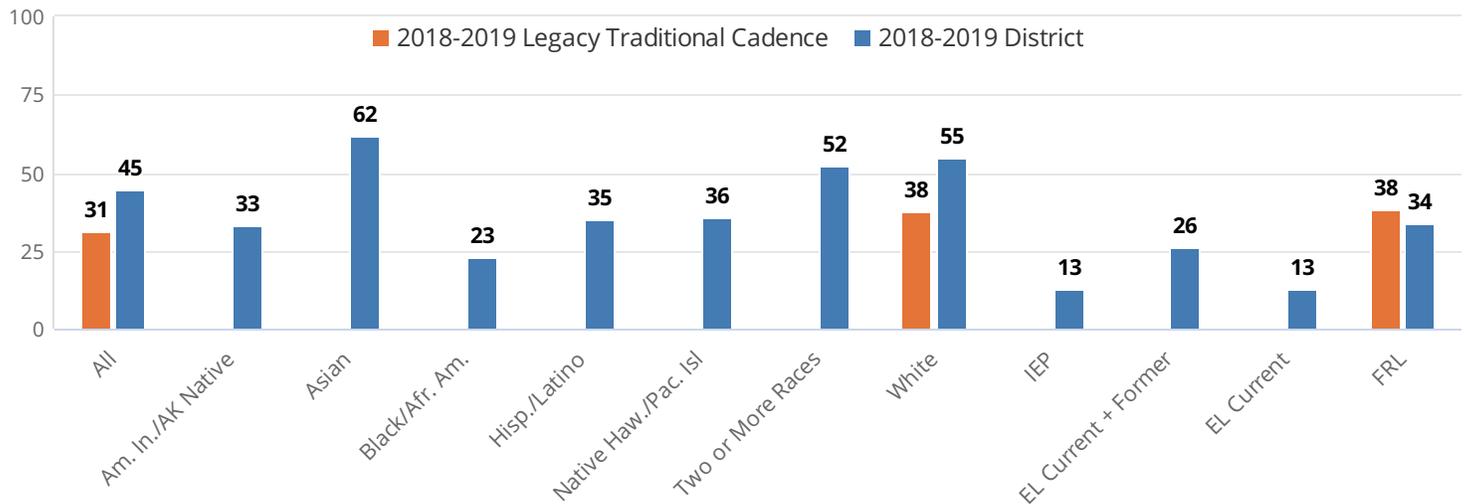


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	31.1	44.7		
American Indian/Alaska Native	-	33.2		
Asian	-	62		
Black/African American	-	23.1		
Hispanic/Latino	-	35.2		
Pacific Islander	-	35.7		
Two or More Races	-	52.2		
White/Caucasian	37.5	54.5		
Special Education	-	13		
English Learners Current + Former	-	26		
English Learners Current	-	12.6		
Economically Disadvantaged	38.3	33.7		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	66	58	56.5	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	37.5	53	49.5	51				
Hispanic/Latino	71	59	65	57				
Pacific Islander	-	63	-	57				
Two or More Races	65.5	56	33	54				
White/Caucasian	68	58	58.5	56				
Special Education	59	55	52	55				
English Learners Current + Former	71.5	64	51	64				
English Learners Current	70	61	50	62				
Economically Disadvantaged	66	59	57	57				

AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	48.8	44.3	61.2	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	21.3	27.5	50	44.2				
Hispanic/Latino	50.7	35.5	61.8	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	43.7	47.1	50	66.2				
White/Caucasian	56.2	51.8	67.5	68.4				
Special Education	28.5	16.8	28.5	25.3				
English Learners Current + Former	27.6	32.7	33.2	48.3				
English Learners Current	20	17.3	26.6	28.1				
Economically Disadvantaged	39.3	33.3	54.8	50.3				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



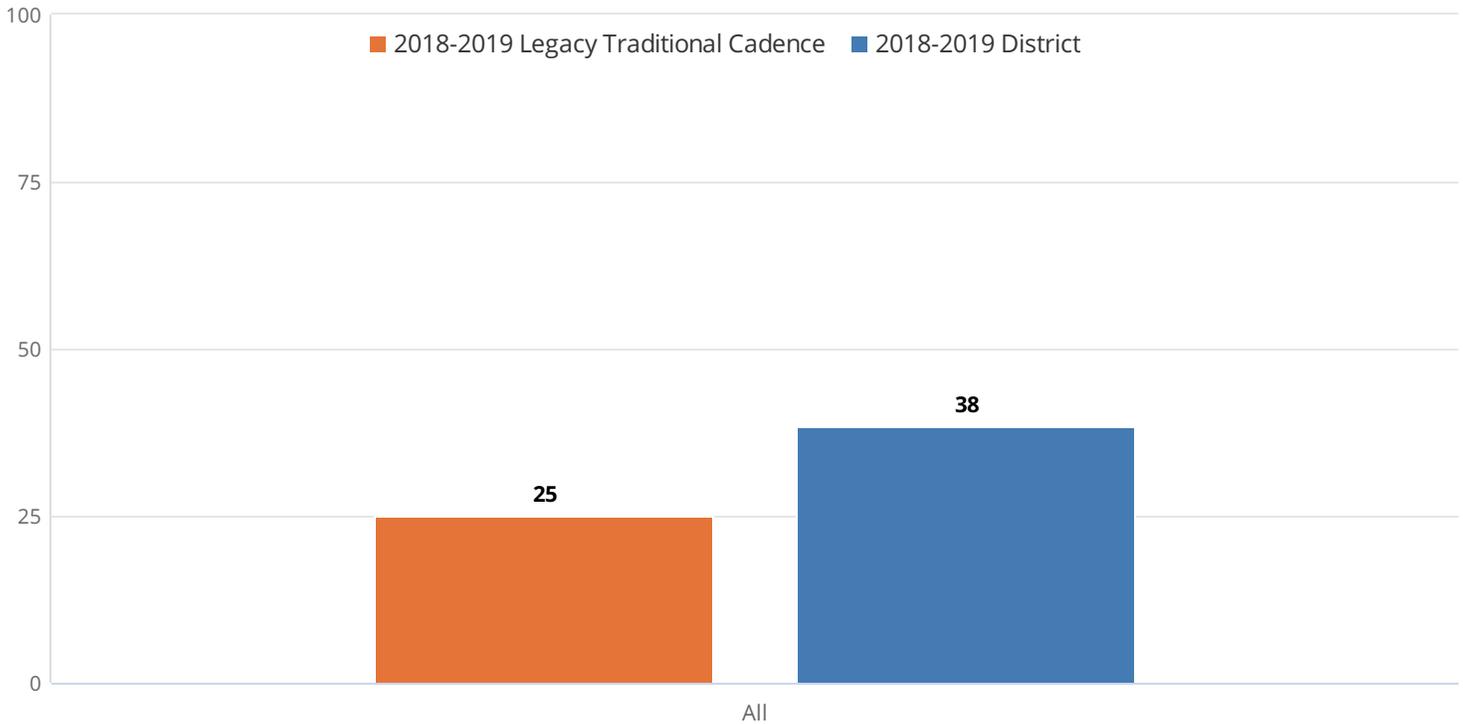
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	12	25	38.3			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 10/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	32.3	21.8	35	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	9	15	40	22				
Hispanic/Latino	42.5	21.5	44.1	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	30	19.8	-	32.8				
White/Caucasian	29.6	24.8	26	38.3				
Special Education	16.6	9.6	11.6	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	7.5	12.5	0	22.1				
Economically Disadvantaged	28.5	19.5	35	29.1				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

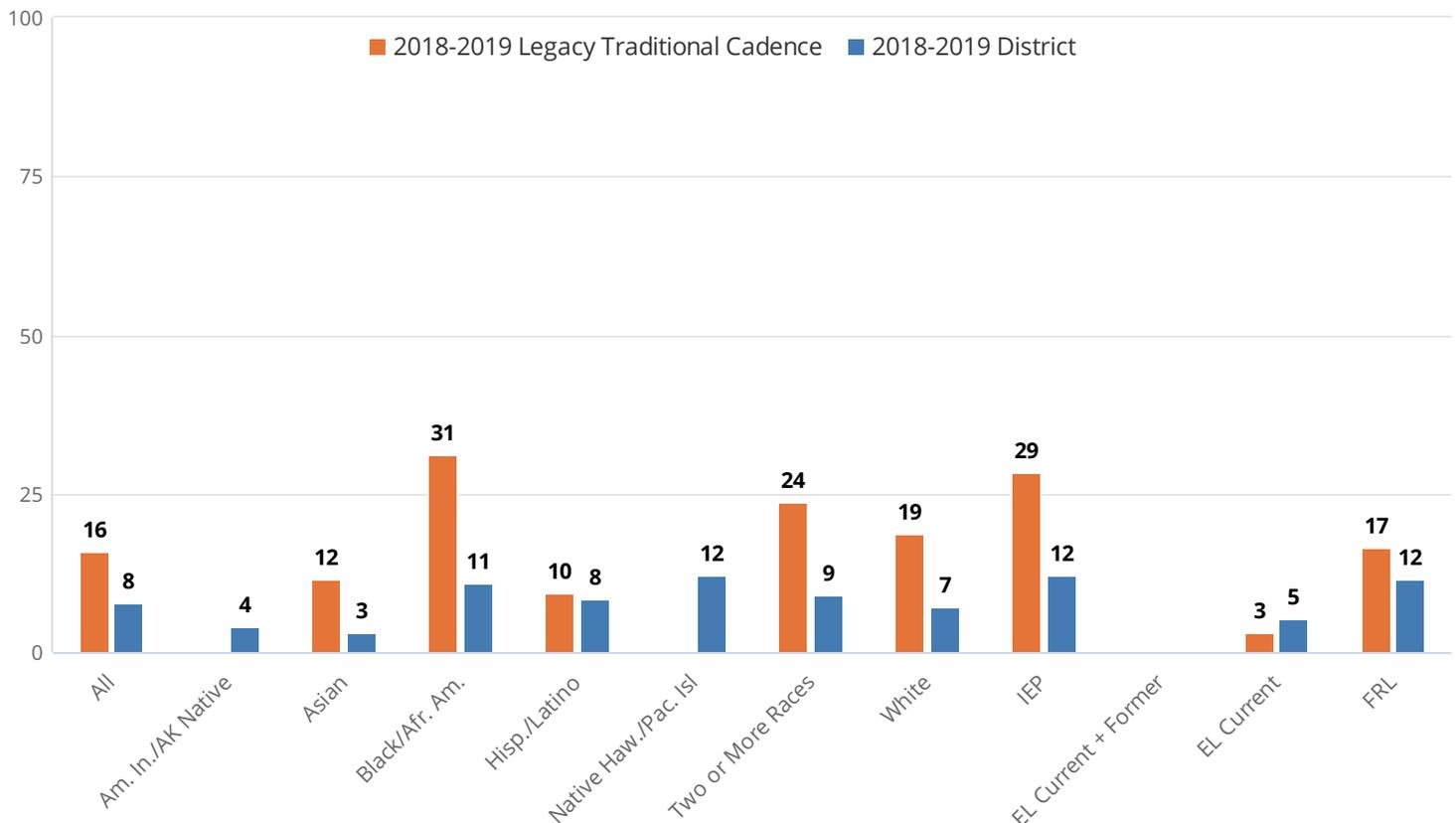
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16	7.9		
American Indian/Alaska Native	-	4.2		
Asian	11.6	3		
Black/African American	31.1	11		
Hispanic/Latino	9.5	8.4		
Pacific Islander	-	12		
Two or More Races	23.8	8.9		
White/Caucasian	18.6	7.2		
Special Education	28.5	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	3.1	5.2		
Economically Disadvantaged	16.6	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

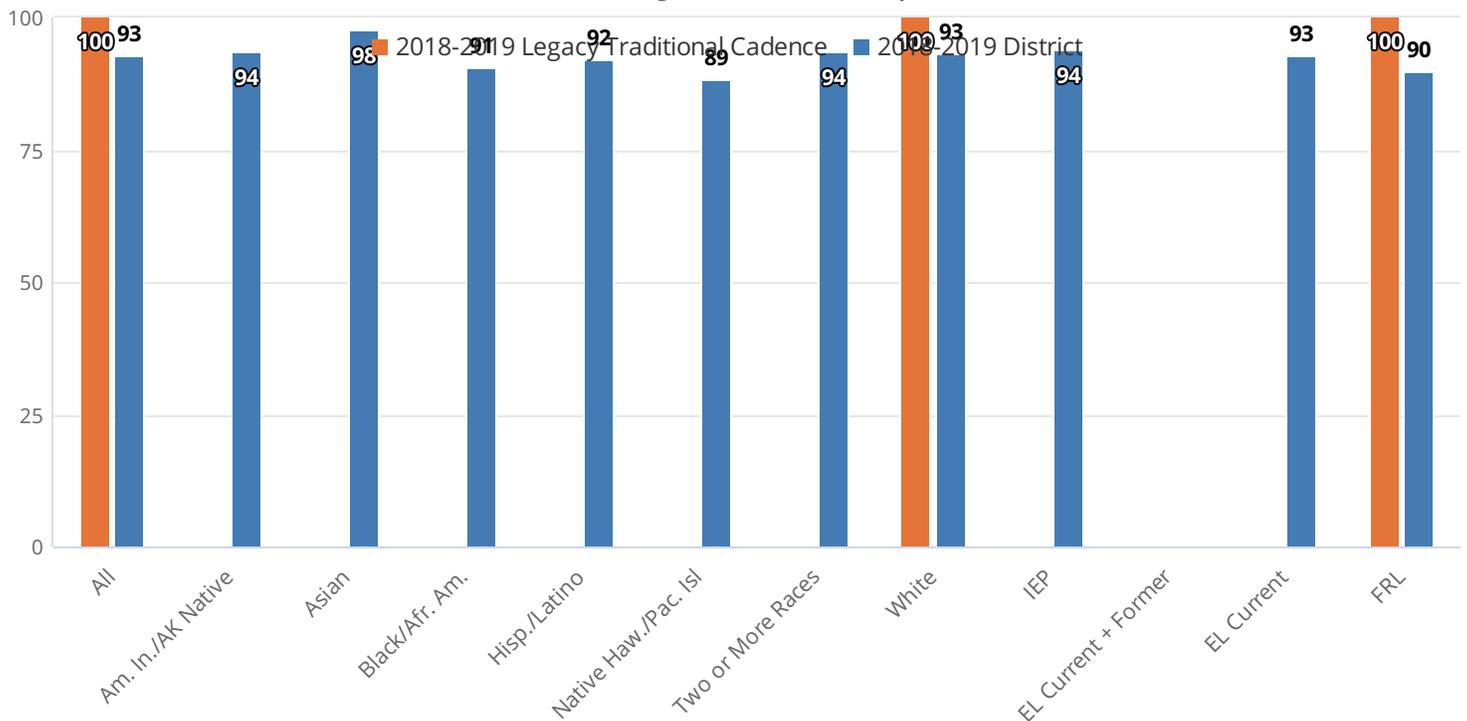
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	96	99.5		
American Indian/Alaska Native	-	100		
Asian	100	99.7		
Black/African American	87.5	99.2		
Hispanic/Latino	93.9	99.5		
Pacific Islander	-	99.5		
Two or More Races	100	99.7		
White/Caucasian	97.9	99.4		
Special Education	100	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	84.2	98.5		
Economically Disadvantaged	94.5	99.4		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7		
American Indian/Alaska Native	-	93.7		
Asian	-	97.9		
Black/African American	-	90.5		
Hispanic/Latino	-	92.2		
Pacific Islander	-	88.5		
Two or More Races	-	93.7		
White/Caucasian	100	93.2		
Special Education	-	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	92.7		
Economically Disadvantaged	100	89.7		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Appendix B



Nevada State Public Charter School Authority

To: Christine Fitzsimmons, Principal, Legacy Traditional – North Valley
Amanda Pratt, Board President
Jason Guinasso, SPCSA Board Chair
Nicole Kirkley, AZ Legacy Superintendent
From: Sandra Kinne, SPCSA
Date: Monday, April 22, 2019
Re: Site Evaluation Report for Legacy Traditional – North Valley

SITE EVALUATION REPORT: Legacy Traditional – North Valley

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Legacy Traditional – North Valley, which was conducted by SPCSA staff members, Sandra Kinne and Mike Dang on Tuesday, March 12, 2019 at Legacy Traditional – North Valley, 5024 Valley Drive, North Las Vegas, NV 89031. The optional school response is included. The school is currently in its 2nd year of its first charter authorization term, which expires June 30, 2022. The school leader is Christine Fitzsimmons, and the board chair is Amanda Pratt. Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

SITE EVALUATION REPORT

LEGACY TRADITIONAL – NORTH VALLEY CAMPUS

Campus Name: Legacy Traditional School – North Valley
Grade Levels: K-8
School Leader: Christine Fitzsimmons
Purpose of Site Evaluation: 2nd year – Site Evaluation
Date of Authorization: July 2016
Conducted Date: Tuesday, March 12, 2019
Conducted By: Sandra Kinne, Mike Dang

SUMMARY OF SITE EVALUATION

The mission of Legacy Traditional is to provide motivated students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators in cooperation with supportive, involved parents.

The work toward fulfilling this mission was noted throughout the day in observations through clearly established routines, positive reinforcement in a Kindergarten classroom, and posted objectives that communicate to students what they are to learn.

The team conducted 10 classroom observations across all grade levels at Legacy Traditional. Team members observed in grades Kinder, 1st, 3rd, 5th, 6th, and 7th. On average, the observation time in each classroom was 21 minutes. Observations ranged through the full cycle of observations, with some conducted in each the beginning, middle, and end of the lesson.

Observers noted consistency of posted schoolwide expectations, procedures, and practices throughout the school. In focus groups, observed noted common trends from stakeholders that included student and parent concerns related to behavior, positivity from staff related to the uniformity among Legacy campuses, and an appreciation for the strong curriculum.

While the team identified some opportunities for growth, the professional development opportunities and support named by teachers and staff; the emphasis on student achievement from the board level through students, who value their opportunities to learn; and the shared interest in the mission, are highlights for the school.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	In general, classroom interactions are generally appropriate with elements of respect. The learning environment appears physically safe for students, and there are few instances of insults or disrespect observed.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Classrooms, in general, were well-organized and print-rich, especially in lower grades. Student work was displayed in most classrooms. In lower grades, there was a clear focus on learning and instruction; middle	Distinguished Proficient Basic Unsatisfactory Not Observed

	school classrooms struggled to maintain high expectations for instruction.	
Managing Classroom Procedures	In general, there were clear routines and procedures executed consistently across all grade levels. In one classroom, execution of routines was uneven and seemed dictated by the students, not the teacher, and not aligned with practices observed in other like-grade classrooms. Overall, students moved with urgency during transitions and adhered to expected procedures.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	There was a range of skill levels demonstrated by observed teachers, leading to rankings from Distinguished, in one classroom where a teacher regularly provided positive reinforcement and silent behavior corrections to students individually, to Unsatisfactory, where a teacher seemed to not notice the increasing off-task and unexpected behaviors by students. (Or, if the teacher noticed, s/he did not correct or acknowledge leading to increased off-task behaviors by more students.) As a result, the team found the general skill level of the instructional staff to be basic with regards to behavior management.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers generally communicated clearly and accurately, with clear expectations and instruction. In one lower-elementary classroom, a bulletin board was noted to have incorrect punctuation. (Birthdays are plural, not possessive.) In general, though, proficiency was demonstrated in this criterion.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	In most classes, responses were choral, with about half of students actively responding and participating. There were few individual checks for understanding across all grades, and responses/recall was most-often prompted by teachers' leading cues. In one class, the teacher did <i>all</i> of the reading of the content, and there were very few student voices (except for those socializing in one part of the room). Teachers often gave the correct response and followed up with a "Right" or "Is this correct?," and checks for understanding were limited to "Are we clear on this? Yes? No?" with minimal checks with students to ensure they had mastered the objective.	Distinguished Proficient Basic Unsatisfactory Not Observed

<p>Engaging Students in Learning</p>	<p>In multiple classrooms, students were disengaged from the instructional lesson and/or actively not participating. In lower grades, students were playing in desks, playing with math clocks during an ELA lesson, and/or tying shoes and playing with items under their desk. In upper and middle grades, multiple students blatantly did not participate, reading their independent books instead of following the teacher and class activity. In several classrooms, about 50% of students or less were engaged; pacing was slow, leading to some of the disengagement and off-task behavior.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Using Assessment in Instruction</p>	<p>During the observation, the Site Evaluators did not observe this criterion in a sufficient number of classrooms. This criterion is not rated.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

III. OPERATIONS

<p>Observations</p>	<p>Evidence Observed</p>	<p>School-wide Rating</p>
<p>Mission driven operations</p>	<p>School wide systems are observed and routinely implemented.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Managing Schoolwide Procedures</p>	<p>Schoolwide routines and procedures have been established and function smoothly, with general continuity across the campus.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Maintaining a Safe Environment</p>	<p>Operations, systems, and schoolwide procedures are evident throughout the day, from arrival through lunch and dismissal. Students and parents raised safety concerns, as noted in the focus group summaries(below), but SCPSA staff noted strong safety procedures consistently in place, especially with the check-in process at the front office.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board ¹	1	60 minutes scheduled, 20 minutes actual
Students	11	45 minutes scheduled about 55 minutes, actual
Parents/Families	7	45 minutes
Staff	11	45 minutes

Governing Board Focus Group

- The board member spoke of the process to hire a new Executive Director for Nevada and said the Arizona Superintendent will fill in for the interim. The Board hopes to have someone in place by early summer and is focused on finding someone who will be cognizant of the student community, Nevada charter school nuances, and is familiar with Legacy.
- The board member spoke of the school's mission and the focus on student achievement and character; discussed how there is a specific curriculum and method to achieving that. "There's not a buffet line in how (we) want student success to occur," said the board member.
- The board anticipates stronger results in student achievement to move the school from its 2-star status. "Legacy is not a two-star brand," the board member said.

Student Focus Group

- Students said they appreciated the advanced curriculum and doing math in a grade higher. "It gives us a step up," said one student.
- While students generally said they felt safe on campus, 11 out of 11 participants agreed that the safety issues related to bathrooms are a concern; all students identified the bathrooms as an unsafe area. "*The bathrooms are unsafe. Kids are messing around, doing things they shouldn't do,*" said one student. Others agreed and echoed the concern. One student raised the concern of hall monitors, in relationship to the bathroom safety issue and said the hall monitors in place are "ineffective" and "don't do anything. *They just stand there and look at you; it's kind of creepy,*" said one student.
- Behavior was a top concern for students in the Focus Group, and it led to a more engaging discussion on the topic than usually occurs in focus groups. ² All students expressed concern about school-wide behavior; the collective response to the topic, as raised by students, was that it was the school's biggest issue. All middle school students said the pride point system doesn't work. "*No one cares if they lose an imaginary point,*" said one student. Two students said administration can change the points students lose, so their peers will often go to the principal to have them reinstated. Students also said they could only lose them, not gain them and discussed the lack of incentive to earn more. Students said Pride Day is a lot of fun, referring to the quarterly event, but noted a lot of students don't get to go and without the option of being able to earn more points, they're not invested in the system. Students said they would like to see

¹ Two board members were slated to participate in the Governance Focus Group, which would have been a violation of Open Meeting Law, as, at the time, the Board only had 3 members. (Two > 50%) However, only one board member was on the call, but s/he was considerably late, and the Focus Group lasted just 20 minutes. As a result, following the Site Evaluation, multiple attempts were made to speak with board members separately and to ensure a more robust conversation, better aligned with the usual lengths of Governance Focus Groups. Despite outreach and attempts to find a common time, the school's/EMO's point person ultimately stopped responding to attempts to reschedule a second focus group call with SPCSA staff.

² Based on the direction of the discussion per the concerns that students raised, there was a robust conversation about behavior, student engagement, and instruction. It led to a longer than planned discussion. Students were passionate and open about their concerns, which they raised in the context of one of the initial questions (Do you feel challenged in your classes? Do you feel engaged in your classes?)

teachers talk with students, not yell at them. *“Figure out what’s going on first.”* One student said the teachers do a lot of talking about behavior with classes in lieu of instruction, *“Sometimes the teacher talks to us about our behavior, and it takes away from our learning.”* Another said, *“The teacher just sits there until we stop talking and then no one stops, and we don’t get to our lessons.”* Yet another student said, a teacher will time how long students spend talking, and then, in the student’s words, *“takes the time away from our learning. ... The teacher just sits there for that same amount of time.”*

- Students expressed frustration with behavior at the school, and in order to better ascertain students’ concerns and opinions, an informal poll was conducted during the focus group:
 - o 11 of the 11 agreed the behavior at the school takes from away from their learning opportunities;
 - o 9 of 11 agreed there were inconsistencies across grade level in instruction, with different classes being taught at different paces and different content based on student behavior, and calling the instruction “repetitive”;
 - o 5 of 11 said they were sometimes engaged, with the other 6 saying they were seldom engaged. Students cited specific reasons why, including the overuse of brain-pop videos; teachers staying on a content area for too long (said one student of a teacher, *“He doesn’t care if we’re going to into another subject. He is going to stay in a subject until everyone gets it all that.”*), or, conversely, rushing through content (said another student, *“My teacher always rushes through the subjects we need a lot of help on, like writing. ... We spend 15 minutes on writing. I’ve asked other students, they feel rushed and can’t do the work or come up with ideas because they feel rushed.”*), with multiple students lamenting the focus on math, reading, and writing with not enough time for science and social studies. Said one student, *“We spend a lot of time on math because no one ever pays attention.”*
 - o 7 of 11 said their teachers have a hard time managing classes, which results in students feeling disrespected. *“It makes it really difficult to learn,”* said one student. Another student said s/he often hears teacher or staff members in the hall and classrooms yelling at students, often times because they can hear the class down the hall. One student said the yelling makes her/him feel stressed, which then leads to a struggle to pay attention.

Parents/Families Focus Group

- Parents echoed the concerns related to behavior that students raised in their focus group. Parents said, *“Lots of things are dismissed easily”* with regards to behavior, stating that when students raise a concern, it’s often ignored; when parents raise a concern, it’s also unaddressed. Parents shared various things they’ve heard staff do or say, including the use of profanity and name-calling directed at students, as well as ignoring the dress code – both student and staff dress code, said one parent. Parents said there is inconsistency between teachers and classes related to behavior management, naming Class Dojo and Infinite Campus updates as examples of how they see this.
- Parents expressed concern about safety both in general - citing specific incidents – and the bathroom issue, as also mentioned by students. Parents said they’d like to see a safety committee established, with regular meetings, so they can contribute to solutions.
- In multiple discussion topics, parents named communication as an area of improvement for the school, citing lack of messaging around safety issues and inconsistencies with communication by teachers. One parent said the school leadership often puts up what s/he called the “Arizona blocker” in that they’re told by leadership *“we can’t do it because we have to check with district.”* (This was also a concern flagged by the Authority team during conversations with school leadership and noted in a recommendation, below, as well.)

Staff/Teacher Focus Group

- Teachers spoke of the mission being centered on teaching to the highest level and that the school was in offer as “an alternative to public schools.” There was a shared understanding of the mission and working toward it demonstrated in the conversation. Teachers also spoke of the focus on “back to basics ... teaching citizenship, manners, ‘general things that have been forgotten over the years,’” said one teacher. Said another, “We rely on students to be motivated.”
- Staff spoke of school’s leadership consistently gauging teacher/staff satisfaction and feedback. Said one staff member, “There are a lot of surveys.” Staff spoke of the openness and approachability of school leadership. “They make the time to talk to us. ...It’s really important.” Another teacher said the leadership team’s “doors are always open.”
- Teachers spoke positively about the professional development opportunities and the collaboration with the Arizona schools. They talked about the shared curriculum with Arizona, the responsiveness and support of their instructional coach, and the consistency within Legacy campuses, which is noted when staff moves from one to the another. “It’s amazing how coordinated and aligned Legacy schools are,” one teacher said.
- Teachers spoke positively of the school culture and behavior, citing the structure and routines of the school and positive reinforcement. One teacher said few students lose pride points, while another teacher said they “lay on the compliments” so that student behavior influences and changes others’ behavior.

V. OVERALL STRENGTHS OF PROGRAM

1. Shared, common expectations throughout the school

Throughout the campus, from Kinder through 8th grade, there are common practices, procedures, and school-wide systems that are evident. While focus group participants raised concerns about fidelity and implementation consistency across the board, Authority staff noted strong commonalities and unified systemic operating procedures throughout the school. This helps ensure consistency of expectations for students and provides common, established practices for students as they move grade levels and work with different teachers.

2. Commitment to and execution of mission

Students, parents, and staff commented on the high-caliber of curriculum, structure of the school, and strong academic programs like music and electives. There was a shared appreciation and recognition of the work being done to fulfill the mission, and parents and staff were compelled to work or enroll their students at the school because of instructional focus, philosophy, and mission. While there is a need to increase rigor and incorporate higher-level questioning, based on observations, the foundation for rigorous instruction is there, and evident by stakeholders’ comments in focus groups, welcomed.

VI. RECOMMENDATIONS/ACTION ITEMS

1. Address behavior needs

Students and parents raised several concerns related to behavior, while teachers cited a strong culture focused on positive reinforcement and solid behavior. There is a disconnect between the experiences and perceptions of students, whose behaviors are managed, and the teachers, who manage student behavior, as well as the parents who have a vested interest in student behavior and a unique lens by which they observe it. While the Authority team did not observe any major behavior issues such as fighting, the team did note some behaviors of concern. In multiple classrooms, and particularly in middle school, there was off-task behavior, disengagement, and outright refusal to comply with the teacher (i.e., students reading independently while teacher reviews, whole class, the correct answers to an in-class activity).

Additionally, we noted inconsistencies within and across grade levels as to how any behavior matters were addressed, including some teachers who snapped fingers at students, teachers ‘shushing’ students with incessant ‘shhhhhsssss’, and moving of seats. While there were evident schoolwide procedures and routines, there did not seem to be a universal management approach that is often present in K-8 schools.

The students’ experiences and the unanimous perspective of behavior at the school disrupting their learning, per the conversation in the focus group, is enough evidence that there is a concern to address. Coupled with parents’ responses and conversations in their focus group, there are enough voices to indicate a problem from the perspective and experiences of critical stakeholders.

ACTION ITEM

We encourage the school to self-evaluate behavior protocols and their implementation, fidelity, and consistency across the school. Given comments by both students and parents, we encourage a school-wide professional development at the start of the school year, with refreshers and reteaching through the school year. The school might consider a school-wide system of management, such as CHAMPs, or a positive reinforcement system, such as PBIS, that allows students to invest in earning points or recognition rather than solely having points taken away, as students noted the lack of incentive related to the current point system that only deducts points from students. School leaders would be wise to reach out to external colleagues and research best practices to find a system aligned with the school’s philosophy, while simultaneously investing students in the behavior program and supporting teachers to ensure strong behavior management. This may also include deviating from network-based practices to best support the school’s population. It was noted in conversations that there is a desire for change in the approach of behavior management, but that school leadership was unable to move forward with possible solutions without approval from the network office. (This was also noted by parents in the focus group.) Allowing the school to exercise more autonomy for the betterment of its students may have a positive impact on student behavior and, ultimately, students’ academic achievement.

2. Increase rigor

During observations, team members noted low-level questions, such as “Who can tell me the three types of rock? (recall, DOK1); “Can someone give me a sentence with the word ‘your’ in it?” (tell, DOK 1); “You still have to put it in scientific notation, right?” (recall, DOK 1); and “Write 5 sentences that have capitalization mistakes.” (identify/list, DOK 1). In several cases, the questions were not only low-level but also not aligned with grade level standards (which was also the case for posted objectives in some classrooms). These low-level questions were not scaffolded; the questioning did not lead to higher-level questions in any of the instruction observed.

ACTION ITEM

This observation has been the most common trend in the Authority’s Site Evaluations, and we offer recommendations similar to those we’ve given to other schools. At a professional development session, review the DOK levels and/or Blooms’ Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. Encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Instructional coaches, who staff spoke of with high regard, can also work with teachers to help them develop HLQs or specifically look for it in their regular observations to better support staff with scaffolding and rigorous instruction.

3. Develop stronger Governance Board

The Authority team had little opportunity to discuss the state of the school or the perspective of the Governance Board due to a variety of issues. First, though the focus group was scheduled for 45 minutes, the participant showed up well after the scheduled start time, allowing for only a 20-minute call.

Second, only one board member joined the call, which proved to be good thing so as to not violate Open Meeting Law given the then- current size of the Board. The team had not noted this issue in its assembly of the planned focus group. However, it did not provide for a multitude of perspectives from a governance lens. Subsequent efforts by the SPCSA team to have follow up calls were ultimately fruitless, as follow up calls with board members did not take place.

This turmoil related to the Governance Board Focus Group, however, did highlight other governance related issues and led to the need for stronger oversight by the Authority of the school's governing board, including the issuance of a Notice of Concern.

ACTION ITEM

Per subsequent conversations with the EMO's executive team and the issuance of a Notice of Concern, the following will take place:

- By no later than May 1, Legacy Traditional Schools must confirm, in writing, that they have a full, legally-compliant board. Legacy Traditional Schools must also provide the following information in this written confirmation:
 - A full-Board roster;
 - Any offices/titles for all Board members;
 - Nevada county of residence or non-Nevada state of residence for all Board members;
 - Month and year each Board member began serving; and
 - Membership categories fulfilled under [NRS 388A.320](#).
- Beginning on May 1st, on the first business day of each month, Legacy Traditional sends an update, via email, to the Director of Authorizing confirming the current board make-up and the status of any plans for adding members. The school/network will continue to adhere to portfolio-wide practices and deadlines related to updates in Epicenter and the reporting manual, in addition to these monthly email updates. These monthly updates will continue through July 1, 2019.
- By June 30, the board of Legacy Traditional receives formal governance training by an external source, such as Charter School Boards, National Alliance for Public Charter Schools, or the National Charter School Resource Center. After this training, the Board of Legacy Traditional Schools shall provide written confirmation to SPCSA staff that members have successfully completed this training as well as an agenda for the training.
- At an upcoming Board meeting prior to July 1, the Legacy Traditional Schools Board will discuss and consider expanding to at least seven members.

Further, the Authority recommends that the Legacy Traditional School Board consider adding at least two board members so as to prevent future governance concerns.

Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted. Additionally, the Director of Authorizing will monitor and review the action items of the Notice of Concern and proceed as warranted, including the issuance of any potential additional Notice of Concern/Breach or Return to Good Standing.

###

4/19/19

State Charter Authority.

Please accept this document as our response to address the areas of concern submitted to us in the Site Evaluation at our North Valley Legacy Campus conducted on March 12, 2019 . We appreciate your insight and will continue to provide a high-quality education to our students. Here is our detailed plan which includes the noted areas of concern from the Authority

Plan (specific) to address "managing student behavior":

**March 29, 2019- Training on Functional Behavioral Assessment and Behavior Intervention Plans

** April 5, 2019- Admin Team spoke to JH students regarding Legacy's behavior expectations.

**April 22, 2019 - Meet with Admin Team to discuss students that have been sent frequently to the Front Office for Discipline, students who have been identified as needing an FBA, students who are still in need of Behavior Intervention Plans, and students who have been suspended 5 or more days this school year.

**April 22, 2019 - Admin Team will go into each classroom to go over Legacy's behavior expectations.

**April 22, 2019 - Admin Team will follow progressive discipline outlined in Student/Parent Handbook

**May 1, 2019 - Review steps of discipline in Student/Parent Handbook with all staff members at All Staff Meeting. Review Positive Discipline with all staff members. (Admin Team)

**All Staff Pre-Service - Intensive review of Legacy's Steps of Discipline and Positive Discipline (Admin/Vertex)

**August 30, 2019 (Teacher In-Service) - Revisit steps of discipline and positive discipline.

**February 14, 2020 (Teacher In-Service) - Revisit steps of discipline and positive discipline.

Plan (specific) to address "using questioning and discussion techniques":

**April 22, 2019 - Meet with Admin Team to discuss strategies and support when completing observations and support plans for teachers.

**April 24, 2019 - Teacher Professional Development on Questioning Strategies (Gifted Teacher and Instructional Coach)

**April 25, 2019 - Begin observations on questioning/discussion techniques. Follow-up with Instructional Coach on who needs additional targeted support.

**All Staff Pre-Service - Intensive review of questioning and discussion techniques (Admin/Vertex/Gifted Teacher)

**August 30, 2019 (Teacher In-Service) - Revisit questioning strategies.

**February 14, 2020 (Teacher In-Service) - Revisit questioning strategies.

Plan (specific) to address "engaging students in learning":

**April 22, 2019 - Meet with Admin Team to discuss strategies and support to provide teachers when completing observations and support plans.

**April 24, 2019 - Teacher Professional Development on Student Engagement - Karen White/Tara Walters

**April 25, 2019 - Begin observations on student engagement. Follow-up with Instructional Coach on who needs additional targeted support.

**All Staff Pre-Service - Intensive review of student engagement (Admin/Vertex/Gifted Teacher)

**August 30, 2019 (Teacher In-Service) - Revisit student engagement strategies.

**February 14, 2020 (Teacher In-Service) - Revisit student engagement strategies.

Plan (specific) to address students stating they do not feel safe in the bathrooms at school:

**May 1, 2019 - Review the safety of students at All Staff Meeting. (Admin Team)

**All Staff Pre-Service - Review the safety of students at All Staff Meeting. (Admin Team)

**February 14, 2020 (Teacher In-Service) - Revisit student safety. (Admin Team)

Plan (specific) to address the students saying if pride points get taken the principal can give them back:

**April 23, 2019 - Admin Team will meet with JH team during PLC and discuss Pride Points. Admin will continue to retain the right to take or give back Pride Points after investigation of incidents.

**All Staff Pre-Service - Review Pride Point packet/pride points with new JH team. (Admin Team)

Plan (specific) to address students saying teachers don't stop the behavior, they just lecture them about behavior and don't learn or they stand there without speaking until students stop and lose instruction:

**April 22, 2019 - Provide teachers strategies for Classroom Management in WAAG. (Admin)

**All Staff Pre-Service - Introduce Classroom Management Strategies to teachers.

**August 30, 2019 (Teacher In-Service) - Provide Classroom Management Strategies PD to teachers (Legacy Schools/Vertex)

**February 14, 2020 (Teacher In-Service) - Revisit Classroom Management.

Plan (specific) to address parents concern with behavior:

**April 22, 2019 - Email/FB Post to parents with highlights of behavior and consequences from the Student/Parent Handbook. (Admin Team)

**April 26, 2019 - Begin a "Did you know?" area in the Quill and/or on FB highlighting behaviors and consequences. (Admin Team)

**2019/20 School Year - Start a "Pie With the Principal" where questions/discussions about student behavior can be addressed once a month. (Principal)

Plan (specific) to address parents concern with communication:

**Continue to reach out to parents via email/FB (Front Office/Admin Team)

- **April 22, 2019 - Make sure all Teacher Websites are updated (Admin Team)
- **April 29, 2019 - Make sure all Teacher Websites are updated (Instructional Coach)
- **May 1, 2019 - Review Professional Responsibilities with teachers at All Staff Meeting
- **May 6, 2019 - Make sure all Teacher Websites are updated (Instructional Coach)
- **May 13, 2019 - Make sure all Teacher Websites are updated (Instructional Coach)
- **May 20, 2019 - Make sure all Teacher Websites are updated (Instructional Coach)
- 2019/20 School Year Pre-Service - Review communication expectations with teachers (Admin/Vertex)
- **Monitor Teacher Websites - Monthly (Admin Team/Instructional Coach)

Thank you for the time spent on our campus,

Nicole Kirkley, Superintendent
Christine Fitzsimmons, Principal

STEVE SISOLAK
Governor

STATE OF NEVADA

REBECCA FEIDEN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113**

VIA ELECTRONIC MAIL

DATE: Monday, April 22, 2019

TO: Amanda Pratt, Board President
Brandon Jones, President and CEO, Legacy Traditional/Vertex Education
Legacy Traditional – North Valley Campus
5024 Valley Drive
North Las Vegas, NV 89031

FROM: Mark Modrcin, Director of Authorizing
State Public Charter School Authority
9890 South Maryland Parkway Suite 200B
Las Vegas, NV 89183

Re: Notice of Concern Due to Governance Concerns

Dear Ms. Pratt:

As the Authority is aware, on March 12, 2019, SPCSA staff conducted a Site Evaluation at the North Valley campus of Legacy Traditional School. In the course of the Site Evaluation process with Legacy, SPCSA staff became aware that the school appeared to be in violation of [NRS 388A.320](#). At the time of the Site Evaluation, Legacy Traditional School had only three sitting board members. In the context of conversations related to and the execution of the Site Evaluation, SPCSA staff learned that two board members had resigned, one each in November 2018 and in February 2019. As a result, the Legacy Traditional Board was out of compliance with the membership and qualifications of [NRS 388A.320](#). Following the Site Evaluation, the SPCSA immediately followed up with the school's principal and had several subsequent conversations with staff affiliated with Legacy Traditional and its Arizona Superintendent to discuss immediate next steps.

On March 29, 2019, Legacy Traditional School's governing board voted in two new members, bringing them to back to a five-member board and compliance with the membership and qualification of the state statute. While the Authority appreciates that the network found and implemented a solution following our discussions, there are still concerns related to the lack of urgency until this issue was revealed through the Site Evaluation process, as well as the need to work proactively to ensure similar challenges do not arise again.

It is the Authority's desire to prevent a similar matter occurring again, and as such, this Notice of Concern is being issued with the following next steps of preventative measures to take place by the designated times:

1. By no later than May 1, Legacy Traditional Schools must confirm, in writing, that they have a full, legally-compliant board. Legacy Traditional Schools must also provide the following information in this written confirmation:
 - a. A full-Board roster;
 - b. Any offices/titles for all Board members;
 - c. Nevada county of residence or non-Nevada state of residence for all Board members;
 - d. Month and year each Board member began serving; and
 - e. Membership categories fulfilled under [NRS 388A.320](#).
2. Beginning on May 1st, on the first business day of each month, Legacy Traditional sends an update, via email, to the Director of Authorizing confirming the current board make-up and the status of any plans for adding members. The school/network will continue to adhere to portfolio-wide practices and deadlines related to updates in Epicenter and the reporting manual, in addition to these monthly email updates. These monthly updates will continue through July 1, 2019.
3. By June 30, the board of Legacy Traditional receives formal governance training by an external source, such as Charter School Boards, National Alliance for Public Charter Schools, or the National Charter School Resource Center. After this training, the Board of Legacy Traditional Schools shall provide written confirmation to SPCSA staff that members have successfully completed this training as well as an agenda for the training.
4. At an upcoming Board meeting prior to July 1, the Legacy Traditional Schools Board will discuss and consider expanding to at least seven members. SPCSA staff recommends that the Legacy Traditional School Board add at least two board members so as to prevent future governance concerns.

Shortly after July 1, 2019, SPCSA staff will review all submissions by Legacy Traditional Schools to determine if the school should return to 'Good Standing' from an organizational performance perspective. Written confirmation of the school's status will be provided at that time.

Sincerely,

Mark Modrcin, Director of Authorizing

cc: Christine Fitzsimmons, Principal of Legacy Traditional – North Valley Campus
Nicole Kirkley, Arizona Superintendent, Legacy Traditional/Vertex Education
Jason Guinasso, Chair, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Rebecca Feiden, Executive Director, State Public Charter School Authority
Mike Dang, Manager, Financial & Organizational Performance, State Public Charter School Authority
Sandra Kinne, Education Programs Professional, State Public Charter School Authority
Danny Peltier, Management Analyst, State Public Charter School Authority

State Public Charter School Authority,

Please accept this response in reference to the "Notice of Concern" received on April 12, 2019 and allow this correspondence to serve as Legacy's formal written submission explaining the circumstances surrounding the Board vacancies and the steps taken to fill them in a timely and genuine manner.

As of March 29, 2019, Legacy has been in compliance with NRS 388A.320 requiring a full, five-member Board with no vacant seats. Board members' names, professions and roles are listed at the base of this correspondence.

Background:

On March 12, 2019 SPCSA staff conducted a site evaluation at our North Valley campus. Following this evaluation, we were contacted by Sandra Kinne and Mark Modrcin via email on March 19, 2019 regarding concerns with our governing Board not being in compliance with NRS 388A.320. They stated concern with regard to the composition of Legacy's School Board and asked clarifying details regarding Board members' qualifications and tenure.

On March 19, 2019 our Superintendent replied to their message with the following:

"Thank you for reaching out regarding the Board, here is the information you requested. We are also available for a phone call if you would like to discuss further."

The questions and our answers:

- *Q: Who currently sits on the Board of Legacy Traditional – North Valley?*
 - *Amanda Pratt, Stephen Steele, and Melissa Woodbury.*
- *Q: What are their backgrounds/qualifications (i.e., holds a teaching credential, accounting, etc.) as outlined under statute?*
 - *Please see chart below detailing each members' qualifications*
- *Q: What is the plan and timeline for seating new Board members?*
 - *We have been completing an aggressive timeline for the interview process during the past 45 days with final interviews and tours of our school scheduled prior to April 10th.*
- *A: What prompted the Board departures?*
 - *Board member, Jennifer Carney, left as she wanted to apply for a teaching position within the school. She could not be a Board member and employee, so she resigned for career goals. Tiffany Thompson served as our parent representative and for reasons that can't be discussed (due to FERPA) her child is no longer attending, which prompted her resignation.*

Additionally, our Superintendent provided information regarding the three potential Board members that were being considered. (Attached hereto as Exhibit 1 is copy of the email correspondence.) A Board meeting was held on March 29, 2019 which approved all three candidates.

Following this email, Ms. Kinne responded that the Authority had grave concerns and sensed a "lack of urgency" on behalf of the school. On March 21, 2019, we responded to her concerns via an email which included:

- An apology for the appearance of a lack of urgency and further details regarding action taken by both the Board and Vertex since the first Board member stepped down. Additionally, we provided information regarding a candidate that was prepared to join the Board until serious health issues prevented him from doing so.
- An explanation of the impact of the unexpected resignation of Ms. Thomas.
- Information regarding scheduling issues which prevented the volunteer board from completing final interviews of new candidates at an earlier date.

A copy of the email correspondence is attached hereto as **Exhibit 2**.

When Ms. Kinne expressed additional concerns, we asked for a phone call to address the issues further. We informed the Authority again on this call of what the school had been doing to fill the vacant seats per their concern. The Authority stated during the call that they were “not informed appropriately” of the loss of our Board members. However, our Superintendent followed up by: 1) advising the Authority staff that information was uploaded into Epicenter immediately after the resignations; 2) inquiring if there was another mechanism that was to be utilized in this type of situation; 3) further explaining actions taken with the Board was notified of Ms. Carney’s intent to resign including starting to interview new Board members before her resignation became effective; and 4) moving the date of the scheduled board meeting to approve new Board members up.

A copy of the email correspondence is attached hereto as **Exhibit 3**.

The Notice of Concern states that the school found and implemented a solution “*following our discussions*”. This is not accurate. We informed the Authority, via Epicenter, of each vacancy immediately upon the resignation of the respective Board members. Those updates in Epicenter were made long before the Authority contacted us. Further, we informed the Authority on March 20, 2019 of all we had done to that point to address the concerns and put a plan in place to resolve the issue prior to any discussions with the Authority.

In addition, the Notice of Concern states that the concern remains that our loss of Board members was revealed “through the site evaluation process”. This view is not accurate -- as the detailed above. We were in compliance by *immediately* entering the resignations into Epicenter (*the only requirement for notification*). When the positions were filled, our Superintendent notified the Authority in a timely manner *via* email and by updating the information in Epicenter. Additionally, the email correspondence to the Authority staff provided information regarding planned Board training. A copy of the email correspondence is attached hereto as **Exhibit 4**.

Subsequently, we had a call with the Authority on April 9, 2019 during which we were informed of the Authority’s intent to issue a “Notice of Concern”. Although Authority staff admitted we corrected the concerns, they did not feel it was done in a reasonable amount of time. During the discussion it was implied that 4-6 weeks would have been a more reasonable time frame to fill the vacancies. Although we concur that 4-6 weeks is a good goal and we will strive to meet the same going forward, taking short-cuts just to fill a Board vacancy is not in the institution’s best interest. At Legacy it is a priority to find quality and committed Board members. Gathering recommendations and vetting candidates is key -- which is why we conducted our search methodically and did not rush headlong into a decision.

While we understand it is not a requirement per the state to have more than five Board members, we are open to discussing and considering the option of expanding the Board at an upcoming meeting, per directed in the Notice of Concern. However, we think it is important to note that Board expansion does

not necessarily solve the issue of vacancies caused by resignations as the school must still find the exact role unique to the vacancy created -- vis a vis "financial", "parent" etc. For example, let's assume that our Board expanded to seven members by adding another "parent" role and another "teacher" role. Now let's assume that our "attorney" Board member resigned. Neither one of the Board's "extra" Board members (i.e., the parent or the teacher) would be able to fill that attorney "hole." Despite now having six Board members, our Board would technically be non-compliant. In other words, we would have to have duplicity in every Board member role in order to ensure a complete Board at all times. This approach seems illogical and unreasonable.

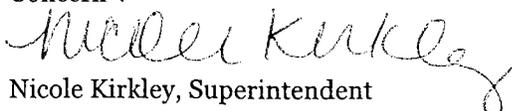
Current Situation:

Per our verbal conversation with Authority staff Mark Modrcin and Sandra Kinne on April 9, 2019, we understand that there will be no adverse impact on the school due to the Notice of Concern and note and that the Authority recognized the issue was resolved before we even received the Notice of Concern on April 12, 2019. However, due to the amount of information that was exchanged with the Authority prior to the Notice of Concern being issued, we felt compelled to provide further information and details regarding the unique situation that Legacy was faced with and the steps taken to resolve the same.

Thank you for allowing this notice to serve as our first formal written submission explaining the circumstances surrounding the Board vacancies and the steps taken to fill them in a timely and genuine manner. Legacy is in compliance with a full, five-member Board with no vacant seats. The following members now make up the Board's composition:

	State Requirement for Board Members	Name, Began Serving	Position, county or residence
1	Teacher (or past teacher)	Stephen Steele, 2017	Treasurer, Clark County
2	Teacher or admin (or past teacher or admin)	Melissa Woodbury, 2016	Member, Clark County
3	Parent of a student enrolled at Legacy	Chrissy Vo, 2019	Member, Clark County
4	Someone with knowledge or experience in accounting, finance, law, or HR	Amanda Pratt, 2016	President, Washoe County
5	Someone with knowledge or experience in accounting, finance, law, or HR	Rick Phillips, 2019	Member, Clark County

We appreciate the opportunity to submit a response for the record regarding the issued "Notice of Concern".


Nicole Kirkley, Superintendent

"Exhibit 1"

From: Nicole Kirkley <nicole.kirkley@vertexeducation.com>

Sent: Tuesday, March 19, 2019 7:20 PM

To: Christine Fitzsimmons <christine.fitzsimmons@legacytraditional.org>; Mark Modrcin <mmodrcin@spsca.nv.gov>; Sandra Kinne <skinne@spsca.nv.gov>

Subject: Re: Governance concerns

"Exhibit 1"

Sandra and Mark,

Thank you for reaching out regarding the board, here is the information you requested. We are also available for a phone call if you would like to discuss further.

- Who currently sits on the board of Legacy Traditional – North Valley? Amanda Pratt, Stephen Steele, and Melissa Woodbury.
- What are their backgrounds/qualifications (i.e., holds a teaching credential, accounting, etc.) as outlined under statute? See chart below.
- What is the plan and timeline for seating new board members? We have been completing interviews for the past month and a half, final interviews and tours of our school scheduled prior to April 10!
- What prompted the board departures? One board member, Jennifer Carney, left as she wanted to apply for a position within the school. She could not be a board member and employee so resigned for Thompson served as our parent representative and for reasons that can't be discussed her child is no longer attending, which caused her resignation.

Possible board members (in final interview process):

Board Member #1:

- President of Financial corporation. 30 years of municipal cash and investment management experience. Invests bond funds on behalf of municipalities, so he's very experienced with city entities. \$50 billion under management. Previously worked for Clark County and for the City of Las Vegas. Extremely experienced in the financial industry. Very talented provide great experience to the Board in terms of reviewing proposed financial budgets, etc. Would be very committed to the Legacy board. Strong interest in supporting Legacy.
- Lives in Las Vegas with his family.
- **Conclusion:** Final Round interview is April 9

Board Member #2:

(referral from our Legacy – Cadence campus principal, Jennifer Hackett)

- Holds PTO office at our Legacy – Cadence school campus. Has a 5th grade daughter at that campus. Has been involved in helping Legacy since day one. She and her husband are very committed to Legacy.
- She works part time at both a family owned business and an airline, and she volunteers with Girl Scouts of America. Between those activities and PTO, she stays very busy.
- Very friendly, very engaging. The right balance of involvement/interest and keeping things moving.
- **Conclusion:** Final interview scheduled before 4/10

Board Member #3: (referral from Vicky, our principal at Legacy's Southwest Vegas campus)

- Assistant Principal in Clark County School District). An educator for 16+ years, always with public district schools. Although he works in the public district school system, he is interested in charter schools and would be interested in serving on Legacy's board.
- Lives in Vegas with her family. Would be committed to attend Legacy board meetings and participate.
- **Conclusion:** Final interview prior to 4/10.

	State Requirement for Board Members	Name	Status
1	Teacher (or past teacher)	Stephen Steele	Confirmed – already a board member
2	Teacher or admin (or past teacher or admin)	Melissa Woodbury, info above on a prospect	Confirmed – already a board member
3	Parent of a student enrolled at Legacy	Info above on prospect	
4	Someone with knowledge or experience in accounting, finance, law, or HR	Amanda Pratt	Confirmed – already a board member
5	Someone with knowledge or experience in accounting, finance, law, or HR	Info above on prospect	

On Tue, Mar 19, 2019 at 6:50 AM Christine Fitzsimmons <christine.fitzsimmons@legacytraditional.org> wrote:

----- Forwarded message -----

From: Sandra Kinne <skinne@spsca.nv.gov>

Date: Mon, Mar 18, 2019 at 10:00 PM

Subject: Governance concerns

To: Christine Fitzsimmons <christine.fitzsimmons@legacytraditional.org>

Cc: Mark Modrcin <mmodrcin@spsca.nv.gov>

Christine,

"Exhibit 2"



Nicole Kirkley <nicole.kirkley@vertexeducation.com>

RE: Governance concerns

1 message

Sandra Kinne <skinne@spsca.nv.gov>

To: Nicole Kirkley <nicole.kirkley@vertexeducation.com>, Christine Fitzsimmons <christine.fitzsimmons@legacytraditional.org>, Mark Modrcin <mmodrcin@spsca.nv.gov>
Cc: Ryan Herrick <rherrick@spsca.nv.gov>

Fri, 4/18/2019

Nicole,

Thank you for the follow up.

We have serious concerns about Legacy being out of compliance with NRS 388A- 320 and what we consider to be a lack of the board's concern and urgency to address this. Two months of not having legally c is problematic. "Very demanding full-time jobs" is not a justifiable excuse for not adhering to state law; part of being a board member is being able to prioritize the governing needs of the school for which one i ensure compliance and adherence to state law. It is a dereliction of duty by the Board to not fulfill their legal obligations as board members, regardless of their work commitments.

Mark Modrcin will follow up on Monday with the network, and the grave governance concerns we have will be noted in our report.

Thank you,
Sandra

Sandra Kinne | Education Programs Professional

T: 702.486.8895 | E: skinne@spsca.nv.gov

From: Nicole Kirkley <nicole.kirkley@vertexeducation.com>**Sent:** Thursday, March 21, 2019 10:38 AM**To:** Sandra Kinne <skinne@spsca.nv.gov>; Christine Fitzsimmons <christine.fitzsimmons@legacytraditional.org>; Mark Modrcin <mmodrcin@spsca.nv.gov>**Subject:** Re: Governance concerns

Sandra,

"Exhibit 2"

I would like to apologize that there is an appearance of a lack of urgency. Our board has actually demonstrated a strong sense of urgency. In fact, the board and Vertex have been on this since member stepped down, Jennifer Carney (earlier this school year, I am out of town on business so was not able to look up the exact date yet). The board quickly identified a strong new member interviewed him, sent him to Phoenix to tour Legacy schools, and Ralph was all prepared to join the board until he had some serious health concerns all of a sudden that prevented him. Othe filled the 5th spot shortly after Jennifer resigned. When he had to back out, the board had to pivot and resume searching. Tiffany Thomas resigned Feb. 13th.

Regarding the April dates for final interviews, our board is in Reno and North Vegas, and we have to work around their jobs and schedules so to get a time to work for all is not as easy as it m board members have very demanding full-time jobs. Our board president is right in the middle of her peak busy season and specifically said that she couldn't commit to come out until April.

Our remaining board members have a sense of urgency but do not want to rush into uncommitted new board members. They have asked us to help them with a thorough vetting process in o candidates. We've met with more than just the 3 "finalists" and believe these 3 are perfect for the board.

On Wed, Mar 20, 2019 at 9:05 AM Sandra Kinne <skinne@spsca.nv.gov> wrote:

Nicole,

Thanks for this information. We still have concerns about the timeline and a lack of urgency for completing these interviews, which are three weeks away.

Please tell us – when did the former board members, Carney and Thompson, resign? What were the dates?

Thank you,

Sandra

Sandra Kinne | Education Programs Professional

T: 702.486.8895 | E: skinne@spsca.nv.gov

"Exhibit 3"

AG training. Our board will be well prepared for our growth in Nevada which excites us!

Thank you again for the call the other afternoon, Brandon and I look forward to hearing back from you.

Nicole Kirkley, M.Ed.
Superintendent, Arizona

"Exhibit 3"

On Mon, Mar 25, 2019 at 7:33 PM Nicole Kirkley <nicole.kirkley@vertexeducation.com> wrote:

Mark,

Thank you so much for making time to discuss the Legacy Traditional board with us this afternoon. As a follow-up, I wanted to provide you with some important information.

The two board member resignations were put into Epicenter and were done so immediately when they happened. It was mentioned on the call we did not report these appropriately, so if there is something else we need to do please let us know. We want to communicate with you all in the best way possible and have been diligent in following all Epicenter requirements.

Resignation dates and entry into Epicenter:

Tiffany Thomas– Term Start Date: 2/29/16, Role Start Date: 5/18/17, Termination Date: 2/13/19

Jennifer Carney – Term Start Date: 2/29/16, Termination Date: 11/14/18

We spoke with our board and in fact, we did know of Jennifer Carney's intent to resign in early October, which is why we were ahead of the game in interviewing and touring Ralph. Again, he was offered a seat on the board and was committed to joining until he became ill and had to back out. We in fact had interviewed and toured him on Oct. 24th and Nov. 2nd. Our intent was to have her position filled prior to her leaving. None of us could have anticipated what happened with Ralph. When we were made aware that he was unable to commit, we immediately began to recruit other board members. As we stated, it has been a priority for us to find board members who are committed long term and are aligned with Legacy's mission and vision.

We were able to move up the board meeting and will be voting in two new board members this Friday, March 29th. I will be sure to keep you all informed after the meeting. These two additional board members will bring us to 5 total, all filling one of the required seats.

Please let me know if there is any further information we can provide to show you the due diligence we have made and continue to make to fill the open seats on our board.

Again, we appreciate your time and partnership and look forward to hearing back,

--

"Exhibit 4"



Nicole Kirkley <nicole.kirkley@vertexeducation.com>

RE: Legacy Traditional Board Update

1 message

Mark Modrcin <mmodrcin@spsca.nv.gov>

Mon, Apr 1, 2019 at 5:32 PM

To: Nicole Kirkley <nicole.kirkley@vertexeducation.com>, Sandra Kinne <skinne@spsca.nv.gov>

Cc: Brandon Jones <brandon.jones@vertexeducation.com>

Hi Nicole,

Thanks for this information. I was aiming to get back to you no later than Friday (3/29) with our next steps. So sorry that has not happened.

I'll follow-up with you and Brandon no later than this Wednesday (4/3).

Appreciate your patience--

Mark

From: Nicole Kirkley <nicole.kirkley@vertexeducation.com>

Sent: Monday, April 1, 2019 7:55 AM

To: Mark Modrcin <mmodrcin@spsca.nv.gov>; Sandra Kinne <skinne@spsca.nv.gov>

Cc: Brandon Jones <brandon.jones@vertexeducation.com>

Subject: Legacy Traditional Board Update

"Exhibit 4"

Mark,

I wanted to provide you another update on the Legacy Traditional School Board. Friday, 3/29/19, our board voted in two new board members, Chrissy Vo and Rick Phillips! I have attached a brief bio of each of them to this email. With these two additions, we now have a full board with all five required roles. We are thrilled with the background and experience of our new board and are excited for the future of Legacy under their governance. They are being added to Epicenter as we speak.

In this meeting, we also renewed the terms for two of our current board members and updated their dates in Epicenter (Amanda Pratt and Melissa Woodbury).

On a separate note, our board will be attending the Attorney General's open meeting law training on April 24th. We have also engaged Kara Hendricks to provide our board with supplemental Open Meeting Law training following the AG training. Our board will be well prepared for our growth in Nevada which excites us!

Thank you again for the call the other afternoon, Brandon and I look forward to hearing back from you.

Appendix C

SITE EVALUATION REPORT

Campus Name:	Legacy Traditional Charter School: Cadence- Campus
Year Campus Opened:	2018
Grade Levels:	K-8
School Leader:	Jennifer Hackett
Purpose of Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Charter Authorization Date:	July 1, 2016
Conducted Date:	October 10, 2019
Conducted By:	Karen Gordon, Mark Modrcin

SUMMARY OF SITE EVALUATION

The Legacy Traditional Schools' Cadence mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, traditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

On the day of this site evaluation, the team observed several instances in which operations, systems, and school-wide procedures were implemented with the school's mission in mind. We observed school-wide procedures including the morning announcements, safe drop off procedures, and cooperative families. The review team took note of several educational components which are in line with a traditional learning environment as stated in the mission statement. These include uninterrupted teacher-led instruction, student desks facing the front of the classroom in rows and whole group direct instruction. In addition, this campus encourages the involvement of family members, staff, students, and administrators during the morning announcements in which a school-wide cheer took place with the K-5 students in a positive upbeat manner.

The team conducted 13 classroom observations which included all grades, Kindergarten – 8th. Focus group summaries and observational data indicate that approximately 80% of the classroom observed were proficient in the Classroom Environment portion of the observational rubric. These classrooms were characterized by having respectful relationships, organized classrooms and physically/emotionally safe spaces to learn. Within the Instructional Observational category, it was noted that clear expectations for behavior were well established. There were several expected practices and strategies not observed during the evaluation. These included evidence of a range of instructional practices used during lessons, active discussion, extra support for struggling learners, high levels of student participation/ engagement, higher order thinking and students taking academic risks.

Additionally, the SPCSA team is highly concerned that several pieces of evidence indicate a lack of full alignment between instruction, curriculum, interim testing systems currently in

place at the school and the Nevada Academic Content Standards. This concern is further detailed as a deficiency in Section VII.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The classroom climate in most of the rooms was found to be respectful and both teachers and students used a positive tone of voice. One classroom was found unsatisfactory because the teacher was negative and raised his voice as he reprimanded students for their behavior when entering the classroom after lunch.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	For the most part, classrooms were set up the same, in rows with desks facing forward. The behavior expectations were clear, however there was little evidence of students taking pride in their work. The teachers were committed to instructing the content, but the emphasis was not necessarily on student learning.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	The classroom procedures observed were well-established and included obtaining materials, signing out to use the restroom, raising hand to speak, and immediately beginning to work on assignments when told to do so.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	In the majority of classrooms, the teachers were aware of student behavior and responded to misbehavior in appropriate and respectful ways. There was one classroom found unsatisfactory due to the teachers tone of voice, sarcasm, and lose of instructional time as he lectured about the inappropriate behavior students displayed upon entered the classroom after lunch.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	In many classrooms the teacher's oral and written communication contained no errors. In most classrooms, teachers attempted to explain the instructional purpose but with limited success. In some cases, this was done skillfully but in many others the explanation of the content was uneven or difficult to follow.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion	Although there were two classrooms observed to be at the proficient level, most classrooms had either no	Distinguished Proficient

Techniques	questions or low- level questions with very limited student response. There was very little evidence of high-level questioning and student discussion taking place.	Basic Unsatisfactory Not Observed
Engaging Students in Learning	The observational notes showed that students are, for the most part not intellectually engaged in significant learning. There was evidence of inappropriate activities, poor representations of content, and lack of lesson structure. While this will be further detailed in Section VII, student engagement was observed to be low due to the delivery of content through only whole-group instruction. Additionally, low-levels of engagement may also be in part due to misaligned curriculum.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Very seldom were students observed to be assessing the quality of their own work. There is evidence of teachers monitored the class as a whole but observers saw very few instances of instructors eliciting diagnostic information, (during classroom instruction) to share with students in the form of feedback.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	While some of the mission driven operations such as providing students with guidance and support were evident, evaluators are concerned about the achievement aspect at the school. One part of the mission is to provide all students with high levels of academic achievement. The team observed that an overall lack of student engagement within the classrooms is present. In addition, the concept of students “skipping” a grade level within the area of Mathematics, does not adhere to the school’s mission of supporting all students with the opportunity to achieve academic excellence.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	There was ample evidence of school-wide routines and procedures being well established and functioning at high levels of continuity across the campus.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	The campus appears clean, safe, and well monitored. Observers noted well designed procedures in the school’s playground rules/ supervision, and lunchroom protocols.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board ¹	2	45 minutes
Parents/Families	8	45 minutes
Students	9	45 minutes
School Leadership	4	45 minutes
Staff	10	45 minutes

Governing Board:

The governing board focus group was conducted on October 10th at the Legacy Cadence Campus. Both Legacy Campuses have the same Governing Board. For transparency purposes, we are inserting the notes from the combined focus group here:

- The site evaluation team asked two members of the governing board about the school's academic performance. One board member said, "Cadence is in a bit of the transition phase in terms of academic performance. Recently we've been working among the three schools but particularly Cadence and North Valleys. We are seeing improvement at the Middle School but still work to do and we are not where we want to be at the Elementary School level."
- Since Cadence is a two- star school according to the Nevada School Performance Framework (NSPF), the evaluation team asked about specific academic achievement goals and how the board, school, leaders plan to measure progress toward meeting the goal. One of the board members said, "Using the diagnostic tool, our goal is to increase student proficiency by approximately 20%. There are various plans in place and a targeted focus to work on teacher attendance and building school culture."
- Focus group members were asked about knowing if the school has met or come close to meeting their accountability plan. The response was, "There is communication that comes from Legacy. There will likely be a standing agenda item with respect to all schools, but we will be looking closely at the Cadence campus. This will allow us to address tweaks and will help us actively proactively instead of reactively."
- A board member described communication in this way, "The site leader communicates with the superintendent and then the superintendent communicates to the board. As a board, we want to be involved in discussing potential solutions and we have talked as recently as yesterday to have board members on the school sites to attend parent meetings. This is so that we can be closer to the ground and not at a thirty -thousand -foot level."

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

Parents/Families:

Parents shared that they came to this school because they like traditional concepts such as saying the "Pledge of Allegiance", and learning cursive writing, They like the back to basics curriculum and the traditional learning style of the school.

- A parent stated, that I think state test scores are important, but I wonder if they will be challenged. I wonder if others in class are holding back my child from learning and if students are motivated.
- When asked if their child was challenged in class, a family member said, "They teach a grade level above. My child went from hardly learning at all to jumping right into it. They have tutoring and she goes twice a week, but it is challenging and requires a tremendous amount of effort."
- One parent commented that grades are posted in the Infinite Campus system. This person went on to say that some teachers are amazing and use class dojo and google classroom to communicate individual student progress and this is appreciated.
- Parents said that consistent communication between home and school helps them to guide their students at home. There is free tutoring, and resources available for parents. The phonograms were very helpful and allowed me to support my child at home.
- The families were asked about their thoughts regarding the NSPF two- star rating of the school. Parents said that the demographics, specifically free-and-reduced lunch (FRL), were part of the reason. Another person added that there can be many different gaps in student learning and that they home to see improvement after two years.

Students:

- Students communicated that one of their favorite things about school is going out to recess and doing math. Another student added that, "he liked the specials here because they get a brain break."
- Several students commented that they feel safe due to recent lock down drills, the student knows exactly where to go to be safe.
- Students communicated that parents can monitor the academic status of their students using the school's website- Infinite Campus. One student indicated that they mostly learn from the grade above them.
- One student shared that teachers work together to learn the teaching material. Another commented that, "In Junior High, most of the teachers are new and some teachers have left so the teachers must rely on themselves to learn it (the curriculum) themselves."

Leadership:

- School leaders were asked what they hoped the evaluative team observed while in classrooms. The leadership team hoped the SPCSA team saw a real snapshot of

what is happening. They went on to say that, “Our teachers are passionate, and students are actively learning, safe, and happy. Another leader added, “We have veteran and novice teachers and some students are highly engaged while others are not.

- The topic of overcoming barriers to student achievement was asked about. Leaders replied that, “I didn’t expect students to be as far behind as they are. Also surprised at the number of students that had special needs but were not diagnosed prior to 4th grade. In speaking about Nevada compared to Arizona, a leader commented, “There is different pacing in Nevada compared to Arizona. Using the pacing guides in Arizona didn’t work here. Things that were not taught in time for the SBAC had to be done prior to testing time. There is a high level of absenteeism here in Nevada.
- Leadership staff was asked about how they plan to improve academic achievement at the school. One person said, “focused bell work on standards of concern, intervention including tutoring- and right away, making sure we are adjusting standards in the Learning Farm-(an on-line academic program), teachers using plickers to track proficiency levels. We also made some adjustment to pacing and some adjustments to rigor. We wanted to make sure in 5th grade, we covered all the standards prior to testing.”
- Another leader shared that, “In ELA we had to adjust standards quarter by quarter. We have hired a subject matter expert in ELA, Science, Social Studies and math. These two are helping us adjust our curriculum on a quarterly basis. These new hires are for all three Legacy schools and should help us address this issue over the course of the year.
- Authorizing staff asked specifically about how the school goes about teaching math one level above the student grade level. Leadership said that, “The bell work in math is for students in that grade level and the curriculum during the math subject area is on the grade level above, but not in ELA, which was adjusted by changing rigor levels. Tutoring helps address these gaps as does RTI (Response to Intervention). Each week, the intervention carts are reassigned based on student level.
- Leadership shared that their biggest concerns are with 4th, 7th, and 8th grade performance on the SBAC test.

Staff:

- Members of the staff said that they decided to teach at Legacy because it is a back to basics format.
- The staff said they are well supported by the administrative and coaching members of the staff. They appreciate the feedback and modeling of new teaching methods.
- Those staff members supporting special populations, find it is difficult to modify the testing materials for the students.
- One of the Special Education teachers said that it is difficult to create IEP goals when they don’t fit the curriculum.
- Teachers use data to drive instruction by posting test results on the system and compare with each other. They talk about ways to help each other’s scores to improve.

- A teacher commented, “Tutoring is available for students behind in math because we teach one grade level above. We tutor those students to help them catch up.
- A teacher commented, “The RTI is difficult and we group according to MAP results and depend on Learning Farm to help students practice skills for standards.

V. OVERALL STRENGTHS OF PROGRAM

1. A Safe Learning Environment has been created.

The Legacy Traditional Cadence campus is clean, well-organized, and provides a safe learning environment for students and families. Several schoolwide systems exist to ensure safety. Examples of safety procedures include volunteer check-in at the front office, student line-up in the morning, lunchroom routine expectations, rules for the lunchroom/playground and consistently followed practiced fire-drills, lock-down procedures, and earthquake preparedness.

2. A Classroom Environment in which student behavior is held to high standards exists in most classrooms.

The Cadence campus has clearly established behavior expectations. In most classrooms, students were aware of the standards of conduct and very little student misbehavior was observed.

VI. RECOMMENDATIONS

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

1. Improve the quality and implementation of classroom lesson plans.

With positive behavior supports and a healthy school culture in place, it is suggested that school leaders and staff place a strong emphasis on “flipping” lesson plans from “covering” the content to a focus on what students are expected to master and learn by the end of the lesson. Lesson plans should also reflect the plan for differentiation to meet the needs of every student in the classroom.

Recommendation:

- Provide professional learning on a variety of activities to increase student engagement.
- Develop the basics for Informal Assessment of student learning. (Formative Assessment).

Include the following:

1. Ensure students understand the purpose of a lesson, task, or objective.
2. Design “checks for understanding” within each lesson plan (for both teacher and student).
3. Emphasize the importance of providing students effective meaningful feedback daily, not waiting until the planned paper and pencil test.

VII. DEFICIENCY

Context	<p>A. Per the Charter School Contract between the State Public Charter School Authority and Legacy Traditional School, signed on 7-5-16; the intention of the legislature is to provide: A procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>B. Part 3 of the Charter School Contract between the State Public Charter School Authority and Legacy Traditional School signed on 7-5-16: Part 3: Education Program; Design Element 3.2.1 Curriculum, The Charter School’s educational program shall meet or exceed Nevada’s content standards.</p> <p>C. The Common Core State Standards were adopted by the Nevada State Board of Education October 2010 and they became the Nevada Academic Content Standards for English Language Arts and Math. The Nevada State Board of education is committed to ensuring that all students are ready for college and careers.</p>
Condition	<p>The Legacy Schools has adopted a curriculum; Saxon Mathematics and has opted to accelerate this curriculum by one full year. The Nevada Academic Content Standards for math indicate that the standards, not the curriculum or the opted decision to accelerate) should determine what students should know and be able to do by the end of each school year. The Legacy Schools Nevada Parent Student Handbook states: “As an accelerated school, LTS teaches Saxon Mathematics on full grade level above the student’s actual grade (e.g., a kindergarten student is taught using first grade curriculum). This program focuses on a spiral curriculum with continuous reinforcement by the inclusion of mastery and practical applications of basic mathematical practices. Students will understand that mathematical problems have absolute answers and that precision, accuracy, and fluency are required. Focus groups: During the evaluation, SPCSA team members heard a consistent message regarding the teaching of math at Legacy. All said that students learn math one year ahead of the grade level they are currently enrolled. These included students, families, staff, and administration. Members of the focus groups stated that students would be encouraged to “catch-up” to the expectation of one grade level ahead by participating in tutoring, intervention, and on-line academic programs.</p>
Cause	<p>Students attending Legacy Traditional Cadence are not provided the opportunity to learn and meet the same high-quality standards as those in other public educational settings within the state.</p>

	<ol style="list-style-type: none"> 1. By not allowing students to participate fully in grade level standards from the outset, the school has disregarded one hallmark of mathematical understanding which is the ability to justify, in a way appropriate to the student’s mathematical maturity. 2. The Nevada Academic Content Math Standards provide information about what students should know and be able to do by the end of the grade. The evidence gathered by the site evaluation review team indicates that Legacy does not have a structure in place to effectively ensure that this happens. Students are expected to begin at one year above their own grade level even if they do not have an understanding of the standards for their grade level. For example, a first grade student automatically is learning second grade Saxon math; however the Nevada Academic Content Standards requires a first grade student to learn and understand the first grade Nevada Academic Content Standards which are designed and state that the first grade standards set a benchmark for what students should know and be able to do by the end of their first grade year. 3. There is no system in place to simultaneously teach every incoming and existing student the missing grade level of math.
Effect	<p>Legacy Traditional Cadence Nevada School Rating report for the 2018-2019 school year indicates the school has a total index score of 48; This is a Two-Star School that has partially met the state’s standard for performance.</p> <p>Academic Achievement Indicator: 13/25 Measure Math Proficiency School Rate 46.2. (District Rate 54.5) Growth Indicator: 11/35 Math MGP School Median 41. (District Median 55) Met Math AGP Target School Rate 34.5. (District Rate 49.7)</p>
Deficiency Finding	<p>The expectation of automatically accelerating all students by one grade level in math directly conflicts with the Nevada Academic Content Standards. According to the State of Nevada, Department of Standards & Instructional Support, “Nevada Academic Content Standard serve as expectations for what students should know and be able to do by the end of each school year. The standards serve as a model for effective teaching and learning by informing educators what the foundational outcomes of a course of study should be.</p> <p>The Mathematics standards ask a student to understand something and a teacher to assess whether the student has understood it. One hallmark</p>

	<p>of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity,</p> <p>There is a substantial difference between a student who can summon a mnemonic device to expand a product and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics and may have a better chance to succeed at a less familiar task such as expanding. Mathematical understanding and procedural skill are equally important, and both are used to access students on the Nevada Summative Math Test, SBAC.</p> <p>While there are circumstances where it is appropriate to accelerate student learning and teach above-grade-level-content, simply requiring that all students learn a grade-level above regardless of whether they have gained mastery of grade level content does not meet the intent of the Nevada Academic Content Standards.</p>
<p>Deficiency Plan/Timeline</p>	<p>Develop a plan to address each bulleted item below. Include the following in the plan.</p> <p>Item (see below) Who will be responsible? When the item will be completed.</p>

Items to be completed:

- Modify the Family/Student Handbook to indicate that the Math Curriculum is based on Nevada Academic Content Standards.
- Modify the handbook by removing the language: “LTS teaches Saxon Mathematics on full grade level above the student’s actual grade (e.g., a kindergarten student is taught using first grade curriculum and consider adding language”
You may decide to consider adding language such as, “Accelerated Curriculum will be provided based on a student’s understanding of both math practices and NACS in Math and on a case by case scenario.
- Ensure that all instructional staff understand the Nevada Academic Content Standards in order to plan more effectively to determine what students at Legacy need to be able to do by the end of the grade level in accordance with the NVACS.
- Change the curriculum (Saxon Math) or use the curriculum to fit the Nevada Academic Content Standards outcomes.
- Provide guidance for instructional grade level teams to determine what exactly their students should know and be able to do by the end of the school year based upon the Nevada Academic Content Standards.
- Assist staff in learning to backwards plan so that students have ample opportunity to engage in both mathematical practices and mathematical content.

- Guide instructional staff to access the standards documents located on the Nevada Department of Education website. Specifically: the school should consider the following:
 - Connect the mathematical practices to mathematical content within instruction.
- Place a greater emphasis on staff understanding of the eight mathematical practices which describe the expertise that teachers should seek to develop in their students.
- Consider intervention methods or materials necessary to support students who are well below or well above grade-level expectations and provide a full range of supports appropriate for English Language Learners and Students with Special Needs.
- Review the Mathematics Progressions which describe the progression of a topic across grade levels. Verify that current curriculum is in alignment of this cognitive development by the logical structure of mathematics. found within the Nevada Department of Education Standards document.

A draft of the plan must be sent to SPCSA staff for review by no later than December 23, 2019. Upon receipt, SPCSA staff will schedule a follow-up conversation in early January to provide feedback and input. The school will then have until January 31, 2019 to finalize their plan.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE²

Name of School: **Legacy Traditional Cadence Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

No ratings exist for 2018-2019 School Year data.
This campus opened in August 2019

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
52.8%	58.1%	46.2%	41.7%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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SITE EVALUATION REPORT

Campus Name:	Legacy Traditional Charter School: Southwest Campus
Year Opened:	2019 – 2020
Grade Levels:	K-8
School Leader:	Victoria Welling
Purpose of Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Charter Authorization Date:	July 1, 2016
Conducted Date:	October 9, 2019
Conducted By:	Karen Gordon, Mark Modrcin

SUMMARY OF SITE EVALUATION

The Legacy Southwest Traditional Schools' mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, traditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

On the day of this site evaluation, the team observed several instances in which operations, systems, and school-wide procedures were implemented with the school's mission in mind. We observed school-wide procedures including positive discipline, a rewards-oriented behavior modification system, and a safe and secure campus. Our team noted that the school has implemented several educational components which are in line with a traditional learning environment as stated in its mission. These include uninterrupted teacher-led instruction, all student desks facing the front of the classroom in rows and whole group direct instruction. In addition, this campus encourages the involvement of family members which is also included in the school's mission. Several family members were present during the morning flag ceremony while students, staff, and parents stood together to say the Pledge of Allegiance, and to listen to the daily announcements.

The team conducted 11 classroom observations across grade levels from Kindergarten through 8th grade. An observation of the lunchroom, playground, Momentum Physical Education Class, and Special Education pullout classes was also included. Focus group summaries as well as the observational data indicate that although the school has been in operation for a short time, school-wide systems for safety, student behavior, parking lot pick up/drop off, playground rules and conduct as well as line-up and hallway expectations were both well established and consistently followed.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p>Creating an Environment of Respect and Rapport</p>	<p>The classrooms observed were found to be respectful, warm, and caring. Observers noticed a consistent pattern of Positive Behavior Intervention Support (PBIS) implementation as evidenced by teachers saying, “Thank you for raising your hand.” and “I like the way this student has his materials on the desk, ready to learn.” In one classroom the teacher was keenly aware of differences among students. An example of this was observed when a student with a soft voice was called upon to answer a question. The teacher couldn’t hear her and moved closer and asked her to repeat what she said. After the student repeated her response, the teacher re-stated the information and thanked the student for her response.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Establishing a Culture for Learning</p>	<p>Teachers displayed a commitment to the subject by posting the objective on the board as was noted in most of the classrooms. Student expectations were clear, well-managed and learning time was respected. There were and no instances of interruptions during classroom instructional time. Observers noted the absence of telephone calls, over the speaker announcements or ringing bells interrupting classroom instruction. Most classrooms observed fell into the “proficient” category. However, in one classroom the students were working in pairs on an assignment while the teacher worked with a small group in the back of the classroom. This classroom was rated “Distinguished” because the students worked with their partner participating in setting a high standard for the outcome of the individual and paired work. The students also encouraged each other to “quiet down, demonstrating a capacity to monitor their own behavior.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Managing Classroom Procedures</p>	<p>Procedures within classrooms were observed to be consistent with each other so that expectations from grade to grade and room to room were the same. Examples of this included: raising hands to speak or to leave desks, signing out to use the bathroom quietly at the back of the room, facing forward, listening to the teacher, following teacher directions, and listening to other students provide answers to questions. In one instance a classroom was rated “distinguished” in this category because several students used the bathroom during class time without any interruption to instruction.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

	It was noted that the expectation was printed on the board in the front of the classroom with the words, 1 for pencil and 2 for restroom.	
Managing Student Behavior	There was very little evidence of student misbehavior observed. In many cases, teachers reminded students of the classroom rules and the students chorally named the number of the rule and the behavior expectation. For example, the teacher asked the students what does rule number X say? Students responded “-Raise your hand to speak.” This is evidence of the teacher establishing clear standards of conduct.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	In many classrooms, the teacher’s purpose for the lesson was clear, but the broader context of the learning was not. There were few examples when the teacher connected with students’ background knowledge and experience on the topic or lesson objective.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	The questioning and discussion techniques observed varied greatly. Most of the questions and responses were basic recall and there were very few instances of active discussion and collaboration among students during lessons. Most of the verbal communication was directed by the teacher and student involvement was limited to short answers. In one classroom, the same student was called upon to respond to a question 3 times in a 20-minute observation. This is an example of moderately low levels of student participation. In one classroom considered “distinguished” the teacher conducted a think pair share which involved posing a question, asking students to think and the then share the answer with their partner. This technique transferred the responsibility for participation to all students and every learner was engaged in processing information via speaking and listening.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	In some classrooms students were actively engaged in the lesson. However, in most settings students were only partially engaged. The representation of the content was uneven, inconsistent, and the pacing was not structured appropriately. Most lessons at the school consist of direct instruction with students expected to sit and listen to the teacher for long periods of time. The pacing for Kinder, 1st, and 2nd grade appeared to be	Distinguished Proficient Basic Unsatisfactory Not Observed

	<p>unreasonable as students displayed restless body language and did not appear actively engaged in lessons. Observers did not see a variety of activities, materials, and strategies implemented to initiate and maintain engagement. There was little evidence of students taking academic risks to learn. During independent work, students appeared to be more engaged than when sitting and listening to the teacher. There was one classroom considered distinguished with 100% of the students engaged. In this classroom, students were either working with a partner or silent reading at their desks.</p>	
<p>Using Assessment in Instruction</p>	<p>In several classrooms observed on this day, assessment was not present. In other classrooms the teacher did walk around and monitor what students were writing down. Formative Assessment- conducting evaluations of student comprehension, learning needs and academic progress <u>during the lesson</u>-was not observed. High quality, specific feedback was not routinely implemented. It was not clear how teachers evaluate student mastery of objectives and standards during each learning period.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
<p>Mission driven operations</p>	<p>The Legacy Southwest Traditional Schools’ mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, traditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families. A safe, and traditional learning environment was observed throughout the school. The school staff was knowledgeable, cooperative, and supportive of students. There were many examples of positive behavior interventions and support practices being implemented.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

Managing Schoolwide Procedures	There was ample evidence of school-wide routines and procedures being well established and functioning at high levels of continuity across the campus.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	The campus appears clean, safe, and well monitored. During the parent, staff, and student focus groups, a repeated message of safety was communicated. Observers noted well designed procedures in the school’s playground rules/ supervision, and lunchroom protocols.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board¹	2	45 minutes
Parents/Families	10	45 minutes
Students	8	45 minutes
School Leadership	3	45 minutes
Staff	8	45 minutes

Governing Board:

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- Since Cadence is a two- star school according to the Nevada School Performance Framework (NSPF), the evaluation team asked about specific academic achievement goals and how the board, school, leaders plan to measure progress toward meeting the goal. One of the board members said, “Using the diagnostic tool, our goal is to increase student proficiency by approximately 20%. There are various plans in place and a targeted focus to work on teacher attendance and building school culture.”
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with respect to all schools, but we will be looking closely at the Cadence campus. This will allow us to address tweaks and will help us actively proactively instead of reactively.”

- A board member described communication in this way, “The site leader communicates with the superintendent and then the superintendent communicates to the board. As a board, we want to be involved in discussing potential solutions and we have talked as recently as yesterday to have board members on the school sites to attend parent meetings. This is so that we can be closer to the ground and not at a thirty -thousand -foot level.”

Parents/Families:

- Parents shared that they came to this school because of the structure and security the school provides. Another stated that “We wanted a structured and disciplined environment.” A parent added that, “I want a more traditional experience without the prices of a private school and the Common Core. The math is traditional.” A third parent stated, “I worry about the math because the state testing and the problems are not based on the traditional model.” Parents made several additional positive comments about the school, “The nurse is awesome” and “Administration here has been very helpful for my student that has a 504 plan.” Another parent said that, “I expressed some concern to the Principal on a weekend and an appointment was scheduled immediately. She was extremely responsive and helpful.”
- When asked if their child was challenged in class, a family member said, “They teach a grade level above. My child went from hardly learning at all to jumping right into it. They have tutoring and she goes twice a week, but it is challenging and requires a tremendous amount of effort.”
- Parents were also asked about communication from the school. One parent commented that “The school notifies us based on a form letter about results from the Measures of Academic Progress (MAP) test. This states that your child could benefit from tutoring in these subjects. My student stays late or goes in early to improve and her grades have come up. We haven’t had any communication from the tutors about the session and how she is progressing. It would be helpful if we didn’t have such a gap between the initial notice and the conference time. Additionally, parents said that consistent communication between home and school would be appreciated. “Three different communication systems for three different classes can be challenging. It would be better to have just one.” Another parent commented that, “We’ve had some communication issues, and sometimes the handwriting can’t be read.” A third parent shared that, “On orientation day, we signed up for a lot of things, but I haven’t heard back.”

Students:

- Students communicated that one of their favorite things about school is their teachers. One student said, “My teacher helps me learn and is pretty funny.” The group said that they feel they could go to their teacher if they had a problem in class. This speaks to the efforts at this school to develop and maintain warm, caring, and respectful learning environment.

- Several students commented that they feel safe and secure at the school. One student said, “I feel that the whole entire school cares about us, but I feel most safe in my classroom. When we had a lockdown, my teacher made sure we were safe and quiet.”
- Students communicated that parents can monitor the academic status of their students using the school’s website- Infinite Campus. One student added, “If we have a bad grade, we will be invited to tutoring through a notice sent home with us to our parents and if we have a failing grade our parents will be notified.”
- The culture at the school-site seems to be designed and implemented with the school’s mission in mind. The evidence of this was found when students were asked about their teachers and if they work together. One student said, “I know that the 5th grade teachers work together because I always hear them talking. One of the teachers is always helping the others. They all work together because they want to help us learn.” A second student shared that, “I know that teachers in my grade work together because we are all doing the same subjects at the same time, so if one teacher has a question, they can call another to get an answer.”

Leadership:

- School leaders expressed that one of the challenges of opening the school is that, “We have so many new people, and every stakeholder group is new. Each of us has different perspectives and each of us is new to our position, so we try to listen, compromise, and handle problems accordingly.” Leadership appears aware of the need to continually reflect on practices to determine the best next step for all stakeholders.
- When asked about challenges to student achievement, there is an emphasis on using student data to begin to identify solutions and next steps. One person said, “We get the baseline MAP tests during the first few weeks of school. From those scores, we develop an RTI schedule. We protect blocked time in teacher schedules to address the T2 and T3 needs. We teach a grade level of math ahead and that means that many of our students are a grade level of math behind.”
- The administration team was asked about how they plan to improve academic achievement at the school and the following was shared: “We have tweaked a few things given the struggles of others. RTI is one difference. The academic para goes in with the computer teacher -once a week. This is a change from the direct instruction piece and helps provide interventions. This is different from the other schools.” Another person commented, “Tutoring is required for anyone with a grade C or below.” Teachers can also use this time to pull students into groups and review key concepts that students may have struggled to master.”
- School leaders were asked about coaching and evaluation systems at the school. One replied that, “We put every teacher hired as developing and we have data structures when they are tiered and have support plans for every single teacher. The staff is used to seeing us in the classrooms observing because we are in the rooms frequently. We had to release two teachers already because you have to make a change when you know it isn’t a good fit.” Another person added that, “Once teachers are placed into the Tiers, we have divided the observations and rotate

among our leadership staff so that we are all seeing the strengths and weaknesses in order to support our teachers.

Staff

- Staff reported that they feel optimistic about the fresh start on this campus. They said that staff morale is positive and that an overall feeling of teamwork among teachers and administrators is the norm.
- Several teachers said that the reason they decided to teach at this campus was because they heard that Victoria Welling was promoted to Principal. Several staff members had worked with her previously and believe she has an open-door policy and that she understands how important the school culture is when leading.
- The instructional staff commented that they feel supported and encouraged to improve as educators. They said that the administrative team takes turns conducting classrooms observations and they provide timely meaningful feedback.
- Teachers shared that they work together to upload data and to implement the curriculum to best help students. They commented that the RTI process is just getting under way and that there are a few bumps in the system, but this is to be expected at the start of a school year. They feel their thoughts and ideas are validated. Staff said that school leaders listen and take action productively when staff concerns are communicated.

V. OVERALL STRENGTHS OF PROGRAM

1. A school-wide system for Positive Behavior Supports, (PBS) has been developed and implemented.

Legacy Traditional Charter – Southwest is to be commended for providing their students superior levels of positive behavior supports. This system appears to have resulted in respectful, warm caring relationships among teachers, students, and school leaders. Research also shows that these types of supportive one on one interactions between students and adults are not only respectful but emotionally supportive. With very little evidence of student misbehavior, a school-wide commitment to both school rules and the rewarding, modeling, and re-teaching of agreed upon behavior expectations, the Southwest campus is seen as a physically and emotionally safe learning environment.

2. A committed, and supportive leadership team has created an atmosphere of teamwork and optimism.

The Legacy Traditional Southwest Campus provides students, and staff with an optimistic and positive school culture. Evidence for this was seen in the administrative, student, and staff focus groups. Leaders shared that they are all new to their positions and yet they are a team and realize the importance of maintaining flexibility while schoolwide procedures evolve. Leadership members said that they try to listen, compromise, and handle problems in this way. This message was relayed a second time during the student focus group when the students stated that they feel the whole school takes care of each student. In addition, students commented that teachers work together to help them learn. Staff stated that they feel optimistic and that teamwork among teachers and administrators is the norm. Staff

said they are encouraged to improve their teaching practices and receiving meaningful feedback during lesson observations from all the administrative staff helps them know where to improve. Finally, staff shared that their concerns are validated and that school leaders respond productively to problems as they occur.

3. A safe learning environment has been created.

This campus displays a clean, and safe place to work and learn. Several operations and schoolwide systems exist for this purpose. These include volunteer check-in at the front office, student line-up in the morning, lunchroom routine expectations, rules for the lunchroom and playground posted and consistently followed, evidence of routine fire-drills, and lock-down procedures, as well as the learning community's school-wide rules and positive behavior system. Staff, families, and students commented that they feel both physically and emotionally safe at the school.

VI. RECOMMENDATIONS

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

1. Improve the quality and implementation of classroom lesson plans.

With positive behavior supports and a healthy school culture in place, it is suggested that school leaders and staff place a stronger emphasis on “flipping” lesson plans from “covering” the content to a focus on what students are able to master and learn.

Recommendation:

- Provide professional learning with the goal of increasing student engagement. Develop the basics for Informal Assessment of student learning (Formative Assessment) Include the following:
 1. Ensure students understand the purpose of a lesson, task, or objective and the criteria for success.
 2. Design “checks for understanding” within each lesson plan.
 3. Emphasize the importance of providing students effective meaningful feedback daily, not waiting until the planned paper and pencil test.

2. Carefully review the Legacy commitment to an “Accelerated Math” program.

- The Nevada Academic Content Standards in Math are based on the Common Core. All three campuses of Legacy Traditional Schools should implement a method of providing each student access to the “sequence of topics and performances” for their given grade level that are outlined in the body of math standards. What students learn at any grade level depends upon prior learning. Charter School Networks in Nevada should support their teachers to meet the needs of individual students based on their current understanding. A standardized system of

automatically moving each student to one grade level ahead is not acceptable. Students who lack understanding of a mathematical concept or topic may rely on procedures rather than understanding and may be less likely to be successful at the following:

- analogous problems,
- represent problems coherently,
- justify conclusions,
- apply mathematics to practical solutions.

All of the bulleted items above, will be necessary to Successfully navigate the four math claims

1. Concepts and procedures
2. Problem Solving
3. Communicating Reasoning
4. Modeling/Data Analysis.

Recommendation:

- Review the current math curriculum to make sure that it is aligned to Nevada State standards.
- Ensure that the designers of curricula, assessments, and professional development systematically message the importance of connecting the content, practices and instruction in mathematics.
- In all grades, and both horizontally and vertically, provide a system for allowing students to engage with the mathematical practices contained in the Nevada Academic Content Standards.
- Place a greater emphasis on teaching staff to plan for and implement the eight mathematical practices which describe the expertise that teachers should seek to develop in their students.
- Review the math curriculum to make sure that the current curriculum and all classroom learning have the time, resources, and focus necessary to qualitatively improve instruction, assessment, and student achievement in mathematics.
- Consider intervention methods or materials necessary to support students who are well below or well above grade-level expectations and provide a full range of supports appropriate for English Language Learners and Students with Special Needs.
- Review the Mathematics Progressions which describe the progression of a topic across a number of grade levels. These are found within the Nevada Academic Content Standards. Verify that current curriculum is in alignment with this cognitive development by the logical structure of mathematics found within the Nevada Department of Education Standards document.

VII. DEFICIENCIES

There were no deficiencies identified for the Legacy Traditional Southwest Campus at this time.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE²

Name of School: **Legacy Traditional Southwest Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

**No ratings exist for 2018-2019 School Year data.
This campus opened in August 2019**

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
N/A	N/A	N/A	N/A
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
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Appendix D



Nevada State Public Charter School Authority

MEMO

TO: Jennifer Hackett

Legacy Traditional Schools-Nevada

FROM: Karen Gordon

CC: Mark Modrcin/ Selcuk Ozdemir

DATE: 22 June 2021

SUBJECT: Status Update/ Evidence Complete/Removal of Deficiency Status

The purpose of this memorandum is to provide you with an update regarding site evaluation reports written during the 19-20 and 20-21 school years. As stated in the reports, each recommendation was provided to allow the authority to remove the Deficiency status. Our team has conducted an analysis and review of the most recent evidence submitted on June 15th and a final determination has been made. All evidence has been found to be aligned to the remaining recommendations 3, 5, 6, and 7. This evidence is well documented, fully explained, and has been sent with a full and high quality set of data. The request for completion has been satisfied and there are no outstanding recommendations or deficiencies at this time.

Please be advised that site evaluations have 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. Our team would like to thank you for implementing the recommendations which have led to a removal of the previous Deficiency status.

Appendix E



Nevada State Public Charter School Authority

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

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Introduction and School Background	3
Academic Performance.....	4
Focus Group Summaries	7
Classroom Observation Totals.....	11
Organizational Performance.....	16
Site Evaluation Findings	20

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

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

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

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

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

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

SCHOOL BACKGROUND

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

ACADEMIC PERFORMANCE

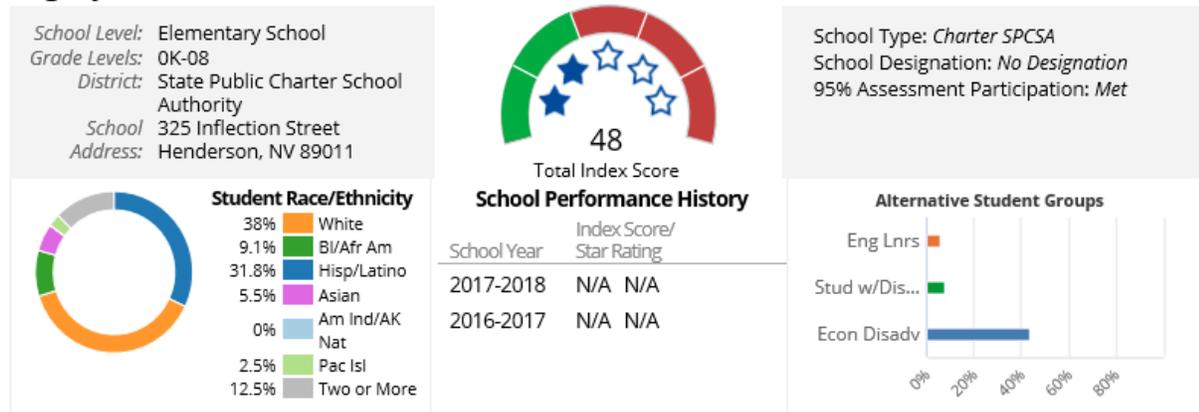
Legacy Traditional School Cadence Nevada School Performance Framework 2019

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

Elementary

Legacy Traditional Cadence

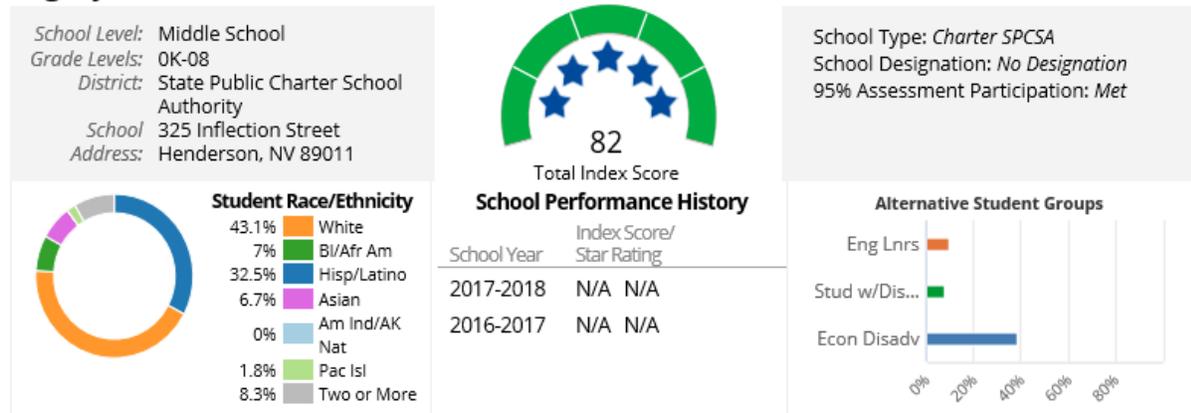
School Year 2018-2019 Nevada School Rating



Middle

Legacy Traditional Cadence

School Year 2018-2019 Nevada School Rating



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

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Middle School

Math Proficient

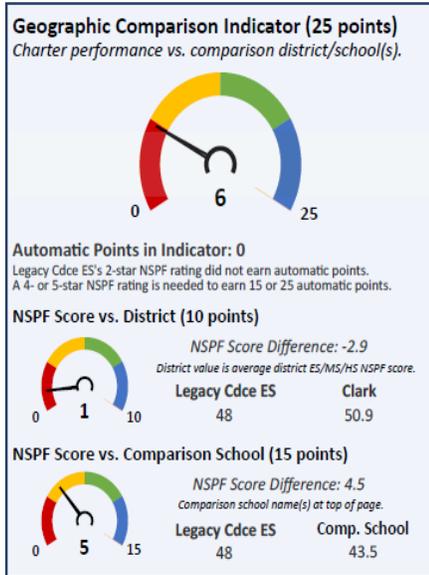
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.7	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	25	66.2	58.6			56.4
Black/African American	25	24.1	23.5			19.5
Hispanic/Latino	43.3	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6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

ELA Proficient

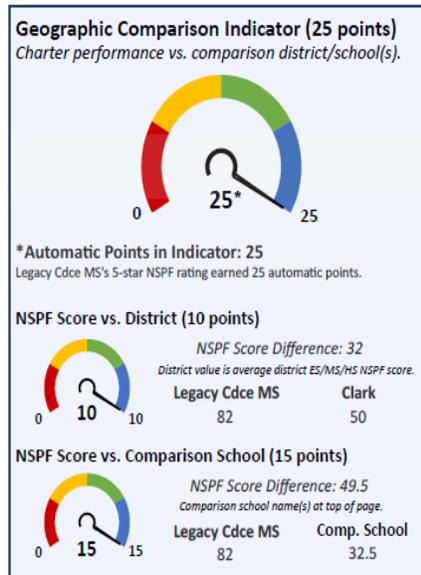
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	41.6	78.4	75.9			74.6
Black/African American	50	40.1	37.8			34.5
Hispanic/Latino	53.8	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7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

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

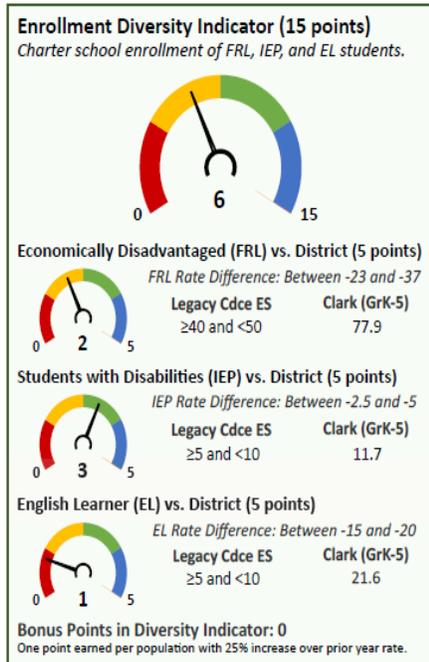


Middle School

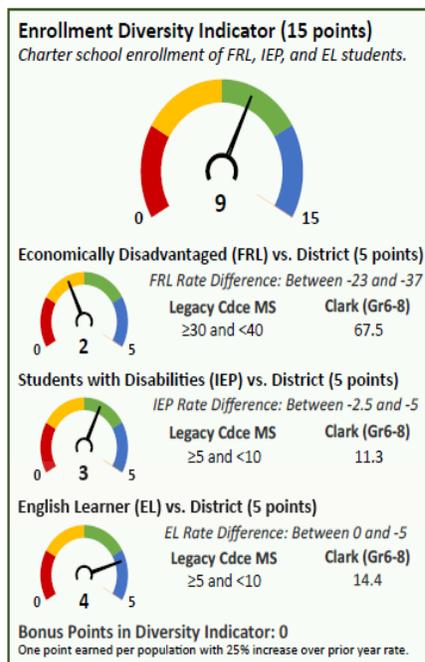


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board¹:

- When asked about the Legacy board's understanding and monitoring of data, one member reported that they look at a baseline with Arizona schools to better understand the data. In addition, the board looks at progress reports including action plans, deficiencies, and planning with the Vertex team. At the beginning of every board meeting, members are given an update regarding enrollment numbers, testing, results, and plans. One board member commented, "The board is involved with guidelines and discussion on how we are moving students back and forth. The board has asked the new Superintendent to give them regular, communicative updates in this regard."
- Regarding the notices at Cadence and North Valley campuses, board members said they brought in the SPCSA to better understand the expectations and bringing in Nevada standards to the front. There has been a big shift. Board members reported feeling they were responsible for communicating to families and teachers. One member said, "It was hard for the board to understand the difference between the Arizona and the Nevada standards. Now, Vertex understands the importance of teaching NVACS on grade level and this change was backed up by looking through the data, round tables, plans, and worksheets." Members of the Board shared that the "in person" part of this has a new challenge. As one board member said, "We still need to recognize the elevated students and keep elevating the students above grade level. The schools have done a good job of shifting this over the summer. For example, school personnel have reevaluated practice guides, and made sure curriculum is on grade-level and tied to the standards." In terms of the board checking in on progress, the board said they will review the December MAP tests and one board member added, "The teachers are working on this and we are confident in what we are doing. We are monitoring teachers in an on-going way. The school recognizes that they have to constantly monitor this progress."
- When asked about how the board evaluates Vertex, members of the board responded that they engage in a survey. They added that the way that Vertex responded to COVID and looks at the students and what they need has been amazing. One board member said, "We (Legacy schools) have a whole staff for on-line learning and currently have four lessons per day for students."

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

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

Parents/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 the how families are notified if a child is not doing well, family members reported that Infinite Campus is used to check to see how their child is doing on a quiz, test, or classroom assignment. One parent commented, “We had more opportunities to use Infinite Campus which displays both grades and missing assignments.”
- Family members were quick to respond that relationships between parents and teachers are excellent. One family member said she appreciates the way that teachers respond to the students and parents’ questions. Another parent said that the teachers have been overwhelmingly supportive. Another parent commented that her student is given an outline for upcoming assignments and both the student and parent know exactly what is due and when it’s due. She feels these weekly outlines help to plan and complete assignments tremendously.
- Parents were asked why they decided to attend Legacy Charter Schools. One family member said, “I want my children to be challenged and I feel they are. Another person added, “I picked Legacy because I did not like my choices in schools and I felt like my daughter would learn more at Legacy. A third parent added that, “The tutoring in the morning has been both helpful and very flexible.”

Students:

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

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

- Students shared that they have learned many new things this year. One student remarked, “There are 21 different types of climates in California.” Another student remarked, “I learned a little song about an earthworm named Sally that spreads disease from Florida to Cali[ornia].” A third student commented, “I learned some new stuff about squared in math, I am re-learning division, at the moment, and advanced Algebra.
- When students were asked about their ability to ask questions in class, they said that they use the chat or turn on the microphone and ask the question. One student said that the best way to ask a question is to go on e-mail and send a message to the teacher. The students said that they have Google Meet for specials, but they don’t always get to see the specials teachers. One student commented that “I don’t go to PE because it just says to do a number of push-ups.”
- The teachers at Legacy campuses are well liked as reported by this focus group. One student said that, “When we finish our classroom instruction and assignments we can participate in a game. Another student remarked, “ I like my teacher because she teaches well and explains content. When someone raises their hand or asks a question she thanks them.” Students also shared that they appreciate the RISE classes designed for gifted students.

Leadership:

- Cadence campus school leaders shared many positives about the school. For example, according to preliminary numbers, the Cadence campus is now serving a much higher Free and Reduced Lunch student population this school year. In addition, the Cadence Middle School has the designation of earning a 5-star rating on the Nevada State Performance Framework for data retrieved in the 18-19 school year and posted to the framework during the 19-20 school year.
- The new school leader shared that there are challenges at the campus. She said that based on the 2018-2019 Nevada School Rating, the school has three areas of concern. First, in math, the school was significantly below the district median in closing the opportunity gap indicator. Second, in math and ELA, the school was significantly below the district median in the growth indicator. Third, in math and ELA, the school was below the district median in the academic achievement indicator. In response to all of this, school leaders and staff have begun implementing a more refined PLC process. This includes regular meetings and using data to ask what students should know and be able to do by the end of the school year. The grade level teams also ask themselves what they will do to respond when students struggle or don’t learn.
- The Cadence campus leaders shared that they have worked closely with curriculum experts to shift the school’s focus to a more aligned standards-based curriculum. The teachers and grade level teams work together to look at each standard and then create essential standards. Along those lines, common formative assessments are being created by grade level teams to measure how well students understand the essential standards. The school leader said this is a process, but the school is well underway with this work.
- One other item that is currently being implemented, according to school leaders, is a more robust RTI process. School leaders shared that this will be used to identify, intervene, and support the school’s lowest performing students. Steps have already been taken to provide teachers with professional development in the following areas according to school leaders: differentiated instruction for students who are not mastering essential standards, progress monitoring supports to better identify the lowest performing students, strategies for intervention, and a common understanding of Tier 1, Tier 2, and Tier 3 instruction.

Staff:

- Cadence staff reported that, from their perspectives, everything has changed at the campus from both the leadership and the distance and hybrid learning formats. For example, teachers shared that they have had to change the way they instruct students to take notes. In addition, the way that hands-on learning takes place has changed as well. One teacher said, “We have to use our imagination and think about how students learn and engage while keeping our learning environments positive. We have taken on some professional development, and some of it has helped us, but we are immersed in it every day.” Another teacher added, “In our grade level it is hard to keep students engaged and we have been using *Kahoot*³ to help.” A third teacher pointed out that with this school year, the new students need some way to bond with the teachers. He went on to explain that without that relationship, the students don’t have the motivation to come to on-line learning. A kindergarten teacher shared that she realized that she had to think about what resources the students have at home and then create a tool kit for students to use from their homes. This way, she has helped her online students to continue to learn using manipulatives and hands-on learning.
- Teachers at this campus shared that they monitor student learning in many ways. One person said she uses *Jamboard*⁴ and computer based sticky note responses. Other ways to monitor student learning that were shared included English-Grammar call out with the teacher listening and gauging on mute, bell work and completion of assignments. One teacher said, “Only 15 to 20 students are on the camera, but I could review the turned in assignments to see if students accessed the materials and submitted the assignment.” Teachers said that another way to check online learning has been working and teaching in small groups. She explained, “When there are only five or six students, they can hold the work up to the camera and I can look it over.”
- School staff explained that not all of the school’s ELL or Students with Special Needs come to campus. The staff said that they work together to meet the needs of all of the learners at the school. For example, a few teachers on the 6th grade team come down on certain days so that we can give some one-on-one or very small group instruction in person. Staff shared that they just started progress monitoring students. Teachers explained that they will stay on-line or in class for an extra 30 minutes if any student needs help. Teachers have put lessons in pdf to help all students, including ELL and Sped, to re-read or review at any time.
- Staff said that they are working to make sure that students are receiving instruction at their grade level. They have created their own formative assessments to see how students are learning and making progress. Staff added that there is a 180-degree shift this year as opposed to previous years. They explained that in the previous years they were “locked into” teaching directly from the content book. Now, teachers reported that they are unwrapping the grade level standards and learning about what students need to know and be able to do for the SPAC. Another teacher added, “Once we unwrap our standards and decide where the essential standards are for the year, we determine the academic vocabulary for the year as well. Even though we aren’t done, I can implement some of these changes as we go. It has made me a better teacher. I’m not just turning to page 7, but now know what the student is expected to learn.”

³ Kahoot is a game-based learning platform that allows educators to create learning games and trivia quizzes.

⁴ Jamboard is a cloud-based app that enables visual collaboration between users in real time. This functions as a shared whiteboard on each user’s individual screen.

CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
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: 3	Total: 6	Total: 1	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: 9	Total: 1	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: 3	Total: 6	Total: 1	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

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: 3	Total: 3	Total: 2	Total:	Total: 2	
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: 2	Total: 1	Total:	Total: 7
	B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
Total:		Total: 2	Total: 1	Total: 1	Total: 6	

II. CLASSROOM INSTRUCTION (continued)

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:	Total: 6	Total: 4	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:		Total: 7	Total: 3	Total:	Total:	
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:	Total: 6	Total: 2	Total:	Total: 2	
	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:		Total: 3	Total: 3	Total:	Total: 4	

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

Evidence of adapted materials/assessments: Area #5

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

Evidence of questioning and discussion techniques: Area #6

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

Evidence of engaging students in learning area: Area #7

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

Evidence of Formative Assessment During Instruction: Area #8

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

Other:

ORGANIZATIONAL PERFORMANCE

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

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

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

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	On-campus support for ELL Students is offered Monday-Thursday, 8-11am while the school is operating in a hybrid manner. Small group enrichment activities with EL paraprofessionals is ongoing. Virtual tutoring sessions via Google Meets. Elevation Platform- Individual Language Learning Plans and digital Progress Monitoring surveys is also ongoing. ELL Trainings for teachers occurred in August, September, and October 2020, including ELD Standards Framework. Quarterly Schoology Parent Help Sessions in Spanish have been implemented.
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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, the City of Henderson, State of Nevada Department of Education, the Nevada State Board of Education, and the Nevada State Public Charter School Authority.
3b	The school holds management accountable.	School Presentation	All school leaders and CMO are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation	Per school presentation, the school is full inclusion, offers free tutoring, specific EL tutoring, special intervention time set aside daily, parent university, free field trips, interpreters & translation services. Restorative Justice trainings are offered in Spanish, and SEL is integrated into content lessons.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Emergency Response Plan: Reviewed/updated annually by EMO, Admin teams, Local Law Enforcement, Fire and Rescue and on file with LV Metro PD, RUVNA technology to help track/roster students in emergencies. Covid-19 Mitigation Plan/Response: Developed as a tiered approach to return to school. Plan was approved by the Charter Authority and reviewed by SNHD. Extensive

			<p>training for staff, and the school has received positive feedback on the response, documentation and contact tracing.</p> <p>Social Emotional Needs Curriculum:</p> <p>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 PLC planning in terms of ensuring that instructional staff understand Nevada Academic Content Standards (NVACS) is well underway. The leadership team and the instructional staff have worked together to build their own capacity begin conducting PLC meetings on a regular basis. The SPCSA team attended one PLC meeting during the day of our observation and it was clear that the team has been working together to understand the NVACS at an in-depth level. The conversation was open and the questions and the explanations and directions of “breaking down standards” was very clear.
2. School leadership, coaches, and curriculum experts have worked to design standards-based instruction school-wide. In addition, grade level groups are participating in professional learning designed to take apart the standards as reported in number one above. There appears to be a strong buy-in and willingness on part of the staff to learn about NVACS which will be critical in efforts to continuing to drive student achievement.
3. The learning and working environment at the Cadence campus was observed to be very positive across almost all classrooms. Students expressed a desire to attend class and there was a general warmth between teachers and their students. Given the current distance learning requirements and circumstances surrounding the ability to educate students in a virtual setting, the school appears to have been successful in motivating students to attend and take part in classes. The school staff and leaders are to be commended for this accomplishment under the current circumstances.
4. The Cadence Middle School has the designation of earning a 5-star rating on the NSPF for data retrieved on the 18-19 school year and posted to the NSPF during the 19-20 school year. This is a superior rating as described in the NSPF technical guide, and the school should celebrate this achievement while focusing on how to maintain this level of performance for the remainder of the charter term.
5. According to Validation Day numbers for the 2020 – 21 school year, the Cadence campus is now serving a larger percentage of FRL students as compared to prior years. In the prior academic year (2019 – 20), the school was serving only 25.2% FRL students whereas during this current year, the school now serves 47.3%. This is noticeable progress and the school should be commended for becoming more representative of the community it serves.

CHALLENGES

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

1. During the last sixth months, the Cadence campus has undergone significant changes to the school's social and learning context, as well as the establishment of new leaders at the campus and network levels. A primary challenge at the school will be for leaders to be tuned into the big picture and look at school improvement as a transformational process which is achieved through implementation of sustained changes. These changes are possible if staff members, instructional teams, and leaders at the school develop strong working relationships. In a time of so much change and instability, the school and network leader must challenge themselves to mobilize and spark the capacities of teachers. It is the teachers who will develop and nurture highly motivated and engaged learners.
2. A second challenge at this Legacy Cadence campus is to improve levels of student learning and achievement. This will require students to have more opportunities to take part in deeper learning and more rigorous learning activities. These learning activities include problem solving and using higher order thinking skills. Based on the 2018-2019 Nevada School Rating, the school has three areas of concern:
 - a. In math, the school was significantly below the district median in closing the opportunity gap indicator.
 - b. In math and ELA, the school was significantly below the district median in the growth indicator.
 - c. In math and ELA, the school was below the district median in the academic achievement indicator.
3. The "Deficiency", as identified by the SPCSA during the 19-20 School Year, has been a major focus and challenge at this campus. The school and network have been working in cooperation with the SPCSA to follow the agreed upon plan for correcting the deficiency. In fact, it has been determined that items 1, 2, and 4 of the Deficiency Plan have been satisfied. The remaining items, 3, 5, and 6 are partially complete and the SPCSA team would like to note significant progress in these areas. These areas will most likely be deemed satisfied with continued work and focus at the school. The final item, 7, will require the school leaders and instructional staff to focus on implementing math practices that accompany the Nevada Academic Content Math Standards with more intention and transparency. See the updated plan and next steps located at the end of this report.

RECOMMENDATIONS

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

1. The school board currently conducts an annual evaluation of the EMO, Vertex, through a survey. While this may meet the minimum requirements of the annual evaluation, the Legacy Board should adopt a more robust tool to more fully evaluate the performance of the contracted EMO. SPCSA staff suggests that the school adopt a formal rubric, or another transparent tool that includes specific goals and measures of success.
2. At the time of the site evaluation, the Legacy Nevada board consisted of 6 members. SPCSA staff recommends that the current Board consider expanding to seven members and consider filling an additional seat with a member with an education background, and/or a board member that is a current Legacy parent. While there is already one parent on the board, additional perspectives from other campuses may help the Board in efforts to provide oversight and continue to drive improvement.
3. With so many changes occurring at the Cadence campus, it is recommended that new leaders continue to keep in mind an understanding of the change process, the ability to build trusting relationships, and the several options available to create and share knowledge. These mindsets may be critical for creating sustained improvement to academic outcomes for staff and students at the campus. Consider additional ways to encourage and motivate the teaching staff and display and spread positive energy, enthusiasm, and hope at the school.
4. To continue to improve current levels of student learning and instruction the following is recommended:
 - a. Determine a way to implement baseline and mid-year testing, such as MAP, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment, particularly at the elementary level. A strong and robust plan to create a testing environment for MAP and diagnostic testing which is free from outside assistance but provides a safe platform for students to test is essential. This data will be critical in measuring the current levels of student achievement and for recognizing areas of need. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student is learning and when they are not.
 - b. Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another. With the current use of technology, it is possible to review ones teaching and instruction if recorded with the purpose of looking for ways to improve student learning. At this campus there were some excellent examples of mastery in teaching. SPCSA staff believes that some teachers could greatly benefit from opportunities to learn from their peers.
 - c. Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis. This is very important in distance learning because students may get lost in the tasks and forget what they are supposed to be learning. From the Distance Learning Playbook, pg. 81- consider asking the following questions to create clarity: How have I established learning expectations for students? How do I ensure students know what success looks like? How do I align tasks with learning expectations? How do I design assessments of learning expectations?
 - d. Continue to work with teachers to ensure that higher-level questions are implemented

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

5. Prioritize the implementation of the 8 Mathematical Practices:⁵

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

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

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

DEFICIENCIES

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

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

Plan to Correct Deficiency UPDATED DECEMBER 2020

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

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

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

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

grade level Provide supports for ELL and Special Education Students. Review math progressions which describe the progression and verify that current curriculum is in alignment of this cognitive development by the logical structure of math.					
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Data to support the finding: NSPF: 2018-2019 school year data: Total index score of 48; This is a Two-Star School that has partially met the state's standard for performance.

Next Steps:

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

In Progress Items:

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

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

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



Nevada State Public Charter School Authority

Site Evaluation Report

Legacy Traditional School North Valley

Evaluation Date: 10/21/2020

Report Date: 12/15/2020

State Public Charter School Authority
775-687-9174
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Carson City, Nevada 89706
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Las Vegas, NV 89119

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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_2_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 10/21/2020 Legacy Traditional School North Valley¹. 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 North Valley is located in North Las Vegas, Nevada in a facility at 5024 Valley Drive. The school serves 1,415 students (as of the most recent Validation Day, of October 2020) in Kindergarten – 8th grade. The mission of Legacy – North Valley 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."

¹At 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 North Valley Nevada School Performance Framework 2019

Legacy Traditional School North Valley serves 1,415 students in grades Kindergarten – 8th grade.

Elementary

Legacy Traditional North Valley

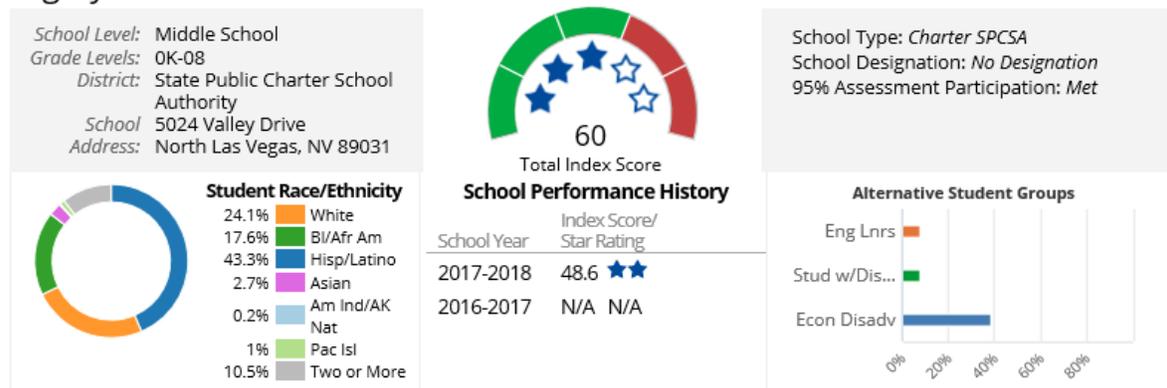
School Year 2018-2019 Nevada School Rating



Middle

Legacy Traditional North Valley

School Year 2018-2019 Nevada School Rating



Legacy Traditional School North Valley
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.3	54.5	48.5	36.6	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	28.6	31.3	32.3	30.2	30.6	28.8
Hispanic/Latino	37.2	44.6	39.6	32.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	44.6	58.2	55.3	38	59	52.9
White/Caucasian	57	62.2	59.3	45.8	61.1	57.2
Special Education	11.3	27.3	28.6	15.2	29.2	24.8
English Learners Current + Former	35	42.2	35.8	28	37.4	32.4
English Learners Current	20.8	32.3		28	25.5	
Economically Disadvantaged	35.7	39.7	39	34.2	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.3	60.1	57	41.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	32.5	40.8	42.6	38.8	40.5	39.6
Hispanic/Latino	41.2	51.1	48.2	34.1	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	48.8	63.7	64.4	53.5	67.1	62.6
White/Caucasian	52.6	66.7	67.4	48.8	65	65.7
Special Education	13.5	26.6	30	21.7	29.3	26.3
English Learners Current + Former	36.8	42.2	41.4	28	38.9	38.4
English Learners Current	23.1	29.3		28	22.8	
Economically Disadvantaged	33.5	45.3	46.8	38.7	40.4	44

Middle School

Math Proficient

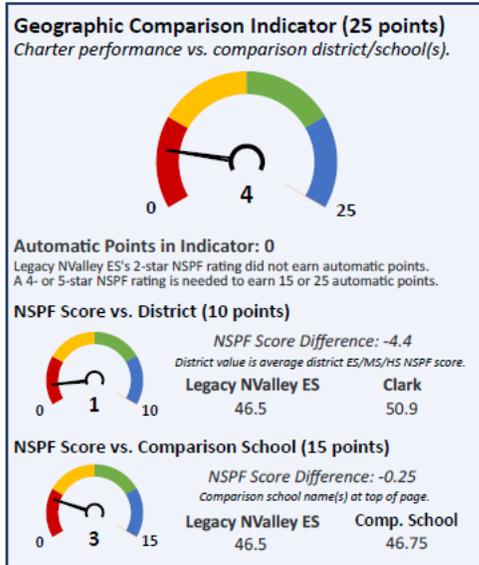
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.3	24.1	23.5	31	17.7	19.5
Hispanic/Latino	27.1	31.8	29.3	23.3	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	38.7	47.2	40.6	28.5	41.5	37.5
White/Caucasian	34.5	51.2	47.1	45.1	44.4	44.4
Special Education	0	12	18.6	9	11.5	14.3
English Learners Current + Former	25.3	26.8	20.2	28.5	22.2	16
English Learners Current	3.7	12.5		28.5	8.5	
Economically Disadvantaged	23	29	29.2	25	21.7	25.5

ELA Proficient

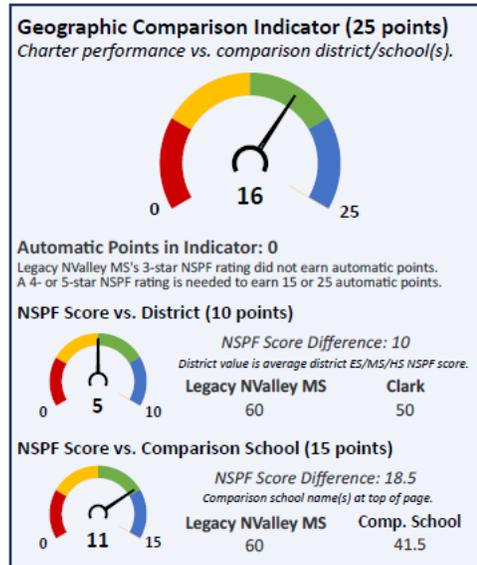
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.6	59.6	54.1	45.9	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	41	40.1	37.8	48.2	38.4	34.5
Hispanic/Latino	42.1	50.2	45.1	29.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.1	66.7	61.3	35.7	61	59.2
White/Caucasian	55.8	67.7	66.3	70.9	63.5	64.6
Special Education	4.7	19.8	21.9	9	20.7	17.8
English Learners Current + Former	41.7	42.7	24.3	21.4	34.8	20.3
English Learners Current	22.1	22		21.4	15.8	
Economically Disadvantaged	43	46.3	44.4	55	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

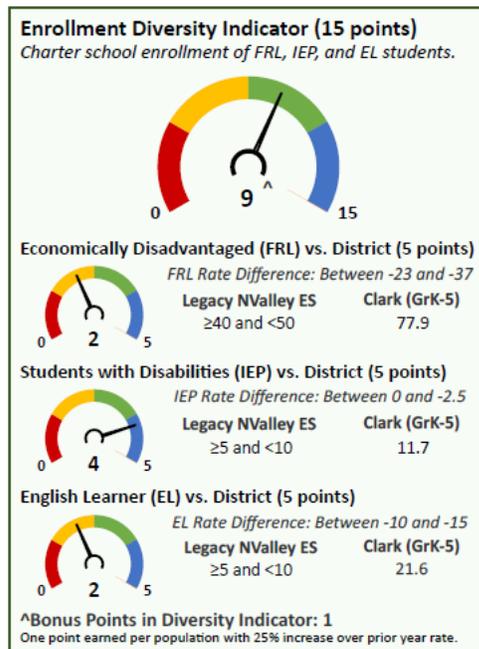


Middle School

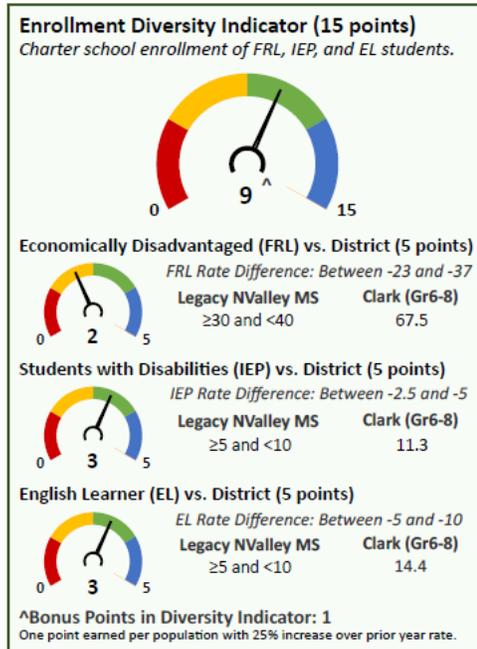


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ²	2	30 minutes
Parents/Families ³	9	30 minutes
Students	8	30 minutes
School Leadership	5	30 minutes
Staff	10	30 minutes

Governing Board²:

- When asked about the Legacy Board’s understanding and monitoring of data, one member reported that they look at a baseline with Arizona schools to better understand the data. In addition, the board looks at progress reports including action plans, deficiencies, and planning with the Vertex team. At the beginning of every board meeting, members are given an update regarding enrollment numbers, and testing, results, and plans. One board member commented, “The board is involved with guidelines and discussion of 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 Cadence and North Valley campuses, board members said they brought in the SPCSA to better understand the expectations and bringing in Nevada standards to the front. There has been a big shift. Board members reported feeling they were responsible for communicating to families and teachers. One member said, “It was hard for the board to understand the difference between the Arizona and the Nevada standards. Now, Vertex understands the importance of teaching NVACS on grade level and this change was backed up by looking through the data, round tables, plans, and worksheets.” Members of the Board shared that the “in person” part of this has a new challenge. As one board member said, “We still need to recognize the elevated students and keep elevating the students above grade level. The schools have done a good job of shifting this over the summer. For example, school personnel have reevaluated practice guides, and 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 and One board member added, “The teachers are working on this and we are confident in what we are doing. We are monitoring teachers in an on-going way. The school recognizes that they have to constantly monitor this progress.”
- When asked about how the board evaluates Vertex, members of the board responded that they engage in a survey. They added that the way that Vertex responded to COVID and looks at the students and what they need has been amazing. One board member said, “We (Legacy schools) have a whole staff for on-line learning and currently have four lessons per day for students.

²Two members the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

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

Parents/Families³:

- Family members were asked about their experiences with distance learning at Legacy school campuses. They agreed that the first quarter of this school year has been better in terms of student support than last spring. One parent commented, “I like *Schoology* (a learning management system providing a social networking service and virtual learning environment for K-12) because it has helped teachers to create, manage, and share academic content.”
- When asked about the how families are notified if a child is not doing well, family members reported that Infinite Campus is used to check to see how their child is doing on a quiz, test, or classroom assignment. One parent commented, “We had more opportunities to use Infinite Campus which displays both grades and missing assignments.”
- Family members were quick to respond that relationships between parents and teachers are excellent. One family member said she appreciates the way that teachers respond to the students and parents’ questions. Another parent said that the teachers have been overwhelmingly supportive. Another parent commented that her student is given an outline for upcoming assignments and both the student and parent know exactly what is due and when it’s due. She feels these weekly outlines help to plan and complete assignments tremendously.
- Parents were asked why they decided to attend Legacy Charter Schools. One family member said, “I want my children to be challenged and I feel they are. Another person added, “I picked Legacy because I did not like my choices in schools, 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.”

³The 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 with assignments ahead of time and working at their own pace. Students said that their parents help them work through assignments when they don't understand certain content instead of the teacher. Students said they may rely on "Google searches" to obtain information and write down questions and then ask these questions in the small group with the teacher. Students said that for some them, tutoring is difficult to attend because other commitments get in the way of tutoring. One student remarked, "I try to get to tutoring, and I try to go to the tutoring sessions but I'm in the car when it's happening."
- 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[ornia]." A third student commented, "I learned some new stuff about squared in math and I am re-learning division at the moment and advanced Algebra."
- When students were asked about their ability to ask questions in class, they said that they use the chat or turn on the microphone and ask the question. One student said that the best way to ask a question is to go on e-mail and send a message to the teacher. The students said that they have Google Meet for specials, but they don't always get to see the specials teachers. One student commented that "I don't go to PE because it just says to do a number of push-ups."
- The teachers at Legacy campuses are well liked as reported by this focus group. One student said, "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, designed for gifted students.

Leadership:

- School leaders reported several strengths at the campus. The Middle School has a 3-star rating for the 2018-2019 school year. In addition, the leadership team reported that the North Valley campus had the highest rate of students who exited the EL program at 15%. Lastly, the leadership team shared that the school received 10 of 10 points for elementary and middle school in English Language points.
- Leadership team members reported that the school staff has worked diligently to meet the needs of all students during the move to distance learning. To best meet the needs of the students with special needs, leadership team members shared that the school offers a continuum of special education and related services. They collaborate on a weekly basis to discuss student needs, results, and compliance indicators.
- To best meet the needs of the English Learner population, leaders stated that the campus has offered support and small group enrichment activities with EL paraprofessionals. In addition, they offer virtual tutoring sessions via Google Meets. The campus has received parent emails thanking the EL Department for support students have been given.

- Leadership members shared that the Legacy system provides ELL trainings for teachers in August, September and October including the ELD Standards Framework, all of which has been helpful in preparing teachers to adequately support students.
- The North Valley Campus school leader is new and reported that she recognizes some of the challenges ahead. For example, the school must focus on closing opportunity gaps in all grades with special attention toward the special education students. The most recent MAP data indicates that the school needs additional support and resources in the area of overall Reading Proficiency scores schoolwide, especially within grades K-4 is needed. The leadership team went on to state that this is one of their priority areas moving forward.

Staff:

- The teachers within this focus group had different opinions when it comes to their perspective on distance learning. One teacher said that distance learning is not a challenge and added that, “I’m naturally engaging, and I have a warmup activity, then we go through the lesson. I share the screen and I love Google Meet. I can put questions in the chat, and I call on students in the chat, making sure I’m presenting the lesson. After that we do an exit activity and check for questions.” A second teacher had a different view. She said, “I need more one on one time with my students and the distance learning is very difficult for second language learners.” A third teacher shared, “This is difficult for kindergarten students and the biggest issue I have is that we are placing a great deal of responsibility on these kids to learn the content on their own.” The group shared that the learning process for teachers, students, and parents has not been easy. They added that in some cases, the parents are expecting students in the middle school grades to complete the work on their own. One of the para teachers added that, “I am a para and I want to do more for the students, and it is hard to get them motivated to do more.” Another concern share by instructional staff is that they have noticed that the inability to move around within the classroom, to see what students are writing down. This was identified is a barrier.
- There have been several changes in leadership at the North Valley campus over the last two school years and the staff was asked about the culture and climate at the school. One teacher remarked, “I have four new teachers in my grade-level, and I feel the responsibility to support and guide them. Last year, we were told how to run things, what to do, but this year the approach is different. We are now provided with PLC time and data, yet there is no structure. We are told to pick a standard and we don’t know what MAP data is relevant. I feel blind, to just pick a standard. I feel like I’m in outer space with no guidance or structure.” The staff remarked that most teachers, but especially new teachers, need more assistance and guidance in running a successful PLC meeting. Some staff members remarked that can be very disheartening. Another staff member said, “Last year we were able to pull some information to guide our teaching but this year we had one video conference call over the data and no training on what to do. We are told here it is, discuss it, fill it out- try to collaborate, yet we all need to grow in this area.”
- When asked what would help improve the school, the staff remarked that it is important to realize that every teacher is a professional and to always strive to do the best individuals can with the tools that are available. Staff expressed some frustration that the MAP data is not valid due to the method in which students were tested and the PLC process is unclear despite efforts to collaborate with one another. One teacher shared that, “The positive part of this situation is that there is a social core of people teaching here that put students first.” It was clear during the focus group that there are individuals that continue to operate with a student-first mindset but need additional resources and support in order to feel more successful.

- When asked what else the group would like to share, one person welcomed any additional support that can be provided, saying, “I’ve noticed that parents here at this campus work two or more jobs and students are not getting the support they need at home. The level of parent involvement is low.” Another person added, “Each year I see high levels of collaboration within the teachers and there is always at least one person that I can go to which can help.” The group agreed that an on-site Special Education facilitator, focused on case load and compliance would be very helpful.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes 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: 1	Total: 10	Total: 1	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: 8	Total: 2	Total:	Total: 2
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:	Total: 7	Total: 5	Total:	Total:
	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: 7	Total: 1	Total:	Total: 1

II. CLASSROOM INSTRUCTION

Area 5	Not Observed					
	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 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: 1	Total:	Total: 10	Total: 1	Total:	
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: 1	Total: 11	Total:	Total:
	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: 5	Total: 1	Total: 1	Total: 5		

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:1	Total: 4	Total: 7	Total:	Total:	
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 1		Total: 7	Total: 3	Total: 1	Total:	
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:	Total:	Total: 11	Total:	Total: 1	
	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: 1		Total: 2	Total: 7	Total: 1	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 #5

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

Evidence of questioning and discussion techniques: Area #6

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

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing): 3
- Students are using reasoning and critical thinking: 1
- The lesson is rigorous and includes cognitively complex tasks: 2
- Students engage in several types of activities during the lesson including:
 - Speaking Writing Reading Listening Discussing Creating Problem Solving
- Cooperative groups:
- Student-led classroom:
- Technology is integrated into learning/outcomes: 12
- Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

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

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	Emergency Response Plan: Reviewed/updated annually by EMO, Admin teams, Local Law Enforcement, Fire and Rescue and on file with LV Metro PD, RUVNA technology to help track/roster students in emergencies. Covid-19 Mitigation Plan/Response: Developed as a tiered approach to return to school. Plan was approved by the Charter Authority and reviewed by SNHD. Extensive training for staff, and the school has received positive feedback on the response, documentation and contact tracing. Social Emotional Needs Curriculum: Adopted a SE curriculum last year and are currently delivering this material in the distance platform. The school also has social workers to help check on students.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. The instructional staff and leadership team at the North Valley Campus, both those returning for the year and those new to the campus, are clearly dedicated and passionate about improving achievement levels at the school. Teachers were observed presenting an upbeat, positive learning environment to students despite the significant challenges of delivering instruction in a virtual setting. It is clear that the majority of staff are committed to putting students first. Specifically, the North Valley campus instructional staff has worked both independently and with each other to personalize the virtual learning experience for students. For example, students are greeted by name as noted in several instances during classroom observations. Other forms of positive body language and communication were observed including thumbs up, eye contact, and smiling directly at students. The staff also appeared to have a strong understanding that learners grow more academically when they have positive relationships with their teacher. Evidence of these interactions were noted during the classroom observations and the staff focus group.
2. The chronic absenteeism and English Language indicators, according to the most recent NSPF report for both the elementary and middle school programs, show improvement over the prior year. These gains are a positive development, and North Valley staff and leadership should continue to work to maintain this positive trajectory at both the elementary and middle school levels.
3. Legacy Traditional Schools have employed a full time School Psychologist and have begun to implement Restorative Justice philosophy and practices.

CHALLENGES

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

1. During the previous school year and the beginning of the 2020-2021 school year, the North Valley campus has undergone significant changes to the school's social and learning context, as well as the establishment of new leaders. A primary challenge at the school will be for leaders to successfully work with all stakeholders to lead the school through this change. It is important for leaders to understand that simply implementing new frameworks in a complex school setting doesn't lead to sustainable change. School leaders are now called upon to galvanize the school team around common challenges. Challenges include: COVID-19 distance learning, improving achievement levels, implementation of the PLC process, standards based backwards planning and the creation and use of common assessments.

2. The North Valley Campus has the primary challenge of improving achievement outcomes for all students in both ELA and Math. While the middle school program earned a three-star rating, according to the most recent NSPF report card, the school team will be required to continue to work together to create and ensure the best outcomes for all students and strengthen the professional teaching practices, especially at the elementary level. It is imperative that the school team work to motivate and empower each other to implement additional best practices in teaching in both the virtual setting and the in-person learning setting. This will require students to have more opportunities to take part in deeper learning and more rigorous learning activities. These learning activities include problem solving and using higher order thinking skills.
3. The following processes are in their initial phases of implementation and require further development in terms of professional learning, communicating the “why”, and developing stronger levels of support. Processes include: Professional Learning Communities (PLCs), standards-based implementation, common assessments, and sharing of best practices. These challenges are priorities of the current staff and leadership teams.
4. As indicated in focus groups and within the school presentation, this campus must develop and implement a more cohesive plan to meet the needs of students with special needs.

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. There have been several changes put into place at the North Valley Campus during the last few school years. It is recommended that the new leaders develop a multi-year plan which shows how the school leader will transform the school and the community served. SPCSA staff suggests that any plan include teaching and performance targets, recruiting new staff, and a focus on ways to increase levels of parent engagement. Additionally, the leadership team should continue to be mindful that the buy-in of instructional staff will be critical in the success of any path forward.
4. To improve current levels of student learning and instruction, SPCSA recommends the following:
 - a. Determine a way to implement baseline and mid-year testing, such as MAP, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment, particularly at the elementary level. A strong and robust plan to create a testing environment for MAP and diagnostic testing which is free from outside assistance but provides a safe platform for students to test is essential. This data will be critical in measuring the current levels of student achievement and for recognizing areas of need. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student is learning and when they are not.
 - b. Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another. With the current use of technology, it is possible to review ones teaching and instruction if recorded with the purpose of looking for ways to improve student learning. At this campus there were some excellent examples of mastery in teaching. SPCSA staff believes that some teachers could greatly benefit from opportunities to learn from their peers.
 - c. Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis. This is very important in distance learning because students may get lost in the tasks and forget what they are supposed to be learning. From the Distance Learning Playbook, pg. 81- consider asking the following questions to create clarity: How have I established learning expectations for students? How do I ensure students know what success looks like? How do I align tasks with learning expectations? How do I design assessments of learning expectations?

5. Prioritize the implementation of the 8 Mathematical Practices:⁴

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

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

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

DEFICIENCIES

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

⁴http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Math_Documents/nvcassmathstandardsk.pdf



Nevada State Public Charter School Authority

Site Evaluation Report

Legacy Traditional School Southwest

Evaluation Date: 10/22/2020

Report Date: 12/15/2020

State Public Charter School Authority
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2080 East Flamingo Road, Suite 230
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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.
	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.

Appendix F



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113**

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin, Executive Director
Mark Modrcin, Director of Authorizing
SUBJECT: Agenda Item No. 8: Recommendations to Issue Notices of Concern Based on the 2017 – 2018 Nevada School Performance Framework Results and Participation Rates
DATE: September 28, 2018

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework results for the 2017 – 2018 school year. All public schools in the state of Nevada are issued a star rating when all data points are available. The 2017 – 2018 school year is also the first year that high school ratings will be released after the ratings freeze during the 2014 – 2015 school year and it is the first year that all charter school campuses received separate ratings.

Additionally, the State of Nevada is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public schools...” (ESSA 1177-35(E)). These subgroups are as follows:

<u>State of Nevada ESSA Subgroups</u>	
American Indian/Alaska Native	Two or More Races
Asian	White/Caucasian
Black/African American	IEP
Hispanic/Latino	Economically Disadvantaged (ED)
Pacific Islander	English Learner (EL)

The following schools earned a 1 or 2-star rating based on the final ratings released on September 14, 2018 and/or received a participation warning or penalty due to not meeting the thresholds described above:

<u>Elementary Schools</u>	<u>2017 – 2018 Index Score</u>	<u>2017 – 2018 Star Rating</u>
Coral Academy of Science Las Vegas – Centennial Hills*	81	4-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	28.5	2-star
Learning Bridge Charter School	44.11	2-star
Legacy Traditional Schools – North Valley	34.5	2-star
Mater Academy of Nevada – Bonanza	21.5	1-star
Mater Academy of Northern Nevada	15	1-star
Somerset Academy of Las Vegas – North Las Vegas	40	2-star

<u>Middle Schools</u>	<u>2017 – 2018 Index Score</u>	<u>2017 – 2018 Index Score</u>
Equipo Academy*	50.5	3-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	47.5	2-star
Leadership Academy of Nevada*	36.11	2-star
Legacy Traditional Schools – North Valley	43.67	2-star
Sports Leadership and Management of Nevada (SLAM NV)	47.5	2-star

Schools with an asterisk above received a participation warning or penalty. The Every Student Succeeds Act (ESSA) requires 95 percent participation on the state Mathematics and English Language Arts (ELA) assessments. Given the requirement to measure ELA and Mathematics participation for all students and each of the ten subgroups over two content areas, there are twenty-two (22) distinct participation measures (11 Mathematics and 11 ELA) determined for each school. Schools must meet participation requirements for all measures.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population:

<u>Participation Penalties and Impact</u>	
Participation Warning	Schools failing to meet the overall and subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95 percent over the most recent two or three years for the first year will be identified as failing this important metric. No points are deducted for a participation warning.
Participation Penalty	If the school fails to meet overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95% over the most recent two or three years <u>for a second consecutive year</u> , the Academic Achievement Indicator will be reduced by 9 index points, up to the maximum possible points for the Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the Participation Penalty is determined do not have to be the same subgroup identified in the previous year.
Continuing Participation Penalty	If a school fails to meet the overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95 percent over the most recent two or three years <u>for a third consecutive year</u> , the school will be identified as and subjected to a “Continuing Participation Penalty.” Schools designated as such will earn zero points for the Academic Achievement Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the school is determined to have a Continuing Participation Penalty do not have to be the same subgroup identified in the previous years.

Per [NRS 388A.367](#), low performing schools are required to notify the parent or guardian of each pupil enrolled in a qualifying public charter school. Additionally, qualifying schools are required to post written notification of this performance according to the statewide system of accountability on their website, as well as the scores of neighboring zone traditional public schools. Finally, [NRS 388A.367](#) requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

Given the above performance deficiencies and the requirements of [NRS 388A.367](#), staff recommends that the SPCSA Board delegate to Staff the authority to monitor the requirements of [NRS 388A.367](#). This includes ensuring that all parents and guardians are notified, notice is posted on the school's website, and a public hearing is held by the school within 30 days of the required notice being sent.

Recommendation: Approve SPCSA Staff Recommendation to Issue Notices of Concern and monitor the implementation of [NRS 388A.367](#).

Appendix G

STEVE SISOLAK
Governor

STATE OF NEVADA

REBECCA FEIDEN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 – 9113**

BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Rebecca Feiden, Executive Director
Mark Modrcin, Director of Authorizing
SUBJECT: Agenda Item No. 7: Recommendations for Legacy Traditional Schools from the
Final 2018 – 2019 Nevada School Performance Framework Results
DATE: October 4, 2019

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework (NSPF) results for the 2018 – 2019 school year. All public schools in the state of Nevada are issued a star rating when all data points are available.

As a reminder, the Authority has three levels of intervention when schools do not meet academic standards (i.e. a NSPF rating of 3-stars). These levels are as follows:

- Notice of Concern

- Notice of Breach

- Notice of Intent to Terminate

The academic performance of Legacy Traditional Schools for the last two school years is provided below. While both of the middle schools performed above 3-stars, both of the elementary schools were rated as 2-stars.

<u>Legacy Traditional Schools</u>	<u>2017 – 2018 Index Score</u>	<u>2017 – 2018 Star Rating</u>	<u>2018 – 2019 Index Score</u>	<u>2018 – 2019 Star Rating</u>
N. Valley – Elementary School	34.5	2-star	46.5	2-star
N. Valley – Middle School	48.6	2-star	60	3-star
Cadence – Elementary School	Not Rated	Not Rated	48	2-star
Cadence – Middle School	Not Rate	Not Rated	82	5-star

Notice of Concern

Due to the elementary program at the Cadence campus earning a rating of less than 3-stars for the 2018 – 2019 school year (the school’s first year of operation), SPCSA staff recommends that the Authority issue a Notice of Concern to Legacy Traditional Schools regarding the elementary school at the Cadence campus. Given this notice recommendation, SPCSA staff also plans to carefully review the school’s performance plan for the 2019 – 2020 school year. In addition, the school will be required to provide a written update to the SPCSA by February 1, 2020. The report must include:

- Progress to date in implementing the School Performance Plan
- A summary of mid-year assessment performance

Notice of Breach

Due to the elementary program at the North Valley campus earning a rating of less than 3-stars for the second consecutive year in the 2018 – 2019 school year, SPCSA staff recommends that the Authority issue a Notice of Breach to Legacy Traditional Schools regarding the elementary school at the North Valley campus. Given this notice recommendation, SPCSA staff also plans to carefully review the school’s performance plan for the 2019 – 2020 school year. In addition, the school will be required to present to the Authority in early 2020. The presentation must include:

- Progress to date in implementing the School Performance Plan
- A summary of mid-year assessment performance

Additionally, per [NRS 388A.367](#), low performing schools are required to notify the parent or guardian of each pupil enrolled of the school’s star rating and post written notification on their website, as well as the scores of neighboring zone traditional public schools. Finally, [NRS 388A.367](#) requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system. Staff will monitor compliance with these statutory requirements.

Proposed Motion:

- *Approve the recommendation of SPCSA Staff to Issue a Notice of Concern to the Cadence elementary program and require the school to submit a report by February 1, 2020 which includes progress to date in implementing the school performance plan and a summary of mid-year assessment performance.*
- *Additionally, approve the recommendation of SPCSA Staff to Issue a Notice of Breach to the North Valley elementary program, and require the school to present to the Authority an update regarding the school's progress against the performance plan and a summary of mid-year assessment performance in early 2020.*

Appendix H



The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Legacy Traditional School

Address: 5024 Valley Drive, North Las Vegas, NV 89031

Website: <http://ltsnevada.org/>

Enrollment: 4215

Grades Served: K-8

2019-20

2018-19

In Good Standing

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Falls Far Below Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix I

Legacy Traditional School

Address: 5024 Valley Drive, North Las Vegas, NV 89031

Website: <http://itsnevada.org/>

Enrollment: 4215

Grades Served: k-8

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
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1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.