STATE PUBLIC CHARTER SCHOOL AUTHORITY

2025 Renewal Performance Report for Legacy Traditional School

Per NRS 388A.285 and NAC 388A.415

Issued June 26, 2025

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1. School Overview

a. Address:
   i. Cadence Campus – 325 Inflection St., Henderson NV 89015
   ii. North Valley Campus – 5024 Valley Dr., North Las Vegas NV 89031
   iii. Southwest Campus – 7077 West Wigwam Ave., Las Vegas NV 89113

b. Campus Location and Enrollment Cap:
   i. Clark County
   ii. Enrollment Cap:

Cadence	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	1250	1450

North Valley	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	1250	1250

Southwest	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	1450	1450

c. Governing Board Members[1]
   i. Chair – Amanda Pratt
   ii. Vice Chair – Kathy Larrabee
   iii. Treasurer – Stephen Steele
   iv. Secretary – Grant Hewitt
   v. Member – Lindsay Merrill
   vi. Member – Jamela Christian
   vii. Member – Kristen Watson

d. Academic Data Overview - NRS 388A.285(1)(a)[2]
   Academic data available for the current charter term are displayed below, including:

[1] Board Member information based on Epicenter Board Center

[2] For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA 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.

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.
- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.[3]

[3] Low-performing school identifications required of NDE under federal law (20 USC §6311).

Cadence Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 41.0 / 2-star Middle: 46.5 / 2-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 47.6 / Does Not Meet Standard Middle: 49.9 / Does Not Meet Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 33.5 / 2-star Middle: 77.5 / 4-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 42.1 / Does Not Meet Standard Middle: 78.5 / Meets Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

North Valley Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 34.0 / 2-star Middle: 54.0 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 39.4 / Does Not Meet Standard Middle: 62.4 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 14.0 / 1-star Middle: 38.0 / 2-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 15.4 / Below Standard Middle: 41.8 / Does Not Meet Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: ATSI (2024 identification for Economically Disadvantaged group) Middle: None

Southwest Campus

2022–23 NSPF Index Score / Star Rating	Elementary: 59.5 / 3-star Middle: 72.5 / 4-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 49.7 / Does Not Meet Standard Middle: 65.5 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 85.5 / 5-star Middle: 87.5 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 82.3 / Exceeds Standard Middle: 82.5 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

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

Year	Findings & Framework Results
2022–23	Meets the Standard
2023–24	Meets the Standard

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

Year	Findings & Framework Results
2022–23	Meets Standard
2023–24	Meets Standard

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.[4]

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2022-23	2023-24	2024-25
K	441	423	425
1	454	447	445
2	459	457	449
3	509	470	456
4	495	486	488
5	487	495	492
6	453	485	481
7	392	421	484
8	362	369	389
Total	4052	4053	4109

Enrollment Rates by Population:

Legacy Traditional School Network

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	4052	14.6	16.0	22.6	32.9	0.2	11.5	1.9	7.1	46.4	5.4
2023-24	4053	15.0	15.7	21.0	33.9	0.1	11.6	2.3	7.1	48.8	6.1
2024-25	4109	15.3	16.5	18.6	34.6	0.2	11.7	2.7	7.6	51.9	6.3

[4] Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Cadence Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1186	6.3	12.4	31.6	35.4	0.2	12.2	1.6	<5.0	47.9	7.5
2023-24	1185	6.0	11.9	29.0	38.7	0.0	12.0	2.1	5.4	51.3	9.6
2024-25	1270	6.2	13.1	25.5	40.1	0.1	11.5	3.1	7.9	58.0	9.2

North Valley Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1367	3.2	22.8	17.1	44.5	0.1	10.1	1.8	9.4	52.0	<5.0
2023-24	1350	3.1	22.0	15.9	46.4	0.1	10.0	2.2	9.3	53.4	<5.0
2024-25	1305	3.4	22.8	12.9	47.8	0.3	9.8	2.6	8.5	58.3	5.3

Southwest Campus

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2022-23	1499	31.5	12.5	20.4	20.2	0.3	12.4	2.4	6.9	40.2	<5.0
2023-24	1518	32.5	13.1	19.4	19.0	0.2	12.9	2.7	6.5	42.8	<5.0
2024-25	1534	33.1	14.0	17.6	18.9	0.2	13.5	2.4	6.5	41.3	<5.0

2024–25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Clark County	16.2	95.8	14.3

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

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

a. Academic

The Legacy Traditional School Cadence campus is currently under an Academic Notice of Breach for academic underperformance of the elementary school.

- The Academic Notice of Breach for the Cadence elementary school was issued by the Authority Board on November 15, 2024, as elevated from an Academic Notice of Concern initially issued on October 4, 2019.

The Legacy Traditional School North Valley campus is currently under an Academic Notice of Breach for academic underperformance of the elementary school and an Academic Notice of Concern for academic underperformance of the middle school.

- The Academic Notice of Breach for the North Valley elementary school was issued by the Authority Board on October 4, 2019, as elevated from an Academic Notice of Concern initially issued on September 28, 2018.
- The Academic Notice of Concern for the North Valley middle school was issued by the Authority Board on November 15, 2024.

b. Financial
The Authority Board has not issued any Financial Notices to Legacy Traditional Schools during the current charter term.

c. Organizational
The Authority Board has not issued any Organizational Notices to Legacy Traditional Schools during the current charter term.

d. Site Evaluations
SPCSA staff has not identified a deficiency related to academic achievement at the North Valley campus during the site evaluation on October 8, 2024.

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) and can be found in Appendix C.

3. Summary of Overall Performance

Regarding academic performance, Legacy Traditional School currently offers instruction at the elementary and middle school levels, grades K-8, at three campuses. As demonstrated by two Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been mixed across campuses and school levels.

- The Cadence campus has mixed academic performance over the charter contract term, with the elementary school generally not meeting state and SPCSA academic standards, while the middle school has fluctuated between meeting and not meeting state and SPCSA academic standards. Due to academic underperformance, the Cadence elementary school is currently under an Academic Notice of Breach.
- The North Valley campus has mixed academic performance over the charter contract term, with the elementary school generally not meeting state and SPCSA academic standards, while the middle school has fluctuated between meeting and not meeting state and SPCSA academic standards. The North Valley elementary school was identified in 2024 by the NDE as an Additional Targeted Support and Intervention (ATSI) school due to its Economically Disadvantaged student group (students eligible for Free- or Reduced-Price Lunch) performing in the bottom five percent of statewide NSPF scores. Due to academic underperformance, the North Valley elementary school is currently under an Academic Notice of Breach, while the middle school is currently under an Academic Notice of Concern.
- The Southwest campus has demonstrated solid academic performance over the charter contract term, with the elementary and middle schools generally meeting or exceeding state and SPCSA academic standards.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Legacy Traditional School to be improving. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term and is seeing improvements in the Debt to Asset ratio. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been strong over the current charter term. Legacy Traditional School earned a Meets Standard rating on all of the SPCSA Organizational

Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix F.

Finally, SPCSA staff has conducted six site evaluations across the three campuses of Legacy Traditional School during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including decreasing rates of chronic absenteeism and the creation of a Legacy-wide instructional guide. The most recent site evaluation from 2023–24 identified challenges related to teacher retention and high quality Tier-1 instruction. See Appendix D for more details on the Legacy Traditional School site evaluations.

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, 2025[5]. This template will be provided to schools no later than July 31, 2025.

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 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.

[5] NRS 388A.285 (3)

5. Criteria to be Used for Making a Renewal Decision – NRS 388A.285 (1)(d)

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 388A.285(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: Nevada School Performance Framework Star Rating Descriptors / Score Ranges and School Reports

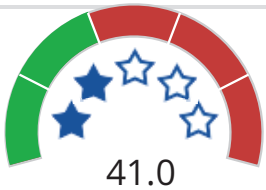
NSPF star rating descriptors and score ranges, summarized per the most recent NDE NSPF Manual.

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥27 to <50 Middle: ≥29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥50 to <67 Middle and high: ≥50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥67 to <84 Middle: ≥70 to <80 High: ≥70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥84 to 100 Middle: ≥80 to 100 High: ≥82 to 100

Legacy Traditional School Cadence

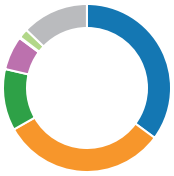
School Year 2022-2023 Nevada School Rating

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



41.0
Total Index Score

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



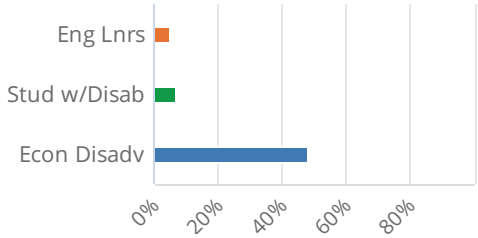
Student Race/Ethnicity

31.6%	White
11.8%	Bl/Afr Am
35.0%	Hisp/Latino
6.5%	Asian
0.2%	Am Ind/AK Nat
1.8%	Pac Isl
12.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	23.5 NR
2020-2021	48.0 ★★

Additional Student Groups



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.

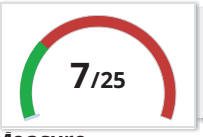
How are school star ratings determined?

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?

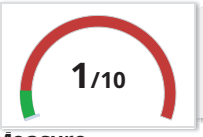
Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2022-2023 School Performance



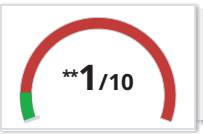
7/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.1	50.0
Math Proficiency	38.2	52.0
ELA Proficiency	42.6	54.6
Science Proficiency	15.0	29.8
Read-by-Grade-3 Proficiency	32.3	52.6



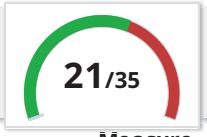
1/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	30.3	41.5



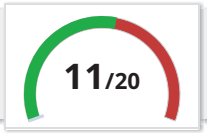
**1/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	30.5	22.9
Climate Survey Participation	86.0	N/A



21/35 Growth Indicator

Measure	School Median	District Median
Math MGP	57.5	55.0
ELA MGP	49.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	46.1	50.8
Met ELA AGP Target	45.6	52.9



11/20 Closing Opportunity Gaps Indicator

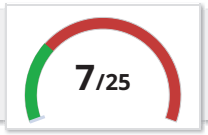
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	37.8	31.9
Prior Non-Proficient Met ELA AGP Target	31.9	37.1

** 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.

Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



Academic Achievement

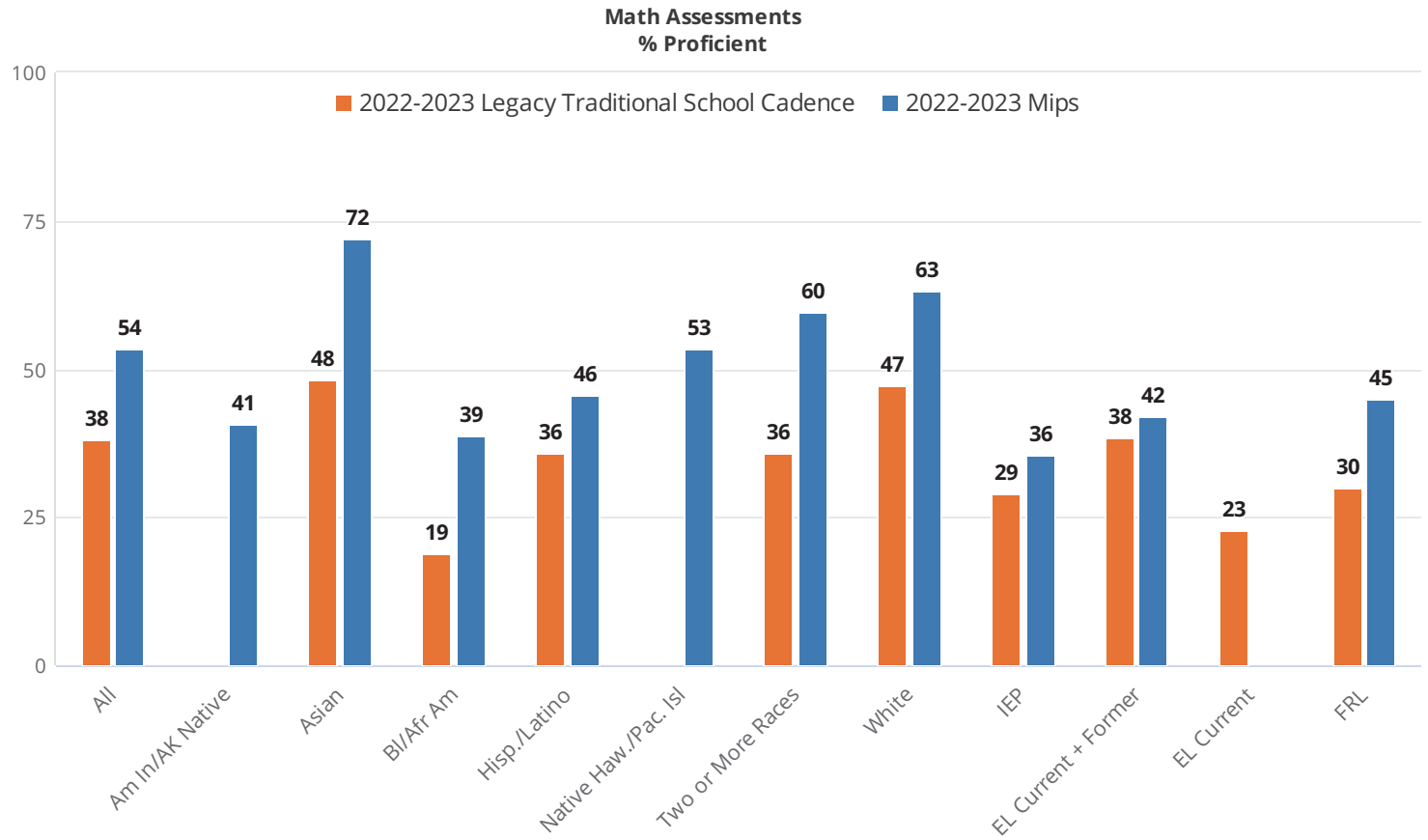
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 5/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	37.1	50.0	34.3	49.2

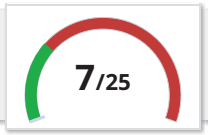
Math Proficient

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	N/A	35.7	40.7	N/A	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



Legacy Traditional School Cadence

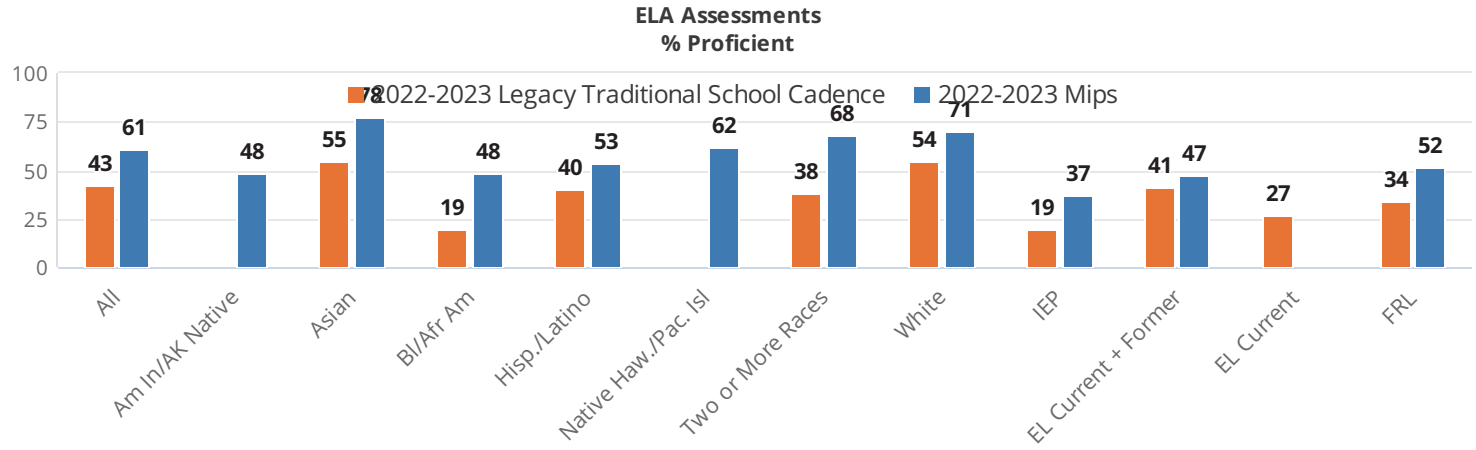
School Year 2022-2023 Nevada School Rating



Academic Achievement

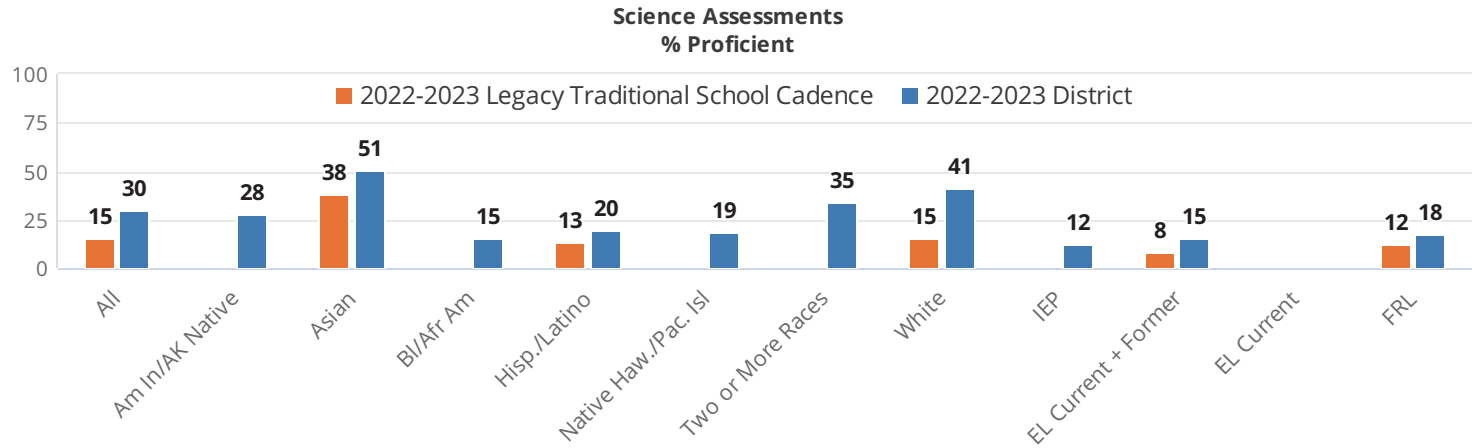
ELA Proficient

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	N/A	48.2	48.1	N/A	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



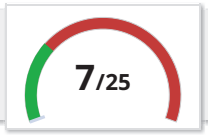
Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.0	29.8	18.3	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	38.4	51.0	20.0	52.9
Black/African American	-	15.3	<5	17.6
Hispanic/Latino	13.0	19.5	9.2	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	<5	34.5	6.6	34.9
White/Caucasian	15.1	40.9	35.1	40.8
Special Education	-	12.2	6.6	11.6
English Learners Current + Former	8.3	15.1	13.3	15.8
English Learners Current	-	<5	<5	<5
Economically Disadvantaged	12.2	17.6	15.8	19.4



Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating

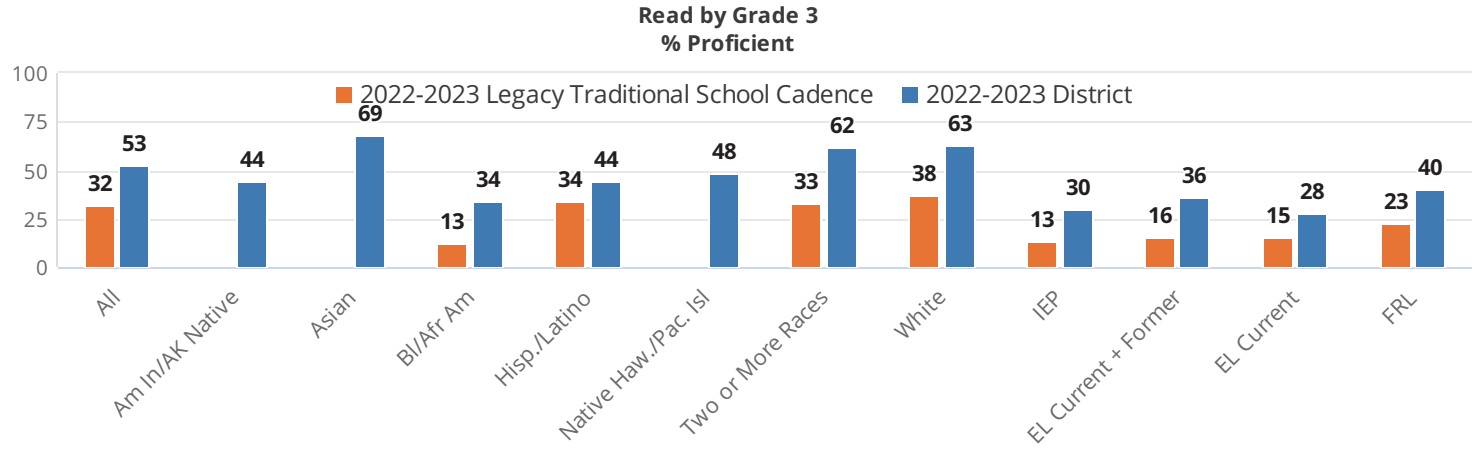


Academic Achievement

Read by Grade 3 Proficient

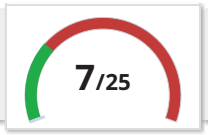
Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.3	52.6	43.6	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	64.7	71.7
Black/African American	12.5	33.9	21.4	33.0
Hispanic/Latino	33.8	44.2	37.2	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	33.3	62.3	23.5	57.4
White/Caucasian	37.5	62.5	55.5	60.8
Special Education	13.3	29.5	7.1	23.7
English Learners Current + Former	15.7	36.1	38.0	37.1
English Learners Current	15.3	27.6	-	30.7
Economically Disadvantaged	23.1	40.3	31.7	40.5



Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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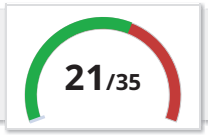
Legacy Traditional School Cadence



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: 7/10 **ELA MGP Points Earned: 5/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	57.5	55.0	49.0	55.0	28.0	52.0	41.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	70.5	61.0	49.0	61.0	30.0	60.0	43.5	59.0
Black/African American	59.0	52.0	44.0	50.0	20.0	49.0	37.0	53.0
Hispanic/Latino	50.0	54.0	48.0	53.0	28.0	49.0	41.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	56.5	54.0	49.0	55.0	25.0	54.5	15.0	53.0
White/Caucasian	67.0	56.0	50.0	57.0	29.0	55.0	43.0	55.0
Special Education	68.0	49.0	54.0	51.0	22.5	46.0	23.5	43.0
English Learners Current + Former	57.0	55.0	41.0	54.0	27.0	47.0	40.5	49.0
English Learners Current	-	54.0	-	53.0	23.0	44.0	41.0	44.0
Economically Disadvantaged	55.5	54.0	48.0	53.0	33.0	49.0	39.5	49.0

AGP Growth Data

Math AGP Points Earned: 6/7.5 **ELA AGP Points Earned: 3/7.5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	46.1	50.8	45.6	52.9	20.3	53.1	45.5	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	65.0	66.5	45.0	67.6	15.0	68.8	55.0	73.9
Black/African American	35.2	38.1	35.2	42.1	9.0	41.8	27.2	55.8
Hispanic/Latino	38.0	43.8	46.4	46.9	16.8	45.0	43.8	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.6	52.0	36.1	56.1	26.0	59.6	39.1	62.7
White/Caucasian	56.5	58.8	53.6	58.9	25.8	59.6	50.0	65.1
Special Education	26.6	32.3	40.0	34.0	11.5	35.9	23.0	41.3
English Learners Current + Former	52.6	41.8	52.6	43.1	20.8	41.2	41.6	52.0
English Learners Current	-	33.5	-	33.8	20.0	32.5	40.0	43.1
Economically Disadvantaged	38.1	43.0	43.6	45.2	25.0	43.7	42.8	53.5

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

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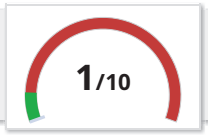
Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating

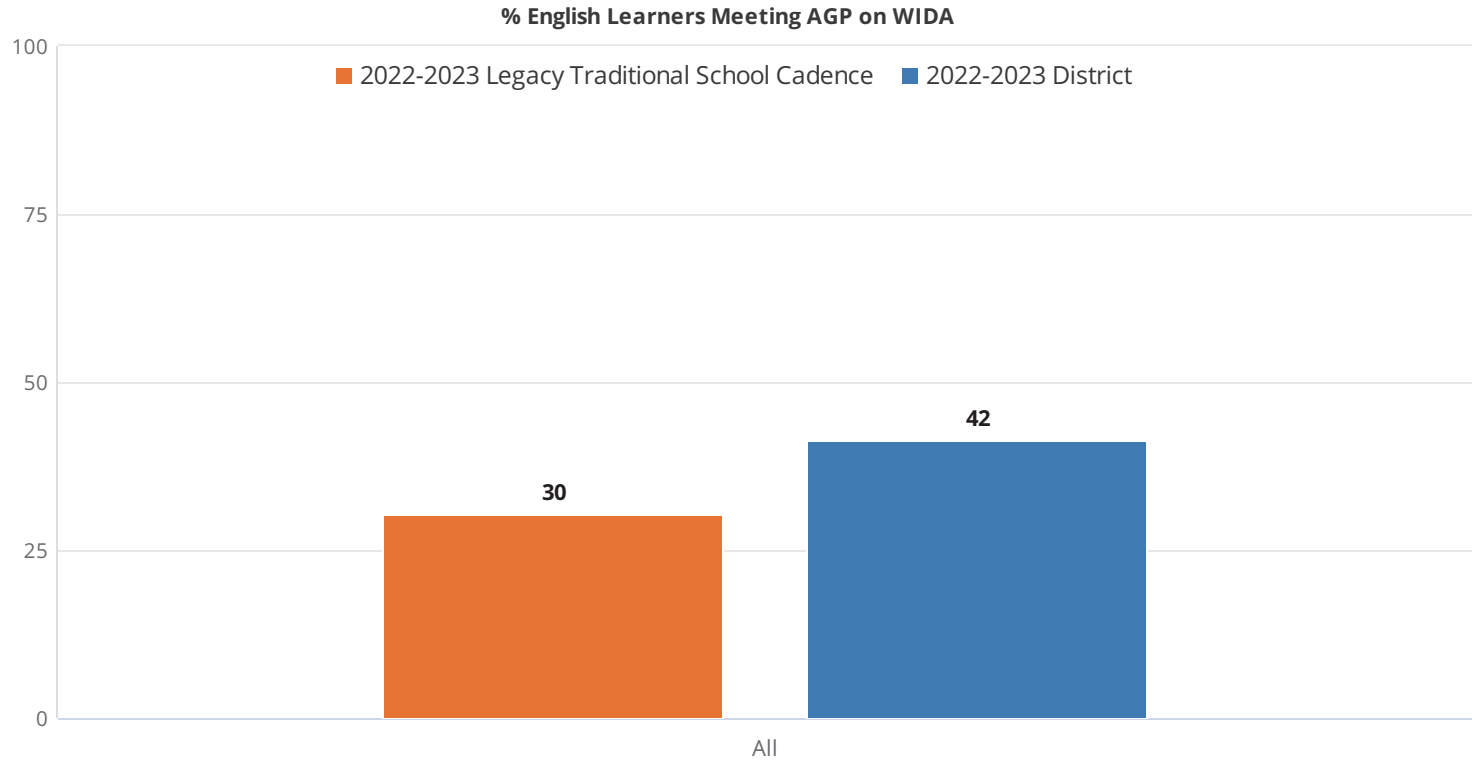


English Language

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: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	33	30.3	41.5	40	40.0	38.4



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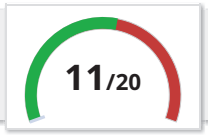
Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



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: 8/10			ELA AGP Points Earned: 3/10		
Groups	**2023 % Meeting AGP Math**	**2023 % District Math**	**2023 % Meeting AGP ELA**	**2023 % District ELA**	**2022 % Meeting AGP Math**	**2022 % District Math**	**2022 % Meeting AGP ELA**	**2022 % District ELA**
All Students	37.8	31.9	31.9	37.1	15.1	40.9	36.2	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	58.3	42.0	-	48.2	10.0	50.6	-	63.3
Black/African American	21.4	25.9	23.0	29.9	-	36.1	-	49.4
Hispanic/Latino	34.9	29.9	38.7	34.4	15.0	36.3	38.1	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	40.9	31.3	21.0	40.3	15.3	44.5	-	55.0
White/Caucasian	42.5	37.8	34.3	42.6	17.6	47.9	41.4	55.2
Special Education	15.3	20.8	38.4	25.2	12.5	27.6	18.1	35.9
English Learners Current + Former	50.0	27.5	45.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	20.0	27.6	38.4	41.7
Economically Disadvantaged	29.8	28.7	23.8	33.1	18.1	35.5	28.8	47.6

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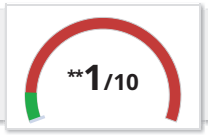
Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



Student Engagement

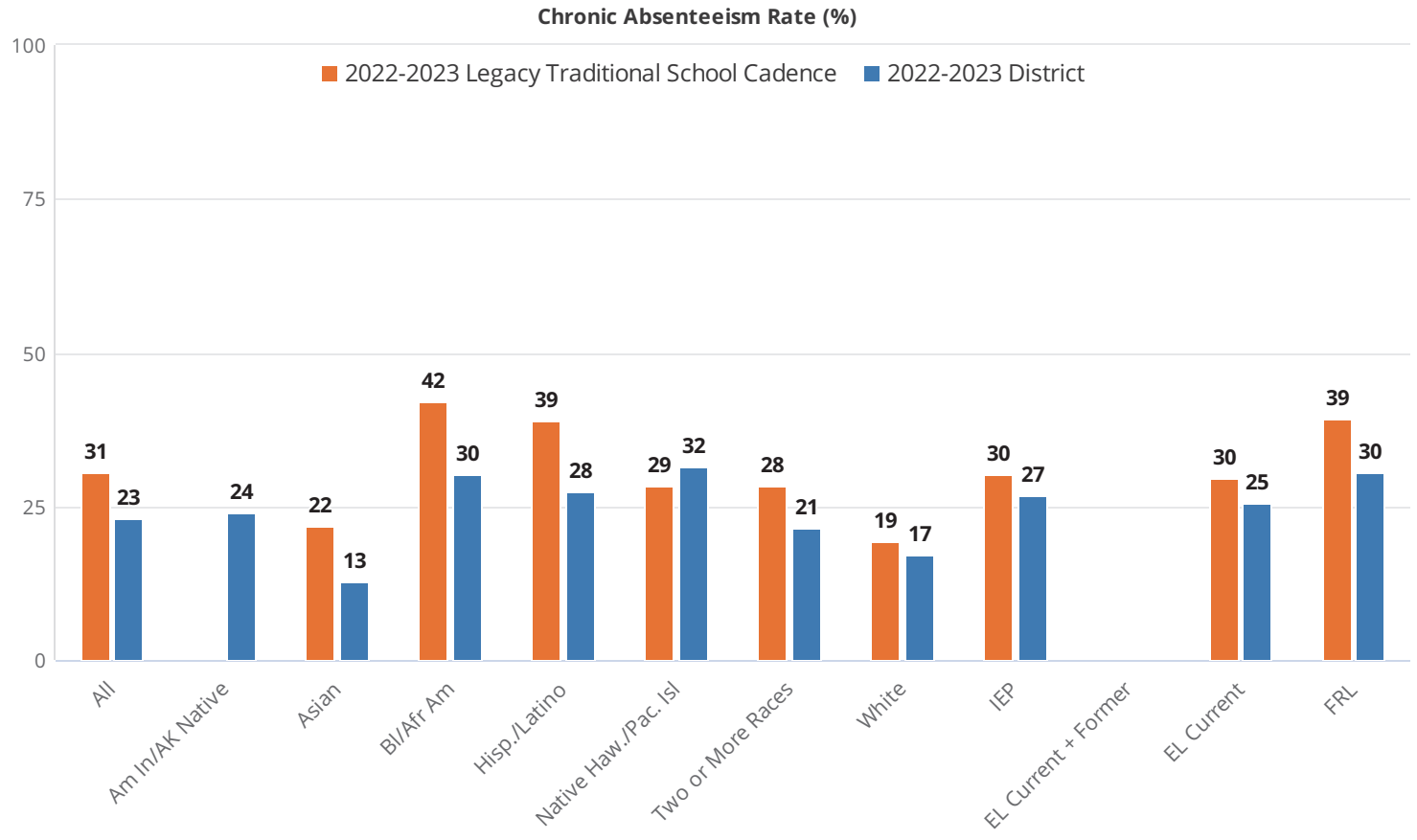
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	30.5	22.9	39.8	21.7
American Indian/Alaska Native	N/A	24.0	N/A	15.8
Asian	21.8	12.9	28.1	11.9
Black/African American	42.1	30.1	50.7	27.6
Hispanic/Latino	39.0	27.5	47.2	25.8
Pacific Islander	28.5	31.6	47.3	32.8
Two or More Races	28.3	21.4	39.3	22.2
White/Caucasian	19.3	17.1	32.6	16.9
Special Education	30.3	26.7	48.4	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	29.5	25.4	47.3	22.6
Economically Disadvantaged	39.1	30.4	50.6	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1



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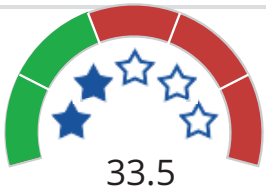
Legacy Traditional School Cadence

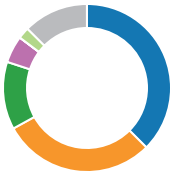
School Year 2023-2024 Nevada School Rating

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



33.5
Total Index Score

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



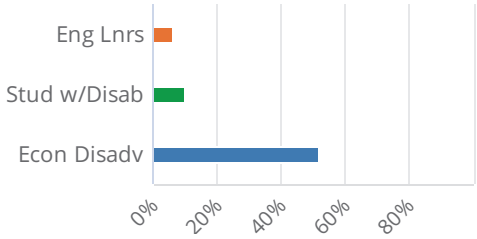
Student Race/Ethnicity

29.4%	White
13.0%	Bl/Afr Am
37.4%	Hisp/Latino
5.2%	Asian
N/A%	Am Ind/AK Nat
2.2%	Pac Isl
12.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	41.0 ★★
2021-2022	23.5 NR

Additional Student Groups



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.

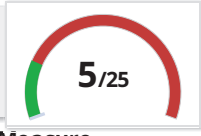
How are school star ratings determined?

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?

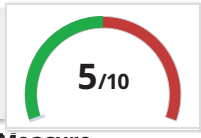
Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2023-2024 School Performance



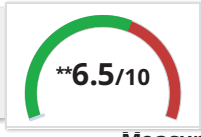
5/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**31.3**	48.3
Math Proficiency	33.8	51.2
ELA Proficiency	35.8	54.6
Science Proficiency	11.8	21.2
Read-by-Grade-3 Proficiency	29.1	51.2



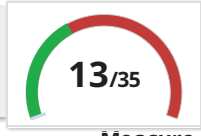
5/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.7	48.4



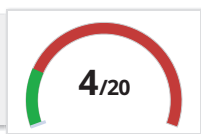
**6.5/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.4	20.7
Climate Survey Participation	91.0	N/A



13/35 Growth Indicator

Measure	School Median	District Median
Math MGP	44.0	52.0
ELA MGP	44.0	54.0
	School Rate	**District Rate**
Met Math AGP Target	33.0	44.4
Met ELA AGP Target	38.4	54.0



4/20 Closing Opportunity Gaps Indicator

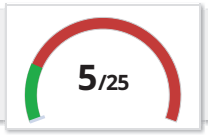
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	22.0	22.5
Prior Non-Proficient Met ELA AGP Target	24.6	36.5

** 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.

Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



Academic Achievement

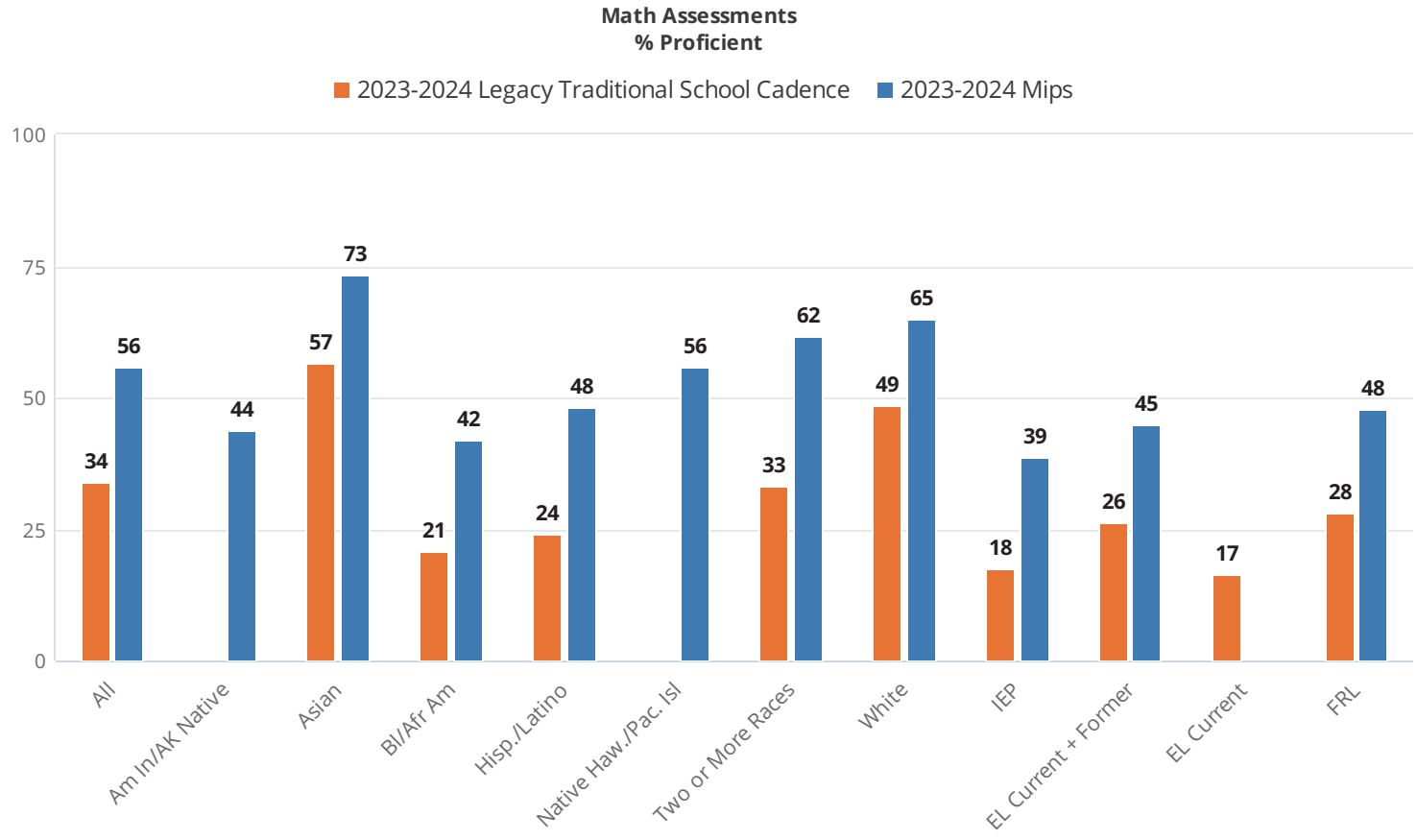
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 3/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	31.3	48.3	37.1	50.0

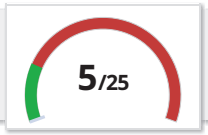
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	33.8	51.2	55.8	38.2	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	56.5	74.8	73.3	48.3	74.5	71.9
Black/African American	20.9	31.7	42	18.9	31.4	38.9
Hispanic/Latino	24.1	41.7	48.2	35.9	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	33.3	57.2	61.6	35.8	57.8	59.6
White/Caucasian	48.7	62.7	65.1	47.3	63.7	63.3
Special Education	17.7	26.9	38.8	29.0	29.1	35.5
English Learners Current + Former	26.1	38.7	44.9	38.4	38.1	42
English Learners Current	16.6	27.5		22.7	27.6	
Economically Disadvantaged	28.0	40.4	47.7	30.1	39.0	44.9



Legacy Traditional School Cadence

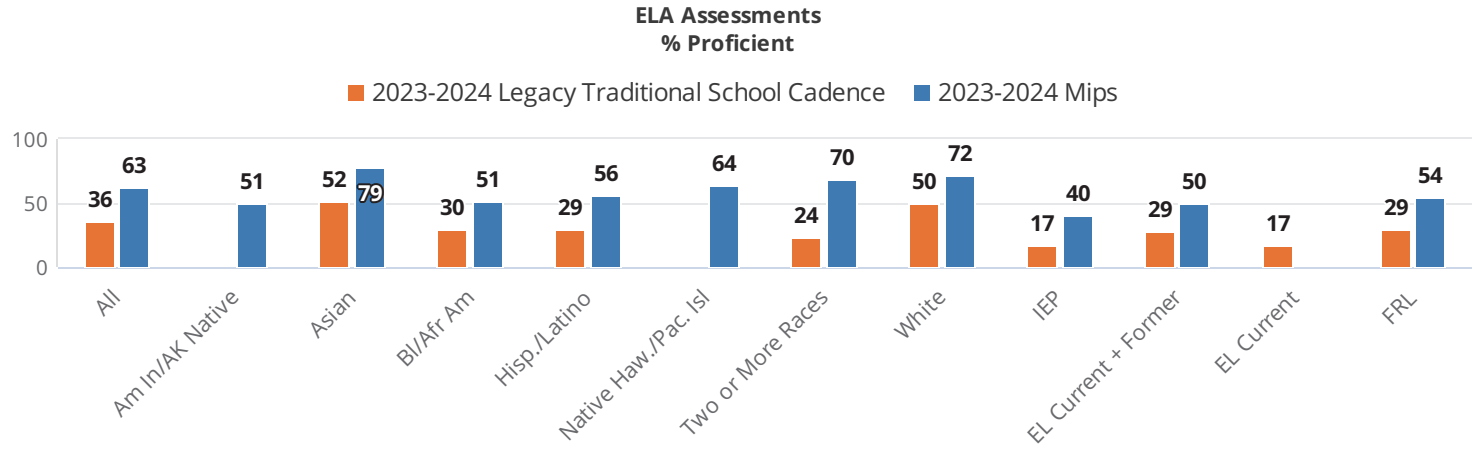
School Year 2023-2024 Nevada School Rating



Academic Achievement

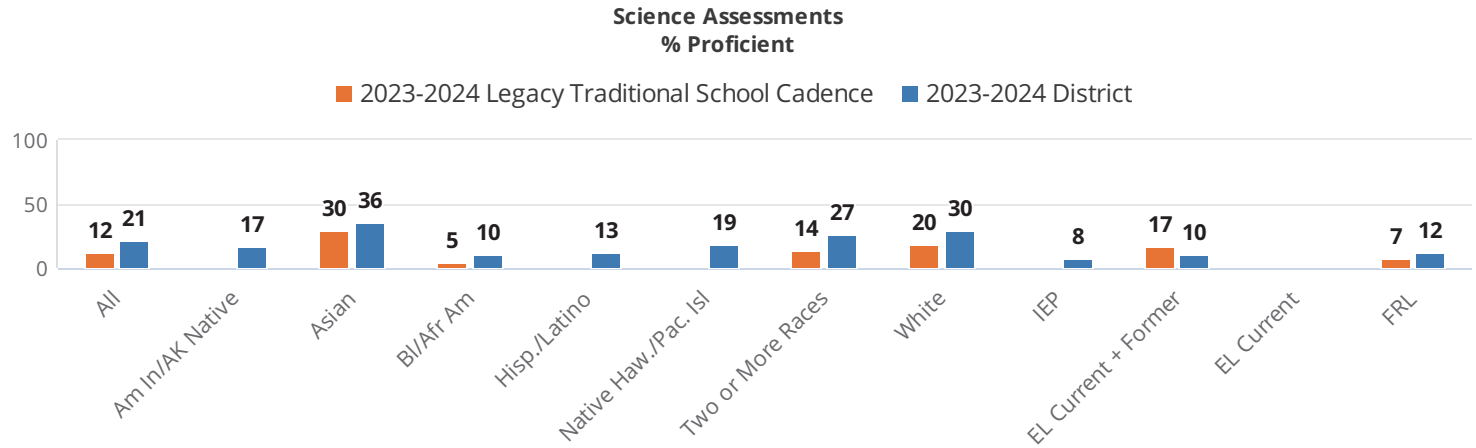
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	35.8	54.6	63.1	42.6	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	52.1	75.3	78.9	54.8	74.1	77.8
Black/African American	30.2	36.5	50.8	19.4	37.5	48.2
Hispanic/Latino	29.2	46.0	55.6	39.8	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	23.5	60.4	69.5	37.7	60.7	67.9
White/Caucasian	49.5	65.2	72.1	54.3	64.4	70.6
Special Education	17.3	25.8	39.9	19.3	27.4	36.8
English Learners Current + Former	28.5	39.5	49.8	41.0	37.6	47.2
English Learners Current	16.6	25.3		27.2	24.1	
Economically Disadvantaged	29.0	44.1	54.4	33.8	42.0	51.9



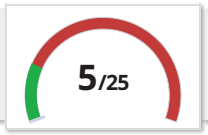
Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	11.8	21.2	15.0	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	30.0	35.5	38.4	51.0
Black/African American	5.0	10.4	-	15.3
Hispanic/Latino	<5	12.9	13.0	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	13.6	27.2	<5	34.5
White/Caucasian	19.5	29.6	15.1	40.9
Special Education	<5	7.6	-	12.2
English Learners Current + Former	16.6	10.4	8.3	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	7.3	12.4	12.2	17.6



Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating

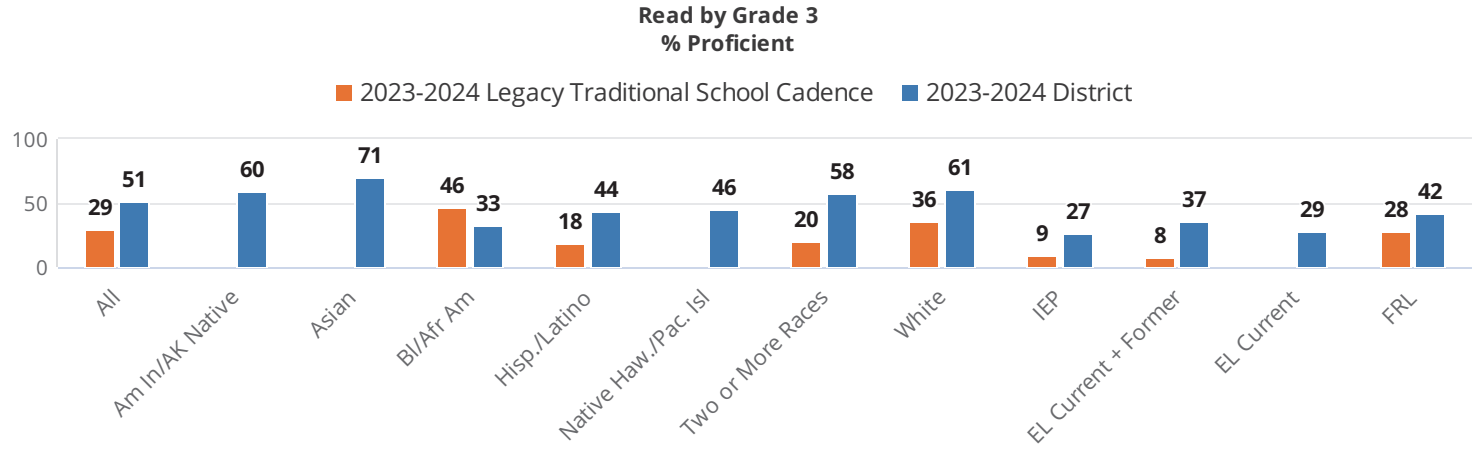


Academic Achievement

Read by Grade 3 Proficient

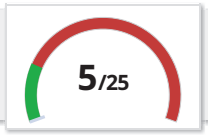
Read by Grade 3 Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	29.1	51.2	32.3	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	46.1	32.7	12.5	33.9
Hispanic/Latino	18.3	43.7	33.8	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	20.0	58.4	33.3	62.3
White/Caucasian	36.3	60.7	37.5	62.5
Special Education	9.0	27.0	13.3	29.5
English Learners Current + Former	7.6	36.6	15.7	36.1
English Learners Current	-	28.5	15.3	27.6
Economically Disadvantaged	28.3	42.4	23.1	40.3



Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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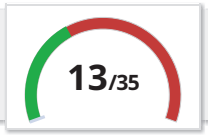
Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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: 4/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	44.0	52.0	44.0	54.0	57.5	55.0	49.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	29.0	57.0	37.0	62.0	70.5	61.0	49.0	61.0
Black/African American	32.5	46.0	41.5	49.0	59.0	52.0	44.0	50.0
Hispanic/Latino	42.0	50.0	44.5	52.0	50.0	54.0	48.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	54.0	53.0	36.0	53.0	56.5	54.0	49.0	55.0
White/Caucasian	52.0	53.0	56.0	57.0	67.0	56.0	50.0	57.0
Special Education	28.0	46.0	41.5	48.0	68.0	49.0	54.0	51.0
English Learners Current + Former	47.5	53.0	63.0	53.0	57.0	55.0	41.0	54.0
English Learners Current	40.0	49.0	61.0	51.0	-	54.0	-	53.0
Economically Disadvantaged	44.5	51.0	41.0	52.0	55.5	54.0	48.0	53.0

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 **ELA AGP Points Earned: 1.5/7.5**

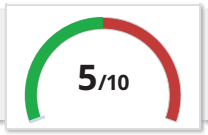
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	33.0	44.4	38.4	54.0	46.1	50.8	45.6	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	41.1	63.8	52.9	69.4	65.0	66.5	45.0	67.6
Black/African American	19.2	28.9	19.2	41.4	35.2	38.1	35.2	42.1
Hispanic/Latino	23.7	36.9	35.7	48.1	38.0	43.8	46.4	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	41.3	49.5	31.0	55.5	41.6	52.0	36.1	56.1
White/Caucasian	45.2	52.8	50.0	61.4	56.5	58.8	53.6	58.9
Special Education	25.8	27.2	18.7	32.4	26.6	32.3	40.0	34.0
English Learners Current + Former	26.9	38.8	46.1	46.0	52.6	41.8	52.6	43.1
English Learners Current	11.1	27.5	33.3	35.8	-	33.5	-	33.8
Economically Disadvantaged	27.1	36.5	29.1	46.7	38.1	43.0	43.6	45.2

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

'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.

Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating

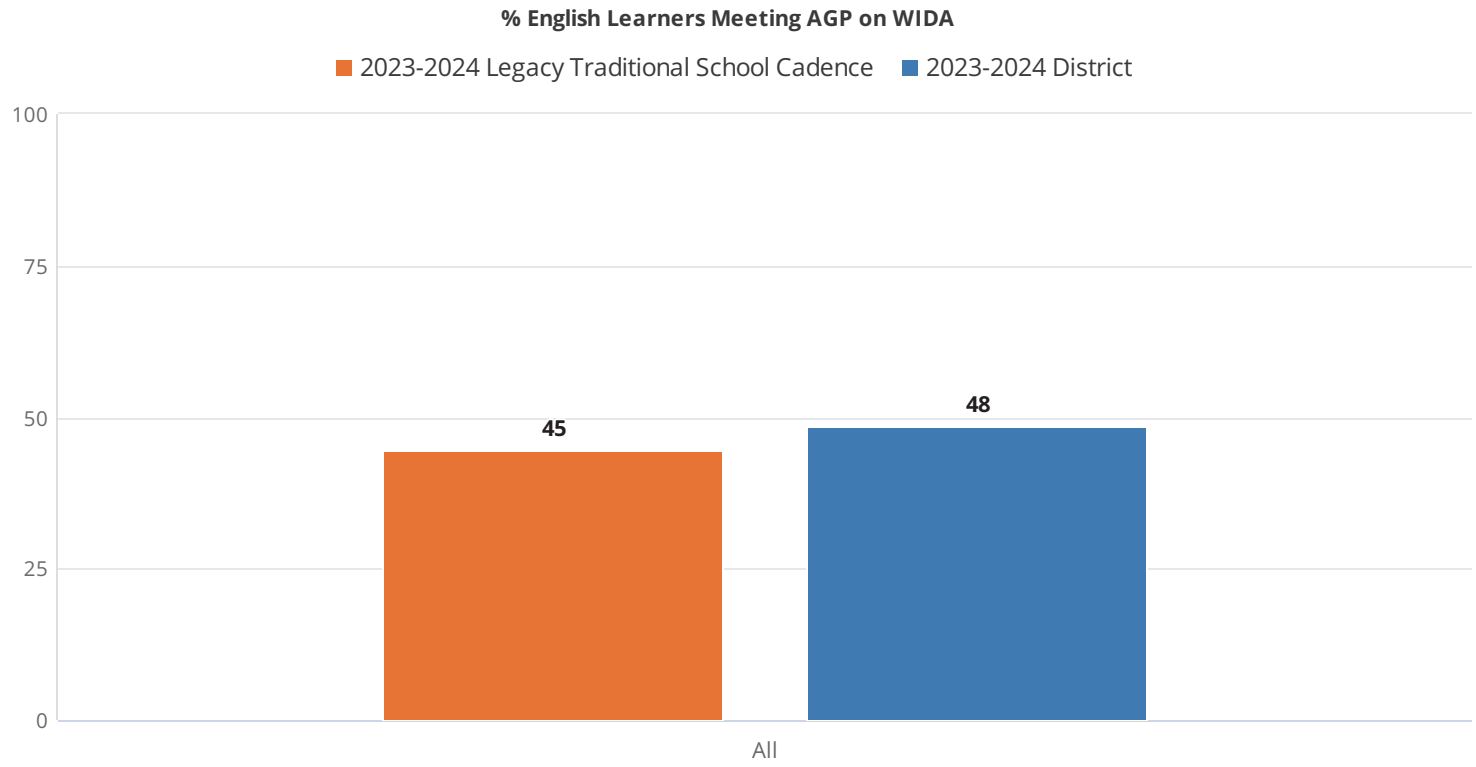


English Language

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: 5/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	38	44.7	48.4	33	30.3	41.5



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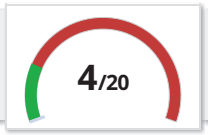
Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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: 1/10**

Groups	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	22.0	22.5	24.6	36.5	37.8	31.9	31.9	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	58.3	42.0	-	48.2
Black/African American	13.6	15.8	9.5	29.4	21.4	25.9	23.0	29.9
Hispanic/Latino	12.9	20.4	27.2	34.4	34.9	29.9	38.7	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	38.0	26.4	27.2	37.7	40.9	31.3	21.0	40.3
White/Caucasian	33.3	27.2	33.3	43.4	42.5	37.8	34.3	42.6
Special Education	16.6	14.6	14.2	23.4	15.3	20.8	38.4	25.2
English Learners Current + Former	22.2	23.3	33.3	34.1	50.0	27.5	45.4	31.6
English Learners Current	13.3	20.0	35.2	31.2	-	25.4	-	30.3
Economically Disadvantaged	18.2	20.8	20.2	33.4	29.8	28.7	23.8	33.1

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Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating

Student Engagement

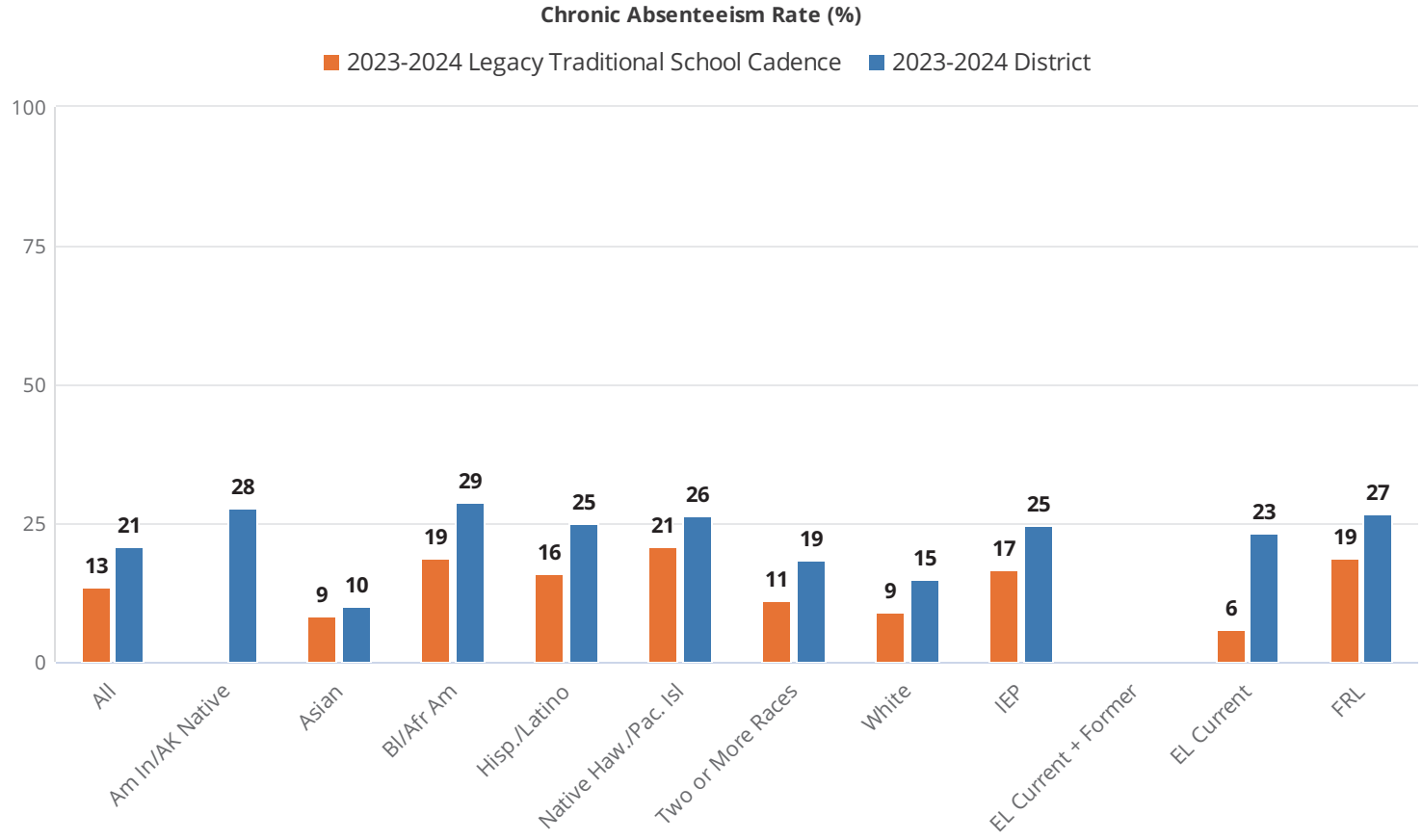
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 5.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	13.4	20.7	30.5	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	8.5	10.0	21.8	12.9
Black/African American	18.6	28.9	42.1	30.1
Hispanic/Latino	15.8	25.0	39.0	27.5
Pacific Islander	21.0	26.3	28.5	31.6
Two or More Races	11.2	18.5	28.3	21.4
White/Caucasian	9.2	14.9	19.3	17.1
Special Education	16.8	24.7	30.3	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.8	23.1	29.5	25.4
Economically Disadvantaged	18.8	26.8	39.1	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1



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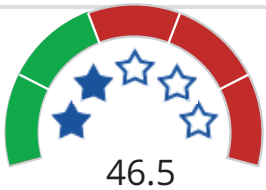
Legacy Traditional School Cadence

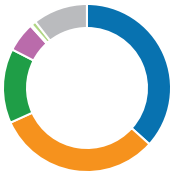
School Year 2022-2023 Nevada School Rating

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



46.5
Total Index Score

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



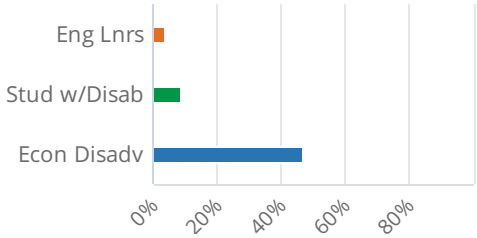
Student Race/Ethnicity

31.5%	White
14.3%	Bl/Afr Am
36.6%	Hisp/Latino
5.7%	Asian
0.3%	Am Ind/AK Nat
0.9%	Pac Isl
10.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	59.5 NR
2020-2021	82.0 ★★★★★

Additional Student Groups



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.

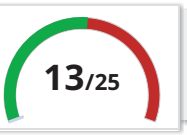
How are school star ratings determined?

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?

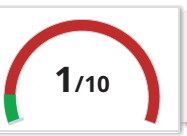
Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2022-2023 School Performance



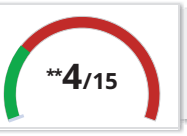
13/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.4	45.7
Math Proficiency	26.0	38.5
ELA Proficiency	49.8	53.4
Science Proficiency	41.7	43.9



1/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	9.0	29.3

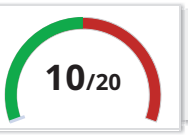


**4/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	28.8	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	73.3	92.7
Climate Survey Participation	64.0	N/A

18.5/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	54.0	56.0
ELA MGP	49.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	28.5	40.4
Met ELA AGP Target	51.8	52.8



10/20 Closing Opportunity Gaps Indicator

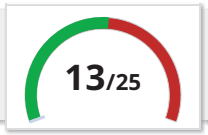
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.0	18.0
Prior Non-Proficient Met ELA AGP Target	22.2	23.3

** 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.

Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



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.

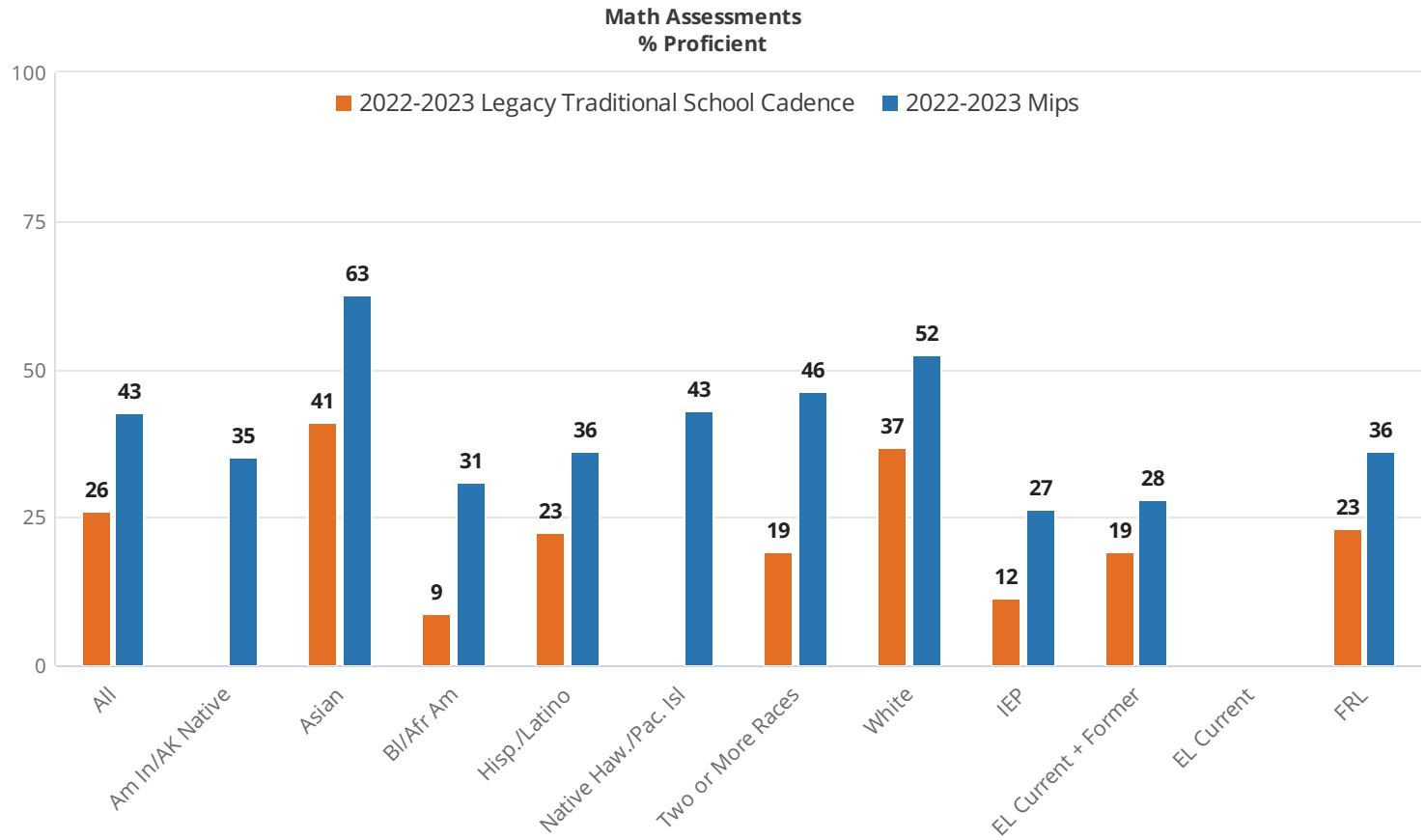
Pooled Proficiency

Pooled Proficiency Points Earned: 13/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	38.4	45.7	45.0	46.6

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	N/A	35.0	35.3	N/A	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



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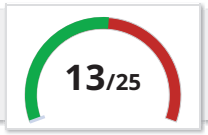
Legacy Traditional School Cadence

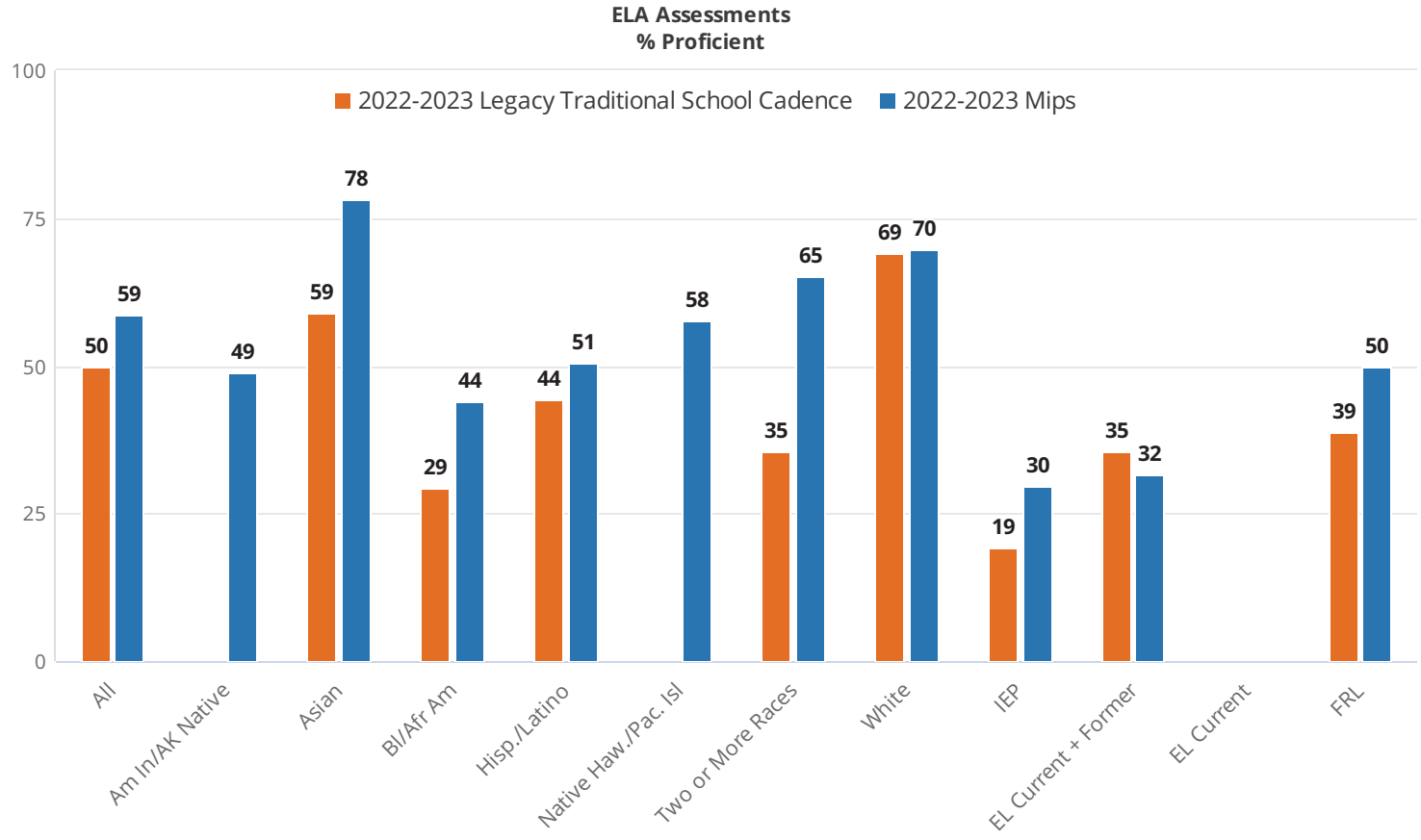
School Year 2022-2023 Nevada School Rating



Academic Achievement

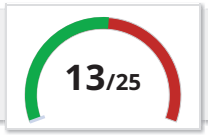
ELA Proficient

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	N/A	45.6	49	N/A	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



Legacy Traditional School Cadence

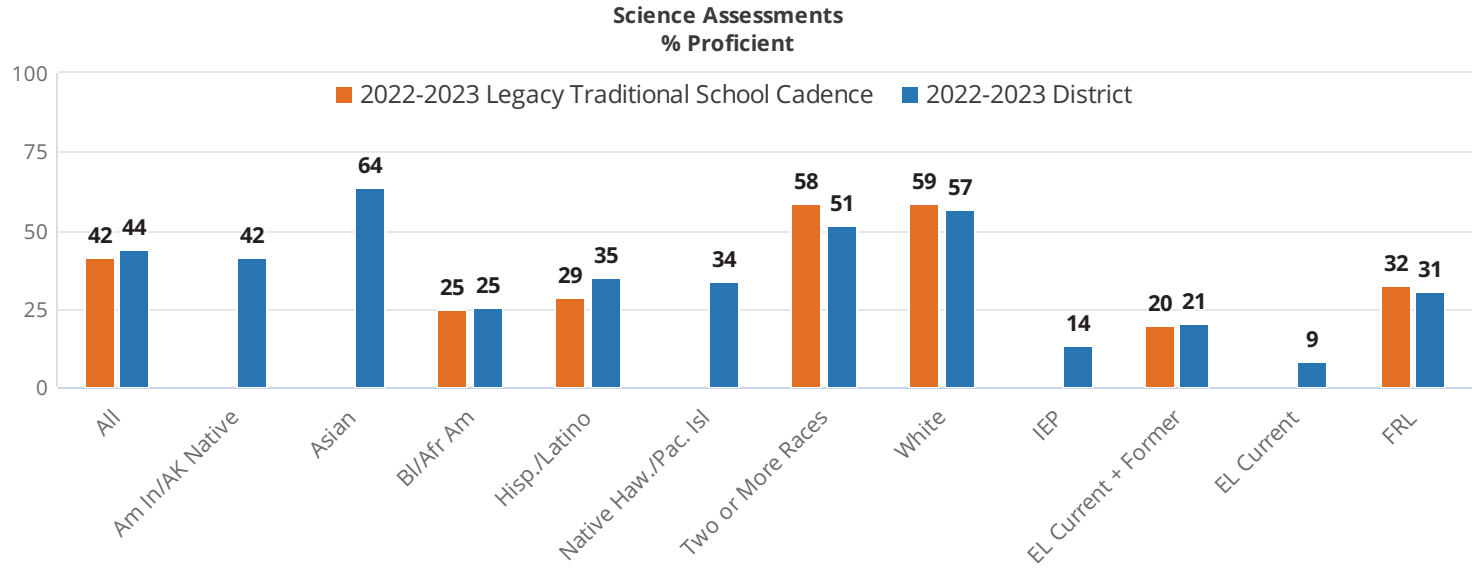
School Year 2022-2023 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	41.7	43.9	47.6	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	50.0	63.9
Black/African American	25.0	25.3	30.7	28.3
Hispanic/Latino	28.5	34.8	40.4	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	58.3	51.4	33.3	53.3
White/Caucasian	58.6	56.5	68.2	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	20.0	20.7	54.5	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	32.4	30.8	52.3	31.9



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.

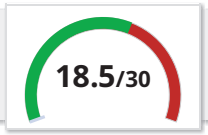
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	>=95%	>=95%
Black/African American	94.7%	94.7%	>=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	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



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: 7/10 **ELA MGP Points Earned: 5/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	54.0	56.0	49.0	56.0	41.0	56.0	52.5	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	74.0	61.0	38.0	57.0	39.0	61.0	54.0	61.0
Black/African American	47.0	51.0	46.0	55.0	38.5	52.0	50.5	54.0
Hispanic/Latino	55.5	54.0	53.5	55.0	41.0	54.0	58.0	54.0
Pacific Islander	N/A	59.0	N/A	54.0	-	53.5	-	55.0
Two or More Races	50.0	59.0	33.0	58.0	38.0	57.0	43.0	55.0
White/Caucasian	53.0	58.0	53.0	56.0	47.5	57.0	51.0	56.0
Special Education	55.0	52.0	45.0	55.0	45.0	44.0	32.0	43.0
English Learners Current + Former	44.0	54.0	34.0	56.0	44.0	54.0	56.0	54.0
English Learners Current	53.0	53.0	33.0	53.0	44.0	50.0	59.0	51.0
Economically Disadvantaged	58.0	54.0	41.0	55.0	41.0	54.0	57.0	55.0

AGP Growth Data

Math AGP Points Earned: 3/5 **ELA AGP Points Earned: 3.5/5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	28.5	40.4	51.8	52.8	30.0	40.8	60.4	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	47.0	62.5	64.7	72.6	38.0	63.7	66.6	77.2
Black/African American	13.3	23.7	23.3	39.6	17.8	24.7	57.1	49.7
Hispanic/Latino	24.5	30.6	43.1	44.7	20.8	31.4	53.0	52.7
Pacific Islander	N/A	40.5	N/A	48.3	-	36.8	-	59.5
Two or More Races	22.2	46.9	48.1	59.5	25.6	43.8	58.9	65.6
White/Caucasian	38.3	51.9	73.9	61.5	42.7	50.7	67.2	67.2
Special Education	13.0	15.1	17.3	22.3	9.5	12.9	9.5	26.3
English Learners Current + Former	13.7	24.3	31.0	35.3	21.6	25.2	50.0	45.5
English Learners Current	<5	10.9	10.0	16.2	7.6	12.6	25.0	28.2
Economically Disadvantaged	24.7	28.1	37.1	41.9	28.2	29.9	61.2	51.8

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

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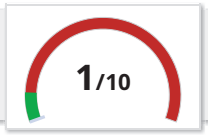
Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating

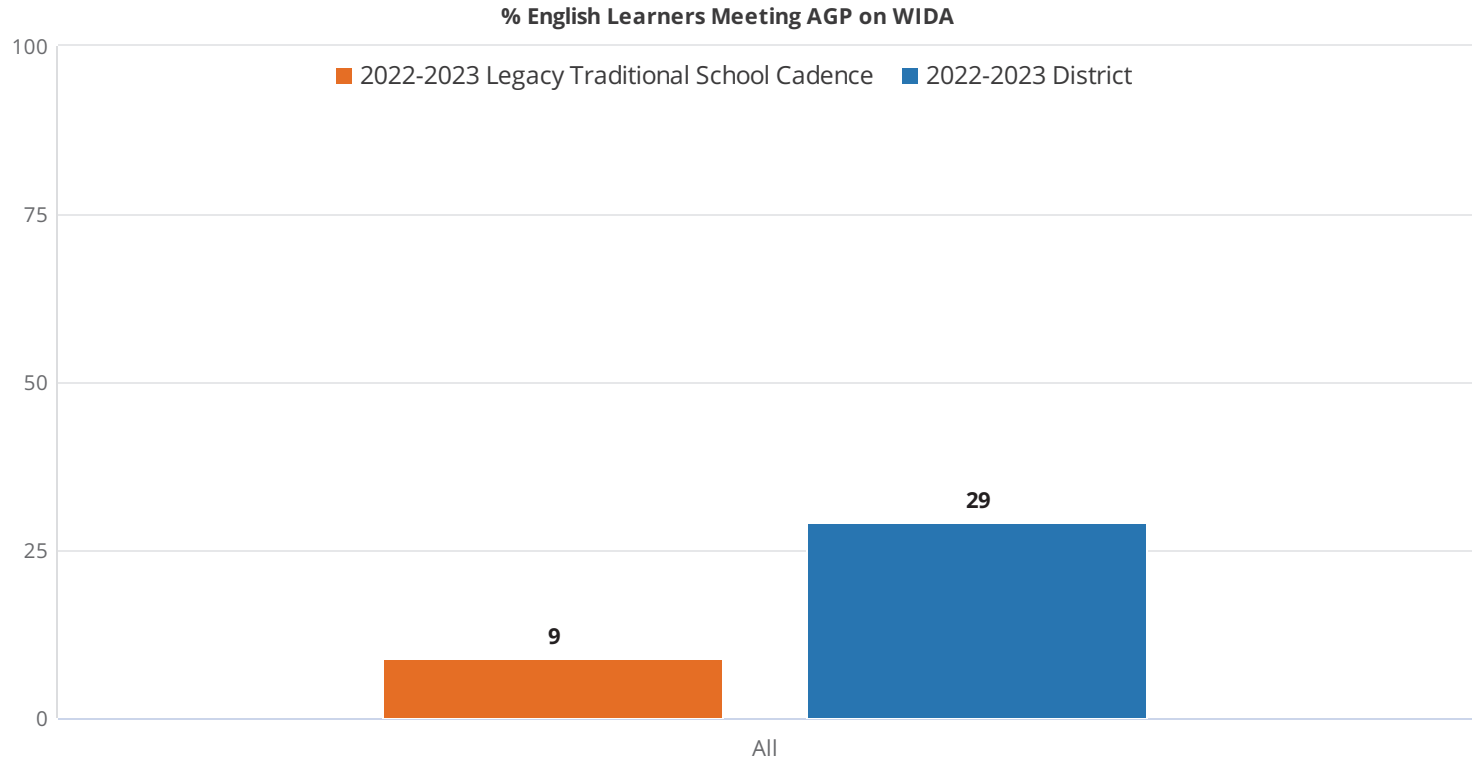


English Language

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: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	11	9.0	29.3	14	21.4	21.6



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Legacy Traditional School Cadence

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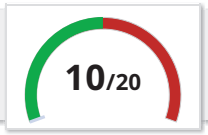

Closing Opportunity Gaps

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: 6/10 **ELA AGP Points Earned: 4/10**

Groups	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	16.0	18.0	22.2	23.3	15.7	23.5	38.4	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	27.2	26.3	-	36.0	33.3	38.5	-	51.3
Black/African American	10.7	12.5	<5	20.2	<5	16.6	37.5	33.6
Hispanic/Latino	17.0	15.4	21.5	21.4	11.2	20.3	34.8	35.8
Pacific Islander	N/A	20.5	N/A	20.4	-	24.8	-	44.5
Two or More Races	14.2	20.8	-	27.8	15.3	24.1	53.8	42.9
White/Caucasian	15.3	23.6	33.3	26.3	21.2	28.8	33.3	40.2
Special Education	9.0	8.5	9.5	12.4	<5	7.8	<5	19.6
English Learners Current + Former	8.0	13.5	11.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	10.0	12.7	7.6	11.3	25.0	24.4
Economically Disadvantaged	16.3	14.2	16.0	20.9	17.9	19.7	44.0	35.0

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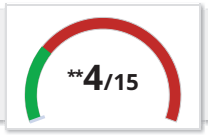
Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating



Student Engagement

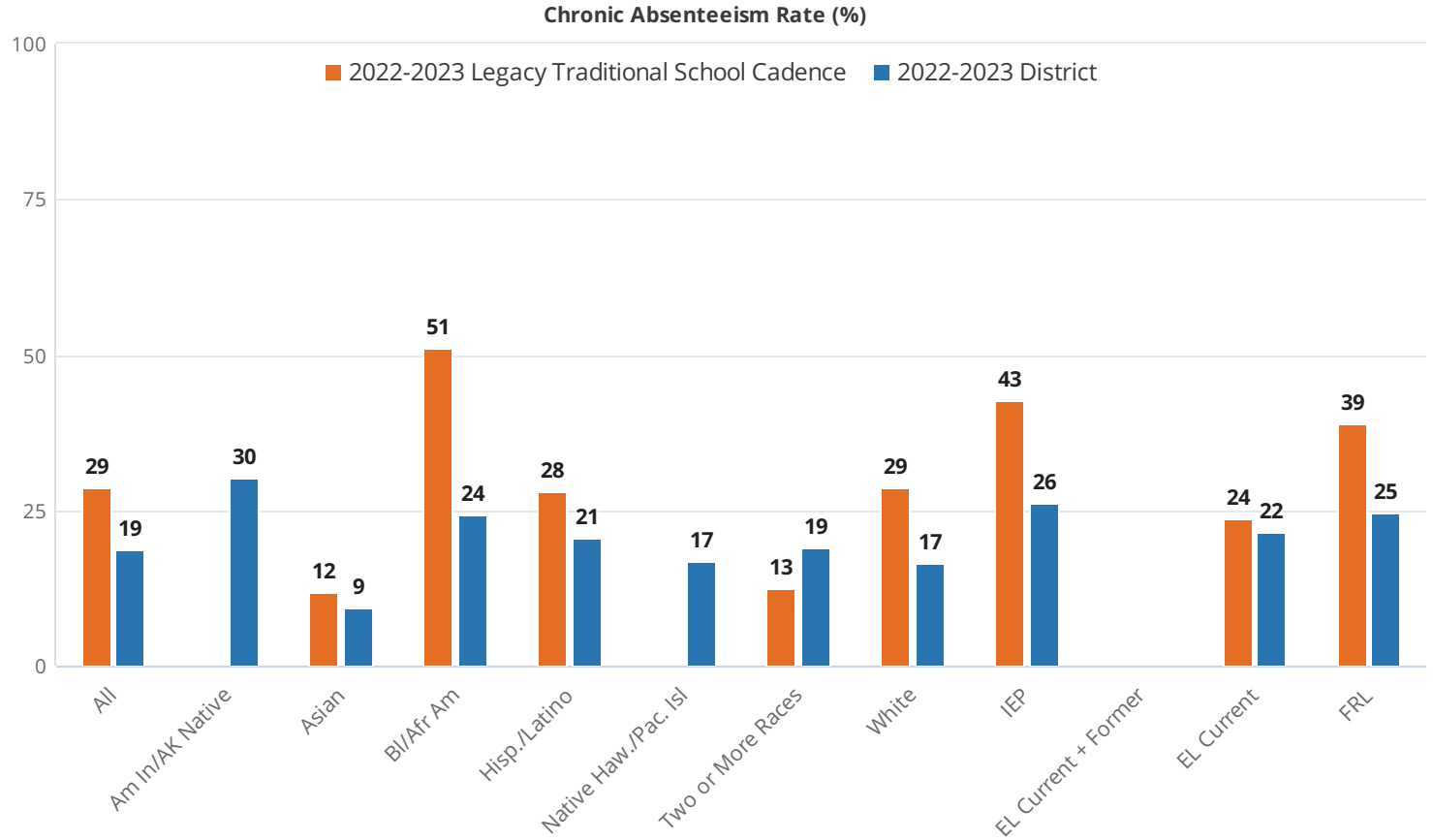
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	28.8	18.8	40.3	18.5
American Indian/Alaska Native	-	30.1	N/A	28.9
Asian	11.7	9.3	25.0	8.7
Black/African American	51.2	24.2	41.8	24.9
Hispanic/Latino	28.0	20.6	45.1	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	12.5	19.0	47.0	19.4
White/Caucasian	28.8	16.5	32.2	16.1
Special Education	42.8	26.3	56.2	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	23.8	21.6	55.8	18.3
Economically Disadvantaged	38.9	24.7	54.3	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1



Legacy Traditional School Cadence

School Year 2022-2023 Nevada School Rating

**4/15

Student Engagement

Academic Learning Plans

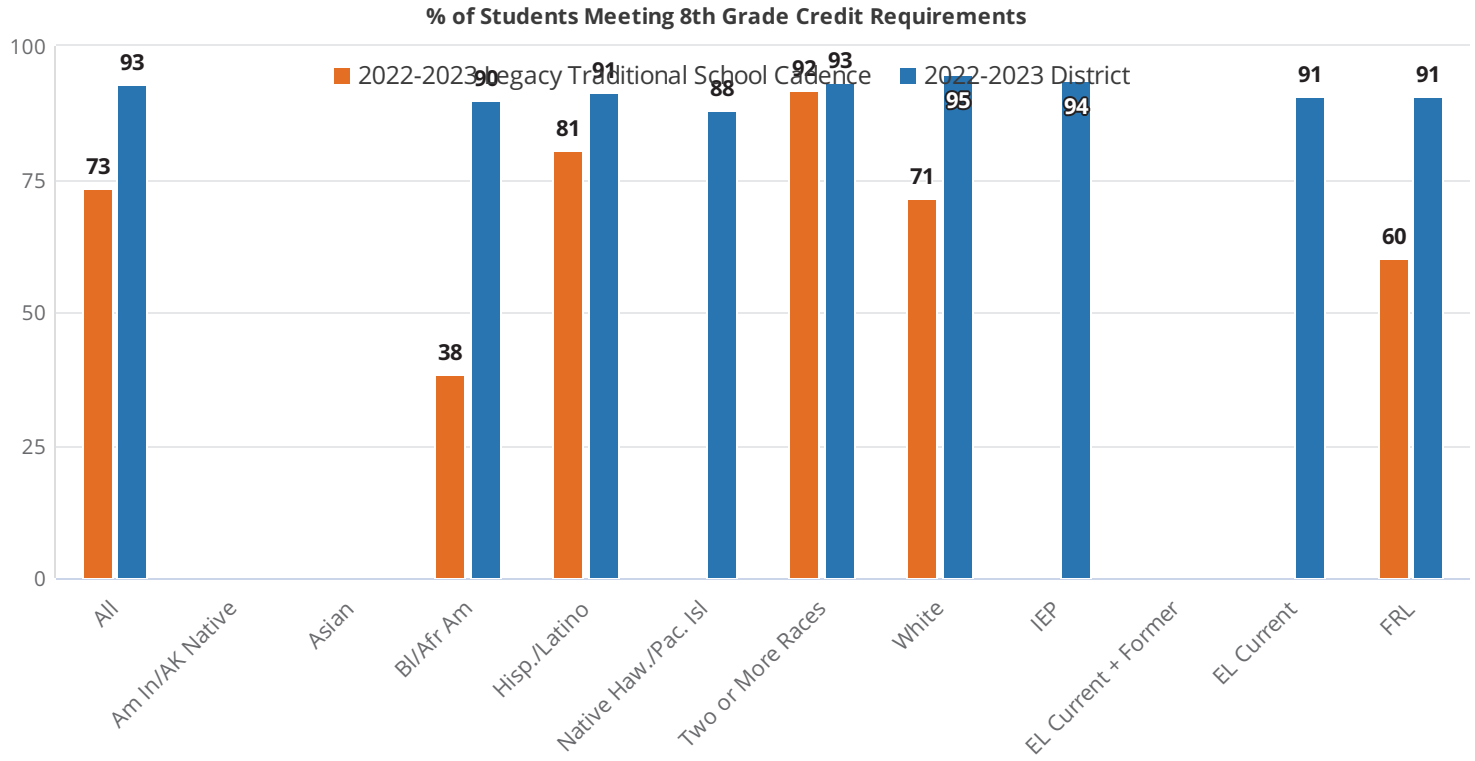
Academic Learning Plans Points Earned 2/2

Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	N/A	>95
Asian	>95	>95	>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	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	73.3	92.7	75.7	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	>95	>95
Black/African American	38.4	89.9	78.5	85.9
Hispanic/Latino	80.6	91.4	70.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	91.6	93.1	50.0	89.2
White/Caucasian	71.4	94.8	85.7	93.3
Special Education	-	93.7	57.1	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	60.0	90.5	72.5	89.5

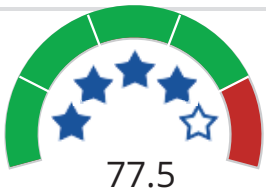


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Legacy Traditional School Cadence

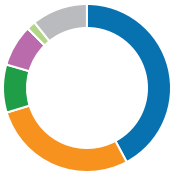
School Year 2023-2024 Nevada School Rating

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



77.5
Total Index Score

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



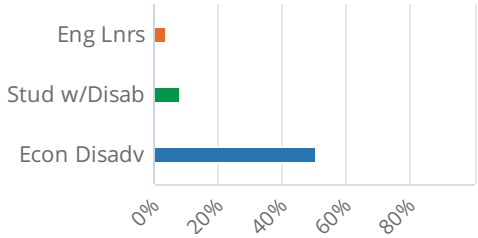
Student Race/Ethnicity

28.0%	White
9.2%	Bl/Afr Am
42.0%	Hisp/Latino
8.0%	Asian
N/A%	Am Ind/AK Nat
1.7%	Pac Isl
10.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	46.5 ★★
2021-2022	59.5 NR

Additional Student Groups



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

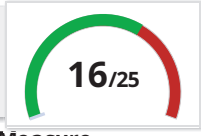
How are school star ratings determined?

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	★★★★★

2023-2024 School Performance

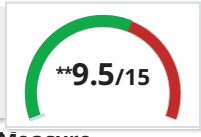


16/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**41.8**	47.3
Math Proficiency	29.2	39.8
ELA Proficiency	50.9	54.2
Science Proficiency	54.2	48.8

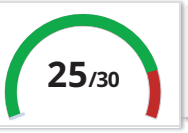
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	27.2



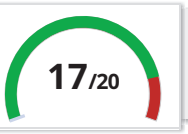
**9.5/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	15.1	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	84.5	92.6
Climate Survey Participation	92.0	N/A



25/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	57.0
ELA MGP	62.5	59.0
	School Rate	**District Rate**
Met Math AGP Target	34.1	40.5
Met ELA AGP Target	54.8	54.7



17/20 Closing Opportunity Gaps Indicator

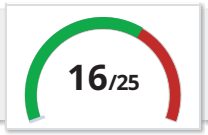
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19.7	16.3
Prior Non-Proficient Met ELA AGP Target	32.4	26.0

** 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.

Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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.

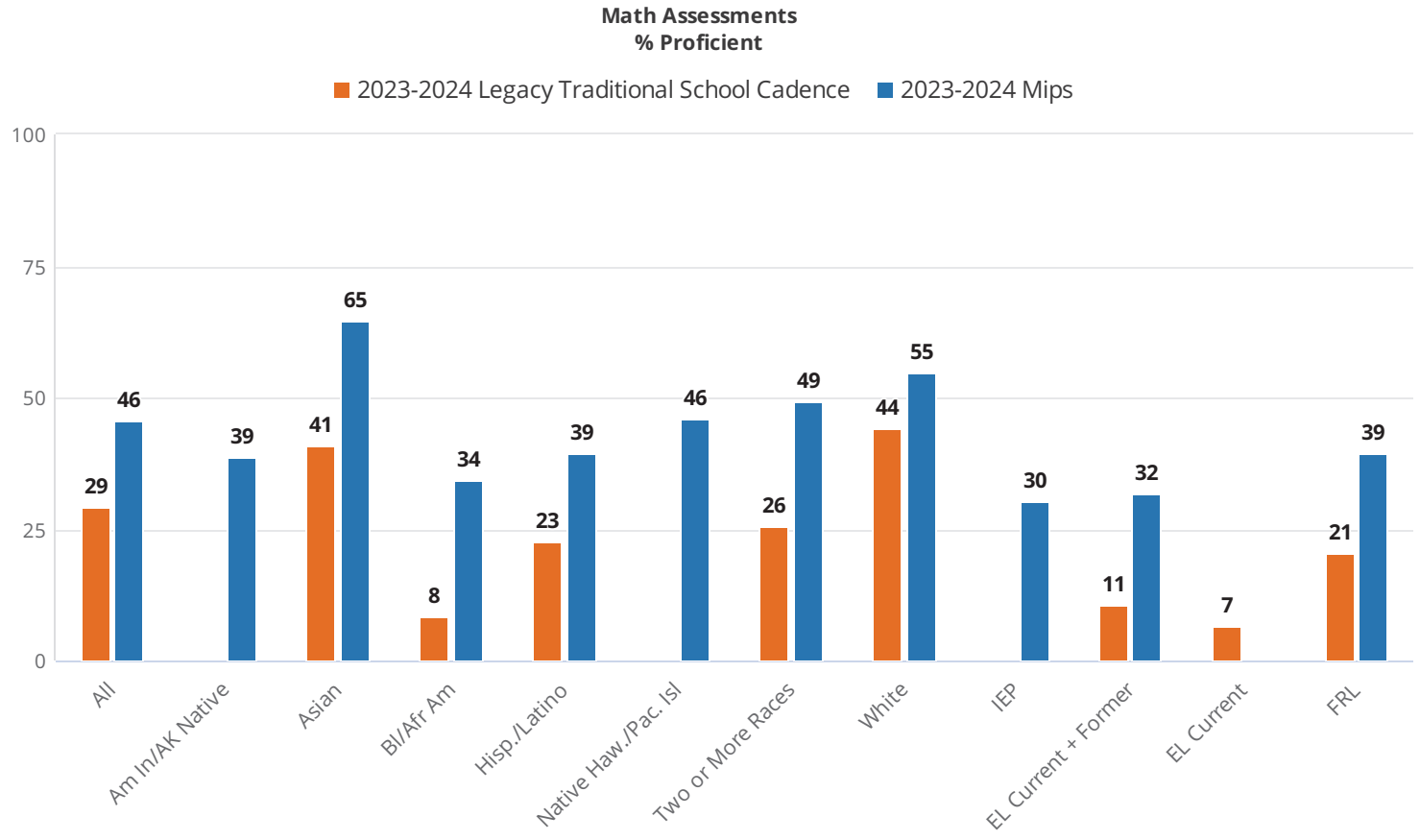
Pooled Proficiency

Pooled Proficiency Points Earned: 16/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	41.8	47.3	38.4	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	29.2	39.8	45.6	26.0	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	40.7	64.8	64.5	41.1	62.5	62.6
Black/African American	8.3	21.6	34.4	8.7	19.4	31
Hispanic/Latino	22.6	28.7	39.4	22.6	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	25.7	47.6	49.1	19.3	44.5	46.4
White/Caucasian	44.0	54.3	54.7	36.9	51.4	52.3
Special Education	<5	11.3	30.2	11.5	11.5	26.5
English Learners Current + Former	10.7	20.5	31.6	19.3	21.5	28
English Learners Current	6.6	6.2		<5	6.5	
Economically Disadvantaged	20.6	27.1	39.3	23.0	24.9	36.1



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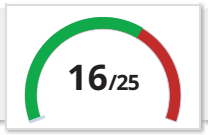
Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating

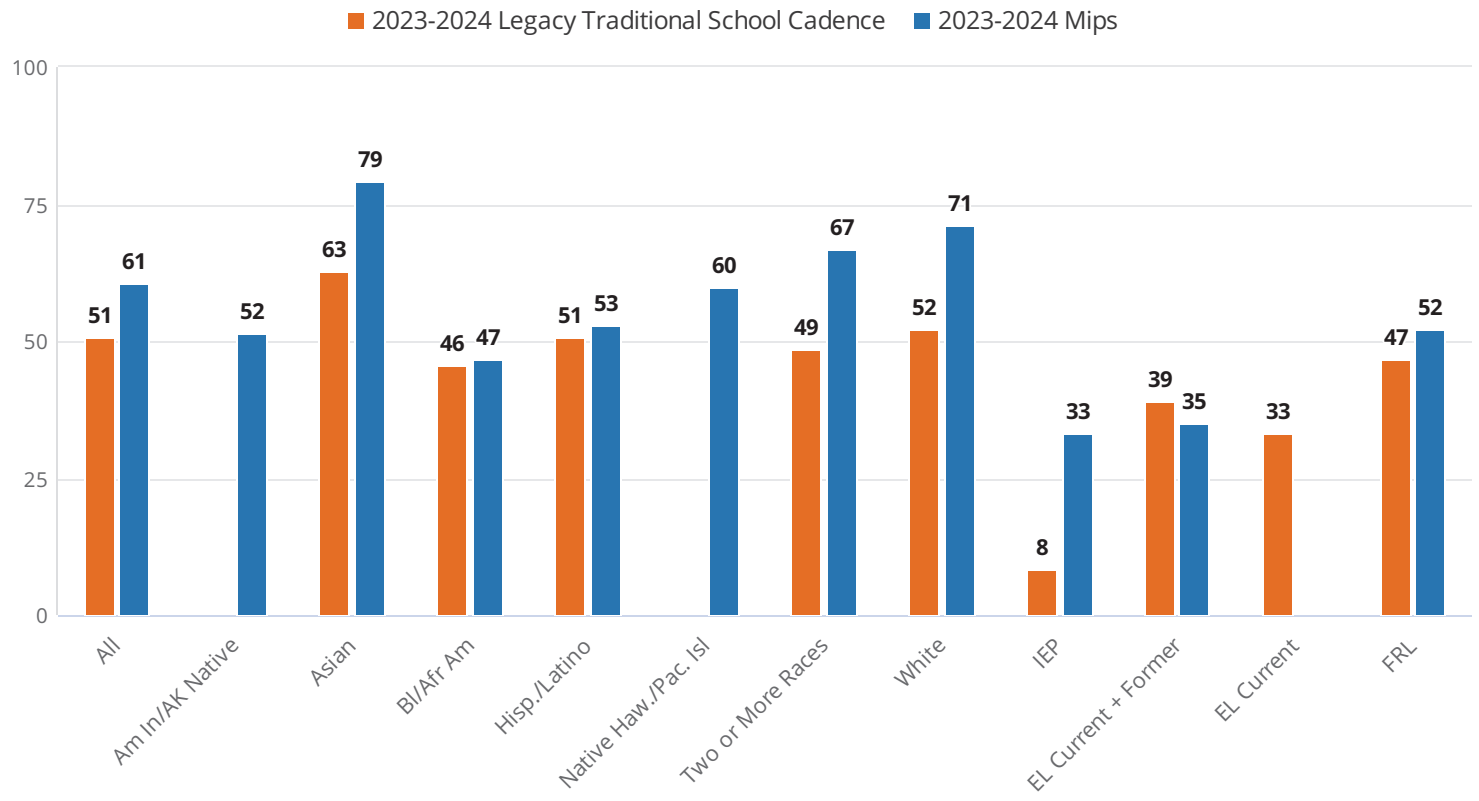


Academic Achievement

ELA Proficient

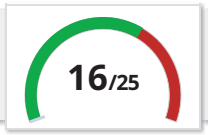
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	50.9	54.2	60.6	49.8	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	62.9	76.3	79.3	58.8	74.7	78.2
Black/African American	45.8	40.1	46.7	29.2	37.4	43.9
Hispanic/Latino	50.7	44.9	53	44.3	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	48.5	62.1	66.8	35.4	60.0	65
White/Caucasian	52.3	65.0	71.1	69.0	64.0	69.6
Special Education	8.3	17.5	33.1	19.2	17.4	29.6
English Learners Current + Former	39.2	32.1	35.1	35.4	34.0	31.7
English Learners Current	33.3	11.3		<5	12.0	
Economically Disadvantaged	46.6	42.5	52.3	38.8	40.8	49.8

ELA Assessments
% Proficient



Legacy Traditional School Cadence

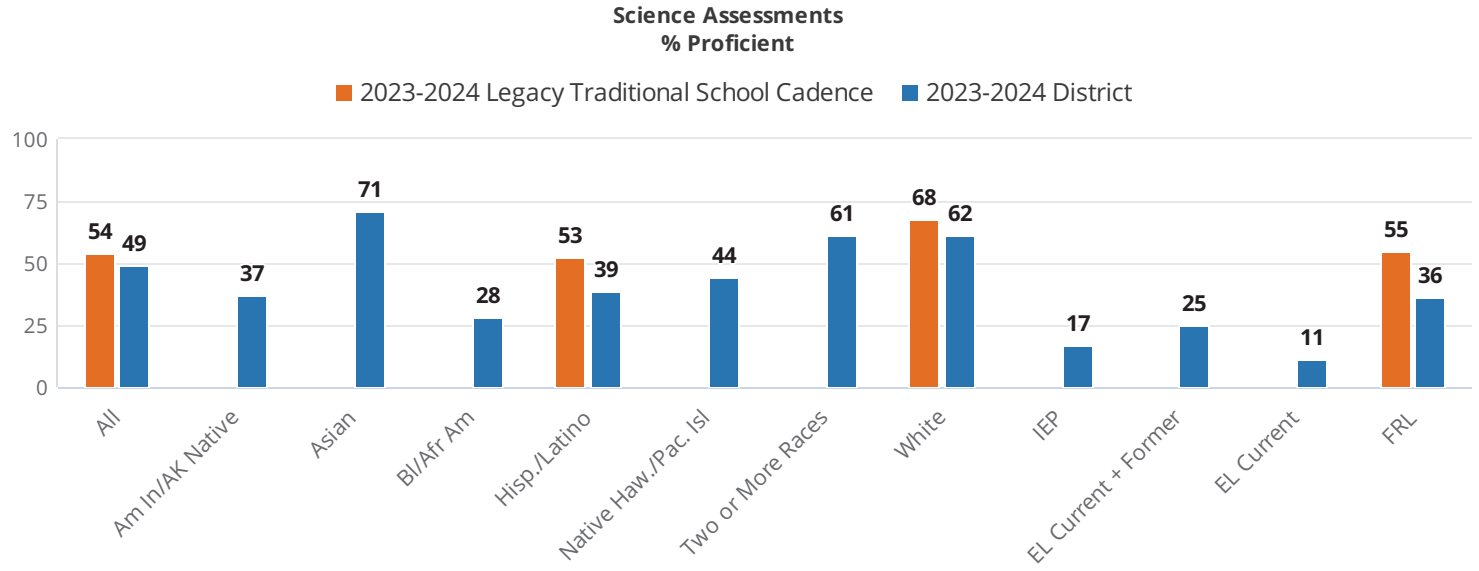
School Year 2023-2024 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	54.2	48.8	41.7	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	-	63.5
Black/African American	-	27.9	25.0	25.3
Hispanic/Latino	52.6	38.9	28.5	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	-	61.2	58.3	51.4
White/Caucasian	68.1	61.6	58.6	56.5
Special Education	-	16.8	-	13.6
English Learners Current + Former	-	24.6	20.0	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	55.0	36.0	32.4	30.8



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.

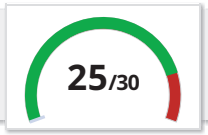
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	>=95%	>=95%	-	-
Black/African American	>=95%	>=95%	94.7%	94.7%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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: 9/10 **ELA MGP Points Earned: 9/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	64.0	57.0	62.5	59.0	54.0	56.0	49.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	71.0	63.0	66.5	63.5	74.0	61.0	38.0	57.0
Black/African American	66.0	52.0	70.0	57.0	47.0	51.0	46.0	55.0
Hispanic/Latino	60.0	57.0	66.0	59.0	55.5	54.0	53.5	55.0
Pacific Islander	-	59.5	-	55.0	N/A	59.0	N/A	54.0
Two or More Races	57.0	58.0	60.0	60.0	50.0	59.0	33.0	58.0
White/Caucasian	68.0	57.0	52.0	58.0	53.0	58.0	53.0	56.0
Special Education	48.0	53.0	54.0	56.0	55.0	52.0	45.0	55.0
English Learners Current + Former	68.0	56.0	66.0	58.0	44.0	54.0	34.0	56.0
English Learners Current	66.5	56.0	70.5	55.0	53.0	53.0	33.0	53.0
Economically Disadvantaged	59.0	56.0	63.0	58.0	58.0	54.0	41.0	55.0

AGP Growth Data

Math AGP Points Earned: 3.5/5 **ELA AGP Points Earned: 3.5/5**

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	34.1	40.5	54.8	54.7	28.5	40.4	51.8	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	45.8	65.1	62.5	75.9	47.0	62.5	64.7	72.6
Black/African American	30.4	24.1	56.5	42.6	13.3	23.7	23.3	39.6
Hispanic/Latino	26.4	30.4	53.6	46.4	24.5	30.6	43.1	44.7
Pacific Islander	-	36.9	-	48.6	N/A	40.5	N/A	48.3
Two or More Races	22.5	46.6	48.3	61.9	22.2	46.9	48.1	59.5
White/Caucasian	49.3	53.0	58.0	63.6	38.3	51.9	73.9	61.5
Special Education	<5	14.6	8.6	22.8	13.0	15.1	17.3	22.3
English Learners Current + Former	14.8	23.0	51.8	35.8	13.7	24.3	31.0	35.3
English Learners Current	<5	10.1	35.7	17.2	<5	10.9	10.0	16.2
Economically Disadvantaged	26.5	29.5	51.0	44.8	24.7	28.1	37.1	41.9

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

'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.

Legacy Traditional School Cadence

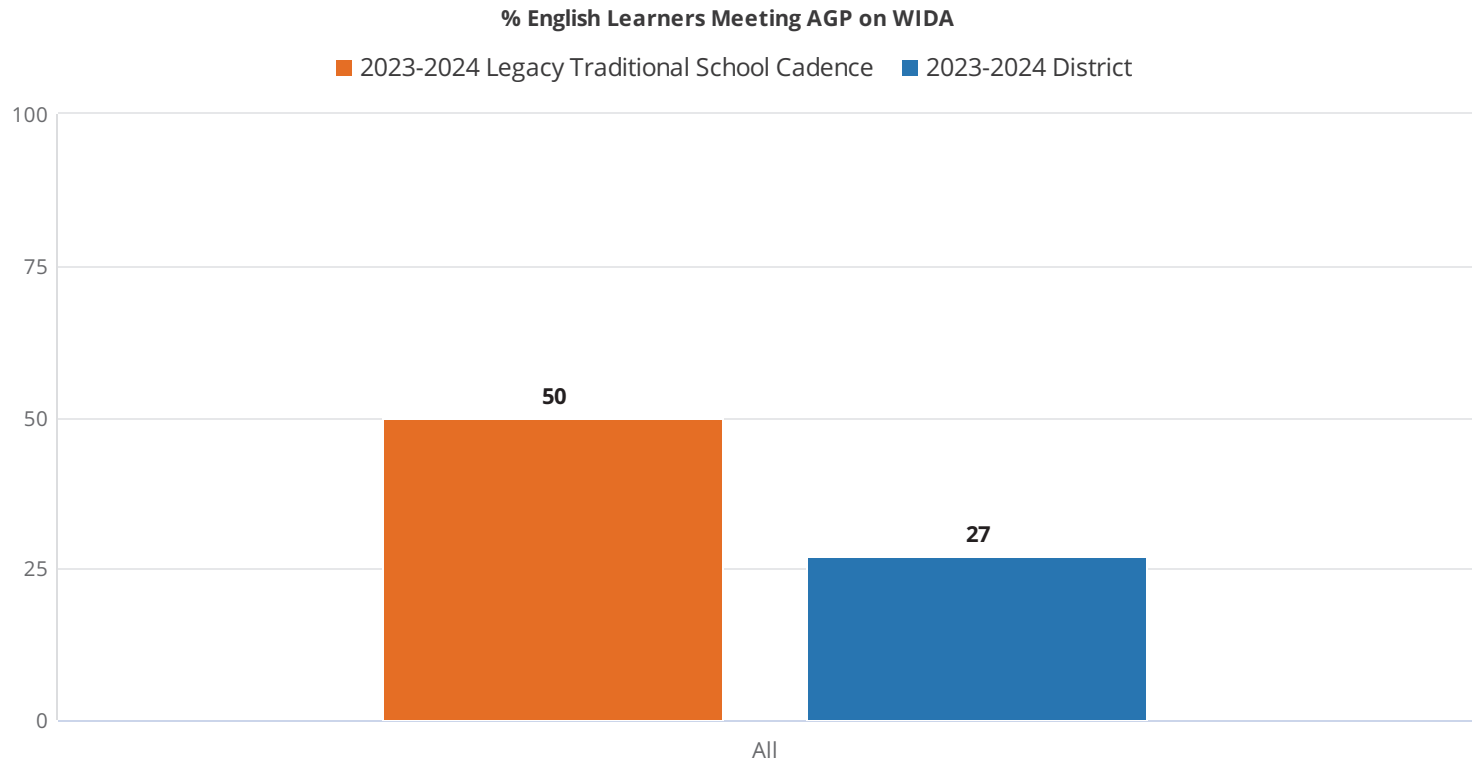
School Year 2023-2024 Nevada School Rating

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

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	12	50.0	27.2	11	9.0	29.3



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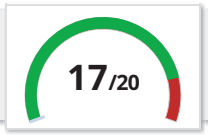
Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



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: 8/10 **ELA AGP Points Earned: 9/10**

Groups	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	19.7	16.3	32.4	26.0	16.0	18.0	22.2	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	35.7	29.2	33.3	37.1	27.2	26.3	-	36.0
Black/African American	26.3	10.9	42.8	21.2	10.7	12.5	<5	20.2
Hispanic/Latino	14.2	13.5	32.3	23.6	17.0	15.4	21.5	21.4
Pacific Islander	-	12.0	-	25.8	N/A	20.5	N/A	20.4
Two or More Races	<5	19.7	33.3	32.6	14.2	20.8	-	27.8
White/Caucasian	29.4	22.6	25.8	30.5	15.3	23.6	33.3	26.3
Special Education	<5	7.3	<5	13.5	9.0	8.5	9.5	12.4
English Learners Current + Former	11.5	11.4	40.9	20.6	8.0	13.5	11.7	18.6
English Learners Current	<5	7.4	30.7	13.9	<5	8.9	10.0	12.7
Economically Disadvantaged	15.7	13.6	32.0	22.8	16.3	14.2	16.0	20.9

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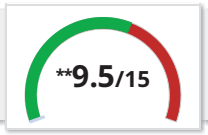
Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating



Student Engagement

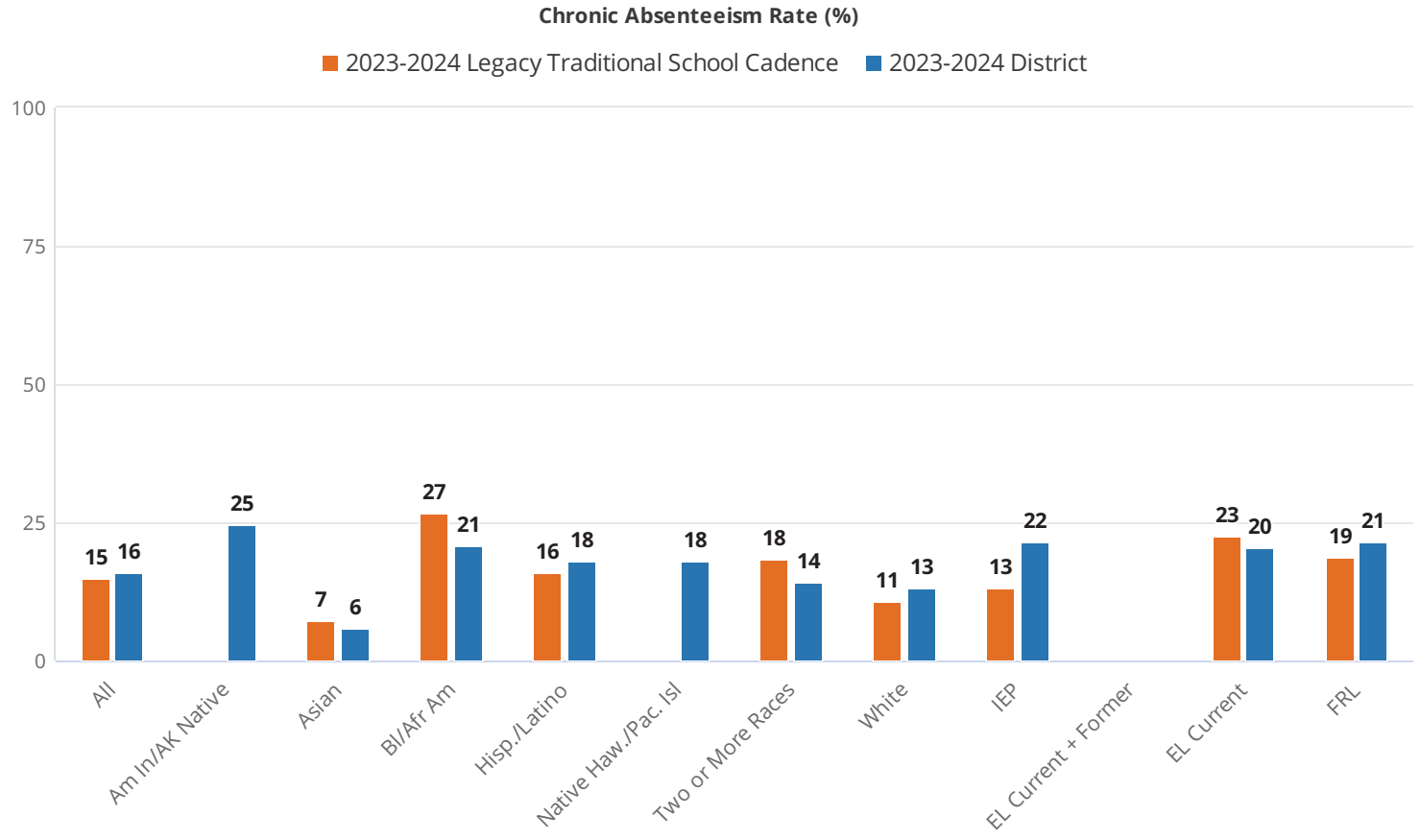
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 4.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	15.1	15.8	28.8	18.8
American Indian/Alaska Native	N/A	24.5	-	30.1
Asian	7.4	6.0	11.7	9.3
Black/African American	26.6	21.0	51.2	24.2
Hispanic/Latino	15.9	18.2	28.0	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	18.4	14.2	12.5	19.0
White/Caucasian	10.9	13.2	28.8	16.5
Special Education	13.3	21.7	42.8	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	22.7	20.4	23.8	21.6
Economically Disadvantaged	18.9	21.4	38.9	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1



Legacy Traditional School Cadence

School Year 2023-2024 Nevada School Rating

**9.5/15

Student Engagement

Academic Learning Plans

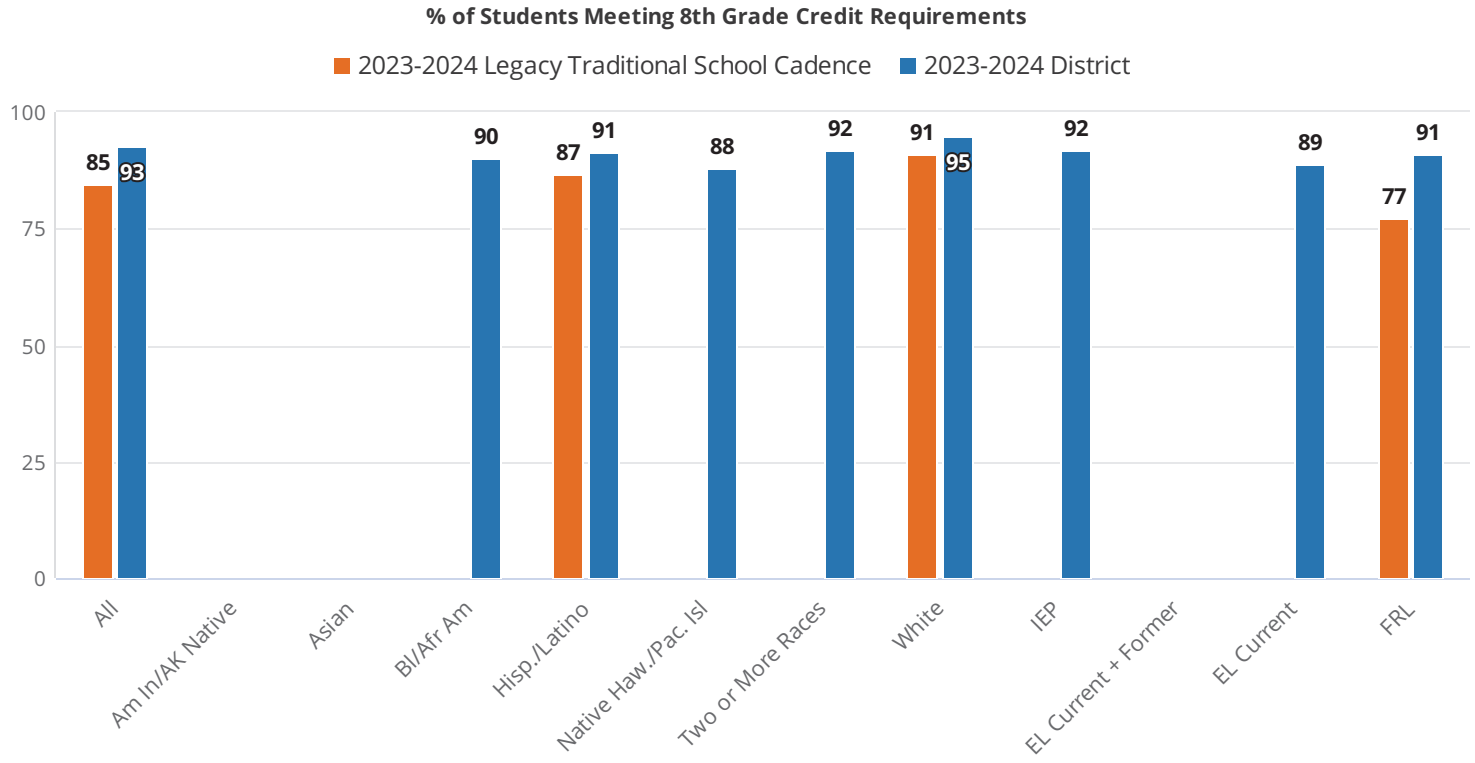
Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	-	>95
Asian	>95	>95	>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	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	84.5	92.6	73.3	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	90.2	38.4	89.9
Hispanic/Latino	86.8	91.4	80.6	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	-	91.9	91.6	93.1
White/Caucasian	90.9	94.8	71.4	94.8
Special Education	-	91.9	-	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	77.2	91.2	60.0	90.5

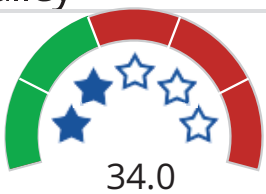


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Legacy Traditional School North Valley

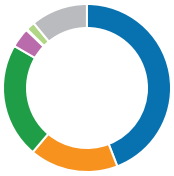
School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031



34.0
Total Index Score

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



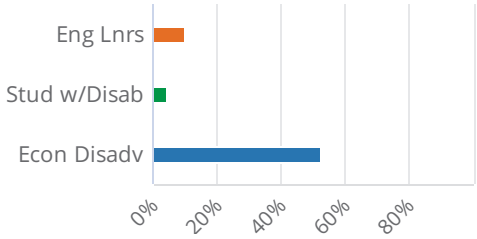
Student Race/Ethnicity

17.0%	White
22.1%	Bl/Afr Am
44.0%	Hisp/Latino
3.8%	Asian
0.2%	Am Ind/AK Nat
1.7%	Pac Isl
10.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	34.5 NR
2020-2021	46.5 ★★

Additional Student Groups



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.

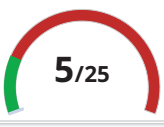
How are school star ratings determined?

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	★★★★★

2022-2023 School Performance

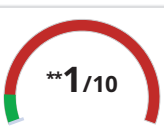


5/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	30.0	50.0
Math Proficiency	28.4	52.0
ELA Proficiency	37.9	54.6
Science Proficiency	12.1	29.8
Read-by-Grade-3 Proficiency	28.2	52.6

3/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	36.1	41.5



**1/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	26.3	22.9
Climate Survey Participation	73.0	N/A

17/35 Growth Indicator

Measure	School Median	District Median
Math MGP	49.0	55.0
ELA MGP	53.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	32.1	50.8
Met ELA AGP Target	46.1	52.9

8/20 Closing Opportunity Gaps Indicator

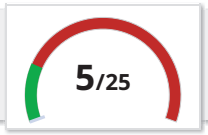
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.3	31.9
Prior Non-Proficient Met ELA AGP Target	37.3	37.1

** 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.

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



Academic Achievement

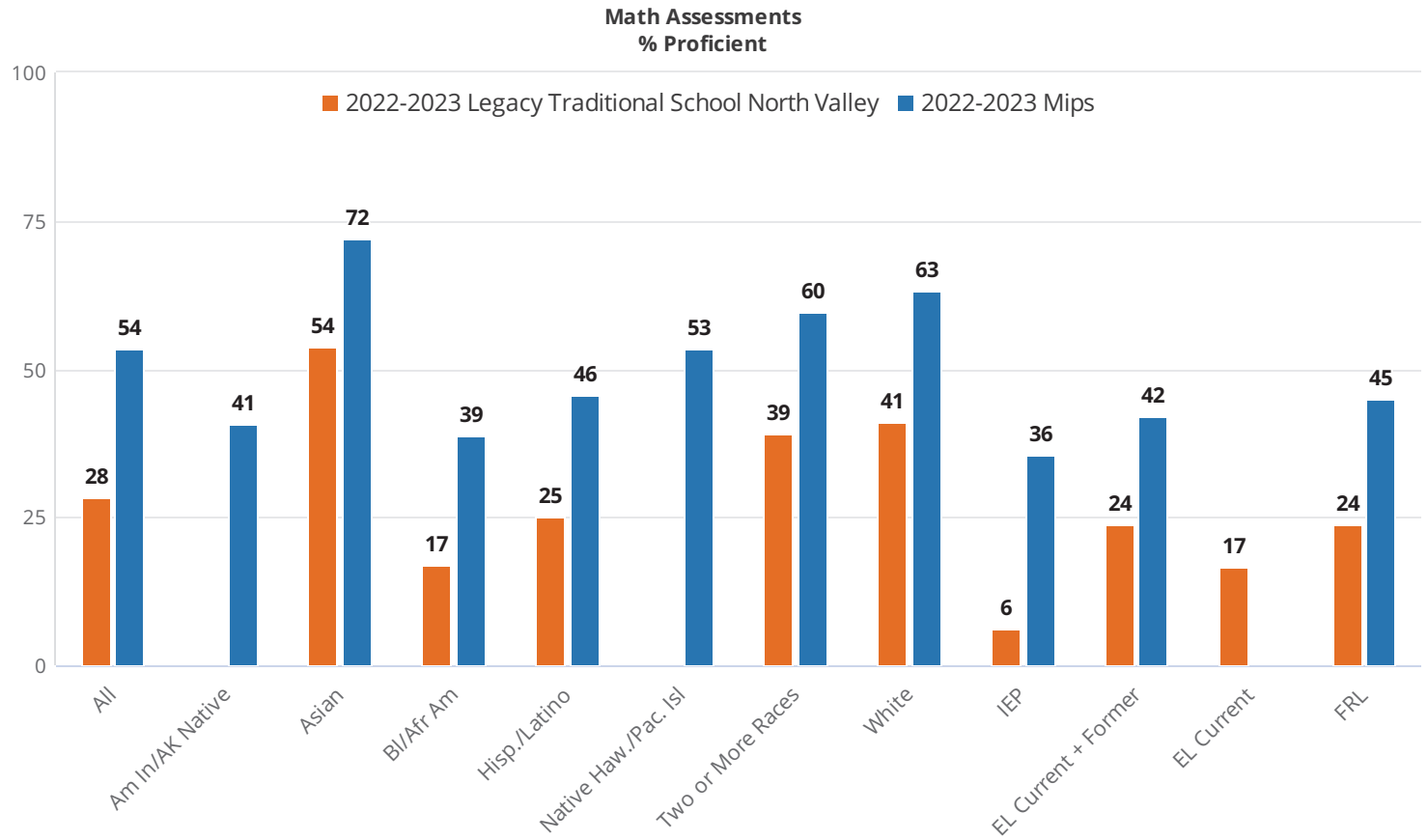
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 3/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.0	50.0	32.6	49.2

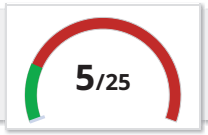
Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	28.4	52.0	53.5	29.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	53.8	74.5	71.9	50.0	72.8	70.4
Black/African American	16.8	31.4	38.9	22.3	30.3	35.7
Hispanic/Latino	25.2	42.2	45.5	20.4	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	39.2	57.8	59.6	41.7	55.6	57.5
White/Caucasian	41.0	63.7	63.3	49.3	60.7	61.3
Special Education	6.2	29.1	35.5	9.5	26.3	32.1
English Learners Current + Former	23.8	38.1	42	15.2	34.9	39
English Learners Current	16.6	27.6		<5	25.5	
Economically Disadvantaged	23.8	39.0	44.9	20.5	35.6	42



Legacy Traditional School North Valley

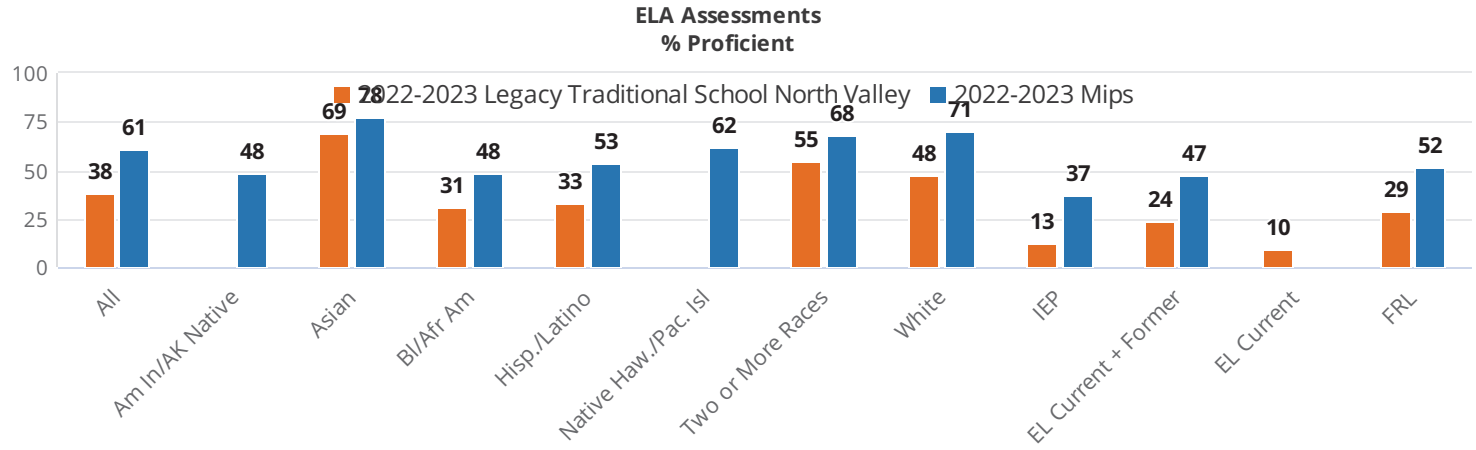
School Year 2022-2023 Nevada School Rating



Academic Achievement

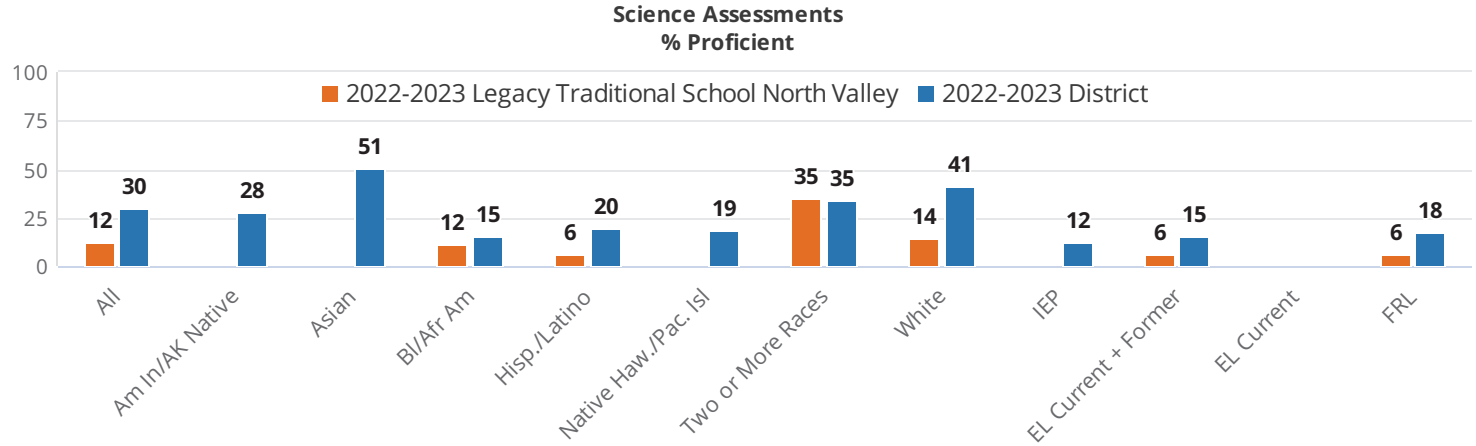
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.9	54.6	61.2	40.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	69.2	74.1	77.8	58.3	74.9	76.7
Black/African American	30.6	37.5	48.2	39.7	39.8	45.4
Hispanic/Latino	32.6	45.9	53.2	33.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	54.9	60.7	67.9	42.1	61.5	66.2
White/Caucasian	47.9	64.4	70.6	56.5	65.5	69
Special Education	12.5	27.4	36.8	19.1	25.5	33.5
English Learners Current + Former	23.8	37.6	47.2	19.8	37.4	44.4
English Learners Current	9.5	24.1		9.5	24.4	
Economically Disadvantaged	29.1	42.0	51.9	34.0	42.8	49.4



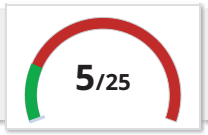
Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	12.1	29.8	19.4	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	11.7	15.3	10.0	17.6
Hispanic/Latino	6.1	19.5	15.7	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	35.2	34.5	29.4	34.9
White/Caucasian	14.2	40.9	26.9	40.8
Special Education	-	12.2	10.0	11.6
English Learners Current + Former	5.8	15.1	11.1	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	6.1	17.6	16.6	19.4



Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

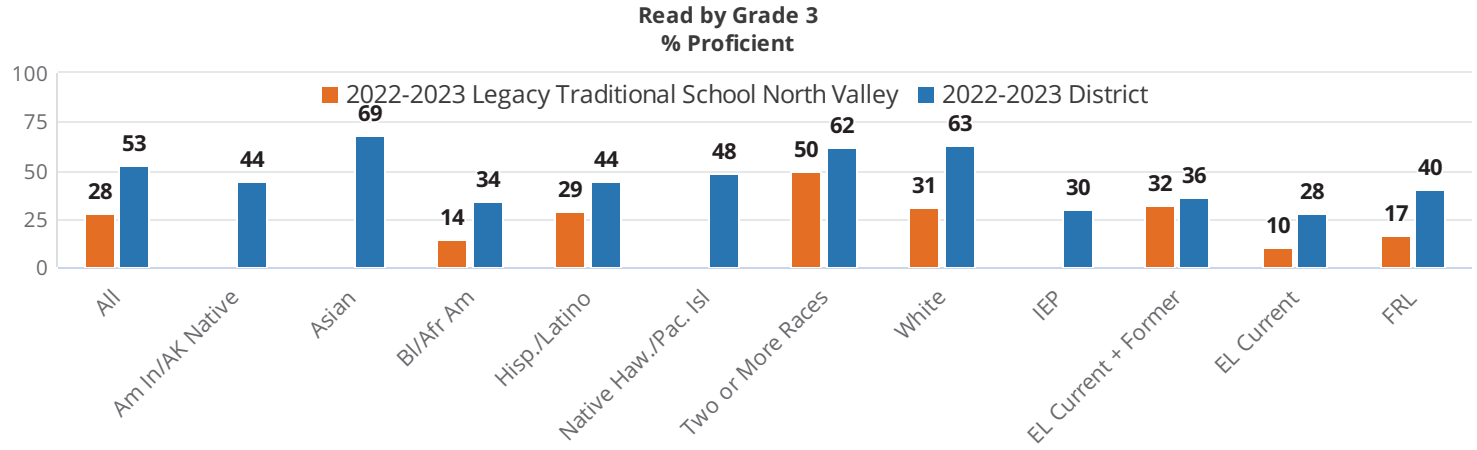


Academic Achievement

Read by Grade 3 Proficient

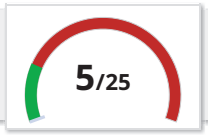
Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	28.2	52.6	35.5	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	14.2	33.9	28.5	33.0
Hispanic/Latino	29.2	44.2	35.9	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	50.0	62.3	38.0	57.4
White/Caucasian	30.7	62.5	39.1	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	31.5	36.1	12.0	37.1
English Learners Current	10.0	27.6	6.6	30.7
Economically Disadvantaged	16.8	40.3	30.4	40.5



Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



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	2023 % Math	2023 % ELA	2022 % Math	2022 % 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%	94.9%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	91.3%	91.3%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	93.4%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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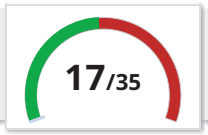
Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



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: 5/10 **ELA MGP Points Earned: 6/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	49.0	55.0	53.0	55.0	44.0	52.0	44.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	52.5	61.0	69.5	61.0	-	60.0	-	59.0
Black/African American	47.0	52.0	46.0	50.0	46.0	49.0	57.5	53.0
Hispanic/Latino	49.0	54.0	53.0	53.0	41.5	49.0	37.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	47.0	54.0	57.0	55.0	44.0	54.5	36.0	53.0
White/Caucasian	52.0	56.0	54.0	57.0	33.5	55.0	45.5	55.0
Special Education	-	49.0	-	51.0	22.0	46.0	19.0	43.0
English Learners Current + Former	45.0	55.0	49.5	54.0	40.0	47.0	50.0	49.0
English Learners Current	47.0	54.0	44.0	53.0	31.5	44.0	40.0	44.0
Economically Disadvantaged	48.5	54.0	52.5	53.0	45.0	49.0	42.5	49.0

AGP Growth Data

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

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	32.1	50.8	46.1	52.9	36.7	53.1	47.9	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	40.0	66.5	70.0	67.6	-	68.8	-	73.9
Black/African American	22.9	38.1	42.8	42.1	38.0	41.8	63.4	55.8
Hispanic/Latino	31.4	43.8	39.8	46.9	32.3	45.0	40.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	38.8	52.0	67.5	56.1	41.3	59.6	43.7	62.7
White/Caucasian	43.5	58.8	46.3	58.9	40.9	59.6	54.3	65.1
Special Education	-	32.3	-	34.0	8.3	35.9	<5	41.3
English Learners Current + Former	18.4	41.8	35.0	43.1	28.2	41.2	51.2	52.0
English Learners Current	17.2	33.5	24.1	33.8	15.3	32.5	36.0	43.1
Economically Disadvantaged	28.3	43.0	43.4	45.2	36.0	43.7	43.3	53.5

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

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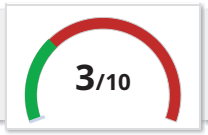
Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

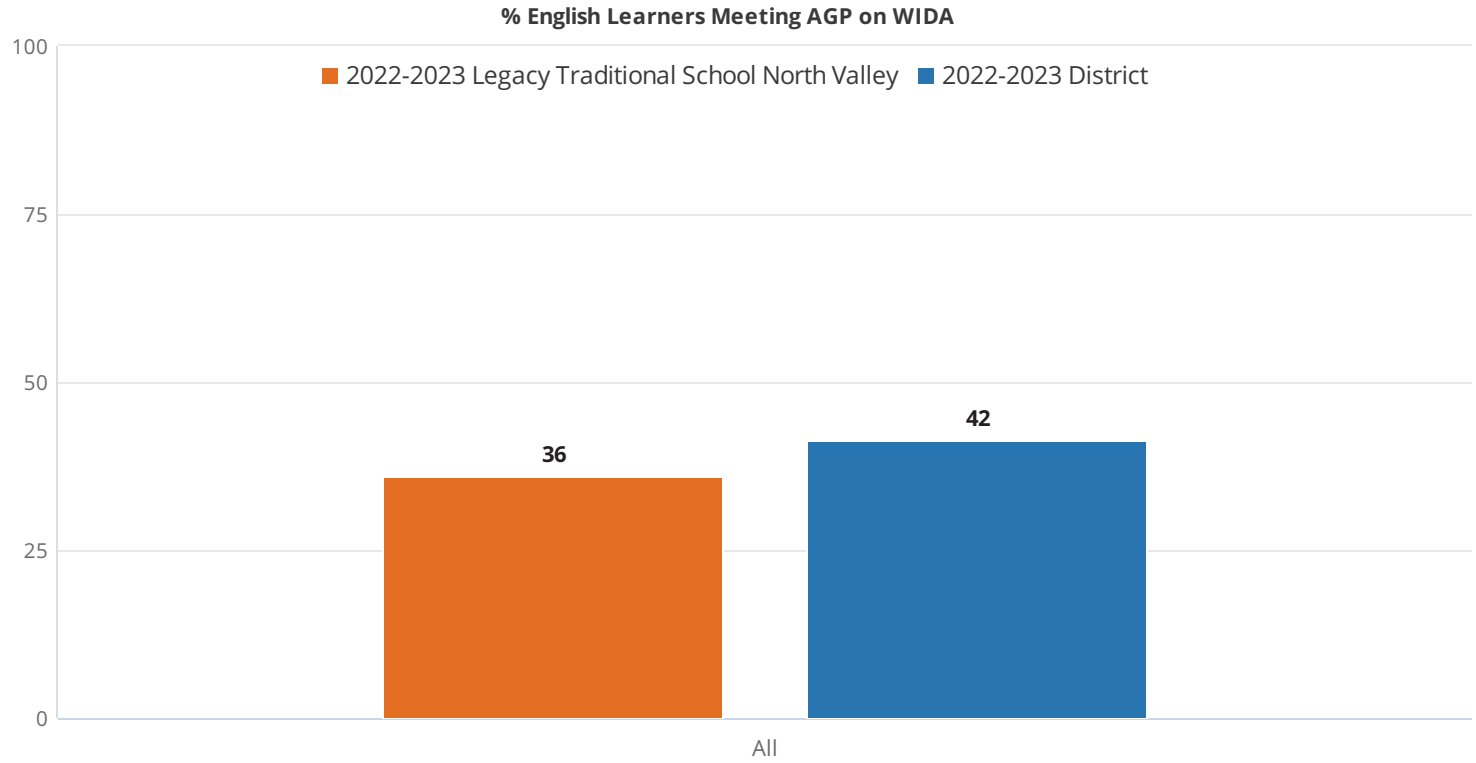


English Language

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: 3/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	72	36.1	41.5	62	30.6	38.4



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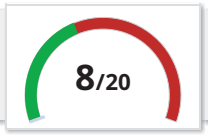
Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



Closing Opportunity Gaps

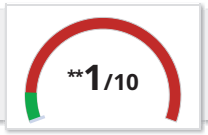
Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need 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: 5/10		
Groups	**2023 % Meeting AGP Math**	**2023 % District Math**	**2023 % Meeting AGP ELA**	**2023 % District ELA**	**2022 % Meeting AGP Math**	**2022 % District Math**	**2022 % Meeting AGP ELA**	**2022 % District ELA**
All Students	21.3	31.9	37.3	37.1	32.3	40.9	45.3	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	14.8	25.9	38.4	29.9	31.5	36.1	71.8	49.4
Hispanic/Latino	23.4	29.9	33.7	34.4	31.8	36.3	40.8	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	15.7	31.3	42.1	40.3	20.0	44.5	27.7	55.0
White/Caucasian	38.8	37.8	42.1	42.6	44.0	47.9	47.8	55.2
Special Education	-	20.8	-	25.2	8.3	27.6	<5	35.9
English Learners Current + Former	12.9	27.5	29.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	14.2	25.4	25.0	30.3	13.0	27.6	36.3	41.7
Economically Disadvantaged	20.0	28.7	36.0	33.1	33.9	35.5	40.2	47.6

'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.

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



Student Engagement

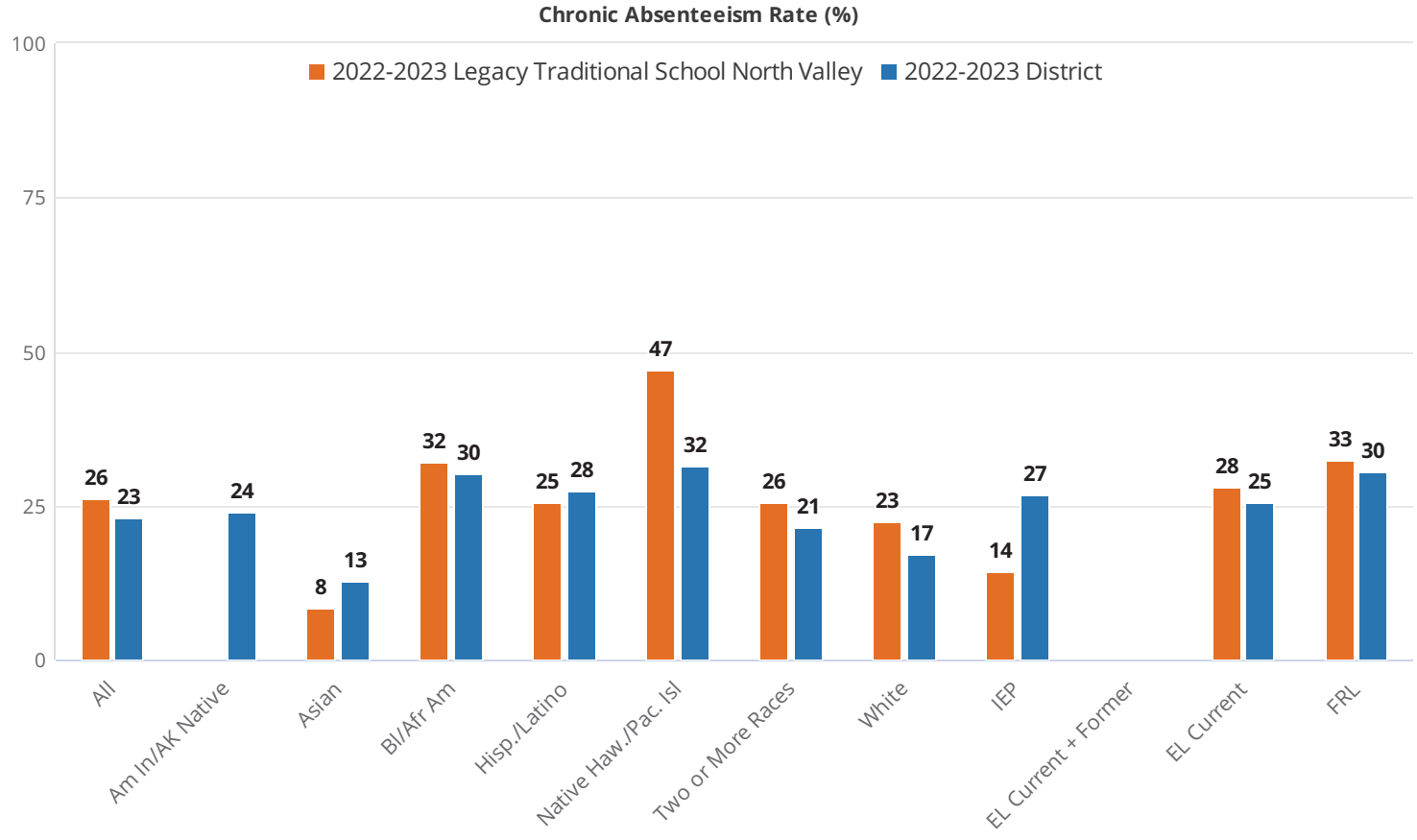
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	26.3	22.9	37.5	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	8.3	12.9	35.4	11.9
Black/African American	32.0	30.1	34.8	27.6
Hispanic/Latino	25.4	27.5	38.9	25.8
Pacific Islander	47.0	31.6	65.0	32.8
Two or More Races	25.7	21.4	37.6	22.2
White/Caucasian	22.5	17.1	35.5	16.9
Special Education	14.2	26.7	43.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	28.0	25.4	32.2	22.6
Economically Disadvantaged	32.5	30.4	44.3	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1



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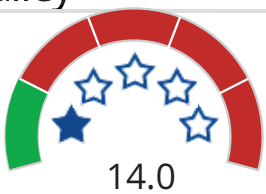
Legacy Traditional School North Valley

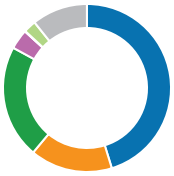
School Year 2023-2024 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031



14.0
Total Index Score

School Type: *SPCSA*
School Designation: *Additional TSI*
95% Assessment Participation: *Met*



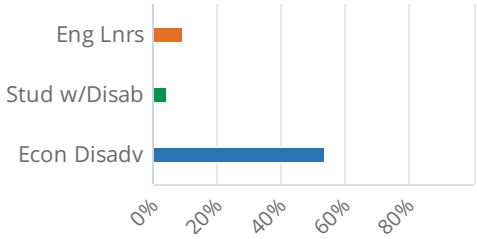
Student Race/Ethnicity

15.8%	White
21.8%	Bl/Afr Am
45.1%	Hisp/Latino
3.8%	Asian
0.1%	Am Ind/AK Nat
2.4%	Pac Isl
10.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	34.0 ★★
2021-2022	34.5 NR

Additional Student Groups



What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

How are school star ratings determined?

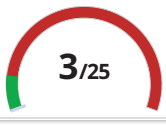
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

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	★★★★★

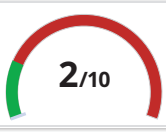
TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2023-2024 School Performance



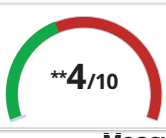
3/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**23.5**	48.3
Math Proficiency	22.7	51.2
ELA Proficiency	32.0	54.6
Science Proficiency	<5	21.2
Read-by-Grade-3 Proficiency	31.3	51.2



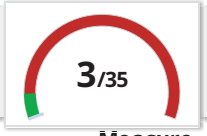
2/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.3	48.4



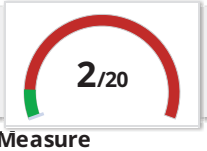
**4/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.7	20.7
Climate Survey Participation	N/A	N/A



3/35 Growth Indicator

Measure	School Median	District Median
Math MGP	31.0	52.0
ELA MGP	34.0	54.0
	School Rate	**District Rate**
Met Math AGP Target	14.2	44.4
Met ELA AGP Target	28.1	54.0



2/20 Closing Opportunity Gaps Indicator

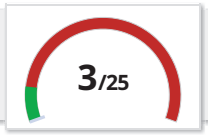
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	8.2	22.5
Prior Non-Proficient Met ELA AGP Target	21.9	36.5

** 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.

Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



Academic Achievement

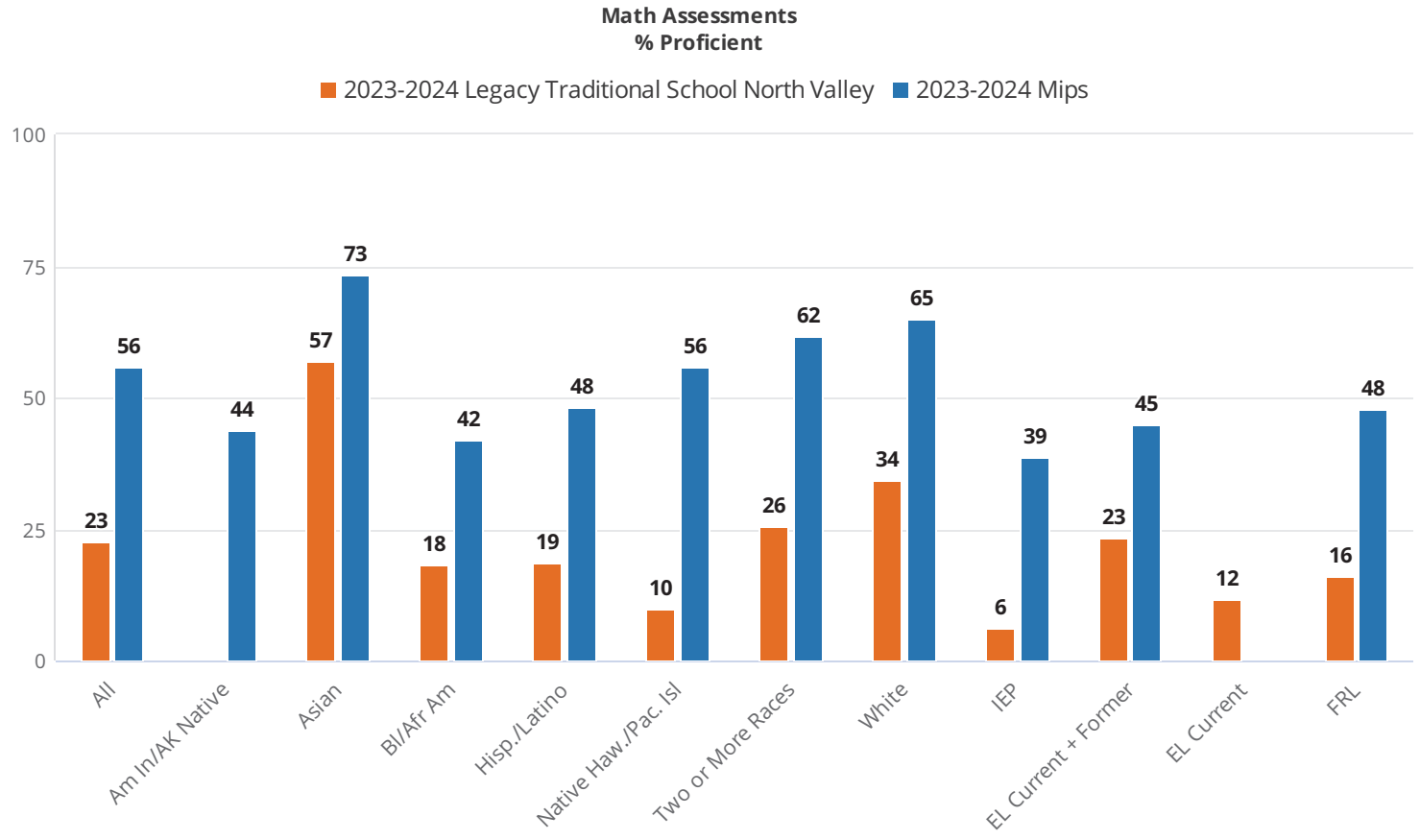
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 1/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	23.5	48.3	30.0	50.0

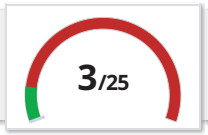
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	22.7	51.2	55.8	28.4	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	57.1	74.8	73.3	53.8	74.5	71.9
Black/African American	18.1	31.7	42	16.8	31.4	38.9
Hispanic/Latino	18.6	41.7	48.2	25.2	42.2	45.5
Pacific Islander	10.0	45.9	55.7	-	49.0	53.4
Two or More Races	25.5	57.2	61.6	39.2	57.8	59.6
White/Caucasian	34.3	62.7	65.1	41.0	63.7	63.3
Special Education	6.2	26.9	38.8	6.2	29.1	35.5
English Learners Current + Former	23.4	38.7	44.9	23.8	38.1	42
English Learners Current	11.6	27.5		16.6	27.6	
Economically Disadvantaged	16.0	40.4	47.7	23.8	39.0	44.9



Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

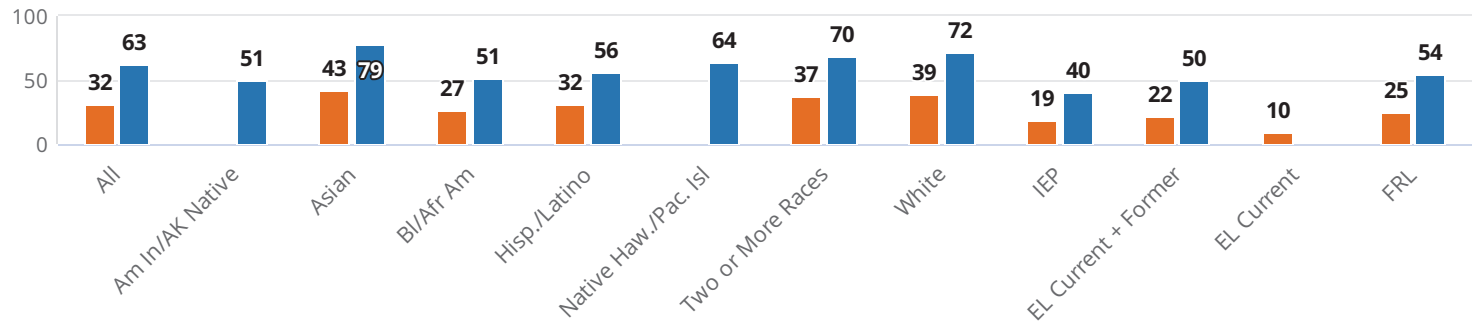


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	32.0	54.6	63.1	37.9	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	42.8	75.3	78.9	69.2	74.1	77.8
Black/African American	27.2	36.5	50.8	30.6	37.5	48.2
Hispanic/Latino	32.0	46.0	55.6	32.6	45.9	53.2
Pacific Islander	<5	48.3	63.9	-	49.0	62
Two or More Races	37.2	60.4	69.5	54.9	60.7	67.9
White/Caucasian	38.8	65.2	72.1	47.9	64.4	70.6
Special Education	18.7	25.8	39.9	12.5	27.4	36.8
English Learners Current + Former	22.2	39.5	49.8	23.8	37.6	47.2
English Learners Current	9.5	25.3		9.5	24.1	
Economically Disadvantaged	24.8	44.1	54.4	29.1	42.0	51.9

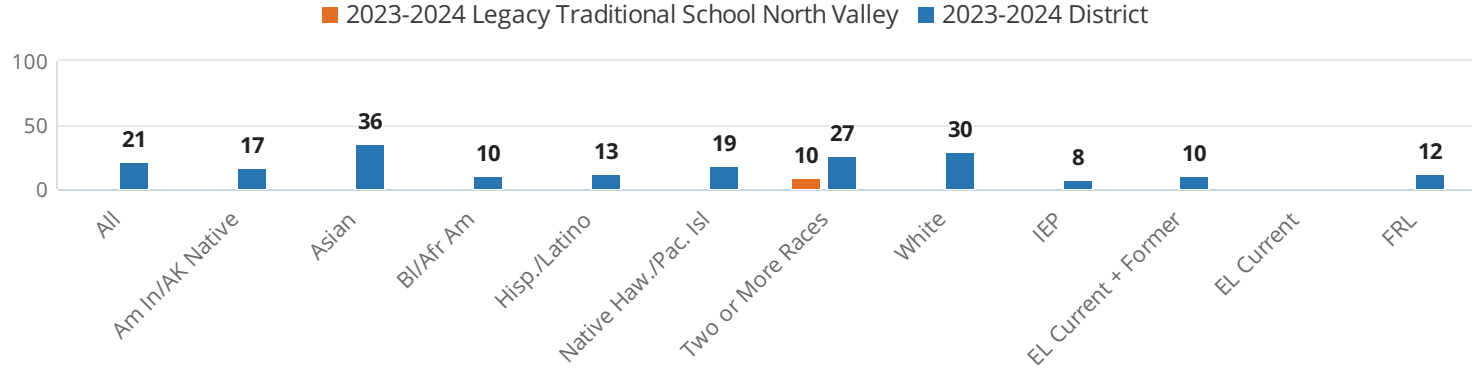
ELA Assessments
% Proficient



Science Proficient

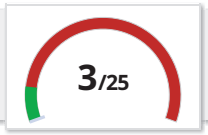
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	<5	21.2	12.1	29.8
American Indian/Alaska Native	-	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	11.7	15.3
Hispanic/Latino	<5	12.9	6.1	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	10.0	27.2	35.2	34.5
White/Caucasian	<5	29.6	14.2	40.9
Special Education	-	7.6	-	12.2
English Learners Current + Former	<5	10.4	5.8	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	<5	12.4	6.1	17.6

Science Assessments
% Proficient



Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

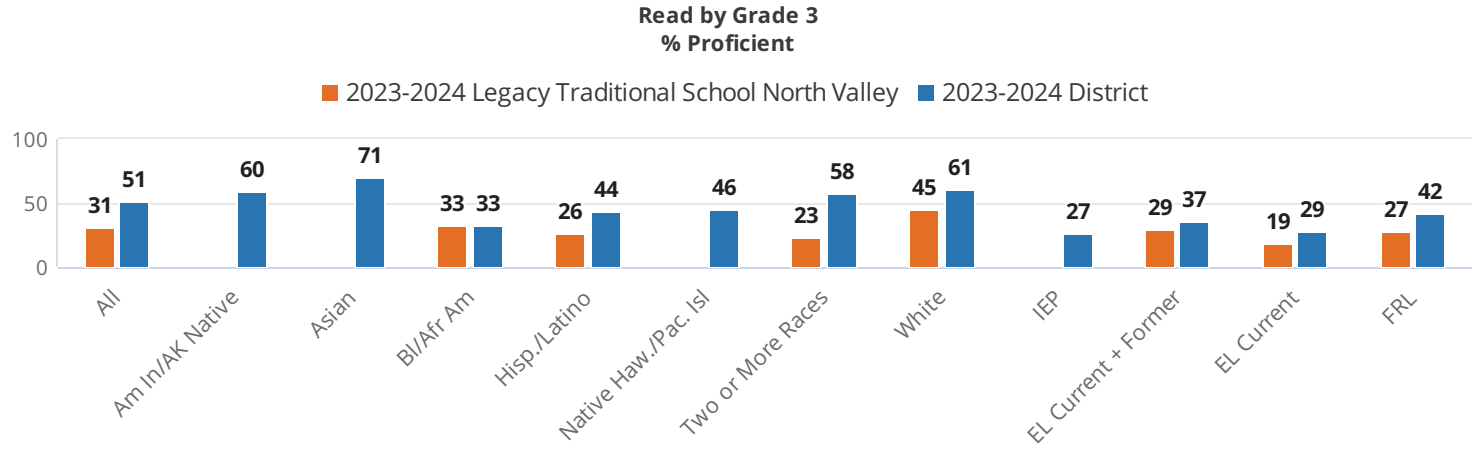


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	31.3	51.2	28.2	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	33.3	32.7	14.2	33.9
Hispanic/Latino	26.3	43.7	29.2	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	23.0	58.4	50.0	62.3
White/Caucasian	44.8	60.7	30.7	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	29.1	36.6	31.5	36.1
English Learners Current	18.7	28.5	10.0	27.6
Economically Disadvantaged	27.4	42.4	16.8	40.3



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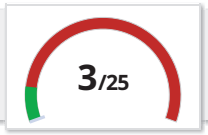
School Year 2023-2024 Nevada School Rating



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	2024 % Math	2024 % ELA	2023 % Math	2023 % 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	-	-	-	-
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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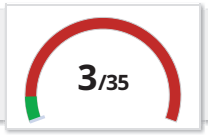
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



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: 1/10 **ELA MGP Points Earned: 1/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	31.0	52.0	34.0	54.0	49.0	55.0	53.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	-	46.0	-	52.0
Asian	-	57.0	-	62.0	52.5	61.0	69.5	61.0
Black/African American	27.0	46.0	33.5	49.0	47.0	52.0	46.0	50.0
Hispanic/Latino	31.5	50.0	34.0	52.0	49.0	54.0	53.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	43.0	53.0	30.0	53.0	47.0	54.0	57.0	55.0
White/Caucasian	30.0	53.0	38.0	57.0	52.0	56.0	54.0	57.0
Special Education	-	46.0	-	48.0	-	49.0	-	51.0
English Learners Current + Former	37.5	53.0	28.5	53.0	45.0	55.0	49.5	54.0
English Learners Current	35.0	49.0	29.0	51.0	47.0	54.0	44.0	53.0
Economically Disadvantaged	31.0	51.0	33.0	52.0	48.5	54.0	52.5	53.0

AGP Growth Data

Math AGP Points Earned: 0.5/7.5 **ELA AGP Points Earned: 0.5/7.5**

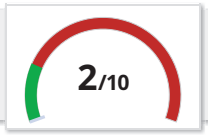
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	14.2	44.4	28.1	54.0	32.1	50.8	46.1	52.9
American Indian/Alaska Native	-	24.3	-	50.0	-	41.3	-	48.2
Asian	-	63.8	-	69.4	40.0	66.5	70.0	67.6
Black/African American	14.2	28.9	22.8	41.4	22.9	38.1	42.8	42.1
Hispanic/Latino	9.0	36.9	32.5	48.1	31.4	43.8	39.8	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	22.2	49.5	22.2	55.5	38.8	52.0	67.5	56.1
White/Caucasian	26.3	52.8	28.9	61.4	43.5	58.8	46.3	58.9
Special Education	-	27.2	-	32.4	-	32.3	-	34.0
English Learners Current + Former	10.5	38.8	21.0	46.0	18.4	41.8	35.0	43.1
English Learners Current	<5	27.5	16.0	35.8	17.2	33.5	24.1	33.8
Economically Disadvantaged	11.2	36.5	22.3	46.7	28.3	43.0	43.4	45.2

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

'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.

Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

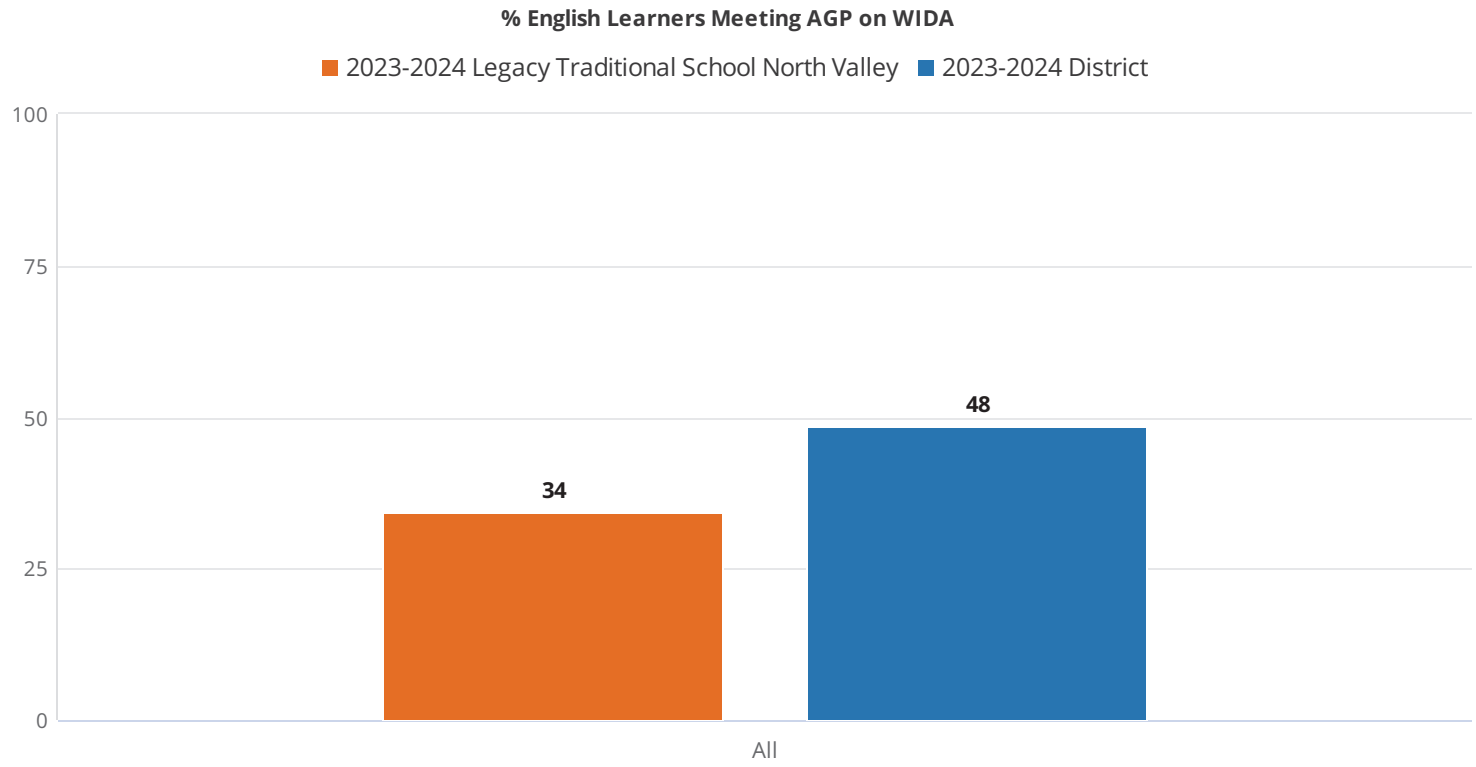


English Language

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: 2/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	67	34.3	48.4	72	36.1	41.5



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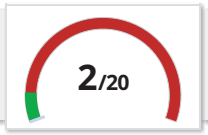
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



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: 1/10				ELA AGP Points Earned: 1/10			
Groups	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	8.2	22.5	21.9	36.5	21.3	31.9	37.3	37.1
American Indian/Alaska Native	-	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	12.9	15.8	15.0	29.4	14.8	25.9	38.4	29.9
Hispanic/Latino	<5	20.4	27.0	34.4	23.4	29.9	33.7	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	10.5	26.4	20.0	37.7	15.7	31.3	42.1	40.3
White/Caucasian	23.8	27.2	24.0	43.4	38.8	37.8	42.1	42.6
Special Education	-	14.6	-	23.4	-	20.8	-	25.2
English Learners Current + Former	<5	23.3	21.8	34.1	12.9	27.5	29.4	31.6
English Learners Current	<5	20.0	16.6	31.2	14.2	25.4	25.0	30.3
Economically Disadvantaged	7.2	20.8	20.4	33.4	20.0	28.7	36.0	33.1

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Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

**4/10

Student Engagement

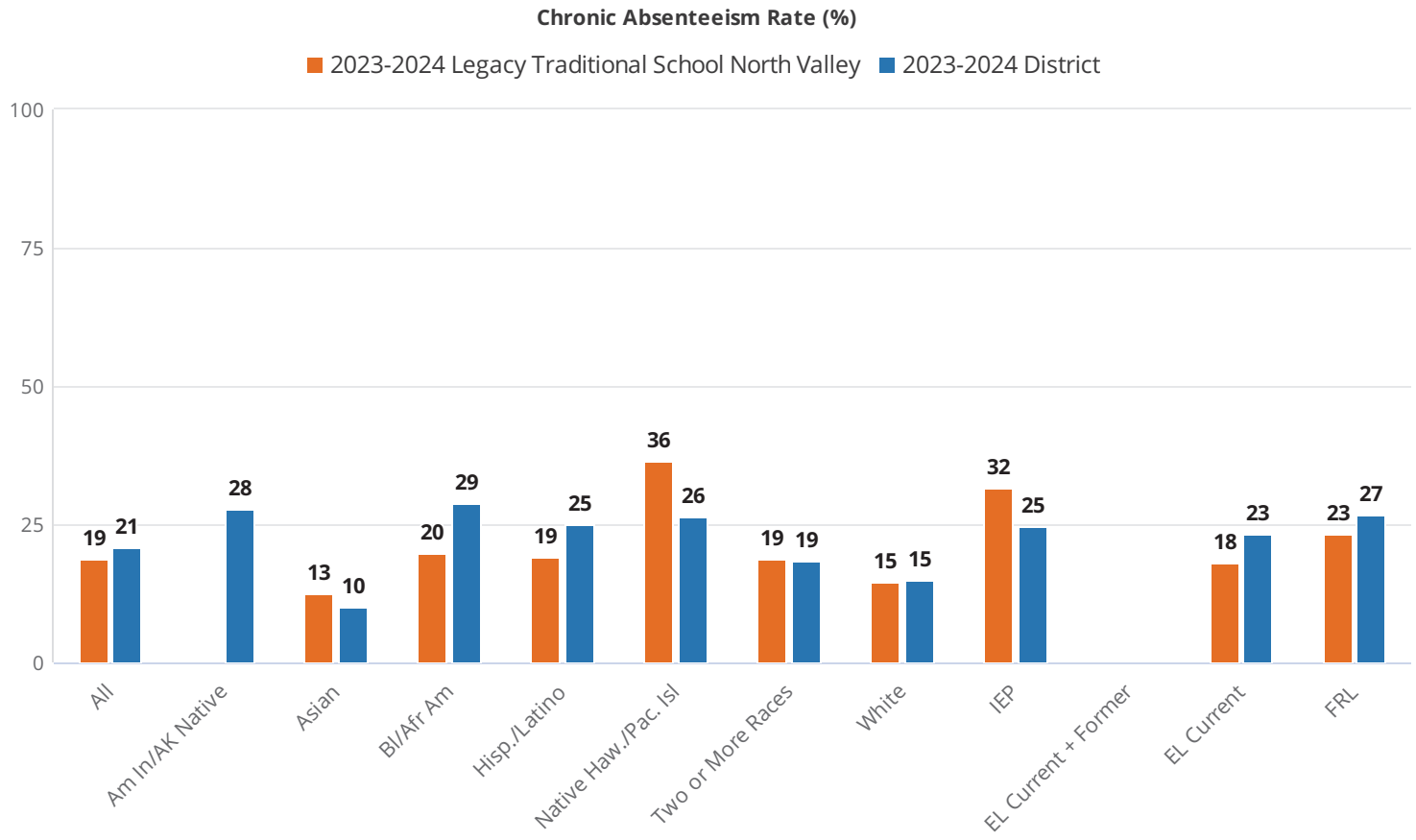
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 3/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	18.7	20.7	26.3	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	12.5	10.0	8.3	12.9
Black/African American	19.8	28.9	32.0	30.1
Hispanic/Latino	19.0	25.0	25.4	27.5
Pacific Islander	36.3	26.3	47.0	31.6
Two or More Races	18.9	18.5	25.7	21.4
White/Caucasian	14.7	14.9	22.5	17.1
Special Education	31.5	24.7	14.2	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	18.2	23.1	28.0	25.4
Economically Disadvantaged	23.1	26.8	32.5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1



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Legacy Traditional School North Valley

2023-2024 School Designation Report

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population's adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school's adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	**10.7**			
Populations	**Baseline NSPF Index Score (2023-2024)**	**NSPF Index Score (2024-2025)**	**NSPF Index Score (2025-2026)**	**NSPF Index Score (2026-2027)**
Am Indian	*			
Asian	*			
African American	11.6			
Hispanic	12.7			
Pacific Islander	*			
Multi Race	15.3			
White	21.2			
SpEd	*			
English Learner	12.6			
Econ Disadv	9.4			

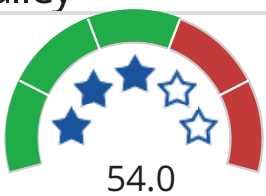
* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Legacy Traditional School North Valley

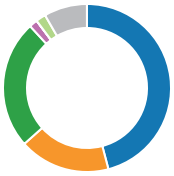
School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031



54.0
Total Index Score

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



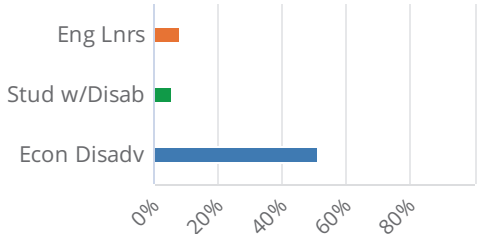
Student Race/Ethnicity

17.5%	White
24.7%	Bl/Afr Am
45.8%	Hisp/Latino
1.6%	Asian
N/A%	Am Ind/AK Nat
1.9%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	51.5 NR
2020-2021	60.0 ★★★

Additional Student Groups



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.

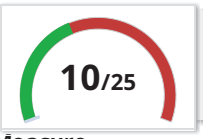
How are school star ratings determined?

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	★★★★★

2022-2023 School Performance

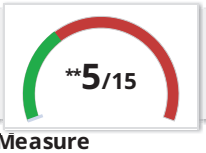


10/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	33.1	45.7
Math Proficiency	22.8	38.5
ELA Proficiency	43.6	53.4
Science Proficiency	32.1	43.9

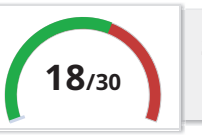
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.1	29.3



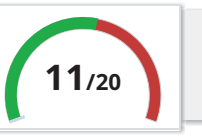
**5/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	24.9	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.7	92.7
Climate Survey Participation	75.0	N/A



18/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	50.0	56.0
ELA MGP	59.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	26.8	40.4
Met ELA AGP Target	45.0	52.8



11/20 Closing Opportunity Gaps Indicator

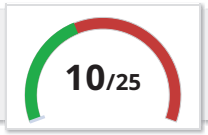
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.4	18.0
Prior Non-Proficient Met ELA AGP Target	24.2	23.3

** 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.

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



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.

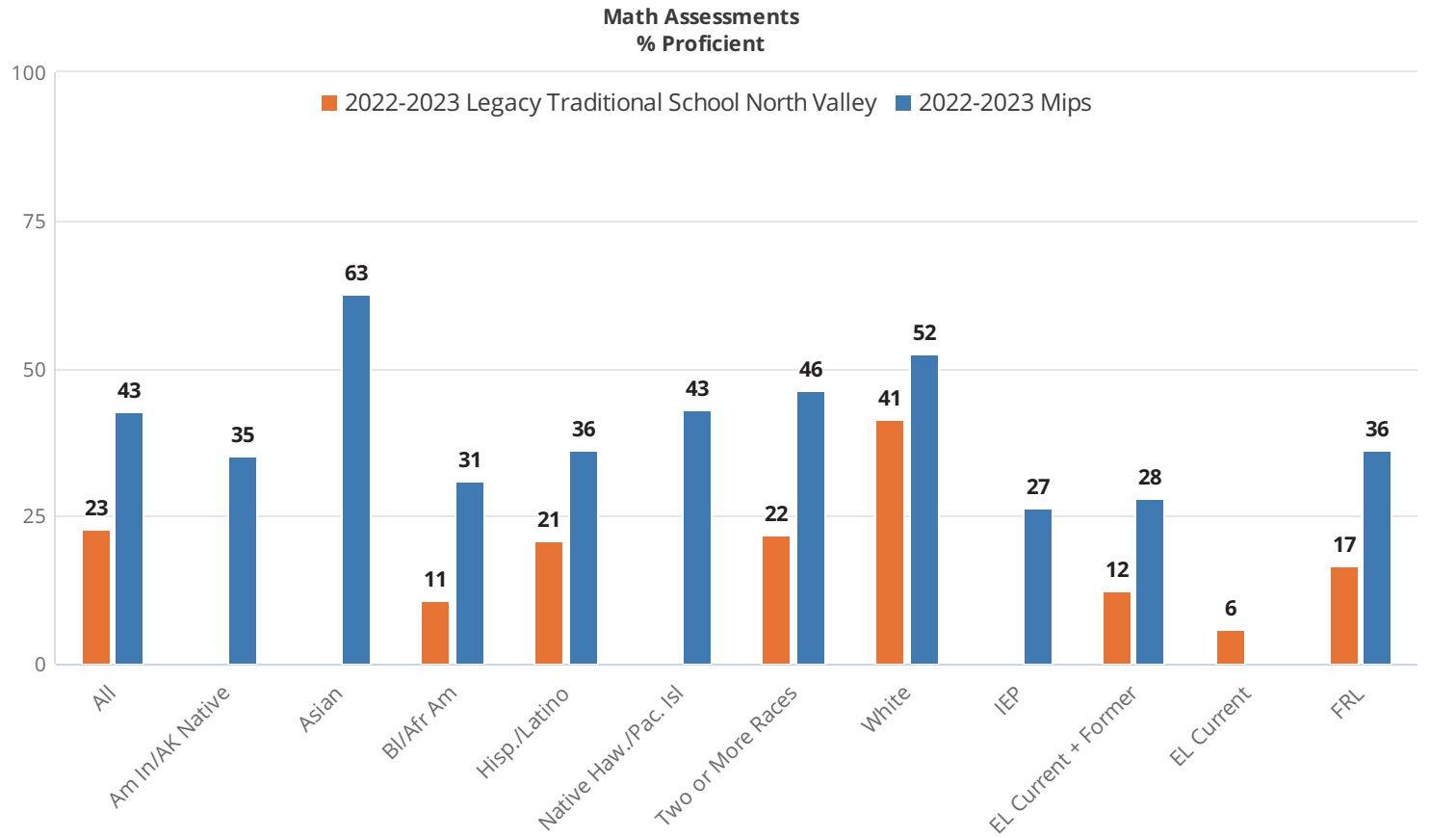
Pooled Proficiency

Pooled Proficiency Points Earned: 10/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	33.1	45.7	33.1	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.8	38.5	42.7	21.9	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	-	62.5	62.6	33.3	62.7	60.6
Black/African American	10.7	19.4	31	6.9	18.2	27.3
Hispanic/Latino	20.9	28.3	36.2	22.0	26.4	32.8
Pacific Islander	-	37.9	43.1	25.0	28.3	40.1
Two or More Races	21.8	44.5	46.4	25.0	41.8	43.6
White/Caucasian	41.4	51.4	52.3	38.1	48.1	49.8
Special Education	<5	11.5	26.5	6.4	9.7	22.7
English Learners Current + Former	12.3	21.5	28	15.6	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	16.5	24.9	36.1	14.0	23.9	32.7



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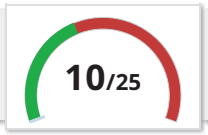
Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

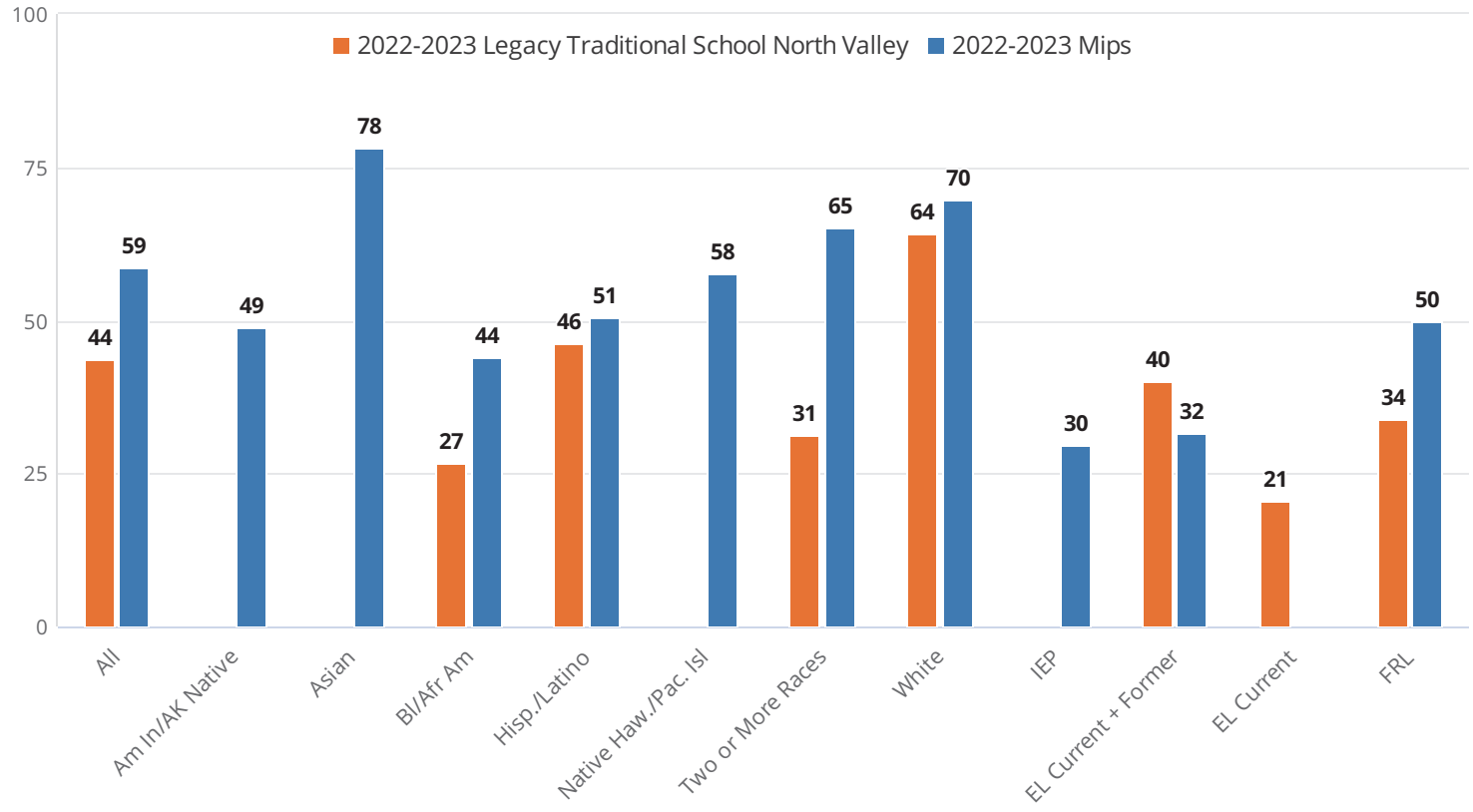


Academic Achievement

ELA Proficient

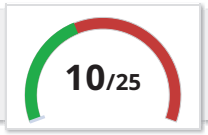
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.6	53.4	58.6	44.7	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	-	74.7	78.2	75.0	79.0	77.1
Black/African American	26.8	37.4	43.9	35.6	41.1	40.9
Hispanic/Latino	46.3	44.8	50.5	41.5	48.2	47.9
Pacific Islander	-	47.2	57.8	16.6	53.3	55.5
Two or More Races	31.2	60.0	65	52.7	64.6	63.2
White/Caucasian	64.2	64.0	69.6	60.5	67.2	68
Special Education	<5	17.4	29.6	16.1	18.0	25.8
English Learners Current + Former	40.0	34.0	31.7	39.8	38.8	28.1
English Learners Current	20.5	12.0		11.1	16.7	
Economically Disadvantaged	34.0	40.8	49.8	37.3	45.9	47.1

ELA Assessments
% Proficient



Legacy Traditional School North Valley

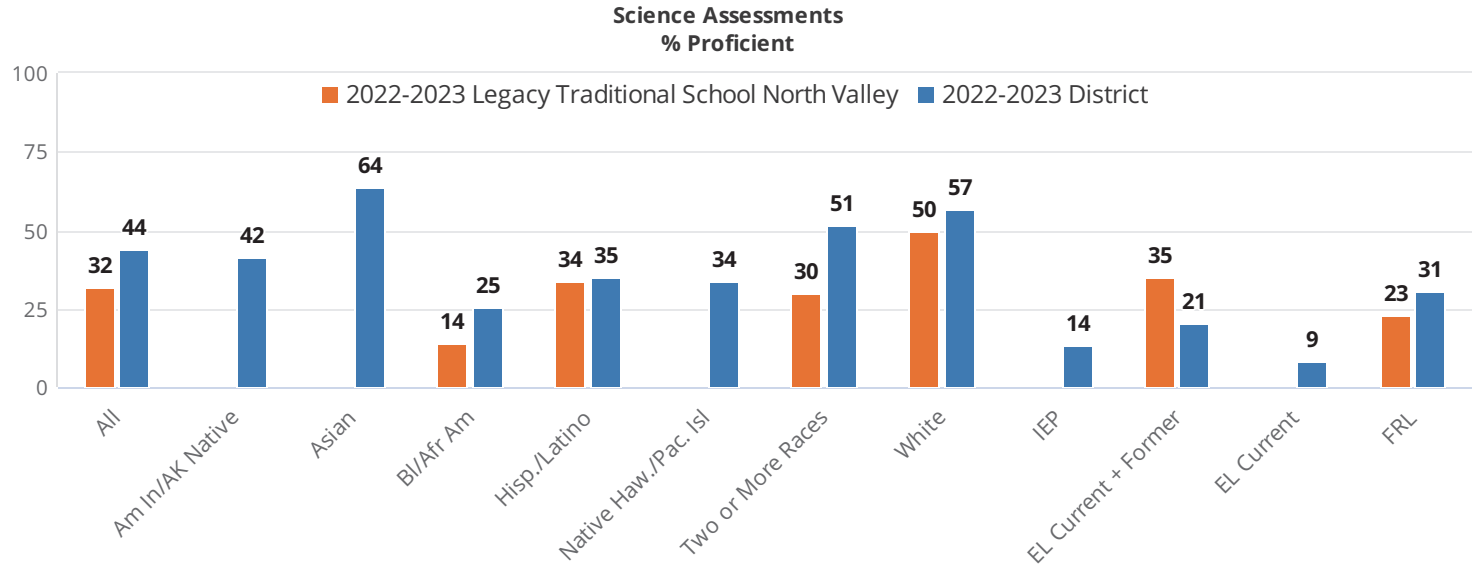
School Year 2022-2023 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.1	43.9	32.0	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	14.2	25.3	22.5	28.3
Hispanic/Latino	34.0	34.8	33.9	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	30.0	51.4	33.3	53.3
White/Caucasian	50.0	56.5	35.0	57.8
Special Education	-	13.6	16.6	12.0
English Learners Current + Former	35.2	20.7	20.8	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	23.0	30.8	23.4	31.9



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.

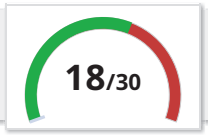
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
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%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



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: 5/10 **ELA MGP Points Earned: 8/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	50.0	56.0	59.0	56.0	51.0	56.0	51.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	-	61.0	-	57.0	51.5	61.0	66.5	61.0
Black/African American	42.0	51.0	54.5	55.0	42.0	52.0	49.0	54.0
Hispanic/Latino	51.0	54.0	59.0	55.0	49.0	54.0	51.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	47.5	59.0	61.0	58.0	62.0	57.0	63.0	55.0
White/Caucasian	53.0	58.0	60.0	56.0	60.0	57.0	48.0	56.0
Special Education	18.5	52.0	42.5	55.0	47.0	44.0	53.0	43.0
English Learners Current + Former	54.0	54.0	59.0	56.0	49.0	54.0	54.0	54.0
English Learners Current	51.5	53.0	56.0	53.0	44.0	50.0	63.0	51.0
Economically Disadvantaged	50.0	54.0	58.0	55.0	48.0	54.0	50.0	55.0

AGP Growth Data

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

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	26.8	40.4	45.0	52.8	26.5	40.8	49.5	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	-	62.5	-	72.6	50.0	63.7	60.0	77.2
Black/African American	16.0	23.7	28.4	39.6	13.0	24.7	37.6	49.7
Hispanic/Latino	25.2	30.6	48.5	44.7	25.6	31.4	49.0	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	28.1	46.9	37.5	59.5	24.2	43.8	69.6	65.6
White/Caucasian	43.2	51.9	61.1	61.5	39.3	50.7	58.4	67.2
Special Education	<5	15.1	5.5	22.3	8.0	12.9	24.0	26.3
English Learners Current + Former	16.9	24.3	46.1	35.3	22.3	25.2	45.4	45.5
English Learners Current	14.7	10.9	29.4	16.2	8.6	12.6	29.1	28.2
Economically Disadvantaged	21.1	28.1	39.1	41.9	19.3	29.9	43.5	51.8

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

'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.

Legacy Traditional School North Valley

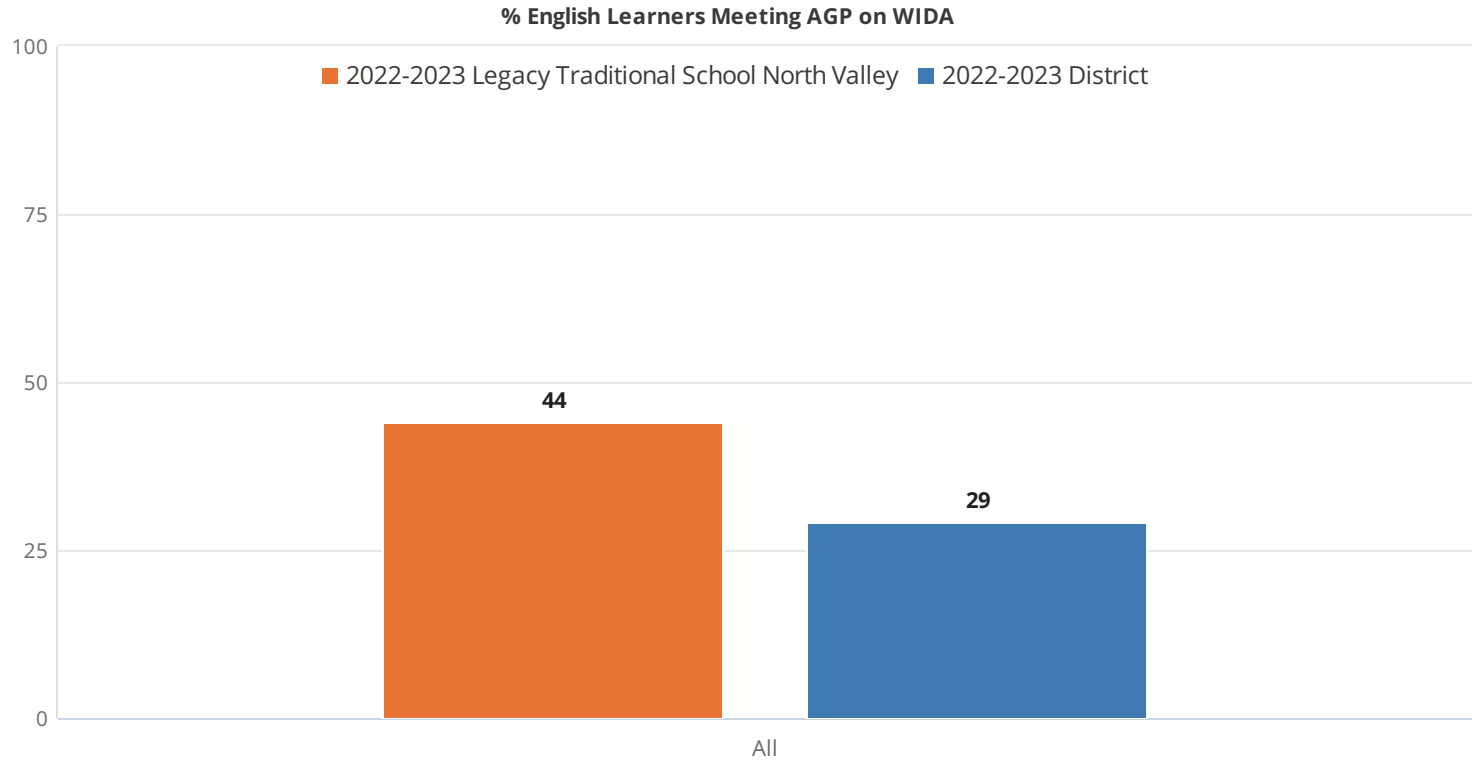
School Year 2022-2023 Nevada School Rating

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

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	34	44.1	29.3	27	22.2	21.6



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

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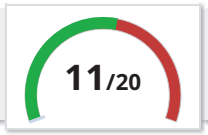
Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating



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: 6/10 **ELA AGP Points Earned: 5/10**

Groups	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	15.4	18.0	24.2	23.3	17.7	23.5	33.1	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	10.2	12.5	11.4	20.2	10.1	16.6	25.4	33.6
Hispanic/Latino	15.6	15.4	30.5	21.4	16.0	20.3	36.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	12.0	20.8	25.0	27.8	15.3	24.1	52.9	42.9
White/Caucasian	28.9	23.6	28.5	26.3	28.0	28.8	35.7	40.2
Special Education	<5	8.5	5.5	12.4	8.0	7.8	15.0	19.6
English Learners Current + Former	14.7	13.5	36.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	14.7	8.9	28.1	12.7	8.6	11.3	30.4	24.4
Economically Disadvantaged	14.3	14.2	23.3	20.9	13.7	19.7	30.4	35.0

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Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

Student Engagement

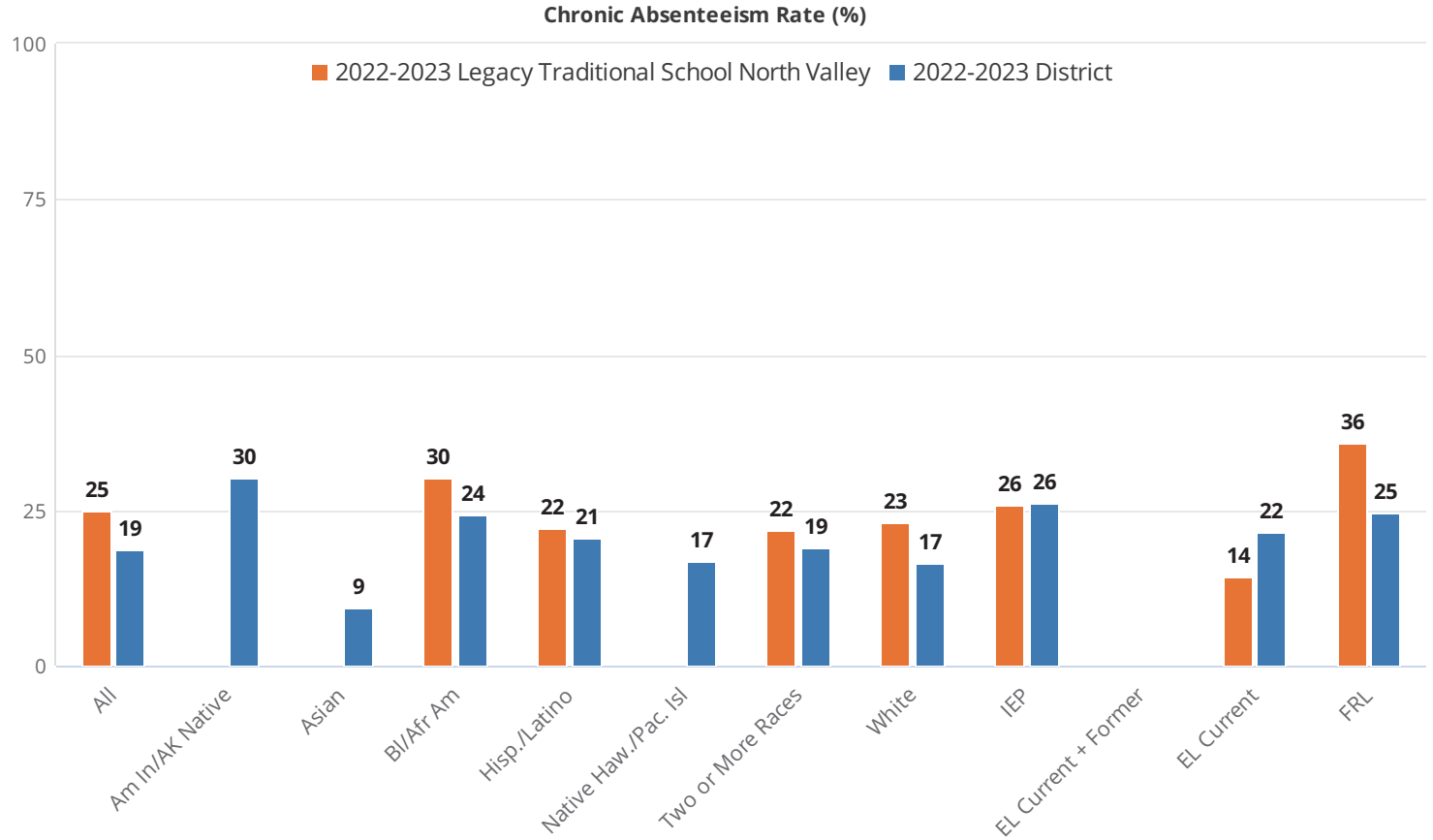
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	24.9	18.8	33.3	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	-	9.3	41.6	8.7
Black/African American	30.3	24.2	26.2	24.9
Hispanic/Latino	22.1	20.6	34.7	19.9
Pacific Islander	-	16.7	50.0	22.7
Two or More Races	21.8	19.0	43.5	19.4
White/Caucasian	22.9	16.5	30.3	16.1
Special Education	25.9	26.3	40.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	14.2	21.6	35.2	18.3
Economically Disadvantaged	35.7	24.7	38.1	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1



Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

**5/15

Student Engagement

Academic Learning Plans

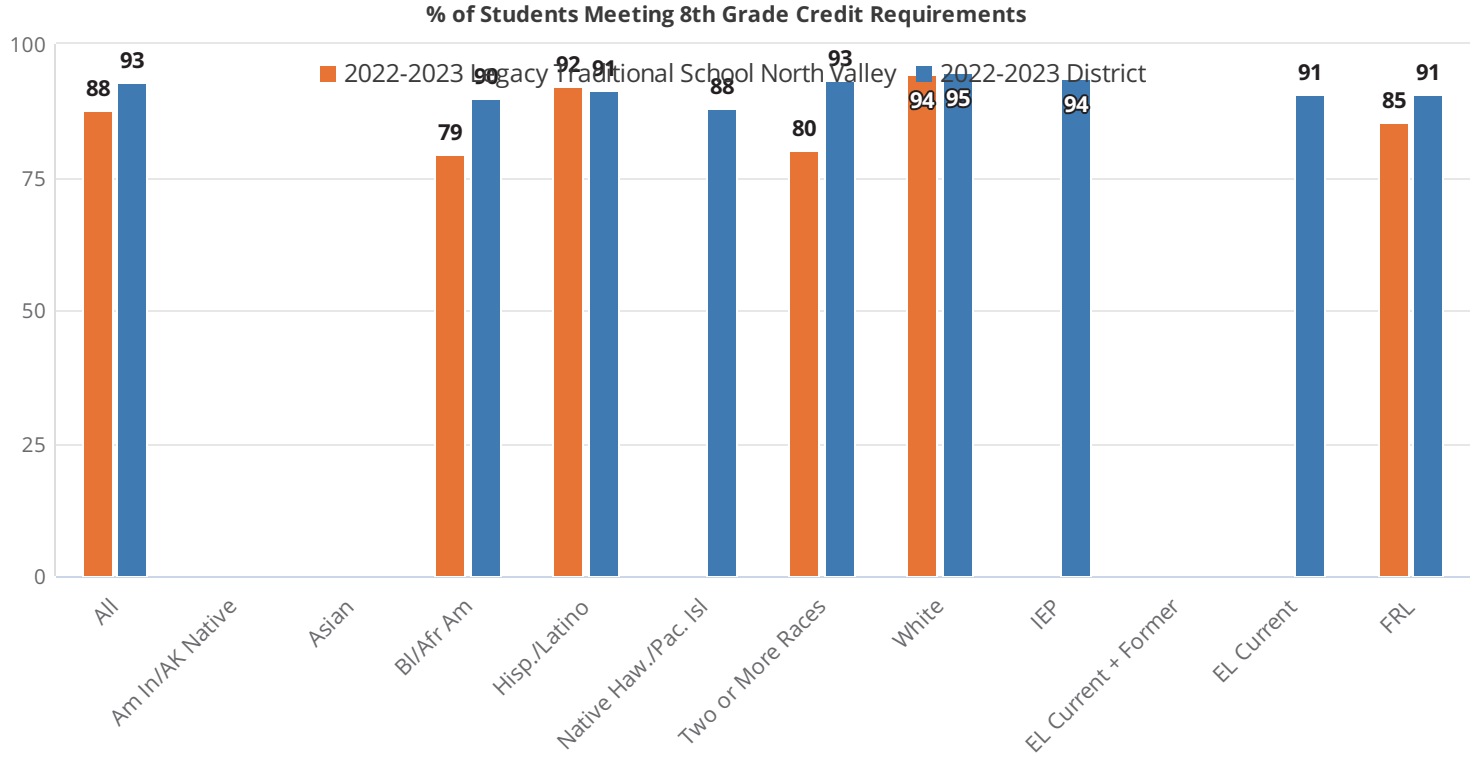
Academic Learning Plans Points Earned 2/2

Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	>95	>95
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	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	87.7	92.7	63.5	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	79.3	89.9	52.9	85.9
Hispanic/Latino	92.1	91.4	61.4	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	80.0	93.1	91.6	89.2
White/Caucasian	94.4	94.8	80.0	93.3
Special Education	-	93.7	42.8	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	70.0	88.7
Economically Disadvantaged	85.4	90.5	54.4	89.5



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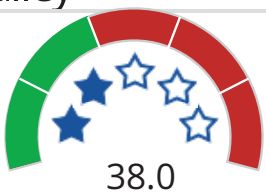
Legacy Traditional School North Valley

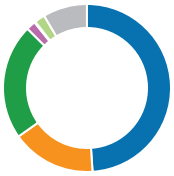
School Year 2023-2024 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031



38.0
Total Index Score

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



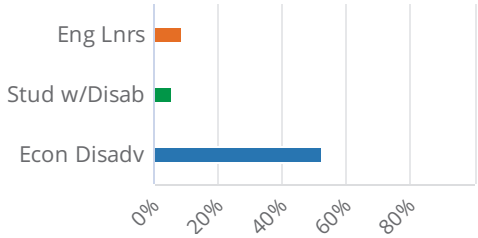
Student Race/Ethnicity

16.2%	White
22.2%	Bl/Afr Am
48.8%	Hisp/Latino
1.8%	Asian
0.2%	Am Ind/AK Nat
2.0%	Pac Isl
8.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	54.0 ★★★
2021-2022	51.5 NR

Additional Student Groups



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.

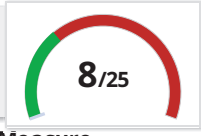
How are school star ratings determined?

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 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	★★★★★

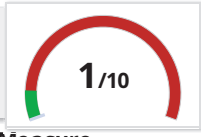
2023-2024 School Performance



Academic Achievement Indicator

8/25

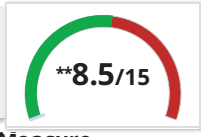
Measure	School Rate	District Rate
Pooled Proficiency	**28.0**	47.3
Math Proficiency	18.2	39.8
ELA Proficiency	37.6	54.2
Science Proficiency	29.0	48.8



English Language Proficiency Indicator

1/10

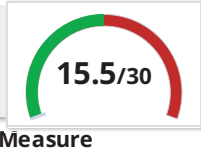
Measure	School Rate	District Rate
Met EL AGP Target	5.5	27.2



Student Engagement Indicator

**8.5/15

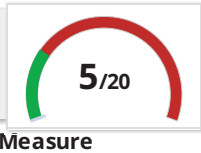
Measure	School Rate	District Rate
Chronic Absenteeism	15.6	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	69.3	92.6
Climate Survey Participation	N/A	N/A



Student Growth Indicator

15.5/30

Measure	School Median	District Median
Math MGP	51.0	57.0
ELA MGP	55.0	59.0
	School Rate	**District Rate**
Met Math AGP Target	19.9	40.5
Met ELA AGP Target	36.3	54.7



Closing Opportunity Gaps Indicator

5/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.8	16.3
Prior Non-Proficient Met ELA AGP Target	19.0	26.0

** 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.

Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

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.

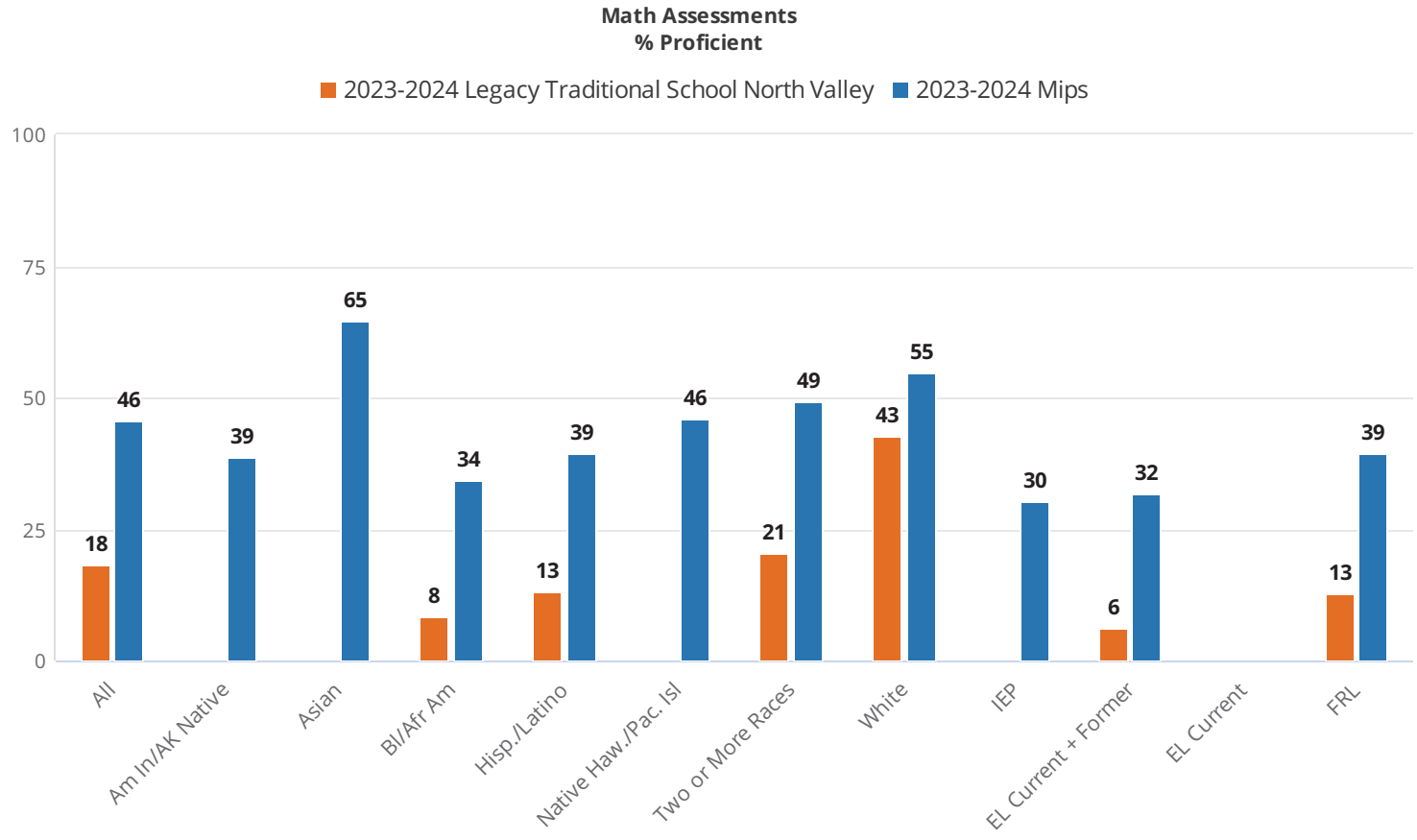
Pooled Proficiency

Pooled Proficiency Points Earned: 8/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	28.0	47.3	33.1	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	18.2	39.8	45.6	22.8	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	N/A	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	8.4	21.6	34.4	10.7	19.4	31
Hispanic/Latino	13.2	28.7	39.4	20.9	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	20.5	47.6	49.1	21.8	44.5	46.4
White/Caucasian	42.6	54.3	54.7	41.4	51.4	52.3
Special Education	<5	11.3	30.2	<5	11.5	26.5
English Learners Current + Former	6.3	20.5	31.6	12.3	21.5	28
English Learners Current	<5	6.2		5.8	6.5	
Economically Disadvantaged	12.9	27.1	39.3	16.5	24.9	36.1



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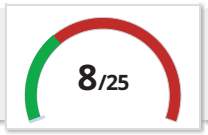
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

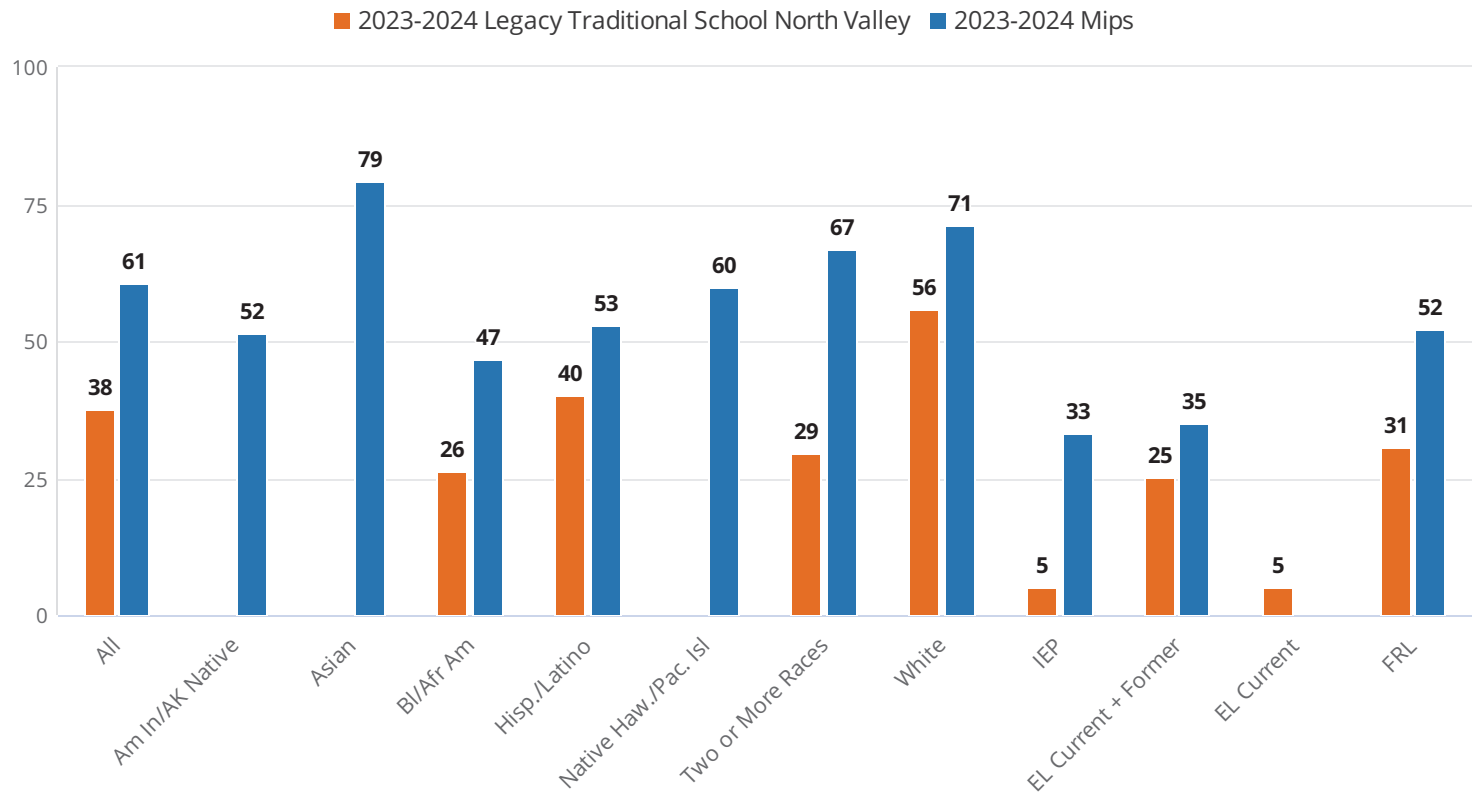


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	37.6	54.2	60.6	43.6	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	N/A	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	26.3	40.1	46.7	26.8	37.4	43.9
Hispanic/Latino	40.3	44.9	53	46.3	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	29.4	62.1	66.8	31.2	60.0	65
White/Caucasian	55.8	65.0	71.1	64.2	64.0	69.6
Special Education	5.2	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	25.3	32.1	35.1	40.0	34.0	31.7
English Learners Current	5.2	11.3		20.5	12.0	
Economically Disadvantaged	30.5	42.5	52.3	34.0	40.8	49.8

ELA Assessments
% Proficient



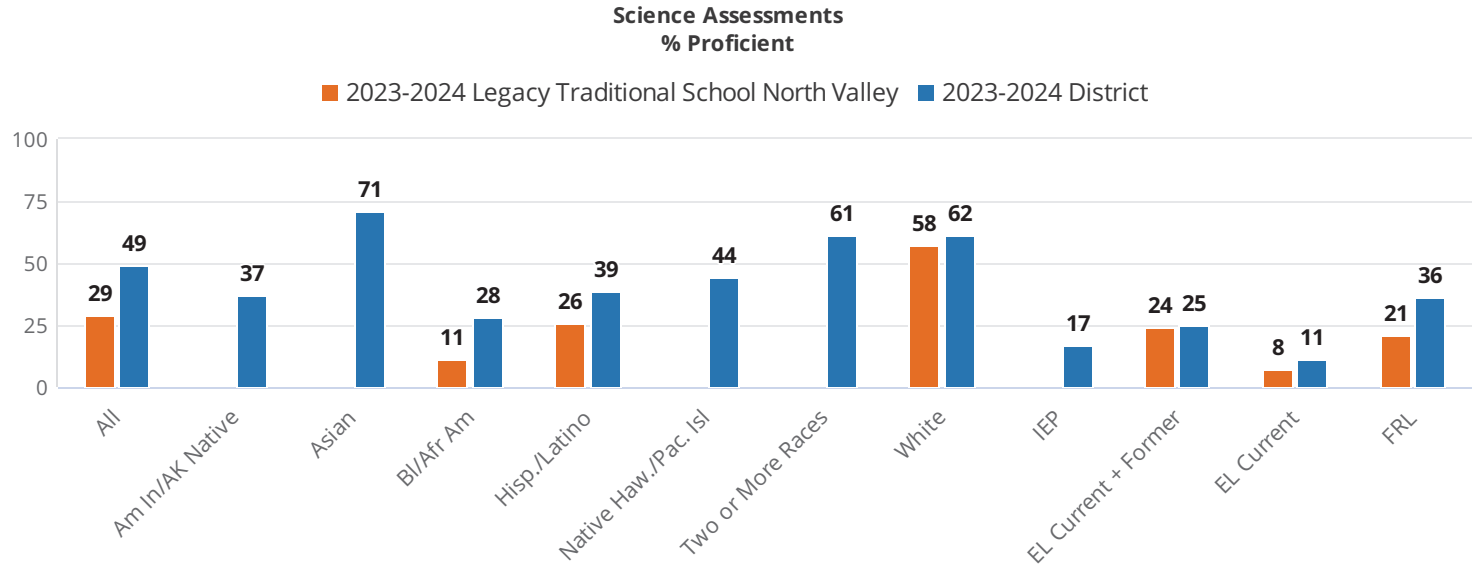
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	29.0	48.8	32.1	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	N/A	71.3	-	63.5
Black/African American	11.1	27.9	14.2	25.3
Hispanic/Latino	26.2	38.9	34.0	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	-	61.2	30.0	51.4
White/Caucasian	57.6	61.6	50.0	56.5
Special Education	<5	16.8	-	13.6
English Learners Current + Former	23.8	24.6	35.2	20.7
English Learners Current	7.6	11.4	-	8.5
Economically Disadvantaged	21.2	36.0	23.0	30.8



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.

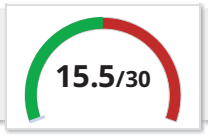
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
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	-	-	-	-
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



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: 6/10 **ELA MGP Points Earned: 7/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	51.0	57.0	55.0	59.0	50.0	56.0	59.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	N/A	64.0	N/A	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	46.0	52.0	52.0	57.0	42.0	51.0	54.5	55.0
Hispanic/Latino	51.5	57.0	56.0	59.0	51.0	54.0	59.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	50.5	58.0	45.0	60.0	47.5	59.0	61.0	58.0
White/Caucasian	58.0	57.0	58.0	58.0	53.0	58.0	60.0	56.0
Special Education	65.0	53.0	57.0	56.0	18.5	52.0	42.5	55.0
English Learners Current + Former	51.0	56.0	58.0	58.0	54.0	54.0	59.0	56.0
English Learners Current	45.0	56.0	53.0	55.0	51.5	53.0	56.0	53.0
Economically Disadvantaged	51.5	56.0	55.0	58.0	50.0	54.0	58.0	55.0

AGP Growth Data

Math AGP Points Earned: 1.5/5 **ELA AGP Points Earned: 1/5**

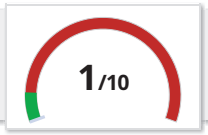
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	19.9	40.5	36.3	54.7	26.8	40.4	45.0	52.8
American Indian/Alaska Native	-	31.0	-	47.4	N/A	38.8	N/A	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	6.4	24.1	24.4	42.6	16.0	23.7	28.4	39.6
Hispanic/Latino	16.3	30.4	38.4	46.4	25.2	30.6	48.5	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	25.0	46.6	31.2	61.9	28.1	46.9	37.5	59.5
White/Caucasian	43.2	53.0	53.7	63.6	43.2	51.9	61.1	61.5
Special Education	5.2	14.6	10.5	22.8	<5	15.1	5.5	22.3
English Learners Current + Former	9.6	23.0	30.6	35.8	16.9	24.3	46.1	35.3
English Learners Current	5.4	10.1	13.5	17.2	14.7	10.9	29.4	16.2
Economically Disadvantaged	16.1	29.5	30.3	44.8	21.1	28.1	39.1	41.9

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

'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.

Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

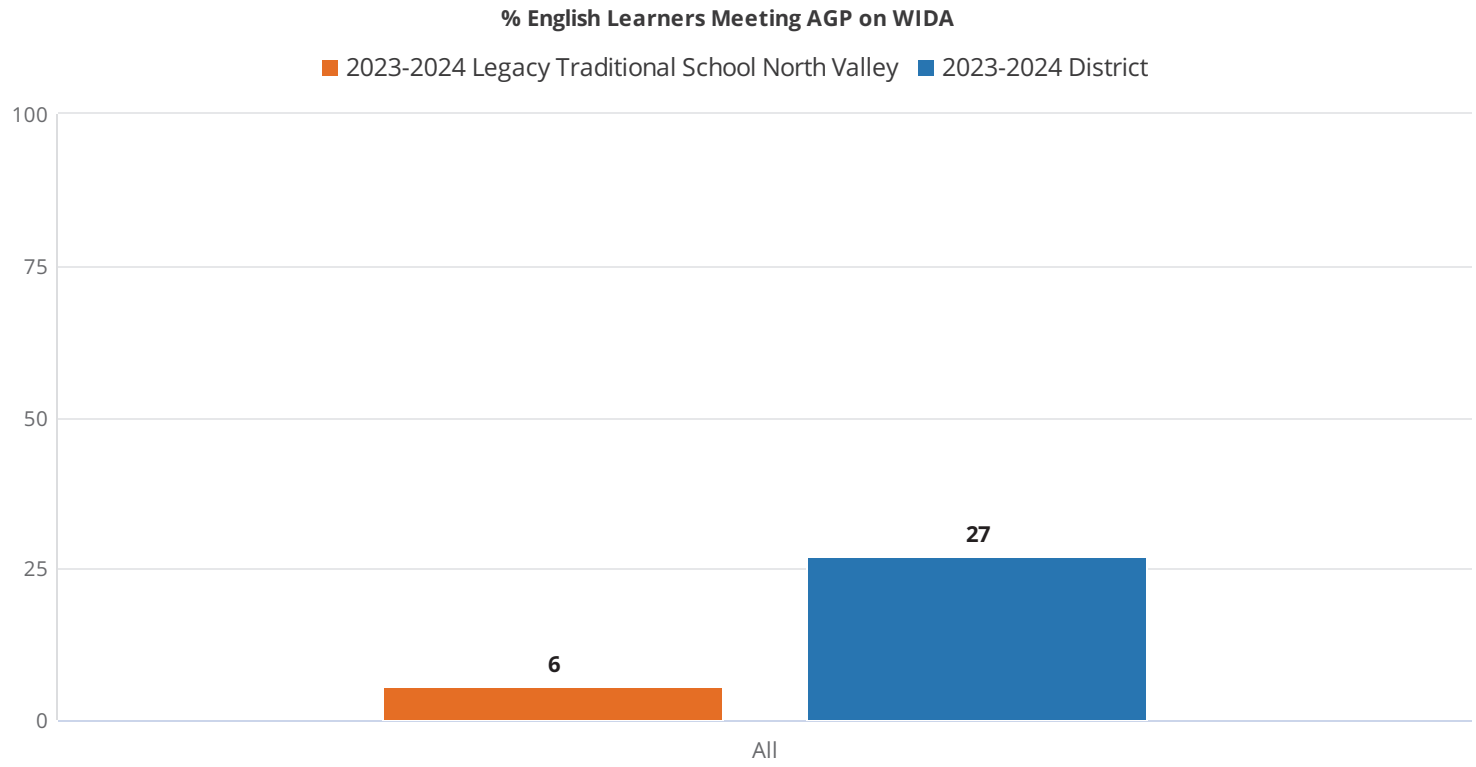


English Language

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: 1/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	36	5.5	27.2	34	44.1	29.3



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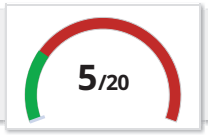
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



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: 3/10**

Groups	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	9.8	16.3	19.0	26.0	15.4	18.0	24.2	23.3
American Indian/Alaska Native	-	14.6	-	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	<5	10.9	19.0	21.2	10.2	12.5	11.4	20.2
Hispanic/Latino	7.6	13.5	19.0	23.6	15.6	15.4	30.5	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	16.0	19.7	18.1	32.6	12.0	20.8	25.0	27.8
White/Caucasian	25.6	22.6	25.0	30.5	28.9	23.6	28.5	26.3
Special Education	5.2	7.3	11.1	13.5	<5	8.5	5.5	12.4
English Learners Current + Former	5.5	11.4	22.2	20.6	14.7	13.5	36.0	18.6
English Learners Current	<5	7.4	15.6	13.9	14.7	8.9	28.1	12.7
Economically Disadvantaged	8.6	13.6	18.2	22.8	14.3	14.2	23.3	20.9

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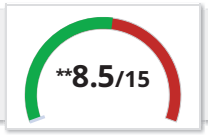
Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating



Student Engagement

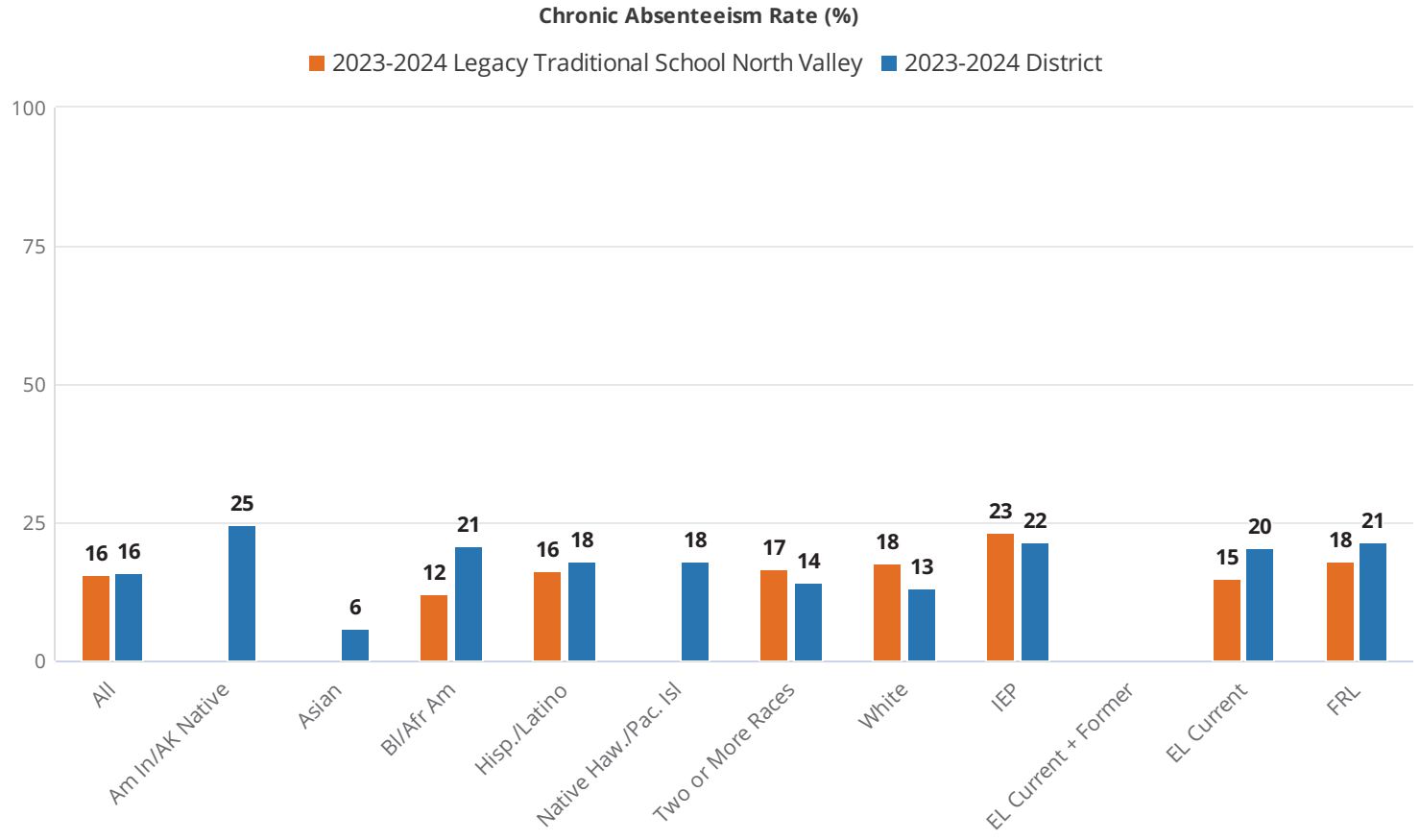
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 4.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	15.6	15.8	24.9	18.8
American Indian/Alaska Native	-	24.5	N/A	30.1
Asian	-	6.0	-	9.3
Black/African American	12.2	21.0	30.3	24.2
Hispanic/Latino	16.3	18.2	22.1	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	16.6	14.2	21.8	19.0
White/Caucasian	17.6	13.2	22.9	16.5
Special Education	23.3	21.7	25.9	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	15.0	20.4	14.2	21.6
Economically Disadvantaged	18.0	21.4	35.7	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1



Legacy Traditional School North Valley

School Year 2023-2024 Nevada School Rating

**8.5/15

Student Engagement

Academic Learning Plans

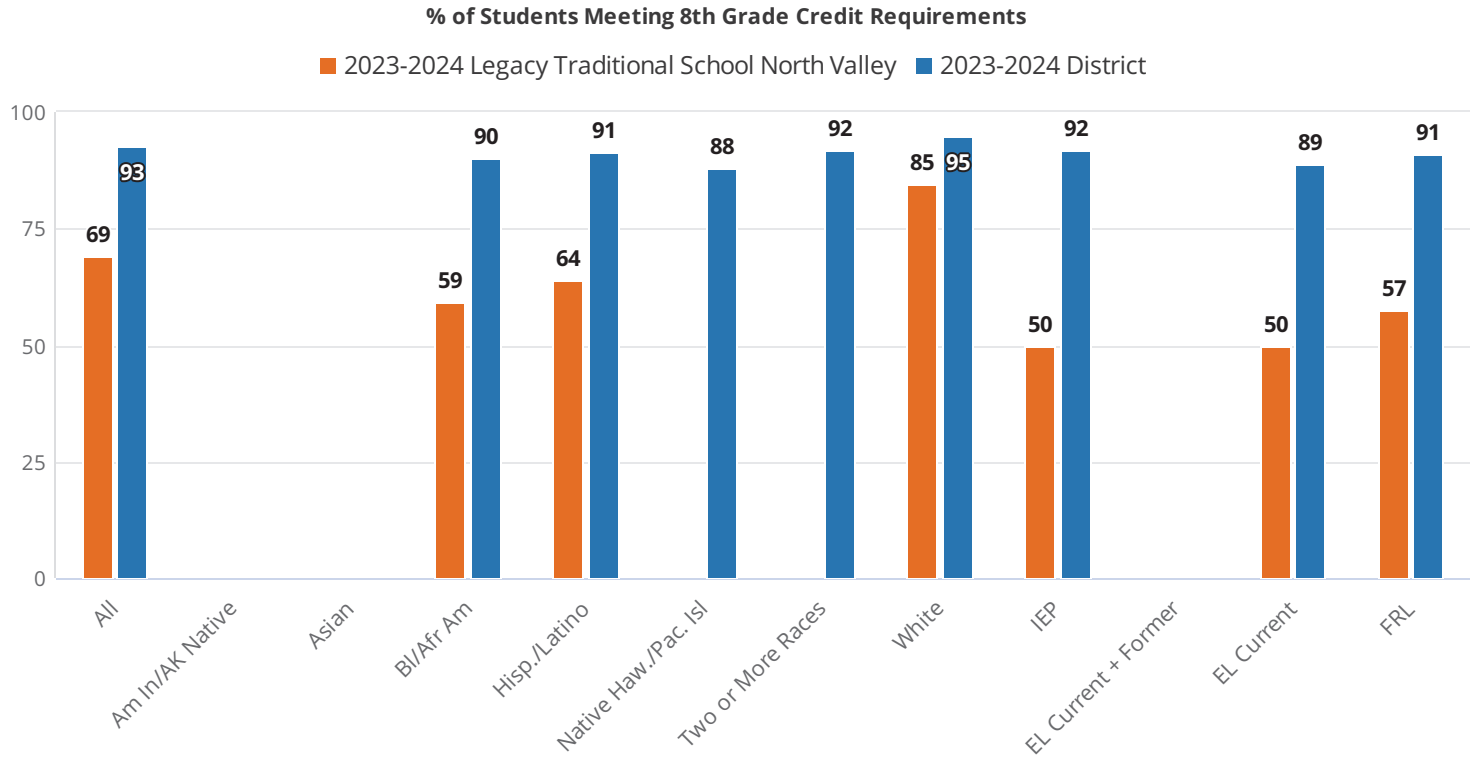
Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	N/A	>95
Asian	-	>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	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	69.3	92.6	87.7	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	59.2	90.2	79.3	89.9
Hispanic/Latino	63.9	91.4	92.1	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	-	91.9	80.0	93.1
White/Caucasian	84.6	94.8	94.4	94.8
Special Education	50.0	91.9	-	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	50.0	88.7	>95	90.5
Economically Disadvantaged	57.3	91.2	85.4	90.5



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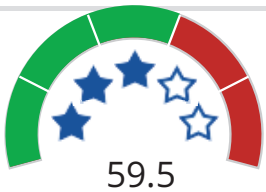
Legacy Traditional School Southwest Las Vegas

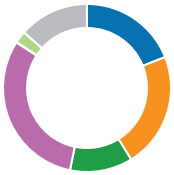
School Year 2022-2023 Nevada School Rating

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



59.5
Total Index Score

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



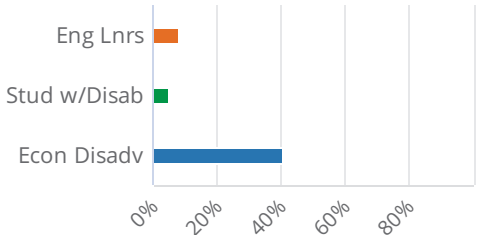
Student Race/Ethnicity

22.1%	White
12.0%	Bl/Afr Am
18.9%	Hisp/Latino
30.7%	Asian
0.1%	Am Ind/AK Nat
2.3%	Pac Isl
13.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	69.5 NR
2020-2021	N/A N/A

Additional Student Groups



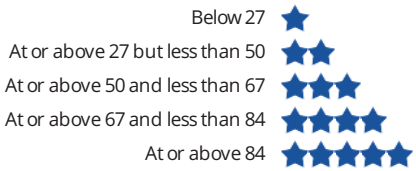
What does my school rating mean?

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.

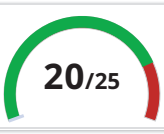
How are school star ratings determined?

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?

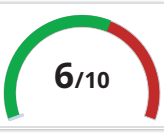


2022-2023 School Performance



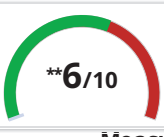
20/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	54.8	50.0
Math Proficiency	55.1	52.0
ELA Proficiency	61.7	54.6
Science Proficiency	33.1	29.8
Read-by-Grade-3 Proficiency	58.1	52.6



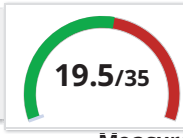
6/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	47.8	41.5



**6/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.8	22.9
Climate Survey Participation	92.0	N/A



19.5/35 Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	55.0
ELA MGP	50.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	42.7	50.8
Met ELA AGP Target	53.7	52.9

8/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.9	31.9
Prior Non-Proficient Met ELA AGP Target	39.1	37.1

** 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.

Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating

Academic Achievement

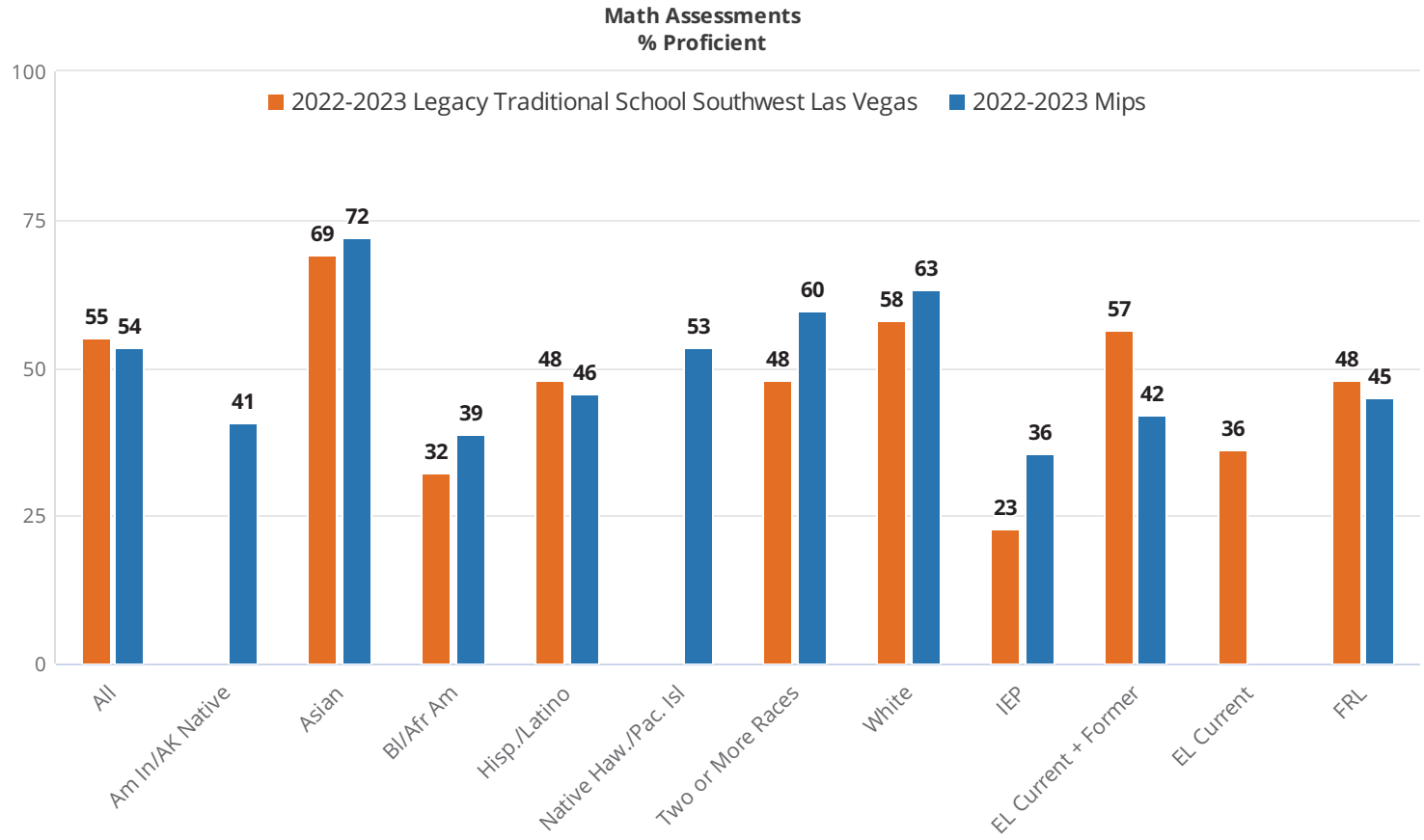
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 16/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.8	50.0	53.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	55.1	52.0	53.5	52.5	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	69.0	74.5	71.9	66.4	72.8	70.4
Black/African American	32.2	31.4	38.9	41.5	30.3	35.7
Hispanic/Latino	47.8	42.2	45.5	39.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	47.8	57.8	59.6	53.3	55.6	57.5
White/Caucasian	57.9	63.7	63.3	53.5	60.7	61.3
Special Education	22.7	29.1	35.5	22.2	26.3	32.1
English Learners Current + Former	56.5	38.1	42	53.9	34.9	39
English Learners Current	36.1	27.6		35.5	25.5	
Economically Disadvantaged	47.8	39.0	44.9	44.9	35.6	42



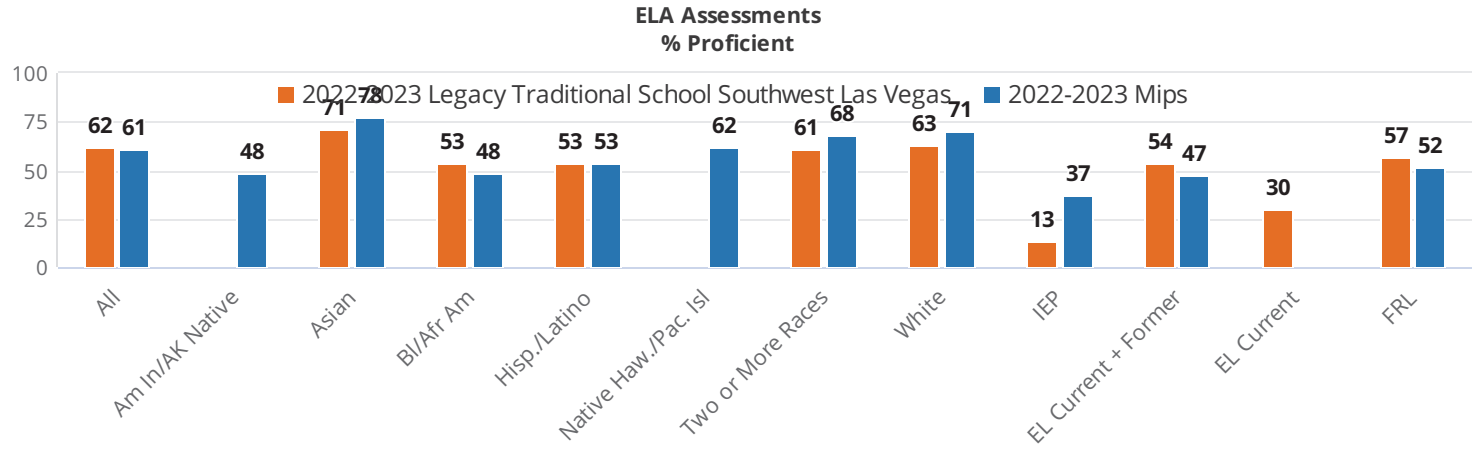
Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating

Academic Achievement

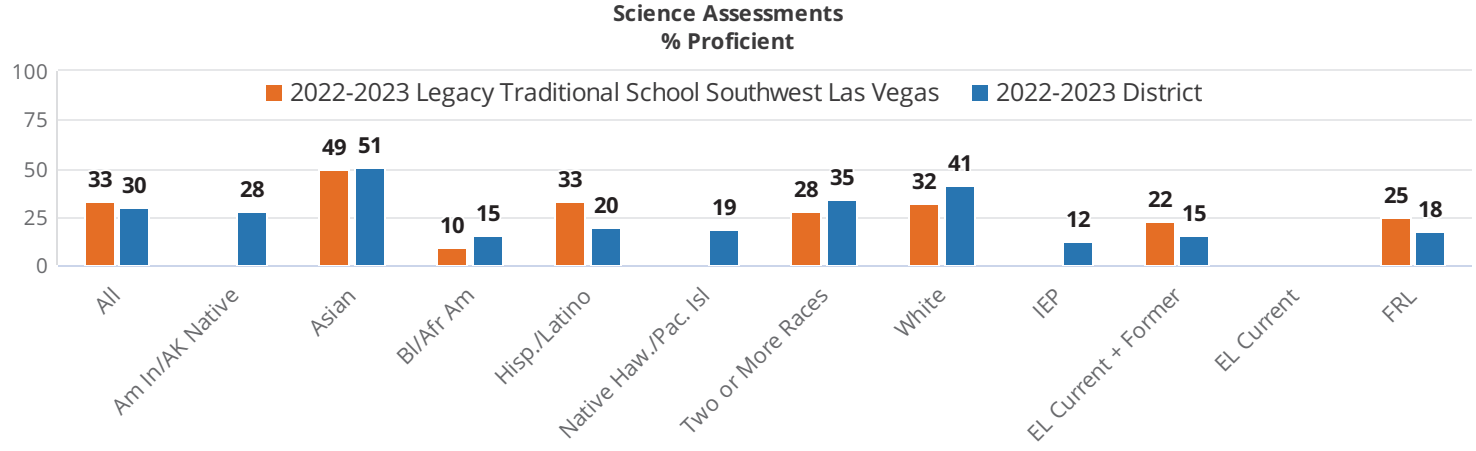
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.7	54.6	61.2	64.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	71.4	74.1	77.8	76.1	74.9	76.7
Black/African American	53.2	37.5	48.2	49.2	39.8	45.4
Hispanic/Latino	53.1	45.9	53.2	54.4	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	60.8	60.7	67.9	73.3	61.5	66.2
White/Caucasian	62.5	64.4	70.6	63.3	65.5	69
Special Education	13.0	27.4	36.8	33.3	25.5	33.5
English Learners Current + Former	53.5	37.6	47.2	57.7	37.4	44.4
English Learners Current	29.7	24.1		28.8	24.4	
Economically Disadvantaged	57.2	42.0	51.9	56.0	42.8	49.4



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	33.1	29.8	25.2	30.4
American Indian/Alaska Native	N/A	27.7	-	17.6
Asian	49.0	51.0	38.3	52.9
Black/African American	9.5	15.3	30.0	17.6
Hispanic/Latino	33.3	19.5	7.6	19.2
Pacific Islander	-	18.7	N/A	28.3
Two or More Races	28.0	34.5	33.3	34.9
White/Caucasian	32.4	40.9	19.2	40.8
Special Education	-	12.2	9.0	11.6
English Learners Current + Former	22.2	15.1	16.6	15.8
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	25.0	17.6	17.9	19.4



Legacy Traditional School Southwest Las Vegas

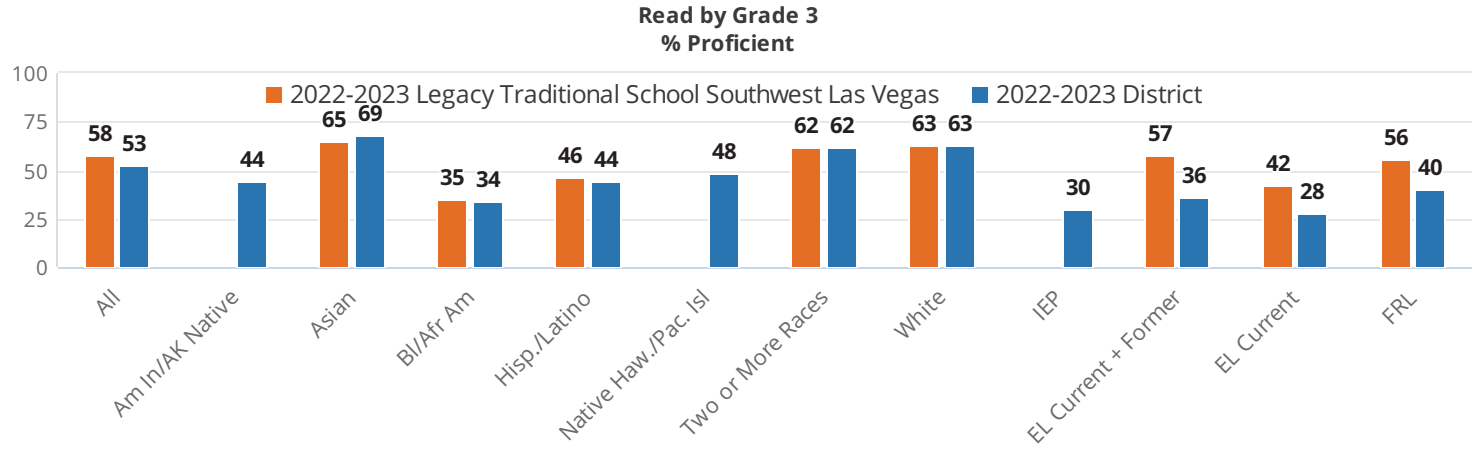
School Year 2022-2023 Nevada School Rating

Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	58.1	52.6	57.8	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	65.0	68.5	66.6	71.7
Black/African American	35.2	33.9	37.5	33.0
Hispanic/Latino	46.4	44.2	53.6	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	61.5	62.3	68.7	57.4
White/Caucasian	62.7	62.5	57.7	60.8
Special Education	-	29.5	30.0	23.7
English Learners Current + Former	57.4	36.1	50.0	37.1
English Learners Current	42.1	27.6	33.3	30.7
Economically Disadvantaged	55.9	40.3	48.4	40.5



Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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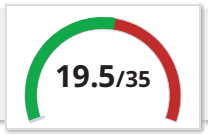
Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating



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: 5/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	45.0	55.0	50.0	55.0	48.0	52.0	51.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	-	54.0	-	60.5
Asian	51.0	61.0	54.0	61.0	51.0	60.0	51.0	59.0
Black/African American	42.0	52.0	51.5	50.0	55.0	49.0	55.0	53.0
Hispanic/Latino	47.0	54.0	43.0	53.0	44.0	49.0	49.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	43.0	54.0	52.0	55.0	49.0	54.5	55.0	53.0
White/Caucasian	40.0	56.0	47.0	57.0	46.0	55.0	46.0	55.0
Special Education	13.0	49.0	39.0	51.0	49.0	46.0	22.0	43.0
English Learners Current + Former	35.0	55.0	45.5	54.0	47.0	47.0	48.5	49.0
English Learners Current	33.0	54.0	45.0	53.0	39.5	44.0	47.0	44.0
Economically Disadvantaged	47.0	54.0	50.0	53.0	51.0	49.0	48.0	49.0

AGP Growth Data

Math AGP Points Earned: 5.5/7.5 **ELA AGP Points Earned: 5/7.5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	42.7	50.8	53.7	52.9	50.7	53.1	63.5	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	-	45.7	-	66.6
Asian	53.3	66.5	64.7	67.6	58.5	68.8	69.6	73.9
Black/African American	29.5	38.1	45.4	42.1	60.0	41.8	68.5	55.8
Hispanic/Latino	33.3	43.8	46.0	46.9	41.6	45.0	54.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.8	52.0	46.5	56.1	48.7	59.6	60.9	62.7
White/Caucasian	44.0	58.8	56.0	58.9	48.4	59.6	62.1	65.1
Special Education	21.4	32.3	14.2	34.0	40.0	35.9	33.3	41.3
English Learners Current + Former	39.6	41.8	50.0	43.1	52.0	41.2	58.3	52.0
English Learners Current	25.9	33.5	40.7	33.8	36.3	32.5	50.0	43.1
Economically Disadvantaged	37.7	43.0	51.9	45.2	49.5	43.7	58.9	53.5

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

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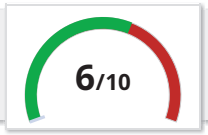
Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating

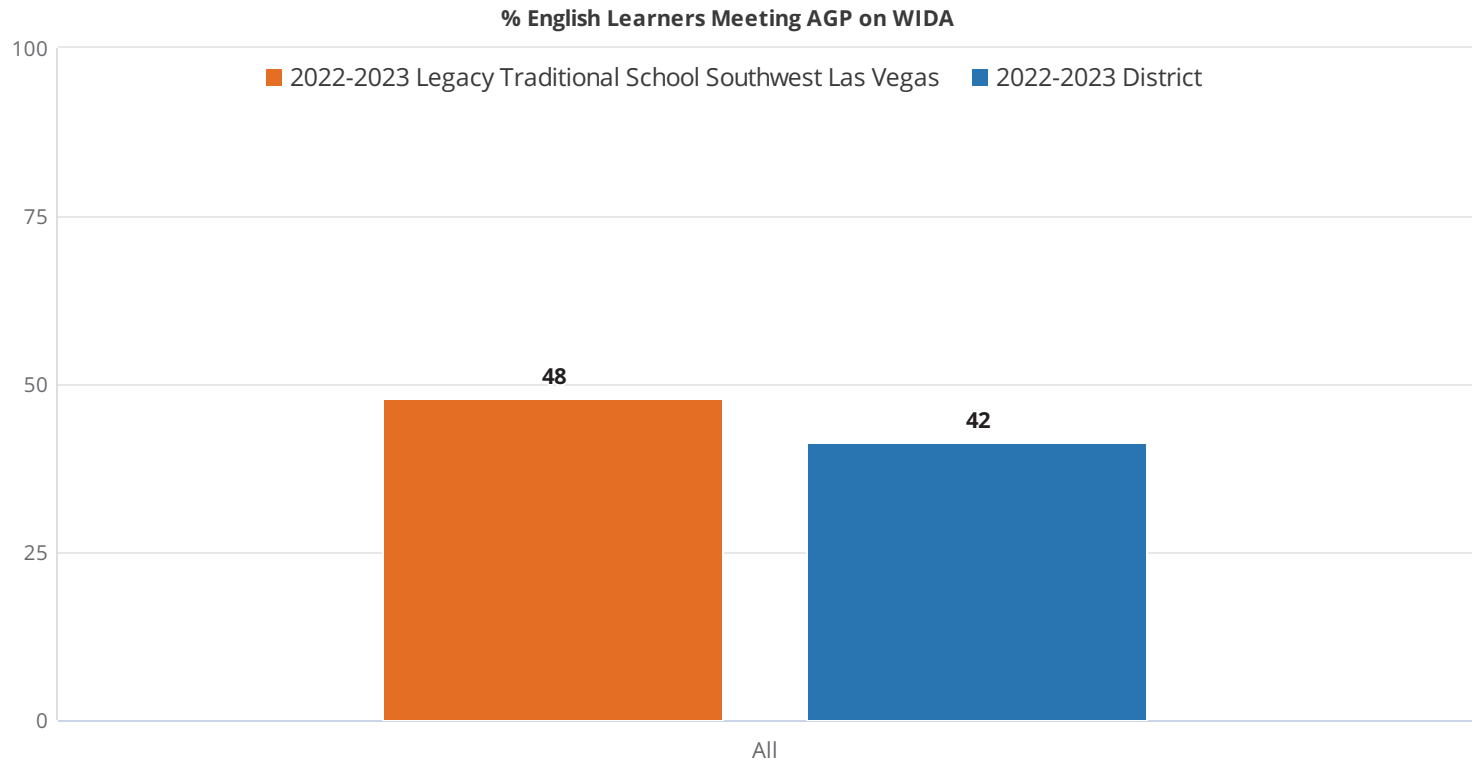


English Language

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

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	71	47.8	41.5	70	44.2	38.4



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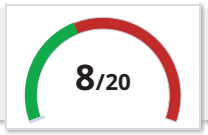
Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating



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: 5/10		
Groups	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	23.9	31.9	39.1	37.1	45.2	40.9	59.1	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	-	40.7	-	57.6
Asian	28.1	42.0	50.0	48.2	51.4	50.6	76.0	63.3
Black/African American	18.1	25.9	36.3	29.9	60.8	36.1	68.4	49.4
Hispanic/Latino	22.5	29.9	40.9	34.4	33.9	36.3	45.9	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	31.8	31.3	25.0	40.3	33.3	44.5	64.2	55.0
White/Caucasian	18.5	37.8	37.5	42.6	55.8	47.9	45.4	55.2
Special Education	9.0	20.8	9.0	25.2	30.7	27.6	30.7	35.9
English Learners Current + Former	13.6	27.5	37.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	12.5	25.4	38.0	30.3	25.0	27.6	55.5	41.7
Economically Disadvantaged	19.6	28.7	36.3	33.1	39.7	35.5	63.4	47.6

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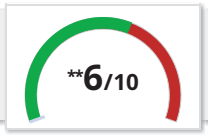
Legacy Traditional School Southwest Las Vegas

School Year 2022-2023 Nevada School Rating



Student Engagement

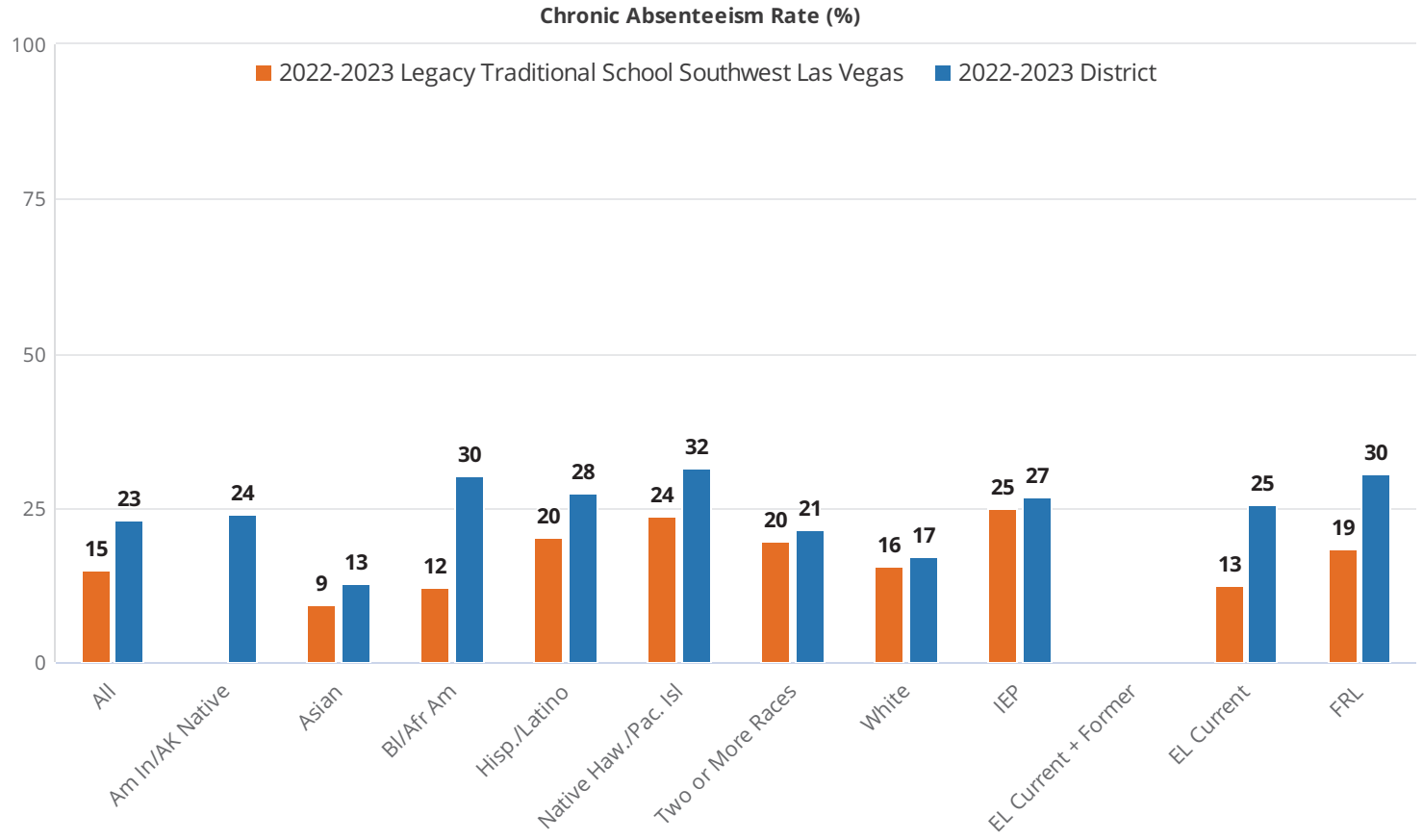
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	14.8	22.9	26.0	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	9.3	12.9	17.7	11.9
Black/African American	12.0	30.1	23.3	27.6
Hispanic/Latino	20.3	27.5	28.9	25.8
Pacific Islander	23.8	31.6	40.0	32.8
Two or More Races	19.5	21.4	30.9	22.2
White/Caucasian	15.5	17.1	33.0	16.9
Special Education	25.0	26.7	39.6	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	12.6	25.4	21.9	22.6
Economically Disadvantaged	18.5	30.4	29.8	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1



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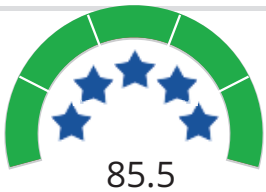
Legacy Traditional School Southwest Las Vegas

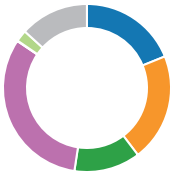
School Year 2023-2024 Nevada School Rating

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



85.5
Total Index Score

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



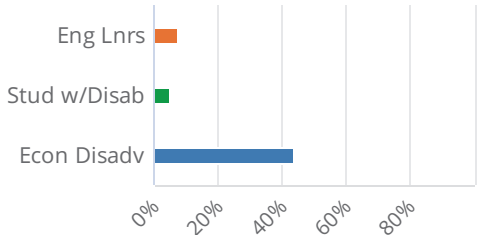
Student Race/Ethnicity

20.7%	White
12.7%	Bl/Afr Am
18.8%	Hisp/Latino
31.9%	Asian
0.1%	Am Ind/AK Nat
2.2%	Pac Isl
13.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	59.5 ★★★
2021-2022	69.5 NR

Additional Student Groups



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 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	★★★★★

2023-2024 School Performance

22/25 Academic Achievement Indicator

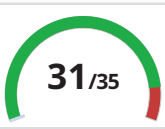
Measure	School Rate	District Rate
Pooled Proficiency	**56.5**	48.3
Math Proficiency	58.8	51.2
ELA Proficiency	64.8	54.6
Science Proficiency	25.1	21.2
Read-by-Grade-3 Proficiency	62.2	51.2

10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	66.1	48.4

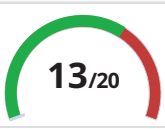
**9.5/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.2	20.7
Climate Survey Participation	>95	N/A



31/35 Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	52.0
ELA MGP	62.0	54.0
	School Rate	**District Rate**
Met Math AGP Target	48.9	44.4
Met ELA AGP Target	63.6	54.0



13/20 Closing Opportunity Gaps Indicator

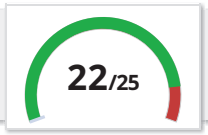
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	30.4	22.5
Prior Non-Proficient Met ELA AGP Target	45.3	36.5

** 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.

Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating



Academic Achievement

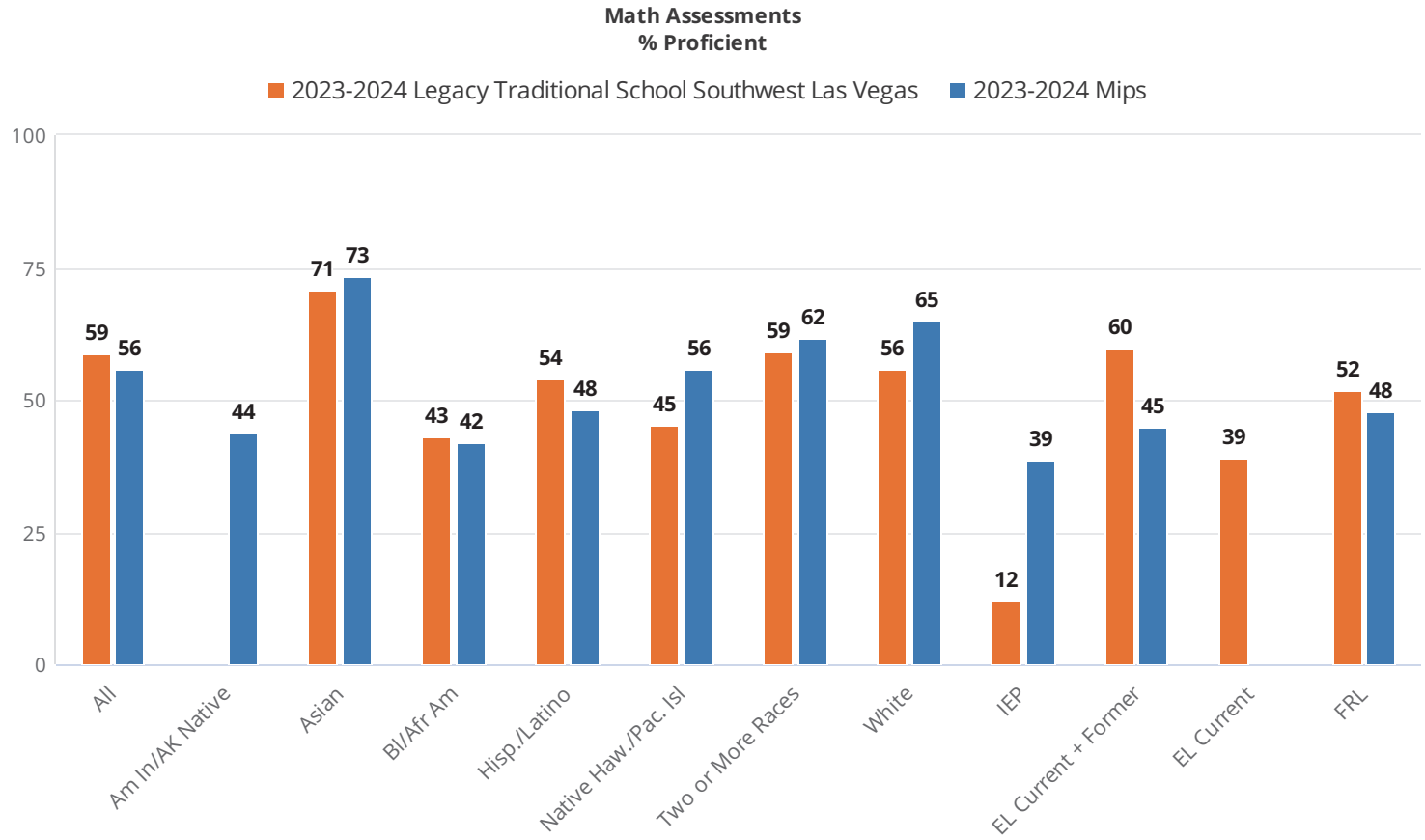
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 18/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	56.5	48.3	54.8	50.0

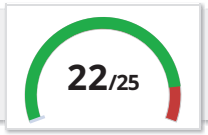
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	58.8	51.2	55.8	55.1	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	70.8	74.8	73.3	69.0	74.5	71.9
Black/African American	43.0	31.7	42	32.2	31.4	38.9
Hispanic/Latino	53.9	41.7	48.2	47.8	42.2	45.5
Pacific Islander	45.4	45.9	55.7	-	49.0	53.4
Two or More Races	59.0	57.2	61.6	47.8	57.8	59.6
White/Caucasian	55.7	62.7	65.1	57.9	63.7	63.3
Special Education	12.1	26.9	38.8	22.7	29.1	35.5
English Learners Current + Former	60.0	38.7	44.9	56.5	38.1	42
English Learners Current	39.0	27.5		36.1	27.6	
Economically Disadvantaged	51.8	40.4	47.7	47.8	39.0	44.9



Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating

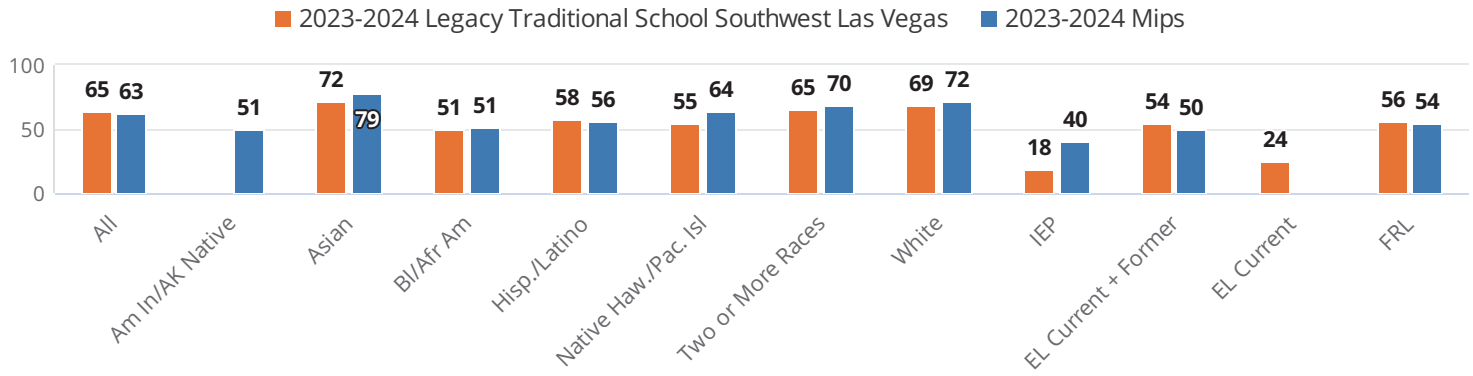


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	64.8	54.6	63.1	61.7	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	72.4	75.3	78.9	71.4	74.1	77.8
Black/African American	50.6	36.5	50.8	53.2	37.5	48.2
Hispanic/Latino	57.8	46.0	55.6	53.1	45.9	53.2
Pacific Islander	54.5	48.3	63.9	-	49.0	62
Two or More Races	65.1	60.4	69.5	60.8	60.7	67.9
White/Caucasian	69.0	65.2	72.1	62.5	64.4	70.6
Special Education	18.1	25.8	39.9	13.0	27.4	36.8
English Learners Current + Former	54.0	39.5	49.8	53.5	37.6	47.2
English Learners Current	24.3	25.3		29.7	24.1	
Economically Disadvantaged	56.0	44.1	54.4	57.2	42.0	51.9

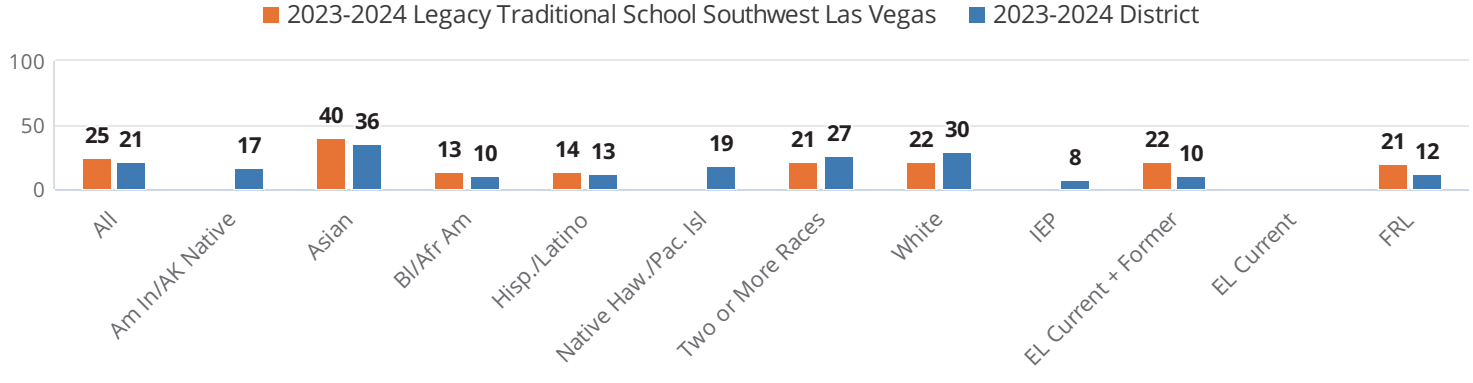
ELA Assessments
% Proficient



Science Proficient

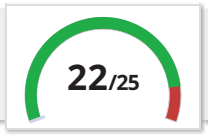
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	25.1	21.2	33.1	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	40.0	35.5	49.0	51.0
Black/African American	13.3	10.4	9.5	15.3
Hispanic/Latino	13.9	12.9	33.3	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	21.4	27.2	28.0	34.5
White/Caucasian	21.6	29.6	32.4	40.9
Special Education	-	7.6	-	12.2
English Learners Current + Former	21.6	10.4	22.2	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	20.5	12.4	25.0	17.6

Science Assessments
% Proficient



Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating

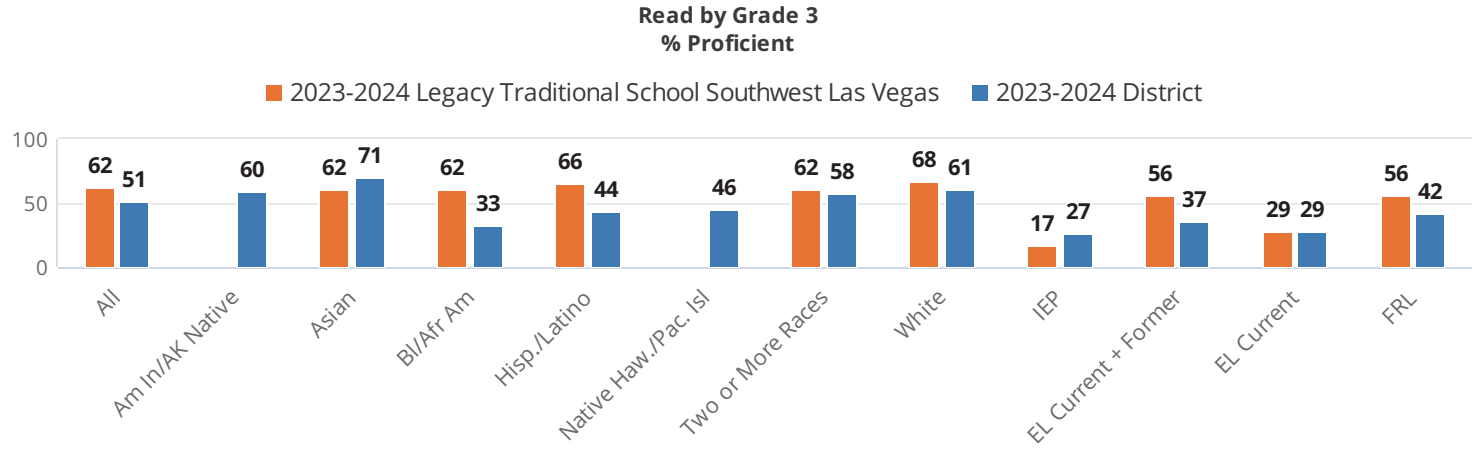


Academic Achievement

Read by Grade 3 Proficient

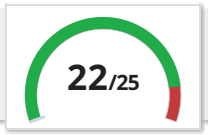
Read by Grade 3 Points Earned: 4/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	62.2	51.2	58.1	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	61.6	71.0	65.0	68.5
Black/African American	61.5	32.7	35.2	33.9
Hispanic/Latino	65.5	43.7	46.4	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	61.5	58.4	61.5	62.3
White/Caucasian	67.5	60.7	62.7	62.5
Special Education	16.6	27.0	-	29.5
English Learners Current + Former	55.8	36.6	57.4	36.1
English Learners Current	28.5	28.5	42.1	27.6
Economically Disadvantaged	56.3	42.4	55.9	40.3



Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating



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

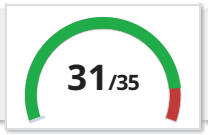
Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
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	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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.

Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating



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: 8/10 **ELA MGP Points Earned: 9/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	58.0	52.0	62.0	54.0	45.0	55.0	50.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	N/A	46.0	N/A	52.0
Asian	62.0	57.0	67.0	62.0	51.0	61.0	54.0	61.0
Black/African American	61.0	46.0	56.5	49.0	42.0	52.0	51.5	50.0
Hispanic/Latino	52.0	50.0	61.0	52.0	47.0	54.0	43.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	52.0	53.0	57.0	53.0	43.0	54.0	52.0	55.0
White/Caucasian	44.0	53.0	64.0	57.0	40.0	56.0	47.0	57.0
Special Education	53.0	46.0	45.0	48.0	13.0	49.0	39.0	51.0
English Learners Current + Former	63.0	53.0	66.0	53.0	35.0	55.0	45.5	54.0
English Learners Current	56.0	49.0	66.0	51.0	33.0	54.0	45.0	53.0
Economically Disadvantaged	53.5	51.0	56.5	52.0	47.0	54.0	50.0	53.0

AGP Growth Data

Math AGP Points Earned: 6.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	48.9	44.4	63.6	54.0	42.7	50.8	53.7	52.9
American Indian/Alaska Native	-	24.3	-	50.0	N/A	41.3	N/A	48.2
Asian	56.5	63.8	73.6	69.4	53.3	66.5	64.7	67.6
Black/African American	46.0	28.9	52.0	41.4	29.5	38.1	45.4	42.1
Hispanic/Latino	38.5	36.9	54.2	48.1	33.3	43.8	46.0	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	46.1	49.5	61.5	55.5	41.8	52.0	46.5	56.1
White/Caucasian	47.2	52.8	64.0	61.4	44.0	58.8	56.0	58.9
Special Education	18.7	27.2	17.6	32.4	21.4	32.3	14.2	34.0
English Learners Current + Former	53.8	38.8	61.5	46.0	39.6	41.8	50.0	43.1
English Learners Current	30.7	27.5	46.1	35.8	25.9	33.5	40.7	33.8
Economically Disadvantaged	45.8	36.5	57.5	46.7	37.7	43.0	51.9	45.2

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

'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.

Legacy Traditional School Southwest Las Vegas

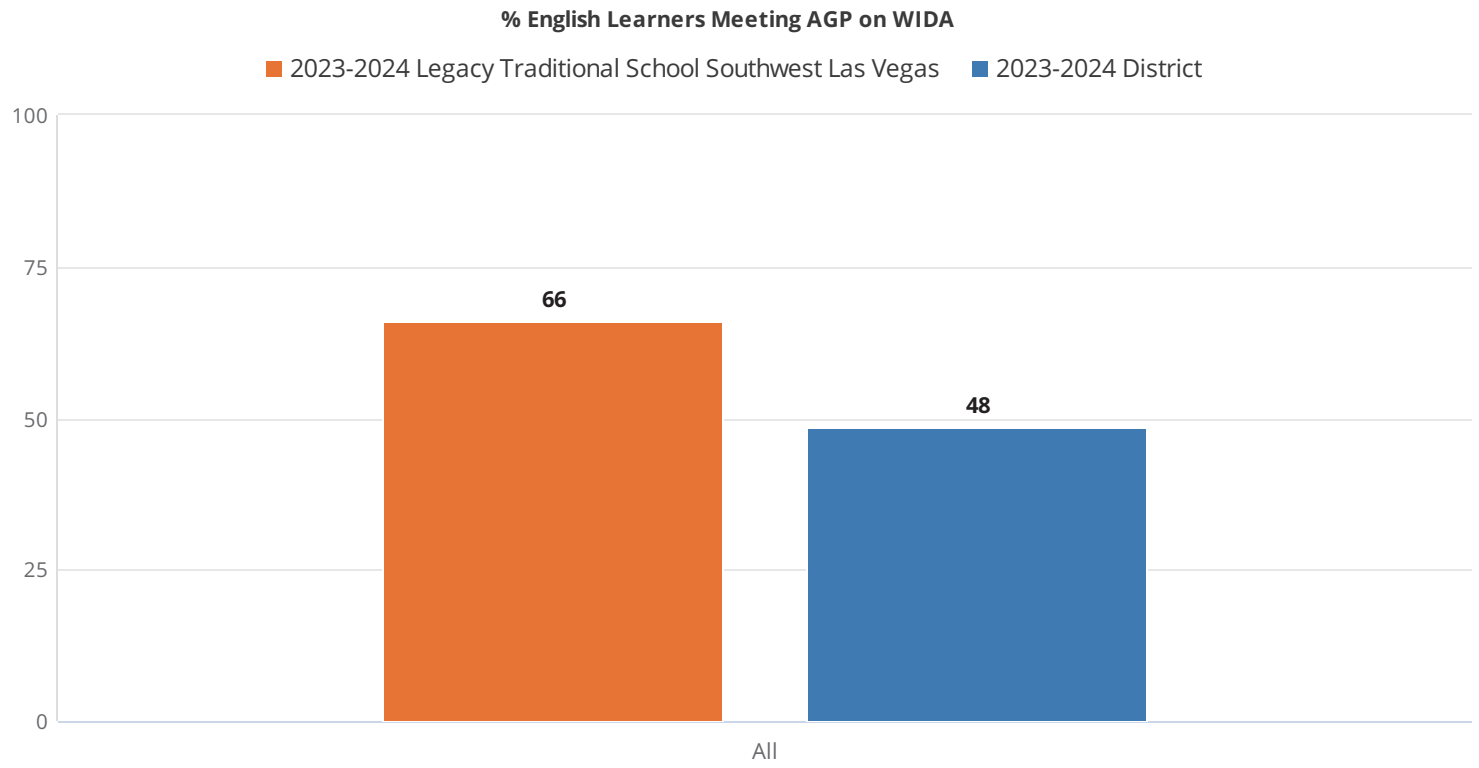
School Year 2023-2024 Nevada School Rating

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

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	65	66.1	48.4	71	47.8	41.5



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

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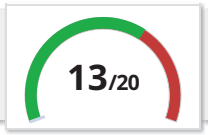
Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating



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: 6/10 **ELA AGP Points Earned: 7/10**

Groups	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	30.4	22.5	45.3	36.5	23.9	31.9	39.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	N/A	26.3	N/A	28.5
Asian	37.8	36.7	50.0	44.8	28.1	42.0	50.0	48.2
Black/African American	32.2	15.8	25.0	29.4	18.1	25.9	36.3	29.9
Hispanic/Latino	25.7	20.4	53.6	34.4	22.5	29.9	40.9	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	17.6	26.4	38.4	37.7	31.8	31.3	25.0	40.3
White/Caucasian	32.1	27.2	48.0	43.4	18.5	37.8	37.5	42.6
Special Education	15.3	14.6	6.6	23.4	9.0	20.8	9.0	25.2
English Learners Current + Former	39.3	23.3	45.4	34.1	13.6	27.5	37.0	31.6
English Learners Current	21.0	20.0	42.8	31.2	12.5	25.4	38.0	30.3
Economically Disadvantaged	32.4	20.8	40.5	33.4	19.6	28.7	36.3	33.1

'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.

Legacy Traditional School Southwest Las Vegas

School Year 2023-2024 Nevada School Rating

Student Engagement

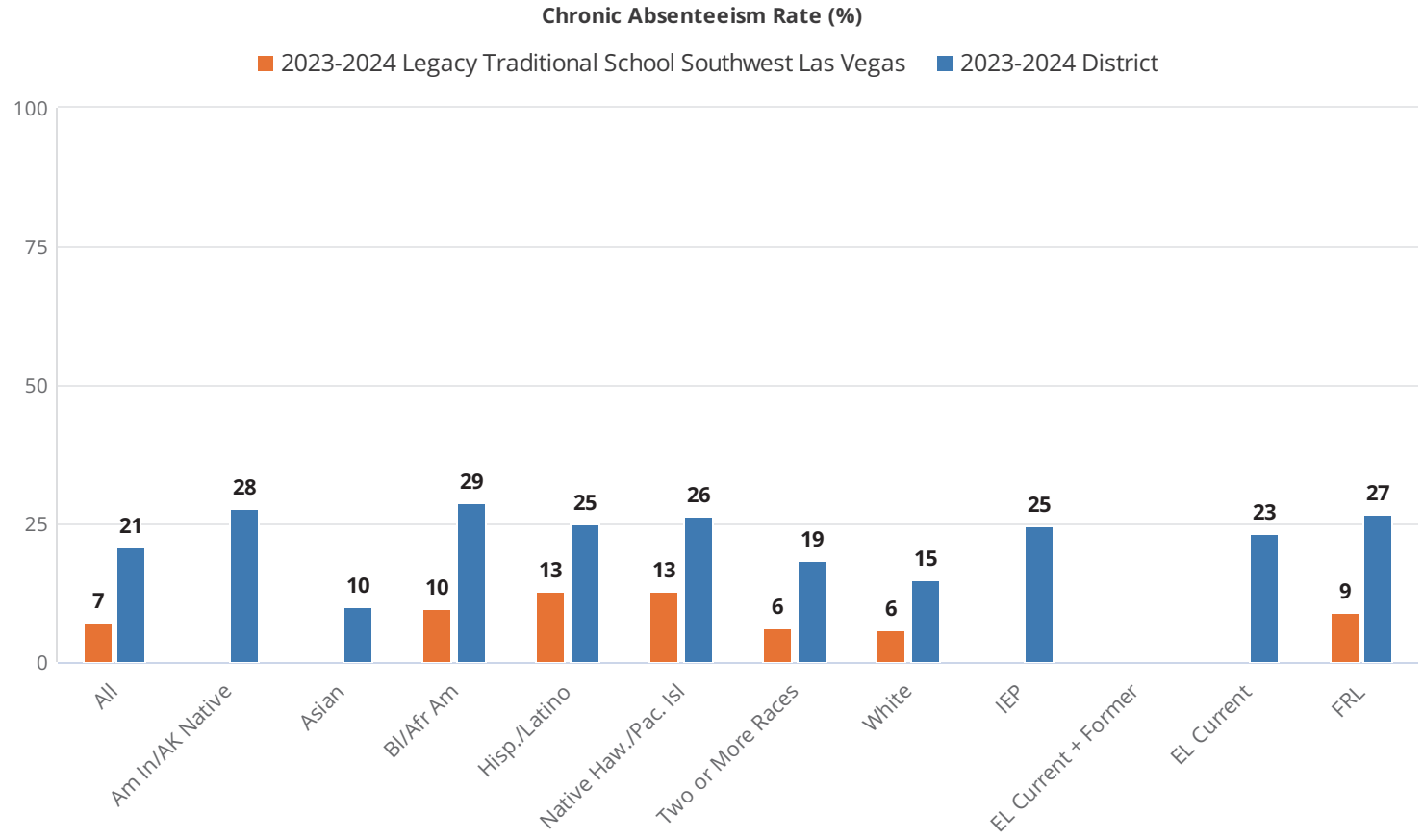
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 8.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	7.2	20.7	14.8	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	<5	10.0	9.3	12.9
Black/African American	9.6	28.9	12.0	30.1
Hispanic/Latino	12.7	25.0	20.3	27.5
Pacific Islander	13.0	26.3	23.8	31.6
Two or More Races	6.1	18.5	19.5	21.4
White/Caucasian	6.0	14.9	15.5	17.1
Special Education	<5	24.7	25.0	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	12.6	25.4
Economically Disadvantaged	9.2	26.8	18.5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1



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Appendix B: SPCSA Academic Performance Framework Rating Descriptors / Score Ranges and School Reports

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent SPCSA Academic Performance Framework Manual.

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥80 to 100

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School Cadence ES

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 325 Inflection St, Henderson, NV, 89011
Website: https://cadence.legacytraditional.org/
Validation Day Enrollment: 872
Grades Served: K-5
NSPF Rating: 2
Comparison District: Clark
Comparison School: Sewell ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

47.6
DOES NOT MEET STANDARD

PRIOR YEAR RATING
22.1
DOES NOT MEET STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

24.6/60
Sixty percent of the school's 2022-23 NSPF score (41) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 53.5% (prior year) to 57.4% (current year).
- Math non-proficiency decreased from 72.8% (prior year) to 61.8% (current year).

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).

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%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Legacy Traditional School Cadence ES

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 325 Inflection St, Henderson, NV, 89011
Website: https://cadence.legacytraditional.org/
Validation Day Enrollment: 850
Grades Served: K-5
NSPF Rating: 2
Comparison District: Clark
Comparison School: Sewell ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

42.1
DOES NOT MEET STANDARD

PRIOR YEAR RATING
47.6
DOES NOT MEET STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

20.1/60

Sixty percent of the school's 2023-24 NSPF score (33.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 57.4% (prior year) to 64.2% (current year).
- Math non-proficiency increased from 61.8% (prior year) to 66.2% (current year).

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)

0/10 NSPF score difference of -6.5 between school (33.5 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

13/15 NSPF score difference of 21.5 between school (33.5 points) and comparison school (12 points).

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

9/15

Indicator bonus points for: IEP.

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 ≥50 to <60% compared to district GrK-5 FRL rate of >95.0%.

3/5 School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 14.6%.

2/5 School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School Cadence MS

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 325 Inflection St, Henderson, NV, 89011
Website: https://cadence.legacytraditional.org/
Validation Day Enrollment: 314
Grades Served: 6-8
NSPF Rating: 2
Comparison District: Clark
Comparison School: Brown JHS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

49.9
DOES NOT MEET STANDARD

PRIOR YEAR RATING
60.7
MEETS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

27.9/60

Sixty percent of the school's 2022-23 NSPF score (46.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 37.9% (prior year) to 50.2% (current year).
- Math non-proficiency increased from 73% (prior year) to 74% (current year).

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).

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%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES

Legacy Traditional School Cadence MS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 325 Inflection St, Henderson, NV, 89011
Website: https://cadence.legacytraditional.org/
Validation Day Enrollment: 335
Grades Served: 6-8
NSPF Rating: 4
Comparison District: Clark
Comparison School: Brown JHS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

78.5
MEETS STANDARD

PRIOR YEAR RATING
49.9
DOES NOT MEET STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

46.5/60
Sixty percent of the school's 2023-24 NSPF score (77.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 50.2% (prior year) to 49.1% (current year).
- Math non-proficiency decreased from 74% (prior year) to 70.8% (current year).

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
10/10
NSPF score difference of 36.9 between school (77.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15
NSPF score difference of 46 between school (77.5 points) and comparison school (31.5 points).

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 ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

2/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 13.2%.

2/5 School EL rate of <5% compared to district Gr6-8 EL rate of 14.8%.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School North Valley ES

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 5024 Valley Dr, N Las Vegas, NV, 89031
Website: https://northvalley.legacytraditional.org/
Validation Day Enrollment: 950
Grades Served: K-5
NSPF Rating: 2
Comparison District: Clark
Comparison School: Wolfe ES, Guy ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

39.4
DOES NOT MEET STANDARD

PRIOR YEAR RATING
29.7
DOES NOT MEET STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

20.4/60

Sixty percent of the school's 2022-23 NSPF score (34) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 59.6% (prior year) to 62.1% (current year).
- Math non-proficiency increased from 71% (prior year) to 71.6% (current year).

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

12/25

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)

1/10 NSPF score difference of -4.9 between school (34 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15 NSPF score difference of 17.8 between school (34 points) and comparison school (16.2 points).

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 ≥50 to <60% compared to district GrK-5 FRL rate of >95.0%.

1/5 School IEP rate of <5% compared to district GrK-5 IEP rate of 13.1%.

3/5 School EL rate of ≥10 to <15% compared to district GrK-5 EL rate of 18.5%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Legacy Traditional School North Valley ES

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 5024 Valley Dr, N Las Vegas, NV, 89031
Website: https://northvalley.legacytraditional.org/
Validation Day Enrollment: 905
Grades Served: K-5
NSPF Rating: 1
Comparison District: Clark
Comparison School: Wolfe ES, Guy ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

15.4
BELOW STANDARD

PRIOR YEAR RATING
39.4
DOES NOT MEET STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

8.4/60

Sixty percent of the school's 2023-24 NSPF score (14) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 62.1% (prior year) to 68% (current year).
- Math non-proficiency increased from 71.6% (prior year) to 77.3% (current year).

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

0/25

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)

0/10 NSPF score difference of -26 between school (14 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -9.2 between school (14 points) and comparison school (23.2 points).

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)

4/5 School FRL rate of ≥50 to <60% compared to district GrK-5 FRL rate of >95.0%.

0/5 School IEP rate of <5% compared to district GrK-5 IEP rate of 14.6%.

3/5 School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School North Valley MS

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 5024 Valley Dr, N Las Vegas, NV, 89031
Website: https://northvalley.legacytraditional.org/
Validation Day Enrollment: 417
Grades Served: 6-8
NSPF Rating: 3
Comparison District: Clark
Comparison School: Swainston MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

62.4
MEETS STANDARD

PRIOR YEAR RATING
59.9
MEETS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

32.4/60

Sixty percent of the school's 2022-23 NSPF score (54) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 55.3% (prior year) to 56.4% (current year).
- Math non-proficiency decreased from 78.1% (prior year) to 77.2% (current year).

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

21/25

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)

6/10 NSPF score difference of 13.5 between school (54 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 34 between school (54 points) and comparison school (20 points).

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

9/15

Indicator bonus points for: EL.

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 ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

2/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 12.6%.

3/5 School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 13.8%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES

Legacy Traditional School North Valley MS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 5024 Valley Dr, N Las Vegas, NV, 89031
Website: https://northvalley.legacytraditional.org/
Validation Day Enrollment: 444
Grades Served: 6-8
NSPF Rating: 2
Comparison District: Clark
Comparison School: Swainston MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

41.8
DOES NOT MEET STANDARD

PRIOR YEAR RATING
62.4
MEETS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

22.8/60

Sixty percent of the school's 2023-24 NSPF score (38) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 56.4% (prior year) to 62.4% (current year).
- Math non-proficiency increased from 77.2% (prior year) to 81.8% (current year).

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

12/25

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)

1/10 NSPF score difference of -2.6 between school (38 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15 NSPF score difference of 17.5 between school (38 points) and comparison school (20.5 points).

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 ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

1/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 13.2%.

3/5 School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 14.8%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School Southwest ES

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 7077 W Wigwam Ave, Las Vegas, NV, 89113
Website: https://swlasvegas.legacytraditional.org/
Validation Day Enrollment: 1023
Grades Served: K-5
NSPF Rating: 3
Comparison District: Clark
Comparison School: Steele ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

49.7
DOES NOT MEET STANDARD

PRIOR YEAR RATING
62.7
MEETS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

35.7/60

Sixty percent of the school's 2022-23 NSPF score (59.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 35.7% (prior year) to 38.3% (current year).
- Math non-proficiency decreased from 47.5% (prior year) to 44.9% (current year).

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

8/25

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)

8/10

NSPF score difference of 20.6 between school (59.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -6.5 between school (59.5 points) and comparison school (66 points).

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

6/15

Indicator bonus points for: IEP.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95.0%.

1/5 School IEP rate of <5% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Legacy Traditional School Southwest ES

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 7077 W Wigwam Ave, Las Vegas, NV, 89113
Website: https://swlasvegas.legacytraditional.org/
Validation Day Enrollment: 1022
Grades Served: K-5
NSPF Rating: 5
Comparison District: Clark
Comparison School: Steele ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

82.3
EXCEEDS STANDARD

PRIOR YEAR RATING
49.7
DOES NOT MEET STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

51.3/60
Sixty percent of the school's 2023-24 NSPF score (85.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 38.3% (prior year) to 35.2% (current year).
- Math non-proficiency decreased from 44.9% (prior year) to 41.2% (current year).

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
10/10 NSPF score difference of 45.5 between school (85.5 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15 NSPF score difference of 40.5 between school (85.5 points) and comparison school (45 points).

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

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)
3/5 School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95.0%.
1/5 School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 14.6%.
2/5 School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19%.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Eastgate MS
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS
- Doral Red Rock ES

Legacy Traditional School Southwest MS

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 7077 W Wigwam Ave, Las Vegas, NV, 89113
Website: https://swlasvegas.legacytraditional.org/
Validation Day Enrollment: 476
Grades Served: 6-8
NSPF Rating: 4
Comparison District: Clark
Comparison School: Canarelli MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

65.5
MEETS STANDARD

PRIOR YEAR RATING
65.8
MEETS STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

43.5/60
Sixty percent of the school's 2022-23 NSPF score (72.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 32.6% (prior year) to 36.5% (current year).
- Math non-proficiency decreased from 58% (prior year) to 53.6% (current year).

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

17/25
15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
10/10 NSPF score difference of 32 between school (72.5 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
7/15 NSPF score difference of 8.5 between school (72.5 points) and comparison school (64 points).

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

5/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)
2/5 School FRL rate of ≥30 to <40% compared to district Gr6-8 FRL rate of >95.0%.
1/5 School IEP rate of <5% compared to district Gr6-8 IEP rate of 12.6%.
2/5 School EL rate of <5% compared to district Gr6-8 EL rate of 13.8%.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

2023-24 | Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Legacy Traditional School Southwest MS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 7077 W Wigwam Ave, Las Vegas, NV, 89113
Website: https://swlasvegas.legacytraditional.org/
Validation Day Enrollment: 496
Grades Served: 6-8
NSPF Rating: 5
Comparison District: Clark
Comparison School: Canarelli MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

82.5
EXCEEDS STANDARD

PRIOR YEAR RATING
65.5
MEETS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

52.5/60
Sixty percent of the school's 2023-24 NSPF score (87.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 36.5% (prior year) to 37.3% (current year).
- Math non-proficiency decreased from 53.6% (prior year) to 53% (current year).

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
10/10
NSPF score difference of 46.9 between school (87.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15
NSPF score difference of 28.5 between school (87.5 points) and comparison school (59 points).

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

5/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of >95.0%.

1/5 School IEP rate of <5% compared to district Gr6-8 IEP rate of 13.2%.

2/5 School EL rate of <5% compared to district Gr6-8 EL rate of 14.8%.

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Appendix C: Academic Performance Framework Notices of Concern and Breach

STATE OF NEVADA

BRIAN SANDOVAL
Governor

PATRICK GAVIN
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 UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Amanda Pratt, Board President
Legacy Traditional School
5024 Valley Drive
North Las Vegas, Nevada 89031
amandap@sportsattack.com

Re: Notice of Concern Due to Academic Underperformance

Dear Ms. Pratt:

As you are aware, Legacy Traditional School's elementary and middle school programs received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Legacy Traditional School's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention Ladder may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions on the part of Legacy Traditional School, including the submission of an academic improvement plan, are being requested by the Authority. However, we note here that both the SPCSA and the Department will closely

scrutinize the annual School Performance Plan that Legacy Traditional School is required to submit.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Legacy Traditional School will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Candyce Farthing, Superintendent, Legacy Traditional School
Christy Fitzsimmons, Principal, Legacy Traditional School
Jason Guinasso, Chair, State Public Charter School Authority
Patrick Gavin, Executive Director, State Public Charter School Authority
(*via electronic mail*)

STATE OF NEVADA

STEVE SISOLAK
Governor

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 UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

November 4, 2019

Amanda Pratt, Board President
Legacy Traditional School
5024 Valley Drive
North Las Vegas, NV 89031

Re: Academic Performance

Dear Ms. Pratt:

As you are aware, Legacy Traditional School was issued a Notice of Concern last year due to the academic underperformance of both the elementary and middle school programs at the North Valley Campus. Both the elementary and middle school programs at the North Valley Campus received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year.

While the middle school program at the North Valley Campus improved to a three-star rating in 2018-19, the elementary school program remained at two-stars. In addition, the elementary school program at the Cadence Campus received a two-star rating in 2018-19 in its first year of operation. Given this performance, the State Public Charter School Authority voted at its October 4, 2019 Board to take the following actions:

- Return the North Valley Campus middle school program to Good Standing
- Issue a Notice of Breach regarding the North Valley Campus elementary school program
- Issue a Notice of Concern regarding the Cadence Campus elementary school program

This letter also serves as a reminder that the Charter School Performance Framework, which is incorporated into Legacy Traditional's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance

Framework, there are three levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3.

Notice of Breach
Given the Notice of Breach for the North Valley Campus elementary program, the Authority is requiring that Legacy Traditional School present to the Authority at a board meeting in early 2020. This presentation must include progress to date in implementing the North Valley Campus elementary school performance plan and a summary of mid-year assessment results for the North Valley Campus elementary school.

Notice of Concern
Given the Notice of Concern for the Cadence Campus elementary program, the Authority is requiring that Legacy Traditional School submit a report by February 1, 2020 which includes progress to date in implementing the Cadence Campus elementary school performance plan and a summary of mid-year assessment results for the Cadence Campus elementary school.

SPCSA staff will also closely review each school's performance plan for the 2019 – 2020 school year. Finally, SPCSA staff will monitor each school's adherence to NRS 388A.367, which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Legacy Traditional School will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Eve Breier-Ramos, Deputy Superintendent, Legacy Traditional School
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
(*via electronic mail*)

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

P.O. Box 19983
Carson City, Nevada 89721
(775) 687-9174 · Fax (775) 687-9113

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

ACTION MEMORANDUM

TO:	SPCSA Board
FROM:	Melissa Mackedon, Executive Director Katie Broughton, Director of Authorizing
SUBJECT:	Recommendations for Legacy Traditional School Based on 2023-2024 Academic Performance
DATE:	November 15, 2024

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework (NSPF) results for the 2023-2024 school year. All public schools in the state of Nevada are issued a star rating when all data points are available.

Additionally, all SPCSA-sponsored charter schools are evaluated on the SPCSA Academic Performance Framework (Framework), pursuant to NRS 388A.273. The Framework provides additional metrics for charter school academic achievement and proficiency, including academic growth; disparities in academic achievement and proficiency; and graduation rates, as well as college and career readiness, when applicable.

Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next 3-5 years should academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns (NRS 388A.300 and 388A.330). Underperformance is defined by NAC 388A.350 as any school receiving a rating below 3 stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework. As a reminder, the Authority has three levels of intervention when schools do not meet academic standards. These levels are as follows:

- Notice of Concern
- Notice of Breach
- Notice of Intent to Terminate

The academic performance of Legacy Traditional Schools North Valley and Cadence campuses for the last six school years is provided below, as available.

- For the 2018-19 school year, NSPF index scores and star ratings were calculated, but SPCSA Academic Performance Framework (Framework) ratings are unavailable. They were informational only and not released publicly.
- For the 2019-2020 and 2020-2021 school years, NSPF index scores, NSPF star ratings, and SPCSA Academic Performance Framework ratings were not calculated due to the COVID-19 pandemic.
- For the 2021-22 school year, only NSPF index scores, not NSPF star ratings, were calculated. SPCSA Academic Performance Framework ratings were calculated.
- For the 2022-23 and 2023-24 school years, NSPF index scores, star ratings, and the SPCSA Academic Performance Frameworks were calculated.

Legacy Traditional School	2018-2019 Index Score and Star Rating	2021-2022 Index Score	2021-2022 Framework	2018-2019 Index Score and Star Rating	2022-2023 Framework	2023-2024 Index Score and Star Rating	2023-2024 Framework
Legacy N Valley ES	46.5 2-star	34.5	29.7 Does Not Meet Standard	34 2-star	39.4 Does Not Meet Standard	14 1-star	15.4 Below Standard
Legacy N Valley MS	60 3-star	51.5	59.9 Meets Standard	54 3-star	62.4 Meets Standard	38 2-star	41.8 Does Not Meet Standard
Legacy Cadence ES	48 2-star	23.5	22.1 Does Not Meet Standard	41 2-star	47.6 Does Not Meet Standard	33.5 2-star	42.1 Does Not Meet Standard
Legacy Cadence MS	82 5-star	59.5	60.7 Meets Standard	46.5 2-star	49.9 Does Not Meet Standard	77.5 4-star	78.5 Meets Standard

The North Valley campus of Legacy Traditional School was issued an academic Notice of Breach regarding its elementary school during the 2018-2019 school year. The Notice of Breach was continued for the 2022-23 school year due to a 2-star NSPF rating and a Does Not Meet Standard rating on the SPCSA Academic Performance Framework. For the 2023-24 school year, the elementary school earned a 1-star NSPF rating and a Below Standard rating on the SPCSA Academic Performance Framework. The elementary school has been identified as an Additional Targeted Support and Improvement (ATSI) school due to the FRL student group performing in the lowest 5th percentile. The school will spend three years as an ATSI school and must meet certain criteria to exit. Due to the decline in performance for the 2023-24 school year, SPCSA

staff recommends that the Authority continue the Notice of Breach for the North Valley campus at Legacy Traditional School regarding the elementary school.

Additionally, the middle school at the North Valley campus of Legacy Traditional School earned a 2-star on the NSPF and a Does Not Meet Standard on the SPCSA Academic Performance Framework for the 2023-24 school year. SPCSA staff recommends that the Authority issue a Notice of Concern for the North Valley campus at Legacy Traditional School regarding the middle school.

Finally, the Cadence campus of Legacy Traditional School was issued an academic Notice of Concern regarding its elementary school during the 2018-2019 school year. The Notice of Concern was continued for the 2023-24 school year due to a 2-star NSPF rating and a Does Not Meet Standard rating on the SPCSA Academic Performance Framework. Due to the decline in the NSPF index score, a 2-star NSPF rating, and a Does Not Meet Standard rating on the SPCSA Academic Performance Framework, SPCSA staff recommends that the Authority issue a Notice of Breach for the Cadence campus at Legacy Traditional School regarding the elementary school.

Given this Notice recommendation, SPCSA staff will ensure the Cadence and North Valley campuses of Legacy Traditional Schools are scheduled for a site evaluation for the 2024-25 school year to carefully review the schools' performance for the 2024-2025 school year. The school must include an academic goal in their School Performance Plan. This academic goal should measurably impact student academic performance.

Additionally, per NRS 388A.367, any school rated 1- or 2- stars is required to mail a written notification to the parent or guardian of each pupil enrolled that includes information on the school's star rating and a list of other public schools to which a pupil may transfer if the charter school closes or adopts changes which a parent or legal guardian finds unacceptable. The school must also post a notification on their website. 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 notification so as to provide all stakeholders the opportunity to discuss actions and solicit feedback for continued academic growth and improvement. Staff has been monitoring compliance with these statutory requirements.

Proposed Motion: Approve the recommendation of SPCSA staff to take action on the following academic Notices for academic performance for the 2023-24 school year:

- Continue the Notice of Breach for the Legacy North Valley elementary school;
- Issue a Notice of Concern for the Legacy North Valley middle school; and
- Issue a Notice of Breach for the Legacy Cadence elementary school.

Appendix D: Site Evaluation Reports

Nevada State Public Charter School Authority

Site Evaluation Report: **Legacy Traditional School Cadence**

Evaluation Date: 3/8/2023

DRAFT

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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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/2019/19062 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

DRAFT

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on March 8, 2023, at Legacy Traditional Charter School-Cadence (Legacy Cadence) which is located at 325 Inflection St. Henderson, NV.89011. 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. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. Legacy-Cadence campus is in its first year of renewed charter and is operating under a current Notice of Breach and meets the criterion for a full site evaluation.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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 in Henderson, Nevada in a facility at 325 Inflection St. The school serves 1,393 (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of the school is: "To provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

DRAFT

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

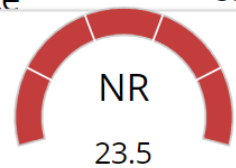
This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

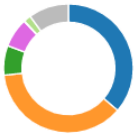
Legacy Traditional School Cadence

School Year 2021-2022 Nevada School Rating

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



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



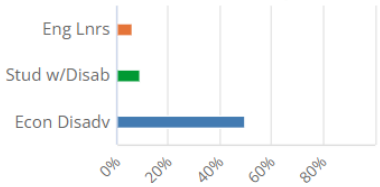
Student Race/Ethnicity

36.9%	White
7.4%	Bl/Afr Am
36.2%	Hisp/Latino
7.3%	Asian
0.1%	Am Ind/AK Nat
1.8%	Pac Isl
10.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	48.0 ★★
2019-2020	48.0 ★★

Additional Student Groups

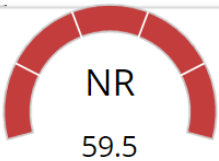


Middle School

Legacy Traditional School Cadence

School Year 2021-2022 Nevada School Rating

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



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

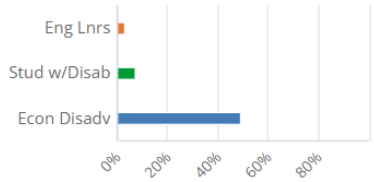
Student Race/Ethnicity

33.6%	White
10.3%	Bl/Afr Am
36.0%	Hisp/Latino
6.3%	Asian
0.0%	Am Ind/AK Nat
1.1%	Pac Isl
12.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	82.0 ★★★★★
2019-2020	82.0 ★★★★★

Additional Student Groups



Math and ELA Results
Nevada School Performance Framework
2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	40.0	72.8	70.4			
Black/African American	9.6	30.3	35.7			
Hispanic/Latino	21.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	20.4	55.6	57.5			
White/Caucasian	35.4	60.7	61.3			
Special Education	6.8	26.3	32.1			
English Learners Current + Former	34.3	34.9	39			
English Learners Current	19.2	25.5				
Economically Disadvantaged	22.3	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	67.5	74.9	76.7			
Black/African American	25.8	39.8	45.4			
Hispanic/Latino	39.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	44.0	61.5	66.2			
White/Caucasian	53.9	65.5	69			
Special Education	11.3	25.5	33.5			
English Learners Current + Former	34.3	37.4	44.4			
English Learners Current	19.2	24.4				
Economically Disadvantaged	39.8	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	34.7	62.7	60.6			
Black/African American	12.8	18.2	27.3			
Hispanic/Latino	16.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	25.0	41.8	43.6			
White/Caucasian	44.5	48.1	49.8			
Special Education	9.0	9.7	22.7			
English Learners Current + Former	15.7	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	20.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	62.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	73.9	79.0	77.1			
Black/African American	52.5	41.1	40.9			
Hispanic/Latino	51.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	66.6	64.6	63.2			
White/Caucasian	73.1	67.2	68			
Special Education	13.6	18.0	25.8			
English Learners Current + Former	48.5	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	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).

0/25

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)

0/10

NSPF score difference of -25.6 between school (23.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -11.5 between school (23.5 points) and comparison school (35 points).

Middle School

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

17/25

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)

6/10

NSPF score difference of 14.8 between school (59.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15

NSPF score difference of 17 between school (59.5 points) and comparison school (42.5 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.

8/15

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%.

3/5

School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 11.9%.

2/5

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

Middle School

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

8/15

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%.

3/5

School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 11.9%.

2/5

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45minutes
Parents/Families	8	45minutes
Students	9	45minutes
School Leadership	7	45minutes
Staff	9	45minutes

Governing Board[1]:

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

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

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

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

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

[2] Vertex was founded in 2007 as Charter for Excellence, an Education Management Organization (EMO). Vertex has served the Legacy network of schools since 2018 when the entity became Vertex Education.

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

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FOCUS GROUP SUMMARY continued

Parents/Families:

- Families spoke about overall educational experiences they have observed. One family member said, "I have been at this school since it opened, and I have two children enrolled. The lower grade teachers have been amazing and have taken a great deal of effort to make sure my children are not falling behind." Another family member added, "I volunteer in classrooms here and I noticed that the second-grade team is fantastic. The sixth- grade team has one homeroom class with a revolving door, and this makes it difficult for families, students, and other teachers. The other sixth grade teachers work hard to keep up with the gaps created by having an open position." One family member suggested, "I think some of the upper-grade middle school teachers would greatly benefit from having another adult in the classroom and stronger classroom management skills."

- The topics of communication and tutoring were discussed during the focus group session. A parent commented, "My son was put on a 504 plan[4] this year and his teacher provided tutoring. She communicated and sent home extra worksheets to help my son practice." Another person remarked, "The levels of communication really depend on the individual teacher. Some teachers are highly connected to families and others are not as skilled with this." In general, families agreed that they all look forward to receiving "The Quill" which is the email sent to all families each Friday by the school leader.

- Family members were asked about the school staff's ability to listen to parental concerns and find resolutions. Group members had mixed responses. One person said, "My concerns are heard and teachers have an open-door policy. In addition, I have gone straight to the school leader about issues and have been provided timely feedback." Another family member shared, "I have had a hard time. In one instance I did not get a response from the teacher, school leader, or the superintendent. I felt like no one had time to look into the problem. I had to keep asking to receive some type of feedback."

- Both suggestions for improvement and the benefits of attending the school were spoken about during the focus group. Family members suggested more fun activities during the school day for students. In addition, families would like to see smaller class sizes, and additional adult staff support within classrooms. The families were highly complementary of the educational program at the school and appreciated the importance of patriotism, which is a daily focus during the flag ceremony. Family members said the overall appearance of the school is another benefit. One family member commented, "The school is beautiful, both inside and outside. It feels warm, supportive, clean, and full of light."

Students:

- Students spoke about opportunities to speak in class. Students explained, "At the beginning of the day we get to lead a review of the rules." One student said, "Once in a while during math class, we are asked to go up front to the board and write the answer, but this doesn't happen very often." Students talked about types of feedback they receive from teachers. A middle school student said, "A teacher will come up to us individually and ask questions about our thinking. Then, the teacher will offer suggestions to improve or complete an assignment. Teachers will read out the top five test scores and then we get a good idea about how we did on a test in comparison to others."

[4] A Section 504 Accommodation Plan is developed for a student who currently has a physical or mental impairment that substantially limits one or more major life activities. The plan explains how the student's educational needs will be met.

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- Some middle school students said they struggle with science class. One student said, "We do not get to do experiments. Instead, we read out of the science textbook and answer questions in writing." Several students at both the elementary and middle school levels said when they are absent, it is difficult to catch up with schoolwork. One elementary student said it takes him about one or two days to make up the work. Middle school students said, "We are supposed to access Schoology[5] to review assignments and make up work but we do not have access because it is offered through a Google account." Another middle school student added, "Teachers don't update Schoology."

- Students were highly appreciative of teachers. One of the middle school students said, "There is one middle school teacher here who is a male and is comforting and acts like a father figure to many of us. He dropped everything to help one of my friends when he needed it. He is a good listener and we trust him." Several elementary students said the classroom and playground aides could do more when students say they are being bullied. "I can't rely on the aides at this school. The aides don't pay attention to things that are going on; when you tell them there is a problem, they just say 'stop'." Elementary students said they don't feel safe or feel adults are looking out for them in some cases.

- Students were asked about suggestions for improvement at Legacy Traditional Cadence. Several students spoke about not feeling safe. One student said, "Students don't feel safe here and this should change. We are asked to be respectful students but when we tell an aide about an issue, they don't seem to care and tell us to 'just move on' or 'ignore it'." Middle school students commented that they feel they are told what to do or talked at rather than being talked with. One student said, "We have too many different teachers and substitutes in sixth grade this year."

Leadership:

- Cadence school leaders have created intervention times for reading and math at all grade levels. One leader stated, "We have two interventionists dedicated to the Cadence campus. One of these interventionists provides support in the area of reading and the other in the area of math." Another leader added, "We have an instructional coach on our campus who works with faculty and supports teachers in delivering the direct instructional model." Several school leaders explained they want instructional coaches to emphasize that direct instruction does not mean the teacher talks and students are passive.

- School leaders said that Legacy Cadence is working toward the 5-star rating of excellence in Nevada. One leader commented, "Our ultimate goal is to obtain a 5-star level. We know we have work to do." Cadence school leaders explained that there have been numerous teacher absences this year and this is challenging. One leader commented, "We have replaced Saxon math with Envisions math. This has been a positive change because Envisions is more aligned with the Nevada State Content standards." Another leader said, "Envisions focuses on competencies and mastery of concepts. The program includes built-in hands-on activities for students. The Envisions math curriculum includes parent resources such as videos on how students were taught concepts in class so parents can support their child at home."

[5] Schoology is a learning management system to support course management, mobile learning, communication, and collaboration opportunities.

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FOCUS GROUP SUMMARY continued

- The Cadence campus principal was highly complementary to the leadership team. She remarked, "This year, the leadership team has grown to include three Assistant Principals, two Speech Therapists, an Instructional Coach as well as an Interventionist dedicated to the Cadence school. School leaders said the teachers who teach students to speak English are good at using visual aids, document cameras and the "I do, we do, you do approach" to scaffold learning. One school leader said, "Teachers use speaking opportunities like 'think, pair, share' and 'turn and talk to a neighbor' to help students to communicate in English."

- The school leaders said that some of their biggest challenges include student achievement gaps, absenteeism, and hiring and retaining qualified teachers. Leaders are reading Lemov's *book, Teach Like a Champion* but have not shared it with staff yet.

Staff:

- Staff reported that the student to teacher ratios at the Cadence campus have improved this school year. One staff member said, "Class size has improved, and we have lower numbers. Class sizes of twenty to twenty- nine students is acceptable and allows more opportunities for us to provide students feedback." Several teachers shared examples of methods they use to provide students feedback and check for understanding. These included checks built into the math Envisions program and observing students during intervention time. Staff members said they appreciate the current level of additional support from leadership as well as each other. Many staff members said the overall culture at the school has improved.

- Focus group staff members were asked about family participation. Several teachers responded and one said, "We invite families to volunteer and to help with class parties." Another person added, "Families can partner with the school Parent Teacher Organization." One staff member said, "Transportation for students is dependent on parents and this is usually what prohibits students from coming to school. We do have incentives for families and students for perfect attendance. A class will receive an award as a treat for having perfect attendance during a one-month period of time." One teacher reported having a strong bond with students. He said, "I have a good working relationship with students in eighth grade and I work to develop relationships with students because I feel I am making a difference in doing this." Another teacher added, "I've been teaching at the elementary level since the school opened. I have several older students come back and visit me in my classroom."

- The new math curriculum Envisions was appreciated by several teachers within the group. Teachers said the program has more opportunities for students to solve problems, share with each other and practice independent components of math. Teachers offer one hour a week for extra tutoring at the middle school level. The staff suggested the school hire more adults such as a Behavioral Specialist, and a paraprofessional at each grade level as well as secure a new copy machine.

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CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 34 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 15	**Total:** 13	**Total:** 1	**Total:** 3	**Total:** 2
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	**Total:** 19	**Total:** 2	**Total:** 2	**Total:** 0

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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: 8	**Total:** 21	**Total:** 1	**Total:** 2	**Total:** 2
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 7	**Total:** 24	**Total:** 2	**Total:** 0	**Total:** 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	**Total:** 20	**Total:** 1	**Total:** 1	**Total:** 9
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 are some attempts by the teacher to encourage the use of academic language. Students are provided with limited opportunities for discourse. There are some attempts 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: 3	**Total:** 22	**Total:** 1	**Total:** 2	**Total:** 6

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Classroom Instruction (continued)					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 8	**Total:** 21	**Total:** 1	**Total:** 3	**Total:** 1
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: 4	**Total:** 22	**Total:** 1	**Total:** 1	**Total:** 6

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Additional information about the classroom observations shared here.

- In one junior high classroom, students reviewed a packet outlining the project's details, instructions, and the rubric for scoring with the teacher. Students had time to share with a partner on what their initial thoughts were on the project. Students shared their partner's views with the whole class on an upcoming project. The teacher checked for understanding multiple times by asking for students to repeat the steps together as a whole class.
- In one resource classroom, students worked on laptops. The teacher transitioned students to the next assignment. The teacher gave students a fluency test to work on independently.
- In one middle level class, the teacher spoke respectfully to students in the class. Phrases such as "ladies and gentlemen," and "Mr. and Ms. and the student's last name" were routinely used. The teacher also positively reinforced students correct answers and thinking, by using such phrases as "yes, that is excellent thinking," or "your reasoning is explicit and helpful."
- In one middle level classroom students worked in groups of three to four conducting math and science experiments. Each member of the group was tasked with a responsibility, one was a recorder, one was a facilitator, one built the item to be measured and one assisted in holding the structure in place.
- In one upper elementary classroom, students completed a typing test on laptops.
- In an early elementary classroom, the teacher was facilitating her group of 25 students to learn the practices of an Instructional Enrichment time leader, who is responsible (a student) for releasing students to get in line. The class practiced it twice.
- A one-on-one math intervention was observed, with the Interventionist worked with one student to practice multiplication facts. The teacher and student used cards to randomly select two numbers to figure out. The student was reminded of different ways to remember facts such as doubles. The Interventionist used a Jeopardy game to allow student the opportunity to select the learning. Questions were askedand the teacher assisted student right away with what was needed in the moment to understand the content.
- In one elementary specials class, students waited for another class to join them before they could begin P.E. There were over 90 students in the class. It was observed there was one teacher and two adults to facilitate the class. Students were told to be quiet, and not move as they waited for the other class to join them. There was substantial loss of learning time and students were restless due to passively waiting.
- In one computer classroom, the teacher reviewed the National Institute of Standards and Technology (NIST) and NIST Cybersecurity Framework. The teacher discussed ways to communicate to an adult if they experience a cyberattack.
- Students in one early elementary class used text evidence to answer questions. Students verbally answered the questions and wrote responses on paper.
- Students were self-directed in a middle school band class. Students warmed up their instruments, organized their materials and prepared to play with the group autonomously. while the teacher took attendance.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b**: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d:** The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Legacy Traditional- Cadence campus is implementing material terms of their educational program as observed during the site evaluation. Site evaluators reviewed curricular materials and determined they are aligned to Nevada Academic Content Standards. Observations included evidence of students receiving small group instruction and Interventions.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per Board and Leadership Focus Groups the Legacy Traditional School Board is following governing board policies.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and Personnel files were observed to be locked and stored in a secure location.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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Measures of Progress from Previous Site Evaluations The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.	
Summary of recommendations from most recent site evaluation	1. School leaders consider increasing the numbers of adults within classrooms or identify ways to reduce the student to teacher ratio. This could involve volunteers, extra funds toward paraprofessionals, the hiring of long- term substitute teachers or the sharing of staff between Legacy campuses. 2. Consider brainstorming with teachers to discover methods of increasing one to one immediate feedback to students. In addition, think about having the master teachers share ways to engage all learning during direct instructional time. 3. As engagement levels improve, it is possible to create more rigor in the classroom. It should be the students talking, writing, tackling math problems, and reading instead of the teachers. 4. Keep working to develop personal relationships between students and teachers as well as overall classroom management and school-wide procedures to ensure students are safe and that the classroom environment is such that students can concentrate and learn in an optimal learning environment. 5. Keep working on ways to appreciate teachers. Consider pulling back on some of the less important meetings or change the format to a shorter online virtual meeting to provide teachers a chance to catch their breath, talk professionally with one another, and at the same time strengthen levels of trust at the school.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	All quotes were included in the school presentation portion of the site evaluation per school leaders. 1. Increase numbers of adults in the classroom. "Has naturally happened at Cadence with reduced enrollment numbers." 2. Increase the number of one-to-one feedback from teacher to student. "More student involvement, and less teacher talk-exit tickets in use." 3. More rigor and students talking. "More students talking, and multiple professional development centered on engagement strategies. 4. Develop personal relationships with students/teachers. "Mentoring program, restorative justice, and MTSS." 5. Appreciate staff. "Shared leadership, small ways to give more time back, professional development and staff appreciation." .

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SPCSA staff assessment based upon findings during site evaluation	Leadership at Legacy Traditional Cadence believes many recommendations from the previous site evaluation have been addressed fully or are in transition. Leadership, the governing board, and staff continue to discuss ways to improve student academic growth and close student learning gaps. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

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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.

Legacy Traditional School **Network Strengths**

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

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

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

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

Legacy Traditional School Cadence Strengths

- A positive staff culture has been developed at the Cadence campus. The staff indicated they are supported and appreciated by members of the leadership team. Both staff and school leaders attended a summer retreat in 2022. School leaders and staff collaborated to focus on getting to know one another and developing relationships based on trust. In addition, the school leaders emphasized the importance of creating an environment of individual leadership within classrooms. The leadership worked to respond to previous concerns of the need to support teachers in a more robust manner. Several new people and positions were added to the staff organizational chart. These included a Reading and Math Interventionist, an Instructional Coach, three Assistant Principals, a School Phycologist, and a Speech Therapist. In addition, the school has added many volunteer parents. Ongoing supports include an on-campus Superintendent, Leadership Coach, English Language Coordinator, Special Education facilitator and support from the Vertex management members.

- The Cadence campus has implemented several instructional improvements. A new math curriculum has been implemented. The program is evidence based and provides stronger alignment between lesson objectives and the Nevada State Content Standards than prior curricula. In addition, staff and school leaders reported a positive launch to the program and have noticed the teacher manual suggests more whole brain math connections, and higher levels of student engagement with math on a daily basis. School leaders, teachers, students and SPCSA staff noted strong instances of interventions with many examples of small group teaching instruction taking place. With a strong English Language Arts proficiency index rating of 62 within the NSPF (Nevada School Performance Framework) at the Middle School for the 2021-2022 school year, the school leaders, staff, students, and families continue to work together to improve academic outcomes at the Cadence campus.

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.

- Student Achievement Gaps continue to be a challenge at the elementary level. Within the Elementary school, there were 27.2% of students considered proficient.in math and 46.5% in ELA for the 2021-2022 school year as measured by the Nevada School Performance Framework. While the middle school has strong proficiency levels in ELA of 62; math levels are a challenge at 27% proficiency.

- The levels of chronic absenteeism at Legacy Cadence are a challenge. Nevada Report Card indicates a 42.1% chronic absenteeism rate. Not only does chronic absenteeism have consequences for overall student learning, but the Nevada School Performance Framework has also been designed to calculate points toward overall school performance with up to an additional ten points toward a school's overall index score for low chronic absenteeism.

- Meeting the social emotional needs of all students continues to be a challenge at the Legacy Cadence campus. The social-emotional needs of students play a huge role in classroom culture, and it is increasingly more important for students to feel safe, find a feeling of belonging, and overcome issues with self-esteem.

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- Recruiting and retaining qualitied teachers continued to be a challenge at the Legacy Traditional Cadence campus as the 2022-2023 school year began. The school year started with 14 open positions. In addition, seven teachers have resigned during the 2022-2023 school year. But, as noted in the strengths section, the culture of the school year has significantly improved as the year has progressed .

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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.

- As previously noted, with a chronic absenteeism rate of 42.1%, chronic absenteeism levels are a challenge. The SPCSA recommends the school continue their current work to improve overall numbers of students attending school. The effects of chronic absenteeism are a concern for student engagement and overall student achievement. The SPCSA has included a chart below to help those reading this report to see how the chronic absenteeism rate has a direct effect on the index score for a school. A 42.1% chronic absenteeism rate results in a school's inability to earn points toward the overall index score. The PAT, Point Attribution Table for chronic absenteeism rates, as provided by the Nevada Department of Education has been provided below. Both the Elementary and Middle school index ratings (displayed on page 4 of this report) could be increased by up to 10 points if absenteeism rates are improved. Rates greater than 24 result in zero points added to a school's index score.

Elementary & Middle School Chronic Absenteeism PAT from the Nevada Department of Education

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	5
≥10 and <11	7	≥17 and <18	3.5	≥24	0

- The SPCSA staff recommends the Legacy Cadence campus continue their work to implement several instructional improvements. These include current changes such as the *Envisions* 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.

- The SPCSA recommends the Cadence campus continue to work to effectively 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 have 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).

- The SPCSA staff recommend that Legacy Cadence continue to build on the current positive staff culture with staff on campus. In addition, consider ways to bolster the connections with families and widen the overall influence in this area. Several elementary students expressed concerns regarding the aides ability to listen and react appropriately when students approach them with an issue. To support this perspective, training, or development of protocol regarding appropriate reactions to students may be helpful. Stronger partnerships with families and students may also enhance student achievement and open communications with families regarding improving chronic absenteeism.

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RECOMMENDATIONS continued

- SPCSA recommend the Legacy Cadence campus continue efforts to 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. Some of the students in the focus group were concerned with feeling disrespected by teacher aides, especially when students reported an incident on the playground. It is recommended the school leaders work together to make sure that students do not perceive disrespect from adults when they report an incident.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

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Nevada State Public Charter School Authority

Legacy Traditional Schools: Cadence Campus Site Evaluation Report: October 9, 2024

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- Nevada School Performance Framework (NSPF)
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- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

The most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Chronic absenteeism

Legacy Cadence has successfully decreased chronic absenteeism rates from the 2022-23 school year, lowering elementary school rates from 30.5% to 13.4% (a 56% reduction) and middle school rates from 28.8% to 15.1% (a 47.5% reduction). Leadership reported conducting monthly meetings with the district coordinator and offering attendance incentives. The leadership team also reported they organized regular attendance meetings and introduced an attendance report card focusing solely on all families' attendance. Teachers and leadership indicated they consistently share this information during parent conferences.

Teacher assessment tool

Another strength of the Legacy Cadence leadership team is how they utilize the Nevada Educator Performance Framework (NEPF) as its teacher assessment tool. The tool concentrates on the evidence teachers present for their ratings, enhancing the evaluation system's specificity. Nevada's Educator Performance Framework primarily aims to identify effective instruction and leadership. Its goals include fostering student learning and growth, improving educators' instructional practices, informing human capital decisions, and engaging stakeholders in the ongoing improvement and monitoring of a professional growth system.

Science proficiency increase

Science proficiency in middle school increased from 41% in the 2022-23 school year to 54% in the 2023-24 school year. This is well above the Nevada State Charter School Authority's average of 48%. The principal said, "Last year, our teachers in middle school implemented more hands-on science lessons which was a major contributor to the science proficiency rate."

Creation of Legacy-wide instructional guide

The creation of an Instructional Guide is another strength for Legacy Cadence. This comprehensive tool provides teachers with the essential standards road mapped for the school year in grades K-8 for reading, writing, and math. Each essential standard contains a document for the standard, which includes supporting standards, academic vocabulary, content limits, recommendations for curriculum and other instructional resources, unwrapping of the standard, learning targets, testing criteria, and grading criteria.

- The Instructional Guide was developed by a team of teachers, instructional coaches, interventionists, and administrators, utilizing various resources, including archived resources from previous years' work.
- The Instructional Guide and its components are utilized in weekly Professional Learning Community (PLC) meetings led by the administration to support teachers. These meetings focus on standards-based instruction, specific learning targets, and formative assessment planning.
- This is the first year of implementing the Instructional Guide, and it is being reviewed weekly for improvement and revisions as needed. Legacy Cadence anticipates improving the content of the guide each year.

Leadership as dedicated instructional leaders

The principal and assistant principals are dedicated to serving as instructional leaders across the school, which is a significant strength at Legacy Cadence. The SPCSA evaluators noted instances of school leaders present in hallways and classrooms, tending to operational items, and communicating effectively with other members of the leadership team.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Quality Tier-1 instruction

High-quality Tier-1 instruction poses a challenge at Legacy Cadence. Tier-1 instruction provides all students with high-quality, initial classroom instruction tied to a guaranteed and viable curriculum powered by research-backed strategies. While leadership has a clear vision of what this instruction should entail, the SPCSA site evaluation team did not observe tier-1 instruction being effectively implemented during the site evaluation. Members of the leadership team reported they were actively working on increasing their teachers' capacity to allow for better tier-1 instruction through targeted professional development (PD) sessions. These PD sessions provide teachers with strategies such as leveraging real-time data for immediate student feedback. Leadership reported Legacy Cadence is dedicated to improving instructional methods and moving student achievement outcomes. Consistency in the high levels of instructional best practices presents a challenge, and there was room for improvement. There was ample opportunity for the Legacy Cadence campus to increase learning outcomes and for teachers to move from "Approaching Proficient," as noted on the Classroom and Evaluation Rubric beginning on page 17 of this report, to "Highly Proficient."

Emotional and physical safety of students

Another challenge was that some students commented that they sometimes feel unsafe emotionally or physically on campus. Some of the students said they do not have a staff member with whom they feel comfortable going to, should a situation arise. When questioned further, students mentioned that there were fights on campus and they are fearful of being made fun of by peers. According to James Ford, the 2015 North Carolina State Teacher of the Year and the program director for the Public School Forum of North Carolina, "Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their culture and affirming their worthiness to receive the best education possible" (Sparks, 2024). Fostering high-impact teacher-student relationships often promotes safety and student agency, leading to increased classroom engagement and cooperation. For further information on this topic, refer to the student focus group on page 17.

Teacher retention

Teacher retention was a significant challenge at Legacy Cadence. There are currently five vacant positions, down from 32 at the beginning of this school year. While the number of vacant positions has improved, there is still work to be done regarding their sustainability, as reported by leadership.

Substitute support system

Due to the frequent presence of substitute teachers at Legacy Cadence, a systematic support system is needed to help substitutes integrate into the school and classroom. This may enable them to teach effectively throughout the day or week and possibly minimize student interruptions. The high turnover of substitutes also poses challenges for parent communication, as reported by parents. This highlights the importance of ensuring that quality substitutes are available to deliver effective instruction and maintain stability when licensed staff are absent.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Targeted Observations and Feedback
SPCSA staff recommend Legacy Cadence consider conducting targeted observations as a leadership team to calibrate high-leverage practices in tier-one instruction. Consider delivering this information to teachers in bite-sized pieces over time and monitoring each piece for sustainability. By embarking on this process, the school community will create models for these practices. In turn, professional development opportunities for teachers will naturally be more differentiated.

Substitute Support System
SPCSA staff recommend Legacy Cadence create a system in which substitute teachers, whether at the school for one day or long term, have the support and systems in place to be successful in teaching and effectively reaching students. In addition, consider maintaining campus leadership presence in classrooms with substitute teachers to ensure quality.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

Increase School Star Rating through Student Achievement
SPCSA staff strongly recommend that Legacy Cadence continue to address the challenges noted in their school leadership presentation, further evidenced in their Nevada School Performance Framework results. Specifically, in the Academic Achievement Category Indicator, the pooled proficiency school rate of 31.3% is below the district average of 48.3%. This school has operated at a two-star level for several years and is trending downward, according to the newest NSPF ratings. Implementing high-quality, standards-based, differentiated lessons with meaningful text-dependent student discourse opportunities will be essential to their goal of increasing the quality of tier-1 instruction.

Positive Culture for Staff and Students
As stated in the previous site evaluation report on January 23, 2024, it is fundamental that the school creates a more positive culture for staff, students, and parents. Therefore, it is strongly recommended that Cadence Legacy work to improve the school's PBIS[1] and MTSS[2] systems and structures to improve the school's overall culture significantly. The SPCSA strongly recommends that the Legacy Cadence Administration use the Nevada Student SEL Survey data and consider using scientifically based social-emotional student perceptual surveys. The recommendation is also to use behavioral referral data as well as staff, student, and family feedback to ensure that PBIS and MTSS are provided to all students to promote a safe (emotionally and physically) and respectful environment.

According to data from focus groups with students, teachers, and parents, as well as the Nevada School Climate Social Emotional Survey, a significant number of students do not feel physically or emotionally safe at school. Key recommendations suggest implementing action steps to address the overall scores of 330 for physical safety, reported by 5th graders (with 376 considered adequate), and 306 for emotional safety, as indicated by the Middle School Survey (with 342 considered adequate).

Data from the faculty focus group indicate an over-emphasis on academics, which has left little room to create relationships with students and provide social, emotional, and behavioral support.

[1] Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate.
[2] MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies issued for Legacy Cadence during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[3]	2
Family Members, Parents, and Guardians	10
Faculty and Staff	9
School Leadership	7
Students	13

[3] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Legacy Governing Board members met virtually on the day of the site evaluation and participated in the focus group. The board members said the board was well-rounded and explained the types of expertise of persons serving on the board. These included a business owner, an attorney, a real estate professional, a finance expert, a business owner, and parents. The board has special committees, including a Finance Committee, an Expansion Committee, and a Risk Management Committee. The board members said that they provide opportunities for families to attend all board meetings and publicly offer their emails.

Board members said they evaluate the superintendent annually each spring. One member reported, "We review the goals she has attained and the existing goals and why she has them." The board stated they evaluate their EMO[4], Vertex, yearly. They reported, "We do an evaluation once per year; our last one was just completed last week. We look at what they are doing great and how they can improve. This was achieved through a survey with a series of questions supplied by Vertex."

The board members in attendance at Legacy were asked to describe what they consider to be the most pressing matters from the board's perspective. One member said, "As far as the board and the initiatives, we are working on the star ratings, being very specific and being intentional about how that is done." In addition to completing regular site visits, board members reported receiving weekly updates on campus initiatives concerning the star rating status from the site principals. They also received monthly reports from Vertex.

Board members indicated they believe they have a good idea about charter schools, reporting, "Having a school of choice is really important." In response to being asked what else the board is considering for school improvement, one board member stated, "We are looking at bringing in additional assistance by hiring new teacher aides and having more volunteers come into the school." They mentioned other issues that need their attention, including being able to provide resources for the students having behavior issues so that other students don't get distracted. They also mentioned emphasizing integrating reading, writing, and math with the learning and looking at using it through whatever subject students are learning, instead of in isolation.

Board members at Legacy reported that staff morale was a pressing concern. One board member said, "There are staffing and pay concerns among the teachers. We want to acknowledge teachers' passion for what they do and want them to feel like they are making a difference".

[4] Education management organizations (EMOs) are for profit entities that start and manage charter schools.

Focus Group Summary: Family Members, Parents, and Guardians

Ten family members participated in the focus group on the day of the site evaluation. When asked about the communication at Legacy Cadence, parents reported that it happens through Infinite Campus, Class Dojo[5], and emails. One parent said her child's teacher reached out and suggested tutoring, and the teacher provided the tutoring. One parent reported that she is unsure whether she is going to the right person to have issues handled. Some parents reported that communication was not timely and indicated they would like more platforms for communication from the school. One parent said, "There was very little communication about some teachers leaving. I found out because the new teacher emailed me."

Family members unanimously said they feel welcome at the school and were invited to go into any classroom. Families were grateful for those who volunteer at the school and appreciated the front office staff for trying to remember everyone's names. Parents at Legacy Cadence said there were many opportunities to volunteer on campus.

One parent stated, "The principal does not tolerate bullying and has clear expectations." Others said many teachers at Legacy Cadence care about students and teach well. Parents reported feeling encouraged that field trips were allowed following the pandemic.

When asked about suggestions to improve the school, family members spoke about feeling there were too many substitute teachers on campus. One person said, "There are many subs in classrooms. They are all so different. This impacts children because students are crying and upset for being in trouble with the substitute." Parents added that students may not complete assignments because the substitute does not always give assignments to students. Parents suggested that regular parental volunteers at the school may help substitutes maintain a more cohesive classroom, therefore diminishing classroom problems.

Family members said they would like to see teachers appreciated more often because they see the teachers working so hard. Parents suggested that leadership listen more to the teachers. One parent noted, "They are the ones doing the work. Teachers are very under-appreciated and overloaded. Teachers have a list of parent volunteers. I would like to see them use it more often." Some ideas suggested for more teacher appreciation were surprise treats, ordering lunch, and recognizing teachers' effectiveness and effort in front of the school.

[5] ClassDojo is a platform designed to connect primary school teachers, students, and families through communication features such as a feed for photos and videos from the school day.

Focus Group Summary: Faculty and Staff

When asked how teachers ensure that students understand and internalize the learning targets during a lesson, one teacher shared that she begins with an engaging activity. She explained that the purpose of this activity is to help students recognize the learning targets and, by the end of the lesson, be able to explain the content to someone else. Students should be able to answer the following questions: What are we learning? Why are we learning it? How will I know when I've learned it?

Teachers were working on giving students context for their learning. They were aware of the vertical alignment[6] across grade levels. For example, they let students know they must write quality essays to gain access to college. Some teachers send the learning target home and have parents ask their students about it. One teacher used formative assessment to ensure student understanding. If a student is absent, the teacher has other students explain the missed content.

Teachers reported feeling overwhelmed and under pressure to ensure the school's star rating increases. Processes to improve have changed at the school, so some teachers feel as though they are teaching to a test. As the administration delineates, teachers spend less time teaching material because they feel specific instruction needs to be delivered. Teachers indicated they would like long blocks of time devoted solely to planning lessons.

One teacher reported, "All of our data discussions are about grades. The social-emotional needs of the students are put aside." One teacher has decided to add "creating relationships" as one of her goals to increase social-emotional support for her students. Another teacher said, "There is a lost focus on what matters to kids because of the focus on academics." Teachers reported what they believe to be the root causes of students not wanting to be at school. They said students cannot just have fun, that there is increased time with technology, the consequences for behavior are inconsistent, and students don't feel safe at school. It was reported by one teacher that one student was verbally and physically attacked, and she was in as much trouble as the student who was bullying her.

Some middle school teachers reported that students are treated like elementary students on campus. One stated, "Sometimes, these students are not allowed to talk at lunch. There is no bell system or lockers. These things are developmentally appropriate practices for middle schoolers." They suggested that leadership implement tardy sweeps to ensure that more middle school students get to class on time each day. Teachers reported that they are working on giving students more freedom in their classes to combat the freedoms they cannot have on campus.

[6] Vertical alignment describes what teachers want students to know as they move through each grade in a content area linking concepts from grade to grade to create a long-term plan for teaching.

Focus Group Summary: School Leadership

Seven members of the Legacy Cadence leadership staff met to discuss relevant topics. The school principal was asked how the school's science proficiency increased in middle school from 41.7% last school year to 54.2% this year, above the charter district average of 48%. She stated, “It is due to higher staff capacity, the level of instruction, and a more hands-on approach.”

The middle school index score increased by 31 points over the course of the 2023- 2024 school year. Leadership reported a focus on clear learning targets in the classroom and having fully licensed teachers in classrooms really made the difference. They stated several teachers are working on an Alternate Route to Licensure to become teachers.

The leadership at Legacy Cadence understood the urgency of improving the star ratings in elementary and middle school. To increase the ratings, they focus on quality tier-1instruction in grades three, four, and five, as well as middle school. Leadership team members were asked to comment on the increased quality of tier-one instruction in classrooms. They reported positive increases in the instruction and that the Nevada Educator Performance Framework has helped provide teachers with more specific feedback. One member of leadership stated, “Teachers are looking for feedback on our campus.” Leadership also spoke about how professional development at Legacy Cadence is planned for teachers based on evidence from classroom observations. Sometimes, it is differentiated based on various teacher needs and strengths. Instructional coaches are being used more intentionally to assist teachers in understanding how to increase the quality of their tier-one instruction.

The leadership team reported that the lack of foundational skills in students K-5 is addressed during intervention and enrichment time. Teachers provided targeted intervention for the skills students are missing. Teachers must give at least one hour per week of after-school tutoring. They tutor the students struggling with grade-level standards. Students have IXL[7] skills and MAP[8] (Measures of Academic Progress) skills pinned to their dashboards, and teachers will continue to pin skills in math and ELA.[9]

One improvement the leadership reported was a shift so that staff members, grade-level teams, and individual teachers now use data to drive instruction. They work closely in the PLC meetings process, focusing on lesson planning and learning targets. The Instructional Coach attends all PLC meetings to ask targeted questions and assist in analyzing data. Teachers are creating quality lessons. They have created an instructional guide based on the Nevada Academic Content Standards. The guide spans grades K-8 in math, reading, and writing. The document unwraps all standards, gives learning targets, provides relevant Common Formative Assessments and Performance Tasks, and is aligned with the Smarter Balanced Assessment Consortium (SBAC)[10] in rigor and depth.

[7] The IXL platform is a personalized digital learning space that covers K-12 curriculum.
[8] The Measures of Academic Progress (MAP) assessment is designed to measure a student’s academic achievement and growth over time in reading and mathematics. Together with other classroom-based information, MAP results can help teachers make instructional decisions that match the needs of each child.
[9] English language arts
[10] Smarter Balanced tests measure student achievement and growth of students in English Language Arts and math in grades 3-8 and high school.

The principal reported that staff were sent a monthly survey asking about the type of support they are being given across all areas of instruction. The principal analyzed the results and followed up with every teacher every month, identifying places where teachers need help. This information provided a starting point to have even more targeted conversations regarding student success at Legacy Cadence.

Some initiatives were discussed to help provide positive behavior support to students. The team implemented a Knight Award for two students in each class each week who show the character traits encouraged at the school, such as integrity and responsibility. Students were regularly awarded based on low chronic absenteeism rates. Leadership also implemented a positive behavior system in the lunchroom.

The leadership reported a significant number of behavior issues that detract from learning. They have received support through a behavior interventionist, and their EMO, Vertex[11] concerning this issue. The team at Legacy Cadence implemented behavior intervention plans for students who benefit from them. Through targeted professional development, leadership brought awareness to staff about how to reframe and rethink their behavior strategies. In addition, the team worked on having the district-wide behavior interventionist from Legacy North Valley and Legacy Southwest on campus more often.

Focus Group Summary: Students

Thirteen students in grades three through eight participated in the focus group. Students were asked how comfortable they felt bringing a topic of concern to an adult on campus. One student reported, “I don’t have an adult that I feel comfortable sharing my problems with on campus.” Another stated, “One of the teachers helped me with some anger issues.” A majority of the students reported not feeling safe emotionally or physically at the school. This feedback was confirmed through The Nevada School

[11] Vertex is the school’s Charter Management Organization.

Climate and Social Emotional Learning Survey taken by students attending Legacy Cadence in grades five, six, seven, and eight in the fall of 2023. Overall, in both elementary and middle school, students' ratings fell in the "needs improvement" category, providing data for the overall unsafe feelings of students.

Most students reported feeling comfortable sharing their ideas in class; however, some reported that they don't because "Sometimes the other students are mean." Students reported that they cannot give their teachers feedback about what is going well and what needs to be improved because teachers do not ask them.

One student reported that the best aspect of the school is the teachers because they help students with their work. One stated, "My teacher doesn't want to rush us with our work because she knows some students get upset." Another said, "It's fun when we create stories and get to write them in our classroom." Another student indicated that his teacher gives him a high five when he accomplishes something and that almost all the teachers are nice. One student said that after-school tutoring has helped him understand content better**.**

Several students commented about having many substitute teachers. When polled in the student focus group, over half of the students said they had a substitute already during the week. They reported that when there are substitutes, the class is hard to run, students can be disrespectful, and sometimes little schoolwork is completed. One student relayed, "Why would I connect with my teacher if she is going to leave?"

When asked about the hardest part of school, one student reported, "It's hard to maintain grades because we have no time to do assignments, but sometimes our teacher lets us work on them in class. It's also hard to do the homework."

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 14**	**TOTAL: 12**	**TOTAL: 0**	**TOTAL: 1**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high-quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 16**	**TOTAL: 12**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 16**	**TOTAL: 12**	**TOTAL: 0**	**TOTAL: 0**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 13**	**TOTAL: 12**	**TOTAL: 2**	**TOTAL: 1**

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 14**	**TOTAL: 11**	**TOTAL: 3**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	**TOTAL: 13**	**TOTAL: 12**	**TOTAL: 0**	**TOTAL: 3**

Classroom Observations and Additional Comments

In one lower elementary classroom, students were disengaged as the teacher read a book to students. Students made distracting sounds, disrupting the class, and little learning was accomplished.

The teacher attempted to connect with individual students in one classroom, but student reactions indicated that these attempts were unsuccessful. The teacher's explanation of the content consisted of a monologue, with minimal participation or intellectual engagement by students. Specifically, the discourse and student engagement levels were minimal when explaining the Magna Carta.

Students began the day with a social-emotional video. The teacher stopped the video from time to time to ask students questions like, "How would you feel if that happened to you?" Students were asked to turn and talk about it.

When the math lesson in one upper elementary class began, the teacher reviewed the learning objective, asking two students to explain in their own words why the lesson objective was important. The teacher then asked students how they would know if they had learned it.

In one lower elementary classroom, students were asked to turn and tell a partner two sets of rhyming words. Approximately one-fourth of the class completed the task. Many students were off task and distracting to other students.

In a middle school social studies class, students learned about the people of the fertile crescent. The teacher provided a discourse opportunity for students to summarize and describe the phonetician people. However, half of the students did not actively engage in discussing their thoughts with their partner.

An upper elementary classroom, the teacher did not state the learning target but had a slide that displayed "Subject Verb Agreement" the teacher asked low level yes or no questions of students. The students were asked to copy a sentence off the board and supply if the answer was "is" or "are". This was a low level of intellectual engagement and a poor use of instructional time.

In an upper elementary classroom with one teacher and 29 students, the teacher did not want students to talk during a read-aloud. Students were invited to follow along in their own books, but few did. The teacher stated the objective for the read aloud. The teacher stated she was trying something new and had students talk in groups of two or three for two minutes.

In one lower grade classroom, students were working on a packet by coloring. They were also writing letters. Students were loud and off task. The teacher was able to quiet the students down in about five minutes.

In another upper elementary classroom, there was no target for learning posted. The focus was on taking a spelling test and completing a worksheet. After 5 minutes, the teacher centered instruction. The teacher called on one student at a time, asking low level questions. For example, "What kind of animal?" Answer by the student, "A horse."

In a middle school science class about atomic structure, the students were provided with a review of the learning target. What, why, and how of the lesson were posted on the board. Students engaged by taking notes in their notebooks while the teacher presented details about the atomic structure. However, more evidence was needed to ensure that the students understood how the work was evaluated or that the teacher knew the students understood the content.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Reduce chronic absenteeism rates.	Legacy Cadence has successfully decreased chronic absenteeism rates from the 2022-2023 school year, lowering elementary school rates from 30.5% to 13.4% (a 17.1% reduction) and middle school rates from 28.8% to 15.1% (a 13.7% reduction). Leadership conducts monthly meetings with the district coordinator and offers attendance incentives. They also organize regular attendance meetings and have introduced an attendance report card focusing solely on all families' attendance. Teachers and leadership consistently share this information during conferences.	SPCSA notes improvement in the submission of required items and notes that additional work in this area is needed.
Continue building a strong staff and student culture.	Positive staff and student culture have been addressed through professional development, supervision and lunchroom organization, and improvement of the overall levels of student social-emotional health.	SPCSA staff reports that this recommendation remains open.
Add adult presence in classrooms.	Adult presence within classrooms is being improved by utilizing academic paras to provide classroom support to help monitor students.	While adult presence in classrooms has improved some, SPCSA notes it still needs some work.
Improve tier-1 instruction.	To improve tier-1 instruction, Legacy Cadence holds weekly PLC meetings that focus on lesson planning. In addition, there are	SPCSA notes improvement in submission of required items and

	professional development sessions held every other week, and the campus has implemented a focus on student engagement strategies.	notes that additional work in this area is needed.
Implement a Multi-Tiered System of Support.	An MTSS system has been implemented in which students are progress monitored both academically and behaviorally.	SPCSA notes improvement in submission of required items and notes that additional work in this area is needed.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

References

Sparks, S. D. (2024, October 10). Why Teacher-Student Relationships Matter. *Education Week*. https://www.edweek.org/teaching-learning/why-teacher-student-relationships-matter/2019/03

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

Site Evaluation Report: **Legacy Traditional School North Valley**
Evaluation Date: 1/24/2024

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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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 1/24/24 at Legacy Traditional School North Valley. 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 regularly to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Legacy Traditional School N. Valley is located in North Las Vegas, Nevada in a facility at 5024 Valley Drive. The school serves 1,350 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of name of school is: "to provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031

34.0
Total Index Score

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

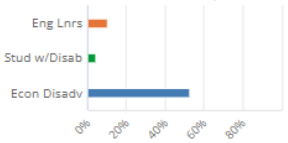
Student Race/Ethnicity

17.0%	White
22.1%	Bl/Afr Am
44.0%	Hisp/Latino
3.8%	Asian
0.2%	Am Ind/AK Nat
1.7%	Pac Isl
10.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	34.5 NR
2020-2021	46.5 ★★

Additional Student Groups



Middle School

Legacy Traditional School North Valley

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 5024 Valley Dr North Las Vegas, NV 89031

54.0
Total Index Score

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

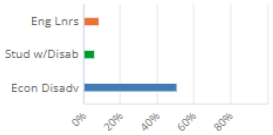
Student Race/Ethnicity

17.5%	White
24.7%	Bl/Afr Am
45.8%	Hisp/Latino
1.6%	Asian
0.0%	Am Ind/AK Nat
1.9%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	51.5 NR
2020-2021	60.0 ★★★

Additional Student Groups



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	28.4	52.0	53.5	29.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	53.8	74.5	71.9	50.0	72.8	70.4
Black/African American	16.8	31.4	38.9	22.3	30.3	35.7
Hispanic/Latino	25.2	42.2	45.5	20.4	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	39.2	57.8	59.6	41.7	55.6	57.5
White/Caucasian	41.0	63.7	63.3	49.3	60.7	61.3
Special Education	6.2	29.1	35.5	9.5	26.3	32.1
English Learners Current + Former	23.8	38.1	42	15.2	34.9	39
English Learners Current	16.6	27.6		<5	25.5	
Economically Disadvantaged	23.8	39.0	44.9	20.5	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.9	54.6	61.2	40.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	69.2	74.1	77.8	58.3	74.9	76.7
Black/African American	30.6	37.5	48.2	39.7	39.8	45.4
Hispanic/Latino	32.6	45.9	53.2	33.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	54.9	60.7	67.9	42.1	61.5	66.2
White/Caucasian	47.9	64.4	70.6	56.5	65.5	69
Special Education	12.5	27.4	36.8	19.1	25.5	33.5
English Learners Current + Former	23.8	37.6	47.2	19.8	37.4	44.4
English Learners Current	9.5	24.1		9.5	24.4	
Economically Disadvantaged	29.1	42.0	51.9	34.0	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.8	38.5	42.7	21.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	33.3	62.7	60.6
Black/African American	10.7	19.4	31	6.9	18.2	27.3
Hispanic/Latino	20.9	28.3	36.2	22.0	26.4	32.8
Pacific Islander	-	37.9	43.1	25.0	28.3	40.1
Two or More Races	21.8	44.5	46.4	25.0	41.8	43.6
White/Caucasian	41.4	51.4	52.3	38.1	48.1	49.8
Special Education	<5	11.5	26.5	6.4	9.7	22.7
English Learners Current + Former	12.3	21.5	28	15.6	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	16.5	24.9	36.1	14.0	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.6	53.4	58.6	44.7	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	75.0	79.0	77.1
Black/African American	26.8	37.4	43.9	35.6	41.1	40.9
Hispanic/Latino	46.3	44.8	50.5	41.5	48.2	47.9
Pacific Islander	-	47.2	57.8	16.6	53.3	55.5
Two or More Races	31.2	60.0	65	52.7	64.6	63.2
White/Caucasian	64.2	64.0	69.6	60.5	67.2	68
Special Education	<5	17.4	29.6	16.1	18.0	25.8
English Learners Current + Former	40.0	34.0	31.7	39.8	38.8	28.1
English Learners Current	20.5	12.0		11.1	16.7	
Economically Disadvantaged	34.0	40.8	49.8	37.3	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).

12/25

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)

1/10 NSPF score difference of -4.9 between school (34 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15 NSPF score difference of 17.8 between school (34 points) and comparison school (16.2 points).

Middle School

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

21/25

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)

6/10 NSPF score difference of 13.5 between school (54 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 34 between school (54 points) and comparison school (20 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 ≥50 to <60% compared to district GrK-5 FRL rate of >95.0%.

1/5 School IEP rate of <5% compared to district GrK-5 IEP rate of 13.1%.

3/5 School EL rate of ≥10 to <15% 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

Indicator bonus points for: EL.

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 ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

2/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 12.6%.

3/5 School EL rate of ≥5 to <10% 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[1]	2	30 minutes
Parents/Families	5	30 minutes
Students	5	30 minutes
School Leadership	6	30 minutes
Staff	10	30 minutes

Governing Board[1]:

- 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 seeking to fill an open seat with an individual with a finance background. The Legacy board comprises 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.

- The 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 prefer the school. 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 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.

Parents/Families:

- Five family members participated in the focus group. Parents were asked to describe experiences with communication between themselves and individual teachers as well as the school. There were mixed responses. Some of the parents said the communication between themselves and their child's classroom teacher was outstanding. One person remarked, "I get a message from my child's teacher each week and I'm informed about what my student is learning, homework expectations, and suggestions for studying." Families said the new school leader invited parents to a meeting to talk about communication and what could be improved at Legacy North Valley. Families said there was a new centralized communication system that has been streamlined for teachers. "Most teachers are using this system," said one parent.

[1] Two members of the seven-member board participated. A quorum was not met, and the Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

- Families expressed they would like to see grades updated in Infinite Campus[2] a bit more quickly so they can hold their children accountable for turning in assignments. Families suggested they should also receive communication from the school on inclement weather days as they impact drop-off timing. A few family members expressed concerns about their children's ability to communicate positively with other students. Some family members also requested the school implement positive behavior incentives to address ongoing discipline issues such as conflicts between students.

- At the focus group meeting, parents discussed the Parent Volunteer Organization (PVO). One parent shared her interest in volunteering in her child's classroom at the beginning of the school year but faced difficulties. Another parent expressed frustration that even though PVO already existed, it was difficult to get the group going again this school year. They expressed their willingness to help the school and lend a hand in the classroom but found it hard to get involved. These concerns were shared with the new school leader, who quickly called a meeting and provided a video link for those who wished to attend online. This helped the PVO grow and the new school leader has never missed a single meeting. Parents appreciated the opportunity to give feedback and suggestions to the school leader. The majority of parents in the focus group agreed that the school must encourage parents to volunteer now more than ever before.

- All the families in the focus group session agreed that the school is very clean and has a physically welcoming atmosphere. One person described the hallways as vibrant and inviting. The group also appreciated the consistency of some of the learning assignments such as poems, and book reports. Additionally, the families noted that the school is being run much more efficiently this year than last year, with most teachers meeting parent communication expectations and enforcing school uniforms.

Students:

- During the student focus group, five students ranging from third through eighth grade shared their mixed thoughts regarding attending school. One student expressed their liking towards the school, stating “I like the school because I like to work hard and get good grades.” Another student expressed their dislike, stating, “I don’t like it here because it takes too much work to get good grades. Although, I do enjoy playing with my friends and having a good relationship with my teacher.” A different student shared their perspective, stating, “I don’t like this school because there are a lot of people who judge you based on silly things, and sometimes even the teachers judge the students too.”

- According to students, their relationships with teachers were varied, and multiple teachers have different approaches toward their students. One student said their favorite teacher supports all students by telling them to come to him if they need academic help on any subject. Another student appreciated that one of his teachers did not play favorites and called out to students who were not paying attention. A third student said, “Some teachers push you in a good way.” However, some students reported dissatisfaction with teachers who tried to scare them and imposed group punishments for the actions of one student. Some students mentioned that their peers are sometimes disrespectful toward teachers, which was frustrating for teachers who want students to learn. One student said, “The teachers here do the best they can with what they are given.”

[2]Infinite Campus is a student information system accessible to staff and parents containing behavior, transcript, and enrollment history records.

FOCUS GROUP SUMMARY continued

- The students reported various issues at the school. Among them were bullying, disrespect towards teachers, fast-paced instruction, and a fear of asking questions in class. Students were highly concerned about non-compliance with rules both schoolwide and within individual classrooms, high levels of favoritism, particularly for the children of staff members, and students not wanting to attend school due to mean teachers.

- Many students felt that certain things needed to change at the school. For instance, they disliked waiting in long lines during lunchtime. They also wanted other students to stop bullying students and making derogatory comments about other people's cars, financial status, facial features, hair color, or cultural backgrounds. One student pointed out that some students were being mistreated because of their ancestry or cultural heritage, and this was a major issue that needed to be addressed. Another student agreed and added that this kind of behavior made it difficult for students to focus on their studies.

Leadership:

- Six school leaders, including the new principal, participated in a focus group aimed at improving the school's culture. The new school leader had previous experience in school turnaround districts and was implementing a program to recognize students who displayed noteworthy behavior. The program involved publicly acknowledging students who exhibited positive characteristics and providing them with gift certificates to nearby restaurants. Classroom teachers selected the students every week, and the new school leader hoped the program would encourage more students to display positive behaviors.

- School leaders recently indicated that their top priority was to recruit high-quality teachers and align their entire teaching staff in terms of vision and mindset. To achieve this goal, teachers were required to meet weekly to review assessment data and identify any misconceptions that students may have had about learning. One leader mentioned that the teachers at the campus were getting a better understanding of teaching in a way that helped students grasp essential standards. The school is currently in its second year of using a new math curriculum called Envisions, and the progress made so far has been encouraging for leaders and staff.

- The leaders of Legacy North Valley School discussed some positive changes they have implemented. They have developed strong goals to reduce chronic absenteeism and were rewarding students and families who attended school regularly. Vertex, an Arizona-based Educational Management Company is providing significant support to the school. A Vertex representative visits Las Vegas every week to offer assistance, including providing support to teachers of grades three, four, and five.

Staff:

- Seven staff participated in the focus group and shared information about positive changes taking place on campus this school year. The staff expressed their appreciation for the consistent leadership since the beginning of the year. They were grateful for the new leader who showed that he cared about his people by checking on them to make sure everything was going well. He was also very present and visible, and the students knew him. One staff member commented on how much they appreciated that he is approachable and transparent with testing results, sharing where they need to improve. The leader is punctual and does not waste staff time. He has allowed field trips to resume, painted the playground, and made the outside of the building cleaner. Another staff member mentioned that the campus now has a full administration team, which was previously absent.

FOCUS GROUP SUMMARY continued

- During the discussion, several challenges were identified. These included high levels of staff turnover, student behavior, and staff members lacking the capacity to support English Language Learners (ELLs) and students with special education needs. Some staff members mentioned that the school climate becomes tense when issues are left unresolved or when there are sudden changes to schedules that disrupt daily routines. Staff said they believe that reducing the size of individual grade-level classes, particularly for kindergarten and first grade, would be beneficial. To achieve this staff have proposed increasing the number of employees per student. They have also suggested that educators should communicate with teachers both above and below their grade level to better understand the trajectory of student learning.

- At the junior high school, staff members have recommended more adults be positioned in the hallways during passing periods. They have also proposed paid tutoring opportunities for staff members and Saturday school for students who are struggling. Staff members suggested the school invest in dedicated computer carts to better meet the technological needs of students and staff.

- To address chronic absenteeism, staff members have suggested having a dedicated person on campus to tackle this issue, as well as providing transportation to and from school. Aligning the Legacy North Valley calendar with the local school district calendar was another suggestion to improve chronic absenteeism. Finally, staff members recommended that the school purchase a washing machine and dryer to support families in need, including homeless students.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 18 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 8	**Total:** 10	**Total:** 0	**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: 8	**Total:** 10	**Total:** 0	**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: 9	**Total:** 9	**Total:** 0	**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: 7	**Total:** 10	**Total:** 1	**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: 1	**Total:** 16	**Total:** 1	**Total:** 0	**Total:** 0
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: 1	**Total:** 13	**Total:** 3	**Total:** 0	**Total:** 1

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:** 14	**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: 3	**Total:** 12	**Total:** 3	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable

1. In one elementary classroom, students worked on typing skills using laptops. The teacher walked around the classroom to provide support.
2. There were 30 students and one teacher in this elementary level classroom. The teacher invited students to select a topic they would like to learn about and write in in the center of the paper. She roamed the room and commented on the topics students selected. Feedback and student choice incorporated in this portion of the lesson.
3. In one upper elementary classroom, the teacher led discussions on identifying events in a story. Throughout the lesson the teacher checked for understanding.
4. A teacher provided tiered interventions to a small group of students in the hallway. Students were engaged in their learning.
5. Students worked in a small group with a teacher on phonics skills in an upper elementary classroom. Other students worked with partners to complete a task.
6. In an upper elementary classroom, students took turns reading out loud. The teacher asked comprehension questions during the reading.
7. In one upper elementary classroom, students went to the board to solve math equations. The other students solved equations at their seats using a mini whiteboard. The teacher walked around to provide support. The teacher reviewed math strategies to solve the given equations.
8. In this early grade classroom, the teacher reviewed the lesson objective before beginning. Students did not seem to pay attention. This teacher asked open ended questions and called upon one student, and there were ten hands in the air.
9. Students were engaged in this early elementary classroom as the teacher introduced the objective. This teacher took time to go over the objectives with the class. Teacher prompted students to use academic vocabulary such as the word, "conjunction." The teacher was kind and said things like, "I noticed that some friends are not tracking with their fingers" and "thank you for making smart choices."
10. In one upper elementary classroom, the teacher led discussion on comprehension questions from a given text. The teacher called on students to answer questions.
11. This upper elementary teacher called students by name and encouraged her students to work on their math lesson. She was kind and helpful to students and provided multiple forms of positive encouragement. Another adult roamed to the room and provided students additional support as needed.
12. Students worked in groups to complete tasks from a workbook. The teacher walked around the room and provided support as needed to students.
13. In this upper elementary classroom, the teacher worked with three students at the back of the classroom. The remainder of the class worked independently. The teacher noticed several students thinking and working hard and rewarded them both verbally and with "Legacy Core Value Bucks." He noticed one student making a bad choice and said, "I'm sorry, please go clip down." When he transitioned into the next subject, he started with having students read a sentence, and then asked question called on students to respond. He gave the class an engagement point for 100% engagement. During the observation there were seven examples of positive reinforcement in 10 minutes time. Students are engaged and busy learning.

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 on evidence from school focus groups, school observations, documents reviewed, visual inspection, and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b**: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d:** The school protects the rights of students with disabilities and EL students. Ex:, 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.	Evidence gathered during the student, staff, leadership, and family focus group indicates Legacy North Valley 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 Smarter Balanced Assessment Consortium (SBAC). Students with an IEP are protected. 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.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Providers	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.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	The site evaluation team observed student and staff records being maintained under lock and key and stored appropriately
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	All classrooms were observed to have evaluation plans posted. A set of updated and tagged fire extinguishers exist throughout the school. The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.

Measures of Progress from Previous Site Evaluations

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

Summary of recommendations from most recent site evaluation having taken place during the 2022-2023 school year.	1. With a chronic absenteeism rate of 37.1%, the SPCSA recommends the school continue to improve the number of students attending school. The effects of chronic absenteeism are a concern for student engagement and overall student achievement. The rate has a direct effect on the index score for a school. 2. The SPCSA staff recommends Legacy North Valley Traditional campus continue to improve academic performance. It is recommended the school focus on improving overall Tier I instruction and teaching the Nevada Academic Content Standards. Continued use of strong academic interventions to create higher levels of academic achievement is recommended. 3. It is recommended the North Valley campus expand math teaching strategies and improve NSPF ratings within the area of math. This may include additional instances and the use of math vocabulary. As the elementary teaching staff moves into the second school year of new math curriculum implementation, it is recommended that staff continue to use cooperative learning strategies. The teaching staff is encouraged to foster students' ability to verbalize math strategies and problem-solving with one another for deeper levels of math conceptualization. 4. Continue to work to effectively recruit and retain highly qualified teachers and provide additional adult supervision around campus. School leaders, family members, students, and staff report that the school has high 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. Students have requested an increased number of adults to supervise the playground area. Addressing teacher attrition is critical to school improvement. Teachers are the number one school influence on student achievement (Terida, 2019).

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.	1. School staff report that positive attendance incentives are being implemented to encourage all stakeholders to support getting students to school every day. 2. School staff report that assessment data is reviewed weekly by all grade-level teams during math and ELA. Through this process, teachers are better able to understand student learning deficits and support mastery through reteaching. 3. The school staff report Math teams still meet weekly to unwrap standards, review assessments, and ensure that students are receiving rigorous grade-level math instruction utilizing the Envisions curriculum. The school is in the second year of a standards-based approach to teaching, and educators are beginning to understand teaching to the standard and not the curriculum. The school has implemented an ELA team to support standards-based ELA instruction. 4. The school staff report North Valley has one teacher vacancy and made a committed effort to only recruit and hire highly qualified licensed teachers. Moving forward, only licensed teachers will fill vacancies.
SPCSA staff assessment based upon findings during site evaluation.	1. SPCSA staff note that chronic absenteeism at Legacy North Valleys has improved from the previous school year. The most recent data from the NSPF are from the 2022-2023 school year and reflect definite improvement over the previously posted 2021-2022. The elementary school had a chronic absenteeism rate of 26.3 and the middle school had a chronic absenteeism rate of 24.8. Progress in this area is noted; however, the previous recommendation remains a high concern as this rate directly impacts the index score of both the elementary and middle schools, and students may have deficits in learning exasperated by poor school attendance. 2. The SPCSA staff applauds the efforts of the school staff to improve the overall index score. Improvement is noted; however, the elementary school has a 34-index score equating to a two-star. The middle school has a 54-index score equating to a three-star school. 3. The standards-based approach to both the ELA and math teaching of Envisions curriculum is noted and was observed on site. The SPCSA continues to recommend the learning coaches and the teaching staff foster students' ability to verbalize math strategies and problem-solving with one another for deeper levels of math conceptualization. 4. The SPCSA notes Legacy North Valley strong efforts to improve the quality and knowledge of teachers at the school. The SPCSA continues to recommend the school staff enlist additional adult presence to support teachers and students within classrooms to better meet the behavior and instructional needs of all students. Families, staff, and students have voiced this concern and request for the last four years.

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.

- **Cultural Diversity**
  Legacy North Valley has a highly diverse group of students and staff, which is a strength that supports SPCSA's vision of equitable access to public schools. The school serves a growing number of students who are considered at risk of dropping out and within Title I, EL, and students with an IEP. Moreover, Legacy North Valley has high numbers of students identifying as Black/African American (24.7%) or Hispanic/Latino (45.8%). With a 3-star rating, Legacy North Valley Middle School offers a high-quality charter school option for special populations and student groups who consistently graduate at lower rates than their peers.

- **Highly Motivational New School Leader**
  A new principal with a proven track record in school improvement and turnaround has been appointed at the North Valley campus. The principal has taken important first steps towards achieving measurable results by establishing task-oriented actions. Feedback from focus groups consisting of families, staff, board members, and students indicates that communication levels have improved and the exterior of the building has been given a cleaner look, including the painting of the outside playground. Staff members expressed their gratitude towards the new leader for showing concern towards them and providing additional support. The new principal was described as present, visible, approachable, punctual, and transparent.

- **Planning for and teaching of Essential Standards**
  Legacy North Valley teacher teams, instructional coaches, and school leaders have continued to meet weekly to determine essential standards, review student assessment data, and fine-tune their ability to increase rigor and relevancy during instructional time frames. Envisions Math, a standards-based curriculum was purchased and implemented during the previous 2022-2023 school year and continued this year. Within this timeframe, those teachers who have remained on staff have been able to learn about the resources available within the curricular program to better connect their students with standards-based sources of information and knowledge. This allows students the ability to explore ideas and synthesize information to a deeper lasting level. Because some staff are new, the systematized planning and weekly meetings contribute to providing ongoing time for analysis of the curriculum and planning cooperatively to best meet student needs.

- **Some Distinguished Master Teachers**
  The site evaluation team noted some instances of teachers demonstrating, modeling, and applying varied best practice techniques and strategies to elevate learning levels at the school. In one classroom the teacher provided seven different instances of positive reinforcement to students in 15 minutes, while working with a small group of students in the back of the classroom. In other instances, some teachers had well-planned and designed lessons as demonstrated through the successful delivery of the objective and preparation of high-quality questions. Some teachers displayed high levels of enthusiasm and encouraged the intellectual engagement of students. Some of the students spoke about having an appreciation for their teacher. This is a strength at Legacy North Valleys with several areas rated "Distinguished" during the classroom observational portion of the evaluation. Because this type of master teacher can serve as a mentor, facilitator, curriculum specialist, collaborator, and advocate for professional development, this group of educators is a critical and strong component of the school.

- **A Clean and Bright School Structure, Hallways, and Staircase**
  North Valley school physical environment is maintained in a clean and well-ordered manner. There are positive statements in the hallways. The bulletin boards are positive and reflect high-quality examples of student work. The lunchroom is maintained physically safe with visible reminders to students to maintain behavior expectations.

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.

- **Need to improve Chronic absenteeism levels**
  Although significant improvement in chronic absenteeism rates between the 2021-2022 to the 2022-2023 school year is noted, the current rates are still very high. The elementary school absenteeism rate is 26.3% and the middle school rate is 24.9: Because the absenteeism rate has a direct effect on the index score for a school, North Valley elementary and middle schools are prohibited from earning full points toward the overall index score. See the recommendation section on page 22 of this report for a display of the PAT, Point Attribution Table.

- **Numerous new teaching staff and staff turnover**
  With high levels of staff turnover, consistency in curriculum knowledge, classroom behavior implementation, and quality T-1, T-2, and T-3 lessons have not yet been achieved. More consistency is needed in the following areas:
  - Consistently communicating learning objectives
  - Consistently asking some high-level questions
  - Consistent positive feedback for when behavior expectations are met
  - Newer and less experienced teachers learning about and implementing the curriculum
  - Some instances of misbehavior interfering with classroom instruction
  - 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. Within the staff, student, and family focus groups, the topic of student misbehavior was discussed. The consensus is that some students have a high need for receiving additional types and quantities of social-emotional health support.

- **Need to Improve in index score and star rating**
  Legacy North Valley Elementary is a 2-star school. One ongoing challenge is to improve the overall index score, star rating, and levels of student growth and proficiency at the elementary level.

Improve student enjoyment of coming to school and learning

In both the student and family focus groups, individuals reported a reluctance on the part of the student to want to avoid coming to school. This is the perception of a few individuals; however, it is important to tackle why this might be the perception of some. Continued work in establishing a culture of acceptance and inclusivity is a challenge at this time.

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 26.3% for elementary and 24.9% 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 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

- **Implement a Multi-Tiered System of Support**
  SPCSA staff recommend Legacy North Valley implement a Multi-Tiered System of Support (MTSS) opportunity 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.

- **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.
- **Place a strong emphasis on improving the overall culture of the school**
  The SPCSA recommends that the school leader, leadership team, school board, and families work to improve the current levels of the school culture. A positive school culture will be conducive to professional satisfaction (teacher retention), improved classroom management, and to more effective instruction. Most importantly, students should perceive the school as a place where they become fulfilled by learning and attending school. Improving and creating a strong culture at a school is not a simple thing to do. The SPCSA believes the implementation of the MTSS program could create a strong first step toward building a foundation to this work. It is recommended the new school leader and leadership staff place a strong focus in this area.

STRONG RECOMMENDATIONS

There are no strong recommendations identified for Legacy North Valley during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Legacy North Valley during this site evaluation.

Nevada State Public Charter School Authority

Legacy Traditional Schools: North Valley Campus

Site Evaluation Report: October 8, 2024

State Public Charter School Authority
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PO Box 19983
Carson City, Nevada 89721
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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Improving parent involvement

According to the leadership team, parent involvement has improved at the Legacy North Valley Campus. The introduction of monthly Parent University[1] classes have been well-received, and there has been a significant increase in signups for the Parent Volunteer Organization[2] (PVO). This surge in PVO signups is a promising sign of a growing and active parent community. The families in the focus group spoke about feeling welcomed, and communication levels have improved. Leadership team members have enhanced parent involvement, paying for badges, fingerprints, and background checks for volunteers.

Creation of the instructional guide

The creation of an Instructional Guide is another strength for Legacy North Valley. This comprehensive tool provides teachers with the essential standards road mapped for the school year in grades K-8 for reading, writing, and math. Each essential standard contains a document for the standard, which includes supporting standards, academic vocabulary, content limits, recommendations for curriculum and other instructional resources, unwrapping of the standard, learning targets, testing criteria, and grading criteria.

- The Instructional Guide was developed by a team of teachers, Instructional Coaches, Interventionists, and administrators, utilizing various resources, including archived resources from previous years' work.
- The Instructional Guide and its components are utilized in weekly Professional Learning Community (PLC) meetings led by the administration to support teachers. These meetings focus on standards-based instruction, specific learning targets, and formative assessment planning.
- This is the first year of implementing the Instructional Guide, which is reviewed weekly for improvement and revisions as needed. Legacy North Valley anticipates improving the content of the guide each year.

Supplemental core curriculum

A strength at Legacy North Valley was that the school's leaders had focused on supplementing the core English Language Arts (ELA) curriculum K-2 to improve teaching until the school purchases a

[1] Parent University seeks to educate and empower families as partners, advocates, and lifelong educators in their student's education through free courses, resources, events, and activities.
[2] Parent Volunteer Organization (PVO) supports and advances the work of parent volunteers.

new ELA curriculum next year. The school will use the Wonders curriculum[3] for the 2025-26 school year. Currently, they use Spalding[4], Journeys[5], and StudySync[6] curriculums.

Use of learning targets
In the 2024-25 school year, Legacy North Valley has emphasized posting learning targets in classrooms, which is a strength. On the day of the site evaluation, learning targets were seen in several classrooms. Learning targets help students understand the lesson's purpose, what they are expected to learn, and how they will demonstrate their learning.

Focus on tracking summative assessments
The site evaluation team observed teachers having grade-level summative assessments aligned with NVACS[7]. Summative data was displayed throughout the school, including on bulletin boards.

Collaborative team meetings
Legacy North Valley continues to focus on implementing Collaborative Team Meetings (CTMs) designed to improve teachers' overall capacity to deliver quality standards-based differentiated lessons that align with the rigor of grade-level expectations and the State's Criterion Reference Test[8] (CRT). Leadership team members sometimes lead CTMs to ensure the expectations are modeled and communicated.

Well-secured and well-maintained building
The school continues to be a well-secured, clean, and inviting learning environment. The families in the focus group shared that the building is very well-maintained. Their website notes that the campus is well planned and the gold standard in cleanliness and safety. The school has an indoor turf football field, a high school-quality gym, a commercial cook-from-scratch kitchen, music labs, innovative classroom technology, and more.

[3] The Wonders curriculum is a literacy program for grades K–6 that helps students develop reading, writing, and other skills.
[4] Spalding is a language arts program that applies the science of reading principles such as phonemic awareness and systematic phonics instruction.
[5] Journeys is a comprehensive K-6 English language arts program that provides an instructional system for reading both literature and informational texts, acquiring foundational reading skills, and developing mastery of speaking, listening, and writing.
[6] StudySync is a comprehensive English Language Arts (ELA) curriculum for grades 6–12 from McGraw Hill that provides teachers and schools with a variety of resources for literature instruction.
[7] Nevada Academic Content Standards (NVACS) are a set of standards that outline the core concepts and information that should be taught in Nevada's public schools.
[8] A criterion-referenced test (CRT) is a type of assessment that measures a student's performance against a predetermined standard or criteria.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Academic proficiency

Academic proficiency remains a challenge at Legacy North Valley. Legacy North Valley's index scores, as measured by the NSPF[9] (Nevada School Performance Framework) for elementary school, the 2023-24 index score of 14 and 38 for middle school, out of 100 points. The index scores place the elementary school at a 1-star rating and the middle school at a 2-star rating. Legacy North Valley has been on a downward trend for the 2021, 2022, and 2023 site evaluations.

Chronic absenteeism

Chronic absenteeism remains an ongoing challenge. Attendance information from the most recent NSPF data indicates chronic absenteeism of 18.7% for elementary school grades and 15.6% for middle school grades. Members of the leadership team expressed efforts to improve communication with families about the excessive and impactful negatives of missing school, which have assisted in reducing chronic absenteeism with ongoing efforts in place.

High numbers of long-term substitute teachers teaching in permanent positions

Leadership reported that many teaching personnel at Legacy North Valley possess a long-term substitute teaching license. Leadership has several faculty members in Alternate Route to Licensure (ARL) programs. The leadership team indicated they recognize the importance of supporting and encouraging the development of long-term substitutes working towards teacher leisure. The leadership team emphasized that retention of the school's long-term substitutes will help mitigate the challenge of teacher and staff turnover.

Staff burnout

Staff reported that the significant teaching demands have made some feel overwhelmed, exhausted, and burned out. Teachers overwhelmed by stress use less effective teaching strategies, which affects the clarity of their instruction and classroom management and results in less stimulating classroom environments.

[9] The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Professional development
SPCSA staff recommend Legacy North Valley prioritize job-embedded Professional Development (PD). This approach may significantly enhance the efficiency and fluidity of middle school classrooms. PD can effectively boost academic proficiency by focusing on bell-to-bell instructional time, streamlining paperwork procedures, transitioning between activities, and utilizing student assistance.

Measurable objectives
SPCSA staff observed that although most classrooms had posted learning objectives, they often lacked measurability and relied too heavily on the subjective term "understanding." To promote a more goal-oriented approach, SPCSA staff recommends that the school focus on helping teachers improve in writing clear, quantifiable objectives that effectively assess student mastery.

Closure activities in classes
At Legacy Traditional North Valley, it is important that each lesson ends with a closing activity. This practice helps students consolidate and internalize key information. SPCSA staff observed that many classes lacked this essential component, with students often packing up or chatting with friends during the last few minutes of class. By implementing closing activities, valuable instructional time may be maximized, and learning can be strengthened. Some suggestions include a two-minute reflection, summaries of lessons with a partner, a gallery walk or journaling a lesson reflection.

Adequate growth percentiles of English language learners
SPCSA staff recommend Legacy North Valley leadership team create an action plan to improve the Adequate Growth Percentiles (AGPs) of English Language Learners in Elementary and Middle Schools. According to the 2023-24 Nevada Report Card, the Elementary school rate of 34.3 is below the district rate of 48.4, and the Middle School rate of 5.5 is well below the district rate of 27.2. Increasing the AGPs of English Language Learners will support students' progress toward becoming proficient in English. It will contribute to points earned on the English Language Proficiency Indicator on the school's Nevada Report Card.

Chronic absenteeism
SPCSA staff recommend Legacy Traditional North Valley continue refining a plan to improve chronic absenteeism at both elementary and middle schools. The leadership team may find helpful strategies on the Nevada Department of Education website. Additionally, communicate regularly to all staff, students, and their families about the importance of daily attendance and the availability of any support services that can help keep students in school and on track to success. Lastly, accurate reporting regarding Senate Bill 249 is crucial. It's the leadership team's responsibility to ensure that students absent for behavioral

health-related reasons are excused from attendance, preventing them from being counted against the school's chronic absenteeism rate.

Provide home support options

SPCSA recommend that school leaders and teachers continue to communicate ways in which family members, as integral partners in their child's education, can assist their students at home. In the family focus group, families mentioned that consistent communication helps ensure they can support their child at home. It was also noted that additional tools or strategies that families can implement at home to help their child would be beneficial and are needed.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations issued at Legacy North Valley for this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

Context	A. Per the Charter School Contract between the State Public Charter School Authority and Legacy North Valley Academy which was fully executed on 7/1/2022, the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at-risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated. B. Consistent with any oversight practices set out in the Charter School Performance Framework, The Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1) C. The Charter School Contract between the State Public Charter School authority and Legacy North Valley Schools executed on 7/1/2022: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.
Condition	• According to the original contract executed on 7/1/2022, Legacy North Valley has committed to (1), providing a sound education program for students to attain Nevada performance standards and (2), per the school's mission in providing 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. • Current levels of student learning and achievement at Legacy North Valley fall well-below expectations. Additionally, several of the students attending Legacy North Valley are not provided the opportunity to learn to their greatest potential and are not having their student achievement maximized, as observed during the site evaluation. High-quality instruction is not present in several of the classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.
Causes	Legacy North Valley students are not offered a robust tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels at elementary and middle schools. Tier-1instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the school.

	School leaders and staff must take action to improve academic achievement because this school earned a one-star in the elementary school level. As teachers become more effective, students become more actively engaged, and they both become intentional learners (Moss & Brookhart, 2019).
Effect	In the Elementary and Middle Schools, the most recent Nevada School Rating Report for the 2023-24 school year, as posted by the Nevada Department of Education in September 2024, indicates: • Elementary: An overall index score of 14 out of a possible 100 points. • Middle: An overall index score of 38 out of a possible 100 points. Significant drop in index scores between the 2022-23 school year and the 2023-24 school year indicates: • Elementary: 2022-23 index score 34, 2023-24 index score 14. • Middle: 2022-2023 index score 54, 2023-24 index score 38.
Deficiency Finding	SPCSA staff recommend continuing to focus on improving tier-1instruction, and tier-2 targeted interventions, as noted in the school presentation in the challenges section. According to the 2023-24 Nevada School Rating, Legacy North Valley Elementary School is a one-star rated school with a 14 total index score. The Elementary School's pooled proficiency of 23.5 percent is below the district rate of 48.3 percent. The Middle School is a two-star rated school with a 38 total index score. The Middle School's pooled proficiency of 28 percent is below the district rate of 47.3 percent. As the Legacy North Valley, the Leadership Team concentrates efforts on improving tier-1instruction, they should consider specific areas needing improvement within their Traditional Educational Philosophy, also known as the back-to-basic educational approach. SPCSA staff recommend continued monitoring and strategic implementation to increase specific student academic skills and growth gains within grade levels and subgroups. Specifically: • Consider strategizing ways students can practice using academic language inside and outside the classroom. • Develop strong instructional practices in tier one by developing bell-to-bell teaching incorporating evidence-based initiating activities with robust student voice throughout the lessons and culminating with closing activities. • Provide robust Professional Development (PD) and individual teacher support in interpreting data for curricular decisions.

	• Coach novice teachers on improving classroom instruction by providing more significant opportunities for students to reach higher levels of inquiry. • Consider emphasizing enlisting families to further support their children at home by providing tools and practice materials.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[10]	2
Family Members, Parents, and Guardians	8
Faculty and Staff	11
School Leadership	7
Students	12

[10] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Legacy Governing Board members met virtually on the day of the site evaluation and participated in the focus group. The board members said the board was well-rounded and explained the types of expertise of persons serving on the board. These included a business owner, an attorney, a real estate professional, a finance expert, a business owner, and parents. The board has special committees, including a Finance Committee, an Expansion Committee, and a Risk Management Committee. The board members said that they provide opportunities for families to attend all board meetings and publicly offer their emails.

Board members said they evaluate the superintendent annually each spring. One member reported, "We review the goals she has attained and the existing goals and why she has them." The board stated they evaluate their EMO[11], Vertex, yearly. They reported, "We do an evaluation once per year; our last one was just completed last week. We look at what they are doing great and how they can improve. This was achieved through a survey with a series of questions supplied by Vertex."

The board members in attendance at Legacy were asked to describe what they consider to be the most pressing matters from the board's perspective. One member said, "As far as the board and the initiatives, we are working on the star ratings, being very specific and being intentional about how that is done." In addition to completing regular site visits, board members reported receiving weekly updates on campus initiatives concerning the star rating status from the site principals. They also received monthly reports from Vertex.

Board members indicated they believe they have a good idea about charter schools, reporting, "Having a school of choice is really important." In response to being asked what else the board is considering for school improvement, one board member stated, "We are looking at bringing in additional assistance by hiring new teacher aides and having more volunteers come into the school." They mentioned other issues that need their attention, including being able to provide resources for the students having behavior issues so that other students don't get distracted. They also mentioned emphasizing integrating reading, writing, and math with the learning and looking at using it through whatever subject students are learning, instead of in isolation.

Board members at Legacy reported that staff morale was a pressing concern. One board member said, "There are staffing and pay concerns among the teachers. We want to acknowledge teachers' passion for what they do and want them to feel like they are making a difference".

[11] Education management organizations (EMOs) are for profit entities that start and manage charter schools.

Focus Group Summary: Family Members, Parents, and Guardians

Family focus group participants commented that were provided with the school improvement outline, and ongoing communication with their child's teacher through ClassDojo[12] is helpful. Several parents highlighted the value of parent-teacher conferences, but a common concern was the lack of timely academic updates. Group members expressed a strong desire for more comprehensive and frequent academic details about their child's progress, emphasizing the importance of this information in supporting their child's learning journey. One parent shared that sometimes, the communication from the teacher was too late for them to help their child improve a grade.

Parents in the focus group pointed out the positive changes in the school atmosphere this year. They appreciated the streamlined leadership and the principal's effort to delegate duties, which has led to a more supportive and attentive staff. The improved welcoming atmosphere and the secure and clean facility were a point of pride for the group. Several parents shared that they feel welcome to volunteer, especially this year. One parent shared that "staff is more supportive and attentive to students." Another participant added seeing an "improvement in being a welcoming atmosphere; everyone is smiling." Additionally, several members expressed their appreciation for the Parent Volunteer Organization (PVO). The Legacy North Valley Leadership Team noted that the last PVO meeting had over seventy parents who attended. Furthermore, parent universities have been well attended.

Teacher change and turnover were concerns that many participants commented on during the focus group session. One parent discussed needing to know why specific staff are let go and why some are kept. Some parents were disgruntled because of the teacher change, explicitly moving certain teachers to different grade levels. A parent shared, "I think it is a great idea to change teachers to new positions, but the administration did not communicate it to parents." Another parent added that a new teacher reached out to introduce themself, but the parent was not informed by the administration ahead of time. Some parents mentioned that because of teacher changes, sometimes there were no grades in the gradebook. One parent shared that it is sad because everything she loves about the school is non-academic. Another parent said, "Large class sizes can prevent teachers from getting to all students."

Additional comments from the focus group members included value for spelling words, book reports, and poems. Members of the focus group shared that they were able to have good conversations with their kids about the book report. Several participants also commented on their appreciation for the after-school tutoring program. Emphasizing the benefits of additional help for their child and the convenience of pick up after the session. Lastly, several participants mentioned they would appreciate resources from the school to help them better assist their children at home.

[12] ClassDojo is a platform that connects teachers, families, and kids to share and celebrate their learning experiences in school and at home.

Focus Group Summary: Faculty and Staff

Members of the focus group said they share learning targets at the beginning of the lesson by writing them on the board, stating the learning target, and asking students to restate it. One focus group member said, "I review the learning target at the end of the lesson." When asked how feedback is provided to students regarding their learning assignments, one staff member shared, "I have success criteria that are shared with all students." Another staff member commented that quick checks or quizzes ensure students learn the content. Also mentioned were using thumbs up and thumbs down to signal yes or no for their understanding, utilizing data notebooks and data chats, and offering corrections when errors occur. Several staff members shared that data notebooks are used because teachers want students to understand the data. They want students to understand their goals and why they have them, allowing students to track their progress.

The focus group members shared details of the school's Collaboration Team Meetings (CTMs) system and structure, stating that they meet once per week, and the grade-level lead prepares the agenda. Topics include lesson plans and pacing guides, and some meetings explicitly focus on data to examine learning trends. The sharing of ideas was also emphasized. Teachers with excellent scores will share specific effective teaching strategies with the group. A middle school teacher shared that CTMs meet with other Legacy Middle Schools, and the districtwide data person leads them. Group members recognize the value of CTM; however, a few mentioned that teachers are highly pressured to achieve. One commented, "I think there is a struggle with time. Timelines are tight." Other group members shared that the English Language Arts teaching block is 90 minutes, and the whole-group instruction seems limited. Several staff members mentioned that a lot of time is devoted to students below the 25th percentile. One parent shared that it feels like we have 20 students below the 25th percentile per classroom. One member stated, "It is exhausting with everything we must do, like lesson planning and tracking data." Additionally, a member shared that we lack relationships with the students because of the intense focus on academics. The group shared that grade-level leads and other team members have met with the administration to express their thoughts and feelings and discussed the need for more balance and planning time.

Focus Group Summary: School Leadership

During the leadership focus group, the Legacy North Valley Leadership Team discussed their emphasis on filling vacant positions, including recently hiring ten new paraprofessionals. The principal shared, "We recognized the Legacy Values and are working on improving the staff culture and building a like-minded staff." To enhance recruitment, the principal emphasized increasing teacher pay to compete with the local school district and encouraging substitute teachers to work towards their teacher licensure. A leadership team member stressed the importance of reducing class sizes, stating we reduced the cap to twenty-eight students to ensure smaller class sizes. Further adding, "I like the idea of small classes which can help with staff culture." Also, the discussion included hiring a director of operations to lead the campus's daily operations. This will allow the principal and other team members to focus on supporting teachers and staff to improve the quality of instruction. One member stated, "We have reworked our administrative responsibilities to focus on one grade level per week." For example, one leader will focus on fourth grade this week, provide feedback to teachers, and then focus on 5th grade next week.

The Legacy North Valley leadership team focuses on improving overall instruction to raise student academic performance. One team member stated that the master schedule focused on Tier-1 and 2 instruction. Another member of the leadership team shared that the school has a walk to reading and a walk to math model. An emphasis area is their afterschool tutoring program, designed to target specific students who need additional academic support. A portion of the session discussed the leadership team's effort to refocus on teaching the Nevada Academic Content Standards. A team of Legacy Instructional Leaders devoted much time to creating a system to document and highlight each essential standard. This guidance document includes supporting standards, academic vocabulary, content limits, curriculum and other instructional resource recommendations, standard unwrapping, learning targets, testing, and grading criteria.

A portion of the session discussed the leadership team's effort to refocus on teaching the Nevada Academic Content Standards. A team of Legacy Instructional Leaders devoted much time to creating a system to document and highlight each essential standard. This guidance document includes supporting standards, academic vocabulary, content limits, curriculum and other instructional resource recommendations, standard unwrapping, learning targets, testing, and grading criteria.

The Legacy North Valley leadership team discussed its focus on improving parent engagement and chronic absenteeism. Regarding parent engagement, the leadership team shared a significant increase in the Parent Volunteer Organization (PVO). One member stated, "Our families feel more connected and engaged than ever." The team mentioned paying for volunteers to obtain badges and fingerprinting background checks. The families participating in the family focus group appreciated the support.

Focus Group Summary: Students

When asked to share personal learning goals or what they are learning about, student responses included learning about area models, adding, subtracting, multiplying, dividing, and learning about arrays. Also mentioned were learning about cause and effect, chronological order, writing persuasive and narrative essays, and creating thesis statements. When asked about classroom activities, a student said, "We have fun with reading and writing in most classes. We use group work." Another stated. "Our teacher will make our assignments like movies, and we will raise our hands to answer questions." One student mentioned that the teacher shows a problem on the board and then erases it, pretending he is the student, and we must provide the steps to get the answer. Another student shared that the teacher helps students with their essays and lets them know when they are successful.

Some students shared that most staff are easy to talk to. One student said, "They make you feel welcome, and they are very understanding." A second student shared that one teacher told students they were leaders and needed to help the team. A third student shared that she instantly felt that her class was a family. Students said teachers shared the rules with each class and discussed what it meant to be respectful and responsible in the classroom. One student said, "The teacher welcomed us and made us feel like a part of things. She explained the simple things."

When students were asked about additional comments or concerns, responses included:
"My teacher pulls kids back at the table to help teach a math skill if we don't understand it."
"My middle school teacher only uses some of the instructional time to help us."
"Sometimes, we don't understand, and they don't teach us how to do it."
"My teacher keeps switching. I need a stable teacher who stays in the classroom the whole year. This upsets me and affects my learning."
"I have been to afterschool tutoring, and the teacher gave me notes and worksheets to do during that time, which helped me."
"I know I have learned something because my teacher goes over it many times."
"The teacher asked us to provide text evidence to prove our answers."

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 20**	**TOTAL: 23**	**TOTAL: 1**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 24**	**TOTAL: 19**	**TOTAL: 1**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 18**	**TOTAL: 23**	**TOTAL: 1**	**TOTAL: 1**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 11**	**TOTAL: 23**	**TOTAL: 3**	**TOTAL: 4**

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 12**	**TOTAL: 29**	**TOTAL: 1**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	**TOTAL: 8**	**TOTAL: 29**	**TOTAL: 0**	**TOTAL: 7**

Classroom Observations Additional Comments

During the Daily Five block, students in one lower elementary class were independently working on writing letters and sounds from their silent reading book in a notebook. The teacher pulled a small group to work on writing letters based on their sound. The instructional aide worked with a different, targeted small group on explicit phonics instruction. The teacher quickly paused the class to talk about what they could do when another student was bothering them. She named specific strategies, and students were engaged in the conversation.

In an upper elementary grade classroom focused on tier-two math small groups, the students were engaged in completing their work while the teacher met with individual students. The teacher described specific strategies students might use, inviting students to interpret them in their learning context.

In a middle-grade classroom with 27 students and one teacher. All students seemed to be working productively on the same assignment with a partner. The teacher worked with one student at a time, checking on test results with students.

This upper elementary classroom had one adult and 28 students. Once the students settled down, the teacher asked a good question and said, "Who can tell me what compare, and contrast means?" One student raised her hand and explained it quietly. The teacher repeated what the student said.

In one middle-grade science classroom, students completed an exam. The teacher walked the room answering questions as students raised their hands if they had a question. The teacher answered the students' questions respectfully and with kindness but did not give them any answers but guided them in their learning.

In an upper elementary grade ELA classroom, the teacher expected high student effort when teaching, comparing, and contrasting characters in their text. The teacher explained the content clearly and invited students to participate and think. Most students were intellectually engaged in the lesson.

In a middle school ELA classroom, the teacher introduced SBAC questions and the lesson's objective. The teacher communicated the importance of the content and the conviction that with hard work, all students can master the material. The teacher displayed the question on the screen and provided explicit instructions on specific strategies to write a response. The teacher monitored understanding through a single method or without eliciting evidence of knowledge from students.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Improve the chronic absenteeism rate.	North Valley lowered its chronic absenteeism percentage from 26.3% in ES to 18.7% and from 24.9% in MS to 15.6%. This improvement earned the ES 3 points and the MS 4.5 points on the 2023-24 NSPF.	The SPCSA recognizes North Valley's efforts to decrease its chronic absenteeism rates at both the Elementary and Middle Schools. The North Valley Leadership Team has also improved communication with families regarding excessive absences and examines attendance data regularly. Although improvement is noted, the SPCSA encourages Legacy North Valley to continue lowering chronic absenteeism levels.
Implement a Multi-Tiered System of Support.	A schoolwide MTSS has been established for academic and behavioral concerns. A behavior interventionist supports North Valley three days per week. Teams meet for targeted professional learning every other week based on individual team and student needs.	A continued focus on developing a high-level Multi-Tiered System of Support (MTSS) aligned with Positive Behavior Interventions and Supports (PBIS) and the school's mission of providing a safe and neotraditional learning environment can be the foundation for North Valley's aim of supporting students' multi-tiered needs. Hiring a behavioral interventionist can enhance the implementation of MTSS and assist the Response to Intervention Team in designing specific supports for students. Although some progress is noted in this area, continued efforts are necessary.
Add adult presence within classrooms.	Paraprofessionals and aides are regularly present in classrooms to help answer student questions, pass out supplies, and monitor students' independent work. This	Although Legacy North Valley's plans emphasized adding paraprofessionals and aides, the SPCSA team did not consistently note this adult support in

	additional adult support has enabled teachers to provide higher-level small group and one-on-one tier-2, and tier-3 support in both ELA and math. Legacy North Valley has an enrollment cap and has worked actively to reduce class sizes.	classroom observations. They must continue hiring qualified paraprofessionals and continue to commit to training and development. Ongoing professional development to ensure paraprofessionals deliver scientifically based instructional practices to support the learning needs of Legacy North Valley students will be essential to high effectiveness.
Place a strong emphasis on improving the overall culture of the school.	Staff culture and climate-building activities are held each quarter of the school year, and regular parent volunteer and school activities are held throughout the year to increase parent involvement and support. Daily social and emotional lessons school-wide are to improve students' social-emotional health and enjoyment of coming to school and learning.	The SPCSA recognizes the challenge of improving Legacy North Valley's overall school culture. The school leadership team and the board know the urgency of improving academic achievement and ensuring support is provided to their teachers, staff, students, and families. The team has emphasized involving parents in the process. Effective communication with all stakeholders and ensuring feedback is embedded when creating or evaluating existing plans will be essential to balancing improvement efforts and staff burnout.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Nevada State Public Charter School Authority

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

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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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 3/7/2023 at Legacy Traditional School – Southwest. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Legacy Traditional School – Southwest is located in Las Vegas, Nevada in a facility at 7077 W. Wigwam. The school serves 1,531 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "To provide all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families."

ACADEMIC PERFORMANCE

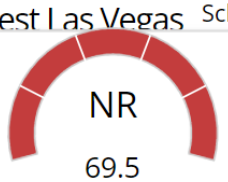
Nevada School Performance Framework
2022

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

Elementary School

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

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



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

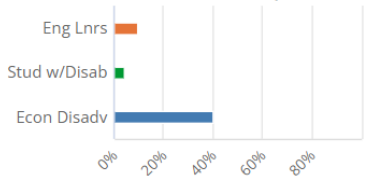
Student Race/Ethnicity

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

School Performance History

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

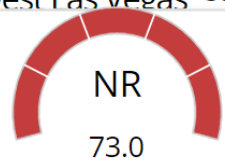
Additional Student Groups



Middle School

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

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



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

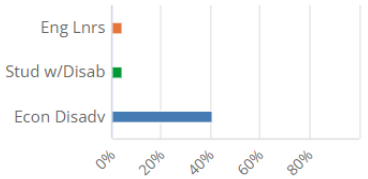
Student Race/Ethnicity

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

School Performance History

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

Additional Student Groups



Math and ELA Results
Nevada School Performance Framework
2022

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

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Middle School

Math Proficient

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

ELA Proficient

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

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

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

15/25

15 automatic points in indicator.

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

8/10

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

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

4/15

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

Middle School

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

15/25

15 automatic points in indicator.

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10

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

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

5/15

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

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

6/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

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

1/5

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

3/5

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

Middle School

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

7/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5

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

1/5

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

3/5

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board[1]:

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

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

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

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

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

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

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

Students:

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

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

FOCUS GROUP SUMMARY continued

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

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

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

Leadership:

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

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

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

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

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

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

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

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

Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	**Total:** 23	**Total:** 2	**Total:** 0	**Total:** 2
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	**Total:** 24	**Total:** 2	**Total:** 0	**Total:** 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 2	**Total:** 26	**Total:** 1	**Total:** 0	**Total:** 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	**Total:** 22	**Total:** 2	**Total:** 0	**Total:** 5

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

Additional information about the classroom observations shared here when applicable.

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

ORGANIZATIONAL PERFORMANCE

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

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

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

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

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

SITE EVALUATION FINDINGS

STRENGTHS

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

Legacy Traditional School **Network Strengths**

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

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

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

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

Legacy Traditional School Southwest Strengths

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

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

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

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

CHALLENGES

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

Legacy Traditional School Network Challenges

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

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

foundation for more positive life outcomes. These include:

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

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

Legacy Traditional School Southwest Challenges

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

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

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

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

RECOMMENDATIONS

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

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

Legacy Traditional School **Network Recommendations**

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

Legacy Traditional School Southwest Recommendations

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

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

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

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

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

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

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

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

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

Nevada State Public Charter School Authority

Legacy Traditional Schools: Southwest Campus Site Evaluation Report: October 10, 2024

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Links to Resources:

- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High NSPF star rating

The Nevada School Performance Framework (NSPF) star rating is 5-star for elementary and middle school, with index scores of 85 and 87 out of 100 on the 2023-24 NSPF Report Card. The elementary English language arts (ELA) and math proficiency rates for students at Legacy Southwest are 64.8% and 58.8%, respectively, compared with the district average of 54.6% and 51.2%. In addition, the middle school ELA and math proficiency rates for students at Legacy Southwest are 62.7% and 47%, respectively, compared with the district average of 54.2% and 39.8%. The Pooled Proficiency rates of 56.5 and 54.3 exceed the District Rate of 48.3.

High student engagement and teacher questioning

Another strength at Legacy Southwest is the rigorous teacher questioning strategies and high level of student engagement during classroom lessons. Teachers were consistently observed asking open-ended questions such as, "What information can you find and use to support your idea?" Questions such as these prompt students to use more critical thinking skills, resulting in deeper engagement with the content. Students were observed leading the class discussions by working in small groups to write about and explain their thinking to peers.

Student-created data folders

Students at Legacy Southwest create their own data folders under the direction of their teacher, which is another strength. Students set targeted goals for themselves based on data such as Measures of Academic Progress (MAP)[1] growth from fall to winter and on summative classroom assessments. Students "own" their data and are vested in meeting their goals.

Strong Gifted and Talented program

Legacy Southwest boasts a strong Gifted and Talented program, currently supporting 165 gifted students on campus. By identifying these students and providing specialized classes, Legacy Southwest creates challenging and empowering learning environments that enable students to thrive at their learning level. Participants in the program learn alongside peers who share their abilities, following a tailored curriculum that meets their unique needs, delivered by highly skilled and knowledgeable educators.

Observation cycle and feedback loop

The leadership team at Legacy Southwest has established a consistent cycle of classroom observations and feedback to enhance teachers' effectiveness. Instructional leaders coach teachers on classroom management, differentiation, and creating individualized action plans. A thorough coaching cycle is initiated when a teacher's performance is not meeting expectations based on student data, such as the Measures of Academic Progress (MAP) assessment or grade-level summative assessments. During this

[1] The Measures of Academic Progress (MAP) assessment is designed to measure a student's academic achievement and growth over time in reading and mathematics. Together with other classroom-based information, MAP results can help teachers make instructional decisions that match the needs of each child.

process, the teacher and leadership will identify areas for improvement in classroom practices. This cycle will persist until there is an improvement in assessment scores.

Student Diversity
Diversity is a key strength at Legacy Southwest. The school's student population is 32.5% Asian, significantly higher than the district average of 8.2%. Additionally, 12.9% of students identify as belonging to two or more races, compared to the district average of 9.3%. The campus is home to 19 languages, with Mandarin being the second most spoken language after English.

Strong ELA Proficiency
Legacy Traditional Southwest earned 10 out of 10 points on their 2023-24 Nevada Report Card in the English Language Proficiency Indicator. The school rate of 66.1 exceeds the district rate of 48.4. Furthermore, the ELA proficiency rate of 54% for English Language Learner (ELL) students exceeded the district rate of 39.5%, and the Math Proficiency rate of 60% exceeded the district rate of 38.7%.

Creating a district instructional guide
The creation of an Instructional Guide is another strength for Legacy Southwest. This comprehensive tool provides teachers with the essential standards road mapped for the school year in grades k-8 for Reading, Writing, and Math. Each essential standard has a guidance document for the standard, which includes supporting standards, academic vocabulary, recommendations for curriculum and other instructional resources, unwrapping of the standard, learning targets, testing criteria, and grading criteria.

- The Instructional Guide was developed by a team of teachers, Instructional Coaches, Interventionists, and Administrators, utilizing various resources, including archived resources from previous years' work.
- The Instructional Guide and its components are utilized in weekly Professional Learning Community (PLC) meetings led by the administration to support teachers. These meetings focus on standards-based instruction, specific learning targets, and formative assessment planning.
- This is the first year of implementing the Instructional Guide and it is being reviewed weekly for improvement and revisions as needed. Legacy Southwest anticipates improving the content of the guide each year.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Recruiting and retaining highly qualified teachers
Leadership reported recruiting and retaining highly qualified licensed teachers is a challenge for Legacy Southwest. The leadership team emphasized the importance of "keeping talent in the building" and supporting current staff to return the following year. Six staff members were not offered a renewed contract because they needed to work toward licensure.

Differentiated instruction
A challenge at Legacy Southwest is providing differentiated instruction for all students. The leadership team provides targeted support for teachers, called "Teacher School." The targeted support includes a weekly feedback cycle and coaching to develop instructional practices, including differentiated instruction.

Low growth among high achieving students
Another challenge for Legacy Southwest is a pattern of low growth from fall to spring among some of the highest-achieving students. The leadership team focused on using MAP quadrant and learning continuum reports to ensure growth for high-achieving students.

Physical and emotional safety of students
Social and emotional learning (SEL) refers to how children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and exhibit empathy for others, maintain positive relationships, and make responsible decisions. According to the most recent Nevada School Climate/Social Emotional Learning Survey, middle school students report areas needing improvement in physical and emotional safety.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Improve differentiated instruction
SPCSA staff recommends Legacy Southwest continue working with faculty on improving classroom differentiated instruction and student engagement to raise student engagement and higher-order thinking skills. Focusing on levels three and four, Depth of knowledge[2] (DOK) questions can increase students' ability to think strategically, assess, and apply concepts.

Build background knowledge across grade levels
SPCSA staff recommends Legacy Southwest continue to enhance background knowledge for k-8 students by focusing on foundational knowledge. Concentrating on foundational knowledge helps students connect their experiences, comprehend their readings, and cultivate critical thinking skills. One recommendation is to utilize the Instructional Guide developed by leadership to pinpoint and scaffold science and social studies topics that can be progressively explored each year of a student's learning journey.

Build number sense
SPCSA staff recommends Legacy Southwest increase the focus on number sense and mathematical processes in professional development and coaching. Strong number sense builds a foundation for mathematical awareness. Focusing on number sense in the younger grades builds the foundation necessary to compute and solve more complex problems in older grades.

Build student trust of staff
The SPCSA staff recommends Legacy Southwest leadership implement measures to foster trust between students and staff at the school. Some students in the focus group expressed feelings of distrust stemming from past interactions with teachers and administrators, a sentiment reflected in the social-emotional survey. They reported frustration with certain teachers being unresponsive to requests for emotional support and a general lack of safety. It is important for students to have the opportunity to provide meaningful feedback to their teachers and the administration without fear of retaliation. Building rapport through personalized, respectful communication and active listening can help address these concerns. Increasing daily social-emotional learning minutes could also enhance discussions and strengthen trust in this area.

Improve MS EL learners' growth percentile
SPCSA staff recommends Legacy Southwest continue to work on improving the middle school English language learners (EL) adequate growth percentile (AGP). According to the 2023-24 NSPF, the school's AGP of 23.8% is below the district average of 27.2%.

[2]Norman L. Webb's research on Depth of Knowledge (DOK) in the late 1990s developed it as the complexity or Depth of understanding required to answer an assessment question.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations made during the site evaluation for Legacy Southwest.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies found during the site evaluation for Legacy Southwest.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[3]	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	6
Students	15

[3] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Legacy Governing Board members met virtually on the day of the site evaluation and participated in the focus group. The board members said the board was well-rounded and explained the types of expertise of persons on the board. These included a business owner, an attorney, a real estate professional, a finance expert, a business owner, and parents. The board has special committees, including a Finance Committee, an Expansion Committee, and a Risk Management Committee. The board members said that they provide opportunities for families to attend all board meetings and publicly offer their emails.

Board members said they evaluate the superintendent annually each spring. One member reported, "We review the goals she has attained and the existing goals and why she has them." The board stated they evaluate their EMO[4], Vertex, yearly. They reported, "We do an evaluation once per year. Our last one was just completed last week. We look at what they are doing great and how they can improve. This is achieved through a survey with a series of questions supplied by Vertex."

The board members in attendance at Legacy were asked to describe what they consider to be the most pressing matters from the board's perspective. One member said, "As far as the board and the initiatives, we are working on the star ratings, being very specific and intentional about how that is done. In addition to completing regular site visits, board members reported receiving weekly updates on campus initiatives concerning the star rating status from the site principals. They also receive monthly reports from Vertex.

Board members indicated they believe they have a good idea about charter schools, reporting, "Having a school of choice is really important." In response to being asked what else the board is considering for school improvement, one board member stated, "We are looking at bringing in additional assistance by hiring new teacher aides and having more volunteers come into the school." They mentioned other issues that need their attention, including being able to provide resources for the students having behavior issues so that other students don't get distracted. They also mentioned emphasizing integrating reading, writing, and math with learning and looking at using it in whatever subject students are learning, instead of in isolation.

Board members at Legacy reported that staff morale is a pressing concern. One board member said, "There are staffing and pay concerns among the teachers. We want to acknowledge teachers' passion for what they do and want them to feel like they are making a difference".

[4] Education management organizations (EMOs) are for profit entities that start and manage charter schools.

Focus Group Summary: Family Members, Parents, and Guardians

This was an abbreviated site visit to Legacy Southwest. No family member, parent, or guardian group was held.

Focus Group Summary: Faculty and Staff

This was an abbreviated site visit to Legacy Southwest. There were no faculty and staff focus groups held.

Focus Group Summary: School Leadership

Six members of Southwest Legacy School participated in the leadership focus group. The principal shared that 1505 students were enrolled in the school and speak 19 languages, including Mandarin. The school has 127 staff members , including a behavior interventionist. The behavior interventionist supports the campus twice weekly by creating behavioral support plans and refining tier two and three student services, including assisting students with Individualized Education Programs (IEP).

Leadership members shared their emphasis is on continuous improvement, including a schoolwide goal of 80% math proficiency for elementary and middle school. One leader stated they created a system of feedback cycles for teachers every other week with specific teachers to meet with the administration. Topics include effectively using the Measure of Academic Progress (MAP) assessment quadrant report, ensuring rigorous lessons, and utilizing Common Summative Assessments to plan for instruction.

According to the NSPF, Southwest Legacy is a 5-star elementary and middle school. Leadership team members highlighted the school's success, noting that Professional Learning Community (PLC) meetings are held weekly and supported by instructional coaches. Emphasis is placed on the effective use of data to drive instruction and to provide a student-centered climate led by kind teachers who hold firm boundaries and expectations. One leader shared that the school implements a pay-for-performance based on proficiency and growth on the MAP assessment and the Smarter Balanced Assessment Consortium[5] (SBAC), and that several teachers qualified for the incentive. Additional noteworthy items discussed were the school's 93% staff retention rate, two teachers supporting the school's 165 gifted students, and working with Southern Nevada's Regional Professional Development Program (RPDP) as they implement their new math curriculum.

Legacy Southwest's leadership team shared that they are implementing a house system like the Ron Clark model[6] and are excited to launch the program soon. The leadership group also discussed utilizing a buddy classroom system, which provides buddy rooms that offer students a place to fill out a counseling sheet, where students can receive counseling on the spot. The sheet asks students, "What happened?" and "What could I have done differently?" This engages students in a reflection process regarding their actions and prompts their thoughts on what they can do to improve.

A priority for Legacy Southwest is to assist other Legacy Campuses with academic improvement plans. These methods provide highly effective teachers, coaches, and administrators opportunities to share expertise. For instance, highly effective teachers work with other teachers from the two other campuses by providing modeled lessons and co-teaching opportunities. Administrators from the Southwest campus collaborated with different administrators on effective practices that assisted in improving instruction, leading to a five-star rating.

[5] SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests ("adaptive online exams") for use in several states, including Nevada. Smarter Balanced tests measure student achievement and growth of students in English Language Arts and math in grades 3-8 and high school.
[6] The Ron Clark Academy House System is a feature that creates smaller, supportive communities within the larger school.

Focus Group Summary: Students

Members of the student focus group shared their recent personal learning goals. One student reported that he would like to become better at playing violin, another would like to stay focused on learning, one would like to get better grades, and another would like to be less distracted. One student said, "I would like to be more involved with the school by showing school spirit."

Students reported on how they interact with their peers in classroom activities. One student said, "In groups we multiply decimals. I am a leader, and my teacher wants me in partner work". Another student shared, "We get to socialize and understand other people's thoughts." Another group member added, "In math, we share answers and explain them." Lastly, one student shared, "We have groups of two or four, and sometimes it helps us understand how other people think. We discuss the main idea of the story, the theme."

Students were asked what forms of feedback they provided their teacher about what was going well and what could be improved. One student said a seventh-grade teacher asked for input on her lessons. She solicited feedback from her students verbally through a class discussion. The student stated, "Sometimes, she asks for it through an essay." One other student said another teacher did ask for feedback regarding whether students were ready to move on in a unit or whether they needed assistance. A few other students said this was also the form in which their teachers asked for feedback.

The participants were asked if they were talking to a friend about the school, what would they tell them to make them want to attend or not? One student mentioned, "That they should come here for the learning opportunities; we have great teachers." Another added that the teachers are supportive. Other responses included the fun runs, specials, computer classes, Spanish, Mozart, and music classes. A student stated that students know their SBAC scores and why they are important. Lastly, a student mentioned that the teachers adapt to what students need, saying, "We have a speech person, and we can place students where they need so they can learn; our teachers are a superpower- they are here for everyone."

The group shared mixed reviews when the students were asked if they felt comfortable going to an adult at school if they had a problem. Several students said yes, they had an adult on campus to go to if they needed help, emphasizing they could talk to teachers. Some more students said they at least felt they had an adult they could trust and talk to. Several students said they could speak to the counselor about their problems. One student said he felt more comfortable with the teachers than the administration. Several focus group members shared that the school heavily emphasizes test scores and that problems outside of test scores are not treated as a high priority. A student stated, "I would like to be able to talk with the administration instead of writing a report about what happened."

Classroom Environment and Instruction Observation Rubric

A total of 11 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	**TOTAL: 17**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 6	**TOTAL: 15**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 11 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 15**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 1**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 10**	**TOTAL: 7**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 11 elementary and 11 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 5	**TOTAL: 13**	**TOTAL: 4**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 6	**TOTAL: 13**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 0**

Classroom Observations and Additional Comments

Students in an upper elementary classroom worked in groups on anchor charts to determine the standard, distributive, area model, and partial product for a given multiplication problem. The teacher used high-level questioning in groups to help students unpack the content. There was a lot of student discourse, all about learning. Students led the class through their interactions.

Students used manipulatives as they worked in small groups of four and multiplied whole numbers by decimals. When they progressed through several problems, the teacher asked specific questions of the class. Students would volunteer. In some questions, students could model the process and the answer, and others called for the students to provide an explicit example and explain their reasoning. Every time a student volunteered, the class clapped, encouraging the student. Students were engaged and eager to share in the learning.

In one upper elementary classroom, students were working in groups to conduct a science experiment in which they decided which liquid would melt the color off a piece of Candy Corn the best. Students were highly engaged, sharing their ideas. They recorded their predictions and ideas in writing.

Students in one upper elementary classroom were asked to work in pairs with another to create a map listing characters' traits from a text they were reading. Students listed the traits, discussed them, and found evidence in the text to support their answers.

In one middle-level math class, students worked with the teacher as a whole class, calling out processes and procedures for completing mathematical word problems. All students in the class were engaged and participated in the learning.

In one middle-level English language arts class, students volunteered to read parts of Lewis Carol's “The Jabberwocky”. The instructor projected some guided questions on the whiteboard, and students readily shared their thoughts and participated in the lesson.

In one elementary school classroom, the teacher reviewed the learning target with student input. She asked them why they would need to use multiplication in real-world scenarios. She gave all students appropriate wait time to think of their answers and pulled sticks with students' names on them to elicit responses.

In one elementary school classroom, the students were actively engaged (taking notes, working on solving the problem, asking questions, and sharing verbal responses). At the same time, the teacher completed the "we do" portion of the math lesson.

In one elementary school classroom, the students were highly engaged in group work, completing details about the setting, characters, and events. The teacher actively monitored the group and provided feedback. In an elementary school classroom, the teacher started the class with a breathing/focusing activity with the learning targets posted on the board: "I can explain and describe who the monsters are in Percy Jackson" and "I can write an opinion essay."

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommended Legacy Traditional School – Southwest continue its efforts to increase enrollment with special populations.	Legacy Southwest earned 6 out of 15 points in elementary school for the Enrollment Diversity Indicator on the 2022-23 Academic Performance Framework. In middle school, 5 out of 15 points were earned on the same metrics.	SPCSA recommends Legacy SW continue to work on this process.
SPCSA staff recommended Legacy Traditional School Southwest formalize and present a 'communication trust' plan (Reina 2006) between a) school leadership and families with a suggestion box and b) school leadership and faculty by creating listening platforms.	Expanded Parent University sessions	SPCSA recommends Legacy SW continue to work on this process.
SPCSA staff recommended Legacy Traditional School – Southwest continue working with faculty on improving the pacing of instruction and student engagement to alleviate downtime and opportunities for off-task behavior.	Legacy SW hired a behavior interventionist that they share with other Legacy campuses. Increased professional development and targeted observations.	According to classroom observation comments and the number of Distinguished and Highly Proficient classrooms as indicated on pages 15 through 19 of this report, this recommendation has been addressed by Legacy SW leaders.
SPCSA Staff noted that although learning targets and objectives were posted in most classrooms, teachers did not refer to them during the lessons. SPCSA staff recommended staff refer to the posted learning targets and objectives.	Legacy Southwest leaders report increased teacher capacity in lesson planning using the network-wide Instructional Guide as well as professional development and targeted classroom observations on the topic.	According to classroom observation comments and the number of Distinguished and Highly Proficient classrooms as indicated on pages 15 through 19 of this report, this recommendation has been addressed by Legacy SW leaders.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix E: SPCSA Financial Performance Framework Results for 2022–23 and 2023–24

School

- Alpine Academy
- Amplus
- Battle Born Academy
- Beacon Academy
- Civica Academy
- Coral Academy of Science
- Democracy Prep
- Discovery Charter School
- Doral Academy of Nevada
- Doral Academy of Northern Nevada
- Eagle Schools of Nevada
- Elko Institute for Academic Achievement
- Equipo Academy
- Explore Academy
- Founders Academy
- Freedom Classical Academy
- Futuro Academy
- Girls Empowerment Middle School
- Honors Academy of Literature
- Imagine School at Mountain View
- Leadership Academy of Nevada
- Learning Bridge Charter School
- (●) Legacy Traditional School
- Mater Academy of Nevada
- Mater Academy of Northern Nevada
- Nevada Connections Academy
- Nevada Prep
- Nevada Rise
- Nevada State High School
- Nevada State High School - Meadowood
- Nevada Virtual Charter School
- Oasis Academy
- pilotED Cactus Park
- Pinecrest Academy
- Pinecrest Academy of Northern Nevada
- Quest Academy
- Sage Collegiate

Nevada State Public Charter School Authority

2022-23 Fiscal Year: Financial Performance Framework

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 Dr, North Las Vegas, NV 89031
Website: https://northvalley.legacytraditional.org/
Enrollment: 4053
Grades Served: K-8

2022-23	2021-22
Meets the Standard	Meets the Standard

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Falls Far Below Standard**	**Meets Standard**	**Does Not Meet Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Name

- (Blank)
- Alpine Academy
- Amplus
- Battle Born Academy
- Beacon Academy of Nevada
- CIVICA Nevada Career & Collegiate Acade...
- Coral Academy of Science
- Democracy Prep
- Discovery Charter School
- Doral Academy of Nevada
- Doral Academy of Northern Nevada
- Elko Institute for Academic Achievement
- Equipo Academy
- Explore Academy
- Founders Classical Academy of Las Vegas
- Freedom Classical Academy
- Futuro Academy
- Honors Academy of Literature
- Imagine Schools at Mountain View
- Leadership Academy of Nevada
- Learning Bridge Charter School
- **Legacy Traditional School**
- Mater Academy of Nevada
- Mater Academy of Northern Nevada
- Nevada Connections Academy
- Nevada Prep
- Nevada Rise
- Nevada State High School
- Nevada State High School - Meadowood
- Nevada Virtual Charter School
- Oasis Academy
- pilotED Schools - Cactus Park Elementary
- Pinecrest Academy of Nevada
- Pinecrest Academy of Northern Nevada
- Quest Academy
- Sage Collegiate Public Charter School

Nevada State Public Charter School Authority

2023-24 Fiscal Year: Financial Performance Framework

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: https://legacytraditional.org/
Enrollment: 4109
Grades Served: KG - 08

2023-24	2022-23
Meets the Standard	Meets the Standard

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Does Not Meet Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix F: SPCSA Organizational Performance Framework Results for 2022–23 and 2023–24

Nevada State Public Charter School Authority

2022-23 School Year: Organizational Performance Framework

The Organization 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.

- Alpine Academy
- Amplus Academy
- Battle Born Academy
- Beacon Academy of Nevada
- CIVICA Nevada Career and C...
- Coral Academy of Science-L...
- Democracy Prep
- Discovery Charter School
- Doral Academy of Nevada
- Doral Academy of Northern ...
- Elko Institute for Academic ...
- Equipo Academy
- Explore Academy
- Founders Classical Academy
- Freedom Classical Academy
- Futuro Academy
- Honors Academy of Literatur...
- Imagine School at Mountain ...
- Leadership Academy of Nev...
- Learning Bridge Charter Sch...
- (●) Legacy Traditional School
- Mater Academy
- Mater Academy of Northern ...
- Nevada Connections Academ...
- Nevada Prep Charter School
- Nevada Rise Academy
- Nevada State High School
- Nevada State High School-M...
- Nevada Virtual Charter Scho...
- Oasis Academy
- pilotED Schools-Cactus Park ...
- Pinecrest Academy of Nevada
- Pinecrest Academy of North...
- Quest Academy
- Sage Collegiate Public Chart...

Legacy Traditional School

Address: 5024 Valley Drive, North Las Vegas, NV 89031
Website: http://ltsnevada.org/
Enrollment: 4053
Grades Served: K-8

2022-23	2021-22
Meets Standards 94.00	Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
15 out of 20	**19 out of 20**	**20 out of 20**	**20 out of 20**	**20 out of 20**
This section addresses the school's adherence to the material terms of its proposed education program.	This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Nevada State Public Charter School Authority

2023-24 School Year: Organizational Performance Framework

The Organization 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.

- (Blank)
- Alpine Academy
- Amplus Academy
- Battle Born Academy
- Beacon Academy of Nevada
- CIVICA Nevada Career and Coll...
- Coral Academy of Science-Las V...
- Democracy Prep Nevada
- Discovery Charter School
- Doral Academy of Nevada
- Doral Academy of Northern Ne...
- Eagle Charter School
- Elko Institute for Academic Ach...
- Equipo Academy
- Explore Academy
- Founders Classical Academy
- Freedom Classical Academy
- Futuro Academy
- Honors Academy of Literature
- Imagine Schools at Mountain V...
- Leadership Academy of Nevada
- Learning Bridge Charter School
- Legacy Traditional Schools
- Mater Academy
- Mater Academy of Northern N...
- Nevada Connections Academy
- Nevada Prep Charter School
- Nevada Rise Academy
- Nevada State High School
- Nevada State High School-Mea...
- Nevada Virtual Charter School
- Oasis Academy
- pilotED Schools-Cactus Park Ele...
- Pinecrest Academy
- Pinecrest Academy of Northern...

Legacy Traditional Schools

Address: 5024 Valley Dr., North Las Vegas, NV 89031
Website: https://legacytraditional.org/
Enrollment: 4052
Grades Served: K-8

2023-24	2022-23
Meets Standard	Meets Standards
100.00	

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
20	20	20	20	20
This section addresses the school's adherence to the material terms of its proposed education program.	This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.