



Nevada State Public Charter School Authority

Site Evaluation Report: **Legacy Traditional School Cadence** Evaluation Date: 1/23/2024

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 1/23/24 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 first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Legacy Traditional School Cadence is located in Henderson, Nevada in a facility at 325 Inflection St. The school serves 1,185 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of Legacy Traditional Cadence: "to provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

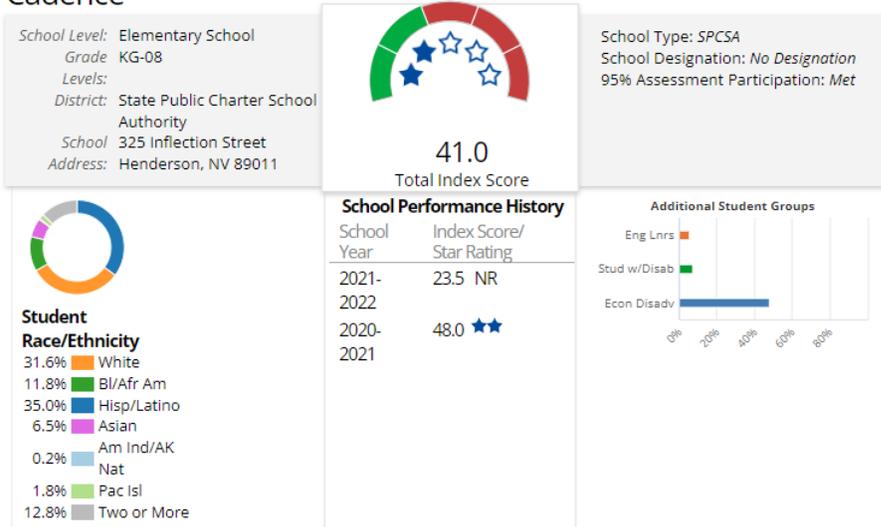
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

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

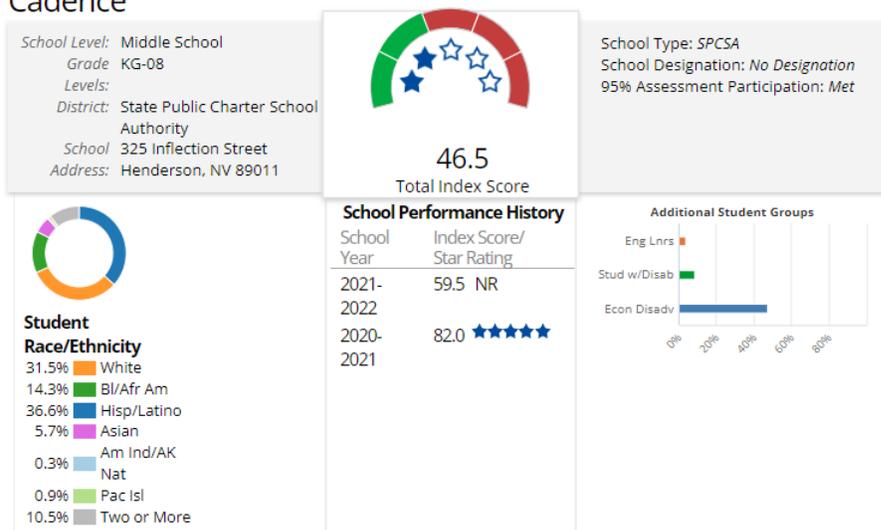
Elementary School
Legacy Traditional School
Cadence

School Year 2022-2023 Nevada School
Rating



Middle School
Legacy Traditional School
Cadence

School Year 2022-2023 Nevada School
Rating



Math and ELA Results

Nevada School Performance Framework

2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	38.2	52.0	53.5	27.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	48.3	74.5	71.9	40.0	72.8	70.4
Black/African American	18.9	31.4	38.9	9.6	30.3	35.7
Hispanic/Latino	35.9	42.2	45.5	21.6	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	35.8	57.8	59.6	20.4	55.6	57.5
White/Caucasian	47.3	63.7	63.3	35.4	60.7	61.3
Special Education	29.0	29.1	35.5	6.8	26.3	32.1
English Learners Current + Former	38.4	38.1	42	34.3	34.9	39
English Learners Current	22.7	27.6		19.2	25.5	
Economically Disadvantaged	30.1	39.0	44.9	22.3	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.6	54.6	61.2	46.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	54.8	74.1	77.8	67.5	74.9	76.7
Black/African American	19.4	37.5	48.2	25.8	39.8	45.4
Hispanic/Latino	39.8	45.9	53.2	39.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	37.7	60.7	67.9	44.0	61.5	66.2
White/Caucasian	54.3	64.4	70.6	53.9	65.5	69
Special Education	19.3	27.4	36.8	11.3	25.5	33.5
English Learners Current + Former	41.0	37.6	47.2	34.3	37.4	44.4
English Learners Current	27.2	24.1		19.2	24.4	
Economically Disadvantaged	33.8	42.0	51.9	39.8	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	26.0	38.5	42.7	27.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	41.1	62.5	62.6	34.7	62.7	60.6
Black/African American	8.7	19.4	31	12.8	18.2	27.3
Hispanic/Latino	22.6	28.3	36.2	16.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	19.3	44.5	46.4	25.0	41.8	43.6
White/Caucasian	36.9	51.4	52.3	44.5	48.1	49.8
Special Education	11.5	11.5	26.5	9.0	9.7	22.7
English Learners Current + Former	19.3	21.5	28	15.7	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	23.0	24.9	36.1	20.6	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	49.8	53.4	58.6	62.1	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	58.8	74.7	78.2	73.9	79.0	77.1
Black/African American	29.2	37.4	43.9	52.5	41.1	40.9
Hispanic/Latino	44.3	44.8	50.5	51.7	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	35.4	60.0	65	66.6	64.6	63.2
White/Caucasian	69.0	64.0	69.6	73.1	67.2	68
Special Education	19.2	17.4	29.6	13.6	18.0	25.8
English Learners Current + Former	35.4	34.0	31.7	48.5	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	38.8	40.8	49.8	56.3	45.9	47.1

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

16/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

3/10 NSPF score difference of 2.1 between school (41 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

13/15 NSPF score difference of 21.5 between school (41 points) and comparison school (19.5 points).

Middle School

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

13/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

4/10 NSPF score difference of 6 between school (46.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15 NSPF score difference of 13 between school (46.5 points) and comparison school (33.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

2/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 13.1%.

2/5 School EL rate of ≥ 5 to $< 10\%$ compared to district GrK-5 EL rate of 18.5%.

Middle School

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

9/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

3/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 12.6%.

3/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	7	45 minutes
Students	8	45 minutes
School Leadership	8	45 minutes
Staff	10	45 minutes

Governing Board¹:

- During the site evaluation, two members of the Legacy governing board participated in the focus group. The board has seven members in total, but they are currently operating with six members. The board is seeking to fill an open seat with an individual who has a finance background. The Legacy board is comprised of members with diverse backgrounds such as parenting, business management, and legal expertise, making it well-suited to oversee the three schools located in Las Vegas, Nevada.
- Governing board members were asked to describe what they felt were the greatest strengths of the Legacy schools. One member highlighted that Legacy students are expected to learn at a grade level above their peers, which is why many parents chose to enroll their children at a Legacy campus. Another member mentioned that their family chose Legacy due to the school's traditional aspects, such as holding a flag ceremony each morning and having student desks arranged in rows within the classrooms. The attendees also recognized the administration and structure of Legacy schools as additional strength.
- During the focus group, it was confirmed verbally that Legacy's Educational Management Organization (EMO), Vertex, and the Executive Superintendent undergo an annual evaluation. The board members present at the interview noted a significant improvement in the chronic attendance rates across all three campuses so far this school year. This progress is attributed to the newly created Absenteeism Coordinator Position which has proved to be beneficial for Legacy schools.

Families

- During the focus group interview with the site evaluation team, seven family members shared their feedback on Legacy Cadence. According to them, communication has improved during this school year. The families reported receiving text messages about important items, such as inclement weather, which they found helpful. One family member specifically mentioned that they appreciated receiving updates about the morning flag ceremony, saying, "I like the new text message feature from the school. It is important to know if there will be a flag ceremony in the morning or not." Many parents also expressed their appreciation for attending the morning flag ceremony on the playground, feeling welcomed and involved during this time at the school.

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

FOCUS GROUP SUMMARY continued

- The topic of teacher turnover at the school was brought up. One family member expressed dissatisfaction that her child's first-grade classroom has had five different teachers this year, which the parent sees as contributing to a lack of communication with parents. Other families reported that having different substitute teachers throughout the school year has resulted in struggles with classroom academic and behavioral expectations.
- Some family members shared their concerns regarding the challenges they face with the Legacy Cadence Special Education procedures. They have reported that the Individual Education Plan (IEP) for their child is not being followed properly, which is causing distress. One family member stated that their child's regular education teacher is not being provided with the resources needed to help their child on a day-to-day basis. For instance, the class has an Educational Aide occasionally, but it has been necessary to have someone in this position throughout the year.
- During the focus group, several valuable suggestions were put forward to enhance both academic and operational outcomes from the family participants. Families voiced their concern about the special education program, stating that it requires additional support such as one-on-one instructional components and instructional aides to provide more attention and academic support. Furthermore, families expressed their apprehension regarding the high number of students in classrooms, with one member stating that there should be no more than twenty students per class instead of the current thirty-six in one of the kindergarten classes. The lack of a backup plan in the absence of an instructional aide was also highlighted as a major issue, with parents suggesting the need for more intensive academic help for some students across all grade levels. To address this issue, families suggested the provision of smaller private classrooms to help such students accelerate their learning and catch up with their grade-level peers.
- Several positive aspects of the school were noted. Families appreciate the school staff for taking the initiative in making learning challenging for their children. The lunch lady was described as being friendly, and the staff were praised for getting to know families and students on a first-name basis. Families unanimously support the new school leader, with one parent remarking, "I am excited about the new leader and optimistic." Several families stated that they feel the new school leader listens to what parents have to say and that they have a good rapport with her. Another person added, "I've seen her here past 6:00 pm and she is diligent about addressing weaknesses within the school." The new school leader knows the students and is a hands-on visible leader. The consensus is that things are improving at the school.

Students:

- A total of eight students in grades third through eight participated in the student focus group. The students reported some positive changes in their school experience. One student mentioned that they felt the teachers were more responsive to them than in prior years. The teachers were willing to stay after school and help the students and seemed to care about their success. Upper elementary students were being held accountable for their actions, and this was seen as a positive change.
- According to some students, the classroom environment is positive and conducive to asking questions for better learning outcomes. One student mentioned that they are currently studying fractions and various methods of solving multiplication problems, and although they experience some difficulty in grasping the concepts, the teacher's assistance has been invaluable.

FOCUS GROUP SUMMARY continued

Additionally, some students shared that teachers offer extra tutoring sessions after class or school, which makes them feel more comfortable asking questions and seeking help in class. The teachers are willing to explain the content again in a different way to ensure that the students understand better.

- According to the students, they feel welcome to inquire about their grades and assignments. They can stop by the school's front office to ask questions or have their report card printed. The students also mentioned that they can approach their teachers or the front office staff if they have any missing assignments.
- The students have some suggestions for the school administration. They would like the school to provide lockers for middle school students and organize a school dance. Furthermore, the students have suggested that class sizes be lowered since one of the junior high classes currently has thirty-five students, but not enough desks. As a result, some students are forced to sit on the floor. The students also wish that others would treat teachers with more respect, as they believe the teachers are under a great deal of stress.

School Leadership:

- During the leadership focus group at the Cadence campus, eight school leaders discussed various improvements being made. One of the initiatives was to ensure that all teachers employed at the school either have a full teacher's license or are working on obtaining one if they are currently a substitute. Another initiative was the creation of a new position called the Chronic Absenteeism Coordinator. The coordinator's primary responsibility was to reduce chronic absenteeism levels by monitoring student attendance and providing transportation to children who may not have a means of getting to school. The school also implemented a new math curriculum called Envisions Math. The Legacy school board approved purchasing and implementing a new English Language Arts program called Wonders for the upcoming school year (2024-2025).
- School leaders were asked about the status of their ability to meet the needs of students with special needs at Cadence. Leaders explained how they determined the grades of students with an Individualized Education Plan (IEP). One of the leaders explained they follow a collaborative process, which takes into account a modified curriculum and the overall quality of completed assignments. Some teachers were leading this process, working with grade-level teams to improve methods of supporting students with an IEP. To ensure that students receive quality Special Education services, the school's Education Management Organization (EMO), Vertex, works with special educators and school leadership to track instructional minutes and follow up on action plans for improving procedures across all Legacy schools. At the Cadence campus, the school leader meets with the special education team every week to oversee compliance.
- The leadership team has made a concerted effort to increase student engagement in academics. They have placed particular emphasis on improving intellectual engagement and creating more opportunities for students to speak in class. The school principal confirms that she provides feedback to each teacher after observing them in class to ensure that academic engagement remains a top priority. In addition, data boards have been posted by grade level throughout the school to display levels of growth on school interim tests. This measure has been taken to help everyone understand where students at each grade level are achieving and what can be done by staff to increase growth levels.

FOCUS GROUP SUMMARY continued

- There is a member of the leadership team at the school who provides data to the school leaders and teachers. They are also part of the Legacy Nevada Instructional Leadership Team. This year, the school has implemented IXL² and encourages students to use the independent learning platform. To ensure that students are working at the ideal levels when using IXL, the school uploads student data from MAP testing and provides friendly competitions. The Cadence campus employs a reading and math interventionist and uses a robust progress monitoring system. To provide an even greater level of academic support, the school offers tutoring and Saturday school to those who need it.

Staff:

- Nine employees met to participate in the staff focus group. Several staff members commented about the status of the new school leader. One person described, "I feel like she is strong and offering lots of support to staff and students." A second staff member stated, "She tends to connect more than other administrators and she wants to understand." A different staff member added, "I think she is under a great deal of pressure, yet when I've seen some problems with lunch lines backing up, she rearranged and improved it. I've known her for a long time and I think she has the right attitude and demeanor."
- The staff at Legacy Cadence expressed some concerns, including the safety of students on the playground due to a lack of supervision and high levels of pressure to pass the state-mandated test. Some staff members also felt humiliated by having their names displayed next to class-wide student data on the wall. One staff member stated that the high teacher turnover on campus was due to the philosophy of upper leadership, which encourages teachers who are not satisfied with their work to leave.
- Several teaching staff at Cadence have expressed their desire to have more time to improve the overall quality of instruction for students. They feel that they are under pressure due to time constraints, frequent meetings, and the need to produce results, which does not create an ideal working environment. To enhance Tier 1 instruction, teachers have reported conducting academic interventions with students daily. However, they also feel frustrated due to large class sizes, which makes it difficult to provide small-group instruction because groups usually consist of ten students.
- Staff had a few suggestions for improving the school. Several suggestions were offered to help manage the high levels of students to teachers. Teachers suggested more help, leveled classes, departmentalizing grade levels, having more teacher aides hired, and having in-house suspensions for students who continually disrupt teaching and learning. Teachers made it clear that they do not like being blamed by school leadership for poor student behavior and would like students to receive formal social-emotional learning assistance. Some teachers said they believe that high rates of teacher turnover will continue if the high student to teacher ratios continue.

² IXL is a popular subscription-based learning site for K-12. It provides independent academic lessons and tracks student progress.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 31 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
	Total: 7	Total: 21	Total: 3	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 4	Total: 24	Total: 3	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 23	Total: 2	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	Total: 25	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 26	Total: 4	Total: 0	Total: 0	Total: 1
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 21	Total: 5	Total: 0	Total: 3

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 3	Total: 27	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 26	Total: 2	Total: 0	Total: 1

1. This was a self-contained classroom with three adults and seven students. Students were engaged in a variety of activities. Some were building blocks, some were working independently, two were working one on one with an adult on academic content.
2. In one upper elementary class there were 27 students and one teacher. The teacher asked students to explain concepts and steps in solving a mathematical equation to the whole class. Students were asked to solve a problem on their own and then explain their process to a shoulder partner.
3. In one elementary classroom, students worked on independent work. The teacher walked around the room to provide one on one support.
4. In this early grade classroom, the teacher had students chorally count out loud by 5's and then by 2's. Three students had comments about the activity, and they shared their thoughts individually. Class was asked to line up for lunch and did so quietly. Students followed directions well.
5. In one self-contained classroom, one teacher provided one on one interventions to one student. The other students watched a learning video on how to identify nouns and adjectives in sentences. The other two co-teachers redirected behaviors and provided one on one support, as needed.
6. This was a mid- level elementary classroom and students were reading the text. The teacher stopped and asked students to turn and talk to the partner about the problem in the story. The teacher signaled time to stop talking with partner with a full group response which involved the right hand and left hand. Several best practices observed in this classroom.
7. A group of 23 students were taking a music lesson and played their recorders. Students were highly involved, and the teacher offered just the right amount of support when having one student play her part.
8. This was a mid- level elementary classroom. Students were working independently, and one small group was involved in a guided reading group with the teacher. The teacher was providing high levels of feedback to those students in the reading group.
9. In one middle school classroom, students were learning about the Preamble to the U.S. Constitution. Students watched a humorous video clip on memorizing the Preamble. The task was for students to memorize the Preamble so they could write it with correct punctuation.
10. Students wrote and edited poems they wrote based on feedback from their peers. Students were to include poetic devices such as repetition, rhyme, imagery, alliteration, stanzas, and rhythm.
11. This early grade classroom had 20 students and two adults, one of which was the teacher. Teacher modeled writing letters for students on the overhead and students practiced on their papers. Teacher circulated throughout the classroom and provided one to one feedback, both positive and helpful ways to improve.
12. In one upper elementary classroom, the teacher worked with students one on one at her desk. Other students worked independently on tasks.
13. Students worked in partners to identify independent and dependent variables in one middle level class using manipulatives.
14. In one lower elementary classroom, the teacher guided students to number their paper for a spelling test. Students followed along with the teacher.
15. In this early elementary classroom, teacher was guiding students through words and had them color as they go. One student said, "We use our phonograms to help us figure out the words." Nice example of a student using academic language.
16. Students read Greek myths aloud in table groups. The instructor assisted students in pronouncing Greek names prior to students reading to facilitate smoother reading.
17. Pull out resource classroom. Students work in groups or independently. The teacher gives positive feedback for students working. Students seem comfortable asking questions and interacting with the three adults in the classroom.
18. In this upper elementary classroom, students are working independently in workbooks. As other students finish, they are encouraged to roam the classroom and provide assistance to other students.
19. In one MS classroom, the teacher read the instructions for completing the given math assignment. The teacher facilitated a game that allowed the students to guess the correct answer to multiple-choice questions. The students were engaged in their learning.
20. In one classroom, students worked independently on tasks. The teacher explained the assignment from her desk.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Evidence gathered during the student, staff, leadership, and family focus group indicates Legacy Cadence is implementing the material terms of its educational program as stated in the charter. Curricular materials within the K-8 math and K-8 English Language Arts have changed to better align with SBAC (Smarter Balanced Assessment Consortium).</p> <p>Students with an IEP are protected. The evaluation team was informed that the Cadence school leader meets with the Special Education team at the school to ensure the school is meeting compliance with Federal Law.</p> <p>Students learning the English language are protected. The school leader reported that EL students participate in ongoing assessments that measure their growth both academically and toward learning to be proficient in the English language.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Providers</p>	<p>The school complies with governance requirements and has adopted policies for the Code of Ethics, Conflicts of Interest, and Open Meeting Law (OML). Board members have received training and meet regularly.</p>
<p>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records are maintained under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>The site evaluation team observed student and staff records being maintained under lock and key and stored appropriately.</p>
<p>Indicator 5: School Environment</p>	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted. • The school has fire extinguishers on all floors which are tagged. • Active permit for food service. (if applicable) • Nurse requirements are met through visual check of the health office, disposal of sharps, cot, and refrigeration. 	<p>All classrooms were observed to have evaluation plans posted.</p> <p>A set of updated and tagged fire extinguishers existed throughout the school.</p> <p>The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.</p>

Measures of Progress from Previous Site Evaluations

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

<p>Summary of recommendations from most recent site evaluation</p>	<ol style="list-style-type: none"> 1. Improve levels of chronic absenteeism. 2. Implement several instructional improvements. These include current changes such as the <i>Envisions</i> math curriculum and continued levels of strong academic interventions. The Cadence campus may consider expanding math teaching strategies to include additional instances or use of math vocabulary, cooperative learning strategies, and encouraging students to verbalize math strategies with one another. 3. Recruit and retain highly qualified teachers. School leaders, family members, students, and staff report that the school has elevated levels of staff turnover. The teaching staff has requested additional adult support within classrooms to better meet the behavior and instructional needs of all students. Addressing teacher attrition is critical to school improvement. Teachers are the number one in school influence on student achievement. (Terida, 2019) 4. Build on the current positive staff culture with staff on campus. Bolster connections with families and widen the overall influence in this area. Stronger partnerships with families and students may also enhance student achievement and open communications with families regarding improving chronic absenteeism. 5. Improve the overall levels of student social-emotional health. One consideration may be to encourage stakeholders to volunteer in classrooms and provide an additional adult presence during outside and recess playground times.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons the school believes that additional time may be necessary to fully address past recommendations.</p>	<ol style="list-style-type: none"> 1. Legacy Cadence has created a Chronic Absenteeism Coordinator Position. This person is involved in monthly meetings with the district coordinator and creates attendance incentives by grade level. 2. The school academic grade level teams meet in PLC every other week to work on new strategies to improve instruction. One example of this is a strategy called, "Turn and Talk" where all students are asked to talk with a partner during instruction about a topic related to the lesson objective. 3. The school continues to have a high number of turnover in staff from one school year to the next. The school reports that within their talent acquisition they only interview fully licensed teachers, which has been done to improve the overall teaching quality at the campus. 4. The school has created a Persistence Committee and offers professional development for lunch aides. 5. The school offered a supervision professional development with classroom instructional aides. The school implemented a classroom management professional development session.

<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<ol style="list-style-type: none"> 1. The levels of chronic absenteeism have improved between the 21-22 to the 22-23 school year. Levels were at 42.1% and have improved to 30.5%. The school has been proactive in creating a Chronic Absenteeism Coordinator position. Although significant improvement is noted, this remains a challenge. 2. The school meets in regular PLC (Professional Learning Community) meetings every other week. The PLC is one approach to school improvement where effective teams meet and diagnose student learning needs, plan, and implement ways to respond to student academic needs. At the Elementary level, Cadence was previously 23.5 index score as posted in fall of 2022-2023 school year and at the beginning of this 2023-2024 school year increased the index score to 41 index points. This is a significant increase of <u>17.5</u> index points. At the middle school the index score was previously at 59.5 posted in fall of 2022-2023 and dropped by 13 index points to post 46.5 and a decrease of 13 index points. Although significant improvement at the elementary level is noted, both the elementary and the middle school are operating in a 2-star status according to the Nevada Report Card and posted on page 4 of this report. 3. Despite school efforts to curb staff and teacher turnover, this challenge remains. 4. Staff reported an improved culture at the school and greatly appreciate the efforts of the new leader to establish positive trusting relationships. 5. Student social emotional wellbeing continues to be a challenge and an area for Cadence to improve upon.
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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 Framework are described within the body of the report and summarized here.

- **Highly Diverse Population and a Title I school**
Legacy Traditional Cadence continues to have a highly diverse student population. As displayed on page six of this report, Legacy Cadence is 100% Title I and is trending higher in the number of students with Individual Education Plans.
- **Substantial increase in the index score at the elementary level**
At the Elementary level, Legacy Cadence increased the index score by 17.5 index points during one academic school year. Although the index score is not at a 3-star level, the upward increase indicates a substantial positive trend. From 23.5 index points posted in fall 2022-2023 to 41 index points posted in fall 2023-2024.
- **Progress Measures and Consistent Professional Learning Communities**
Grade-level teams meet regularly in PLC (Professional Learning Community) meetings every other week. The PLC is an approach to school improvement where effective teams meet, diagnose student learning needs, create plans, and implement strategies to improve levels of student learning. Academic team members conduct benchmark testing, interim testing, web monitoring, and weekly assessments to collect triangulated data to make informed decisions during the grade-level meetings.
- **New School Leader and stronger culture**
Several staff and family members commented about the status of the new school leader. She has been described as strong and supportive of staff, students, and families. Staff members said they appreciate her ability to personally connect with and understand the perspective of the staff. Family members stated that communication has improved during this school year.
- **Positive Systems Changes**
 1. The leadership team has implemented a policy where all new hires are either fully licensed teachers or those hired or on staff operating with a substitute license have a well-laid-out plan to achieve their teaching license. This is monitored routinely.
 2. The leadership team has created a position to carefully monitor and improve chronic absenteeism rates at the Cadence campus. This involves using a van to pick up students and take them to school as needed. In addition, this person records improvements in daily attendance and on-time arrival at the school. The school has a bulletin board to display student attendance rates by grade level and foster a positive staff culture.
 3. The new school leader has implemented a positive behavior plan in the lunchroom to support student speaking levels and safety measures. This has been done by creating a chart on the lunchroom wall.

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.

- **Chronic absenteeism remains high**

Chronic absenteeism rates have decreased over the previous school year from 42.1% to 30.5%. Although significant improvement is noted, this remains a challenge. The elementary school absenteeism rate is 30.5% and the middle school is 28.8%. Because the absenteeism rate has a direct effect on the index score for a school, Cadence elementary and middle schools are prohibited from earning full points toward the overall index score. See the recommendation section on page 22 for a display of the PAT, Point Attribution Table.

- **Lack of Consistent High-Quality T-1 Instruction lacking for several possible reasons:**

- Educators did not consistently communicate learning objectives.
- Higher-level questions were not consistently asked.
- Positive feedback to students was not consistent.
- Newer and less experienced teachers are getting used to the curriculum.
- At times student misbehavior may disrupt classroom learning.
- Large numbers of student-to-adult ratios inhibit the school from fully and consistently offering individualized instruction and small-group learning opportunities at this time.

- **Need to improve the social-emotional health of students**

Stakeholders including families, staff, and students agreed that there is a need to improve the social-emotional health of students.

- **Need to improve the index score and star rating**

Legacy Cadence is a 2-star school at both the elementary and middle school levels. Although strong improvements to the overall index score and the star rating are present, the school must bring up overall index scores and star ratings at both elementary and middle schools.

RECOMMENDATIONS

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

- Improve the chronic absenteeism rate**

With a chronic absenteeism rate of 30.5% for elementary and 28.8% for middle school, these chronic absenteeism rates are important opportunities for improvement. The SPCSA recommends the school continue its current work to improve the overall number of students attending school daily. The absenteeism rate has a direct effect on the index score. Both 30.5% and 28.8% rates result in a school's inability to earn any points toward the index score. The PAT, Point Attribution Table, for chronic absenteeism rates has been provided below. The school index ratings (displayed on page 4 of this report) could have been higher and up to a total of 10 points as opposed to zero points if absenteeism rates were improved.

ES Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	0.5
≥10 and <11	7	≥17 and <18	3.5	≥24	0.0

- Continue building a strong staff and student culture**

The new school leader should continue to be visible and results-oriented. It is recommended the leader continue to monitor staff perception of a positive culture and climate and celebrate the multiple ways the majority of the staff contribute to Cadence. The school leader should continue to establish patterns of trust between herself and members of the Cadence staff.

- Improve T-1 instruction**

Continue the systems approach to improving T-1 instruction such as MTSS, Grade Level Meetings, Response to Intervention, and data meetings. It is recommended the Cadence Legacy team continue to determine methods for supporting students in being active and engaged learners. It is recommended instructional staff consistently communicate learning objectives and plan to ask high-level questions to stimulate student voice and intellectual engagement within classrooms. This is noted as improved but still requires additional professional development, monitoring, and buy-in from members of the Legacy staff.

- Add adult presence within classrooms**

Consider opportunities to provide additional adult support to teachers in the classroom. This might be parent volunteers, student teachers, or instructional aides. In looking at the expectations of each teacher within the school, it is believed that teachers would be more successful in close monitoring of students and improved levels of student engagement if there were additional adults within the classrooms to help with answering student questions, passing out supplies, and monitoring the independent work of students. This would enable classroom teachers to have higher levels of small group and one-to-one T2, and T3 instructional outcomes.

- **Enable educators time to improve the art of teaching**
Since teachers commented on a feeling of being overwhelmed, consider ways to enable the teaching staff to not only focus on the data but to fine-tune their craft of teaching. One way of doing this may be to departmentalize into math and English Language Arts. Another possibility is to provide teachers with extra time to plan classroom instruction, lesson plans, and small group interventions.
- **Implement a Multi-Tiered System of Support**
SPCSA staff recommend Legacy Cadence implement a Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff, students, and school leaders access to Tier 1, 2, and 3 training and resources to address the social-emotional well-being of students. Additionally, improvements within the area of consistent behavioral expectations within all grade levels are possible. Because some learning gaps remain, either due to the loss of learning time during previous years and the pandemic or due to newer and less experienced teachers, continued work toward a school-wide consistent set of policies and procedures about behavior management, rules, and expectations has the potential to provide staff resources and training to address these challenges.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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